

FOREIGN LANGUAGES AND VIETNAMESE

SUPPORTING STUDENT ENGAGEMENT IN ENGLISH FOR SPECIFIC PURPOSES CLASSES THROUGH DIGITAL LEARNING TOOLS: A PERCEPTION-BASED CLASSROOM STUDY

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ABSTRACT: Student engagement is a critical factor in effective language learning, particularly in English for Specific Purposes (ESP) courses that require students to master discipline-specific communication skills. This study aims to explore students' perceptions of how digital learning tools may support engagement in an ESP course. Sixty first-year students in an English for Business Administration course participated in an eight-week classroom intervention where digital platforms such as Kahoot, Quizizz, Padlet, and Mentimeter were incorporated into instructional activities. Data collected through a questionnaire including 10 items measuring positive perceptions and 5 items examining barriers encountered in the implementation of digital tools in real classroom settings indicated that students perceived technology-enhanced activities as supporting their participation, motivation, and interaction during lessons. The participants also reported that they had better understand of the topics taught in the class as well as an overall improved learning experience. The quantitative data collected was subjected to analysis using descriptive and inferential statistics, while qualitative data was analyzed using thematic analysis. The results obtained from the current study conducted on perceptions about a classroom intervention study in ESP are quite promising for effective language teaching and learning.

KEY WORDS: English for Specific Purposes, student engagement, language acquisition, digital learning tools, dynamic learning environments.

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1. Introduction

English for Specific Purposes has emerged as a vital part of higher education because it provides students with essential linguistic skills needed in a particular field of study. As opposed to General English, which concentrates on general language acquisition, English for Specific Purposes focuses on language in relation to particular subjects or professions, thus providing learners with the possibility of studying in the domains of Business, Engineering, Tourism, and Health Care among others. The ESP courses, which make use of the English language for the transmission of academic and professional knowledge, are very important for those students who will need specialization as well as language proficiency for gaining employment opportunities.

It is a very difficult task to ensure increased participation of the students in such classes. The majority of learners have trouble understanding the academic material and the language, and that may act as an impediment to active participation in class sessions.

However, new developments in technology have led to the creation of many educational devices which make it easier for teachers and students to engage in interactive teaching and learning processes. Some of the technologies include the use of Kahoot, Quizizz, Padlet, and Mentimeter through which teachers can incorporate aspects of quizzes and collaboration. Evidently, these tools can help transform classroom practices, making learning environments more encouraging, relaxing and responsive.

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Although many studies have discussed the use of educational technologies in general English classrooms, limited attention has been paid to their implementation in ESP language courses, particularly in Vietnam. To contribute to this emerging area, this study examines how such tools are employed to improve student engagement in an ESP setting.

2. Research Objectives

This research aims to analyze the perception of students regarding the utilization of digital learning tools for the purpose of fostering student engagement in ESP classrooms. In other words, the research seeks to understand how online platforms like Kahoot, Quizizz, Padlet, and Mentimeter can impact student participation and interaction.

It also looks into how students themselves perceive and experience the use of these technologies in ESP learning. Examining the ways in which learners engage with such tools can offer a clearer sense of their potential in supporting engagement and improving the overall learning experience.

Beyond this, the study aims to draw out practical insights for ESP instructors by reflecting on both the pedagogical value of these platforms and students' perception to examine students' reported perceptions of how digital tools support engagement in ESP classrooms.

This study addresses the following research questions: 1/How do students perceive the use of digital tools in ESP learning?; 2/What challenges do students report that affect the implementation of digital tools in ESP classes?

3. Literature Review

3.1. Student Engagement in ESP Contexts

Student engagement has long been regarded as a central element in effective language learning, particularly in English for Specific Purposes (ESP), where learners are expected to develop both linguistic competence and the ability to communicate within specific professional domains. Engagement includes students' participation in activities, their emotional responses toward learning, and the extent to which they exert effort in understanding new content (Fredricks et al., 2004; Henrie et al., 2015).

In ESP classrooms, increasing engagement can be particularly significant. Learners are not only dealing with specialized vocabulary but are also supposed to be able to use language in context-based tasks such as presentations, report writing, or workplace communication. This additional complexity means that students may get demotivated easily with traditional, teacher-centered approaches (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998).

Previous studies in literature show that the way class activities are carried out plays an essential role in promoting engagement. Modern approaches that foster interaction, collaboration, and active participation tend to create favourable conditions for ESP learning, whereas more passive learning styles often lead to reduced motivation. (Reeve, 2012; Mercer & Dörnyei, 2020).

3.2. Digital Tools and Classroom Interaction

Alongside these pedagogical concerns, the increasing availability of digital technologies has opened up new possibilities for classroom interaction. Tools such as Kahoot, Quizizz, Padlet, and Mentimeter are now commonly used to introduce elements of immediacy, collaboration, and feedback into classroom activities. In many cases, these tools appear to make participation feel less formal, which may encourage students to take part more readily.

The value of these resources is that they have the potential to make classroom engagement more immediate, visual, and interactive. Learners can engage with content multiple times in an active manner using quizzes such as Kahoot and Quizizz, which might ultimately contribute to retention and acquisition (Panmei & Waluyo, 2023). Padlet and Mentimeter, on the other hand, offer different platforms for communication, enabling students to respond to others and exchange ideas without feeling forced to speak in front of the class. For learners who lack confidence in conventional discussion situations, this can be especially beneficial.

In general, more participatory and learner-oriented classroom practices are frequently linked with the usage of such technological tools (Chapelle & Sauro, 2017; Plump & LaRosa, 2017). However, how these technologies are incorporated into the learning process may still determine how much this change results in meaningful engagement.

3.3. Practical Constraints in Technology Use

Despite their potential, their effectiveness is closely related to the conditions in which they are used. Issues such as unstable internet connections, limited access to devices, and a lack of familiarity with the platforms can all influence how smoothly classroom activities unfold (Demirbilek et al., 2022).

There is also the question of how these tools are implemented. When used primarily for surface-level activities, they may increase participation without necessarily contributing to deeper learning. In this sense, the presence of technology alone does not guarantee improved outcomes; rather, its impact depends on how well it aligns with instructional goals and classroom practices.

3.4. Research Gap

While the use of ESP and digital learning aids has been extensively explored in an international perspective, there is a dearth of research investigating ESP classroom practices in Vietnam. Particularly, there is little research that examines Vietnamese students' perceptions of digital aids in classroom environments. The lack of localized empirical data based on students' perceptions hampers efforts to understand Vietnamese learners' experiences of technology-enhanced ESP education in their learning environment.

Furthermore, only a small number of research have looked at the practical limitations and student experiences that influence the usage of digital technologies in actual classroom environments. Research that not only quantifies engagement but also takes into account how it is experienced and impacted by contextual elements is therefore still needed.

Hence, this study strives to fill this gap by shedding light on how selected digital tools are associated with student engagement in an ESP classroom, while also examining the challenges that may affect their implementation.

4. Methodology

4.1. Participants

The study involved 60 first-year undergraduate students majoring in business-related disciplines who are required to complete an ESP course as part of their academic program. The course's objective is to help students become more proficient communicators with business terminology in professional settings.

The participants came from a variety of educational backgrounds and levels of English ability. These students were from two classes, with 29 students in one class and 31 students in the other. They have an English proficiency level of B1-> B2. The majority had little prior experience with digital technologies for language acquisition. Students were informed of the study's goal prior to data collection, and participation was entirely voluntary from all learners in the surveyed class. The teacher of the English for Business Administration course was also the person who collected the data for this study. Since the researcher teaches the course as well, the instructional intervention is implemented consistently.

We used a blended learning approach. Each session was split into two parts. The first half was a traditional class session in which lessons were delivered in the conventional way. The second half was used for revision and formative assessment of students' understanding of the lesson content, including business-related vocabulary and disciplinary knowledge.

We did the survey in a classroom with computer installment and good internet connection. The classroom was big enough for 40 students. The study lasted for eight weeks from December 2025 to February 2026. During this time we used tools like Kahoot, Quizizz, Padlet and Mentimeter, in the classroom.

4.2. Research Design

This study adopted a classroom-based intervention and perception-based research design to investigate the potential of digital tools in enhancing student engagement in ESP learning. Over a period of eight weeks, selected digital platforms were incorporated into regular classroom activities to support interactive and learner-centered instruction.

This design helps to explore students' views on the use of digital tools in ESP classrooms rather than to measure direct causal effects on learning outcomes.

Several tools were employed in the teaching process in which Kahoot was primarily used at different times during the lessons to deliver short quizzes reviewing key vocabulary and concepts and other learning activities (Plump & LaRosa, 2017). These gamified activities were designed not only to consolidate vocabulary retention but also to make learning process more engaging for students. Padlet became a forum where students could exchange their thoughts and participate in discussions. This appeared to create a less stressful and more invigorating atmosphere than traditional classroom discussions, which would likely make the task less challenging for certain students.

Quizizz, on the other hand, was primarily adopted to assess students' understanding during classes, with prompt feedback supporting their learning process. The introduction of these tools was intended to support a shift from conventional practices toward more interactive and learner-focused engagement (Panmei & Waluyo, 2023).

Mentimeter was used for students to give real-time responses, opinions, and short reflections during lessons and discuss their views anonymously.

4.3. Data Collection

Multiple sources of data were collected to examine student engagement and learning experiences in ESP classrooms.

The data were obtained using a mixed methods research design in which both the quantitative and qualitative data sources were used. Quantitative data was obtained through the students' performance during the digital learning process in the Kahoot and Quizizz, and through a structured questionnaire containing Likert scale items. Analysis of the data was conducted to evaluate the level of engagement of the students during the learning process and whether there were any changes in their vocabulary and knowledge of business-related content. Descriptive statistics in terms of frequencies, percentages, means, and standard deviations were used in analyzing the data.

The qualitative data was collected through students' open-ended answers in the survey, students' participation in Padlet and Mentimeter, and through the classroom observations of the teacher during the implementation of the blended learning activities. A post-intervention questionnaire was administered to all participants. The questionnaire consisting of both closed-ended and open-ended items was designed to capture students' perceptions of using digital tools in learning. The questionnaire items were measured using a five-point scale, ranging from 1 for "*strongly disagree*" to 5 for "*strongly agree*". This scale was used to calculate varying degrees of students' motivation, participation, and interaction when using digital platforms.

Classroom observations were conducted through the eight-week intervention. The researcher observed the trends in participation, analyzed the students' interactions during technology-enhanced activities. Student reflections were collected and gathered systematically after learning sessions. Learners were invited to give feedback on their learning experiences, including what they found positive as well as the challenges they faced when using digital tools.

The use of both qualitative and quantitative data enabled the research to cover more information about digital support in students' learning in English for Business Administration class.

4.4. Data Analysis

Both quantitative and qualitative approaches were employed to analyze the collected data. Quantitative data from the questionnaire were analyzed using descriptive statistics, including

frequencies, percentages, and mean scores, to identify general trends in student engagement and perceptions.

Qualitative data from open-ended responses, classroom observations, and student feedback were analyzed using thematic analysis. This process involved identifying recurring patterns and themes related to students' experiences with digital tools.

For reporting purposes, responses on the five-point Likert scale were broken down into three categories, "Strongly agree" and "Agree" were retained as Agree, "Neutral" as Neutral, and "Disagree" and "Strongly disagree" as Disagree. Chi-square goodness-of-fit tests were conducted to further examine the response patterns and identify the distribution of responses across three categories (Agree, Neutral, and Disagree).

5. Survey findings and discussion

The ten main questionnaire items indicate generally positive student perceptions of technology-mediated ESP learning, while the five barrier-related items highlight several practical constraints.

5.1. Improvement in student involvement and positive attitude toward technology-mediated ESP learning activities.

The survey results for the questionnaire items ($N = 60$) indicate generally positive student perceptions of engagement, learning effectiveness, and interaction in technology-mediated ESP learning activities.

Table 1. Students' Responses to Technology-Mediated ESP Learning Activities

Item	Statement	Agree, n (%)	Neutral, n (%)	Disagree, n (%)
1	Digital tools make ESP classes more interesting	51 (85.0)	6 (10.0)	3 (5.0)
2	Digital tools increase my motivation to participate	53 (88.3)	5 (8.3)	2 (3.3)
3	Digital tools encourage interaction with classmates	50 (83.3)	6 (10.0)	4 (6.7)
4	Digital tools help me participate more actively in lessons	51 (85.0)	6 (10.0)	3 (5.0)
5	Digital tools help me understand ESP content better	52 (86.7)	5 (8.3)	3 (5.0)
6	Digital tools improve my overall learning experience	53 (88.3)	4 (6.7)	3 (5.0)
7	Digital quizzes are effective for reviewing ESP content	52 (86.7)	5 (8.3)	3 (5.0)
8	I enjoy using digital tools in ESP classes	55 (91.7)	4 (6.7)	1 (1.7)
9	I prefer more frequent use of digital tools in ESP classes	53 (88.3)	5 (8.3)	2 (3.3)
10	I support the future integration of digital tools in ESP learning	54 (90.0)	4 (6.7)	2 (3.3)

Note. $N = 60$. Percentages were calculated based on the total number of participants. Due to rounding, percentages may not total exactly 100%.

Table 2. Chi-Square Goodness-of-Fit Test Results for Students' Responses

Item	Statement	Observed frequencies:			χ^2	df	p
		Agree	Neutral	Disagree			

1	Digital tools make ESP classes more interesting	51 / 6 / 3	72.30	2	< .001
2	Digital tools increase my motivation to participate	53 / 5 / 2	81.90	2	< .001
3	Digital tools encourage interaction with classmates	50 / 6 / 4	67.60	2	< .001
4	Digital tools help me participate more actively in lessons	51 / 6 / 3	72.30	2	< .001
5	Digital tools help me understand ESP content better	52 / 5 / 3	76.90	2	< .001
6	Digital tools improve my overall learning experience	53 / 4 / 3	81.70	2	< .001
7	Digital quizzes are effective for reviewing ESP content	52 / 5 / 3	76.90	2	< .001
8	I enjoy using digital tools in ESP classes	55 / 4 / 1	92.10	2	< .001
9	I prefer more frequent use of digital tools in ESP classes	53 / 5 / 2	81.90	2	< .001
10	I support the future integration of digital tools in ESP learning	54 / 4 / 2	86.80	2	< .001

Note. N = 60. Expected frequencies were 20 for each response category: Agree, Neutral, and Disagree. χ^2 = chi-square statistic; df = degrees of freedom.

All the questionnaire items showed statistically significant chi-squared values, which had p-values lower than .001 and were in the range of 67.60 to 92.10. According to these data, one can conclude that the distribution of answers among the three categories of agreement was uneven. Indeed, most of the answers belong to the "Agree" category, which means that most of the respondents expressed positive attitudes toward using the digital instruments in ESP learning.

The analysis of statistical data corresponds to the findings revealed in Table 1, according to which most of the students believe that the use of digital instruments has made their ESP classes more interesting and motivating, helped them to participate actively in discussions and made them more engaged in the process of ESP learning. It can be concluded that the respondents perceived the integration of Kahoot, Quizizz, Padlet, and Mentimeter positively and believed that such tools helped them be more active in the class.

As seen from the findings above, there is obvious consistency among students' answers on engagement-related questions in regard to their increasing interest and motivation, as 85-88% of respondents showed positive feedback. This way, it can be said that the use of digital devices was appreciated by students and might help make lessons more interesting.

It can be observed from the statistics presented above that the utilization of technology might have influenced the perception of participating in class activities among the learners. The barrier to participation was probably reduced due to the application of technologies such as Kahoot and Quizizz. This kind of setting seems to give some students, especially those who are generally quieter and less confident, a more favourable setting in which they can participate without fear of speaking face-to-face or in front of others.

However, not all learners viewed the incorporation of technology positively. There was a small proportion of learners (about 5% to 7%) who had minor negative opinions on the integration of technology. Such differences may arise from individual preferences and technological experience.

Similar trends are also seen in terms of communication, where almost 83% of the students reported that the use of technology encourages them to interact with their peers more often. This suggests a transition toward a classroom setting that is more interaction-oriented, where peer-to-peer conversations are encouraged and supported.

This may be due to the way some tools organize communication. Students can exchange ideas in less immediate and less daunting ways than speaking out by using platforms like Padlet or Mentimeter. During Padlet-based brainstorming tasks, several students who rarely spoke in whole-class discussion contributed short written responses.

Students also responded positively when asked about learning effectiveness, with between 86% and 89% indicating better understanding of content and a more positive overall learning experience. In vocabulary review sessions, more students were willing to answer as Kahoot allows students to share their responses individually at the same time. Students who need additional support were more confident to ask for help and raise questions without fear of judgement from other students. At face value, this suggests that digital tools are not only engaging but also supportive of learning.

One possible explanation is that these tools change how content is experienced. Instead of passively receiving information, students interact with it through quizzes, discussions, or collaborative tasks. This repeated and varied exposure may help reinforce understanding, especially in ESP contexts where terminology and practical usage matter (Matyakhani, T., & Chaowanakritsanakul, T. 2024)

The inferential statistical results prove the descriptive findings by indicating that students' positive responses were statistically meaningful across all engagement, learning experience, and perception items. However, these findings should be considered as evidence of positive learner perceptions rather than evidence of improved language proficiency as the study did not include a control group or pre- and post-intervention measurement.

5.2. Barriers to Technology Integration in the Real Context

Table 3. Students' Reported Barriers to Technology-Mediated ESP Learning

Item	Reported barrier	Frequency, n	Percentage (%)	Impact level
1	Poor internet connection	36	60.0	High
2	Limited training for students in using technological tools	33	55.0	Moderate to high
3	Rigid classroom arrangement	30	50.0	Moderate
4	Technical problems with computer systems	32	53.3	Moderate to high
5	Insufficiently interactive activity design	33	55.0	Moderate to high

Note. $N = 60$. Students could report more than one barrier; therefore, percentages do not necessarily total 100%

Table 4. Chi-Square Goodness-of-Fit Test Results for Students' Reported Barriers

Item	Reported barrier	Observed frequencies: Reported / Not reported	χ^2	df	p
1	Poor internet connection	36 / 24	2.40	1	.121
2	Lack of proper training	33 / 27	0.60	1	.439
3	Rigid classroom arrangement	30 / 30	0.00	1	1.000
4	Technical problems with computer systems	32 / 28	0.27	1	.606
5	Need for more interactive activities	33 / 27	0.60	1	.439

Note. $N = 60$. Each barrier was treated as a binary response category: reported or not reported. Expected frequencies were 30 for each category. χ^2 = chi-square statistic; df = degrees of freedom.

Table 4 presents the results of chi-square goodness-of-fit analysis which reveals that none of the reported barriers achieved statistical significance since all p values exceeded .05. It implies that there is no statistically significant difference between the distribution between Reported and Not reported responses and the evenly distributed 50%-50%. Poor internet connection proved to be the most common barrier, but it was not found to be statistically significant against the 50% distribution of responses.

However, lack of statistical significance does not mean that reported barriers were not relevant. The analysis of descriptive statistics still revealed some practical barriers, such as poor internet connection, lack of training, technical issues, rigidity of classroom design, and insufficient activity design. The conclusion that can be made based on these results is that successful implementation of technological tools in ESP classrooms is not only dependent on the technologies themselves but also on various external factors, such as class organization, technical issues, and students' knowledge about the technological tools used.

Despite the generally positive responses, the data also highlight several practical challenges. The first problem mentioned by the largest number of people was that of an unstable internet connection (60%). Other challenges included inadequate training (55%) and technical issues (53%). This implies that many of the participants faced connectivity challenges that prevented their active participation in the online exercises. This is in line with earlier studies that showed that poor infrastructure is a big problem for the successful use of educational technology (Demirbilek et al., 2022).

In practice, these limitations seem to interrupt the flow of lessons and reduce the effectiveness of otherwise well-designed activities. For example, when connections fail or systems lag, students may lose focus or become frustrated, which can quickly undermine engagement. Similarly, limited familiarity with the tools means that some students are not able to take full advantage of what is offered.

What this points to is a gap between potential and actual use. While digital tools offer clear advantages, those benefits depend heavily on the surrounding conditions - technical, institutional, and even pedagogical. Without sufficient support, the same tools can become obstacles rather than enablers.

5.3. Some limitations of the research

There are a few limitations that should be kept in mind when considering the findings of this study. To begin with, the group of participants was relatively small and fairly homogeneous, as it consisted of only 60 first-year students from a single Business Administration program. While this provided a manageable context for the study, it also means that the results may not fully reflect the experiences of students from other disciplines or academic levels. A more precise and sophisticated understanding of how digital tools work in various ESP contexts would probably result from expanding the sample to include a wider range of learners with various language abilities. Another shortcoming of this study is the absence of a control group, or pre- and post-intervention measures. Therefore, the findings do not serve as evidence of a causal effect of digital tools on student engagement. Instead, the study investigates students' reported perceptions and classroom-based experiences of engagement in a technology-mediated ESP learning environment.

It's also pivotal to consider that there was no independent evaluation of the students' language skills before and after the intervention. As a result, rather than quantifiable improvements in students' language proficiency, the results are based on their reported experiences and descriptive response patterns. In order to better capture real progress, future research could address this by including pre- and post-intervention assessments.

Finally, the study's rather short period should also be considered. The study, which lasted eight weeks, was able to record early reactions and engagement patterns, but it might not have been long enough to notice longer-lasting impacts.

5.4. Overall Interpretation

The results suggest that students perceived digital tools as supportive of participation, motivation, interaction, and learning experience. Other factors, such as teaching approach, classroom atmosphere, task design, and students' familiarity with technology, may also have contributed to the observed pattern.

Taken as a whole, the findings present a fairly balanced picture. On the one hand, digital tools seem to make ESP classes more interactive, more participatory, and in many cases more enjoyable. On the other hand, their effectiveness is not guaranteed and appears to depend on how they are implemented and supported.

Rather than transforming learning on their own, these tools seem to work best when they are integrated into a broader teaching approach that takes into account both student needs and contextual constraints. In that sense, technology is less of a solution in itself and more of a resource whose value depends on how it is implemented.

6. Conclusion and Implications

This study explored how students experienced the use of digital tools in ESP classes. Overall, most students responded positively to platforms such as Kahoot, Quizizz, Padlet, and Mentimeter. They reported that these tools made lessons more engaging and gave them more chances to participate, interact with classmates, and review course content in a more active way.

Another significant consideration is that the digital applications appeared to reduce any hesitation and fear that some of the students may have had concerning taking part in class. Through such tools, it was easier for students to engage in learning activities.

For ESP instructors, it is highly recommended that the digital tools with clear pedagogical purposes can be implemented for various class activities including vocabulary review and formative assessment, brainstorming, peer interaction, and low-pressure participation. Students should also be provided with a brief orientation activity to get familiar with the digital tools and know how to use them effectively.

However, digital tools are not a complete solution. Their usefulness depends on classroom conditions, internet access, students' familiarity with the platforms, and how carefully teachers design the activities. Technical problems or poorly planned tasks can limit their value.

Since this study did not use a causal or experimental design, the findings should be understood as students' reported perceptions rather than proof of direct improvement in engagement or learning outcomes. Future research should use pre-test/post-test designs with a control group and include direct measures of language performance to better examine the role of digital tools in ESP learning.

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Nâng cao mức độ tham gia của sinh viên trong các lớp tiếng Anh chuyên ngành thông qua các công cụ học tập số: một nghiên cứu lớp học dựa trên nhận thức

Tóm tắt: Mức độ tham gia của sinh viên là một yếu tố quan trọng trong việc nâng cao hiệu quả học ngoại ngữ, đặc biệt trong các học phần Tiếng Anh chuyên ngành (ESP), nơi người học cần nắm vững các kỹ năng giao tiếp gắn với lĩnh vực chuyên môn. Nghiên cứu này nhằm khám phá nhận thức của sinh viên về cách các công cụ học tập số có thể hỗ trợ sự tham gia của họ trong một học phần ESP. Sáu mươi sinh viên năm thứ nhất tham gia học phần Tiếng Anh chuyên ngành Quản trị Kinh doanh đã tham gia một can thiệp trên lớp kéo dài tám tuần, trong đó các nền tảng số như Kahoot, Quizizz, Padlet và Mentimeter được tích hợp vào các hoạt động giảng dạy.

Dữ liệu thu thập từ bảng gồm 15 mục, trong đó 10 mục đo nhận thức tích cực và 5 mục về rào cản trong quá trình áp dụng những công cụ số ở điều kiện lớp học thực tế. Người tham gia cho biết các công cụ số giúp họ hiểu nội dung bài học tốt hơn và có trải nghiệm học tập tích cực hơn. Dữ liệu định lượng được phân tích bằng thống kê mô tả và thống kê suy luận, trong khi các dữ liệu định tính được xem xét thông qua phân tích chủ đề. Kết quả nghiên cứu cho thấy việc tích hợp các công nghệ tương tác có thể góp phần tạo ra môi trường học tập ESP hấp dẫn hơn, lấy người học làm trung tâm hơn và hỗ trợ hiệu quả hơn cho hoạt động giảng dạy ngoại ngữ trong giáo dục đại học.

Từ khóa: Tiếng Anh chuyên ngành; mức độ tham gia của sinh viên; tiếp thu ngôn ngữ; công cụ học tập số; môi trường học tập năng động.