

EFL Teachers' Self-Reported Perceptions and Practices of Embedding Moral Values in the Context of Vietnamese High Schools

Saturday, 27 July 2024 13:40 (30 minutes)

In today's complex and interconnected world, individuals and institutions often encounter dilemmas where clear ethical guidance is indispensable. Educational standards are on the rise, emphasizing the development of both learners' competencies and moral qualities. In the context of Vietnamese high schools, along with an increase in reported moral degradation, the implementation of the new English curriculum mandates teachers not only to teach language but also to integrate moral values into lessons. This study aims to examine English as a Foreign Language (EFL) teachers' perceptions and their self-reported practices of teaching moral values across several high schools in the Mekong Delta. Employing a mixed-methods approach, thirty EFL teachers from three provinces participated in the study. Data were collected through questionnaires containing both closed and open-ended questions. Then, quantitative data were analyzed quantitatively using Microsoft Excel and SPSS version 20 and the qualitative ones were processed using thematic analysis. The findings indicated teachers' high level of awareness on the importance of integrating moral values into EFL lessons. Notably, although no significant differences were recognized among teachers' perceptions regarding gender, workplace, level of education, and years of teaching experience; their self-reported practices were significantly different in terms of the duration of their teaching experience and the workplace. These findings were qualitatively supported, leading to discernible pedagogical implications.

Primary author: NGUYEN THI, Hoa Nien

Presenter: NGUYEN THI, Hoa Nien

Session Classification: Parallel Oral Presentations

Track Classification: Teaching Methods and Applied Linguistics