MINISTRY OF EDUCATION AND TRAINING

HO CHI MINH CITY

UNIVERSITY OF TECHNOLOGY AND EDUCATION

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DEVELOPING UNIVERSITY STUDENTS' ENGLISH PROFICIENCY THROUGH AN INTEGRATED SKILLS APPROACH FOR NON-ENGLISH MAJORS IN HO CHI MINH CITY

SUMMARY OF DOCTORAL DISSERTATION

MAJOR: EDUCATIONAL SCIENCES

Ho Chi Minh City, /2025

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HCMC UNIVERSITY OF TECHNOLOGY AND EDUCATION

**DEVELOPING UNIVERSITY STUDENTS' ENGLISH PROFICIENCY
THROUGH AN INTEGRATED SKILLS APPROACH
FOR NON-ENGLISH MAJORS IN HO CHI MINH CITY**

Major: Educational Sciences
Code: 9140101

SUMMARY OF DOCTORAL DISSERTATION

HO CHI MINH CITY –2025

This study was completed at **Ho Chi Minh City University of Technology and Education**

Supervisor one:

Reviewer 1:
Reviewer 2:
Reviewer 3:

The study will be presented with Dissertation Committee at Faculty level, scheduling at **Ho Chi Minh City University of Technology and Education** on / /2025

INTRODUCTION

1. RATIONALE FOR THIS STUDY

To promote English as a second language in Vietnamese schools and enhance students' proficiency, the Vietnamese government has introduced several policies aimed at improving language competence, as outlined in Conclusion No. 91-KL/TW (Vietnam Government, 2013). This policy emphasizes educational reform in line with industrialization, modernization, and global integration and highlights learners' communicative competence and their ability to use English alongside their native language effectively and naturally.

Research on integrated teaching and the integrated skills approach has increasingly demonstrated its effectiveness in improving instructional quality and addressing the limitations of traditional methods (Aljahdali & Alshakhi, 2021; Gautam, 2019; Hinkel, 2012; Kitila et al., 2023; Mekheimer & Al-Dosari, 2013; Oxford, 2001). However, in Ho Chi Minh City, evidence from both statistical data and teachers' perspectives suggests that this approach has not been systematically examined. In particular, it has yet to be investigated with respect to lesson design, pedagogical cycles, assessment practices, and evaluation criteria. Few studies have explored the integrated skills approach in the context of university-level General English classes in Vietnam. Moreover, the teaching of non-English major classes through this approach has often failed to achieve the desired outcomes due to a range of influencing factors. One key challenge is that teachers frequently lack confidence, largely because they do not have a consistent pedagogical framework for implementing integrated skills instruction. This highlights the urgent need to investigate and establish a structured pedagogical cycle for teaching integrated skills—an issue that, to date, has not been adequately addressed.

Drawing on both international and national literature, the researcher recognizes the positive impact of the integrated skills approach on students' English proficiency in university-level General English classes and considers it a viable direction for improvement. These considerations form the rationale for conducting the present study, entitled: Developing Students' English Language Proficiency through the Integrated Skills Approach for Non-English Majors in Ho Chi Minh City.

2. RESEARCH OBJECTIVES

The study proposes the development of a teaching framework and to evaluate the impact of the proposed framework on enhancing English language proficiency among undergraduate students who are non-English majors.

3. RESEARCH TASKS

The dissertation focuses on addressing the following research tasks:

- Examining the literature review and theoretical framework of English language competence development through an integrated teaching approach for undergraduate students in non-English majors.

- Investigating the teachers' current teaching practice of English language competence development through an integrated teaching approach among undergraduate students in non-English majors in Ho Chi Minh City.

- Designing a teaching framework based on an integrated teaching approach with the goal of enhancing English language competence among undergraduate students in non-English majors in Ho Chi Minh City.

- Proposing and experimentally implementing the designed teaching framework in order to evaluate its effectiveness in fostering English language competence among undergraduate students in non-English majors in Ho Chi Minh City.

4. RESEARCH OBJECT

Developing English language competence through an integrated teaching approach for non-English major undergraduates in Ho Chi Minh City.

5. RESEARCH QUESTIONS

Research question 1: How is the teachers' current teaching practices of integrated skills approach in non-English major classes in Ho Chi Minh City?

Research question 2: If we apply the way of teaching integrated skills through pedagogical teaching cycle of six stages, including (1) Lead-in; (2) Learning with meaning-focused input; (3) Language-focused learning; (4) Practicing meaning-focused output; (5) Feedback and assessment; (6) Follow-up activities, does this way contribute to developing students' English language proficiency for non-English majors?

6. RESEARCH SCOPE

6.1. Research scope in terms of content: The dissertation focuses on investigating the development of the pedagogical teaching cycle for the General English subject in Ho Chi Minh City, with emphasis on the English B1 subject, UHTG03.

6.2. Research geographical scope

The process of teaching integrated skills in non-English major classes in Ho Chi Minh City, conducted at three universities: UHVK01, UHTC02, and UHTG03, ranging from April - July, academic year 2022 - 2023, involving 102 university teachers in non-English major classes, and conducting an experimental study at UHTG03. The study only applies to non-English major students in Ho Chi Minh City, specifically in English B1 classes at UHTG03.

6.3. Research scope in terms of time

The data were collected during the academic years 2022 - 2023 and 2023 - 2024, with the pedagogical experiment conducted in the 2023 - 2024 academic year.

6.4. Research scopus in terms of context and participants

Investigating the current teaching of the integrated skills approach with questionnaires and interview instruments: 102 teachers at three universities: UHVK01, UHTC02, and UHTG03.

Conducting an experimental study: 186 students at UHTG03.

7. RESEARCH METHODOLOGY

In this study, with the objective of investigating the teachers' current practice of teaching English for non-English majors through an integrated teaching approach, the dissertation adopts a mixed-methods sequential explanatory design, combining both quantitative and qualitative research methods.

To examine the effectiveness of the proposed integrated teaching framework for undergraduate students in non-English majors, the study employs a quantitative approach to collect and analyze data by measuring students' English competence in the four skills - listening, speaking, reading, and writing - before and after the pedagogical experiment through standardized testing.

7.1. The data collection group

Document method: The researcher downloaded, read, and analyzed documents, projects, and policies from the Ministry of Education and Training related to the topic. Based on this, the study clarified theoretical issues regarding the integrated skills approach.

Questionnaire method: This method investigated the current teaching of the integrated skills approach in non-English major classes in Ho Chi Minh City. A total of 102 teachers from three universities - UHVK01, UHTC02, and UHTG03 - participated in this study.

Interview method: This method collected data on the current teaching of the integrated skills approach in non-English major classes. Twelve teachers from UHVK01, UHTC02, and UHTG03 were purposively selected to participate in the study.

Experimental study: This study examined the validity and reliability of the proposed pedagogical cycle and tested the hypothesis regarding the extent to which the cycle affected students' English language proficiency. Students were conveniently selected to participate in two control groups and two experimental groups. The study was conducted in English B1 classes at UHTG03.

7.2. Data analysis group

The findings were analyzed through quantitative and qualitative data

- Quantitative data obtained from questionnaires and tests were coded, cleaned, and entered into the system. Descriptive analysis was used to compare and draw conclusions, with the support of SPSS software (Statistical Package for the Social Sciences).

- Qualitative data obtained from interviews, supported by NVivo software, were organized, coded, and grouped to explain and clarify the quantitative results.

8. SIGNIFICANCE OF THE STUDY

Firstly, the dissertation contributes to filling the gap in the literature review and theoretical framework on integrated skills, particularly regarding the concepts of integration, the integrated skills approach, English language proficiency, and the development of English language proficiency among non-English majors.

Secondly, the dissertation contributes to filling the gap in research on the current teaching of integrated skills in non-English major classes in Ho Chi Minh City, Vietnam. This study analyzed the problems of teaching integrated skills and identified its advantages and disadvantages.

Thirdly, the dissertation develops a pedagogical cycle for teaching integrated skills, consisting of six stages: (1) Lead-in; (2) Learning with meaning-focused input; (3) Language-focused learning; (4) Practicing meaning-focused output; (5) Feedback and assessment; (6) Follow-up activities. This framework was used as a theoretical basis for conducting the experimental study. The dissertation examined the proposed integrated teaching cycle, and the results showed that students in the experimental group achieved better outcomes than those in the control group. These results contribute to providing pedagogical knowledge for future teachers on how to conduct integrated skills classes.

9. STRUCTURE OF THE THESIS

In addition to the introduction, conclusion, recommendations, list of articles related to the thesis, references, and appendices, this dissertation is organized into three chapters:

Chapter 1: Literature review and theoretical framework

Chapter 2: Research Methodology

Chapter 3: Research findings and discussions

Chapter 1
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

1.1. LITERATURE REVIEW

1.1.1. Studies related to integrated language skills approach

The integrated skills approach is widely recognized as effective and consistent with current trends in educational innovation, contributing significantly to students' learning outcomes. This approach provides learners with a holistic foundation of knowledge and diverse opportunities for language practice across reception, integration, and production skills. Within this framework, students occupy a central role in the learning process, while teachers serve as facilitators, supporters, and monitors throughout instructional activities.

However, existing studies have not sufficiently distinguished between students majoring in English and those from non-English majors. Most investigations simply identify the participants as "students," without addressing this distinction. As a result, their findings may not fully capture the actual effectiveness of the integrated skills approach, given the clear disparity in academic competence between English majors and non-majors. Furthermore, the majority of existing research has been conducted in international contexts, whereas studies situated in Vietnam remain limited.

1.1.2. Research on the development of English language proficiency through an integrated skills approach for university students

Numerous theoretical models have been proposed to explain the connection between reading and writing in language teaching and learning. These models emphasize that reading and writing should be integrated to foster learners' competence development (Fitzgerald & Shanahan, 2000). Specifically, using writing as a tool for learning during reading comprehension enhances reading performance (Graham & Hebert, 2010), while using reading as a tool for interpreting ideas strengthens writing proficiency (Tierney, 1991). Reading experiences also facilitate the development of metacognitive skills required to understand a writer's intentions. In classroom practice, learners engage in writing tasks to reinforce information retention, evaluate comprehension, and communicate for multiple purposes (Graham, 2006).

In Vietnam, the implementation of integrated teaching in English classrooms is often limited to a basic form of integration, primarily achieved through simple instructional practices. Teachers typically use short reading passages to teach both content and language, after which students engage in speaking or dialogue activities in small groups, promoting listening and speaking. Writing is generally assigned as the final stage of the lesson.

From the research findings reviewed above, it can be concluded that integrating related language skills - such as listening–speaking, reading–writing, and reading–speaking—has proven effective. Pairing two skills provides learners with multidimensional learning experiences, allowing them to challenge themselves across different linguistic dimensions. While such integration is beneficial, it is not sufficient to fully maximize its potential. Evidence shows that the more skills are integrated, the more engaging classroom lessons become, offering learners richer experiences, opportunities for self-exploration, and insights into their strengths and weaknesses. Although integration of all four skills has been attempted in classrooms, most studies have primarily focused on the improvement of a single skill, particularly speaking. This limitation constitutes a research gap that the present doctoral study aims to address. Specifically, this research will adopt an integrated teaching approach encompassing all four language skills - listening, speaking, reading, and writing—to examine learners' progress across each skill.

1.1.3. Research on the development of English language proficiency through an integrated skills approach for non-English majored students

The issue of developing foreign language competence in general, and English language competence for university students in particular, is currently one of the major concerns of universities around the world. Excluding students majoring in English Language or English Language Education, most other students develop and enhance their English skills through subject-specific courses delivered in English as the medium of instruction. Higher education programs in Asia do not typically consider English as an officially taught subject within the formal curriculum. Students are therefore expected to independently improve their English competence to support their academic learning.

In Vietnam, English language instruction at the university level during the 1950s remained broad in scope, without a clear distinction between teaching English to students majoring in the field and those from non-English disciplines. This lack of differentiation in student proficiency classification significantly affected the quality of instruction. After 1975, a clearer distinction was made between English for Specific Purposes (ESP) and English for General Purposes (EGP), with EGP officially incorporated into university curricula. As a result, learning orientations for students became somewhat more specific. Up to the present, it can be said that Vietnam is a country where learners' English language competence in general, and university students' proficiency in particular, remains relatively low. Consequently, the English language curriculum for non-English majors has received increased attention and focus. Although there have been some positive changes in curriculum design, teaching methodologies, and learning conditions, students' English proficiency has not improved significantly.

Therefore, the search for effective teaching methods remains a pressing issue and continues to be an active area of research for educators today.

It can be concluded that integrated English language teaching has not yet been widely adopted or thoroughly explored at the university level for students in non-English majors. This represents a new and significant research direction for future studies.

1.1.4. General Conclusion

The integrated teaching approach supports students in acquiring input knowledge, thereby enhancing their confidence in communication (output). Students become proficient in expressing opinions and actively engage in both in-class and out-of-class interactions. However, there are still limitations and issues that this dissertation aims to address, including:

- Developing a theoretical framework for English language competence development through an integrated teaching approach for university students in non-English majors.

- Clarifying existing issues in practice when instructors implement integrated teaching approaches to develop English language competence for non-English major university students.

- Identifying which instructional cycle should be followed in implementing the integrated teaching approach to develop English language competence for non-English major university students, and whether such a process is feasible and contributes to improved teaching effectiveness.

These are the research gaps that the author intends to focus on addressing in this dissertation, with the goal of enhancing English language competence through an integrated teaching approach for non-English major university students.

1.2. KEY CONCEPTS RELATED TO THE STUDY

1.2.1. Integrated English Skills Approach

Integrated teaching refers to the process in which instructors design, organize, and guide learners to mobilize and synthesize discrete knowledge and skills across various aspects and at different levels into a unified, systematic body of subject content in order to accomplish learning tasks and achieve predetermined objectives.

The integrated English teaching approach, as defined in this dissertation, is understood as "a pedagogical orientation in which the four English language skills - listening, speaking, reading, and writing - are systematically combined with knowledge and skills in vocabulary, grammar, and pronunciation. This process follows a coherent instructional sequence, logically structured from receptive skills (listening and reading) to productive skills (writing and speaking), within the framework of a specific lesson. Its ultimate aim is to enable learners to achieve communicative competence in English."

1.2.2. English Language Competence

Based on the analysis of relevant concepts, the dissertation defines the notion of competence as "the integration of knowledge, skills, and attitudes into an interconnected whole, which enables individuals to mobilize, synthesize, and apply these elements effectively in order to complete a task, assignment, or situation and achieve the desired outcomes under specific conditions."

English language competence in this dissertation is defined as "the learner's knowledge, skills, and ability to apply them through the four core skills of English - listening, speaking, reading, and writing - which are measured and determined through a systematic competence assessment framework."

1.2.3. Developing English language proficiency through an integrated skills approach for non-English majored students

Development possesses several fundamental characteristics, such as an upward tendency, continuity, and the repetition of former stages at a more advanced level. In this dissertation, **development** is defined as the transformation from a lower to a higher level, from an incomplete to a more complete state.

The development of English language competence in this dissertation is defined as "the purposeful and systematic influence of instructors on students through the cultivation of their ability to apply knowledge, skills, and attitudes, as demonstrated in the four core English skills -listening, speaking, reading, and writing—towards progressively greater refinement and effectiveness. At the same time, it emphasizes the promotion of English language competence in real-life contexts."

Non-English major students refer to those enrolled in faculties or departments other than English Language Education, English Linguistics, or English Literature-such as students in disciplines like Economics–Commerce, Culture-Arts, Engineering-Technology, or Agriculture-Forestry. Foreign language modules or courses constitute only a part of the overall training program in these fields of study.

The development of English language competence through an integrated teaching approach for university students is defined as "the purposeful and systematic influence of instructors on learners by organizing instruction that integrates the four language skills—listening, speaking, reading, and writing—within a logically structured sequence, progressing from receptive skills (listening and reading) to productive skills (writing and speaking), in service of a specific lesson. This process aims to transform and progressively refine the language competence of non-English major university students in using the four skills of listening, speaking, reading, and writing."

1.3. ENGLISH LANGUAGE COMPETENCE FOR NON-ENGLISH MAJOR UNIVERSITY STUDENTS
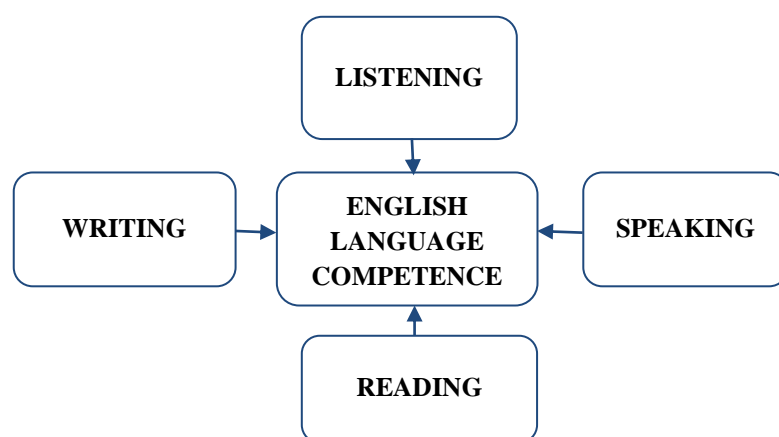
1.3.1. English Language Competence Framework

1.3.1.1. Common European Framework of Reference for Languages (CEFR)

The four English language skills - listening, speaking, reading, and writing - are categorized into two main groups: receptive skills, which include listening and reading, and productive skills, which include speaking and writing.

1.3.1.2. Vietnamese English Language Competence Framework

In Vietnam, the English language competence framework has been developed based on the reference and application of the Common European Framework of Reference for Languages (CEFR) as well as several other national English proficiency frameworks. It has been adapted to suit the specific conditions and context of foreign language teaching, learning, and use in Vietnam. The Vietnamese framework is divided into three levels—Basic, Intermediate, and Advanced—and six proficiency bands, from Level 1 to Level 6, which correspond to the CEFR levels from A1 to C2.

1.3.2. The Structure of English Language Competence for Non-English Major University Students

Figure 1.1. English Language Competence of University Students

(Ministry of Education and Training, 2014; Council of Europe, 2020)

Based on legal documents: Official Dispatch No. 5957/BGDĐT-GDĐH (dated October 20, 2014) on guidelines for teaching and enhancing foreign language instruction in universities and colleges; Circular No. 01/2014/TT-BGDĐT (dated February 24, 2014) on the six-level foreign language proficiency framework for use in Vietnam, the English language competence framework for non-English major university students is divided into six levels.

- Listening: Students can understand simple factual information clearly expressed in standard speech on topics related to everyday life and work; they can identify the main ideas in clearly articulated spoken texts on common topics in daily life, work, or academic settings.

- Speaking: Students can communicate with relative confidence on familiar topics related to personal interests, study, and work; they can exchange, check, and confirm information, explain arising issues, express opinions on cultural topics such as films, newspapers, and music, and participate in conversations on familiar topics without prior preparation. They can express personal viewpoints and exchange information on familiar subjects related to personal interests, study, work, or everyday life.

- Reading: Students can understand texts that contain clearly presented information on topics related to their major, personal interests, or areas of concern.

- Writing: Students can write simple, coherent texts on familiar topics or personal interests by connecting individual elements into a structured piece of writing.

1.3.3. Criteria for Assessing English Language Competence

Through the analysis of the components and characteristics of English language competence within integrated teaching, the author adopts the assessment criteria for the four skills of listening, speaking, reading, and writing as proposed by the group of authors: Trinity College London (2017) and Chan et al. (2015) as follows:

Listening skill assessment: The types of tasks selected in the listening test include choosing the best answer, filling in the blanks, completing sentences, deciding true/false answers, and listening and summarizing the main ideas. Scores are measured by the number of correct answers.

Reading skill assessment: Similarly, the types of tasks selected in the reading test include choosing the best answer, filling in the blanks, completing sentences, and deciding true/false answers. Scores are measured by the number of correct answers.

The assessments of speaking and writing skills are adopted from the following group of researchers:

Speaking skill: (1) Vocabulary; (2) Accuracy; (3) Fluency; (4) Interaction; (5) Coherence.

Writing skill: (1) Reading for writing; (2) Completing the writing task; (3) Layout and structure; (4) Language control.

1.4. DEVELOPING ENGLISH LANGUAGE COMPETENCE THROUGH AN INTEGRATED TEACHING APPROACH FOR NON-ENGLISH MAJOR UNIVERSITY STUDENTS

1.4.1. Integrated English Skills Approach

1.4.1.1. Theories on Foreign Language Teaching through an Integrated Approach

Two teaching theories related to integrated teaching discussed in this dissertation include: second language acquisition and the four strands of language. Han and Liddell (2014) pointed out the connection between the integrated teaching approach and the application of second language acquisition research in integrated language classrooms.

Second Language Acquisition Theory

There are various theories regarding the process of human second language acquisition with different approaches, among which this dissertation focuses on the hypotheses of researcher Krashen (1982), specifically: the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis.

Four Principles of Foreign Language Teaching

Newton and Nation (2020) proposed that a language course should ensure four strands of language learning to enhance teaching effectiveness and learners' language competence, specifically as follows: Learning through meaning-focused input; Learning through meaning-focused output; Learning through language-focused instruction; Developing fluency.

Each course should be designed with a balance among these four strands, as maintaining all strands helps learners more easily achieve their learning objectives. This is because the opportunity to experience language learning will be continuous throughout the entire course, in which the input materials through receptive skills serve as the basis and premise for learners to produce output (Sreena & Ilankumaran, 2018).

1.4.1.2. Applying Foreign Language Teaching Theories to Developing English Competence through an Integrated Teaching Approach for Non-Major Students

Integrating Krashen's theories with Nation's principles in language lessons enables instructors to construct an effective and coherent learning environment. Applying Krashen's second language acquisition theory ensures that learners can engage with the language through comprehensible listening and reading activities, thereby developing productive language skills, such as speaking and writing, through output-based tasks. This approach allows learners not only to acquire grammar and vocabulary but also to enhance their ability to use the language in authentic communicative contexts.

The combination of Krashen's language acquisition theory and Nation's four-strand framework in language teaching provides a solid theoretical foundation for designing and implementing effective language lessons. These theories offer a basis for educators to create highly integrated learning activities that facilitate natural and flexible language acquisition in real-world communication situations. When applied appropriately, the synergy between language acquisition theory and instructional principles can yield sustainable and long-term improvements in learners' language skills.

1.4.2. Theoretical basis for Developing English Language Proficiency for Non-English-Major University Students through the Integrated Teaching Approach

1.4.1.1. Forms of Integration in English Language Instruction

Hirvela (2013) and Myskow et al. (2019) divided integrated teaching into two types: partial integration and full integration. Partial integration limits the number of integrated skills, typically integrating two skills such as listening and speaking, or reading and writing (Aka, 2024; Cho & Brutt, 2015; Al-Dosari, 2016; Gutierrez de Blume et al., 2021; Hubert, 2011; Miao, 2021; Namaziandost et al., 2018; Park, 2016; Rubin, 2018; Tatsanajamsuk, 2024; Mart, 2020; Wang et al., 2021). Although two skills are combined in one lesson, this form of integration still needs to follow the sequential order of skills, in which listening serves as the input source for learners to produce output through speaking skills.

1.4.2.2. English Language Teaching Content under the Integrated Teaching Approach

Peregoy and Boyle (2001) advocated conducting a lesson with the integration of skills around a common theme to provide learners with opportunities to simultaneously use all language skills. When the four language skills are integrated under a single theme, it creates opportunities for learners to use and reuse the language. This allows learners to be repeatedly exposed to input materials, enhances memory

retention, reinforces knowledge, deepens understanding of meaning and language use, and fosters learners' awareness of how language is used in everyday communication.

1.4.2.3. Teaching Cycle in English Language Instruction under the Integrated Teaching Approach

The dissertation retains the outstanding advantages of integrated teaching cycles while also considering the limitations of previous models. The author develops the steps of the integrated teaching cycle, consisting of six steps: Step 1: Lead-in; Step 2: Learning with meaning-focused input; Step 3: Language-focused learning; Step 4: Practicing meaning-focused output; Step 5: Feedback and assessment; Step 6: Follow-up activities, illustrated in Figure 1.2.
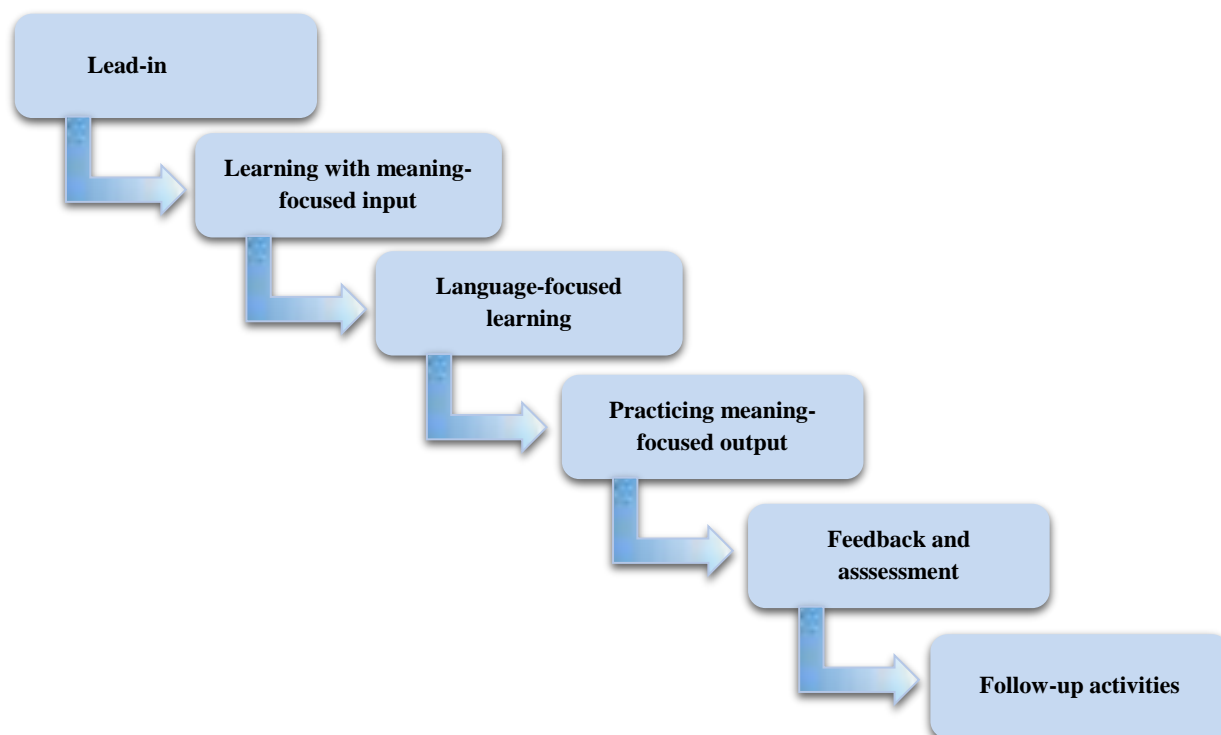
Figure 1.2. Instructional Framework Based on the Integrated Teaching Approach

(1) Lead-in: The teacher, together with the students, prepares activities to become familiar with the topic of the reading or listening text, while simultaneously stimulating students' interest and engagement with the subject matter.

(2) Learning with meaning-focused input: The teacher guides comprehension activities: instructing students on the requirements of tasks such as answering questions, filling in information on a chart, completing a passage, or summarizing the content they have just read or heard.

(3) Language-focused learning:

The teacher designs learning activities that incorporate vocabulary appearing in the reading text to help learners pay closer attention to new words.

Next, the teacher assists students in building knowledge of grammar rules. The teacher uses pictures to present grammar and poses questions based on images related to grammatical elements.

The teacher provides exercises to check learners' understanding through practicing skills and newly acquired vocabulary and grammar components.

The teacher checks learners' understanding of the vocabulary and grammar points just learned. The testing format focuses on learners' productive abilities rather than receptive abilities.

(4) Practicing meaning-focused output: The teacher explains the tasks that students are expected to perform and ensures they understand the requirements. The teacher provides direct modeling with students, such as repeating instructions through guided activities.

(5) Feedback and assessment: After students present their products, the teacher provides feedback, assesses the level of task completion, and clarifies students' strengths and limitations to help them revise and improve their outputs.

(6) Follow-up activities: Teachers organize several activities related to the lesson, which may involve answering questions about the content or focusing on certain linguistic aspects of the lesson. Students have the opportunity to understand the lesson content in a more detailed manner.

1.4.2.4. Teaching activities based on the integrated teaching approach

Teachers must connect the skills together in a teaching cycle (Broady, 2005). Based on a comprehensive review of integrated teaching methods by authors such as Parrish (2019), Sevy-Biloon (2018), and Wu & Alrabah (2014), the following teaching methods are proposed for integrated instruction: video and reading text; jigsaw reading; paired reading; information transfer; dialogues; role play; discussion and debates; information-gap activities; telling stories; picture stories; favourite objects; mingle activities; compare and contrast; jumbled sentence; dictation; collaborative writing activities; parallel writing.

1.4.2.5. Assessment of students' learning outcomes in English language teaching based on the integrated approach

According to Shaaban and Ghaith (1997), assessing students' learning outcomes is an integral part of the teaching process. The assessment process takes place throughout the students' learning journey, including formative assessment, mid-term assessment, and end-of-course assessment. Assessment is considered a continuous activity utilizing various formal and informal assessment tools such as speaking and writing tests, peer assessment, self-assessment, learning portfolios, observation, interviews, and workshops. Accordingly, tests are considered a common and effective tool to reflect both the curriculum and classroom learning activities. Test items are proposed with various response frameworks related to the stages of language acquisition and types of learner response tasks.

1.4.3. Factors influencing the development of English language proficiency through the integrated teaching approach for non-English major university students

1.4.3.1. Subjective conditions

Lecturers

Shulman (1987) agreed that lecturer expertise is a crucial component of integrated teaching. Experts have pointed out that a specific characteristic of teaching lies in the interactive nature of lecturers (Muijs & Reynolds, 2017). The lecturer's actions throughout the lesson need to be continuously adapted. The effectiveness of teaching depends on how well the lecturer adjusts their actions and integrates into the "rhythm" of the lesson.

Students

Learning motivation, attitudes, and language proficiency also significantly affect the effectiveness of integrated skills teaching (Fakeye, 2010). According to Richards and Rogers (2001), students with high learning motivation tend to be more proactive and enthusiastic in acquiring new knowledge, practicing skills, and maintaining a positive learning attitude.

1.4.3.2. Objective conditions

In addition, school-related factors such as policies and classroom facilities significantly affect the quality of integrated teaching (Pardede, 2019). Core materials and supplementary resources, such as student textbooks, teacher guides, language lab classes, desks, and chairs, also impact the quality of integrated teaching (Aydoğan & Akbarov, 2014; Nguyen Thi Thuy Minh et al., 2021; Pardede, 2019).

CHAPTER SUMMARY

First, the development of language proficiency, particularly English language proficiency for higher education students, has attracted considerable attention from scholars and educators both globally and in Vietnam. The results of various studies confirm that teaching integrated skills helps students use the language more naturally and meaningfully. In Vietnam, in recent years, the integrated skills approach has emerged as a progressive direction in the field of language teaching.

Second, the dissertation clarifies the concepts of integrated approaches, thematic instruction, pedagogical teaching cycles, teaching activities, testing, and assessment. To enhance students' English language proficiency through the integrated skills approach, it is essential for teachers to adhere to an appropriate pedagogical teaching cycle to implement integrated skills lessons effectively. Currently, the practice of the integrated skills approach by teachers remains too abstract and general, lacking clearly defined instructional components for each stage. This represents a gap that justifies the need for this dissertation.

English for non-major classes holds a unique position in Vietnam. Unlike in many countries, General English is a compulsory subject for most university students who are not enrolled in English Language Studies or English Education programs. Research focusing on non-English-major students is both novel and urgent within the current Vietnamese educational context. Therefore, this also constitutes a significant gap that the dissertation seeks to address.

Chapter 2
RESEARCH METHODOLOGY

2.1. RESEARCH DESIGN

In this study, with the objective of investigating teachers' current practices in teaching English to non-English majors through an integrated teaching approach, the dissertation adopts a mixed-methods sequential explanatory design, combining both quantitative and qualitative research methods.

To examine the effectiveness of the proposed integrated teaching framework for undergraduate students in non-English majors, the study employs a quantitative approach to collect and analyze data by measuring students' English competence in the four skills—listening, speaking, reading, and writing - before and after the pedagogical experiment using standardized tests.

2.1.1. Research object

The research object in this study is to investigate the methods currently employed by teachers in non-English-major classes. A questionnaire and interviews with teachers from three universities in Ho Chi Minh City - UHVK01, UHTC02, and UHTG03 - were used to collect data. These three universities were selected because they provide access to a pool of qualified teachers. Additionally, the researcher had the opportunity to access these institutions, and they represent universities that implement the teaching of all four language skills, making them suitable for the research objectives.

A total of 186 second- and third-year students from UHTG03 (Term 1, Academic Year 2023–2024) participated in this study. These students were enrolled in a B1-level English class, which is a compulsory subject for all students at this university.

2.1.2. Research timeline and research context

This study employed questionnaires and interviews as research instruments, involving teachers from three universities in Ho Chi Minh City: UHVK01, UHTC02, and UHTG03. A total of 102 teachers completed the questionnaire between April and July 2023. Twelve teachers were selected for interviews based on the questionnaire results.

The study adopted a quasi-experimental design conducted in Term 1 of the academic year 2023–2024 (August–December 2023). The participants were second-year students who had completed English A1 and A2 courses.

2.1.3. Sampling method

Regarding the quantitative study with questionnaire data collection, the convenience sampling method was used because it allowed the researchers to easily access participants from three universities, namely UHVK01, UHTC02, and UHTG03, where the researcher was teaching.

Concerning the quantitative study with quasi-experimental data collection, the convenience sampling method was also employed. The participants included 186 second- and third-year students (cohort 60–61) who were studying at the university in Term 1, academic year 2023–2024, and enrolled in the English B1 course. The study consisted of two experimental groups and two control groups.

In relation to the qualitative study, purposeful sampling was first employed, followed by criterion sampling to select interview participants. The sample size for the interview session was 12 teachers, which enabled the researcher to obtain valuable data for analysis.

Table 2.1. Sample size with experimental study

Experimental groups		Control groups	
Class	The number of students	Class	The number of students
1	45	1	45
2	49	2	47

2.1.4. Research method and instrument

2.1.4.1. Questionnaire method

The purpose of using questionnaires in this dissertation is to explore the implementation of integrated English language teaching for non-English majors at the university level, serving as a practical foundation for proposing instructional strategies aimed at enhancing English language proficiency among non-English major students through an integrated teaching approach.

Research instrument: questionnaire

Questionanire design

Based on the research objectives and the theoretical framework in Chapter 1, the researcher developed the questionnaire related to the integrated skills approach, including: integrated ways with an adopted version from Hirvela (2004) and Onoda (2012); thematic instruction with an adopted version from Peregoy & Boyle (2001) and MacDonald et al. (2011); integrated teaching cycle with an adopted version from Celik & Yavuz (2015) and Newton & Nation (2020); integrated teaching activities with an adopted version from Parrish (2019) and Wu & Alrabah (2014); testing and assessment with an adopted version from Idaryani (2013) and Powers (2010); and influencing factors with an adopted version from Pardede (2019). The questionnaire consisted of two parts. Part 1 discusses participant information such as university, teaching experience, and qualifications. Providing a full name is optional to maintain participant privacy. Part 2 discusses three types of information: (1) an evaluation of students' English

language proficiency; (2) the current teaching practices to develop students' English language proficiency; and (3) influencing factors affecting the effectiveness of the integrated skills approach for non-English majors. This questionnaire consists of 41 items.

Table 2.2. Distribution of Scores for Item Judgment

	Judgment				
Range	1.0-1.8	1.8-2.6	2.6-3.4	3.4-4.2	4.2-5.0
Corresponding level	Weak	Average	Quite Good	Good	Very Good
	Never	Rarely	Sometimes	Often	Always
	Not at all influential	Slightly influential	Somewhat influential	Very influential	Extremely influential

Questionnaire pilot

Twenty teachers in Ho Chi Minh City at UHMC04, who were not part of the official participants in this study, took part in the questionnaire pilot.

The validity and reliability of questionnaire

The validity of the questionnaire was confirmed through content examination conducted by the researcher's colleagues.

The reliability of the questionnaire was examined using Cronbach's Alpha. The result of Cronbach's Alpha was over 0.8, which allowed the researcher to officially use this questionnaire for data collection and analysis (Table 2.3).

Table 2.3. Reliability Coefficients for the Scale Dimensions and the Scale as a Whole

Dimensions	Number of items	Exclude	Retain	Cronbach's Alpha
English language competence	4	0	4	0.830
Integration Forms	6	0	6	0.801
Thematic Instruction	3	0	3	0.805
Teaching Cycle	5	0	5	0.831
Teaching Activities	12	0	12	0.910
Testing	7	0	7	0.848
Influencing Factors	4	0	4	0.806

2.1.4.2. Interview method

The purpose of using interviews as a secondary method is to obtain in-depth data derived from the questionnaire data collection and analysis, which helps inform and refine the process of teaching English through the integrated skills approach for non-English majors.

Research instrument: interview

Interview question design

The interview questions were designed based on the theoretical framework and informed by the questionnaire results. To ensure that all aspects of the integrated skills approach were fully discussed, the researcher designed the interview questions with adoption from studies mentioned in Chapter 1, such as question 1: Hirvela (2004) and Onoda (2013); question 2: Hinkel (2012); question 3: Newton & Nation (2020); question 4: Sevy-Biloon (2018), Wu & Alrabah (2014); question 5: Goh & Burns (2012); question 6: Parrish (2019).

As explained in the previous section, the researcher chose a semi-structured interview format to collect the data. The interview questions consisted of two parts. Part 1 focused on teachers' introductions and experiences. Part 2 discussed the process of integrating skills in General English classrooms.

Interview pilot

The interview was piloted with three teachers from UHMC04, who were not part of the official interview sample. This pilot was designed and conducted in the same format as the official interview to measure its duration. The interview pilot proceeded smoothly and lasted approximately 30 minutes.

The validity and reliability of interview

The validity of the interview was ensured through simultaneous note-taking and recording during the interview. Additionally, the researcher repeated participants' responses to confirm their answers. The responses were outlined after completing the interview. If anything was unclear, the interviewer and participants discussed the points to clarify them. The reliability of the interview was maintained by using the same questions for all participants.

2.1.4.3. Experiment method

The purpose of conducting experimental study

The purpose of conducting the experimental study was to examine the validity of the research hypothesis. This study enabled the researcher to compare and contrast the data from the experimental and control classes, thereby evaluating the effectiveness of the proposed pedagogical teaching framework.

Principles for selecting the theme for experimental study

As recommended by the CEFR, educators suggest that teachers follow these principles when selecting themes:

The theme should be connected to students' interests and learning motivation.

The theme should be relevant to students' future careers.

The theme should support students in describing their experiences, dreams, and future plans.

The content for conducting experimental study

The experimental study consisted of 8 lessons with 8 topics, as follows Unit 1:Homes and habits; Unit 2: Student days; Unit 3: Fun time; Unit 4: Our world; Unit 5: Feelings; Unit 6: Leisure and fashion; Unit 7: Out and about, Unit 8: This is me!.

- Experimental class: applying the teaching cycle of integrated skills approach which was proposed by the researcher

- Control class: apply teaching methods with procedures which are emphasized on four skills integration.

- The experimental study took place in-person and at the same time between the two groups.

The resesearch variable

In this study, independent variable is teaching methods, including integrated skills approach and isolated skills approach and dependent variable is students' English language proficiency.

The study hypothesis

Based on the two research questions, the study formulated two hypotheses to predict the research outcomes:

Hypothesis Ho: There are no significant differences in English language proficiency scores between students in the control groups and the experimental groups through the integrated skills approach with the following six stages: Step 1: Lead-in; Step 2: Learning with meaning-focused input; Step 3: Language-focused learning; Step 4: Practicing meaning-focused output; Step 5: Feedback and assessment; Step 6: Follow-up activities

Hypothesis H1: There are significant differences in English language proficiency scores between students in the control groups and the experimental groups through the integrated skills approach with the same six stages.

General English course program

The General English course at UHTG03 aims to equip students with English skills applicable to their future careers. The curriculum is based on the CEFR six levels, designed to enhance students' communicative competence in listening, speaking, reading, and writing. The course uses Complete PET (textbook and workbook), published by Cambridge and authored by Heyderman & May (2010), as its main instructional material. Evaluation includes midterm and final tests, following MOET and university regulations. After completing three General English courses (3 credits × 75 periods = 225 periods), students are expected to achieve the B1 level according to CEFR.

Experimental instructor

The experimental study was conducted by the researcher, who holds a Master's degree in TESOL, has five years of teaching experience, and has worked as a visiting lecturer at UHTG03.

Experimental design

A quasi-experimental design (pre-test/post-test) was employed to evaluate the effectiveness of the proposed pedagogical teaching cycle. Random sampling was not feasible; therefore, convenience sampling was used for experimental and control groups.

Participants took a pre-test to confirm their initial English proficiency level, attended experimental classes, and subsequently took a post-test. The experimental study spanned 19 weeks (1 semester).

Experimental procedures

Experimental groups

Students in both experimental and control groups used the same textbook and learned the same topics. However, students in the experimental groups participated in an integrated skills class, while students in the control groups attended an independent skills class. In the experimental groups, the teacher conducted lessons following a six-step integrated skills teaching framework: Step 1: Lead-in; Step 2: Learning with meaning-focused input; Step 3: Language-focused learning; Step 4: Practicing meaning-focused output; Step 5: Feedback and assessment; Step 6: Follow-up activities.

Control groups

Students in the control groups also attended General English classes for 19 weeks. The lessons followed a different teaching sequence, focusing on isolated skills: (1) warm-up; (2) teaching reading and vocabulary; (3) grammar presentation and practice; (4) teaching reading and listening.

The are some differences between two classes such as (1) the skills order presented; (2) the number of skills were taught; (3) time allocation for each skill; (4) teaching activities and supplementary materials; (5) skills coherence among skills.

Experimental instrument

The study used a test to measure students' English language proficiency (Johnson & Turner, 2003).

- The test design

The test consists of four skills, namely listening, speaking, reading, and writing. The content was developed based on PET-B1 CEFR. The test text was based on the book references PET B1 from Cambridge Publisher. This test has been popular and accepted around the world.

In terms of the reliability, the PET test was designed by experts groups, piloted, and globally used for many years, so so it is guaranteed about the high validity. In addition, this test has good content because all the items in the test was carefully selected and designed in accordance with the topics in the experimental study.

- Pilot test

Pilot tests for the placement and exit exams were conducted on 10 students who shared a similar knowledge background and were enrolled in a course equivalent to that of the experimental group. The testing sessions were strictly supervised to ensure the reliability and feasibility of the test.

- The validity and reliability of the test

The validity of the test was given advice and checked from the researchers' colleagues. They read, checked, and responded about the test. There was an adjustment about choosing the topics which are related to students' daily routines. The reliability of test was measured by Cronbach's Alpha, and it was indicated the high reliability.

- Test raters and assessment

The researcher invited 2 lecturers who are the researcher's colleagues participated in the test rating. The listening and reading skills were evaluated based on score marking with correct or incorrect answers. For the writing skill, to avoid the bias during the rating process, students' codes from test paper were cut and the answers from both groups were mixed, ensuring that the raters assessed the test without knowing the information from students. For speaking test, before assessing the test, all teachers and the researchers had a group discussion about criteria and marking a sample answer which did not belong to official answers. After completing the marking, the researcher coded the score.

2.2. DATA COLLECTION AND ANALYSIS

2.2.1. Data collection

2.2.1.1. Quantitative data

Questionnaire

Quantitative data were collected through a questionnaire administered between April and July 2023. Each participant took approximately 30 minutes to complete the questionnaire. A total of 102 copies were distributed and successfully returned.

Proficiency tests

Students in both the experimental and control groups took a pre-test one week before the experiment and a post-test immediately after the experimental process. To ensure fairness and reliability: Students were not allowed to use electronic devices when taking a pre- and post-test. The researcher worked as an examiner who carefully observed the test process. Students took the paper-test and this test was managed in a fair and liable way.

2.2.1.2. Qualitative data

Interview: After conducting questionnaire collection and analysis and pilot interview, the research carried out the official interview with teachers individually and in person. Each interview session lasted about 30 minutes.

2.2.2. Data analysis

Table 2.7 describes the summary of data collection and analysis method as follows.

Table 2.7. Summary of data collection and analysis method

Data	Quantitative data	Qualitative data
Data collection method	Close-ended questions Proficiency tests	Interview Document
Data analysis method	Descriptive statistics Inferential statistics	Thematic analysis

2.3. ETHICAL CONSIDERATIONS

The dissertation follows the ethical regulations and was approved by Ho Chi Minh City University of Technology and Education. The dissertation also follows the guidelines from universities. The research examined the data seriously to limit the images data which are related to the research participants.

CHAPTER SUMMARY

Chapter 2 focuses on two phases of the study: (1) investigating the process of teaching English for non-English majors in Ho Chi Minh City; (2) conducting a pedagogical experiment to verify the validity and rationality of the integrated English teaching cycle proposed in the dissertation.

To answer research question 1, the investigation into the process of teaching English for non-English majors was designed based on a mixed-method approach, including both quantitative and qualitative research. Through research instruments such as questionnaires and interviews, the study aims to identify the current situation of English language teaching based on the integrated skills approach among teachers in Ho Chi Minh City.

To address research question 2 of the dissertation regarding the validation of the proposed teaching cycle, the dissertation designed a pedagogical experiment to test the integrated teaching cycle, which includes six stages: warm-up, learning with input materials, language practice, language production, feedback, and follow-up activities as proposed in the dissertation.

Chapter 3
FINDINGS AND DISCUSSION

3.1. RESEARCH RESULTS

3.1.1. The current teaching practices of integrated skills approach in non-English major classes in Ho Chi Minh City

3.1.1.1. Non-English majors students' language proficiency

Table 3.1 Results from teachers about an evaluation of non-English major students' English language proficiency

Language Proficiency	Valid					M	SD
	1* N (%)	2* N (%)	3* N (%)	4* N (%)	5* N (%)		
Listening	83 (81,4)	11 (10,8)	6 (5,9)	2 (2,0)	0 (0,0)	1,28	0,66
Speaking	69 (67,6)	23 (22,5)	8 (7,8)	2 (2,0)	0 (0,0)	1,44	0,72
Reading	54 (52,9)	35 (34,3)	8 (7,8)	5 (4,9)	0 (0,0)	1,64	0,82
Writing	53 (52,0)	38 (37,3)	7 (6,9)	4 (3,9)	0 (0,0)	1,62	0,78

(*): 5= Very Good; 4= Good; 3= Quite Good; 2= Average; 1= Weak

Overall, the current English proficiency of non-English major students remains low, indicating the necessity of implementing active and effective teaching measures to enhance students' English competence.

3.1.1.2. Forms of integration in English language teaching for non-English major university students

Table 3.2. Teachers' Responses to Integrated Ways (N=102)

Integrated Ways	Valid					M	SD
	1* N (%)	2* N (%)	3* N (%)	4* N (%)	5* N (%)		
Teaching the four skills of listening, speaking, reading, and writing in one lesson for each meeting	6 (5,9)	91 (89,2)	5 (4,9)	0 (0,0)	0 (0,0)	1,99	0,32
Teaching the three skills of listening, speaking, and writing in one lesson for each meeting	7 (6,9)	83 (81,4)	12 (11,8)	0 (0,0)	0 (0,0)	2,04	0,43
Teaching the three skills of listening, reading, and writing in one lesson for each meeting	3 (2,9)	12 (11,8)	68 (66,7)	19 (18,6)	0 (0,0)	3,00	0,65
Teaching the two skills of reading and listening in one lesson for each meeting	2 (2,0)	4 (3,9)	36 (35,3)	47 (46,1)	13 (12,7)	3,63	0,83
Teaching the two skills of speaking and writing in one lesson for each meeting	0 (0,0)	6 (5,9)	36 (35,3)	47 (46,1)	13 (12,7)	3,65	0,77
Teaching one skill, including, listening, speaking, reading, or writing in one lesson for each meeting	0 (0,0)	3 (2,9)	24 (23,5)	69 (67,6)	6 (5,9)	3,76	0,59

(*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

In general, the form of instruction that integrates three or more skills in a single lesson is rarely used by lecturers in the classroom, while the form of teaching that focuses on one or two skills is occasionally chosen by lecturers.

Regarding the interview data on the number of integrated skills, among the 12 teachers in this study, the majority (10 out of 12) provided similar responses. Teachers commonly reported using only two skills in a single lesson during one teaching session.

3.1.1.3. Content of English language instruction based on the integrated approach for non-English major university students

Table 3.3. Teachers' Responses to Thematic Instruction (N = 102)

Thematic Instruction	Valid					M	SD
	1* N (%)	2* N (%)	3* N (%)	4* N (%)	5* N (%)		
In relation to students' daily routines or their future work with various topics for each skill	35 (34,3	61 (59,8)	6 (5,9)	0 (0,0)	0 (0,0)	1,71	0,56
In relation to students' daily routines or their future work based on different and various activities within one topic with four skills	0 (0,0)	0 (0,0)	67 (65,7)	31 (30,4)	4 (3,9)	3,38	0,56
In relation to students' daily routines or their future work based on four different topics with four different skills	0 (0,0)	0 (0,0)	0 (0,0)	59 (57,8)	43 (42,2)	4,42	0,49

(*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

Overall, instructional content related to students' lives and future careers, based on a specific learning theme integrating the four skills, is frequently applied by lecturers.

3.1.1.4. The English language teaching cycle following the integrated approach for non-English major university students.

Table 3.4. Teachers' Responses to Pedagogical Teaching Cycle (N = 102)

Pedagogical Teaching Cycle	Valid					M	SD
	1* N (%)	2* N (%)	3* N (%)	4* N (%)	5* N (%)		
Teaching goes through some procedures: lead-in; teaching listening and reading; grammatical, vocabulary, and pronunciation practice; teaching speaking and writing; feedback and assessment; and follow-up activities.	4 (3,9)	45 (44,1)	47 (46,1)	6 (5,9)	0 (0,0)	2,53	0,67
Teaching goes through some procedures: teaching reading; teaching speaking; teaching listening; teaching writing.	0 (0,0)	13 (12,7)	69 (67,6)	18 (17,6)	2 (2,0)	3,08	0,61
Teaching goes through some procedures: warming up with listening or reading skills; visual illustration; teaching speaking; and teaching writing.	0 (0,0)	0 (0,0)	66 (64,7)	34 (33,3)	2 (2,0)	3,37	0,52
Teaching goes through some procedures: presenting the content of the lesson; completing the task in the textbook; and ending the lesson with comments and assessment.	1 (1,0)	7 (6,9)	26 (25,5)	57 (55,9)	11 (10,8)	3,68	0,79
Teaching goes through some procedures: leading in; doing and checking assignments; and ending the lesson by giving a summary of the lesson.	0 (0,0)	6 (5,9)	32 (31,4)	54 (52,9)	10 (9,8)	3,66	0,73

(*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

Overall, the teaching cycle, which includes three main stages-lesson introduction, conducting learning activities based on textbook exercises, and concluding with feedback and evaluation-is still implemented by lecturers at a frequent level.

The interview data regarding the **sequence of teaching skills** showed that the majority of teachers (11 out of 12) begin the lesson with an introduction or warm-up activity, followed by the speaking skill, and conclude with either reading or writing skills.

The interview data regarding the **integrated teaching cycle** revealed that all 12 teachers described the teaching process in different ways, with the procedures being very general and vague, without clearly outlining the specific steps that need to be implemented.

Regarding the **allocation of time for language practice** based on interview data, all teachers (12/12) reported that they devoted a significant amount of time for students to engage in language practice during a single lesson.

Regarding **follow-up activities** based on the interview data, all teachers (12/12) agreed that this activity plays an important role in the lesson because it provides students with opportunities to summarize the lesson and allows teachers to design additional activities to reinforce students' knowledge.

3.1.1.5. Integrated English teaching activities for non-English major university students

Table 3.5. Teachers' Responses to Teaching Activities (N = 102)

Teaching Activities	Các mức độ					M	SD
	1* N (%)	2* N (%)	3* N (%)	4* N (%)	5* N (%)		
Picture stories	0 (0,0)	92 (90,2)	7 (6,9)	3 (2,9)	0 (0,0)	2,12	0,41
Mingle activities	0 (0,0)	72 (70,6)	21 (20,6)	5 (4,9)	4 (3,9)	2,42	0,76
Collaborative writing activities	7 (6,9)	70 (68,6)	23 (22,5)	2 (2,0)	0 (0,0)	2,19	0,58
Group discussion	0 (0,0)	9 (8,8)	62 (60,8)	24 (23,5)	7 (6,9)	3,28	0,72
Jigsaw reading	0 (0,0)	65 (63,7)	34 (33,3)	3 (2,9)	0 (0,0)	2,39	0,54
Paired reading	3 (2,9)	54 (52,9)	34 (33,3)	9 (8,8)	2 (2,0)	2,53	0,77
Interview	0 (0,0)	23 (22,5)	51 (50,0)	23 (22,5)	5 (4,9)	3,09	0,80
Role play	0 (0,0)	19 (18,6)	47 (46,1)	28 (27,5)	8 (7,8)	3,24	0,84
Video and reading text	4 (3,9)	61 (59,8)	32 (31,4)	4 (3,9)	1 (1,0)	2,38	0,67
Information-gap activities	0 (0,0)	4 (3,9)	24 (23,5)	62 (60,8)	12 (11,8)	3,80	0,68
Presentation	0 (0,0)	6 (5,9)	21 (20,6)	58 (56,9)	17 (16,7)	3,84	0,76
Lecture	3 (2,9)	19 (18,6)	57 (55,9)	21 (20,6)	2 (2,0)	3,00	0,77

(*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

The results of Table 4.5 reveal the following: four teaching methods are "occasionally" used by lecturers, including group discussion (M = 3.28), interview (M = 3.09), role play (M = 3.24), and lecturing (M = 3.00). Two teaching methods are "frequently" used by lecturers, namely information-gap activities (M = 3.80) and presentation (M = 3.84). Lecturers "rarely" use five teaching methods: picture-based storytelling (M = 2.12), cooperative activities (M = 2.42), collaborative writing (M = 2.19), video and reading text (M = 2.38), and jigsaw reading (M = 2.39).

Interview data regarding **integrated teaching activities** showed that most teachers (9 out of 12) responded with "creating games related to the lesson" and "Games, Q&A, Presentation."

3.1.1.6. Assessment of students' learning outcomes in English language teaching following the integrated approach

Table 3.6. Teachers' Responses to Testing (N = 102)

Testing	Valid					M	SD
	1* N (%)	2* N (%)	3* N (%)	4* N (%)	5* N (%)		
Listening and Note-taking	0 (0,0)	39 (38,2)	54 (52,9)	9 (8,8)	0 (0,0)	2,70	0,62
Individual presentation	5 (4,9)	17 (16,7)	45 (44,1)	29 (28,4)	6 (5,9)	3,13	0,93
Role-playing	12 (11,8)	63 (61,8)	21 (20,6)	6 (5,9)	0 (0,0)	2,20	0,72
Multiple choices	0 (0,0)	2 (2,0)	10 (9,8)	44 (43,1)	46 (45,1)	4,31	0,73
Answering questions with reading passage	0 (0,0)	3 (2,9)	46 (45,1)	39 (38,2)	14 (13,7)	3,62	0,75
Sentence-building	0 (0,0)	1 (1,0)	18 (17,6)	58 (56,9)	25 (24,5)	4,04	0,68
Replying to emails with reading passage	0 (0,0)	8 (7,8)	43 (42,2)	37 (36,3)	14 (13,7)	3,55	0,82

(*) Level: 5= Very often; 4= Often; 3= Usually; 2= Rarely; 1= Never

The data in Table 3.6 shows that there are four assessment forms that are used by lecturers at a frequent and very frequent level, namely "Choosing the correct answer," "Answering short questions based on the given input," "Constructing sentences," and "Writing responses based on the input." The assessment form that is "rarely" used by lecturers is "Role-play to construct dialogues." Two assessment forms that are "occasionally" used by lecturers are "Listening – note-taking – completing templates" and "Individual presentations."

3.1.1.7. Influencing Factors to teaching integrated skills approach for non-English major students

Table 3.7. Teachers' Responses to Influencing Factors (N = 102)

Influencing Factors	Valid					M	SD
	1* N (%)	2* N (%)	3* N (%)	4* N (%)	5* N (%)		
School facilities	0 (0,0)	8 (7,8)	64 (62,7)	30 (29,4)	0 (0,0)	3,21	0,57
Textbooks	0 (0,0)	0 (0,0)	46 (45,1)	43 (42,2)	13 (12,7)	3,67	0,69
Teacher's pedagogy	0 (0,0)	0 (0,0)	0 (0,0)	27 (26,5)	75 (73,5)	4,73	0,44
Students' awareness and language competence	0 (0,0)	0 (0,0)	0 (0,0)	0 (0,0)	102 (100,0)	5,00	0,00

(*) Level: 5= Extremely influential; 4= Very influential; 3= Somewhat influential; 2= Slightly influential; 1= Not at all influential

Overall, the teaching and learning of English are, to varying extents, influenced by surrounding factors, and it is not possible to attribute the outcomes solely to either lecturers or students. According to lecturers, the "Learning environment" has a moderate impact (M = 3.21) on the quality of integrated English teaching and learning. Lecturers also believe that "Teaching and learning materials and textbooks" significantly affect the quality and effectiveness of English instruction, with an average score of 3.67.

3.1.2. An impact of an implementation of proposed pedagogical teaching cycle on students' English language proficiency in non-English major classrooms in Ho Chi Minh City

3.1.2.1. Students' English language proficiency between two groups before experiment

Table 3.8. Group Statistics on Pre-test Scores of Two Groups

Language Proficiency	Groups	N	B	SD	Min	Max
Listening (0-10)	Exp.1	45	3,36	0,67	2,00	5,20
	Control 1	45	4,02	0,51	2,80	4,80
	Exp.2	49	3,47	0,77	1,60	5,60
	Control 2	47	3,82	0,71	2,00	5,20
Speaking (0-10)	Exp.1	45	4,42	0,75	3,00	6,50
	Control 1	45	4,47	0,51	3,50	5,50
	Exp.2	49	4,92	0,94	3,00	7,00
	Control 2	47	4,91	0,69	3,50	6,50
Reading (0-10)	Exp.1	45	4,79	0,72	3,50	6,50
	Control 1	45	4,60	0,69	3,60	6,80
	Exp.2	49	5,08	0,85	3,80	7,60
	Control 2	47	4,91	0,58	3,50	6,40
Writing (0-10)	Exp.1	45	4,50	0,97	3,00	7,60
	Control 1	45	4,43	0,58	3,00	5,60
	Exp.2	49	4,62	0,98	2,60	7,00
	Control 2	47	4,40	0,58	3,00	5,90
Total (0-10)	Exp.1	45	4,30	0,60	3,20	6,20
	Control 1	45	4,43	0,31	3,80	5,20
	Exp.2	49	4,57	0,72	3,30	6,60
	Control 2	47	4,54	0,45	3,80	5,60

Table 3.8 shows that the mean total score of the pre-test for Experimental Group 1 was slightly lower than that of Control Group 1, specifically 4.30/10.0 (SD = 0.60) compared to 4.43/10.0 (SD = 0.31), but the difference was not significant.

Table 3.9. Independent Samples T-test on Pre-test Scores between Two Groups

Language Proficiency	Groups	N	M	SD	Mean Difference	Sig.
Listening (0-10)	Exp.1	45	3,36	0,67	-0,66	0,00
	Control 1	45	4,02	0,51		
	Exp.2	49	3,47	0,77	-0,34	0,02
	Control 2	47	3,82	0,71		
Speaking (0-10)	Exp.1	45	4,42	0,75	-0,55	0,68
	Control 1	45	4,47	0,51		
	Exp.2	49	4,92	0,94	0,01	0,93
	Control 2	47	4,91	0,69		
Reading (0-10)	Exp.1	45	4,79	0,72	0,18	0,22
	Control 1	45	4,60	0,69		
	Exp.2	49	5,08	0,85	0,17	0,25
	Control 2	47	4,91	0,58		
Writing (0-10)	Exp.1	45	4,50	0,97	0,68	0,68
	Control 1	45	4,43	0,58		
	Exp.2	49	4,62	0,98	0,21	0,19
	Control 2	47	4,40	0,58		
Total (0-10)	Exp.1	45	4,30	0,60	-0,13	0,20
	Control 1	45	4,43	0,31		
	Exp.2	49	4,57	0,72	0,02	0,83
	Control 2	47	4,54	0,45		

From Table 3.9, it can be inferred that there was no significant difference in the average total pre-test scores between Experimental Groups 1 and 2 and Control Groups 1 and 2.

3.1.2.2. Students' English language proficiency between two groups before and after experiment

Table 3.10. Paired Samples Statistics of Experimental Groups

Pair	Language Proficiency	Groups	N	M	SD	Min	Max
1	Listening (0-10)	Pretest 1	45	3,36	0,67	2,00	5,20
		Posttest 1	45	5,41	0,81	3,20	7,20
1		Pretest 2	49	3,47	0,77	1,60	5,60
		Posttest 2	49	5,06	1,14	3,20	7,60
2	Speaking (0-10)	Pretest 1	45	4,42	0,75	3,00	6,50
		Posttest 1	45	7,44	0,84	6,00	8,50
2		Pretest 2	49	4,92	0,94	3,00	7,00
		Posttest 2	49	7,01	0,88	6,00	9,00
3	Reading (0-10)	Pretest 1	45	4,79	0,72	3,50	6,50
		Posttest 1	45	7,23	0,56	5,00	8,00
3		Pretest 2	49	5,08	0,85	3,80	7,60
		Posttest 2	49	6,97	0,59	5,50	8,50
4	Writing (0-10)	Pretest 1	45	4,50	0,97	3,00	7,60
		Posttest 1	45	7,31	0,65	5,90	8,50
4		Pretest 2	49	4,62	0,98	2,60	7,00
		Posttest 2	49	6,99	0,81	5,50	9,00
5	Total (0-10)	Pretest 1	45	4,30	0,60	3,20	6,20
		Posttest 1	45	6,87	0,56	5,10	7,80
5		Pretest 2	49	4,57	0,72	3,30	6,60
		Posttest 2	49	6,54	0,74	5,50	8,50

From Table 3.10, it can be observed that there was a positive change in students' English language proficiency (in the skills of Listening, Speaking, Reading, Writing, and overall average) between the results of the pre-test and post-test in Experimental Groups 1 and 2.

Table 3.11. Paired Samples T-test of Experimental Groups

Pair	Language Proficiency	Groups	N	M	SD	Mean Difference	Sig.
1	Listening (0-10)	Pretest 1	45	3,36	0,67	-2,05	0,00
1		Posttest 1	45	5,41	0,81		
1		Pretest 2	49	3,47	0,77	-1,58	0,00
1		Posttest 2	49	5,06	1,14		
2	Speaking (0-10)	Pretest 1	45	4,42	0,75	-3,02	0,00
2		Posttest 1	45	7,44	0,84		
2		Pretest 2	49	4,92	0,94	-2,08	0,00
2		Posttest 2	49	7,01	0,88		
3	Reading (0-10)	Pretest 1	45	4,79	0,72	-2,44	0,00
3		Posttest 1	45	7,23	0,56		
3		Pretest 2	49	5,08	0,85	-1,88	0,00
3		Posttest 2	49	6,97	0,59		
4	Writing (0-10)	Pretest 1	45	4,50	0,97	-2,80	0,00
4		Posttest 1	45	7,31	0,65		
4		Pretest 2	49	4,62	0,98	-2,36	0,00
4		Posttest 2	49	6,99	0,81		
5	Total (0-10)	Pretest 1	45	4,30	0,60	-2,57	0,00
5		Posttest 1	45	6,87	0,56		
5		Pretest 2	49	4,57	0,72	-1,96	0,00
5		Posttest 2	49	6,54	0,74		

Based on the paired T-test results in Table 3.11, the author identified five statistically significant differences in Listening skills (Pair 1), Speaking skills (Pair 2), Writing skills (Pair 3), Reading skills (Pair 4), and overall average (Pair 5).

Table 3.12. Paired Samples Statistics of Control Groups

Pair	Language Proficiency	Groups	N	M	SD	Min.	Max.
6	Listening (0-10)	Pretest 1	45	4,02	0,51	2,80	4,80
6		Posttest 1	45	4,68	0,48	3,60	5,60
6		Pretest 2	47	3,82	0,71	2,00	5,20
6		Posttest 2	47	4,42	0,53	3,20	5,60
7	Speaking (0-10)	Pretest 1	45	4,47	0,51	3,50	5,50
7		Posttest 1	45	5,65	0,52	5,00	6,50
7		Pretest 2	47	4,91	0,69	3,50	6,50
7		Posttest 2	47	5,68	0,56	4,50	7,00
8	Reading (0-10)	Pretest 1	45	4,60	0,69	3,60	6,80
8		Posttest 1	45	5,73	0,61	5,00	7,00
8		Pretest 2	47	4,91	0,58	3,50	6,40
8		Posttest 2	47	5,87	0,59	4,00	7,00
9	Writing (0-10)	Pretest 1	45	4,43	0,58	3,00	5,60
9		Posttest 1	45	5,67	0,49	4,50	6,60
9		Pretest 2	47	4,40	0,58	3,00	5,90
9		Posttest 2	47	5,39	0,55	4,50	7,00
10	Total (0-10)	Pretest 1	45	4,43	0,31	3,80	5,20
10		Posttest 1	45	5,47	0,27	4,90	6,00
10		Pretest 2	47	4,54	0,45	3,80	5,60
10		Posttest 2	47	5,37	0,34	4,80	6,20

Table 3.12 indicates that in Control Group 1, there was an improvement in students' Listening, Speaking, Reading, Writing skills, and overall average between the pre-test and post-test results. Table 3.12 also shows that in Control Group 2, there was a similar improvement in students' Listening, Speaking, Reading, Writing skills, and overall average between the pre-test and post-test results as observed in Control Group 1.

Table 3.13. Paired Samples T-test of Control Groups

Pair	Language Proficiency	Groups	N	M	SD	Mean Difference	Sig.
6		Pretest 1	45	4,02	0,51	-0,65	0,00
		Posttest 1	45	4,68	0,48		
6	Listening (0-10)	Pretest 2	47	3,82	0,71	-0,60	0,00
		Posttest 2	47	4,42	0,53		
7		Pretest 1	45	4,47	0,51	-1,17	0,00
		Posttest 1	45	5,65	0,52		
7	Speaking (0-10)	Pretest 2	47	4,91	0,69	-0,76	0,00
		Posttest 2	47	5,68	0,56		
8		Pretest 1	45	4,60	0,69	-1,12	0,00
		Posttest 1	45	5,73	0,61		
8	Reading (0-10)	Pretest 2	47	4,91	0,58	-0,95	0,00
		Posttest 2	47	5,87	0,59		
9		Pretest 1	45	4,43	0,58	-1,24	0,00
		Posttest 1	45	5,67	0,49		
9	Writing (0-10)	Pretest 2	47	4,40	0,58	-0,98	0,00
		Posttest 2	47	5,39	0,55		
10		Pretest 1	45	4,43	0,31	-1,04	0,00
		Posttest 1	45	5,47	0,27		
10	Total (0-10)	Pretest 2	47	4,54	0,45	-0,82	0,00
		Posttest 2	47	5,37	0,34		

Based on the results of the paired T-test in Table 4.13, there were five statistically significant differences in Listening skills (Pair 6), Speaking skills (Pair 7), Reading skills (Pair 8), Writing skills (Pair 9), and overall average scores (Pair 10).

3.1.2.3. Students' English language proficiency between two groups after experiment

Table 3.14. Group Statistics between two Groups

Language Proficiency	Groups	N	M	SD	Min.	Max.
Listening (0-10)	Exp.1	45	5,41	0,81	3,20	7,20
	Control 1	45	4,68	0,48	3,60	5,60
	Exp.2	49	5,06	1,14	3,20	7,60
	Control 2	47	4,42	0,53	3,20	5,60
Speaking (0-10)	Exp.1	45	7,44	0,84	6,00	8,50
	Control 1	45	5,65	0,52	5,00	6,50
	Exp.2	49	7,01	0,88	6,00	9,00
	Control 2	47	5,68	0,56	4,50	7,00
Reading (0-10)	Exp.1	45	7,23	0,56	5,00	8,00
	Control 1	45	5,73	0,61	5,00	7,00
	Exp.2	49	6,97	0,59	5,50	8,50
	Control 2	47	5,87	0,59	4,00	7,00
Writing (0-10)	Exp.1	45	7,31	0,65	5,90	8,50
	Control 1	45	5,67	0,49	4,50	6,60
	Exp.2	49	6,99	0,81	5,00	9,00
	Control 2	47	5,39	0,55	4,50	7,00
Total (0-10)	Exp.1	45	6,87	0,56	5,10	7,80
	Control 1	45	5,47	0,27	4,90	6,00
	Exp.2	49	6,54	0,74	5,50	8,50
	Control 2	47	5,37	0,34	4,80	6,20

From Table 3.14, it can be seen that, in general, the English language proficiency of students in Experimental Groups 1 and 2-who were taught using the integrated instructional cycle-was better than that of students in Control Groups 1 and 2, who were taught using the independent instructional cycle.

Table 3.15. Independent Samples T-test between two Groups

Language Proficiency	Nhóm	N	M	SD	Mean Difference	Sig.
Listening (0-10)	Exp.1	45	5,41	0,81	0,73	0,00
	Control 1	45	4,68	0,48		
	Exp.2	49	5,06	1,14	0,63	0,01
	Control 2	47	4,42	0,53		
Speaking (0-10)	Exp.1	45	7,44	0,84	1,78	0,00
	Control 1	45	5,65	0,52		
	Exp.2	49	7,01	0,88	1,32	0,00
	Control 2	47	5,68	0,56		
Reading (0-10)	Exp.1	45	7,23	0,56	1,49	0,00
	Control 1	45	5,73	0,61		
	Exp.2	49	6,97	0,59	1,10	0,00
	Control 2	47	5,87	0,59		
Writing (0-10)	Exp.1	45	7,31	0,65	1,63	0,00
	Control 1	45	5,67	0,49		
	Exp.2	49	6,99	0,81	1,60	0,00
	Control 2	47	5,39	0,55		
Total (0-10)	Exp.1	45	6,87	0,56	1,40	0,00
	Control 1	45	5,47	0,27		
	Exp.2	49	6,54	0,74	1,16	0,00
	Control 2	47	5,37	0,34		

Table 3.15 indicates that there was a significant difference in the average post-test scores between Experimental Groups 1 and 2 and Control Groups 1 and 2 after the intervention, as reflected in students' Listening, Speaking, Reading, Writing skills, and overall average scores.

3.2. DISCUSSION

Research question 1: *How is the current teaching of integrated skills approach in non-English major classes in Ho Chi Minh City?*

Integrated ways: The findings indicate that teachers frequently conduct lessons by integrating two skills at a time. These findings align with several previous studies (Al-Dosari, 2016; Alhujaylan, 2020; Cho & Brutt-Griffler, 2015; Deane & Traga Philippakos, 2024; Gutierrez de Blume et al., 2021; Kim & Zagata, 2024; Newton & Nguyen, 2018; Nguyen, 2022; Park, 2016; Mart, 2020; Wang et al., 2021).

Thematic instruction: Teachers recognize the importance of maintaining thematic consistency across the four skills within a lesson. The topics focused on students' daily life, future careers, and personal interests to stimulate learning engagement. The results were consistent with previous research (Peregoy & Boyle, 2001; MacDonald et al., 2011), which supported the integration of four skills under the same topic. This enables students to engage in various learning activities and facilitates the recycling of the four language skills.

Pedagogical teaching cycle: Results show that the linkage among classroom activities is inconsistent with Celik and Yavuz (2015) but aligns with Nation (2007). It is recommended that teachers pay closer attention to input materials, interaction, and output to facilitate students' participation in a coherent and logical sequence. This suggestion is also compatible with the interview data from Teacher 3 and Teacher 5.

Teaching activities: The results indicated that gap-filling activities and presentations received more attention from teachers in the classroom. This finding was partially consistent with Wu and Alrabah (2014), but differed from Parrish (2019), who emphasizes the need for diverse activities to provide more opportunities for integrated skill practice.

Testing and Assessment: The results showed that most teachers often or very often used question types such as multiple choice, answering questions based on reading texts, sentence construction, and email replies derived from reading texts. Additionally, teachers frequently employed listening and summarizing tasks, as well as individual presentations. However, role-play activities are rarely used. This preference for test formats aligns with findings by Idaryani (2013) and Powers (2010).

Influencing factors: Teachers identified challenges such as limited teaching facilities and textbooks. Nevertheless, teacher competencies and students' attitudes toward learning were considered the most influential factors affecting teaching quality. These results align with Pardede (2019), indicating that some challenges in teaching are difficult to overcome despite pedagogical efforts.

Overall, the findings regarding teachers' practices in developing students' English proficiency reveal both strengths and weaknesses across integrated ways, thematic instruction, teaching cycle, teaching activities, testing, and influencing factors. These insights provide a foundation for proposing improvements in teaching methods to enhance English proficiency among non-English major students.

Research question 2: *If we apply the way of teaching integrated skills through pedagogical teaching cycle of six stages, including (1) warm-up; (2) learning with input materials through listening and reading; (3) language practice focusing on vocabulary, grammar, and pronunciation; (4) language production through speaking and writing; (5) feedback and assessment; and (6) follow-up activities, does this way contribute to developing students' English language proficiency for non-English majors?*

The impact of the proposed pedagogical teaching cycle is significant and aligns with previous studies, namely Nation (2007) and Onoda (2013). Therefore, it is concluded that the proposed integrated teaching cycle substantially contributes to the development of English language proficiency among non-English major students. However, it cannot be denied that teaching individual skills also contributes to language proficiency development, although its impact is less substantial compared to integrated skills teaching.

CHAPTER SUMMARY

This chapter presents comprehensive results regarding teachers' current implementation of the integrated skills approach for non-English major classes in Ho Chi Minh City. Students' language proficiency was generally at a low level. Teachers primarily applied the integrated teaching approach at a basic level, involving the integration of only two skills. This integration did not clearly demonstrate the connection between input and output materials. Additionally, the integrated teaching cycle lacked consistency, and the testing methods were not varied. Based on interview data, teachers' application of the integrated teaching cycle was largely based on personal experience. They had not mastered the essential stages required for conducting integrated skills classes. Factors influencing the effectiveness of integrated skills teaching included teachers' pedagogical competence and students' language proficiency. These factors should be taken into account to enhance the effectiveness of integrated skills instruction.

The results from the quasi-experimental study at UHTG03 were analyzed and discussed. The researcher was able to draw the following conclusions. The findings indicated that the proposed pedagogical teaching cycle—comprising (1) warm-up; (2) learning with input materials through listening and reading; (3) language practice focusing on vocabulary, grammar, and pronunciation; (4) language production through speaking and writing; (5) feedback and assessment; and (6) follow-up activities - is both reliable and valid, fulfilling the research objectives of enhancing students' English language proficiency in non-English major classes. This proposed cycle provides students with input materials through listening and reading activities, thereby maximizing their opportunities to produce language in speaking and writing tasks. It offers students sufficient input to interact with peers, and to practice and produce spoken and written language naturally, comfortably, and confidently in a dynamic learning environment.

CONCLUSION AND RECOMMENDATIONS

1. CONCLUSION

The dissertation conducted a literature review and established a theoretical framework regarding the development of students' English language proficiency through the integrated skills approach for non-English majors. The study clarified the concept of English language proficiency and the integrated skills approach, and developed a six-stage pedagogical teaching cycle. Accordingly, the study defined the forms, thematic instruction, instructional activities, assessment methods, and influencing factors related to teaching integrated skills.

The results regarding the process of teaching integrated skills to non-English major students in Ho Chi Minh City revealed several shortcomings in terms of integrated forms, thematic instruction selection, and the application of integrated activities. More importantly, teachers were unable to implement integrated classes effectively with respect to the pedagogical teaching cycle. As a result, to deliver integrated lessons effectively, teachers must follow a consistent pedagogical teaching cycle, particularly the proposed six-stage integrated teaching cycle.

Proposing a pedagogical teaching cycle for teaching General English classes is essential. It includes (1) warm-up; (2) learning with input materials through listening and reading; (3) language practice focusing on vocabulary, grammar, and pronunciation; (4) language production through speaking and writing; (5) feedback and assessment; and (6) follow-up activities. Based on this cycle, the researcher developed a sample lesson plan covering six units in the General English curriculum.

The quasi-experimental study was conducted to examine the validity and reliability of the proposed pedagogical teaching cycle. The results showed that students in the experimental groups achieved better outcomes than those in the control groups. Consequently, utilizing the suggested teaching cycle had a positive impact on developing students' English language proficiency for non-English majors. This enhances both theoretical and practical contributions, addressing the research objectives, tasks, and hypotheses.

2. RECOMMENDATIONS

This study was conducted with a pedagogical experiment at a single university in Ho Chi Minh City; therefore, the findings cannot be generalized to all undergraduates in Ho Chi Minh City or in Vietnam as a whole. Future research should be extended to other universities with larger sample sizes to provide a more comprehensive understanding of the long-term effectiveness of the integrated teaching approach.

This dissertation was limited to B1 English classes at one institution, focusing on a single course and proficiency level. Further studies are needed to apply the integrated teaching procedure to students at different proficiency levels.

The six-step integrated teaching framework proposed in this dissertation has not yet undergone extensive experimentation to validate its long-term effectiveness and necessary adjustments. Future research could also incorporate post-implementation interviews with instructors to gain deeper insights into challenges, benefits, and pedagogical adjustments for teaching English to non-English majors.

Moreover, the study employed convenience sampling with 186 participants, which restricts the generalizability of the results and may involve potential sampling bias, given the quasi-experimental design. Future research should employ random sampling techniques and broader participant groups to enhance the reliability and applicability of the findings.

LIST OF ARTICLES RELATED TO THE THESIS

1. Nguyen Tan Loi, & Bui Van Hong. (2023). An Overview of Integrated Skills and Non-english-Major Students' Communicative Competence. *The Proceedings of International Conference of the Asia Association of Computer-Assisted Language Learning* (pp. 247-253). Atlantis Press. https://doi.org/10.2991/978-2-38476-042-8_21

2. Nguyen Tan Loi, & Bui Van Hong. (2023). Enhancing English Language Proficiency for Non-majored University Learners: A Proposal for Integrated Skills Approach Implementation. *The Proceedings of International Conference of the Asia Association of Computer-Assisted Language Learning* (pp. 270-281). Atlantis Press. https://doi.org/10.2991/978-2-38476-042-8_23

3. Nguyen Tan Loi, & Bui Van Hong. (2023). Theoretical Foundations of Developing English Integrated Skills-Based Lessons for Non-English Majors. *The Proceedings of International Conference on Language Teaching and Learning Today 2023* (pp.127-136). VietNam National University - Ho Chi Minh City Press.

4. Nguyen Tan Loi, & Bui Van Hong. (2025). Exploring Vietnamese Teachers' Pedagogical Practices in Integrating Skills in General English Classrooms. *International Journal of Learning, Teaching and Educational Research*, *24*(2), 586-612. https://doi.org/10.26803/ijlter.24.2.29 (Scopus, Q3)

5. Nguyen Tan Loi, & Bui Van Hong. (2025). Enhancing Vietnamese Students' English Language Proficiency and Perspectives: Implementing a Proposed Framework of Integrated Skills Approach. *Educational Process: International Journal*, *17*, 1-27. https://doi.org/10.22521/edupij.2025.17.371 (Scopus, Q1)