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The Impact of Demographic Information on EFL Teachers' Responses to ELT Pedagogical Reforms

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Abstract: Several reforms have been introduced to help enhance Vietnamese people's English competencies. However, research on what reforms Vietnamese teachers support or resist is limited. Also, the impact of teachers' demographic information on their responses to reforms is underrepresented. This mixed-methods study used a questionnaire, responded by 102 English as a foreign language (EFL) teachers, and six semi-structured interviews to address the gap. The results revealed that the teachers supported the reforms in their teaching context. They preferred using their self-developed or self-adapted materials to using required materials. On the other hand, using the VSTEP framework for designing tests was not supported. Teachers' demographic information, especially educational qualification, significantly differed one's responses to reforms from those of another. Some practical implications were discussed at the end of this paper. Also, some recommendations were presented to be considered for further studies.

Keywords: Age, EFL teachers, ELT pedagogical reforms, gender, qualification, workplace.

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Introduction

It is conceivable to say English plays an essential role in the Vietnamese context since Vietnam is a member of several international communities, such as the Asia Pacific Economic Cooperation (APEC) and the Association of Southeast Asia Nations (ASEAN). To help Vietnamese people be qualified adequately to compete with other people from other countries, the Vietnamese government has offered numerous projects, cited in Decision No. 1400/QĐ-TTG and Decision No. 2658/QĐ-BGDĐT. The most renowned project may be the National Project 2020, which was invested by billions of Vietnam Dong and innumerable efforts. Nonetheless, the results did not meet the project's expectations (Nguyen, 2017). Many reasons and influential factors have been pointed out to justify why the project's results were underneath expectations even though it was paid tremendous attention by Vietnamese educators (Thao & Mai, 2020). Remarkably, Thao and Mai (2020) enlisted several factors, both internal and external ones, affecting English as a foreign language (EFL) teachers' responses to English language teaching (ELT) reforms in the Vietnamese context. However, it is still hypothesized that the ineffective reforms themselves cause teachers' resistance to change. In other words, the reforms are not applicable. Nevertheless, research on this issue is still limited to the earlier-mentioned context. Also, the impact of teachers' demographic information on their responses to particular types of reform is promising to gauge insights into the topic. Thus, this study was conducted to address the gaps above.

Literature Review

Educational Change and ELT Pedagogical Reforms

The conceptualization of change is well-defined by many scholars. It can be an unsure stability between constancy and stimulation (Fullan, 2002). From a distant perspective, Flaholtz and Randle (2008) stated that things different from the foremost norm are considered changes. Ibrahim et al. (2013) defined a *change* as an unusual thing to make it distinguishable from its earlier version. A change is always needed in every specialization (Burner, 2018), and education is not an exception. Hence, educational changes have been continuously introduced. In some contexts, educational changes are sometimes called educational reforms. However, "reform" and "change" are used interchangeably in this current study. Usually, educational reforms are made to fix the existing loopholes in a particular education system and

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help the people involved in the teaching and learning process meet the social requirements (Ball, 1994). Notably, the effects of globalization or the rapid development of technology demand an education system to make changes to avoid educational backwardness compared to other systems in the world (Ibrahim et al., 2013). Educational reforms predominantly occur in how a class is run, how teachers teach their students, how learners learn in the classroom, or how materials are used to maximize the effectiveness of teaching and learning.

Three domains of educational change have been classified by Fullan (2019). First and foremost, teaching and learning materials must be changed to be updated with the outer world. Different periods require students to uncover different kinds of authentic materials. Secondly, the ways teachers give instructions in their class must be changed to positively communicate with the new or revised materials. Based on the requirements of society, teachers are expected to develop a particular set of skills for their students; they can be technical skills, communication skills, or the like. As a result, teachers must modify their instructional strategies to give their students good lectures that help them meet the requirements mentioned earlier. Last but not least, changing their teaching beliefs is significantly in need to change how teachers instruct in their classes. Policymakers must be remarkably aware of one thing before they require teachers to implement a change in their classes; no one is pleasing to do anything if they perceive it to cause problems for their interests. Nothing is better than students' learning outcomes to assess whether reform is successful or failed as a new change aims to better students' learning experiences (Burner, 2018). However, the ones who determine whether the implementation of an educational change is as well as expected are not students, policymakers, school administrators, or someone else, but teachers who directly bring the changes to their classes. Consequently, teachers play an essential role in the implementation phase of a change (Thao & Mai, 2020).

Types of ELT Pedagogical Reforms in the Research Site

Based on the domains of educational change proposed by Fullan (2019), every educational change relating to teaching materials, teaching and learning methods used in EFL classes, and teachers' mindset of how effective teaching and learning takes place is considered an EFL reform in this current study. Accordingly, the researchers enlisted thirteen types of EFL pedagogical reforms, collected from Decision No.2658/QĐ-BGDĐT, announced by the Vietnamese Ministry of Educational and Training (MOET), including:

- From English clubs to English communities (Reform 1 = RF1),
- From an English teacher to a researcher in the field of teaching English as a foreign language (Reform 2 = RF2),
- From teaching for language knowledge to teaching for language use (Reform 3 = RF3),
- From focusing on learners' language skills to focusing on learners' life skills (Reform 4 = RF4),
- From teaching knowledge-based grammar to teaching context-based grammar (Reform 5 = RF5),
- From teaching a single skill in a lesson to teaching skills-integrated lessons (Reform 6 = RF6),
- From "blackboard" to "screen" (Reform 7 = RF7),
- From content-based teaching to research-based teaching (Reform 8 = RF8),
- From required teaching materials to self-developed teaching resources (Reform 9 = RF9),
- From in-course activities to extracurricular activities (Reform 10 = RF10),
- From teachers' self-developed criteria to Vietnamese Standardized Test of English Proficiency or VSTEP-based criteria for test designs (Reform 11 = RF11),
- From written tests to oral examinations (Reform 12 = RF12), and
- From summative assessment to formative assessment (Reform 13 = RF13).

Teachers' Responses to Changes/Reforms

Two primary responses to a change include resistance and acceptance. In the educational field, teachers, on the one hand, can be nervous and worried or feel apprehensive and unconvinced about the change (Munduate & Bennebroek Gravenhorst, 2003); on the other hand, they can be vigorous, enthusiastic, and inclined to take risks to observe what the change brings to their practice (Fullan, 2019). Hence, changes are not always neither resisted nor accepted. Due to both objective and subjective reasons, one can both resist and accept the changes. One's resistance to change can be seen as a mentality that people tend to withstand new perspectives or unusual actions (Munduate & Bennebroek Gravenhorst, 2003).

Meanwhile, newly supported thoughts show how much one accepts the changes (Coetsee, 1999). Even though it is cogent to say nothing is unchanged, it is not always valid to say that changing is exemplary because every change is viewed as a double-edged blade (Fullan, 2019). For instance, Fullan (2019) argued that a change could not be accepted in a place where people are not keen on making something distinct from their status quo. According to Hon et al. (2014), it is pretty

effortless to determine one's resistance to a change through their refusal to be involved in finding ways to solve original common problems, to compromise and find a shared idea with others, to cooperate, or to ignore what is going on. Reversely, the supporters will admit the changes by discussing them with others to make them more applicable and efficacious (Mohamad et al., 2019).

Related Studies

Prapaisit de Segovia and Hardison (2009) investigated EFL teachers' responses to the National Education Act of 1999 in Thailand, which transitioned from teacher-centered approaches to learned-centered ones. Like the Vietnamese context, the objectives of reforms in Thailand were to develop Thai people's communitive competencies in English to meet the needs of globalization. Several observations were conducted in English classrooms to check whether there was any evidence of communicative language use. The results surprised the authors that no evidence was found. As so, the implementation of the project was somewhat unsettling. Besides, the Thai English teachers had many apprehensions about the project, such as the reform's principles and applications, their English proficiency, inadequate training, and lack of institutional and professional support.

Also, the study by Datnow and Castellano (2000) examined the teachers' responses to the project "Success for All" (SFA) in the United States of America (USA). Qualitative data were collected from the teachers in two schools. The results showed four types of teachers' responses, ranging from strong support to complete resistance. Teachers' teaching experience, gender, and ethnic background did not differ in one's response from another's responses. The teachers showed their support for the project, but they did not follow precisely the model that the project's developers' required them to do. To some teachers, the model constrains their autonomy and creative thinking.

Duman et al. (2014) focused on investigating prospective teachers' responses to educational reforms in Turkey. Remarkably, the Turkish prospective teachers' perceptions of why they resisted or supported particular reforms and what challenges they encountered while learning to teach according to educational reforms. The authors used self-developed semi-structured interviews to collect data from 23 prospective teachers in the Education Faculty of Akdeniz University in Turkey. Even though the level of acceptance was not similar, the teachers, ranging from first-year students to seniors, were affected by some common issues, such as teachers' heavy schedules and/or lack of sufficient information about the reforms. Furthermore, the teachers stressed the significant impact of professional development training on their responses to reforms.

The implementation of English curriculum reform in China and how Chinese English teachers responded to the reform were also reported in the study by Yan (2012). The use of triangulated data collection methods helped Yan find several significant results. Notably, the Chinese English teachers resisted reform even though they were aware of its importance. Many causes of the teachers' resistance were enlisted as teachers' professional and psychological knowledge challenges, lack of students' support, lack of institutional support, and inconsistency in teaching and testing.

The abovementioned studies have presented how English teachers respond to educational reforms in different contexts, such as Thailand, the USA, Turkey, and China. Accordingly, reforms in Vietnam, where the government has made a remarkable effort to implement ELT reforms successfully, need further exploration. Although the topic of factors affecting Vietnamese English teachers' responses to reforms was researched (e.g., Mai & Thao, 2022; Thao & Mai, 2020), the query on whether the teachers accept or resist the reforms is still underrepresented. Besides, almost none of the previous studies pay sufficient attention to the impact of teachers' demographic information, such as gender, age, teaching experience, workplace, teaching area, and educational qualification, on their responses to reforms. Therefore, this study addressed two research questions as follows:

1. *Among the existing reforms, ...*
 - a. *which reform do Vietnamese English teachers support?*
 - b. *which reform do Vietnamese English teachers resist?*
2. *Does demographic information differ one's responses to reform from those of another?*

Methodology

Research Design

This study was conducted as a mixed-methods approach collecting both quantitative and qualitative data. Cohen et al. (2017) affirmed that this kind of research design help researchers obtain a complete picture of the research concerns. Specifically, quantitative data collected from many respondents can help generalize the research results. Qualitative data, then, are used to gauge an insightful understanding of research participants' thoughts. As a result, the research results are well-communicated with readers.

Participants

The participants of this current study were 102 EFL teachers working in high school settings in the Mekong delta of Vietnam. More importantly, 100% of the work is voluntary. During the study, they would have been free to withdraw from the study if they had found any inconvenience. Table 1 displays the participants' demographic information.

Table 1. Summary of the Participants' Demographic Information (N = 102)

Variables		Number	Percent
Gender	Male	30	29.4%
	Female	72	70.6%
Educational qualification	Bachelor	78	76.5%
	Master	24	23.5%
Workplace	Regular high-schools	82	80.4%
	Gifted high-schools	20	19.6%
Teaching experience	<5 years	10	9.8%
	>5 & <20 years	72	70.6%
	>20 years	20	19.6%
Teaching area	City / town	49	48.0%
	Suburb / countryside	53	52.0%
Age	Under 30	15	14.7%
	30-39	40	39.2%
	Over 40	47	46.1%

The teachers' demographic information, seen in Table 1, is varied in terms of gender, educational qualification, workplace, teaching experience, teaching area, and age. The participants responded to a thirteen-item questionnaire. Later on, six out of 102 EFL high school teachers were recruited as interviewees: Andy, Bob, Cindy, Diane, Edwards, and Fiora. The names were pseudonyms in order to ensure the interviewees' confidentiality. They were chosen purposefully according to their mean scores. Table 2 manifests the interviewees' demographic information.

Table 2. Information of Participants for Interviews (N = 6)

	Andy	Bob	Cindy	Diane	Edwards	Fiora
Gender	Male	Male	Female	Female	Male	Female
Educational qualifications	Bachelor	Master	Bachelor	Bachelor	Master	Master
Teaching experience	>5 & <20	<5	>5 & <20	>5 & <20	>5 & <20	>20
Teaching areas	Urban	Rural	Rural	Urban	Urban	Urban
Age	30-39	Under 30	30-39	30-39	30-39	Over 40
Workplaces	Gifted high-school	Regular high-school	Regular high-school	Gifted high-school	Regular high-school	Regular high-school
Mean score of practice	1.85	2.93	3.00	4.40	4.73	4.85

Instruments

Questionnaire: As mentioned above, a questionnaire was used to collect quantitative data from the teachers. The research topic is not easy for the teachers to respond to quickly. As a result, they might need time to consider their respondents carefully, and the questionnaire is appropriate for that (Edwards, 1991). With a series of questions, the researchers could collect various information from the participants' respondents (Gillham, 2008). Aiming to generalize the findings required the researchers of this study to use a particular tool to collect as many respondents as possible. A questionnaire is, therefore, suitable for the abovementioned requirements. In this current study, the research team self-developed the questionnaire to examine what types of English learning and teaching (ELT) reforms were resisted and what was supported by the teachers. First, the research team reviewed the documents to enlist all educational reforms in English teaching and learning in the Vietnamese context. Then, the research team called the Vietnamese MOET hotline to confirm whether the reforms are planned to do or have been applied to English teaching and learning in practice. After the confirmation from MOET, the research team put these types of educational reforms into the questionnaire. A five-point Likert scale was selected from "Never" to "Always." The questionnaire included thirteen types of reforms that were enlisted in the literature review section. Specifically, they included the changes

- From English clubs to English communities (RF1),
- From an English teacher to a researcher in the field of teaching English as a foreign language (RF2),
- From teaching for language knowledge to teaching for language use (RF3),

- From focusing on learners' language skills to focusing on learners' life skills (RF4),
- From teaching knowledge-based grammar to teaching context-based grammar (RF5),
- From teaching a single skill in a lesson to teaching skills-integrated lessons (RF6),
- From "blackboard" to "screen" (RF7),
- From content-based teaching to research-based teaching (RF8),
- From required teaching materials to self-developed teaching resources (RF9),
- From in-course activities to extracurricular activities (RF10),
- From teachers' self-developed criteria to Vietnamese Standardized Test of English Proficiency or VSTEP-based criteria for test designs (RF11),
- From written tests to oral examinations (RF12), and
- From summative assessment to formative assessment (RF13).

Semi-Structured Interviews: Semi-structured interviews were chosen as this current study's second collecting data instrument. According to Gray (2021), interviews can help researchers gauge insights into their participants' in-depth perspectives. It is the perfect companion to the questionnaire, which potentially generalized the results from a large sample size but failed to understand the respondents deeply (Gillham, 2008). The interview questions mainly focused on investigating the participants' responses to the reforms. Thanks to the use of semi-structured interviews, the researchers were allowed to ask follow-up questions related to individual participants' answers. The purpose of designing sub-questions was to gauge insights into the participants' answers; the results, accordingly, would be more comprehensive and significant.

Data Analysis

Before officially using the questionnaire to collect data from the teachers, it had been piloted with the participation of thirty EFL high school teachers, who were later excluded from the official study. According to McMillan and Schumacher (1984), the pilot test is needed to check the instrument's clarity and avoid ambiguity. The questionnaire was sent to the pilot participants via Google Form, a helpful platform for conducting surveys. These participants were significantly interested in the project. They, as a result, supported the research by sending the questionnaire to their colleagues. As so, in the pilot stage, the researchers made some minor changes in terms of word choices to help the participants understand the items better. Besides, a Scale test was run to check the reliability of the questionnaire. The results indicated that the questionnaire was reliable enough to be used in the actual study ($\alpha=.89$). Thanks to the comments of the pilot participants, the researchers used a bilingual questionnaire adding the Vietnamese version to the original one. The Vietnamese version was double-checked by the research team and another expert in the linguistics area. Later, the questionnaire, via Google Form, was again sent to official participants, 102 EFL high school teachers working in seven provinces in the Mekong delta of Vietnam. The respondents then objected to the Statistical Product and Service Solutions (SPSS) version 20.0. The analysis followed these steps. First, the results of a Scale test checked the reliability of the results. According to the test, the results were reliable for further analyses ($\alpha=.81$). The normal distribution of the responses was also identified by the following values: $M=3.72$; $Median=3.79$; $Skewness=-.13$. Then, a Descriptive Statistics test was administered to sort the types of reforms according to their mean scores. Remarkably, the mean scores would indicate the most supported and least supported types. Then, a series of One-way ANOVA tests were later used to examine how teachers' demographic information affected their responses to the reforms. The differences were only considered if p-values were under 0.05. The effect size was then calculated for the differences found according to the Eta-square value (η^2) suggested by Cohen (1988). Specifically, the effect size would be small if the Eta-square value was from .01 to .06, medium if the value was from .06 to .14, and large if the Eta-square value was above .14.

Similar to the first instrument – the questionnaire, the interview questions were the results of a pilot study. The researchers employed a pilot study with the participation of three high school teachers. These teachers were then excluded from the official study. Thanks to their support, the questions were designed better, more comprehensively and precisely. The actual interviews used to collect qualitative data were then employed. In the interviews, the researcher-interviewer and participant-interviewees used Vietnamese as their mother tongue to produce complete messages. Under the participants' permission, the interviews were note-taken and recorded for later data analyses. Later, the researchers spent a week transcribing the data and then translating them from Vietnamese to English. Accordingly, the transcripts were rechecked and reviewed by an expert in the interpretation and translation area. The expert then advised the researchers to re-read and edit to enhance the transcripts' quality. Regarding the data analysis, the researchers read through the data in order to be familiar with them. Then, the excerpts were highlighted in different colors according to reform-related themes, clearly classified by the interview questions. In other words, the data would speak for themselves. For instance, when a teacher said, "I frequently apply [A] to my class," it would be considered their support to that particular reform.

Results

Teachers' Responses to Reforms

A Descriptive Statistics test was first employed to examine the average mean score of teachers' responses to ELT pedagogical reforms. The results of the test would indicate whether the teachers supported or resisted the reforms in their teaching. Table 3 displays the test's results.

Table 3. Teachers' Responses to ELT Pedagogical Reforms (N=102)

	Min.	Max.	Mean	SD
Teachers' responses	1.85	4.85	3.72	.51

As observed, the teachers highly supported the ELT reforms in their teaching (M=3.72). The better the teachers were aware of the benefits of reforms, the more they supported them. In the Vietnamese context, English teaching and learning are somehow unsatisfactory. Therefore, reforms are necessary.

To different types of ELT reforms, the teachers would respond differently. Table 4 below displays the results of a Descriptive Statistics test on the participants' responses to the thirteen types of ELT reforms enlisted in this current study.

Table 4. Teachers' Responses to Different Types of ELT Reforms (N=102)

Types	Min.	Max.	Mean	SD
RF1	1.00	5.00	2.96	1.03
RF2	1.00	5.00	3.54	.93
RF3	1.00	5.00	3.85	.84
RF4	2.00	5.00	3.94	.78
RF5	1.00	5.00	4.10	.74
RF6	1.00	5.00	4.14	.72
RF7	2.00	5.00	3.94	.78
RF8	1.00	5.00	3.52	.91
RF9	3.00	5.00	4.24	.66
RF10	1.00	5.00	3.50	1.04
RF11	1.00	5.00	2.75	1.04
RF12	2.00	5.00	3.79	.84
RF13	1.00	5.00	4.08	.78

According to Table 4, the participants preferred the change related to teaching resources (M=4.24). Particularly, the teachers would like to use self-developed teaching resources more than required teaching materials. Fiora, in the interview, said,

"The required materials, such as course books and workbooks, are well designed. However, not every student can adapt them. Therefore, I am happy to design my own tasks and group them into my self-developed books..." (Fiora)

The required course books and workbooks would encounter teachers' resistance if they could not meet students' needs. On the other hand, the teachers seemed to resist the change in test design (M=2.75). Cindy said,

"For me, VSTEP framework is relatively new. We, of course, are required to follow the framework and design tests used in our classes, but I do not support this one much..." (Cindy)

The teachers seemed not ready to design tests according to the VSTEP framework. They got used to the previous styles, which were too different from the newly reforms.

The Impact of Teachers' Demographic Information on Their Responses to Reforms

A set of One-Way ANOVA tests were run to check whether there was any significant difference in teachers' responses to changes made by the impact of their demographic information. Particularly, Tables 5, 6, 7, 8, 9, and 10 display the results of these tests. First, Table 5 manifests the impact of teachers' gender on their responses to changes.

Table 5. Impact of Teachers' Gender on Their Responses to Changes

	Types	Sum of Squares	Df	Mean Square	F	Sig.	η^2
RF1	Between Groups	.03	1	.03	.03	.86	-
	Within Groups	107.81	100	1.08			
	Total	107.84	101				
RF2	Between Groups	.03	1	.03	.04	.85	-
	Within Groups	87.31	100	.87			
	Total	87.34	101				
RF3	Between Groups	.55	1	.55	.78	.38	-
	Within Groups	70.24	100	.70			
	Total	70.79	101				
RF4	Between Groups	.15	1	.15	.24	.63	-
	Within Groups	61.50	100	.66			
	Total	61.65	101				
RF5	Between Groups	.04	1	.04	.08	.78	-
	Within Groups	54.98	100	.55			
	Total	55.02	101				
RF6	Between Groups	.80	1	.80	1.56	.21	-
	Within Groups	51.28	100	.51			
	Total	52.08	101				
RF7	Between Groups	1.29	1	1.29	2.15	.15	-
	Within Groups	60.35	100	.60			
	Total	61.65	101				
RF8	Between Groups	.02	1	.02	.02	.89	-
	Within Groups	83.44	100	.83			
	Total	83.46	101				
RF9	Between Groups	.00	1	.00	.00	.99	-
	Within Groups	44.35	100	.44			
	Total	44.35	101				
RF10	Between Groups	.76	1	.76	.70	.41	-
	Within Groups	108.74	100	1.09			
	Total	109.50	101				
RF11	Between Groups	3.53	1	3.53	3.34	.07	-
	Within Groups	105.84	100	1.06			
	Total	109.37	101				
RF12	Between Groups	.07	1	.07	.09	.76	-
	Within Groups	70.61	100	.71			
	Total	70.68	101				
RF13	Between Groups	.09	1	.09	.14	.71	-
	Within Groups	61.29	100	.61			
	Total	61.37	101				
Response	Between Groups	.00	1	.00	.00	.97	-
	Within Groups	26.55	100	.27			
	Total	26.55	101				

According to the test results, there was no significant difference found between male and female teachers' responses to changes ($p > .05$). In the interviews, Cindy and Edwards stated,

"Whenever a professional development training event is organized, all members in the English team have to participate in. It is a good chance to develop our teaching performance." (Edwards)

"All teachers have to participate in the training on using innovations. It takes a lot of time. However, I am also aware of my responsibility for this job, so I am happy to partake in these events." (Cindy)

According to the excerpts, there was no unfair treatment between male and female teachers in the Vietnamese context. Both are trained to implement the reforms.

Table 6. Impact of Teachers' Educational Qualification on Their Responses to Changes

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
RF1	Between Groups	13.85	1	13.85	14.73	.00	.13
	Within Groups	94.00	100	.94			
	Total	107.84	101				
RF2	Between Groups	9.29	1	9.29	11.91	.00	.11
	Within Groups	78.05	100	.78			
	Total	87.34	101				
RF3	Between Groups	3.96	1	3.96	5.93	.02	.06
	Within Groups	66.83	100	.67			
	Total	70.79	101				
RF4	Between Groups	7.10	1	7.10	13.01	.00	.12
	Within Groups	54.55	100	.55			
	Total	61.65	101				
RF5	Between Groups	1.74	1	1.74	3.26	.07	-
	Within Groups	53.28	100	.53			
	Total	55.02	101				
RF6	Between Groups	1.77	1	1.77	3.53	.06	-
	Within Groups	50.30	100	.50			
	Total	52.08	101				
RF7	Between Groups	2.99	1	2.99	5.10	.03	.05
	Within Groups	58.65	100	.59			
	Total	61.65	101				
RF8	Between Groups	4.95	1	4.95	6.30	.01	.06
	Within Groups	78.51	100	.79			
	Total	83.46	101				
RF9	Between Groups	8.31	1	8.31	23.07	.00	.19
	Within Groups	36.04	100	.36			
	Total	44.35	101				
RF10	Between Groups	3.49	1	3.49	3.29	.07	-
	Within Groups	106.01	100	1.06			
	Total	109.50	101				
RF11	Between Groups	14.16	1	14.16	14.87	.00	.13
	Within Groups	95.22	100	.95			
	Total	109.37	101				
RF12	Between Groups	10.59	1	10.59	17.62	.00	.15
	Within Groups	60.09	100	.60			
	Total	70.68	101				
RF13	Between Groups	5.58	1	5.58	10.00	.00	.09
	Within Groups	55.80	100	.56			
	Total	61.37	101				
Response	Between Groups	6.12	1	6.12	29.95	.00	.23
	Within Groups	20.43	100	.20			
	Total	26.55	101				

Table 6 showed that teachers' educational qualifications remarkably differentiated their responses to ELT reforms in the current study ($p < .05$). The effect size was large ($\eta^2 = .23$). In other words, teachers' educational qualifications were positively correlated with their responses to ELT reforms in general. Specifically, the teachers with master's degrees supported the changes more than those with bachelor's degrees ($M_{\text{master}} > M_{\text{bachelor}}$). Regarding the data collected from the interviews of Edwards and Andy, the differences between the two teachers obtaining two different educational degrees, bachelor's and master's, were apparent. Particularly, Edwards, with master's degree, said,

"Without changes, everything will be outdated. Also, I found them [reforms] very helpful for my teaching. After applying the changes, my students' learning outcomes increase significantly. Therefore, I have no reason to resist the reforms." (Edwards)

On the other hand, Andy, with a bachelor's degree, shared his point of view as follows,

"It is exhausting. I mean applying the reforms to my classes does not show many benefits. Therefore, reforms, to me, are a bit troublesome." (Andy)

As interpreted from the data, the teachers with master's degrees could better sense the benefits after implementing the reforms in their classes than those with bachelor's degrees did. With the higher educational qualification, it was convincing that teachers with master's degrees were more competent than their counterparts. As a result, it is more achievable for teachers with master's degrees to successfully implement the reforms than for those with bachelor's degrees.

However, among thirteen reforms enlisted in this current study, there were three reforms to which the teachers with different educational qualifications responded at the same level ($p > .05$). These reforms were "From teaching knowledge-based grammar to teaching context-based grammar", "From teaching a single skill to teaching skills-integrated lessons", and "From in-course activities to extracurricular activities." The mean scores of the reforms "From teaching knowledge-based grammar to teaching context-based grammar" and "From teaching a single skill to teaching skills-integrated lessons" were high ($M=4.10$ and $M=4.14$, respectively). Fiora and Diane, who obtained different educational degrees, stated,

"I strongly support the changes in our focus, which is on students' speaking and listening skills. The society requires the students to be competent at English speaking and listening skills..." (Fiora)

"It will be a mistake if we keep focusing on teaching grammar, reading, or writing. Students must have good speaking and listening skills to communicate with foreigners. If not, everything will be too difficult for them in their future." (Diane)

According to the excerpts, if teachers' awareness of the benefits of educational change was high, they would tend to accept and support the changes. Therefore, regarding the high awareness of the changes that will increase their students' abilities, the teachers with different educational qualifications supported the two reforms "From teaching knowledge-based grammar to teaching context-based grammar" and "From teaching a single skill to teaching skills-integrated lessons" equally, at a high level ($p=.07$ & $p=.06 > .05$). At a lower level of acceptance, the teachers with different educational degrees also equally agreed with the reform "From in-course activities to extracurricular activities" ($p=.07 > .05$). Even though they were aware of the positive impact of extracurricular activities on students' orality, time limit still held them back from fully supporting the idea. Cindy said,

"Extracurricular activities are fun and interesting. It definitely helps my students improve their speaking and listening skills. Besides, they can be trained to work in groups better. However, organizing a successful extracurricular activity is not easy at all... Time limit does not allow us to organize these events regularly." (Cindy)

The activities are helpful, but they take time to be well-organized. However, time is a big concern for Vietnamese teachers to be fully involved in these activities. As a result, the similarity was observed.

Table 7. Impact of Teachers' Workplace on Their Responses to Changes

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
RF1	Between Groups	.48	1	.48	.45	.50	-
	Within Groups	107.36	100	1.07			
	Total	107.84	101				
RF2	Between Groups	1.69	1	1.69	1.98	.16	-
	Within Groups	85.65	100	.86			
	Total	87.34	101				
RF3	Between Groups	.97	1	.97	1.38	.24	-
	Within Groups	69.83	100	.70			
	Total	70.79	101				
RF4	Between Groups	1.09	1	1.09	1.79	.18	-
	Within Groups	60.56	100	.61			
	Total	61.65	101				
RF5	Between Groups	.06	1	.06	.10	.75	-
	Within Groups	54.96	100	.55			
	Total	55.02	101				
RF6	Between Groups	.00	1	.00	.01	.93	-
	Within Groups	52.07	100	.52			
	Total	52.08	101				
RF7	Between Groups	3.20	1	3.20	5.48	.02	.05
	Within Groups	58.44	100	.58			
	Total	61.65	101				

Table 7. Continued

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
RF8	Between Groups	.12	1	.12	.15	.71	-
	Within Groups	83.34	100	.83			
	Total	83.46	101				
RF9	Between Groups	.68	1	.68	1.55	.22	-
	Within Groups	43.68	100	.44			
	Total	44.35	101				
RF10	Between Groups	3.98	1	3.98	3.77	.06	-
	Within Groups	105.52	100	1.06			
	Total	109.50	101				
RF11	Between Groups	1.05	1	1.05	.96	.33	-
	Within Groups	108.33	100	1.08			
	Total	109.37	101				
RF12	Between Groups	.28	1	.28	.40	.53	-
	Within Groups	70.40	100	.70			
	Total	70.68	101				
RF13	Between Groups	1.22	1	1.22	2.03	.16	-
	Within Groups	60.15	100	.60			
	Total	61.37	101				
Response	Between Groups	.69	1	.69	2.65	.11	-
	Within Groups	25.87	100	.26			
	Total	26.55	101				

The results highlighted a significant difference between responses of teachers working in regular high schools and those in high schools for the gifted ($p=.02 < .05$). Particularly, the teachers working in regular high schools did not support the reform related to the use of TVs as an alternative for blackboards as well as those in high school for gifted did in this current study ($M_{\text{gifted}} > M_{\text{regular}}$). However, the correlation between the teachers' responses to the aforementioned reform and their workplace was just relatively strong since the Eta-square was small ($\eta^2=.05$). The working conditions positively correlated with the extent to which Vietnamese teachers supported reforms. Diane, a teacher, working in a high school for gifted students, said,

"In my school, the quality of teaching and learning devices is great. For example, each class has a TV that supports HDMI ports. I can use it with good picture and sound quality." (Diane)

On the other hand, Bob from a regular high school stated,

"...Of course, using technology in English is excellent. However, it is challenging for those working in regular high school like us. We have a lab equipped with a TV, speakers, and other devices. However, to borrow it for a class, you have to book it and wait for a long time to get your turn..." (Bob)

This inequity seemed to negatively affect the regular high school teachers' responses to some particular reforms. It is understandable that the lack of qualified teaching and learning devices, such as TVs, projectors, or speakers, would prevent regular high school teachers from using them in their classes.

Table 8. Impact of Teachers' Teaching Experience on Their Responses to Changes

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
RF1	Between Groups	.27	2	.13	.12	.88	-
	Within Groups	107.58	99	1.09			
	Total	107.84	101				
RF2	Between Groups	6.89	2	3.45	4.24	.02	.08
	Within Groups	80.45	99	.81			
	Total	87.34	101				
RF3	Between Groups	.43	2	.21	.30	.74	-
	Within Groups	70.37	99	.71			
	Total	70.79	101				
RF4	Between Groups	.63	2	.31	.51	.60	-
	Within Groups	61.02	99	.62			
	Total	61.65	101				

Table 8. Continued

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
RF5	Between Groups	.22	2	.11	.20	.82	-
	Within Groups	54.80	99	.55			
	Total	55.02	101				
RF6	Between Groups	1.21	2	.60	1.18	.31	-
	Within Groups	50.87	99	.51			
	Total	52.08	101				
RF7	Between Groups	.22	2	.11	.18	.84	-
	Within Groups	61.43	99	.62			
	Total	61.65	101				
RF8	Between Groups	1.68	2	.84	1.01	.38	-
	Within Groups	81.79	99	.83			
	Total	83.46	101				
RF9	Between Groups	2.50	2	1.25	2.96	.06	-
	Within Groups	41.85	99	.42			
	Total	44.35	101				
RF10	Between Groups	.31	2	.16	.14	.87	-
	Within Groups	109.19	99	1.10			
	Total	109.50	101				
RF11	Between Groups	3.29	2	1.64	1.53	.22	-
	Within Groups	106.09	99	1.07			
	Total	109.37	101				
RF12	Between Groups	7.36	2	3.68	5.75	.00	.10
	Within Groups	63.32	99	.64			
	Total	70.68	101				
RF13	Between Groups	1.37	2	.69	1.13	.33	-
	Within Groups	60.00	99	.61			
	Total	61.37	101				
Response	Between Groups	.47	2	.23	.89	.41	-
	Within Groups	26.08	99	.26			
	Total	26.55	101				

Based on the results displayed in Table 8, two significant differences in the teachers' responses were found ($p < .05$). The medium effect size indicated a robust interaction between the teachers' teaching experience and their responses to the following reforms ($\eta^2 = .08$ & $\eta^2 = .10$, respectively). The first one was the reform "From an English teacher to a researcher in the field of teaching English as a foreign language", and the second one was "From written tests to oral examinations." The difference occurred because the teachers with less than five years of teaching experience supported the changes more than those with more than five years of teaching experience ($M_{\text{lessfive}} > M_{\text{morefive}} > M_{\text{moretwenty}}$). In this study, unlike veteran teachers who did not want to engage much in research, research-based education became the novices' interest. Bob, a novice teacher, remarked,

"To be honest, reforming takes time a lot. Therefore, I do not like it much. However, I am really interested in doing research. I did many projects after I had finished my bachelor's thesis. As so, it was why I started to learn and complete my master's degree..." (Bob)

Different from Bob, Andy, an experienced teacher, stated,

"When I was a university student, I did not take part in any scientific project because I was not required to that. To me, doing research is complex and somehow unpractical... Although I have not done many scientific projects, I am still confident in my teaching effectiveness." (Andy)

Instead of spending time doing research, Bob's excerpt highlighted the importance of his teaching experiences in increasing his teaching self-efficacy. The effect size was medium; consequently, Bob's case could not generalize the results. As an example, Fiora, the most veteran interviewee, shared her view as follows,

"...I have taught English for more than twenty years, but I do small projects every year. Every student is different and every course is different. Therefore, I have never fully relied on my teaching experiences... Besides, I find it very useful and interesting to do research." (Fiora)

Previous policies and pre-service teachers made huge differences between novice teachers' and veteran teachers' responses to reforms. Cindy, an experienced teacher, said,

"...In the past, we [teachers] were required to do research. Accordingly, I have not conducted any study for a long time; but now, the new regulation is too different." (Cindy)

According to the excerpt, novice teachers, who had been trained to use these approaches, preferred the oral examinations to the written ones. Although Bob belonged to the group of those who resisted reforms, he was interested in oral examinations. Bob said,

"In my classes, interactive teaching methods are mainly used because I want to enhance my students' oral communicative competencies. I learned a lot about these methods when I was a student teacher. Therefore, I prefer oral exams to written exams..." (Bob)

The teacher education programs, accordingly, affected the teachers' teaching in practice and their responses to the reforms. On the other hand, the experienced teachers might be remarkably affected by the previous policies focusing on students' reading and writing skills, grammatical knowledge, and lexicon knowledge. Cindy as a representative of the experienced teachers, said,

"To be honest, the leading reason for my lack of interests in orality-focused examinations is the mismatch between graduation exams and our teaching focus, which is on speaking and listening skills. It makes me really confused..." (Cindy)

Cindy's words are essential for educational reforms. Specifically, the reforms must be synchronous and thorough because lacking synchronization and consistency between education reform and the implementation stages will lead to confusion among implementers, for example, teachers. Since then, reform failure has been inevitable.

Table 9. Impact of Teachers' Teaching Area on Their Responses to Changes

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
RF1	Between Groups	.03	1	.03	.03	.86	-
	Within Groups	107.81	100	1.08			
	Total	107.84	101				
RF2	Between Groups	1.15	1	1.15	1.34	.25	-
	Within Groups	86.19	100	.86			
	Total	87.34	101				
RF3	Between Groups	.06	1	.06	.08	.78	-
	Within Groups	70.74	100	.71			
	Total	70.79	101				
RF4	Between Groups	.94	1	.94	1.54	.22	-
	Within Groups	60.71	100	.61			
	Total	61.65	101				
RF5	Between Groups	.13	1	.13	.23	.63	-
	Within Groups	54.89	100	.55			
	Total	55.02	101				
RF6	Between Groups	.06	1	.06	.12	.73	-
	Within Groups	52.02	100	.52			
	Total	52.08	101				
RF7	Between Groups	1.49	1	1.49	1.99	.04	.02
	Within Groups	61.27	100	.61			
	Total	61.65	101				
RF8	Between Groups	.08	1	.08	.10	.75	-
	Within Groups	83.38	100	.83			
	Total	83.46	101				
RF9	Between Groups	.24	1	.24	.54	.46	-
	Within Groups	44.11	100	.44			
	Total	44.35	101				
RF10	Between Groups	1.19	1	1.19	1.10	.30	-
	Within Groups	108.31	100	1.08			
	Total	109.50	101				
RF11	Between Groups	.01	1	.01	.01	.93	-
	Within Groups	109.36	100	1.09			
	Total	109.37	101				
RF12	Between Groups	.03	1	.03	.05	.83	-
	Within Groups	70.64	100	.71			
	Total	70.68	101				
RF13	Between Groups	.68	1	.68	1.12	.29	-
	Within Groups	60.69	100	.61			
	Total	61.37	101				

Table 9. Continued

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
Response	Between Groups	.02	1	.02	.06	.81	-
	Within Groups	26.54	100	.27			
	Total	26.55	101				

There was only one significant difference observed in Table 9 ($p < .05$). Specifically, the factor of teaching area significantly affected the teachers' responses to the reform related to their uses of televisions, a representative of the technological developments, or blackboards (Mrurban > Mrural). Even though a significant difference was found, the effect size was not large ($\eta^2 = .02$). The teachers' teaching area did not significantly make the difference. However, it is convincing that the difference in teaching and learning conditions between urban and rural areas is relatively significant in the Vietnamese context. Cindy said,

"Definitely, no one can deny the fact that teachers working in urban areas will support the reforms related to technology more than us who work in rural areas. They have high-quality teaching and learning equipment..." (Cindy)

Whilst the teachers working in urban areas will be provided with sufficient technological devices, such as TVs, projectors, speakers, etc., those working in rural areas find it challenging to apply information and communication technology to their classes due to a lack of high-quality devices. As a result, the teachers in rural areas resisted the reform, but their counterparts, those in urban areas, supported it. The distinction between the participants' working conditions in rural and urban areas might result in the data.

Table 10. Impact of Teachers' Age on Their Responses to Changes

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
RF1	Between Groups	.28	2	.14	.13	.88	-
	Within Groups	107.57	99	1.09			
	Total	107.84	101				
RF2	Between Groups	11.58	2	5.79	7.57	.00	.13
	Within Groups	75.76	99	.77			
	Total	87.34	101				
RF3	Between Groups	.19	2	.10	.14	.87	-
	Within Groups	70.60	99	.71			
	Total	70.79	101				
RF4	Between Groups	.31	2	.16	.25	.78	-
	Within Groups	61.33	99	.62			
	Total	61.65	101				
RF5	Between Groups	.53	2	.27	.48	.62	-
	Within Groups	54.49	99	.55			
	Total	55.02	101				
RF6	Between Groups	.61	2	.30	.58	.56	-
	Within Groups	51.47	99	.52			
	Total	52.08	101				
RF7	Between Groups	.35	2	.17	.28	.76	-
	Within Groups	61.30	99	.62			
	Total	61.65	101				
RF8	Between Groups	1.84	2	.92	1.12	.33	-
	Within Groups	81.62	99	.82			
	Total	83.46	101				
RF9	Between Groups	.94	2	.47	1.08	.35	-
	Within Groups	43.41	99	.44			
	Total	44.35	101				
RF10	Between Groups	1.67	2	.84	.77	.47	-
	Within Groups	107.83	99	1.09			
	Total	109.50	101				
RF11	Between Groups	3.98	2	1.99	1.87	.16	-
	Within Groups	105.39	99	1.07			
	Total	109.37	101				

Table 10. Continued

Types		Sum of Squares	df	Mean Square	F	Sig.	η^2
RF12	Between Groups	4.12	2	2.06	3.07	.05	.06
	Within Groups	66.55	99	.67			
	Total	70.68	101				
RF13	Between Groups	.24	2	.12	.19	.83	-
	Within Groups	61.13	99	.62			
	Total	61.37	101				
Response	Between Groups	.28	2	.14	.53	.59	-
	Within Groups	26.27	99	.27			
	Total	26.55	101				

The results, interestingly, were similar to those related to the impact of the teachers' teaching experience on their responses to ELT reforms. Notably, the teachers' responses to the two reforms, including "From an English teacher to a research in the field of teaching English as a foreign language" and "From written tests to oral examinations", were positively correlated with their age ($p < .05$). Additionally, the effect size on the differences was medium ($\eta^2 = .13$ & $\eta^2 = .06$, respectively). The teachers' responses to the changes and their age were positively correlated. The older teachers resisted the two abovementioned reforms more than the younger did in this current study (Molder < Myounger). As interpreted, teacher education programs and previous policies could be the leading causes of these differences.

Discussion

The Vietnamese teachers' responses to reforms differed from Prapaisit de Segovia and Hardison's (2009) study. Due to the lack of coherence in the reform's curriculum, Thai English teachers resisted applying reforms to their classes. On the other hand, even though the main focus of this study was not on the factors affecting the teachers' responses to reforms, their acceptance of reforms found in this study said something. According to Thao and Mai (2020), teachers accepted or supported changes as they found them valuable and helpful for their work. The acceptance would increase their enthusiasm and willingness to avoid their fears of uncertain things and actively engage in the implementation stage.

Even though most of the required teaching materials have been double-checked and designed by experts in the field, it is not easy to use for all kinds of students. However, one leading problem in the Vietnamese context is mixed-level classes (Nguyen, 2017); the Vietnamese teachers tend to adapt the teaching materials to meet their learners' needs. Consequently, the reform "From required teaching materials to self-developed teaching resources" was accepted the most. For the reform, "From teachers' self-developed criteria to VSTEP-based criteria for test designs", Vietnamese teachers are expected to use VSTEP-based criteria to design the tests to evaluate their students. However, the VSTEP framework is relatively new, and the teachers are not familiar with this new framework (Truong et al., 2021). As a result, they might need a certain amount of time to get familiar with VSTEP.

Gender was not a significant factor differing one's responses to those of others to reforms in this current study. The results were similar to the study by Datnow and Castellano (2000). Remarkably, support for the project SFA, a reform implemented in the USA, was not positively correlated with teachers' gender. Backtracking to the existing reforms in EFL classes, none of them differs in the ways female and male teachers apply them to their classes. Besides, the training on implementing these reforms has not been reported to have any gender discrimination. In other words, the teachers, neither males nor females, have the same opportunities to be involved in the existing training in the Vietnamese context. According to Tran et al. (2022), even though Vietnamese female academics are busy with academic and non-academic work, they are treated the same as their counterparts – male teachers. However, it can be said that similar treatments are to provide both male and female academics with the same opportunities for career advancement. Therefore, without a third party like inequitable treatments affecting the teachers' responses to reforms, both male and female teachers responded to the reforms similarly.

Unlike the variable of gender, the teachers' responses to reforms were strongly affected by their educational qualifications. Most reforms were supported by the teachers obtaining higher educational qualifications. The results were similar to the study by Hsien et al. (2009), which found that the higher educational qualification the teachers obtained, the more they supported educational reforms in their teaching. However, the teachers with different educational qualifications also had something in common. The reforms aiming to develop EFL students' abilities to use English in real-world contexts were significantly supported. In the Vietnamese context, test-oriented teaching and learning still exist (Ngo, 2018), and testing often focuses on students' knowledge of grammar, vocabulary, reading and writing skills (Vu & Peters, 2021). Testing-oriented education also occurs in China (Yan, 2012; Yin & Mu, 2022), which has become one reason Chinese English teachers resist reform. Different from the study by Yan (2012), their Vietnamese colleagues were aware of the importance of oral skills in this era. Therefore, the Vietnamese teachers with different educational degrees supported the reforms. However, their workloads and life issues negatively affected the teachers' professional development engagement. It does not matter that the teachers obtained bachelor's or master's degrees; both were busy with their teaching loads, non-academic work, and/or their daily life (Phan & Hamid, 2017).

The variables on workplace and teaching areas highlighted that teachers' working conditions caused significant differences between one's responses to reforms and those of others. The distinction in working conditions resulted in the abovementioned differences. In the Vietnamese context, the quality of teaching and learning equipment in high schools for gifted students is significantly better than that of regular high schools (Nguyen & Lo, 2022). Besides, Huong (2010) and Le (2020) emphasized the differences between teaching conditions in rural areas and urban areas in the Vietnamese context. Therefore, the teachers with better teaching conditions equipped with modern devices might feel more comfortable and convenient than their counterparts, who struggled with the lack of efficient teaching conditions.

Additionally, the variables on age and teaching experience also differed the younger and novice teachers' responses to reforms from how the veteran teachers viewed some reforms. The results differed from the study by Datnow and Castellano (2000), which indicated that teaching experience was not correlated with teachers' responses to SFA. The youngsters were interested in doing research; their experienced colleagues seemed not very excited about that. In the Vietnamese context, the movement of scientific research for students at universities, especially in English teacher education, has been prevalent in recent years (Huy & Thuy, 2021). Therefore, the novices were involved in doing research, got familiar with the procedures of doing a scientific study, and had great awareness of research values (Tatto, 1998). On the other hand, the experienced teachers' self-efficacy in their teaching abilities formed by their teaching experiences seemed not keen on doing research. According to Ismayilova and Klassen (2019), teaching self-efficacy is a stronger predictor of job satisfaction than researching self-efficacy. The teachers with less than five years of teaching experience might have a chance to expose to the reforms, which focus on the use of language in real-world situations (Duong & Chua, 2016), and they were less affected by the previous teaching policies due to the time the previous policies were still activated.

Conclusion

The study was conducted quantitatively and qualitatively as a mixed-methods approach to investigate what reforms EFL teachers support and resist and whether the responses are affected by the teachers' demographic information. The results revealed that the teachers preferred self-developed materials to the required ones since the students' English proficiencies varied. Additionally, the teachers did not accept the new framework for learner assessment, VSTEP, since they needed more time to familiarize themselves with the newly reforms. The results also highlighted the impact of teachers' demographic information on their responses to educational reforms. Unlike gender, other variables such as educational qualification, teaching experience, age, teaching area, and workplace differed one's responses to reforms and some types in particular from the others' responses. Among the variables mentioned above, teachers' educational qualifications greatly impacted their reform responses. To some specific reforms, teaching experience, age, teaching area, and workplace also differed one's from another's responses to reforms.

Due to the different teaching and learning conditions, applying the belief "one-size-fits-all" to the Vietnamese context is nearly impossible. The differences occur at the school, class, and even individual levels. Particularly, the factor of mixed-abilities classes is still a significant barrier to any educational reforms in the Vietnamese context. As a worth-considering solution, reform developers should not require their teachers to follow the model strictly. The teachers need space to develop and be creative in their teaching. No one is better than the teachers who can profoundly understand their students' differences. Therefore, they should be the ones who can make decisions on whether a particular reform should be implemented or not.

Besides, it takes time to aid a successful reform. The policymakers, accordingly, should not rush with implementing any reform. Instead of expecting to observe positive outcomes of a reform instantly, sufficient training on the academic staff's quality needs more attention. For instance, there should be professional development training on teachers' awareness of the VSTEP framework and how to test their students according to the new criteria. As such, the results will be more likely to meet the reform developers' expectations.

EFL teachers should continuously develop their professional and pedagogical knowledge to understand how to apply innovation to their classes. Participating in professional development training or learning further, such as master's programs in teaching English as a foreign language, is essential. As so, the role of institutional support is more critical. The teachers themselves must do academic and non-academic work, so their time for professional development seems limited. The aforementioned issue needs to be spotted.

Besides, equity in education needs more attention from policymakers. Without good teaching and teaching conditions, the teachers suffer and, of course, tend to resist the changes. Consequently, the outcomes of the reform cannot meet their expectations. Moreover, different generations of teachers can cause problems with the synchronization in implementing a particular reform. Therefore, it is important to minimize the impact of generation gap between novices and experienced teachers on their responses to educational changes. As a consequence, their responses to the changes can be more predictable and solvable.

Recommendations

Further studies should intensify the number of participants to help generalize their findings. Then, observations should be used to collect data from teachers' implementation of reform in practice. Besides, there are some more ideas for the researchers interested in this field. How pre-service teacher education affects teachers' responses to reforms is worth studying. Some researchers may be interested in the impact of reform on students' learning outcomes. Therefore, students' voices about how their teachers' implementation of a particular reform influences their learning should be well-presented. Additionally, it is worth exploring the effects of existing professional development training on teachers' implementation of reforms.

Limitations

This current study contributed to the literature about educational reforms/changes. However, some limitations are still spotted. First, although the number of participants was large, the findings could not generalize to the whole population of teachers in the Mekong delta of Vietnam. Second, the results could not provide a complete picture of how the teachers implemented the reforms in practice since the data were only collected from teachers' talks.

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