

Management Solution to Innovate English Teaching Activities in Secondary Schools

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Currently, with the faster development of information and science and technology, the knowledge economy plays an increasingly prominent role in the development of productive forces on a global scale. The knowledge economy requires people to have a lot of new knowledge, skills, and a positive attitude to control life. Moreover, the trend of international integration today requires each country to have a high-quality human resource, able to work in a multilingual and multicultural environment. Vietnam is facing a significant challenge of vital importance in history to have to find creative ways to integrate into the region and the world. In this context, the human factor - high-quality human resources are the decisive factor for economic development. English has been raised as the role of a necessary quality competence of the personality of modern Vietnamese people. English - an international language that has indeed become a significant means of communication and is the key to the door of human knowledge treasure, significantly contributing to the industrialisation and modernisation of the country, helping us to step on the path of international integration firmly. English has an important role and position in the cause of education and training and the development of the country. In the past years, the teaching activities of English at secondary schools (junior high schools) have had many innovations, bringing significant results. Nevertheless, the way of managing the activities of the university in general and the English subject, in particular, is primarily based on self-learning experience, so it does not meet the current renovation requirements. In this paper, the authors will focus on studying the current situation of English teaching management at secondary schools in Vietnam, thereby proposing measures to manage teaching activities to improve the quality of teaching English. They gave junior high school students the ability to meet the increasing demands of the whole society.

Key words: *English teaching, management solution, secondary schools.*



Introduction

Since the second half of the twentieth century, countries around the world have realised that peaceful coexistence depends on close cooperation between nations, and to regard each other as equal partners (Zein, 2016). Communication and information exchange to enhance understanding between economies and societies and diversified culture has become the basis for the development of common strategies for the benefit of all (Kidger et al., 2016). Grasping the above situation, the Party and the State have issued many instructions, decisions, and instructions to improve the quality of managing foreign language operating activities in general and English language teaching activities in particular (Bush, Bell, & Middlewood, 2019).

English has now become a global language and is widely used in all fields and sectors of society. Being fluent in English is the use of a useful tool to access a wide range of opportunities for study, work, and enrichment for your spiritual life (van Rensburg & La Thanh, 2017). Therefore, in Vietnam, teaching English in schools is something that is increasingly interesting to examine in research. However, in order to ensure the English level of Vietnamese students, Vietnamese students can integrate into the world. The problem is to improve the professional qualifications and pedagogical skills of English teachers (Nunan, 2016). The National Foreign Language Project 2020 has set specific goals on the standards to be achieved by English teachers in both English proficiency and teaching methods (Hedgcock & Ferris, 2018). Therefore, renovating teaching and learning activities in English is valuable content that is very concerned by school administrators and teachers (Chen, Tabssum, & Nguyen, 2019). Teaching activities in general and renovation of English teaching activities, in particular, have been implemented, but this work is still limited and challenging. Managing foreign language teaching and learning activities is an integral part of the educational development program in many countries around the world (White, 2017). Foreign language teaching and learning activities take place in a variety of ways and are aimed at promoting the integration process of other countries, serving the country's economic development (Trotman, Tucker, & Martyn, 2015). Please provide some examples of foreign language teaching and learning activities in some countries around the world (Phuong, 2019):

Along with stabilising the political system, building, and developing the economy, the Education - Training system has always been interested in investing, especially in the management of education. Currently, Singapore is making educational reforms in terms of textbooks, teachers, management technology which are very prominent in the region and the world (Zan, Zhu, Song, & Yuan, 2018). The general education system in Singapore includes 172 high schools, 158 junior high schools, 16 high schools. After taking over as prime minister, Prime Minister Goh Chok Tong approved the education ministry's long-term educational development strategy (Doiz & Lasagabaster, 2017). The highlight is that all the general education systems in Singapore must use English as a compulsory language in addition to

Chinese as a second language (Håkansson, 2015). Because they are all in English, many foreign families are willing to send their children to primary school with very high tuition fees, giving Singapore a substantial income from this source of income (Dong & Pham, 2019). Singapore pays special attention to the quality of training, in addition, to equipped continuously with modern facilities for teaching and learning, the number of students in a class only allows no more than 25 students. This focus on learning and using English has also helped Singapore to have human resources of high international standards by directly receiving the latest scientific knowledge (Peacock, 2017).

In China, the teaching and learning of foreign languages are also paid special attention. The Chinese government thinks these activities should be considered an essential part of the nation's overall education program. In order to improve the quality and increase the number of foreign language learners, the government has introduced regulations on the responsibilities of teachers and schools, increasing resources and conditions for organising foreign language teaching and learning activities (Hoang & Pham, 2018). Foreign language teaching centres are opened on a large scale and placed under the state management of content, programs, and publicity of tuition fees to ensure the interests of learners. China has become a massive market for "language export" of the UK, said Gordon Brown: "In the past 20 years, the number of English speakers in China seems to have surpassed the number of people using English as a native language worldwide (Nguyen, 2019). This is a great opportunity for England." The British government also allows Chinese students studying at UK universities to stay and work for another year after graduation (Zein, 2016).

In Japan, the government has clearly expressed its determination to step up the teaching of applied English on the whole scale of education. Specifically: In recent years, English has been introduced into primary schools, the purpose of training simple communication skills for students initially, avoiding grammar and vocabulary constraints (Newton et al., 2018). For junior high school (level 2), English is considered one of the five core subjects, which is assessed as necessary as the National Language, Mathematics, Social, Physics and Chemistry subjects with a duration of 4times / week, 50 minutes per lesson. At high school level (level 3), English is considered as general education, with the enrollment rate up to 95%. English is taught as a single foreign language; very few schools teach other languages (Nunan, 2015).

In the research direction on the management of teaching activities in schools today, several topics have been studied. The authors and studies have studied the situation on many issues related to teaching English and proposed some very feasible measures. In general, all researches are directed on analysing and managing teaching activities in general and in particular branches. However, in the research works, the authors have not studied in depth the situation and proposed measures to manage teaching and learning activities and conditions to support teaching activities in high schools practically according to current requirements and by the actual conditions of Ho Chi Minh City in particular and Vietnam in particular.



However, in practice, English proficiency, the ability to use English for high school students, and professional schools in Ho Chi Minh City are still limited due to many different reasons, including management. Therefore, the study of English learning management activities of high school students, especially students at public secondary schools in Ho Chi Minh City, to find appropriate measures to overcome current problems, is very necessary. The paper presents the survey results of students' assessment of the situation of organising English learning activities at public secondary schools in Ho Chi Minh City. From there, propose some feasible measures to improve English learning activities of junior high school students. Therefore, the authors think that it is necessary to study the situation and establish measures to manage English OSs at secondary schools in Ho Chi Minh City in particular and secondary schools in Vietnam in general. It contributes to improving the quality of teaching in schools, meeting the educational requirements of the goal of renovating lower secondary education in general.

Methodology

This paper uses the questionnaire survey method with a sample of 2922 students at 24 public secondary schools in 24 districts of Ho Chi Minh City. The authors used mathematical-statistical methods to process the survey data according to the average score of 4 levels, standard deviation, and hierarchy.

Results and discussions

The Reality of Organizing English Learning Activities of Students at Some Public Secondary Schools in Ho Chi Minh City

Table 1: Student's assessment of measures to promote students in learning English

Solutions	Average	Standard deviation	Rank
Measures to improve students' awareness of learning English			
1. In studying English, students are helped to form the right spirit, attitude, and motivation to study	3.52	0.91	1
2. In studying English, students are helped to promote active and creative activism in learning	3.40	0.92	3
3. In studying English, students are helped to formulate a learning routine	3.51	0.92	2
Measures to develop students' intellectual power			
1. In studying English, students have conducted a fundamental investigation of their attention, memory and thinking by teachers	3.24	1.03	3
2. In studying English, students are conducted a primary survey of skills by teachers to summarize key points in the lesson	3.24	1.03	2
3. In studying English, students are conducting primary surveys on their ability to acquire knowledge	3.36	0.98	1
Measures to train English learning habits of students			
1. In studying English, students are given necessary investigations by teachers about the rational organisational skills of studying outside of class time.	3.18	1.03	3
2. In studying English, students are conducting primary surveys on self-discipline in self-study	3.45	0.97	1
3. In studying English, students are given necessary investigations by teachers on trends in overcoming learning difficulties	3.36	0.98	2

Table 1 shows the assessment of students on organising some measures affecting students' English learning activities as follows:

Regarding Measures to Raise the Awareness of Learning English of Students

Students appreciate teachers to help them form the right spirit, attitude, motivation to study English in learning English (level 1); From there, help them promote positive activeness and



creativity in learning (2nd rank); at the same time help them form a learning order (3rd rank). This shows that in the organisation of renovating English learning activities of students, teachers, administrators need to focus on propaganda to raise awareness to help students have the right attitude and motivation to study the subject. This is an important key that opens the way out for students to no longer think that they are forced to study their favourite subjects. To solve this bottleneck, they are passionate, actively learning, and forming good study habits.

About Measures to Develop Students' Intellectual Power

Subject teachers, classroom teachers conducting baseline surveys on students' ability to acquire knowledge will help subject teachers use teaching methods appropriate to students' qualifications should be appreciated by students (first rank). It is also essential to conduct primary surveys about skills to summarise critical points in lessons of students, helping them gradually eliminate passive reading - writing habits; actively analysing, summarising, and memorising necessary knowledge in each lesson will help them remember longer (2nd rank). Moreover, finally, if the teacher of the class conducts a basic investigation of students' attention, memory, and thinking. It will help students discover their own ability to apply better in learning foreign languages effectively. Therefore, this measure is also highly appreciated by students (rank 3).

Regarding Measures to Train Students' English Learning Habits

The after-school learning of students plays an essential contribution to the application of practical skills in real life. Therefore, teachers need to conduct a fundamental investigation of reasonable organisational skills to help students actively exploit their English language ability when having the opportunity in after-class lessons. Perhaps aware of that, they appreciate this activity (1st rank). Self-discipline in students' self-study in English learning also determines the quality of their learning. No one can study for you, because you have to be passionate about learning the subject to achieve good results. Therefore, they rated the activity in the 2nd order as reasonable. Conducting a baseline survey on students' tendency to overcome difficulties in learning to help them solve the limitations that they encounter under the advice of the headteacher, subject teachers will bring better results. Therefore, they rated the activity in the 3rd order as appropriate.

The Situation of Organising Checking and Assessing English Learning Results in Some Public Secondary Schools in Ho Chi Minh City

Table 2: Student's assessment of organising tests and assessments of English learning results

Contents	Average	Standard deviation	Rank
1. In studying English, students are notified before testing according to the program distribution (15 minutes, 45 minutes, semester)	3.94	0.85	1
2. In studying English, students are helped to analyse and evaluate the spirit and learning attitude	3.50	0.90	4
3. In studying English, students are helped to analyse and assess diligence and discipline	3.50	0.92	5
4. In studying English, students are allowed to answer the test, record comments, evaluate and draw experience of teachers about learning	3.76	1.03	3
5. In studying English, students are concerned about the students' academic results by being weak or good	3.91	0.99	2

Table 2 shows the current situation of organising the testing and evaluation of students' English learning results as follows: In studying English, students must be informed before testing according to the program distribution (15 minutes, 45 minutes, semester). In this regard, almost 100% of the schools are in severe practice, and the average level of performance is high (TB = 3.94); students are interested in a high level of concentration (LTC = 0.85) should be assessed at the highest level (level 1). This is easy to understand because if not informed, students lack preparation will affect the test results. Teachers must pay attention to the students' good or poor study results because their learning results show the teacher's training products. Since then, teachers draw experience to have a basis for adjusting teaching methods (methods of education), measures of student management and outline a plan to organise supplementary tutoring for students, fostering good students should be assessed at the second level by students; Teachers return exams, necessarily record comments, assessments, draw experience on student learning. Currently, the comment, assessment of students' progress through the test is highly respected; teachers of the subject cannot be subjective, irresponsible, ignoring the constant criticisms to motivate students. Therefore, students evaluate at the level of 3rd level is reasonable. The spirit and attitude of student learning have a significant influence on student learning outcomes. Therefore, teachers need to help students analyse and assess the exact nature so that they have the right attitude and motivation to study. This work has not been taken care of by teachers, so students evaluate at a low level (fourth rank). Most teachers, when standing on the podium, often focus on solving the lesson content, less time to help students analyse and assess diligence, discipline, and learning. Therefore, students who are not helped

in this way often have limited academic results, which is unavoidable. Therefore, they rated the 5th to be true to nature.

Some Measures to Renovate Students' English Learning Activities at Secondary Schools

Solution 1. Promote Students' Activeness and Creativity in Learning English

This measure aims to stimulate the initiative, creativity, and confidence in students to help them improve their ability to use English in real life. Therefore, the principal needs to direct teachers to organise activities of art contests, English speaking contests, free flower picking, even a game show that aims at creating an excellent playground for children to learn to bring about high efficiency. The school contacts travel companies, companies with foreigners to communicate with students with simple topics so that students have the opportunity to apply their English language skills to native speakers gradually.

Solution 2. Strengthening Innovation in Organizing Activities of Checking and Evaluating Students' English Learning Results

Testing and evaluating students' English learning results is considered the last stage to determine the quality of school education, including the quality of English teaching of teachers. Assessment of students' learning results through contact, cooperation, and labour is the best evaluation value, consistent with the training goals of the times. It is the goal of training new people, with actual values of quality and competence, to be able to adapt and meet the requirements and changes of society in the period of integration and development of the country. Associate the assessment - evaluation process with the monitoring process of students' English learning progress and the process of analysing and drawing experience for English teaching activities more and more effectively.

The test set also needs to study by the specific characteristics of the subject to synchronously train the four skills of listening, speaking, reading, and writing of students, not just focusing on reading and writing skills. In the test, it is necessary to spend 25% of the listening skill test for students from grade 6. Primarily, they need to balance the essay and objective tests in a harmonised manner with the 3/7 structure, and at the same time. Attention should be paid to the length of the test appropriate for each type of test (15 minutes or 45 minutes). Before testing, teachers must notify students about the content and time of examination so that students are prepared to eliminate negative limitations on scores and affect the test results. Through the test results, students should be interested in teachers' results of the poor or good study so that the teachers can plan to organise poor tutoring and foster good students accordingly.

Solution 3. Promote the role of Ho Chi Minh Pioneering Youth Team in students' English learning activities

The Ho Chi Minh Pioneering Youth Team is a critical organisation in the children's movement, an educational force in and out of the school. The team gathers a large number of students into collective activities to support cultural learning activities, including English. Therefore, improving Team activities in schools and residential areas - mainly in schools - is a positive measure to contribute to the excellent implementation of the closed education program of "School - Family - Society."

Homeroom teachers and teachers of English subject should be interested in coordinating well with the General Manager to integrate English learning programs such as Fun - learning fun; democratic flower picking; art contests, drama plays of skits; English Student Club activities. To organise these activities, it is necessary to have the advice of English teachers or native teachers at the school. Proper implementation of this coordination will help students have the opportunity to hone and practice communication skills; encourage students to bravely and confidently interact with native teachers to teach English to improve their English proficiency.

Solution 4. Strengthening Conditions, Facilities and Teaching Facilities to Support English Teaching and Learning Activities

Enhancing the facilities, teaching facilities to support English teaching and learning activities more smoothly, helping students absorb knowledge content more easily. Facilities, teaching facilities in support of English teaching and learning activities include regular classrooms, labs, rooms with projectors, libraries - equipment, tables and chairs, cameras, cameras, magnetic boards, interactive boards, TV screens, lights, books, tapes. Of course, each of the above facilities, teaching facilities must meet the service requirements. Material facilities and teaching facilities are an essential element in the teaching process; is an indispensable condition to realise the goal of improving the quality of teaching and innovating teaching; ensure the principle of "learning in parallel with practice. "theory associated with reality"; meet the requirements of school modernisation. Due to the limited financial conditions for the school, in order to avoid wasting and promote the high efficiency of using teaching materials in teaching at high schools, principals should work towards management measures to fully and efficiently exploit existing and provided and self-supplied educational equipment. On the other hand, it is necessary to pay attention to exploiting the potential of teachers, students, social forces in collecting samples, pictures, in making educational equipment. Paying attention to supplying and meeting the requirements of educational equipment, paying attention to the management, checking and preventing the situation of not using or inefficiently using the existing educational equipment.



Conclusion

Innovating the organisation of English learning activities of students in public secondary schools in Ho Chi Minh City is an urgent requirement today. It is necessary to change the thinking and awareness from the principal to the teachers in renovating the organisation of English learning activities of students in order to have a positive change to other subjects in the school, but the most important object is students.

The objective of the Project "Universalising and improving English proficiency for high school and professional students in Ho Chi Minh City from 2015 to 2025" of the People's Committee of Ho Chi Minh City is "Comprehensively renovating English teaching and learning, implementing chapters." New English teaching and learning program at all levels and training levels, so that by 2020, there will be significant progress in English proficiency and competency for high school students and professional schools in Ho Chi Minh City". This goal shows the importance of renovating students' English learning activities in high schools today. Because the principal is the most crucial role, it is necessary to be aware of his administrative duties to carry out the management of renovating English learning activities for students in Ho Chi Minh City public secondary schools, to achieve the objectives of the Scheme.

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