

EFL Secondary School Teachers' Perceptions of Implementing the English Curriculum 2018 in Ben Tre Province.

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Competency-based education (CBE) changes are being implemented by educational systems across the world. Since 2013, Vietnam's government has also embraced CBE as part of a broader education reform. The world-wide concept of CBE has been extensively embraced and re-framed in a variety of educational contexts, but putting the reform into practice locally (for example, teachers in schools) is never an easy process. This research explores how EFL secondary school teachers understood the English curriculum 2018 based on the General Education Curriculum 2018 to support competence development at secondary schools in Ben Tre province. The study uses surveys and interviews with 90 secondary school teachers to shed light on the key factors which affect their perceptions of implementing the English curriculum 2018. The survey and interviews results indicate that teachers expressed high support with the curriculum. The key elements influencing the efficacy of the curriculum include the teacher training, materials, teaching and learning facilities, assessment, and management support. The findings of this study will know how teachers perceive and use the competency-based curriculum, including how to improve teaching methods, raise student achievement, influence policy choices and influence policy-making, educational practices, and EFL teachers' professional development.

Online Profile

Biography

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