

Competency-Based English Teaching for Students: A Case Study of Selected Art Universities in Vietnam

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Abstract

This article critically examines the current state of English language teaching in Art Universities in Vietnam, particularly in the context of increasing global integration. The objective is to identify certain pathways for enhancing the quality of English instruction. The study also to explore some strategies that can equip graduates the necessary language proficiency to thrive in international environments. The study utilizes a case study approach, employing surveys to collect and analyze data from both faculty and students at Art Universities. Through this method, the research identifies key issues, challenges, and strengths in the existing English teaching practices, offering a comprehensive evaluation of their impact on student outcomes. The findings reveal significant gaps in the current system and underscore the need for targeted reforms to align English language education with both the specific needs of Art University students and the broader demands of society. Consequently, the study proposes actionable recommendations for improving curriculum design, teaching methodologies, and systemic language skill development to meet output standards and better equip students for successful careers in an increasingly globalized world.

Keywords: Competency-based teaching, Art Universities, Vietnam, English language education, case study quoted.

In today's globalized world, English has become an indispensable tool for individuals seeking to integrate into international and regional communities, engage with diverse cultures, and access cutting-edge knowledge. For students, proficiency in English opens doors to advanced learning opportunities, access to scientific and technical information, and improved employment prospects (Crystal, 2003; Graddol, 2006). Recognizing the importance of English as a global lingua franca, UNESCO has emphasized that mastering English is a crucial requirement for university graduates (UNESCO, 2017). To address the demands of international integration and cooperation, the Vietnamese

government initiated the "National Foreign Language Project for the 2008-2020 Period" under Decision No. 1400/QĐ-TTg. This project aims to enhance the quality of foreign language education across the nation, with a particular focus on English instruction in universities (Prime Minister of Vietnam, 2008).

Despite these efforts, the English proficiency of graduates, especially those from Art Universities, remains subpar. Many graduates struggle to secure employment due to their inadequate English skills, which fail to meet the expectations of employers in a globalized job market. This shortfall highlights the urgent need to improve English teaching and learning in Art

Universities, ensuring that students are better prepared for the demands of international integration.

This study seeks to evaluate the current state of English teaching in Art Universities in Vietnam and proposes measures to enhance students' English proficiency through a competency-based approach. Specifically, the research addresses the following questions:

1. What is the current state of English teaching in Art Universities in Vietnam?

2. How effective are the existing teaching methods in developing students' English competencies?

3. What strategies can be employed to improve the quality of English teaching and learning in Art Universities?

The findings from this study will contribute to the ongoing efforts to elevate English proficiency among students in Art Universities, thereby enhancing their academic performance and career prospects. The insights gained will be valuable for educational administrators, instructors, and policymakers in refining English language education policies and practices, ultimately facilitating better integration of Vietnamese graduates into the global workforce.

Literature Review

The term "English" has evolved into "Englishes" to reflect this diversity, encompassing various national variants such as American English, Indian English, Hong Kong English, Philippine English, Singapore English, and Australian English (Graddol, 2006). The diversity of English variants is categorized into three main types, illustrated by three concentric circles (Figure 1). The first circle, at the center, represents regions where English is the native or first language. The second circle, surrounding the central one, signifies areas where English is used as a second language. The third and outermost circle represents regions where English is used as a foreign language (Graddol, 2006).

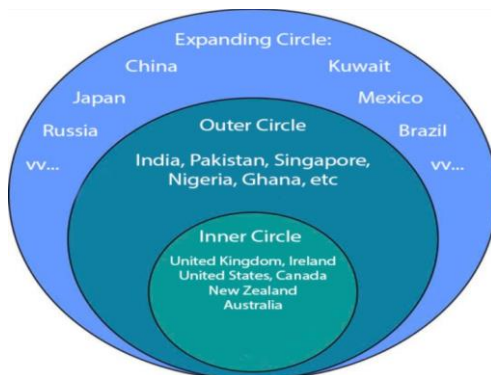


Figure 1. Kachru's model (1989) three-concentric-circle model of English users worldwide, updated by Graddol (2006)

English is a specific foreign language characterized by three primary linguistic components: phonology, vocabulary, and grammar. It encompasses six modes of speech activity: listening, speaking, reading, writing, translating, and understanding, all of which are embedded within the cultural context of the English-speaking world (Dimnhia, 1985). Understanding and using English effectively requires learners to master its grammatical rules, vocabulary, and phonological system, as well as the ability to apply these elements in practical communication contexts. According to Richards and Rodgers (2014), English teaching methods are divided into four main types: First, Teaching English as a Second Language (TESL). This method is applied to learners living in an English-speaking environment, aiming to improve everyday communication skills and support integration into the local community. TESL programs typically focus on developing basic communication skills, cultural understanding, and workplace skills; Second, Teaching English as Other Language. This term encompasses English teaching methods that do not fall into classifications such as TESL, TEFL, or EIL. These may include new or specialized methods for specific contexts not covered by traditional classifications; Third, Teaching English as a Foreign Language

(TEFL). TEFL is applied in countries where English is not an official language. The goal of TEFL is to equip learners with the necessary skills to communicate effectively in both formal and informal situations, including basic skills such as listening, speaking, reading, writing, and knowledge of grammar, vocabulary, and culture; Finally, Teaching English as an International Language (EIL): EIL focuses on using English as a tool for communication in a globalized context. This method emphasizes using English in international situations and developing the ability to adjust communication styles. EIL programs often include topics on diverse cultures, communication strategies, and applying English in a global environment. Depending on the role and context of English in each country, English teaching methods may vary. In countries like Japan, Vietnam, and China, where English is considered a foreign language, the method of "Teaching English as a Foreign Language" (TEFL) is often the most suitable for the current education system (Richards and Rodgers, 2014). According to Canale and Swain (1980) introduced the model of "Communicative Competence," a key concept in language education. They divided communicative competence into four main components: grammatical competence, sociolinguistic competence, fluency, and strategic competence. Their model emphasizes that language teaching should not only focus on learning grammatical structures but also on the ability to use language in real-life communication situations. This has laid the foundation for competency-based approaches in language education, highlighting the development of language use in practical contexts (Canale & Swain, 1980). Teaching a foreign language is characterized by its complexity and multidimensional nature, incorporating two core components: the pedagogical practices of the teacher and the learning experiences of the students. These components are not merely discrete elements but are deeply interrelated and mutually reinforcing. This interconnectedness underscores a unified

process where effective teaching and learning are inherently dependent on one another (Tran, H. L., 2013). The paper focuses on developing a framework for competency-based education assessment. It presents an evaluation framework to measure the effectiveness of curricula, based on the fundamental principles of competency-based education and their practical application. Criteria and tools are developed to assess students' competencies, ensuring that curricula meet educational objectives and help students develop necessary skills. The framework can be used to improve competency-based teaching methods, providing clear insights into the effectiveness of applying this approach in various educational settings (Albanese, 1989). Thus, a successful foreign language education system necessitates the integrated and harmonious application of both teaching and learning strategies. Understanding this dynamic relationship is essential for enhancing the overall effectiveness of language instruction and creating a more engaging and productive learning environment.

Competency-Based Education (CBE) is increasingly utilized in art education to focus on practical skills and creativity rather than traditional coursework. CBE emphasizes hands-on projects, helping students gain real-world experience and prepare for art careers. Students set personal goals and work at their own pace, fostering self-discipline and creativity. CBE ensures students acquire skills relevant to the industry, aiding their transition to professional roles (Smith, 2019). The focus is on applying competency-based approaches in management education, emphasizing the design of curricula based on competencies to enhance students' ability to apply knowledge in practice. The study provides insights into methods and tools that can be used to assess and develop competencies in management education and how these methods can be applied to improve learning outcomes (Snoj et al., 2007). The studies on Competency-Based Education methods at Vietnamese universities have provided critical analyses and

practical suggestions. The application of CBE has significantly enhanced interaction and the practical use of English in real-life situations. However, traditional teaching methods must be adjusted to meet the requirements of CBE (Huong & Duong, 2019). The focus on curriculum design and learning activities affirms that CBE can ensure students acquire the necessary competencies for their future careers (Nguyen, 2020). CBE not only improves language skills but also enhances the application of English in practical contexts, while proposing effective implementation methods (Moharana, 2021). The current state and challenges of CBE, particularly concerning teacher training and learning resources, are evaluated, with necessary improvements suggested (Bui, 2022). Additionally, it is concluded that CBE has improved both skills and overall academic performance, offering recommendations for integrating CBE into the existing curriculum (Lê & Hoàng, 2023). Thus, the studies indicate that shifting from traditional teaching methods to more practical approaches, with a focus on student learning outcomes through CBE, can lead to significant improvements in teaching English at universities in Vietnam. CBE not only enhances interaction and practical use of English but also ensures students develop the necessary competencies for their future careers. Additionally, it improves language skills and practical application of English, addresses challenges related to teacher training and learning resources, and enhances overall academic performance while integrating effectively into the current curriculum.

Competency-based English teaching is a method that focuses on developing and assessing the practical use of language in real-life contexts. This approach not only conveys theoretical knowledge but also emphasizes the application of language in everyday life and professional situations. It is implemented through two main methods: Firstly, Communicative Language Teaching (CLT). This method focuses on developing students' practical communication

skills by using language in specific social situations. CLT emphasizes the importance of using language effectively and appropriately in real-life communicative interactions, not just relying on grammatical knowledge but also on the ability to apply language in various social contexts. CLT, developed by Dell Hymes and further refined by Michael Canale and Merrill Swain, emphasizes the importance of effective language use in communication. Hymes introduced the concept of communicative competence, which includes not only grammatical accuracy but also the ability to use language appropriately in various social contexts (Hymes, 1972). Canale and Swain (1980) further expanded this concept by identifying components of communicative competence, including grammatical competence, sociolinguistic competence, functional competence, and discourse competence. In addition to Hymes, Canale, and Swain, several other notable authors have made significant contributions to this field: Savignon (2002): Savignon extended the concept of CLT by emphasizing the role of interaction and real-life communication situations in language learning, as well as the importance of creating a positive communicative learning environment; Littlewood (2004): Littlewood analyzed aspects of designing task-based teaching activities and the role of communicative situations in developing language skills; Thornbury (2006): Thornbury focused on applying CLT principles to the teaching of vocabulary and grammar, highlighting the role of developing communication skills through active practice and feedback; Richards (2006): Richards assessed CLT methods within the context of multicultural education, emphasizing how CLT can be adapted to fit different educational contexts and meet students' needs. These authors have contributed to clarifying and expanding the fundamental concepts of CLT, providing insights into how communicative language teaching can be applied and developed across various educational contexts (Savignon, 2002; Littlewood, 2004;

Thornbury, 2006; Richards, 2006). Secondly, Task-Based Language Teaching (TBLT): This method uses real-life tasks as the core of the teaching process. TBLT requires students to perform tasks related to real-life situations, helping to develop language skills through practice and the application of language in specific and meaningful activities. TBLT supports Competency-Based Education (CBE) by integrating practical task-based activities that require students to use language meaningfully. This approach emphasizes the application of language skills in authentic contexts, aligning with CBE's goal of achieving language proficiency through real-world tasks (Prabhu, 1987; Long, 1985). In addition to Prabhu and Long, several other prominent authors have made significant contributions to the field of TBLT: In his book *Task-Based Language Teaching* (Nunan, 2004), Nunan provides a comprehensive view of how to design and implement tasks in language classrooms, emphasizing the role of tasks in promoting student engagement and effective learning. In *Task-Based Language Learning and Teaching*, clarifies the fundamental principles of TBLT and how it can be applied in language teaching to develop linguistic competence through practical tasks (Ellis, 2003). Long (2015) further expanded the theory of TBLT, highlighting the importance of tasks in promoting learning processes and language development. He also proposed methods and strategies for effectively implementing TBLT in various educational contexts. In *A Cognitive Approach to Language Learning* (Skehan, 1998), Skehan explored the cognitive factors affecting task performance in TBLT, emphasizing the role of attention and adjustment in language learning through tasks. In his book *Motivational Strategies in the Language Classroom*, Zoltán Dörnyei (2001) explores factors affecting student motivation in language learning contexts. Dörnyei indicates that applying motivational strategies can enhance student engagement and learning effectiveness. He emphasizes that creating a supportive and

encouraging learning environment can aid students in developing the necessary language skills through a competency-based approach. Dörnyei offers specific strategies to boost motivation and improve learning outcomes, demonstrating the critical role of motivational factors in implementing competency-based approaches (Dörnyei, 2001). These authors have contributed to a deeper understanding of TBLT and how it can be utilized to support the goals of CBE by focusing on the use of language in practical situations and developing meaningful language skills. From these concepts, ELT theories not only emphasize the application of language skills in real-world contexts but also foster the development of essential competencies for effective communication. This approach enhances teaching effectiveness by tailoring instructional strategies to meet learners' needs and ensuring that language instruction is both practical and applicable to diverse situations.

Based on both domestic and international research on competency-based English language teaching, it is evident that existing studies predominantly focus on English teaching methods within general higher education contexts. This has led to a notable gap in detailed information regarding the application of CBE methods specifically within art universities. Furthermore, the integration of CBE into current curricula has not been widely implemented. Additionally, the effectiveness of CBE-based English teaching methods within the context of art universities has not been comprehensively researched, resulting in a lack of information about the potential for improving learning outcomes and the practical application of English in these settings.

Therefore, the article will focus on a detailed analysis of competency-based English teaching methods at art universities in Vietnam, aiming to clarify the specific needs and challenges within this environment. It will propose strategies and adjustments necessary to improve the quality of English teaching and learning. Additionally, the paper will assess the

effectiveness of competency-based English teaching methods to identify success factors and challenges, providing essential information for recommending improvements to enhance learning outcomes and practical application of English in art universities.

Material and Methods

A questionnaire was administered to 169 individuals from five representative art universities in Vietnam. The surveyed individuals represented the following institutions: Ho Chi Minh City University of Fine Arts; Hanoi University of Theater and Cinema; Military University of Culture and Arts; National University of Art Education; Vietnam National Academy of Music. The study included 12 in-depth with three groups of stakeholders: scholars, managers, and English language instructors. The findings indicate that English teaching based on a competency-based approach at art universities in Vietnam is determined by various aspects, including: The quality of the

competency-based English language curriculum; The teaching staff; Teaching materials and tools; Assessment and measurement methods of students' English competency; Students' learning needs and difficulties; Policies and regulations from educational institutions or management bodies; Physical conditions, learning equipment, and learning environment. These aspects will identify the factors influencing the implementation of the competency-based approach in English teaching at art universities in Vietnam.

3.1. Sample and data collection

The participants of the survey include administrators, lecturers, and students. The survey period spanned from February 2024 to July 2024. A combined total of 182 ballots were distributed to students across 5 art universities in Vietnam. Of these, 169 direct survey ballots were collected, but 13 were deemed invalid. And the survey was directly completed by 23 English instructors, among which 7 are involved in both teaching and management roles.

Table 1: Some Characteristics of the Survey Sample.

Survey Sample Characteristics	Quantity	Ratio (%)	Survey Sample Characteristics	Quantity	Ratio (%)
Total sample	169	100%	Total sample	23	100
National University of Art Education	52	30.8	English lecturers (2 lecturers are in a management role)	9	39.1
Hanoi University of Theater and Cinema	39	23.1	English lecturers (2 lecturers are in a management role)	7	30.4
Vietnam National Academy of Music	29	17.1	English lecturers (1 lecturer is in a management role)	2	8.75
Ho Chi Minh City University of Fine Arts	23	13.6	English lecturers (1 lecturer is in a management role)	2	8.75
Military University of Culture and Arts	26	15.4	English lecturers (1 lecturer is in a management role)	3	13

Source: Based on the authors' own study/research.

3.2. Variables and scales

This study focuses on implementing competency-based English teaching for students at art universities in Vietnam. It utilizes the theoretical framework provided by scholars such as Canale and Swain (1980) and Dörnyei (2001) to understand and assess the effectiveness of competency-based approaches in language education. The questionnaire was adjusted to

align with the research objectives and includes various response options to evaluate different aspects of implementation. The aim is to assess the extent of applying competency-based teaching methods and their impact on students' English proficiency and learning experience.

Independent Variable: The study employs a scale developed by Zeng et al. (2010) to measure the implementation of competency-

based English teaching. This scale classifies teaching methods into categories based on their alignment with competency-based education principles and the integration of practical skills and outcomes.

Dependent Variables: Based on the model proposed by Snoj et al. (2007), the dependent variables include students' language proficiency levels, involvement in learning activities, and the effectiveness of competency-based teaching methods. These variables are assessed to determine the impact of teaching methods on students' language skills and learning performance.

Evaluation Scale: The evaluation framework for assessing competency-based English teaching is adapted from Indarti and Postma (2013). It includes several key aspects: (1) the quality of the English curriculum and its alignment with competency-based education principles, (2) the qualifications and effectiveness of the teaching staff, (3) the availability and use of teaching materials and resources, (4) methods of assessing and measuring students' English proficiency, (5) students' learning needs and challenges and how these affect their learning outcomes, (6) educational policies and regulations affecting the implementation of competency-based approaches, and (7) the adequacy of facilities and learning environment supporting competency-based methods.

Research Findings

Table 2: Awareness of Current English Curriculum

To what extent do you agree that the current English curriculum at your university meets your learning needs?

Level	Quantity	Ratio (%)
Strongly Agree	6	3.6
Agree	37	21.9
Disagree	70	41.4
Strongly Disagree	56	33.1
Total	169	100

Source: Based on the authors' own study/research.

The survey data indicates a high level of dissatisfaction among students with the English curriculum at art universities. Specifically, The high percentage of disagreement (74.5% combining "disagree" and "strongly disagree") suggests that the curriculum is not adequately fulfilling the students' needs. The very low percentage of those who "strongly agree" highlights a particular concern that the curriculum may not be aligned with students' expectations and requirements. These findings suggest that the English curriculum at these universities needs to be re-evaluated and adjusted to better meet the demands and expectations of the students.

Table 3: Modernity and Suitability of Teaching Methods

How would you rate the current English teaching methods at your university in terms of modernity and alignment with current educational trends?

Level	Quantity	Ratio (%)
Excellent	27	16
Good	48	28
Poor	60	36
Very Poor	37	20
Total	169	100

Source: Based on the authors' own study/research.

The evaluation of the "Modernity and Suitability of Teaching Methods" at five art universities reveals a significant divide in student opinions. A significant majority (56%) rated the methods as "Very Poor" (20%) or "Poor" (36%), indicating widespread dissatisfaction. This suggests that the methods may be outdated and not aligned with modern educational trends, particularly in integrating technology and addressing the unique needs of art students. On the other hand, 44% of students rated the methods as "Good" (28%) or "Excellent" (16%). While this shows some satisfaction, the low percentage of "Excellent" ratings highlights a need for further improvement. The divide in

opinions suggests inconsistent teaching quality or varying expectations among students.

Table 4: Quality of English Teaching Facilities and Resources

How well do the facilities and resources for teaching and learning English at your university meet the required standards?

Level	Quantity	Ratio (%)
Excellent	5	3
Good	36	21
Poor	69	41
Very Poor	59	35
Total	169	100

Source: Based on the authors' own study/research.

In the question “How well do the facilities and resources for teaching and learning English at your university meet the required standards?”at the university reveals significant dissatisfaction among students.A combined 76% of students rated the facilities as "Poor" (41%) or "Very Poor" (35%), indicating that the majority find the current infrastructure inadequate. This widespread discontent suggests that the university's facilities and resources for teaching English are falling well below the required standards. Issues such as outdated technology, insufficient classroom environments, and lack of access to learning materials likely contribute to this negative perception, hindering the effectiveness of both teaching and learning.In contrast, only 24% of students rated the facilities as "Good" (21%) or "Excellent" (3%). This minority approval highlights that only a small fraction of students feel the current resources are adequate, and very few believe they meet the highest standards. The low percentage of "Excellent" ratings is particularly concerning, as it suggests that the university rarely provides an optimal environment for English language education.

Table 5: The Competence and Experience of English Instructors

How would you rate the competence and experience of English instructors at your university in teaching art students?

Level	Quantity	Ratio (%)
Very Sufficient	54	32
Sufficient	71	42
Insufficient	31	18.3
Very Insufficient	13	7.7
Total	169	100

Source: Based on the authors' own study/research.

Table 5 presents students' evaluations of English instructors' competence and experience in teaching art students. According to the data, 74% of students rated their instructors as either "Sufficient" (42%) or "Very Sufficient" (32%). This majority view indicates that a significant number of students believe their instructors have the necessary skills and experience to effectively teach English in the context of art education.Conversely, 25.7% of students rated the instructors as either "Insufficient" (18.3%) or "Very Insufficient" (7.7%). This minority perception points to concerns about the instructors' ability to adequately support students' learning needs. The presence of these concerns suggests that there may be gaps in the instructors' effectiveness that need addressing.

Table 6: Opportunities for English practice through extracurricular activities

How often do you have opportunities to practice English through extracurricular activities and real-world projects?

Level	Quantity	Ratio (%)
Always	4	2.4
Often	32	18.9
Occasionally	66	39
Rarely	67	39.7
Total	169	100

Source: Based on the authors' own study/research.

Table 6 shows that many students have limited opportunities for practicing English outside the classroom. A substantial 39.7%

reported that these opportunities are "Rarely" available, while 39% said they are "Occasionally" available. Only 18.9% of students experience frequent opportunities ("Often"), and just 2.4% have access "Always." This data highlights a significant gap in consistent English practice, suggesting the need for the university to increase and regularize such opportunities to better support students' language development.

Table 7: Support from faculty and administration for English skill development

How sufficient is the support provided by faculty and the administration in developing your English language skills?

Level	Quantity	Ratio (%)
Very Sufficient	11	6.4
Sufficient	45	26.2
Insufficient	76	44.2
Very Insufficient	40	23.2
Total	169	100

Source: Based on the authors' own study/research.

The data indicates that a significant majority of students, 67.4%, find the support from faculty and administration for developing English skills to be inadequate, with 44.2% rating it as "Insufficient" and 23.2% as "Very Insufficient." Only 26.2% of students consider the support "Sufficient," and a mere 6.4% rate it as "Very Sufficient," suggesting that few students feel they receive the necessary support to improve their English skills. This highlights a widespread concern about the effectiveness of current support mechanisms.

Table 8: Effectiveness of Assessment Methods

How effectively do the assessments and exams reflect your language proficiency and progress in English?

Level	Quantity	Ratio (%)
Very effective	19	11.2
Effective	25	14.8
Ineffective	78	46.2
Very ineffective	47	27.8
Total	169	100

Source: Based on the authors' own study/research.

Table 8 provides insights into students' perceptions of the effectiveness of assessments and exams in reflecting their language proficiency and progress in English. The data indicates that a significant majority of students, totaling 74%, believe the current assessment methods are inadequate. Specifically, 46.2% of students rated the assessments as "Ineffective," while 27.8% rated them as "Very Ineffective." This high level of dissatisfaction suggests that many students feel the exams and assessments do not accurately measure their language abilities or track their progress effectively. On the other hand, only 26% of students found the assessments to be effective, with 14.8% rating them as "Effective" and a mere 11.2% considering them "Very Effective." The low percentage of students who view the assessments positively indicates that the current evaluation methods may not be aligning with students' learning needs or expectations. This could imply that the assessments are either not comprehensive enough or not tailored to accurately gauge the diverse language competencies of students. The overall findings highlight a critical issue in the assessment practices at the university. The significant dissatisfaction among students suggests a need for the institution to review and possibly redesign its assessment methods to ensure they better reflect students' language proficiency and support their educational development.

Table 9: Effectiveness of Current Teaching Methods

To what extent do you agree that the current teaching methods used in your English courses are effective in improving your English language skills?

Level	Quantity	Ratio (%)
Strongly agree	27	16
Agree	40	23.6
Disagree	63	37.3
Strongly disagree	39	23.1
Total	169	100

Source: Based on the authors' own study/research.

The data shows mixed opinions on the effectiveness of current English teaching methods. 60.4% of students feel that these methods are ineffective, with 37.3% "Disagreeing" and 23.1% "Strongly Disagreeing" that they improve their English skills. This indicates a substantial dissatisfaction and suggests a need to reevaluate and possibly revise the teaching methods. In contrast, 39.6% of students view the methods positively, with 23.6% "Agreeing" and 16% "Strongly Agreeing" that the methods are effective. Although this indicates that some students find the methods beneficial, the fact that fewer than half of the students share this view implies that the methods may only be effective for certain individuals or in specific, the data points to a significant divide in student perceptions, with a majority finding the current teaching methods lacking in effectiveness. This highlights a potential area for improvement in the teaching approach to better support the diverse learning needs of all students.

Table 10: Relevance of Teaching Methods

How relevant do you find the current teaching methods in addressing your specific needs as an art student?

Level	Quantity	Ratio (%)
Very relevant	15	8.9
Moderately relevant	61	36.1
Slightly relevant	60	35.5
Not relevant	33	19.5
Total	169	100

Source: Based on the authors' own study/research.

Table 10 provides insight into how students perceive the relevance of current teaching methods in addressing their specific needs as art students. The majority of students, 36.1%, rated the methods as "Moderately relevant," indicating that while the methods somewhat align with their needs, there is still room for improvement. Another 35.5% found the methods to be "Slightly relevant," suggesting that the teaching

approaches do not fully meet their specific requirements. Additionally, 19.5% of students felt the methods are "Not relevant," reflecting a significant portion who believe the current methods fail to effectively address their needs. Only 8.9% of students considered the methods "Very relevant," underscoring that very few feel the teaching approaches are well-suited to their needs as art students. Overall, the data indicates a need for a reevaluation and enhancement of teaching methods to better cater to the unique needs of art students.

Table 11: Engagement of Teaching Methods

How engaging are the current English teaching methods in helping you stay motivated to learn?

Level	Quantity	Ratio (%)
Very engaging	36	21.3
Moderately engaging	31	18.3
Slightly engaging	78	46.2
Not engaging	24	14.2
Total	169	100

Source: Based on the authors' own study/research.

The data from the table on the engagement of current English teaching methods indicates that there are varying levels of student motivation and engagement. Specifically, 46.2% of students found the methods to be "Slightly engaging," suggesting that these methods have a limited impact on keeping students motivated. Additionally, 18.3% of students rated the methods as "Moderately engaging," indicating that while there is some level of engagement, it may not be sufficient to sustain motivation effectively. A smaller percentage of students, 21.3%, considered the methods to be "Very engaging," reflecting that a notable but minority group feels strongly motivated by the current teaching approaches. Conversely, 14.2% of students felt the methods were "Not engaging," highlighting a concern that these methods do not effectively capture or maintain students' interest. This highlights the need for a review and possible enhancement of teaching methods to

improve overall student motivation and engagement in English learning.

Table 12: Application of Teaching Methods

How well do the current teaching methods help you apply English skills in practical situations related to your field of art?

Level	Quantity	Ratio (%)
Very well	19	11.2
Moderately well	22	13
Slightly well	91	53.9
Not well	37	21.9
Total	169	100

Source: Based on the authors' own study/research.

The data from Table 12 provides insights into how effectively current teaching methods help students apply their English skills in practical art-related situations. A significant 53.9% of students reported that the methods help them "Slightly well," indicating that while there is some benefit, the application of English skills in practical contexts is limited. Only 11.2% of students felt that the methods help them "Very well," reflecting that a small portion of students believe the teaching methods are highly effective in connecting English skills with real-world art applications. Similarly, 13% of students found the methods to be "Moderately well," suggesting that while there is some utility, it is not substantial. Conversely, 21.9% of students felt that the methods do not help them apply English skills effectively in their field, marking a significant portion of students who are dissatisfied with the relevance of the teaching methods to their practical needs. Thus, the data indicates that while some students find the current teaching methods somewhat helpful, many students feel that these methods are only marginally effective or insufficient in facilitating the practical application of English skills in their art-related fields. This suggests a need for improvement in the alignment of teaching methods with real-world applications to better support students' professional and practical language use.

Table 13: Improvement of English Competencies

How effective are the current teaching methods in improving your overall English language competencies, such as reading, writing, speaking, and listening?

Level	Quantity	Ratio (%)
Very effective	4	2.4
Effective	12	7.1
Ineffective	113	66.8
Very ineffective	40	23.7
Total	169	100

Source: Based on the authors' own study/research.

Table 13 shows that the effectiveness of current teaching methods in improving overall English competencies is notably low. A substantial 66.8% of students find the methods "Ineffective," and 23.7% rate them as "Very Ineffective." This indicates a significant dissatisfaction with how well these methods enhance reading, writing, speaking, and listening skills. In contrast, only 7.1% of students consider the methods "Effective," and a mere 2.4% view them as "Very Effective." These low percentages suggest that very few students believe the current teaching methods are successfully improving their English language skills. Overall, the data highlights a critical need for revising teaching methods to better support the development of English competencies among students.

Discussion and Analysis

Strengths: One of the notable strengths identified is the competence of instructors. Approximately 74% of students have rated their instructors as "Sufficient" or "Very Sufficient," reflecting a solid foundation in teaching competence. This suggests that most instructors possess the necessary skills and experience to deliver effective English instruction, indicating a high potential for successful teaching. Additionally, positive feedback from students further underscores the effectiveness of certain aspects of the current teaching methods. With 44% of students rating the teaching

methods as "Good" or "Excellent," it is clear that some elements of the instructional approach are resonating well with students. This positive feedback highlights that there are already effective strategies or practices in place that can serve as a strong foundation for future enhancements.

Furthermore, a high level of engagement in specific areas also represents a strength. About 21.3% of students find the teaching methods "Very engaging," suggesting that certain practices are particularly successful in motivating and involving students. This subset of effective practices provides valuable insights into what works well and can be analyzed for potential scaling to benefit a wider range of students, contributing to overall improvements in teaching effectiveness.

Weaknesses: A significant weakness identified is the relevance of the current curriculum. Approximately 74.5% of students express dissatisfaction with the curriculum, indicating a misalignment between what is offered and their learning needs. This disconnect not only affects students' motivation but also their overall learning outcomes, underscoring the urgent need for a comprehensive review and redesign of the curriculum to better meet students' educational requirements. Another notable weakness is the outdated nature of teaching methods. Over half of the students rate the teaching methods as "Poor" or "Very Poor," suggesting that these methods fail to meet modern educational standards. This indicates a gap in adopting contemporary pedagogical practices, which could be impacting both the effectiveness of instruction and student engagement. Updating these methods to align with current trends is crucial for addressing this issue and improving teaching quality. In addition, the inadequacy of facilities and resources is a major concern. With 76% of students viewing the facilities and resources as "Poor" or "Very Poor," it is evident that outdated or insufficient infrastructure hinders both teaching and learning experiences. Addressing these deficiencies is

essential for creating an effective learning environment that supports quality education. Lastly, there is a perceived lack of support from faculty and administration, with 67.4% of students indicating insufficient support. Effective support mechanisms are vital for student success, and the absence of adequate support can negatively impact students' learning experiences and outcomes. Strengthening the support system is necessary to enhance the overall effectiveness of English language development.

Opportunities: There are several key opportunities for enhancing the English language teaching program. First, there is a significant chance to redesign the curriculum to better align with students' needs. By integrating student feedback and modern educational practices, the curriculum can be made more relevant and effective, potentially leading to increased student satisfaction and improved learning outcomes. Additionally, there is an opportunity to enhance teaching methods. Revising and updating these methods to incorporate current educational trends and technologies can address existing student dissatisfaction and boost overall teaching effectiveness. Adopting more engaging and innovative approaches could further increase student motivation and participation in the learning process. Upgrading facilities and resources also presents a valuable opportunity. Investing in improved technology, classroom environments, and learning materials can address current deficiencies and create a more supportive learning environment. These upgrades have the potential to significantly enhance both the teaching experience and student learning outcomes. Finally, increasing support mechanisms offers another avenue for improvement. Developing additional support systems, such as tutoring, mentoring, or dedicated language development programs, can fill existing gaps in the current support framework. Providing comprehensive support will help students better develop their English

skills and contribute to their overall academic success.

Threats: Several threats could impact the successful enhancement of the English language teaching program. One major threat is the potential resistance to change. Implementing new methods or changes to the curriculum might face opposition from both faculty and students. Such resistance could slow down the improvement process and hinder the successful adoption of new strategies. Effectively managing and addressing this resistance is crucial to ensure that changes are implemented smoothly and are effective. Resource constraints also pose a significant threat. Financial or logistical limitations may restrict the ability to upgrade facilities and resources. Budgetary constraints could impede the implementation of necessary improvements, affecting the overall quality of the learning environment. Overcoming these constraints is essential for achieving successful

enhancements in the program. Another challenge is the variability in student needs. The diverse needs and expectations of students make it difficult to develop a one-size-fits-all solution. Ensuring that changes address the varying needs of all students is important to prevent dissatisfaction and ensure the broad effectiveness of the improvements. Tailoring solutions to accommodate different student groups may be necessary to meet their specific requirements. Lastly, inconsistent implementation of new methods or curriculum changes across different departments or instructors could lead to variable outcomes. This inconsistency may result in continued dissatisfaction among students and undermine the overall effectiveness of the proposed improvements. Ensuring uniform implementation and quality control is vital to achieving consistent and effective results across the program.

Table 14: Solutions that need to be implemented to enhance competency-based English teaching for art students in Vietnam

Solutions	Yes		No	
	Quantity	Ratio (%)	Quantity	Ratio (%)
Enhance training and professional development for English instructors at art universities	142	84	27	16
Use teaching methods focused on developing English practical skills in art contexts.	126	75	43	25
Improve English teaching materials to reflect the requirements of the international job market in the art field.	129	76	40	24
Strengthen collaboration between English instructors and art experts in curriculum development.	98	58	71	42
Develop extracurricular programs and real-world projects to help students practice and enhance their English skills in art contexts.	121	72	48	28
Invest in modern facilities and equipment to support English teaching and learning.	137	81	32	19
Apply information technology and digital tools in English teaching at art schools.	156	92.3	13	7.7
Encourage students to participate in specialized English courses related to the art field.	91	53.9	78	46.1
Reevaluate English assessment and evaluation methods to ensure they accurately reflect students' language abilities and progress.	152	90	17	10
Enhance support from the institution and instructors to help students develop comprehensive English skills.	131	78	37	22

Source: Based on the work of the authors' group

Table 14 provides insights into the proposed solutions for improving competency-based English teaching at art universities in Vietnam. The survey reveals broad support for several key initiatives. A substantial majority of 84% of respondents advocate for enhancing training and professional development for English instructors, indicating a strong consensus on the need for better-qualified teachers. Similarly, 75% support the use of teaching methods that focus on developing practical English skills in art contexts, reflecting an appreciation for contextualized learning, though 25% disagree. Improving English teaching materials to meet international job market demands is endorsed by 76% of respondents, highlighting the need for curriculum alignment with global standards. However, 24% express disagreement, suggesting varied opinions on this approach. Strengthening collaboration between English instructors and art experts is supported by 58%, while 42% do not, indicating mixed feelings on this issue. The development of extracurricular programs and real-world projects is favored by 72% of respondents, underscoring the value of experiential learning, although 28% are not in favor. Investment in modern facilities and equipment is strongly supported by 81%, reflecting general agreement on the need for better infrastructure. Applying information technology and digital tools in teaching is endorsed by an overwhelming 92.3%, showing broad enthusiasm for technological integration. Encouraging students to take specialized English courses related to the art field receives support from 53%, with 46.1% opposing this idea, indicating a divided opinion. Reevaluating English assessment methods to better reflect students' abilities is supported by 90%, suggesting a strong desire for more effective evaluation practices. Finally, 78% support enhancing institutional and instructor support for comprehensive English skill development, while 22% disagree, possibly due to concerns about current support structures. The survey results highlight a broad consensus on several key areas

for improving English teaching, including the need for enhanced instructor training, modern resources, and technological integration. However, opinions vary on issues such as collaboration with art experts and the necessity of specialized courses. Overall, the data suggests a strong interest in implementing solutions that support practical skill development and align teaching practices with international standards.

Conclusion

The implementation of competency-based English teaching at art universities in Vietnam presents a valuable opportunity to enhance the relevance and effectiveness of language education within this specialized context. The analysis results demonstrate that focusing on the development of practical English skills, tailored to the needs of art students, is a crucial step in better preparing students for the increasingly demanding global job market. The survey analysis highlights several key areas needing improvement. First, there is a pressing need to enhance instructor training to ensure that educators possess the skills and knowledge necessary to apply modern teaching methods effectively. Second, updating teaching materials to reflect the current trends and requirements of the art industry is essential. Third, integrating modern technological tools into teaching will enrich learning resources and create more flexible and effective teaching methods. Additionally, the survey results indicate broad consensus on the importance of strengthening collaboration between English instructors and art experts. Such collaboration could contribute to developing curricula that more effectively address industry-specific needs. Investing in robust extracurricular programs is also highly valued, as these programs provide practical opportunities for students to apply their knowledge and enhance their skills comprehensively.

While there is general agreement on the benefits of these measures, specific areas such as

collaboration with art experts and the need for specialized English courses warrant further investigation and strategic development. Implementing these recommendations will be crucial in ensuring that English education remains relevant, effective, and aligned with both student needs and international standards. Overall, transitioning to a competency-based approach in English teaching

aligns with broader goals of improving educational outcomes and meeting global standards. As art universities in Vietnam continue to adopt and refine these methods, they are expected to see significant improvements in students' language abilities, better preparing them for successful careers in the art field and beyond.

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