



Research Article

DEVELOPING THE PROFESSIONAL IDENTITY OF HIGH SCHOOL ESL TEACHERS IN HO CHI MINH CITY UNDER VIETNAM'S 2018 GENERAL EDUCATION CURRICULUM

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ABSTRACT

The article discusses the concepts of language teachers' identity from dialogic and integrative perspectives and identifies the state of teachers' professional identity of upper-secondary ESL teachers in Ho Chi Minh City under the 2018 General Education Curriculum. The data were gathered via an online questionnaire from 182 respondents selected through a purposive convenience sampling strategy. Based on the descriptive statistics, the participants demonstrated a moderately high level of professional identity index. Teachers reported a strong sense of professional commitment and teaching values but a relatively low level of teacher agency in relation to the curriculum and assessment changes. The most influential constraints on their professional identity were the teaching load, examination culture, and administrative responsibilities, while the primary contributing factors were intrinsic motivation, peer collaboration, and student progress feedback. The study ends with the recommendations on individual, school, and systemic levels to enhance the process of teachers' professional identity development during the 2018 General Education Curriculum implementation.

Keywords: 2018 General Education Curriculum; English teachers; high school; professional development; professional identity

1. Introduction

The English component in Vietnam's 2018 General Education Curriculum (GEC) is aimed at developing communicative competence and advocates a learner-centered approach for instruction (Hoang, 2022). In this case, the roles of high school ESL teachers in Ho Chi Minh City (HCMC) have broadened beyond delivering linguistic knowledge to designing

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learning experiences and communicative tasks, engaging in classroom interactions, and establishing assessment systems to monitor learners' progress. These changing roles may reshape teachers' professional identity (PI) emerge, understood as how they make sense of who they are, what they do, and how they act professionally in certain contexts (Akkerman & Meijer, 2011). Notably, tensions between the communicative goals of the curriculum and teaching practices driven by the desire for examination success have been highlighted (Hoang, 2023; Tran & Le, 2025; Nguyen & Dao, 2025), putting teachers in a dilemma of negotiating between communicative competence and examination-oriented instruction.

In this regard, PI is pivotal to understanding how the same reform policy can produce diverse patterns of practice. According to Akkerman and Meijer (2011), one can utilize a dialogical approach to understanding PI, in which it is viewed as a multipositioned, multifaceted, but coherent phenomenon that emerges through constant negotiations with the context. In this way, the tensions between the communicative purpose of the curriculum and examination-oriented practice are not only policy implementation issues but also have implications for teachers' PI, since various roles, such as "communicative language teacher," "exam-preparation teacher," "assessment manager," or "facilitator," compete with each other during teaching practice.

Varghese et al. (2005) stress the social and discursive features of language teacher identity, which directly influence instruction. According to Pennington and Richards's (2016) integrative approach, there is no single source for identity construction; instead, it emerges through the dynamic interaction of personal, contextual, and professional in factors. In this way, PI construction and negotiation occur through teachers' agency as they enact their practice in specific contexts.

Recent studies show that Vietnamese ESL teachers' PI tends to be expressed through metaphors and professional discourses about roles and emotional labor. For instance, Ngo et al. (2025) describe how ESL teachers in rural areas use professional images to understand their responsibilities, partly shaped by their contexts. Nguyen (2016) regards metaphors as a "window" into the construction of language teacher identity, which emerges through the dynamic interaction of beliefs, emotions, and contexts. For novice teachers, Hoang and Nguyen (2024) indicate that PI is developed through negotiation between personal beliefs and the influence of professional mentors. Accordingly, there is a need to explore PI development among the teachers of the 2018 GEC in relation to both their contexts and the influence of the reform on their practice.

Additionally, teachers' attitudes towards the curriculum reform can be both a result and a facilitator of their PI development. According to Vu et al. (2020), teachers may view the reform positively because of its perceived goals, while expressing reservations about implementation when resources are limited. Rather than treating attitude merely as to a tool for evaluating teachers' compliance with reform goals, it is important to consider how

teachers negotiate reform-related values in their practice.

Drawing on the above-mentioned literature, the article aims to (i) synthesize the concepts of PI relevant to the context of ESL teaching and learning in the framework of the 2018 GEC; (ii) describe the current state of PI development for ESL teachers in upper-secondary schools through the collection and analysis of descriptive statistical data; and (iii) explore the factors that influence ESL teachers' PI in order to formulate recommendations for PI development. For this purpose, the following research questions are put forward:

(1) How are ESL teachers' PI and identity development perceived within existing theoretical frameworks?

(2) How is the current state of PI development among upper-secondary ESL teachers manifested across measured dimensions?

(3) Which factors are perceived as exerting a strong influence on the process?

(4) What measures can be proposed at the individual, school, and systemic levels to support teachers in maintaining PI coherence and enhancing agency in educational reform?

2. Content

2.1. Research methods

The study employed a descriptive, quantitative, cross-sectional survey design to explore PI development among the target population of upper-secondary ESL teachers in the context of the implementation of the 2018 GEC. Specifically, the design (i) profiled the study participants; (ii) described the measured PI dimensions; and (iii) summarized teachers' evaluations of influential factors. Convenience sampling guided the inclusion of participants who were willing to participate and met the selection criteria (teaching in the upper secondary education context, diverse years of teaching experience, and diverse access to training related to the 2018 GEC). Accordingly the sample of 182 valid responses should not be viewed as representative of the entire teacher population and the findings should be generalized with caution.

Table 1. Characteristics of the Survey Sample ($N = 182$)

Variable	Group	n	%
Genders	Male	43	23.6
	Female	139	76.4
Age groups	30–39	82	45.1
	<30	64	35.2
	≥40	36	19.8
	10–19 years	61	33.5
Teaching experience	5–9 years	43	23.6
	<5 years	37	20.3
	≥20 years	41	22.5
Training on 2018 General English Curriculum	No	29	15.9
	Yes	153	84.1

The data were analyzed using SPSS 26. Descriptive statistics including frequencies, percentages, means, and standard deviations, were calculated to characterize PI development along the measured dimensions and teachers' assessment of the perceived influencing factors. The analysis provides empirical grounds for discussing support measures to facilitate teachers in implementing the 2018 GEC in HCMC. Before conducting the descriptive analysis, Cronbach's alpha was applied to examine the internal consistency of the six multi-item PI dimensions. The results showed that all alphas ranged from .822 to .880, indicating a good level of internal consistency of all six dimensions (Table 2).

2.2. Conceptual and theoretical frameworks

The study's conceptual basis is informed by four theoretical strands: (i) dialogical teacher PI as multipositional; (ii) teacher PI as a social, contextual, and professional phenomenon; (iii) policy- and school-level factors in teacher PI formation during curricular reforms; and (iv) teacher lifecycle as a conceptual basis for understanding differences in PI.

The first, based on a dialogical approach, regards teacher PI as comprising several "I-positions" that may interact. Akkerman and Meijer (2011) highlight the simultaneous presence of continuity and discontinuity in teacher PI, meaning that teachers need to balance the need to change with the sense of professional coherence. In the case of the 2018 GEC reform in Vietnam, discontinuities are associated with the need to base lessons on competencies, implement formative assessment, and enhance learner support. When time, resources, and opportunities for innovation are limited, teachers may rely on established PI to mitigate the risks and uncertainties of reform.

The second strand conceptualizes language teacher PI as informed by discourses of language learning and teaching. Varghese et al. (2005) propose that the teachers' social practices and power relations shape their approaches to syllabus design, classroom interaction, and assessment. A similar line of reasoning is followed by Pennington and Richards (2016), who advocate for a multidimensional approach to understanding teacher PI with consideration of personal (beliefs, values, and affect), contextual (institutional, policy-related, and material conditions), and professional (knowledge of language, pedagogy, and assessment) variables. For the current study, this implies that the changes in teachers' attitudes cannot be considered in isolation from their professional skills and the characteristics of the host environment.

The third strand is supported by the studies performed among Vietnamese ESL teachers, which examine the relationships between PI and professional practice through the lens of working conditions. For instance, Ngo et al. (2025) note the prevalence of multilateral teacher PI among ESL teachers in Vietnam, which is affected by the high number of roles that they have to perform simultaneously. Nguyen (2016) and Hoang and Nguyen (2024) similarly illustrate the multiple facets of Vietnamese ESL teachers' PI (care/discipline, creativity, and value orientation) and provide evidence of the influence of early-career

experiences and peer support on novice teachers' sense of belonging and professional role distribution. Though involving different settings and participant groups, their studies provide relevant contextual insights into Vietnamese high school ESL teachers' professional practice.

Finally, teacher lifecycle theory provides a basis for interpreting possible differences across participant groups. According to Huberman (1989), the teachers' careers follow specific patterns, with teachers' roles evolving as they gain professional experience. Day and Gu (2007) expand upon this framework by arguing that the teachers' commitment to professional practice and the ability to withstand stress depend on the combination of personal, professional, and institutional factors. Thus, for the current study, it is expected that the early-career teachers may demonstrate stronger tendencies toward PI renewal, while the more experienced ones will have achieved professional PI consistency but exhibit lower levels of willingness to implement change-oriented practices.

Based on the reviewed literature, the current study conceptualizes teachers' PI through several core constructs: core values and beliefs, self-perception as an educator, agentic capacity (designing assessment and teaching for the specified standards), CoP participation and recognition, and readiness for change. Consequently, PI development involves the teachers' progressive enactment of professional role and the reconciliation of different I-positions (Akkerman & Meijer, 2011). External and contextual conditions may therefore facilitate or hinder teachers' PI development.

2.3. *The current state of identity development among upper-secondary ESL teachers*

Development Across PI Dimensions

Table 2 presents descriptive statistics of PI dimensions on a five-point Likert scale together with the corresponding Cronbach's alpha coefficients. The PI index was moderately high ($M = 3.63$, $SD = 0.30$), implying a relatively stable state of PI, though not uniform across dimensions. Among the measured dimensions, commitment to the profession and teaching values had the highest mean score ($M = 4.13$, $SD = 0.56$), indicating that the majority of the participants maintain a strong attachment to their profession and teaching values. The relatively low SD suggests that this dimension is comparatively stable and less sensitive to short-term policy or implementation changes, thus serving as a core value of PI and a possible source of motivation amid prolonged educational reform.

Table 2. *Descriptive Statistics for PI Dimensions (1–5 scale)*

Item	M	SD	α
Commitment to the profession and teaching values	4.13	0.56	.880
Professional self-perception (roles, competencies, limitations)	3.81	0.67	.851
Engagement with professional communities (subject groups, CoPs)	3.52	0.80	.822
Reflection and continuous professional learning	3.71	0.69	.826
Adaptation to curriculum and assessment change	3.37	0.80	.837
Agency in teaching and assessment design	3.26	0.78	.862

In contrast, lower mean scores and higher dispersion were found in teacher agency in curriculum and assessment design ($M = 3.26$, $SD = 0.78$), followed by adaptation to changes in curriculum and assessment ($M = 3.37$, $SD = 0.80$). This suggests that the majority of the respondents reported a relatively low sense of autonomy in curriculum and assessment design congruent with the communicative and competence-based perspective of the current curriculum. This pattern suggests a tension between the teachers' professional commitment and their more limited opportunities for agency and access to resource. The subscale of professional self-perception had a mean value of 3.81 ($SD = 0.67$), showing relatively positive professional self-perceptions, although there is a potential for increasing the level of professional clarity and confidence. Similarly, reflection and continuous professional development ($M = 3.71$, $SD = 0.69$) revealed a tendency to engage in the processes of self-analysis, learning, and teaching, but the extent to which such engagement translates into meaningful changes in PI cannot be determined from the descriptive data.

The score for the professional component of engagement with community of practices was 3.52 ($SD = 0.80$), indicating a moderate level of engagement with subject-specific professional groups and communities of practice for professional reflection and problem-solving in relation to the reform. Under such conditions, it becomes more difficult for teachers to balance their individual reflective practices and coping mechanisms, leading to a possible increase in the level of professional dissonance since CoPs tends to create higher demands on individual teachers.

In conclusion, based on the findings, the PI of upper-secondary ESL teachers can be described as stable but fragmented, with the levels of professional commitment and self-perception being more developed than the components of agency and CoPs.

Distribution of PI Development Across Three Levels

To further elucidate the internal structure of the professional dimensions, Table 3 illustrates the distribution of participants for low, medium, and high levels of development.

Table 3. Distribution of PI Development Across Three Levels

Item	Low n (%)	Medium n (%)	High n (%)
Commitment to the profession and teaching values	0 (0.0)	18 (9.9)	164 (90.1)
Professional self-perception (roles, competencies, limitations)	4 (2.2)	49 (26.9)	129 (70.9)
Engagement with professional communities (subject groups, CoPs)	14 (7.7)	78 (42.9)	90 (49.5)
Reflection and continuous professional learning	6 (3.3)	59 (32.4)	117 (64.3)
Adaptation to curriculum and assessment change	20 (11.0)	84 (46.2)	78 (42.9)
Agency in teaching and assessment design	27 (14.8)	87 (47.8)	68 (37.4)
Overall PI index	1 (0.5)	149 (81.9)	32 (17.6)

Regarding the commitment to the profession and teaching values, 90.1% of the participants fell into the high category while none fell into the low category. This reaffirms the salient role of professional commitment as a rather stable characteristic of the upper-secondary ESL teaching workforce. As for the professional self-perception, 70.9% of the participants are at the high level, 26.9% – at the medium level, and 2.2% – at the low level.

Regarding the engagement with CoPs, 49.5% of the participants are in the high category while 42.9% – in the medium category and 7.7% – in the low category. This points to the uneven level of implementation of professional collaboration and reflects the instability of CoPs as a resource for many teachers. A similar pattern can be observed with regard to the two other dimensions: adaptation to curriculum and assessment change and agency. These two dimensions had the highest proportion of participants at the low and medium levels (11.0% at the low level for adaptation, 14.8% at the low level for agency and nearly half at the medium level for both dimensions). Only 37.4% of the participants reach a high level of agency, meaning that the majority have not yet experienced a strong sense of autonomy in implementing the reform in their daily practice.

It can also be noted that, overall, the PI index points to a rather low level of commitment, with only 17.6% reaching a high level. This suggests that most of the teachers are rather in the process of PI negotiation than have a strong sense of PI coherence under the pressure of multiple and conflicting reform demands.

Descriptive Comparison by Teaching Experience

Table 4 indicates the mean scores of selected PI dimensions by teaching experience. Overall, PI index increases slightly with the increase in teaching experience, peaking for the category of teachers with 20 years of experience or more. The highest mean score for professional reflection ($M = 3.93$) possibly reflects the teachers' accumulated ability to review, assess, and modify their professional practices through enhanced teaching experience. In contrast, the mean score for the category of agency was highest for participants with less than five years of teaching experience ($M = 3.43$) and decreased gradually for the categories with extended years of teaching experience.

Table 4. Mean Scores for Selected PI Dimensions by Teaching Experience

Teaching experience	Overall identity (IDT)	Agency (ID6)	Adaptability (ID5)	Reflection (ID4)
<5 years	3.58	3.43	3.32	3.38
5–9 years	3.66	3.30	3.35	3.74
10–19 years	3.62	3.25	3.41	3.74
≥20 years	3.68	3.10	3.39	3.93

Teaching experience does not have a direct connection to the formation of components of PI. While the total score for P varied only slightly (3.58–3.68), the means for its dimensions varied. Thus, for professional reflection, the participants with more than twenty years of teaching experience had a considerably higher mean score (3.93) than those with less than five years (3.38). The opposite pattern was observed for the component of agency: the least

experienced teachers scored somewhat higher (3.43) than their counterparts (3.10). For adaptability, the figures were similar for all categories of participants, ranging from 3.32 to 3.41. These descriptive patterns suggest that different PI dimensions vary across career phases. However, as the study only used descriptive methods, no conclusions about the causality of the observed trends can be made.

2.4. *The current state of factors influencing PI development*

Table 5 illustrates descriptive statistics of teachers' evaluations of factors influencing PI development. In general, system-level pressures and reform governance exert the strongest influence over teachers, outweighing more formal professional support and development activities. The most salient of these is assessment workload and requirements for documenting evidence ($M = 4.18$, $SD = 0.67$). Under such conditions, teachers' strive towards safety, familiarity, and manageability, which are compatible with limited communicative competence goals.

Table 5. *Descriptive Statistics for Influencing Factors (1–5 Scale)*

Factor	M	SD
Assessment workload and evidence-documentation requirements	4.18	0.67
Examination pressure and test-oriented instruction	4.14	0.70
Administrative duties beyond teaching	4.07	0.72
Inconsistent or difficult-to-interpret implementation guidelines	3.91	0.75
Collegial collaboration / subject-group support	3.92	0.71
Class size and learner proficiency differences	3.89	0.79
Feedback on learning progress from students	3.80	0.78
Intrinsic motivation and professional beliefs	4.05	0.68
Practice-oriented professional development opportunities	3.74	0.86
Mentoring and peer coaching	3.52	0.78
Lack of teaching materials and equipment for communicative instruction	3.56	0.84
Professional support from school leadership	3.36	0.82

Similarly, exam pressure and test-oriented instruction ($M = 4.14$, $SD = 0.70$) and administrative duties beyond teaching ($M = 4.07$, $SD = 0.72$) are rated high, revealing a fundamental tension: while the curriculum highlights the need for communicative competence and instructional agency, examination systems and administrative mechanisms can constrain pedagogy to easily assessed, immediate goals. The combination of high workload pressure and high commitment (Table 2) should be regarded as complementary rather than contradictory: the former exerts demands on teachers, but the latter provides a source of stability and moral motivation. Teachers' commitment can be enhanced by limited vertical mobility opportunities and associated high expectations for the teaching profession, which in turn explains the relatively stable PI despite the challenges of reform-related pedagogy.

In terms of teaching implementation conditions, inconsistent or ambiguous implementation guidelines, large classes with varying proficiency levels and inadequate

materials and equipment for communicative instruction scored in the moderately high to high range ($M = 3.56-3.91$), suggesting that the attainment of communicative goals is not only hampered by assessment-related pressures but also by implementation-related constraints, which create challenges for translating professional values and commitment into actual teaching practice.

Personal resources and professional relationships such as collegial collaboration/subject-group support, learning progress feedback and intrinsic motivation and professional beliefs obtained moderately high to high mean scores ($M = 3.80-4.05$). This suggests that teachers value positive professional relationships and teaching environments. More formal support mechanisms, however, were rated lower: professional support from school leadership ($M = 3.36$, $SD = 0.82$) and mentoring and peer coaching ($M = 3.52$, $SD = 0.78$), received the lowest scores, which points to a degree of disconnect between the expectations on teachers to utilise support systems and the perceived availability of such resources. In other words, teachers may continue to rely on personal commitment and informal collaborative networks to develop PI.

As shown in Table 5, the PI of upper-secondary ESL teachers appears to develop in a context of multiple influences where system-level pressures such as assessment-related constraints outweigh structured professional support resources. In this environment teachers need to balance professional values and policy imperatives, which may contribute to uneven development of PI dimensions, particularly the association between professional commitment and agency.

2.5. Discussion

The findings illustrate the varied nature of upper-secondary ESL teachers' PI in Ho Chi Minh City during the implementation of Vietnam's 2018 General Education Curriculum (GEC). While most participants expressed their overall willingness to meet the professional expectations of the reform, they felt quite restricted in terms of personal agency and opportunities for accomplishing the set pedagogical objectives. Such an outcome could be explained by referring to Akkerman and Meijer's (2011) concept of 'dialogical identity,' which highlights the dynamic and multi-layered nature of professional negotiations. In fact, the interviewed teachers had to balance their educational visions and professional responsibilities when fulfilling the numerous reform-related requirements. These included not only the revised syllabus but also the need to prepare students for challenging examinations and complete additional documentation.

This interpretation is supported by the descriptive finding that the mean score and standard deviation in relation to the agency dimension were comparatively low. This indicates that the participating teachers differentiated themselves in terms of professional efficacy, with some of them having fewer opportunities to exercise their pedagogical agency. This factor is especially pertinent in the context of the 2018 GEC, which emphasizes the

need for communicating in authentic contexts and using target languages for performing various academic tasks. It can be argued that the outcomes of the conducted research support the validity of the Pennington and Richards' (2016) view on the connection between beliefs, capabilities, and possibilities as fundamental concepts for identifying the stages of teacher identity. Specifically, the empirical data obtained from the participants confirm the existence of the gap between their educational visions and the actual opportunities for realizing these aspirations through professional practice. Similar conclusions can be drawn from the findings of the studies conducted in Vietnam, which also confirm the presence of contradictions between the reform's intentions and the teachers' awareness of their curricular and pedagogical roles (Hoang, 2023; Nguyen & Dao, 2025; Tran & Le, 2025).

Another essential aspect of the study is the role of professional communities, as their involvement in the research appeared relatively limited. This phenomenon could be linked to the generally revealed tensions between teachers' beliefs, capabilities, and responsibilities, which limit their ability to interact with colleagues in a way that would promote collective efficacy. At the same time, the critical analysis of the data allows for advancing a number of inferences that go beyond the initial research question. More specifically, there is a need to emphasize the importance of providing institutional support for sustaining educators' willingness to respond to the reform's requirements in a way that would resolve the existing tensions. This statement is justified by referring to the findings of the Vietnamese studies that also stress the significance of professional communities for enhancing teachers' agency (Hoang & Nguyen, 2024; Ngo et al., 2025; and Nguyen, 2016). They show that collaborative work and emotional support are vital for collective PI formation in the context of educational reform. Hence, if teachers are not capable or not encouraged to discuss practical issues raised by the reform, the process of implementing its standards and requirements will only remain confined within the framework of personal responsibility and adaptive capacity. While the current research does not cover this aspect entirely, future studies might be dedicated to exploring professional communities' role in the abovementioned processes.

In general, the findings of the study can be utilized for promoting educators' ability to adjust their professional identities in a way that would balance their beliefs, capabilities, and responsibilities. These aspects are related to teachers' intrapersonal, interpersonal, and institutional factors, which means that the research findings could be used in different contexts. At the individual level, the participants can develop reflective practices that would allow them to reconsider their professional roles and the ways of addressing the identified challenges. At the institutional level, the communities can be empowered to facilitate their members' learning and help them acquire the necessary competencies in terms of pedagogical content knowledge and pedagogical technology. Finally, at the system level, policymakers and administrators should pay particular attention to the way the implemented educational reform takes into account the teachers' capabilities and responsibilities. This would help ensure that appropriate institutional mechanisms are designed and enforced for supporting these professionals. Such an

approach, which combines these professionals' agency at different levels, is beneficial for addressing the limitations of the current state of professional identity research and actually tackling the issues of concern through a multi-faceted approach.

3. Conclusion

This study sought to investigate the development of teacher PI amongst upper-secondary English as a second language (ESL) teachers in Ho Chi Minh City (HCMC) under the current implementation of the 2018 General Education Curriculum (GEC) reform in Vietnam. The analysis identified a relatively stable yet conflicted pattern of PI development. Teachers displayed strong levels of commitment to professionalism, coupled with pedagogical values. However, tensions were apparent, particularly regarding the salience of various dimensions of PI, notably agency and adaptability within the context of teaching reforms. A number of system-level factors, including assessment-related workloads, documentation needs, examination-focused pedagogy, and administrative responsibilities, were identified as sources of influence on teachers' PI development, with these factors being perceived as relatively more impactful than structured opportunities for professional learning. As a result, upper-secondary ESL teachers in HCMC were found to exercise relatively high levels of commitment to their profession, with their participation in teaching practices being primarily informed by routine-based approaches to instruction. This, in turn, led to limited opportunities for the adoption of communicative and competence-based objectives in ESL class. The study thus sought to contribute to the discourse by providing evidence in support of policy changes and initiatives aimed to help upper-secondary ESL teachers in HCMC navigate the challenges of PI development while advancing their reform-responsive PI.

A number of limitations were considered in this study. First, given the nature of the purposeful convenience sampling strategy, the results should be regarded as reflective of the teachers' PI development experiences rather than making claims about the entire population of upper-secondary ESL teachers in HCMC. Second, as this study utilized a cross-sectional design and relied on self-reported survey data, the results should be considered as reflecting the participants' viewpoints at the time of the data collection rather than establishing any causal inferences. Therefore, future research may consider using alternative, non-probability sampling strategies, explore the use of inferential statistical techniques in addition to descriptive data analysis, and take a longitudinal approach to observing upper-secondary ESL teachers' PI development in the context of GEC reform.

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**PHÁT TRIỂN BẢN SẮC NGHỀ NGHIỆP GIÁO VIÊN TIẾNG ANH
TRUNG HỌC PHỔ THÔNG TẠI THÀNH PHỐ HỒ CHÍ MINH
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TÓM TẮT

Nghiên cứu hệ thống hóa cơ sở khái niệm về bản sắc nghề nghiệp của giáo viên tiếng Anh theo hướng tiếp cận đối thoại, tích hợp các yếu tố cá nhân – ngữ cảnh – chuyên môn; đồng thời mô tả thực trạng phát triển bản sắc nghề nghiệp của giáo viên tiếng Anh trung học phổ thông tại Thành phố Hồ Chí Minh và các yếu tố ảnh hưởng. Dữ liệu được thu thập bằng bảng hỏi trực tuyến với 182 giáo viên tiếng Anh trung học phổ thông tại Thành phố Hồ Chí Minh theo phương thức chọn mẫu thuận tiện có chủ đích. Kết quả thống kê mô tả cho thấy chỉ số bản sắc nghề nghiệp tổng hợp đạt mức trung bình khá. Các chiều cạnh gắn với cam kết nghề nghiệp và giá trị dạy học đạt mức cao, trong khi năng lực tác nhân và khả năng thích ứng trước thay đổi chương trình, kiểm tra đánh giá còn thấp hơn. Tải kiểm tra đánh giá, áp lực thi cử và nhiệm vụ hành chính được ghi nhận là các yếu tố cản trở nổi bật; các yếu tố thúc đẩy gồm động lực nội tại, hợp tác đồng nghiệp và phản hồi về tiến bộ học tập của học sinh. Bài viết đề xuất giải pháp ở cấp độ cá nhân – nhà trường – hệ thống nhằm hỗ trợ phát triển bản sắc nghề nghiệp bền vững trong bối cảnh triển khai Chương trình giáo dục phổ thông 2018.

Từ khóa: Chương trình giáo dục phổ thông 2018; giáo viên tiếng Anh; trung học phổ thông; phát triển chuyên môn; bản sắc nghề nghiệp