

## **New Contributions Of The Dissertation**

Doctoral thesis title: **English language teaching based on task-based approach at the university level**

Major : Education Science  
Major code : 9140101  
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### **Theoretical and academic contributions of the dissertation:**

The dissertation “English language teaching based on task-based approach at the university level” contributes to the enhancement and expansion of the theoretical foundation of the Task-Based Approach (TBA) in English language teaching. It clarifies the nature, pedagogical structure, and practical significance of TBA in developing communicative competence among non-English major students within the context of Vietnamese higher education. Based on an integration of theoretical analysis and empirical investigation, the dissertation proposes a structured TBA-based teaching model that is scientifically grounded, pedagogically sound, and contextually appropriate for the characteristics of learners, teaching conditions, and institutional settings in Vietnam.

The pedagogical experiment confirms the feasibility and effectiveness of the proposed structure, demonstrating substantial improvement in students’ communicative competence, collaboration, learner autonomy, and learning motivation. The dissertation affirms that the application of TBA in teaching English for non-English majors is both viable and beneficial when implemented through a coherent instructional framework, supported by suitable materials, assessment tools, and adequately trained teachers. It also highlights the shift toward a learner-centered paradigm that emphasizes interaction, experiential learning, and the integration of real-life contexts into language instruction.

Methodologically, the study combines quantitative and qualitative approaches, including questionnaires, interviews, and classroom observations, ensuring the reliability and validity of data. The findings yield new academic insights that confirm the theoretical and practical value of TBA in fostering authentic language use and improving English communicative competence among non-English major students. The dissertation thus contributes not only to the theoretical enrichment of language pedagogy but also to the practical advancement of English teaching innovation in Vietnamese higher education.

Ho Chi Minh City, 04/11/2025

**PhD Candidate**

*(Sign and name)*

Nguyen Dinh Nhu Ha