

Applying Lesson Study Methods to Teaching English in Literary Specialization



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ABSTRACT: The article focuses on a study of teaching English for specialized majors in literature at the Faculty of Literature, Thai Nguyen University of Education. The research aims to evaluate the effectiveness of lesson research methods in teaching English for specialized majors by instructors in the Faculty of Literature. Through analyzing the teaching process and collecting feedback from students, the article emphasizes the need to improve the quality of teaching English for specialized majors. The research results highlight the importance of applying diverse teaching methods, combining theory and practice, and encouraging interaction between teachers and students. The article also underscores the crucial role of linking research and teaching practice to innovate and enhance teaching skills. A proposed learning environment aims to help students master specialized knowledge and use language effectively while supporting students' integration into international education.

KEYWORDS: Teaching skills, lesson research, teaching methods; English for specialized majors, literature.

I. INTRODUCTION

English for specialized majors plays a crucial role in accessing comprehensive modern knowledge, aiding students in developing expertise when using materials in teaching and conducting research post-graduation [13]. Teaching English for specialized majors is not just an opportunity but also a challenge [15]. The pedagogy major in Literature at Thai Nguyen University of Education focuses on constructing an academic-oriented educational environment, emphasizing training quality, and actively updating modern educational knowledge. The syllabus and course materials are regularly adjusted, supplemented, and updated by instructors every year. Departments frequently organize research seminars for lessons, allowing instructors to present ideas for lesson development and directly teach lessons that the professional community provides feedback on. After teaching hours, instructors often organize evaluation sessions to share experiences and gather feedback from students

Teaching literature in the native language is a challenge, and when the requirement to teach in a second language is added, it becomes even more difficult [20]. How instructors can effectively convey knowledge to students, making the learning experience enjoyable and reinforcing new language skills is a significant challenge. The question of how instructors can help students grasp knowledge and apply language effectively in real communication is a concern for many. In teaching and learning English for specialized majors in literature, using teaching skills to help students access specialized English, combining language practice with enhancing understanding of literary and cultural knowledge is a task that needs attention [17]. This question requires observation, analysis, synthesis, and application to develop effective teaching methods for English for specialized majors in literature [21].

II. LITERATURE REVIEW

The article focuses on evaluating and improving the quality of teaching English for specialized majors in literature at the Faculty of Philology, Thai Nguyen University of Education, Vietnam. The research assesses the effectiveness of teaching methods in English for specialized majors in literature, with the aim of investigating methods, teaching skills, knowledge delivery, generating interest, and promoting academic progress for students. Feedback from students is collected to identify strengths and weaknesses in the teaching process, thereby proposing improvement measures to optimize the learning process and enhance the quality of teaching English for specialized majors in Literature. Many teachers and researchers have provided perspectives on teaching English for specialized majors, focusing on two main issues: teaching methods and effectiveness in teaching English for specialized majors [22]. [25]. Authors Marie Gilroy and Brian Parkinson from the Institute for Applied Language Studies at the University of Edinburgh have introduced new ideas in foreign language teaching from literature. The research of Alderson, J. C. & Short, M. [3] also concentrates on the issue of teaching literature in a foreign language, offering insights into improving English proficiency for learners.

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Reading literature in a second language can encourage interest and appreciation for the value of literary works. This is discussed in the research by author Ali, S. (1994) [4] in the article “The Reader Response Approach: An Alternative for Teaching Literature in a Second Language” published in the *Journal of Reading*, 37, 288–96 (Google Scholar). The research presents how the reader response approach is integrated into the teaching of short stories for a group of 15 second-year engineering students participating in an advanced English reading class at the National University of Malaysia.

The article also cites the study by Akyel, A. & Yalcin, E. (1990) [2] in the article "Literature in the EFL Classroom: A Study of Goal-Achievement Incongruence," published in *ELT Journal*, 44, 3, 174–80 (Google Scholar). The goal of the article is to assess the teaching of literature in English departments at five private universities in Istanbul. Findings in the article may provide deeper insights into implementing literature teaching strategies in non-English-speaking countries such as Turkey. The article also proposes solutions focusing on students' language and cultural competence goals in program design.

Author Ali, S. (1994) [4] further addresses “The Reader Response Approach: An Alternative for Teaching Literature in a Second Language” as an alternative solution for teaching literature in a second language. Referring to authors Collie, J. & Slater, S. (1993) [10] with the collection "Short Stories for Creative Language Classrooms" from Cambridge University Press, the article emphasizes the selection of short stories and creative activities to enhance engagement and expand topics for learners. The perspective of author Lazar, G. (1990) [12] is presented in the article “Using Novels in the Language Learning Classroom” in *ELT Journal*, 44, 3, 204 -14 (Google Scholar). The author highlights certain features of novels that provide special language education opportunities for learners. The article also addresses difficulties that both teachers and students may encounter when using novels in the classroom.

There is a group of research articles on the effectiveness of teaching English for specialized majors and the significant values of language learning. In the article by author Adeyanju, T. K. (1978)[1] titled “Teaching Literature and Human Values in ESL” in *ELT Journal*, 32, 2, 133–7 (Google Scholar), the author discusses teaching literature to students learning English as a second language. This article includes developing a love for literature and shaping a cultured personality through modifying and expanding values, with the short-term goal of providing indirect literary experiences and enhancing language learning.

In the article by author Appel, J. (1990)[5] titled “A Survey of Recent Publications on the Teaching of Literature” in *ELT Journal*, 44, 1, 66–74 (Google Scholar), the author quotes Hugo von Hofmannsthal: ‘Languages are, as we all know, subdivided into living ones and dead ones. Those who teach all languages as if they were dead are called philologists. Others, who teach living languages and who teach languages as if they were alive, are only called language teachers.’ The goal of language classes is not to evaluate literature but to engage in everyday communication. In the study by authors Bassnett, S. & Grundy, P. (1993) [6] titled “Language through Literature: Creative Language Teaching through Literature” (Pilgrims/Longman),... In their approach, their primary concern is mainly focused on prioritizing text comprehension over viewing the learner as a resource and working from their experiences and literary perceptions. Author Bin Said Talib, I. (1992) [7], in the article titled “Why Not Teach Non-Native English Literature?” in *ELT Journal*, 46, 1, 51-5 (Google Scholar), also pointed out that using selected standard literary texts has the potential to enhance the language proficiency of learners.

III. METHODOLOGY

The study was conducted with four classes at the Faculty of Philology, Thai Nguyen University of Education Viet Nam. Prior to teaching, instructors collaboratively exchanged ideas about lesson plans and content. They observed each other's classes, and after the teaching sessions, teachers provided feedback, and the department sought students' opinions. This research follows the lesson study method, surveying learners' feedback and conducting a comprehensive analysis. The author analyzed specialized English teaching skills and proposed suitable solutions to enhance the quality and effectiveness of the teaching process.

IV. RESULT AND DISCUSSION

Recognizing the challenges, the faculty of the Faculty of Philology, Thai Nguyen University of Education frequently applies the lesson study method in teaching specialized subjects in English. The lesson study method is considered an approach that encourages students' curiosity and exploration of knowledge, promoting their active engagement in the learning process. Compared to the traditional approach of relying solely on textbooks, this method yields higher learning effectiveness. The research-oriented lesson study approach also helps students understand and retain the material better, fostering concentration and mental preparation before each class. Preparing for lessons through research provides students with a profound understanding of the lesson content, enhances critical thinking, and directs focus on the learning process rather than just the end result. Additionally, this method brings diversity to students' skill sets. Based on the application of the lesson study method, we have designed and organized lessons for four student classes.

4.1. The first lesson is about folk literature with content: Practice teaching folk literature in middle school and high school; Objectives: Help students remember specialized terms, students have skill works group; Guide students to learn and apply knowledge to analyze, teach and research folk literature works in school. Contents: Orientation for teaching folk literature in middle schools and high schools; Build a learning project; Build a study group.

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Many folklore stories, told hundreds, even thousands of years ago are still popular today. Handed down by word of mouth and later recorded in writing, these stories do more than entertain. They help us to understand and appreciate other times and cultures. Use rubric để đánh giá quá trình làm việc của sinh viên. Contents của bài học được triển khai như sau: Part 1: Repeat some key word; Part 2: Form groupwork projects focussing on the style of folk tales. i) Folk tales are stories passed on by word of mouth among a group of people, called the “folk”. This type of literature often features talking animals or exaggerated situations to make a point. Their purpose may be not only to entertain, but also to teach a lesson or to explain something in nature. As you read the folk tales of a variety of cultures, you may see similarities in the lessons or values they teach.

ii) Compare

Traditional stories and their characteristics		
Myth	Legend	Tall tale
<p>Story that was created explains mysteries of the universe</p> <p>-Often explains how something connected with humans or nature came to be</p> <p>- Usually features gods, goddesses, and other beings with supernatural powers as well as human</p>	<p>Story handed down from the past is believed to be based on real people and events</p> <p>-Tells about a hero with special powers and admirable qualities.</p> <p>- Describes the hero's or heroine's struggle against a powerful force</p>	<p>Story about events and characters that are exaggerated</p> <p>- Often features a character who is “larger than life” - stronger, louder, or more extraordinary than a regular person.</p> <p>-Includes details that make events and the character's qualities seem unbelievable</p>

Activity 1: Adapting Sơn Tinh Thủy Tinh Stories into a Script. Reflect on the following questions: 1) What aspects of the story captured your interest? 2) How did the story evoke emotions in you? 3) Which part of the story remains most vivid in your memory? Engage in group discussions to share your responses and explore the elements that contribute to the power of a story.

Activity 2: Gameshow Conduct reviews and share your thoughts on this lesson. Students are encouraged to contribute on padlet.com/quyntt/g0d7wwjafx5ifno7.

4.2. The second lesson on the traditional culture of the Vietnamese people, with the theme “Cultural Interaction with the Natural Environment - Utilizing the Natural Environment (Cuisine)”, was implemented through assigning tasks to each group of students before the class. When it comes to the class, each student group will present the product they have prepared. Each group is assigned one of the following contents to prepare:

1. Vietnamese perspectives on food issues; differences in Vietnamese views on food compared to other countries;
2. Vietnamese meal structure; comparing the meal structure of Vietnamese people with other countries;
3. Characteristics in the eating habits of the Vietnamese (synthesis, community, modesty, dialectics, flexibility); comparing the characteristics in the eating habits of the Vietnamese with other countries... Each group, under the supervision of the group leader, will actively research and study relevant documents related to the content the group is working on. The lecturer will guide, direct, and support students in the process of searching and researching documents, including domestic and foreign materials, books, newspapers, and the Internet... After thoroughly researching the lesson content, the groups will independently design the form of presentation in class (such as presentations, slideshows, with illustrative forms to enrich, such as presenting dishes or performing a short play...). When it comes to the class, each group will present the prepared product. The lecturer and other groups will ask relevant questions and evaluate the group's product, adhering to the rubric set by the lecturer.

4.3. Lesson 3 on medieval Vietnamese literature: Author Ho Xuan Huong

Introduction: Ho Xuan Huong is a renowned figure in medieval Vietnamese literature, bringing a refreshing perspective and a unique style to the literary landscape. Her poetry has significantly contributed to the overall achievements and maturation of medieval Vietnamese literature, moving in the direction of nationalization.

1. Lesson Objectives:

- Knowledge: This lesson aims to impart knowledge on:
 - Various aspects related to Ho Xuan Huong, including her life and works
 - Ho Xuan Huong's distinctive poetic style
 - The inherent value within Ho Xuan Huong's poetry
 - Relevant English keywords associated with the lesson content
- Skills: The lesson endeavors to help learners:
 - Identify the Nom Tang poetry genre
 - Understand and analyze Nom Tang poetry
 - Recognize the poetic style of Ho Xuan Huong through her Nom Tang poems

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- Enhance their ability to use English in comprehending medieval Vietnamese literature, particularly focusing on Ho Xuan Huong's poetry.

- Competencies:

+ Co-operation competence

+ Communication competence

+ Competence to work in groups

Content

Part 1: Some issues regarding the author the poetry of Ho Xuan Huong

- Group One: Can present prepared content using mind map techniques or expert asking techniques.

Part2: The poetry collection "Xuan Huong thi tap"

Content: Theme of women (3 group preparing)

- Identify the woman mentioned by Ho Xuan Huong in "Xuan Huong Thi Tap."
- Explore the portrayal of the beauty of women in Nom poetry by Ho Xuan Huong.
- Examine the tragic elements related to women in Nom poetry by Ho Xuan Huong.

Practice (Group 4 preparing)

- **Content 1:** Explore the pervasive influence of Ho Xuan Huong's Nom poetry in portraying women in contemporary life.
- **Content 2:** Write a paragraph (three to five sentences) expressing your emotions and thoughts on the theme of women in Ho Xuan Huong's Nom poetry.

Take- Home Tasks

- Translate the two poems *Mời trầu* (Invite betel) and *Bánh trôi nước* (Water floating Cake) into English.

4.4. Lesson4, Teaching Modern Literature, Lesson on Author Nguyen Tuan. The objective of this lesson is: Help students understand the characteristics of Nguyen Tuan's artistic style, guide students on how to recognize and demonstrate a specific feature, "talent" in Nguyen Tuan's writing. Guide students in learning and applying knowledge to analyze, teach, and research Nguyen Tuan's works in school. The teacher initiates the lesson with a crossword puzzle game to cultivate enthusiasm among students. Following that, the instructor commences the teaching session with crucial content relevant to the field, as outlined below: "Today, we will explore the characteristics of Nguyen Tuan's artistic style -the factors that help us identify and distinguish Nguyen Tuan from other writers".

Now, please answer this question. Is that a correct answer? Very good.

Now, let's discuss a term often used by researchers to characterize Nguyen Tuan's artistic style: "Ngông", which can be translated as a swagger writer. There isn't an exact equivalent term in English, so we'll use the Vietnamese term.

According to Nguyen Dang Manh, the essence of Nguyen Tuan's artistic style is "Ngông"

In your opinion, what does 'Ngông' mean? It refers to an individual who stands out from others due to their exceptional talent, as per Nguyen Dang Manh's explanation.

Nguyen Tuan can be described as "Ngông" in the realm of artistic literature due to three key attributes: Talent, Erudition, and Liberation.

Now, let's delve into his talents. His talent is manifested in his aesthetic perspective.

What does it mean to be a writer with an "aesthetic view"? Simply put, it signifies a writer who appreciates and portrays beauty.

How does Nguyen Tuan express his "aesthetic view" in his writing career?

Imagine you are a tour guide. Introduce one unique aspect of Vietnamese culture found in Nguyen Tuan's works to foreign tourists. Top of Form

+ **Looking at things in terms of aesthetics:** discovering cultural beauty in the most seemingly trivial things (for example, *eating and drinking are considered to be discovered from an artistic and cultural perspective/view*): pho (noodle), (com) green rice flakes, (gio lua) lean pork paste/ are all described as **special cultural values of the nation ...**)

2. Introduce an image of the prison guard in the short story *Chữ người tử tù* or a boatman in the notes *Người lái đò sông Đà*.

+ **Looking at people in terms of talents and artists:** from Mr. Nghe, Mr. Cu, and Mr. Huan Cao in the work *Vang bóng một thời*; Mr. Thong Phu, Ms. Dao Tam in the work *Chiếc lư đồng mắt cua ...* to the boatman in the work *Người lái đò Sông Đà*, the Northwestern soldier... **are all talented, gifted people.**

(Nguyen Tuan's talent is also confirmed by the art of words. Many people think that he was the artist of words. He used the mature language and it has the ability to generalize, bringing exotic emotions to readers).

Erudition: the same meaning is: *have deep and wide knowledge*

? *What is erudition, what is the expression of erudition?*

- Uyen is deep, bac is wide; Uyen bac is having *deep and wide knowledge.*

- Expressions:

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+ Erudition in the art of words: the words that are rich in visual the most, *comparative* the most.

+ Erudition: to *explore wonderful/marvellous thing* hidden inside normal things (the heart of the " *biệt nhỡn liên tài* ", (a look that expresses the love and respect to a talent) of the prison guard, camouflage with peach blossom, chasing enemy in the peaches forest of Northwestern soldier; *the beauty of words*, of the copper censer, of peach trees, of Da river, the nature of truthfulness in prison (Chon de lao); *the traditional and historical culture in tea, lean pork paste, noodle* (pho); lyricalness in Tu Xuong poetry ...)

+ Erudition: a look at things with *the eyes of many different sciences and various fields of arts*. For example, in the essay *Người lái đò Sông Đà*, Nguyen Tuan used the knowledge of music, painting, history, geography, sports, military, movies, architecture, construction ... to describe the objects and phenomena.

Liberation: freedom

? *What is Liberation?*

- Liberation is unbridled, not forced, not being controlled by anything.

- Expression:

+ Liberation: aspiration to *explore new and strange things*.

He liked the famous statement of Paul Morand: "When I die, my skin will become suitcases to be carried every where". (epigraph of *Thiếu quê hương* novel). He wanted to go in order to change "menu for feeling." In a letter unsent, Nguyen Tuan wrote, "I want every day of my life to be drunk as the wedding night" (passionate, intense ...)

+ Liberation: never accepts anything that is *normal, quiet. According to him, if love or hate, it must be extreme in the highest level.* (*Tóc chị Hoài; Những chiếc áo đất; Chử người tử tù*).

+ Liberation in Nguyen Tuan's arts is in talent. He was very successful in notes - He was the number one writer of notes genre - the most free, most subjective and most difficult writing.

Nguyen Tuan is the most talented writer of modern Vietnamese literature. The achievement of the writer Nguyen Tuan has confirmed that he is a writer with a unique arts style. The origin of all these achievements is the love of the country and the people whose long-standing cultural traditions had made him cherished and proud of. Nguyen Tuan is really "a definition of an artist for those who hold the pen to see what is a talented literary style, what a self-respecting writer needs to have". (Nguyen Minh Chau).

*** Express the meaning of the title of the short story *Chử người tử tù* by Nguyen Tuan".**

- The calligraphy (writing art): *words can be considered as a valuable gift to be presented. And* only for people who have educational background, good taste, know the beauty of words, understand the meaning of the words...

- In the short story *Chử người tử tù*, where words are given, people who ask for words or who give words/ are all unusual. The words giving *does not take place in the luxury place but in the prison*. The person who asked for the words is not a rich man but a prison guard. The person who present words is a prison to be sentenced to death. He is living on the final days of his life.

- The meaning of the beauty from the title: Nguyen Tuan discovered the beauty in the most unexpected place and in the most unexpected object; Contrary to social law, but convenient to discover the beauty of the writer.

*** Why does Nguyen Tuan call the situation Huan Cao giving words to the prison official "an unseen scene" (*Chử người tử tù*)?**

- The author calls the " **unseen scene**" because there has never been such an unusual reversal in prison:

+ Reverse the social order, reverse the positions of the characters: in the prison, *holding the important position is the prisoner not the prison guard*.

+ Reverse the environment of art and kindness: in the prison is light, not darkness, is the beauty, not evil, uncleanness, is the kindness, not crime ...

- Opposing tactics are used favorably, making a strong impression on readers. The passage has an important position in the story, expressing the theme of the story and personality of characters.

*** Meaning of Huân Cao's advice?**

- The honest advice: (*Tôi bảo thực đấy*)

- Profound advice:

+ *về nhà quê .. đã, thoát nghề đã, ... hãy chơi chữ* (already (da): *being away from prison, quitting the job, keeping the kindness, may have the beauty*)

+ words are really valuable (but kindness is more valuable).

+ *Beauty can be appeared in prison but cannot live with evil*. Humans can only deserve to enjoy the beauty when they can keep the kindness.

? *The attitude of the prison guard after that advice?*

- Prison guard is not only given words but also enlightened (bowed, admired the beauty). HC help the Prison guard to recognize what is right and what is wrong, how to keep and enjoy the beauty and kindness. *The beauty has the power to convert people's hearts and minds*. The bow of the prison guard: bow to the talent, the beauty, the kindness, like Cao Ba Quat " bow to flower".

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Class N01:

1. Introduce one special Vietnamese culture in Nguyễn Tuân's works.
2. Imagine another ending of short story *Chữ người tử tù* and present that ending to the class.

Class N02:

1. Design a warm - up activity to teach a lesson about Nguyễn Tuân.
2. Imagine you are one character in the short story *Chữ người tử tù*, telling about a scene after 10 years.

After completing their teaching sessions, instructors participate in professional activities, focusing on exchanging issues such as: 1) Advantages and challenges in preparing English for specific purposes lessons; 2) Evaluation of the organizational techniques for student learning activities, including selecting content for teaching, assigning learning tasks, observing and guiding students in fulfilling their tasks, organizing and guiding students in reporting, and discussing learning products; 3) Assessing the effectiveness and reception of students in each activity; 4) Analyzing the reasons, strengths, and limitations of students' learning activities; 5) Proposing solutions to enhance the effectiveness of learning activities. English specialized instructors express their opinions, emphasizing that there are no ready-made textbooks, and teachers must choose suitable content for lesson planning. The students' language proficiency varies, and the limited class time, coupled with a lack of immersion in the native language environment, restricts students' absorption of the language. Faculty members within the department share their insights and viewpoints on each teaching session. They commend the well-prepared and organized lesson plans, flexible and suitable teaching methodologies, and the enthusiastic and lively classroom atmosphere. The instructors are noted for preparing various scenarios and exercises tailored to students' needs, and students actively participate in class. During post-class discussions, instructors provide additional suggestions, such as having students conduct assessments in English and evaluating each other's pronunciation. They recommend increasing the assignment workload for students, controlling student products before reporting, and expanding connections with literary works from other countries worldwide. In addition to faculty feedback, the department also collects opinions from students for further improvement.

The faculty members within the department all have comments and share perspectives on the teaching sessions. The instructors commend the thorough lesson planning, flexible and suitable organization, as well as the enthusiastic, lively, and enjoyable classroom atmosphere. They acknowledge that instructors are well-prepared with various scenarios and exercises tailored to students, and students actively participate in the lessons. Instructors also engage in discussions during class observations to supplement their opinions for improved teaching. Suggestions include having students create evaluation forms in English and assess each other. Instructors also provide feedback on the pronunciation of English words by students, increase assignment loads, control student products before reporting, and suggest expanding connections with literary works from other countries worldwide.

In addition to faculty input, the department collects feedback from students, employing a set of 5 multiple-choice questions. Question 1: "Literature is an important topic in teaching English for specific purposes. In the current context, what is the significance of integrating language education with cultural content for students?"; Question 2: "In teaching English for specific purposes in literature, why is using culturally relevant teaching materials important?"; Question 3: "Why is it important to create interactive activities and discussions in English literature for specific purposes classes?"; Question 4: "In the context of English for specific purposes in literature, why is synchronizing teaching with the cultural environment of students important?"; Question 5: In the study of English for specific purposes in literature, what is the significance of aligning teaching with scientific research? All students provided quite similar answers. Teaching English for specific purposes in literature helps enhance language skills and cultural understanding; it provides opportunities to engage with local culture and lifestyle; it allows students to explore and practice culture. Students acknowledged that the instructors had clear pedagogical ideas, presented logical lesson plans suitable for learners' abilities, and used a variety of question types and exercises. The quality of the lessons was noted to be motivating for students studying English for specific purposes. Students also expressed a desire for more specialized English classes in the future.

Based on the evaluation results from instructors and student feedback, we have grounds to propose specific measures to enhance teaching skills, optimizing the learning process and improving the quality of teaching English for specialized majors in Literature. The specifics of these solutions may include: i) Adopting a strategy for selecting appropriate content: It is crucial to base the lesson plans on the objectives of the lecture and the characteristics of the students to deploy content that suits the context. This approach helps students understand specialized knowledge from basic to advanced levels. Applying a strategy for selecting suitable content provides students with more practical opportunities to practice specialized language. ii) Empowering students to be autonomous in the learning tasks: Teaching English for specialized majors primarily involves providing vocabulary and specialized meanings through context and in reading lessons. Although students have a basic understanding of the specialized knowledge, learning English for specialized majors requires them to simultaneously learn the language and apply specialized knowledge to understand meanings in specific contexts more deeply. Therefore, when teachers empower students to carry out lesson requirements, students will need to spend time researching. Working in groups also provides opportunities for mutual learning, and the pressure to complete tasks together is reduced. Students have more time to apply specialized knowledge

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combined with specialized vocabulary, saving time, fostering a broad understanding in the class, and helping students form reflex habits with diverse content, finding suitable solutions for each learning context. This approach contributes to a more effective learning experience. iii) Designing diverse supplementary exercises for different groups of students: Depending on the time, learning conditions, and the learning environment, instructors can prepare a variety of supplementary exercises at different levels. For folk literary works, students can be asked to understand the works by organizing teaching activities at different levels, such as: dramatizing the work, identifying the work through illustrations, recognizing the work based on objects present in the work. These exercises can be organized right in the classroom to facilitate collective information exchange and knowledge consolidation. Such activities require learners to read and experience the work in practice to answer questions comprehensively. iv) Approaching lessons in a multidimensional way: It is not advisable to follow a fixed methodological framework, such as teaching vocabulary, reading comprehension, script transformation, or translating a passage. Instructors can instruct students to read and translate the lesson for the next class. Students can also translate some folktales, compare the similarities and differences between Vietnamese and English proverbs, introduce a cultural address, or a Vietnamese literary author within about 300 words in English, and prepare a presentation for the next class. Always present learning situations for students to enhance problem-solving skills. When language is practiced in context, students will quickly understand and remember the knowledge and how to use language. Additionally, it stimulates a passion for learning, helping students acquire specialized knowledge and improve their language proficiency. v) Integrating cultural elements: English for specialized majors always reflects cultural requirements in each reading lesson. Providing students with cultural knowledge not only makes the lesson content engaging but also enriches their life experiences and creates an international learning environment. Integrating cultural elements into lessons also helps students better approach and integrate into the current era of globalization. However, to ensure lesson content, teachers should select readings related to the cultural identity of Vietnam and other countries. vi) Inspiring Professional Pride: Always emphasizing the role of the profession in the era of education 4.0, helping students better understand their crucial role in accumulating knowledge to pass it on to the next generation. Affirming the efforts of today's students will shape them into excellent educators in the future. Igniting professional pride, students must always be aware that to educate others, they must be self-educated individuals.

V. CONCLUSION

Through the practical teaching experience, we recognize the importance of continuously assessing and improving English for specialized majors teaching skills to ensure the quality of education. The research results not only provide an in-depth insight into the effectiveness of English for specialized majors in Literature teaching methods but also emphasize the necessity of positive interaction between teachers and students, as well as among students themselves. For the teaching community, this study proposes new opportunities to develop and enhance teaching skills, promote creativity in the teaching process, and create the best learning environment for students. Depending on the objectives, audience, and lecture content, teachers flexibly choose appropriate skills and methods. Additionally, focusing on feedback from students is crucial in constructing an active and flexible teaching program. Through researching and implementing improvement measures, this paper aims not only to enhance teaching effectiveness but also to promote the sustainable development of the quality of English education for specialized majors in Literature at Thai Nguyen University of Education.

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