

***Vietnam's National Foreign Language 2020 Project after 9 years:  
A Difficult Stage***

Thuong Nguyen, National Chengchi University, Taiwan

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**Abstract**

Viet Nam has been witnessing many changes in learning language, and the National Foreign Language 2020 project is the latest breakthrough that delves into brand-new advances to improve effectively the quality of English language learning and teaching across all school levels in Vietnam. After nine years, this innovation has attracted considerable public attention and feedback from those concerned. On November 16, 2016, Mr. Phung Xuan Nha - Minister of Education and Training - admitted that the National Foreign Language scheme for the 2008-2020 periods had been failed. However, there is no debate on why the project could not be completed within the defined period. This paper aims to discuss how it has failed by analysing the Vietnam national high school graduation examination results from Ho Chi Minh City's high schools as a case study. In addition, it incorporates findings from an observation of 3 English classes in Dao Son Tay High School that was conducted to provide first-hand evidence for this discussion. Through the analysis and observation, the study finds major obstacles that affect students' performance: the misuse of L1 in class, the unbalanced teaching time for 4 language skills, the lack of teacher – student interactions and the shortage of English teaching equipment. It then concludes that there are still uneven in teachers' ability as well as teaching environments among schools. Moreover, the design of teachers' lesson plan is still in an un-improved way.

Keywords: NFL 2020, language policies, Common European Framework of Reference (CEFR), pedagogy, teaching materials

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## Introduction

From the welcoming of “open door” policy during the 1980s’s Economic Renovation stages to the becoming an official member of the TPP in 2016, Vietnam has been being experienced the deeper and wider international integration. In response to the developmental process, the increasing competition between knowledge-based economies has a requirement of basic skills to human resources. The introduction of foreign languages into one of the advantages of human resources is crucial for the success of the integration process.

Following the perspective outlined in the guidance of the Party Central Committee's Resolution 8 Conference XI of radical innovation, comprehensive education and training: "To be self-motivated and active in the international integration for the development of education and training, simultaneously education and training need to be met the requirements of international integration for the development of country", Vietnamese educational managers have been planning and implementing new advances in teaching and learning foreign languages (FL) of all levels, focusing on from primary to higher education level, and even in vocational schools and training level. Although there has been some initially achievements, the overall of FL education has not yet reached objectively significant results. In order to enhance the FL ability of Vietnamese student, the Ministry of Education and Training (MOET) issued National Foreign Languages Project scheme for the 2008-2020 periods as a comprehensive solution for the English language teaching and learning in Viet Nam.

Nevertheless, on November 16, 2016, Mr. Phung Xuan Nha - Minister of Education and Training announced that “*the government had failed to meet the goals of the NFL scheme for the 2008-2020 periods*”(VBN, 2016). However, there is no debate on why the project could not be completed within the defined period. This paper is aimed at discussing how it has failed by analysing the Vietnam national high school graduation examination results from Ho Chi Minh City’s high schools as a case study. In addition, it incorporates findings from an observation of three (3) English classes in Đào Sơn Tây High School that was conducted to provide first-hand evidence for this discussion. It should be noted that NFL 2020 for high school level is beyond the discussion mentioned in this paper.

## Old And New Approaches In Practice

### *Vietnamese education system*

Generally, there are three levels (12 grades) in the Vietnamese school-level system including primary level (grades 1-5) from the age of 6 to 11, secondary level (grades 6–9) from the age of 11–15) and high school level (grades 10–12) for the age of 15–18 (T. T. L. Nguyen, 2016). In this system, MOET assign foreign language as a separately school subject and student will start learning it from grade 6. Accordingly, all curriculums for all school levels are also designed by MOET (T. T. L. Nguyen, 2016). Regarding textbooks, MOET regulates the standards, the process of compiling, editing and decides on the official textbooks used for all schools in general education throughout the country (EducationalLaw, 2005).

Since 2002, all students in grade 3 (age 8) start learning English as an optional course or in grade 1 in several schools, and it is a required subject for students from grade 6 until the end of upper-secondary education (grade 12) (Hoang, 2010). When graduating from a secondary school, one student had spent nearly 600 periods for learning FL (with an average of 3 periods for each week in 35 weeks academic year system). For higher education, a curriculum with 10 up to 12 percentages of total credit hours can be applied for FL study.

### ***The existing problem and new direction***

Despite positive changes, teaching and learning English in Vietnam nowadays still have low quality. The English capacity of Vietnamese people is limited (To, 2010). According to the executive manager of Project 2020, 98% of Vietnamese students study English for seven years (from grade 6 to grade 12, age 11–18), but cannot use it for basic communication (Nhan, 2013).

In order to enhance English language teaching and learning in Vietnam in all school level, Prime Minister has announced Decision No. 1400/QĐ-TTg “Teaching and Learning Foreign Languages in the National Education System, Period 2008 to 2020”. The general goal of this project is that *“by the year 2020 most Vietnamese youth whoever graduate from vocational schools, colleges and universities gain the capacity to use a foreign language independently. This will enable them to be more confident in communication, further their chance to study and work in an integrated and multi-cultural environment with variety of languages. This goal also makes language as an advantage for Vietnamese people, serving the cause of industrialization and modernization for the country”* (MOET, 2008).

Nguyen (2015) mentioned in his paper that in order to facilitate the implementation of project, especially in measuring and assessing FL proficiency focusing on both users: teachers and students, Common European Framework of Reference (CEFR) and a Language Proficiency Framework are adopted as support tools. All educational managers hope that CEFR will direct appropriate curriculums, practices in learning and teaching, and evaluations. With a remarkable material resource as well as the widely usage in Europe education systems, CEFR is believed to get credibility in the case of Vietnam.

The project has a total budget of 9,400 billion, of which 2008-2010 is 1,000 billion; the period of 2011-2015 is nearly 4,400 billion, the period of 2016-2020 is around 4,000 billion (MOET, 2008). After 9 years with trillions of dong, the expected achievements have not been reached because of too many shortcomings. In fact, at the conference on the implementation of project in the period of 2016-2020 held on 17/9 by MOET, the new phase of plan do not refer to the achievements as well as limitations in the period of 2008-2015 (PhapluatVietnamnews, 2016).

### **The 2014 – 2015 Vietnam National High School Graduation Examination Results from Ho Chi Minh City’s 180 High Schools**

As indicated in the assessment of the past period, Mr. Phung - Minister of Education and Training admitted the quality of project has low effectiveness - that is evident from the 2014 – 2015 national high school graduation examination result (Appendix).

The two maps below are analysed from the result:

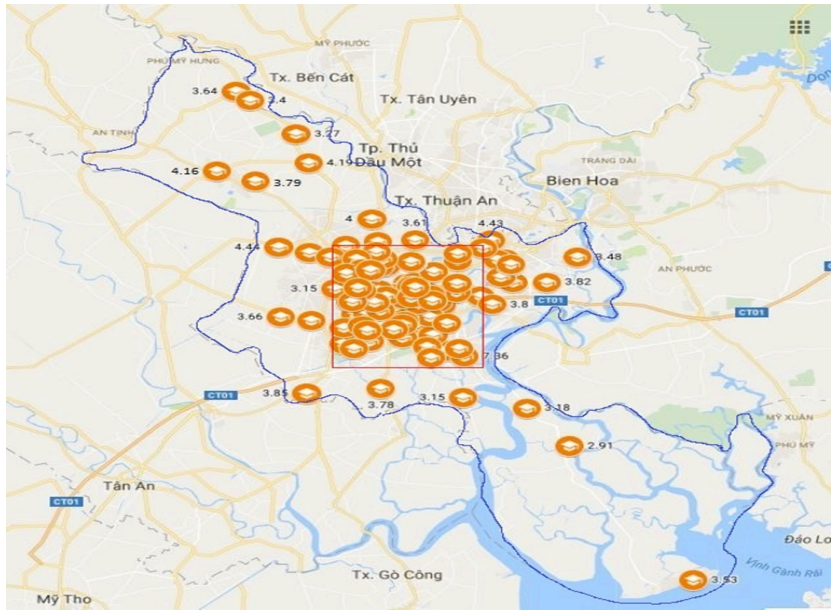


Figure 1: The allocation of 180 high schools in Ho Chi Minh city

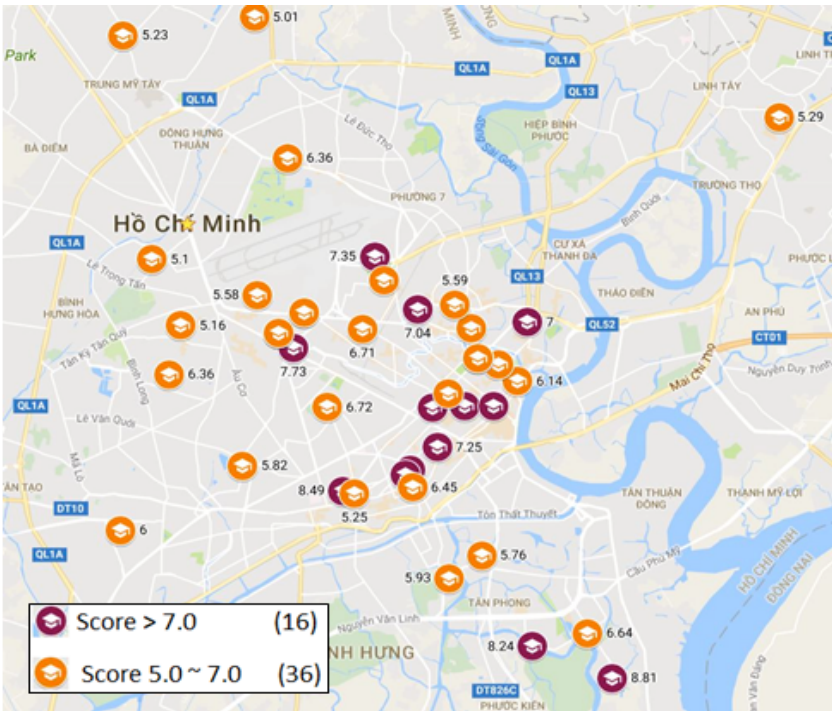


Figure 2: 52 schools with average English score > 5.0 in HCM city

The two maps depict the allocation of one hundred eighty high schools in Ho Chi Minh City and the average English score of fifty two high schools. As you can see on the maps, most schools with the average English score over 7.0 point are located near the center of city, such as district 1, 3 and 5 with nine public schools (5%), five international schools (3%) and two private schools (1%). More importantly, these nine public schools are the long-standing prestige ones in the area, thus the performance of their students is always excellent. Meanwhile, there are thirty six schools (20%) that are almost public having the fluctuation of score from 5.0 to 7.0

point. The rest (71%) is below the score of 5.0 point. Even though the distance among schools is small, the number of schools with very low scores is extremely significant. These results show a certain degree of the un-attainable goals from NFL 2020 scheme. One of the most important reasons might be the low quality of teacher competency in Vietnam:

### ***The shortage of competent teachers in Vietnam***

There is a tremendous challenge for educational managers and the Management Board of project because of the supply of proficient teachers for NFL 2020, especially at high school level. When the program is applied with the adoption of the CEFR, the control criteria of teacher competency are being set and teachers need to be retrained to meet these new standards. The problem rapidly recognized is that a large number of teachers are under-qualified to teach English. A survey was conducted in the period of 2011 – 2012 to evaluate teachers' proficiency in English in which there are few upper-secondary school teachers who gain expected quality to teach English (H. N. Nguyen, 2015). In particular, as mentioned in the scheme of foreign language teaching and learning in the national education system from 2008 to 2020, foreign language teachers must guarantee their teaching language proficiency level two degree higher than the general standard of school level. Accordingly, the high school teachers need to gain the level of C2 (CEFR). Nevertheless, the survey shows that upper secondary school teachers with the level of C2 only constitute the low percentage (0.1%) (H. N. Nguyen, 2015). Clearly, these teachers' competency in English is not adequately qualified to the standard of project. There are several reasons on why these teachers' English proficiency does not meet the framework of assessment.

At a conference on the implementation of 2020 national foreign languages schemes held in 2013, some people argued that the program of pedagogical training in higher education was different from the requirements of European standard. Therefore, teachers did not meet the standards is also understandable. Besides, the current teacher training status is a short term training, which is ended right after its practitioners being qualified. There are also lack of advance activities after training for them to put into practice, said Mr. Đỗ Tuấn Minh, Rector of University of Languages and International Studies (Vietnam National University, Ha Noi) (Vnexpress, 2016b). According to Mr. Nguyen Minh Tri, Vice Director of Quang Ngai Education Department, most teachers and high schools rely on training courses organized by the Department and Ministry (Vnexpress, 2016b). Hence, they are not proactive to the teaching plan of this new project. Another problem is that the expense is not used reasonable. Indeed, many localities spent much funds in buying equipment for teaching languages while paying less attention to training and retraining teachers' foreign language ability. There were also prodigal cases resulted from lacking good planning in equipment conditions and their usage in teaching languages (PhapluatVietnamnews, 2016).

### ***The pedagogical approaches***

In contrast to discussions above, "Teacher language ability is not as crucial as some authorities seem to think it is" (Ball, Kelly, & Clegg, 2015). In fact, no matter how skillful teacher language ability is, learners with low L2 ability could not understand

them. Therefore, even if teachers have high English proficiency and profound knowledge, they still need to adjust to new pedagogical approaches in this project. Before the announcement of NFL 2020 project, English teaching method is always one way in which teachers introduce lessons and students take notes, and they only focus on grammar without practicing. Additionally, according to Mr. Vu Van Tra - Director of Hai Phong Department of Education, at present, learning English still attaches special importance to reading and writing skills so as to cope with examinations, rather than in practical applications (Vnexpress, 2016b). Clearly, the pedagogical approaches in practice are not sufficient to exploit the potential of the project. If teachers' teaching methods are changed, students might achieve performance objectives proposed in the scheme. Teaching English in high schools should be based on the application of Communicative Language Teaching (CLT) in line with local conditions and psychophysiological characteristics of the student which forwarding from adolescence to the adulthood. Since then, the objective of teaching and learning is to develop the understanding and communication ability in English of students in different real life situations. In order to achieve this goal, teachers should build actively and diversified pedagogical approaches which orientate the study process of students. For example, teachers need to adjust their language so that students can understand the lectures by modifying talking speed, using synonyms or antonyms, taking some pauses, using various question types, strategies for scaffolding, checking and giving feedback. Unfortunately, they do not recognize the methodological changes or they have not experienced these approaches due to setting some objectives of the scheme too high in comparison with teachers' ability or lacking language ability of teachers (Vnexpress, 2016a).

In brief, besides improving language competence, it is necessary to enable teachers to recognize the change of their pedagogical methods. Teachers themselves, thus, can further modify their teaching approaches in order to ensure the effectiveness of project in practice.

### ***Teaching materials***

The shortage of appropriate learning materials for English in the period of implementing the 2020 scheme is also considered as a factor which impact on students' achievement. At present, teachers normally use materials from foreign countries or translate Vietnamese textbooks into English for their teaching. This is the most commonly used solution and it might create a drawback for students since materials for native speakers are not suitable for L2 learners. In terms of the language, the lexical items in authentic materials are not suitable for EFL learners because they are not the target group of those materials.

## **Observation**

### ***Participants***

I observed an English study hour from three (3) different groups of student in Dao Son Tay high school, namely group A, B and C.

	Group A	Group B	Group C
Instructor's experience	Freshman	2 years	>20 years
No. of students	42	41	44

Table 1: Observation target groups

They were chosen purposely because of some limitations (time and condition). As a result, I could not observe various classes (grade 11 and 12) and I only observed grade 10 owing to the psychophysiological characteristic and capacity of students at high school level. The transition from secondary to high school level, students at this age are on both mentally and intellectually development and they are capable in perfecting the complex cognitive functions. Furthermore, they can recognize the views of others and put ourselves in their position to have a better awareness. Therefore, there would be hopes of observing progresses in their performance. Besides, the observation of these three classes could provide different information or findings on why NFL 2020 project has failed.

### ***Materials & Equipment***

In order to clarify the implement of NFL 2020 project, three English classes were chosen to do observation with 1 period per class. The observations are recorded directly for English study session of 3 classes in grade 10 (1 study hour per class). There are three (3) recorded videos in total and a time observation sheet for measuring the work load of teachers and students.

Due to the difference of these three classes, findings for each observation can be variable in order to bring out objective results.

### ***Procedure***

These direct observations were naturalistic ones and they involved studying all activities conducted in an English period per class. Firstly, the researcher relied on three observations recorded from Dao Son Tay high school. It should be noted that the observations were carried out as informal ones to help participants feel comfortable. Next, the researcher collected information by taking note into a time observation sheet. Finally, the researcher referred several relevant documents in order to ensure an English period of each class.

### ***Results***

The findings of three observations were listed in a table below:

Time Observation Sheet A			
Location: 10A16, Dao Son Tay High School			Time: 9h05, 2017/01/07
	Teacher: Le Nguyen Truc Nguyen		No. of students: 42
No.	Task	Duration	Points observe
		(minute)	
1	Old lesson review	10	
		10	
2	Exercise	9	- Teacher writes down new exercise for students
		19	
3	Exercise instruction	3	- Explain what and how to do this exercise
		22	
4	Students start to do exercise	12	
		34	
5	Teacher corrects exercise	8	
		42	
6	Homework	2	
		45	
Total time for this class		45min	

Table 2: Group A time observation sheet result

Time Observation Sheet B			
Location: 10A12, Dao Son Tay High School			Time: 9h50, 2017/01/07
	Teacher: Nguyen Phuoc Ton Nu Dai Trang		No. of Students: 41
No.	Task	Duration	Points observe
		(minute)	
1	Grammar structure	15	
		15	
2	Exercise	8	- Let students make correction for 12 sentences in workbook, page 103
		23	
3	Creating an interactive game for 2 groups of students	3	- separate student into 2 groups
		26	- instruct the rules
4	Group 1 starts the game as the main role, follow by Group 2	7	- 1 group create 10 "If clause" for 10 sentences while the other write the suitable main clauses
		33	
5	Exchange main role for group2,	7	- Exchange the role between 2 groups
		40	
6	Final decision by Teacher	4	- Group 1 won because they have 7/10 If clause and 8/10 main clause correct.
		44	
7	Homework	1	
		45	
Total time for this class		45min	

Table 3: Group B time observation sheet result



Time Observation Sheet C			
Location: 10A6, Dao Son Tay High School			Time: 10h45, 2017/01/07
	Teacher: Cao Thi Quoc Huong		No. of students: 44
No.	Task	Duration	Points observe
		(minute)	
1	New vocabulary	10	- Teacher writes 10 new words, and read out the meaning for students write down
		10	
2	Reading exercise 1	12	- Let students make correction for 12 sentences in workbook, page 103
		22	
3	Correction exercise 1	6	
		28	
4	Reading exercise 2	12	- Let students make correction for 10 sentences in workbook, page 103
		40	
5	Correction exercise 2	4	
		44	
6	Homework	1	
		45	
Total time for this class		45min	

Table 4: Group C time observation sheet result

### Discussion

In spite of following NFL 2020 project, most teachers in three classes generally show their inappropriate teaching method in Vietnamese formal education. According to teaching methods set forth in the project, teaching English in high schools need to focus on the learning-centered direction. This approach emphasizes the process of training and the development of communication skills through methods, and processes of learning activities that appropriate to the condition and circumstance of teaching and the ability of students (MOET, 2012). However, the outcomes of the observations reflect a considerable limit regarding language focus for NFL 2020 in practice. The reason might be that all English classes are currently taught by content teachers only and teachers still consider themselves as content teachers. As a result, they only teach grammar, vocabulary and require their students to do exercises in most of the time in class; and the teaching time of 4 language skills (listening, speaking, reading and writing) is unbalanced. Base on the content of project, the communicative competence is ability to use language knowledge (phonetics, vocabulary, grammar) and one of the important parts that each student need to achieve in order to participate in the process of communication. Needless to say, this ability needs to be reinforced continuously through 4 skills of listening, speaking, reading, and writing. However, lesson plans for these three classes are not assigned equally for 4 skills due to the shortage of teaching equipment.

Regarding teaching equipment, it is one of the important elements for the implementation of the National Foreign Language 2020 project. In spite of the assistance budget from state, the as yet furnishing and usage of teaching equipment still maintain many unexpected problems. This is mentioned in the workshop of

"Consulting and training the usage of using foreign language teaching equipment" issued by the Management Board of National Foreign Language 2020 project, held in Ho Chi Minh City by the Ministry of Education and Training on August 23, 2012. In fact, there is no equipment supported for three classes at Dao Son Tay high school in teaching English or if they are equipped, they are not used. It might be because Ho Chi Minh city Department of Education has not invested equally teaching equipment for high schools in Ho Chi Minh area or they have completed this furnishing already but the management board of school has not deployed the implementation and usage for teachers. If not, according to one delegate in the Board analysed that it is because we have not checked the capacity of teachers and practical conditions. In addition, one of the current difficulties are some staffs confided in managing and using teaching equipment have been untrained basic skills, thus the effectiveness of using teaching equipment is limited, expressed Mr. Nguyen Nhu Hoa - Deputy Head of the Planning and Finance of Ha Noi Department of Education (DanTri, 2012).

Additionally, there is no interaction between students and teachers, classmates, textbooks and other learning resources, except grade 10A12. The teacher of this class hold a game in terms of the grammar ("If" conditional sentences) that help students in cultivating their knowledge. Although it is a small activity, it promotes the positiveness of students in class's activities. Indeed, the language training activities should be combined to the intensification of fluency, coherence and accuracy in using language. The usage of language is meaningful fundamentals in order to achieve proficiency of any level of communication capability. Unfortunately, this approach is still applied in a limited extent.

In terms of how to increase the effectiveness of teaching and learning English language in high school, MOET suggests that it is necessary to apply the various means of teaching, the use of information technology in designing learning activities. Furthermore, students should be encouraged to the maximum use of English in the classroom and daily communication situations (MOET, 2012). Despite these necessary suggestions, there is no much change in the procedure of lesson delivery. Normally, similar to teaching in Vietnamese language, the most frequently used approach is "teacher asks – students answer" with more teacher talking time. This result is similar to the findings of these three classes observed above. The reason might be that students do not familiar to this new method and/or their English ability is not enough to follow the program, or may be even teacher find it difficult to impart complex ideas in English to students. What is more, because their teacher applies L1 curriculum, then they have no chance to practice as well as cultivate their English. Of course, the quick reflex of those students in listening and speaking English is not improved. Actually, although teachers do provide a list of new vocabulary with its Vietnamese equivalent, teachers deliver the content mainly in L1 and provide a word-list in L2. Therefore, such new vocabulary provision will not improve students' English skill. This activity turns the foreign language, which should be learned in an implicit manner, into explicit knowledge. In addition, explaining new vocabulary by translating into the L1 seems to contradict the cognitive evolvement promoted by project. To cope with this issue, the necessary changes in the teaching method should be encouraged. *"The limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English, but rather can assist in the teaching and learning processes"*(Tang, 2002). By this way teachers could clarify some misconceptions that trouble them and students.

In brief, despite efforts to the implementation of a pilot project of foreign language teaching and learning in high school level, which catch a lot of considerable attentions of insiders and analysts, a number of obstacles and limitation in putting NFL 2020 plan for high school into practice are a significant disadvantage for the success of this new approach in high schools.

### **Limitation of The Paper**

This paper has some limitations. First, due to the shortage of empirical studies into the effect of learning and teaching English in Vietnam and unavailable official statistics, some figures presented in this paper are rather informal, declared by the stakeholders in response to social media. Second, the observation of English classes in many high schools is unfeasible, which makes the investigation of students' performance less informative. Third, the lack of comparison of graduation examination results of previous years, which makes findings less objective. Finally, NFL 2020 for high schools cannot be discussed in depth. However, providing detailed insights of NFL 2020 in Vietnam's high schools is beyond the purpose of this paper. Instead, this paper provides a general picture, from which further research can explore various issues of NFL 2020 in Vietnam.

### **Conclusion**

In order to improve effectively the quality of English language teaching and learning across all school levels in Vietnam as well as enhance the capacity of foreign language using for Vietnamese people, several objectives are set out and piloted in upper-secondary schools. This top-down policy draws many attentions from the public and insiders. After the 2014-2015 Vietnam national high school graduation examination in Ho Chi Minh City, the result reflects the low quality of deploying and implementing project. The first reason for this can be the lack of qualified teachers in teaching English language. Owing to the difference between teachers' education programmes and the assessment from European framework; the lack of innovative training methods and techniques for teachers and the irrational expenses in utilizing budget for project, teachers who have had the limited or even high English ability cannot help students improve their performances in learning English. Besides, in spite of reinforcing English competence for teachers is necessary change, teachers in upper-secondary schools for NFL 2020 should consider and become more awareness of advantages from new pedagogical approaches. The last reason is the lack of teaching materials, which leads to contemporary but problematic solutions. In order to provide first-hand evidence for this discussion, an observation was conducted. To some extent, its outcomes offer evidences of why the scheme could not be completed in the defined period.

In a nutshell, there are still uneven in teachers' ability as well as teaching environments among schools. Moreover, the design of teachers' lesson plan is still in an un-improved way.

## Appendix

Name of school	Score	Address	Notes
TH-THCS-THPT Quốc tế Canada	8.81		International
Trường phổ thông Năng Khiếu - Đại học Quốc gia TP.HCM	8.49	153, Nguyễn Chí Thanh, Quận 5	Public/top rank
Trường Trung học phổ thông chuyên Lê Hồng Phong	8.30	235, Nguyễn Văn Cừ, Quận 5	Public/top rank
THCS và THPT Đinh Thiện Lý	8.24	Lô P1, Khu A, Khu đô thị mới Nam Thành Phố, Phường Tân Phong, Quận 7, Tp.HCM	Private/top rank
Trường Trung học phổ thông chuyên Trần Đại Nghĩa	8.18	20 Lý Tự Trọng, Q.1	Public/top rank
THPT Việt Úc	8.12		International
Trường Trung học phổ thông Nguyễn Thượng Hiền	7.73	544 Cách mạng Tháng 8, Quận Tân Bình	Public/top rank
THPT Thực hành ĐHSP	7.54	280 An Dương Vương, Quận 5 - TP. HCM	Public
Trường Trung học phổ thông Lê Quý Đôn	7.51	110, Nguyễn Thị Minh Khai, Quận 3	Public/top rank
Trường Trung học phổ thông dân lập Á Châu	7.40	226A Pasteur, Q3	Private
Trường Trung học phổ thông Nguyễn Thị Minh Khai	7.39	275, Điện Biên Phủ, Quận 3	Public
TH-THCS-THPT Quốc tế	7.36		International
TH,THCS và THPT Thái Bình Dương	7.35	125 Bạch Đằng, P2, Quận Tân Bình - Tp.HCM	International/top rank
Trường Trung học phổ thông Bùi Thị Xuân	7.25	73-75 Bùi Thị Xuân, Q1	Public
THCS và THPT Việt Mỹ	7.04		International
Trường trung học phổ thông Gia Định	7.00	195/29 Xô Viết Nghệ Tĩnh, Quận Bình Thạnh	Public/top rank
Trường Trung học phổ thông Văn Lang	6.98	02-04 Tân Thành, Phường 12, Quận 5	Private
Trường Trung học phổ thông Phú Nhuận	6.91	5 Hoàng Minh Giám Q Phú Nhuận	Public
Trường Trung học phổ thông Nguyễn Du	6.72	XX1 Đồng Nai, Cư xá Bắc Hải, Quận 10	Public
Trường Trung học phổ thông Việt Anh	6.71	269A Nguyễn Trọng Tuyển, Phường 10, Quận Phú Nhuận, Tp. Hồ Chí Minh, Việt Nam	International private school
THPT nam Sài Gòn	6.64		Public
THTH ĐH Sài Gòn	6.45		Public

Trường Trung học phổ thông Nguyễn Công Trứ	6.36	97 Quang Trung, P. 8, Q. Gò Vấp	Public
Trường Trung học phổ thông Trần Phú	6.36	18 Lê Thúc Hoạch, P. Phú Thọ Hòa, Tân Phú	Public
Song ngữ quốc tế Horizon	6.31		International school
Trường Trung học phổ thông Nguyễn Hiền	6.27	3 Dương Đình Nghệ, Q11	Public
Trường Trung học phổ thông dân lập Nguyễn Khuyến	6.22	132 Cộng Hòa, Q Tân Bình	Private
Trường Trung học phổ thông Trung Vương	6.14	Số 3, Nguyễn Bình Khiêm, Quận 1	Public
Trường Trung học phổ thông Lương Thế Vinh	6.11	131, Cô Bắc, Quận 1	Public
Trường Trung học phổ thông Võ Thị Sáu	6.11	95 Đinh Tiên Hoàng, Q Bình Thạnh	Public
Trường Trung học phổ thông dân lập Ngôi Sao	6.00	Đ 18 phường Bình Trị Đông B, quận Bình Tân	Private
THPT Châu Á Thái Bình Dương	5.96		
THPT Bắc Mỹ	5.93		
THCS và THPT Nguyễn Khuyến	5.87	514, Nguyễn Tri Phương, Quận 10	
THPT Việ Mỹ Anh	5.82		
THCS-THPT Sao Việt	5.76		
Trường Trung học phổ thông Hùng Vương	5.74	124, Hùng Vương, Quận 5	
Trường trung học phổ thông Marie Curie	5.71	159, Nam Kỳ Khởi Nghĩa, Quận 3	
Trường Trung học phổ thông dân lập Thái Bình	5.60	236/10 Nguyễn Thái Bình, Q Tân Bình	
THCS-THPT Thái Bình	5.60		
Trường Trung học phổ thông bán công Hoàng Hoa Thám	5.59	6 Hoàng Hoa Thám, Q Bình Thạnh	
Trường Trung học phổ thông Nguyễn Chí Thanh	5.58	189/4 Hoàng Hoa Thám, Q Tân Bình	
Trường Trung học phổ thông dân lập Hưng Đạo	5.45	103 Nguyễn Văn Đậu, Q Bình Thạnh	
Trường Trung học phổ thông Nguyễn Trãi	5.39	364, Nguyễn Tất Thành, Quận 4	
TH-THCS-THPT Úc Châu	5.31		
Trường Trung học phổ thông Nguyễn Hữu Huân	5.29	1 Đoàn Kết, P. Bình Thọ Q Thủ Đức	
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Trường Trung học phổ thông Thanh Đa	3.62	Lô G CX Thanh Đa Q Bình Thạnh	
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