NGUYEN TAN LOI

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

SUMMARY OF DOCTORAL DISSERTATION
MAJOR: EDUCATIONAL SCIENCES

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MINISTRY OF EDUCATION AND TRAINING

HCMC UNIVERSITY OF TECHNOLOGY AND EDUCATION

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Major: Educational Sciences
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HO CHI MINH CITY –2025

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

Supervisor one: Assoc. Prof. Bui Van Hong

Reviewer 1:
Reviewer 2:
Reviewer 3:

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INTRODUCTION

1. RATIONALE OF THE RESEARCH

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

Studies on integrated teaching and the English integrated skills approach have increasingly demonstrated its effectiveness in improving teaching 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). In Ho Chi Minh City, based on relevant statistics and teachers' perspectives, the researcher asserts that the integrated skills approach has not been thoroughly examined. This approach has yet to be investigated in terms of lesson structure, pedagogical teaching cycle, assessment methods, and evaluation criteria. Few studies have explored this approach in the context of General English classes at the university level in Vietnam. Teaching non-English major classes using the integrated skills approach has not yielded the expected outcomes due to various positive and negative factors. Teachers often lack confidence because they do not have a consistent pedagogical cycle to implement integrated skills lessons. Therefore, it is essential to investigate and develop a structured pedagogical cycle for teaching integrated skills. However, to date, no studies have been conducted to address this issue.

Based on previous literature from both international and national scholars, the researcher recognized the positive impact of the integrated skills approach on students' English language proficiency in the context of university-level General English classes and considered it a viable path to improving students' proficiency. These aforementioned reasons led the researcher to conduct the study entitled: ***Developing Students' English Language Proficiency through Integrated Skills Approach for Non-English Majors in Ho Chi Minh City.***

2. RESEARCH OBJECTIVES

The dissertation proposes the way to develop students' English language proficiency through integrated skills approach for non-English majors, including pedagogical teaching cycle of six stages: (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.

3. RESEARCH TASKS

The dissertation focuses on addressing the following research tasks:

- Investigating the literature review and theoretical framework of developing students' English language proficiency through integrated skills approach for non-English majors.

- Evaluating the current teaching of integrated skills for non-English majors in Ho Chi Minh City

- Proposing the way to develop students' English language proficiency through integrated skills approach for non-English majors

4. RESEARCH OBJECT

The research focuses on the way to develop students' English language proficiency through integrated skills approach for non-English majors, including pedagogical teaching cycle of six stages.

5. RESEARCH QUESTIONS

Research question 1: How is the current teaching 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) 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?

6. RESEARCH SCOPE

6.1. Research scope in terms of content: the dissertation focuses on investigating the development of pedagogical teaching cycle towards General English subject at Ho Chi Minh City, mainly emphasized on English B1 subject, UHTG03.

6.2. Research geographical scope

The process of teaching integrated skills in non-English majors classes at Ho Chi Minh City, conducting at 3 universities: UHVK01, UHTC02, and UHTG03, ranging from April – July, academic

year 2022-2023, applying with 102 universities teachers in non-English major classes and conducting experimental study at UHTG03. The study only applied with non-English major students at Ho Chi Minh City, and with English B1 classes at UHTG03.

6.3. Research scope in terms of time

Investigating the current teaching of integrated skills approach with questionnaire and interview instrument: 3 months (April – July, 2023)

Conducting experimental study: 1 semester (19 weeks), term 1, academic year 2023-2024

6.4. Research scopus in terms of context and participants

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

Conducting experimental study: 186 students at UHTG03

7. RESEARCH METHODOLOGY

The dissertation was chosen with mixed-method research design because this approach would allow researchers address the research problems in different ways, which quantitative and qualitative data were relevant.

7.1. The data collection group

Document method: the researcher downloaded, read, and analyzed with projects and policies from Ministry of Education and Training related to the topics and based on this, the study clarified the problems of theory about integrated skills approach

Questionnaire method: this method investigated the current teaching of integrated skills approach in non-English major classes in Ho Chi Minh City. 102 teachers coming from 3 universities: UHVK01, UHTC02, UHTG03 participated in this study.

Interview method: this method collected the data about the current teaching of integrated skills approach in non-English major classes. 12 teachers coming from UHVK01, UHTC02, and UHTG03 were purposively chosen to participate in this study.

Experimental study: this study examined the validity and reliability of proposed pedagogical cycle and tested the hypothesis about the extent this proposed cycle affected students' English language proficiency. Students were conveniently chosen to participate in 2 control group and 2 experimental group classes. The study was conducted in English B1 classes in UHTG03

7.2. Data analysis group

The findings were analyzed through quantitative and qualitative data

- Quantitative data with questionnaire and tests were coded, cleaned and inserted. The descriptive analysis was used to compare and conclude the results with the support of SPSS software (Statistical Package for the Social Sciences).

- Qualitative data with interview with the support of Nvivo software were arranged, coded, and grouped to explain, making the quantitative data clearer.

8. RESEARCH SIGNIFICANCE

Firstly, the dissertation contributes to filling the gap of literature review and theoretical framework of integrating skills, namely the concept of integration, integrated skills approach, English language proficiency and developing students' English language proficiency for non-English majors.

Secondly, the dissertation contributes to filling the gap of investigating the current teaching of integrated skills in non-English major classes in Ho Chi Minh City, Vietnam. This study analysed the problems of teaching integrated skills and indicated its advantages and disadvantges of teaching integrated skills.

Thirdly, the dissertation builds up the pedagogical cycle of teaching integrated skills, consisting six stages: (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 to use for theoretical basis to conduct the experimental study. The dissertation examined the proposed integrated teaching cycle. The results showed that students who were in experimental group showed better achievement than those in control group. The results contribute to providing pedagogical knowledge for potential teachers in the future about the way to conduct integrated skills classes.

9. DISSERTATION ORGANIZATION

In addition to introduction, conclusion and recommendation, list of article related to thesis, references and appendix, this dissertation is organized into three chapters:

Chapter 1: Literature review and theoretical framework

Chapter 2: Research Methodology

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 effective and aligns with current educational innovation trends, contributing to students' learning success. This approach provides learners with comprehensive knowledge and opportunities for language practice in terms of reception, integration, and production. Students play a central role in the learning process. Teachers act as facilitators, supporters, and monitors in all teaching and learning activities.

The studies have not clearly distinguished between students majoring in the field and non-major students. The studies merely indicate that the research participants are students. Therefore, the results of these studies do not fully reflect the actual effectiveness of the approach, as there exists a disparity in academic competence between major and non-major students. Furthermore, most of the studies were conducted in countries around the world, while research carried out in Vietnam remains 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 connect reading and writing skills in teaching and learning. These models suggest that reading and writing skills should be integrated to support learners' competence development (Fitzgerald & Shanahan, 2000). Specifically, using writing as a tool for learning during reading comprehension enhances reading outcomes (Graham & Hebert, 2010). Conversely, using reading as a tool for learning to interpret ideas improves writing outcomes (Tierney, 1991). The experience of reading facilitates the development of metacognitive skills necessary for understanding the writer's intentions. In the classroom, learners engage in writing activities to enhance information retention, evaluate their understanding of ideas, and communicate for various purposes (Graham, 2006).

In Vietnam, the implementation of integrated teaching in English classrooms is considered to be a simple form of integration, primarily carried out through basic instructional practices. Teachers mainly employ simple reading texts to teach both content and language practices. Through reading a text as an initial step, students engage in speaking or dialogue activities in small groups, where listening and speaking are encouraged. Writing is then conducted as the final activity.

From the research findings presented above, it can be concluded that the integration of closely related language skills such as listening-speaking, reading-writing, and reading-speaking has proven effective. The combination of two language skills has provided learners with multidimensional learning experiences, allowing them to challenge themselves across various linguistic aspects. This integration is considered effective, yet not strong enough to fully maximize its benefits. It can be seen that the more language skills are integrated, the more engaging the classroom lessons become, offering learners richer experiences, enabling them to explore themselves from multiple perspectives, and helping them recognize their strengths and weaknesses. Although the integration of all four language skills has been applied in classrooms, most studies have primarily focused on measuring the improvement of a single skill, particularly Speaking. This is regarded as a research gap that the current doctoral study seeks to address. This research will implement an integrated teaching approach encompassing all four language skills-listening, speaking, reading, and writing—within the classroom to examine learners' improvement across all four skills.

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 learning subject-specific courses delivered in English as the medium of instruction. Higher education programs in Asia do not appear to consider English as an officially taught subject within the formal curriculum. Students are 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 is considered a new and noteworthy 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.

In this dissertation, **integrated English skills approach** is defined as "*a method by which the instructor integrates the four English language skills—listening, speaking, reading, and writing-into a single lesson, combining them with vocabulary, grammar, and pronunciation knowledge and skills. This is carried out through a coherent instructional cycle that follows a logically ordered sequence, progressing from input skills (listening and reading) to output skills (writing and speaking), all within the framework of a common theme, with the aim of enabling learners to achieve communicative proficiency in English.*"

1.2.2. English Language Competence

Based on an analysis of relevant concepts, the term competence in this dissertation is understood as follows: "***Competence** is defined as the integration of knowledge, skills, and attitudes into a cohesive whole, in which these components interact and influence one another, enabling individuals to mobilize, synthesize, and apply them effectively to accomplish tasks, perform work, or respond to situations in specific contexts, thereby achieving desired outcomes.*"

English language competence in this dissertation is defined as "*the learner's knowledge, skills, and ability to apply them across the four English language skills-listening, speaking, reading, and writing-and is determined through a system of competence-level assessments.*"

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 understood as "*the process of cultivating the ability to apply knowledge, skills, and attitudes as manifested through learners'*"

listening, speaking, reading, and writing skills in English, in a way that becomes increasingly effective and refined, while also enhancing their capacity to use English 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 English skills approach for university students is defined as "*the process of forming and enhancing English language competence—comprising listening, speaking, reading, and writing skills-among non-English major students, with improvement measured in both quantitative and qualitative terms.*"

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.

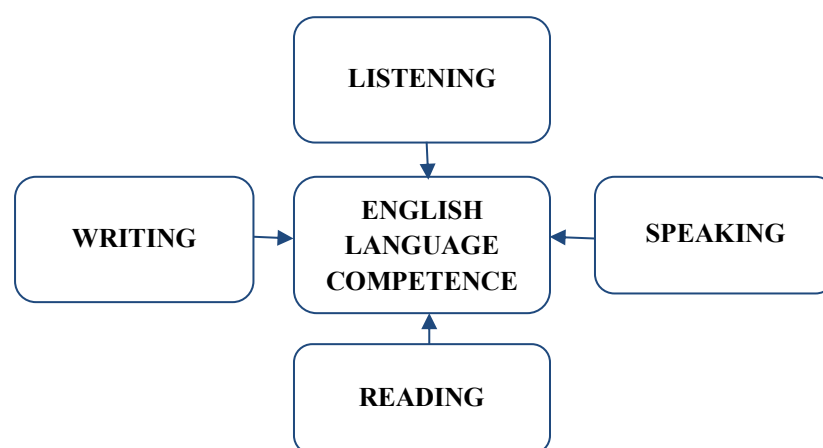**1.3.2. The Structure of English Language Competence for Non-English Major University Students**

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

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

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

- Writing competence: 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 competence assessment: The types of tasks selected in the listening test revolve around: choosing the best answer, filling in the blanks, completing sentences, deciding true/false answers, listening and summarizing the main ideas. Therefore, scores are measured by the number of correct answers.

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

The assessments of speaking and writing skills are adopted by the author from the following group of researchers.

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

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

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

1.4.1. Integrated English Skills Approach

1.4.1.1. Theoretical Foundations

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 and 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. 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. Methods for Developing English Language Proficiency for Non-English-Major University Students through the Integrated Teaching Approach

1.4.2.1. 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.

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

The dissertation inherits 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: Introduction; Step 2: Learning through input materials; Step 3: Language practice; Step 4: Output production practice; Step 5: Feedback and assessment; Step 6: Supplementary activities, illustrated in Figure 1.2.

Follow-up activities → Warm-up → Learning through input materials → Focused language practice → Output-based language production practice → Feedback and assessment → (Follow-up activities)
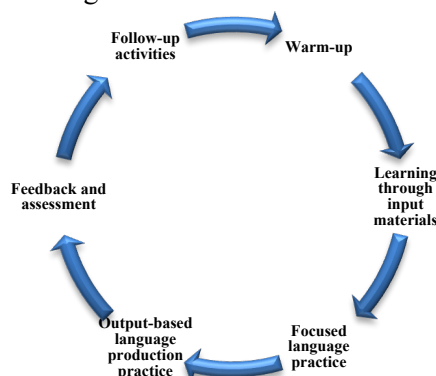
Figure 1.2. Instructional Cycle Based on the Integrated Teaching Approach

(1) Warm-up: 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 through input materials: The teacher guides comprehension activities: the teacher instructs students on the requirements of tasks such as answering questions, filling in information on a chart, completing a passage, or summarizing the content just read or heard.

(3) Focused language practice:

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 ability rather than receptive ability.

(4) Output-based language production practice: 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 comprehend the lesson content in a more detailed manner.

1.4.2.3. 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.

1.4.2.4. 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 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 also 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 have an impact on the quality of integrated teaching (Aydoğan & Akbarov, 2014; Nguyen Thi Thuy Minh et al., 2021; Pardede, 2019).

SUMMARY OF CHAPTER 1

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 in order 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

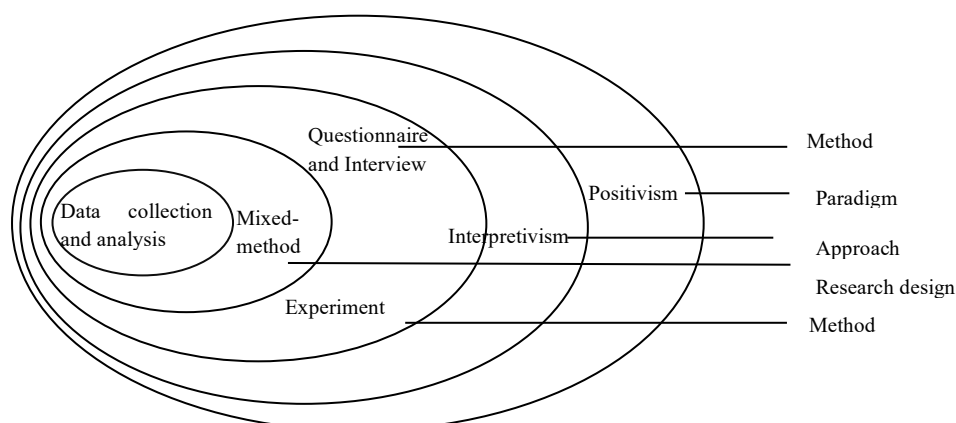Figure 2.2. presents the research design.

Figure 2.2. Research design (Saunders & et al., 2012)

2.1.1. Research objectives

The dissertation proposes the way to develop students' English language proficiency through integrated skills approach for non-English majors, including pedagogical teaching cycle of six stages: (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.

2.1.2. 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.

2.1.3. 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 data.

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.

2.1.4. 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 has been 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

2.1.5. Research method and instrument

2.1.5.1. 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
Correspond ing 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

20 teachers in Ho Chi Minh City at UHMC04, who did not belong to official participants in this study, took the questionnaire pilot.

The validity and reliability of questionnaire

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

The reliability of questionnaire was examined through Cronbach's Alpha and the result of Cronbach's Alpha was over 0,8, thus leads the researcher officially to using this questionnaire for data collectiona 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

2.1.5.2. Interview method

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

Research instrument: interview

Interview question design

The interview question was designed based on the theoretical framework and followed by the questionnaire results. To ensure the aspects of integrated skills approach was fully discussed, the researcher designed the interview question with an adoption from studies 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 semi-interview to collect the data. The interview question consists of two parts. Part 1 concentrates on introducing and expercincing from the teachers. Part 2 discusses the process of integrating skills in General English classrooms.

Interview pilot

The interview was piloted with 3 teachers from UHMC04, who did not belong to the official interview sample. This interview was designed and conducted as the official interview to measure the length of this interview. The interview pilot took place smoothly and lasted 30 minutes.

The validity and reliability of interview.

The validity of interview is proved by the examination of note-taking and recording at the same time during the interview and finally the researcher repeated the responses from the participants to confirm the answers. The responses were first outlined after finishing the interview. If something unclear,

the interviewer and the participants would discuss to make the problems clearer. The reliability of interview is shown by using the same questions for all participants.

2.1.5.3. Experiment method

The purpose of conducting experimental study

The purpose of conducting experimental study was to examine the appropriateness of research hypothesis. This helps the researchers compare and contrast the data from experimental class and control class, which evaluates the effectiveness of proposed pedagogical teaching cycle.

Principles for selecting the theme for experimental study

As recommended by CEFR, educators suggested that teachers should follow the following principles to select the theme:

-The theme needs to connected to students' interest and learning motivation

-The theme is directed to students' future job

-The theme supports students with describing their experiences, dreams, and future plans

The content for conducting experimental study

The experimental study used 8 lessons with 8 topics, namely 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

According to the two research questions, there are two hypothesis determined to predict the research results.

Hypothesis Ho: There are no differences between students' scores about English language proficiency in the control groups and experimental groups through integrated skills approach with 6 stages: (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.

Hypothesis H1: There are differences between students' scores about English language proficiency in the control groups and experimental groups through integrated skills approach with 6 stages: (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.

Chương trình môn học tiếng Anh không chuyên

General English course at UHTG03 aims to help students serve their work after graduation. The curriculum is based on CEFR 6 levels. Each level is designed to help students use English communicatively by listening, speaking, reading, and writing especially communicative competence. The textbook is based on CEFR, titled Complete PET, published by Cambridge, authored by Heyderman and May (2010), including both textbook and workbook. This course uses the midterm and final test evaluation.

General English strictly follows MOET and university curriculum at UHTG03. After completing 3 General English courses (3 credits x 75 periods = 225 periods), students achieve the immediate level (equivalent to B1 CEFR)

Experimental conductor

The researcher worked as a teacher in this study to conduct experimental study. He obtained a master of TESOL degree, has had 5 years of teaching experience and has worked as visiting lecturer at UHTG03.

Experimental design

To measure and confirm the validity about effectiveness of proposed pedagogical teaching cycle, the researcher used quasi-experimental study design before and after experiment because it is hard for him to use random sampling method for experimental and control group.

Participants took the pre-test to examine the similarity about level before attending the experimental class. They later attended experimental classes and finally took the post-test. The experimental study lasted 19 weeks in 1 semester

Experimental procedures

Experimental groups

Students in both groups used the same textbook and learned the same topics. While students in experimental groups participated in an integrated skills class, students in control groups took part in an indepedent skills class. In experimental groups, a teacher conducted integrated skills lesson with 6-steps teaching cycle, namely (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.

Control groups

Like experimental groups, students in control groups also attended General English class in 19 weeks. To differentiate the procedures of teaching between two groups, a teacher in this group followed the lesson with the steps, namely (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 test was used in the experimental study 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 was collected through questionnaire from April-July, 2023. The participants took 30 minutes to complete. 102 copies were distributed and returned.

Proficiency tests

Students in experimental and control groups took the pre-test one week before experiment and took the post-test after experimental process finished. 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.

SUMMARY OF CHAPTER 2

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 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*	2*	3*	4*	5*		

	N (%)	N (%)	N (%)	N (%)	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. Mức độ ảnh hưởng của các yếu tố đến dạy học môn tiếng Anh theo tiếp cận tích hợp cho sinh viên Đại học khối ngành không chuyên

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
		Posttest 1	45	5,41	0,81		
1		Pretest 2	49	3,47	0,77	-1,58	0,00
		Posttest 2	49	5,06	1,14		
2	Speaking (0-10)	Pretest 1	45	4,42	0,75	-3,02	0,00
		Posttest 1	45	7,44	0,84		
2		Pretest 2	49	4,92	0,94	-2,08	0,00
		Posttest 2	49	7,01	0,88		
3	Reading (0-10)	Pretest 1	45	4,79	0,72	-2,44	0,00
		Posttest 1	45	7,23	0,56		
3		Pretest 2	49	5,08	0,85	-1,88	0,00
		Posttest 2	49	6,97	0,59		
4	Writing (0-10)	Pretest 1	45	4,50	0,97	-2,80	0,00
		Posttest 1	45	7,31	0,65		
4		Pretest 2	49	4,62	0,98	-2,36	0,00
		Posttest 2	49	6,99	0,81		
5	Total (0-10)	Pretest 1	45	4,30	0,60	-2,57	0,00
		Posttest 1	45	6,87	0,56		
5		Pretest 2	49	4,57	0,72	-1,96	0,00
		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
		Posttest 1	45	4,68	0,48	3,60	5,60
6		Pretest 2	47	3,82	0,71	2,00	5,20
		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
		Posttest 1	45	5,65	0,52	5,00	6,50
7		Pretest 2	47	4,91	0,69	3,50	6,50
		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
		Posttest 1	45	5,73	0,61	5,00	7,00
8		Pretest 2	47	4,91	0,58	3,50	6,40
		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
		Posttest 1	45	5,67	0,49	4,50	6,60
9		Pretest 2	47	4,40	0,58	3,00	5,90
		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
		Posttest 1	45	5,47	0,27	4,90	6,00
10		Pretest 2	47	4,54	0,45	3,80	5,60
		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	Listening (0-10)	Pretest 1	45	4,02	0,51	-0,65	0,00
		Posttest 1	45	4,68	0,48		
6		Pretest 2	47	3,82	0,71	-0,60	0,00
		Posttest 2	47	4,42	0,53		
7	Speaking (0-10)	Pretest 1	45	4,47	0,51	-1,17	0,00
		Posttest 1	45	5,65	0,52		
7		Pretest 2	47	4,91	0,69	-0,76	0,00
		Posttest 2	47	5,68	0,56		
8	Reading (0-10)	Pretest 1	45	4,60	0,69	-1,12	0,00
		Posttest 1	45	5,73	0,61		
8		Pretest 2	47	4,91	0,58	-0,95	0,00
		Posttest 2	47	5,87	0,59		
9	Writing (0-10)	Pretest 1	45	4,43	0,58	-1,24	0,00
		Posttest 1	45	5,67	0,49		
9		Pretest 2	47	4,40	0,58	-0,98	0,00
		Posttest 2	47	5,39	0,55		
10	Total (0-10)	Pretest 1	45	4,43	0,31	-1,04	0,00
		Posttest 1	45	5,47	0,27		
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 results indicated that teachers frequently conducted lessons by integrating two skills. 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: The results showed that teachers acknowledged 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: The results showed that the linkage among activities was inconsistent with Celik and Yavuz (2015) but aligned with Nation (2007). It is recommended that teachers pay greater attention to input materials, interaction, and output to facilitate students' participation in a logical and coherent manner. 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 emphasized the importance of designing diverse activities to provide students with more opportunities to engage in integrated classrooms.

Testing: 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, play-role activities were rarely used. This preference for test formats aligns with findings by Idaryani (2013) and Powers (2010).

Influencing factors: The results showed that teachers found it challenging to mitigate influencing factors such as teaching facilities and textbooks. It is noted that teachers' competencies and students' attitudes toward learning are considered more significant than other factors, as they have considerable impacts on the quality of teaching and learning. The data aligns with a previous study (Pardede, 2019), which suggests that despite efforts in teaching, it is difficult to avoid certain challenges as highlighted in the study.

The results concerning teachers' teaching practices to develop students' English language proficiency revealed several aspects of the integrated skills approach, namely students' English language proficiency, integrated ways, thematic instruction, teaching cycle, teaching activities, testing and assessment, and influencing factors. The identified problems confirm certain weaknesses alongside some advantages, which enable the researcher to propose solutions for reforming teaching methods to enhance English language 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.

SUMMARY OF CHAPTER 3

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 RECOMMENDATION

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

2.1. For universities

- Utilizing these research results as a reference for faculties or groups of subject to improve the non-English teaching curriculum.

- Implementing this approach as teachers' pedagogical training about teaching General English. That is, universities need to organize the teachers' training, workshop or seminar about applying proposed teaching cycle, including six steps into their real classes.

- Organizing experimental study applying the teaching cycle of six steps for different stages of time, which confirms the effectiveness of this proposed cycle comprehensively.

2.2. For teachers

- Teaching English for non-major classes should be a well-prepared plan and follow the consistent teaching cyle, so teachers need to pay a careful attention organizing the lesson by applying the proposed pedagogical teaching cycle with six stages into designing their lesson plan and lesson in real classes.

- Teachers need to select and integrate various topics into the lesson to stimulate students' interest and attract students' classroom engagement. Teachers need to allocate appropriate time for each lesson or section in order to balance knowledge, leading learners to different learning experiences.

- Teachers improve their competence through attending pedagogical section in faculty and groups to share experience, solve problems, and clarify the challenges through applying the pedagogical teaching cycle, which enables them to consolidate their competence.

3. LIMITATIONS AND FUTURE STUDIES

This study conducted experimental study at only one university in Ho Chi Minh City, so it was not presentative for the whole population in this city and in Vietnam. Therefore, it is necessary to conduct the study with various university with bigger sample size, thus providing the comprehensive view about long-term effects of integrated skills approach.

This study applied with English B1 class at one institution, one subject, and one level. Therefore, it should be investigated about applying the pedagogical teaching cycle with students' different institution, subject, and level.

This study used quasi-experimental study and used covenient sampling with 186 students. This could to data-bias with participants sampling. It is necessary to use random sampling and many participants to conduct the study in the future to generalise the results.

The future study could focus on investigating teachers' attitudes toward an application of teaching integrated skills with six steps. Interviewing teachers through teaching integrated skills is vital to foster the research results.

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. (2023). Teaching Integrated Skills in a General English Classroom: Theoretical Reconsiderations about Teachers' Implementation. *The Proceedings of AsiaTEFL International Conference: Celebrating ELT in Asia: Visions and Aspirations* (pp. 267 - 276). AsiaTEFL.

5. 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)