

**BUILDING A WEBSITE TO SUPPORT TEACHING VIETNAMESE FOR
INTERNATIONAL STUDENTS IN VIETNAM: A CASE STUDY AT THE UNIVERSITY
OF EDUCATION - THAI NGUYEN UNIVERSITY, VIETNAM**

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ABSTRACT

In the context of international integration, the demand for learning Vietnamese of international students in Vietnam is increasing, requiring educational institutions to innovate teaching methods, content and forms of organization. Based on a practical survey at the University of Education - Thai Nguyen University, the study proposes the construction of a website to support learning Vietnamese as an effective solution to overcome current difficulties. From the analysis of survey data of three groups of subjects (lecturers, volunteers, international students), combined with the theoretical basis of language teaching and educational technology, this study presents solutions for website design, lesson development, content organization and pedagogical principles to be followed. The proposed results contribute to the development of a modern, personalized and culturally rich language learning model for international students learning Vietnamese as a foreign language in Vietnam.

Keywords: Vietnamese as a foreign language; international students; language learning website; educational technology; Vietnamese culture.

1. INTRODUCTION

In the context of increasingly deep international integration, Vietnam has become an attractive study destination for international students from many countries around the world. The increase in the number of international students at higher education institutions in Vietnam has led to an increasing demand for learning Vietnamese as a foreign language. For international students, proficiency in Vietnamese is not only a necessary condition for accessing specialized knowledge but also the key to cultural integration and effective communication in daily life. However, the reality of teaching and learning Vietnamese for foreigners today still has many limitations, especially in effectively exploiting learning support technologies. The application of digital technology, especially the construction of online learning platforms such as websites supporting Vietnamese learning, is becoming urgent to improve the effectiveness of teaching and learning. Specialized websites can provide flexible lesson systems, rich learning resources, support multi-dimensional interactions between teachers and learners, and meet the needs of personalization in the language acquisition process.

To meet the strong digital transformation requirements of Vietnam's education, researching and implementing the construction of a website to support Vietnamese language teaching for international students at universities is an inevitable direction. This study addresses the construction of a website to support international students learning Vietnamese at the University

of Education, Thai Nguyen University through cultural context, integrating multimedia documents and interactive tools.

2. RESEARCH METHODS

The research was conducted using a qualitative and quantitative approach, aiming to collect and analyze multidimensional data on the current situation of teaching and learning Vietnamese for international students at the University of Education, Thai Nguyen University, from which to propose solutions to build a website to support learning.

Specifically, the research conducted:

2.1. Practical survey through questionnaires for three main groups of subjects: lecturers teaching Vietnamese, volunteers supporting international students and international students themselves studying Vietnamese at the university. The survey content focused on learning needs, difficulties encountered, the level of application of information technology, as well as suggestions from learners and teachers.

2.2. In-depth interviews with a number of teachers and international students to clarify the data collected from the questionnaire, and at the same time record specific expectations related to the application of technology in teaching and learning Vietnamese as a foreign language.

2.3. An analysis of theoretical documents related to second language teaching methods, online lesson design theory, principles of organizing learning content in digital environments and models of building educational websites. Based on the synthesis of survey results and theoretical analysis, the study proposes a website design that is suitable for the level and needs of international students while ensuring pedagogical principles, personalization and integration of Vietnamese cultural experiences in the learning process.

3. RESULTS AND DISCUSSION

Teaching Vietnamese as a foreign language is the process of teaching and guiding non-native learners to acquire, practice and use Vietnamese as a foreign language. In this study, the subjects learning Vietnamese as a foreign language are international students. This is a special teaching subject, requiring the integration of language - culture - life skills to gain experience in using Vietnamese. Teaching therefore needs to focus on listening, speaking, reading and writing skills at each level; applied grammar and vocabulary; especially through cultural context. Learning through cultural context helps international students practice communication reflexes, gain a deeper understanding of how to use language in practice.

The Vietnamese teaching support website is an online platform that uses pedagogical methods to provide resources and support tools to help learners develop Vietnamese skills. With a friendly interface, diverse content support, flexible interaction and personalized learning, meeting the needs of both teachers and learners, the website is not only a technology tool but also an effective online learning environment.

We conducted a survey of three groups of subjects (teachers, volunteers and international students) at the University of Education, Thai Nguyen University. The purpose of the survey was to learn about the practice of teaching Vietnamese to international students at the University of Education, Thai Nguyen University. The practice of supporting international students in learning Vietnamese from the volunteers; the difficulties in applying technology that teachers are having to overcome and to learn about the current situation of learning Vietnamese as well as the difficulties

of international students when learning Vietnamese at the University of Education, Thai Nguyen University.

From that situation, the topic has a basis to determine the advantages as well as the difficulties; basic advantages and limitations in teaching and learning Vietnamese of teachers, volunteers and students at the University of Education, Thai Nguyen University.

Participants	Quantity	Difficulties	Support
Lecturers	21	Differentiation in level, lack of support tools, language barriers	Learning websites, digital documents, practice tools
Volunteers	61	Lack of support materials, limited time to directly assist international students	System connecting lecturers - volunteers - international students, online documents
International students	81	Difficulties in pronunciation, listening and writing skills	Easy-to-use online learning platform and multimedia documents

The survey results show that teaching Vietnamese for international students at Thai Nguyen University of Education has achieved positive foundations, but there are still many limitations that need to be improved.

On the lecturers' side, 100% of survey participants said they encountered difficulties in the teaching process, mainly due to uneven international student levels (38.46%), language barriers (25.64%) and lack of support tools outside of class hours (25.64%). However, 81% of lecturers rated the application of technology as effective, with tools such as PowerPoint, Google Classroom, Zoom, etc. Outstanding proposals focused on building a website to support learning (95.3% agreed) and applying artificial intelligence to grade papers and interact outside of class hours.

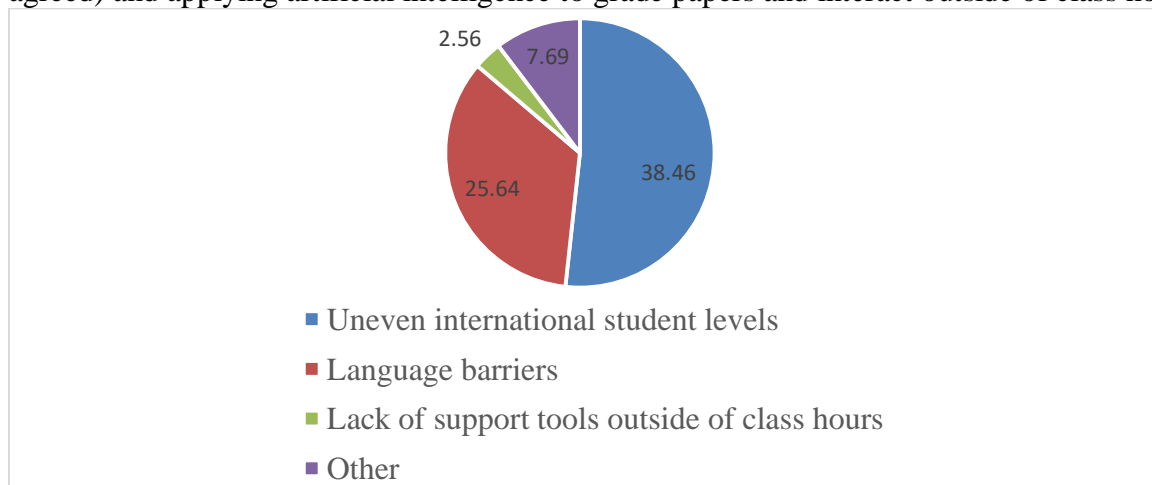


Chart 1: Difficulties that lecturers encounter in supporting Vietnamese teaching for international students

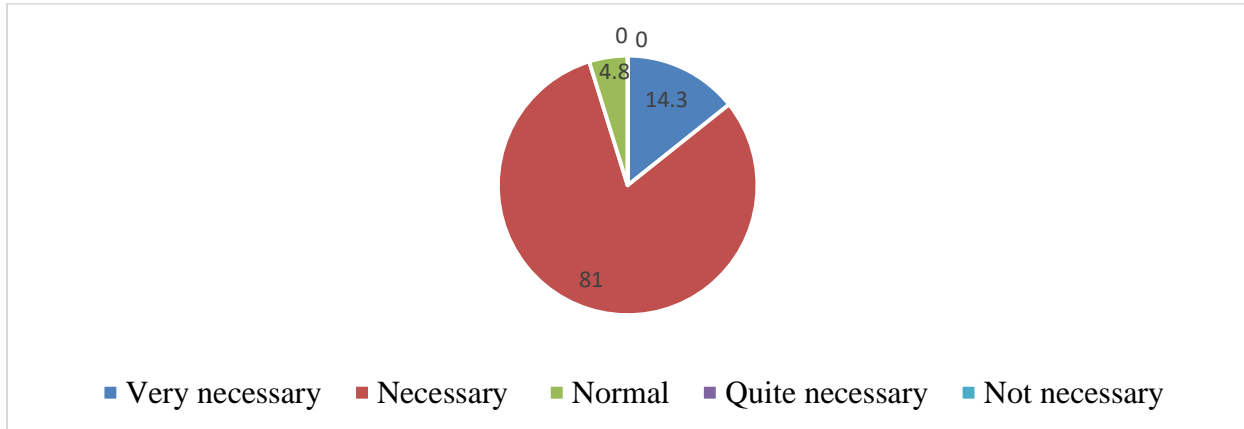


Chart 2: Teachers' opinions on building a website to support Vietnamese language teaching

On the part of volunteers, although playing an important support role, only 34.4% used technology in the support process, mainly Google Translate, TFlat, Zoom and Google Meet. The main difficulties include lack of guidance documents (27.14%), lack of after-hours support tools (28.57%), and lack of direct communication features with international students (25.71%). However, 91.8% of volunteers affirmed that building a support website is necessary or very necessary, with the desire to integrate features such as pronunciation practice, automatic scoring, and online communication.

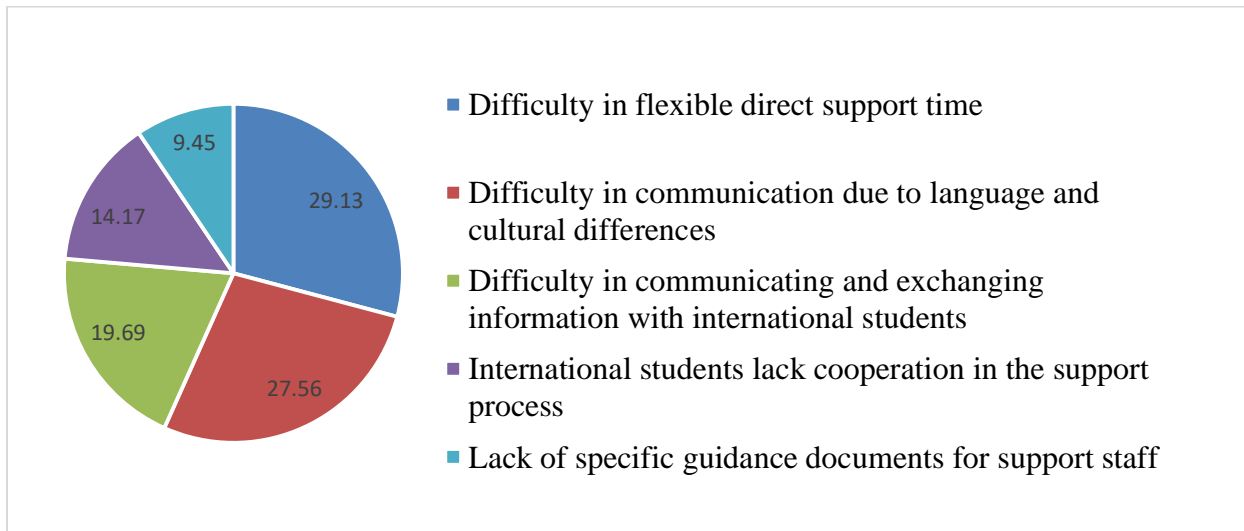


Chart 3: Difficulties that volunteers encounter when supporting Vietnamese language teaching for international students

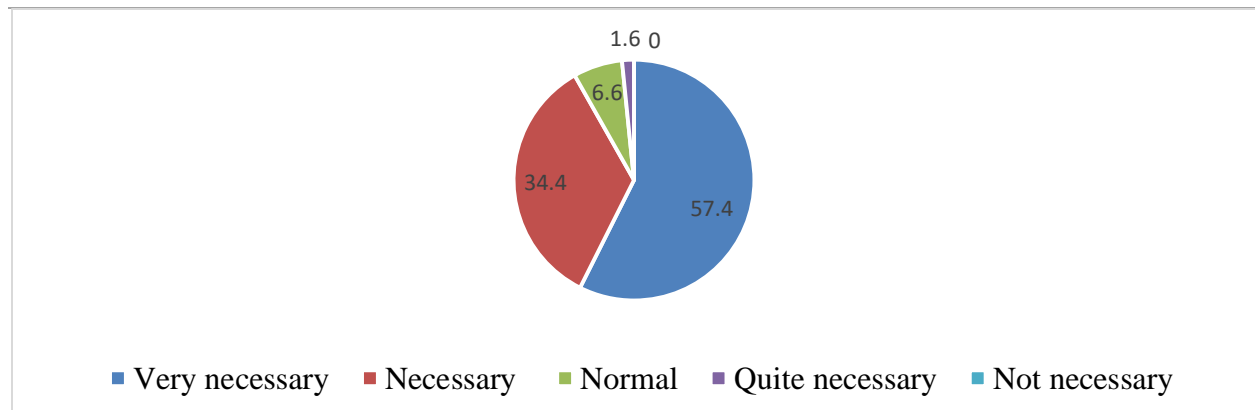


Chart 4: Volunteers' opinions on building a website to support Vietnamese language teaching

For international students, learning Vietnamese still has many obstacles, especially in listening skills (46.9%), grammar (35.8%), and writing (29.6%). 44.4% of international students said they encountered many difficulties, and only 25.9% rated the learning materials as "very satisfied". The application of technology in learning is also limited, mainly through translation tools and social networks. Over 90% of international students want a website to support learning Vietnamese, with practical content, the ability to practice skills, online communication, and support from AI.

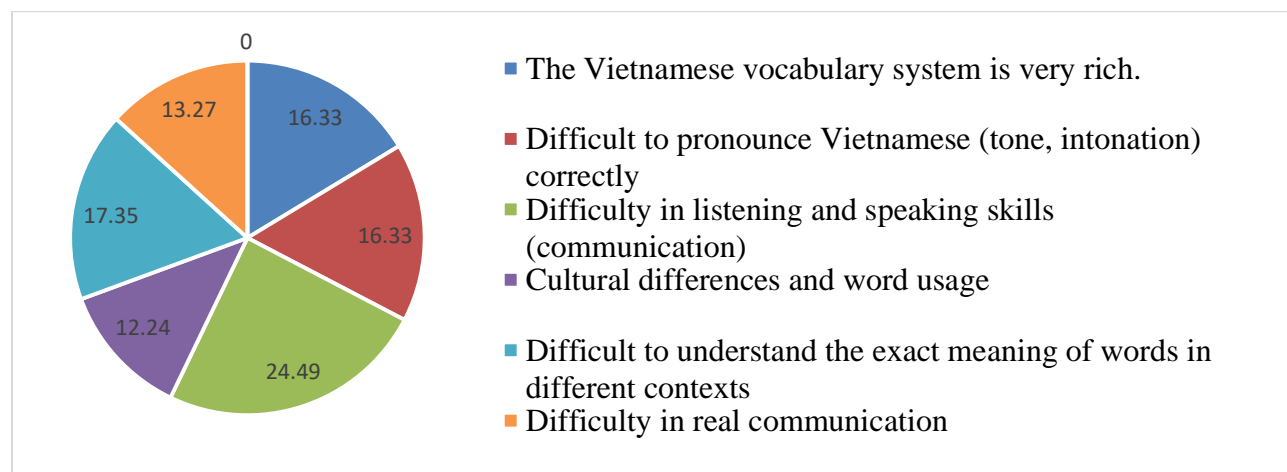


Chart 5: Difficulties encountered by international students when learning Vietnamese

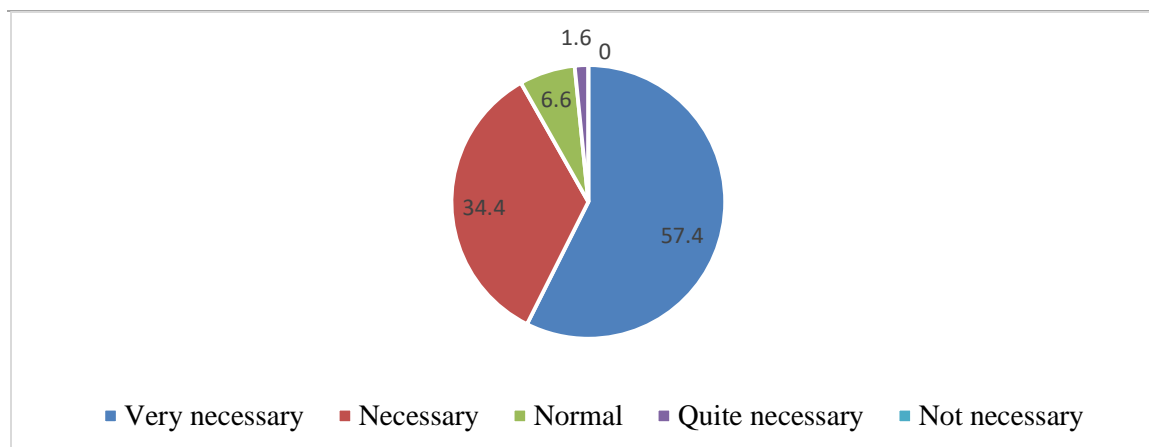


Chart 6: Volunteers' opinions on building a website to support Vietnamese language teaching

Based on the survey results, it can be concluded that teaching Vietnamese to international students at Thai Nguyen University of Education has achieved a solid initial foundation, demonstrated by the active cooperation between teachers, international students and volunteers. However, to further improve the quality of teaching and learning, there needs to be synchronous adjustments and investments in content, teaching methods, learning materials, technology infrastructure and digital capacity for participants. In particular, building a modern Vietnamese learning ecosystem, integrating digital platforms, multi-dimensional interactions revolving around practical topics such as culture and application of artificial intelligence technology will be a practical, feasible and sustainable solution in the context of current educational innovation.

4. SOLUTIONS FOR DESIGNING A WEBSITE TO TEACH VIETNAMESE THROUGH CULTURAL CONTEXT

Accessing and using Vietnamese cannot be separated from the cultural space, where language is formed and developed in specific social relationships. For international students, learning Vietnamese through cultural context is not only an effective teaching method, but also a way to approach more deeply the thinking, lifestyle and typical values of Vietnamese people. This approach contributes to training natural language reflexes, improving the ability to use Vietnamese in real-life communication situations, while promoting cultural understanding and adaptation, an important factor in the learning and living environment in Vietnam. Based on that awareness, we realized that designing a website to teach Vietnamese for international students of Thai Nguyen University of Education through the context of Vietnamese culture has practical meaning, not only supporting the learning process more effectively but also creating a multi-dimensional interactive space, helping learners better integrate into the local cultural and social life.

4.1. Principles of website design

First, students are the center. The website needs to meet the needs, levels and reception characteristics of international students, creating conditions for learners to actively explore and acquire knowledge.

Second, multimedia must be integrated. The combination of text, images, sounds and videos not only increases visualization but also stimulates multiple senses, contributing to improving the ability to memorize and practice language in vivid contexts.

Third, language content is linked with Vietnamese culture. Lessons need to be placed in communication situations associated with the typical cultural and social life of Vietnamese people, thereby helping learners understand the correct meaning and use language in accordance with the cultural context.

Fourth, systematicity, consistency and logic are ensured. The content structure needs to be designed in a progression from simple to complex, from recognition to application, while maintaining close connections between knowledge units.

Fifth, the interface is friendly and easy to use. The interface design needs to be suitable for many devices, support convenient access, create conditions for learners to operate easily, without being hindered by technical factors.

Sixth, flexible assessment, feedback and updating are allowed. The system needs to have the function of checking - self-assessment, providing timely feedback and the ability to update content regularly, meeting the diverse and changing learning needs of learners over time.

Ensuring the above principles is the basis for building an effective learning platform, highly applicable in a multicultural educational environment.

4.2. Classification of document systems

The document system on the website teaching Vietnamese to international students needs to be built scientifically, diversely and in accordance with the teaching objectives in the cultural context. There are four main groups as follows:

First, language document is the core group of documents, including content for practicing the four skills of listening, speaking, reading, and writing, along with a system of grammar and vocabulary designed by topic. Organizing documents by topic helps learners develop the ability to use language in specific communication situations, close to reality.

Second, Vietnamese cultural and social documents play an important role in integrating cultural elements into the language learning process. These documents include readings, images, videos, short films, folk stories, clips about festivals, customs and practices... helping learners approach language in vivid cultural contexts, thereby forming understanding and appropriate behavior in intercultural communication.

Third, specialized documents for international students to study specific training programs in Vietnam. This group of documents provides a system of specialized vocabulary, in-depth readings and situations using academic language. This is the basis for learners to improve their academic Vietnamese language skills, serving well for learning and research goals.

Fourth, teaching and self-study support documents include textbooks, lesson plans, skill practice sets, flashcards, review materials and interactive tools. This group of documents not only supports teachers in organizing teaching activities but also helps learners actively review and consolidate knowledge effectively and flexibly.

The clear classification and synchronous construction of the above groups of documents are necessary conditions to create a comprehensive learning environment, integrating language with culture and meeting the diverse needs of international students.

4.3. Lesson structure on the website

To ensure coherence, effectiveness and appeal, each lesson on the website is designed according to a unified structure, combining language knowledge and cultural context:

First, the concise theoretical part is the content that provides basic knowledge about phonetics, vocabulary, grammar or sentence structure, presented concisely, easy to understand, suitable for the learner's level and highly applicable in communication.

Second, videos or illustrations help learners easily visualize the context of language use and contribute to creating interest in learning, while at the same time arousing cultural awareness through specific details in Vietnamese life.

Third, the interactive exercise system, such as multiple choice, fill in the blanks, connecting, writing sentences... aim to consolidate the knowledge learned, practice the ability to use Vietnamese flexibly and respond promptly. Interactivity helps increase learners' initiative and engagement with the lesson content.

Fourth, cultural-practical connection helps learners connect language knowledge with real-life communication situations, while integrating cultural elements to clarify how to use language in specific social contexts.

The above lesson structure ensures pedagogy and also contributes to realizing the goal of integrating language with culture, a core element in teaching Vietnamese to international students.

4.4. Website development process

The development of a Vietnamese language teaching website for international students needs to be carried out according to a scientific process, ensuring feasibility and effectiveness in implementation. This process can include the following seven basic steps:

Step 1: Survey the needs. Collect opinions from groups including international students, Vietnamese teachers and support volunteers, to determine learning needs, difficulties encountered and expectations for the online learning platform.

Step 2: Develop content. Design a lesson system based on appropriate topics, classified by level (elementary, intermediate, advanced) and integrating all four language skills (listening, speaking, reading, writing), while also linking to typical cultural situations of Vietnam.

Step 3: Design the interface. Develop an intuitive, easy-to-use interface that is aesthetically pleasing and accessible on multiple devices, facilitating both learners and teachers during use.

Step 4: Technical development. Build a learning management system (LMS) with core functions such as registration, personal login, saving learning progress, integrating assessment and feedback tools.

Step 5: Testing and adjusting. Deploy testing with a group of users, collect feedback and adjust content, techniques and interface to improve user experience.

Step 6: Deployment and training. Officially put the website into use, and organize training sessions on platform exploitation skills for teachers, students and volunteers.

Step 7: Update and develop. Regularly maintain the system, update lesson content and add new features to meet increasingly diverse learning needs and adapt to modern educational technology trends. This process aims to ensure consistency between content and technology; creating a foundation for maintaining and developing the website as a sustainable, flexible and culturally rich Vietnamese language learning support tool.

5. CONCLUSION

The study has initially established the core principles and requirements in designing a Vietnamese language teaching website integrating cultural elements, targeting international

students. The website not only provides a rich digital document system, suitable for the diverse levels and needs of learners, but also builds an open learning space, where learners are encouraged to explore, practice and develop their language skills in a personalized and flexible way.

In particular, the development of a document system associated with Vietnamese cultural contexts is a highlight, contributing to improving the effectiveness of practicing language reflex skills, enhancing practical communication skills and fostering intercultural communication skills for international students.

The proposed website model not only helps overcome the limitations of traditional teaching methods, but also opens up a new, modern, interactive and more adaptive approach to the trend of language education innovation in the context of globalization. In the next phase, we will continue to improve the technical platform, update content and expand the deployment scale to maximize the application value of the website in the practice of teaching Vietnamese to foreigners at the University of Education, Thai Nguyen University in particular and in Vietnam in general.

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