

Understanding Context and Its Effects in the Implementation of Modern Foreign Language Curriculum in Vietnam

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Abstract : The key issue for teachers of a modern foreign language is the creation of a pedagogic environment, and this means that an understanding of context is vital. A pedagogic environment addresses the following: time, feedback, relations with other people, curriculum integration, forms of knowledge, resources and control in the pedagogic relationship. In this light, the multiple case study of the implementation of a modern foreign language curriculum focuses on exploring Vietnamese contexts and participants' perceptions of factors that may affect their implementation process in order to examine thoroughly how the communicative language teaching (CLT) curriculum is being implemented in second language classrooms. A mixed methods approach is utilized to investigate contextual and personal factors that may affect teachers' implementation of curriculum and pedagogical reform in Vietnam. This project therefore has the capability to inform stakeholders of useful information and identify further changes and measures to solve potential problems to ensure the achievement of the curriculum goals. The expected outcomes may also lead to intercultural language teaching guidelines to support English as a foreign language (EFL) teachers with curriculum design, planning and how to create pedagogic environment to best implement it.

Keywords : communicative language teaching, context, curriculum implementation, modern foreign language, pedagogic environment

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