

Researchers & Affiliations

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Title of Research Project

Promoting Students' Willingness to Communicate in English
via Digital Storytelling Group Projects in Vietnamese
EFL Speaking Classes



TIRF Research Topic Investigated

Digital Technology in Language Education

Bio

Phuong Le Hoang Ngo (pictured left above) holds an MA and a PhD in Applied Linguistics from the University of Southampton, UK, and is currently a lecturer and researcher at the University of Foreign Languages and International Studies, Hue University, Vietnam. Her research interests include English-medium instruction, language teaching, teacher agency, and teacher professional development.

Thao Thi Thanh Tran (pictured right above) is a lecturer at the University of Foreign Languages and International Studies, Hue University, Vietnam. She holds an MA in TESOL from Australia and a PhD in English Language Education from the Education University of Hong Kong. Her current research focuses on language competence, mobile learning, technology-enhanced language learning, self-regulated learning, and the integration of digital technologies to support language development.

Project Summary

This project investigates the effectiveness of digital storytelling (DST) group projects in promoting Vietnamese EFL university students' willingness to communicate (WTC) in English speaking classes. It will be conducted at a public university in Central Vietnam, where many students demonstrate relatively low levels of motivation and willingness to engage in English oral communication despite years of formal language instruction. Using a quasi-experimental design, an experimental group of approximately 40–45 students will complete two DST projects following Ohler's five-phase model (2013), while a control group receives traditional speaking instruction. Both groups will complete pre- and post-intervention questionnaires measuring WTC in pairs, small groups, whole-class settings, and project-based tasks. Qualitative data from students' reflective reports will explore perceived benefits related to speaking confidence, collaboration, creativity, digital literacy, and learner autonomy. Data will be analyzed using inferential statistics and thematic analysis. Findings are expected to demonstrate how process-oriented, technology-mediated collaborative tasks can enhance WTC beyond conventional approaches, while generating practical implications for engaging, communicative, and learner-centered speaking instruction in similar EFL contexts.