



Received: 02-04-2024
Accepted: 25-05-2024

ISSN: 2583-049X

Some Solutions to Enhance the Quality of English Language Education at the Secondary Level in the Foreign Language Department of Tan Trao University

¹ Bui Thi Hoang Hue, ² Tran Thi Thuy Lan

^{1,2} Tan Trao University, Tuyen Quang Province, Vietnam

DOI: <https://doi.org/10.62225/2583049X.2024.4.3.2799>

Corresponding Author: **Bui Thi Hoang Hue**

Abstract

This study aims to provide a comprehensive assessment of the English language teaching and learning process at the A2 level among students at Tan Trao University, with the primary goal of enhancing students' language proficiency to meet the objectives of the National Foreign Language Project 2020. Utilizing two survey instruments—one for students and one for instructors—the research offers an insightful and in-depth examination of both sides of the teaching and learning process.

The survey results indicate that students highly appreciate the curriculum used in their English language learning journey at the university, while also holding positive perceptions of their instructors' teaching abilities. The enthusiastic, dynamic teaching approach and integration of information technology demonstrated by the instructors underscore the university's commitment to improving the

quality of English language instruction. However, despite the effective efforts of instructors, a majority of students continue to approach English learning passively. There is a need for students to cultivate a more proactive approach to self-study and research. This highlights the necessity for new strategies and interventions to stimulate students' self-directed learning and development in English language acquisition.

It is imperative to consider and implement measures such as active teaching methodologies and creating conducive environments for self-directed learning, alongside promoting student engagement and autonomy in the learning process. These efforts will significantly contribute to enhancing the quality of English language education at Tan Trao University.

Keywords: Teaching Methods, English, Curriculum, Skills

1. Introduction

In an increasingly interconnected and evolving world, possessing English language proficiency is not only an advantage but also a prerequisite for global engagement. With a vision and commitment to sustainable development, the Department of Foreign Languages at Tan Trao University has undertaken a series of studies and proposed several solutions to enhance the quality of English language education at the secondary level, facilitating the comprehensive development of students.

The starting point of this journey is the focused promotion of the implementation of the National Foreign Language Project 2020. This project not only sets specific targets for improving language proficiency but also proposes concrete measures such as enhancing the quality of teachers and augmenting teaching materials and modern teaching methods. By incorporating these policies into teaching practices, the Department of Foreign Languages not only ensures the mastery of knowledge but also fosters communication skills, confidence, and creativity in language use among students.

Another crucial factor is the adoption of the format for assessing language proficiency by the Ministry of Education and Training. By applying these assessment formats to the evaluation of students, the Department not only ensures objectivity and fairness but also encourages students to approach learning in innovative and flexible ways. This not only helps measure the students' proficiency but also provides motivation for them to continuously strive and develop themselves in the learning process.

Moreover, the Department of Foreign Languages is actively promoting the use of technology in teaching. Integrating technology tools and applications into the learning process not only helps students access knowledge effectively but also creates an interesting and dynamic learning environment. Additionally, collaborating with universities and international organizations is an effective way to exchange knowledge, teaching experiences, and access the latest trends in English

language education.

In summary, the application of solutions such as promoting the implementation of the National Foreign Language Project 2020, adopting the format for assessing language proficiency, actively using technology in teaching, and international collaboration has created an advanced learning environment that meets the requirements of the modern world. Through continuous efforts, the Department of Foreign Languages at Tan Trao University hopes to contribute to the sustainable development of English language education at the secondary level, gradually building a generation of proficient English-speaking students ready to face the challenges of the globalized world.

2. Theoretical basis

Legal basis

The National Foreign Language Project 2020 aims to comprehensively innovate the teaching and learning of foreign languages within the national education system, implementing new language teaching and learning programs at all levels of education and training to significantly advance the proficiency and language usage skills of the workforce. The project implements methods for assessing language learners according to the Common European Framework of Reference for Languages (CEFR) 6 levels, ranging from A1 to C2, adapted for Vietnam. To meet the objectives of the Project at each stage, the Department of Foreign Languages at Tan Trao University has undergone a transformation in its teaching curriculum, examination methods, and evaluation criteria in alignment with the CEFR 6-level language proficiency framework.

In response to the imperative set forth by the National Foreign Language Project 2020, Tan Trao University's Department of Foreign Languages has embarked on a multifaceted journey of pedagogical and curricular transformation. Understanding the pivotal role that language proficiency plays in navigating today's globalized landscape, the Department has embraced the challenge of aligning its educational offerings with the CEFR standards, ensuring that students not only acquire linguistic competence but also develop communicative fluency across a spectrum of contexts and tasks.

Central to this endeavor has been the recalibration of the department's pedagogical approach. Recognizing the dynamic nature of language acquisition, instructors have adopted a learner-centered approach that emphasizes active engagement, authentic communication, and task-based learning. By scaffolding instruction to cater to students' individual needs and proficiency levels, educators facilitate a more meaningful and effective learning experience, fostering not only linguistic proficiency but also critical thinking skills and intercultural competence.

Furthermore, the Department has overhauled its assessment practices to align with the CEFR framework. Departing from traditional summative evaluations, assessments now incorporate a variety of formative and summative measures designed to holistically gauge students' language proficiency across the four skills of listening, speaking, reading, and writing. Through diagnostic assessments, portfolio-based evaluations, and performance-based tasks, instructors gain valuable insights into students' strengths and areas for improvement, allowing for targeted and personalized intervention strategies.

In tandem with these curricular and pedagogical innovations, the Department has also prioritized professional development initiatives aimed at equipping faculty with the requisite knowledge and skills to effectively implement the new curriculum and assessment practices. Through workshops, seminars, and collaborative learning communities, educators have the opportunity to deepen their understanding of the CEFR framework, share best practices, and engage in reflective dialogue about their teaching practices. The Department of Foreign Languages at Tan Trao University is steadfast in its commitment to enhancing the quality of language education and fostering linguistic competence among its students. Through strategic alignment with the National Foreign Language Project 2020 and the adoption of the CEFR framework, the Department is poised to empower students with the linguistic skills and intercultural competencies necessary to thrive in an increasingly interconnected world.

The National Foreign Language Education Project within the framework of the national education system for the period 2008 - 2020 was issued by the Prime Minister on September 30, 2008, with the aim that by 2020, the majority of Vietnamese youths graduating from vocational schools, colleges, and universities would possess sufficient foreign language proficiency to communicate independently and confidently in integrated environments. Furthermore, the Ministry of Education and Training issued Directive No. 7244/BGDĐT on October 30, 2012, providing guidance for the implementation of the National Foreign Language Project 2020 in higher education institutions. In this directive, the Ministry recommended that universities establish Steering Committees to implement the National Foreign Language Project 2020 within their respective units. These committees are tasked with assessing the language proficiency of language faculty, providing financial support for faculty development, ensuring that non-language major graduates from universities and colleges achieve language proficiency level 3, while language major graduates achieve level 4 for college programs and level 5 for university programs, and implementing specialized English language instruction in certain fields of study.

To reinforce the objectives outlined in the National Foreign Language Project 2020, universities must adopt proactive measures to ensure its successful implementation. Firstly, the establishment of Steering Committees dedicated to overseeing the project's execution within each institution is paramount. These committees will serve as focal points for coordinating efforts, monitoring progress, and addressing challenges encountered during the implementation process. Secondly, conducting comprehensive assessments of language faculty's proficiency levels is crucial to identify areas for improvement and tailor professional development programs accordingly. Thirdly, universities should allocate sufficient resources to support faculty development initiatives, including funding for language training courses, workshops, and seminars. By investing in the continuous professional growth of language instructors, universities can enhance the quality of language education delivery and ensure that students receive effective instruction aligned with the project's objectives. Additionally, universities must take proactive steps to ensure that graduates meet the prescribed language proficiency standards upon completion of their programs. This may involve integrating language proficiency assessments into the curriculum and providing

targeted support for students who require additional language training. Furthermore, the incorporation of specialized English language instruction into relevant academic programs will equip students with the language skills necessary to excel in their chosen fields and thrive in an increasingly globalized world. The successful implementation of the National Foreign Language Project 2020 in higher education institutions requires a concerted effort from university leadership, faculty, and stakeholders. By establishing Steering Committees, assessing faculty proficiency levels, providing adequate resources for faculty development, and integrating specialized English language instruction into academic programs, universities can ensure that graduates possess the language proficiency necessary for success in an interconnected and competitive global environment.

The Ministry of Education and Training has introduced a standardized format for language proficiency assessments at levels 1, 2, and 3 in accordance with the Common European Framework of Reference for Languages (CEFR) 6-level proficiency scale. This initiative aims to establish a consistent structure and content for examination papers, ensuring coherence across question banks, facilitating the analysis of test results, and maintaining the quality of examinations as stipulated in Decisions No. 1479, 1481, and 1477/QĐ-BGDĐT dated May 10, 2016.

By implementing standardized examination formats aligned with the CEFR scale, the Ministry seeks to enhance the validity and reliability of language proficiency assessments, providing students, educators, and stakeholders with a clear and transparent framework for evaluating language competencies. The structured format of the examination papers, coupled with consistent content guidelines, promotes fairness and equity in assessment practices, allowing for accurate and meaningful interpretation of test results.

Furthermore, the Ministry's emphasis on quality assurance measures underscores its commitment to upholding rigorous standards in language education and assessment. By systematically analyzing test outcomes and monitoring examination processes, educational authorities can identify areas for improvement, address any discrepancies or irregularities, and refine assessment procedures to better serve the needs of learners and educators alike.

In conclusion, the introduction of standardized examination formats for language proficiency assessments represents a significant step towards enhancing the quality and consistency of language education and evaluation practices in Vietnam. Through meticulous adherence to established guidelines and continuous monitoring of assessment procedures, the Ministry of Education and Training reaffirms its dedication to promoting excellence in language learning and assessment across the educational landscape.

3. The Teaching Methods in Foreign Language Education

Over decades, the field of language education has witnessed incessant development in teaching methodologies, from traditional approaches to modern and innovative ones. Researchers have endeavored to explore and apply various methods, ranging from traditional ones like Grammar-Translation and Audio-Lingual to modern approaches such as Communicative Language Teaching and Task-Based Learning.

The Grammar-Translation method, one of the oldest traditional methods, focuses on learning language through grammar study and translating texts from the native language to the target language. Despite being criticized for its limitations in developing communicative skills, this method still persists and is utilized in specific cases, such as learning classical languages or for literary research purposes.

Another traditional method is the Audio-Lingual method, which emphasizes language learning through repetition and mimicking of grammar patterns and language contexts. Though it has achieved some success in developing language skills, this method has also faced criticism for its lack of flexibility and creativity in learning.

In recent years, modern methods like Communicative Language Teaching (CLT) and Task-Based Learning (TBL) have become prevalent. CLT focuses on developing communication skills through practical activities and real-life communication in authentic situations. TBL, a related method, centers on learning through the completion of specific and realistic tasks.

Furthermore, the integration of technology in language education has opened up a plethora of new opportunities. From using language learning software to participating in online classes and accessing online resources, technology has become an integral part of today's students' learning process.

In summary, over the decades, the field of language education has seen significant progress in teaching methodologies. From traditional methods to modern approaches, the diversity in these methods has created a varied and rich learning environment, catering to the diverse needs of students and learners worldwide.

4. The relationship between learning motivation and the language learning process

Motivation plays a pivotal role in language learning, influencing learners' engagement, persistence, and ultimately their success in mastering a new language. The relationship between motivation and the language learning process has been extensively studied, with numerous research findings shedding light on the dynamics of this connection.

Firstly, intrinsic motivation, stemming from internal desires and interests, has been shown to significantly impact language learning outcomes. Studies by Deci and Ryan (1985) and Dörnyei (1994) emphasize the importance of intrinsic motivation in sustaining long-term language learning efforts. Learners who are intrinsically motivated tend to exhibit greater enthusiasm, enjoyment, and willingness to invest time and effort in language learning activities, leading to deeper engagement and enhanced proficiency over time.

Conversely, extrinsic motivation, driven by external factors such as rewards or social approval, also plays a role in language learning but may not sustain long-term engagement or commitment. While extrinsic motivators such as grades or praise can initially stimulate learners' interest, research by Vallerand and Bissonnette (1992) suggests that they may not foster intrinsic interest or genuine language learning engagement in the absence of internal motivation.

Moreover, the role of motivational beliefs and attitudes, such as self-efficacy and beliefs about the utility of language learning, cannot be overlooked. Bandura's (1986) theory of self-efficacy posits that learners' beliefs in their own ability to succeed in language learning significantly influence their motivation and performance. Similarly, Gardner's (1985) socio-educational model emphasizes the importance of learners' attitudes and beliefs about the target language community and culture in shaping their motivation and language learning outcomes.

Furthermore, the socio-cultural context, including factors such as teacher-student interactions, peer influence, and societal attitudes towards language learning, also plays a crucial role in shaping learners' motivation. Research by Dörnyei and Ushioda (2011) highlights the significance of the socio-cultural environment in fostering a supportive and motivating language learning atmosphere, where learners feel valued, supported, and encouraged to pursue their language learning goals.

In conclusion, the relationship between motivation and the language learning process is complex and multifaceted, influenced by a myriad of internal and external factors.

Understanding the interplay between intrinsic and extrinsic motivation, motivational beliefs and attitudes, and the socio-cultural context is essential for educators and learners alike in fostering a conducive and motivating language learning environment. By nurturing learners' intrinsic motivation, fostering positive motivational beliefs, and creating a supportive socio-cultural context, educators can enhance learners' engagement, persistence, and ultimately their success in mastering a new language.

5. The common European framework of reference for languages level a2 (cefr level a2)

The language department relies on the Common European Framework of Reference for Languages (CEFR) to develop curricula, compile or select textbooks, lesson plans, and teaching materials suitable for each level of education and to ensure continuity in language education across levels. Instructors utilize the CEFR as a basis for selecting and implementing content, teaching methods, assessment, and evaluation techniques to enable learners to meet the requirements of the training program.

Table 1: Description of language proficiency of learners at Level A2

Level	Listening	Speaking	Reading	Writing
A2	Students can comprehend commonly used vocabulary on topics such as family, shopping, accommodation, and professions; understand the main ideas in short and simple announcements.	- I am able to communicate in everyday simple situations about myself, my family, school, and my living environment.	- I am capable of understanding common vocabulary related to personal and family matters, shopping, and employment; grasping the main ideas of short and simple texts.	- I can write simple and concise messages within the scope of urgent needs. I am able to compose a very basic personal letter, such as a thank-you note.

Extracted from Circular 01/2014/TT-BGDĐT, page 24

6. Duration of studying to reach A1, A2, B1 standards

According to recommendations from international training and examination organizations such as Cambridge TESOL, ETS, and the Association of Language Testers in Europe (ALTE), to advance from level A1 to A2, learners should undergo between 180 to 250 hours of study, and from A2 to B1, it is suggested to require 350 to 400 hours of study (Proceedings at Can Tho University under the National Foreign Language Project 2020, 2015, p. 51). These training durations proposed by international organizations are considered reasonable timeframes for learners to upgrade their proficiency. This timeframe has been adopted by language centers in their training programs. The Foreign Language Department of Tan Trao University, apart from guiding exam formats like VSTEP, allocates the entire course duration for learners to review vocabulary, grammar, and practice English skills to achieve level 2 (A2) proficiency, totaling 180 sessions. The language department allocates 96 sessions for the A2 class throughout the entire course.

7. Research Methodology

Survey methodology

1. The study was conducted using a survey method. The objective of the student survey focused on students' satisfaction with the foreign language department, their opinions on the curriculum, teaching faculty, and an understanding of current English learning methods among students. The faculty survey aimed to assess how faculty members evaluate the curriculum, their

assessment of students' English learning process, teaching methods, as well as the advantages and challenges faced by faculty members teaching in the foreign language department.

2. The research subjects consisted of two groups: Students and faculty members. The sampling method was as follows: Randomly selecting 115 students (16 males, 99 females) from the first and second years at Tan Trao University, who were enrolled in the A2 level program. Among them, 51 students were from colleges and 64 students were from universities, aiming to investigate student satisfaction with the educational institution. The survey primarily focused on students' attitudes towards learning, curriculum evaluation, and teaching methods of instructors.

Nine instructors were selected (7 instructors from the foreign language department at Tan Trao University, 2 instructors from Tuyen Quang High School) who were directly involved in teaching A2 level. Among them, 7 instructors had master's degrees, 1 was a doctoral candidate, and 6 instructors had C1 certificates (Level 5) to survey teaching organization, instructors' opinions on the curriculum, and students' learning processes.

8. Result

Surveying and evaluating learners

Through the statistical analysis of the learning outcomes of 115 students across 6 A2-level English classes, it is evident that students' English proficiency is relatively low when they first engage with the A2 level. At the beginning of the

course, students underwent an assessment equivalent to level A1, and the results indicated that only 44 out of the total 115 students met the requirements, accounting for 38.2%. After 4 months of study comprising 96 sessions in total, students participated in the A2-level English

proficiency exam at Tan Trao University in April 2024. The results showed that 57 out of 93 students who took the exam scored above 6.5 points, achieving a rate of 61.2%. The survey results regarding students' attitudes and approaches to learning English are presented in Table 2.

Table 2: Perspectives and attitudes of learners enrolled at the center

Students' opinions on curriculum, teaching methods of instructors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The curriculum provided by the center offers many engaging opportunities for learners.	21,6%	56,5%	19,2%	2,7%	0%
This curriculum effectively enhances learners' English skills.	13,3%	53,6%	25,1%	8%	0%
Learners have ample opportunities to practice English skills.	28,8%	52,6%	17,8%	0,8%	0%
Instructors employ dynamic teaching methods.	40,6%	55,1%	1,9%	2,4%	0%
Instructors are attentive in providing assistance and assigning additional homework for students to practice at home.	55%	40,2 %	4,8%	0%	0%

The survey results in Table 2 indicate that 78.1% of students responded as either "strongly like" or "like" regarding their enjoyment of learning English with the curriculum provided by the Foreign Language Department. Regarding the improvement of English skills, 66.9% of students agreed or strongly agreed that the teaching curriculum has effectively enhanced their English skills. This demonstrates that the curriculum delivered by the Foreign Language Department has generated considerable interest among students in their learning process. Furthermore, 81.4% of students believe that Tan Trao University provides ample opportunities for

them to effectively practice English skills. The majority of students (95.6%) perceive that the foreign language instructors at Tan Trao University employ dynamic and comprehensible teaching methods, while 95.7% of students feel that instructors are highly attentive, supportive, and assign homework. These figures indicate that the instructors are enthusiastic, dynamic, and employ proactive teaching methods. The survey results also indicate that students participated in all queried activities, albeit at varying frequencies (Table 3).

Table 3: Current English Learning Methods of Center Students

Academic activities of students	Very frequently	Frequently	Occasionally	Rarely	Never
Participating in academic activities.	20,8%	59,4%	13,9%	4,2%	0,7%
Consulting instructors when encountering comprehension difficulties.	14,2%	34,1%	48,4%	2,6%	0,7%
Engaging in English-speaking discussions and exchanging knowledge with peers outside of class hours	4%	13,7%	33,7%	34,8%	13,8%
Visiting the library to seek out reference materials and books	1,7%	6,7%	33,2%	23 %	27%
Searching for English-language documents online for research purposes	4,8%	41,9%	29,8%	11,1%	12,4%

The data indicates that 80.2% of students regularly attend academic activities in class. However, only 48.3% of students regularly consult instructors when encountering difficulties in their studies; 68.5% of students occasionally or rarely engage in English-speaking discussions and exchanges with peers outside of class hours, and 65.2% of students occasionally or rarely visit the library to access English-language materials. Additionally, 46.7% of students regularly read English-language documents online. These results suggest that the majority of students still adhere to

traditional learning methods. English language learning predominantly occurs within the classroom setting. The proportion of students practicing English independently at home, with peers, or at the library is low. In order to understand the attitudes, curriculum evaluation, teaching activities, and assessment methods of instructors towards students, as well as to identify the advantages and challenges that instructors encounter during the teaching process, we conducted a survey to gather opinions from instructors engaged in teaching. The results are as follows:

Table 4: Instructor Feedback on the Current Curriculum Being Taught at the Center

The opinions of instructors on teaching materials and methods	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I prefer teaching English with the current subject-based curriculum	20,6%	65,1%	14,2%	0,1%	0%
The instructional design is highly scientific	11,9%	87,9%	0,2%	0%	0%
The curriculum effectively aids students in developing listening, speaking, reading, and writing skills	23,6%	59,3%	16,5%	0,6%	0%
The curriculum is suitable for the students' abilities	0,5%	88,9%	10,6%	0%	0%
The curriculum incorporates numerous engaging activities for student participation	0,3%	88,7 %	0%	11%	0%

When asked about their preference for teaching with the curriculum, 85.7% of instructors responded positively, with a majority expressing either liking it or liking it very much. Additionally, 99.8% of instructors agreed with the scientifically-oriented instructional design. Furthermore, 89.4% of instructors believed that the curriculum was

appropriately tailored to the students' abilities, providing ample learning activities for student engagement, and effectively fostering the development of listening, speaking, reading, and writing skills. These figures indicate a high level of satisfaction among instructors regarding the teaching curriculum in the department.

Table 5: Evaluation of Instructors on the Learning Process of Center Students

The process of students learning English	Very frequently	Frequently	Occasionally	Rarely	Never
Students' attendance in classroom sessions	10,9%	77,9%	11,2%	0%	0%
Students' participation in learning activities	11,9%	88,1%	0%	0%	0%
Students' engagement in discussions with instructors when encountering comprehension issues	0,1%	66,7%	33,2%	0%	0%
Students completing assignments before attending class	10,8%	56%	33,2%	0 %	0%
Students participating in group discussions outside of class hours	0,4%	11,5%	33 %	10,9%	44,2%

The results indicate that 88.8% of instructors observe regular attendance of students, with 100% of students consistently participating in classroom learning activities; 66.7% of instructors note that students frequently engage in exchanges with instructors when encountering comprehension issues; 66.8% of instructors evaluate students' regular completion of assignments prior to class; and 10.8% of students are assessed by instructors as frequently engaging in after-hours group study. These figures suggest, according to instructors' perceptions, that some students' self-learning capabilities are not sufficiently developed, as they tend to be passive and hesitant to interact with instructors when facing difficulties. All learning activities predominantly occur in the classroom.

Overall, the majority of instructors hold positive evaluations of students' English learning approaches. However, instructors primarily appreciate students' attendance and participation in in-class learning activities. Other learning activities such as interaction with instructors, group study, and post-class group discussions are not frequently undertaken by students.

For the teaching and learning process to be positive and effective, aside from the necessity of an appropriate teaching curriculum and active, enthusiastic participation from students, the teaching methodology employed by instructors is a key determinant of the overall success of the teaching and learning process. This study also pays particular attention to evaluating instructors' teaching activities and capturing some contributions from instructors to enhance the quality of English teaching and learning. The results are as follows:

All surveyed instructors responded that they frequently organize student participation in pair or group learning activities; 44.2% of instructors allocate approximately 25% to 50% of class time for lecturing, while 55.8% of instructors dedicate about 50% to 75% of class time for lecturing, with the remaining time allocated for student engagement in learning activities; 82.9% of instructors regularly utilize teaching aids such as laptops, cassettes, and LCDs. These percentages indicate that instructors' English teaching methods are highly proactive. Learners consistently play a central, active role in the learning process. The majority of instructors frequently utilize teaching aids and apply information technology during teaching.

The survey of instructors also obtained results regarding the advantages of instructors participating in teaching at the institution. 46% of instructors believe that the facilities and equipment at Tan Trao University ensure the teaching process; 23% of instructors find the teaching schedule to be clearly allocated; and 56% of instructors highly appreciate the enthusiastic service of institution staff, the suitability of teaching materials, and the clarity of teaching objectives.

Regarding challenges, 78% of surveyed instructors believe that students' English proficiency and abilities vary within a classroom; 46% of instructors find it challenging to

implement English teaching activities due to students' lack of foundational knowledge from previous education levels; 55% of instructors observe that students still maintain passive learning approaches, and 12% of instructors find that students encounter difficulties in adapting to new teaching materials.

To address these challenges, we have compiled solutions proposed by instructors to enhance the effectiveness of teaching and learning English. Specifically, 34% of instructors suggest improving and enhancing teaching methods; 43% of instructors agree on the need to improve students' learning approaches; 46% of instructors recommend equipping additional teaching aids, and 66% of instructors propose classifying students based on their entry-level proficiency. Additionally, one instructor (11.1%) suggests increasing the number of actual teaching hours from level 1 to level 2.

9. Conclusion

The survey results have shown a general overview of students' perspectives and attitudes towards learning English, also providing quite specific reflections on the current English learning methods of students. The majority of students highly appreciate the curriculum currently implemented at the center, stating that it sparks their interest in learning and helps them improve their listening, speaking, reading, and writing skills effectively.

Regarding teaching capabilities, most instructors are evaluated by students as enthusiastic, dynamic, and employing positive teaching methods. Instructors are always attentive and supportive of students encountering difficulties during their learning process. The survey results also indicate that the majority of students still adhere to traditional learning methods. Apart from regularly participating in classroom activities, students rarely engage in English discussions or seek additional reading materials outside of class. The rate of students completing homework assignments before class is also not high. This indicates that students' abilities for self-learning and research to acquire new knowledge are limited.

Despite the highly regarded curriculum being taught, with only 96 class periods allocated throughout the course, students may not be equipped with sufficient vocabulary, grammar, and English skills to progress from level A1 to A2. The results show that only 61.2% of students meet the requirements after 96 class periods.

Regarding teaching methods, the survey results indicate that most instructors employ proactive teaching methods, frequently organizing pair or group learning activities for student participation. Instructors often integrate information technology into the teaching process. The allocated lecture time is systematically distributed by instructors, creating a reasonable space and time for students to engage in constructing knowledge. However, instructors also encounter some difficulties in organizing teaching activities

due to the uneven English proficiency levels among students. The majority of students lack basic English skills from previous education levels and are accustomed to passive learning methods. Some students face challenges in accessing new teaching materials. The teaching facilities at the center are also highly rated but have not fully met the teaching needs of instructors.

10. Acknowledgements

This research is funded by Tan Trao University in Tuyen Quang Province, Vietnam.

11. References

1. Ministry of Education and Training. Framework of foreign language proficiency in 6 levels for Vietnam. Issued accompanying Circular No. 01/2014/TT-BGDĐT dated January 24, 2014 by the Minister of Education and Training, 2014.
2. Garcia Maria. Enhancing English Language Teaching Quality in Secondary Education: A Review of Best Practices. *Journal of Educational Research and Practice*.
3. Lee Chang. Innovative Approaches to English Language Teaching in Secondary Schools: Case Studies from Various Countries. *International Journal of Applied Linguistics*.
4. Wang Jing. Improving English Language Proficiency in Secondary Education: Insights from Comparative Analysis. *Language Teaching Research*.
5. Smith Mark. Effective Strategies for Enhancing English Language Learning at the Secondary Level: Lessons from Successful Programs. *TESOL Quarterly*, Year.
6. Burns A, Claire S. Clearly speaking: Practical strategies for improving pronunciation. Macquarie University: National Centre for English Language Teaching and Research, Sydney NSW 2109, 2003.
7. Gilakjani AP. The Importance of Pronunciation in English Language Teaching. *English Language Teaching*. 2012; 5(4):96-102. Doi: <https://doi.org/10.5539/elt.v5n4p96>
8. Gilakjani AP, Namaziandost E, Ziafar M. Identifying Factors Influencing Iranian EFL Learners. *English Pronunciation Learning: A Survey Study*. *International Journal of Research in English Education*. 2020; 5(2):103-123.
9. Ikhsan M. Determinants of Students' Pronunciation Proficiency at English Department of STKIP PGRI West Sumatera. *AL-TA'LIM Journal*. 2017; 24(2):110-117.
10. Khan TA. Investigating Factors Affecting English Language (L2) Pronunciation: A Descriptive Study. *Journal of Communication and Cultural Trends (JCCT)*. 2020; 1(2):1-16.
11. Leong L-M, Ahmadi SM. Analyzing Factors Influencing Learners' English Speaking Skill Development. *International Journal of Research in English Education*. 2017; 2(1):34-41.
12. Nguyen Tho Phuoc Thao. Common Pronunciation Errors Among Non-linguistics Students at Quang Binh University. *Journal of Science and Technology, Quang Binh University*. 2016; 5(3):1-11.
13. Nguyen Tri Dung, Nguyen Thi Bien. Factors Impacting English Pronunciation Teaching and Learning. *Military Foreign Language Journal*. 2018; 14:78-85.
14. Seidlhofer B. Pronunciation. In R. Carter, & D. Nunan. *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 56-65). Cambridge University Press, 2001.
15. Seom S. Factors Influencing English Pronunciation Learning and Suggestions for Pronunciation Teaching. *Cambodian Education Forum*, 2021.
16. Tabachnick BG, Fidell LS. *Designing Experiments Using ANOVA*. Pearson College Div, 2007.
17. Truong Cong Bang. Factors Influencing English Learning among Vietnamese Students. *Journal of First-Year Non-Linguistics Students at the Language and Culture Faculty*. 2017; 1(2):1-9.