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EDITORIAL SUMMARY

This article investigates the factors influencing the effectiveness of English language instruction among healthcare students in southern Vietnam, based on a theoretical model that integrates pedagogical and institutional variables. The study is methodologically sound, both theoretically and empirically relevant, and offers a valuable contribution to the field of English for Specific Purposes (ESP), particularly within the context of the internationalization of healthcare education.

Suggested improvements include expanding the theoretical framework, providing more detail on the methodological criteria, and conducting a linguistic review to enhance textual cohesion. The study offers practical implications for curriculum design and institutional development.

ARTICLE ANALYSIS

INTRODUCTION

This study explores the key determinants of instructional effectiveness and their impact on English language proficiency outcomes among healthcare students in southern Vietnam. It considers teacher competence, curriculum relevance, learning resources, and student motivation as direct influencing factors.

- The research problem is precisely contextualized;
- Gaps in the literature are clearly identified and well substantiated;
- The article structure is clearly articulated and functionally organized;
- The study's theoretical and practical relevance is well justified.

CRITICAL ANALYSIS

The article is well structured, with a clear and coherent framework suited to a quantitative research approach. The theoretical background is solid, the topic is timely and relevant, and the chosen methodology aligns well with the research objectives. The development of a model that consolidates various variables related to English language instruction in the healthcare sector represents a significant contribution to underexplored aspects within the ESP literature.

STRENGTH OF ARGUMENTATION

The manuscript presents a logically sequenced argument, with strong connections between the introduction, literature review, identified research gap, and the definition of

objectives and hypotheses. The theoretical framework is appropriate and current, although it could be expanded to reinforce the conceptual underpinnings. The problem addressed is of practical relevance, particularly in the context of training healthcare professionals for the medical tourism sector.

LIMITATIONS AND OPPORTUNITIES

The article clearly outlines the challenges faced by Vietnamese universities, highlighting critical issues such as low teacher qualification, misaligned curricula, lack of resources, and student demotivation.

Despite presenting a timely and well-organized proposal, the article still displays areas that could be improved:

- Although the literature review is consistent, some sections unnecessarily repeat arguments or authors;
- A deeper discussion of the specific challenges in training ESP instructors is recommended;
- The criteria for selecting the institutions should be made more explicit;
- A linguistic and editorial revision is needed to improve textual cohesion and eliminate redundancies.

ENGAGEMENT WITH OTHER AUTHORS

In global professional environments—particularly in healthcare—English proficiency is increasingly critical, given its direct impact on service quality and clinical outcomes (Basturkmen, 2019; Hyland, 2022). In Vietnam, especially in the southern region, there is a growing demand for highly proficient English-speaking healthcare professionals, driven by intensified international collaborations, the rise of medical tourism, and the global integration of healthcare services (Nguyen-Viet & Nguyen-Viet, 2023).

However, the English curricula currently in use remain overly generic and misaligned with the specific demands of medical and hospital settings, resulting in low student engagement and reduced pedagogical effectiveness (Lopez & Razak, 2024).

In response to this scenario, authors such as Nasiri and Khojasteh (2024) and Rashti et al. (2021) propose an approach that transcends traditional ESP boundaries by systemically integrating professional and pedagogical elements that are often examined in isolation.

CONTEMPORARY RELEVANCE

The relevance of the study lies in its alignment with contemporary demands for the internationalization of healthcare education, especially in developing countries such as

Vietnam. The growing demand for healthcare professionals with English communication competence—driven by the globalization of medical services, health tourism, and international cooperation—makes the improvement of English language instruction in context-specific environments indispensable.

FINAL ASSESSMENT

The article presents a timely and valuable contribution to the field of English for Specific Purposes (ESP), by empirically investigating the determinants of instructional effectiveness in English language education among healthcare students in southern Vietnam.

The text is clearly structured, the theoretical foundation is appropriate, and the methodology is well aligned with the study's objectives. The integration of pedagogical and institutional variables stands out, offering practical insights for the development of educational policies aimed at internationalizing healthcare education.

Recommended improvements include strengthening the theoretical review with a broader range of sources, clarifying the criteria for institutional selection, and undertaking a linguistic revision to improve textual cohesion. Nonetheless, the article makes a significant contribution to the ESP literature and has clear applicability to similar educational contexts.

MANDATORY REVISION

Please highlight the following revisions in yellow in the manuscript:

- Although the literature review is consistent, some sections unnecessarily repeat arguments or authors;
- A deeper discussion of the specific challenges in training ESP instructors is recommended;
- The criteria for selecting the institutions should be made more explicit;
- A linguistic and editorial revision is needed to improve textual cohesion and eliminate redundancies.

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