

Program

5-6 Aug 2025

TESOL INTERNATIONAL CONFERENCE 2025

HUFLIT University, Main Conferene Hall

806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam

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Tuesday 5 August

07:30

Day 1 Plenary: Check-in

Session |

Location: HUFLIT University, Main Conferene Hall, 806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam

08:00

08:00

Day 1 Plenary: Opening Ceremony: Welcome speech by President/Vice President, HUFLIT | Welcome speech by Ms Mihaela Dascalu, on behalf of INTESOL Worldwide UK | Opening speech by Dr. Van Nguyen, Director, INTESOL Vietnam

Session |

Location: HUFLIT University, Main Conferene Hall, 806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam

08:30

08:30

BRIDGING CULTURES AND TECHNOLOGIES: ENHANCING TEACHER REFLECTION IN VIETNAM THROUGH AI

Contribution |

Location: HUFLIT University, Main Conferene Hall, 806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam |

Speaker: Ms Mihaela Silvia Dascalu (INTESOL Worldwide)

Description

This workshop aims to explore how AI can support meaningful teacher reflection within the specific cultural context of English language education in Vietnam. Drawing on Hofstede's cultural dimensions, the presentation part outlines key factors—such as high power distance, collectivism, and long-term orientation—that influence how Vietnamese teachers engage with professional development and self-evaluation. Genuine reflection is essential for teacher growth, yet traditional practices may discourage open self-assessment or peer critique. This workshop demonstrates how AI tools can offer structured, private, and culturally respectful pathways for reflection that align with local values while encouraging deeper professional inquiry. Examples include AI-driven prompts, classroom data analysis, and mediated peer feedback systems. Participants will share their knowledge through collaboration during the workshop and leave with practical strategies and adaptable tools to promote reflective teaching in ways that are both context-sensitive and innovation-driven.

Keywords: culturally contextualised professional development, ELT in Vietnam, reflective practice, AI-assisted reflective tools

09:15

09:15

AI IN EL SALVADOR'S ENGLISH CLASSROOM: HYPE, HELP, OR HEADACHE

Contribution |

Location: HUFLIT University, Main Conferene Hall, 806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam |

Speaker: Vien Cao (Escuela Superior de Economía y Negocios (ESEN))

Description

Keynote Speaker 2: Dr. Vien Cao

Professor of English - ESEN and Teachers Up, El Salvador

10:00

10:00

Coffee Break & Photo session

Break |

Location: HUFLIT University, Main Conferene Hall, 806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam

10:30

10:30

THE AI REVOLUTION IN TESOL: TEACHING, LEARNING, AND INNOVATION - THE ETHICAL DIMENSIONS OF AI IN EDUCATION

Contribution |

Location: HUFLIT University, Main Conferene Hall, 806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam |

Speaker: Ms Vickie Miller (INTESOL Worldwide Franchise - Southern USA)

Description

In the movie "The Imitation Game," the main character, mathematician Alan Turing, develops a machine that decodes encrypted German messages (Tyldum, 2014). In World War II, the Germans used these "Enigma Codes" to communicate battle positions and strategy against the Allied Forces. Turing invented a machine that was able to decipher the Enigma. As excited as Turing and his team were with the new-found capability, the invention presented an ethical dilemma for Turing and his team. Based on the movie, if they shared the decoded information, the Germans would know that Enigma had been figured out and would change course; thus, the chances of ending the war would have been throttled. Even though soldiers and assets could have been saved and protected, Turing decided to share limited information with the Allies to keep the discovery secret. The war eventually ended, and Turing and his invention are ultimately credited for helping to end World War II. Turing's machine, an early example of Artificial Intelligence (AI), provided benefits while raising ethical and moral concerns with the advent of the technology.

With the foregoing in mind, this specialized workshop seeks to explore the intricate relationship between AI and TESOL education. Participants will be presented with information that aims to:

- Define AI in the Context of TESOL: Clarifying what constitutes AI technology and its specific applications within language education.
- Review Relevant Literature: Analyzing existing research to identify both the advantages AI can offer and the ethical challenges it presents.

11:15

11:15

FROM AWARENESS TO ACTION: ETHICS IN STUDENTS' AI TOOLS USE

Contribution |

Location: HUFLIT University, Main Conferene Hall, 806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam |

Speaker: Thuy Tran (Ho Chi Minh City University of Foreign Languages - Information Technology)

Description

Artificial intelligence (AI) tools are increasingly reshaping how university students learn, but how well do they understand the ethical implications of such tools? This study explores the ethical awareness of 308 Ho Chi Minh City university students and the challenges they faced when applying AI tools in academic settings. Through surveys and in-depth interviews, the study examined students' use of AI tools, their understanding of ethical issues such as plagiarism and data privacy, and how they responded to AI-generated content. The findings reveal that students extensively relied on AI tools for convenience and efficiency, driven by perceived usefulness and ease of use for academic benefits. However, while many of them were aware of AI-related ethical principles, their application was inconsistent, highlighting a gap between what they knew and how they applied it. Additionally, unclear university policies on AI use worsened the issue, indicating the applications which were ethically questionable became normalized. Based on the findings, the study proposes recommendations for university authorities, lecturers, and students to encourage responsible and ethical AI integration in academic settings.

12:00

12:00

Lunch

Break |

Location: HUFLIT University, Main Conferene Hall, 806 Le Quang Dao, Mỹ Hoà 3 Hamlet, Tân Xuan Commune, Hóc Môn district, Hồ Chí Minh city, Vietnam

13:30

13:30

A COMPARISON BETWEEN LISTING AND TRANSLATING METHODS AND COMMUNICATING WITH AI IN TEACHING VOCABULARY BY TOPIC TO GRADE 9 STUDENTS

Contribution | **Location:** Room HA0304 | **Speakers:**

Ms Anh Thư Lương (Student, Department of English Language, Hanoi Metropolitan University, Vietnam), Ms Diễm Quỳnh Lê (Student, Department of English Language, Hanoi Metropolitan University, Vietnam), Ms Hương Nhi Ngô (Student, Department of English Language, Hanoi Metropolitan University, Vietnam), Minh Quân Phạm (Student, Department of English Language, Hanoi Metropolitan University, Vietnam)

Description

Abstract:

This study investigates the effectiveness of two different methods for teaching vocabulary by topic to Grade 9 students: the traditional listing and translation method and interaction with Artificial Intelligence (AI). In current educational practice, many students tend to learn vocabulary through rote memorization and direct translation, often resulting in limited understanding of word usage and failure to apply vocabulary correctly in context. This issue is particularly common in EFL classrooms, where students rely heavily on Vietnamese equivalents rather than grasping the meaning in use. Addressing this gap, the research aims to compare how each approach impacts vocabulary retention, engagement, and the ability to use new words in context. An experimental design was used, involving a group of Grade 9 students, each taught using one of the methods over a four-week period. Pre-tests and post-tests were administered to evaluate vocabulary acquisition, while student feedback was collected through surveys and interviews to assess motivation and engagement. The findings reveal that while the listing and translation methods provide foundational vocabulary knowledge, AI-assisted communication significantly enhances student interaction, contextual understanding, and long-term retention. This study suggests that integrating AI tools into vocabulary instruction can offer a more dynamic and personalized learning experience for secondary students.

Keywords: AI-assisted vocabulary learning, listing and translation method, topic-based vocabulary teaching, Grade 9 EFL students, vocabulary retention, learner engagement

14:00

13:30

AI TOOLS IN ENGLISH WRITING DEVELOPMENT: BENEFITS AND CHALLENGES FOR NON-ENGLISH MAJOR STUDENTS AT THU DAU MOT UNIVERSITY

Contribution | **Location:** Room HA0203 | **Speakers:**

Duyên Lê Thị Mỹ (Thu Dau Mot University), Ms Hân Hoàng Đoàn Gia (Thu Dau Mot University), Ms Thúy Trịnh Hồng (Thu Dau Mot University), Ms Ánh Nguyễn Thị Ngọc (Thu Dau Mot University), Ms Đoàn Lê Hoàng Khánh (Thu Dau Mot University)

Description

Abstract

The integration of artificial intelligence (AI) tools into writing skill development offers transformative potential but also presents significant challenges, particularly in terms of plagiarism risks. This quantitative study, utilizing a questionnaire, targets non-English major students at Thu Dau Mot University (TDMU) to examine the benefits and drawbacks of utilizing AI tools to enhance students' English writing abilities. These tools support accuracy, such as refining grammar, enriching vocabulary, and improving sentence clarity. However, the disadvantages are significant, as AI tools may diminish personal creativity by fostering reliance on repetitive or less original outputs, reducing motivation, and impeding the development of unique writing styles. Their potential to compromise creativity and social engagement highlights the need for a balanced approach. Educators and EFL students should leverage AI as a supportive tool while prioritizing independent thinking to maximize benefits and mitigate risks.

Keywords: AI tools, writing skills, pros and cons, EFL students, non-English majors.

14:00

13:30

AI-DRIVEN KEY PHRASE EXTRACTION | Pham Huu Duc**Contribution** | **Location:** Room HA0305**Description**

The integration of artificial intelligence (AI) into language education is revolutionizing the field of the teaching and learning of English by providing innovative tools for both teachers and learners. This paper examines the application of AI-powered key phrase extraction as a means to enhance the teaching and learning of writing skills among English language learners. Key phrase extraction, enabled by advanced natural language processing models such as keyBERT, which allows for the automatic identification of essential words and phrases that encapsulate the main ideas of a text. By leveraging these technologies, teachers can help students develop writing skills. In writing instructions, AI-driven key phrase extraction supports learners in summarizing and organizing their ideas, maintaining thematic coherence, and self-assessing the clarity of their arguments. The paper discusses both the theoretical foundations and practical classroom strategies for implementing key phrase extraction. Ethical considerations, such as data privacy and algorithmic bias, are also addressed. AI-driven key phrase extraction offers a promising approach to making language learning more effective, personalized, and engaging in the digital age. Keywords: artificial intelligence (AI), keyBERT model, key phrase extraction, natural language processing (NLP), TESOL (teaching English to speakers of other languages), writing skills

14:00

13:30

APPLICATION OF INFORMATION TECHNOLOGY IN TEACHING HISTORY UNDER THE 2018 GENERAL EDUCATION PROGRAM**Contribution** | **Location:** Room HA0206 | **Speaker:** NGUYỄN NGỌC HUỖN**Description**

Abstract:

In recent years, artificial intelligence (AI) has developed rapidly and gradually become an effective support tool in education. AI helps teachers and students realize creative ideas and enhance problem-solving skills — one of the core competencies required by the 2018 General Education Program. In an effort to explore the potential of applying AI in History education, this study employs document analysis, theoretical and case study research methods to analyze AI tools and the content of the high school History curriculum. The results reveal the application potential of several representative AI tools and propose ideas for leveraging them to foster student competencies and improve the quality of History teaching.

14:00

13:30

ATTITUDE OF ENGLISH-MAJOR STUDENTS OF NHA TRANG UNIVERSITY TOWARDS USING CHATGPT FOR WRITING SKILLS**Contribution** | **Location:** Room HA0201 | **Speaker:** Bùi Thị Ngọc Oanh (Nha Trang University)**Description**

Writing is a difficult but necessary for English learners and includes a multi-step process such as brainstorming, outlining, drafting, editing and finalizing. Learners need help to achieve fluency and coherence for this skill. In the information technology era, learners frequently use artificial intelligence AI, the most popular of which is ChatGPT to complete their assignments. This paper aims to discover the potential benefits and difficulties in using ChatGPT to support writing skills of English-major students at Nha Trang University. The population were 116 freshmen and sophomores in the second semester of the 2024-2025 school year. Both the qualitative methods (personal interviews) and quantitative methods (online surveys) were utilized. The results were that the students used ChatGPT to come up with suggestions on writing content and ideas; improving their papers; correcting grammar and spelling errors. However, they faced difficulties in plagiarism; validity and reliability; distinguishing between correct and incorrect prompts; and encountering inappropriate responses. This paper suggests lecturers and students the effective use of ChatGPT for writing skills.

KEYWORDS: AI, ChatGPT, Writing skills, English-major students, Attitude

14:00

13:30

EMPOWERING EFL LEARNERS THROUGH AI—OPPORTUNITIES, CHALLENGES, AND THE HUMAN ELEMENT

Contribution | **Location:** Room HA0202 | **Speaker:** Chiung-Yao Wang (National Central University)

Description

Education at all levels has undergone radical changes in recent years, largely due to the rise of artificial intelligence (AI). Within Taiwanese colleges, collectivism and conformity often outweigh individuality and diversity. The information overload of the AI era, coupled with a cultural tendency toward conformity, has further complicated efforts to enhance English as a foreign language (EFL) students' critical thinking and speaking proficiency. This nine-month mixed-methods study involved 40 first-year university students in Taiwan. Data were collected through surveys, reflections, teacher and TA observations, and speaking tasks. Qualitative data were analyzed using theme-based content analysis; speaking performance was evaluated with descriptive statistics. Preliminary findings reveal three trends. First, given time, students expressed their ideas more confidently, but struggled to critically analyze complex issues from diverse perspectives. Second, AI-generated critical-thinking questions provided an effective "learning path" for students, promoting a shared learning experience where individual voices were acknowledged. Third, technology-supported platforms optimized class time through non-linear sharing, efficient content delivery, and collaborative group work. AI advancements offer EFL teaching and learning a wide array of opportunities. With clear guidance, authentic materials addressing social and global issues, and AI-generated critical-thinking prompts, first-year university students' speaking proficiency can be meaningfully strengthened. These benefits are most evident when learners have sufficient time to discuss, reflect, and articulate ideas. AI can quickly adapt content to match learners' levels and interests. However, effective implementation requires ongoing instructor guidance to ensure that the fundamental human elements—reasoning, reflection, and discussion—remain central to the learning process.

14:00

13:30

ENGAGING PRIMARY STUDENTS IN MOTIVATED SPEAKING THROUGHOUT A WHOLE PERIOD: STEPS AND TECHNIQUES

Contribution | **Location:** Room HA0302 | **Speaker:** Thuy Nguyen

Description

Encouraging young students to speak English confidently and freely is not easy, especially those aged 7 to 11 (Grades 3 to 5) who have limited daily English input because their parents are often unavailable to support their learning at home. This presentation introduces a practical, four-step classroom format designed to keep learners actively speaking throughout an entire period. The structure includes: (1) a warm-up using AI-generated video prompts, (2) a group activity with a crocodile teeth toy to spark interaction, (3) U-shape speaking rotations for peer-to-peer practice, and (4) a Free Talk session using named pegs to personalize responses. Students are highly engaged because the format allows them to remain in their "safe zone" by using familiar words and structures, while also encouraging creative combinations—such as blending two questions from different units into a new one (earning a teacher's high-five for originality). To support daily speaking practice at home, I created AI-supported videos that provide familiar prompts and allow students to listen and answer using the language they've learned in class. By keeping this format throughout the school year, rural students can maximize their speaking time in English while building both confidence and active participation. Practical techniques such as bell signals, sticker rewards, and positive peer feedback require minimal preparation yet result in high student engagement and language production.

Keywords: artificial intelligence, young learners, speaking skills motivation, low-prep techniques.

14:00

13:30

ENGLISH LEARNING ON DEMAND: EXPLORING THE CONVENIENCE OF AI TUTOR

Contribution | **Location:** Room HA0204 | **Speakers:**

Dang Khoa Nguyen (University of Economics Ho Chi Minh City, UEH Mekong), Ms Thuy Ngoc Le (University of Economics Ho Chi Minh City (UEH))

Description

Abstract

In these days, AI application has been widely applied in the English education sector to enhance learner experiences through artificial intelligence activities. However, there is still a shortage of research on the convenience of AI-powered English learning applications in developing countries as Vietnam. This research expects to explore the influence of perceived convenience (CON) on users' attitude. Author based on the acceptance model (TAM), and Stimulus Organism Response (SOR) model including the concept of perceived convenience to verify English learners' usage cognition and attitude toward AI-powered English learning applications. By adopting quantitative method, we quantitatively examine the proposed model using Partial Least Square-Based Structural Equation Modelling (PLS-SEM) analyzed by SmartPLS 4.1 s on 255 valid Vietnamese respondents to highlight the significant impact of perceived convenience and English learners' adoption. The findings illustrated that perceived convenience plays a crucial role in shaping users' attitude that leads to the increase of users' adoption. This research will make important contributions to English education services providers, and policymakers with a deeply understanding of the role of AI in learning English. Additionally, the results from this study can enhance awareness of the importance of AI in learning English.

Keywords: AI; Perceived Convenience (CON); TAM; AI-powered English learning applications.

14:00

13:30

REFLECT SMARTER, NOT HARDER: HARNESSING AI FOR REFLECTIVE TEACHING IN EFL CLASSROOMS

Contribution | **Location:** Room HA0205 | **Speaker:** Tuong Duy Lam (Can Tho University)

Description

Reflective teaching is a cornerstone of professional growth in TESOL, allowing educators to critically analyze their practice, refine instructional strategies, and enhance student engagement (Schön, 1983; Farrell, 2018). With the emergence of artificial intelligence (AI), teachers now have access to powerful tools that can automate reflection, provide structured feedback, and enhance self-assessment. However, integrating AI into reflective teaching raises both opportunities and challenges regarding bias, reliability, and teacher autonomy.

This hands-on workshop explores how AI-driven tools can support reflective teaching practices. Participants will engage with AI-powered platforms to analyze lesson effectiveness, generate reflection journal entries, and refine instructional decisions. The session is grounded in established reflective practice frameworks, including Schön's (1983) Reflection-in-action & Reflection-on-action model, Gibbs' (1988) Reflective Cycle, and Brookfield's (1995) Four Lenses Model. Through practical activities, discussions, and ethical considerations, this workshop empowers educators to critically and effectively incorporate AI into their professional development.

14:00

13:30

THE IMPACTS OF FLUENTU ON ENHANCING ENGLISH 2'S VOCABULARY ACQUISITION OF HUFLIT NON-ENGLISH MAJORED SOPHOMORES

Contribution | **Location:** Room HA0301 | **Speaker:** Nguyen Minh (HUFLIT)

Description

Nowadays, vocabulary has become one of the important things that non-English major students, particularly Korean and Japanese students, should learn to acquire this language. However, if non-English major students learn vocabulary by heart or rewrite each word five times or more, they may get bored and give up their learning easily. Therefore, the appearance of FluentU as a supporting tool will help them significantly enhance their English vocabulary. In this paper, the researcher will apply a literature review method to learn about FluentU and its use. The findings will show the readers its benefits and effective use for English 2.

14:00

14:00

AN INVESTIGATION INTO HUFLIT UNIVERSITY STUDENTS' AI COMPETENCY IN LANGUAGE LEARNING

Contribution | **Location:** Room HA0206 | **Speaker:** Phuong Vo Thi Bich (HUFLIT University)

Description

In recent years, with the rising popularity of artificial intelligence (AI) technology, especially in language education, language learners have found it more and more attractive to use AI tools such as ChatGPT, Grammarly, ELSA Speak, and Google Translate to support them in the language learning process. However, this technological revolution has also generated AI competency, whereby the students need to learn how AI works and how to use AI tools ethically. This study was conducted to assess students' levels of AI competency in English language learning and explore patterns of AI tools usage and perceived effectiveness. A questionnaire including three parts was administered to 4 classes of English-majored students at HUFLIT University. The first part of the questionnaire was to collect personal information of the students. The second and third parts focus on investigating students' levels of AI competency and their usage of AI tools in language learning. The self-reported questionnaire results indicated that students possess AI competency at a high level. However, the results from multiple choice questions show a mismatch between their perceived AI competency and their actual understanding and use of AI tools in language learning. Moreover, ChatGPT and Grammarly were reported to be among the most frequently used AI tools. In addition, the students also reported a high level of effectiveness of AI tools in their language learning. From the results, some pedagogical recommendations were drawn to help enhance students' AI competency and maximize the effectiveness of AI tools usage in language learning.

Key words: AI competency, AI tools usage, perceived effectiveness

14:30

14:00

CHATGPT AS A LANGUAGE TUTOR FOR STUDENTS' WRITING SKILLS

Contribution | **Location:** Room HA0303 | **Speaker:** VÕ LÝ (University of Information Technology, VNUHCM)

Description

Abstract

Writing skills are essential for integrating knowledge and language skills. On the other hand, it can also be a challenging and arduous task. Students must address weaknesses in grammar, vocabulary, structure, and even spelling. This process is highly time-consuming, yet both teachers and students are required to adhere to a strict schedule. With the rapid advancement of artificial intelligence, ChatGPT has emerged as a promising tool for supporting students through personalized, instant feedback. This study investigates the effectiveness of using ChatGPT as a writing tutor beyond the classroom. The research involved sixty information technology majors at University of Information Technology enrolled in a twelve-week intermediate English course. Throughout the process, the teacher serves as a facilitator, mentor, and supervisor, guiding students to engage with ChatGPT constructively without relying on it excessively. Data was collected through a questionnaire and informal discussions. The findings highlight that most students reported feeling motivated and were willing to use ChatGPT as a tutor outside the classroom. They appreciated ChatGPT's ability to clarify vocabulary usage, suggest appropriate sentence structures. The results also indicate the potential for teachers to use ChatGPT as a supplemental tutor, providing tailored feedback to students as needed.

Keywords: ChatGPT, tutor, writing skill, challenges, grammar mistakes, vocabulary usage

14:30

14:00

COMPARATIVE ANALYSIS OF AI VS. HUMAN FEEDBACK IN ADDRESSING LOGICAL FALLACIES IN ARGUMENTATIVE WRITING OF VIETNAMESE PRE-SERVICE TEACHERS

Contribution | **Location:** Room HA0304 | **Speakers:**

Ms Nguyễn Thị Kim Ngân (Hanoi National University of Education), Phạm Vũ Lê Mai (Hanoi National University of Education)

Description

Abstract

Logical fallacies are a common yet often overlooked issue in argumentative writing, significantly affecting learners' coherence, task achievement, and overall writing scores—particularly in high-stakes assessments like the IELTS. This study investigates the comparative effectiveness of artificial intelligence (AI)-generated feedback (specifically using ChatGPT) and human feedback in identifying and improving logical fallacies in argumentative essays written by pre-service teachers at a pedagogical university in Vietnam. Employing a mixed-methods approach, the research integrates both quantitative and qualitative data from 50 B2/B2+ level students enrolled in a Reading-Writing 5 course, who are required to reach C1 level by the end of the course. Participants were randomly assigned to either an AI-generated feedback group or a human feedback group. Pre- and post-test assessments using mock IELTS Task 2 writing tests provided quantitative data, while qualitative insights were collected via participant questionnaires. Results indicated that both groups made progress, but the human feedback group showed slightly greater improvement in Task Achievement and Coherence and Cohesion—criteria closely related to logical reasoning. Questionnaire responses revealed that AI-generated feedback identified logical fallacies quickly and often provided revised versions; however, the revisions were sometimes formulaic and difficult to interpret, limiting their effectiveness in resolving complex logical issues. In contrast, human feedback was clearer, more interactive, and more motivating for learners. These findings suggest that while AI tools can support surface-level logical identification, human input remains essential for nuanced guidance. The study highlights the potential of a blended feedback model and calls for further development of AI tools to better support higher-order reasoning skills in academic writing.

Keywords: AI-Generated Feedback; Logical Fallacies; Human Feedback; Argumentative Writing; Pre-service Teachers; IELTS Writing

14:30

14:00

EXPLORING STUDENT AND LECTURER PERCEPTIONS OF ARTIFICIAL INTELLIGENCE IN ENGLISH FOR TOURISM TRAINING

Contribution | **Location:** Room HA0205 | **Speaker:** Mr Vinh Nguyen

Description

The integration of Artificial Intelligence (AI) is reshaping higher education, particularly in specialized fields such as English for Tourism (EFT). This study investigates the perceptions of 345 students and 211 lecturers in EFT programs at several Vietnamese universities regarding the application of AI in teaching and learning. Using a cross-sectional quantitative design, data were collected through Likert-scale questionnaires measuring key dimensions such as effectiveness, experience, motivation, tool quality, challenges, and perceived impact. The data were analyzed using SPSS 25.0 through descriptive statistics, Cronbach's Alpha reliability testing, and one-way ANOVA. Findings reveal that first-year students reported significantly lower perceptions of learning effectiveness and satisfaction compared to upper-year students. Students' AI proficiency was significantly associated with their perceptions of learning effectiveness and motivation. For lecturers, both AI proficiency and teaching experience were found to influence their perceptions of instructional effectiveness, tool quality, and professional challenges. However, no statistically significant differences were observed in certain areas such as motivation or satisfaction based on students' year levels or lecturers' AI skills. The study underscores the importance of enhancing digital competence, selecting appropriate AI tools, and tailoring integration strategies to optimize learning outcomes in the EFT context.

14:30

14:00

HARNESSING CHATGPT FOR PERSONALIZED LEARNING IN VIETNAMESE EFL WRITING

Contribution | **Location:** Room HA0305 | **Speaker:** Mi Nguyễn Hà Thảo (University of Finance - Marketing)

Description

This study explores how ChatGPT supports personalized learning in academic writing classes at a Vietnamese university. Adopting a mixed-methods approach, it draws on survey responses from 164 English-major undergraduates and interview data from 10 participants. The research investigates students' perceptions of ChatGPT in terms of adaptive writing support, engagement, and instructional scaffolding. Quantitative results show generally positive attitudes, with students reporting that ChatGPT helps generate ideas, improve vocabulary, and clarify structure. However, concerns were raised about the accuracy of feedback and potential over-reliance on AI-generated content. Qualitative findings offer deeper insight into how students manage ChatGPT's suggestions in relation to their learning needs and writing goals. While some learners valued the tool's flexibility, others struggled to maintain their voice or critically evaluate the output. The study highlights the importance of teacher mediation and student autonomy in maximizing the benefits of AI in writing instruction. It contributes to emerging discussions on AI-assisted language learning by emphasizing the need for pedagogical strategies that guide learners in using generative tools critically and effectively.

14:30

14:00

PROMOTING STUDENTS' MORPHOLOGICAL COMPETENCE IN ENGLISH FOR MEDICAL PURPOSES (EMP) COURSES THROUGH AI-DRIVEN GAMIFICATION

Contribution | **Location:** Room HA0204 | **Speaker:** NGOC NGUYEN (Nguyen Tat Thanh university)

Description

This present quasi-experimental study aimed to investigate the effects of AI-driven gamification on the morphological competence of second-year medical students enrolled in English for Medical Purposes (EMP) courses at Nguyen Tat Thanh University. A purposive sample of 83 students was separated into the experimental group (AI-driven gamification instruction, N = 42) and the control group (lecture-based instruction, N = 41). In quantitative terms, pre-tests and post-tests were conducted to assess morphological competence in both groups before and after the course. Furthermore, qualitative data were collected through intensive semi-structured interviews to gain insights into students' perceptions of the AI-driven gamification practice during their learning experience. The findings revealed that the experimental group significantly outperformed the control group in terms of morphological competence ($p < 0.05$). In addition, findings from qualitative analysis indicated that the students in the experimental group found the gamified learning experience engaging, interactive, and motivating, which helped them retain morphological knowledge more effectively. From these findings, it is suggested that incorporating AI-driven gamification into EMP teaching can make learning English medical terminology more effective, increase students' motivation, and create a more personalized learning experience.

14:30

14:00

SMART TEACHING: THE INTEGRATION OF AI TOOLS IN ENGLISH LANGUAGE EDUCATION

Contribution | **Location:** Room HA0302 | **Speaker:** Dr Irina Vardanyan (Universe Language and Training Centre)

Description

In the age of the internet and rapid technological change, keeping students engaged in the language classroom has become both essential and increasingly challenging. The days of relying solely on textbooks—no matter how colorful or interactive—are behind us. Today's learners are used to fast, easily digestible content like TikTok videos and Instagram Reels that deliver information in under a minute. Compared to these, traditional grammar exercises and lengthy explanations are considered outdated and uninspiring.

This presentation explores how AI-powered tools can help TESOL teachers to bridge this gap by making English language teaching more interactive, personalized, and aligned with students' digital habits. Drawing on classroom-based applications, the study evaluates a selection of tools—including Diffit.me, PlayPhrase.me, TalkPal.ai, Napkin.ai, and others—used with intermediate English learners across multiple skill areas.

The session will outline practical implementation strategies, learner feedback, and pedagogical outcomes, highlighting how these technologies can complement communicative language teaching. The findings suggest that purposeful integration of AI not only fosters engagement but also reinforces the teacher's role as a guide and facilitator in an increasingly automated learning environment.

Keywords: artificial intelligence, TESOL, digital language learning, student engagement, edtech tools, personalized learning

14:30

14:00

TEACHING WITH CHATGPT IN VIETNAM: A CASE STUDY FROM PMP ENGLISH CENTER

Contribution | **Location:** Room HA0202 | **Speaker:** Ivan Vozmilov (PMP English)

Description

This article explores the integration of artificial intelligence, specifically ChatGPT, into ESL instruction to support the development of speaking and writing skills. Based on classroom practices at PMP English Center in Thu Duc, Ho Chi Minh City, the paper illustrates how AI can effectively complement teacher-led instruction.

For speaking practice, ChatGPT provides learners with structured examples and topic-relevant models, helping them gain confidence and fluency. Initially used as scaffolding during topic introduction, AI support gradually fades as learners begin to express ideas more independently. In writing, especially in exam-focused classes such as KET, PET, and IELTS, ChatGPT delivers clear, instant feedback on language accuracy, coherence, and task achievement-enhancing both student awareness and classroom efficiency.

Rather than replacing teachers, AI tools should be viewed as co-pilots enhancing instruction and offering real-time support. The article advocates for a collaborative offline-online classroom model, where educators and AI work in tandem to create a more personalized and effective learning experience.

14:30

14:00

UNIVERSITY EFL LECTURERS' PERCEPTIONS TOWARD GENAI IN TEACHING ENGLISH

Contribution | **Location:** Room HA0201 | **Speakers:**

Huyen Nguyen (Ho Chi Minh City University of Industry and Trade), Ms Hien Hoang Thi Ngoc (Ho Chi Minh City University of Economics and Finance)

Description

As Generative Artificial Intelligence (GenAI) continues to shape educational practices worldwide, understanding how EFL teachers in a university context perceive its integration is vital. This study explores Vietnamese university EFL lecturers' perceptions of the benefits and challenges of using GenAI tools in English language instruction. Adopting a qualitative methodology, in-depth interviews were conducted with lecturers from public universities to examine how they understand, evaluate, and apply GenAI in their teaching practices. The findings reveal a mix of enthusiasm and caution, while many participants recognized GenAI's potential to personalize learning, enhance creativity, and improve student engagement, concerns were raised about academic integrity, over-reliance on technology, and the lack of institutional support and training. Factors influencing adoption included personal attitudes toward technology, prior digital literacy, perceived student readiness, and broader institutional policies. The study concludes that while GenAI offers transformative opportunities for EFL instruction, its successful implementation depends largely on teacher preparedness, ethical considerations, and contextual adaptability. These insights highlight the need for targeted professional development and policy frameworks that align with teachers' needs and values in order to maximize the pedagogical benefits of GenAI in language education.

14:30

14:00

UTILIZING ARTIFICIAL INTELLIGENCE TO IMPROVE SPEAKING SKILLS FOR HUFLIT STUDENTS

Contribution | **Location:** Room HA0203 | **Speaker:** Nguyen Thi Phuong Anh (HUFLIT University)

Description

ABSTRACT

Artificial Intelligence (AI) is revolutionizing various aspects of education, including language learning. Learners' well-being is influenced by various factors, including technological, personal and contextual elements. This paper aims to explore the use of AI chatbots, specifically AI tool called ChatGPT as an AI-powered English speaking assistant for students learning English as the foreign language (EFL). In this research, ChatGPT is employed as self-regulated learning for facilitating students' speaking performance and interactions during the learning process in a university speaking classroom. The research is conducted on 40 freshmen at Ho Chi Minh city University of foreign Languages and Information Technology (Huflit), and the results of the research is collected through a questionnaire sent via google form after the AI tools were applied to search students' reaction as well as their improvements in speaking skills. Three-thirds of students believe that AI Chatbot tools have helped them learn more efficiently as they are imitating human natural conversations interacting with diverse people, learning things, trying to make them believe that it is a human person behind the screen. The findings reveal that integrating AI tools such as chat GPT, Replika, Duolingo into the learning process not only enhances students' speaking skills but also reduces their anxiety and boosts their confidence when communicating in English.

Key words: Artificial Intelligence (AI), chatbots, chat GPT, Huflit

14:30

14:00

VIRTUAL TUTORS IN ENGLISH LANGUAGE LEARNING AT UNIVERSITY: A TESOL PERSPECTIVE

Contribution | **Location:** Room HA0301 | **Speaker:** Mr Binh Nguyen Hung (Oxbridge Group)

Description

This study examines the use of virtual tutors in English language learning at the Academy of Policy and Development in Vietnam, exploring the increasing integration of artificial intelligence in education. Despite the availability of tools such as ChatGPT, Duolingo, and Elsa Speak, learners face challenges in utilization due to limited digital literacy and a lack of instructional support. Using a mixed-methods approach, the study collected survey data from 150 students and conducted in-depth interviews with 10 English lecturers. Findings reveal that while students perceive virtual tutors as beneficial for pronunciation, grammar, and speaking fluency, their effectiveness is constrained by inconsistent usage and insufficient guidance. Teachers emphasize the need for structured training and the integration of blended learning to enhance outcomes. The study contributes to the field by offering practical recommendations for embedding virtual tutors within institutional frameworks to support learner autonomy and improve English proficiency.

Keywords: Artificial Intelligence; Blended Learning; Learner Autonomy; Virtual Tutors.

14:30

14:30

AI AT AN ENGLISH LANGUAGE TEACHER EDUCATION INSTITUTION (2020-2025)

Contribution | **Location:** Room HA0204 | **Speaker:** Hoang Nguyen Thu Trang (Trường Đại học Ngoại ngữ, Đại học Quốc Gia Hà Nội)

Description

Navigating the use of AI in colleges reveals a spectrum of policies across different institutions. Caltech requires students to disclose their use of AI in supplemental essays, while Cornell encourages its application for research and grammar corrections but prohibits it in essay drafts. The University of Texas supports AI for content creation, whereas Howard Law School underscores the importance of ethical usage. In contrast, both the University of Melbourne and Brown University oppose AI, prioritizing traditional scholarship. Institutions like Cambridge and Stanford have yet to establish clear policies regarding AI. These varied approaches highlight the evolving educational landscape and the necessity of integrating AI technologies while preserving academic values. This trend is also evident at a university of foreign languages in Vietnam, where policymakers seek guidance from higher authorities and actively encourage lecturers, staff, and students to leverage technological innovations in their teaching and learning. Data from research topics and AI guidelines/implementation programs (2020-2025) indicate significant changes in the role of AI within this language education institution. Furthermore, the findings suggest important implications for policymakers and English language teachers based on empirical data.

Key words: AI, English language teacher education

15:00

14:30

AI IN ACADEMIC WRITING: A COMPARATIVE STUDY ON THE EFFECTIVENESS OF CHATGPT ASSISTANCE AND STUDENTS' PERCEPTIONS AMONG UNIVERSITY LEARNERS

Contribution | **Location:** Room HA0302 | **Speakers:** Mr An Pham (KIM NGAN ENGLISH CO., LTD), Ms Ly Nguyen (KIM NGAN ENGLISH CO., LTD), Ms Phuong Pham (KIM NGAN ENGLISH CO., LTD)

Description

ABSTRACT

Writing tasks remain a persistent challenge for English as a Foreign Language (EFL) students, primarily due to their limited lexical resources, grammatical inaccuracy, and unfamiliarity with the academic conventions. In recent years, the integration of AI tools, particularly ChatGPT, has introduced potential solutions to these challenges. Consequently, learners could create a proper outline, with high-level vocabulary suggested, and improve their grammatical accuracy throughout the writing. This study aims to evaluate the effectiveness of ChatGPT-assisted writing on the academic writing performance of university students by comparing self-written and AI-assisted essays. The study also seeks to explore students' perceptions of using ChatGPT as a writing support tool in the academic context. A mixed-method approach will be employed, along with the assistance of ChatGPT and other writing-checking websites to evaluate students' performance and experiences, perceived benefits, and concerns when using ChatGPT as a writing tool. The findings of this study are expected to provide insights for EFL educators on how to utilise AI tools effectively in EFL writing instruction to learners while assuring academic integrity.

Keywords: AI-assisted writing, university EFL learners, students' perceptions, comparative study

15:00

14:30

AI-ENHANCED NEEDS ANALYSIS AND ESP SYLLABUS DESIGN FOR HOTEL RECEPTIONISTS IN VIETNAM

Contribution | **Location:** Room HA0301 | **Speaker:** Phuong Trinh Nguyen (Benedictine University)

Description

This study presents an AI-enhanced reimagining of a traditional needs analysis (NA) used to develop an English for Specific Purposes (ESP) syllabus for probationary hotel receptionists at Regalia Gold Hotel in Nha Trang, Vietnam. The research engaged 25 participants—22 receptionists aged 24–35 and 3 stakeholders (a Front Office Manager, Senior Receptionist, and ESP instructor). Data was collected through surveys, semi-structured interviews, and on-site observations. Findings revealed that listening and speaking skills were the top priorities, with learners strongly preferring interactive role-play, task-based learning, and instructors with hospitality industry experience. Core communicative functions—such as handling guest inquiries, telephone etiquette, small talk, and complaint resolution—shaped a functional syllabus grounded in real-world workplace needs. To scale and sustain this training, the study proposes integrating Artificial Intelligence (AI) into ESP delivery. Tools such as AI chatbots, automated pronunciation feedback, and adaptive learning platforms can provide individualized, on-demand simulations and formative assessment. These systems also enable ongoing NA by tracking performance data and adjusting instruction accordingly. However, implementation feasibility depends on institutional buy-in. While AI offers scalability and personalization, some stakeholders—particularly hotel managers—express hesitation due to initial investment costs and perceived disruption to traditional training structures. Thus, this study advocates for a hybrid, context-sensitive model: grounded in human-centered pedagogy, but strategically enhanced by AI to meet evolving linguistic and industry demands.

Keywords: AI in TESOL, ESP syllabus, needs analysis, hotel receptionists, adaptive learning, AI feasibility, Vietnam hospitality.

15:00

14:30

EXPLORING COLLEGE EFL LECTURERS' BEHAVIORAL INTENTIONS TO INTEGRATE AI INTO ENGLISH LANGUAGE INSTRUCTION

Contribution | **Location:** Room HA0205 | **Speaker:**

Linh Nguyen (Faculty of English, American Polytechnic College, Ho Chi Minh City, Vietnam)

Description

Artificial Intelligence (AI) is becoming an increasingly important part of global education, especially in language teaching, where it supports learners through features like automated feedback, intelligent writing assistance, and adaptive learning systems. In Vietnamese higher education context, particularly in Ho Chi Minh City, AI is still emerging in English classrooms.

This study was conducted to examine the key factors influencing college English lecturers' willingness to adopt AI tools in their teaching practices. Guided by a combined framework of the Unified Theory of Acceptance and Use of Technology (UTAUT) and Technological Pedagogical Content Knowledge (TPACK), the study examined seven constructs: Performance Expectancy (PE), Effort Expectancy (EE), Facilitating Conditions (FC), Social Influence (SI), AI Technological Knowledge (AI-TK), AI Pedagogical Knowledge (AI-TPK), and AI Technological Pedagogical Content Knowledge (AI-TPACK).

Using a mixed-methods approach, we collected quantitative data from surveys with 31 EFL lecturers and qualitative data from semi-structured interviews. The data were analyzed using SPSS for statistical tests and thematic coding for qualitative insights.

The findings revealed that lecturers exhibited a positive behavioral intention towards AI integration. All investigated factors (PE, EE, FC, SI, AI-TK, AI-TPK, AI-TPACK) showed significant positive correlations with BI. Notably, AI-TPK, AI-TK, and AI-TPACK demonstrated the strongest associations with behavioral intention. Despite minor challenges such as limited training and infrastructure, most participants expressed enthusiasm for AI's potential to enhance instructional quality and learner engagement. These results offer practical recommendations for teacher training, policy development, and strategic planning in Vietnam's higher education sector.

Keywords: artificial intelligence, english language teaching, AI-TPACK, UTAUT, higher education

15:00

14:30

EXPLORING THE EFFECTS OF AI-POWERED IELTS WRITING CHECKER BOT ON GRAMMAR COMPETENCY AMONG IELTS LEARNERS

Contribution | **Location:** Room HA0203 | **Speaker:**

Ms Thi Huyen Tran Nguyen (Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT))

Description

In the technological era, integrating AI tools into teaching writing skill for EFL learners has proved effective and received considerable attention of many educators. This study aims at exploring the impact of IELTS Writing Checker Bot, an AI-powered chatbot designed to evaluate IELTS essays, on improving grammar competency among IELTS learners. The research employed a mixed-method experimental design, involving 80 senior students at Ho Chi Minh City University of Foreign Languages and Information Technology. The experimental group utilized the IELTS Writing Checker Bot within a period of 12 weeks while the control group received traditional instructions. Quantitative data were collected through pre-tests, post-tests, and questionnaires. The results reveal that the experimental group outperformed their peers in the control group in terms of the "Grammatical Range and Accuracy" criterion. In addition, according to the results of the questionnaire and interviews, students characterized the IELTS Writing Checker Bot as a user-friendly and inspiring tool which made it easier for them to correct errors and encouraged them to practice writing essays more frequently. These findings suggest that IELTS Writing Checker Bot can be an effective tool to enhance grammar learning as well as improving writing skill. Further research is recommended to investigate its effectiveness when applied to a larger group of EFL students.

Key words: IELTS writing checker bot, AI-powered chatbot, grammar competency, IELTS writing, EFL learners.

15:00

14:30

EXPLORING THE POTENTIAL OF AI APPLICATIONS IN PERSONALIZED LEARNING FOR EFL LEARNERS

Contribution | **Location:** Room HA0202 | **Speaker:** Ms Chi Vu

Description

With the bloom of AI in almost all aspects of life, especially when AI platforms are updated with multifunctions that are changing the way users work and learn. Aiming to better facilitate our learners with their new way of learning, we are two Vietnamese educators reflecting our teaching and exploring the potentials of AI applications in language teaching using 3 chat bots Chat GPT, Gemini, and Deep Seek in lesson planning and evaluation. Based on the need of personalized learning for our non- native English speaking learners stemming from fast paced non- traditional requirements from their schools and multi personal goals, we have intentionally used and combined AI tools to tailor the lessons, create tasks for daily practice, framework for evaluation, and strategies for improvement adaptive to learners' progress. Using the qualitative research approach, namely teachers' self reflection and observation, the study's findings revealed that technology- assisted tools successfully help teachers in designing appropriate lesson plans and boost students' competence due to higher frequency of practice, clearer evaluation indicators and detailed directions for improvement. AI tools are helpful assistants but need to be tactfully used with teachers' strategic consciousness.

Key words: AI applications, personalized learning, EFL learners

15:00

14:30

FACTORS AFFECTING THE EFFECTS OF STUDENTS' ENGLISH GRAMMAR LEARNING THROUGH AI TOOLS

Contribution | **Location:** Room HA0303 | **Speaker:**
 Truong Thi Tham (University of Labour and Social Affairs (Campus 2))

Description

Abstract

Thanks to the rapidly extraordinary development of artificial intelligence (AI) these days, human beings seem to save labour and time on undertaking their work. AI can be employed in almost every aspect of life, including applied in education. Accordingly, teaching and learning English is an area in which AI appears and assists teachers and learners significantly. In this paper, the author aims at exploring on factors affecting the effect of learning English grammar through AI tools of second-year students at University of Labour and Social Affairs (Campus 2). The researcher randomly selected 68 sample students for the study. In terms of data collection, a questionnaire, interview questions and portfolios were carefully and systematically chosen and designed. The findings of the study mainly showed that the students achieved positive results. There are social factors such as English native speakers and flexible physical learning environment affecting students' learning effect positively. On the other hand, some external factors like temptations of social network, games on phones, daily activities and part-time job have negative impacts on student's learning process. Overall, teachers' motivation and student's intrinsic discipline and attitudes still play essential roles in the learning process achievement even in the age of AI.

Keywords: AI tools, English grammar, social and external factors, motivation, intrinsic discipline and attitudes.

15:00

14:30

SUPPORTING LEARNING THROUGH AI: INSIGHTS FROM ENGLISH-MAJORED STUDENTS AND INSTRUCTORS

Contribution | **Location:** Room HA0201 | **Speaker:** Dr Hoa Pham (Nha Trang University)

Description

Grounded in Constructivist Learning Theory and Vygotsky's Sociocultural Theory—particularly the Zone of Proximal Development (ZPD)—this study explores how English-majored students perceive the role of artificial intelligence (AI) tools in their academic learning. A survey of 186 students was analyzed using exploratory factor analysis (EFA), revealing two distinct but correlated factors: Metacognitive and Collaborative AI Use and Instrumental and Performance-Oriented Use. The former reflects students' use of AI for idea generation, drafting, and self-directed learning, aligning with active cognitive engagement and guided learning within the ZPD. The latter emphasizes grade improvement, efficiency, and confidence building—highlighting a performance-focused orientation. The two-factor model explained 50% of the total variance and demonstrated good fit (RMSEA = 0.073; TLI = 0.869; RMSR = 0.05), with a moderate inter-factor correlation ($r = 0.63$).

To deepen the interpretation of these student perspectives, a parallel survey of 30 TESOL instructors is underway. This instructor survey is structured around the TPACK framework and Borg's (2003) Teacher Belief and Practice Theory, focusing on how teachers with varying levels of experience (early-career, mid-career, and veteran) perceive and integrate AI into their teaching. Triangulating student and teacher data provides a more comprehensive understanding of the opportunities and challenges of using AI for formative feedback, learner support, and instructional planning in TESOL contexts. This study contributes practical insights into AI-enhanced pedagogy and its implications for supporting both learners and non-native English-speaking educators.

15:00

14:30

THE ROLE OF AI IN DESIGNING ADAPTIVE AND INCLUSIVE TESOL CURRICULA

Contribution | **Location:** Room HA0304 | **Speaker:** Ms Thao Thai Thach (Vietnam Aviation Academy)

Description

This study investigates the role of Artificial Intelligence (AI) in the design of adaptive and inclusive curricula within Teaching English to Speakers of Other Languages (TESOL). The integration of AI-powered tools, such as adaptive learning systems, intelligent tutoring systems, and learning analytics, allows TESOL educators to personalize learning experiences and better cater to the diverse needs of learners, including those with varying proficiency levels, learning styles, and cultural backgrounds. The study employs a mixed-methods approach, including qualitative case study with quantitative analysis to explore how AI may assist in supporting differentiated instruction, real-time feedback, and the learner-centeredness of classroom environments. This study demonstrates through an analysis of AI-enhanced platforms in TESOL settings how tools might not only ensure optimized engagement from learners and acquisition of language skills but also more equitable learning environments through personalized pathways. The results indicate that AI-driven technologies can improve learning outcomes. It better promotes learners' autonomy and offers an encouraging way to treat students. However, the study has resolved some of the major challenges and ethical concerns of AI including data privacy, algorithmic bias, and human oversight in the application of AI technologies. These concerns reflect what should be balanced with technological advancement; that is, ethical consideration to make sure that AI in TESOL serves all types of learners fairly. To sum up, while A.I can give big chances for changing curricula in TESOL its good and right use needs constant check and careful thought when added into practices of language teaching.

Keywords: AI in TESOL, adaptive learning, intelligent tutoring systems, personalized learning, ethical AI use

15:00

14:30

TUNE IN AND LEVEL UP: INTEGRATING AI-POWERED TECHNOLOGIES INTO TEACHING LISTENING SKILLS FOR TEENAGERS

Contribution | **Location:** Room HA0206 | **Speaker:** Thi The Duong (VAS ENGLISH)

Description

In the era of the digital revolution, Artificial Intelligence (AI) has played a vital role in fostering teaching and learning processes. Many high schools in Southern Vietnam have recently integrated AI into their teaching to improve academic performance and reduce teachers' workload. This study investigates the impact of integrating AI technologies into listening lessons and explores strategies to maximize their benefits while minimizing potential drawbacks. The research was conducted in two classroom settings: one in an urban school where AI tools are commonly used, and another in a rural school where traditional methods still dominate. The findings reveal notable differences in students' listening performance. The experimental results in urban areas indicated that about 64.5% of students were able to use the apps to record their voices after listening to the sample audio, and nearly 80% of students showed high engagement with the apps. After the test, the academic results of the students in urban areas were significantly higher than those of their rural counterparts, with passing rates of 85% and 45%, respectively. These results highlight the potential of AI to enhance listening skills and suggest that AI-powered tools can be effectively applied to classrooms across Vietnam to foster students' involvement and performance. Teachers from rural areas can start with a free AI app, such as Duolingo, with proper training to bridge educational gaps across different regions.

15:00

14:30

USING AI TOOLS TO SUPPORT TEACHING AND LEARNING BUSINESS ENGLISH

Contribution | **Location:** Room HA0305 | **Speaker:** Tuyet Dang

Description

In this digital era, the application of AI tools has become increasingly significant in education and training. Particularly in tertiary education, teaching and learning currently face challenges of using AI effectively to optimize learning outcomes. This paper examined how AI could support teaching and learning in Business English courses. There is a phenomenon that students usually lack experience of the business world, and thus they find it difficult to come up with ideas for communication in business settings. By doing action research, the author took steps to conduct the study based on qualitative research methods. Participants were second-year students from two Business English courses at HUFLIT's Faculty of Foreign Languages. They were allowed to employ AI tools for generating ideas and content so that they could carry on oral communication in business scenarios. According to the students' feedback, the assistance of AI tools have made tasks on Business English easier for them both in class and self-study, thereby enhancing their learning outcomes. The study's findings showed that most students have positive comments on the practice. Therefore, further research on similar application of AI tools in Business English teaching and learning should be encouraged on a larger scale to help gain more insights into the effectiveness of the approach.

Key words: AI tools, Business English, learning outcomes

15:00

15:00

AI AS A WRITING PARTNER: INVESTIGATING THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENGLISH PRESENTATIONS FOR COMPUTER SCIENCE STUDENTS

Contribution | **Location:** Room HA0206 | **Speakers:**

Ms Hua Tran Phuong Thao (Ho Chi Minh City University of Technology and Education), Ms Su Thi Ai My (Ho Chi Minh City University of Technology and Education)

Description

Abstract

In an era where artificial intelligence (AI) is increasingly shaping academic practices, this study examines the integration of AI tools as writing and presentation partners among undergraduate computer science students enrolled in English for Specific Purposes (ESP) courses. In computer science, students are increasingly required to deliver academic presentations in English, yet they often struggle with limited vocabulary, low confidence, and difficulties in structuring complex content for diverse audiences. Although AI platforms such as ChatGPT, Grammarly, QuillBot, and DeepL offer promising support, little empirical research has examined how students use these tools, which tasks they prioritize, and what outcomes they experience. Adopting a mixed-methods approach, this research draws on survey data ($n \approx 110$), student interviews, and textual analysis of presentation drafts to explore AI's impact on grammar correction, vocabulary enhancement, logical organization, technical explanation, and persuasive delivery. Findings reveal that over 80% of students use AI mainly for surface-level improvements, while fewer tap into its potential for enhancing technical explanations or tailoring content to audience needs. Notably, many students (nearly 60%) report feeling less confident when AI is removed, indicating growing dependence. Beyond language concerns, students express specific anxieties about the reliability and accuracy of AI-generated computer science content, fearing that factual errors could undermine their credibility. These insights have significant implications for TESOL in the age of AI. Educators are encouraged to foster critical AI literacy, promote reflective and strategic AI use that supports authentic learning, and design assessments balancing human creativity with machine-assisted efficiency.

Keywords: artificial intelligence, English for specific purposes, academic presentations, AI literacy

15:30

15:00

EXPLORING REASONS FOR THE LIMITS OF CHATGPT TRANSLATION FROM VIETNAMESE INTO ENGLISH: LINGUISTIC AND COMPUTATIONAL PERSPECTIVES

Contribution | **Location:** Room HA0302 | **Speaker:** Le Thi Diem Phuc (HUFLIT University)

Description

In recent years, ChatGPT used for translation tasks has been increasingly popular although it still has some limits when translating Vietnamese sources, especially in genres requiring cultural sensitivity, contextual awareness and pragmatic nuance. Therefore, the aim of the study is to investigate the underlying causes of ChatGPT's deficiencies in Vietnamese English translation, focusing on linguistic and computational perspectives. Employing a qualitative error analysis and comparative evaluation approach between ChatGPT translations and human-generated reference translations across literary, academic and conversational texts grounded in key dimensions such as lexical accuracy, syntactic fidelity, idiomaticity, stylistic consistency, cultural reference handling, and contextual meaning interpretation, the research indicates that errors including literal translation, unnatural phrasing, misinterpretation of pronouns, and loss of culturally embedded meanings recured in ChatGPT-based translation texts. These shortcomings were attributable to the linguistic complexity of Vietnamese such as its pro-drop nature and context-dependent structures and computational constraints including insufficient high-quality training data and English-centric model bias. It also reveals that there were disparities in translation quality for different genres and the necessity of human oversight were emphasized when ChatGPT was applied for tasks involving high-context language. Moreover, the findings will contribute to the advancement of machine translation research and offer insights for enhancing AI performance in low-resource language contexts.

Keywords: ChatGPT, Vietnamese-English translation, linguistic complexity, computational limitations

15:30

15:00

EXPLORING THE OPPORTUNITIES AND CHALLENGES OF USING AI IN TESOL ASSESSMENT AND FEEDBACK AT VIETNAM AVIATION ACADEMY

Contribution | **Location:** Room HA0204 | **Speaker:** Phan Tu Trinh (Vietnam Aviation Academy)

Description

In the digital era, It is marked by rapid technological advancement, and the integration of Artificial Intelligence (AI) infiltrates into various dimensions of life from language education to very detail in teaching – assignment and feedback. The research makes an effort to investigate the opportunities and challenges associated with integrating Artificial Intelligence (AI) into assessment and feedback practices in Teaching English to Speakers of Other Languages (TESOL) at Vietnam Aviation Academy (VAA). Due to the fact that AI tools become increasingly accessible in educational contexts, their application in language teaching offers potential benefits such as tailored feedback, automated assessment, and enhanced learner engagement. However, these advantageous opportunities also remain challenges, including concerns about accuracy, teacher preparedness, ethical issues, and relying too heavily on technology. Through a combination of surveys and interviews with TESOL instructors and students at VAA, the study explores how AI is currently being used, perceived effectiveness, and areas needing improvement. The findings aim to inform practical strategies for integrating AI responsibly and effectively into TESOL pedagogy in higher education settings.

Keywords: Artificial Intelligence (AI), opportunities, challenges, assessment, feedback

15:30

15:00

HOW IELTS TEACHERS INTEGRATE CHATGPT IN DEVELOPING STUDENTS' WRITING SKILLS: POTENTIAL AND LIMITATIONS

Contribution | **Location:** Room HA0205 | **Speakers:** Luat Tran, NGUYEN HUE

Description

The role of ChatGPT in foreign language learning has been growing rapidly, particularly in providing feedback and correction to language learners. Its impact is especially evident in the teaching profession, as more and more IELTS teachers consider this tool as an approachable partner in reducing heavy workloads and delivering consistent writing feedback to students. This study aimed to collect data on IELTS teachers, who were pursuing a Bachelor's Degree in TESOL (Teaching English to Speakers of Other Languages) at Open University, Ho Chi Minh City. The study investigated how teachers apply ChatGPT and AI-generated feedback in improving student's writing abilities, such as paraphrasing or correcting, and their beliefs toward AI-generated feedback compared to their own. The study employed a qualitative approach, interviewing 10 different ESL teachers to gain a deeper insight into how they leverage ChatGPT in giving feedback for writing tasks. Findings revealed that most teachers perceive ChatGPT as an effective tool in speeding up their feedback processes, maintaining standardized responses, which are free from fatigue or mood bias, and helping them figure out grammatical errors; nevertheless, the role of human-biased feedback remained essential as it allows educators to provide instructional comments with motivational tone and empathy, which brought students emotional support and encouragement. In addition, some argued that ChatGPT commonly used repetitive word choices and unnatural expressions in certain settings; that is why some teachers still preferred to give feedback by themselves for better quality. The study hopes to contribute valuable insights into the world of AI Integration in TESOL, providing a deeper understanding of how teachers adapt to technological advancements, and how they apply AI in TESOL to support other pedagogical practices in the future.

Keywords: artificial intelligent, AI-generated feedback, writing assessment, AI in TESOL.

15:30

15:00

LEVERAGING AI TO ENHANCE NON-MAJOR ENGLISH TEACHING AND OVERCOME PEDAGOGICAL CHALLENGES

Contribution | **Location:** Room HA0303 | **Speaker:** Nguyễn Thị Cẩm Nhung (The People's Police College II)

Description

This article investigates how artificial intelligence (AI) can enhance non-major English instruction in Vietnam, where instructors face challenges such as limited class time, low learner motivation, and an exam-focused curriculum. Grounded in INTESOL principles, the study investigates the use of AI tools—ChatGPT, Grammarly, Plickers, and Quizlet—to support communicative, learner-centered instruction for police cadets. Over six weeks, 80 cadets and four teachers participated in a case study that combined AI-supported lessons with surveys, classroom observations, and interviews. Results indicate that AI tools improved student engagement, supported vocabulary and writing development, and reduced teacher workload. Teachers appreciated the flexibility and personalization that AI tools offered, but raised concerns about device access and the potential for overreliance on AI-generated content. The study concludes that AI when integrated with thoughtful pedagogy, can promote learner autonomy and communicative competence in non-major English contexts. These findings provide practical strategies for educators in similar institutions as they navigate the evolving intersection of TESOL and technology.

15:30

15:00

LEVERAGING GENERATIVE ARTIFICIAL INTELLIGENCE, TRANSLANGUAGING, AND COLLABORATIVE LEARNING IN HIGHER EDUCATION: A SEMIOTIC APPROACH TO INCLUSIVE AND CRITICAL THINKING-ORIENTED LEARNING

Contribution | **Location:** Room HA0304 | **Speaker:** Fati Osuman (University of Ottawa)

Description

The integration of Generative Artificial Intelligence (Gen AI) into Teaching English to Speakers of Other Languages (TESOL) presents transformative opportunities such as multilingual interaction, personalized feedback, and multimodal expression, however, pedagogical and ethical challenges persist around overreliance, equity, and critical thinking development. This study responds to these challenges by examining how GenAI-integrated task design guided by translanguaging and semiotic frameworks can promote learner agency, cultural representation, and responsible AI use. This theoretical review proposes a comprehensive framework grounded in translanguaging pedagogy (García, 2014) and semiotic theory (Danesi, 2000), aimed at guiding responsible, equitable, and culturally responsive use of Gen AI tools such as ChatGPT, Magic School AI and automatic speech recognition (ASR) systems in language education. We examine three critical dimensions:

- Cognitive and Critical Thinking: How Gen AI can both facilitate and impede deeper learning processes.
- Translanguaging and Multimodality: The role of AI in enabling multilingual meaning-making and mediating diverse semiotic resources.
- Equity and Ethics: Addressing systemic biases, digital access disparities, and academic integrity concerns associated with AI integration.

This presentation will present preliminary insights into translanguaging strategies across proficiency levels, GenAI's role in meaning-making, and emerging barriers or affordances for marginalized students. These findings will inform the development of a task design framework that aligns with inclusive and humanistic AI use in language education. By synthesizing current literature, this paper advocates a human-centered approach that positions Gen AI as a collaborative language partner rather than a replacement for educators. This approach ensures that technology enhances, rather than undermines, inclusive, critical, and culturally sensitive language teaching.

15:30

15:00

MAKING USE OF A.I FROM THE PERSPECTIVES OF ENGLISH LECTURERS

Contribution | **Location:** Room HA0202 | **Speakers:**

Mrs Nga Đỗ Thị Phi (Hanoi National University of Education), Thúy Phạm Thị Thanh (Hanoi National University of Education)

Description

In recent years, A.I has emerged as a valuable resource for both teachers and students within the education sector. English lecturers, in particular, have been making use of various A.I tools, including ChatGPT, to plan their lessons ahead of time. This study seeks to explore how English lecturers at a university incorporate A.I into their language teaching practices. The primary research method involves conducting in-depth interviews with experienced lecturers who are adept at utilizing A.I's capabilities. The findings reveal that these lecturers employ key A.I features - such as translation, paraphrasing, and exercise creation - for both English and non-English majors when preparing their lessons. ChatGPT proves to be a highly effective tool for this purpose, alongside other A.I applications. The results of their preparation are evident in the engaging, current, and content-rich lessons they deliver. Finally, the study offers detailed, practical recommendations for enhancing foreign language teaching and learning.

Keywords: A.I, English lecturers, ChatGPT, in-depth interviews, recommendations

15:30

15:00

REVISITING THE GENERATIVE AI AS A WRITING ASSISTANT: WRITING QUALITY AND EFFICIENCY

Contribution | **Location:** Room HA0301 | **Speaker:** Mr Đức Trọng Vũ

Description

This systematic review examines the impact of generative artificial intelligence (GenAI), particularly tools like ChatGPT, on English Language Learners' (ELLs) writing quality and writing efficiency. Drawing from 24 peer-reviewed empirical studies published between 2022 and 2025, the review synthesises findings in two areas: (1) writing efficiency, which is measured by planning, drafting, editing, and revising processes; and (2) writing quality, which is defined in terms of lexical sophistication, syntactic complexity, and cohesion. The systematic review's findings showed a consistent improvement in surface-level writing characteristics, such as vocabulary usage, grammar correctness, and organizational coherence. Additionally, learners who use AI-assisted writing platforms report feeling more confident and motivated. Besides writing quality, GenAI improves writing efficiency by expediting drafting, simplifying idea generation, and offering real-time feedback during revision. Reduced student voice, an excessive dependence on AI-generated recommendations, and decreased syntactic complexity are still issues, though. Although GenAI has shown promise in the short term, especially when it comes to scaffolding lower-proficiency learners, its long-term effects on the development of independent writing are still unclear. The review offers pedagogical recommendations for the balanced integration of GenAI in writing instruction.

Keywords: generative artificial intelligence, writing quality, writing efficiency, lexical sophistication, syntactic complexity, text cohesion, AI writing support, second language writing

15:30

15:00

SPEAK AND IMPROVE: AI IN THE GROOVE

Contribution | **Location:** Room HA0203 | **Speaker:** Van Anh Cao (Hanoi University of Industry)

Description

In this workshop, participants will explore ELSA's Speech Analyzer (SA), a powerful AI tool designed to help English teachers provide more targeted feedback on their students' speaking and enable students to take control of their own learning. The primary goal of this session is to equip TESOL practitioners with hands-on, implementable strategies to maximize the benefits of SA's exceptional features in their daily teaching. Attendees will receive a comprehensive overview, learning how SA not only provides efficient, real-time, individualized feedback to students in key speaking features (pronunciation, fluency, intonation, vocabulary, and grammatical range) but also promotes increased autonomous language development for learners. Focal points are that SA has already been shown to improve student proficiency and motivation by connecting their learning with that of the professional world, and that it dramatically reduces the intense workload that detailed oral feedback requires. Ultimately, this workshop aims to provide attendees with innovative ideas for integrating AI-driven assessment and personalized learning into their curricula, highlighting the transformative implications of AI for efficient, equitable, and impactful English language teaching in our contemporary world.

Keywords: speech analyzer, AI in TESOL, personalized feedback, language assessment, teacher efficiency

15:30

15:00

STUDENTS' PERCEPTIONS OF USING CHATGPT AND QUIZLET FOR VOCABULARY LEARNING

Contribution | **Location:** Room HA0305 | **Speaker:**
Ms Uyen Le (International University - Vietnam National University, HCMC)

Description

Vocabulary is considered a core element of language acquisition and plays a crucial role in reading comprehension. Despite its importance, many learners have struggled with vocabulary learning due to the lack of tools or strategies to create personalized vocabulary sets. With the development of digital platforms and artificial intelligence (AI), new opportunities have emerged to improve the vocabulary learning process. However, research exploring the integration of AI-based tools, particularly ChatGPT 3.5 (free version), with established vocabulary learning platforms such as Quizlet (free version) remains limited, especially in the Vietnamese context. This research addresses this gap by exploring the perceptions of 115 intermediate-level non-English-major students at a university in Ho Chi Minh City regarding the use of Quizlet, with the aid of ChatGPT 3.5, to support vocabulary learning for reading comprehension. A mixed-methods approach was employed, using a survey including Likert-scale items and open-ended questions adapted from the Technology Acceptance Model (TAM). Results from the Likert-scale section revealed a positive perception regarding the usability of this combination. Findings in the open-ended parts indicated that the integration of ChatGPT 3.5 with Quizlet enhances vocabulary learning by making the process faster with proper guidance, providing more relevant definitions, and more personalized contexts compared to traditional methods. These findings highlight the pedagogical potential of integrating AI tools into EFL settings, offering a more adaptive, engaging, and learner-centered vocabulary learning experience.

Keywords: artificial intelligence, ChatGPT 3.5, mixed method, Quizlet, vocabulary learning
(226 words)

15:30

15:30

A NARRATIVE INQUIRY INTO THE ENHANCEMENT OF LEARNER AUTONOMY IN BLENDED EFL THROUGH AI-POWERED TOOLS

Contribution | **Location:** Room HA0201 | **Speakers:**
Ngoc Giang Tran (Hanoi National University of Education), Dr Thi Cam Trang Thai (Hanoi National University of Education)

Description

In order to examine the extent to which AI-powered technologies promote learner autonomy in blended EFL environments, this qualitative study implements narrative inquiry. The research investigates the experiences of EFL learners in a Vietnamese university context with adaptive learning platforms and virtual tutors, drawing on self-regulated learning and connectivism theories. The study documents the personal narratives of how AI tools facilitate goal-setting, self-monitoring, and independent learning through narrative interviews with 12 EFL students. Thematic analysis reveals themes of learner agency, task persistence, and enhanced motivation, which demonstrate how AI technologies support sustainable ELT by reducing reliance on resource-intensive methods. The investigation addresses obstacles, including disparities in digital access, and suggests inclusive strategies to guarantee equitable access. The results provide evidence-based insights into the ways in which AI tools enable EFL learners to develop autonomy, thereby preparing them for global communication. This research enhances comprehension of learner-centred ELT practices by emphasising the role of technology in the development of sustainable and effective learning environments.

16:00

15:30

EFL STUDENTS' AI DEPLOYMENT STRATEGIES FOR WRITING: A COMPARATIVE CASE STUDY OF LEARNERS WITH DIFFERENT ACADEMIC LEVELS

Contribution | **Location:** Room HA0304 | **Speaker:** Hồng Thảo Lê (Can Tho university)

Description

The rise of Generative AI tools has significantly influenced language learning, particularly in the field of academic writing. This study investigates the academic writing challenges faced by EFL students of different academic levels and explores how they deploy GenAI tools to address these challenges. Using a qualitative comparative case study design, semi-structured interviews were conducted with eight English majors at a public university, including four freshmen and four junior students. Findings revealed that while both groups encountered similar writing difficulties such as idea generation, vocabulary use, grammar accuracy, and coherence, their deployment of GenAI tools differed. First-year students primarily relied on GenAI tools for foundational support, focusing on grammar and vocabulary enhancement, whereas third-year students adopted a more strategic and critical use, utilizing AI to refine arguments, structure ideas, and enhance academic tone. These insights suggest the need for AI-based instructional strategies that tailor to individual learners' needs and promote critical engagement with GenAI tools to foster responsible and effective GenAI integration in EFL writing instruction.

16:00

15:30

ENHANCING LEARNER AUTONOMY IN ENGLISH WRITING SKILLS THROUGH THE ADOPTION OF CHATGPT: A CASE STUDY OF ENGLISH-MAJORED FRESHMEN AT HO CHI MINH UNIVERSITY OF FOREIGN LANGUAGES AND INFORMATION TECHNOLOGY (HUFLIT)

Contribution | **Location:** Room HA0205 | **Speaker:** Hường Lê (Ho Chi Minh City University of Foreign Languages and Information Technology)

Description

Becoming life-long learners who have the potential to pursue academic success in language learning requires a number of factors, ranging from linguistic competencies, dedication to studies, to learner autonomy development. The latest emergence of Artificial Intelligence (AI) tools in education, specifically the availability of ChatGPT, promises to foster learner autonomy in a way that is distinct from conventional methods. This paper aims to investigate the enhancement of learner autonomy in English writing skills through the employment of ChatGPT among EFL freshmen at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). A questionnaire-based survey was undertaken with the participation of fifty-four first-year students, eight of whom would then be randomly chosen to attend a semi-structured interview. The findings of the study reveal ChatGPT could turn HUFLIT freshmen into autonomous writers of English reflected through a reduced dependence on lecturers for offering corrective feedback, self-reflection and self-evaluation of their own paragraphs, as well as an increase in interest and motivation for writing. The majority of the participants also agreed that ChatGPT assisted them in a variety of aspects such as making better planning of ideas and structure, asking critical questions to fill gaps in their knowledge of English writing, and improving their problem-solving and decision-making skills. However, they asserted that only if ChatGPT was employed for reference purposes could learners of English take a self-directed approach to writing English and that ChatGPT adoption under the guidance of lecturers could be more beneficial to students' learner autonomy enhancement.

Key words: learner autonomy, English writing skills, ChatGPT, English-majored freshmen, HUFLIT

16:00

15:30

EXPLORING THE APPLICATION OF AI IN DESIGNING TEACHING ACTIVITIES FOR READING AND LISTENING SKILLS

Contribution | **Location:** Room HA0204 | **Speaker:** Doan Ngoc Diep (HUFLIT University)

Description

In the age of Industry 4.0, the rapid progress of Artificial Intelligence (AI) technologies has sped up big advances in many fields. In education, particularly in language teaching, arising as an important field for practical use. In the context of the Fourth Industrial Revolution, AI's integration into teaching practices offers unprecedented opportunities to enhance pedagogical approaches and support professional development among educators. This paper aims to explore the potential of selected AI tools, including MagicSchool, TariChatbox, and Tari Text-to-Speech, in enhancing the quality and effectiveness of English language teaching. Specifically, exploring these AI-powered tools' features in designing diverse teaching activities for reading comprehension and listening skills in the context of language teaching. MagicSchool and TariChatbox can support educators in creating a large source of various materials for designing reading activities, while Tari Text-to-Speech can help transform any text into speech that supports educators to develop a source of rich and diverse audio materials in designing listening tasks. The study also aims to empower educators with various and innovative resources that align with modern teaching demands. Alongside highlighting the benefits that these AI tools offer, this study also addresses several limitations associated with their practical implementation.

Keywords: Artificial Intelligence, AI, MagicSchool.AI, TariChatbox, Tari Text-to-Speech, Reading and Listening skills.

16:00

15:30

EXPLORING THE IMPACT OF AI CHATBOTS ON THE DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN ENGLISH COMMUNICATION CLASSES

Contribution | **Location:** Room HA0303 | **Speaker:**

Hoang Vuong Anh Nguyen (Đại học Ngoại ngữ - Tin học Thành phố Hồ Chí Minh)

Description

Abstract

In today's globalized context, integrating language learning with cultural understanding is essential for developing intercultural communicative competence (ICC). This study explores the effectiveness of multilingual AI chatbots in fostering ICC among English-major students at the University of Foreign Languages and Information Technology (HUFLIT). Two approaches were applied: Interactive Multilingual Communication Practice (IMCP), where 40 students engaged in real-time multilingual conversations; and Chatbot-supported Cultural Content Exploration (CCECS), involving 30 students exploring and discussing cultural materials in multiple languages. Analysis of chatbot logs, reflective journals, and interviews revealed that both methods significantly enhanced ICC. IMCP participants improved language adaptability and confidence in switching languages, while CCECS learners demonstrated greater cultural awareness and analytical skills. The findings highlight the potential of multilingual AI chatbots as powerful tools for advancing both language proficiency and intercultural communication skills in modern education.

Keywords: AI chatbots, intercultural communicative competence, multilingual communication, English language learning, cultural awareness

16:00

15:30

GENERATIVE AI AND LANGUAGE EDUCATION

Contribution | **Location:** Room HA0302 | **Speaker:** Hogara Okamoto

Description

Generative AI has transformed the way we work. This paper reflects on my personal experiences using AI for routine tasks in information technology, such as web editing and programming, and explores the role of AI in language education. I argue that while Generative AI excels at delivering immediate answers and supporting self-study in areas such as grammar and vocabulary, core communicative skills (speaking, listening, reading, and writing) are best learned through human interaction, albeit with AI assistance as a powerful support tool. I propose clear definitions of the skills humans must acquire versus those AI can augment, drawing an analogy to physical education in an automotive society. Finally, I present several AI-powered apps developed at INTESOL Japan that boost motivation and efficiency in English teaching, and I discuss existing tools—such as Google's NotebookLM and OpenAI's DALL·E 2—that can further enrich language instruction.

Keywords: Generative AI, Language learning, Communicative skills, AI-powered applications

16:00

15:30

HUMAN VERSUS MACHINE: HOW IELTS LEARNERS USE AI FEEDBACK ON IELTS WRITING TASK 2 ESSAYS AND WHAT THEY MISS

Contribution | **Location:** Room HA0301 | **Speaker:** NGOC DUYEN NGUYEN (Duy Tan University)

Description

Human versus Machine: How IELTS Learners Use AI Feedback on IELTS Writing Task 2 Essays and What They Miss

Ngoc Duyen Nguyen

Abstract

The integration of artificial intelligence (AI) tools such as ChatGPT has increasingly shaped the practices of English language learning and teaching, especially in writing instruction for high-stakes exams like IELTS. These tools offer immediate feedback on grammar, vocabulary, and sentence structure, supporting learners in producing more accurate and fluent writing. However, questions remain about the reliability of AI-generated feedback when it comes to more complex writing criteria, particularly Task Response and Coherence and Cohesion, key components of the IELTS Writing Task 2 rubric. This small-scale, classroom-based study investigates how IELTS learners engage with and apply feedback from ChatGPT during the process of essay revision. Data include student-written drafts (before and after AI use), guided reflections, and teacher-assigned band scores. Preliminary findings suggest that while AI tools effectively support lexical and grammatical improvements, learners often misinterpret or overlook feedback on deeper rhetorical features. The findings highlight the need for explicit AI-literacy training in IELTS preparation courses, helping students become more critical and strategic users of AI feedback in developing high-stakes academic writing.

Keywords: AI feedback, IELTS Writing, Chat GPT, Automated Learning Evaluation

16:00

15:30

MEME-IFIED IN TEACHER TRAINING: AI-ENHANCED LEARNER-GENERATED CONTENT FOR COLLABORATIVE LESSON DESIGN

Contribution | **Location:** Room HA0206 | **Speaker:**
Thu Trang Truong Thi (HEW London Education & Consulting Hub)

Description

This workshop introduces a research-based approach to integrating AI-supported meme creation tools into English language teacher training. Grounded in a TESOL Quarterly publication, the session explores how trainee teachers engaged in collaborative lesson planning through the creation and critique of pedagogical memes using platforms like imgflip.com.

Framed within the context of learner-generated content (LGC), this process allowed teacher-trainees not only to design contextualized materials but also to develop a deeper understanding of audience awareness, multimodal communication, and visual literacy.

Although meme generators operate through semi-automated templates rather than full generative AI, they offer an accessible, low-barrier entry point into AI-enhanced content design. This supports teachers in developing creativity, technological fluency, and collaborative skills—core competencies in 21st-century teacher education.

As the workshop facilitator, I will share practical insights from my teacher-trainer perspective, including strategies for guiding reflective discussions, managing digital tools, and adapting meme-based tasks for diverse TESOL contexts. Attendees will engage hands-on with meme creation and analyze how such tasks can enhance both trainee engagement and student-centered teaching. By the end of the session, participants will leave with strategies for using AI-enhanced visuals in teacher training, fostering both pedagogical creativity and collaborative planning.

Keywords: teacher training, learner-generated content, memes in TESOL, AI-enhanced tools, collaborative lesson planning

16:00

15:30

PROSPECTIVE ENGLISH TEACHERS' READINESS FOR AI INTEGRATION IN LANGUAGE TEACHING

Contribution | **Location:** Room HA0305 | **Speaker:** NGUYEN THI THU HIEN (nguyenthithuhien)

Description

With the advent of Artificial Intelligence, all facets of life have been subject to many changes and education is no exception, specifically English language teaching (ELT). This study investigates how future English teachers at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT) view and are set to apply AI in their future teaching. The researcher deploys a quantitative research design to collect data from 126 second-year students majoring in English Teaching. The findings show that although students are well-aware of the importance of AI and its significant role in ELT, their understanding of pedagogical applications is still limited. Only 35% of respondents appear confident in their ability to integrate AI tools in their classes. Some reasons that hinder their readiness consist of digital literacy and AI related training. Participants desired to have opportunities to get access to practical and context-specific AI training embedded in their curriculum. The study emphasizes that innovation in the curriculum should be present to bridge the gap between awareness and readiness of future English teachers and provide them with sound preparation to educate languages through the assistance of AI. These outcomes also offer helpful implications to educational policy-makers, curriculum makers, and teacher educators who wish to create AI competencies in teacher training programs.

Key words: digital literacy, AI integration, curriculum innovation, technology acceptance model (TAM), pedagogical readiness.

16:00

15:30

THE APPLICATION OF AI IN COMPOSING VIETNAMESE-ENGLISH TRANSLATION STRUCTURE EXERCISES IN HUFLIT

Contribution | **Location:** Room HA0202 | **Speaker:** Duc Chau Nguyen (HUFLIT)

Description

ABSTRACT

Only based on translation textbook lessons, especially in an environment overwhelmed with free softwares such as Bing Translator, Google Translate, Google Lens Homework, will certainly create monotony and boredom leading to the suppression of learning motivation, which seems to be getting weaker and weaker in Translation-1 students at the Faculty of Foreign Languages, HUFLIT. Students here are inherently very weak in grammar and structure; Therefore, they face all obstacles in higher subjects, requiring a solid background in basic subjects. This article aims to create specific perspectives on what lecturers can prepare and implement in the classroom, namely using AI to create interesting Structural Translation exercises, a kernel essence of learning language, to create a more effective learning environment for university students. especially to create better learning motivation, help students be passionate about learning translation coordinated with various structures and achieving good results.

Keywords: Google Lens Homework, learning motivation, Structural Translation, kernel essence, translation textbook lessons

16:00

15:30

USING AI FOR TEACHING AND LEARNING ESP: BENEFITS AND RECOMMENDATIONS

Contribution | **Location:** Room HA0203

Description

Nguyễn Thị Bạch Yến

16:00

16:00

AI-ASSISTED MATERIAL DESIGN FOR TEIL: ENHANCING LEARNERS' META-CULTURAL COMPETENCE

Contribution | **Location:** Room HA0206 | **Speaker:** Linh Pham Ngoc Truong (Vietnam Aviation Academy)

Description

This study explores the potential application of AI, specifically ChatGPT, in the design of instructional materials for teaching English as an International Language (TEIL). The primary objective is to foster learners' meta-cultural competence, which encompasses three key dimensions: (1) the ability to recognize English as a medium for expressing diverse systems of cultural conceptualization (i.e., World Englishes); (2) the capacity to actively acquire knowledge about other cultural conceptualization systems while articulating their own; and (3) the competence to make contextually appropriate choices regarding cultural conceptualizations embedded in English during intercultural communication. Grounded in the theoretical framework of cultural linguistics, the study examines cross-cultural variation in cultural pragmatic schemas, cultural categories, and cultural metaphors among different speech communities. The findings illustrate the processes through which TEIL materials can be developed or adapted using AI-driven tools like ChatGPT to effectively support the development of meta-cultural competence across varieties of English.

16:30

16:00

ARTIFICIAL INTELLIGENCE AND CRITICAL THINKING IN LANGUAGE LEARNING: A STUDY OF HUFLIT STUDENTS

Contribution | **Location:** Room HA0205 | **Speaker:**
Nguyễn Minh Tuấn (Trường Đại Học Ngoại Ngữ-Tin Học TPHCM)

Description

This article presents students' feedback to understand the relationship between artificial intelligence (AI) and students' critical thinking in the context of language learning at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). The feedback centers on the importance of critical thinking in language acquisition, common AI tools, and the role of AI in supporting the development of critical thinking skills. The research findings were collected from a combination of questionnaire responses and direct observations of over 200 students studying at HUFLIT. The results indicate that students have adapted their approach to coursework requiring critical thinking by applying AI tools to assist in brainstorming, selecting appropriate prompts, and constructing relevant arguments. Moreover, students have also encountered difficulties in evaluating and verifying the content suggested by AI or worrying about the level of dependence on AI tools in learning language. The study is a foundation for integrating critical thinking with AI tools in language education. In addition, it highlights the challenges related to the adaptation of language teaching and learning practices in the context of advanced artificial intelligence.

Keywords: artificial intelligence, critical thinking, language acquisition, adaptation

16:30

16:00

DEFINING INTEGRITY IN THE AI ERA: PERCEPTIONS AND POLICY GAPS IN ACADEMIC AI USE IN ENGLISH LANGUAGE STUDIES

Contribution | **Location:** Room HA0201 | **Speaker:** Ms Huyen Nguyen Thu (Vietnam Aviation Academy)

Description

As generative AI tools like ChatGPT, Grammarly, and Quillbot become increasingly embedded in English language learning, questions surrounding academic integrity have gained new urgency. This study investigates how English-major students at the Vietnam Aviation Academy (VAA) perceive the ethical boundaries of AI use in academic contexts and assesses the extent to which current institutional policies address these emerging challenges. Employing a mixed-methods approach, the research collected data through an online student survey, semi-structured interviews, and content analysis of academic regulations and course documents. Findings reveal that while students frequently use AI to support writing and learning, they lack a consistent understanding of what constitutes ethical AI use in academic work. Institutional policies, however, remain vague or silent on AI-related issues, contributing to uncertainty and inconsistent practices in managing AI tools within the academic environment. The study identifies key gaps between student perceptions and institutional expectations and argues for the urgent need to update academic integrity frameworks to accommodate AI technologies. It concludes by offering context-specific recommendations for AI policy development, enhancing student AI literacy training, and ensuring the ethical integration of AI in English Language Studies.

Keywords: AI in education, academic integrity, ethical AI use, generative AI, TESOL curriculum

16:30

16:00

ENHANCING LEARNER MOTIVATION IN WRITING COURSES THROUGH AI TOOLS: A CASE STUDY AT VAN LANG UNIVERSITY

Contribution | **Location:** Room HA0204 | **Speakers:**
Mr Tien Thanh Pham (Faculty of Foreign Languages, Van Lang University), Ms Nguyen Anh Nguyen (Faculty of Foreign Languages, Van Lang University), Manh Tri Pham (Faculty of Foreign Languages, Van Lang University)

Description

Artificial Intelligence (AI) is described as a partner tool facilitating students' process of learning writing skills. Although many studies have demonstrated that the power of AI tools positively influences learners' writing skills in various aspects, there is limited research on their effects on motivation in learning writing skills in English as a Foreign Language (EFL) contexts, including Vietnam. This quantitative study aims to investigate how AI tools change learner motivation in the process of learning writing skills through the perceptions of 121 EFL students in writing courses at Van Lang University (VLU). When it comes to the learners' motivation in their process of learning writing skills, the findings show that AI tools tend to boost their engagement, their desire to write, and their confidence, as well as reduce their stress levels. In addition, most of the students report that AI tools motivate them to improve certain aspects of their writing skills, including grammar, vocabulary, idea development, and content and organization. This study can serve as a reference to provide a deep understanding of Vietnamese EFL students' perceptions about utilizing AI tools to motivate them to improve their writing skills.

Keywords: Artificial Intelligence (AI), perceptions, learner motivation, writing skills, Vietnamese students

16:30

16:00

STUDENTS' PERSPECTIVES ON USING CHATGPT AND GROK IN LEARNING ENGLISH AT BINH DUONG UNIVERSITY

Contribution | **Location:** Room HA0203 | **Speaker:** Phat Tran Tan (Nguyen Tat Thanh University)

Description

This research investigates the effectiveness and accessibility of AI-based language models, particularly ChatGPT and Grok, in enhancing Binh Duong University students' English reading and writing skills. By analyzing students' perceptions through qualitative interviews, the research aims to assess the usability, effectiveness, and impact of these AI tools on academic tasks. The research employs a mixed-method approach, integrating thematic analysis to identify key patterns in student experiences. Findings reveal that students perceive ChatGPT and Grok as highly user-friendly, accessible, and effective for improving writing quality, grammar accuracy, and vocabulary enhancement. Many participants report increased confidence in their reading and writing abilities and appreciate the immediate feedback provided by these tools. Additionally, the research highlights the role of AI in reducing students' dependence on lecturers for writing corrections and fostering greater autonomy in learning. Future research should explore the long-term effects of AI-assisted learning, considering its impact on students' cognitive skills, creativity, and academic integrity. By addressing a critical gap in the literature, this research contributes to the ongoing discourse on AI in education, advocating for a responsible and strategic implementation of AI in academic writing support.

16:30

16:00

THE IMPACTS OF AI-POWERED TOOLS ON STUDENTS' LEARNING AND IMPROVEMENT IN SPECIAL ENGLISH FOR BUSINESS COURSE.

Contribution | **Location:** HA0305 | **Speaker:** Thai My Linh (Huflit University)

Description

AI development has significantly innovated the ways educators approach teaching. AI tools enable teachers to create more individualized and flexible learning experiences. As a result, AI-powered systems contribute greatly to the improved learning results and increased student engagement. The applications of AI in Special English for Business course- a compulsory subject in the training program for the Business English major, Faculty of Foreign Languages at Ho Chi Minh City University of Foreign Languages and Information Technology- have made students' learning process more personalized, interactive, and efficient. Various AI-powered tools and innovative forms of on-going assessments for students have been continually applied to enhance their interest and motivation in learning, helping them achieve the course objectives as well as practice important skills to meet the increasing demands of the labor market. This study aimed at exploring the effectiveness of AI tools in providing real-time language practice, automated assessments and instant feedback for students, as well as their effects on students' motivation and improvement of language skills. Data collected from surveys, interviews, and classroom observations provide insights into the effectiveness of these tools.

Key words: Special English for Business, AI's applications, student- centered methods, impacts.

16:30

16:00

THE PSYCHOLOGICAL PRESSURES OF TEACHING GENERAL ENGLISH TO TECH-SAVVY STUDENTS: EXPLORING TEACHER AND LEARNER PERCEPTIONS OF AI IN THE EFL CLASSROOM

Contribution | **Location:** HA0304 | **Speakers:**

Ms Hua Tran Phuong Thao (Ho Chi Minh City University of Technology and Education), Ms Hua Tran Thanh Truc (Ho Chi Minh City University of Technology)

Description

Abstract

In the age of artificial intelligence, English language education is undergoing rapid change, particularly in teaching non-English major students from technology disciplines. This study investigates the psychological pressures experienced by English instructors teaching general English courses to second-year Information Technology (IT) students, who often possess advanced familiarity with AI tools. It also examines student perceptions, as many believe AI applications such as chatbots, translation tools, and adaptive learning platforms can replace human teachers in language learning. Using a qualitative design, the study draws on semi-structured interviews with five English instructors at a Vietnamese university and a focus group discussion with 115 second-year IT students. The research aims to explore the nature of teachers' psychological stress, students' beliefs about AI-driven learning versus human instruction, and how these dynamics interact to shape classroom engagement and outcomes. Initial findings reveal that while teachers face anxiety over keeping pace with technological advances, they highlight the irreplaceable human aspects of teaching, such as emotional support and adaptive feedback. Meanwhile, students often display overconfidence in AI tools, underestimating the value of guided instruction, which can lead to disengagement and shallow learning. The study proposes pedagogical strategies that encourage co-learning between teachers and students, fostering mutual respect and balanced integration of technology in the English as a Foreign Language (EFL) classroom. These insights contribute to the broader discussion on how AI reshapes language education by illuminating its psychological impacts on both instructors and learners.

Keywords: artificial intelligence, EFL, teacher psychology, learner perceptions, technology integration

16:30

16:00

TRAINING THE TRAINERS: PREPARING TESOL TEACHER EDUCATORS FOR AI INTEGRATION

Contribution | **Location:** Room HA0202 | **Speaker:** Anh Pham

Description

As artificial intelligence transforms language education, TESOL teacher educators face the critical challenge of preparing future educators to effectively integrate AI tools while maintaining pedagogical integrity. This paper examines current research on AI literacy among teacher educators, identifies key competencies needed for effective AI integration, and proposes a comprehensive professional development framework. Through analysis of recent studies, emerging challenges, and successful implementation strategies, this study presents a roadmap for developing AI-literate teacher educators who can guide the next generation of TESOL professionals. The proposed framework emphasizes critical AI literacy, pedagogical reasoning, ethical considerations, and practical implementation skills while addressing common barriers to adoption. As AI continues reshaping educational landscapes, teacher educators must evolve from technology users to technology leaders, fostering informed, ethical, and effective AI integration in language education.

Keywords: TESOL teacher education, AI integration, professional development, digital literacy, educational technology

16:30

Wednesday 6 August

07:30

Day 2: Check-in

Session | **Location:** Eden Star Saigon Hotel - 38 Bui Thi Xuan St, District 1, HCMC, 38 Bui Thi Xuan St, D1, HCMC

08:00

08:00

Day 2: Opening Remarks: Welcome speech by HEW London Director | Opening Speech by Dr Van Nguyen, INTESOL Vietnam Director

Session | **Location:** Eden Star Saigon Hotel - 38 Bui Thi Xuan St, District 1, HCMC, 38 Bui Thi Xuan St, D1, HCMC

08:15

08:15

Day 2: Sponsor and Organisation Committee Appreciation | Announcement of INTESOL Community

Session | **Location:** Eden Star Saigon Hotel - 38 Bui Thi Xuan St, District 1, HCMC, 38 Bui Thi Xuan St, D1, HCMC

09:00

09:00

Day 2: Speaker 1: Ms. Mihaela Dascalu - INTESOL Worldwide | Topic: Bridging Cultures and Technologies: Enhancing Teacher Reflection in Vietnam through AI (Part 2)

Session | **Location:** Eden Star Saigon Hotel - 38 Bui Thi Xuan St, District 1, HCMC, 38 Bui Thi Xuan St, D1, HCMC

09:45

09:45

Day 2: Speaker 2: Mr. Guillermo Reyna - Veducon - INTESOL Vietnam | Topic: Harnessing Artificial Intelligence to Enhance Debate-Integrated ESL Instruction: Challenges and Pedagogical Opportunities

Session | **Location:** Eden Star Saigon Hotel - 38 Bui Thi Xuan St, District 1, HCMC, 38 Bui Thi Xuan St, D1, HCMC

10:30

10:30

Day 2: Speaker 3: Ms. Hoai Nguyen - INTESOL Alumnus - EDC - Hanoi National University of Education | Topic: AI literacy and curriculum development: ELT tertiary students' perspectives

Session | **Location:** Eden Star Saigon Hotel - 38 Bui Thi Xuan St, District 1, HCMC, 38 Bui Thi Xuan St, D1, HCMC

11:15

11:15

Day 2: Speaker 4: Ms. Nguyen Thi Thanh Thuy - INTESOL Alumnus - Hew London | Topic: Exploring the Potential of AI Applications in Personalised Learning for EFL Learners

Session | **Location:** Eden Star Saigon Hotel - 38 Bui Thi Xuan St, District 1, HCMC, 38 Bui Thi Xuan St, D1, HCMC

12:00