

## REVIEWER'S REPORT

Manuscript No.: IJAR-55881

Title: English Language Teaching in Vietnam Buddhist University in Ha Noi City: Academic competence, cultural ethics, and pedagogical practice.

### Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

| Rating         | Excel. | Good | Fair | Poor |
|----------------|--------|------|------|------|
| Originality    | ✓      |      |      |      |
| Techn. Quality | ✓      |      |      |      |
| Clarity        |        | ✓    |      |      |
| Significance   | ✓      |      |      |      |

Reviewer Name: Abdul Hameed Shah

### Reviewer's Comment for Publication.

The manuscript presents a rich, theoretically grounded, and contextually nuanced exploration of English Language Teaching (ELT) at Vietnam Buddhist University in Ha Noi City, positioning ELT as an academic, ethical, and intercultural practice. A major strength of the study lies in its strong conceptual framing through academic literacies, English for Academic Purposes (EAP), and Buddhist educational philosophy, which together offer an original and underexplored perspective within ELT scholarship. The integration of ethical speech, mindfulness, intercultural competence, and academic discourse practices is well supported by an extensive and relevant body of literature, and the paper makes a meaningful contribution by foregrounding faith-based higher education contexts that are often marginalized in mainstream ELT research. The case study is detailed and insightful, demonstrating how pedagogical mediation, assessment practices, and classroom interactions are shaped by local moral and cultural values while maintaining global academic standards.

However, the manuscript would benefit from **minor revisions** to improve clarity, coherence, and technical precision. The paper is excessively long and at times repetitive, particularly in the Introduction and Discussion sections, where key arguments are restated with limited progression; careful condensation would strengthen readability and argumentative focus. There are also noticeable issues related to grammatical accuracy, awkward phrasing, typographical errors, and inconsistent formatting (e.g., section numbering, duplicated conclusions, and occasional citation inconsistencies), which require thorough language editing. Additionally, the methodological dimension of the “case study” could be more explicitly articulated, clarifying data sources, participants, and

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analytical procedures to enhance academic rigor. Addressing these issues would significantly improve the manuscript's overall quality and accessibility without diminishing its strong conceptual and scholarly contribution.

**Overall, the manuscript is recommended for publication after minor revision**, as it offers a valuable, original, and ethically grounded contribution to discussions on localized and context-sensitive ELT in higher education.