HNUE JOURNAL OF SCIENCE
Educational Sciences 2025, Volume 70, Issue 5, pp. 3-13
This paper is available online at https://hnuejs.edu.vn/
DOI: 10.18173/2354-1075.2025-0084

COMPETENCY-BASED ENGLISH TEACHING FOR NON-ENGLISH MAJORS IN HANOI: CURRENT STATUS

Tran Ngoc Giang[*1], Tran Huong Quynh[1], Nguyen Thi Huong Lan[1], Do Thi Phi Nga[1], Phan Thi Ngoc Bich[1] and Pham Gia Hien[2]
[1]*Faculty of English, Hanoi National University of Education, Hanoi city, Vietnam*
[2]*English Language Department, FPT University, Hanoi city, Vietnam*

[*]Corresponding author: Ngoc Giang Tran, e-mail: ngocgiang.tran@hnue.edu.vn

Received May 30, 2025. Revised August 13, 2025. Accepted September 5, 2025.

Abstract: This qualitative study explores how competency-based education (CBE) is used in English writing classes for non-English majors at Vietnamese universities, focusing on digital tools and writing skills for employment. Based on theories of competency-based education and socio-constructivist learning, the study uses semi-structured interviews with 10 lecturers. This data, supported by classroom observations and document analysis, provides a detailed account of teaching practices, their benefits, and the challenges of putting them into practice. The lecturers reported that digital tools helped students produce realistic texts and receive ongoing feedback. However, they also identified problems with assessment practices, heavy workloads, and limited support from their universities. The findings indicate a need for clearer curriculum guidance and specific professional development to align teaching and assessment with the goals of CBE. By concentrating on the lecturers' views, the paper offers practical advice for curriculum designers and teacher educators and suggests future research should include student perspectives and policy analysis.

***Keywords**:* competency-based teaching, English language teaching, non-English majors, technology, multimedia, writing skills, interviews.

1. Introduction

Competency-based education (CBE) has gained increasing attention in language education as an approach that prioritizes the practical application of knowledge and skills over rote memorization [1]. In English language teaching (ELT), this approach aims to equip students with essential communicative and professional competencies rather than focusing solely on grammatical accuracy. This shift is particularly relevant for non-English major students, who often require English skills for specific academic and professional contexts rather than for linguistic mastery alone [2].

In recent years, the educational landscape has undergone significant evolution, necessitating that language learners acquire practical skills in addition to theoretical knowledge. Unlike traditional teaching models that emphasize rote learning and grammatical drills, competency-based education integrates communicative strategies, problem-solving skills, and real-world applications into language learning [3]. This shift aims to address the growing need for university

graduates who are proficient in English and capable of functioning effectively in globalized workplaces and diverse academic settings [4].

The introduction of CBE in Vietnam is a response to the government's broader efforts to modernize education and improve student employability. Various national initiatives have sought to develop competency-based curricula in higher education, with a particular emphasis on English language proficiency. These efforts underscore the importance of equipping students with skills that enable them to navigate professional and academic environments where English is a primary medium of communication [5].

Despite its advantages, implementing CBE effectively presents several challenges. Traditional assessment methods, which primarily focus on grammatical accuracy and theoretical knowledge, often fail to accurately measure students' ability to apply English in real-world contexts [2]. Additionally, many English instructors may lack sufficient training in competency-based instruction, which can make it challenging to adopt innovative pedagogical approaches. Institutional constraints, such as rigid curricula and limited access to technological resources, further hinder the effective integration of CBE in English language teaching [1].

A significant challenge in applying CBE in ELT is ensuring that students develop well-rounded writing skills. Writing is a critical competency that extends beyond academic settings into professional communication. However, traditional writing instruction in Vietnamese universities often focuses on rigid essay structures, grammar correction, and vocabulary memorization rather than fostering students' ability to express ideas coherently and persuasively [4]. In contrast, a competency-based writing curriculum promotes critical thinking, creativity, and multimodal literacy - essential skills for academic success and career readiness [3].

The increasing role of technology in education has provided opportunities to enhance competency-based instruction. Digital tools and multimedia resources can enhance student engagement, offer immediate feedback, and facilitate collaborative learning. Integrating technology into writing instruction enables students to practice real-world writing tasks using contemporary tools, thereby enhancing both their language proficiency and digital literacy skills [5]. However, the reliance on technology also presents challenges, including accessibility issues, the need for teacher training, and concerns about students' overreliance on digital tools [2].

As the demand for English proficiency continues to grow, there is a pressing need to refine teaching methodologies to align with competency-based principles. This study explores the effectiveness of CBE in English writing instruction, investigates the challenges faced by educators, and examines the role of technology in enhancing students' writing competencies.

In this study, 'competency' is understood as a concept with three connected areas. First, linguistic competency refers to the accuracy, range, and appropriate use of language in written texts. Second, digital competency is the skill of using online platforms and other tools to compose, revise, and publish writing. Finally, professional or employability competency is the ability to produce texts suitable for the workplace. This includes writing for a specific audience, fulfilling the requirements of a task, and working well with others on projects. Distinguishing between these areas allows for a clearer discussion of how competency-based education and technology might affect a student's preparation for academic and professional writing in different ways.

2. Content

2.1. Literature Review

2.1.2. Theoretical frameworks

New Pedagogies (Deep Learning) – [6]

The "New Pedagogies for Deep Learning" framework cultivates deeper cognitive engagement by combining three core elements: new learning partnerships, deep learning tasks,

and digital tools. This model promotes critical thinking and problem-solving by expanding learning partnerships beyond the traditional teacher-student dynamic, engaging students in complex, meaningful problems, and integrating digital tools for knowledge creation and collaboration. Applied to competency-based English teaching, this framework supports authentic tasks that align language skills with practical professional applications, resulting in more engaged and motivated learners.

Technological Pedagogical Content Knowledge (TPACK) Model – [7]

This framework integrates technology, pedagogy, and content knowledge to guide effective instruction. It emphasizes the dynamic interplay of these domains, asserting that effective teaching requires more than simply adding technology to traditional methods. Educators must balance these areas to create meaningful learning experiences. In English language teaching, TPACK helps integrate digital tools, such as collaborative writing platforms and online resources, to support pedagogical objectives. This approach enhances student engagement and develops both language competencies and digital literacy skills.

Genre-based Instruction in Teaching Writing Skills – [8]-[14]

The genre-based instruction framework advocates for the explicit teaching of writing genres relevant to students' academic and professional contexts. This approach emphasizes understanding the communicative purposes, structural conventions, and linguistic features of different texts. By focusing on specific genres, students develop strategic writing skills for authentic professional and academic tasks, learning to critically analyze a genre's purpose and audience expectations to enhance their communicative effectiveness.

2.1.2 Competency-Based Education in English Language Teaching

CBE in ELT aligns learning objectives with real-world applications. Unlike traditional grammar-focused instruction, CBE emphasizes developing communicative and practical skills for professional and academic contexts. Research indicates that CBE fosters greater student engagement, motivation, and practical skill acquisition through task-based learning, project-based activities, and performance-based assessments. In many higher education institutions, such as those in Vietnam, the adoption of CBE is driven by national policies aimed at producing a workforce-ready graduate population [2].

Despite its advantages, the transition to CBE in ELT presents significant challenges. Many instructors struggle to shift from teacher-centered to student-driven learning models. Moreover, traditional assessment methods, such as written exams, are misaligned with competency-based objectives that require practical skill demonstration [4]. A further challenge is the lack of clear guidelines and frameworks to help educators design curricula that effectively integrate assessment, learning activities, and outcome measurement.

2.1.3 The Role of Technology in Competency-Based Writing Instruction

Technology is crucial in advancing competency-based writing instruction. Digital platforms, including collaborative tools like Google Docs and AI-powered feedback systems like Grammarly, have revolutionized skill development by enabling real-time collaboration and providing automated feedback on grammar and style [3]. Multimedia tools also enhance student engagement and promote essential multimodal literacy [5]. However, challenges include potential student overdependence on automated feedback, which may hinder self-editing skills, and unequal access to digital tools in under-resourced institutions. Therefore, technology must be implemented strategically to avoid undermining fundamental writing skills, with teachers guiding students to use digital tools to enhance, rather than replace, traditional practices [2]. Examining the intersection of CBE and technological integration highlights the need for institutions to invest in teacher training and curriculum design. This ensures a balanced approach that develops both technical proficiency and strong foundational writing skills.

2.2. Methodology

2.2.1 Research Design

This study employs a qualitative research approach, utilizing semi-structured interviews with university lecturers from various Hanoi institutions involved in competency-based writing instruction. This method was selected over quantitative approaches to capture the complexities of educational settings and to examine participants' experiences, perceptions, and instructional practices in depth [15]. As CBE implementation is highly contextual and varies based on institutional support, student preparedness, and teacher expertise, a qualitative design is better suited to explore the nuanced pedagogical challenges that survey-based research would fail to capture.

2.2.2 Participants

Participants were selected through purposive sampling, ensuring that only lecturers with direct experience in competency-based writing instruction were included in the study [16]. The final sample consisted of ten English lecturers from different universities in Hanoi. The selection criteria included:

- A minimum of 3-year experience in teaching writing to non-English major students.
- Active engagement in competency-based curriculum implementation.
- Experience in integrating technology or digital tools into writing instruction.

This diverse sample ensured that data were collected from a range of teaching perspectives, reflecting differences in institutional policies, technological access, and pedagogical approaches. The sample included lecturers from public and private universities, allowing for comparisons between institutions with varying levels of technological infrastructure and institutional support.

Below is a breakdown of participant demographics:

Participant ID	Institution Type	Years of Teaching	Competency-Based Experience	Technology Use
L1	Public University	10	Yes	Yes
L2	Private University	5	Yes	Limited
L3	Public University	7	Yes	Yes
L4	Public University	12	Yes	No
L5	Private University	3	Limited	Yes
L6	Public University	15	Yes	No
L7	Private University	6	Yes	Yes
L8	Public University	8	Yes	Yes
L9	Private University	4	Limited	Limited
L10	Public University	9	Yes	Yes

This variation in background and experience provided a richer dataset for analysis, ensuring that both challenges and successes in CBE implementation were captured.

2.2.3 Data Collection

Data were collected through semi-structured interviews, which allowed for flexibility in exploring emergent themes while ensuring that key research questions were addressed [17]. The interview guide covered the following areas:

- Current practices in writing instruction within competency-based frameworks.
- Use of digital tools and technology in writing instruction.
- Challenges and barriers in implementing competency-based writing instruction.

- Student engagement and competency development.
- Institutional support for competency-based teaching methods.

Interviews, lasting 45 to 60 minutes, were conducted in Vietnamese to ensure participants could express themselves accurately. With consent, the interviews were recorded, transcribed, and translated into English for analysis. To triangulate the findings, classroom observations and instructional materials, such as syllabi and assignments, were reviewed to validate lecturers' reported experiences against their actual teaching practices.

2.2.4 Data Analysis

A thematic analysis approach was employed to analyze the collected data, as this method is effective for identifying patterns and themes within qualitative datasets related to lecturers' experiences with competency-based writing instruction [18].

The six-step thematic analysis framework was followed:

1. Familiarization – Reading and re-reading transcripts to gain an overview of the data.
2. Generating initial codes – Identifying key patterns and assigning labels to meaningful segments.
3. Searching for themes – Grouping related codes into broader themes (e.g., "Challenges in CBE implementation," "Use of technology in writing instruction").
4. Reviewing themes – Refining and reorganizing themes to ensure coherence.
5. Defining and naming themes – Finalizing theme names and descriptions.
6. Producing the report – Summarizing findings with illustrative excerpts from participant responses.

To show more clearly how themes emerged from the data, a three-stage analytical process was applied to the interview transcripts and the classroom materials. First, the transcripts were read repeatedly to create descriptive notes and an initial codebook. Second, two authors independently coded a sample of the transcripts using this codebook. They then discussed any disagreements and revised the codebook to improve its clarity and consistency. Finally, the completed codebook was applied to all the data, including selected documents and lesson materials. This method made it possible to trace themes across the different sources, and to treat points of agreement, overlap, or disagreement as analytical evidence.

Coding Process Example:

Extract from Transcript	Initial Code	Theme
"I find it difficult to balance traditional writing instruction with the use of AI tools."	Pedagogical balancing	Technology integration challenges
"Students are more engaged when we use Google Docs for peer review."	Student engagement	Digital collaboration
"Not all students have equal access to computers and the internet."	Accessibility issues	Technological barriers

Documents and classroom materials, such as curricula, rubrics, lesson plans and sample assignments, were analysed using the same themes as the interviews. These materials were then compared with the interview data to identify where the findings agreed, offered additional details, or differed.

2.3. Findings

The Findings section presents the key themes that emerged from the thematic analysis of semi-structured interviews conducted with ten English lecturers from various universities in Hanoi. The study explored the implementation of competency-based writing instruction, the

integration of technology, and the challenges and benefits associated with these approaches. The results reveal important insights into the current pedagogical practices, technological adaptation, and institutional barriers that impact the adoption of competency-based writing instruction.

To clarify the analysis, a distinction is made between two areas that are often confused. The first, 'technology use', refers to how lecturers design activities using specific digital tools (for example, Google Docs, Padlet, or Grammarly) and the teaching opportunities these tools offer. The second area, 'digital literacy and access', covers the technical skills of both learners and lecturers, their fair access to devices and the internet, and the institutional support that either helps or hinders their digital work. Separating these concepts helps to avoid repeating evidence and pinpoints whether challenges lie with the tools, user skills, or institutional resources.

2.3.1 Implementation of Competency-Based Writing Instruction

A major finding from the interviews is that lecturers are transitioning from traditional grammar-focused teaching methods to competency-based approaches that emphasize real-world writing skills. Many instructors reported a gradual shift towards more task-based and project-based learning, where students are required to produce written work that simulates academic and professional communication [2]. However, this transition is still in progress, with some lecturers expressing concerns over the lack of clear assessment criteria for competency-based writing instruction. One lecturer noted, "Competency-based instruction requires students to engage in meaningful writing tasks, but the current curriculum still relies heavily on traditional grammar exercises. We need more structured guidelines on how to assess writing competencies in real-world contexts." This aligns with previous research suggesting that while competency-based education promotes authentic learning experiences, a lack of assessment standardization remains a challenge. Participants also emphasized the significance of aligning writing activities with students' prospective career goals. For example, instructors designed assignments such as "dream job" presentations and career exploration reports, which required students to research and communicate effectively about their desired careers. These projects boosted student engagement and intrinsic motivation by providing clear relevance to their professional aspirations. Additionally, such assignments promoted reflective thinking and greater awareness of career pathways, thereby enhancing the meaningfulness and applicability of writing tasks. One lecturer noted, "I utilized a writing assignment about teaching professions. The task involved students writing about different types of teachers, prompting them to consider the specific skills and qualities associated with various teaching disciplines. This activity encouraged students, many of whom were studying to become teachers themselves, to think critically about the pedagogical approaches and subject matter knowledge needed for different teaching roles." Instructors also reported observing an improvement in students' motivation and writing quality when tasks had direct connections to their intended professional fields, emphasizing the importance of career-focused educational practices. Furthermore, lecturers strategically designed writing assignments to cultivate essential employability skills, notably multimodal communication, teamwork, leadership, and creativity. Assignments that incorporated multimedia elements - such as videos, digital storytelling, and visual presentations - facilitated students' development of multimodal literacy, enabling them to communicate effectively across various digital platforms. These tasks prepared students for real-world professional scenarios that increasingly require proficiency in multiple modes of communication. One lecturer described, "Creating videos, slideshows, and other multimedia projects encourages students to practice communicating effectively using different media, a skill highly sought after in today's workplace." Furthermore, collaborative writing projects were integral to instructional practices, enabling students to enhance their teamwork and leadership abilities. Through these collaborative tasks, students learned to delegate responsibilities, resolve conflicts, manage timelines, and collectively produce cohesive work, skills indispensable for success in professional environments.

Overall, these findings highlight the importance of aligning competency-based writing instruction with career-related tasks and employability skills development, thereby significantly contributing to students' readiness for future professional contexts.

2.3.2. Integration of Technology in Writing Instruction

The study also found that technology plays a crucial role in enhancing competency-based writing instruction. Many lecturers reported actively integrating digital tools such as Google Docs, Padlet, Grammarly, and online discussion forums to facilitate writing activities. These tools offer real-time collaboration, automated grammar and style feedback, and peer review capabilities, enabling students to enhance their writing skills. One participant shared, "Using collaborative writing platforms like Google Docs has transformed how students approach writing assignments. They are more engaged, and peer feedback has become a natural part of the learning process." This finding is consistent with previous studies, which indicate that collaborative learning technologies enhance student engagement and improve writing quality [11]. Lecturers also emphasized the importance of multimodal writing, in which students incorporate images, videos, and infographics into their writing projects. However, the extent of technology integration varies across institutions. Some universities have well-developed digital infrastructure, while others struggle with limited access to technological resources and inadequate faculty training.

2.3.3. Challenges in Implementing Competency-Based Approaches

Despite the benefits of competency-based writing instruction and digital integration, lecturers identified several challenges that hinder the effective implementation of these approaches. These challenges are categorized into three main areas: resource limitations, digital literacy, and assessment difficulties.

2.3.3.1. Resource Limitations

A significant barrier to competency-based writing instruction is the lack of institutional resources, particularly in terms of technological infrastructure and funding for professional development. Some lecturers reported insufficient access to computers and internet connectivity, which made it challenging to fully integrate online writing tools and digital feedback mechanisms. One lecturer expressed concern, "Some of my students don't have access to reliable internet or personal laptops, which limits their ability to engage in digital writing tasks. The university needs to invest in better infrastructure to support online learning." This is consistent with previous research indicating that socioeconomic disparities affect students' ability to engage in technology-enhanced learning environments [19]. To address these issues, universities need to provide funding for technological improvements and establish digital literacy training programs for both students and faculty.

2.3.3.2. Digital Literacy Challenges

Another significant challenge is the varying levels of digital literacy among both students and instructors. While some lecturers are proficient in using digital tools, others struggle to adapt to new technologies. Similarly, students often lack the skills necessary to navigate digital writing platforms effectively. This finding suggests a need for digital literacy training programs to help students and lecturers effectively use technological resources in writing instruction [5]. Without sufficient training and institutional support, technology integration remains inconsistent and underutilized.

2.3.3.3. Assessment Difficulties

One of the most pressing challenges identified in the study is the difficulty in assessing competency-based writing. Traditional grading systems focus on grammar accuracy and structural correctness, whereas competency-based assessment requires evaluating writing in context. Several lecturers reported uncertainty in designing rubrics that effectively measure students' ability to communicate ideas clearly and persuasively. "We need better guidelines on

how to assess competency-based writing. There is still a lot of reliance on standardized grammar tests, which don't reflect students' ability to use English in real-life situations." This aligns with research emphasizing the need for assessment models that evaluate practical writing skills, including audience awareness, coherence, and multimodal literacy [20].

2.3.3.4. Alternative Views and Resistance

While many lecturers reported advantages in using multimodal and collaborative tasks, several also pointed to resistance, failure, and mixed results. These more critical accounts show that introducing new methods is not always straightforward or consistent. For example, one lecturer described the teaching challenges that arise when new tools are introduced, "I find it difficult to balance traditional writing instruction with the use of AI tools." Another highlighted the reality of unequal access, "Some of my students don't have access to reliable internet or personal laptops, which limits their ability to engage in digital writing tasks. The university needs to invest in better infrastructure to support online learning." A further participant noted a preference for traditional approaches among some learners, "Many students still prefer traditional paper-based writing. They struggle with formatting documents, using cloud-based tools, and evaluating online sources critically." These were not isolated comments. Similar points appeared in multiple interviews and were supported by documents showing that the digital facilities available varied between institutions. Including these different viewpoints provides a more balanced picture and highlights the practical limits of expanding teaching methods that rely on technology.

2.3.4. Perceived Benefits of Competency-Based and Technological Integration

Despite the challenges, lecturers acknowledged several key benefits of integrating technology into competency-based writing instruction. One of the most notable advantages is improved student engagement. Many instructors reported that students tend to participate more actively in writing tasks when using digital tools and multimedia resources. Unlike traditional paper-based assignments, digital writing environments allow students to collaborate in real time, receive immediate feedback, and engage with interactive content. These elements create a more dynamic and stimulating learning experience, which in turn fosters motivation and deeper learning. Prior research has highlighted that students demonstrate higher levels of interest and persistence in writing tasks when technology is incorporated, as it provides a more engaging and personalized learning experience [11].

Another significant benefit is the enhancement of collaborative learning. The use of online platforms such as Google Docs, Padlet, and Microsoft Teams allows students to engage in peer review activities, providing constructive feedback on each other's work and refining their writing through collective input. This approach mirrors real-world professional writing scenarios, where collaboration is often an essential skill. According to [2], students who engage in collaborative digital writing projects tend to develop better critical thinking skills and a stronger sense of audience awareness, which are crucial components of competency-based writing instruction. Additionally, the social nature of online collaboration can help reduce writing anxiety, as students feel more supported by their peers.

Furthermore, technology enhances the quality and immediacy of feedback, which is a critical component of competency-based education. AI-powered writing tools such as Grammarly, Hemingway Editor, and Turnitin provide students with instant feedback on grammar, syntax, and coherence, allowing them to identify and correct errors in real time. Unlike traditional instructor feedback, which often takes days or weeks, automated feedback is immediate, enabling students to make revisions while the writing process is still fresh in their minds. [14] notes that students who receive timely feedback are more likely to internalize corrections and apply them to future writing tasks, leading to continuous skill improvement. Moreover, instructors benefit from

automated grading tools, which reduce their workload and allow them to focus on higher-order concerns such as content development, argumentation, and organization.

Despite the benefits, it is important to strike a balance between digital and traditional writing instruction. While technology facilitates learning, over-reliance on AI-generated suggestions can hinder students' ability to develop independent editing and revision skills. To maximize the benefits of competency-based and technological integration, lecturers must strategically incorporate digital tools while maintaining pedagogical oversight, ensuring that students do not become overly dependent on automated feedback [4]. Additionally, institutions must ensure equal access to technological resources, as disparities in digital literacy and infrastructure can create gaps in learning opportunities.

3. Conclusion

This study explored the implementation of CBE in writing instruction for non-English majors in Vietnamese universities, focusing on technological integration. The findings indicate that while CBE enhances the application of real-world writing skills, its full implementation is hindered by limited technological infrastructure, digital literacy gaps, and assessment difficulties. Despite benefits such as increased student engagement and collaborative learning, these barriers persist. This section summarizes the key findings, discusses their implications, and proposes recommendations for more effective CBE implementation.

Summary of Key Findings

The study identified several significant trends in competency-based writing instruction. First, there is a gradual shift from traditional grammar-focused instruction to competency-based methodologies, which prioritize real-world writing competencies such as audience awareness, clarity, and argumentation. Many lecturers recognize the need for a more holistic approach to writing assessment, where students are evaluated based on their ability to communicate ideas effectively rather than merely demonstrating grammatical accuracy. However, the transition remains incomplete, as curriculum design and standardized assessment criteria for competency-based writing are still lacking. Second, the study found that technology plays an increasingly vital role in competency-based writing instruction. Digital tools such as Google Docs, Grammarly, and Turnitin have facilitated collaborative learning, real-time feedback, and automated writing support. These technologies enhance student engagement and self-regulated learning by providing immediate feedback on writing quality and allowing for peer collaboration [11]. However, lecturers expressed concerns that over-reliance on AI-powered writing tools may hinder students' ability to critically revise their work without technological assistance [21]. Finally, the study highlighted challenges in fully integrating competency-based education and digital tools. Many lecturers struggle with digital literacy, requiring additional training to incorporate technology into their pedagogical practices effectively. Institutions, particularly those in rural or underfunded areas, face infrastructure limitations that prevent students from fully accessing online learning platforms. Furthermore, a lack of clear assessment frameworks for competency-based writing means that many instructors still rely on traditional grading systems, which do not adequately measure real-world writing abilities.

Limitations of the study

This study on competency-based writing instruction in Hanoi universities has three primary limitations. First, its findings rely on lecturer interviews, capturing instructor perspectives rather than student experiences. The absence of direct student feedback makes it difficult to assess the practical impact on learning. Second, the analysis centers on teaching practices and institutional challenges without deeply examining national policies or university governance, leaving broader issues like policy implementation and organizational resistance underexplored. Third, the study

treats competency as a multidimensional concept but does not consistently differentiate between linguistic, digital, and professional skills, which limits analytical precision. These limitations suggest future research should incorporate student interviews, compare different university governance models, and track skill development over time.

A further limitation concerns how the study applies its theoretical models. While the work of [6]-[13] provided a helpful structure, the available data did not allow for these theories to be used in a fully critical or detailed way. First, these models originate in Western educational contexts and assume conditions for teaching, assessment, and teacher independence that may be different in Vietnamese higher education. This makes it difficult to apply their claims directly and suggests the models should be adapted to the local setting. Second, although the TPACK model helped to identify where technology, teaching methods, and subject knowledge connect, the data was not sufficient for a detailed analysis of each of these connections. As a result, the use of theory in this paper is more suggestive than conclusive.

Implications for Educators and Institutions

The study's findings have significant implications for higher education educators, requiring a pedagogical shift that prioritizes communicative effectiveness and critical thinking over grammatical accuracy. Instructors should implement task-based writing assignments to develop practical skills relevant to professional and academic contexts [11]. Moreover, educators must integrate digital literacy, using AI tools and multimedia resources while balancing technology-assisted learning with human feedback [21]. To support competency-based education, institutions must invest in digital infrastructure and faculty training. Universities should fund resources such as high-speed internet, digital writing labs, and writing-enhancement tools. Concurrently, faculty development programs must train instructors to effectively integrate these digital tools into their writing instruction.

Recommendations for Future Research

Further research is needed to investigate the long-term outcomes of competency-based writing instruction and best practices for technology integration. Longitudinal studies should track student progress to determine if this approach leads to lasting improvements in writing proficiency [21]. Comparative research between traditional and competency-based methodologies could provide empirical evidence on the most effective teaching strategies. The role of AI-powered writing tools also warrants investigation, specifically whether they enhance core competencies or merely correct surface-level errors [11]. Finally, future studies should explore effective models for integrating technology in resource-constrained settings.

Acknowledgement: The study was conducted with financial support from the research *Developing a Multimodal English Language Teaching Model to Meet Employability Skills and Career Competencies for Non-English Majored Students at Universities in Hanoi*, code B2024-SPH-06.

REFERENCES

[1] Hoang PY & Le TT, (2023). Exploring the implementation and perception of competency-based assessment practices among Vietnamese EFL instructors. *Language Testing in Asia*, 13, Article 12. https://doi.org/10.1186/s40468-024-00300-5

[2] Nguyen TA, Le TT, Vang MD, Phuong YH, Huynh TTA, Nguyen TH & Pham TT, (2023). Vietnamese EFL high school teachers' perceptions of difficulties when implementing competency-based English teaching curriculum and their proposed solutions. *Forum for Linguistic Studies*, 5(2), Article 1863. https://doi.org/10.59400/FLS.v5i2.1863

[3] Trinh TH & Nguyen TT H, (2023). Enhancing the quality of English language education for students at art universities in Vietnam through a competency-based approach. *Frontiers in Language Teaching*, 4(1), 1–10. https://doi.org/10.54691/flt.v4i1.7739

[4] Vu HT & Le TT, (2021). Exploring the use of adaptive learning technology in higher education: A case study in Vietnam. *Journal of Foreign Studies*, 37(4), 1–15.

[5] Vo TKA, Pang V & Wah LK, (2020). Evaluating Vietnam's Pre-service English Teacher Education Program for Technology Integration in Education. *Computer-Assisted Language Learning Electronic Journal*, *21*(3), 8-22.

[6] Fullan M & Langworthy M, (2014). A rich seam: How new pedagogies find deep learning. Pearson.

[7] Koehler MJ & Mishra P, (2007). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70. https://citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogicalcontent-knowledge/

[8] Hyland K, (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, *12*(1), 17-29. https://doi.org/10.1016/S1060-3743(02)00124-8

[9] Hyland K, (2007). Genre pedagogy: Language, literacy, and L2 writing instruction. *Journal of Second Language Writing*, *16*(3), 148-164. https://doi.org/10.1016/j.jslw.2007.07.005

[10] Hyland K, (2011). *Genre and second language writing.* University of Michigan Press.

[11] Hyland K, (2016). Methods and methodologies in second language writing research. *System*, 59, 116–125. https://doi.org/10.1016/j.system.2016.05.002

[12] Hyland K, (2018). *Teaching and researching writing* (3rd ed.). Routledge.

[13] Hyland K, (2023). *Second language writing* (2nd ed.). Cambridge University Press.

[14] Xu W, (2020). Reframing genre-based pedagogy in a chinese as a foreign language classroom: A transdisciplinary perspective. *The Journal of Educational Research*, 113(6), 452-461. https:// doi.org/10.1080/00220671.2020.1855095

[15] Creswell JW & Poth CN, (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.

[16] Palinkas LA, Horwitz SM, Green CA, Wisdom JP, Duan N & Hoagwood K, (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. https://doi.org/10.1007/s10488-013-0528-y

[17] Kallio H, Pietilä AM, Johnson M & Kangasniemi M, (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. https://doi.org/10.1111/jan.13031

[18] Braun V & Clarke V, (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

[19] Nguyen HT, (2020). The competency-based approach in Vietnamese higher education. *VNU Journal of Science: Education Research*, 36(4), 1-10. https://doi.org/10.25073/2588-1159/vnuer.4372

[20] Do ND, Pham VPH & Nguyen TTT, (2023). The Use of Padlet in EFL Writing Classes in Vietnam. *Proceedings of the 18th International Conference of the AsiaCALL Association 2022 (AsiaCALL 2022)*, 167–176. https://doi.org/10.2991/978-2-38476-042-8_15

[21] Jiang L, (2018). Digital multimodal composing and investment change in learners' writing in English as a foreign language. *Journal of Second Language Writing*, 40, 60–72. https://doi.org/10.1016/j.jslw.2018.03.002