From Generalization to Personalization: Designing a Personalized ESP Teaching Model in a Vietnames Private Unversity Context

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Abstract:

In response to the increasing demand for learner-centered and digitally integrated English instruction, this study investigates the design of personalized English for Specific Purposes (ESP) teaching model at a Vietnamese private university. Employing a convergent mixed-methods approach, the research collected quantitative data from 287 ESP students and qualitative data from eight ESP instructors at Dai Nam University. The study was guided by three research questions addressing learner perceptions, contextual constraints, and predictive factors of support for personalized learning.

Findings revealed strong student support for personalized ESP instruction, particularly when aligned with career goals and delivered through flexible, technology-enhanced formats. Multiple regression analysis showed that motivation and career alignment were the strongest predictors of student receptivity to personalization, followed by technology use. Instructor interviews highlighted pedagogical openness to personalization, but also pointed to structural constraints such as rigid curricula and limited institutional support. Technology-including AI-powered tools and LMS platforms - was seen as a key enabler of scalable personalization.

Drawing on the L2 Motivational Self System, Constructivist Learning Theory, and Universal Design for Learning, the study proposes a context-sensitive, five-stage teaching model integrating learner profiling, differentiated content delivery, and adaptive feedback. The findings offer theoretical and practical insights for transitioning ESP instruction from generalized to personalized formats in Vietnamese higher education and comparable international contexts.

Keywords: English for Specific Purposes, personalized learning, AI in education, learner motivation, teaching model design, higher education, Vietnam

1. Introduction:

1.1. Background to the study

In the era of digital transformation and global integration, higher education systems worldwide are under increasing pressure to reform pedagogical practices to meet the diverse needs of learners and to enhance employability outcomes. English for Specific Purposes (ESP) instruction, in particular, plays a crucial role in preparing university students for discipline-specific communication and professional engagement in

the global workforce. However, the persistent reliance on one-size-fits-all approaches in ESP classrooms - characterized by uniform content, rigid pacing, and generalized objectives - has proven insufficient to address the heterogeneous profiles of learners, especially in developing countries such as Vietnam.

Vietnamese private universities, including those with a strong orientation toward applied education and market responsiveness, face the compounded challenges of wide-ranging student proficiency levels, uneven motivation, and limited curricular autonomy. In this context, there is a compelling need to move from generalized ESP instruction to personalized teaching models that cater to individual learner profiles, learning goals, and disciplinary contexts. Personalized learning - understood as instructional approaches that adjust content, pathways, and pace based on the learner's needs, preferences, and aspirations - has gained increasing traction in global discourse but remains underexplored in ESP research and practice, particularly in Southeast Asia.

Despite a growing body of literature on personalized learning in general education and second language acquisition, few empirical studies have focused on designing context-specific models for personalized ESP instruction. Even fewer have done so by integrating both pedagogical principles and technological affordances, such as learning management systems (LMS), artificial intelligence (AI), and learner analytics, in institutional contexts that are still transitioning toward digital maturity.

This study seeks to address that gap by investigating the needs, perceptions, and readiness of ESP learners and instructors in a Vietnamese private university, and by designing a scalable, flexible, and technology-supported personalized ESP teaching model. Guided by a constructivist paradigm and supported by frameworks such as Universal Design for Learning (UDL) and the L2 Motivational Self System, the study employs a mixed-methods design to examine the current state of ESP learning and proposes a pedagogical

model aligned with personalized learning principles.

1.2. Purpose of the Study and Research Questions

Against this backdrop, the present study aims to design a personalized ESP teaching model that responds to the diversity of learners in a Vietnamese private university context - both in terms of language proficiency and disciplinary orientation. Rather than offering a generalized or theoretical proposal, the model is empirically grounded in the actual perceptions, needs, and readiness levels of both students and instructors. By integrating principles from constructivist pedagogy, Universal Design for Learning (UDL), and the L2 Motivational Self System, alongside affordances from learning technologies (e.g., LMS, AI-driven tools), the study intends to formulate a practical, scalable, and context-sensitive model for personalized ESP instruction.

To achieve this goal, the study is guided by the following research questions:

1. What are the perceptions, needs, and preferences of ESP students and instructors regarding personalized learning in a Vietnamese private university?
2. What contextual factors facilitate or constrain the implementation of a personalized ESP teaching model in this setting?
3. To what extent do students' motivation, use of technology, and perceptions of LMS/AI tools predict their support for personalized ESP instruction?

These questions serve as the foundation for both the empirical inquiry and the pedagogical innovation proposed in the study. The answers to them are expected to inform institutional strategies, teacher development, and curriculum design in contexts where personalization remains both a challenge and a necessity.

2. Literature Review:
2.1. From Generalization to Personalization in Education

Traditional ESP instruction in higher education often adopts a generalized, curriculum-driven approach, assuming homogeneous learning needs

and linear progression across disciplines. However, this paradigm has been increasingly challenged by research emphasizing the individuality of learners and the necessity for responsive, adaptive pedagogical models (Tomlinson, 2017). Personalized learning, in contrast to standardized instruction, tailors content, pacing, assessment, and learning pathways to suit individual learner profiles (Pane et al., 2015; Bulger, 2016).

Personalization in language education entails designing instruction based on students' goals, interests, motivation, and preferred modalities of learning (Reinders, 2014). In ESP contexts, where professional relevance and domain-specificity are central, personalization becomes even more critical to bridge language learning with career trajectories (Basturkmen, 2010; Belcher, 2006).

2.2. Clarifying Terms: Personalization, Differentiation, and Individualization

While these terms are often used interchangeably, researchers argue for a clear distinction. Personalization involves learner-driven customization of objectives and learning paths. Differentiation refers to teacher-modified instruction based on learner readiness, interest, or profile, and individualization typically centers on adjusting pacing (Bray & McClaskey, 2015; Hall, Strangman, & Meyer, 2003). Personalization is thus the most learner-centered and dynamic of the three, and its successful implementation requires both pedagogical commitment and technological scaffolding.

2.3. Theoretical Underpinnings for Personalized ESP

This study draws upon three theoretical frameworks to guide its model design:

Constructivist Learning Theory emphasizes active knowledge construction through meaningful interaction and contextual application (Vygotsky, 1978). Personalized ESP aligns with this view by situating language use within authentic, discipline-specific practices.

Universal Design for Learning (UDL) promotes flexibility in representation, engagement, and expression to accommodate learner variability (CAST, 2018). UDL's emphasis on accessibility and choice makes it particularly relevant for personalized instruction in diverse classrooms.

The L2 Motivational Self System (Dörnyei, 2005) conceptualizes learner motivation in terms of the Ideal L2 Self and the Ought-to L2 Self. A personalized ESP model can directly address these motivational dimensions by aligning learning content with learners' self-visions and professional goals.

A visual representation of the integration between Constructivist Learning Theory, Universal Design for Learning (UDL), and the L2 Motivational Self System as the foundational pillars for designing a personalized ESP teaching model (figure 1).

Figure 1: Theoretical Framework for Personalized ESP Learning
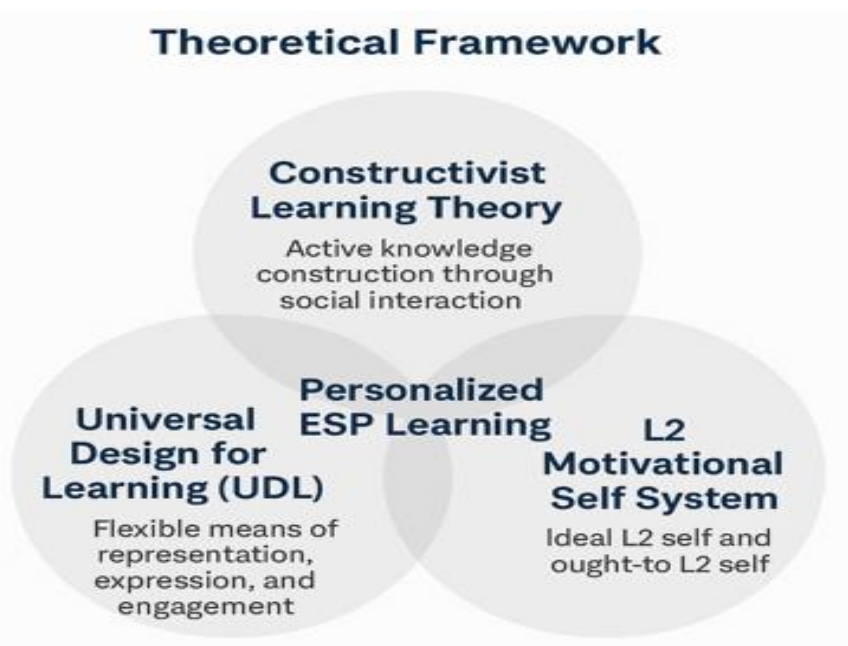
2.4. The Role of Technology in Enabling Personalization

Technological advancement has significantly expanded the possibilities for personalization in education. Learning Management Systems (LMS) allow modular design, progress tracking, and asynchronous feedback tailored to individual learners (Van Lehn, 2011). In language learning, AI-powered applications (e.g., automated writing evaluation, pronunciation tutors, adaptive vocabulary systems) are increasingly used to support individualized feedback loops (Zawacki-Richter et al., 2019; Holmes et al., 2019).

However, successful technology integration requires more than tools—it demands teacher readiness, digital pedagogy competencies, and a supportive institutional environment (Gynther, 2016). For Vietnamese universities, particularly private ones, leveraging existing LMS and low-cost AI tools (e.g., ELSA, Grammarly, ChatGPT-based chatbots) presents a pragmatic path toward scalable personalization.

Several recent studies have employed regression analysis to examine the influence of psychological, behavioural, and technological factors on learner engagement and instructional preferences in digitally mediated environments. For instance, Kim et al. (2018) demonstrated that academic motivation and digital readiness were significant predictors of student success in online learning contexts. Similarly, Teo (2011) found that perceived usefulness and ease of use of technology significantly influenced learners' behavioral intentions. Ushioda (2011) emphasized that self-concept and motivation could predict learners' willingness to adopt new learning modalities. In light of these findings, the current study explores how student motivation, technology usage, and perception of digital tools influence their support for personalized ESP learning. This predictive layer supports both the theoretical alignment and practical application of the proposed teaching model.

2.5. Research on Personalization in ESP and the Vietnamese Context

Research into personalized learning in the field of English for Specific Purposes (ESP) remains relatively underdeveloped compared to studies on English for General Purposes (EGP) or K–12 education. Globally, much of the existing research has focused on needs analysis (Basturkmen, 2010; Belcher, 2006), discipline-specific language instruction (Hyland, 2009), or task-based approaches, rather than on systematic personalization of instruction. While learner autonomy and self-regulated learning have been discussed as relevant to ESP pedagogy (Reinders, 2014; Benson, 2013), few empirical studies have proposed personalization models that adjust instructional content, pacing, and modality in real-time to learner profiles.

Technological advancements have expanded the possibilities for personalized learning in language education. For example, AI-powered platforms now offer adaptive feedback, real-time diagnostics, and content recommendation engines. However, empirical investigations into how these tools can be meaningfully integrated into ESP instruction remain sparse. In their review, Zawacki-Richter et al. (2019) noted that while AI has been widely explored in general education, applications in language learning—especially ESP—remain marginal. Holmes et al. (2019) emphasized that for personalization to be pedagogically valid, AI tools must be integrated into instructional design in alignment with learning theories—an area that remains underdeveloped in ESP literature.

In the Vietnamese context, the bulk of ESP research has focused on curriculum development, needs analysis, and localization of teaching materials (Nguyen & Hamid, 2015; Le, 2022; Vu & Hoang, 2020). These studies highlight recurring challenges: the disconnect between course content and learners' professional needs, the homogeneity of materials, and the lack of learner-centered flexibility. Despite such findings, ESP instruction in Vietnam is still largely delivered through generalized syllabi, often to large, mixed-ability groups, using a standardized assessment framework.

This creates significant instructional and motivational challenges. Doan (2021), for example, found that 68% of surveyed ESP instructors reported feeling unable to address learner diversity due to rigid institutional curricula and insufficient training in personalized teaching methods. Students, on the other hand, increasingly turn to external tools like Grammarly, ELSA Speak, and language learning apps for self-directed support, creating a growing gap between formal instruction and independent learning practices (Pham & Nguyen, 2020).

Technological tools, especially LMS platforms (e.g., Moodle, Google Classroom), have been adopted by some Vietnamese universities. However, their use is often limited to content delivery and administrative functions, rather than enabling adaptive or personalized learning (Nguyen & Vo, 2021). At present, no published study in Vietnam has empirically investigated learner and instructor perspectives in tandem to develop a context-specific model for personalized ESP teaching.

This study addresses that critical gap. By gathering data from both students and instructors, analyzing their readiness, and integrating pedagogical and technological elements, it proposes a practical, theory-based model for personalized ESP instruction that is tailored to the operational realities of Vietnamese private universities. In doing so, it contributes to national education reform agendas that prioritize learner-centered education and digital transformation in higher education (Vietnam Ministry of Education and Training, 2021).

3. Research Methodology
3.1. Research Design

This study employed a convergent parallel mixed-methods design (Creswell & Plano Clark, 2018) to explore the pedagogical needs and contextual realities of implementing personalized ESP instruction in a Vietnamese private university. The combination of quantitative and qualitative methods enabled a comprehensive understanding of both broad trends among students and nuanced insights from ESP instructors. Quantitative data were collected through a structured questionnaire distributed to ESP students, while qualitative data were obtained from semi-structured interviews with ESP instructors.

The methodological approach is grounded in pragmatism, which values multiple forms of evidence and prioritizes research outcomes that inform practice (Tashakkori & Teddlie, 2010). This design was chosen to ensure that the proposed model would not be purely theoretical but responsive to stakeholder perspectives and operationally viable in the local context.

3.2. Research Context and Participants

The study was conducted at Dai Nam University, a multidisciplinary private university in Hanoi, Vietnam, where ESP is offered across various faculties, including Business, Law, Engineering, and Medicine.

Quantitative Phase:

A total of 287 undergraduate students participated in the survey. These students were enrolled in ESP courses from six different faculties. Convenience sampling was used due to access constraints, but the sample was stratified to ensure disciplinary representation.

Qualitative Phase:

Eight ESP instructors were selected for semi-structured interviews using purposive sampling. All had at least three years of ESP teaching experience and represented various disciplines. The instructors differed in their exposure to digital tools, allowing for diverse perspectives on feasibility and instructional readiness.

To provide a clearer understanding of the research sample, the demographic and contextual characteristics of both student and instructor participants are summarized in Table 1 below

Table 1: Description of Research Participants

Participant Group	Number (n)	Gender Distribution	Level/Role	Additional Information
ESP Students	287	56.1% Female 43.9% Male	2nd–3rd Year Undergraduates	From 6 faculties; CEFR A2–B2; enrolled in ESP courses
ESP Instructors	8	62.5% Female 37.5% Male	ESP Lecturers	Minimum 3 years teaching ESP; varied digital literacy

3.3. Instruments

Student Questionnaire

A 35-item questionnaire was developed, combining closed-ended Likert-scale items (5-point scale) and a few open-ended prompts. The instrument measured five dimensions:

- Perceived need for personalization
- Preferred learning modes
- Use of technology in learning
- Motivational alignment with career goals
- Perception of LMS and AI tools

To ensure the reliability of the instrument, Cronbach's alpha coefficients were calculated for each of the five thematic constructs. All subscales demonstrated acceptable to excellent reliability (α = 0.86), as presented in Table 2.

Table 2: Internal Reliability of Questionnaire Constructs (Cronbach's Alpha)

	Construct	Number of Items	Cronbach's Alpha (α)	Interpretation
1.	Perceived Need for Personalization	7	0.84	Good
2.	Preferred Learning Modes	6	0.81	Good
3.	Use of Technology in Learning	7	0.78	Acceptable
4.	Motivation and Career Alignment	8	0.86	Good
5.	Perception of LMS and AI Tools	7	0.89	Excellent
	Overall Reliability	35	0.86	Good

Instructor Interviews

Semi-structured interviews explored the following domains:

- Experiences with differentiated instruction
- Challenges in current ESP delivery
- Readiness to adopt personalization
- Views on technology and institutional support

Interviews were conducted in Vietnamese, transcribed verbatim, and translated into English for analysis.

3.4. Data Collection Procedures

Quantitative data were collected over a two-week period during scheduled ESP classes. Participation

was voluntary, and confidentiality was maintained.

Qualitative interviews were conducted face-to-face or via Zoom depending on participant availability. Each session lasted 30–45 minutes. Ethical clearance was obtained from the university research board prior to data collection.

3.5. Data Analysis

Quantitative Analysis

Descriptive statistics were used to summarize student responses. One-way ANOVA tests were conducted to examine differences in personalization needs across faculties and proficiency levels. Additionally, a multiple linear regression analysis was performed to determine the extent to which students' motivation, technology usage, and perceptions of LMS/AI tools predict their support for personalized ESP instruction. Assumptions of linearity, multicollinearity, and homoscedasticity were tested and satisfied. The statistical analysis was performed using SPSS v20.

Qualitative Analysis

Thematic analysis was used to code interview transcripts, following Braun and Clarke's (2006) six-phase process. Themes were cross-validated with a second coder to enhance trustworthiness.

4. Research Findings
4.1. Student Perceptions of Personalized ESP Learning at Dai Nam University

A total of 287 ESP students across six faculties at Dai Nam University participated in the survey. The quantitative data revealed overall strong support for personalized learning, with particularly high agreement on the importance of aligning English instruction with learners' professional interests and individualized learning needs.

Table 3: Descriptive Statistics of Student Responses

Construct	Mean	Standard Deviation	Interpretation
Perceived Need for Personalization	4.28	0.61	High agreement
Experience with Personalized Learning	4.03	0.65	Moderate-to-high experience
Perceived Learning Effectiveness	4.11	0.62	High perceived benefit

These results indicate that students generally view personalized learning favourably, with the highest score attributed to their need for personalization (M = 4.28). Students also reported that personalized learning had positive effects on their language acquisition and that they had experienced various degrees of personalization in their current courses, such as differentiated tasks, flexible pacing, and technology integration.

4.2. Differences in Perceptions Across Disciplines

To investigate whether perceptions of personalized learning varied by academic discipline, a one-way ANOVA was conducted across the six faculties. The results revealed statistically significant differences in all three constructs (Table 4).

Table 4: Differences in Perceptions Across Disciplines

Variable	F (df = 5, 281)	p-value
Perceived Need for Personalization	37.96	< .001
Experience with Personalized Learning	18.43	< .001
Perceived Learning Effectiveness	67.35	< .001

Post hoc Tukey HSD tests showed that the most notable differences occurred between students in Information Technology (CNTT) and those in other fields such as Logistics, Business Administration, and Multimedia Communication. Specifically, IT students reported significantly higher agreement on all three dimensions compared to students in social science-based majors. Multimedia Communication students, in contrast, had the lowest mean scores, indicating relatively less exposure to or value placed on personalized instruction in their ESP courses.

These findings suggest that perceptions of personalized ESP learning at Dai Nam University are discipline-sensitive. Students in STEM-related faculties, particularly Information Technology, are more receptive to personalized learning, likely due to their familiarity with digital tools and structured, outcome-driven learning paths. This aligns with previous research indicating that students in technical disciplines are more responsive to LMS-based personalization and adaptive learning environments (Kim et al., 2018; Zawacki-Richter et al., 2019).

Conversely, students in creative or communication-based programs may experience less personalization due to the subjective and expressive nature of their coursework, or possibly due to less structured use of technology in their ESP instruction.

4.3. Instructor Perspectives on Personalized ESP Instruction (RQ2)

To answer the research question 2: What contextual factors facilitate or constrain the implementation of a personalized ESP teaching model at Dai Nam University? Qualitative data were collected through semi-structured interviews with eight ESP instructors representing various faculties. Thematic analysis of the transcripts revealed three major themes: (1) pedagogical readiness and openness to personalization, (2) institutional and curriculum constraints, and (3) enabling role of digital tools and AI support.

Theme 1: Pedagogical Readiness and Open Attitudes

Most instructors expressed a positive attitude toward personalization, noting its potential to increase student engagement, relevance, and autonomy. Many shared that they already practice elements of personalization informally—such as assigning project topics aligned with students' majors, offering optional assignments, or giving tailored feedback.

"Personalization helps students see the connection between English and their future job. It motivates them more than traditional grammar-focused tasks." (Instructor 4, Business Faculty)

However, several instructors emphasized that personalization requires time, planning, and support, and cannot be fully achieved through individual effort alone.

Theme 2: Institutional and Curriculum Constraints

A key constraint identified was the lack of flexibility in course structure and assessment frameworks. Instructors reported that while they have pedagogical freedom to some extent, standardized syllabi and limited contact hours make it difficult to implement personalized pathways at scale.

"The challenge is not willingness—it's the system. We have to follow a set syllabus with limited time. It's hard to personalize within those constraints." (Instructor 2, Law Faculty)

Moreover, concerns about large class sizes, uneven student proficiency, and lack of institutional incentives for innovation were recurrent. These structural barriers limit instructors' ability to consistently offer personalized support, especially in classes of 40+ students.

Theme 3: Digital Tools as Enablers of Personalization

Interestingly, all instructors acknowledged the role of digital technologies—especially LMS, mobile

apps, and AI tools—in facilitating personalized learning. Platforms such as fit.dnu.net, Google Classroom, and apps like ELSA and ChatGPT were cited as useful for tracking progress, giving individualized feedback, and supporting asynchronous practice.

"I've started using ChatGPT to simulate job interviews for my ESP students. It's not perfect, but it helps them practice at their own pace." (Instructor 7, Tourism Faculty)

While most instructors saw these tools as valuable enhancements, a few expressed the need for training and institutional support to maximize their use effectively and responsibly.

The instructor data reveal a high level of pedagogical alignment with personalized learning principles, but also a clear misalignment between teacher intentions and structural realities. Instructors at Dai Nam University are willing and able to personalize, but are constrained by curriculum rigidity, assessment standardization, and resource limitations.

Nevertheless, the shared enthusiasm for technology—especially AI-powered tools—signals a promising opportunity for scalable personalization, provided that the institution offers capacity-building, platform integration, and recognition of innovation in teaching.

4.4. Predictive Factors of Student Support for Personalized ESP Instruction (RQ3)

To explore the predictive value of key learner factors on support for personalized ESP instruction, a multiple linear regression was conducted. The independent variables were:

- Motivation and Career Alignment
- Use of Technology in Learning
- Perception of LMS and AI Tools

The dependent variable was Support for Personalized ESP Instruction, derived from students' agreement with statements about the need for personalization, alignment with career goals, and preferences for individualized pathways.

Table 5: Multiple Regression Results Predicting Support for Personalized ESP Instruction

Predictor Variable	B	SE B	β (Beta)	t	p-value
Motivation and Career Alignment	0.462	0.089	0.41	5.19	< .001
Use of Technology in Learning	0.193	0.092	0.15	2.11	0.038
Perception of LMS and AI Tools	0.137	0.075	0.12	1.81	0.071

Model Summary: $F_{(3, 283)} = 14.72$; $p < .001$; $R^2 = 0.235$; Adjusted $R^2 = 0.227$

The regression model was statistically significant and accounted for 23.5% of the variance in students' support for personalized ESP learning. This indicates a moderate predictive relationship, affirming that students' attitudes toward personalization are influenced by both motivational and technological factors.

- Motivation and Career Alignment was the strongest and most significant predictor (β = 0.41, p < .001). This finding suggests that students who perceive English learning as relevant to their career goals are substantially more likely to support personalized ESP instruction. It aligns with Dörnyei's L2 Motivational Self System, which emphasizes the role of ideal future selves in sustaining learner investment in language tasks.

- Use of Technology in Learning was also a significant predictor (β = 0.15, p = 0.038), showing that frequent and confident use of educational technologies (e.g., apps, LMS platforms, AI tools) contributes positively to students' openness to personalized

approaches. These students likely view digital environments as enablers of autonomy and flexibility.

- Perception of LMS and AI Tools had a positive but marginal effect (β = 0.12, p = 0.071). While not statistically significant at the conventional 0.05 level, this suggests a trend where favourable views of technology platforms may enhance receptivity to personalization, particularly as these tools become more integrated into instruction.

5. Discussion:

This section interprets the study's findings in relation to the research questions, theoretical frameworks, and existing literature. It highlights how students and instructors at Dai Nam University perceive personalized ESP instruction, what factors shape their readiness, and how these insights inform the proposed model.

5.1. Learner Readiness and Motivation as Drivers of Personalization

Findings from RQ1 confirmed that students at Dai Nam University hold strong support for personalized ESP instruction, particularly when aligned with their career goals. The high mean scores across constructs such as motivation and career alignment and perceived need for personalization reflect a clear learner preference for instruction that is flexible, relevant, and adaptive. This affirms the core principle of the L2 Motivational Self System—that learning engagement is enhanced when instruction aligns with the learner's Ideal L2 Self (Dörnyei, 2005).

The regression analysis (RQ3) further validated this: motivation was the strongest predictor of support for personalization, indicating that student attitudes are shaped more by internal goal orientation than by external tools. These results are consistent with Kim et al. (2018), who found that students with strong self-directed goals engage more deeply in digitally supported learning.

5.2. The Enabling and Limiting Role of Technology

While motivation emerged as the dominant factor, use of technology in learning also significantly predicted openness to personalization. Students who were already engaging with educational technologies were more inclined to welcome individualized instruction. However, perceptions of LMS and AI tools alone were not a strong predictor, suggesting that technology acceptance does not automatically translate into demand for personalized learning unless coupled with clear use cases and support.

Instructor data supported this duality. Teachers valued technology as an enabler of differentiation, especially tools like ChatGPT, Grammarly, and ELSA, but stressed the need for training, guidance, and integration with pedagogy—echoing findings from Holmes et al. (2019) and Gynther (2016). This supports the need for capacity-building policies if Dai Nam University is to scale personalized ESP teaching sustainably.

5.3. Structural and Institutional Barriers

Although instructors expressed pedagogical openness, they consistently identified curriculum rigidity, large class sizes, and limited assessment flexibility as major constraints. These factors are particularly relevant in Vietnamese private universities where standardized syllabi and credit-hour mandates restrict experimentation.

This reflects Tomlinson's (2017) argument that personalized learning must be institutionally supported, not left to individual teacher initiative. Without a systemic approach—including workload adjustments, modular syllabi, and technology infrastructure—personalization will remain unevenly implemented and unsustainable at scale.

5.4. Disciplinary Variability in Readiness

The study also found statistically significant differences in support for personalization across faculties. Students in Information Technology and Business reported higher levels of motivation and acceptance, while those in social science fields (e.g., Multimedia Communication) were less enthusiastic.

This highlights the need for discipline-sensitive personalization strategies. Faculties with higher readiness and digital integration could serve as pilot implementation zones, while other programs may require more scaffolding and phased adaptation.

5.5. *Theoretical and Practical Alignment*

The findings align with the Constructivist Learning Theory, which advocates for learner-centered, contextualized learning experiences. The proposed model responds to this by embedding flexible content pathways, real-world project work, and individual reflection loops.

Similarly, the model is informed by Universal Design for Learning (UDL) principles—offering multiple means of representation, engagement, and expression to support learner variability (CAST, 2018).

Together, these frameworks support the design of a scalable, inclusive, and context-aware personalized ESP teaching model for Dai Nam University and comparable institutions.

6. Conclusion:

This study explored the shift from generalized to personalized instruction in English for Specific Purposes (ESP) at Dai Nam University, a private higher education institution in Vietnam. Through a mixed-methods approach, the research examined student and instructor perceptions, identified contextual constraints and enabling factors, and proposed a personalized ESP teaching model responsive to learner diversity and institutional realities.

The findings indicate that students strongly support personalized learning, especially when instruction aligns with their career aspirations and allows for individual learning pathways. Motivation and career alignment emerged as the strongest predictor of support for personalized ESP, affirming the relevance of the L2 Motivational Self System. Additionally, technology use contributed significantly to learner receptivity, while perceptions of LMS and AI tools showed a positive, albeit less pronounced, influence.

Instructors expressed pedagogical readiness to personalize instruction but were constrained by structural factors such as standardized curricula, limited contact hours, and large class sizes. Despite these challenges, they acknowledged the potential of digital tools, including LMS and AI-powered applications, to support scalable personalization—provided that institutional support and training are in place.

The study contributes a context-sensitive, theory-informed teaching model that incorporates learner profiling, differentiated content, adaptive feedback, and data-driven monitoring—designed to operate within the existing LMS ecosystem at Dai Nam University. It responds not only to student needs but also to national policy calls for learner-centered, digitally integrated higher education.

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