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2.6. Some Challenges in Organizing Pair Work and Group Work

Although pair work and group work offer numerous benefits, their implementation presents several challenges, particularly in large classes where monitoring all groups simultaneously is difficult and students often revert to their native language. Additionally, uneven language proficiency can cause active students to dominate while less proficient ones contribute little or rely heavily on peers. Managing class time, controlling noise, and fairly assessing individual contributions also demand significant teacher effort. Therefore, teachers must carefully prepare tasks, establish clear assessment criteria, and regularly vary group formations to ensure equal and active participation from all students.

3. Conclusion

Pair work and group work are learner-centered instructional strategies that encourage active participation, giving students more opportunities to practice speaking English than traditional teacher-centered classrooms, thereby improving communicative competence and real-life language application. Notably, shy or less confident students gain a supportive, low-pressure environment to practice freely, gradually building confidence and fluency. Furthermore, implementing these activities transforms the teacher's role from a knowledge transmitter to a facilitator, organizer, and supporter responsible for designing meaningful tasks, monitoring interactions, guiding when necessary, and providing vocabulary or language support. In conclusion, when carefully planned and aligned with lesson objectives and student proficiency, pair and group work significantly enhance English speaking instruction, and it is hoped that these collaborative strategies will be widely adopted to improve communicative competence, particularly among students at Hanoi University of Mining and Geology.

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INTEGRATING LOCAL CULTURE INTO TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE: AN EXAMPLE FROM HANOI UNIVERSITY OF MINING AND GEOLOGY

Abstract

The shift from a native-speaker model toward English as an International Language (EIL) emphasizes intercultural communication and enables learners to express their own cultural identities. This paper reviews EIL principles and demonstrates their application by adapting a reading lesson from New English File (Pre-Intermediate) for Hanoi University of Mining and Geology (HUMG) students. By replacing unfamiliar Western

cultural content with profiles of two popular Vietnamese singers, Trần Lập and Sơn Tùng M-TP, and incorporating communicative pair-work, the redesigned lesson connected classroom activities with students' personal experiences and cultural knowledge. This adapted approach fostered a more engaging environment, noticeably increasing learner motivation, confidence, and active participation in speaking tasks. Ultimately, the study demonstrates that integrating local culture aligns with the EIL principle of "Think globally, but act locally," enhancing communicative competence while preserving cultural identity and highlighting the vital role of teacher adaptation in language instruction.

Keywords:

English as an International Language (EIL); Teaching English as an International Language (TEIL); material adaptation; local culture; communicative language teaching; intercultural communication.

1. Introduction

Nowadays, English dominates international communication, playing a crucial role in business, technology, science, education, and diplomacy (Roux, 2014). Globalization makes English proficiency essential for academic success, professional development, and cross-cultural communication, with Crystal (1997) noting that English is used in 85% of major films, 90% of scientific publications, and 90% of Asian international organizations. Given this importance, English teaching must focus on linguistic competence while preparing learners for diverse intercultural contexts. This report presents an experience of adapting teaching materials for Hanoi University of Mining and Geology (HUMG) students to support English as an International Language (EIL), developing their language skills, intercultural awareness, and communicative competence to become active global citizens.

2. Contents

2.1. What Is an International Language?

An international language is not defined by its native-speaking population; otherwise, Mandarin Chinese, Spanish, Arabic, or Hindi would share that status, yet they do not function as global means of communication. Smith (1976) defined an international language as one used by people of different nations to communicate with one another, emphasizing its communicative role across national and linguistic boundaries. Similarly, McKay (2002) argued that international status depends on geographical distribution and widespread use by non-native speakers. Thus, a language becomes international by serving as a common medium of communication among people from diverse linguistic and cultural backgrounds, explaining why English has achieved its global recognition today.

2.2. The Spread of English as an International Language

The rapid spread of English has made it the world's primary international language, with Michael and Fazard (2008) estimating 380 million native speakers and over one billion second or foreign language users, demonstrating an influence far beyond mother-tongue nations (Crystal, 1997). Driven by globalization, English serves as a common medium for international business, science, education, diplomacy, and media, meaning people learn it to interact with both native and non-native speakers. McKay (2002) notes that English operates in both a global sense, facilitating communication across borders, and a local sense, functioning within multilingual societies for education and business. Furthermore, Crystal (1997) asserts that this international status is achieved either by adopting English as an official language in administration and education or by widely teaching it as a foreign language for its practical value in employment, higher education, and technological access.

2.3. Features of English as an International Language

An international language enables communication among diverse linguistic backgrounds and, as Smith (1976) notes, is not tied to any single nation but serves as a cross-country medium. Consequently, EIL relies

on three assumptions: learners need not adopt native cultural norms and can maintain their own identity; the educational goal is effective communication of personal values rather than native imitation; and ownership is de-nationalized, belonging to all global users. Expanding this, Brutt-Griffler (2002) identifies key global characteristics: EIL stems from a growing global ethnocultural system across trade, science, and intellect; it coexists with rather than replaces local languages, functioning as an additional tool; and its spread occurs via intentional language learning rather than native speaker migration. Together, these elements prove English is a shared global resource that facilitates intercultural communication while preserving users' distinct cultural identities.

2.4. An Example of Applying Teaching English as an International Language

According to Smith (1976), the educational goal of learning an international language is to enable learners to communicate their own ideas and culture to others. Based on this perspective, I adapted a reading and speaking lesson from Unit 7B – Born to Direct (p. 78) of New English File (Pre-Intermediate) to better suit the cultural background of my students. In the original textbook, students read about Western film directors Alfred Hitchcock and Quentin Tarantino; however, past teaching experience showed that students struggled to relate to these foreign figures, leading to low interest and reduced speaking effectiveness. To make the lesson more meaningful, I replaced these directors with two famous Vietnamese singers, Trần Lập and Sơn Tùng M-TP, who are highly familiar to local students. This adaptation aligns with the principles of Teaching English as an International Language (TEIL) by allowing learners to express their own cultural identities rather than focusing solely on native-speaker cultures. Furthermore, I redesigned the lesson to emphasize pair work, requiring students to collaborate, ask questions, compare the singers, and share opinions. These communicative activities provided meaningful speaking practice on familiar topics, noticeably boosting student motivation, confidence, and classroom interaction. Ultimately, this approach illustrates how localizing materials and embedding collaborative tasks can fulfill the EIL goal of using English as a tool to share one's culture.



1. He was born on **12 December 1974**.
2. He was born on **5 July 1994**.
3. He was a **Vietnamese rock musician and singer**.
4. When he was **two years old**, his family discovered his talent for singing. At the age of **eight**, he joined the **Thái Bình Children's Arts and Culture Palace**, where he learned to play the electronic keyboard.
5. He was best known as the **lead singer of the rock band The Wall**.
6. He received many awards and honors, including an **MTV Europe Music Award** and a **Dedication Music Award**.
7. He was the **youngest child in a large, poor family**.
8. He began his artistic career by studying vocal performance at the **Department of Theatre, Hanoi College of Arts**, from **1993 to 1997**.
9. He graduated from the **Department of Economics, Vietnam National University, Hanoi**, in **2001**.
10. In **1994**, he and his friends formed a rock band.
11. His self-written singles, "**Cơn mưa ngang qua**" (**2012**) and "**Em của ngày hôm qua**" (**2013**), launched his singing career.
12. He was the **leader of the band** from its formation until it disbanded in **2006**.
13. He wrote **more than 30 songs**, including the well-known song "**Road to Glory**."
14. However, his parents did not approve of his decision to pursue a singing career and wanted him to focus on his education. His father hoped that he would study business.
15. Despite his parents' wishes for him to study business, he actively participated in singing contests and performances at school.
16. He died of **cancer** on **4 November 2015**.

In Activity 1, students work in pairs to describe the physical appearance of the two singers from pictures and name their well-known songs, activating background knowledge as a warm-up for the reading task.

Next, in Activity 2, pairs read biographical facts and classify them by writing T for Trần Lập or S for Sơn Tùng M-TP, followed by whole-class answer checking and teacher feedback.

Finally, in Activity 3, students engage in a dynamic, mobile information-sharing task; Student A describes what they remember about Trần Lập while Student B listens, adds details, and asks questions, before they swap roles for Sơn Tùng M-TP. Students change partners multiple times to communicate with different classmates, which provides extensive speaking practice, reinforces reading content, and enables meaningful English use in authentic situations.



I believe that this adaptation is well suited to the students in my classes. It creates a more engaging and motivating learning environment by encouraging students to participate in discussions while drawing on familiar cultural contexts. By incorporating elements of Vietnamese culture into the lesson, the activities become more meaningful and relevant to learners' own experiences. As a result, students are more willing to express their ideas, actively participate in classroom interactions, and communicate with greater confidence. Furthermore, the familiarity of the topic reduces the cognitive load associated with generating ideas, enabling learners to focus more effectively on using the target language. Consequently, this adaptation is likely to enhance both students' motivation and their ability to produce English more naturally and fluently.

3. Conclusion

This paper highlights that adopting English as an International Language (EIL) principles, such as integrating local Vietnamese cultural content into teaching materials, enhances learner motivation and confidence in intercultural communication. While adapting materials presents challenges in time and resources, this "think globally, act locally" approach makes learning more meaningful and enables students to express their own identities. To implement these changes, teachers are encouraged to gradually incorporate EIL principles into their practice, enhancing both language proficiency and cultural expression.

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THEORETICO-METHODOLOGICAL FOUNDATIONS OF PHYSICAL CULTURE SPECIALISTS' TRAINING

The article is devoted to the professional training of specialists in the field of physical education and their professional and pedagogical skills. In this article, the author shares his thoughts and views on the education of future specialists. In fulfilling their professional duties, a physical education teacher must possess certain pedagogical abilities and a set of knowledge, skills, and abilities important for successful pedagogical activity.

Keywords:

physical culture, professional skills, and specialist competence.