



Theoretical Issues of Innovation in Teaching English at High School in Vietnam

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Article History

Received: 03.02.2022

Accepted: 07.03.2022

Published: 17.03.2022

Abstract: Along with informatics, foreign languages are classified as one of the priority areas for development, a breakthrough in the cause of socio-economic and scientific development; Many countries have included English in their educational curricula at all levels and grades. Good English practice will bring many opportunities for everyone, especially in the current globalized context. Therefore, teaching and learning English in schools requires more positive changes. However, in addition to practical problems, many theoretical issues about innovation in teaching English at high school have not been properly and fully understood. Based on studying the legal documents of the State, inheriting the achievements of previous studies; this article continues to clarify the theoretical issues of innovation in teaching English at high school in Vietnam.

Keywords: Theoretical issues, innovation in teaching English, high school, Vietnam.

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INTRODUCTION

International integration is an inevitable development process, due to the social nature of labor and the relationship between people in the process of social exchange and labor. Today, the trend of international integration is happening faster and stronger under the influence of many factors, of which the market economy and the rapid development of science and technology are the leading driving forces for the country's economy. development [1]. Globalization has been and will have a profound impact on international relations and the life of each country. Vietnam is a developing country, so it has to strive even harder to reach the world intellectual level [2]. In order to do that, investment in education, in particular, proficiency in foreign languages is an urgent and necessary requirement. Foreign languages hold a very important position and role in the development of the country because foreign languages are the basic means by which we can quickly receive the

knowledge of the world, with science and technology. learn modern techniques, with science and technology systems that are always being innovated. In the context of the currently open and integrated economy, more and more foreign businesses are investing in the Vietnamese market and bringing with them a lot of job opportunities for young workers. Therefore, foreign languages are also considered as a linguistic bridge between nations and peoples around the globe, having an important effect in the process of exchange and cooperation between languages and between countries.

Currently, in harmony with the trend of integration and development of the country with the goal of building a team of high-quality human resources, most Vietnamese high schools are very interested in foreign languages, especially in foreign languages. is English. English is an effective support tool for integration and cooperation to access the

Citation: Ha Thi Thanh (2022). Theoretical Issues of Innovation in Teaching English at High School in Vietnam. *Glob Acad J Humanit Soc Sci*; Vol-4, Iss-2 pp- 40-46.

world's advanced technology and working environment. In addition, the requirement for the development of high-quality human resources to meet the process of industrialization and modernization and international economic integration is more urgent than ever; to do that, education has been considered a "top national policy", a basic and regular task; in which teaching English is an important issue.

Therefore, educational institutions must always innovate, because this is the condition for the existence and development of educational institutions [3]. The reality set for the Education sector for English teaching and learning is to train high-quality human resources who are able to use English fluently as a communication tool in daily work. At the same time, English is a means to discover the world's knowledge treasure and absorb modern science and technology. English provides students with a new communication tool to absorb advanced scientific and technical knowledge, learn about diverse and rich cultures in the world, and easily integrate with the international community economy [4]. Therefore, being fluent in a language, including English in particular, is essential.

Resolution No. 29 - NQ/TW (NQ 29) of our Party has clearly indicated the urgency to "fundamentally and comprehensively renovate education and training" [1]. From there, policymakers can see and get ways to overcome the current gap between innovation policy and innovation action. Following the "NQ 29" of the Party, the Secretariat issued the "Conclusion No. 51-KL/TW", dated May 30, 2019 "on continuing to implement the Resolution of the 8th Central Committee, Session XI on fundamental innovation, comprehensive education, and training" and "Conclusion No. 49-KL/TW", dated May 10, 2019, of the Politburo "on the continued implementation of Directive No. 11-CT/TW", dated May April 13, 2017, of the Politburo "on strengthening the leadership of the Party in study promotion, talent promotion, building a learning society"; thoroughly grasp the government's "breakthrough" action plan to complete the 5-year plan 2020-2025.

The above-mentioned practical issues have required further elucidation of the theory of innovation in English teaching. The addition and clarification of the theory of English teaching activities will be the basis for policymakers to continue to perfect policies, creating a basis for educational innovation in general and innovation activities of teaching English at the high school level into reality.

RESEARCH RESULTS AND DISCUSSION

Position and characteristics of English subjects in high schools

Position in high school English:

In the current national education system, English has become a compulsory subject for all levels, levels, and disciplines. At the university level, English already has an output standard according to the "European reference framework" regulated by the Ministry of Education and Training. For high school, although there are different regulations for each level of education. Particularly for high school education, English is one of the three compulsory subjects and the final exam subject along with Mathematics and Literature.

Thus, it can be said that at the high school level, English has a very important position, being a fundamental and compulsory subject for students. In the process of studying at high school, depending on each level of study, the Ministry of Education and Training has designed separate teaching programs according to the level from low to high. Therefore, in each high school, English subjects are required to follow the curriculum framework of the Ministry of Education and Training. However, depending on the conditions of each school; especially private and people-founded schools that have intensive English subjects. For high schools that choose to focus on English, they also design an English program that is accredited by international education systems.

Through the above analysis, it shows that English holds a very important position in national education. In addition to being a subject, compulsory English exam also becomes an important means in the process of exchange, study and work later, therefore, in modern society, English has been recognized by the State and other organizations, individuals (which are learners) are especially interested, investing both energy and money in order to achieve the set goals.

Features of high school English

According to the Circular No. 32/2018/TT-BGDĐT, on December 26, 2018, of the Minister of Education and Training promulgating the "Framework for the general education curriculum in English", the English subject is divided into: "New educational program English classes for grades 1-2" and "New Curriculum for Grades 3-12 English" [5] with the following specific characteristics:

"New English language education program for grades 1 and 2": is the program "Acquaint yourself with English for grade 1 and grade 2" [5], is a "tool" subject; help 1st and 2nd graders get used to a new language, different from Vietnamese. The

chapter "Becoming an English official for grade 1 and grade 2" has the following characteristics:

Develop a new language in children; forming the habit of grasping new languages on the basis of equipping with images, symbols, and pronunciation;

Forming and developing the ability to communicate in English in parallel with Vietnamese, starting from words that are easy to read, understand and remember;

Develop listening and understanding skills through short and simple communication situations; mostly everyday conversations;

The subject is mainly based on visual actions through still images, videos, and fun and entertaining activities of students;

Forming language ability in general and English language in particular; contribute to forming the habit of language training in both English and Vietnamese.

"New curriculum for English subjects for grades 3-12": It is a "tool" subject; helps 1st and 2nd graders get used to a new language, different from Vietnamese. The chapter "Becoming an English official for grade 1 and grade 2" [5] has the following characteristics:

It is a subject that focuses on reading, understanding, and thinking about language; Students can read short and long passages; from simple to complex and answer questions related to the passage;

Forming in students the ability to reflect, speak and communicate with the opposite person at a basic level;

Is a subject equipped with international "communication tools", ie global; Therefore, it is imperative that students practice listening, speaking, reading, and writing skills. These are the basic and compulsory skills of the subject;

Studying well in this subject will help students discover the world's extremely rich and diverse knowledge system;

This subject is related to many other subjects. Other subjects, especially Literature, Vietnamese, History, Geography, etc. Because these subjects are "material" for English;

As a basis for students to live and work effectively throughout their lives; Because this subject requires learners to practice regularly and continuously.

Objectives of English in high school

According to Circular No. 32/2018/TT-BGDĐT, dated December 26, 2018, of the Minister of Education and Training, promulgating the "Framework for general education in English" which has divided English subjects into: "New educational program English for grades 1-2" and "New Curriculum for Grades 3-12" [5] with the following specific objectives:

Objectives of the new General Education Program in English for Grade 1 and Grade 2 – Program "Acquaintance with English for Grade 1 and Grade 2":

General goal: "The English Acquaintance Program for Grade 1 and Grade 2 aims to help students initially have the simplest awareness of English, familiarize themselves, explore and experience to form English skills according to different methods of teaching and learning. The context is suitable for the thinking, emotional, and physiological abilities of the age group, helping them to confidently enter the third grade of English learning and forming a love for the subject.

Detail goal

Recognize the English alphabet through listening, reading, and familiarizing with the letters;

Basic pronunciation of the alphabet, understanding the arrangement of the alphabet in English, similarities, and differences between the English and Vietnamese alphabets;

Know numbers from 1 to 20, spell and pronounce numbers; Understand basic words and phrases; question and read basic words and phrases under the guidance of teachers;

Can communicate short conversations; usually will be an exchange between two subjects with the most basic and familiar words, related to the students' daily activities;

Can answer the teacher's questions when asked to repeat the alphabet, basic words and can recognize words through activities and pictures;

Can write the alphabet, basic words related to this normal activity of students;

Forming a liking for a new phrase [5].

Objectives of the new General Education Program in English for grades 3-12:

The project "Teaching and learning English in the national education system, period 2009-2020" of the Ministry of Education and Training has set the goal: "Comprehensively renovating the teaching and learning of English in the national education system, implementing programs at all levels of education and training levels, aiming to achieve a marked change in human resources' English proficiency and ability by 2015; By 2020, the majority of Vietnamese young people graduating from secondary schools, colleges and universities will have the ability to use English independently, confidently in communication, study and work in an integrated and multicultural environment. turning English into the strength of Vietnamese human resources, serving the cause of industrialization and modernization of the country" [4].

Content of English subjects in high school

Contents of the new General Education Program in English for Grade 1, Grade 2 - English Acquaintance Program:

Knowledge of languages, specifically: About phonetics: Basic pronunciation of word forms in English; letters in the alphabet.

About vocabulary: Simple words and phrases used to refer to things, phenomena, activities associated with everyday situations attached to students. Word count should be limited to between 70 and 140 words, depending on how accessible the student is The structure: Some simple sentence structures are often used in daily communication, usually short conversations; Some very simple structures or conversations are used in familiar communication situations.

Language skills, specifically

Listening skills: Forming listening skills and responding to situations and simple questions. Specifically here is the skill of reflecting back to situations when listening. Use common words and phrases, close to students' daily activities, mainly words through pictures and actions. The number of words to listen to ranges from 70 to 140 (depending on the student's listening ability).

Speaking skills: After listening, students can speak simple words and phrases associated with their daily activities. To form speaking skills for learners, teachers organize activities so that students can actively participate in communicating with each other and with teachers; Associate students' speaking activities with specific contexts and objects. Students can learn short songs with

short, easy-to-pronounce words. For example, learn to sing the alphabet and find the letter face.

Reading skills: v Students can read the alphabet, simple words, and phrases; teachers can read samples for students to follow; The teacher flexes and adjusts the reading voice for students.

Writing skills: Fill in words, rewrite words, complete simple words in specific contexts. Topics: Topics associated with students' daily activities, interests, and habits formed in life. Should focus on topics that students love related to painting, children's music, cartoons; or the theme of family, teachers, friends, and school.

Contents of the new English curriculum for grades 3 -12

Primary level (from grade 3 to grade 5): Equip students with a system of knowledge about phonetics (expressed in spoken and written language); vocabulary (are simple, common, everyday words and phrases familiar to students; word count from 600 to 700 words); grammar (simple grammatical structures including declarative, descriptive, affirmative, negative, etc.).

Lower secondary school (grades 6 to 9): Equip students with a system of phonetic knowledge (including vowels, consonants, word combinations, weights, and pronunciation of words with money). suffixes, suffixes, how to read the last syllable, etc.); vocabulary (consisting of commonly used, everyday words and phrases expressed in both spoken and written language); grammar (write and use grammatical structures from simple to complex, can detect mistakes, logical points in sentence structures).

High school level (grades 10 to 12): Equip students with a system of phonetic knowledge (words with difficult pronunciation, a word with a lot of stress, how to swipe sounds, how to create mouth shapes, connect words, etc.) sound, short sound, long sound, rules of reading tail sounds, etc.); vocabulary (including common, everyday words and phrases expressed in both spoken and written language, in addition to words expressing themes, topics, describing actions, areas of life, etc.); grammar (expanding sentence structures at the elementary level, adding some new sentence structures such as conditional sentences of type 2, type 3, mixed conditional, etc.).

Methods of teaching english in high schools

Teaching methods of the new General Education Program in English for Grade 1, Grade 2 - English Acquaintance Program:

With access to a new language, the teacher's teaching method is very important; Therefore, in order to achieve the objectives of the subject, the teacher must first select the appropriate methods for students in grades 1 and 2, specifically as follows:

Using psychological measures appropriate to the age of students in grades 1 and 2, with the point of view of "teaching while teaching". This is also an educational method that is being popularized at the primary school level, specifically, grade 1 and grade 2 students;

Teachers are flexible in using textbooks and other reference materials to build educational activities in the most effective way; At the same time, it is possible to search for many pictures, paintings, clips describing both short actions and fun activities of students so that the lessons become richer and easy to understand for students;

Teachers can observe each student detect language qualities, thereby forming a general teaching method for the whole class and having specific methods for each student in the process of practicing reading and writing;

On the basis of knowledge requirements to be achieved, teachers can have students sing a short song (here is the alphabet) or play games related to the lesson content, so students are very interested. participation; During the measurement process, it is possible to pay attention to the students' language ability with the point of view of "learning to play, playing to learn";

Teachers let students play roles in short situations to approach the lesson in a way that is close, easy to memorize, and easy to understand; teachers use clips, animated videos, pictures for students to listen, exchange and find the right words;

Using a variety of teaching methods so that students can memorize situations, then remember letters or numbers;

In the teaching process, you must be patient and flexible with students, because in fact, it is very difficult to train grade 1 and 2 students to learn a new language;

There are timely forms of rewards, be it grades, words of encouragement, or small, cute things.

Teaching methods of the new General Education Program in English for grades 3-12

New and creative teaching methods are an important skill for high school teachers, especially for English. Brain research has actually shown that certain methods and approaches can really enhance the learning process and, if done right, the application of attention management and Innovative learning into the classroom is a common benefit for both students and teachers of foreign languages [7]. Teaching methods for the new General Education Program in English for grades 3 to 12 are specifically shown as follows:

Visualize and visualize

In the process of learning English, it can be difficult for students to remember a list of facts, words, pronunciation, etc. Knowledge is organized and connected with concepts with subject objectives. need to master, including the ability to visualize the word faces, how to remember, how to read, etc. Helping students visualize and imagine the word faces or actions that describe language can lead to the ability to The ability of teachers to transmit knowledge is effective and students have a deeper, longer-term understanding of what is being learned.

Visualization is an especially good teaching strategy for teachers of reading and writing. Check out this lesson for how to use visualization to help students visually illustrate from a piece of text read aloud in front of an audience. With this method, teachers can correct students' pronunciation, point out incorrect and incorrect places, or words that do not fit the context, etc. Especially helping students confidently stand in front of the crowd. to express their views and opinions.

Active learning: Guide students to self-study, group discussion, and collaborative problem-solving. For the subject of English, this is very necessary because this is a subject that requires students to be able to apply it in practice, so the language that students learn is only a "dead language" if the students do not speak it. applied in practice, in daily activities.

In fact, many teachers feel "frightened" by "empty faces" or remain silent after they open a topic for discussion in class. According to the Johns Hopkins Center for Educational Resources (CER), making time for active learning projects is one way to help students think, talk, and share information in the classroom [8]. Therefore, directing students to participate in classroom activities organized by teachers is an extremely necessary issue, in order to promote the activeness of learners.

For effective teamwork, teachers divide the class into small groups to research online, brainstorm ideas, and discuss how to meet challenges. Teams upload their work to the Blackboard site, where teachers can review it. At the end of class, each group shares what they have learned with their peers. With this way of learning, the level of interaction is higher and the students have performed the task "amazingly" and the result is the student's interest, and the knowledge gained in the process. the group.

Using technology in management and building smart classrooms

Computers, laptops, smartphones, video conferencing technology (Classroom, Room, Meeting, Trants, etc.) and GPS devices can all enhance students' learning experience in the process of learning English. Possible applications of classroom technology include using games, clips, conversations... to teach students vocabulary, listening, and speaking. Leverage Skype to communicate with the class or guests from around the world, or multimedia projects that allow students to explore topics using movies, audio, and even software they create; Especially in the context of the current pandemic, this method is proving to be effective in the online teaching process.

Test and evaluate English learning results in high school

Examining and evaluating the learning results of the new General Education Program in English for Grade 1 and Grade 2 - English Acquaintance Program:

The educational program in general and the English teaching program for grade 1 and grade 2, in particular, require educators to form an assessment method suitable for students in grades 1 and 2. In fact, it is difficult to manage children in the classroom; Therefore, when conducting testing and evaluation methods, it must be very flexible and require a lot of investment in the effort as well as a "long-term" plan and patience in the implementation process. The methods of testing and assessing English for grade 1 and grade 2 are necessary to use, specifically:

Have students rewrite the letters and numbers that the teacher has taught in class; Teachers collect lessons and make comments directly in class for each student.

Combined with the comment section, teachers can invite students to stand and teach and re-read the words they have written and correct their pronunciation.

Guide and check how to type and write letters; combine both Vietnamese and English. This requires teachers to be proficient in both languages to be able to combine the two languages.

Activities of checking and evaluating the implementation of class requirements and assigning homework must be done regularly and daily. After each assigned task, the teacher evaluates the workbook and has the parent's signature for confirmation.

Teachers regularly summarize test results and assessments of students. For students with good study results, they must regularly encourage and encourage; For students with low academic results, it is necessary to guide and analyze for students to understand and implement.

The activities of testing and assessing the learning outcomes of English subjects in grades 1 and 2, in addition to following the regulations on testing and assessment of primary school level of the Ministry of Education and Training, the school and teachers have had flexible forms of testing and assessment to achieve the objectives of the subject in particular and of the primary education process in general.

Test and evaluate the learning results of the new general education program in English for grades 3-12:

How do teachers use different forms of testing and assessment in their classrooms to promote student learning? Do the results of those tests and assessments accurately reflect the learners' ability? etc. This is an important issue because it is directly related to the score, ie the student's learning outcomes.

In fact, in the context of science and technology development, the application of ICT in teaching is becoming more and more popular; combined with the ongoing pandemic [9], the temporary closure of schools has resulted in online learning activities; or a combination of online and in-person. That means understanding student knowledge and learning is more important than ever. pupils need to recover lost skills and continue learning, and teachers must develop effective assessment methods [10].

Regular testing and assessment of English subjects can cause anxiety for many students. Assessments can be difficult to meet and are done properly and take a long time to grade. For teachers, student progress is more than just a number on a report card [11]. In particular, with the teaching

method according to the learners' competence, in addition to the grades, students must have the necessary skills for life and the right attitude [12].

There are many ways to conduct testing, in addition to taking quick tests and end-of-term exams. With the characteristics of English subject, teachers can use many different methods of testing and evaluation such as: Through group work results, ask students to make short clips, organize presentations. in a class by topic, etc [13]. If necessary, the final exam can be organized in the form of an essay, multiple-choice, etc.; but if possible, this form of testing and evaluation should be limited [14].

In fact, if properly tested and assessed, it will help shape the learning process at all stages in learning process of students; At the same time, it helps teachers to have a deep understanding of the students' learning that they are in charge of teaching. However, if the testing and evaluation process is not appropriate, there may be negative phenomena in the examination, leading to resistance, opposition, and dissatisfaction with teachers and the School.

Thus, the method of testing and evaluation is a very important activity in high schools. Test and evaluation results are the basis for students to graduate (under force majeure conditions), consider university; therefore, the assessment method needs the fairness and objectivity of the teachers of the management team and the school, in order to bring the most accurate results to students.

CONCLUSION

With the efforts and efforts of the whole education sector, since the Resolution of the 2nd Plenum of the 8th Central Committee, Vietnam's education has made many changes. Along with that, English became a compulsory subject in high schools and began to participate in national education. Since then, innovating teaching activities in order to improve the quality of subjects has been set forth and has received the attention of all educational levels, levels, and the whole society. The subject has proved its position in the process of Vietnam's participation in international integration and implementation of the country's industrialization and modernization.

Renovating English teaching activities at each high school level is a real and urgent need, given the new requirements that society sets for the education industry in general and the subject of

English in particular. The subject equips students not only as a second language of communication, but also helps them to understand more about the culture and people of your country and from there to love Vietnamese culture, country, and people more.

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