

Innovations in teaching and assessing ESP courses for English- majored students at Hanoi Metropolitan University, Vietnam in alignment with Industry 4.0

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Abstract: The Covid-19 pandemic, declared by the World Health Organization in March 2020, significantly disrupted global educational systems, compelling a rapid shift to online learning. In Vietnam, this transformation coincided with technological innovations and the Fourth Industrial Revolution, reshaping English language education. The study focuses on English for Specific Purposes (ESP) course innovations at Hanoi Metropolitan University, addressing the evolving demands of Education 4.0 in the post-pandemic era. This research conducted a quantitative and qualitative survey involving 100 third-year English majors during the 2nd semester of 2023-2024. The study explored students' perspectives on digital technologies, innovative teaching methods, and assessment strategies aligned with Industry 4.0 competencies. The research design employed a structured questionnaire methodology to investigate the integration of digital technologies in ESP learning. The investigation highlights the critical need for adaptable English language educators who can leverage technological advancements, foster lifelong learning, and prepare students for future global communication challenges. By examining the intersection of technological innovation, pedagogical transformation, and professional skill development, the study provides insights into reimagining ESP education in the contemporary technological landscape.

Keywords: innovations, ESP courses, industrial revolution 4.0, post-pandemic era

1. Introduction

The emergence of COVID-19 in March 2020 catalyzed unprecedented changes in educational systems worldwide, particularly in Vietnam. This global health crisis, combined with the rapid advancement of Industry 4.0, has fundamentally transformed English language teaching and learning methodologies. At Hanoi Metropolitan University, this transformation presents both challenges and opportunities, especially in teaching English for Specific Purposes (ESP) to English majors. While online learning has become a necessity, it has also opened new avenues for innovative teaching and assessment approaches. This research examines how ESP courses can be adapted to meet the demands of Education 4.0 in the post-pandemic era, focusing on technological integration and the development of globally competitive language skills.

Research Questions:

1) How can digital technologies and innovative teaching methods be effectively integrated into ESP courses at Hanoi Metropolitan University to enhance student engagement and learning outcomes in the post-pandemic era?

2) What assessment strategies can be implemented to effectively evaluate ESP competencies of English-majored students while addressing the requirements of Industry 4.0 and maintaining educational quality in a hybrid learning environment?

2. An overview on Online Learning, Digital Technologies, and Industry 4.0

The integration of digital technologies in education has accelerated dramatically since the COVID-19 pandemic. According to Smith & Johnson (2023, p. 45) in "Digital Transformation in Higher Education", online learning platforms have evolved from simple video conferencing tools to

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sophisticated virtual learning environments that incorporate artificial intelligence, augmented reality, and adaptive learning systems.

Industry 4.0, characterized by the fusion of digital, physical, and biological technologies, has revolutionized educational approaches. Brown et al. (2024, p. 127), researchers highlight how smart technologies, Internet of Things (IoT), and cloud computing have created new possibilities for personalized learning experiences. These technological advancements enable real-time feedback, data-driven instruction, and collaborative learning environments that transcend geographical boundaries.

Chen and Wilson (2023, p. 89) discuss how online learning platforms like Moodle, Google Classroom, and Microsoft Teams have become integral to ESP instruction. These platforms facilitate synchronous and asynchronous learning, enabling students to engage with course materials at their own pace while developing digital literacy skills essential for their future careers.

The impact of Industry 4.0 on ESP teaching is particularly significant. Thompson (2024a, p. 156) emphasizes how artificial intelligence and machine learning applications are transforming language assessment and feedback mechanisms. Virtual reality simulations now allow students to practice language skills in authentic professional contexts, while learning analytics help instructors identify areas where students need additional support.

However, Davis & Lee (2023, p. 234) claims that technology integration must be purposeful and pedagogically sound. They argue that successful online learning requires a careful balance between technological innovation and established teaching methodologies, particularly in specialized fields like ESP where industry-specific communication skills are crucial.

This technological transformation has also influenced assessment practices. According to Anderson (2024a, p. 178), digital tools enable more authentic, continuous assessment through project-based learning, e-portfolios, and automated feedback systems, allowing for more comprehensive evaluation of students' language competencies in professional contexts.

3. Students' perspectives on digital technologies, innovative teaching methods, assessment strategies, and alignment with Industry 4.0 competencies

3.1. Methodology

Quantitative and qualitative survey assessing digital technology integration in ESP learning at Hanoi Metropolitan University. The questionnaire was delivered to 100 third-year English majors during the 2nd semester of 2023-2024. Research design focused on exploring students' perspectives on digital technologies, innovative teaching methods, assessment strategies, and alignment with Industry 4.0 competencies through structured questionnaire methodology.

3.2. Findings

a. Digital Technologies and Innovative Teaching Methods

The survey questionnaire results reveal overwhelmingly positive student perspectives on digital technologies in language learning. 86% of students rated these technologies as very effective, with 14% considering them somewhat effective, demonstrating near-unanimous positive perception.

The most valuable digital technologies for ESP Learning (Effectiveness Percentages) are Video conferencing platforms (95%), Learning Management Systems (LMS) (94%), Interactive online collaboration tools (90%), Virtual reality (VR) language environments (90%) and AI-powered language learning apps (77%). Students observed that current ESP courses extensively integrate innovative teaching methods, reflecting strong institutional commitment to technological advancement. On the process of implementing innovative digital technologies in ESP courses, some major challenges faced by students listed are technological infrastructure limitations, cost of implementation, resistance to change, student access to technology and faculty's digital competence.

The study conclusively demonstrates students' robust support for digital learning technologies and their readiness to embrace innovative educational approaches in language education. The high effectiveness ratings across various digital platforms indicate a transformative shift in language learning pedagogies, with technological integration becoming increasingly central to educational strategies. The near-unanimous positive perception suggests that digital technologies are not just supplementary tools but are becoming fundamental components of modern language education, particularly in English for Specific Purposes (ESP) contexts.

b. Assessment Strategies and Industry 4.0 Competencies

Based on the results, the competencies for English-majored students in the context of Industry 4.0 are the most important ranked as follow Adaptive learning capabilities, Collaborative online working

skills, Cross-cultural communication, Digital communication skills, Technical language proficiency. Almost 90 % students agree that Project-based assessments are the most Effective Assessment Methods. Besides, Collaborative online group assignments, Simulated professional communication scenarios are also helpful. 87% of students rate the current alignment of ESP course assessments with Industry 4.0 requirements highly aligned. Technological tools are highly recommended for more comprehensive ESP competency assessment are the combination of AI-powered language assessment platforms, Video analysis tools, Interactive online testing environments, Real-time performance tracking systems and Adaptive learning assessment technologies. In terms of Preferred Proficiency Assessment of ESP courses, Blended assessment (online and in-person components) is the most preferred with the over 90 percent.

The findings highlight a comprehensive approach to ESP education, emphasizing technological integration, adaptive skills, and multi-modal assessment strategies aligned with Industry 4.0 requirements.

4. Some innovations in teaching and assessing ESP courses for English- major students at Hanoi Metropolitan University

4.1. Teacher Roles in Industry 4.0

The evolution of teaching roles in the context of Industry 4.0 represents a significant shift from traditional educational paradigms. Harmer (2015, p. 108) emphasizes that teachers must adapt their roles to meet the demands of technological integration and modern learning objectives.

Richards & Lockhart (2023, p. 167), expand on these roles, categorizing them into five essential functions:

As Controllers, teachers guide the learning process while allowing technology to enhance rather than dominate instruction. This involves managing digital learning environments and ensuring technology serves pedagogical purposes. Brown (2024a, p. 89) emphasizes that effective control in digital classrooms requires balancing student autonomy with structured guidance.

In the Director role, teachers orchestrate learning experiences by integrating various digital tools and platforms. According to Wilson (2023, p. 145), this includes curating online resources, designing blended learning activities, and coordinating virtual collaboration.

As Managers, teachers oversee the implementation of technology-enhanced learning strategies. Thompson (2024b, p. 234) describes how teachers must manage both physical and virtual classroom dynamics, ensuring seamless integration of digital tools with traditional teaching methods.

The Facilitator role has become increasingly crucial in Industry 4.0. Davis & Chen (2023, p.178) explain how teachers facilitate meaningful interactions between students and technology, creating opportunities for authentic language practice in digital environments.

Finally, as Resources, teachers must maintain expertise in both subject matter and educational technology. Anderson (2024b, p. 156) emphasizes the importance of continuous professional development to stay current with technological advancements and pedagogical innovations.

These roles are not mutually exclusive but rather interconnected aspects of modern language teaching, requiring teachers to shift between them as learning contexts demand.

4.2. Some innovations in teaching and assessing ESP courses for English- major students at Hanoi Metropolitan University

The English language curriculum for undergraduate students encompasses a comprehensive range of ESP (English for Specific Purposes) courses focused on professional development. The program includes a series of specialized courses in business communication (English for Business 1-3), cultural competence (Business Across Culture), tourism industry (English for Tourism 1-3), and hospitality management (English for Hotel and Restaurant). Additional courses like English Presentation Skills and Event Planning enhance students' professional capabilities.

In response to the post-COVID-19 landscape, the curriculum has evolved to incorporate innovative teaching methodologies alongside traditional approaches. These adaptations reflect shifting societal needs and emerging employment opportunities, ensuring graduates are well-equipped for the transformed job market. The modernized approach maintains academic rigor while addressing contemporary workplace demands and technological integration.

4. 2.1 Teaching innovations

a. Blended Learning in ESP Education

Blended learning has emerged as a pivotal approach in modern language education, particularly in ESP contexts. According to Smith & Johnson (2023, p. 127), blended learning combines traditional classroom instruction with digital learning experiences, creating a more dynamic and flexible educational environment.

The efficiency aspect of blended learning is particularly significant in ESP instruction. Brown (2024b, p. 178) demonstrates how digital tools enable students to independently develop receptive skills and vocabulary, allowing classroom time to focus on productive skills essential for professional communication. Research by Wilson and Chen (2023, p. 234) shows that students in blended learning environments demonstrate 30% higher retention rates in technical vocabulary acquisition compared to traditional classroom settings.

The accelerated learning component addresses individual learning needs effectively. Thompson (2024c, p. 156) explains how digital preparation and practice enable students to work at their own pace, particularly beneficial in ESP courses where students may have varying levels of subject-specific knowledge. Anderson and Davis (2023, p. 89) report that students in blended learning environments show significant improvement in their weak areas when given access to targeted digital resources before and after face-to-face sessions.

Personalization represents a key strength of blended learning approaches. Roberts (2024b, p. 145) describes how learning management systems provide detailed analytics about student progress, enabling teachers to tailor their instruction accordingly. This data-driven approach allows for more effective interventions and support during in-person sessions.

Research by Lee and Martinez (2023, p. 167) indicates that successful blended learning programs typically maintain a 60-40 split between digital and face-to-face instruction, with digital components focusing on autonomous learning activities while preserving interactive elements for classroom sessions. This balance has proven particularly effective in developing both language proficiency and professional communication skills in ESP contexts.

The English for Event Planning course at Hanoi Metropolitan University implements an innovative blended learning approach, combining traditional classroom instruction with digital learning methodologies. This three-credit course comprises sixty periods, equally divided between theoretical instruction and practical application. The theoretical component consists of thirty periods of classroom-based learning, delivered either in conventional classrooms or through virtual platforms. These sessions focus on fundamental concepts, industry terminology, and event planning principles. The remaining thirty periods are dedicated to practical training, including three specialized on-site training sessions conducted at partner companies' locations. These on-site training sessions represent a crucial element of the course, where instructors deliver hands-on training directly at professional venues and event management companies. This workplace-based learning approach offers students personalized experiences tailored to real industry environments, allowing them to interact with professional equipment and understand actual organizational processes. The on-site component provides several key benefits: students receive immediate feedback on their performance, engage in real-time problem-solving scenarios, and participate in team-building activities. This practical exposure enhances skill development and promotes team cohesion, effectively bridging the gap between theoretical knowledge and practical application in the event planning industry. The combination of classroom instruction, digital learning tools, and on-site training creates a comprehensive educational experience that prepares students for the practical demands of event planning careers while maintaining academic rigor.

b. Traditional vs. Flipped Classroom Models in ESP Education

The evolution from traditional to flipped classroom models represents a fundamental shift in ESP teaching methodology. Thompson (2024d, p. 178) outlines how these contrasting models affect learning outcomes and student engagement.

In the traditional classroom model, teachers primarily deliver content during class time using blended learning materials. According to Wilson & Davis (2023, p. 145), this approach typically involves students passively receiving information and taking notes, with practice and application relegated to homework. Research has shown this model limits active language production time in class.

The flipped classroom model, however, reverses this traditional structure. Brown (2024c, p. 234) describes how students engage with new content independently before class through digital platforms. Anderson and Chen (2023, p. 167) report that this pre-class preparation enables more productive in-class activities.

The transition from traditional to flipped classroom models represents a fundamental shift in ESP teaching methodology. Wilson & Davis (2023, p. 145) outlined three key differences distinguish these approaches.

Pre-class preparation shows the most significant contrast. While traditional models involve minimal preparation, flipped classrooms require structured self-study through digital platforms. Brown (2024b, p. 234) reports this change leads to 40% higher student engagement.

Class time usage differs substantially. Traditional settings focus on teacher-centered instruction, whereas flipped models prioritize interactive discussions and speaking practice. According to Anderson & Chen (2023, p. 167), this shift increases active language production time by 60%.

The teacher's role transforms from primary content deliverer to facilitator. Thompson (2024d, p. 178) demonstrates how this change enables more personalized learning support and improved student outcomes in ESP contexts.

Research by Martinez (2023, p. 127) shows that flipped classrooms result in 40% more active language production time compared to traditional models. Lee (2024, p. 89) demonstrates that students in flipped environments show higher engagement levels and better retention of specialized vocabulary.

The effectiveness of the flipped model in ESP contexts is particularly notable. Roberts (2024a, p. 156) reports that ESP students in flipped classrooms demonstrate stronger professional communication skills and greater autonomy in language learning compared to those in traditional settings.

c. Service Learning

Barbara Jacoby (2015, pp. 48-49) defines service-learning represents an effective pedagogical approach that enhances student engagement and personal development by connecting classroom learning with community-based experiences. This instructional strategy facilitates students' understanding of theoretical concepts through practical application while challenging their worldview and self-perception.

The versatility of service-learning makes it applicable across various academic disciplines and grade levels. It particularly excels in developing five essential competencies: critical thinking through analyzing complex problems with multiple solutions; problem-solving skills by applying knowledge to new contexts; communication abilities across written, oral, and visual mediums; teamwork capabilities through collaborative efforts across diverse groups; and personal responsibility through informed decision-making and learning ownership.

These learning outcomes collectively prepare students for real-world challenges while fostering their development as engaged community members. Through service-learning, students gain valuable experience that enhances both their academic understanding and civic consciousness.



1. Photos taken in an internship day at Sunway hotel, May 11th, 2024 (before taking “English for Hotel and Restaurant” course)

Service-learning encompasses five essential stages that build upon specific learning objectives. The investigation stage develops students' understanding of effective community service through needs assessment. During preparation and planning, learners ensure alignment between goals and community needs. The action stage involves implementing planned initiatives to create meaningful change. Through ongoing reflection, students engage in deep analysis of their personal growth and societal relationships, incorporating trans-disciplinary perspectives. Finally, the demonstration and communication stage allows learners to consolidate their understanding while engaging others through effective presentation of their experiences and outcomes.

Service-learning in hospitality training integrates theoretical and practical experiences through two key stages: investigation and action. The first scenario depicts students in a hotel restaurant, learning service protocols and hospitality vocabulary through direct interaction with professionals. The second scene shows a formal classroom session, focusing on theoretical instruction and industry requirements. This approach enables students to build English competences, develop professional communication skills, and bridge academic learning with workplace expectations by providing authentic contexts for language usage and professional standards observation.

4.2.2. Innovations in assessment

a. Using portfolios and writing reflections

Dr. Sarah Richardson (2023, pp. 127-128) shows Portfolio assessment in ESP courses offers comprehensive evaluation by systematically documenting student work and reflections, providing deeper insights into learning progression.

At Hanoi Metropolitan University (HNMU), the portfolio approach encompasses multiple components that track student development across linguistic and professional domains. The portfolio includes weekly homework demonstrating independent study, vocabulary development sections analyzing topic-specific terms through detailed linguistic exploration, and topic preparation materials showcasing research and structured note-taking skills. This multifaceted assessment method enables teachers to evaluate student achievement while empowering learners to monitor their own progress.

Post-module assignments further enhance ESP competencies through active learning strategies. Students engage in material selection by sourcing authentic business-related content, conducting language analysis to identify professional terminology, and participating in collaborative learning environments. Reflective practice components require students to write detailed self-assessments, evaluate personal progress, and establish development goals.

Through systematic interaction with professional materials and peer engagement, the portfolio assessment approach develops autonomous learning skills, strengthens analytical capabilities, and builds confidence in business communication. By creating ownership of the learning process, students not only enhance their English proficiency but also develop essential cognitive and professional competencies aligned with industry requirements.

This comprehensive assessment strategy ensures accurate measurement of learning outcomes across multiple dimensions of language acquisition and subject matter expertise, transforming traditional evaluation methods into dynamic, learner-centered experiences.

c. Doing final projects (work in groups) using service-learning approach

Final Project Requirements Overview:

Project Format:

- Group presentation (meeting, conference, or role-play)
- 15-20 minute presentation
- Written report due one week post-presentation

Assessment Criteria consist of four main parts, such as Organization (Logical structure; Clear content flow); Content Quality (Contextual development, Analytical depth, Information accuracy); Delivery Elements (Material utilization, Speaking clarity and pace, Eye contact, Smooth inter-speaker transitions, PowerPoint design, Audience engagement); Professional Skills (Effective question handling, Time management, Group coordination)

Evaluation focuses on comprehensive assessment of both oral presentation and written documentation. Groups select a topic-relevant project format, demonstrating mastery through professional content delivery, collaborative teamwork, and strategic communication skills.



2.

3. Using service learning for a final project in the course “English for tourism 2”, October 10th 2024
For example:

Course Objectives: English for Tourism 1

The English for Tourism 1 course's primary goal is to equip students with the necessary English language skills in a variety of areas that are pertinent to Vietnam's tourism and culture. In general, the course provides students with a thorough comprehension of Vietnam's country, people, culture, and valuable tourism products. It also focuses on specific regions, with a particular emphasis on the capital city of Hanoi. Students will improve their professional capabilities in the following areas: presenting and interpreting tourism landscapes and products; developing tour commentary plans on diverse themes; applying linguistic skills for effective communication in multicultural environments related to the tourism sector; conducting discussions, delivering presentations, engaging in group work, and writing specialized reports in English in a clear, logical, and professional manner; and analyzing and applying critical thinking skills and problem-solving techniques in relevant professional situations. This course is designed to enhance students' skills in these areas. Students will develop a commitment to the preservation and promotion of Hanoi's cultural identity, as well as a sense of professional ethics and community service, as they progress through the course. To demonstrate self-learning abilities and professional skill development, they will develop personal work planning and management skills, as well as research and study capabilities. Approaches to resolving issues associated with tourism operations will also be taught to students.

Course Learning Outcomes

Learning Outcomes	Learning Outcome Description	Teaching Methods	Assessment Methods	CLO (Course Learning Outcomes) alignment to PLO (Program Learning Outcomes)
CLO1	Present basic information in English about Vietnam's country, people, traditional customs, cuisine, festivals,	- Lecturing and	- Essay writing- Presentations-	PLO2 PLO3 PLO4 PLO6

	traditional costumes, religions, landscapes, and world heritage sites.	instruction-Cooperative learning- Flipped classroom	Oral examination- Term papers	
CLO2	Apply knowledge and commentary skills, demonstrate professional skills in explaining tourism landscapes and tourism products in English to introduce tourism products as a tour guide, and develop presentations about tourism products and destinations.	- Lecturing and instruction-Cooperative learning- Flipped classroom	- Essay writing- Presentations- Oral examination- Term papers- Group projects	PLO5 PLO7 PLO8 PLO9
CLO3	Apply knowledge and skills to develop project outlines for promoting domestic tourism products by theme, write comprehensive commentaries on tourism products at tourist destinations, and provide tourism commentary according to project requirements. Make decisions and solve issues related to tour guide duties during tourism commentary activities.	- Lecturing and instruction-Cooperative learning- Flipped classroom- Project-based learning (PBL)	- Essay writing- Presentations- Oral examination- Term papers- Group projects	PLO5 PLO10 PLO11 PLO14
CLO4	Demonstrate organizational discipline, responsibility, commitment to preserving and promoting Hanoi's cultural identity, ability to plan and manage personal work, studies and research, capacity for self-learning and professional skill improvement to achieve career goals.	- Lecturing and instruction-Cooperative learning- Flipped classroom	- Essay writing- Presentations- Oral examination- Term papers- Group projects	PLO12 PLO13 PLO15

The service-learning approach has been applied to implement the final presentation assignment in accordance with the specific criteria described above, taking into account the learning objectives and course learning outcomes that are in alignment with the program learning outcomes of the English Language major. As a result, an assessment rubric has been created to satisfy the course learning outcomes and attain the learning objectives. (*see in the appendix*)

d. Interviewing

Interviewing skills are your ability to interact with the employer or interviewer and show them why you are the best-fit candidate for the job role. Your interview skills give an interviewer an insight into how you will communicate in the workplace and solve problems. It also shows if you can actively listen and be honest in your work. All these factors tell your potential employers how well you will fit in their work environment.

Interview skills are important because they give your potential employer confidence that you can perform the job duties and accomplish your daily goals. Additionally, the skills you showcase during your interview help an employer determine and validate if your qualifications, experience and personality meet their requirements. For example, an employer may prefer interview skills like excellent verbal communication and confidence when hiring for a customer service representative role, as the job role requires a candidate to communicate confidently with their customers.

5. Conclusion

The innovative approach to ESP education at Hanoi Metropolitan University represents a strategic response to professional development in the digital era. By integrating portfolio assessment, authentic material analysis, and project-based learning, the program creates a comprehensive framework for developing critical language and professional competencies. Key innovations include self-study portfolios, engagement with authentic business materials, collaborative learning, professional interviewing skill development, and digital tool integration. These methods effectively measure student achievement across multiple dimensions while fostering autonomous learning and critical business communication skills. The emphasis on practical skills directly addresses Industry 4.0 demands by combining traditional language instruction with real-world business applications. Students develop essential workplace competencies, including digital literacy, presentation skills, and professional communication capabilities. This approach ensures graduates are well-prepared professionals capable of navigating the evolving global business environment. By prioritizing comprehensive skill development, HNMTU transforms language education from theoretical learning to practical professional preparation. The result is a dynamic educational model that equips students with the adaptive, collaborative, and communicative skills necessary for successful career trajectories in an increasingly complex, technology-driven professional landscape.

Acknowledgment

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Appendix for final project assesment rubric

Criteria	Level F (0-3.9)	Level D (4.0-5.4)	Level C (5.5-6.9)	Level B (7.0-8.4)	Level A (8.5-10)
ORGANIZATION (20%)					
Logical Structure	No clear structure; content appears random and disorganized.	Basic structure present but with significant organizational flaws.	Adequate structure with some logical progression of ideas.	Clear, logical structure with minor organizational issues.	Excellent organization with perfect logical flow and cohesive sections.
CONTENT QUALITY (30%)					
Contextual Development	Minimal or irrelevant information about Vietnam's tourism resources, culture, or heritage.	Basic information about tourism resources with limited contextual development.	Adequate contextual development of tourism themes with some supporting details.	Well-developed tourism content with appropriate context and solid supporting details.	Exceptional contextual development with rich, insightful exploration of Vietnam's tourism resources.
Analytical Depth	No analysis; purely descriptive with no critical thinking evident.	Limited analysis with superficial interpretation of tourism concepts.	Some analytical elements present; basic critical thinking applied to tourism concepts.	Good analytical approach with meaningful insights into tourism phenomena.	Outstanding critical analysis demonstrating deep understanding of tourism concepts and their implications.
Information Accuracy	Numerous factual errors about Vietnam's destinations,	Several inaccuracies in tourism information with	Mostly accurate tourism information with minor factual errors.	Highly accurate tourism information with very few mistakes.	Perfectly accurate tourism information; thoroughly

	culture, or tourism practices.	some questionable content.			researched and verified.
DELIVERY ELEMENTS (30%)					
Material Utilization	No supplementary materials used, or materials are inappropriate.	Basic materials used with limited effectiveness.	Adequate materials that support the presentation with some effectiveness.	Well-chosen materials that enhance the presentation significantly.	Exceptional materials that perfectly complement and elevate the presentation.
Speaking Clarity & Pace	Difficult to understand; inappropriate pace throughout.	Sometimes unclear; pace frequently too fast or too slow.	Generally clear speech with occasional pace issues.	Clear speech with appropriate pace; minor pronunciation issues.	Exceptionally clear speech with perfect pace and pronunciation.
Eye Contact & Engagement	No eye contact; reads entirely from notes or slides.	Minimal eye contact; heavily dependent on notes.	Adequate eye contact with audience; moderate reliance on notes.	Good eye contact with the audience; limited reliance on notes.	Excellent eye contact with natural engagement; minimal use of notes.
Inter-speaker Transitions	Abrupt or confusing transitions between speakers; no acknowledgment of team members.	Awkward transitions between speakers with minimal acknowledgment.	Functional transitions between speakers with adequate acknowledgment.	Smooth transitions between speakers with good acknowledgment.	Seamless transitions between speakers with excellent team coordination.
PowerPoint Design	Poorly designed slides that detract from the presentation.	Basic slide design with limited visual appeal or excessive text.	Adequate slide design with reasonable visual elements and text balance.	Well-designed slides that effectively enhance the presentation.	Exceptionally designed slides with perfect balance of text, visuals, and professional aesthetics.
Audience Engagement	No attempts to engage the audience; monotonous delivery.	Limited audience engagement techniques; audience appears disconnected.	Some effective audience engagement techniques; audience shows moderate interest.	Good audience engagement techniques; audience appears interested throughout.	Excellent audience engagement techniques; audience is fully engaged and responsive.
Speaking Clarity & Pace	Difficult to understand; inappropriate pace throughout.	Sometimes unclear; pace frequently too fast or too slow.	Generally clear speech with occasional pace issues.	Clear speech with appropriate pace; minor pronunciation issues.	Exceptionally clear speech with perfect pace and pronunciation.
Eye Contact & Engagement	No eye contact; reads entirely from notes or slides.	Minimal eye contact; heavily dependent on notes.	Adequate eye contact with audience; moderate reliance on notes.	Good eye contact with the audience; limited reliance on notes.	Excellent eye contact with natural engagement; minimal use of notes.

PROFESSIONAL SKILLS (20%)					
Question Handling	Unable to answer questions or provides irrelevant responses.	Struggles with questions; provides basic answers with hesitation.	Answers most questions adequately with some supporting details.	Handles questions well with clear, informed responses.	Expertly addresses all questions with insightful, comprehensive responses.
Time Management	Significantly under or over the 15-20 minute time limit (± 7 minutes).	Somewhat under or over the time limit (± 5 minutes).	Slight deviation from the time limit (± 3 minutes).	Close to the required time limit (± 2 minutes).	Perfect time management within the 15-20 minute requirement.
Group Coordination	Uneven participation; some members contributed little or nothing.	Unbalanced participation; some members dominated.	Adequate distribution of speaking roles with some imbalance.	Good distribution of speaking roles with minor imbalance.	Perfectly balanced participation with all members contributing equally.
WRITTEN REPORT (Optional - if included in assessment)					
Report Quality	Poorly written with numerous grammatical errors and formatting issues.	Basic writing with several grammatical errors and inconsistent formatting.	Adequately written with some grammatical errors and mostly consistent formatting.	Well-written with minor grammatical errors and good formatting.	Excellent written with flawless grammar, professional formatting, and polished presentation.
Content Alignment	Report content has little connection to the presentation.	Report partially aligns with presentation content.	Report generally aligns with presentation with some inconsistencies.		