

FOREIGN LANGUAGES AND VIETNAMESE

INTEGRATING BUSINESS CONTENT INTO LANGUAGE TEACHING: A CASE STUDY OF ENGLISH MAJORS AT THE UNIVERSITY OF DA NANG - UNIVERSITY OF FOREIGN LANGUAGE STUDIES (UD-UFLS)

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ABSTRACT: Integrating business content into language instruction has become increasingly important in tertiary education. Using the principles of Content and Language Integrated Learning (CLIL), this study investigates how business content is integrated in language instruction amongst English majors at the University of Da Nang - University of Foreign Language Studies (UD-UFLS). Data collected through survey questionnaires, group interviews, and classroom observations indicate that students hold positive perceptions of this integrated approach - enhanced motivation, increased language competence, confidence in professional communication, cognitive engagement, and teamwork skills, through meaningful project-based activities. However, challenges related to cognitive load, time pressure, and limited prior business knowledge were reported. The study contributes empirical evidence supporting CLIL implementation in English language teaching.

KEY WORDS: business content; Content-language Integrated Learning (CLIL); discipline-related knowledge; language proficiency; Business Communication course

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1. Introduction

In the context of growing internationalization with English becoming the lingua franca for global business and trade, the demand of English language proficiency for effective professional communication has become critical. As the ability to use English with confidence in professional contexts is now prescribed as a prerequisite for graduates entering the modern workplace, higher education institutions are making endeavours to explore innovative approaches to language teaching where linguistic competence, subject knowledge and cognitive skills of students are fostered and cultivated (Hartono et al, 2023). Content and Language Integrated Learning (or CLIL) has emerged as a viable pedagogy bridging the teaching of a second or foreign language with the learning of subject content, promoting both subject knowledge and language competence development, thereby contributing to a multifaceted educational experience (Marsh, 2002).

Integrating subject content into language teaching, as many would argue, offers a dual benefit (e.g., Mede & Çinar, 2018; Lu, 2019; Kováčiková, 2020). On the one hand, it provides students with authentic opportunities to apply English for meaningful communication; on the other hand, it introduces them to foundational business knowledge and communication practices relevant for their future careers. Research suggests that such approaches can enhance learners' motivation, improve their language proficiency, and foster higher-order thinking skills by engaging them in realistic business tasks (Hartono et al, 2023). These range from communication, negotiation, and problem-solving to teamwork and decision making. However, the adoption of integrated instruction reveals certain challenges, which need to be examined further from more real classroom practices. This paper thus attempts to explore how integrating business content into English language teaching can support more meaningful, job-ready learning experiences. By examining the 4th year students' perceptions and by observing classroom practices in a Business Communication course, the study is expected to shed light on the perceived benefits, challenges, as well as pedagogical implications for integrating

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business content in language instruction in a Vietnamese university context. The paper seeks to address two research questions: (i) How is business content integrated in language instruction amongst the 4th year English majors at UD-UFLS? and (ii) What are the perceived benefits and challenges experienced by the teachers and students at UD-UFLS towards this integrated approach?

2. Theoretical background

2.1. Review of Relevant Literature

There has been a growing body of literature on language and content integration. The approach, a.k.a CLIL (Content and Language Integrated Learning) was introduced by Coyle et al (2010) as an educational pedagogy whereby subject content is taught through the medium of a foreign language. For such dual aims, CLIL emphasizes contextualized language use, that is learners can acquire linguistic knowledge while engaging with cognitively demanding and discipline-specific content. Research attempts have consistently shown how CLIL as an approach can enhance students' readiness for academic and workplace contexts. In fields like business, CLIL can provide a pedagogically advantageous model with positive outcomes being recorded from business courses using CLIL. Banegas (2012), for example, observed improved vocabulary and content knowledge in his study involving secondary business-focused CLIL classes while Lu (2019) reported improvement of both subject understanding and English fluency among his business students. Mede and Çınar (2018) asserted the role of CLIL as "an engaging and functional instructional tool" and stressed its relevance in enabling English language students "to become more responsible for their own learning process" (p. 216).

Literature also highlights multiple benefits of business content and language integration. One benefit is enhanced learner motivation whereby business content is perceived as useful, practical, and directly relevant to future career paths. Banegas (2012) posited that content-based pedagogies like CLIL or CBI (Content-based Instruction) can respond to students' real-world needs, hence increasing their engagement. Hartono et al. (2023) stressed that CLIL lessons provide meaningful learning experiences, boost motivation, and foster communicative as well as intercultural competence. Besides subject-specific language competence, integration adds to enhanced knowledge of subject content. Clearly, integrating business content enables students to acquire specialized terminologies apart from strengthened general English skills. As reported by Cauli (2021), CLIL-oriented business English students could obtain higher scores in both subject-specific vocabulary and communicative competence than their non-CLIL counterparts. Such integration assists learners in acquiring subject knowledge and practising language skills - reading more specialized texts, writing business reports, and making oral presentations in English (Lu, 2019; Rosyida & Effendy, 2025).

Beyond language, content integration can support cognitive development. In fact, engaging with business content requires critical thinking, problem solving and decision making, the skills highly valued in the workplace. Teaching business through English, for Rosyida and Effendy (2025), supports students' development of discipline-specific competence, not to mention the important transferable skills essential for future graduates. Besides, CLIL orientation with the 4Cs (i.e., Content, Cognition, Communication, and Culture), nurtures deeper learning and stronger intercultural competence. While the use of authentic business materials (e.g., sales literature, marketing content, real-world case studies) facilitates meaningful learning, real-world simulations encourage learners' development of practical language skills for business communication (Lu, 2019). In other words, learners perceive a connection between classroom tasks and future professional duties, thus enhancing their perceived value and transferability of learning. In other words, integrating business content enables a more holistic educational model, assisting students not only in building English proficiency but also in developing subject competence and readiness for real-world business contexts. These partial findings pertaining to the relevance of CLIL have been furnished by recent studies (e.g., Cauli, 2021; Nguyen et al, 2024; Saparbayeva, 2025) underscoring the adaptability of the CLIL approach with applicability spanning from primary to higher education. Amongst these, Kováčiková

(2020) exemplified the accompanying challenges while implementing CLIL, noting either complicated materials or lack of practice. This is in resonance with other CLIL-related studies conducted in Vietnamese contexts (e.g., Nguyen, 2016; Nguyen et al, 2024) which indicate insufficient authentic, real-world content in English language courses. These findings show a gap in the literature, necessitating further investigation with insights being drawn from practical classroom experiences at UD-UFLS.

2.2. Review of Conceptual Framework

This study is grounded mainly in the principles of Content and Language Integrated Learning (CLIL), originally introduced as an umbrella term (Marsh, 2002) to cover educational approaches (e.g., Content-based Instruction or CBI) where content and language are learned together. In his terms, CLIL refers to situations where subject knowledge is taught through a foreign language with a dual focus, that is the learning of content and the learning of language. Coyle et al. (2010) also see CLIL as fusing subject instruction and student engagement in language learning. In this way, language becomes both the medium and the objective for learning, and students learn the language in real contexts while engaging with disciplinary content. Such an approach sees language more than a tool but as a goal. As Cabau (2016) claims, CLIL methodology helps increase students' exposure to the target language and culture, deepen "[their] understanding of the foreign culture of learning, academic culture, and culture of communication", thus building intercultural knowledge and communication skills, and by so doing providing opportunities for them to study content through different perspectives (pp. 10-11).

Central to CLIL is the 4Cs Framework introduced by Coyle et al (2010). These include (i) *Content* - focusing on the acquisition of discipline-specific knowledge; (ii) *Communication* - emphasizing language development through real communication; (iii) *Cognition* - involving higher-order thinking processes; and (iv) *Culture* - fostering intercultural awareness. Drawing on this 4Cs model, the study conceptualizes integrated business-content instruction as a pedagogical approach. This approach (i) develops disciplinary content knowledge (*Content*) whereby students learn core business concepts and marketing strategies via identifying targeted customers' needs, planning and promoting products/services; (ii) enhances students' English language proficiency (*Communication*) whereby students practise receptive and productive skills in authentic business contexts via presentations, mock business meetings, promotional campaign; (iii) fosters higher-order thinking skills (*Cognition*) with students analysing case studies, making decisions, and completing business-related tasks, thus developing critical thinking skills; and (iv) builds professional and intercultural competence (*Culture*) with students engaging with business/customer care practices relevant to local or socio-cultural contexts. In this regard, the framework positions integrated business-content instruction as a *dual-focused pedagogical approach*, which supports multidimensional student learning outcomes and provides the basis for examining how business-based tasks and materials, when embedded in language instruction, can contribute to a more holistic development for language students.

3. Methodology

3.1. Research Design

This study adopts a descriptive method, drawing mainly on qualitative approaches (i.e., survey questionnaires, focussed group interviews, and classroom observations) to explore learner perceptions and teacher experiences as regards integrating business content into English language teaching. This design aligns with CLIL/CBI research whereby task-based/project-based instruction is important to examine how students perceive 'learning by doing' via business-related tasks like report-writing, translation of business documents or oral presentations (Cauli, 2021), or how the use of authentic materials (i.e., business texts, company profiles, marketing brochures) can support students' exposure to discipline-specific vocabulary and discourse features (Lu, 2019). Classroom observations of student collaborative tasks, business simulations, and problem-solving through project-based communication campaigns as part of the course requirements allows rich qualitative

data to be collected as evidence of emphasis on communicative and collaborative learning, promoting both language use and business thinking (Saparbayeva, 2025).

3.2. Context and Participants

This study was conducted at the University of Da Nang - University of Foreign Language Studies (UD-UFLS). The participants comprised 187 fourth year English-major students from the 2021 cohort who were enrolled in a Business Communication course during the second semester of 2024-2025 academic year. Of the participants, 173 were female and 14 were male. All participants have completed all core language courses and were preparing for their internship.

The Business Communication course addresses key aspects of business communication, covering communication principles and psychology, products and services, marketing, negotiation, and international trade. Student assessment included a gap-fill (cloze) test to measure business content knowledge and a group project evaluating business communication skills through the promotion of an innovative product or service. Serving as an alternative to the graduation thesis, the course is intensive and delivered over an eight-week period prior to student internships.

Convenience sampling was employed due to the accessibility and availability of the participants (Saunders et al., 2012). As this is an exploratory study, enrolled students were readily available to complete a survey questionnaire and participate in follow-up interviews. In addition, three English lecturers of UD-UFLS involved in this CLIL-oriented instruction volunteered to take part in semi-structured interviews focusing on instructional practices and perceptions towards content-language integration in their Business Communication course.

3.3. Instruments

To collect the data for the research, multiple instruments were employed, including

(i) a *student perception questionnaire* pertaining to perceived relevance of content topics, benefits and challenges encountered by students. A Google Forms survey was administered to three classes comprising 194 students enrolled in the Business Communication course, and 187 responses were recorded, representing 96.4%. This high response rate may be due to the timely administration of the survey (March 6th-30th, 2025), which took place shortly after the students' completion of the course.

(ii) *semi-structured interviews* conducted with the three lecturers (including the researchers) and a subgroup of students as a follow-up to the survey questionnaires to explore their experiences with CLIL-based instruction in greater depth; and

(iii) *classroom observation checklist* with details for evaluating students' grasp of business content, cognitive engagement and collaboration demonstrated during project design and implementation. This involves the initiation, communication, problem-solving, and promotion of the newly designed product/service through presentation and exhibition.

For validity and reliability, the survey questionnaire was designed with reference to existing CLIL-related studies and piloted with a small group of students to check clarity and relevance. Minor revisions were made following the pilot to improve item wording and internal consistency. The use of 5-point Likert-scale and open-ended questions allowed systematic recording of students' consistent but diverse perceptions across multiple dimensions. Regarding the *semi-structured interviews*, validity was strengthened using guiding questions and observation checklists with the business communication project rubrics being adapted from established assessment criteria used in business communication courses and reviewed by two experienced English lecturers, thus enhancing its face validity. Triangulation across multiple instruments enhanced the overall trustworthiness of the findings.

3.4. Data Analysis

For quantitative analysis, responses collected via questionnaire surveys were exported to Microsoft Excel and descriptive statistics, including frequencies and percentages, were employed to summarize students' responses to the perception questionnaires and to identify overall trends.

For qualitative analysis, thematic coding was adopted for interview transcripts and analysis of classroom observation notes so as to identify recurring patterns related to content-language integration. Data triangulation across interviews, observations, and quantitative findings was used to enhance the credibility and depth of interpretation.

4. Findings and discussion

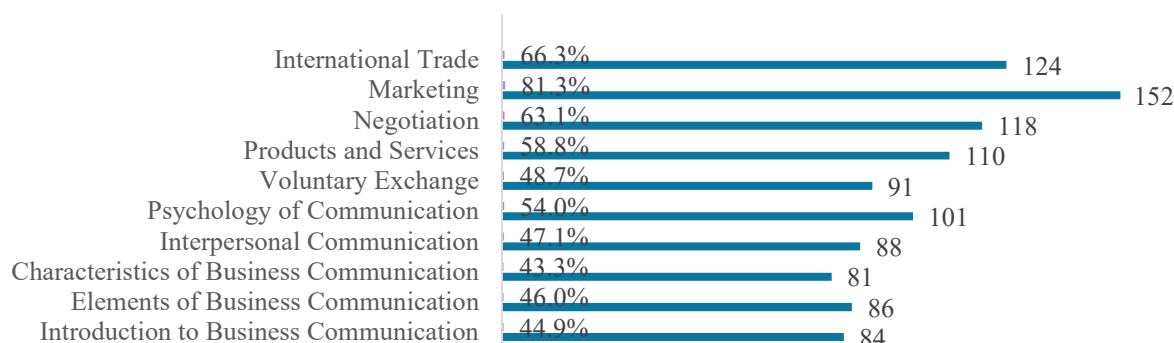
4.1. Business Content Integration in Language Instruction

To understand the students' familiarity with business content, two question items were designed in the survey questionnaire to address this. It was found that most students (97.5%) agreed that the Business Communication course gave them the primary exposure to business content in the whole programme (Figure 1). They also perceived themselves as having a moderate to high level of familiarity with business concepts introduced in the course. As Table 1 shows, 93.7% of the respondents selected ratings from 3 to 5, with the largest proportion reporting a moderate familiarity level (41.2%). Only a small percentage indicated low familiarity (ratings 1-2), suggesting the integrated approach effectively supported students' initial content understanding. To further summarize overall familiarity, a mean score was calculated with an average familiarity rating of $M = 3.63$, indicating that students generally perceived themselves as familiar with the business concepts presented in the course. This aligns with observation notes that students demonstrated increasing comfort with specialised terminology and business-related tasks as the course progressed.

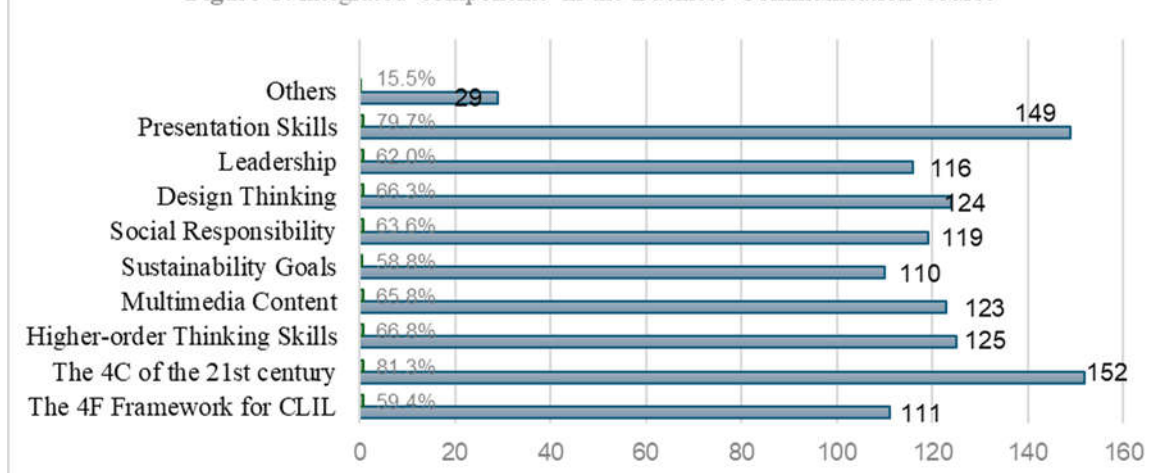
Table 1. Students' familiarity with business concepts

Rating	Frequency (n)	Percentage (%)
1 (Not familiar)	4	2.1
2 (Slightly familiar)	8	4.3
3 (Moderately familiar)	77	41.2
4 (Quite familiar)	62	33.2
5 (Very familiar)	36	19.3
Total	187	100
<i>Mean = 3.63.</i>		

Survey responses, as shown in Figure 2, reveal clear patterns in learners' preferences and highlight areas of strong engagement in business themes. The most prevalent topic was *Marketing*, cited by 152 out of 187 students (81.3%), indicating that the content related to marketing strategies, branding, and consumer behaviour was of interest to most asked students. This resonates with the focus of the collaborative project where a high level of cognition and creative design thinking was rated. *International Trade* was also recorded high (66.3%), suggesting that global business transactions and cross-border exchanges were also particularly appealing. Other topics receiving substantial interest included *Negotiation* and *Products and Services*, with 118 responses (63.1%) and 110 responses (58.8%) respectively. These findings suggest students' interest in content relevant to real-world business interactions, which aligns with broader educational trends showing students' increased motivation by content which reflects more real-world workplace demands and which provides opportunities for more active, practice-based learning (Rosyida & Effendy, 2025).

Figure 2. Students' preferences of business content

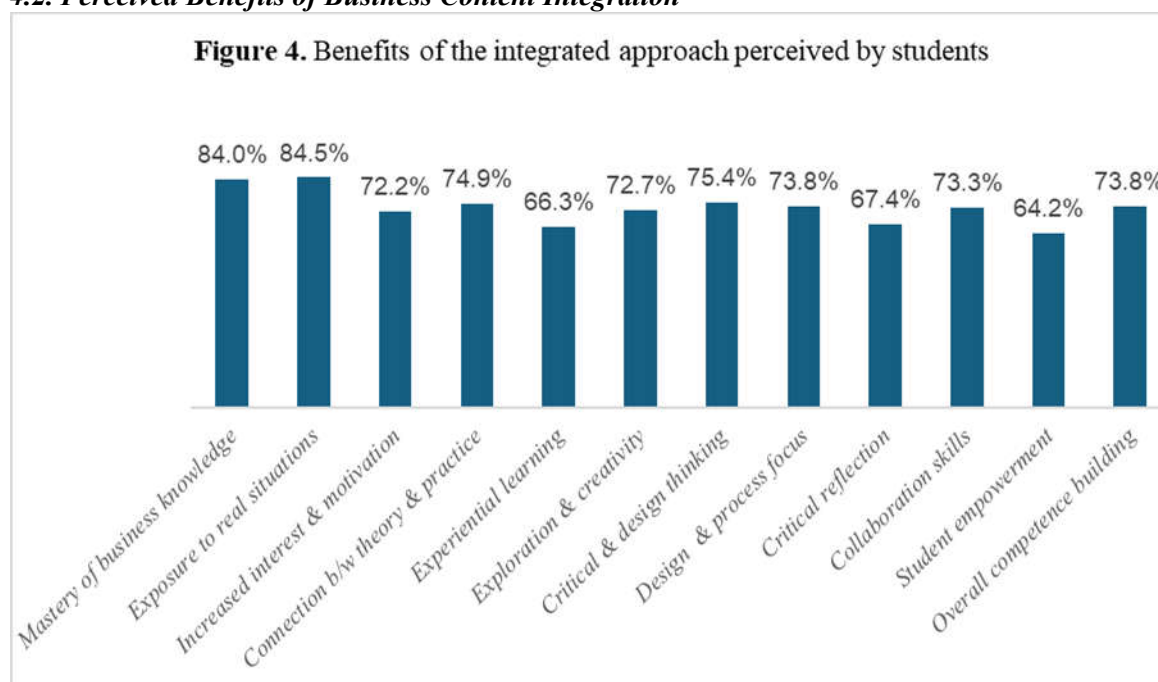
Moderate levels of interest were shown in *Psychology of Communication*, at 54% and *Voluntary Exchange*, a little less at 48.7%, indicating that students also value the importance of understanding the behavioural and economic principles underlying business communication. Other more general components were selected much less often, with less than half of the sample, namely *Interpersonal Communication* (47.1%), *Elements and Characteristics* (43.3-44.9%). Overall, the results provide further evidence that CLIL, when compounded with PBL components, can enhance learner engagement by situating language learning within purposeful, discipline-specific contexts. This echoes the positions suggested by Coyle et al. (2010) on the motivation level experienced by students when content is perceived as meaningful, relevant, and connected to real-world contexts. Data from the follow-up interviews also affirms such strong appeal in business content when students gave positive comments towards activities entailing authentic business scenarios where application of both language and specialised knowledge is necessary and where opportunities are given for their practice of strategic communication and collaboration.

Figure 3. Integrated components in the Business Communication course

Regarding the integrated components in the course, multiple selections were allowed (**Figure 3**), revealing a strong presence of CLIL-related principles, 21st-century skills, and project-based pedagogies. *The 4Cs of the 21st century* was recorded highest with 81.3% of the survey respondents.

This high percentage suggests that students clearly recognized the emphasis on modern competencies essential for academic success. Neatly followed were *presentation skills*, cited by 149 students (79.7%), meaning that oral communication and public speaking were central and highly visible aspects of student learning experiences. Other components receiving strong acknowledgment include *higher-order thinking skills* (66.8%), *social responsibility* (63.6%), *leadership* (62%), and *multimedia content* (65.8%). These findings reflect a strong emphasis on cognitive engagement, ethical awareness, and multimodal communication, which all align with CLIL and PBL frameworks - encouraging active, socially engaged, and inquiry-driven learning. *Sustainability goals* were recognized by a smaller, but still notable, proportion of students (58.8%), implying that themes of global citizenship and sustainable development were present though less prominent than communication-focused elements. The integration of the *4C Framework for CLIL* was highlighted by nearly 60% of the sample, and this shows that while students recognized content-language integration, it may not have been as explicit to them as the 21st-century skills. Overall, the data demonstrates that students perceived the Business Communication course as being highly relevant with integrated pedagogical frameworks, and that there is a strong presence of 21st-century skills, CLIL principles, and PBL elements in the course, supporting the goal of preparing students for academic and professional communication endeavours.

4.2. Perceived Benefits of Business Content Integration



As shown in Figure 4, students perceived multiple benefits from this integrated approach, with consistently high levels of agreement across all areas. *Authenticity and relevance* were the most strongly endorsed with over 84% of respondents agreeing that the approach enabled them to master basic business knowledge and exposed them to real-world business situations. This echoes the position that the integration of business content enhanced the perceived meaningfulness of language learning by situating it within practical and professional contexts (Martyn, 2018; Lu, 2019). A substantial proportion of students (72-75%) reported benefits associated with *cognitive and skill development*. Data from the follow-up interviews with sub-groups of students asserted students' gains in these areas, ranging from increased interest and motivation to enhanced connection between

language and content, not to mention critical thinking and design-oriented skills. These findings suggested that the integrated approach supported *higher-order cognitive processes* rather than merely focusing on language form. Besides, many student respondents (73%) acknowledged improvements in collaboration and communication competence, highlighting the role of experiential project-based tasks in fostering transferable skills. In other words, the integrated approach benefits students across linguistic, cognitive, and professional dimensions, which resonates with the literature on CLIL in language instruction. As argued by Coyle (2005, pp. 6-8), CLIL experiences help boost the students' linguistic competence and confidence, enhance their expectations, develop their needed skills, that is "problem-solving, risk-taking, confidence building, communication skills, extending vocabulary, self-expression and spontaneous talk", and raise their awareness of cultural issues and global citizenship.

The interviews with the EFL lecturers provided further insights into the gains of this integrated instruction. In their view, integrating business content into language instruction enables students to develop business-related knowledge alongside language competence, thereby enhancing student learning and their readiness for professional contexts. One lecturer noted that "*students are not just learning English for classroom purposes; they are learning how to use English in situations they are likely to encounter in the workplace*" (T1). From their perspective, CLIL-oriented practices combined with business content facilitated a more engaging learning environment where students were supported to develop their creativity, innovation, and entrepreneurial thinking. One lecturer commented like this, "*when students design a new product or service, they need to identify targeted customers in targeted market segments, and this places them in the real-world marketplace where they learn to solve problems and make informed decisions*" (T2). Interviewed lecturers further observed that the course served as a starting point for instilling entrepreneurship, one of the most meaningful outcomes of integration.

From a language development perspective, the teachers emphasized that CLIL classrooms helped build student confidence and professionalism in communication. As stated, "*students learn to speak with increasing interest and confidence when presenting the new business ideas that they have crafted, especially those related to real-life business contexts*" (T3). Alongside communication skills, the lecturers reported noticeable improvements in collaboration and teamwork, as well as the development of transferable skills like problem-solving, decision-making, and leadership. Integrating business content into language teaching is deemed most effective when implemented through project-based learning, where students engage in "learning by doing" and apply both language and content knowledge in meaningful contexts. This initiative echoes the position asserted by Cauli (2021) that integrating business content allows students to develop both linguistic competence and disciplinary knowledge, which facilitates a holistic learning environment needed for their future working life.

Classroom notes also recorded high level of engagement and increased motivation on CLIL and project-based tasks. Students demonstrated strong teamwork and leadership skills in initiating new ideas for the project, discussion amongst peers in assigning tasks or roles to different team members, negotiating effective and less costly channels of communication, or selecting of media content and output for the communication project. The communication project rubrics also revealed high scores of students' demonstration of creativity and authenticity in initiating, developing and promoting their product/service apart from mastery and application of marketing principles - the 4Cs and customer orientation. Interestingly, students demonstrated a significant use of authentic materials to create business models, which was coupled with business ideas being crafted through green mindsets and through tasks simulating the real world, all in collective and collaborative endeavours. It can be seen that the 4Cs of CLIL have been well observed in the course delivery with business concepts being introduced to students (*Content*), leading to the application of these concepts through the design of a new product or service (*Cognition*) to be presented via a promotional campaign or class exhibition

(*Communication*) to a targeted audience of a well-selected market segment (*Culture*). The focus now is on the challenges of integration as perceived by the teachers as researchers.

4.3. *Perceived Challenges of Business Content Integration*

Data from the focused group interviews with all the teachers in charge revealed the challenges encountered when implementing content-language integrated instruction. A commonly reported concern was students' limited prior knowledge of business, which was perceived as a major barrier to effective learning. As one lecturer explained, *"Students often lack basic business knowledge at the beginning of the course, and this can hinder their engagement with both business content and English language"* (T1). This challenge necessitated extensive instructional scaffolding, including pre-teaching business concepts, plus the use of frequent formative assessments. According to another lecturer, *"We need to spend sufficient time pre-teaching key terms and concepts, and the adoption of short quizzes is absolutely useful to help students gradually build up their business repertoire"* (T2).

Time constraints were also highlighted as a significant challenge, largely due to the intensive nature of the course and its placement prior to students' internships. One lecturer noted that *"The course is very intensive, and students are expected to absorb a large amount of unfamiliar content in a short period of time, which can be quite demanding"* (T3). Nevertheless, it was observed that project-based tasks helped mitigate this challenge by fostering student engagement. As commented by another lecturer, *"Although time is limited, project work allows students to collaborate and solve problems together, which helps them cope better with the learning load"* (T1). These insights align with the existing literature on CLIL highlighting that students tend to be more engaged when tasks mirror real-life challenges, promote problem-solving, and involve collaborative decision-making (Beckett & Slater, 2020). The emphasis on communicative and collaborative learning with incorporated simulations and joint problem-solving indeed helps promote both language use and business thinking (Saparbayeva, 2025). Similarly, PBL studies highlight that students tend to be more engaged when tasks mirror real-life challenges, promote problem-solving, and involve collaborative decision-making (Beckett & Slater, 2020). Also, the strong appeal of negotiation and marketing content implies that students respond positively to activities that allow them to practise strategic communication and teamwork. In contrast, the comparatively lower interest in more theoretical or introductory topics is consistent with findings that learners often value applied, hands-on content over abstract explanations when learning through integrated approaches, which is in clear alignment with CLIL philosophy of "learning by doing" as suggested by Cauli (2021).

In addition, the lecturers pointed out limitations related to instructional materials. They stated that the teacher-developed materials were insufficient to fully address the dynamic and evolving nature of the business field. One lecturer acknowledged this and suggested a way forward to this situation. In her words, *"The materials we have are not always enough, and additional resources, especially multimedia materials, would help students better understand current business practices"* (T2). Arguably, this dual-focused pedagogy necessitates students' exposure to authentic materials and genre-specific discourse like business correspondence, marketing or promotional brochures and leaflets, which offers a natural environment for acquiring content-specific vocabulary, discourse features, and communicative skills relevant for the business world (Cauli, 2021). As aptly put by Lu (2019, p. 11) "Business English teachers should recognize the distinctive features of business English teaching, integrate the language and content, and then adopt targeted teaching strategies ... to get the aims of better promoting the effectiveness of business English teaching and optimizing the training of business English talents".

This well leads to another issue of similar importance, which is to develop more business-related curricula using CLIL principles while tailoring materials to business/marketing strands (Martyn, 2018, Rosyida & Effendy, 2025). The results, indeed, highlight the high probability of successful integration once content-language instruction is grounded in sociocultural and cognitive theories of language instruction, meaning being co-constructed in social and authentic real-world contexts

requiring students to internalize both content knowledge and linguistic competence. As Saparbayeva (2025) suggests, cognitive engagement with complex content through working in a second language encourages higher-order thinking, thereby supporting deeper learning and long-term retention.

5. Conclusions

This paper has demonstrated how business content has been integrated in a Business Communication course for 4th year English majors at UD-UFLS. The triangulated data sources, including survey questionnaires, focused group interviews and classroom observations, revealed interesting insights into the perceptions and practices of business content integration. While numerous benefits were recorded from the actual implementation of integration, be they increased motivation and language proficiency, confident professional communication, cognitive enhancement and collaboration, some challenges were recorded with concerns like limited prior background knowledge, time constraints and insufficient instructional materials. The study suggests that the PBL approach if well-designed can well complement with CLIL principles in promoting mastery of business content, cognitive engagement, and communication in professional contexts. This brings to the fore the importance of increased awareness of effective implementation which, according to Martyn (2018), requires teachers to be both linguistically competent and knowledgeable in business content, which again highlights the need for CLIL-oriented professional development for language teachers.

However, successful implementation depends on careful instructional design, adequate resourcing, teacher professional competence, and sustained institutional support. Such challenges as balancing content and language objectives, material development and assessment design, and learner diversity need being systematically addressed. This suggests future longitudinal studies with a closer focus on more diverse contexts, teacher training and robust assessment for CLIL implementation in more vernacular settings. For educators seeking to bridge the gap between language education and professional readiness, integrating disciplinary content (e.g., business) into English instruction can offer a viable and forward-looking pedagogical direction in contexts like Vietnam where English is gradually transitioning from a foreign language to a second language.

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Tích hợp nội dung kinh doanh trong dạy học ngoại ngữ: Nghiên cứu trường hợp đối với sinh viên tiếng Anh tại Trường Đại học Ngoại ngữ, Đại học Đà Nẵng

Tóm tắt: Tích hợp nội dung kinh doanh vào dạy học ngoại ngữ ngày càng cần thiết trong giáo dục đại học. Dựa trên nguyên tắc tích hợp CLIL, nghiên cứu khảo sát việc tích hợp nội dung kinh doanh trong dạy học tiếng Anh đối với sinh viên tiếng Anh tại UD-UFLS. Dữ liệu từ bảng hỏi, phỏng vấn nhóm và quan sát lớp học cho thấy sinh viên nhận định tích cực về phương pháp tích hợp - tăng động lực học tập, cải thiện năng lực ngôn ngữ, tự tin trong giao tiếp nghề nghiệp, phát triển năng lực tư duy và làm việc nhóm, qua nhiều hoạt động dự án ý nghĩa. Các khó khăn bao gồm tải lượng nhận thức, áp lực thời gian, và hạn chế kiến thức nền. Nghiên cứu cung cấp bằng chứng thực nghiệm cho việc triển khai CLIL trong dạy học tiếng Anh.

Từ khóa: Nội dung kinh doanh; phương pháp tích hợp nội dung và ngôn ngữ (CLIL); kiến thức chuyên ngành; năng lực ngôn ngữ; học phần giao tiếp thương mại.