



*INTERNATIONAL TRAINING PROGRAM*  
GLOBAL DIVERSITY IN EDUCATION  
CULTIVATING CULTURALLY INCLUSIVE MINDSETS

**Culturally Responsive English Language Teaching in  
Vietnam – Building Interpersonal Awareness  
through the Johari Window**

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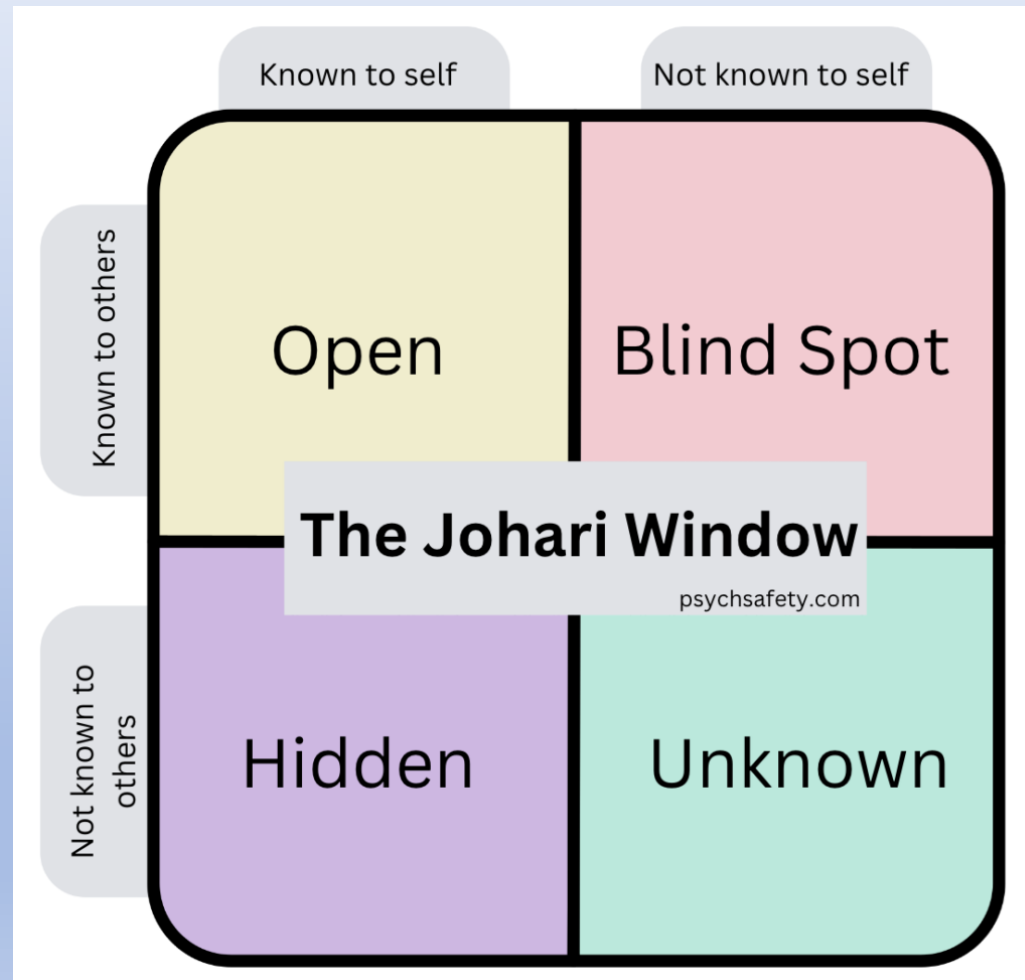
## How do others see me?



*Any surprises?*

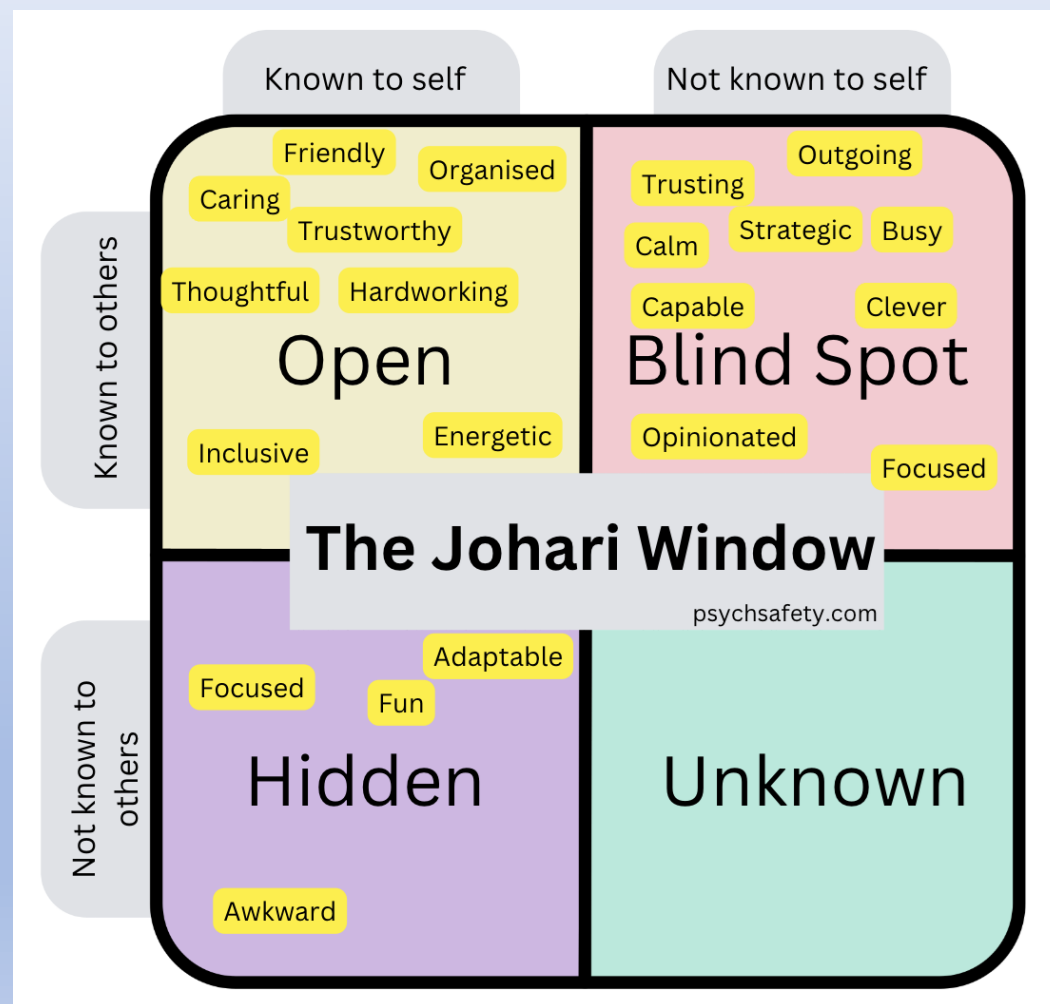
# The Johari window

*a tool for self-awareness and interpersonal relationships*



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# Hue University of Foreign Languages and International Studies

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# Hue University of Foreign Languages and International Studies

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UNIVERSITY OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES, HUE UNIVERSITY



## The History of Development of HUFLIS

Hue University of Foreign Languages and International Studies (or HUFLIS) was founded in 2004 on the basis of merging foreign language faculties and departments from member universities of Hue University.

## IMPORTANT MILESTONES

- ❖ 1957-1976: Majors of English Pedagogy & French Pedagogy in Faculty of Education, Hue University; Majors of English Language Studies & French Language Studies in Faculty of Arts, Hue University.
- ❖ From 1979-1994: Foreign Language Departments in different universities in Hue (Hue University of Pedagogy, Hue University of Sciences, Hue University of Forestry and Agriculture, Hue University of Medicine, and Hue University of the Arts)
- ❖ From 1994-2004: Foreign Language Faculties in different universities of Hue University (University of Pedagogy - Hue University, University of Sciences - Hue University, University of Forestry and Agriculture - Hue University, University of Medicine and Pharmacy - Hue University, and University of the Arts - Hue University)
- ❖ From 2004 to present: Hue University of Foreign Languages and International Studies (or HUFLIS).



## The Mission of HUFLIS

HUFLIS pursues education and research on languages and cultures with the aim of enhancing foreign language proficiency and cultural knowledge especially of people in the central and highland regions of Vietnam, as well as foreigners to advance mutual understanding and strengthen ties between the peoples of the world.

## The Staff of HUFLIS

HUFLIS Staff	290
Lecturers from other member universities of Hue University	60



## The Students of HUFLIS

12 BA programs (including American Studies Program recently developed)

4 MA programs

2 PhD programs

=> 9641 students (including more than 2300 students of the Bachelor's Distance Training Programs in English language studies, French language studies, and Chinese language studies)

# Hue University of Foreign Languages and International Studies (HUFLIS) *Department of English*

- 2 BA programs
  - English Language Teaching
  - English Language Studies
- 2 MA programs
- 1 PhD program







*Not diversity, but homogeneity*

## HUFLIS students of very similar backgrounds

### How to make the homogeneous learning environment in HUFLIS more diverse?

{o} On the larger scale?

- *Exchange programs*
- *Internship/teaching practicum abroad*
- *Volunteer foreign lecturers*
- *HUFLIS staff going abroad for postgraduate studies and research*
- *International student activities on campus*

{o} In specific classrooms?

## How to make HUFLIS English-major students culturally responsive?

{o} In specific classrooms?

>>> in the hand of the lecturer

# How to make HUFLIS English-major students culturally responsive?

*Class activities*

Scenarios



# How to make Vietnamese students culturally responsive?

## Scenario 1 Direct vs. Indirect feedback



### Context:

Charlotte (from **Belgium**) is a team leader managing an international team. During a project review, she gives **direct feedback** to Minh (from **Vietnam**), pointing out specific areas where his report needs improvement. Minh nods politely and says, "Yes, I see," but later, Charlotte notices that no changes have been made to the report.



### Discussion questions:

- Which *Johari Window quadrant* is involved?
- How do *cultural norms for giving and receiving feedback* differ?
- What strategies can help *expand the Open Area*?



# How to make Vietnamese students culturally responsive?

## Scenario 1 Workplace email communication



**Context:** Linh (from **Vietnam**) emails her colleague Sipho (from **South Africa**) about a project update, writing: "**Maybe we should submit the report tomorrow.**" Sipho assumes the deadline is flexible and does not rush to complete it. The next day, Linh is frustrated that the report is not finished.



### Discussion questions:

- Which **Johari Window quadrant** is involved?
- How do **cultural norms for directness in communication** differ?
- What strategies can help **expand the Open Area**?

## Group discussion

- How do different cultural values (e.g., individualism vs. collectivism) affect the **Open and Hidden Areas**?
- How do high-context vs. low-context cultures influence feedback and the **Blind Spot**?
- How may misunderstandings arise due to differences in communication styles?
- How can the Johari Window help?

## Reflection

What insights did you gain about yourself?

How do you think this will help you when working with foreigners?



## Review

The **Johari Window** helps recognize **Blind Spots** and **Hidden Areas** in (intercultural) communication.

Expanding the **Open Area** leads to better **mutual understanding** and **collaboration**.

Culturally responsive and inclusive teaching

>>> **cultural awareness and sensitivity**  
**adapting communication styles**  
**open discussions**

## The Johari window

The more we know about ourselves and how others see us, the better we can build bridges across cultures >>> *How to navigate in a diverse world, especially when you come from a homogeneous society.*

# How can we help our students from this program? How to make them aware of diversity and inclusivity?

- *Keep connected*
- *Bridge for our students' online activities*

## Personal action plan

Regarding communication, write:

- . One thing you will **continue** doing.
- . One thing you will **start** doing.
- . One thing you will **stop** doing.



