

From EFL to ESL-oriented Teaching

Perceptions, Communicative Needs, & Competency Gaps of University Lecturers in Vietnam

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Lecturers embrace ESL-oriented teaching — yet capacity and support lag the communicative demands.

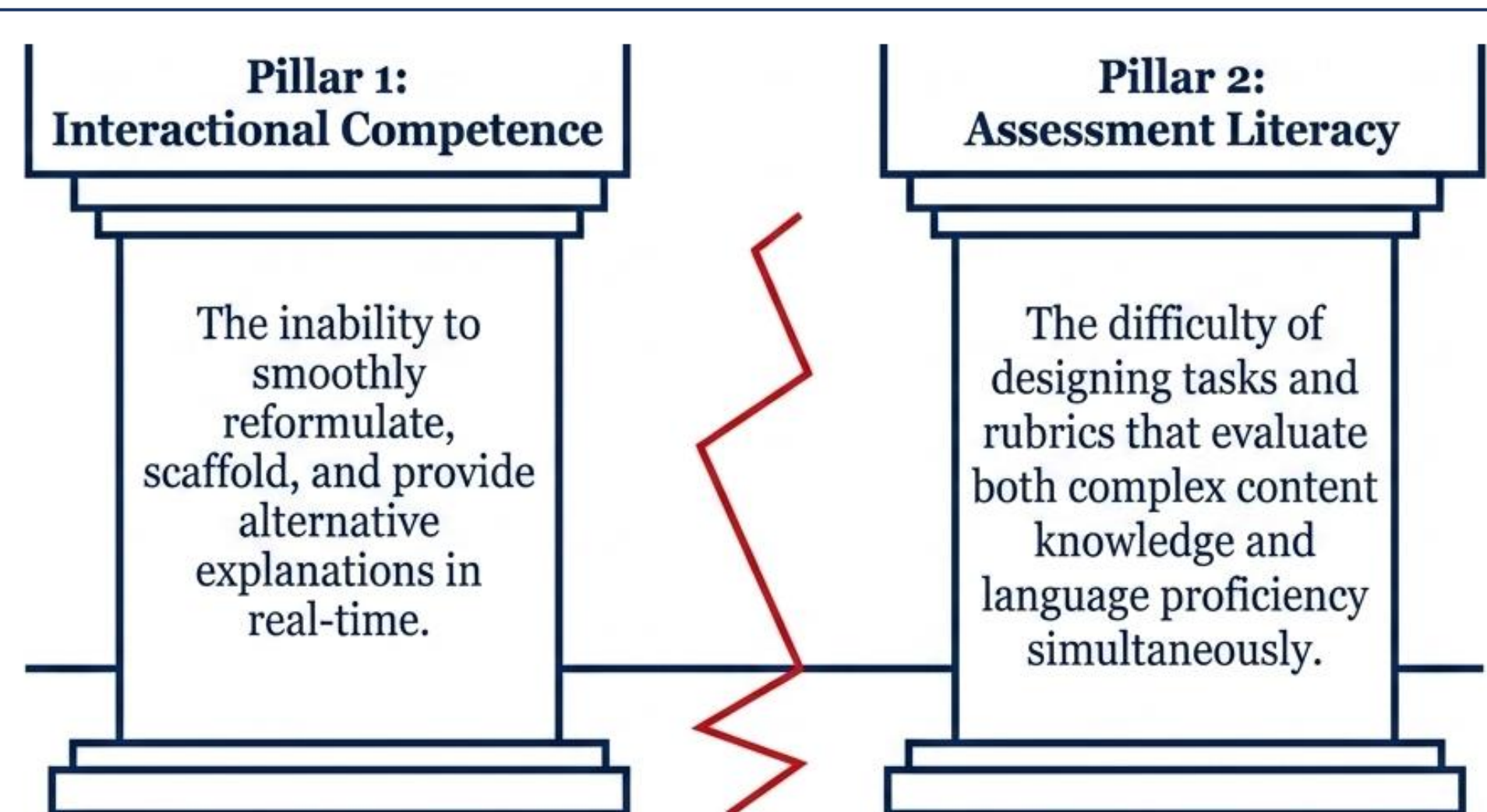
Introduction

Policy Ambition: English is no longer just a subject; it is the working medium for disciplinary knowledge.

Implementation Reality: Lecturers face uneven readiness, unpredictable student input, and lagging institutional support.

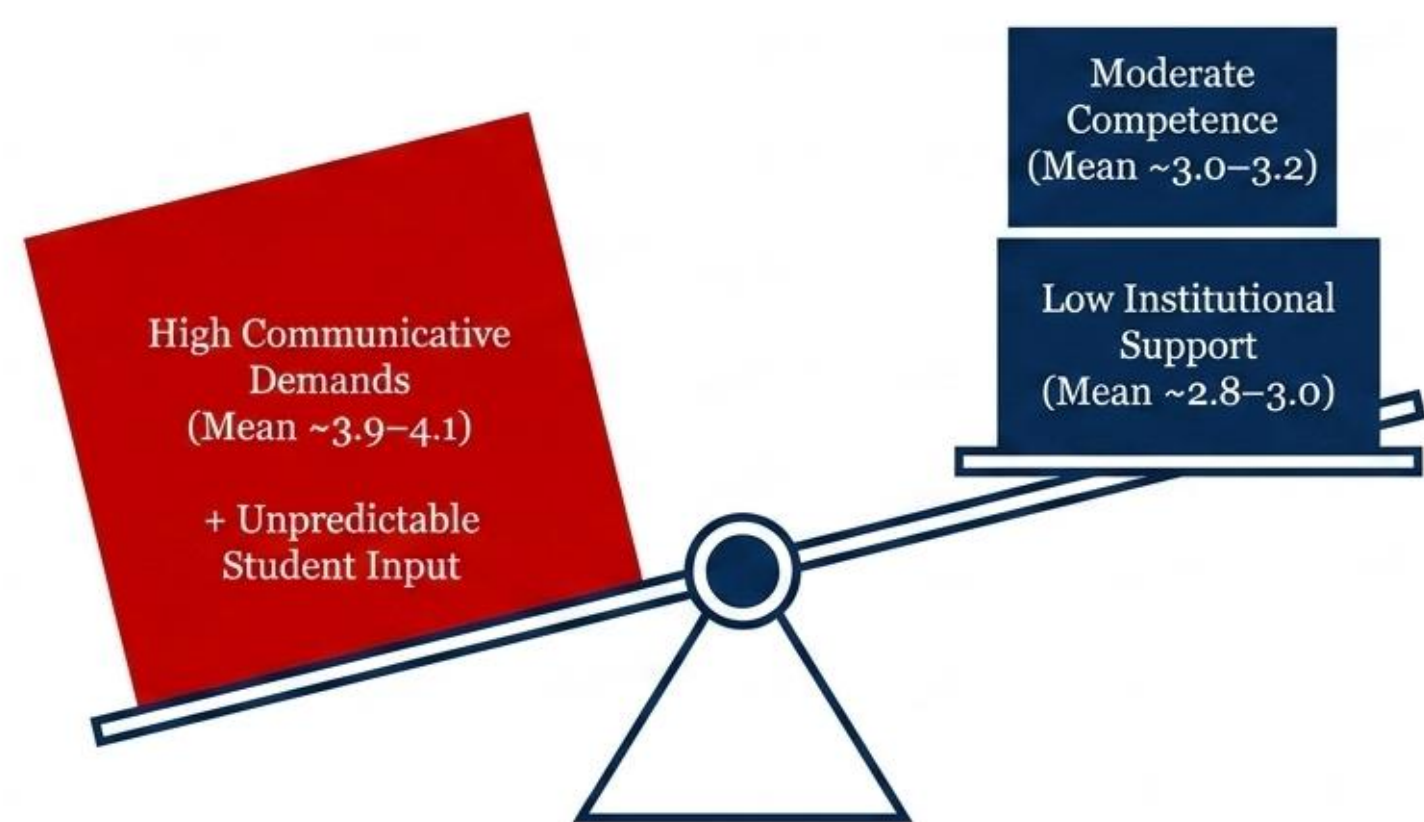
Traditional EFL	ESL-Oriented Teaching
- Pre-planned content - Grammar and accuracy focused - Detached from disciplinary application	- Real-time, spontaneous adaptation - Integrated with complex content - Highly interactive and feedback-driven

Literature review



The Capacity imbalance

The expectation drastically outpaces capacity. Lecturers are asked to perform high-wire linguistic acts without an institutional safety net.



Study context



Public university (HUB), HCMC.
6 disciplines; English-mediated.
Rapid **internationalisation** of HE.

Implications



Practice-based PD
Micro-teaching & rehearsal



Disciplinary resources
Shared explanations



Assessment literacy
Content vs. language



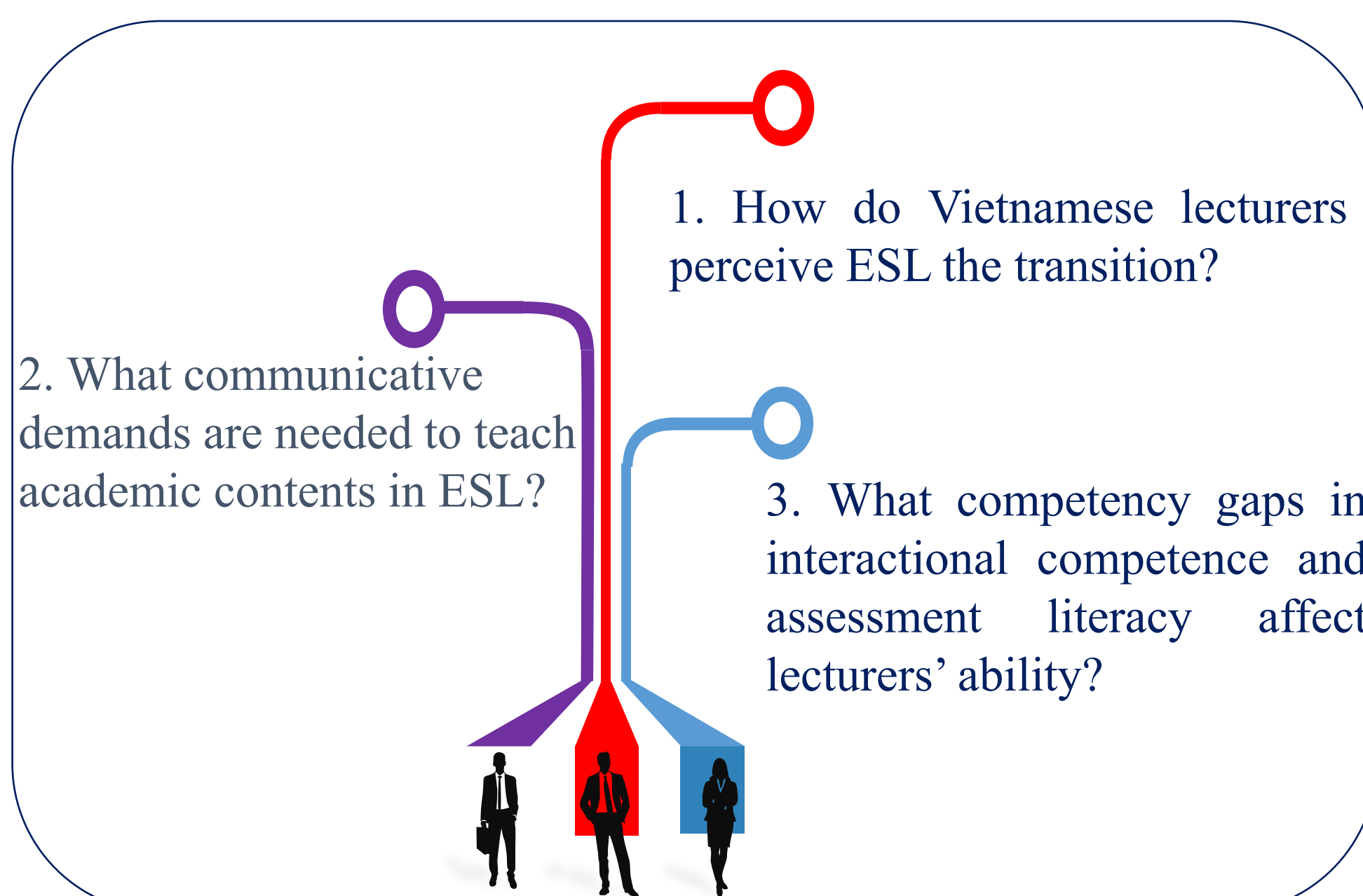
Sustained support
Peer obs. & staged PD

Conclusion



- ✓ Lecturers **endorse** the ESL transition (necessity 4.12).
- ⚠ Demands **exceed** competence - 3.91 vs 3.08-3.23.
- 🔧 Support & training **lag** behind - 2.86-3.02.
- 🎯 Priority: **targeted, differentiated PD**.

Research questions



Conceptual framework

Insight: Policy awareness initiates the transition, but high communicative demands expose critical gaps in interaction and assessment capacity.



Methodology



Participants:
200 Lecturers
across multiple university
disciplines (HUB).

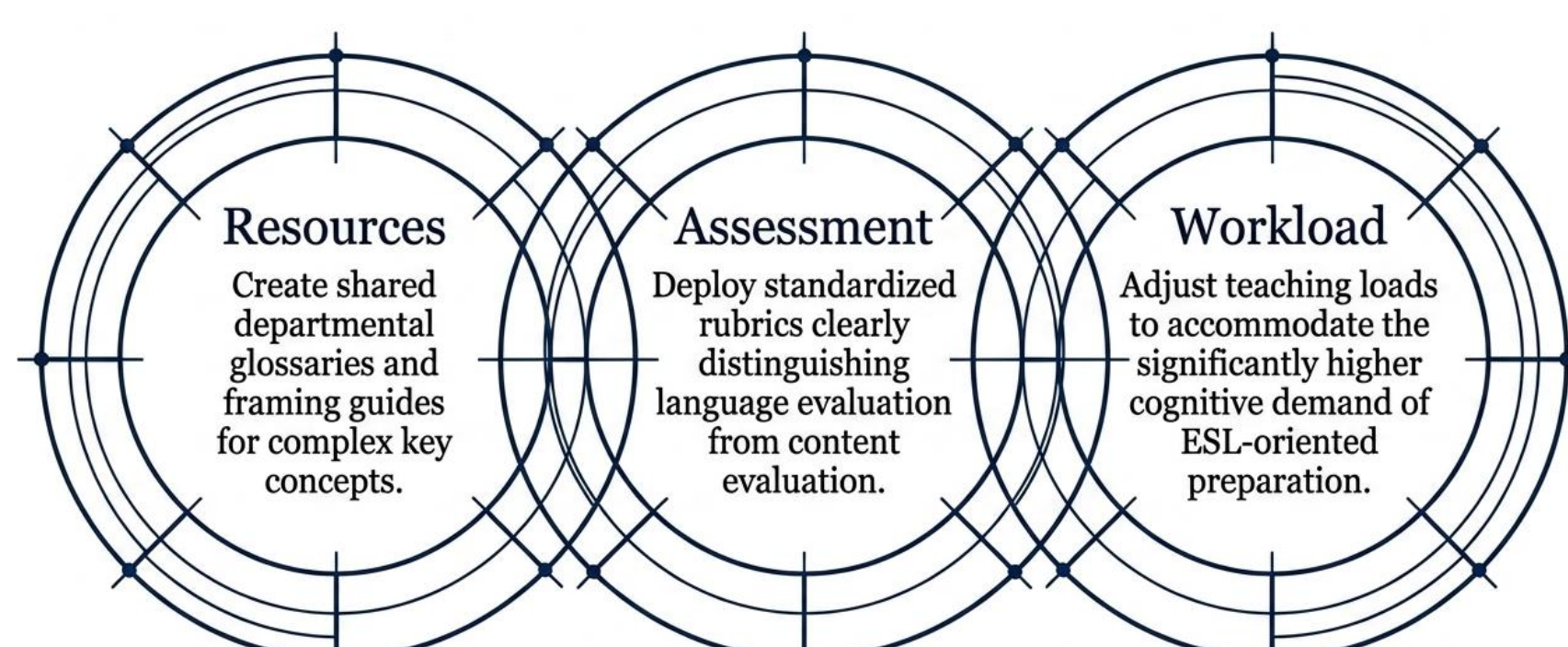


Instrument:
34-item structured
Likert scale survey.

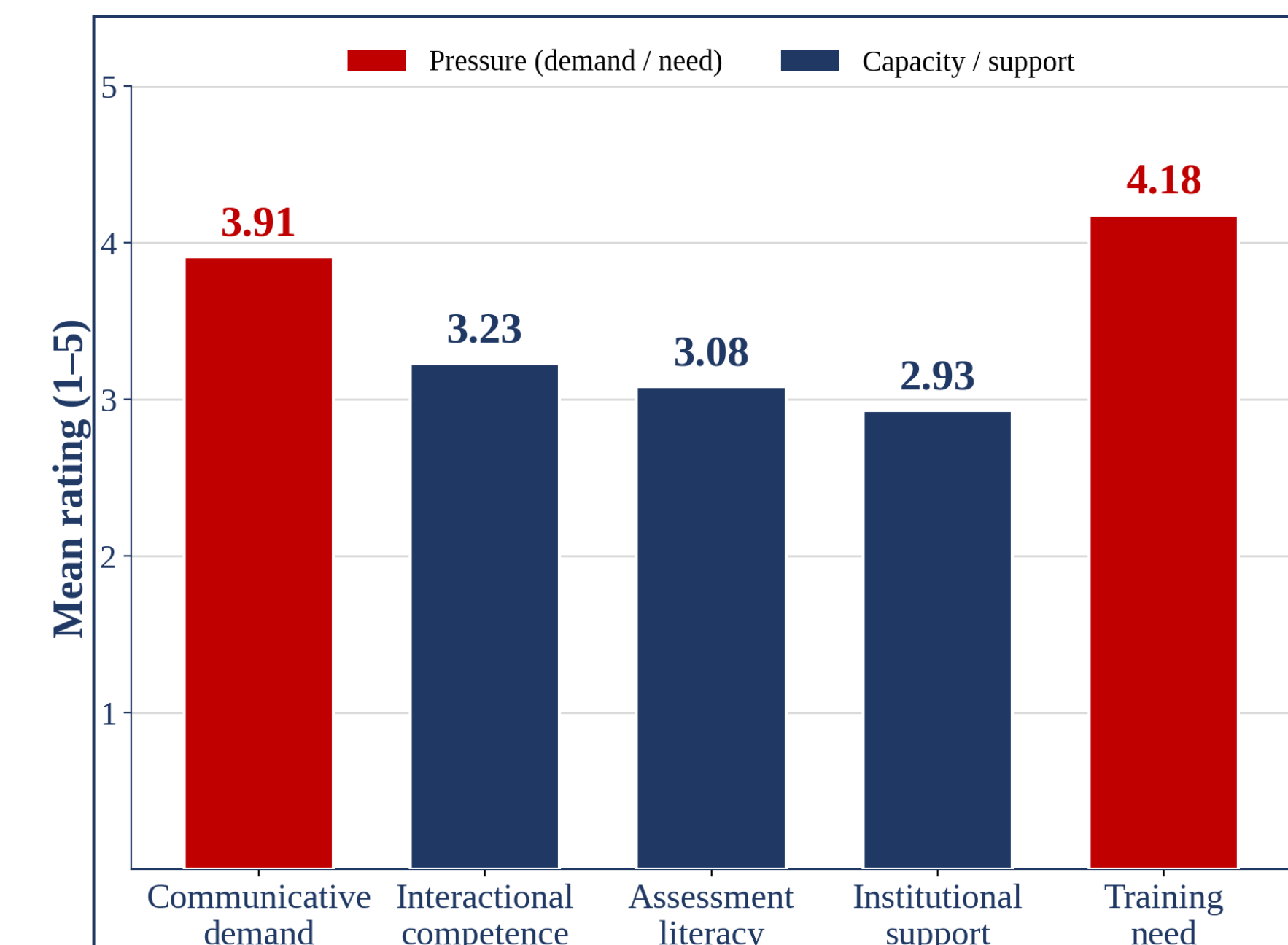


Design:
Quantitative cross-
sectional design.

Departmental support



Findings



Positive perception — necessity 4.12, employability 4.05.
Highest demands — unanticipated Qs 4.07, paraphrase 4.01.
Widest gap — competence 3.08-3.23 vs demand 3.91.

Group differences

Construct	Group Comparison	Significance (p)
Communicative Demands	B2 vs C1	p = .031
	B2 vs C2	p = .018
	C1 vs C2	p = .412
Interactional Competence	B2 vs C1	p = .009
	B2 vs C2	p = .004
	C1 vs C2	p = .298
Assessment Literacy	B2 vs C1	p = .041
	B2 vs C2	p = .027
	C1 vs C2	p = .355

Insight: A strict threshold effect. B2 lecturers struggle significantly more than C1/C2 peers. Once C1 is reached, further proficiency (C2) yields diminishing returns in perceived competence.

Qualifications (MA vs PhD)

Dimension	Master's (MA)	Doctoral (PhD)	Significance (p)
Perceptions	3.96	4.01	p = .265
Communicative Demands	3.95	3.84	p = .053
Interactional Competence	3.17	3.32	p = .021
Assessment Literacy	3.03	3.16	p = .031

Insight: Doctoral-level lecturers report higher interactional competence and assessment literacy than Master's-level peers, though overall policy perceptions remain identical.

Key references

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