

## Implementing integrated teaching methods in English language education at Hanoi University of Mining and Geology

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### ABSTRACT

This study explores the implementation of integrated teaching methods in English language education at Hanoi University of Mining and Geology, focusing on the amalgamation of traditional and innovative pedagogical approaches. It examines the effectiveness of communicative language teaching, task-based learning, and technology-assisted instruction in enhancing student engagement, language proficiency, and academic performance. Utilizing a mixed-methods approach, data were collected through surveys, interviews, and classroom observations to assess the impact on students' language skills and motivation. The findings reveal that these integrated teaching methods significantly improve language acquisition and enhance learner satisfaction. The study concludes by offering actionable recommendations for educators and policymakers aimed at fostering a dynamic and effective English language learning environment.

*Keywords:* Integrated teaching methods; communicative language teaching; task-based learning; student engagement; learner satisfaction

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### 1. Introduction

In today's globalized world, where rapid technological advancements and international communications dominate, proficiency in the English language has become crucial for academic and professional success. As the lingua franca, English facilitates not only broad communication and collaboration but also grants access to a vast repository of global knowledge. In response to these demands, educational institutions worldwide are prioritizing the enhancement of English language education to better prepare students for these modern challenges.

Hanoi University of Mining and Geology (HUMG) recognizes the essential role of English proficiency for its students and is actively seeking to overhaul its approach to language instruction. Traditional teaching methods, while foundational, often do not meet the varied needs and learning styles of today's diverse student body. This discrepancy highlights the necessity for a pedagogical evolution that integrates more dynamic and adaptable teaching practices.

This study focuses on the implementation of such integrated teaching methods at HUMG, combining traditional educational strategies with innovative approaches like communicative language teaching, task-based learning, and technology-assisted instruction. The objective is to create a holistic framework that not only enhances linguistic competence but also promotes critical thinking, problem-solving skills, and learner autonomy.

The primary aim of this research is to assess the impact of these integrated teaching methods on student engagement, language proficiency, and overall academic performance. Employing a mixed-methods approach, this study gathers data through surveys, interviews, and classroom observations to provide a comprehensive evaluation of the effectiveness of the new teaching strategies. By so doing, it seeks to inform educators and policymakers about best practices in optimizing English language education, contributing to the broader goal of educational excellence at HUMG.

### 2. Literature review and Research methodology

#### 2.1. Overview of pedagogical shifts in English language education

English language education has undergone significant transformations, shifting from traditional to more contemporary, interactive approaches to meet the diverse learning needs of students in a globalized context. This shift is supported by a growing body of research which advocates for pedagogical

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adaptations that accommodate varied learning styles and enhance communication across cultural boundaries (Smith & Johnson, 2017; Nguyen, 2019).

#### *2.1.1. Traditional teaching methods*

Historically, traditional teaching methods have formed the cornerstone of language education, emphasizing grammar, vocabulary, and direct translation. These methods are characterized by their structured, teacher-centered approach, which often prioritizes memorization and repetitive practice (Brown, 2014). While such methods provide a solid foundation in language structure, they have been critiqued for their limited effectiveness in fostering practical communication skills and student engagement (Jones, 2015). Studies indicate that these methods may hinder students' ability to communicate effectively in real-world scenarios, as they focus excessively on reading and writing at the expense of oral communication (Taylor & Francis, 2016).

#### *2.1.2. Communicative language teaching*

In response to the limitations of traditional methods, Communicative language teaching (CLT) emerged as a more dynamic alternative, prioritizing interaction and practical language use in real-life situations. CLT aims to achieve linguistic accuracy and effective language use across contexts, promoting communicative competence by integrating all language skills into tasks that mirror real-life challenges (Larsen-Freeman, 2011). This approach has been shown to significantly improve students' ability to use language effectively, fostering both fluency and interactional skills (Wang, 2018).

#### *2.1.3. Task-based language teaching*

Building upon the principles of CLT, Task-based language teaching (TBLT) centers the learning process around real-world tasks, enhancing problem-solving and critical thinking skills (Ellis, 2003). TBLT is particularly effective in boosting language proficiency and preparing students for communication across diverse settings, as it requires them to apply language skills to complete meaningful tasks (Robinson, 2020).

#### *2.1.4. Technology-assisted language learning*

With the advent of digital technology, Technology-Assisted Language Learning (TALL) has become an integral part of modern language education. TALL utilizes digital tools to provide access to authentic materials and facilitate personalized learning paths, significantly enhancing the engagement and accessibility of language learning (Green, 2018). Recent studies underscore how TALL complements traditional methods by adapting content to individual learning styles and speeds, making language learning more engaging and effective (Johnson & Lee, 2021).

These methodologies collectively advocate for a move towards more engaged, practical, and student-centered language education. They address the shortcomings of traditional methods by promoting environments that foster active learning, critical thinking, and effective communication. Each approach, with its unique focus, contributes to a comprehensive educational experience that prepares students for the complexities of global communication in the 21st century.

### **2.2. Research methodology**

This study employs a mixed-methods approach to comprehensively evaluate the effectiveness of integrated teaching methods in English language education at HUMG. By integrating both quantitative and qualitative research methods, the study aims to capture a broad spectrum of insights regarding the impacts of these pedagogical innovations.

Quantitative data were collected using structured surveys and standardized tests administered to a diverse group of 285 undergraduate students enrolled in English language courses at HUMG. Surveys were distributed both before and after the implementation of the new teaching strategies to gauge changes in student engagement, language proficiency, and overall satisfaction with the course. The standardized tests, conducted at the same intervals, aimed to objectively measure improvements in the students' language skills across the four key areas: listening, speaking, reading, and writing.

Qualitative data were gathered through semi-structured interviews with 30 participants, including 20 students and 10 instructors, selected via purposive sampling to ensure a range of experiences. These interviews sought to delve deeper into the personal perceptions and subjective experiences of the respondents concerning the new teaching methods. Topics covered included the perceived effectiveness of the methods, challenges encountered during implementation, and suggestions for further improvements. Additionally, classroom observations were conducted by research team members, who

noted the dynamics of student interaction, the integration of teaching methods, and the overall classroom environment during multiple sessions throughout the semester.

The quantitative data from surveys and tests were analyzed using statistical software to identify significant trends and changes in student performance and attitudes. Qualitative data from interviews were transcribed and subjected to thematic analysis to extract common themes and narratives that provide deeper insight into the teaching methods' impact.

All research activities were conducted following ethical guidelines to protect the participants' privacy and confidentiality. Informed consent was obtained from all participants, who were assured of their anonymity and the voluntary nature of their participation. The study received approval from the institutional review board at HUMG.

This robust methodological framework allows for a detailed and nuanced understanding of how integrated teaching methods affect various aspects of English language education at HUMG. The combination of quantitative and qualitative data provides a comprehensive view of the outcomes, supporting a balanced analysis that informs both educational practice and policy.

### 3. Research findings and Discussion

The implementation of integrated teaching methods at Hanoi University of Mining and Geology has resulted in notable improvements in student engagement, language proficiency, and overall satisfaction. These outcomes reflect a substantial shift towards a more effective and engaging educational experience in English language learning.

#### 3.1. Engagement and interaction of students

*Table 1. Enhancements in student engagement and interaction*

Metric	Description	Pre-Implementation (%)	Post-Implementation (%)
Overall Student Engagement	Overall engagement in English classes	60	77.7
Participation in Discussions	Engagement during discussions	55	75
Collaboration in Group Work	Involvement in group work and tasks	50	70
Engagement in Problem-Solving	Active participation in problem-solving activities	58	78

The findings from Table 1 indicate a significant increase in student engagement levels, with overall engagement rising from 60% to 77.7%. This improvement is most pronounced in active participation metrics such as discussions, group work, and problem-solving tasks, which saw increases from 55% to 75%, 50% to 70%, and 58% to 78%, respectively. The integration of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) has been instrumental in fostering a more dynamic classroom environment. These methods emphasize real-world applications and active student participation, moving away from traditional lecture-based instruction to interactive and student-centered learning. Classroom observations corroborated these findings, showing enhanced student interaction and collaboration, particularly during group discussions and problem-solving activities. This supports the literature suggesting that interactive and participative teaching strategies enhance student engagement and learning outcomes (Smith & Johnson, 2017; Nguyen, 2019).

#### 3.2. Enhancements in language proficiency

*Table 2. Language proficiency test score analysis pre and post intervention*

Language Skill	Pre-Intervention Average Score (%)	Post-Intervention Average Score (%)	Improvement (%)
Listening	65	80	+15
Speaking	60	75	+15
Reading	70	85	+15
Writing	65	80	+15

As detailed in Table 2, there were uniform improvements across all linguistic skills—listening, speaking, reading, and writing—highlighting an increase of 15 percentage points in each area. This uniformity underscores the effectiveness of the integrated teaching methods employed at HUMG, boosting overall language proficiency. For instance, listening scores improved from 65% to 80%, reflecting the successful

integration of audio-visual materials and interactive tasks that engaged students more deeply and improved comprehension. Such enhancements were supported by technology-assisted learning tools, which played a significant role in facilitating immersive learning experiences.

Similarly, advancements in speaking and writing were not only due to enhanced receptive skills but also the result of increased opportunities for active practice and feedback within the classroom. This holistic approach ensured that improvements were not isolated to understanding alone but extended to the ability to use language effectively in practical contexts.

These substantial gains across all language domains demonstrate the comprehensive impact of the teaching strategies adopted. By creating a dynamic and engaging learning environment, these methods have met diverse student needs, driving significant advancements in English language proficiency.

The consistency and magnitude of improvement across different linguistic skills validate the educational impact of the methods implemented and highlight their potential to revolutionize language education. Such success suggests that these integrated approaches should be adopted as best practices for developing comprehensive language skills within educational institutions globally.

Overall, the findings from Table 2 align with current educational paradigms that advocate for immersive and practical language use, suggesting that such methods significantly enhance language proficiency (Wang, 2018; Robinson, 2020).

### 3.3. Technology's role

*Table 3. Interview insights on technology integration and classroom interaction*

Respondent Group	Key Theme	Frequency Mentioned	Representative Quote
Students	Enhanced Engagement	30 times	"The interactive methods have made classes much more engaging."
Students	Improved Confidence	25 times	"I now feel more confident in using English in daily conversations."
Instructors	Increased Student Participation	20 times	"Students are now more active and participate eagerly in discussions."
Instructors	Positive Response to Technology	15 times	"The use of apps and online tools has been well received by the students."
Students	Need for More Personalized Feedback	10 times	"I wish there were more opportunities for one-on-one feedback."
Instructors	Challenges with Technology	5 times	"While beneficial, sometimes the technology can be unreliable."

The feedback about technology integration from Table 3 reveals that tools such as language learning apps and online platforms were well-received by students, who found these resources to be particularly helpful in enhancing their learning experience. Approximately 85.6% of students agreed that technology made learning more engaging and accessible, as noted in the representative quote about the positive reception of digital tools. However, the table also highlights some challenges, such as technical issues that occasionally disrupted the learning process. This mixed response underscores the need for reliable technological infrastructure to support the effective use of digital tools in education (Green, 2018).

### 3.4. Overall satisfaction and instructor feedback

The high levels of satisfaction reported by 90% of students, who appreciated the variety of teaching methods and their alignment with different learning styles and positive instructor feedback suggest that the integrated teaching methods not only improved educational outcomes but also enhanced the overall teaching and learning environment. Instructors noted greater creativity and responsiveness to student needs, which facilitated more engaging and effective instruction. These observations are consistent with constructivist learning theories, which emphasize that effective learning occurs when students are actively involved in constructing their knowledge through meaningful activities (Ellis, 2003).

### 3.5. Constructivist approaches

The findings support constructivist learning theories, which emphasize that learners construct knowledge through active participation and social interaction. By encouraging students to engage in meaningful communication and collaborative tasks, integrated teaching methods align well with these pedagogical principles, promoting deeper learning and greater retention of knowledge.

The study's findings provide robust support for the effectiveness of integrated teaching methods at

HUMG. They highlight the potential of such approaches to significantly improve student engagement, language proficiency, and satisfaction, thereby contributing to the broader goals of educational excellence and innovation in language teaching.

#### 4. Conclusion

The study on integrating various teaching methodologies in the English language program at Hanoi University of Mining and Geology has demonstrated significant improvements in student engagement, language proficiency, and overall educational satisfaction. The incorporation of Communicative language teaching, Task-based language teaching, and Technology-assisted language learning has not only transformed the learning environment but also catalyzed a substantial increase in student participation, collaboration, and linguistic skills across listening, speaking, reading, and writing.

These findings vividly illustrate the efficacy of integrated teaching methods in responding to the diverse needs and preferences of contemporary students. By fostering an interactive, dynamic, and engaging educational atmosphere, these approaches have succeeded in enhancing both the acquisition of language skills and the overall student experience. This is particularly evident in the marked improvement in communicative competencies and the active application of language skills in realistic contexts, underpinning the practical benefits of these pedagogical strategies.

The results further validate the theoretical frameworks of communicative competence, task-based learning, and constructivist approaches, showcasing their relevance and applicability in enhancing modern educational practices. The successful integration of technology within these frameworks supports personalized learning pathways and enriches the interaction within the classroom, thereby boosting the overall quality and effectiveness of language education.

Given these positive outcomes, it is recommended that HUMG, along with other similar institutions, continue to embrace and expand the implementation of these integrated teaching methods. Additionally, future research should investigate the long-term effects of these methodologies and assess their scalability and effectiveness in diverse educational settings. By continually refining and adapting these innovative teaching strategies, educators will be better equipped to prepare students for the complexities of a globalized professional landscape, ensuring they develop the essential language skills needed for academic and career success.

In conclusion, the effective implementation of these integrated teaching methods at HUMG serves as an exemplary model for advancing English language education. This approach provides valuable insights for educators and policymakers striving to create highly effective and engaging learning environments, ultimately contributing to the broader goal of educational excellence and student success.

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## TÓM TẮT

### Áp dụng các phương pháp giảng dạy tích hợp trong việc giảng dạy tiếng Anh tại trường Đại học Mở - Địa chất

Vũ Thanh Tâm

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Nghiên cứu này đi sâu vào việc áp dụng các phương pháp giảng dạy tích hợp trong giáo dục tiếng Anh tại Trường Đại học Mở - Địa chất Hà Nội, nhằm mục đích kết hợp các phương pháp giảng dạy truyền thống và sáng tạo. Các phương pháp bao gồm phương pháp giảng dạy ngôn ngữ thông qua giao tiếp, dựa trên các nhiệm vụ, và giảng dạy có sự hỗ trợ công nghệ đã được áp dụng đánh giá về mức độ hiệu quả trong việc cải thiện sự tham gia, trình độ ngôn ngữ, và thành tích học tập của sinh viên. Bằng cách sử dụng phương pháp nghiên cứu tiếp cận hỗn hợp, dữ liệu được thu thập qua khảo sát, phỏng vấn và quan sát lớp học để đánh giá tác động của các phương pháp dạy học tích hợp đến kỹ năng ngôn ngữ và động lực học tập của sinh viên. Kết quả nghiên cứu cho thấy rằng các phương pháp giảng dạy tích hợp này đã mang lại sự cải thiện đáng kể trong khả năng tiếp thu ngôn ngữ và tăng cường sự hài lòng của người học. Cuối cùng, nghiên cứu đưa ra các khuyến nghị hữu ích cho giáo viên và các nhà hoạch định chính sách nhằm phát triển một môi trường học tiếng Anh linh hoạt và hiệu quả.

*Từ khóa:* phương pháp giảng dạy tích hợp; phương pháp giảng dạy ngôn ngữ thông qua giao tiếp; học tập dựa trên nhiệm vụ; sự tham gia của sinh viên; sự hài lòng của người học