

# INNOVATIVE STRATEGIES TO IMPROVE ENGLISH SPEAKING SKILLS OF ECONOMICS UNDERGRADUATES

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## GENERAL INFORMATION

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## ABSTRACT

Developing English speaking skills is essential for economics undergraduates, as effective oral communication in English strengthens academic performance and enhances employability in an increasingly globalized business environment. However, many students in Vietnam continue to struggle with limited vocabulary, low confidence, and insufficient opportunities for authentic speaking practice. This study investigates innovative strategies to improve English speaking competence among economics majors in a Vietnamese university context. Using mixed-methods design, quantitative surveys measured students' self-perceived speaking proficiency, while qualitative interviews with instructors identified key barriers and effective pedagogical approaches. The findings suggest that the integrated instructional approach may contribute to improvements in students' fluency, accuracy, and communicative confidence. Furthermore, creating a supportive classroom atmosphere and offering consistent, constructive feedback help sustain long-term improvement. The proposed strategies address both linguistic limitations and broader skill requirements, aligning with the need to equip future economists with strong communication and professional competencies. These findings contribute to the development of practical and scalable strategies for curriculum design, teaching methodology, and technology integration, offering valuable implications for English language instruction in higher education, particularly for non-English-major students in economics-related disciplines.

## 1. INTRODUCTION

### 1.1. Background to Study

English speaking proficiency has become a core requirement for university students in the

context of globalization, particularly those majoring in economics who frequently engage with international business environments. While Vietnamese universities increasingly emphasize English training, many economics

undergraduates still struggle with oral communication due to limited vocabulary, lack of authentic practice, and traditional teaching methods that prioritize grammar over communicative competence. These constraints hinder students' ability to articulate economic concepts, participate in academic discussions, and meet the professional demands of the modern labor market. As innovative technologies and interactive pedagogies become more accessible, there is a growing need to re-examine how these tools can effectively support the development of speaking skills in discipline-specific contexts.

### 1.2. Research Questions

This study is guided by the following research questions:

[1] What challenges do economics undergraduates face in developing English speaking skills?

[2] How do task-based learning, role-play activities, and AI-assisted language tools enhance students' oral communication?

[3] How can universities effectively integrate these innovative approaches into existing English curricula to support sustainable speaking proficiency?

### 1.3. The Importance of the Research

This research is significant for several reasons. First, the study addresses the persistent gap between students' written proficiency and their oral communicative performance in higher education. Second, it proposes an integrated instructional model tailored to economics majors, combining task-based learning, role-play, peer feedback, and AI-assisted speaking practice to improve communicative competence. Third, it offers practical guidance for curriculum reform, instructor training, and technology integration in economics-focused English

instruction. Ultimately, the findings aim to support universities in strengthening students' employability, global competence, and professional communication skills.

### 1.4. Definitions of the Key Terms

In this study, *English speaking skills* refer to students' ability to produce spoken language with clarity, fluency, accuracy, and overall communicative effectiveness in both academic and professional contexts. The term *economics undergraduates* describes university students enrolled in economics or economics-related academic programs who require English communication skills for disciplinary and career purposes. *Task-Based Learning (TBL)* is defined as a communicative instructional approach in which learner's complete real-world tasks using English as the primary medium to achieve meaningful outcomes. *Role-play* denotes an interactive technique where students simulate authentic professional or academic situations to practice functional language and develop confidence. Finally, *AI-assisted language tools* refer to digital platforms or applications powered by artificial intelligence that provide automated, individualized feedback on pronunciation, fluency, vocabulary, and overall oral performance, thereby supporting autonomous practice and skill development.

### 1.5. Literature Review

Previous research has highlighted several pedagogical approaches that support the development of speaking skills in English language learning. Task-Based Learning (TBL) promotes meaningful communication through real-world tasks that require learners to use language for authentic purposes (Ellis, 2003). Similarly, role-play and simulation activities create interactive environments where students practice functional language and develop communicative confidence (Kayi, 2006).

Recent advances in educational technology have further expanded opportunities for speaking practice. AI-assisted language tools, such as automated pronunciation feedback systems and conversational chatbots, allow learners to receive immediate feedback and engage in autonomous speaking rehearsal beyond the classroom (Godwin-Jones, 2018; Li & Ni, 2020).

Despite these developments, relatively limited research has explored how these pedagogical strategies can be systematically integrated within discipline-specific contexts such as English for Economics.

### 1.6. Research Gaps and Contributions

This study addresses both a practical gap and a theoretical gap. The practical gap lies in the fact that although universities aim to improve students' English-speaking skills, classroom practices remain largely form-focused and examination-oriented, providing limited opportunities for discipline-specific oral communication, particularly in economics-related contexts. As a result, students often lack confidence, fluency, and the ability to communicate professional content effectively in English.

The theoretical gap lies in the lack of an integrated pedagogical model that systematically combines task-based learning, role-play, peer feedback, and AI-assisted language tools within a unified instructional framework. Previous studies have typically examined these approaches separately, focusing on individual techniques rather than a structured combination of cognitive, effective, and technological components. Therefore, there is still limited research investigating how an integrated instructional model functions as a comprehensive system to improve speaking competence in English for Economics contexts.

To address these gaps, this study proposes and evaluates an integrated pedagogical model

that combines task-based learning, role-play simulation, peer feedback, and AI-assisted speaking practice. This model is designed to simultaneously develop linguistic competence, communicative confidence, and autonomous learning ability, thereby providing both practical and theoretical contributions to English for Specific Purposes instruction.

## 2. METHODOLOGY

### 2.1. Research Design

This study employed a mixed-methods research design to investigate the effectiveness of innovative strategies for improving English speaking skills among economics undergraduates. The combination of quantitative and qualitative approaches allowed for a comprehensive examination of both measurable learning outcomes and the contextual factors influencing instructional effectiveness. Quantitative data provided empirical evidence of changes in speaking proficiency, while qualitative data captured instructors' pedagogical insights and students' engagement throughout the intervention.

### 2.2. Participants

Participants consisted of 120 economics undergraduates from a Vietnamese university who had completed at least one general English course and voluntarily agreed to take part in the study. Additionally, 10 English instructors responsible for economics-related English courses were selected for qualitative interviews based on their teaching experience and familiarity with interactive and technology-enhanced methodologies. This sample provided a balanced perspective from both learners and educators involved in speaking-focused instruction.

In terms of demographic characteristics, the sample consisted of 120 students, including 52 males (43.3%) and 68 females (56.7%), aged between 19 and 21. Regarding English proficiency, most students were at the

intermediate level, approximately equivalent to CEFR B1–B2, based on university placement test results and previous English course scores.

### 2.3. Data Collection

Data collection comprised two components: (i) quantitative instruments (a speaking performance test and a student questionnaire) and (ii) qualitative sources (instructor interviews, classroom observations, and field notes).

#### 2.3.1. Quantitative Instruments

##### Speaking Test

A pre-test and a post-test were administered to measure students' speaking performance before and after the instructional intervention. Each test required students to complete two speaking tasks designed around economics-related scenarios. The first task required students to deliver a short individual explanation of an economic concept (approximately 2–3 minutes). The second task involved a problem-solving discussion in pairs, where students responded to a short business-related scenario and proposed possible solutions (approximately 3–4 minutes). Students' responses were audio-recorded for scoring.

##### Scoring Rubric

Speaking performance was assessed using an analytic speaking rubric consisting of four criteria: fluency, lexical resource (including economics-related vocabulary use), grammatical accuracy, and pronunciation. Each criterion was rated on a nine-band scale, where Band 1 represents very limited performance and Band 9 represents highly effective communicative performance. The rubric descriptors were adapted from the IELTS speaking band descriptors and modified to reflect economics-related communication tasks.

##### Reliability and Validity

To ensure scoring reliability, 20% of the speaking recordings were independently rated by a second experienced EFL lecturer. Inter-

rater reliability was calculated using Cohen's kappa, which indicated a high level of agreement between the two raters. In addition, a subset of recordings was re-scored after a time interval to check intra-rater consistency.

In terms of validity, the speaking tasks were designed to reflect authentic economics communication scenarios, including presentations, discussions, and problem-solving tasks. The rubric and speaking tasks were reviewed by experienced EFL lecturers to ensure content validity and alignment with the speaking constructs measured in this study. These procedures were implemented to enhance the reliability and validity of the speaking assessment and to ensure the consistency of the scoring process.

##### Student Questionnaire

A five-point Likert-scale questionnaire (1 = strongly disagree to 5 = strongly agree) was administered before and after the intervention to capture changes in learners' self-perceived speaking proficiency, confidence, motivation, and perceived difficulties in economics-related speaking tasks. The questionnaire consisted of 15 items designed to measure four constructs: speaking confidence, speaking motivation, self-perceived speaking ability, and speaking anxiety. The questionnaire items were adapted from previously validated instruments and refined to fit the context of economics-related speaking.

##### Questionnaire Reliability and Validity

Content validity was established through expert review by two EFL lecturers with experience in speaking assessment. In addition, reliability analysis was conducted using Cronbach's alpha to assess the internal consistency of the questionnaire. The results indicated acceptable reliability ( $\alpha > 0.80$ ), suggesting that the questionnaire was a reliable instrument for measuring students' perceptions of their speaking development.

### 2.3.2. Qualitative Data Sources

Semi-structured interviews were conducted with instructors to explore perceived barriers, classroom feasibility, and observed student engagement. Classroom observations and field notes documented how task-based learning, role-play, peer feedback, and AI-assisted tools were implemented and how students interacted during speaking activities. These qualitative sources were used to triangulate and explain quantitative outcomes.

### 2.4. Intervention Procedure

The intervention lasted 12 weeks with two 90-minute sessions per week. Instruction followed a consistent cycle integrating task-based learning (TBL), role-play simulations, peer feedback, and AI-assisted speaking practice.

Pre-task (15–20 minutes). The instructor introduced the economics topic, activated background knowledge, and provided key lexical items and functional expressions needed for the speaking tasks.

Task phase (30–35 minutes). Students completed discipline-relevant speaking tasks (e.g., problem-solving discussions, information-

gap tasks, short case prompts) in pairs or small groups. Tasks were designed to elicit meaningful negotiation of meaning and the use of economics-related language.

Role-play simulation (20–25 minutes). Students enacted professional scenarios (e.g., business meetings, negotiations, presentations, interviews) requiring target functions such as persuading, explaining, summarizing, and responding to questions. Role-play roles and prompts were rotated to increase participation and exposure.

Technology-supported practice (10–15 minutes). Students used AI-assisted tools (e.g., pronunciation feedback and chatbot-based speaking rehearsal) to practice assigned speaking segments. Tool use focused on pronunciation, fluency, and lexical choice; however, final performance feedback was mediated by the instructor to ensure contextual appropriateness for economics discourse.

Post-task reflection and feedback (10–15 minutes). Students received teacher feedback and peer feedback using simplified rubric descriptors. Reflection prompts were used to help students identify improvement targets for subsequent sessions.

**Table 1.** Instructional Procedure of the Integrated Speaking Model

Stage	Activity	Time Allocation	Purpose
Pre-task	Topic introduction, vocabulary, expressions	15–20 minutes	Activate background knowledge
Task cycle	Pair/group problem-solving tasks	30–35 minutes	Develop fluency and interaction
Role-play	Business simulations and presentations	20–25 minutes	Practice functional language
AI practice	Pronunciation and chatbot speaking practice	10–15 minutes	Improve pronunciation and fluency
Feedback	Teacher feedback and peer feedback	10–15 minutes	Improve accuracy and confidence

This instructional cycle was repeated throughout the 12-week intervention, with two 90-minute sessions per week. The consistent structure allowed students to gradually develop fluency, accuracy, and confidence through repeated exposure to discipline-specific speaking tasks and feedback.

### 2.5. Coding Criteria

All qualitative data were coded using a structured rubric aligned with the study's focus on speaking development. Coding categories included fluency enhancement, accuracy improvement, confidence building, task relevance, technology integration, and student engagement. These categories were derived from established frameworks in speaking pedagogy and further refined through iterative review of interview transcripts and observation notes. Codes were grouped into broader themes to facilitate meaningful interpretation and triangulation across data sources.

### 2.6. Data Analysis

Quantitative analysis involved descriptive statistics and paired sample t-tests to determine the effectiveness of the 12-week intervention. Statistical comparisons of pre- and post-test scores measured changes in core speaking components. Correlation analyses were conducted to explore relationships between students' self-assessment and performance outcomes.

Qualitative data were analyzed using thematic analysis following Braun and Clarke's (2006) procedures. Themes were generated inductively, drawing from coded data, and cross-validated through triangulation among interviews, observations, and field notes, ensuring reliability and analytical rigor.

### 2.7. Ethical Considerations

The study adhered to institutional ethical

guidelines. Participation was voluntary, and informed consent was obtained from all participants. Confidentiality and anonymity were strictly maintained, with all identifying information removed during data processing. Participants were informed of their right to withdraw at any stage without penalty. The research protocol received approval from the university's research ethics committee.

Statistical significance was set at  $p < .05$ . Effect sizes (e.g., Cohen's  $d$ ) were calculated to quantify the magnitude of pre-post changes.

### 2.8. Limitations

Several limitations should be acknowledged. The study was conducted at a single institution, limiting the generalizability of findings to broader populations. Although the mixed-methods design provided depth, the 12-week intervention may not capture long-term development of speaking proficiency. Variation in students' initial English levels and access to technological resources may also have influenced learning outcomes. Future research could incorporate longitudinal designs, multisite sampling, and expanded technological support to strengthen external validity.

Additionally, AI-assisted feedback may not fully reflect pragmatic appropriateness or discipline-specific discourse quality, so teacher mediation remained necessary to interpret and contextualize automated suggestions. Future studies should examine how different types of AI feedback (pronunciation, fluency, content relevance) influence economics discourse development over longer periods.

Since this study employed a quasi-experimental one-group pre-test post-test design without a control group, causal relationships should be interpreted with caution. The findings indicate associations and positive effects rather

than definitive causal conclusions.

### 3. FINDINGS AND DISCUSSION

#### 3.1. Overview of Intervention Outcomes

The 12-week intervention, integrating Task-Based Learning (TBL), role-play, AI-

assisted tools, and peer collaboration, produced notable improvements in students' English-speaking skills. Both quantitative and qualitative data indicate that students' fluency, accuracy, vocabulary use, and confidence improved significantly compared to the pre-intervention stage.

**Table 2:** Pre- and Post-Intervention Speaking Performance (n=120)

Skill Component	Pre-Test Mean (SD)	Post-Test Mean (SD)	Mean Difference	t	p	Cohen's d	Effect Size
Fluency	5.8 (1.2)	7.2 (1.1)	1.4	12.45	< .001	0.85	Large
Accuracy	6.1 (1.3)	7.5 (1.2)	1.4	11.68	< .001	0.78	Medium-Large
Vocabulary Range	5.5 (1.0)	7.0 (1.1)	1.5	13.02	< .001	0.95	Large
Pronunciation	5.7 (1.1)	7.1 (1.0)	1.4	12.58	< .001	0.82	Large
Overall Communication	5.7 (1.2)	7.3 (1.1)	1.6	13.21	< .001	0.98	Large

*Note.* Scores are based on a 9-point analytic speaking rubric. Paired-sample t-tests were conducted to examine differences between pre-test and post-test scores.

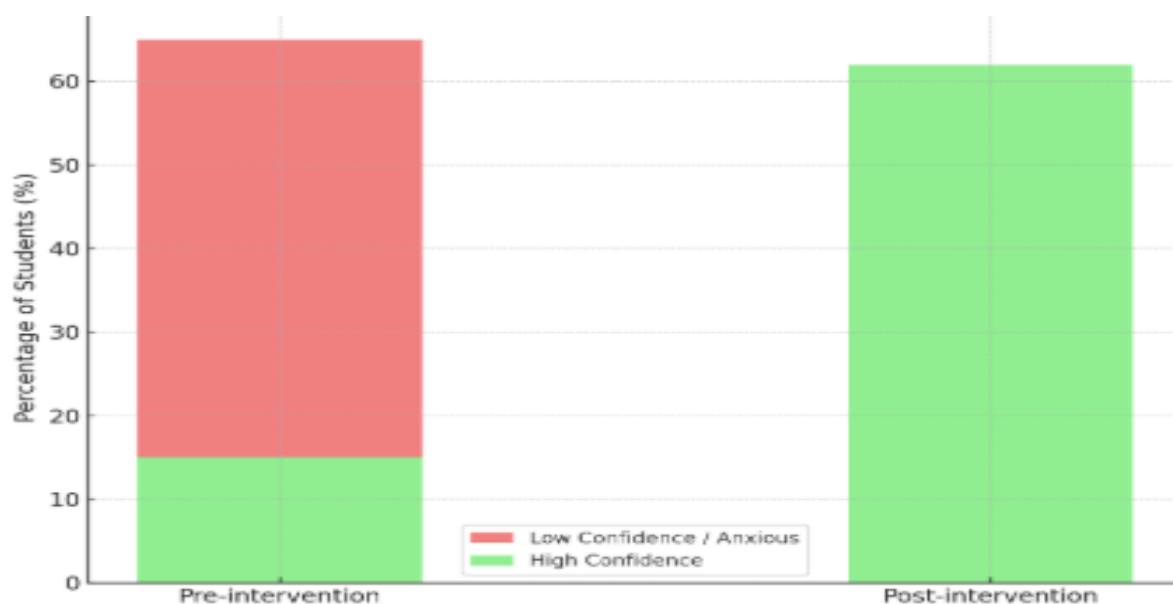
In addition to statistical significance, effect size was calculated using Cohen's d to examine the magnitude of the intervention effect. According to Cohen (1988), a d value of 0.2 is considered a small effect, 0.5 represents a medium effect, and 0.8 or higher indicates a large effect. As shown in Table 1, most effect sizes in this study were in the medium to large range, indicating that the intervention had a substantial impact on students' speaking performance, not only statistically significant but also educationally meaningful.

These findings suggest that the integrated instructional model produced not only

statistically significant improvements but also practically meaningful improvements in students' speaking competence.

#### 3.2. Student Self-Assessment and Confidence

The self-assessment questionnaire indicated substantial growth in students' confidence and motivation. Pre-intervention, 65% of students reported feeling anxious when speaking English in class, whereas post-intervention, only 22% reported significant anxiety. The integration of peer collaboration and role-play played a critical role in reducing affective barriers, allowing students to practice without fear of judgment.



**Figure 1:** Changes in Students' Self-Reported Confidence Levels (%)

As shown in Figure 1, the proportion of students reporting high confidence increased from 15% to 62%, indicating that the innovative strategies successfully fostered a positive learning environment conducive to active oral participation.

### 3.3. Effectiveness of Task-Based Learning

Task-Based Learning (TBL) contributed significantly to fluency and vocabulary development. Students engaged in activities such as economic case study presentations, business negotiation simulations, and problem-solving discussions. Observations revealed that students gradually shifted from hesitant, fragmented speech to more cohesive and fluent communication. Interviews with instructors emphasized that tasks aligned with students' major (economics) enhanced relevance and engagement, thereby motivating deeper linguistic investment.

### 3.4. Role-Play and Simulation Impacts

Role-play exercises, including mock business meetings and interview scenarios, were particularly effective in reducing speaking

anxiety and improving functional language use. According to instructor interviews, students initially hesitated to take leadership roles in presentations; however, repeated simulation activities allowed incremental exposure to authentic communicative challenges, fostering confidence and interpersonal communication skills. This aligns with findings from Kayi (2006), who noted that role-play enhances both linguistic and social skills in language learning contexts.

### AI-Assisted Language Tools

The deployment of AI chatbots and pronunciation software provided students with individualized practice outside the classroom. Quantitative data shows that students using AI tools scored, on average, 0.5–0.8 points higher in fluency and pronunciation compared to peers who relied solely on traditional methods. Qualitative feedback highlighted immediate corrective feedback and the ability to practice autonomously motivated students to engage more frequently in speaking activities, complementing classroom interventions.

Nevertheless, the pedagogical value of AI-assisted tools should be interpreted with caution. Automated feedback may prioritize surface-level features (e.g., pronunciation, speed, or isolated lexical choices) and may not consistently capture contextual appropriateness, pragmatic intent, or the accuracy of economics-specific meanings. In addition, the effectiveness of AI-assisted practice depends on students' digital literacy, willingness to engage in self-directed rehearsal, and access to stable devices and connectivity. These constraints indicate that AI tools function best as supportive scaffolds embedded within teacher mediation and peer interaction rather than as standalone solutions.

Beyond improvements in pronunciation and fluency, it is also important to consider the quality of discourse produced during AI-assisted speaking practice. While automated tools provide useful feedback on surface-level linguistic features such as pronunciation accuracy and speech rate, they may not fully capture discourse organization or pragmatic appropriateness in discipline-specific contexts. Therefore, AI tools in this study functioned as supplementary practice resources, while instructors provided guidance to help students refine discourse coherence, argument structure, and the appropriate use of economics-related terminology during classroom interactions.

### **Peer Collaboration and Feedback**

Peer collaboration proved essential in consolidating learning. Structured pair and group activities enabled students to observe, imitate, and model proficient language use. Moreover, peer feedback sessions facilitated reflection and self-correction, enhancing metacognitive awareness of linguistic strengths and weaknesses. Instructors noted that students who actively participated in peer learning demonstrated higher levels of engagement,

motivation, and improvement in oral performance.

### **Integrated Approach and Synergistic Effects**

The integration of task-based learning, role-play, and AI-assisted tools produced a synergistic effect that extended beyond the sum of their individual contributions. Specifically, task-based learning engaged students cognitively through purposeful communication tasks that mimicked authentic economic contexts. Role-play complemented this by situating language use in realistic, effective, and social environments, thereby reducing anxiety and fostering interactional confidence. Meanwhile, AI-assisted tools offered a layer of technological scaffolding that personalized learning, supplied immediate corrective feedback, and encouraged autonomous practice.

When combined, these elements created a self-reinforcing cycle: tasks generated communicative needs; role-play contextualized those needs within professional scenarios; and AI tools enabled ongoing refinement of performance. This multidimensional interplay—cognitive, affective, and technological—explains the superior gains in fluency, accuracy, and confidence observed in the integrated model, compared to single-method interventions.

### **3.5. Discussion**

The effectiveness of the integrated instructional model can be explained by the interaction of three main learning mechanisms. First, task-based learning increased meaningful language use and negotiation of meaning, which contributed to fluency development. Second, role-play simulations reduced speaking anxiety by providing realistic but low-risk professional communication contexts, which helped improve students' confidence and interactional

competence. Third, AI-assisted tools increased speaking practice time and provided immediate feedback, which supported autonomous learning and pronunciation development. The combination of these cognitive, affective, and technological factors created a comprehensive learning environment that supported multiple dimensions of speaking development rather than focusing on a single skill component.

Importantly, these outcomes directly address the two gaps identified in the Introduction. With respect to the practical gap, the intervention operationalized discipline-relevant speaking opportunities by shifting classroom practice from form-focused routines to repeated cycles of authentic economics communication (tasks, simulations, and peer interaction). Regarding the theoretical gap, the results provide empirical support for an integrated pedagogical account in which cognitive task demands (TBL), affective support (role-play and peer collaboration), and technology-mediated scaffolding (AI-assisted practice) jointly strengthen core speaking constructs rather than working as isolated techniques.

The findings highlight that disciplinary alignment plays a decisive role in the success of integrated speaking instruction. By embedding communicative tasks within economics-related contexts, learners not only acquire linguistic forms but also internalize domain-specific discourse practices. This contextual relevance enhances engagement and facilitates transfer of language skills to academic and professional settings.

Moreover, the integrated model advances a comprehensive understanding of oral competence: it attends to *linguistic performance* (accuracy and fluency), *psychological readiness* (confidence and anxiety reduction), and

*learning autonomy* (AI-supported feedback and self-regulation). Unlike isolated approaches that address only one dimension, the combination of cognitive, effective, and technological support yields sustainable proficiency gains and equips learners with transferable communication strategies. The results support previous studies emphasizing the value of task-based, interactive, and technology-supported learning (Ellis, 2003; Li & Ni, 2020). Specifically, aligning tasks with students' field of study (economics) increased motivation, engagement, and practical applicability.

Additionally, the study highlights the importance of affective factors such as anxiety, motivation, and confidence. Peer collaboration and role-play were particularly effective in addressing these barriers, suggesting that pedagogical strategies must account for both linguistic and emotional dimensions of learning. Finally, the use of AI-assisted tools underscores the potential of digital technologies to supplement traditional teaching, providing individualized, low-pressure opportunities for skill development.

The findings of this study indicate that AI-assisted language tools play an important role in improving students' speaking skills, particularly in terms of pronunciation, fluency, and vocabulary use. However, speaking competence is not limited to linguistic accuracy but also includes discourse competence and pragmatic competence. Discourse competence refers to the ability to organize ideas coherently and maintain communication, while pragmatic competence refers to the ability to use language appropriately in specific social and professional contexts. In this study, AI tools mainly supported micro-level speaking skills, while task-based learning and role-play activities helped students develop discourse and pragmatic competence through authentic communication tasks related to

economics contexts. Therefore, the integration of AI tools, task-based learning, and role-play created a comprehensive learning environment that supported both linguistic competence and communicative competence.

### **Theoretical Implications**

From a theoretical perspective, the findings reinforce the sociocultural view of language learning (Vygotsky, 1978), which posits that interaction, mediation, and contextualization are essential for language development. The integration of task-based, interactive, and AI-mediated strategies operationalizes these principles in higher education, demonstrating how technology can extend the zone of proximal development by providing continuous scaffolding beyond classroom boundaries.

### **Implications for Teaching and Curriculum Design**

The findings of this study highlight several important implications for the teaching and design of English curricula tailored to economics undergraduates. First, it is essential that English courses align with discipline-specific content, incorporating authentic tasks and materials relevant to economics to enhance both engagement and perceived usefulness. Moreover, the adoption of innovative pedagogical approaches, such as role-play, simulations, and collaborative projects, can provide students with opportunities to practice language in realistic contexts, thereby fostering both confidence and active participation. The integration of technology also plays a crucial role, with AI-assisted tools offering personalized practice, immediate feedback, and supplementary support to complement classroom instruction. Finally, assessment strategies should extend beyond linguistic

accuracy to also capture communicative effectiveness, ensuring that evaluation reflects the practical demands of professional and academic settings. Together, these implications underscore the need for a more contextualized, interactive, and technology-enhanced approach to English language teaching in the field of economics.

## **4. CONCLUSION**

This study demonstrates that innovative, integrated strategies—combining Task-Based Learning (TBL), role-play, AI-assisted tools, and peer collaboration—significantly enhance English speaking skills among economics undergraduates. Results show notable improvements in fluency, accuracy, vocabulary, pronunciation, and overall communicative competence, alongside increased confidence and motivation, highlighting the importance of affective factors in language learning. Aligning learning activities with students' disciplinary context enhances engagement and practical applicability. Task-based activities and simulations replicate real-world professional scenarios, AI tools provide personalized, autonomous practice, and peer collaboration promotes reflection and interactive competence. This multifaceted approach addresses cognitive, affective, and social dimensions, offering a holistic framework for oral proficiency development. For practice, it is recommended that curricula integrate discipline-specific speaking tasks, presentations, and simulations, while instructors employ role-play, task-based, and collaborative exercises to foster engagement and communicative confidence. AI-assisted tools should support pronunciation, vocabulary, and autonomous practice, and assessment strategies should evaluate both linguistic

accuracy and practical communication effectiveness, reflecting real-world demands. In conclusion, this study provides evidence-based guidance for educators and policymakers. By adopting an integrated, contextually relevant approach, universities can equip economics undergraduates with the linguistic, cognitive, and interpersonal skills necessary to excel academically and professionally in a globalized 21st-century environment.

Despite the benefits of AI-assisted language tools, several limitations should be acknowledged. First, automated feedback mainly focuses on pronunciation and fluency but may not accurately evaluate discourse organization or pragmatic appropriateness in economics-related communication. Second, AI-generated feedback may sometimes provide linguistically correct but contextually inappropriate suggestions. Third, the effectiveness of AI tools depends on students' digital literacy, learning autonomy, and access to technological resources. Therefore, AI-assisted tools should be considered supplementary learning tools rather than replacements for teacher feedback and interactive classroom communication.

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## CÁC CHIẾN LƯỢC SÁNG TẠO ĐỂ NÂNG CAO KỸ NĂNG NÓI TIẾNG ANH CHO SINH VIÊN NGÀNH KINH TẾ

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### TỪ KHOÁ

*Chiến lược sáng tạo;*

*Công cụ hỗ trợ ngôn ngữ dựa trên AI;*

*Học tập theo nhiệm vụ;*

*Kỹ năng nói tiếng Anh;*

*Sinh viên ngành kinh tế.*

### TÓM TẮT

Việc phát triển kỹ năng nói tiếng Anh là yếu tố thiết yếu đối với sinh viên ngành kinh tế, vì khả năng giao tiếp bằng lời nói hiệu quả bằng tiếng Anh không chỉ củng cố kết quả học tập mà còn nâng cao cơ hội việc làm trong môi trường kinh doanh ngày càng toàn cầu hóa. Tuy nhiên, nhiều sinh viên tại Việt Nam vẫn gặp khó khăn do vốn từ vựng hạn chế, sự thiếu tự tin và ít cơ hội thực hành nói trong các tình huống giao tiếp thực tế. Nghiên cứu này khảo sát các chiến lược đổi mới nhằm nâng cao năng lực nói tiếng Anh của sinh viên chuyên ngành kinh tế trong bối cảnh một trường đại học tại Việt Nam. Nghiên cứu sử dụng thiết kế phương pháp hỗn hợp (mixed-methods), trong đó khảo sát định lượng được sử dụng để đo lường mức độ tự đánh giá năng lực nói của sinh viên, trong khi các cuộc phỏng vấn định tính với giảng viên giúp xác định những rào cản chính và các phương pháp sư phạm hiệu quả. Kết quả nghiên cứu cho thấy rằng học tập dựa trên nhiệm vụ (task-based learning), các hoạt động đóng vai tương tác (interactive role-plays) và các công cụ hỗ trợ học ngôn ngữ bằng trí tuệ nhân tạo (AI-assisted language tools) góp phần đáng kể trong việc nâng cao độ trôi chảy, độ chính xác và sự tự tin trong giao tiếp của sinh viên. Bên cạnh đó, việc xây dựng môi trường lớp học hỗ trợ và cung cấp phản hồi thường xuyên, mang tính xây dựng giúp duy trì sự cải thiện lâu dài. Các

chiến lược được đề xuất không chỉ giải quyết những hạn chế về ngôn ngữ mà còn đáp ứng các yêu cầu kỹ năng rộng hơn, phù hợp với nhu cầu trang bị cho các nhà kinh tế tương lai năng lực giao tiếp và năng lực nghề nghiệp vững vàng. Những phát hiện này đóng góp vào việc phát triển các chiến lược thực tiễn và có khả năng mở rộng cho thiết kế chương trình đào tạo, phương pháp giảng dạy và tích hợp công nghệ trong giảng dạy tiếng Anh ở bậc đại học, đặc biệt đối với sinh viên không chuyên tiếng Anh trong các lĩnh vực liên quan đến kinh tế.

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