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HUFLIT University

Book of Abstracts

Contents

THE IMPACTS OF VARIOUS TEACHING METHODS AND ASSESSMENTS APPLIED IN BUSINESS COMMUNICATION COURSE	1
EVALUATING THE EFFECTIVENESS OF THE ENGLISH LANGUAGE TRAINING PROGRAM AT HUFLIT: AN OUTCOME-BASED STUDY USING PROGRAM LEARNING OUTCOMES (PLOS) AND THE CEFR	1
Transinterpretation Pedagogy and Application of Artificial Intelligence for better motivation: Empirical Evidence from TMT Exercises	1
How to Make Effective Project-Based Learning (PBL) for Transinterpretation Theory Classrooms in HUFLIT?	2
COMMUNITY SERVICE PROJECT: ENHACING BUSINESS WRITING SKILLLS OF LANGUAGE-MAJORED STUDENTS AT NHA TRANG UNIVERSITY	2
Social Media as a Digital Support Tool for ESL Development among Vietnamese University Students	3
Translation-majored Students' ChatGPT Usage Patterns and Translating Self-efficacy	3
Artificial Intelligence in English Language Teaching: A Bibliometric Analysis of Research Trends and Thematic Evolution (2020-2026)	4
English as a Second Language Education in Vietnam and Comparative International Contexts: A Bibliometric Analysis and Policy Implications for Sustainable Development	4
User Experience Analysis of English Language Learning Applications: A Comparative Study of ELSA Speak and Busuu Using Sentiment and Thematic Analysis	5
Reading on Screen: Exploring A1 Students' Perceptions and Experiences in Computer-Based Reading Tests	5
Breaking the translation barrier: Implementing the Direct Method to enhance communicative competence in Vietnamese higher education	6
AI as a Lexical Scaffold: The Impact of ChatGPT-Facilitated Speaking Practice on IELTS Lexical Resource Advancement –A Case Study at OVA English Center	6
From Classroom to Real Life: First-Year Students' English-Speaking Use across Learning Contexts	7

Community Social Support Practices Contributing into Quality Education in Solukhumbu District, Nepal	7
Exploring University Students'Use of AI Tools in Academic Writing at HUFLIT: A Qualitative Study	8
DESIGNING EXAMINATION PAPERS FOR THE INTEGRATED CURRICULUM IN HIGH SCHOOLS IN VIETNAM TO RAISE CIVIC AWARENESS AND FOSTER NATIONAL IDENTITY AMONG STUDENTS	9
TRANSITIONING FROM EFL TO ESL: A COMPARATIVE POLICY ANALYSIS OF VIETNAM AND EMERGING ESL CONTEXTS	9
BUILDING ESL COMPETENCE IN VIETNAM: VISIONS, CHALLENGES, AND REALITIES - A CASE STUDY AT PU AND HNMU	9
AI-Mediated Informal English Learning and the Gradual ESL-ization of Vietnamese Higher Education	10
Translanguaging and Social Semiotic Approaches to Inclusion and Critical Thinking in Generative AI Adoption	10
Activity Theory as a Lens for Examining Teachers'Enactment of the Competency-Based English Teaching Curriculum	11
Exploring AI Literacy And English Writing Anxiety Among ESP Students: A Mixed-Methods Study At A Public University In Vietnam	11
Enhancing Coherence and Cohesion in IELTS Writing through Generative AI Feedback: An Exploratory Study	12
Evaluating the Impact of Vocabulary Learning through Online Websites and Digital Resources on University EFL Students: Teachers'Perspectives	12
ENHANCING VOCABULARY AND GRAMMAR REVIEW THROUGH WAYGROUND IN A VIETNAMESE VOCATIONAL COLLEGE CONTEXT	13
Artificial Intelligence in English Language Education in Vietnam: A Case Study of Research Methods and Perceptions of English-Major Students at HUFLIT	13
From Local Students to Global Participants: Identity in English Learning at a Provincial Vietnamese University	14
An Evaluation of English Non-majored freshmen's attitude towards EFL Learning at Can Tho University of Technology	14
The effects of Wordwall gamified exercises on student engagement and grammar achievement	15
UNIVERSITY STUDENTS'ATTITUDE AND INTENTIONS TOWARDS THE USE OF CHAT-GPT AND CANVA IN A PROJECT-BASED LEARNING ACTIVITY	15
Students'Use and Perceptions of Artificial Intelligence Tools in Supporting English as a Second Language Learning: Evidence from HUFLIT	16
From Motivational Self to Language Practice: Examining English Engagement Beyond the	

Classroom	16
Strategic Translanguaging in Academic Writing Instruction: A Pedagogical Bridge in Vietnam's EFL-to-ESL Transition	17
Teacher Burnout and Emotional Well-being in EFL Classrooms	17
Exploring Teachers' Perceived Roles in AI-Supported Self-Regulated Learning in ESL-oriented contexts	18
INVESTIGATING ENGLISH-MAJOR UNDERGRADUATES' READINESS FOR AI-SUPPORTED ACADEMIC WRITING: A MULTIDIMENSIONAL PERSPECTIVE	18
Students' Perceptions of Google Meet in ESL-Oriented Online Cambridge Exam Preparation Classes in Private Language Classes in Ho Chi Minh City	19
Examining the Relationship between AI-Supported Self-Regulated Learning and Speaking Self-Efficacy among Vietnamese EFL University Students	19
Preparing Future ESL Teachers for AI-Assisted Language Assessment: Pre-service Teachers' Perceptions and Readiness	20
Application of AI in Teaching and Learning Business English at HUFLIT: strengths, weaknesses, and solutions	21
TQM-oriented Service-Learning for EFL-ESL Transition: Social Responsibility at Pham Van Dong University.	21
EXAMINING THE FACTORS AFFECTING THE EMPLOYMENT OF CHATGPT IN TRANSLATION AMONG ENGLISH MAJORS AT HUFLIT AS VIETNAMESE EDUCATION TRANSITIONS FROM EFL TO ESL ORIENTATION	21
Policy Discourses in Vietnam's Move Toward English as a Second Language: The 2025–2045 Vision	22
Investigating Students' Perspectives and Engagement Levels with AI Tools in Second Language Acquisition (SLA) Courses.	22
Developing Intercultural Pragmatic Competence for Real Life Interaction through Role-Play: Teaching the Speech Act of Requests in Vietnamese English Communication Classes in the Transition from EFL-Oriented to ESL-Oriented Pedagogy	23
Using Short-Form Videos (TikTok/Reels) to Enhance Real-Life Listening and Speaking Skills for A2 EFL Students: A Pilot Study at Hùng Vương University of Ho Chi Minh City	24
TOWARD ESL-INFORMED CLASSROOMS IN VIETNAM: RECONCEPTUALISING THE EFL CLASSROOM AS A LANGUAGE-RICH ENVIRONMENT	24
Applying PEEL/PETAL Framework to Improve Logical Paragraph Writing for Grade 10 Global Success Students	25
The Effects of AI-Assisted Project-Based Learning on VSTEP Writing Proficiency and Learner Autonomy	25
Enhancing English Syntactic Competence through AI-Supported Instruction: A Quasi-Experimental Study of English-Majored Sophomores at HUFLIT	26

A Literature Review of Appraisal Theory in Language Education: Research Developments and Implications for ESL Teaching	26
Exploring Undergraduate Students'Use of AI for Academic Presentations in Higher Education	27
Enhancing Ninth-Grade Students'English Vocabulary Learning through an Integrated Chat-GPT-Wordwall Model	27
EXPLORING THE EFFECTIVENESS OF QUIZZZZ IN IMPROVING VOCABULARY LEARNING OF EFL FRESHMEN STUDENTS AT HUFLIT	28
Self- Reflection in Using GenAI for Learning: Perceptions of English-Majored Students at Binh Duong University- Ca Mau Campus	28
ENHANCING WILLINGNESS TO COMMUNICATE THROUGH SPEAKING ACTIVITIES IN THE EFL CLASSROOM	29
EXPLORING EFL FRESHMEN'S MOTIVATION FOR CHOOSING A CAREER IN TEACHING ENGLISH: A CASE STUDY AT A PUBLIC UNIVERSITY IN HO CHI MINH CITY	29
Cognitive Metonymy in English Teacher Education: A Case Study on Enhancing Lexical Retention for Pre-service Teachers at Pham Van Dong University	30
Vietnamese Students'Readiness for English as a Second Language: The Role of AI-Supported Learning Environments	30
Bridging the Gap Between Classroom Learning and Real-World Communication in ESL: Curricula and Authentic Assessments	31
AVIATION ENGLISH MAJORS' PERCEPTIONS OF THE USE OF AI-BASED LANGUAGE LEARNING TOOLS IN SELF-PRACTICE ENGLISH SPEAKING SKILLS	31
Using ICT to Reduce Speaking Anxiety in an Adolescent Vocational EFL Learner: An Action Research Study	31
Leveraging Generative AI to Address Vietnamese EFL Learners' Challenges in English Literature: A Close Reading and Rubric-Based Assessment Framework for Third-Year University Students	32
Enhancing Collocational Competence in Translation through Guided Data-Driven Learning	32
Integrating ClassDojo into Warm-Up Activities to Support EFL Learners'Writing Performance at a Vietnamese Language Center	33
Negotiating Authority in the Age of AI: The Role of AI Writing Assistants in IELTS Writing Classrooms	33
Using AI to Create Differentiated Language Tests	34
Connected Classrooms for Developing Intercultural	34
Grit and Listening Note-Taking Achievement in Vietnam's EFL-to-ESL Transition: Implications for Skill-Based ESL Learning	35

DEVELOPING ENGLISH-MEDIUM INSTRUCTION TEACHING COMPETENCE IN TERTIARY EDUCATION: CHALLENGES AND FUTURE ORIENTATIONS	35
EXPLORING SECOND-YEAR STUDENTS' PERCEPTIONS OF HOW EFFECTIVELY CHATGPT SUPPORTS LEARNERS IN WRITING ENGLISH ESSAYS	36
Exploring the Effects of AI-Mediated Low-Stakes Practice on Speaking Anxiety in Vietnamese EFL Classrooms: A Quasi-Experimental Study	36
INSTRUCTORS'DIGITAL COMPETENCE AFFECTING STUDENT FEEDBACK AND PERSONALIZED LEARNING IN UNIVERSITY EDUCATION	37
ENGLISH-RICH HOME ENVIRONMENT TO FOSTER PRIMARY LEARNERS'ENGLISH IMPROVEMENT: THE ROLE OF THE TEACHER AS A FACILITATOR TO COACH PARENTS IN SUPPORTING THEIR CHILDREN	37
AI-Assisted ESL Learning and Student Motivation: Challenges and Opportunities for Software Engineering Education.	38
Unpacking the Barriers: Key Determinants of Public Speaking Anxiety Among English Major Undergraduates at HUFLIT	38
ESL INTEGRATION IN JAPANESE READING INSTRUCTION: A CASE STUDY OF SENIOR STUDENTS AT THE HOCHIMINH UNIVERSITY OF SOCIAL SCIENCES AND HUMANITIES	39
Scientific Research Competence of English Language Students at HUFLIT: Assessment from Project 1-2 Courses, Development of a Scientific Research Competency Framework for Students, and Improvement of the Training Quality of Project 1-2 Courses	39
Experiences and Perspectives of Teachers towards Students'Artificial Intelligence Application in Research Writing. A case study.	40
EFL Students'Use of ChatGPT in Argumentative Essay Writing: Insights from a Qualitative Study	40
AI as a Support Tool in ESL Learning: Students'Perceptions, Use, and Impact on Language Development in Vietnam	41
EFL TEACHERS'PERCEPTIONS OF AI-SUPPORTED AND DIGITAL TECHNOLOGIES IN IELTS TEACHING FOR HIGH-QUALITY STUDENTS	41
Intrinsic vs. Extrinsic Motivation in English Learners'Adoption of AI Tools: An SDT-Based Investigation	42
Beyond Accuracy: Pragmatic Force in AI-Mediated Translating and Interpreting Training (T&I) in ESF/EFL	42
Using AI-ChatGPT to explore cultural variations in English as an International Language (EIL) from the perspective of Cultural Linguistics	43
Scientific Research Competence of English Language Students at HUFLIT: Exploring The Interplay of Motivation, Learner Autonomy, and Academic Performance of English-Major Students at HUFLIT	44

MAKING ENGLISH THE SECOND LANGUAGE IN SCHOOLS IN VIETNAM & TEACHING ENGLISH METHODS FOR PRESCHOOL AND PRIMARY SCHOOL	44
Enhancing English Learning Motivation among University Staff: A TESOL Case Study of Situation Teaching in a Vietnamese Workplace Learning Context	45
AI-Supported Outlining and Reflective Writing in an EFL Essay Writing Course: A Classroom- Based Study at the University of Dalat, Vietnam	45
Beyond the Prompt: A Metacognitive Analysis of Student AI Integration in Higher Educa- tion	46
The Effectiveness of AI-Powered Game-Based Activities in Enhancing Vocabulary Reten- tion and Motivation among Young EFL Learners	46
CREATING ENGLISH –RICH LEARNING ENVIRONMENT BEYOND THE CLASSROOM	47
the impacts of AI implementation in teaching and acquisition English as EFL in Vietnam .	47
Teachers as Ethical AI (Artificial Intelligence) Guides in Test Preparation Writing Classes	47
Exploring Observable Indicators of Critical Reflection in EFL Teaching for Transformative Practices	48
The development of framework assessing digital literacy of pre-service English teachers in Vietnam	48
Exploring first-year English-majored Students’Perceptions of Pedagogical Translanguag- ing in an EMI Context	49
THE USE OF ARTIFICIAL INTELLIGENCE TOOLS IN ESSAY WRITING AMONG FIRST- YEAR ENGLISH MAJORS	49
The Intrinsic Motivation Of Generation Z At COFER In Vietnam’s Shifting ESL Context .	50
Assessing University Teachers’Readiness for the Transition from EFL to ESL Contexts: A case study at Thu Dau Mot University	50
TRANSFORMING LANGUAGE EDUCATION POLICY IN VIETNAM: FROM FOREIGN LAN- GUAGE TO SECOND LANGUAGE IN THE CONTEXT OF INTERNATIONAL INTE- GRATION	51
AI-Supported Writing Scaffolding and Perceptions of Academic Integrity among EFL Ju- niors at HUFLIT	51
EFL Tertiary Students’ Speaking Engagement and Perceptions in SDG- Integrated Speaking Lessons	52
Scenario-Based Assessment: A New Direction in Assessing English for Teaching Purposes	52
Challenges in Transitioning to ESL-Oriented Teaching: A Classroom-Based Case Study from HUFLIT	52
Project-Based Learning Without the Burnout: Mini Projects for Emerging ESL Classrooms	53

Research Mindset as a Complex Dynamic System in the English Language Teaching context –Master ‘s-Level students’ conceptualization	54
The Efficacy and Student Perceptions of AI-Generated versus Teacher Feedback on University Students’ L2 Writing Development: A Mixed-Methods Study	54
Digital Game-Based Learning as Support for English Vocabulary Development: A Case Study of High School Students in Thu Duc City, Ho Chi Minh City, Using Roblox . . .	55
Student Perceptions of ChatGPT-Generated Feedback in IELTS Speaking Part 3 Practice: A Qualitative Study	55
The Significant Impact of Explicit Instruction on Debate Skills with Active Peer Feedback to Vietnamese Learners	56
Digital Transformation in Formative Assessment: The Design, Implementation, and Evaluation of Testmoz for English General Courses at Vietnam Aviation Academy	56
Fostering Self-Regulated Learning in the Transition toward ESL: A Classroom-Based Study in Vietnamese Higher Education	57
English Teacher Identity and Agency in a Vietnamese Educational Context: Responding to ESL-Oriented Expectations	57
The Perceived Use of Metacognitive Online Reading Strategies among Students at an EMI University in Vietnam	58
EFL STUDENTS’PERSPECTIVES ON USING INSTAGRAM REELS AND YOUTUBE VIDEOS IN LEARNING ENGLISH LISTENING SKILLS AT A UNIVERSITY IN HO CHI MINH CITY	58
Navigating Between Prescription and Practice: Vietnamese EFL Teachers’Adaptation of Textbooks to Fit Local Teaching Needs	59
Learners’Perceptions of Teacher Oral Feedback in VSTEP Speaking Preparation: Implications for ESL-Oriented Instruction in Vietnam	59
Short-Form Video Platforms as Digital Tools for ESL Vocabulary Development: Evidence from Vietnamese University Students	60
Usability Testing of Web-Based Dictation Tools for ESL Listening Comprehension	60
Vietnam’s ESL Transition: Adapting Structured Literacy in Micro-Level Material Design for Primary Classrooms	61
The Efficacy of ChatGPT in Enhancing Reading Comprehension: A Case Study of HUFLIT English Majors	61
Negative Effects of ChatGPT on IELTS Writing Task 2: A Case Study of Faculty of Foreign Language Students at a Public University	62
Exploring AI Self-Efficacy in EFL Students: Implications for Learning Engagement and Performance	62
ChatGPT-5.0 vs Human Scoring in IELTS Writing Task 2: A Comparison Across Prompt Designs and Criteria	63

Integrating ChatGPT into ESL Writing Instruction: Effects on Students' Perceptions and Academic Writing Performance	63
An Analysis on EFL Vietnamese Sophomores Pronunciation in a Speaking Course	64
The Pedagogical Impact of Artificial Intelligence Tools on English Majors' Writing Skills at Ho Chi Minh City University of Foreign Languages - Information Technology	64
Artificial Intelligence Tools in English Speaking Development: Perceptions and Performance of Senior English Majors at Ho Chi Minh City University of Foreign Languages - Information Technology	64
The Role of Teachers in a Task-based Language Teaching Classroom: Perspectives of Vietnamese EFL Pre-service Teachers	65
Student Expectations of English Language Teachers: Navigating the Shift to Vietnam's ESL Transition and AI Integration	65
Rethinking Assessment in the Shift from EFL to ESL: A Critical Review of No-Exam Classrooms	66
The Necessity of Consistent L2 Exposure with Effective Strategies to Promote Language Production: An Action Research Study in Early Childhood ESL Classrooms	67
English-major Students' Readiness for Real World English Use in an ESL-Oriented Context: A Case Study at HUFLIT University	67
Investigating Digital Literacy for Translation and Interpreting Careers: A Survey of English Majors at HUFLIS	68
Instruction of English pharmaceutical terminology at Lac Hong University faculty of pharmacy: learning difficulties and pedagogical implications	68
From EFL to ESL in Vietnam: Policy Transformation and Educational Implications . . .	69
Exploring the Effects of SpeakEasy AI Application on Speaking Fluency among First-Year English-Major Students at HUFLIT	69
Fostering teacher-researchers in the EFL-to-ESL transition: A review of Research self-efficacy instruments for TESOL programs	70
Barriers to Creating an ESL Environment: Evidence from HUFLIT English-Majored Students and Suggested Solutions	70
A Feasibility Study of the Globalization and Cross-Cultural Communication Program at The University of Languages and International Studies, Vietnam National University Hanoi: A Quintuple Helix Model	71
Peer feedback as assessment for learning in an EFL note-taking course: Students' perceptions and perceived learning gains	71
The Use of Artificial Intelligence in Academic Writing and Its Relationship with Self-Regulated Learning: A Systematic Review	72
Teacher Beliefs About the EFL to ESL Transition in Vietnam: Preliminary Findings from TESOL Course Participants in Hanoi	72

The Effect of Peer Teaching on Intrinsic Motivation in Vietnamese Tertiary EFL Education: A Quasi-Experimental Study	73
From Reproduction to Interaction: Extending ESP Listening Practices toward ESL-Oriented Communication at the Diplomatic Academy of Vietnam (DAV)	73
Exploring the Impacts of Over-reliance on Generative AI Tools in Essay Writing: A Case Study of HUFLIT Sophomores	74
Navigating Cognitive Load: A Psycholinguistic Approach to ESP Teaching in Accounting and Logistics	74
English Beyond the Classroom through a Bioecological Lens: A Narrative Inquiry of Viet- namese EFL Students	75
ENGLISH LISTENING AND NOTE-TAKING: CHALLENGES AND STRATEGIES FOR HU- FLIT ENGLISH MAJORS	75
AI-Assisted Role-Play in Medical English Counseling: Enhancing ESL-Oriented Communi- cation Skills: A Preliminary Quantitative Study in Vietnam	76
Bridging the Rhetorical Gap: The Conditional Role of Perceived Discursive Proximity in Learning Authorial Voice from Model Texts	76
Vietnamese university students' cultural conceptualisations of English-Vietnamese translan- guaging on social media	77
The Value of Effective Powerpoint Slides on English Public Speaking Presentation of HU- FLIT's EFL Sophomores	77
Embedding AI literacy and prompt engineering to foster critical thinking in undergraduate public speaking classes	78
Bridging a Curricular Gap in EFL Writing Instruction: The Impact of a Chatbot on First-Year University Students' Sentence Construction	78
SUBMISSION FOR ABSTRACT - NGO THUY DUYEN	79
TEACHING ENGLISH TO NON-MAJOR STUDENTS AT HUFLIT UNIVERSITY: CHAL- LENGES AND SOLUTIONS FROM A SOCIAL SCIENCES AND HUMANITIES PER- SPECTIVE	79
English -major Students Perceptions of the Course of "Methods of Writing Research Papers"	80
Reconsidering the Role of L1 in ESL Vocabulary Learning: Insights from Research on Trans- lation Tasks and Incidental Vocabulary Acquisition	80
The effect of metacognitive strategies on students' writing performance at an English center in Ho Chi Minh city	81
From Observers to Interactors: Leveraging Short-Term Cultural Exchanges as "English- Rich" Ecosystems for ESL Competence	81
HUFLIT's Student preparing for graduation certificates: Researching the perceived effec- tiveness of AI-generated learning	82

Evaluating ChatGPT as an AI-Based Corrective Feedback Tool in Academic Writing: A Comparative Study with Peer Feedback	82
The SFL Advantage: Reframing Legal English Instruction from EFL to ESL-Oriented ESP	83
Effects of ChatGPT-Assisted Writing on Academic Essay Performance among Vietnamese EFL Students	83
Equity, Inclusion, and Access in ESL Higher Education: Challenges Faced by Students from Diverse Socioeconomic Backgrounds at HCMUT.	84
Practice Makes Perfect: Enhancing Course-Aligned Interpreting Skills through TARI Chatbot –A Quantitative Study in an ESL-Oriented Context	84
AI-Driven Self-Directed Language Learning: Strategy Use and Gender Perspectives among Vietnamese EFL Undergraduates	85
Enhancing EFL vocabulary acquisition with AI: Students’ perceptions, benefits, and practical strategies in HUFLIT university.	85
AI-Supported Problem-Based Learning for Enhancing University Students’Public Speaking Performance	86
Leveraging the value of English as a second language through the implementation of sustainability reporting (ESG) in Vietnam	86
Enhancing Teacher–Student Interaction in EFL Speaking Classes through AI: An Empirical Study with Non-English Major Students	87
Supporting Self-Regulated Writing in EFL Classrooms with ChatGPT: A Focus on the Performance Phase	87
Enhancing interpreting competence through AI-assisted self-practice A self-regulated learning perspective from action research	87
Addressing Emerging Challenges in English Assessment: Insights from TOEFL iBT 2026	88
ARTIFICIAL INTELLIGENCE IN ENHANCING LISTENING AND NOTE-TAKING SKILLS: EVIDENCE FROM FISRT-YEAR STUDENTS IN VIETNAM	88
Beyond the EFL-ESL Divide: Vietnam, Rwanda, and Kazakhstan as ESL-Emerging Education Systems	89
From Medium to Mastery: EMI, EAP, and ESP as Complementary Pathways to ESL Competence in Higher Education	89
AI AS A “FACE-NEUTRAL”SPACE: REDUCING ANXIETY AND BOOSTING WILLINGNESS TO COMMUNICATE AMONG VIETNAMESE ENGLISH MAJORS IN THE EFL-TO-ESL TRANSITION	90
Better Writing or Less Thinking? AI Over-Reliance in EFL Writing Classrooms	91
The Importance of Considering Working Memory in Curriculum Design	91
Analysis of internationalization for study abroad programs	91

Teacher Beliefs, Identity, and Professional Agency in ESL-Oriented Tourism Education: A PLS-SEM Analysis in Vietnam	92
APPLYING THE 5PS PEDAGOGICAL MODEL WITH AI SUPPORT TO IMPROVE SPEAKING COMPETENCE AMONG NON-ENGLISH MAJOR STUDENTS	92
Vocabulary Teaching Strategies for Low-Resource Public School ESL Classrooms in Vietnam	93
From Traditional Testing to Alternative Assessment: Examining the Effects of Classroom-Based Assessment on Communicative Competence and Student Engagement in ESL Transition Contexts Using PLS-SEM	93
HUFLIT English Majors' Perceptions of AI-Supported Translation Learning in a Vietnamese EFL Context	94
Integration of Local History and Cultural Material into English Language Teaching as Basis for the Development of Multicultural Personality	94
Transfer of Pedagogical Models: The Experience of Naberezhnye Chelny State Pedagogical University in Digitalization and Internationalization of Education	95
THE BENEFITS OF INTEGRATING GEMINI AI AND NOTEBOOKLM INTO DOCTORAL RESEARCH AND WRITING COURSE: A SYSTEMATIC REVIEW	95
Integrating Debate-Based Pedagogy to Support Vietnam's Transition from EFL to ESL	95
ESL INTEGRATION IN JAPANESE READING INSTRUCTION: A CASE STUDY OF SENIOR STUDENTS AT THE HOCHIMINH UNIVERSITY OF SOCIAL SCIENCES AND HUMANITIES	96
Integrating Debate-Based Pedagogy to Support Vietnam's Transition from EFL to ESL	97
Transfer of Pedagogical Models: The Experience of Naberezhnye Chelny State Pedagogical University in Digitalization and Internationalization of Education	97

1

THE IMPACTS OF VARIOUS TEACHING METHODS AND ASSESSMENTS APPLIED IN BUSINESS COMMUNICATION COURSE

Author: Thai My Linh¹

¹ *Huflit University*

With globalization increasing the demand for proficient business communication, it is crucial to equip ESL learners with the vital skills to thrive in professional environments. Business Communication is 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. Various teaching methods 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 examines the significance of the course from the students' perspective as well as the impacts of various teaching methods and evaluations, including role-playing, case studies, AI-enhanced learning tools and presentations on learners' communication proficiency. Data collected from surveys and classroom observations provide insights into the effectiveness of different teaching approaches.

Business Communication, teaching methods, evaluations, impacts

2

EVALUATING THE EFFECTIVENESS OF THE ENGLISH LANGUAGE TRAINING PROGRAM AT HUFLIT: AN OUTCOME-BASED STUDY USING PROGRAM LEARNING OUTCOMES (PLOS) AND THE CEFR

Author: TRẦN TRUNG HIẾU¹

¹ *Trường Đại học HUFLIT*

This study evaluates the effectiveness of the English Language training program at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT) through an outcome-based education (OBE) perspective, focusing on the alignment between Program Learning Outcomes (PLOS) and the Common European Framework of Reference for Languages (CEFR). Adopting a mixed-methods approach, the study combines quantitative analysis of student achievement data and survey responses with qualitative insights from instructors to examine the extent to which program outcomes are achieved. The findings indicate a generally strong alignment between PLOS and CEFR descriptors, particularly in core language skills, suggesting that the program effectively supports students' language development in line with intended learning outcomes. However, certain discrepancies are observed in higher-order communicative competencies, highlighting areas for further curriculum refinement. The study offers practical implications for curriculum design, assessment practices, and quality assurance in English language programs within higher education, contributing empirical evidence to ongoing discussions on outcome-based program evaluation.

3

Transinterpretation Pedagogy and Application of Artificial Intelligence for better motivation: Empirical Evidence from TMT Exercises

Author: Duc Chau Nguyen¹

¹ HUFLIT

Abstract

This paper aims to expand previous investigations into the pedagogical application of artificial intelligence (AI) in translation studies by synthesizing empirical survey data on students' use of AI in Theories and Methods of Transinterpretation (TMT) exercises with an instructional design framework for composing Vietnamese–English structural translation tasks, which are hopefully brought a new atmosphere to further motivate students. Drawing on classroom-based evidence collected from 68 undergraduate students and an applied methodological model developed at HUFLIT, the study proposes a comprehensive, AI-assisted pedagogy that balances automation with human editorial control. The findings demonstrate that AI-enhanced structural translation exercises can significantly improve student motivation, engagement, and perceived competence, provided that instructors actively curate linguistic structures, vocabulary domains, and contextual complexity. The paper contributes a scalable instructional model, a validated exercise-design workflow, and pedagogical implications for translation programs in comparable EFL contexts.

Keywords: structural translation, transinterpretation, learning motivation, Vietnamese–English translation, TMT

4

How to Make Effective Project-Based Learning (PBL) for Transinterpretation Theory Classrooms in HUFLIT?

Author: Duc Chau Nguyen¹

¹ HUFLIT

Abstract

Project-Based Learning (PBL) has increasingly been recognized as an effective pedagogical approach in higher education, particularly in disciplines that require the integration of abstract theory, applied reasoning, and sustained critical inquiry, such as translation and interpretation studies. However, some previous surveys showed students' boredom in teaching set up. This paper investigates how effective PBL-based Transinterpretation Theory classrooms can be attractively designed and implemented at the University of Foreign Languages and Information Technology (HUFLIT), Vietnam. Drawing on empirical data collected from a structured survey of 76 undergraduate students, the study examines learners' perceptions of workload distribution, learning pressure, engagement, and conceptual accessibility when theoretical content is delivered through a project-based format. The findings indicate that dividing a final theory project into weekly, scaffolded tasks significantly reduces learner anxiety, enhances sustained engagement, and supports deeper comprehension of complex theoretical constructs. Based on these findings, the paper proposes a comprehensive PBL instructional framework tailored to the institutional, linguistic, and cultural context of HUFLIT. The study contributes both empirical evidence and pedagogical guidance to international discussions on PBL, translation pedagogy, and theory-oriented instruction in applied linguistics.

Keywords: Project-Based Learning; Transinterpretation Theory; Translation Pedagogy; Applied Linguistics; Learning Motivation

5

COMMUNITY SERVICE PROJECT: ENHANCING BUSINESS WRITING SKILLS OF LANGUAGE-MAJORED STUDENTS AT NHA TRANG UNIVERSITY

Author: Bùi Thị Ngọc Oanh¹

Co-author: Đức Hoàn Vũ²

¹ *Nha Trang University*

² *Air Force Officer's College*

Most of the English-major sophomores of the 63th course of Nha Trang University make mistakes in grammar, spelling, vocabulary and ideas in business writing. To improve their writing skills, sophomores of the experiment class were asked to do a service-learning project to assist freshmen in writing academic paragraphs. Service-learning method is a teaching method which links classroom learning knowledge with skills and knowledge gained through volunteering to support the community in reaching sustainable development goals. This paper aims to discover students' attitudes towards service-learning project and see if this project can help to improve students' business writing skills. The research targeted the population of 113 students, including 82 sophomores of the 63th course (41 students of the experiment class and 41 students of the traditional class) and 31 students of the 64th course. Qualitative methods (personal interviews) and quantitative methods (online survey, comparison of the final papers) were utilized in this paper. Research results showed that the service-learning project improved the students' business writing skills, and developed other soft skills such as communication skills, organization and planning, teamwork, analysis and synthesis, information searching and familiarity with information technology.

6

Social Media as a Digital Support Tool for ESL Development among Vietnamese University Students

Author: Nguyễn Võ¹

¹ *Eastern International University*

Social media has become an essential part of university students' daily communication and information access. In Vietnam, where English is increasingly required for academic and career development, social media platforms provide additional opportunities for English exposure beyond classroom settings. This study examines the role of social media as a digital support tool for English as a Second Language (ESL) development among Vietnamese university students.

A mixed-methods research design was employed. Quantitative data were collected through online questionnaires distributed to undergraduate students from several Vietnamese universities. Qualitative data were obtained through short student reflections describing their experiences using social media for learning purposes. The study focused on patterns of social media use, learning-related activities, and students' perceptions of its influence on English learning.

The findings indicate that most students frequently encounter English content through videos, posts, and online discussions. Many students reported improvements in vocabulary exposure, listening comprehension, and confidence in informal English communication. However, excessive entertainment use may negatively affect study time and concentration.

The study suggests that purposeful and guided social media use can support ESL development. The findings highlight the importance of integrating digital literacy and responsible social media use into TESOL practices in Vietnamese higher education.

Keywords: social media, esl learning, digital literacy, vietnamese higher education, informal language learning

7

Translation-majored Students' ChatGPT Usage Patterns and Translating Self-efficacy

Author: Quan Ngo¹

Co-author: Chau Nguyen ²

¹ *International Univeristy - Vietnam National University HCM*

² *International University - Vietnam National University HCM*

AI tools such as ChatGPT have radically transformed the teaching and learning processes. While ChatGPT is widely used, its impacts on learners' confidence and capabilities are concerning. Therefore, this research aims to examine the relationship between translation-majored students' ChatGPT usage patterns and their reported translating self-efficacy. Fifty-five students majoring in Translation were involved in a three-part survey which includes questions on demographic information, common ChatGPT usage patterns in doing translation tasks, and the self-efficacy levels adapted from the Translating Self-Efficacy Scale (TSE-C). Differences in translating self-efficacy among groups of users with different ChatGPT usage patterns were analyzed using one-way ANOVA, followed by Tukey's post-hoc tests for pairwise comparisons. The findings reveal higher confidence among students using ChatGPT to analyze and plan their translation tasks compared to those who used ChatGPT for drafting translations. The study results inform lecturers' instructional design, thus guiding students to effectively use AI tools and develop self-efficacy in translating tasks.

Keywords: ChatGPT, ChatGPT usage patterns, translating self-efficacy

8

Artificial Intelligence in English Language Teaching: A Bibliometric Analysis of Research Trends and Thematic Evolution (2020-2026)

Author: Dang Khoa Nguyen¹

Co-author: Thuy Ngoc Le ¹

¹ *University of Economics Ho Chi Minh City, Vietnam*

This study examines the integration of Artificial Intelligence (AI) into English Language Teaching (ELT) through a comprehensive bibliometric analysis of 3,717 academic documents published between 2020 and early 2026. Using advanced computational methods including Python-based network analysis and visualization techniques, the research maps the intellectual structure and thematic evolution of AI applications in language education. The analysis reveals a dramatic acceleration in research output following the 2022 introduction of Generative AI, with publication volumes increasing from 88 documents in 2020 to 1,802 in 2025. Geographic analysis demonstrates China's dominant position in research production, reflecting strategic national priorities in English as a Foreign Language (EFL) education, followed by significant contributions from the United States, Saudi Arabia, and other Asian nations. Thematic network analysis identifies a fundamental shift from technology-centric to learner-centric research paradigms, with automated feedback, speaking anxiety reduction, and personalized learning emerging as central themes. Skill-specific analysis indicates that writing instruction and conversational practice through AI chatbots represent the most intensive areas of investigation. The findings suggest that contemporary research increasingly positions AI as a pedagogical facilitator rather than a replacement for human instruction, with implications for curriculum design, teacher professional development, and educational policy in developing nations seeking to scale quality English education.

9

English as a Second Language Education in Vietnam and Comparative International Contexts: A Bibliometric Analysis and Policy Implications for Sustainable Development

Author: Dang Khoa Nguyen¹

¹ *University of Economics Ho Chi Minh City (UEH)*

Abstract

This study presents a comprehensive bibliometric analysis of English as a Second Language (ESL) education research, examining 109 documents from the Scopus database to identify global trends, key research themes, and collaborative networks. Through systematic application of bibliometric methods and VOSviewer visualization techniques, the research maps the intellectual landscape of ESL education with particular emphasis on Vietnam's position within the international context. The analysis reveals significant geographic concentration in research output, with the United States, Australia, and Hong Kong emerging as primary contributors, while Vietnam demonstrates growing but still limited research engagement. Keyword co-occurrence analysis identifies critical thematic clusters including higher education, critical thinking, teaching strategies, and artificial intelligence integration. Country collaboration networks illustrate predominantly Western-centric research partnerships with emerging connections in Southeast Asia. The findings indicate temporal evolution in research focus, shifting from traditional pedagogical approaches toward technology-enhanced learning and inclusive educational practices. Drawing from comparative analysis of Vietnam and international ESL contexts, this study proposes evidence-based policy recommendations for sustainable ESL development in Vietnam. These recommendations emphasize strengthening international research collaboration, investing in teacher professional development, integrating technology-enhanced pedagogies, addressing urban-rural disparities, and fostering culturally responsive teaching practices. The research contributes novel insights into the global ESL research ecosystem while providing actionable frameworks for educational policymakers and practitioners seeking to enhance ESL education quality and equity in developing contexts.

Keywords

English as a Second Language, Vietnam, sustainable development, educational policy, international collaboration, technology-enhanced learning

10

User Experience Analysis of English Language Learning Applications: A Comparative Study of ELSA Speak and Busuu Using Sentiment and Thematic Analysis

Author: Dang Khoa Nguyen¹

¹ *University of Economics Ho Chi Minh City (UEH)*

Abstract

This study investigates user experiences with two prominent mobile language learning applications, ELSA Speak and Busuu, through analysis of 624 user reviews from the Google Play Store collected between January 2024 and February 2025. Employing Natural Language Processing techniques including sentiment analysis and thematic analysis, the research examines user perceptions, satisfaction patterns, and key themes in user feedback. Findings reveal predominantly neutral sentiment for both platforms, with Busuu demonstrating marginally higher positive polarity (0.12) compared to ELSA Speak (0.09). Thematic analysis identifies distinct user priorities: ELSA Speak users emphasize pronunciation accuracy and AI feedback quality, while Busuu users focus on comprehensive course structure and community features. The study contributes to understanding how Mobile Assisted Language Learning platforms can better align with user expectations through enhanced AI integration, balanced pricing strategies, and improved technical stability. Results offer practical implications for developers seeking to optimize user experience in language learning applications.

Keywords: Mobile Assisted Language Learning, Computer Assisted Pronunciation Training, Sentiment Analysis, Thematic Analysis, User Experience, AI Integration

11

Reading on Screen: Exploring A1 Students' Perceptions and Experiences in Computer-Based Reading Tests

Author: Nguyen Van Tha¹

¹ *University of Foreign Languages and International Studies, Hue University*

In recent years, computer-based testing has become increasingly common in language assessment at universities and colleges. Although previous research has compared computer-based and paper-based reading formats in terms of scores and validity, learners' actual experiences with computer-based reading tests remain underexplored. This issue is particularly relevant for A1 non-English major students, who must cope with both linguistic demands and the requirements of navigating digital test interfaces. This research examines how elementary-level non-English major students perceive and experience computer-based reading tests at a university in Vietnam. Adopting a quantitative survey design, it investigated students' attitudes, perceived difficulties, and their emotional and cognitive responses during test-taking. The findings show that while students generally regard computer-based reading tests as practical and necessary, many experience difficulties related to concentration, mental effort, and time pressure. Some also report feeling anxious during the test. These results suggest that similar test outcomes do not necessarily mean that students share similar testing experiences. The study underscores the importance of taking learners' cognitive and emotional responses into account when implementing computer-based reading assessments in university EFL contexts.

12

Breaking the translation barrier: Implementing the Direct Method to enhance communicative competence in Vietnamese higher education

Author: Vy Nguyen^{None}

Despite years of mandatory instruction, many Vietnamese university graduates remain unable to communicate effectively in English, a failure largely attributable to the entrenched dominance of the Grammar-Translation method. This paper argues that the path to genuine fluency lies in the rigorous application of the Direct Method in teaching English to speakers of other languages (TESOL), moving beyond structural analysis to total linguistic immersion. We examine the cognitive interference caused by first language (L1) dependency, demonstrating how mental translation inhibits the development of spontaneous speech and listening reflexes. The study proposes a practical framework for implementing the Direct Method in the modern Vietnamese classroom, emphasizing the exclusive use of the target language, inductive grammar instruction, and the development of strategic competence through intensive question-and-answer exchanges. Furthermore, we explore how digital transformation –specifically through Learning Management Systems (LMS) and gamified platforms –serves as a critical enabler of this method, providing the objective, high-frequency input necessary to bypass the safety bias inherent in traditional grading. By shifting the pedagogical focus from linguistic knowledge to communicative performance, this approach not only aligns with the biological reality of language acquisition but also empowers educators to evaluate students based on their actual proficiency rather than administrative caution.

Keywords: Direct Method, Higher Education in Vietnam, Communicative competence, LMS, TESOL

13

AI as a Lexical Scaffold: The Impact of ChatGPT-Facilitated Speaking Practice on IELTS Lexical Resource Advancement –A Case Study at OVA English Center

Author: Oanh Vũ¹

¹ <https://orcid.org/0009-0007-5968-0046>

ChatGPT has been a commonly used tool for facilitating speaking practice and feedback, its contribution to improving vocabulary complexity has yet to be adequately examined and evaluated in an educational context.

This quasi-experimental study was carried out at OVA English Center in Vietnam, where 30 IELTS learners, whose initial speaking level ranged from Band 5.0 to 5.5, were randomly assigned to either the control or experimental groups. Before the study, an IELTS speaking pre-test was administered to all participants. For eight weeks, both groups were given the same IELTS speaking topics. The control group was given traditional peer-speaking practice and peer-evaluation tasks, while the experimental group used their mobile devices to access ChatGPT and were provided with immediate lexical feedback on their speaking performance. At the end of the study, an IELTS speaking post-test was administered to both groups. The speaking performances were recorded, transcribed, and graded in line with the official IELTS Lexical Resource criteria. Vocabulary associated with specific topics is categorized and analyzed statistically by applying paired t-tests and independent samples t-tests to compare and identify any differences between and within both groups.

In examining Lexical Resource as a quantified variable, this study aims to highlight AI's role in education and offers experimental results from actual educational contexts regarding the potential for teaching with ChatGPT. The findings aim to guide new and creative approaches to IELTS instruction and AI integration with Vietnam's emerging ESL environment.

Keywords: ChatGPT, Lexical Resource, Topic-specific vocabulary, IELTS Speaking, AI-assisted learning, ESL classroom innovation

15

From Classroom to Real Life: First-Year Students' English-Speaking Use across Learning Contexts

Author: Chinh Nguyen¹

¹ *Đại Học FPT*

The present study aims to examine the in-and-out-of-school use of English by first-year Vietnamese university students during their preparatory English program in a non-English-speaking environment. The study sample consisted of 50 lower-intermediate EFL learners at the outset of the program, corresponding to levels A2-B1 on the CEFR scale. In the Vietnamese context, speaking English inside the classroom is considered essential to improve speaking skills, while outside-school real-life use is limited, especially for young university students. This study also sought to examine the relationship between in-class speaking and out-of-school English use.

The study employed the explanatory sequential mixed-methods research design. Quantitative data collection methods were employed to address the research questions, including the administration of a structured questionnaire to assess the frequency of English-speaking among the study sample members. Additionally, open-ended questions were used to gain more insights into the study sample members' out-of-school use of English. Quantitative data were analyzed through statistical methods, while qualitative data were analyzed through thematic analysis.

The findings indicate that the study sample members spoke more English inside the classroom than outside the classroom. Inside the classroom, the study sample members spoke English mainly through structured activities, such as answering teachers' questions, discussing in pairs or groups, etc. On the other hand, the study sample members rarely used English outside the classroom to communicate in real-life situations. The constraints on the study sample members' out-of-school use of English were low confidence, fear of making mistakes, and limited opportunities to engage in real-life communication in English.

17

Community Social Support Practices Contributing into Quality Education in Solukhumbu District, Nepal

Author: Nirmal Chongbang¹

Co-authors: Manoj Bhandari ¹; Ratnesh Sashi ²

¹ *Tribhuvan University*

² *Government of Nepal*

Despite notable progress in expanding access to basic education in Nepal, with high net enrolment rates at the primary level, ensuring inclusive and high-quality learning remains a persistent challenge—particularly in remote mountain districts such as Solukhumbu District. Gender disparities, poverty, limited school resources, and weak community engagement continue to affect attendance, retention, and learning outcomes, especially for marginalized children. This study documents baseline educational conditions and community social support practices in Solududhkunda Municipality and Thulung Dudhkoshi Rural Municipality to inform targeted strategies that promote inclusive, child-friendly schools and stronger community participation.

A cross-sectional baseline survey was conducted in 50 public schools, 50 SAMVAD adolescent groups, 50 households affiliated with community-based organizations, and with representatives from two local governments. Data were collected through structured questionnaires at school, household, and individual levels, complemented by key informant interviews with school leaders and municipal education officials. Trained field researchers ensured data quality through systematic supervision, editing, coding, and processing.

Findings reveal wide disparities in infrastructure, governance, and classroom environments. Adolescents reported varied attendance, confidence, and engagement, with menstrual hygiene management contributing to absenteeism among girls. Household socio-economic conditions and parental involvement differed considerably. While community participation in school management exists, it is constrained by limited capacity and resources. The study identifies key barriers and opportunities to strengthen local systems and improve equitable educational outcomes.

18

Exploring University Students' Use of AI Tools in Academic Writing at HUFLIT: A Qualitative Study

Author: Vy Phan Ngoc Phuong¹

¹ *Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT)*

The past few years have witnessed the rapid emergence of generative artificial intelligence (AI) tools which have significantly reshaped the academic writing processes in higher education. There has been an increasing tendency among the undergraduates to utilise AI-powered platforms to support multiple stages of academic writing, including brainstorming, initial drafting and revision processes. This study is aimed to explore how university students describe their experiences of employing AI-driven tools in their academic writing works and their attitudes towards AI's position in reconstructing their writing practices. Adopting a qualitative research design, this study relied on semi-structured interviews conducted with English-majored undergraduates at HUFLIT who frequently integrate AI tools in their academic writing tasks. The collected data underwent thematic analysis to identify recurring patterns that reflect their experiences and interpretation for their engagement with AI in writing skills. The findings reveal that the participants perceived AI as a form of cognitive scaffolding which supported idea generation, language refinement and structural organisation throughout their academic writing tasks. Concurrently, the students expressed concerns about the over-reliance on AI tools, the difficulties in identifying authorship and the academic integrity. Lastly, the results suggest that students had mixed views of AI's impacts on their future writing development while attempting to balance between efficiency brought by AI and their true skill development. This study expects to contribute profound understanding of responsible AI integration and relevant pedagogical approaches to academic writing skills in the era of generative AI.

Keywords: generative AI, academic writing, EFL, university students, qualitative study

19

DESIGNING EXAMINATION PAPERS FOR THE INTEGRATED CURRICULUM IN HIGH SCHOOLS IN VIETNAM TO RAISE CIVIC AWARENESS AND FOSTER NATIONAL IDENTITY AMONG STUDENTS

Author: Chánh Luận Nguyễn¹

¹ *Ho Chi Minh City University of Foreign Languages-Information Technology*

ABSTRACT

The integrated curriculum is being implemented in high schools in Vietnam, so it is crucial that English teaching and assessment contribute not only to language development for adolescent students but also to the formation of their civic awareness and national identity. For this purpose, designing examination papers functions as an effective pedagogical instrument rather than merely an evaluative tool. This research paper examines how English examination questions can be designed to integrate content from such social sciences as history, geography, and civic education to heighten civic awareness and cultivate national values among high school students. By drawing on an analysis of available English exam papers for high school graduation, the author rewrites some sentences from those papers and provides a sample reading passage to demonstrate the interdisciplinary approach. While the interdisciplinary approach is adopted to design the exam items, these items remain aligned with the linguistic aspects assessed in the high school graduation examination. AI may also be used to assist in the development and refinement of the items.

Keywords: integrated curriculum, social sciences, civic awareness, national identity, interdisciplinary approach

20

TRANSITIONING FROM EFL TO ESL: A COMPARATIVE POLICY ANALYSIS OF VIETNAM AND EMERGING ESL CONTEXTS

Author: Tam Tong Hung¹

¹ *The Academy of Policy and Development*

This study examines the institutional transition from English as a Foreign Language (EFL) to English as a Second Language (ESL) in emerging Southeast Asian higher education contexts. Focusing on the Academy of Policy and Development (Vietnam), Stamford International University (Thailand), and Philippine Normal University (Philippines), the research addresses how institutional English language policies facilitate this shift and which cross-institutional practices most effectively enhance English-mediated employability and academic mobility. Using a comparative, qualitative-dominant mixed-methods design, data were collected through policy document analysis, semi-structured interviews, and student surveys. Findings reveal that the EFL–ESL transition is incremental and policy-driven, relying on coherent alignment across curriculum reform, English-medium instruction, assessment practices, and industry engagement. Institutions demonstrating higher policy coherence report stronger employability and mobility outcomes. The study contributes empirical evidence to language policy and higher education research by identifying transferable institutional mechanisms that operationalize ESL-oriented reforms in emerging contexts, offering practical guidance for policymakers and university leaders seeking workforce-relevant English education strategies.

21

BUILDING ESL COMPETENCE IN VIETNAM: VISIONS, CHALLENGES, AND REALITIES - A CASE STUDY AT PU AND HNMTU

Author: Binh Nguyen Hung¹

¹ *Phenika University*

This study examines how institutional visions, policies, and pedagogical realities shape ESL competence development in Vietnamese higher education through a case study at Phenikaa University and Hanoi Metropolitan University. Amid national shifts from EFL toward functional ESL models driven by globalization and EMI expansion, persistent gaps remain between policy intentions and classroom practices. Employing a mixed-methods case study design, the research integrates policy analysis, surveys, and semi-structured interviews with administrators, lecturers, and undergraduates across EMI, EAP, and ESP programs. Findings indicate that clear institutional visions and explicit policy guidance support stronger alignment with communicative ESL outcomes, particularly within EAP contexts. However, large class sizes, assessment misalignment, heavy workloads, and limited English-rich environments constrain effective implementation, especially in EMI programs. The study contributes context-sensitive empirical evidence on how governance, pedagogy, and environment interact in ESL development, offering practical implications for institutional reform and sustainable language education policy in Vietnam.

22

AI-Mediated Informal English Learning and the Gradual ESL-ization of Vietnamese Higher Education

Author: Dinh Tuan Nguyen¹

¹ *Ho Chi Minh City University of Economics and Finance (UEF)*

The growing use of artificial intelligence (AI) is changing how Vietnamese university students engage with English beyond traditional classrooms. AI is no longer just an extra study tool but part of students' everyday encounters with English, creating new opportunities for practice, reflection, and meaning-making. This trend is especially important in a higher education system that is gradually moving toward more ESL-oriented conditions, and it raises a key question: is AI-supported learning linked with deeper approaches to learning English, rather than simply making learning faster or more convenient? Based on survey data from 313 Vietnamese undergraduates, this study examines students' self-reported level of AI use for English learning and its relationship with overall and component-level deep approaches to learning (deep motive and deep strategy), using descriptive statistics and Pearson correlations. Findings show consistent positive correlations between AI use and both deep motive and deep strategy, with slightly stronger links for deep strategy. Taken together, the results suggest that AI functions not only as a productivity tool but also as a mediational resource that carries learners' use of English into their day-to-day academic practices. In doing so, it contributes to learning conditions that resemble ESL-oriented environments and points to important implications for English language teaching in Vietnam, particularly in shaping how AI can be integrated to support sustained, meaningful use of English rather than one-off, efficiency-driven gains.

23

Translanguaging and Social Semiotic Approaches to Inclusion and Critical Thinking in Generative AI Adoption

Author: Fati Osuman¹

¹ *University of Ottawa*

The rapid adoption of Generative Artificial Intelligence (Gen AI) in second language (L2) higher education offers new affordances for multilingual interaction, multimodal expression, and individualized feedback. At the same time, growing concerns around academic integrity, erosion of critical thinking, equity, and the reproduction of cultural and linguistic bias remain underexplored. Existing technology-integration frameworks such as Substitution Augmentation, Modification Redefinition (SAMR) (Puentedura, 2013) have been criticized for prioritizing tools over learner agency (Blundell et al., 2022), while recent pedagogical approaches foregrounding translanguaging have not fully addressed assessment, reflection, or multimodal task design in AI-supported learning (Donley, 2024). Responding to these gaps, this conceptual article proposes an inclusive framework for Gen AI-mediated task design grounded in translanguaging pedagogy and social semiotic theory. Drawing on current literature, the paper examines how Gen AI tasks designed through this lens can support three interrelated dimensions of learning: (1) critical thinking, by engaging learners in the analysis, critique, and revision of AI-generated content; (2) translanguaging and multimodality, by enabling learners to mobilize diverse linguistic and semiotic resources; and (3) equity and representation, by addressing issues of bias, access, and inclusive participation. Gen AI is thus positioned not as a replacement for instruction, but as a complementary pedagogical tool that supports reflective, collaborative, and culturally responsive ESL learning. The article concludes by outlining implications for ESL-oriented pedagogy and identifying directions for future research, particularly the need to move beyond single-text literacy tasks toward multimodal, skills-integrated, and reflective learning experiences.

24

Activity Theory as a Lens for Examining Teachers' Enactment of the Competency-Based English Teaching Curriculum

Author: Thanh Vinh Chau¹

¹ *Ho Chi Minh City Open University*

Abstract

Competency-based reform has reshaped language education, positioning communicative competence as a central curricular goal. In Vietnam, the Competency-Based English Teaching Curriculum (CBETC) embodies this shift; however, its classroom enactment remains theoretically underexamined. Many existing studies often frame implementation as a procedural or belief-driven process, overlooking the systemic and contextual factors that shape teachers' professional activity. This paper addresses this conceptual gap by proposing Activity Theory (AT) as an analytical lens for examining teachers' enactment of CBETC. Grounded in Vygotsky's (1987) sociocultural theory and Engeström's (2009) third-generation activity system model, the paper conceptualizes enactment as an object-oriented, socially mediated activity constituted by the interaction among subject, tools, rules, community, and the division of labor. Through a theoretical analysis, it explicates how contradictions—particularly between competency-oriented goals and exam-driven structures—shape and constrain teachers' practices. By advancing a systemic and relational reconceptualization of curriculum enactment, this study contributes to theoretical debates on competency-based reform and provides a conceptual foundation for future empirical research.

Keywords: Activity Theory; curriculum enactment; competency-based education; English language teaching

25

Exploring AI Literacy And English Writing Anxiety Among ESP Students: A Mixed-Methods Study At A Public University In Vietnam

Author: Nhu Nguyen¹

Co-author: Khanh Ho¹

¹ UEH

The purpose of this study is to examine AI literacy and English writing anxiety among university students in an English for Specific Purposes (ESP) context. Recognizing the increasing integration of artificial intelligence (AI) tools into academic writing practices, the research adopts a mixed-methods approach, combining quantitative survey data with qualitative interviews to provide a comprehensive understanding of the phenomenon. Convenient sampling was used to choose 400 ESP students from the University of Economics Ho Chi Minh City. The Meta AI literacy scale developed by Carolus et al. (2023) and the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004) were administered to 441 ESP students. The findings indicate a weak negative correlation ($r = -0.062$, $p = 0.195$) between AI literacy and writing anxiety. This suggests that while AI tools may alleviate some anxiety, the relationship is minimal. Despite this, qualitative findings reveal that students recognize the potential of AI in enhancing writing quality and efficiency, though there are concerns about over-reliance and ethical issues. The study proposes a five-stage “Clarify-Draft-Refine-Verify-Reflect” model for integrating AI into writing processes, emphasizing self-regulated learning. Recommendations include incorporating AI literacy into ESP curricula to enhance digital competencies, writing skills and students’ emotional resilience.

26

Enhancing Coherence and Cohesion in IELTS Writing through Generative AI Feedback: An Exploratory Study

Author: Nhu Hoang¹

Co-author: Sa Tran Si Nguyen

¹ *Industrial University of Ho Chi Minh City*

Improving coherence and cohesion (CC) in academic writing, especially for IELTS preparation, is challenging. It requires logical thinking, constructive feedback, and sufficient practice, but time constraints often prevent teachers from properly assessing every student’s work. Generative AI models like ChatGPT can be an effective supplementary tool to help students analyse improper cohesive devices and improve the logical flow of ideas. This study examines how 20 students at Industrial University of Ho Chi Minh leverage this tool to enhance CC in their writing. Data was collected through comparing writing samples before and after ChatGPT intervention into the editing and proofreading stage. Both versions of the essays were evaluated using the IELTS writing rubric to identify any positive changes in cohesive devices and idea organisation. Furthermore, interviews and questionnaires were conducted to gather students’ experiences, strategies for using AI-generated feedback, and perceptions of its benefits and limitations. The findings indicate a range of useful prompts for enhancing CC and reveal both advantages and challenges of AI-generated suggestions. This research seeks to provide meaningful insights into the role of generative AI into the writing process, offering implications for English language teaching and learning.

27

Evaluating the Impact of Vocabulary Learning through Online Websites and Digital Resources on University EFL Students: Teachers’ Perspectives

Author: Huong Nguyen^{None}

ABSTRACT

The rapid growth of digital technology has transformed teaching vocabulary in English as a Foreign Language (EFL), university students have begun employing online resources to study words on their own. In Vietnam, vocabulary websites, online dictionaries and interactive platforms provide learners a helpful substitute for classroom instruction for many learners. Teachers’ perspectives on

the educational usefulness of these tools are, however, not explored extensively. This investigation attempts to fill that gap by studying Vietnamese university EFL teachers' perceptions of the efficacy, advantages and limitations of internet vocabulary learning materials. With a convergent parallel mixed methods approach, quantitative data was obtained using questionnaires from 60 teachers; data were derived from 12 semi-structured interviews with academics. Descriptive and correlational analyses revealed macro-behavioural trends in general and thematic analysis investigated teachers' perceptions. Results showed that teachers regarded online resources to be supportive for increasing student vocabulary, independence and motivation. However, issues include inconsistent learning behavior, poor digital literacy, and poor self-regulation among students. The authors found that teachers have a pedagogical influence when implementing digital tools and monitoring students' progress and connection between online activities and curricular aims in a successful web learning scenario, in the end the effective use of technology in a web learning activity to students will not be possible without careful instruction and not with the use of technology alone.

Keywords: web-based vocabulary learning; EFL; teachers' perspectives; mixed-methods research; Vietnamese higher education

28

ENHANCING VOCABULARY AND GRAMMAR REVIEW THROUGH WAYGROUND IN A VIETNAMESE VOCATIONAL COLLEGE CONTEXT

Author: Nhi Le^{None}

This classroom-based study examines how Wayground was used to enhance student engagement in vocabulary and grammar learning among A1-A2 English as a Foreign Language (EFL) students at a Vietnamese vocational college in Ho Chi Minh City. Low-proficiency learners often demonstrate limited participation and heightened anxiety during traditional language practice, particularly in grammar-focused lessons. To address this challenge, Wayground was integrated as a post-lesson review tool over a three-year period. The platform delivered gamified vocabulary quizzes, grammar consolidation activities, and competitive review tasks designed to reinforce previously taught content.

Drawing on action research principles, the study was conducted in a class of 35 non-English major students. Data were collected through classroom observation, participation tracking, and brief student feedback to explore changes in engagement and learning attitudes. Findings suggest that Wayground-supported activities increased students' willingness to participate, encouraged repeated practice through immediate feedback, and fostered a more interactive learning environment. Students also reported reduced pressure when reviewing grammar through game-like formats.

The project highlights how accessible digital tools can support low-proficiency learners in vocational college contexts and offers practical implications for TESOL practitioners seeking manageable strategies to improve engagement in large, mixed-ability classrooms.

Keywords: gamification, vocabulary learning, grammar practice, low-proficiency learners, digital tools

29

Artificial Intelligence in English Language Education in Vietnam: A Case Study of Research Methods and Perceptions of English-Major Students at HUFLIT

Author: Thanh Tú Trần¹

Co-author: Nam Anh Trần¹

¹ KHOA NGOẠI NGỮ - TRƯỜNG ĐẠI HỌC NGOẠI NGỮ TIN HỌC TP.HCM

This study examines how artificial intelligence (AI) is being researched and perceived in English language education among English-major students at HUFLIT in Ho Chi Minh City, Vietnam. It has two

main aims: to map the research methods currently used to investigate AI in English language education and to explore students' attitudes toward AI-supported learning. Adopting a mixed-methods design, the study first conducts a systematic review of recent institutional and classroom-based projects on AI in English teaching and learning at HUFLIT, identifying predominant methodological choices, data collection instruments, and analytical approaches. Building on these findings, a questionnaire survey is administered to English majors to investigate their perceived benefits, challenges, and ethical concerns regarding AI tools in language learning, followed by semi-structured interviews with a subset of participants to gain deeper qualitative insights. The results are expected to reveal patterns in how AI-related research is conceptualized methodologically, as well as how students negotiate issues such as autonomy, academic integrity, and trust in AI-generated feedback. The study aims to inform more rigorous research design in AI-in-education projects and to provide evidence-based recommendations for integrating AI into English language curricula at HUFLIT and similar Vietnamese universities.

Keywords: artificial intelligence, English language education, research methods, student perceptions

30

From Local Students to Global Participants: Identity in English Learning at a Provincial Vietnamese University

Author: Ngoc Mai Pham¹

¹ *Long An university*

This qualitative study explores how students at a provincial Vietnamese university construct and negotiate their English-related identities within the intersecting discourses of nationalism and globalization. Drawing on Bonny Norton's concept of identity investment and Zoltán Dörnyei's L2 Motivational Self System, the research investigates how learners imagine their future participation in global communities through English. Semi-structured interviews were conducted with 28 undergraduate students at Long An University and were analyzed thematically. Findings show that students maintain strong local identities while imagining themselves as aspiring global professionals. English is perceived as a strategic resource for flexibility rather than a marker of cultural replacement. However, identity is mediated by institutional requirements, perceived linguistic validity, and unequal access to learning resources. The study contributes to English as a Lingua Franca and identity research by underlining how global English identities are negotiated in a resource-constrained higher education context.

32

An Evaluation of English Non-majored freshmen's attitude towards EFL Learning at Can Tho University of Technology

Author: Thien Quynh Tran Tran¹

¹ *Can Tho University of Technology*

Globalization has brought not only opportunities but also challenges to English teaching and learning. In the context of the Mekong Delta, Vietnam, teaching English for non-majored students still faces lots of challenges due to several factors. The present study aims to shed light on factors affecting English non-majored freshmen's language attitude towards EFL learning at Can Tho University of Technology (CTUT). Questionnaires were delivered to 662 English non-majored freshmen, and interviews were conducted with 29 students and 6 English teachers. The results showed that both students and teachers emphasized the significance of EFL learning and teaching in a globalized world. Although the students have acknowledged the importance of the English language, they did not show high motivation in EFL learning. The results also showed that learning materials, lecturers, and peers were positive factors, whereas home learning environment, personality and habits, and

interests negatively affected English non-majored freshmen's attitude. Additionally, the results also indicated students' preference and appreciation for lecturers' related-factors, whereas the teachers denoted that most of the students showed negative attitudes in their EFL learning. From these findings, several approaches were discussed in order to enhance students' English language attitude, resulting in improving students' outcomes in EFL learning at CTUT.

33

The effects of Wordwall gamified exercises on student engagement and grammar achievement

Author: Thao Nguyen Thi Nhat¹

Co-authors: Thi Ngoc Oanh Bui¹; Truc Quynh Nguyen²

¹ *Nha Trang University*

² *Sai Gon University*

Gamification has gained increasing popularity in teaching and learning English over the past decade. Although there are numerous studies highlighting the benefits of gamification in teaching and learning, the adoption of gamification in grammar learning is not well studied, especially the use of Wordwall to improve the students' grammar achievement and engagement in Vietnamese higher education. In this context, a one-group pretest-posttest pilot study was conducted with 65 non-majored English students enrolled in A2 General English course in the first semester of 2025 at Nha Trang University. This study aims to investigate the effectiveness of gamified exercises through Wordwall, the extent to which Wordwall enhances the student engagement, and whether student engagement influences the outcomes in the grammar learning process. The authors used a traditional method to explain the grammar rules while the students practiced through gamified exercises adapted from the Roadmap textbook. The data was collected from an online survey questionnaire and several tests including pretest, periodic test and posttest, and then was analyzed by SPSS version 20. The findings showed that gamified grammar exercises significantly enhance the students' grammar learning outcomes and engagement levels. However, this study indicated that there was no relationship between learners' engagement and grammar learning outcomes in the context of Wordwall-based gamification. Therefore, further research employing experimental and control group comparisons should be carried out in the future to provide insights into how gamified exercises through Wordwall affect the learners' grammar achievement and engagement.

Key words: gamification, Wordwall, student engagement, grammar achievement

34

UNIVERSITY STUDENTS' ATTITUDE AND INTENTIONS TOWARDS THE USE OF CHATGPT AND CANVA IN A PROJECT-BASED LEARNING ACTIVITY

Author: Vi Le¹

¹ *vilb@huflit.edu.vn*

Acknowledging the potentials of Artificial Intelligence technology (AI) and digital design tools in education, especially in the context of English as a Foreign Language (EFL), the study sought to learn the attitudes and behavioral intentions of Business English students at HUFLIT in Ho Chi Minh City, Vietnam, regarding their use of AI tools (e.g., ChatGPT and Canva) in a project-based learning activity (PBL). The project was related to product promotional tasks as part of the students' Marketing and Advertising course. Data was collected from 136 out of 150 Business English students via a Likert scale survey constructed by utilizing the extended Technology Acceptance Model (TAM). Besides, Partial Least Square-Structural Equation Modelling (PLS-SEM) was employed to assess the effects of (1) self-efficacy (SE), (2) creativity support (CS), (3) perceived usefulness (PU), and (4) perceived

ease of use (PEOU) on (5) students' attitude (Att) and (6) their behavioral intention (BI) for future AI integration. The findings showed that Business English students had positive attitudes and behavioral intentions about the use of AI technologies, which were significantly influenced by perceived usefulness and perceived ease of use. The study also discusses some possible implications and provides ideas to facilitate the adoption of ChatGPT and Canva in higher education.

Keywords: ChatGPT, Canva, Project-based Learning (PBL), Technology Acceptance Model (TAM), attitude, behavioral intention

35

Students' Use and Perceptions of Artificial Intelligence Tools in Supporting English as a Second Language Learning: Evidence from HUFLIT

Author: Võ Ngọc Thư Minh¹

Co-author: Nguyễn Thị Phương Thảo¹

¹ HUFLIT University

The rapid development of artificial intelligence (AI) technologies has significantly influenced language learning practices worldwide. In recent years, AI-powered tools such as ChatGPT, Grammarly, and other writing assistants have increasingly been used by students to support their English language learning. In the context of Vietnam's transition toward English as a second language (ESL), understanding how learners perceive and use these technologies has become increasingly important. This study aims to explore Vietnamese university students' perceptions of artificial intelligence tools in supporting English as a second language learning. The research was conducted among undergraduate students at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). Data were collected through an online questionnaire distributed to students from January to March 2026. The survey examined students' patterns of AI tool usage, perceived benefits, and potential challenges when using AI tools for English learning. The findings suggest that most students perceive AI tools as useful resources for improving writing, vocabulary, and grammar, as well as providing immediate feedback during the learning process. However, some students also expressed concerns regarding overreliance on AI and the accuracy of AI-generated responses. The study highlights the potential role of AI as a supportive tool in ESL learning and emphasizes the importance of guiding students to use AI technologies responsibly and effectively in language learning contexts.

Keywords: artificial intelligence, esl learning, student perceptions, educational technology, vietnamese university students

36

From Motivational Self to Language Practice: Examining English Engagement Beyond the Classroom

Authors: Cường Nguyễn¹; Hoa Pham²

¹ Nha Trang university

² Nha Trang University

Understanding how learners' motivation translates into actual language use beyond the classroom remains an important issue in TESOL research. Drawing on the L2 Motivational Self System proposed by Zoltán Dörnyei and the sociological perspective of linguistic capital developed by Pierre Bourdieu, this study examines how English-majored university students' motivational self-concepts and perceptions of the economic value of English relate to their engagement with English outside formal learning contexts.

A mixed-methods design was employed. Quantitative data were collected through a survey measuring six constructs: perceived economic value of English, ideal L2 self, ought-to L2 self, and three forms of English use beyond the classroom (academic, social, and habitual). Reliability analysis indicated excellent internal consistency across all scales ($\alpha = .91-.95$). Exploratory factor analysis supported a six-factor structure explaining 82% of the variance ($KMO = .97$). Structural equation modeling further revealed that motivational self strongly predicted English engagement beyond the classroom ($\beta = .97, p < .001$). Social and habitual English use emerged as the strongest indicators of engagement, whereas academic English use contributed less strongly.

To complement the survey findings, semi-structured interviews will be conducted with ten English-major students to explore how they perceive the role of English in their academic, social, and future professional lives. The findings suggest that fostering learners' future-oriented identities may help TESOL practitioners encourage meaningful language engagement beyond the classroom.

37

Strategic Translanguaging in Academic Writing Instruction: A Pedagogical Bridge in Vietnam's EFL-to-ESL Transition

Author: Thi Khanh Van Do¹

¹ FPT University Hà Nội

As Vietnam gradually shifts from an English as a Foreign Language (EFL) orientation toward a more English-as-a-Second-Language (ESL) learning environment, universities face increasing pressure to prepare students to use English effectively for academic communication. Academic writing plays a central role in this transition, particularly in programs preparing learners for English-Medium Instruction (EMI). However, many students struggle to express complex academic ideas exclusively in English during the early stages of EMI preparation. While translanguaging has been increasingly recognized as a pedagogical resource enabling learners to draw on their full linguistic repertoires to support meaning-making and language development, there remains limited empirical research on how strategic translanguaging can support academic writing development in EMI preparation courses within emerging ESL contexts such as Vietnam.

This study investigates how controlled translanguaging practices support English academic writing development among Vietnamese university students. Drawing on multilingual pedagogy that views learners' linguistic repertoires as resources rather than constraints, the study involved 50 undergraduate students (B1+–B2) enrolled in a seven-week academic writing course preparing learners for EMI study. A mixed-methods design combined pre- and post-writing tasks, rubric-based assessment, learner questionnaires, and focus-group interviews. Translanguaging was implemented during planning, idea development, and reflection stages, while final texts remained in English. Findings indicate improved argument clarity, organization, and metalinguistic awareness without reducing English exposure. The study therefore positions strategic translanguaging as a pedagogical bridge between multilingual cognition and academic English development in Vietnam's evolving ESL-oriented higher education environment.

Keywords: translanguaging, academic writing instruction, EFL-to-ESL transition, EMI preparation, multilingual pedagogy

38

Teacher Burnout and Emotional Well-being in EFL Classrooms

Author: Loan Nguyen¹

¹ Nam Sao Language School

Teacher burnout has become an increasing concern in English as a Foreign Language (EFL) education, particularly in contexts characterized by heavy workloads, high expectations, and exam-oriented teaching. Emotional exhaustion, stress, and reduced job satisfaction can negatively influence teachers' instructional effectiveness and their interactions with students. Despite growing attention to teacher well-being in general education, limited research has explored how burnout specifically affects EFL teachers and classroom dynamics.

This study aims to investigate the relationship between teacher burnout and emotional well-being in EFL classrooms. The research adopts a mixed-methods design involving 40 EFL teachers from private language centers and secondary schools. Data were collected through a questionnaire measuring levels of burnout and emotional well-being, followed by semi-structured interviews with selected participants. Quantitative data were analyzed using descriptive statistics, while qualitative responses were coded to identify recurring themes related to teachers' experiences and coping strategies.

Preliminary findings suggest that high workload, pressure from standardized testing, and limited institutional support contribute significantly to teacher burnout. However, teachers who report stronger emotional regulation and supportive collegial environments tend to demonstrate higher levels of well-being and more positive classroom engagement.

The study highlights the importance of institutional support and teacher self-care practices in promoting sustainable teaching in TESOL contexts.

Keywords: teacher burnout, emotional well-being, EFL classrooms, teacher support, TESOL

39

Exploring Teachers' Perceived Roles in AI-Supported Self-Regulated Learning in ESL-oriented contexts

Author: Le Nguyen Thi Kieu¹

¹ Phenikaa University

The integration of Artificial Intelligence (AI) in language education is increasingly reshaping teaching practices and learner autonomy. In Self-Regulated Learning (SRL), teachers play a critical role in guiding learners to set goals, apply learning strategies, and evaluate outcomes while interacting with AI-supported tools. However, previous research has mainly focused on AI-assisted language learning outcomes or SRL development separately, leaving a gap in understanding how teachers perceive their roles in AI-assisted SRL environments, particularly within ESL-oriented contexts. To address this gap, the study aims to examine teachers' perceived roles in facilitating AI-supported SRL and whether prior AI training influences their SRL-support practices. A mixed-methods design was employed involving 60 lecturers who teach English to English majors from three Vietnamese universities. Data were collected through a questionnaire adapted from SRL frameworks and semi-structured interviews with a subset of 10 selected teachers to gain deeper insights into their perceptions. Quantitative data were analyzed using descriptive statistics and independent-samples t-tests in SPSS, while qualitative data were analyzed through thematic coding. The results indicate that teachers perceive their roles as facilitators and learning strategists rather than traditional knowledge transmitters. A significant difference was found between teachers with AI training and those without in implementing SRL-support strategies. The findings highlight the need for professional development programs that help ESL teachers effectively integrate AI in language instruction while fostering learners' SRL.

Key words: Self-Regulated Learning (SRL), Artificial Intelligence (AI) in Education, English as a Second Language (ESL), teacher's role, AI-assisted language learning

40

INVESTIGATING ENGLISH-MAJOR UNDERGRADUATES' READINESS FOR AI-SUPPORTED ACADEMIC WRITING: A MULTIDIMENSIONAL PERSPECTIVE

Author: Trần Phương Anh^{None}

Co-author: Ngô Thị Thu Hiền¹

¹ HUFLIT

Abstract

The integration of Artificial Intelligence (AI) tools in academic writing is progressing rapidly, presenting both opportunities and challenges in the domain of teaching English as a foreign language (EFL). Although the usage of AI tools has spread remarkably among Vietnamese university students, empirical research on how English majors are prepared to navigate the complexities of AI in academic writing remains insufficient. To address this gap, this study adopts a mixed-methods approach to investigate the readiness of English-major undergraduates and their intention to use AI-supported tools in academic writing based on a multidimensional construct comprising (1) cognitive-metacognitive readiness, (2) linguistic self-efficacy, (3) ethical and responsible awareness, and (4) technology readiness. A questionnaire survey was administered to 93 third-year English majors of the Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT). Cronbach's alpha coefficients confirmed the reliability of the instrument, with all values exceeding the acceptable limit of .70. The quantitative data were examined through descriptive analysis, correlation, and multiple regression analysis. Furthermore, semi-structured interviews are being employed to gather qualitative data regarding participants' perceptions and experiences. Initial findings indicate that all four aspects of readiness significantly predict participants' intentions to use AI-supported academic writing tools, with cognitive-metacognitive readiness emerging as the pivotal factor. This study hopefully contributes to the TESOL scholarship on AI-enhanced language learning and offers pedagogical implications for the responsible and effective use of AI tools in English writing instruction at Vietnamese universities.

Keywords: AI-assisted academic writing, English-major undergraduates, multidimensional readiness, cognitive-metacognitive readiness, TESOL

41

Students' Perceptions of Google Meet in ESL-Oriented Online Cambridge Exam Preparation Classes in Private Language Classes in Ho Chi Minh City

Author: Ngô Thị Thu Hiền¹

¹ HUFLIT

As digital technology rapidly advances, online learning of English has become a new trend in numerous teaching environments. The purpose of this study is to examine how learners view ESL-focused online English learning using Google Meet in private classes of Cambridge exam preparation in Ho Chi Minh City. The study employed a mixed-method approach involving 35 KET and PET level students, utilizing semi-structured interviews and a Likert scale questionnaire analyzed through SPSS. Results indicated a positive perception of the online learning environment, with students appreciating communication with instructors and peers, and effectively using English. Google Meet features like screen sharing and chat were noted as beneficial for understanding and engagement. Limitations included a small sample size, suggesting future research should involve larger and more diverse groups to further explore digital technologies in online ESL learning.

Keywords: ICT, online ESL learning, Google Meet, digital tools

42

Examining the Relationship between AI-Supported Self-Regulated Learning and Speaking Self-Efficacy among Vietnamese EFL University Students

Author: Hoàng Nguyễn¹

¹ IMAP

Abstract

The growing integration of artificial intelligence (AI) technologies into language learning has transformed opportunities for independent speaking practice in EFL contexts. Despite increasing student engagement with AI-powered platforms, limited empirical research has examined how AI-supported learning relates to learners' self-regulated learning (SRL) strategies and their speaking self-efficacy. This study explores the relationship between AI-supported SRL and speaking self-efficacy among Vietnamese EFL university students. Adopting a quantitative correlational design, the study surveyed approximately 100 undergraduate students at a private university in Vietnam. AI tools in this study refer to generative AI platforms and AI-powered speaking applications commonly used for idea development, feedback generation, and pronunciation support. Data were collected through two Likert-scale questionnaires measuring students' engagement in AI-supported SRL strategies (e.g., goal setting, self-monitoring, and self-reflection) and their speaking self-efficacy beliefs. Descriptive statistics, reliability analysis, and Pearson correlation analysis were conducted using SPSS. The findings reveal a significant positive relationship between AI-supported SRL and speaking self-efficacy. Students who demonstrated greater self-regulatory engagement when using AI tools reported stronger confidence in their speaking performance. The study highlights the potential of AI-supported learning environments to foster learner autonomy and enhance psychological readiness for speaking in EFL contexts.

Keywords: Artificial intelligence in language learning; AI-supported self-regulated learning; speaking self-efficacy; EFL higher education; learner autonomy.

43

Preparing Future ESL Teachers for AI-Assisted Language Assessment: Pre-service Teachers' Perceptions and Readiness

Author: Tran Ngoc Ha¹

¹ HUFLIT

The rapid advancement of Artificial Intelligence (AI) has transformed the educational setting, especially in the field of language testing and assessment. As AI tools demonstrate significant potential in generating test, providing automated scoring, and tailoring personalized feedback (Deepshikha, 2025), preparing future teachers to use these technologies effectively has become an important concern in teacher education. The purpose of this study is to investigate pre-service teachers' perceptions, readiness, and training needs for integrating AI-powered tools into English language testing and assessment. The quantitative survey design was employed with the participation of 194 pre-service ESL teachers who enrolled in the Testing and Assessment in Language Teaching course at HUFLIT. Data were collected through a 27-item questionnaire measuring participants' attitudes and readiness to integrate AI tools into future teaching practices. Descriptive statistical analysis indicated positive perceptions of AI-assisted language assessment. Participants acknowledge that AI technologies enhance assessment efficiency, automate repetitive tasks, offer instant feedback, and boost test design. However, respondents also expressed their critical challenges on the reliability of AI-generated tests, ethical issues, and students' overreliance on AI. Despite these concerns, most participants revealed their readiness to investigate AI techniques in their future language teaching practice. These results imply that teacher education programs should incorporate AI literacy and AI-assisted assessment training to better prepare aspiring ESL teachers for technology-enhanced language teaching and evaluation.

44

Application of AI in Teaching and Learning Business English at HUFLIT: strengths, weaknesses, and solutions

Author: Yen Nguyen¹

¹ *Faculty of Foreign Languages, Ho Chi Minh University of Foreign Languages and Information Technology*

Abstract

The research explores the effectiveness of applying Artificial Intelligence (AI) to the teaching and learning of Business English at HUFLIT, specifically in the Customer Service course. The writer uses action research through qualitative and quantitative data collection methods, such as, observation, interview, and survey. The participants include 420 juniors majoring in Business English in six Customer Service classes over a 12-week semester. The study findings show that AI enhances motivation, language use, and communication skills for students. Moreover, the findings show the dependence on AI of some students during the semester. In a nutshell, the research concludes that AI contributes to the teaching and learning of Business English courses positively and effectively with the clear instructions from the lecturers and the appropriate use of the students.

Keywords: Artificial Intelligence (AI), application, Business English, strengths and weaknesses, solutions

45

TQM-oriented Service-Learning for EFL-ESL Transition: Social Responsibility at Pham Van Dong University.

Author: Võ Duy Quân¹

¹ *Pham Van Dong University*

Abstract

This study evaluates the efficacy of integrating Total Quality Management (TQM) into Service-Learning projects to fulfill University Social Responsibility (USR) and facilitate the transition from English as a Foreign Language (EFL) to a simulated English as a Second Language (ESL) environment. In provincial higher education institutions, executing USR is frequently constrained by limited resources, while learners lack authentic language practice environments.

An empirical study is designed at Pham Van Dong University, involving the entire cohort of third- and fourth-year pre-service English teachers. To optimize resource allocation, the research applies the TQM's PDCA (Plan-Do-Check-Act) cycle and internal quality control criteria to design, operate, and evaluate community-based teaching projects. Data are anticipated to be collected utilizing teaching portfolios, pre- and post-intervention professional agency scales, and quantitative local community social impact metrics.

Data analysis is expected to demonstrate a statistically significant increase in pre-service teachers' professional agency post-intervention. Pedagogically, the TQM process is projected to standardize instruction, mitigate deployment risks, and successfully establish a sustainable micro-ESL space.

The findings will provide an empirical foundation for provincial higher education institutions to synchronize USR objectives with language transition policies through rigorous quality management.

Keywords: University social responsibility; EFL-ESL transition; service-learning; total quality management; pre-service teachers.

46

EXAMINING THE FACTORS AFFECTING THE EMPLOYMENT OF CHATGPT IN TRANSLATION AMONG ENGLISH MAJORS AT

HUFLIT AS VIETNAMESE EDUCATION TRANSITIONS FROM EFL TO ESL ORIENTATION

Author: Hường Lê¹

¹ *Ho Chi Minh City University of Foreign Languages and Information Technology*

The proliferation of ChatGPT has facilitated the learning of translation subjects among language learners, and this is especially true when Vietnam aims to transition English from EFL to ESL. The omnipresence of the chatbot in translation courses proves its effectiveness in assisting learners to achieve their academic targets; nevertheless, the factors behind students' decision to employ the tool seem to have been inadequately explored. This paper aims to investigate the determinants of the employment of ChatGPT in translation among English-majored students. The study involved 103 students of English in their second and third years at Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT) utilizing a mixed-methods approach. The findings suggest that perceived usefulness, perceived ease of use, perceived risks of ChatGPT employment, intrinsic and extrinsic motivation, as well as social influence stand out to be pivotal factors in students' decision to adopt ChatGPT in their translation assignments. The study also places an emphasis on the equipment of students with essential linguistic knowledge, post-editing competencies, and higher-order thinking skills to effectively utilize ChatGPT for translation subjects while simultaneously encouraging lecturers to make transformations or adaptations in translation pedagogy, drawing students' attention to meaning- and context-oriented translation, fostering interactivity, critical translation and comprehension skills, and ethical awareness of adopting ChatGPT in classroom activities to be aligned with the national orientation of making English become a second language rather than a foreign one.

Key words: factors, employment of ChatGPT, translation, ESL orientation

47

Policy Discourses in Vietnam's Move Toward English as a Second Language: The 2025–2045 Vision

Author: Tan Nguyen Huynh Si^{None}

The global diffusion of English continues to fuel scholarly debate, yet investigations into how Expanding Circle countries articulate the conceptual shift from English as a Foreign Language (EFL) to English as a Second Language (ESL) in national policies are relatively sparse. This study analyzes Vietnam's current policy evolution, which endeavors to elevate English from a standalone academic subject to a versatile second language embedded system-wide in education. Through qualitative thematic discourse analysis, it scrutinizes three foundational policy texts: the extended National Foreign Languages Project, the formally endorsed scheme "Making English the Second Language in Schools for the 2025–2035 Period, with a Vision to 2045" (Decision 2371/QĐ-TTg, October 2025), and supporting frameworks including phased roadmaps and related decrees (e.g., Decree 222/2025/NĐ-CP on foreign-language instruction). The analysis uncovers three recurring policy emphases: (1) English framed as an essential driver for global integration, economic growth, and workforce readiness; (2) deliberate promotion of English-medium teaching, routine classroom communication, extracurricular engagement, and institutional operations to establish a pervasive English-using environment; and (3) sustained adherence to standardized native-speaker benchmarks in syllabus design, testing, and proficiency metrics, notwithstanding the emphasis on functional utility. These patterns expose an inherent policy paradox in Vietnam's ESL aspirations—ambitious functional goals juxtaposed against enduring normative ideals. The paper considers ramifications for curriculum innovation and teacher professional development, proposing that drawing on Global Englishes and English as a Lingua Franca perspectives would enable policies to more authentically reflect the plurilingual, contextually diverse communication demands Vietnamese learners encounter in international, digital, and transnational spheres.

48

Investigating Students' Perspectives and Engagement Levels with AI Tools in Second Language Acquisition (SLA) Courses.

Author: Lan Do Thi¹

¹ *Faculty of Foreign Languages, Huflit*

Abstract

In the fast-growing digital era, the integration of Artificial Intelligence (AI) tools has become indispensable in higher education, particularly in language studies where these technologies offer personalized linguistic support and cognitive scaffolding. Despite this prevalence, empirical evidence regarding student engagement in specialized subjects like Second Language Acquisition (SLA) remains limited. This study employs a quantitative and qualitative approach, surveying 125 first-year students at HUFLIT upon their course completion to examine their perspectives and usage patterns of AI applications. Data analysis, conducted via Microsoft Excel, reveals a profound correlation between student learning habits and digital tool engagement, indicating that learners increasingly rely on AI for conceptual clarity and task execution. The findings suggest that AI tools are no longer optional, but they are seen as central to the modern learning experience. Consequently, it is recommended that educators proactively update their pedagogical strategies to align with these digital trends. If properly adopted, embracing AI-driven methodologies will support instructional efficacy in teaching and foster a more responsive, tech-integrated environment for second language learners. **Key words:** Second Language Acquisition (SLA), strategies, applications, AI-driven, efficacy

49

Developing Intercultural Pragmatic Competence for Real Life Interaction through Role-Play: Teaching the Speech Act of Requests in Vietnamese English Communication Classes in the Transition from EFL-Oriented to ESL-Oriented Pedagogy

Author: Nguyen Hoang Vuong Anh¹

¹ *Ho Chi Minh City University of Foreign Languages and Information Technology*

Abstract

In recent years, English education in Vietnam has increasingly emphasized communicative competence and the use of English for interaction as the country shifts toward a more ESL-oriented context. However, classroom instruction still largely prioritizes grammatical knowledge and linguistic accuracy over pragmatic aspects of communication. Within communicative competence, the ability to perform speech acts appropriately is essential, as effective interaction requires sensitivity to social context, power relations, and cultural norms. Among speech acts, requests are particularly important due to their variability across languages and their role in managing interpersonal relationships. Despite this significance, instructional approaches to teaching requests remain underexplored in Vietnam.

This study examines how role-play activities can be used to teach the speech act of requests in Vietnamese English communication classes and how they support the development of students' intercultural pragmatic competence. Adopting a classroom-based case study design, the research involved 41 freshmen enrolled in an English communication course at the Faculty of Foreign Languages, HUFLIT University. Data were collected through classroom observations, recordings of role-play interactions, and students' task performances, and were analyzed using pragmatic discourse analysis.

The findings show that role-play enhances students' ability to perform the speech act of requests appropriately across diverse social contexts and provides empirical evidence for integrating pragmatic, interaction-based instruction. These results highlight the significance of role-play as a pedagogically effective approach in facilitating the transition from grammar-focused EFL practices to a more communicative, socially grounded ESL-oriented approach in Vietnam.

Keywords: intercultural pragmatic competence, role-play, speech acts (requests), ESL-oriented pedagogy

50

Using Short-Form Videos (TikTok/Reels) to Enhance Real-Life Listening and Speaking Skills for A2 EFL Students: A Pilot Study at Hùng Vương University of Ho Chi Minh City

Author: ONG HONG THANH¹

¹ *Faculty of Foreign Languages, Hùng Vương University of Ho Chi Minh City, Vietnam*

A persistent challenge in Vietnamese EFL education is the gap between classroom learning and real-world communication. Many non-English major students perform well on grammar tests but struggle to understand natural speech or engage in spontaneous conversation. Meanwhile, these students frequently consume short-form video content on platforms like TikTok and Reels, much of which features authentic, unscripted English. This study explores whether this daily habit can be leveraged as a pedagogical tool. This pilot study investigates the use of curated short-form videos to improve listening comprehension and speaking confidence among second-year, non-English major students at Hùng Vương University (CEFR A2 level). Over eight weeks, approximately 30 students will engage with videos depicting real-life scenarios—ordering food, casual conversations, and everyday transactions. Classroom activities include shadowing for pronunciation, learning colloquial expressions, role-plays, and student-created videos to reduce speaking anxiety. Using a pretest-posttest design, the study combines listening and speaking assessments, questionnaires on communication confidence, and focus group interviews. Expected outcomes include improved ability to decode natural speech and increased willingness to communicate. Positive findings would offer Vietnamese EFL teachers a low-cost, engaging method to enhance communicative competence using familiar digital platforms. This pilot provides foundational insights for future research and curriculum development at Hùng Vương University and beyond.

Keywords: short-form videos, TikTok, listening skills, speaking skills, A2 level, EFL, authentic materials, willingness to communicate

51

TOWARD ESL-INFORMED CLASSROOMS IN VIETNAM: RECONCEPTUALISING THE EFL CLASSROOM AS A LANGUAGE-RICH ENVIRONMENT

Author: Sinh Ha¹

¹ *PTC Language Center - Nha Trang*

According to Braj B. Kachru's (1985) model of the Three Circles of English, Vietnam is situated in the Expanding Circle, where English is primarily taught as a foreign language and rarely used beyond the classroom. As a result, learners' outcomes have often been characterised by knowledge about English rather than the ability to use it for meaningful communication. While recent policy directions emphasise the creation of "English-rich environments" in schools, the transition toward English as a Second Language (ESL) remains challenging at the societal level.

This workshop demonstrates that an ESL-oriented shift can be initiated at the classroom level by reconceptualising EFL classrooms as language-rich environments where English functions as the primary medium of instruction, interaction, and meaning-making. Drawing on key insights from Second Language Acquisition, including input, interaction, and sociocultural perspectives, the workshop proposes a practical framework comprising three dimensions: input-rich exposure, interaction-rich use, and scaffolded learning.

Participants will explore concrete strategies for implementing this framework, including the use of multimodal input, task-based interaction, comprehensible teacher talk, scaffolding techniques, and the integration of language skills within meaningful contexts. The workshop also highlights the importance of teacher competencies, particularly English proficiency, pedagogical knowledge, language awareness, and classroom discourse skills.

Through reflective surveys, strategy checklists, and micro-teaching activities, participants will evaluate their current practices and develop actionable approaches to creating and sustaining ESL-like

classroom environments. The workshop ultimately demonstrates that meaningful pedagogical change at the classroom level can bridge the gap between EFL and ESL in practice.

52

Applying PEEL/PETAL Framework to Improve Logical Paragraph Writing for Grade 10 Global Success Students

Author: Lê Chiển¹

¹ *Long Khanh High School, Dong Nai Province*

This study explores the application of the PEEL/PETAL framework to enhance paragraph writing skills for Grade 10 students using the Global Success curriculum. Addressing common challenges such as fragmented ideas and lack of coherence in Vietnamese EFL classrooms, the initiative was implemented during the 2025–2026 academic year. Methodologically, the research employed a mixed-methods approach, including pre- and post-writing tasks, observations, and student questionnaires. Key pedagogical interventions involved model analysis, guided planning with scaffolds, and peer feedback integrated into diverse writing genres. Results indicate significant improvements in students' logical organization, evidence integration, and cohesive linking. Furthermore, the framework notably boosted learners' writing confidence. The findings suggest that PEEL/PETAL serves as a practical, scalable scaffold for developing structured writing skills in secondary EFL contexts, offering valuable insights for teachers navigating the new national curriculum requirements.

Keywords: PEEL, PETAL, paragraph writing, EFL classroom, Grade 10, Global Success

53

The Effects of AI-Assisted Project-Based Learning on VSTEP Writing Proficiency and Learner Autonomy

Author: Nguyen Tan Loi¹

Co-author: Le Thanh Truc Phuong²

¹ *Faculty of Foreign Languages and Teacher Education, Nong Lam University Ho Chi Minh City*

² *Ivy English House*

Generative Artificial Intelligence offers the potential to foster independent learning while empirical evidence on its structured pedagogical application in Vietnamese standardized test preparation remains limited. This study examines the impact of integrating a generative AI tool (Gemini Story Book) within a project-based learning framework on VSTEP students' writing proficiency and explores learners' cognitive processes and practical challenges. This study employed a quasi-experimental design with convenience sampling, involving two intact VSTEP preparation classes with 30 students each. Thirty students were assigned to the treatment group, attending a VSTEP preparation class integrating Gemini Story Book within a project-based learning framework, while the other thirty formed the comparison group, following the standard instructional approach. Standardized pre- and post-tests, along with semi-structured interviews with six students after the intervention, were used to collect data. Preliminary findings indicate that students in the treatment group demonstrated greater overall improvement in writing performance than those in the comparison group, with stronger gains observed in lexical diversity and structural coherence than in organization and task fulfillment. In addition, learners reported increased motivation for self-directed learning, although qualitative findings highlight challenges related to prompt formulation and potential over-reliance on AI tools. The study contributes empirical evidence for the pedagogical use of AI-assisted PBL in L2 writing and offers practical implications for fostering learner autonomy in high-stakes test preparation contexts.

Key words: Generative Artificial Intelligence, project-based learning, VSTEP writing proficiency, learner autonomy, quasi-experimental design

54

Enhancing English Syntactic Competence through AI-Supported Instruction: A Quasi-Experimental Study of English-Majored Sophomores at HUFLIT

Author: Nguyen My Phuong¹

¹ *HUFLIT University*

The aim of the present study was to assess the effectiveness of artificial intelligence (AI) in improving HUFLIT English-majored sophomores' syntactic skills with the core textbook "Analyzing Sentences- An Introduction to English Syntax" by Noel Burton-Roberts (5th edition, 2022). In consideration of the scarcity of research on the application of AI in Syntax subject, a quasi-experimental mixed-methods approach was employed. A total of 80 second-year students majoring in English at HUFLIT University were randomly selected.

The methods used for collecting the data included a pretest, a posttest, a perception questionnaire, and semi-structured interviews. The experimental group used AI tools including ChatGPT, NotebookLM, and Edtechcorner.com with Text2Tree to support learning and practice. Quantitative findings show that the experimental group significantly outperformed the control group on three aspects of syntactic ability: conceptual understanding, applied knowledge, and structural analysis, and large effect sizes were recorded.

The findings showed large effect sizes for these three aspects. The qualitative findings showed that AI technology helped learners become more autonomous and motivated. However, there were limitations such as dependence and inaccuracies.

The results imply that AI can potentially serve as a pedagogical scaffold in the teaching of Syntax subject. This study adds to the body of research on AI in assisting language learning by expanding its scope to another underexplored area of language acquisition and providing implications for the integration of AI in higher education settings. Briefly, AI provides valuable tools for teaching learners' syntactic competence effectively.

Keywords: artificial intelligence, syntactic competence, AI-supported instruction, higher education pedagogy

55

A Literature Review of Appraisal Theory in Language Education: Research Developments and Implications for ESL Teaching

Author: Tuấn Ly Phan¹

Co-authors: Ngọc Thanh Trúc Hoàng²; Thi Thuy Dung Pham²

¹ *Ho Chi Minh City University of Law*

² *VNU Ho Chi Minh City*

This study examines the development of research on the application of Appraisal Theory in language education through a bibliometric approach. Appraisal Theory, developed by Martin and White (2005), provides a framework for analyzing how language users express emotions, attitudes, and evaluations. It is grounded in Systemic Functional Linguistics (SFL), an empirically oriented theory that emphasizes the analysis of language in use within authentic contexts (Banks, 2024). Over the past two decades, a growing body of research has explored the pedagogical potential of this framework. Drawing on articles indexed in Scopus from 2006 to 2026, this study analyzes publications that meet established inclusion criteria using VOSviewer. The analysis focuses on citation and co-citation metrics, bibliographic coupling, and keyword co-occurrence to map publication trends, identify evolving

research themes, and highlight influential journals and leading contributors in the field. Accordingly, the study addresses three research questions: (1) How is the academic output on the application of Appraisal Theory into language education characterized in terms of annual publications, journals, and authors? (2) What are the major research themes associated with its application in language education? and (3) What key pedagogical directions have been proposed for ESL teaching? The findings aim to provide a comprehensive overview of the research landscape and to inform future applications of Appraisal Theory in language education.

56

Exploring Undergraduate Students' Use of AI for Academic Presentations in Higher Education

Author: Hồng Liên Nguyễn Thị¹

Co-author: Vân Nguyễn Thị Thanh²

¹ HUFLIT

² University of Foreign Languages and International Studies, Hue University

In higher education, AI tools are increasingly used to support idea generation, content organization, language improvement, and presentation design. However, despite this growing use, limited research has focused specifically on how students employ AI in developing academic presentations and how they perceive its benefits and challenges. This study aims to investigate students' use of AI in presentation development, with particular attention to their patterns of use, perceived usefulness, perceived ease of use, behavioral intention, and concerns related to critical thinking and academic transparency.

This study employed a quantitative survey design. Data were collected through a questionnaire administered to undergraduate students who had experience using AI tools to prepare academic presentations. The questionnaire explored students' demographic background, prior experience with AI, frequency of use, purposes for using AI, preferred tools, estimated level of dependence on AI, and their perceptions across key attitudinal dimensions. Descriptive statistical analysis was used to identify major trends and patterns in the responses.

The findings indicate that AI has become a regular support tool in students' presentation preparation. Students reported using AI most frequently for brainstorming ideas, organizing content, paraphrasing, improving grammar, and increasing efficiency. Overall, the participants expressed positive perceptions of AI's usefulness and ease of use, and many showed a strong intention to continue using AI in future presentation tasks. At the same time, the results reveal important concerns. Some students reported uncertainty about disclosing AI use and acknowledging AI support appropriately, while others indicated possible risks related to overreliance and reduced critical engagement.

57

Enhancing Ninth-Grade Students' English Vocabulary Learning through an Integrated ChatGPT–Wordwall Model

Author: Thuan Anh Pham^{None}

This study explores the effectiveness of integrating ChatGPT and Wordwall to improve English vocabulary learning among ninth-grade students in a Vietnamese lower secondary school. In response to the limitations of traditional vocabulary teaching, which often relies on rote memorization, the study proposes a four-stage instructional model: contextualization using ChatGPT, game-based practice via Wordwall, AI-supported error analysis, and learner reflection.

Using a mixed-methods approach, the study examines both students' learning outcomes and their

attitudes toward the new method. Qualitative findings reveal increased student engagement, motivation, and participation, as interactive Wordwall activities and instant feedback from ChatGPT created a more dynamic and supportive learning environment. Reflection activities further encouraged learner autonomy and deeper vocabulary retention.

Quantitative results indicate significant improvement in students' performance. Specifically, 86.79% of students achieved average or above-average results, with a mean score of 8.03 and a low failure rate of 2.30%.

The findings suggest that integrating AI and gamification provides an effective and practical approach to vocabulary instruction. This model not only enhances students' vocabulary knowledge and application but also aligns with current trends in digital transformation in education.

Keywords: ChatGPT, English vocabulary learning, integrated model, ninth-grade students, vocabulary learning enhancement, Wordwall

58

EXPLORING THE EFFECTIVENESS OF QUIZIZZ IN IMPROVING VOCABULARY LEARNING OF EFL FRESHMEN STUDENTS AT HUFLIT

Author: Le Thao¹

¹ HUFLIT

Gamified learning tools have attracted considerable interest in language education, especially in the area of vocabulary development. This study explores the effectiveness of Quizizz in improving vocabulary acquisition among freshmen EFL students at HUFLIT. Employing a mixed-methods approach, data were gathered from 100 participants through surveys and questionnaires to explore the influence of Quizizz on students' motivations, engagements, and vocabulary retention. The results reveal a strong relationship between the use of Quizizz and levels of students' enthusiasm, participation, and academic achievement. Nevertheless, limitations were noted, including repetitive question formats and the absence of personalized learning pathways. The study recommends incorporating multimedia features, a wider variety of question types, and adaptive learning mechanisms to improve the platform's effectiveness. The findings emphasize the value of technology-enhanced learning and offer practical insights for learners aiming to optimize digital tools for vocabulary acquisition.

Keywords: Gamified learning, Quizizz, vocabulary acquisition, Freshmen EFL students, technology-enhanced learning, digital tools in education.

59

Self- Reflection in Using GenAI for Learning: Perceptions of English-Majored Students at Binh Duong University- Ca Mau Campus

Author: Liet Thoai Phuong Lan¹

¹ Binh Duong University -Ca Mau Campus -Ca Mau Province

Abstract

Generative AI (GenAI) has transformed higher education, particularly in English Language Studies. However, GenAI is most effective when it helps students build on their own thinking. Accordingly, this study investigates the perceptions and self-reflection practices of English-majored students regarding the use of GenAI in their academic journey. Utilizing a structured self-reflection checklist, the research explores how students balance GenAI assistance with independent thinking across four key domains: academic problem-solving, creative expression, communication, and decision-making. A mixed-methods research design was employed, using questionnaires to collect quantitative data and reflective journals and semi structured interviews to collect qualitative data. Data were collected from 50 English majored students at Binh Duong University - Ca Mau Campus. Preliminary

findings indicated that while GenAI is widely used for drafting and refining ideas, there is a significant need for developing strategic autonomy to prevent creative emptiness and over-reliance. The study emphasizes the role of self-reflection as a pedagogical tool to foster ethical and effective AI integration in English Language Studies.

Keywords: GenAI, self-reflection, English majors, learner autonomy, academic integrity.

60

ENHANCING WILLINGNESS TO COMMUNICATE THROUGH SPEAKING ACTIVITIES IN THE EFL CLASSROOM

Author: NGOC YEN NGUYEN^{None}

Speaking is often the most difficult skill for young learners of English as a Foreign Language (EFL), not because of limited language knowledge, but because of their reluctance to speak in class. This reluctance is closely related to learners' Willingness to Communicate (WTC). This study explores how different types of classroom speaking activities influence learners' WTC, self-perceived communicative competence (SPCC) and foreign language classroom anxiety (FLCA).

The study was conducted in a Polish primary school with four focal learners aged 7–12. Over a two-month period, a small set of speaking activities was used repeatedly, including free-topic speaking, information-gap tasks, supported role-plays, planning time and structured turn-taking routines. A mixed-methods design was adopted, combining child-friendly SPCC and FLCA scales with classroom observations of self-initiated speaking behaviour and emotional reactions.

The findings show that speaking activities which offer structure, preparation time and emotional safety are more effective in encouraging participation. The study highlights the importance of task design and classroom atmosphere in supporting young learners' willingness to speak English.

Keywords: Willingness to Communicate (WTC); speaking activities; young EFL learners; SPCC; FLCA

61

EXPLORING EFL FRESHMEN'S MOTIVATION FOR CHOOSING A CAREER IN TEACHING ENGLISH: A CASE STUDY AT A PUBLIC UNIVERSITY IN HO CHI MINH CITY

Authors: Son Le Anh¹; Tai Phan Tan¹

Co-authors: Ha Nguyen Thi ¹; Tam Huynh Ngoc ¹; Thanh Lam Thanh ¹

¹ *Saigon University*

English Language Teaching is growing rapidly in Vietnam. Therefore, understanding why students choose this career is very important to help universities support and develop future teachers. This study aims to explore the career motivations of freshmen in the English Pedagogy major at a public university in Ho Chi Minh City. It also examines whether gender and previous teaching experience create any differences in their motivations. The study used a quantitative method. Data was collected from 101 first-year students using a 25-item questionnaire based on the FIT-Choice framework. The collected data was then analyzed using SPSS software with descriptive statistics, Pearson correlations, and t-tests. The findings showed that Altruistic Motivation (wanting to help society) and Intrinsic Motivation (loving the English language) were the strongest reasons for choosing this major. On the other hand, Extrinsic Motivation, such as choosing teaching as a "fallback career" (a backup plan), received the lowest scores. Furthermore, male students and students with prior teaching experience showed significantly higher levels of motivation. In conclusion, first-year EFL students proactively choose the teaching profession because of their true passion for English and a desire to contribute to society, rather than seeing it as a secondary option. These findings provide

helpful evidence for universities to build better strategies to nurture students' passion for teaching. Keywords: career motivation, FIT-Choice framework, EFL freshmen, pre-service teachers, English Pedagogy.

62

Cognitive Metonymy in English Teacher Education: A Case Study on Enhancing Lexical Retention for Pre-service Teachers at Pham Van Dong University

Author: Hà Ny Lê¹

¹ *Pham Van Dong University*

As Vietnam transitions from English as a Foreign Language (EFL) to English as a Second Language (ESL), teacher training institutions like Pham Van Dong University (PDU) play a critical role in re-defining pedagogical roles. This paper explores the integration of Cognitive Metonymy - a mental mapping process where one entity provides access to another - as a tool to enhance lexical retention among pre-service teachers. Traditional vocabulary instruction often overlooks the systematic, cognitive nature of language. This study investigates how explicitly teaching metonymic motivations (e.g., the part for the whole) helps future educators master complex polysemy and idiomatic expressions. Using a case study approach at PDU, the research examines challenges in adapting to ESL-aligned curricula and proposes a framework for embedding cognitive linguistics into teacher education. The findings suggest that fostering metonymic awareness not only improves students' vocabulary retention but also empowers them to create conceptual bridges in their future English-rich classrooms. Ultimately, this research argues that the success of the regional ESL transition depends on modernizing teacher training with cognitive tools to ensure long-term linguistic competence. Keywords: Cognitive Metonymy; Teacher Education; ESL Transition; Pham Van Dong University

63

Vietnamese Students' Readiness for English as a Second Language: The Role of AI-Supported Learning Environments

Author: Thanh Loan Vu¹

¹ *FPT University*

With the trend of English as a second language (ESL) as a major priority in Vietnam, students in universities are expected to use English in addition to the classroom more frequently than before. However, in a country that encourages widespread adoption of digital learning tools, this phenomenon may remain a hurdle as they tend to have difficulty in real-life ESL applications, leading to a significant discrepancy between what they learn and actual language use. Most previous studies have been concerned with learner motivation and attitudes, paying limited attention to the question of how AI-assisted learning environments mediate in students' readiness to learn ESL. The purpose of this study was to investigate Vietnamese university students' ESL readiness and investigate the effect of AI-supported learning on this readiness. We employed a mixed-methods design, incorporating survey data available from 70 university students as well as semi-structured interviews with 10 participants. Student engagement, self-directed learning, and use of English beyond the classroom were examined in this study. Quantitative data was analyzed using descriptive and inferential statistics and qualitative data were analysed thematically. A report on this survey found that this AI-driven learning experience increased student engagement and increased real-life English use, but the communicative competencies of the same students varied. This indicates that once implemented into pedagogy, AI can promote ESL readiness. This research needs context-sensitive utilization of AI in Vietnamese higher education.

64

Bridging the Gap Between Classroom Learning and Real-World Communication in ESL: Curricula and Authentic Assessments

Author: Phan Thi Quynh Trang¹

¹ *University of Labor and Social Affairs (Campus 2)*

English is one of the most used languages in the world; however, in ESL classes, more time is given to grammar than to communication. This has led to a situation where ESL students know how to speak and write in English grammatically but cannot apply their knowledge in real-life situations. This study was conducted to solve this problem by designing a new ESL curriculum that emphasizes communication.

The research was conducted using a mixed-methods design. The data was collected over a period of twelve weeks from 52 undergraduate students. The new curriculum included task-based activities such as role-plays, professional writing tasks, and group presentations based on real-life situations. The results indicated an improvement in the speaking ability and participation of the students in English. Moreover, it can be inferred that authentic assessment is more effective in assessing language usage than traditional standardized language tests.

The study demonstrates that in ESL education, there is a need to transform from a test-based approach to a more student-centered approach in which learning is emphasized. This can be helpful in improving student learning in English and preparing them for an international environment.

Keywords: ESL curriculum design; authentic assessment; communicative competence; real-world communication.

65

AVIATION ENGLISH MAJORS' PERCEPTIONS OF THE USE OF AI-BASED LANGUAGE LEARNING TOOLS IN SELF-PRACTICE ENGLISH SPEAKING SKILLS

Author: Thị Nguyệt Ánh Nguyễn¹

¹ *VIETNAM AVIATION ACADEMY*

Artificial Intelligence (AI) has been proved to radically enhance the quality and personalization of language education. Motivated by the growing integration of AI technologies into English learning and the need for research on learners' perceptions of their effectiveness, this study investigated how tertiary English majors perceived the application of AI-based language learning tools in English speaking self-practice. Employing a quantitative research method, the study was conducted with the participation of 161 students specializing in Aviation English at Vietnam Aviation Academy. Quantitative data on the participants' perceptions of using AI-powered software for self-regulated English speaking practice were collected using online questionnaires. The results showed that most participants strongly agreed that AI-enhanced resources provided them with personalized learning experiences and real-time feedback. However, they also identified drawbacks, including technical issues and the limited real-life applicability of examples generated by the applications. More importantly, the research detailed specific benefits and limitations of each tool investigated, as perceived by the students. These findings are expected to help any students who wish to improve their English speaking competence choose the AI software that best suits their needs and conditions to achieve their targeted goals in English learning.

Key words: AI tools, English speaking skills, language learning tools, self-regulated

66

Using ICT to Reduce Speaking Anxiety in an Adolescent Vocational EFL Learner: An Action Research Study

Author: NGOC YEN NGUYEN^{None}

Foreign language speaking anxiety remains a significant obstacle for EFL learners, where communicative competence is directly linked to future job success. This action research aims to investigate the effectiveness of Information and Communication Technology tools in reducing the anxiety of public speaking and enhancing the willingness to communicate (WTC) of a 16-year-old female culinary learner in Vietnam.

The research employed a qualitative action research method over a specific intervention period. The data was collected and triangulated through classroom observation, a semi-structured interview with an experienced TESOL professor, and learners' self-reflection diary. The intervention phase was conducted using a 'Bank of five' ICT activities, which are arranged in order from less-pressured, instructed activities (Quizlet, MindMeister) to interactive activities and games (Kahoot, Flip). These activities aim to create an environment that has a low emotional filter, allowing the learner to practice, record, and self-evaluate in her own digital space before communicating directly.

The findings showed a significant reduction in the learner's speaking anxiety and a corresponding increase in the WTC according to each situation. ICT tools played a role in the psychological safety net, which helps shift the focus from linguistic accuracy to meaningful communication oriented toward career goals. Visual support and asynchronous recording help reduce cognition and the fear of immediate judgment. However, the research also observed that although confidence was improved in the digital and structured environment, the state of scaffold dependency remained, showing that the shift from spontaneous communication beyond the digital environment needs a gradual process of fading support.

67

Leveraging Generative AI to Address Vietnamese EFL Learners' Challenges in English Literature: A Close Reading and Rubric-Based Assessment Framework for Third-Year University Students

Author: NGUYEN THI THU HIEN¹

¹ *nguyenthithuhien*

This article is an investigation into the challenges encountered by third-year Vietnamese EFL students in English Literature courses and an evaluation of a ChatGPT-assisted pedagogical framework to address such challenges. From the needs analysis of the 122 students at HUFLIT and the pilot program using texts from *Jane Eyre* (by Charlotte Bronte), the challenges that were identified were linguistic intricacy, cultural unfamiliarity, and procedural uncertainty in reading and analyzing texts. These challenges were not solely attributable to language proficiency but were inherent in literary analysis itself, even among students operating at the B2 and C1 levels. The framework is an eight-step framework that implemented Vygotsky's Zone of Proximal Development by alternating between AI-assisted and non-AI-assisted activities such as vocabulary analysis, cultural analysis, and formative feedback in analyzing texts and creating written analyses. The pilot showed promising results: 88.5% of students showed increased confidence levels through a survey, and the average rating of the framework's components was above 4.00 on a 5-point scale. This article is a contribution to the field as it presents a framework that is both practical and theoretically sound and can be used by EFL teachers, curriculum developers and policymakers in Vietnam and other parts of the region.

Keywords: Generative AI in EFL education; literature instruction; close reading; rubric-based assessment; Vietnamese tertiary EFL.

69

Enhancing Collocational Competence in Translation through Guided Data-Driven Learning

Author: My Lien Thai¹

¹ *Hochiminh City University of Foreign Languages - Information Technology*

Collocational competence is essential for producing natural and accurate translations, yet it remains a persistent difficulty for translation students. Although corpus tools such as English-Corpora provide access to authentic language data, their unguided use may overwhelm learners. This study examines the effectiveness of a guided data-driven learning (DDL) approach in improving students' use of collocations in translation tasks. 40 students from 2 classes majoring in Translation and Interpreting were randomly chosen and placed into 2 groups. The experimental group received corpus-informed instruction through pre-selected concordance lines and structured noticing activities, while the control group followed traditional methods. Data were collected through pre- and post-translation tests and analyzed in terms of collocational accuracy and naturalness. The results show that the experimental group outperformed the control group, demonstrating significant improvement in both accuracy and appropriateness of collocation use. The findings suggest that guided corpus-based instruction effectively supports learners in noticing and applying collocational patterns in translation. This study proposes a practical model for integrating guided DDL into translation pedagogy.

Key words: translation, collocations, Corpora, explicit instructions

71

Integrating ClassDojo into Warm-Up Activities to Support EFL Learners' Writing Performance at a Vietnamese Language Center

Authors: Chi Nguyen¹; Le Khanh Phuong Tran^{None}

¹ *HUFLIT University*

This study examines the use of ClassDojo integrated in warm-up activities as pedagogical strategies in order to facilitate the warm-up activities for the writing performances of EFL learners at a Vietnamese language center. Rather than using classdojo as a direct tool for writing instruction, it was used in the pre-writing stage to foster learner engagement, readiness and motivation before writing was done. The research was conducted in a quasi-experimental mixed-methods study using the KET-level learners at Nam Do Language Center. Data was gathered using writing tests, student questionnaire and semi-structured interviews. The results showed that learners in the experiment group had a more positive development in terms of the write performance during the time period while the qualitative data showed generally positive perceptions about ClassDojo with respect to ease of use, usefulness, engagement and readiness to writing. The study suggests that incorporating ClassDojo in warm-up activities may have meaningful indirect support for development of writing in the EFL classroom. These results provide implications for practice for teachers who are looking for ways to incorporate gamified tools into learning pre-writing skills in Vietnamese language teaching contexts.

73

Negotiating Authority in the Age of AI: The Role of AI Writing Assistants in IELTS Writing Classrooms

Author: Kieu Oanh Nguyen^{None}

The rapid emergence of generative AI tools such as ChatGPT and automated writing assistants like Grammarly is reshaping language learning practices and redistributing power within the classroom. In exam-oriented English as a Foreign Language (EFL) contexts, particularly IELTS preparation courses, these tools increasingly function as alternative sources of feedback traditionally provided by teachers. This study explores how AI-mediated writing support influences power relations among teachers, learners, and technology in IELTS writing instruction.

The research adopts a small-scale mixed-method design involving Vietnamese EFL students enrolled in an IELTS preparation course. Participants completed writing tasks with three feedback conditions: teacher-only feedback, AI-generated feedback, and a hybrid AI–teacher model. Quantitative analysis evaluates changes in writing quality, while semi-structured interviews examine students' perceptions of authority, trust, and autonomy in the feedback process.

Preliminary findings suggest that AI tools partially decentralize teacher authority by positioning AI as a parallel evaluator, while simultaneously fostering learner autonomy and faster revision cycles. The study argues that effective integration of AI in language education requires critical AI literacy and pedagogical frameworks that help learners evaluate and negotiate AI-generated feedback rather than passively accept it.

Keywords: language assessment, AI-assisted tools, language education

74

Using AI to Create Differentiated Language Tests

Author: Suong Truong¹

¹ *Teacher*

Artificial Intelligence (AI) is transforming language education, particularly in the area of testing and assessment. This paper explores how AI can support teachers in creating differentiated language tests that better address learners' diverse proficiency levels, learning needs, and cognitive abilities. In many EFL classrooms, traditional assessments often apply a "one-size-fits-all" approach, which may not accurately measure students' abilities or support inclusive learning environments. By leveraging AI tools, teachers can generate multiple versions of test items, adjust difficulty levels, and design tasks targeting different language skills while maintaining alignment with learning objectives.

The study presents practical strategies for using generative AI to develop differentiated reading, vocabulary, and grammar test items. Examples include generating graded reading passages, modifying question complexity, and creating parallel test forms to ensure fairness and accessibility. The paper also discusses potential benefits such as increased efficiency, improved test validity, and enhanced learner engagement, as well as challenges related to reliability, teacher digital literacy, and ethical considerations.

The findings suggest that AI can function as a supportive tool that empowers teachers to design more inclusive and adaptive assessments rather than replacing teacher judgment. This presentation provides practical guidelines for integrating AI into language testing practices to promote equitable assessment in EFL classrooms.

75

Connected Classrooms for Developing Intercultural

Author: Suong Truong¹

¹ *Teacher*

In today's globalized world, developing intercultural competence has become an essential goal of language education. This presentation explores how connected classrooms can support the development of intercultural communicative competence (ICC) among English as a Foreign Language (EFL) learners. Through digital technologies and online collaboration platforms, students can interact with

peers from different cultural backgrounds, allowing them to experience authentic intercultural communication beyond traditional classroom boundaries.

The study presents practical classroom practices in which students participate in virtual exchanges, collaborative projects, and cross-cultural discussions with partner classes. These activities encourage learners to compare cultural perspectives, reflect on their own cultural identities, and develop empathy and global awareness while improving their English communication skills. The presentation also highlights the role of teachers in designing meaningful tasks, facilitating intercultural dialogue, and guiding reflective learning.

Preliminary observations suggest that connected classroom activities can significantly enhance students' motivation, cultural awareness, and communicative confidence. However, challenges such as technological access, time coordination, and teacher readiness must also be addressed. The presentation offers practical recommendations for integrating connected classroom practices into EFL teaching to promote intercultural learning in meaningful and sustainable ways.

76

Grit and Listening Note-Taking Achievement in Vietnam's EFL-to-ESL Transition: Implications for Skill-Based ESL Learning

Author: Truong Phan Quang¹

¹ *Ho Chi Minh City University of Foreign Languages - Information Technology*

Among learner-related factors, L2 grit, defined as perseverance of effort (POE) and consistency of interests (COI), has been recognized as an important personality trait predicting long-term success of second language acquisition (SLA), but little research has been conducted to examine this factor in a specific classroom skill development, especially in the context of the Vietnam's shift from EFL to ESL-oriented education. This paper aims to investigate the relationship between grit levels and mid-term achievement in an English listening and note-taking course, using a validated L2 grit and overall mid-term course results collected from 200 first-year English-majored students at Ho Chi Minh City University of Foreign Languages –Information Technology. The findings depicted a moderate level of grit, and notably, POE tended to be higher and showed a stronger association with performance indicators, whereas COI appears to demonstrate a weaker relationship with English listening and note-taking success. Consistent with findings of previous researchers in learner psychology, this study proposes the integration of grit-building interventions, such as explicit goal setting and strategy instruction, to encourage sustained engagement in skill-based SLA.

Keywords: L2 grit, perseverance of effort, consistency of interests, listening note-taking, learner factors

77

DEVELOPING ENGLISH-MEDIUM INSTRUCTION TEACHING COMPETENCE IN TERTIARY EDUCATION: CHALLENGES AND FUTURE ORIENTATIONS

Author: Hanh Le¹

¹ *Vinh University*

The development of English-medium instruction (EMI) teaching competence for university lecturers in Vietnam and worldwide has increasingly attracted the attention of educators. This study aims to investigate the challenges faced by lecturers when teaching specialized subjects in English and to examine the core components of training programs designed to enhance EMI teaching competence, with a view to providing concrete recommendations. To conduct the study, a mixed-methods approach was employed. Specifically, relevant articles published in reputable domestic and international journals, as well as nine EMI training programs, were systematically analyzed. In addition, a survey was administered to 150 university lecturers and 20 students purposively selected in Vietnam,

followed by in-depth interviews. The findings indicate that lecturers face various challenges related to language proficiency, EMI-specific pedagogical skills, and classroom communication. An analysis of existing training programs reveals several shortcomings, suggesting that current offerings do not fully meet the necessary competency requirements. The results highlight key implications for the development of a structured and contextually appropriate EMI teaching competence program in Vietnam.

78

EXPLORING SECOND-YEAR STUDENTS' PERCEPTIONS OF HOW EFFECTIVELY CHATGPT SUPPORTS LEARNERS IN WRITING ENGLISH ESSAYS

Author: Anh Nguyen^{None}

Nowadays, English has become a popular language worldwide. However, it is not easy to master all four skills, especially writing skills. Writing demands various skills, which are constructed from many levels, such as sentence level, paragraph level, essay level, etc. In fact, learners face many challenges during the process of learning writing skills. Therefore, to help students overcome those difficulties in learning to write, various technological inventions have been made, such as Google Translate, QuillBot, etc. Among them, ChatGPT has been one of the latest inventions. The study's goal is to investigate how ChatGPT is used as well as its effectiveness in helping students develop their writing abilities and demonstrate the strengths and limitations of that application. To reach the aim, the researcher employed 130 English major sophomore students at the fast-track division. Data were collected from a questionnaire to seek answers to three research questions. The results indicated that various writing steps have been employed, some of which, such as organizing ideas into mind maps, writing complete essays, and revising grammar errors, were frequently supported by ChatGPT. In terms of students' opinions about the effectiveness of ChatGPT in those steps, its application in organizing ideas into mind maps, creating paragraphs, and revising errors in grammar is the most helpful. Furthermore, the research also demonstrated the strengths and limitations of the ChatGPT application so that students can make use of it appropriately to improve their writing skills.

Keywords: English, writing, ChatGPT, effectiveness, strengths, limitations

79

Exploring the Effects of AI-Mediated Low-Stakes Practice on Speaking Anxiety in Vietnamese EFL Classrooms: A Quasi-Experimental Study

Author: Hang Le^{None}

Speaking anxiety continues to constrain learners' participation and oral performance in English-as-a-Foreign-Language (EFL) classrooms. Although recent work has examined the use of artificial intelligence (AI) in language learning, its role in addressing affective factors remains insufficiently investigated. This study examines the effects of AI-mediated low-stakes practice on speaking anxiety among Vietnamese university students. A quasi-experimental design was implemented with two intact classes of 64 second-year English-majored students at a Vietnamese university. The experimental group engaged in AI-supported speaking activities, including guided role-plays and repeated practice using conversational AI tools over a six-week period, while the control group followed conventional speaking instruction. Data were collected through pre- and post-tests using a speaking anxiety questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) and an analytic speaking rubric. The results indicate that students in the experimental group reported significantly lower levels of speaking anxiety and higher levels of confidence compared to those in the control group. Student feedback further suggests that AI-mediated practice enabled repeated, low-pressure exposure and reduced concerns about negative evaluation. The findings provide empirical

support for the integration of AI-mediated low-stakes activities in speaking instruction as a means of addressing affective constraints and supporting learner participation in EFL contexts.

Keywords: AI-mediated learning, speaking anxiety, low-stakes practice, EFL classrooms, quasi-experiment

80

INSTRUCTORS' DIGITAL COMPETENCE AFFECTING STUDENT FEEDBACK AND PERSONALIZED LEARNING IN UNIVERSITY EDUCATION

Author: Tuan Nguyen¹

¹ *Nghiên cứu sinh Đại Học Cần Thơ*

In the context of digital transformation, instructors' digital competence has become a crucial factor affecting teaching quality and students' learning experience. Digital competence is not simply a capability of using technology, but it also includes integrating digital tools to design lessons, evaluate, provide feedback, and support learning effectively. However, feedback practice and personalized learning are still a research gap, especially in university education; both lecturers and students need to adapt to digital technology. The study aims to discover the effect of digital competence on students' feedback and personalized learning. The quantitative approach with a cross-sectional survey design is mainly applied to this study, including observation, document analysis, and a questionnaire. Data collection is done through the questionnaire, measuring three main variables: instructors' digital competence, feedback quality, and personalized learning level. Especially, the data analysis is based on the SEM model (SmartPLS4) to test research hypotheses and evaluate the relationship among variables. The expected results show the positive effect of digital competence on feedback effectiveness and personalized learning. Instructors with good capabilities of using technology can integrate digital tools to provide in-time feedback, transparency, and flexibility to meet learning needs. Effective feedback, which can strongly promote autonomous learning by supporting students with self-regulated strategies, is the intermediary element between digital competence and personalized learning. The study significantly contributes to developing professional training programs for instructors, establishing a theoretical foundation of digital competence, creating a flexible learning environment with a student-centered approach, and providing positive feedback to meet students' learning needs effectively.

81

ENGLISH-RICH HOME ENVIRONMENT TO FOSTER PRIMARY LEARNERS' ENGLISH IMPROVEMENT: THE ROLE OF THE TEACHER AS A FACILITATOR TO COACH PARENTS IN SUPPORTING THEIR CHILDREN

Author: Truong Thi Tham¹

¹ *University of Labour and Social Affairs (Campus 2)*

The research was conducted to investigate how the teacher's guidance to parents and parental support would affect the students' English learning process. In this research, the teacher played a role as a facilitator in coaching the parents to become their children's English partners. This bridged the gap between the classroom and home environment for primary students in the context of teaching and learning English as a second language. There were 21 students and their parents in her class participating in the research for four weeks. The teacher used digital platforms (Zalo group, Google form) to give guidance and collect data. The teacher used three data collection methods: pre-test and post-test surveys from parents, classroom observation, and the teacher's reflective journal to ensure objectivity. The preliminary results of the experiment revealed that when the teacher was involved in guiding parents, the home environment became a supportive L2 environment for the

child, and this was beneficial for the child's confidence and English use level when they used the target language. It was shown that the teacher-facilitated parental coaching model is an applicable solution for the long-term development of English in the Vietnamese primary school context.

Keywords: English-rich home, teacher as a facilitator, parental support, long-term development of English

82

AI-Assisted ESL Learning and Student Motivation: Challenges and Opportunities for Software Engineering Education.

Author: Đức Bích Ngân Đỗ¹

¹ *Trường Đại Học Ngoại Ngữ - Tin Học Thành Phố Hồ Chí Minh (HUFLIT)*

Abstract: Today, in the field of Vietnam's software engineering, the importance of English proficiency (ESL) in terms of career development and direct client relationships cannot be understated. Currently, it remains a "bottleneck" for Information Technology (IT) students' graduation and career prospects. In such a context, the rise of Artificial Intelligence (AI) has created both opportunities and challenges. While on one hand, it serves as a powerful support tool, on the other, it is also posing a challenge to students' learning motivation due to potential over-reliance.

This study examines the impact of using AI tools on students' learning motivation. The research uses a mixed-methods approach, collecting data from surveys and structured interviews with Software Engineering students from HUFLIT university. This helps to see the changes in students' learning attitudes, digital tool usage behaviors, and learner autonomy that students have in a high education environment.

Our findings can then clarify the relationship between AI integration and students' intrinsic learning motivation. The paper also focuses on developing AI-assisted solutions to boost with proactiveness and self-study capabilities. These solutions aim to present AI not only a tool for learners but also an interactive "friend". This "friend" can enable software engineering students to personalize their learning paths, boost confidence in real-life communication, and gain advantages in the competitive global labor market.

Keywords: AI-assisted ESL learning, learning motivation, software engineering education, learner autonomy, interactive AI solutions

83

Unpacking the Barriers: Key Determinants of Public Speaking Anxiety Among English Major Undergraduates at HUFLIT

Author: Viet Vo Quoc¹

¹ *HUFLIT*

The impact of public speaking anxiety (PSA) was found to significantly affect the quality of presentation among undergraduates majoring in English. This study aims to investigate psychological, linguistic, environmental, and experiential barriers to PSA among English majors at Ho Chi Minh University of Foreign Languages and Information Technology (HUFLIT). This study utilized a convergent parallel mixed-methods, cross-sectional design. Quantitative data collection was carried out via Likert-scale surveys among 133 participants. Results were further established via in-depth semi-structured interviews with 15 highly anxious participants. Results revealed that environmental factors, particularly time pressure and unfamiliar topics ($M=3.85$), are the most important statistical stressors. Moreover, the experience of large audiences further heightened anxiety among participants. From a psychological point of view, English majors face an "English major burden" which demands flawless performance ($M=3.79$). Such a situation triggers considerable evaluation apprehension. From a linguistic point of view, grammar and vocabulary-related issues evoke considerable

anxiety among the participants. Moreover, insufficient practice and rote memorization create an experiential avoidance pattern. The results suggest that these barriers are interconnected. Linguistic hindrances heighten psychological fears, which are further heightened by environmental triggers to create an experiential avoidance pattern. To alleviate PSA among English majors at HUFLIT, it is recommended that participants be desensitized to environmental triggers and encouraged to focus more on effective communication rather than grammar and vocabulary. Additionally, participants should be encouraged to engage in low-stakes practice to overcome rote memorization.

Keywords: public-speaking, anxiety, barriers, mixed-methods

84

ESL INTEGRATION IN JAPANESE READING INSTRUCTION: A CASE STUDY OF SENIOR STUDENTS AT THE HOCHIMINH UNIVERSITY OF SOCIAL SCIENCES AND HUMANITIES

Author: Vu Doan Lien Khe¹

¹ HCMUSSH, Faculty of Oriental & Japanese Studies

As Vietnam transitions toward an ESL environment, many students face “language attrition” where their English proficiency declines while focusing on a third language (L3) like Japanese. This case study explores a practical pedagogical approach implemented in Japanese reading classes for fourth-year students at the University of Social Sciences and Humanities (HCMUSSH). To tackle this issue, the author introduced a bilingual dynamic that replaces traditional Japanese-Vietnamese translation with Japanese-English “live translation” and vocabulary mapping.

This method forces students to bridge two foreign languages, creating a cognitive link that strengthens both. By mapping complex Japanese structures to English counterparts, students deepen their understanding of Japanese nuances while keeping their English active and functional for professional use. To evaluate the model, a mixed-methods research design was employed, involving surveys and qualitative feedback from senior Japanese majors. To ensure objective assessment, “live translation” performance was quantified through a rubric focusing on semantic accuracy, lexical equivalence, and response latency.

Findings suggest that ESL integration enhances Japanese textual analysis while significantly boosting students' confidence and cross-linguistic flexibility. Such results are vital for graduates entering a competitive labor market where “English+1” is a highly sought-after asset. This study provides a practical framework for educators to create English-rich environments within diverse curricula, aligning with the HUFLIT INTESOL 2026 goals of fostering English as a versatile tool for student employability in Vietnam's evolving education landscape.

Keywords: ESL integration, Japanese reading, L3 acquisition, English attrition, HCMUSSH, multilingualism.

85

Scientific Research Competence of English Language Students at HUFLIT: Assessment from Project 1-2 Courses, Development of a Scientific Research Competency Framework for Students, and Improvement of the Training Quality of Project 1-2 Courses

Authors: Quốc Bảo Mai¹; Phuc Tran Quang Bao¹

¹ Ho Chi Minh City University of Foreign Languages - Information Technology

In competency-based higher education, scientific research competence is increasingly seen as an essential outcome, especially in English language programs where students must manage both research demands and academic language challenges. This study investigates the scientific research

competence of English Language students at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT) through the sequential Project 1-2 courses. It aims to assess students' current competence, evaluate the quality and continuity of the two courses, identify key influencing factors, and propose directions for developing a student research competency framework and improving course quality. A mixed-methods design was employed. Quantitative data were collected through a survey of the entire population of third-year students enrolled in the English Language program. Qualitative data were obtained from 20 semi-structured interviews with lecturers and students, together with analysis of student project artifacts.

The findings show students demonstrate developing but uneven research competence. They appear more confident in topic selection, group collaboration, and basic data collection, but continue to face difficulties in formulating research questions, justifying methods, analyzing data, and producing academically rigorous writing. Although Project 1 and Project 2 form a meaningful developmental sequence, stronger alignment, clearer scaffolding, and more consistent assessment practices are still needed. Four factors significantly shaped competence development: pedagogical engagement, methodological and linguistic barriers, institutional scaffolding, and assessment standardization (all p s < .001). Overall, the study proposes a contextualized research competency framework to strengthen curriculum alignment, support systems, rubric-based assessment, and the responsible use of AI in Project 1-2 courses.

86

Experiences and Perspectives of Teachers towards Students' Artificial Intelligence Application in Research Writing. A case study.

Author: Diep Nguyen¹

¹ *Hanoi University*

The emergence of Artificial Intelligence (AI) has an enormous impact on the scientific research supervision practices in higher education, yet little is known about how teachers have experienced in the transitional phase, and how they perceive the use of AI in the research process of student researchers. This study aims to investigate the experience and perspectives of teachers on students' AI application in conducting research at English Department, Hanoi University. Semi-structured interviews were implemented with six teachers who have been teaching Primary Research Methods module. This instrument helps explore the experience and adaption of teachers in teaching and supervising research in the era of AI, and their perceptions towards student's AI utilization in a research process. A key finding of the study was that, while most teachers have undergone a transitional phase and be more open with the employment of AI in students' research, a minority of participants were hesitated to change due to the lack of official guidance. Moreover, most participants gave their consent to the application of AI in some steps of a research process, including choosing research topics, creating research questions, reviewing literature and collecting data. Meanwhile, selecting research instruments and conducting the survey were prohibited by all teacher participants; data analysis and writing up a report received different opinions. These research findings should be considered as a reference for the development and adjustment of educational legal documents to keep them updated with the current circumstances.

Key words: artificial intelligence, AI application, research, research writing.

87

EFL Students' Use of ChatGPT in Argumentative Essay Writing: Insights from a Qualitative Study

Author: Uyen Le¹

Co-author: Diem Bich Huyen Bui²

¹ *International University - Vietnam National University, HCMC*² *International University - Vietnam National University, HCM*

The ability to construct well-supported arguments, address counterarguments, and provide effective refutations is essential in an argumentative essay. Despite increasing access to digital writing support tools, many English-major students still struggle to produce well-developed argumentative essays. However, there is limited research on how students use ChatGPT to support argumentative writing and how they perceive its effectiveness. This study, therefore, investigates how 10 intermediate-level English majors use ChatGPT to support their argumentative writing through a qualitative design. The qualitative data revealed both positive and negative perspectives. On the one hand, ChatGPT was reported to play a supportive role in helping students strengthen their arguments by offering various argument options with relevant supporting details and evidence when prompted and reprompted correctly, and develop evaluative judgment to assess the effectiveness of the response and research skills to confirm the knowledge. It also supported students during the feedback stage by providing suggestions on language use and explanations of failures related to idea development, cohesion, and coherence in their writing. On the other hand, some students expressed concerns that without a clear understanding of ethical use and underlying cognitive processes, they may become overly reliant on the AI tool. Others reported limited prompting literacy and highlighted the need to develop this strategy to obtain more meaningful responses in a shorter time. These findings suggest that while AI tools can be helpful in improving argumentative writing, students still need guidance and should use them carefully to continue developing their own thinking and writing skills independently.

88

AI as a Support Tool in ESL Learning: Students' Perceptions, Use, and Impact on Language Development in Vietnam

Author: Nuong Nguyen¹

¹ *Academy of Policy and Development*

In the context of rapid digital transformation, artificial intelligence (AI) has been increasingly integrated into English as a Second Language (ESL) learning, offering new opportunities to enhance language acquisition. This study examines Vietnamese university students' perceptions of AI as a support tool, their usage patterns, and its perceived impact on English language development. A quantitative research design was employed with data collected from 300 undergraduate students across multiple universities in Vietnam using a structured questionnaire. Data were analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis. Findings show that students generally hold positive perceptions of AI, particularly regarding personalized learning, immediate feedback, and learner autonomy. AI tools are most frequently used for vocabulary learning, writing assistance, and grammar correction, while speaking practice remains limited. Statistical results indicate a significant positive relationship between AI use and perceived improvements in English proficiency, especially in vocabulary and writing skills. However, issues such as over-reliance on AI, potential inaccuracies, and limited critical evaluation of AI-generated output are also reported. This study provides empirical evidence from the Vietnamese higher education context on AI-supported ESL learning. It highlights both the benefits and challenges of AI integration and suggests pedagogical implications for more balanced and effective use. Future research is recommended to adopt longitudinal designs and objective proficiency measures to examine long-term impacts of AI on language development.

Keywords: Artificial intelligence, ESL learning, AI-assisted language learning, student perceptions, language development, Vietnam

89

EFL TEACHERS' PERCEPTIONS OF AI-SUPPORTED AND DIGITAL TECHNOLOGIES IN IELTS TEACHING FOR HIGH-QUALITY

STUDENTS

Author: Thái Hồ Văn¹

¹ *College of Foreign Economic Relations*

AI and Digital technologies have been taking a crucial focus in the English language learning in higher education in high-stakes preparation institutions like IELTS. While there are many international studies that consider the role of technology in facilitating language learning, fewer have included examining how Vietnamese EFL teachers perceive the factors influencing their adoption of digital and AI-driven tools in teaching high-quality students to take the IELTS. This research investigates what influences the adoption of such technologies by teachers in Vietnamese higher education institutions which provide high-quality programmes. A mixed-method approach –survey responses from 50 IELTS lecturers together with interviews were utilised to elicit more detailed findings. Results indicate that teachers' willingness to use AI-supported and digital technologies is driven by five main factors: pedagogic beliefs, technological knowledge and digital competence, personal interest and perceived usefulness, time constraints and workload, as well as institutional culture, infrastructure, and policy support. Despite the gains that teachers cited that AI enhances performance such as automatic feedback, enhanced learner engagement, accelerated test-prep, teachers recognised concern about AI effectiveness and reliability (in terms of learning) and students' dependence upon AI tools and possible inconsistencies with IELTS assessment criteria. These findings highlight the necessity of systematic AI literacy training, clearer institutional guidelines & implementation of digital pedagogy principles in the curriculum and policy framework for the more critical and potent use of AI-supported technologies in IELTS-directed instruction for students.

90

Intrinsic vs. Extrinsic Motivation in English Learners' Adoption of AI Tools: An SDT-Based Investigation

Author: Thuy Vu Thanh¹

¹ *HUFLIT*

The study aimed to explore English-majored sophomores' perception and reflection on their choice of AI use, adapting Self-Determination Theory (SDT). 80 students in English Faculty were involved in the study in the second semester at Ho Chi Minh University of Foreign Languages and Information Technology, who utilized a number of AI applications and websites such as ChatGPT, Google Gemini, Perplexity AI, NotebookLM, Gamma and so on. A quantitative design was adopted, using a questionnaire based on subcategories in Self-Determination Theory (Ryan & Deci, 2020) to examine the correlation between AI adoption and intrinsic motivation factors. The results showed mixed motivation, which reveals that reasons for learners to use AI are not purely intrinsic or extrinsic. Noticeably, learners mainly used AI due to external factors such as grades, task completion rather than internalized stimuli. More research should delve into useful guidelines for integrating AI while learning yet boosting learners' consciousness of its benefits.

92

Beyond Accuracy: Pragmatic Force in AI-Mediated Translating and Interpreting Training (T&I) in ESF/EFL

Author: Oanh Duong¹

¹ *RMIT Vietnam*

In the context of increasing attention to assessing communicative competence and real-world language use, this study explores the role of pragmatic force in AI-mediated translating and interpreting (T&I) training and assessment in ESL/EFL contexts, with particular relevance to language education in Vietnam. While recent advances in Artificial Intelligence (AI) have improved the accuracy and efficiency of T&I, they remain limited in capturing essential aspects of communication such as speaker/writer intention, implicature, stance, and interactional meaning. This paper therefore reconceptualises T&I assessment beyond linguistic accuracy by positioning pragmatic force as a central component of meaningful communication in technology-supported environments. Drawing on current literature and classroom-informed practices, the study examines how human-machine collaboration is reshaping T&I into human-in-the-loop models, where translators and interpreters actively monitor, adjust, and intervene to ensure pragmatic appropriateness. It also proposes practical pedagogical strategies for ESL/EFL educators, including the use of authentic, simulation-based tasks and AI-supported activities that reflect real-life communicative demands. The findings emphasise that communicative competence in T&I involves not only accurate language transfer but also the ability to interpret and convey meaning appropriately in context, especially in AI-mediated settings. The study suggests that T&I education in ESL/EFL classrooms should prioritise pragmatic awareness, critical use of AI tools, and flexible decision-making skills. In conclusion, placing pragmatic force at the heart of training and assessment can better equip students to communicate effectively and confidently in today's increasingly technology-rich professional environments.

Keywords: Pragmatic Force; Communicative Competence; AI-Mediated Tools; ESL/EFL; Translator/Interpreter Training

93

Using AI-ChatGPT to explore cultural variations in English as an International Language (EIL) from the perspective of Cultural Linguistics

Author: Linh Pham Ngoc Truong¹

¹ *Vietnam Aviation Academy*

This study investigates cultural variations in English as an International Language (EIL) through the use of AI-powered ChatGPT, drawing on the Cultural Linguistics framework proposed by Farzad Sharifian (2017). Adopting a qualitative exploratory design, the research employs ChatGPT to generate and explain culturally embedded expressions from a range of speech communities, including Thai, Chinese, Korean, Japanese, French, and Arabic.

The analysis focuses on three key dimensions of cultural conceptualization. First, pragmatic cultural schemas are examined through common communicative practices such as greeting, apologizing, responding to compliments, and receiving gifts. Second, cultural categories are explored through domains such as kinship systems and color terms. Third, cultural metaphors are investigated, particularly those involving animals and their symbolic meanings. ChatGPT is prompted to provide context-sensitive expressions, translations, and explanations, which are then analyzed to uncover underlying conceptual systems across cultures.

The findings reveal significant variation in how different communities encode politeness, social relationships, and values in language. These culturally grounded conceptualizations are subsequently mapped into English, demonstrating how diverse English varieties emerge when English is used as an international language shaped by local norms. At the same time, the study identifies certain limitations in AI-generated outputs, including tendencies toward generalization and cultural simplification.

This study contributes by proposing a practical framework for applying Cultural Linguistics to intercultural communication, offering effective AI prompting strategies for exploring global cultural systems, and suggesting pedagogical implications for teaching and learning EIL with greater cultural awareness and critical engagement.

Keywords: AI-ChatGPT, cultural linguistics, cultural variation, EIL

Scientific Research Competence of English Language Students at HUFLIT: Exploring The Interplay of Motivation, Learner Autonomy, and Academic Performance of English-Major Students at HUFLIT

Authors: Chau Hoang Anh Phan¹; Gia Bao Duong¹; Ma Kinh Lac Che²; Minh Quyen Nguyen¹

¹ Ho Chi Minh City University of Foreign Languages - Information Technology

² Ho Chi Minh City University Foreign Languages - Information Technology

As higher education expands in Vietnam's educational environment, academic performance has become crucial for both classroom assessment and future occupation. This research examines the relationship between students' motivation, learner autonomy, and academic performance among English-major students at HUFLIT. It specifically analyzes the strong interaction of students' intrinsic and extrinsic motivation on their learning autonomy and subsequent academic results, encompassing GPA, class participation, and English proficiency.

This study utilized a mixed-methods approach, combining quantitative data from 145 undergraduates with qualitative insights derived from semi-structured interviews with 12 participants. Partial Least Squares Structural Equation Modeling (PLS-SEM) examined proposed relationships, whereas thematic analysis documented lived experiences.

The findings indicate that learner autonomy significantly mediates the motivation-performance relationship. Intrinsic motivation demonstrated the most substantial effects on both learner autonomy ($\beta = 0.618$, $p < 0.001$) and academic performance ($\beta = 0.395$, $p < 0.001$), whereas extrinsic motivation exhibited less robust despite statistically significant effects ($\beta = 0.244$ and $\beta = 0.123$). The qualitative analysis identified four major themes: (1) the internalization of extrinsic motivation, (2) autonomy as a proactive mechanism for addressing academic performance setbacks, (3) the incorporation of informal digital immersion, and (4) resilience strategies employed by high-achieving individuals.

This study situates Self-Determination Theory and Self-Regulated Learning frameworks within Vietnamese higher education, providing practical insights for educators and administrators in cultivating autonomous learning environments that maintain motivation and improve English language education outcomes.

Keywords: Academic Performance, Learner Autonomy, Intrinsic Motivation, Extrinsic Motivation, Self-Regulated Learning, HUFLIT

MAKING ENGLISH THE SECOND LANGUAGE IN SCHOOLS IN VIETNAM & TEACHING ENGLISH METHODS FOR PRESCHOOL AND PRIMARY SCHOOL

Author: Hien Do Thi Thu¹

Co-author: Tung Truong Thanh¹

¹ Van Hien University

English is the language used in many fields in our life such as scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on. Especially, The English language has become an international language so English is much needed in our daily life to communicate and connect with others from all over the world.

On October 27th 2025, the Prime Minister issued Decision No. 2371/QĐ-TTg on approving the scheme "Making English the Second Language in Schools for the 2025–2035 Period, with a Vision to 2045". To achieve targets in "Making English the Second Language in Schools for the 2025–2035 Period, with a Vision to 2045", English language teaching methods play a crucial role in the development of English in Vietnam by 2030. This article discusses about The characteristics of YL and VYL, some Teaching English Methods for YL and VYL; and Vietnam's policy teaching English for Preschool and Primary school.

96

Enhancing English Learning Motivation among University Staff: A TESOL Case Study of Situation Teaching in a Vietnamese Workplace Learning Context

Author: VÕ LÝ¹

¹ *University of Information Technology, VNUHCM*

In Vietnam, Decision No. 2371/QĐ-TTg (October 27, 2025) underscores the need to develop English-use environment in educational institutions, where English is not only taught as a subject but also serves as a medium for instruction, professional communication, and everyday interaction. Such an environment requires the sustained and meaningful integration of English across multiple institutional domains, including teaching, administration, and student services. In this regard, university staff play a crucial yet often under-recognized role in facilitating daily communication and maintaining the continuity of English use beyond the classroom. However, unlike students or academic staff, they face significant challenges in developing English proficiency due to heavy workloads, limited access to structured learning, and fewer opportunities for consistent practice. In light of this context, this study investigates factors influencing English learning motivation among 17 adult employees in a workplace-based English course at a Vietnamese university. The course, conducted during office hours and taught by an American instructor, emphasized situational teaching and real-life communication. Using a qualitative TESOL case study design, data were collected through questionnaires, interviews, and classroom observations. Findings indicate that motivation was enhanced by situational teaching, authentic interaction, and a supportive yet structured environment, while work pressure and speaking anxiety reduced motivation. The study offers practical implications for designing workplace English programs that enhance motivation and communicative competence, while highlighting the undervalued role of university staff in sustaining English-use environment.

97

AI-Supported Outlining and Reflective Writing in an EFL Essay Writing Course: A Classroom-Based Study at the University of Dalat, Vietnam

Author: Hưng Tran Thanh¹

¹ *Dalat University, Vietnam*

The integration of artificial intelligence (AI) into language education has received increasing attention in recent years, particularly in the context of writing instruction. However, while AI-assisted writing has been widely discussed, its role in the pre-writing stage —particularly in supporting outlining —remains underexplored, and little attention has been paid to how structured reflection mediates student learning after AI-generated feedback in EFL writing contexts. This study addresses these gaps by investigating how AI can be meaningfully integrated into the essay writing process of undergraduate EFL students, with a focus on planning support and reflective practice.

The study is being conducted in an academic writing course at the Faculty of Foreign Languages, University of Dalat, Vietnam, using a classroom-based mixed-methods approach. It is guided by three research questions: (1) how AI-supported outlining shapes students' planning processes; (2) how reflection logs support self-regulated learning after AI-mediated feedback; and (3) how students' sense of authorship is reflected in their decisions to accept, modify, or reject AI-generated suggestions during the writing process.

Data are being collected from student-generated outlines, AI interaction logs, reflection entries, and semi-structured interviews. The study aims to examine how AI-supported outlining influences strategic planning, how reflection logs enhance metacognitive awareness, and how authorship is actively negotiated rather than passively lost through interaction with AI. Preliminary insights into

these processes, along with practical pedagogical implications for EFL writing instruction, will be presented and discussed.

Keywords: AI-assisted writing, outlining, reflection logs, self-regulated learning, authorship, EFL writing, Vietnam

98

Beyond the Prompt: A Metacognitive Analysis of Student AI Integration in Higher Education

Author: Hiền Ngọc^{None}

This paper investigates first-year students' metacognitive awareness and perceptions of artificial intelligence (AI) tools for learning aviation English at Vietnam Aviation Academy (VAA). As generative AI tools such as ChatGPT become increasingly accessible, understanding how novice learners conceptualize and regulate their AI-assisted learning is critical for effective pedagogical integration. We employed a mixed-methods design combining a quantitative survey (n=80) with Likert-scale and open-ended questions and semi-structured interviews with ten first-year VAA students. Findings reveal that students exhibit moderate metacognitive awareness of AI tool affordances and limitations, use AI primarily for vocabulary support and writing revision, and hold generally positive attitudes tempered by concerns about accuracy and academic integrity. Interview themes highlight tensions between efficiency gains and perceived loss of autonomous learning skills. Results are interpreted against current literature on metacognition, self-regulated learning, and AI in English as a Foreign Language (EFL) contexts. We conclude with pedagogical implications for scaffolding metacognitive AI use in specialized English programs and recommendations for curriculum design that balances AI assistance with the development of higher-order language competencies.

Keywords: metacognition, artificial intelligence, ChatGPT, aviation English, EFL, self-regulated learning, student perceptions

99

The Effectiveness of AI-Powered Game-Based Activities in Enhancing Vocabulary Retention and Motivation among Young EFL Learners

Authors: Hồ Phương Chi Nguyễn¹; Liên Trang¹

¹ HUFLIT

This study investigates the effectiveness of AI-powered game-based activities implemented through Blooket in enhancing vocabulary retention and motivation among young EFL learners in a private English center in Ho Chi Minh City, Vietnam. Adopting a mixed-methods quasi-experimental design, the study involved 82 A2-level learners aged 10–11, including an experimental group receiving Blooket-based vocabulary instruction and a control group receiving traditional instruction. Quantitative data were collected through vocabulary pre-tests and post-tests, while qualitative and supportive data were obtained from a questionnaire, semi-structured interviews, and classroom observations. The findings indicate that the use of Blooket had a significant positive effect on learners' vocabulary retention and classroom motivation. Students in the experimental group showed clear improvement in post-test performance and reported that the platform made vocabulary learning more enjoyable, interactive, and engaging. The results also suggest that Blooket promoted greater participation, confidence, and willingness to review vocabulary, although some learners experienced difficulty with fast-paced game modes. For TESOL, the study highlights the pedagogical value of integrating AI-powered game-based tools into vocabulary instruction, particularly for young learners in EFL contexts where motivation and repeated exposure are essential for language development.

Keywords: AI-powered, game-based learning, Blooket, vocabulary retention, learner motivation, young EFL learners

100

CREATING ENGLISH –RICH LEARNING ENVIRONMENT BEYOND THE CLASSROOM

Author: Tien Pham¹

¹ FIBA

ABSTRACT

This TESOL paper explore how to create an English-rich learning environment beyond the classroom to improve university students' speaking ability and overall communicative competence. Grounded in key theories of second language acquisition, learners' affective factors, and task-based language learning, the study emphasizes the role of out-of-class exposure in strengthening learners' opportunities to use English for real communication. It also analyzes typical challenges in the university context, including limited speaking practice, anxiety, and low willingness to communicate. Based on the theoretical foundation and situational analysis, the paper proposes practical solutions for students, learning groups/clubs, and universities. These solutions focus on designing structured yet psychologically safe speaking tasks, integrating feedback mechanisms, and extending English use into meaningful contexts such as peer interaction, community engagement, and other out-of-class learning channels. The paper concludes that an English-rich environment beyond classroom activities can effectively support learners in transforming input knowledge into communicative output, thereby building confidence and sustainable speaking development.

Keywords: English-rich environment, beyond classroom, out-of-class learning, willingness to communicate, speaking development

101

the impacts of AI implementation in teaching and acquisition English as EFL in Vietnam

Author: thảo trường^{None}

“This research examines the impacts of Artificial Intelligence (AI) on the teaching and acquisition of English as a Foreign Language (EFL) among high school students in Vietnam. Utilizing a quantitative approach with a sample of 100 students and 50 teachers, the study reveals that AI significantly benefits learners by providing diverse access to online materials, instant feedback, and personalized learning paths. For educators, AI plays a crucial role in keeping them updated with contemporary pedagogical methods and assisting in tailoring lesson plans with modern technologies. However, the study identifies several challenges, notably privacy and data security concerns, as well as the potential reduction in human interaction. Consequently, the research suggests that more professional training in AI applications is essential for both teachers and students to optimize educational outcomes.”

102

Teachers as Ethical AI (Artificial Intelligence) Guides in Test Preparation Writing Classes

Author: Như Phạm Nguyễn Thanh^{None}

As learners' English proficiency is increasingly assessed through international examinations, there is a growing demand for enrolling in test-based classes in private centers. Writing is widely perceived as one of the most challenging skills, prompting learners to excessively rely on Artificial Intelligence (AI) tools, such as ChatGPT. This dependence eventually calls for adjustments to teachers' conventional approaches.

Although previous research has discussed the benefits and drawbacks of ChatGPT in EFL classrooms, it has largely concentrated on academic writing in university settings, instead of high-pressure test-preparation classes. Existing studies on the perspectives of college lecturers mostly highlighted the tool's efficiency in writing and the obstacles faced during lessons. Therefore, there are still gaps in researching AI applications in English centers where students' learning motivation and achievement pressure differ significantly. Furthermore, the appropriate role that educators should perform in these AI-intensive classrooms remains underexplored.

This study explores how teachers act as ethical AI guides in writing lessons of test-based classes. It aims to reconceptualize teachers' professional responsibilities to enhance their pedagogical strategies in AI-intensive settings. This eventually fosters learning experiences for learners by encouraging ethical and appropriate use of generative AI tools. A systematic literature review is conducted to synthesize previous studies on the use of ChatGPT in EFL writing classes in related circumstances. Google Scholar was intentionally selected as the primary database for this research. The results of the inductive data analysis were thoroughly validated using multiple strategies and organized into themes to address the study objectives effectively.

103

Exploring Observable Indicators of Critical Reflection in EFL Teaching for Transformative Practices

Author: Quoc Pham¹

Co-author: Van Phan Thi Tuyet²

¹ *Nam Can Tho University*

² *Can Tho university*

Critical reflection is widely recognized as a triggering mechanism for transformative teaching in English as a Foreign Language (EFL) contexts (Mezirow, 2000). However, it is mostly implicit, preventing teachers from observing and examining it in actual teaching contexts. Addressing this gap, this study aims to explore how critical reflection is enacted in EFL teaching and to identify observable indicators of critical reflection in teachers' practices. Guided by interpretivism, an exploratory qualitative design is adopted to achieve in-depth insights into teachers' reflective practices. A purposive sample of five EFL teachers is selected to provide rich data (Hennink & Kaiser, 2022). Semi-structured interviews, reflective journals, and classroom observations will be done to capture what teachers think and practice. Based on the findings, teachers' critical reflection will be manifested in their engagement with their teaching experiences, namely problem-posing, the examination of preconceived assumptions, and the enactment of double-loop learning. From these patterns, a set of observable indicators of critical reflection will be defined to make it more visible in classroom settings. By focusing on observable indicators, a practical lens for understanding critical reflection is provided to support teachers' professional development in fostering transformative practices.

Keywords: Critical reflection, observable indicators, transformative practices

104

The development of framework assessing digital literacy of pre-service English teachers in Vietnam

Author: Linh Trinh Hong¹

¹ *University of Languages and International Studies, Vietnam National University*

In the context of rapid digital transformation in education, digital literacy has become an essential competency for pre-service English teachers (Tomczyk & Fedeli, 2022). However, research on assessing this form of literacy in Vietnam remains limited, particularly among pre-service teachers, and even fewer studies have focused on the development of comprehensive frameworks to assess this competence (Nguyen et al., 2026). Addressing this gap, this study is conducted with English-majored students at a national university in Northern Vietnam with an aim to develop a contextually relevant framework for assessing digital literacy among pre-service English teachers in Vietnam. Drawing on a systematic review of prominent frameworks, including Technological Pedagogical Content Knowledge (TPACK), the European Framework for the Digital Competence of Educators (DigCompEdu), and other relevant models, the study examines their conceptual foundations, assessment dimensions, and applicability in teacher education. Based on this synthesis, the study identifies key components of digital literacy, such as technical proficiency, pedagogical integration, and critical digital awareness, while also highlighting limitations related to contextual adaptability and disciplinary specificity. This research contributes to the literature on digital competence by offering a context-sensitive assessment framework and provides practical implications for curriculum design, teacher training, and policy development to enhance the digital readiness of future English teachers in Vietnam.

105

Exploring first-year English-majored Students' Perceptions of Pedagogical Translanguaging in an EMI Context

Author: Thinh Vu¹

Co-author: Nhi Hoang ¹

¹ *International University, VNU HCMC*

The rapid expansion of English as a medium of instruction (EMI) has highlighted the complex roles of the native language (L1) and the target language (L2) in academic learning. Pedagogical translanguaging has emerged as a strategic method to support student comprehension within these environments. This study investigated how English-major students perceived teachers' pedagogical translanguaging practices and identified the specific practices most frequently reported in EMI classrooms. The participants included 50 first-year English-majored students at a public university in Vietnam. Employing a quantitative research design, data were collected via a structured questionnaire and analysed using descriptive statistics. The results indicated that students hold positive perceptions of pedagogical translanguaging across three primary dimensions: stance, design, and shift. Furthermore, the three most frequently reported practices involved using Vietnamese to clarify difficult concepts, explaining complex academic content bilingually, and supporting vocabulary and grammar acquisition through both languages. These findings suggest that pedagogical translanguaging is generally perceived as a useful instructional approach that facilitates learning in EMI contexts.

106

THE USE OF ARTIFICIAL INTELLIGENCE TOOLS IN ESSAY WRITING AMONG FIRST-YEAR ENGLISH MAJORS

Author: Thao Phuong Nguyen^{None}

The use of Artificial Intelligence among students in their learning process has been attracting significant attention and investigation. The current study, accordingly, is an attempt to delve into the use of AI tools among first-year English majors to deeper understand the role of these tools in their essay writing process and the perceived effects on students' English writing skills. Data obtained from 60 questionnaires revealed that AI tools, ChatGPT and Google Gemini in particular, have become an integral part of the students in their essay writing across all stages, among which vocabulary, grammar, and ideas assistance are highly appreciated. Though the students are hesitant about whether they are over-relying on these tools, they generally believe that AI does help improve their English

writing skills on the long term. However, from the researcher's classroom observation, the students' excessive reliance on these tools during their essay writing process can be seen, especially among those with low-English proficiency. Therefore, further research should clarify the use and effects of AI tools among students of different levels of English to ensure that these tools can actually be their effective study companions.

Keywords: Artificial Intelligence, first-year, English majors, essay writing

107

The Intrinsic Motivation Of Generation Z At COFER In Vietnam's Shifting ESL Context

Author: Nam Lê Nguyễn Hoàng^{None}

New policies in Vietnam prioritize English, viewing it as the second most important language. Personal motivation plays a crucial role in foreign language learning, a widely acknowledged fact, but most research in Vietnam truly explores what motivates Gen Z students from within. For this study, the author utilized ideas from several different theories, such as Self-Determination Theory, Dörnyei's L2 Autonomous System, Norton's Identity Investment Theory, and MacIntyre et al.'s Communicative Readiness Concept. The author sought to understand what truly motivates 83 Gen Z university students from the College of Foreign Economic Relations in Ho Chi Minh City, Vietnam, through a structured interview with 16 open-ended questions and then analyzed their responses to identify common themes. The author found five main reasons that motivate them internally: learning for pleasure, seeing it as a part of themselves, using digital media for motivation, enjoying self-learning, and a gap between motivation and the actual desire to speak. Internal motivation was always the primary reason they wanted to learn, even in the face of external pressures. The author found that there was often a gap between their motivation and their speaking ability. Even when they had high internal motivation, anxiety about speaking a foreign language still prevented them from actually trying to communicate. These results contradict the common view that Vietnamese students only learn for practical reasons. They show that we need teaching methods and leveraging the habit of using digital technology to help students feel more empowered and confident in communication.

108

Assessing University Teachers' Readiness for the Transition from EFL to ESL Contexts: A case study at Thu Dau Mot University

Author: Huong Nguyen Thi Kieu¹

Co-author: Yến Trần Thị Hải

¹ *Thu Dau Mot University*

The transition from English as a Foreign Language (EFL) to English as a Second Language (ESL) contexts has become increasingly significant in response to globalization and the growing demand for communicative competence. This study explores the teachers' readiness to adapt from EFL to ESL teaching environments, with a particular focus on teacher education and its role in facilitating this shift. While the theoretical benefits of this transition are well-documented, the practical preparedness of educators remains a critical bottleneck. This research employs a quantitative approach to investigate the pedagogical, cultural, and linguistic challenges faced by EFL teachers during this transition to identify key gaps in current teacher education programs. Preliminary findings suggest that while teachers possess strong grammatical knowledge, there is a significant need for enhanced training in sociocultural competence and immersive instructional strategies. The results aim to provide actionable recommendations for curriculum designers and policymakers to better support professional development in the evolving global linguistic landscape.

109

TRANSFORMING LANGUAGE EDUCATION POLICY IN VIETNAM: FROM FOREIGN LANGUAGE TO SECOND LANGUAGE IN THE CONTEXT OF INTERNATIONAL INTEGRATION

Author: Bùi Duy Hoàng^{None}

Abstract

This paper examines the transformation of language education policy in Vietnam from viewing English as a foreign language to conceptualizing it as a second language in the context of deepening international integration. Drawing on qualitative policy analysis, the study analyzes key policy instruments, including Resolution 71-NQ/TW of the Politburo, Decision 2371/QĐ-TTg, and implementation plans issued by the Ministry of Education and Training for the period 2025–2035, with a vision to 2045.

Informed by multi-level policy analysis and international experiences, the paper proposes a set of policy recommendations, including strengthening the legal and institutional framework, promoting the application of digital technologies and artificial intelligence in teaching and learning, enhancing teacher capacity, expanding public–private partnerships in education, and ensuring equitable access across regions.

The study contributes to the literature by conceptualizing Vietnam's language education reform as a policy paradigm shift within a developmental governance framework. The successful transformation of this policy model is expected to contribute significantly to enhancing the international competitiveness of Vietnam's human resources and supporting sustainable integration into the global economy.

Keywords: language education policy; English as a second language; policy transformation; international integration; Vietnam

110

AI-Supported Writing Scaffolding and Perceptions of Academic Integrity among EFL Juniors at HUFLIT

Author: Tuan Nguyen¹

Co-authors: Chau Diep¹; Huyen Thai¹

¹ *Ho Chi Minh City University of Foreign Languages - Information Technology*

This research investigates how EFL Juniors at HUFLIT perceive academic integrity when utilizing AI-supported writing scaffolds during their Introduction to Research Methods course (Project 2). The integration of generative artificial intelligence tools into institutions of higher education presents a dichotomy between their potential pedagogical advantages and the need to uphold authentic authorship. This study utilizes a concurrent mixed-methods design, incorporating quantitative data from 176 EFL Juniors via structured questionnaires, alongside qualitative insights from 7 EFL Juniors' reflective pieces and open-ended responses from semi-structured interviews. Using quantitative methods, the collected numerical data were analyzed to identify clear patterns in students' perceptions of AI-assisted writing and their correlations with academic integrity. Qualitative data were examined through thematic analysis to uncover recurring perceptions, concerns, and usage practices. The evidence indicates that EFL Juniors commonly regard AI as an advantageous scaffolding tool, facilitating processes such as ideation, structural organization, and lexical enrichment, and consequently augmenting their overall self-assurance in written composition. However, the risks of over-reliance on AI and its corresponding impact on individuals' writing abilities still need careful consideration. This investigation advances the field of EFL research on the processes students use to manage the application of AI in their academic writing. Furthermore, this research offers practical insights into integrating AI functionalities into pedagogical approaches to academic writing while maintaining principles of academic integrity.

Keywords: academic integrity, AI-supported writing, EFL Juniors, mixed-methods design, pedagogical approaches

111

EFL Tertiary Students' Speaking Engagement and Perceptions in SDG- Integrated Speaking Lessons

Author: Trang Nguyen¹

¹ *Nam Can Tho University*

It is a crucial role that cannot be neglected, because speaking engagements can help learners achieve learning outcomes and participate in pedagogical environments. Especially in today's classrooms, strategies to encourage students to learn EFL must help them actively join discussions and foster their oral communicative competence. In recent times, the language pedagogical department has prioritized the implementation of the Sustainable Development Goals (SDGs) as a meaningful project to link EFL learning with real-life problems that promote learners' consciousness. Nevertheless, many other studies have primarily focused on engagement in popular Classroom contexts; in contrast, they have neglected attentive forms of speaking engagement in SDG-implemented speaking classes. Furthermore, learners' perceptions of the above-mentioned are still underexplored. The research aims to examine the extent of EFL international students' engagement in oral communication during speaking lessons and in embedding SDG themes, and to investigate their perceptions of these involved classroom experiences. This study employs an explanatory sequential mixed-methods design. Quantitative results will be obtained through a questionnaire to capture behavioral, emotional, and cognitive engagement. The qualitative phase of the study was generated from semi-structured interviews to achieve a deeper understanding of learners' perceptions. The result is hoped to show that the current literature on learners' engagement in language teaching and learning contexts and to provide insights for teaching speaking that addresses public problems and foster positive attendance in EFL speaking contexts.

Keywords: EFL speaking engagement, SDG-integrated teaching, student engagement.

112

Scenario-Based Assessment: A New Direction in Assessing English for Teaching Purposes

Author: Hanh Nguyen¹

¹ *Hanoi National University of Education*

Traditional English proficiency tests often fail to reflect how teachers use language in authentic classroom situations. To address this gap, Scenario-Based Assessment (SBA) provides a more realistic and meaningful way to evaluate English for Teaching Purposes (ETP). In SBA, test-takers respond to simulated professional contexts that mirror real teaching challenges, allowing assessors to examine their communicative and pedagogical competence.

This paper introduces the concept and potential of SBA in assessing teachers' English. It draws on Purpura's (2016) cognitive and communicative model of language ability, Kunnan's (2004, 2018) principles of fairness and ethical validation, and Carless's (2007, 2015) framework of learning-oriented assessment. Together, these perspectives show how SBA can integrate authenticity, validity, and formative value into assessment design.

Building on existing research (e.g., Chapelle, Enright, & Jamieson, 2008; Watanabe, 2019; Kane, 2013), the presentation illustrates how scenario-based tasks can reveal teachers' ability to interpret classroom situations, make contextually appropriate language choices, and reflect on their pedagogical decisions. By linking assessment with real teaching communication, SBA not only measures teachers' English proficiency but also fosters their ongoing professional development.

Keywords: Scenario-Based Assessment; English for Teaching Purposes; Language Assessment; Professional Development

113

Challenges in Transitioning to ESL-Oriented Teaching: A Classroom-Based Case Study from HUFLIT

Author: Thi Thuy Dung Huynh¹

¹ HUFLIT

The transition from English as a Foreign Language (EFL) to ESL-oriented teaching has become an important trend in Vietnamese higher education, aligned with national initiatives such as the project “Ministry of Education and Training of Vietnam’s Project on Transforming English into a Second Language in Schools for the Period 2025–2035, with a Vision to 2045.” This shift is driven by the increasing demand for communicative competence and real-world language use. However, it presents challenges for both teachers and learners, particularly in contexts where traditional, form-focused instruction remains dominant. This study employs a mixed-methods case study to explore these challenges in two General English classes (n = 82) at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). Over a 12-week period, classroom practices were gradually adapted to include communicative and task-based elements. Data were collected through student questionnaires, classroom observations, and teacher reflective notes, ensuring triangulation. Findings reveal that affective factors, especially low confidence and fear of making mistakes, were the main barriers to student participation. Other challenges included dependence on teacher guidance, passive learning habits, and uneven participation in large classes. Nevertheless, targeted strategies such as scaffolding, structured group work, and real-world communicative tasks led to improvements in engagement, interaction, and self-reported confidence. The study highlights the role of teacher agency in mediating pedagogical change and suggests that the transition to ESL-oriented teaching is gradual and context-sensitive, requiring sustained support for both teachers and learners.

Keywords: *ESL transition, classroom challenges, Vietnamese learners, task-based learning, case study*

114

Project-Based Learning Without the Burnout: Mini Projects for Emerging ESL Classrooms

Author: Tuong Duy Lam¹

¹ Kids Up English Center - Can Tho

As Vietnam and similar contexts transition toward ESL-oriented education, there is a growing emphasis on developing learners’ communicative competence through more meaningful and interactive classroom practices (MoET, 2018). Project-Based Learning is often promoted as an effective approach to support this shift. In practice, however, many teachers find PBL time-consuming, difficult to manage, and emotionally demanding, particularly in contexts with limited instructional time, mixed-ability classes, and ongoing exam pressure (Farhan and Sukarno, 2024; Meng et al., 2023; Nguyen and Nguyen, 2019).

This workshop proposes a more sustainable alternative: mini projects, grounded in the Social Action-Oriented Approach to language education (Puren, 2015, 2020). A mini project is action-driven rather than task-driven, engaging learners in a sequence of interconnected actions that lead to meaningful language use within realistic classroom constraints (Ahmet Acar, 2020). Through practical examples from young learner classrooms, participants will explore how mini projects can be integrated into everyday lessons to support communication, participation, and language development without requiring extensive planning or resources.

The session also addresses common sources of teacher workload and burnout in implementing PBL and offers practical strategies to maintain manageable classroom procedures, clear language objectives, and effective formative assessment. By the end of the workshop, participants will gain a clear

and adaptable framework for designing mini projects that align with the demands of transitioning ESL classrooms while remaining sustainable for everyday teaching practice.

115

Research Mindset as a Complex Dynamic System in the English Language Teaching context –Master ‘s-Level students’ conceptualization

Authors: Hạnh Nguyễn Thị Minh^{None}; Mai Le Xuan¹; Trang Bui Le Diem²

¹ *Can Tho University*

² *An Giang University*

Research plays a crucial role in developing the English Language Teaching (ELT) context, especially when there are increasing demands for teacher professional development. This leads to a growing trend towards pursuing postgraduate programs with higher demands for research competence. While studies on research competence are prevalent, a research gap remains regarding how ELT teachers –specifically those who are studying at the Master’s level –conceptualize their “research mindset”. This research aims to fill that gap. This is Phase 1 of a larger project, utilizing a qualitative case study design incorporating narrative frames (N=4) and in-depth interviews (N=4), which were conducted sequentially. Through the lens of Complex Dynamic Systems Theory (CDST), the results show that students’ research mindset is not a static entity but a non-linear transition, from viewing research as a mandatory academic task to voluntary professional engagement. The study also highlights the paradoxes between practical perception, the self-efficacy gap, and diplomatic capability in the research process. The findings imply that integrating research into practice in training programs is necessary, as well as building scaffolding pathways to strengthen self-reliance and foster communities of practice to cultivate a sustainable researcher identity among Master’s level students.

Keywords: research mindset, Complex Dynamic System Theory, ELT context, teacher professional development

116

The Efficacy and Student Perceptions of AI-Generated versus Teacher Feedback on University Students’ L2 Writing Development: A Mixed-Methods Study

Author: Anh Tran¹

¹ *Hong Bang International University*

The arrival of GenAI tools in language education has necessitated an understanding of their efficacy, particularly in propelling learners to greater writing proficiency. This study seeks to explore the extent to which Automated Writing Feedback (AWF) generated by ChatGPT can augment learners’ writing ability, together with their perceptions of its effectiveness, compared to the traditional teacher-led method. This 10-week, mixed-methods research investigated two groups: students who received feedback from the educator or from AI. Findings retrieved from quantitative data (students’ writing scores) indicate that both human and AI feedback can strengthen students’ writing performance, while qualitative data (survey results and interview responses) suggest that teacher feedback was superior in fostering students’ affective aspects. We conclude that AI holds the potential to assist the marking process by handling micro-level errors by supplying timely feedback, allowing educators to prioritize macro-level errors, and providing a more thorough feedback experience. Thus,

this paper proposes that a blended feedback approach is adopted to maximize the students' learning outcomes.

Keywords: Automated Writing Feedback, teacher feedback, writing performance, blended feedback approach

117

Digital Game-Based Learning as Support for English Vocabulary Development: A Case Study of High School Students in Thu Duc City, Ho Chi Minh City, Using Roblox

Author: Nhan Nguyen^{None}

Abstract

Digital game-based learning has increasingly been recognized as a promising approach to supporting language development beyond formal classroom settings (Gee, 2007; Peterson, 2013). This study investigates how Roblox, a widely used online multiplayer gaming platform, supports English vocabulary development among high school students in Thu Duc City, Ho Chi Minh City.

A quantitative survey was conducted with 100 Grade 11 students from a public high school. The questionnaire examined students' gaming frequency, preferred game genres, perceptions of vocabulary learning, and the in-game activities that contribute most to language development. Descriptive statistics were used to analyze the data.

The findings suggest that Roblox functions as an effective supplementary digital environment for vocabulary development. A large proportion of students reported frequent engagement with the platform, with 40% playing daily and 30% several times a week. Role-playing and adventure games were the most preferred genres, indicating that interaction-rich and text-based contexts provide greater opportunities for vocabulary exposure. Notably, 65% of participants believed that Roblox contributed positively to their English vocabulary learning. Among the in-game features, chatting with other players was identified as the most beneficial factor (50%), followed by reading game instructions and objectives (30%). These findings align with previous studies on incidental vocabulary acquisition in multiplayer games (Sundqvist & Wikström, 2015; Reinders & Wattana, 2015).

The study highlights the pedagogical potential of integrating students' digital gaming experiences into ESL-oriented instructional practices in Vietnam.

118

Student Perceptions of ChatGPT-Generated Feedback in IELTS Speaking Part 3 Practice: A Qualitative Study

Author: Huyen Bui¹

Co-author: Nghi Nguyen¹

¹ International University - Vietnam National University, HCMC

The integration of Artificial Intelligence (AI) tools in language learning has sparked interest in their potential use in supporting the improvement of speaking skills, especially in high-stakes tests such as IELTS. However, research about how learners perceive the usefulness of AI-generated feedback in IELTS Speaking Part 3 practice remains limited. Therefore, this study employed a qualitative approach to explore students' perceptions of using ChatGPT for IELTS Speaking Part 3 practice. Semi-structured interviews were conducted with eight English-major undergraduates with IELTS band scores ranging from 5.5 to 6.5 who had experience using ChatGPT to practice IELTS speaking

part 3 and receive feedback. Both positive and negative perceptions were revealed using qualitative data analysis. On the one hand, ChatGPT was perceived as useful in providing a secure environment to practice speaking, giving immediate feedback, expanding lexical and grammatical resources, and improving the organization, cohesion, and coherence of the speech. On the other hand, participants reported drawbacks in speech recognition and prompt quality. Such limitations were found to influence learners' trust in the system and shape their overall perception of its usefulness. The findings indicate potential applications of ChatGPT in facilitating IELTS Speaking Part 3 practice and, at the same time, highlight the need to provide training or guidance on creating efficient prompts and follow-ups, as well as to raise learners' awareness of critical evaluation of AI-generated responses.

119

The Significant Impact of Explicit Instruction on Debate Skills with Active Peer Feedback to Vietnamese Learners

Author: Eden Grace Pitogo¹

¹ *Veducon*

Abstract

The study evaluates the intersection of teacher-directed and student-centered collaborative learning within the context of English as a Second Language. It combines explicit instruction with active peer feedback to assess the debate skills of Vietnamese learners in skilled-based training centers. While global research focused on Western pedagogical debate, it remains under-explored within the Vietnamese educational landscape, especially in formal education. This study addresses this gap which is grounded in Constructivism and Discourse-Based Pedagogy.

A mixed-methods exploratory design was employed. Quantitative data was derived from 20 Vietnamese learners from Grade 7-12 enrolled in an intensive class in Ho Chi Minh City. Research instruments included Likert-scale questionnaires and open-ended interviews to capture learner perceptions and measurable skill improvements. The quantitative method shows promising results with 70% of participants identifying in-class debate activities as the most effective factor in improving speaking skills. Furthermore, 87.6% of students agreed that explicit instructions provided the necessary evidence-based structures to bolster their arguments. Qualitative findings revealed that while some students initially provided generic feedback, the process overall fostered self-reflection, teamwork, and an open-minded attitude toward constructive criticism.

The findings suggest that a structured, step-by-step approach to debate instruction significantly reduces cognitive load and enhances learner confidence. This study concludes that integrating debate-based pedagogy into formal Vietnamese formal Vietnamese speaking classes can bridge the gap between extracurricular skill-building and mainstream language literacy.

Keywords: Debate Pedagogy, Explicit Instruction, Active Peer Feedback, Vietnamese Learners, Discourse Competence, Critical Thinking.

120

Digital Transformation in Formative Assessment: The Design, Implementation, and Evaluation of Testmoz for English General Courses at Vietnam Aviation Academy

Author: Phan Tu Trinh¹

¹ *Vietnam Aviation Academy*

The ongoing digital transformation in higher education has exposed limitations in traditional self-study practices at Vietnam Aviation Academy (VAA), particularly as self-directed learning accounts for up to 30% of course assessment. In General English courses, paper-based homework frequently results in delayed feedback, increased administrative workload for instructors, and low levels of student engagement. Despite national efforts to promote Industry 4.0 integration in Vietnamese higher education, homework and self-study activities at many universities in general and VAA in particular remain largely manual and insufficiently aligned with digital learning environments.

To address challenges, the author needs streamlined digital tools that support rather than complicate the learning process. This study investigates the integration of Testmoz as a solution to modernize formative assessment. The research aim is to clarify if digitizing these practices from designing Testmoz assignment can able to not only provide students with more timely feedback but also reduce the daily workload for instructors. By implementing and evaluating Testmoz at the Vietnam Aviation Academy (VAA), the research also hopes to provide a practical roadmap for using digital tools to improve student outcomes in the Vietnamese higher education context.

Keywords: digital transformation, testmoz, assessment, feedback

121

Fostering Self-Regulated Learning in the Transition toward ESL: A Classroom-Based Study in Vietnamese Higher Education

Author: NGUYEN DUC MINH LUU¹

¹ HO CHI MINH CITY UNIVERSITY OF FOREIGN LANGUAGES - INFORMATION TECHNOLOGY

This study explores how self-regulated learning (SRL) can be fostered to support students' transition from English as a Foreign Language (EFL) to English as a Second Language (ESL) in Vietnamese higher education. As the demand for English use continues to grow, there is a need to promote learner autonomy and strategic learning practices.

The study was conducted in an undergraduate course at Open University in Ho Chi Minh City, involving 85 English-major students over a 10-week period. A mixed-methods approach was adopted, with data collected through a questionnaire consisting of Likert-scale items and open-ended questions. The questionnaire was designed to examine students' use of self-regulated learning strategies, including goal setting, strategic planning, self-monitoring, and reflection, as well as their perceived readiness for real-world English use.

The findings indicate that students reported increased use of self-regulated learning strategies and greater responsibility for their own learning. Qualitative responses further reveal that learners became more aware of their learning processes and more confident in applying English beyond the classroom.

These results suggest that integrating SRL-oriented practices can effectively support learners' transition toward ESL-oriented learning environments. The study contributes to current discussions on the shift from EFL to ESL in Vietnam by highlighting the role of self-regulated learning in fostering learner autonomy. It also provides practical implications for educators seeking to enhance students' readiness for real-world English use.

Keywords: self-regulated learning, learner autonomy, ESL transition, Vietnamese higher education, real-world English use

122

English Teacher Identity and Agency in a Vietnamese Educational Context: Responding to ESL-Oriented Expectations

Author: Hai Ha Thanh¹

Co-author: Hien Nguyen Thi Thu ¹

¹ *Quy Nhon University*

This study investigates how English teachers in a Vietnamese educational context respond to emerging ESL-oriented expectations. Although recent reforms emphasize communicative English teaching, limited research has examined how teachers interpret such expectations before they are formally implemented. The study aims to explore teachers' perceptions of ESL-oriented expectations and how these shape their professional identity and agency. It also examines the challenges teachers anticipate and their projected responses to these changes. A qualitative research design was employed, using semi-structured interviews with eight English teachers across different educational levels. The data were analyzed thematically to identify patterns in teachers' interpretations, anticipated challenges, and projected actions. The findings show that teachers associate ESL-oriented expectations with communicative teaching and real-life language use, while experiencing uncertainty due to the lack of clear guidance. They anticipate shifting from knowledge transmitters to facilitators of communication, but foresee tensions related to exam-oriented systems, large class sizes, and uneven student proficiency. Although teachers express willingness to adapt, their agency is shaped and constrained by structural conditions and limited institutional support. The study highlights that teacher identity and agency are constructed not only through enacted policy but also through anticipated expectations, emphasizing the need for coherent support in educational transition contexts. Keywords: teacher identity, professional agency, ESL-oriented expectations, educational change, Vietnam

123

The Perceived Use of Metacognitive Online Reading Strategies among Students at an EMI University in Vietnam

Author: Thinh Vu¹

Co-author: Dung Dang ¹

¹ *International University, VNU HCMC*

In the age of technology, reading online materials has become a fundamental skill for acquiring, storing, and retrieving information, particularly as higher education institutions increasingly rely on digital resources. Despite the growing popularity of online reading, the perception of the use of Metacognitive Online Reading Strategies (MORS) among students, especially in English as a medium of instruction (EMI) settings in Vietnam, remains insufficiently examined. This quantitative study addressed this gap by investigating how students at an EMI university in Vietnam perceived the use of MORS. Participants were 124 students, evenly divided between English and non-English majors. Data were collected via a survey, focusing on three sub-categories of MORS: global, problem-solving, and support strategies. Descriptive analyses indicated that problem-solving strategies were employed most frequently, followed by global strategies and support strategies. Comparative results showed that non-English majors reported higher mean scores across all three categories than English majors. However, inferential statistics revealed statistically significant differences between the two groups only in the use of support strategies. These findings contribute to a foundation for further investigation into the application of MORS in digitally mediated EMI higher education in Vietnam.

Keywords: MORS, metacognitive online reading strategies, digital reading, EMI

124

EFL STUDENTS' PERSPECTIVES ON USING INSTAGRAM REELS AND YOUTUBE VIDEOS IN LEARNING ENGLISH LISTENING SKILLS AT A UNIVERSITY IN HO CHI MINH CITY

Author: Sơn Thái^{None}

This study investigates EFL students' perspectives on the use of Instagram Reels and YouTube videos for learning English listening skills at a university in Ho Chi Minh City. Adopting a mixed-methods design, the research collected quantitative data through questionnaires and qualitative insights through semi-structured interviews with English-major students. The findings indicate that both platforms were perceived as accessible, engaging, and useful for improving vocabulary, pronunciation, and exposure to authentic language use. Students also valued the flexibility of learning anytime and anywhere, as well as the variety of topics and accents available on the two platforms. However, several challenges were identified, including distracting content, inconsistent video quality, fast speech, and difficulties in selecting materials appropriate to learners' proficiency levels. Overall, the study suggests that Instagram Reels and YouTube videos can serve as valuable supplementary resources for listening development when supported by appropriate guidance from teachers and learners' strategic use of digital media.

Keywords: perspectives, Instagram Reels, YouTube videos, EFL students, listening skills

125

Navigating Between Prescription and Practice: Vietnamese EFL Teachers' Adaptation of Textbooks to Fit Local Teaching Needs

Author: Vy Nguyen^{None}

Textbook adaptation is common in Vietnamese EFL classrooms, yet the teacher-centred decision processes that produce everyday changes remain insufficiently described. Drawing on Borg's work on teacher cognition and a Vygotskian sociocultural activity perspective, this qualitative study examines adaptation as professional agency enacted within institutional constraints through semi-structured interviews with ten in-service teachers, analysed using reflexive thematic analysis. The findings show that adaptation functions as a routine practice of autonomy with alignment: teachers treat the textbook as a curricular spine by preserving core aims and sequencing while reshaping peripheral activities to sustain access, participation, and lesson coherence for particular groups. Modification and addition emerged as the dominant, lower-risk strategies for calibrating difficulty and localising content through adjustments to task procedures, interaction formats, prompts, and examples. By contrast, omission and substitution operated as higher-risk interventions used when activities were judged unable to achieve their intended curricular function under time, level, or programme pressures. Decision making was shaped by an ecology of three interacting domains, wherein teacher cognition and affect calibrated the scope of change, learner variance and engagement needs acted as immediate triggers, and institutional mandates set boundaries for acceptable adaptation. The session will offer a practice-grounded model of adaptation decision-making and targeted implications for mentoring, teacher education, and materials development to strengthen principled, context-sensitive teacher agency in comparable EFL contexts.

126

Learners' Perceptions of Teacher Oral Feedback in VSTEP Speaking Preparation: Implications for ESL-Oriented Instruction in Vietnam

Author: Sang Ngoc Doan¹

Co-author: Huu Duc Pham

¹ lh@lhu.edu.vn

Teacher oral feedback plays a crucial role in supporting learners' speaking development, particularly in high-stakes test preparation contexts. This study investigates learners' perceptions of teacher oral feedback in VSTEP speaking preparation classes at Lac Hong University, Vietnam. Data were collected from 64 students through a structured questionnaire measuring four dimensions of feedback:

clarity, timing, focus, and affective tone. The findings indicate that learners generally hold positive perceptions of teacher oral feedback (Mean = 3.90). Among the dimensions, feedback clarity and focus were rated highest, suggesting that learners value explicit and task-related guidance. In contrast, affective tone received lower ratings, with evaluative feedback negatively associated with learner confidence. Correlation analysis further reveals that clear feedback enhances perceived usefulness, while supportive feedback contributes to increased confidence and willingness to communicate. These findings highlight the importance of balancing instructional clarity and emotional support in speaking feedback practices. Importantly, the study suggests that effective feedback in VSTEP speaking classrooms can serve as a pedagogical bridge toward ESL-oriented instruction, fostering communicative competence beyond test preparation. The study contributes to current discussions on language teaching in Vietnam, where English is increasingly positioned as a second language.

Keywords: VSTEP; oral feedback; learner perceptions; speaking skills; ESL-oriented instruction

127

Short-Form Video Platforms as Digital Tools for ESL Vocabulary Development: Evidence from Vietnamese University Students

Author: Nuong Nguyen¹

¹ Academy of Policy and Development

This study examines the effectiveness of short-form video platforms as digital tools for English as a Second Language (ESL) vocabulary development among Vietnamese university students. Grounded in multimedia learning theory and micro-learning principles, the study investigates the effects of English exposure, repetition, multimedia elements, and distraction on vocabulary acquisition. A quantitative design was employed, using survey data from 220 students. Data were analyzed through reliability testing, exploratory factor analysis (EFA), multiple regression, and structural equation modeling (SEM). The results show that the model explains a substantial proportion of variance in vocabulary acquisition (Adjusted $R^2 = 0.649$). Repetition emerges as the only significant predictor ($\beta = 0.372$, $p < .001$; $SEM = 0.549$, $p = .012$), while English exposure, multimedia elements, and distraction are not statistically significant. These findings suggest that repeated exposure, rather than content richness or passive exposure, plays a central role in vocabulary learning. The non-significant effect of distraction further indicates that learners can effectively engage with vocabulary in high-stimulation environments. The study highlights the importance of repetition as a cognitive reinforcement mechanism in short-form video contexts and suggests that platforms such as TikTok and Instagram Reels can support vocabulary learning when designed to promote repeated encounters with target items. Keywords: short-form video platforms, vocabulary acquisition, repetition, micro-learning, ESL, Vietnam, TikTok, Instagram Reels

128

Usability Testing of Web-Based Dictation Tools for ESL Listening Comprehension

Authors: Ngoc Tuan Phung¹; Thao Thi Da Nguyen¹

¹ Sai Gon Technology University

Dictation has long been recognized as an effective method for improving ESL learners' listening comprehension. With the rise of web-based applications, learning English has become more accessible and engaging. However, the abundance of dictation websites can pose challenges for both teachers and students in selecting suitable platforms. This study examines the affordances of three popular web-based applications –Dailydictation, English Club, and Parroto –through usability testing

focused on site design and user experience. Ten non-English-major university students with mixed levels used the three websites over one week to complete usability testing tasks. Data was collected from users' journals, and visual analysis. Findings highlight the importance of clear information, and effective interaction design in supporting language learning. Students demonstrated self-directed learning, frequently practicing listening and benefiting from technological features such as personalized suggestions, engaging activities, timely feedback, and error correction. The study underscores the potential of online applications to enhance listening comprehension and offers implications for designing more effective online language learning tools.

Keywords: dictation, web-based learning, listening, usability testing

129

Vietnam's ESL Transition: Adapting Structured Literacy in Micro-Level Material Design for Primary Classrooms

Author: Phạm Trang Thu¹

Co-author: Phan Hoàng Thuỳ Linh¹

¹ *University of Languages and International Studies*

As Vietnam transitions from English as a Foreign Language (EFL) to a Second Language (ESL), primary students often face systemic phonetic barriers –specifically coda deletion, monosyllabic processing, and tonal interference –rooted in L1 influence. Despite this strategic shift, current communicative textbooks seem to lack the micro-level decoding methodologies required for ESL proficiency. This study investigates the compatibility of foundational Structured Literacy (SL) routines, extracted from the HMH Into Reading curriculum, with the Vietnamese phonetic context. Employing qualitative document analysis, the research utilizes a mapping matrix to evaluate how four core routines dismantle L1-induced errors. The analysis demonstrates that “Tap and Count” and “Sound-by-Sound Blending” can effectively disrupt whole-syllable guessing and enforce released stops, directly mitigating coda deletion. Furthermore, “Continuous Blending” and “Echo Reading” can facilitate coarticulation and recalibrate sentence-level prosody to override ingrained Vietnamese tonal habits. Ultimately, the study proposes a tripartite Adaptation Framework for Scripted Instruction, providing explicit “I do - We do - You do” bilingual scaffolds for Teacher's Guides. This research contributes a micro-instructional lens to material design, offering an actionable, systemic approach to bridge the gap between phonemic awareness and oral fluency, thereby establishing a foundation for future experimental interventions in ESL-emerging classrooms.

Keywords: structured literacy, cross-linguistic influence, phonological awareness, scripted instruction, material design.

130

The Efficacy of ChatGPT in Enhancing Reading Comprehension: A Case Study of HUFLIT English Majors

Author: Viet Vo Quoc¹

¹ *HUFLIT*

This research focuses on the perceptions of the English majors at HUFLIT about the efficacy of ChatGPT in improving their reading comprehension. With the use of the convergent parallel mixed methods design, a total of 207 students were surveyed. In order to balance both depth and breadth, a total of 144 students participated in a quantitative survey using Likert scales (analyzed using descriptive statistics), while another group of 63 students provided qualitative data through the open-ended questionnaire method (analyzed utilizing thematic analysis). Triangulated findings show that the students perceive the utility of ChatGPT as a “Linguistic Equalizer,” making them think of it as

highly useful in decoding the complexity of syntax (Mean=3.96) and symbolism (Mean=3.90) in a bid to overcome academic density. However, a dependency paradox was observed with regards to how students feel about ChatGPT where despite having a high perception of personal growth in reading skills (Mean=3.97), their independent reading skills have worsened due to reliance on the tool (Mean=2.44). Moreover, due to ChatGPT's inability to exhibit emotional intelligence, an "emotional ceiling" was noted, contributing towards creating a form of skeptical trust due to the cross-check of its output. It is concluded that even though ChatGPT works as a cognitive scaffold for students, it must not replace independent reading. The study suggests that ChatGPT can be seen as a good cognitive scaffold, but universities should conduct training on AI literacy.

Keywords: ChatGPT, reading comprehension, English majors, mixed methods

131

Negative Effects of ChatGPT on IELTS Writing Task 2: A Case Study of Faculty of Foreign Language Students at a Public University

Authors: Khang Nguyen¹; Thanh Pham^{None}; Thuong Hoang^{None}

Co-authors: Anh Le ; Dung Nguyen ; Loc Duong ; Thy Vo

¹ Sai Gon University

Artificial intelligence tools like ChatGPT provide several benefits in writing IELTS essays, but at the same time, it also causes some negative effects on English majors' language learning abilities. As a part to understand the issue, this study aims to investigate the negative impact of ChatGPT in IELTS Writing Task 2 on Faculty of Foreign Language students at Saigon University. A quantitative research method was used to collect data from 186 English-majored undergraduates at Saigon University. To be more specific, an online questionnaire was conducted using a 5-point Likert scale based on the Self-Regulated Learning (SRL) framework. Results showed that there was a moderate reliance on AI for brainstorming ideas in phase 1, which could erode critical thinking among students (M = 3.12). In the last phase, it was observed that students tended to ask ChatGPT's feedback (M = 3.13) rather than doing it by themselves, leading to a decrease in their ability to self-assess their work (M = 2.90). This study indicates the relationship between each thinking phase of learners and the intervention of ChatGPT in the process of writing IELTS essays.

Keywords: Self-Regulated Learning (SRL) in IELTS Writing Task 2, English-majored students, critical thinking, self-correction skills

132

Exploring AI Self-Efficacy in EFL Students: Implications for Learning Engagement and Performance

Author: Phuong Vo Thi Bich¹

¹ HUFLIT University

The integration of Generative AI (GenAI) has created a paradigm shift in English language learning as it offers transformative benefits, as well as ethical and academic challenges. While previous research focused on how often students use AI tools, a significant gap in understanding how students perceive their capacity to effectively engage with AI tools exists. This study investigated students' confidence in engaging with AI in learning contexts using an adapted version of the AI-Self Efficacy Scale by Wang and Chuang (2024) to measure five key dimensions: AI-assisted learning, anthropomorphic interaction, emotional comfort, technical and prompting skills, and critical evaluation of AI outputs. The study adopted a quantitative design. To collect the data, an online questionnaire

was administered to 150 English-majored and non-English majored students. The findings indicated that the students demonstrate moderate to high levels of AI self-efficacy, particularly in using AI as a learning support tool. However, lower levels of confidence were observed in more advanced competencies, such as prompt engineering and critical evaluation of AI-generated content. The findings provide empirical insights into students' readiness to engage with GenAI and offer implications for educators to foster more effective, critical, and responsible AI use in language learning.

133

ChatGPT-5.0 vs Human Scoring in IELTS Writing Task 2: A Comparison Across Prompt Designs and Criteria

Author: Thanh Trinh¹

¹ *HCMC University of Technology and Engineering*

This study aims to explore whether different prompting designs produce significant differences in ChatGPT5.0-generated scores for IELTS Writing Task 2 essays and to examine to what extent ChatGPT5.0's essay scorings are aligned with human ratings. Using a dataset of 56 essays, scores generated under two prompting designs (with or without calibration examples) were compared with each other and with a human benchmark derived from multiple raters. Scores were analyzed across four IELTS criteria (Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy) as well as overall performance using descriptive statistics, repeated measures ANOVA, correlation, and intraclass correlation coefficients (ICC). Findings revealed that prompt design, i.e., inclusion of calibration examples, influenced automated essay scoring capabilities of ChatGPT since the scores significantly differed between the two prompting scenarios. While ChatGPT and human scores showed insignificant variation at the overall level, systematic discrepancies across the three marking criteria were detected, with the exception to Task Response. Specifically, ChatGPT tended to assign higher scores for Coherence and Cohesion and lower scores for lexical and grammatical aspects. Pearson Correlation analyses found moderate to strong relationships between ChatGPT-based scores and human ratings, suggesting ChatGPT could reliably rank writing performance whereas lower intraclass correlation coefficients signified a weaker alignment in terms of absolute scorings.

Keywords: ChatGPT5.0, IELTS Writing, reliability

134

Integrating ChatGPT into ESL Writing Instruction: Effects on Students' Perceptions and Academic Writing Performance

Author: Phuong Nguyen¹

Co-author: Ngọc Uyển Nguyễn

¹ *Education*

Abstract

The integration of artificial intelligence tools like ChatGPT into language education is gaining increasing attention, particularly in the context of teaching English as a Second Language (ESL) writing skills. This study focuses on both students' perceptions of ChatGPT and its effectiveness in improving academic writing skills. The study was conducted using a semi-experimental design, with data collected from university students through a 5-level Likert questionnaire and pre- and post-intervention writing tests over a 10-week period. During the intervention, ChatGPT was used as a tool to support idea generation, language editing, and writing completion. The results showed that students generally had a positive attitude towards ChatGPT, especially appreciating its usefulness and ease of use. Furthermore, data analysis indicated a statistically significant improvement in students' writing performance after its application. Furthermore, the results also show a correlation

between learners' positive perceptions and their progress in writing skills, thereby highlighting the role of attitudinal factors in a technology-supported learning environment. Overall, the study provides empirical evidence demonstrating the pedagogical value of ChatGPT in ESL writing classes. Simultaneously, the results offer some practical suggestions for instructors in effectively and appropriately integrating AI tools into teaching. Future research could expand to consider long-term impacts and survey a wider range of learner groups.

Key words: ChatGPT; ESL writing; academic writing; writing performance

135

An Analysis on EFL Vietnamese Sophomores Pronunciation in a Speaking Course

Author: Thu Tran¹

¹ *University of Foreign Languages and Information Technology*

This study aims to investigate the pronunciation features of EFL second year university students in a speaking course, focusing on consonant production and prosodic elements such as word stress and intonation. To demonstrate the significant difficulties that learners encountered during producing English speech, they were asked to perform both read-a-loud tasks and speaking tasks. Data from recorded speech were analyzed based on the phonological frameworks of previous research (Roach, 2009; Rogerson-Revell, 2011; Cruttenden, 2014). The findings reveal that Vietnamese learners have the tendency of omitting the final sounds such as -s and -ed, and have troubles in producing a good English intonation, affecting their communicative effectiveness. Consistent with prior research (Derwing & Munro, 2005; Yates, 2017; Pourhosein Gilakjani, 2016), the study underscores the importance of targeted pronunciation instruction, calling for further research to implement pedagogical interventions which emphasize prosodic features and final consonants to enhance students' overall spoken proficiency.

136

The Pedagogical Impact of Artificial Intelligence Tools on English Majors' Writing Skills at Ho Chi Minh City University of Foreign Languages - Information Technology

Author: Nguyễn Minh Tuấn¹

¹ *Ho Chi Minh City University of Foreign Languages - Information Technology*

The increasing use of Artificial Intelligence (AI) tools in education has begun to reshape writing instruction in English language learning contexts. However, there is still limited research on how these tools affect English majors in Vietnam, particularly at HUFLIT. This study explores the pedagogical impact of AI tools on the writing skills of third-year English majors at HUFLIT using a mixed-methods approach. Data were collected from a questionnaire completed by 169 students and semi-structured interviews with 8 participants. The findings indicate that many students perceive AI tools as helpful in improving their writing, especially in terms of grammar, vocabulary, and idea organization. Students also reported that AI tools made it easier for them to generate ideas, identify errors, and revise their drafts more effectively. At the same time, some students expressed concerns that relying too much on AI could reduce their ability to think independently and weaken their confidence in writing. Overall, the study suggests that AI tools can support writing development if used appropriately, and it highlights the need for guided and balanced use in teaching and learning.

Keywords: Artificial Intelligence tools, writing skills, English majors, language learning

137

Artificial Intelligence Tools in English Speaking Development: Perceptions and Performance of Senior English Majors at Ho Chi Minh City University of Foreign Languages - Information Technology

Author: Nguyễn Minh Tuấn¹

¹ *Ho Chi Minh City University of Foreign Languages - Information Technology*

The growing integration of Artificial Intelligence (AI) tools in language learning has increasingly influenced the development of students' English speaking skills. However, in the Vietnamese context, research on how these tools affect senior English majors, particularly at HUFLIT, remains limited. This study examines the relationship between AI tool use, students' speaking performance, and their perceptions. A mixed-methods approach was adopted, with quantitative data collected from a questionnaire completed by 70 senior English majors and qualitative data obtained through semi-structured interviews with 8 participants. Findings indicate that students generally view AI tools as supportive of their speaking development, particularly in improving pronunciation, fluency, grammar, and vocabulary. Many students reported increased confidence and more frequent opportunities for practice when using AI tools. At the same time, some participants raised concerns about limited feedback depth, technical issues, and reduced opportunities for interaction. These findings suggest that AI tools can enhance speaking development when integrated thoughtfully into instruction. Pedagogical implications highlight the importance of guiding students to use AI tools in balanced and purposeful ways to support both skill development and communicative competence.

Keywords: Artificial Intelligence tools, speaking performance, perceptions, senior English majors, speaking development

138

The Role of Teachers in a Task-based Language Teaching Classroom: Perspectives of Vietnamese EFL Pre-service Teachers

Author: Do Ngoc Thanh Thuy¹

¹ *Cần Thơ University*

Task-based Language Teaching plays a central role in recent educational reforms in Vietnam, yet its success hinges on teacher readiness. This qualitative study examines the perspectives of pre-service teachers, an understudied group, to understand how they conceptualize their roles in TBLT and the challenges they expect to face. In-depth semi-structured interviews with ten pre-service EFL teachers at a university in the Mekong Delta were employed and data were analyzed via thematic analysis. The findings show that participants held a well-developed theoretical understanding of TBLT. They viewed their roles as task designers, facilitators, language advisors, assessors, classroom managers, motivators and reflective practitioners. At the same time, they anticipated substantial challenges at three levels: practical limitations in classroom conditions, psychological constraints such as limited confidence, and systemic constraints driven by institutional and assessment pressures. The study concludes that their professional identity remains in a fragile transition, mediated by the conflict between university-taught theories and traditional classroom realities. These findings underscore the urgent need for adaptive TBLT in teacher education and systemic assessment reform to create an enabling environment for communicative innovation in Vietnam.

Keywords: *implementation, perspective, pre-service teacher, task-based language teaching, teacher roles.*

139

Student Expectations of English Language Teachers: Navigating the Shift to Vietnam's ESL Transition and AI Integration

Author: Lê Uyên Nguyễn¹

¹ HUFLIT

Abstract

In today's digital age, the evolutionary development of AI represents an unprecedented information revolution, permeating every industry, especially education, and particularly English language teaching and learning. Alongside, Vietnam's transition of English from a foreign language to a second language has brought about a significant change in teaching and learning. These two simultaneous circumstances are profoundly changing the approach to English learning at all ages, particularly among Vietnamese students, as knowledge about the English language is readily accessible online. Therefore, instructors at the undergraduate level must re-evaluate their teaching methods and find appropriate, engaging, and essential approaches for students' English language learning. This research is based on an insight into 300 students majoring in English from the Faculty of Foreign Languages at HUFLIT. It aims to explore the requirements and expectations of students regarding English language instructors' teaching methods in the era of AI and English becoming a second language in Vietnam. This study is also to identify the irreplaceable values and capabilities of instructors in English language teaching within the AI integration. The results of this research may help instructors with innovative methods to inspire learners, share experiences and learning pathways, and cultivate students' cultural behavior as well as emotional intelligence when learning and using English.

Keywords: English Language Teaching, ESL Transition, AI Integration, Teacher Roles, Student Expectations

140

Rethinking Assessment in the Shift from EFL to ESL: A Critical Review of No-Exam Classrooms

Author: Thi Thanh Thao Nguyen¹

Co-authors: Thi Dieu Duyen Le ²; Thi Hong Tham Chau ³; Thanh Tinh Bui ⁴; Van Doan Tran ⁵

¹ *International Institute, Ho Chi Minh City University of Economics and Finance, Vietnam*

² *Faculty of Foreign Languages & Oriental Studies, Yersin University of Da Lat*

³ *Faculty of Foreign Language, Nguyen Tat Thanh University*

⁴ *Foreign Languages and Informatics Center, Dong Thap University*

⁵ *Faculty of Foreign Languages, Ho Chi Minh City University of Industry and Trade*

Submission type: Abstract for Short Paper (2000-3500 words)

The transition from English as a Foreign Language (EFL) to English as a Second Language (ESL) in Vietnam necessitates a critical reconsideration of assessment practices in English Language Teaching. One emerging trend is the rise of “no-exam” or assessment-light classrooms, which challenge the dominance of traditional summative testing.

Conventional exams, while valued for standardization, often demonstrate limited construct validity in capturing communicative competence. They tend to privilege discrete linguistic knowledge and performance under pressure, rather than the ability to use language meaningfully in real contexts. In contrast, no-exam approaches conceptualize assessment as an ongoing, evidence-based process embedded in interaction, feedback, and reflection, aligning more closely with sociocultural and constructivist views of learning.

However, this shift raises important concerns regarding reliability, comparability, teacher workload, and institutional accountability. In exam-oriented contexts, the removal of formal testing structures may also challenge entrenched educational expectations.

This review argues not for the elimination of assessment, but for its reconceptualization. In an ESL-oriented environment, valid assessment should reflect language as a dynamic, socially situated practice, supported by multiple forms of evidence rather than a single high-stakes test.

Keywords: esl transition, language assessment, no-exam classroom, tesol

141

The Necessity of Consistent L2 Exposure with Effective Strategies to Promote Language Production: An Action Research Study in Early Childhood ESL Classrooms

Author: Anh Võ^{None}

The persistent overreliance of the native language (L1) in English as a Second Language (ESL) environments often hinders the development of spontaneous production in young learners. This paper suggests the effectiveness of strategic L2 (target language) immersion techniques within a cohort of learners aged 5–6 years with near-zero initial proficiency. Employing a three-month action research methodology, the study utilized participant observation and structured pedagogical interventions to monitor student progress. Data were gathered through longitudinal field notes and assessment of student verbal output during classroom activities. The findings reveal that sustained pedagogical consistency, coupled with visual scaffolding and total physical response strategies, significantly boosted students' communicative confidence, willingness to communicate, receptive comprehension, and productive language output. While the study is limited by its localized sample and reliance on teacher-reported data, it offers a practical framework for early childhood educators seeking to establish strong target-language habits in low-proficiency classrooms.

Keywords: l2, target language, output, confidence, communication, strategies, early childhood, esl, classroom

142

English-major Students' Readiness for Real World English Use in an ESL-Oriented Context: A Case Study at HUFLIT University

Author: Loan Nguyen¹

¹ HUFLIT

This study aims to investigate English-major students' readiness for real-world English use in an ESL-oriented context at HUFLIT University, focusing on three dimensions: communicative competence, willingness to communicate, and L2 self-confidence. Data were collected from 160 English-major students using a questionnaire. Descriptive statistics were employed to examine learners' overall readiness and their distribution across the three dimensions. In addition, one-way ANOVA was conducted to explore differences in readiness across academic year and self-rated English proficiency, while Pearson correlation analysis was used to examine the relationships among the three dimensions. The findings revealed that students demonstrated a high level of overall readiness toward ESL orientation. While no significant differences were found across academic years, the level of readiness varied significantly according to English proficiency levels. Furthermore, strong positive correlations were identified among the three dimensions. These findings suggest that enhancing learners'

readiness to use English as a second language requires not only the development of language competence but also the fostering of confidence and a supportive environment that encourages active communication.

Keywords: Learner readiness; ESL-oriented context; willingness to communicate; L2 self-confidence

143

Investigating Digital Literacy for Translation and Interpreting Careers: A Survey of English Majors at HUFLIS

Authors: Thao PHAN¹; Thao PHAN¹

¹ Hue University of Foreign Language and International Studies

This study explores digital literacy among English major students at Hue University of Foreign Languages and International Studies (HUFLIS) with a focus on its importance for careers in translation and interpreting. As technology continues to develop rapidly, digital skills have become increasingly essential for language professionals. The study aims to examine students' levels of digital literacy, their familiarity with translation technologies, and their attitudes toward using digital tools in professional contexts. A quantitative survey was conducted using a structured questionnaire distributed to English majors at HUFLIS. The results indicate that while students generally have strong basic digital skills, their ability to use specialized tools such as Computer-Assisted Translation (CAT) software is still limited. Although most participants show positive attitudes toward digital technologies, they also report challenges such as a lack of training and limited access to professional tools. These findings suggest that digital literacy should be more effectively integrated into the curriculum to better prepare students for future careers in translation and interpreting. Overall, the study offers useful insights for educators and curriculum developers seeking to improve students' career readiness in the digital age.

144

Instruction of English pharmaceutical terminology at Lac Hong University faculty of pharmacy: learning difficulties and pedagogical implications

Author: Thinh Huu Nguyen¹

Co-author: Duc Huu Pham²

¹ Lac Hong University

² International University - Vietnam National University HCMC

In the context of increasing international integration, English pharmaceutical terminology has become a key component in training pharmacy students to meet professional and communicative demands in modern healthcare settings. This study investigates the current learning of English pharmaceutical terminology among pharmacy students at LHU. It addresses two questions: (1) What are the difficulties in learning and using pharmaceutical terms do students encounter in academic and practicum settings? and (2) What are students' perceptions of learning and using English pharmaceutical terminology? A mixed-methods design was used, combining a quantitative questionnaire with semi-structured interviews. The sample was composed of students of four years, especially those with internship experience at hospitals and drugstores. The survey questions included level of understanding, situations of use, and difficulties in learning the language. Meanwhile, the interview questions focused on their learning experience and attitude. It was found out that the terminology associated with pharmacology, pharmaceuticals, pharmacokinetics, and interactions between drugs were the most used by the students. The results imply that the current approaches to teaching

English terminology in pharmaceutical studies are still more inclined toward theoretical concepts rather than integrating the English terms in practical applications. Therefore, the study suggests improving the teaching and learning processes by adopting case-based learning, professional situations, more materials in English, ESP courses, and CLIL-based teacher training programs.

Keywords: English pharmaceutical terminology, ESP and CLIL approaches, learning difficulties, mixed methods study, pharmacy students

145

From EFL to ESL in Vietnam: Policy Transformation and Educational Implications

Author: Nhật Tân^{None}

In recent decades, Vietnam has experienced rapid economic growth and deeper global integration, making English a crucial tool for communication, education, and employment. Traditionally, English has been taught as a Foreign Language (EFL), with limited use outside the classroom. However, there is a growing shift toward English as a Second Language (ESL), which emphasizes real-life communication and practical usage. This transition reflects both pedagogical reform and a national strategy to enhance global competitiveness.

The distinction between EFL and ESL lies in language context. EFL focuses on academic learning in non-English environments, while ESL involves using English in daily, educational, and professional settings (Richards & Schmidt, 2010). Although Vietnam is not an English-speaking country, increased exposure in business, media, and education indicates a move toward ESL conditions. Government initiatives such as the National Foreign Languages Project aim to improve English proficiency through communicative teaching and curriculum reform (Government of Vietnam, 2008).

This shift has major educational implications. ESL promotes communicative language teaching, student-centered learning, and task-based approaches instead of traditional grammar-focused methods (Nunan, 2004). However, challenges remain, including limited teacher training, outdated assessment systems, and unequal access to resources. Continuous professional development is essential for successful implementation (Nguyen & Nguyen, 2017).

In conclusion, the transition from EFL to ESL in Vietnam supports national development and workforce readiness. Despite challenges, a comprehensive and inclusive approach can ensure effective language education reform.

146

Exploring the Effects of SpeakEasy AI Application on Speaking Fluency among First-Year English-Major Students at HUFLIT

Author: Thi Huyen Tran Nguyen¹

¹ Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT)

In recent years, AI-powered applications in speaking instructions have been growing in popularity due to their interactive features which help engage learners and encourage regular practice. Therefore, many educators have integrated AI tools into their teaching to facilitate instructions and improve learning outcomes. This study investigates the impact of SpeakEasy AI, an AI-powered web application that enables English learners to practice speaking through multiple modes including real-time conversation, simulated tests, and speech audio assessment. A mixed-method experimental design was employed, involving 80 first-year English-major students at Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT). The experimental group used SpeakEasy for 10 weeks, while the control group received traditional instructions. Quantitative data were collected through pre-tests, post-tests and questionnaires, and the effectiveness of SpeakEasy AI was

compared with conventional teaching methods using statistical analysis. In addition, in-depth interviews were conducted to obtain qualitative insights into students' experiences and perceptions. The results revealed that the experimental group exhibited significantly greater improvement in fluency and overall speaking competency compared to the control group. Additionally, the experimental group reported positive perceptions of the application's effectiveness, particularly in reducing anxiety and enhancing speaking confidence. The interview data also indicated additional benefits beyond the enhancement in speaking performance, along with some recommendations to optimize the application. Further research is required to examine its long-term effects across more diverse populations of EFL learners.

Key words: SpeakEasy AI app, AI-powered chatbot, speaking fluency, speaking competency, EFL learners.

147

Fostering teacher-researchers in the EFL-to-ESL transition: A review of Research self-efficacy instruments for TESOL programs

Author: Trung Nguyễn Thành¹

¹ USSH

Vietnam's transition from an English as a Foreign Language (EFL) to an English as a Second Language (ESL) landscape requires educators to actively engage in research-informed practices, highlighting the need to foster teacher-researchers. Central to developing this research competence is Research Self-Efficacy (RSE)—individuals' beliefs in their capability to execute research tasks. However, accurately assessing RSE within TESOL contexts remains a challenge. Early-generation RSE instruments, developed predominantly for Western psychology or STEM cohorts, emphasized quantitative techniques while frequently omitting crucial higher-order competencies such as theoretical framing and ethical practice. This conceptual paper critically reviews the evolution of RSE measurement tools and evaluates their applicability to graduate TESOL education in Vietnam. By contrasting legacy scales with contemporary multidimensional instruments—specifically the Comprehensive Research Self-Efficacy Scale (C-RSES) and the Sources of Research Self-Efficacy Scale (SRSE)—this review argues that holistic measurement is essential for capturing the complex demands placed on language educators. The paper demonstrates that contemporary tools, which account for theoretical foundations, ethical responsibilities, and emotional regulation, align more closely with the realities of TESOL practitioners. The review concludes that adopting theory-consistent and comprehensive RSE instruments enables educational programs to identify specific confidence gaps and design targeted pedagogical interventions. Ultimately, rethinking how research confidence is measured is a critical first step in empowering in-service teachers to become autonomous researchers, equipping them to navigate and shape Vietnam's evolving ESL environment.

148

Barriers to Creating an ESL Environment: Evidence from HUFLIT English-Majored Students and Suggested Solutions

Author: Thịnh Ngô Quốc Anh^{None}

As it is currently observed, numerous Vietnamese universities are obliged to transition from the EFL approach to the ESL one because of the ever-growing need for English in international communication and employment purposes; yet, the actual establishment of the English-speaking environment seems problematic. Indeed, at HUFLIT, although students specialize in English language studies, they continue using Vietnamese in lessons and during interaction between them, which restricts their opportunities for practicing real communication. This paper seeks to find out the key obstacles preventing the establishment of an ESL environment at HUFLIT and to discuss the impact these challenges have on students' use of English. In the current research, a mixed-methodological approach

is utilized, including both a survey carried out among 100 students and structured interviews with three students. The obtained findings reveal that students experience difficulties, which are associated with the loss of confidence, fear of making mistakes, lack of practice, and widespread usage of Vietnamese at lessons. Thus, it is crucial to promote the implementation of English-speaking practices and to create supportive learning environments to foster ESL development.

Keywords: ESL environment, barriers, English use, HUFLIT, Vietnamese students, mixed methods

149

A Feasibility Study of the Globalization and Cross-Cultural Communication Program at The University of Languages and International Studies, Vietnam National University Hanoi: A Quintuple Helix Model

Author: Tran Thanh Nhan¹

Co-authors: Chu Thanh Van¹; Vu Thi Kim Ngan²

¹ VNU, University of Languages and International Studies

² Office of Research and Partnerships, VNU, University of Languages and International Studies

In 2025, the University of Languages and International Studies, Vietnam National University Hanoi, stood at a transformative threshold to reorganize its operational structure, unify its faculties, and launch several new training programs. The feasibility study for the Globalization and Cross-cultural Communication program provides an essential foundation for developing this curriculum or equivalent programs in International Relations. The study was conducted through a large-scale needs assessment involving five stakeholder groups: researchers and specialists, recruiters, field employees, university students, and high school pupils. To date, the research has collected more than 1,500 responses, with preliminary findings showing that a large majority strongly support the establishment of a new training program to meet the country's social development and international integration needs in the new epoch. Key recommendations for curriculum design include enhancing practical applicability via corporate training, fostering multilingualism, strengthening cross-cultural communication, offering intensive professional training courses, and introducing major-minor program structures.

150

Peer feedback as assessment for learning in an EFL note-taking course: Students' perceptions and perceived learning gains

Authors: Cong Cao Thanh¹; Linh Trinh Hong²; Giang Thach Huong³

¹ Foreign Trade University

² University of Languages and International Studies, Vietnam National University

³ Vinschool

Students at universities usually need note-taking skills to write down important information from lectures for later review, understanding, and task completion. Because of their academic importance, these skills can be explicitly taught in listening classes. This paper examines students' perceptions of peer feedback in an EFL course focused on note-taking skills. Although note-taking is often treated as an individual skill, it is worth exploring whether comparing notes and evaluating their clarity, organization, and usefulness can have a positive impact on learning. In particular, peer feedback may give students more opportunities to notice strengths and weaknesses in their own notes by seeing how others select and organize information. Looking from the lens of assessment-for-learning, peer

feedback may help students become more active and reflective learners rather than passive receivers of teacher correction. It may also help students improve note quality, listening comprehension, and self-evaluation. The paper argues that peer feedback can support the development of evaluative judgment in listening classrooms, while also revealing practical concerns about feedback quality, objectivity, and student readiness.

Keywords: peer feedback, note-taking skills, assessment for learning, EFL listening, perception

151

The Use of Artificial Intelligence in Academic Writing and Its Relationship with Self-Regulated Learning: A Systematic Review

Author: Giang Thạch^{None}

Co-authors: Cong Cao ; Linh Trinh Hong ¹

¹ *University of Languages and International Studies, Vietnam National University*

The increasing use of artificial intelligence (AI), particularly generative AI tools, has reshaped how students approach academic writing in English as a foreign language (EFL) contexts. While AI can enhance writing performance by providing immediate and personalized feedback, its relationship with self-regulated learning (SRL) remains unclear. This systematic review synthesizes recent empirical studies to examine how AI use is associated with learners' SRL in academic writing. The findings suggest that AI can support writing quality, motivation, and efficiency when used strategically. However, excessive or uncritical use may limit learners' engagement in higher-order cognitive processes, including critical thinking and self-monitoring. The review also highlights the importance of learners' interaction with AI-generated feedback in shaping learning outcomes. In addition, a lack of empirical evidence in specific contexts, particularly in Vietnam, is identified. The study underscores the need for pedagogically guided AI integration to promote both effective writing development and sustainable self-regulated learning.

Keywords: artificial intelligence; academic writing; self-regulated learning; EFL; learner autonomy

152

Teacher Beliefs About the EFL to ESL Transition in Vietnam: Preliminary Findings from TESOL Course Participants in Hanoi

Author: Hong Nguyen Mai¹

¹ *Center for Educational Development and Digital Technology (EDC), Hanoi National University of Education (HNUE)*

The Vietnam policy on education is witnessing an important paradigm shift from English as a foreign language (EFL) to English as a second language (ESL) at almost every school in Vietnam in light of Decision No. 2371/QĐ-TTg (2025). While the policy revolves mainly around issues concerning curriculum, assessment, and national goals, the teachers' beliefs, an important element affecting teaching practice, still receives little attention. This study, which seeks to explore how teachers enrolled in a Hanoi-based TESOL program perceive the feasibility of EFL and ESL transition and whether their self-reported practices reflect ESL principles, adopts a quantitative survey of about 50 participants in four areas: understanding of the EFL-ESL distinction, attitudes toward the shift, classroom practices, and perceived constraints. Preliminary analysis of seven responses show three trends: teachers value ESL-oriented pedagogy but doubt its practicality in exam-driven contexts; a belief-practice gap persists as test preparation and grammar teaching dominate; and in-service teachers are more skeptical than pre-service teachers due to institutional pressure and class size. These early findings highlight the need to address belief-practice misalignment for Vietnam's EFL-to-ESL

reform to succeed.

Keywords: teacher belief, EFL-to-ESL transition, belief-practice gap, TESOL education

153

The Effect of Peer Teaching on Intrinsic Motivation in Vietnamese Tertiary EFL Education: A Quasi-Experimental Study

Author: Huy Gia Huynh¹

Co-author: Vy Thi Thao Huynh²

¹ *Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam*

² *University of Transport and Communications*

Intrinsic motivation remains a persistent challenge in Vietnamese tertiary EFL education, where teacher-centered instruction often results in passive engagement and limited long-term investment in English learning. This study investigated the effect of an eight-week peer teaching programme on third-year EFL students' intrinsic motivation within the framework of Self-Determination Theory. A one-group pre-test post-test design was employed with 68 English Language students at a Vietnamese university. Data were collected using an adapted version of the Intrinsic Motivation Inventory, consisting of 20 items across four subscales: Interest/Enjoyment, Perceived Competence, Effort/Importance, and Perceived Autonomy. Paired-samples t-tests were conducted to compare pre-test and post-test scores, with normality assumptions satisfied. Results revealed a statistically significant increase in overall intrinsic motivation, $t(67) = 6.676$, $p < .001$, $d = 0.810$. All subscales also showed significant improvements, with Effort/Importance demonstrating the largest gain. These findings suggest that structured peer teaching can enhance intrinsic motivation and support a pedagogical shift from form-focused EFL instruction toward more communicative, learner-centered ESL-oriented practices in tertiary contexts.

155

From Reproduction to Interaction: Extending ESP Listening Practices toward ESL-Oriented Communication at the Diplomatic Academy of Vietnam (DAV)

Author: Giang Hoang Thi Linh¹

¹ *Diplomatic Academy of Vietnam*

In Vietnam's transition toward English as a Second Language (ESL), English for Specific Purposes (ESP) courses are expected to support discipline-specific communication. At the Diplomatic Academy of Vietnam (DAV), ESP listening instruction emphasizes comprehension accuracy and structured output, particularly through news-based listening and reproduction tasks. While these practices effectively develop students' ability to process and reproduce content, opportunities for interaction based on listening input remain limited.

This study examines how ESP listening activities can be extended to support interaction without altering the prescribed curriculum or assessment framework. A classroom-based action research design was conducted with undergraduate students (B2–C1 level) over a four-week intervention period. Standard textbook lessons were maintained, with the addition of brief interaction-oriented extensions to post-listening tasks, including clarification exchanges, role-based responses, and interactive news reconstruction.

Data were collected through pre- and post-intervention listening-to-respond tasks and analyzed using an analytic rubric measuring comprehension, response relevance, fluency, interaction, and

spontaneity. Findings indicate initial improvements in students' responsiveness, interaction, and processing of spoken input, while maintaining strong performance in content reproduction.

The study suggests that minimal pedagogical adaptations can extend ESP listening toward more communicative, ESL-oriented outcomes in assessment-driven contexts.

Keywords: esp listening, interaction, listening-to-respond, vietnam, communicative competence

156

Exploring the Impacts of Over-reliance on Generative AI Tools in Essay Writing: A Case Study of HUFLIT Sophomores

Author: Phạm Kim Quốc¹

Co-authors: Gia Han Bui¹; Nguyen Thu Ha Tran²; Thị Trúc Duyên Trần; Vy Le Hoang Yen Vy¹

¹ HUFLIT University

² HUFLIT university

ABSTRACT

Artificial intelligence tools, especially Generative AI (GenAI), are increasingly used in higher education, particularly in academic writing skills. Among these tools, ChatGPT has become popular among university students because it can generate ideas, correct grammar, and help to organize essays. However, excessive reliance on ChatGPT may negatively influence students' independent thinking and writing development. Since essay writing is an essential skill for English-major students, understanding the risks of overusing AI tools has become increasingly important. Therefore, this study was conducted to investigate the impacts of utilizing GenAI tools, especially ChatGPT, in essay writing among sophomores at the University of Foreign Languages and Information Technology (HUFLIT). The study involved the participation of 127 HUFLIT sophomores who had experience using ChatGPT in essay writing. The questionnaire of a 5-point Likert for 121 participants and the semi-structured interviews for six were administered to the students, examining four aspects: dependence on AI-generated content, reduction in independent idea generation, impact on critical thinking and the overall development of writing autonomy. The results revealed that students perceived the impact of overusing ChatGPT at a moderate level. The study focuses on evaluating the potential negative impacts and the level of student dependency on writing skills; in addition, several pedagogical implications were suggested to promote responsible AI use and support students' independent writing development.

Keywords: ChatGPT, AI-assisted writing, essay writing skills, English-major sophomores

157

Navigating Cognitive Load: A Psycholinguistic Approach to ESP Teaching in Accounting and Logistics

Author: THỊ DUNG HẠNH PHẠM^{None}

As Vietnam moves toward an English as a Second Language (ESL) framework, students in English for Specific Purposes (ESP) programs face increasing cognitive demands, particularly in Accounting and Logistics. Learners are required to process technical knowledge while expressing it accurately in English, often leading to cognitive overload when retrieving specialized terminology interferes with task performance.

This study explores a psycholinguistic approach to reducing this burden, focusing on automaticity and lexical chunking. Instead of learning isolated vocabulary, students are encouraged to use frequently occurring professional expressions as complete units, such as record transactions, prepare

financial statements, inventory management, and shipment tracking. This approach aims to support faster retrieval and more fluent communication in task-based contexts.

A mixed-methods action research design was conducted with 200 students at the College of Foreign Economic Relations (COFER) over a ten-week period. An experimental group received chunk-based, task-integrated instruction, while a control group followed a traditional vocabulary-based approach. Data were collected through pre- and post-tests, questionnaires on cognitive load and anxiety, and classroom observations.

Findings indicate that the experimental group demonstrated greater fluency, faster task completion, and reduced hesitation. These students also reported lower cognitive strain and higher confidence in professional simulations. The study suggests that incorporating formulaic language into ESP instruction can effectively reduce cognitive load and enhance learners' performance in English-mediated professional contexts.

158

English Beyond the Classroom through a Bioecological Lens: A Narrative Inquiry of Vietnamese EFL Students

Authors: Thach Duong¹; Huy Huynh¹

¹ *Van Lang University*

This study explores the English Beyond the Classroom experiences of second-year English-major students at a Vietnamese college through the lens of Bronfenbrenner's bioecological theory through five ecological systems: Microsystem, Mesosystem, Ecosystem, Macrosystem, and Chronosystem. By employing narrative inquiry as the methodological framework, the study examined the learning narratives of four purposively selected participants through story-telling interviews. The findings reveal that all four participants engage in diverse, technology-mediated practices remain largely invisible to their formal educational environments. Analysis across the five systems indicates that mesosystemic disconnections between informal and institutional learning contexts, macrosystemic beliefs about English as a vocational credential, and chronosystemic turning points significantly shape individual learning trajectories. The study also highlights how structural inequalities at the exosystemic and macrosystemic levels produce uneven distributions of ecological learning resources among learners. These findings have implications for curriculum design and underscore the need for pedagogical approaches that build upon learning process.

159

ENGLISH LISTENING AND NOTE-TAKING: CHALLENGES AND STRATEGIES FOR HUFLIT ENGLISH MAJORS

Author: Thi Thu Ngan Bui^{None}

Abstract

Proficiency in English Listening and Note-taking skill is fundamental to the English Language Studies curriculum; however, many university students struggle to master this integrated skill. This study investigates the challenges faced by English majors at HUFLIT and evaluates the efficacy of strategies employed to overcome them. Utilizing a sample of 80 students, the research examines the sequential relationship between listening comprehension barriers, note-taking difficulties, and coping strategies. A 24-item reflective scale comprising these three constructs was developed and validated using Smart PLS. The structural equation model (PLS SEM) tested two primary hypotheses: the impact of listening challenges on note-taking difficulties (H1) and the influence of those difficulties on strategy adoption (H2). Expected findings may indicate that listening barriers such as vocabulary, delivery speed, and lack of background knowledge possibly predict note-taking struggles, which may have an impact on the implementation of coping mechanisms. High-frequency

strategies may include pre-class preparation, the use of symbols, spaced repetition, and the integration of AI tools. Practical recommendations are also given for English majors to overcome challenges in English Listening & Note-Taking classes.

Keywords: listening comprehension challenges, note-taking, PLS SEM, English majors, coping strategies

160

AI-Assisted Role-Play in Medical English Counseling: Enhancing ESL-Oriented Communication Skills: A Preliminary Quantitative Study in Vietnam

Author: Phan Thi Anh Nga¹

¹ HCMC UNIVERSITY OF FOREIGN LANGUAGES - INFORMATION TECHNOLOGY (HUFLIT)

The transition from English as a Foreign Language (EFL) to English as a Second Language (ESL) in Vietnam calls for pedagogical approaches that promote authentic and context-rich language use, particularly in English for Specific Purposes (ESP) such as Medical English. This study explores the effectiveness of AI-assisted role-play in enhancing students' medical English counseling skills in a Vietnamese university context. A quantitative survey design, supported by follow-up interviews, was employed with 92 English-major students from three intact classes enrolled in a Medical English course. Data were collected through a structured questionnaire measuring students' perceived improvement in communication skills, confidence, and the usefulness of AI-assisted learning. Descriptive statistics indicated that a majority of students reported positive learning outcomes, with high mean scores in perceived speaking improvement ($M = 4.15/5$), confidence in medical communication ($M = 4.08/5$), and engagement in AI-assisted activities ($M = 4.26/5$). Reliability analysis showed acceptable internal consistency (Cronbach's $\alpha = 0.87$). In addition, interview data provided supportive insights into how AI-assisted role-play created interactive and simulated clinical environments, enabling students to practice authentic doctor-patient communication. The findings suggest that AI-assisted role-play can contribute to the development of ESL-oriented communication skills by fostering active language use and increasing learner confidence in Medical English contexts. The study offers implications for integrating AI tools into ESP curricula to support the shift toward more communicative and practice-oriented language learning environments in Vietnam.

Keywords: AI-assisted learning; Medical English; ESL-oriented communication; ESP; digital pedagogy; Vietnam

161

Bridging the Rhetorical Gap: The Conditional Role of Perceived Discursive Proximity in Learning Authorial Voice from Model Texts

Author: Thien Huu Tran¹

Co-author: Duc Huu Pham¹

¹ International University - Vietnam National University HCMC

This study examines how learners appropriate metadiscourse from model texts by conceptualizing learning as a conditional rather than a direct effect of exposure. Drawing on both cognitive and socio-cultural perspectives, the study proposes that model texts become pedagogically effective only when they elicit sufficiently deep cognitive engagement. Elaboration is therefore positioned as a mediating mechanism through which exposure to model texts influences learners' metadiscourse appropriation. At the same time, the study introduces perceived discursive proximity (PDP) as a situated appraisal that moderates this process, capturing whether learners experience a text as accessible, meaningful,

and compatible with their participation in academic discourse. A quasi-experimental research study was carried out among roughly 240 Vietnamese EMI undergraduate students, where each participant was randomly placed into one of three groups based on their exposure to model texts with varying levels of metadiscourse usage. Data were gathered through surveys, reflective writings, and an assigned writing task. The data will be analyzed using a conditional process analysis model. It is hypothesized that the disparity in the appropriation of metadiscourse is not just associated with the text types per se, but also how engaged the readers are with the elaborative thinking processes, which in turn is dependent on the degree of discursive proximity.

Key words: metadiscourse; model texts; elaborative processing; perceived discursive proximity; L2 writing; EMI

162

Vietnamese university students' cultural conceptualisations of English-Vietnamese translanguaging on social media

Author: Minh Nam Anh Nguyen¹

¹ *Foreign Trade University - Ho Chi Minh City Campus*

This study adopts a Cultural Linguistics framework to explore how Vietnamese non-English major university students use translanguaging (Vietnamese and English) on social media (Facebook, TikTok) as a resource for identity construction. While current ESL policies in Vietnam emphasize real-life English use, little attention has been paid to learners' cultural conceptualisations, including the cultural schemas, categories, and metaphors that underpin their out-of-school language practices. Drawing on data from self-reported social media posts and stimulated recall interviews with 10 non-English major students at Foreign Trade University –Ho Chi Minh City Campus, the study reveals three key findings: (1) students creatively blend English and Vietnamese to perform a hybrid cultural identity (e.g., switching to English when enacting “global” or “trendy” personas, switching to Vietnamese for “local” solidarity and sincerity); (2) translanguaging is governed by culturally specific schemas of appropriateness (e.g., using English for humorous boasting or emotional distance, but Vietnamese for empathy and genuine connection); and (3) these practices often challenge formal ESL classroom norms, suggesting a misalignment between curriculum ideologies and students' cultural realities. The study argues for a culturally responsive ESL pedagogy that recognizes translanguaging not as deficit but as evidence of learners' agentive cultural cognition. Implications for equity and inclusion are discussed, particularly for non-English major students whose digital translanguaging practices are often invisible in traditional assessment.

Keywords: cultural linguistics, translanguaging, Vietnamese non-English major students, identity, cultural conceptualisations, social media

163

The Value of Effective Powerpoint Slides on English Public Speaking Presentation of HUFLIT's EFL Sophomores

Author: Nguyen Truong Gia Minh¹

¹ *HUFLIT*

In about a decade, public speaking is one of the important skills that university students should conquer when they learn in English Language Major. As we have seen, confidence, correct hand gestures, styles and tones are the important factors in this subject. Moreover, powerpoint slides can also decide whether sophomores can achieve high score or not. Particularly, they should understand what effective slides is to attract reader. Therefore, the questionnaire contains 30 questions, will be conducted on 50 HUFLIT students to find out how to design effective slides to achieve high score. The findings will explore the factors of good powerpoint slides and also suggested HUFLIT students methods to design suitable slides for this subject.

164

Embedding AI literacy and prompt engineering to foster critical thinking in undergraduate public speaking classes

Author: My Hanh Mai^{None}

The rapid integration of GenAI presents a fundamental question: how can educators cultivate genuine critical thinking when students increasingly use AI to generate contents? This paper reframes that challenge as a pedagogical opportunity, arguing that prompt engineering and AI literacy - when embedded as classroom tasks - can serve as powerful tools for developing higher-order thinking skills. Drawing on a case study of two undergraduate public speaking classes, the author's reflective teaching practice, and a narrative literature review including critical thinking frameworks, AI literacy, and oral production pedagogy, this paper identifies three instructional strategies: prompt engineering as a metalinguistic task, in which students actively compare and evaluate AI-generated content; structured AI literacy activities that train students to acknowledge the limitations of AI output; and guided delivery instruction, in which students develop vocal variety, strategic pausing, and intonation control through targeted practice and critical comparison of their own performances with AI-narrated speech. Analysis of classroom data and teaching reflections reveals that students who engaged in critical interactions with AI output - rather than passive consumption - demonstrated stronger argumentative ability, greater willingness to challenge AI-generated claims, and increased ownership of their spoken discourse. By learning to write better prompts, students grew more conscious of language nuances and became better at evaluating content, while the AI-narration contrast activity heightened students' awareness of voice as a meaning-making resource. These findings provide practical implications for ELT curriculum design, task sequencing, and teacher professional development.

Keywords: critical thinking, prompt engineering, AI literacy, public speaking

165

Bridging a Curricular Gap in EFL Writing Instruction: The Impact of a Chatbot on First-Year University Students' Sentence Construction

Author: Trinh Duc Dong¹

Co-authors: Thu Le Tran Minh²; Truc Bui Thi thanh³

¹ HUFLIT UNIVERSITY

² Van Lang University

³ Ho Chi Minh City University of Foreign Languages - Information Technology

In English-as-a-Foreign-Language (EFL) writing curricula, teaching is usually ordered from sentence construction to paragraph development so that students can get the fundamentals of language. However, curricular discontinuity may impede this progression and undermine student writing performance.

HUFLIT University's first-year students have to study paragraph-writing without ever receiving formal sentence-writing instruction, and are often guilty of making grammatical mistakes or errors in sentences when writing paragraphs. The current study seeks to examine the chatbot-based instruction effect on students' sentence-level accuracy in paragraph making.

The research design was quasi-experimental with a pre-test-post-test and it was conducted with 80 first-year EFL students from the Writing 2 course. The chatbot was embedded in instruction as a source of sentence-level support and feedback. Pre-test and post-tests were given to judge the enhancement in the students. Furthermore, a questionnaire was employed to investigate the usefulness of and benefits from engaging with the chatbot by students.

Results show that students have significantly better sentence-writing and grammatical abilities after paragraph writing with the help of chatbot intervention. The questionnaire data also show overall positive student acceptance of the chatbot as a writing support tool.

The study indicates that chatbot-assisted instruction can be used as an effective pedagogical resource to meet foundational problems concerning writing, due to curriculum gaps. The results suggest pedagogical implications for EFL teachers and curriculum developers who want to include AI-mediated support to scaffold sentence-level writing skills in higher education settings.

Keywords: AI Chatbot, gap in EFL writing instruction, sentence construction, HUFLIT

166

SUBMISSION FOR ABSTRACT - NGO THUY DUYEN

Author: Duyen Ngo^{None}

Co-author: Tran Thi Truc Duyen

From Automated Feedback to Autonomous Editing: Assessing Grammarly's Impact on Paragraph Writing among HUFLIT English Majors

Ngo Thuy Duyen[Ngo Thuy Duyen, first and corresponding author, English-major senior, Faculty of Foreign Languages, Huflit,

email: duyenngogiaphat@gmail.com], Tran Thi Truc Duyen[Tran Thi Truc Duyen, English lecturer, Faculty of Foreign Languages, Huflit]

ABSTRACT

In higher education, English paragraph writing is a fundamental skill for English majors, reflecting both their linguistic competence and academic expression. However, many students often struggle with grammatical accuracy, lexical choice and coherence in expression. In that context, AI-powered tools like Grammarly have been widely adopted to support the writing and editing process. This study aims to evaluate the impact of Grammarly on the paragraph writing skills at HUFLIT, specifically measuring improvements in accuracy, vocabulary, and organization. Using a quantitative approach, a 5-point Likert scale questionnaire was administered to 117 English - major students, and the semi-structured interview of a qualitative method for 4. The results reveals that Grammarly supports improving grammatical correctness, lexical variety, coherence of the paragraph and while also contributing to improving students' self-editing ability. Notably, the findings indicate a moderate impact on writing confidence, suggesting a lingering dependency on the tool. Based on these insights, the study proposes pedagogical recommendations for the ethical and effective integration of AI assistants in paragraph writing to promote learner autonomy.

Keywords: Grammarly, English paragraph writing skills, English- major students, self- editing.

167

TEACHING ENGLISH TO NON-MAJOR STUDENTS AT HUFLIT UNIVERSITY: CHALLENGES AND SOLUTIONS FROM A SOCIAL SCIENCES AND HUMANITIES PERSPECTIVE

Author: Tuyen Nguyen Thi Kim¹

¹ *Ho Chi Minh City University of Foreign Languages - Information Technology*

At HUFLIT University, teaching English to non-English majors presents difficulties with exposure, motivation, and academic language competency. This study explores these challenges from the viewpoints of the humanities and social sciences and suggests educational remedies. Sixty-five non-English major students filled out questionnaires and eight instructors took part in semi-structured interviews as part of a mixed-methods approach to data collection. The findings show that students' primary challenges are academic English proficiency, motivation, and a lack of exposure to real English, while lecturers find it difficult to modify their teaching strategies to accommodate large class sizes and a variety of student needs. To improve results, the study suggests interdisciplinary teaching strategies, more interactive learning, and customized support. These results advance the field of

language education research and provide practical suggestions for HUFLIT University's curriculum development.

Keywords: challenges, social sciences and humanities perspective, solutions, teaching and learning English

168

English-major Students Perceptions of the Course of "Methods of Writing Research Papers"

Author: Thị Xuyên Nguyễn¹

¹ HUFLIT

English-major Students' Perceptions of the Course of "Methods of Writing Research Papers"
Thị Xuyên, Nguyễn

Abstract

It is a truth that students of HCM University of Foreign Languages -Information Technology (HUFLIT) have recently received big encouragement to do scientific research from their lecturers and the board of leaders. Accordingly, the course "Methods of Writing research papers" has been a compulsory one for all students majoring in English Studies. A study was carried out to explore the students' beliefs, opinions, and attitudes toward this subject as well as to identify their difficulties in writing research papers and some factors shaping their perceptions. Both quantitative and qualitative methodologies were employed to achieve these objectives. Specifically, the data were collected from a questionnaire, and a deeper understanding of students' perceptions was obtained from a semi-structured interview. The findings showed that most students admitted that the course was truly important to their future jobs and academic development, so they had a positive attitude throughout the course. However, they also pointed out that using scientific style words and developing structure-based ideas were their big challenges. More importantly, their lecturers' easy-to-understand teaching method and a fruitful source of referencing materials. Based on the findings, some recommendations were offered to improve the quality of learning and teaching activities for the course of writing research papers.

Key words: perceive, factors, attitudes, difficulties, research

169

Reconsidering the Role of L1 in ESL Vocabulary Learning: Insights from Research on Translation Tasks and Incidental Vocabulary Acquisition

Author: Thoai Le^{None}

The role of the first language (L1) in second language learning has long been debated, particularly in relation to vocabulary acquisition. While traditional approaches have often discouraged L1 use in favor of maximizing target language exposure, recent perspectives in English as a Second Language (ESL) contexts have begun to reconsider L1 as a valuable cognitive and pedagogical resource (Dehagi, 2023; Hummel, 2010; Liu, 2013; Shi, 2024). This paper reviews existing research on translation tasks as a form of L1 use and examines their potential contribution to incidental vocabulary acquisition (IVA). Drawing on empirical studies comparing different types of translation activities, including L1-L2 and L2-L1 tasks, the review highlights how key factors influencing IVA, such as task demands, learner attention, and learning context, can be mediated through the use of L1 in translation tasks. The findings suggest that translation may facilitate both receptive and productive vocabulary knowledge when tasks require meaningful engagement with lexical items in context.

rather than simple form–meaning matching. The paper concludes by discussing the pedagogical implications of translation tasks as a bilingual strategy for vocabulary learning in ESL classrooms, particularly in Vietnamese contexts where vocabulary learning is often dominated by form-focused and exam-driven practices.

Keywords: translation tasks, incidental vocabulary acquisition, L1 use, ESL learning, vocabulary learning

170

The effect of metacognitive strategies on students' writing performance at an English center in Ho Chi Minh city

Author: Hưng Thân¹

¹ *VUS English Centers*

This study investigates the effect of metacognitive strategies via explicit instruction on 60 A2 and B1-level students' writing performance and attitudes at a VUS English Center in Ho Chi Minh City. Limited writing practice and native language influence have hindered Vietnamese students' writing progress. To address the issue, since the COVID-19 pandemic, VUS has incorporated writing portfolios into the curriculum to offer students ongoing writing practice. Despite regular portfolio practice, students continued to struggle with linguistic accuracy, organization, and content with the lack of metacognition. With a mixed-methods approach, a 14-week intervention was implemented for an experimental group focusing on three metacognitive processes: planning, monitoring, and evaluation, maintaining the baseline for the control group. Data were collected via pre-tests, post-tests, semi-structured attitudinal questionnaires and open-ended interviews. The findings indicated that the experimental group demonstrated greater improvements in writing performance and generally reported positive attitudes, noting that these strategies helped clarify thoughts, identify mistakes and fostered learner autonomy. The results provide a pedagogical framework for Vietnamese ELT curricula, empower learners to become self-regulated, critical thinkers, and contribute to the development of a high-quality workforce, ultimately fostering a positive impact on education.

171

From Observers to Interactors: Leveraging Short-Term Cultural Exchanges as “English-Rich” Ecosystems for ESL Competence

Author: Thuy Tran¹

¹ *Ton Duc Thang University*

In Vietnamese higher education (2016–2026), a pedagogical shift is emerging from English as a Foreign Language (EFL) toward functional English-as-a-Second-Language (ESL) orientations. Drawing on Long's (1996) Interaction Hypothesis and Lave and Wenger's (1991) Communities of Practice, this study conceptualizes short-term cultural exchanges as “pedagogical third spaces.” Within these “micro-ESL ecosystems,” English functions as a lingua franca, enabling learners to transition from form-focused knowledge to interactional competence through authentic social engagement. While intercultural research is growing, a “Reciprocal Perception Gap” remains; studies rarely offer dyadic evidence from both local and international perspectives. This mixed-methods study addresses this gap, analyzing 30 students at a Ho Chi Minh City university. Data from surveys and Critical Incident interviews examine the relationship between interactional confidence and functional indicators like turn initiation and negotiation of meaning. Preliminary findings indicate that Vietnamese participants demonstrate increased agency and strategic communication, while international students show enhanced multilingual pragmatic awareness.

The study proposes a replicable framework integrating Task-Based Language Teaching (TBLT) and Guided Reflective Cycles. By documenting dual perspectives, the research demonstrates how structured informal engagement supports sustainable pathways toward English-Medium Instruction (EMI) and real-life proficiency in the Vietnamese context.

Key words: Intercultural Communicative Competence; Interactional Competence; Reciprocal Perception Gap; ESL-Oriented Pedagogy; English-Rich Learning Environments; Cultural Exchange Programs; Task-Based Language Teaching; Vietnamese Higher Education

172

HUFLIT's Student preparing for graduation certificates: Researching the perceived effectiveness of AI-generated learning

Authors: Quốc Bảo Mai^{None}; Thị Cẩm Vân Nguyễn¹; Đình Bảo Hân Nguyễn¹

Co-author: Nguyễn Nhựt Tuyết Hồ¹

¹ *Ho Chi Minh City University of Foreign Languages - Information Technology*

The ubiquitous proliferation of Generative Artificial Intelligence (GenAI) has precipitated a paradigm shift in higher education pedagogy, particularly concerning high-stakes standardized assessments. This research critically evaluates the perceived pedagogical efficacy of GenAI among undergraduates at the Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT), navigating rigorous graduation certification requirements, including the TOEIC, VSTEP, and MOS. Grounded in an extended Unified Theory of Acceptance and Use of Technology (UTAUT) framework, the research investigates the intricate interplay between academic pressure, AI adoption behavior, and self-reported learning outcomes.

Employing an explanatory sequential mixed-techniques design, quantitative records from a dependent survey of 260 college students have been triangulated with qualitative insights derived from in-depth interviews. Empirical analyses monitor a profound pedagogical dichotomy: whilst GenAI expedites check training and fulfills overall performance expectancies, its adoption is coercively catalyzed via systemic educational strain in preference to intrinsic highbrow curiosity. Consequently, this strain-pushed reliance engenders a pervasive “phantasm of competence” - wherein college students show off transient, technologically mediated skillability that masks underlying cognitive dependency. Furthermore, individuals stated moral anxieties concerning algorithmic hallucinations and the erosion of their foundational linguistic autonomy.

Ultimately, the findings underscore the vital importance of instructional establishments to go beyond prohibitive policies. This research advocates for a contextualized educational integrity framework that recalibrates evaluation paradigms, institutionalizes complete AI literacy, and champions a “human-in-the-loop” technique to reconcile technological affordances with proper cognitive maturation.

Keywords: Generative Artificial Intelligence; Extended UTAUT; Academic Pressure; Illusion of Competence; Higher Education Pedagogy; Human-in-the-loop.

173

Evaluating ChatGPT as an AI-Based Corrective Feedback Tool in Academic Writing: A Comparative Study with Peer Feedback

Author: Quyen Nguyen¹

¹ *-HO CHI MINH CITY OPEN UNIVERSITY*

This study examines the effectiveness of written corrective feedback from ChatGPT and peer feedback in improving academic writing among English-major postgraduates at a university. While previous studies have explored AI-generated feedback or peer feedback separately, limited research has compared their effects in EFL academic writing contexts, particularly in Vietnam. The study involved 20 postgraduate students from two separate classes in the same MA English Language program. A quasi-experimental design was employed, in which one class revised their writing using peer feedback, while the other used ChatGPT feedback. The revised essays were assessed by a blinded lecturer with a doctoral-level qualification using an analytic scoring rubric developed by the faculty for research writing. An explanatory sequential mixed-methods approach was adopted. Quantitative data from writing scores and survey responses were analyzed using descriptive statistics and independent-samples t-tests to identify differences in writing performance, followed by qualitative data from open-ended responses to provide further insights into learners' experiences and perceptions. The results indicate that both types of feedback contributed to improvements in students' academic writing. Peer feedback supported logical coherence, critical analysis, and audience awareness, whereas ChatGPT feedback was more effective in enhancing word choice, sentence structure, and grammatical accuracy. Writing produced by the ChatGPT group achieved higher mean scores than that of the peer feedback group ($p = .033$), suggesting a statistically significant difference. These findings suggest that ChatGPT feedback provide consistent, immediate, and accessible support for writing revision, while peer feedback depend on learners' linguistic proficiency and ability to provide feedback.

174

The SFL Advantage: Reframing Legal English Instruction from EFL to ESL-Oriented ESP

Author: MAN VO¹

¹ FTU

Abstract

As Vietnam increasingly participates in globalized professional environments where English functions as a working language, the demand for functional legal literacy in logistics has intensified. However, traditional EFL approaches often fail to prepare learners for the grammatical density of contractual discourse. Situated within an English for Specific Purposes (ESP) framework, this study proposes the "SFL Advantage" by examining transitivity patterns in international logistics contracts to support the development of professional communication competence. Based on a corpus of five commercial contracts (228 finite clauses), the research applies Systemic Functional Linguistics to analyze experiential meanings.

The results reveal a consistent pattern within the dataset, characterized by the dominance of Material processes (52.6%) and Relational processes (38.2%), with no instances of Mental processes identified. A "Trigger-Action" mechanism was observed, in which Relational clauses encode conditions of liability that authorize subsequent Material actions. These findings suggest that shifting from lexically oriented EFL instruction to an SFL-informed ESP pedagogical model –focusing on process-type configurations –can enhance learners' ability to interpret and respond to legal discourse. This functional approach offers a practical pathway for developing ESL-oriented professional competence in the context of globalized logistics.

Keywords: Systemic Functional Linguistics, English for Specific Purposes, Legal English, Transitivity analysis, ESL-oriented competence, Logistics contracts

175

Effects of ChatGPT-Assisted Writing on Academic Essay Performance among Vietnamese EFL Students

Author: Huy Pham¹

¹ *Văn Lang University*

The emergence of ChatGPT is reshaping pedagogical practices and learning approaches in language education. While previous studies have explored its use in English learning, limited research has examined how students' academic writing develops before and after using ChatGPT, particularly among English majors in Vietnam. This study aims to investigate the impact of ChatGPT on students' academic essay writing, and their perceptions of its use in academic contexts. An explanatory sequential mixed-methods design was employed. Quantitative data were collected from 49 English-major students at a university through pre- and post-writing tasks and questionnaires. Students' writing performance was assessed using IELTS Writing Task 2 Band Descriptors and analyzed using SPSS. Qualitative data from open-ended survey responses and semi-structured interviews were then used to further explain the quantitative findings. The results indicate that students' writing performance improved after using ChatGPT, particularly in idea development, grammatical accuracy, and lexical use. ChatGPT was found to support students in generating ideas and refining language during the revision process. However, students also expressed concerns about overreliance, reduced creativity, and limitations in contextual understanding. These findings highlight the importance of integrating digital literacy training into writing instruction to ensure responsible use of AI tools.

176

Equity, Inclusion, and Access in ESL Higher Education: Challenges Faced by Students from Diverse Socioeconomic Backgrounds at HCMUT.

Author: Thi Thao Trang Nguyen¹

¹ *HCMC University of Technology*

ABSTRACT

Equity, inclusion, and access are fundamental pillars of ESL (English as a Second Language) education, particularly in tertiary institutions that serve students from diverse socioeconomic backgrounds. This study investigates both systemic and classroom-level challenges related to these principles at HCMC University of Technology. Adopting a mixed-methods approach, the research combines data from an online survey and semi-structured follow-up interviews to explore students' access to academic resources, perceptions of classroom inclusivity, and equity in learning opportunities. The findings reveal significant disparities in access to digital resources, closely associated with students' socioeconomic status. In response to these challenges, the study proposes pedagogical strategies and institutional policy recommendations aimed at fostering more equitable and inclusive ESL learning environments. These efforts seek to ensure that all students have meaningful access to language learning opportunities, regardless of their economic background. The paper also acknowledges its limitations and provides directions for future research.

Key words: equity, inclusion, access, socioeconomic background, ESL higher education

177

Practice Makes Perfect: Enhancing Course-Aligned Interpreting Skills through TARI Chatbot –A Quantitative Study in an ESL-Oriented Context

Author: Thi Anh Nga Phan¹

¹ *HCMC UNIVERSITY OF FOREIGN LANGUAGES - INFORMATION TECHNOLOGY (HUFLIT)*

In the context of Vietnam's ongoing transition from English as a Foreign Language (EFL) to English as a Second Language (ESL), there is an increasing demand for developing learners' real-time communicative competence, particularly in Interpreting. This work-in-progress study investigates the effectiveness of the TARI chatbot as an AI-assisted tool in enhancing English–Vietnamese interpreting skills among undergraduate students majoring in English. This study employed course-aligned, topic-based interpreting tasks. The topics were derived from the official course syllabus, ensuring alignment with intended learning outcomes and real-world communication contexts. During the intervention, students engaged in structured interpreting practice using input provided by the TARI chatbot, followed by AI-generated feedback and repeated performance to reinforce skill development. Adopting a quantitative research design, data were collected from three intact classes ($N \approx 90\text{--}120$) enrolled in an interpreting-related course. A Likert-scale questionnaire was administered to measure students' self-reported improvements in interpreting accuracy, fluency, listening comprehension, and confidence, as well as their perceptions of the chatbot's usability and pedagogical value. The data were analyzed using SPSS 26, including descriptive statistics and inferential analyses. The findings indicate that the use of the TARI chatbot supports the development of interpreting-related sub-skills. Students also reported positive perceptions of AI-assisted practice, emphasizing its role in creating an English-rich, low-anxiety learning environment aligned with ESL-oriented pedagogy. The study contributes to the growing body of research on AI integration in English language teaching and offers practical implications for incorporating chatbot-supported, curriculum-aligned interpreting activities in similar EFL-to-ESL transition contexts.

178

AI-Driven Self-Directed Language Learning: Strategy Use and Gender Perspectives among Vietnamese EFL Undergraduates

Authors: Quoc Thao Tran¹; Thanh Trung Huynh²; Thi Kim Ngan Chau³; Thi Tien Vo^{None}

¹ Ho Chi Minh City Open University

² SaigonTech College

³ ASEL English School

Recent technological advancements have positioned artificial intelligence (AI) as a prominent force in language learning, offering opportunities to promote students' learning autonomy as well as enhance their self-directed learning skills. While AI is dramatically reshaping educational settings, evidence on how students in Vietnam actually apply these tools in their learning remains limited. This study investigated how Vietnamese EFL undergraduates employ AI-driven self-directed language learning strategies (AI-SDLLS) and whether gender differences influence strategy use. A mixed-methods design was employed, combined a questionnaire ($N = 52$) with semi-structured interviews ($n = 16$) at a college in Vietnam. The findings indicated a clear hierarchy, with cognitive strategies such as grammar correction, translation, and idea generation dominating students' AI use. Metacognitive and affective strategies meanwhile used at moderate levels, and social strategies ranked lowest. These patterns show a reality that students tend to gravitate toward AI for immediate, task-level support but underutilize it for planning, self-monitoring, or collaborative learning. Regarding gender, no significant differences across the four subscales were found. The study suggests that future support should focus on developing AI literacy and metacognitive awareness for all students, while also preparing teachers to integrate AI responsibly in EFL education.

Keywords: artificial intelligence, efl, gender, self-directed language learning strategies

179

Enhancing EFL vocabulary acquisition with AI: Students' perceptions, benefits, and practical strategies in HUFLIT university.

Author: Nguyen Hoang My Phuong^{None}

The integration of Artificial Intelligence (AI) into English as a Foreign Language (EFL) instruction offers promising methods for vocabulary acquisition, yet its practical implementation faces notable challenges. This quantitative study investigates the perceptions, benefits, challenges, and practical strategies of AI-assisted vocabulary learning among Vietnamese EFL students. Data were collected via a questionnaire conducted by 37 junior English-major students in Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). The findings reveal strong student support for AI tools, with participants highlighting significant benefits such as personalized pacing, increased engagement, and improved vocabulary. However, the study also identifies critical barriers to widespread implementation, primarily a lack of formal AI training for educators and the high costs associated with program development. Furthermore, the research outlines highly rated, student-endorsed strategies for using AI, such as prompting chatbots for contextual sentence examples and generating customized vocabulary assessments. Ultimately, this study contributes to the growing body of Computer-Assisted Language Learning (CALL) research by providing insights for EFL educators seeking to navigate the AI transition effectively.

Keywords: AI training, vocabulary acquisition, educational technology, learning strategies, CALL.

180

AI-Supported Problem-Based Learning for Enhancing University Students' Public Speaking Performance

Author: Trang Nguyen^{None}

Driven by the shift towards learner-centered education and knowledge construction through solving real-world problems, Problem-Based learning (PBL) has demonstrated its effectiveness globally over the past five decades. This study investigates the integration of AI-driven virtual simulations and automated feedback into a Learning Management System (LMS) within a Problem-Based Learning (PBL) framework to improve students' public speaking skills. Employing a quasi-experimental design, the research involved two intact classes at Ho Chi Minh City University of Technology, divided into an experimental group (AI-supported LMS instruction) and a control group (traditional instruction). Data were gathered through pre-and-post performance assessments and an online survey evaluating students' perceptions, engagement levels, and attitudes toward AI-integrated learning. The results indicate that embedding AI tools within the PBL cycle significantly improved students' public speaking performance in fluency and confidence, while fostering greater learner autonomy. Keywords: Problem-Based Learning (PBL), artificial intelligence, LMS, innovation, public speaking

181

Leveraging the value of English as a second language through the implementation of sustainability reporting (ESG) in Vietnam

Author: Van Binh Huynh¹

¹ Faculty of Economics, University of Economics and Law (UEL), Vietnam National University Ho Chi Minh City (VNU-HCM)

As Vietnam undergoes a strategic transition from English as a Foreign Language (EFL) to English as a Second Language (ESL), integrating linguistic competence into core economic pillars has become imperative. This research explores the reciprocal relationship between the implementation of Environmental, Social, and Governance (ESG) reporting and the institutionalization of ESL within listed enterprises. Adopting a mixed-qualitative methodology, the study conducts a Systematic Literature Review (SLR) alongside an in-depth content analysis of over 100 ESG and annual reports from the 2020–2025 period. Notably, the study employs the Multi-level Language Readiness Framework (MLRF) to evaluate the capacity to internalize international standards through the lens of linguistic

barriers. The findings indicate that executing ESG reports in English serves not only as a mechanism for information transparency but also as a catalyst for fostering an ESL-conducive environment within corporations, thereby enhancing competitiveness and attracting international green capital. A primary contribution of this research is the establishment of a novel theoretical framework regarding “Linguistic Advantage in Sustainable Governance”, while simultaneously proposing policy solutions to standardize English for Specific Purposes (ESP) within Vietnam’s ESG roadmap. These insights provide a scientific foundation for managers and policymakers to optimize the value of ESL as a strategic asset in the era of sustainable development.

182

Enhancing Teacher–Student Interaction in EFL Speaking Classes through AI: An Empirical Study with Non-English Major Students

Author: Thùy Nguyễn¹

¹ *Vietnam National University –Ho Chi Minh City, University of Technology*

Abstract

The growing integration of artificial intelligence (AI) in English language education has generated increasing interest in its potential to enhance classroom interaction. This study investigates the impact of AI-assisted learning on teacher–student interaction in EFL speaking classes among non-English major university students. Data were collected from 200 students through questionnaires and reflections on their learning experiences. The results indicate that AI tools enhance student participation, promote more frequent interaction, and facilitate more responsive communication between teachers and learners in classroom settings. Nevertheless, challenges such as over-reliance on AI, reduced spontaneity in communication, and variations in digital literacy were also identified. Although most participants expressed positive attitudes toward AI use in speaking classes, its effectiveness largely depends on thoughtful pedagogical integration and appropriate instructional design. The findings highlight the importance of balancing technological support with active teacher guidance to sustain meaningful, engaging, and effective classroom interaction in diverse educational contexts.

183

Supporting Self-Regulated Writing in EFL Classrooms with ChatGPT: A Focus on the Performance Phase

Author: Xuan Thu Tuong¹

Co-author: Kim Giao Dang ¹

¹ <https://huflit.edu.vn/khoa/cong-nghe-thong-tin/>

Generative AI tools are becoming common in language education. However, the use of ChatGPT in writing classes is still unclear. This paper proposes a way to use ChatGPT to support self-regulated learning (SRL) in EFL writing. The study focuses on the performance phase. This phase includes drafting and monitoring during writing. The paper presents classroom activities. Learners use ChatGPT while they write. They ask questions, check ideas, and monitor their language. Examples show that ChatGPT helps improve clarity, coherence and language use during writing. The paper also points out some challenges. Learners may rely on ready-made suggestions. They may also lack monitoring during writing. The proposed activities help learners use ChatGPT more actively. The findings show that the tool supports drafting and monitoring when it is used properly.

184

Enhancing interpreting competence through AI-assisted self-practice A self-regulated learning perspective from action research

Author: Tuyet Dang^{None}

Abstract

In interpreting courses, students are typically expected to engage in independent practice to develop these complex skills. However, many students encounter difficulties in practicing interpreting autonomously. The study examines how AI can facilitate students' self-practice in interpreting courses. This action research with both qualitative and quantitative methods integrated was conducted with the participation of more than one hundred second-year and third-year students from five interpreting classes at the Faculty of Foreign Languages, HUFLIT. The participants were encouraged to utilize AI tools to support their independent practice outside of the classroom. The findings reveal that the majority of students perceived AI-assisted practice as both useful and engaging while also offering several recommendations for improving its implementation. For more generalizations and pedagogical implications, it is recommended that further large-scale studies should be conducted to examine the effectiveness of AI as a facilitator in self-directed practice for interpreting skills among university students.

Keywords: interpreting courses, self-practice, AI-assisted

185

Addressing Emerging Challenges in English Assessment: Insights from TOEFL iBT 2026

Author: Chuong Viet Dang Nguyen¹

¹ *Channel Management Director ETS*

As English language assessment evolves in an increasingly complex and technology-driven landscape, test developers are facing a new generation of challenges—from AI-assisted cheating and deepfakes to designing tasks that are both valid and reflective of real-world communication. At the same time, there is growing pressure to ensure that tests remain fair, reliable, and efficient across diverse learner populations worldwide.

This session explores how these challenges are addressed through innovations in the design of the Enhanced TOEFL iBT (2026). Key areas include the use of multistage adaptive testing to improve measurement precision and test efficiency, principled approaches to item and task design to ensure validity and relevance, and the implementation of advanced at-home security measures, including multi-layered identity verification and live human proctors, supported by advanced AI tools, to ensure both security and test-taker experience.

The session will also discuss how these innovations support fairness across different learner backgrounds while maintaining the integrity of large-scale English assessment. Attendees will gain practical insights into how modern test design balances security, efficiency, and meaningful measurement in today's global education environment.

186

ARTIFICIAL INTELLIGENCE IN ENHANCING LISTENING AND NOTE-TAKING SKILLS: EVIDENCE FROM FISRT-YEAR STUDENTS IN VIETNAM

Author: Phat Tran¹

¹ *Ho Chi Minh University of Banking*

The rapid integration of Artificial Intelligence (AI) in higher education has created new opportunities to enhance language learning, particularly in listening comprehension and note-taking skills. This research investigates the effectiveness of AI-assisted instruction in improving listening and note-taking abilities among first-year English as a Foreign Language (EFL) students at a private university in Vietnam (HUFLIT). Adopting a mixed-methods design, the research involved 80 participants divided into an experimental group, which engaged with AI-based tools for listening practice and structured note-taking, and a control group receiving conventional instruction. Quantitative data were collected through pre- and post-tests and analyzed using paired and independent samples t-tests, while qualitative insights were obtained from student questionnaires and reflective journals. The findings indicate that students in the experimental group demonstrated statistically significant improvements in both listening comprehension and note-taking performance compared to their counterparts in the control group. Moreover, participants reported increased engagement, autonomy, and confidence when using AI tools, although some challenges related to over-reliance and technical limitations were noted. The research underscores the pedagogical potential of AI in supporting skill development in EFL contexts and highlights the need for guided implementation to maximize learning outcomes. These results contribute to the growing body of research on AI in language education and offer practical implications for curriculum design and instructional practices in similar tertiary settings.

187

Beyond the EFL-ESL Divide: Vietnam, Rwanda, and Kazakhstan as ESL-Emerging Education Systems

Author: Bao Anh LAM¹

¹ *Industrial University of Ho Chi Minh City, Vietnam*

Recent scholarship has shown that the classic EFL-ESL distinction is increasingly inadequate for explaining contexts in which English expands beyond subject status without fully replacing local languages. This article develops the notion of ESL-emerging education systems through a comparative analysis of Vietnam, Rwanda, and Kazakhstan. Using a qualitative comparative design, the study synthesises policy documents and peer-reviewed research on language planning, English-medium instruction, teacher development, and multilingual governance published between 2008 and 2025. The analysis identifies three shared drivers across the cases: economic internationalisation, educational modernisation, and the symbolic value of English as cultural and institutional capital. It also reveals sharply different trajectories. Vietnam represents gradual intensification, where English is strategically expanded across schooling and higher education while Vietnamese remains the dominant medium of public life. Rwanda illustrates rapid policy reorientation, with English acquiring high institutional authority but generating persistent classroom-level strain and equity concerns. Kazakhstan demonstrates a state-managed trilingual pathway in which English is promoted selectively, especially in science and higher education, yet remains mediated by Kazakh-Russian bilingual realities. Across the three cases, the main fault lines concern teacher preparedness, uneven access, and the management of multilingual repertoires. The article argues that ESL emergence is best understood as a continuum shaped by policy speed, domain depth, and multilingual safeguards rather than as a binary shift from foreign to second language status. It concludes by proposing a sequenced approach to English expansion that prioritises capacity building, pedagogical realism, and social inclusion for sustainable multilingual development in late-expanding national educational systems.

188

From Medium to Mastery: EMI, EAP, and ESP as Complementary Pathways to ESL Competence in Higher Education

Author: Bao Anh LAM¹

¹ *Industrial University of Ho Chi Minh City, Vietnam*

English-medium instruction (EMI), English for Academic Purposes (EAP), and English for Specific Purposes (ESP) are often discussed as separate educational enterprises, yet universities increasingly expect them to solve a common problem: how to develop students' ability to study, communicate, and perform professionally through English. This article argues that the three fields should be understood not as competing models but as complementary pathways toward ESL competence in internationalised higher education. Adopting a critical integrative review design, the article synthesises foundational and recent scholarship from EMI, EAP, and ESP to examine their distinct pedagogical logics, their limits when implemented in isolation, and their combined potential for curriculum design. The analysis shows that EMI primarily creates an ecology of disciplinary exposure and authentic participation, EAP provides explicit mediation of academic genres and literacy practices, and ESP refines competence through needs-based attention to specialised discourse. Each pathway, however, becomes pedagogically incomplete when detached from the others: EMI may overestimate incidental language learning, EAP may become overly generic, and ESP may narrow learning to immediate instrumental needs. The article therefore proposes an integrated pathway model in which EMI supplies the communicative environment, EAP offers academic scaffolding, and ESP delivers disciplinary and professional precision. This model reconceptualises ESL competence as multidimensional, encompassing linguistic, academic, disciplinary, interactional, and strategic capacities. The article concludes with implications for curriculum sequencing, teacher collaboration, assessment, and equity-oriented language policy in higher education, while also identifying future research priorities for longitudinal, discipline-sensitive, and multilingual investigation across diverse institutional settings, and policy contexts.

189

AI AS A “FACE-NEUTRAL” SPACE: REDUCING ANXIETY AND BOOSTING WILLINGNESS TO COMMUNICATE AMONG VIETNAMESE ENGLISH MAJORS IN THE EFL-TO-ESL TRANSITION

Author: Ngoc Giang Tran¹

Co-authors: Lưu Thị Kim Nhung¹; Mai Đỗ²; Trang Thái¹

¹ *Hanoi National University of Education*

² *Dr*

As Vietnam transitions from English as a Foreign Language (EFL) to English as a Second Language (ESL), there is a growing necessity for learners to exhibit communicative spontaneity. However, the sociolinguistic norm of “face-saving” frequently hinders willingness to communicate and exacerbates foreign language classroom anxiety. This exploratory pilot study investigates whether Generative AI voice chatbots can act as a “face-neutral” space that may help reduce these barriers. A mixed-methods design will be employed, involving 30 English majors at a university in Hanoi who will participate in daily voice interactions with ChatGPT over the course of one week. Surveys conducted before and after the intervention will assess Foreign Language Classroom Anxiety (FLCA) and Willingness to Communicate (WTC), subsequently complemented by semi-structured interviews with eight participants. Three qualitative themes are expected to emerge: (1) AI functioning as a face-neutral environment, (2) the opportunity to fail without incurring social costs, and (3) AI serving as scaffolding that facilitates human interaction. Nonetheless, AI does not possess the necessary pragmatic and cultural nuances, indicating that it should serve a complementary role rather than a substitutive one. The research offers practitioners practical AI prompt templates and a comprehensive “master setup” guide that educators can readily apply in their teaching environments. The research culminates in pedagogical suggestions for the incorporation of AI within Vietnam’s ESL-focused curricula, especially as a confidence-enhancing resource for teacher education initiatives.

Key words: English as a foreign language (EFL), English as a second language (ESL), AI Chatbot, Face, Willingness to communicate (WTC)

190

Better Writing or Less Thinking? AI Over-Reliance in EFL Writing Classrooms

Author: Thùy Nguyễn¹

¹ *Vietnam National University –Ho Chi Minh City, University of Technology*

Abstract

The rapid adoption of artificial intelligence (AI) tools such as ChatGPT in English as a Foreign Language (EFL) writing classrooms has reshaped how students approach writing tasks, with increasing evidence that learners rely on AI for generating and refining written content. While such tools are widely believed to enhance writing quality, concerns have emerged regarding a potential gap between AI use and actual skill development. This study investigates the extent of AI over-reliance and its impact on students' writing performance. Adopting a mixed-method design, the study combines survey data with comparative pre- and post-writing analysis. Students completed writing tasks before and after a period of AI-assisted practice, and their texts were evaluated using analytic criteria, including grammatical accuracy, lexical diversity, and idea originality. The participants were 100 non-English major students at Ho Chi Minh City University of Technology. Survey findings suggest that nearly four-fifths of participants relied on AI for idea generation, yet pre- and post-writing scores showed no statistically significant gains across all three criteria. These findings suggest that excessive dependence on AI may reduce cognitive engagement and limit the development of independent writing skills, highlighting the need for more structured integration of AI in writing instruction.

Keywords: ai over-reliance, efl writing, ai-assisted learning, learner autonomy, writing development

191

The Importance of Considering Working Memory in Curriculum Design

Author: Michael Kelland¹

¹ *Tokai University*

Previous research has shown a small but robust effect of working memory capacity (WMC) on native and foreign language learning and comprehension. However, many of these studies have been underpowered, questioning the reliability of the attested effect size. This presentation will report on a high-powered, multi-site experiment that tested the effect of WMC on foreign language vocabulary learning. The target items were embedded within a highly supportive learning context which included input and output activities. Immediate and delayed post-test showed that even under such conditions, WMC was positively associated with vocabulary learning outcomes.

192

Analysis of internationalization for study abroad programs

Author: Michael Kelland¹

¹ Tokai University

(poster)

A 4-year factor analysis project to ascertain outcomes-based assessment of study abroad pre-departure programs within Japanese students. This poster presentation will outline how the results show ways the program goals changed, and indicate how they could create a blueprint to assist administrators in conducting successful international experiences.

193

Teacher Beliefs, Identity, and Professional Agency in ESL-Oriented Tourism Education: A PLS-SEM Analysis in Vietnam

Author: Trần Hải Phong^{None}

The transition from English as a Foreign Language (EFL) to English as a Second Language (ESL)-oriented pedagogy has become increasingly critical in tourism education, particularly in emerging economies such as Vietnam where English proficiency directly shapes graduate employability and service quality. Drawing on teacher cognition theory, sociocultural perspectives, and professional agency theory, this study develops and empirically tests a structural model linking teacher beliefs, professional identity, and professional agency to pedagogical innovation and student-perceived communicative competence in tourism English education. Using survey data collected from 112 English lecturers in tourism and hospitality programs across Vietnamese universities, the study employs Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine both linear and indirect relationships. The findings reveal that teacher beliefs regarding communicative and industry-relevant English significantly influence identity reconstruction and agency enactment, which in turn drive pedagogical innovation (e.g., experiential learning, VR/AR integration) and enhance perceived student communicative competence. Professional agency emerges as a key mediating mechanism translating beliefs into practice under institutional constraints. This study contributes to the literature by integrating teacher cognition with ESL transition in tourism education and provides actionable implications for curriculum reform, teacher development, and policy in Vietnam and comparable contexts.

Keywords: teacher beliefs, professional identity, professional agency, ESL transition, tourism education, Vietnam, PLS-SEM, communicative competence.

194

APPLYING THE 5PS PEDAGOGICAL MODEL WITH AI SUPPORT TO IMPROVE SPEAKING COMPETENCE AMONG NON-ENGLISH MAJOR STUDENTS

Author: MINH QUÂN NGUYỄN¹

Co-author: QUỲNH DAO ĐÀO¹

¹ FND Education Company

This study investigates the effectiveness of applying the 5Ps pedagogical model, supported by artificial intelligence (AI), to enhance speaking competence among non-English major university students in an EFL context. The study aims to address the gap between technology integration and structured pedagogical frameworks in speaking instruction for non-specialist learners. A mixed-methods design was employed with 45 non-English major students participating in an 8-week instructional intervention. Quantitative data was collected through pre- and post-speaking assessments, while qualitative data were obtained from questionnaires and classroom observations to explore students' perceptions and engagement. The findings indicate a moderate improvement in students' speaking

performance, with mean speaking scores increasing from 5.6 to 6.5 on a 10-point scale. In addition, students reported slightly positive perceptions of the learning approach, with mean scores ranging from 2.80 to 3.25 on a four-point Likert scale. The integration of AI tools provided immediate feedback and flexible practice opportunities, while the 5Ps framework facilitated structured skill development across learning stages. The study highlights the pedagogical value of combining AI with structured instructional models and suggests practical implications for improving speaking instruction in EFL contexts, particularly for non-English major learners.

Keywords: *5PS pedagogical model, ai-assisted language learning, speaking competence, non-English major students, EFL context*

195

Vocabulary Teaching Strategies for Low-Resource Public School ESL Classrooms in Vietnam

Author: Ý Như Nguyễn^{None}

As Vietnam moves toward an English as a Second Language (ESL)-oriented system, vocabulary development plays a crucial role in enabling learners to participate in meaningful communication. However, in many public secondary school contexts, teachers face significant constraints, including large class sizes, limited teaching materials, and restricted access to digital technologies.

These challenges often result in vocabulary instruction that is heavily reliant on rote memorization and translation, which may not effectively support long-term retention or communicative use. Despite these limitations, research in Applied Linguistics suggests that vocabulary learning can be significantly enhanced through multimodal input, meaningful repetition, and contextualized practice.

Drawing on principles from Dual Coding Theory and Multimedia Learning Theory, this workshop demonstrates how teachers can design engaging, effective vocabulary activities using low-cost or no-cost resources available in typical classroom settings.

This workshop aims to empower teachers with practical strategies that are adaptable, scalable, and sensitive to the realities of public school environments in Vietnam.

196

From Traditional Testing to Alternative Assessment: Examining the Effects of Classroom-Based Assessment on Communicative Competence and Student Engagement in ESL Transition Contexts Using PLS-SEM

Author: Lien Phan Tran Duc^{None}

The transition toward English as a Second Language (ESL) education in emerging economies such as Vietnam has necessitated a fundamental shift from traditional summative assessment to more dynamic, classroom-based alternative assessment (CBA) approaches. Despite increasing pedagogical advocacy for formative, peer, and performance-based assessment, empirical evidence on how these approaches influence communicative competence and student engagement remains limited, particularly in ESL transition contexts. Drawing upon social constructivist theory and experiential learning perspectives, this study develops and tests a research model examining the relationships among classroom-based alternative assessment (formative assessment, peer assessment, and portfolio-based assessment), student engagement, and communicative competence. A quantitative research design was employed using survey data collected from 412 undergraduate students enrolled in English-related courses in Ho Chi Minh City, Vietnam. The proposed model was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM), complemented by Artificial Neural Network (ANN) analysis to capture nonlinear effects. The results reveal that alternative assessment practices significantly enhance student engagement, which in turn positively influences communicative competence. Among assessment dimensions, formative assessment and peer assessment exhibit

the strongest effects. The mediating role of engagement is also confirmed. The findings contribute to the ESL literature by extending classroom-based assessment theory into emerging contexts and by empirically validating a learner-centered assessment model. Practical implications highlight the importance of integrating alternative assessment strategies to foster authentic language use and engagement in ESL classrooms.

197

HUFLIT English Majors' Perceptions of AI-Supported Translation Learning in a Vietnamese EFL Context

Author: Nam Anh Tran^{None}

Co-author: Tú Trần¹

¹ KHOA NGOẠI NGỮ - TRƯỜNG ĐẠI HỌC NGOẠI NGỮ TIN HỌC TP.HCM

The rapid integration of generative AI tools such as ChatGPT and Grammarly is reshaping EFL translation instruction in Vietnamese higher education, yet empirical evidence from specific institutional contexts remains limited. This study investigates HUFLIT English majors' perceptions of AI-supported translation learning through an integrated Technology Acceptance Model (TAM), Technological Pedagogical Content Knowledge (TPACK), and Self-Regulated Learning (SRL) framework. Using a structured questionnaire administered to 219 second- to fourth-year English majors, the study examined perceived benefits and risks of AI, teacher AI integration, and metacognitive engagement during translation tasks. Descriptive statistics revealed high AI adoption rates (92.7%), strong perceived usefulness and ease of use, and widespread self-reported cognitive overreliance. Exploratory factor analysis (KMO = 0.899; four factors explaining 73.53% of variance) identified a four-factor model: AI Learning Engagement, Teacher AI Integration, Cognitive Overreliance, and Perceived Ease of Use. Notably, perceived usefulness and self-regulated learning converged into a single construct, suggesting that HUFLIT students perceive AI as valuable precisely because it scaffolds their metacognitive processes. These findings underscore the critical role of teacher mediation and institutional policy in supporting responsible, critically engaged AI use in Vietnamese EFL translation programs.

198

Integration of Local History and Cultural Material into English Language Teaching as Basis for the Development of Multicultural Personality

Author: Gulnur Polkina¹

¹ Naberezhnoye Nizhny State Pedagogical University, Russia

This study is devoted to local history and cultural material as a means of developing a multicultural personality in foreign language classroom. The integration of such material into the subject area of "Foreign (English) Language" motivates learners to acquire English as a tool for self-expression in the multicultural world and fosters their readiness for effective intercultural communication. Understanding the cultural realities of one's own country allows learners to convey their meaning more accurately in a foreign language and to better comprehend foreign-language texts.

English language learning that connected with personal experience, history, and culture becomes more meaningful and serves as a foundation for successful intercultural interaction. Awareness of native culture's value builds confidence in intercultural communication and contributes to the preservation of one's national identity. The study presents a positive experience in developing and

piloting English language teaching content based on local history and cultural material of the Republic of Tatarstan. It also describes the teaching strategies used in English classes based on local history, culture, and traditions.

199

Transfer of Pedagogical Models: The Experience of Naberezhnye Chelny State Pedagogical University in Digitalization and Internationalization of Education

Author: Alfinur Galiakberova¹

¹ *Naberezhnye Chelny State Pedagogical University, Russia*

The article summarizes the experience of Naberezhnye Chelny State Pedagogical University in integrating digital and international components into teacher training. It presents the design technology of digital trainers and simulators for the professional activities of teachers (including those working with students with disabilities), as well as video and animated lessons for teaching the Russian language, the national languages of the peoples of Russia, and foreign languages. The article describes the outcomes of international cooperation and activities in the field of teaching Russian as a foreign language, including the organization of professional development courses for foreign educators delivered in Algeria, Tunisia, and Turkmenistan. The replicability of the proposed model for countries transitioning from the “language as a foreign” model to the “language as a second” model is substantiated.

200

THE BENEFITS OF INTEGRATING GEMINI AI AND NOTEBOOKLM INTO DOCTORAL RESEARCH AND WRITING COURSE: A SYSTEMATIC REVIEW

Authors: Galia Fussell¹; Gulnur Polkina²

¹ *Purdue University Global, United States of America*

² *Naberezhnochelninsky State Pedagogical University, Russia*

Generative artificial intelligence (GAI) is rapidly integrated into higher education, which has profoundly altered the landscape of teaching and student learning in higher education. Although AI-powered assisting tools provide not only opportunities but also create challenges for both students and professors, such as plagiarism and breach of integrity, integration of these tools into doctoral courses, specifically Doctoral Research and Writing course, assists learners in enhancing their writing proficiency and cultivating or improving their research skills. This systematic review examines the benefits of integrating Gemini and NotebookLM into doctoral courses to enhance student learning outcomes, improve quality and expand range of educational materials, and create positive academic learning environment. While there is a wealth of research on the use of AI tools and software in higher education, gaps still exist because these tools evolve so rapidly and researchers focus mostly on general-purpose tools like ChatGPT, leaving gaps in research for these specialized Google tools like Gemini and NotebookLM. The purpose of this study is to narrow gaps in existing literature, strengthen professors' and learners' AI literacy skills, and promote ethical use of Gemini and NotebookLM in doctoral programs.

201

Integrating Debate-Based Pedagogy to Support Vietnam's Transition from EFL to ESL

Author: Nguyen Thuy Hong Van¹

Co-author: Guillermo Reyna²

¹ *Veducon - INTESOL Vietnam*

² *Veducon*

Vietnam is undergoing a major change in how English is taught. Educators are moving away from the old way of teaching English as a foreign language to teaching it as a second language. This new way of teaching focuses on using English to communicate, rather than just learning grammar rules. This study examines how using debates in the classroom can help address this problem. It can help students improve their English communication and think more deeply about what they're learning. This research examines how classroom debates can help students express their opinions, examine evidence, and respond to others' views in English. It also checks if debating in class can improve critical thinking and make the classroom a better place to learn English. The study draws on ideas from teaching argumentation and language skills to examine how class debates affect students' participation and engagement. By doing so, it aims to determine whether debating can help Vietnamese students improve their English-speaking and critical-thinking skills. The goal is to create a classroom where students feel comfortable using English and can develop their skills in a fun and interactive way. This research aims to show that using debates in teaching can help students feel more confident when communicating, think more critically, and use language more effectively. The study provides teachers and curriculum designers with new ideas for teaching English in ways that align with Vietnam's evolving goals for English language education.

202

ESL INTEGRATION IN JAPANESE READING INSTRUCTION: A CASE STUDY OF SENIOR STUDENTS AT THE HOCHIMINH UNIVERSITY OF SOCIAL SCIENCES AND HUMANITIES

Author: Vu Doan Lien Khe¹

¹ *HCMUSSH, Faculty of Oriental & Japanese Studies*

As Vietnam transitions toward an ESL environment, many students face "language attrition" where their English proficiency declines while focusing on a third language (L3) like Japanese. This case study explores a practical pedagogical approach implemented in Japanese reading classes for fourth-year students at the University of Social Sciences and Humanities (HCMUSSH). To tackle this issue, the author introduced a bilingual dynamic that replaces traditional Japanese-Vietnamese translation with Japanese-English "live translation" and vocabulary mapping.

This method forces students to bridge two foreign languages, creating a cognitive link that strengthens both. By mapping complex Japanese structures to English counterparts, students deepen their understanding of Japanese nuances while keeping their English active and functional for professional use. To evaluate the model, a mixed-methods research design was employed, involving surveys and qualitative feedback from senior Japanese majors. To ensure objective assessment, "live translation" performance was quantified through a rubric focusing on semantic accuracy, lexical equivalence, and response latency.

Findings suggest that ESL integration enhances Japanese textual analysis while significantly boosting students' confidence and cross-linguistic flexibility. Such results are vital for graduates entering a competitive labor market where "English+1" is a highly sought-after asset. This study provides a practical framework for educators to create English-rich environments within diverse curricula, aligning with the HUFLIT INTESOL 2026 goals of fostering English as a versatile tool for student employability in Vietnam's evolving education landscape.

Keywords: ESL integration, Japanese reading, L3 acquisition, English attrition, HCMUSSH, multilingualism.

Keynote Speech / 203**Integrating Debate-Based Pedagogy to Support Vietnam's Transition from EFL to ESL**

Vietnam is undergoing a major change in English language education, moving from the traditional model of English as a Foreign Language toward a more communicative English as a Second Language orientation. This keynote explores how debate-based pedagogy can help learners use English more confidently, think critically, examine evidence, and respond meaningfully to different viewpoints. By integrating classroom debates into English teaching, the presentation highlights practical ways to strengthen communication, engagement, and critical thinking in Vietnamese classrooms.

Keynote Speech / 204**Transfer of Pedagogical Models: The Experience of Naberezhnye Chelny State Pedagogical University in Digitalization and Internationalization of Education**

This keynote presents the experience of Naberezhnye Chelny State Pedagogical University in integrating digitalization and internationalization into teacher education. It discusses the design of digital trainers, simulators, video lessons, and animated learning resources for teacher preparation, including support for students with disabilities. The presentation also examines international cooperation in teaching Russian as a foreign language and considers how this model may be adapted for countries transitioning from a foreign-language model to a second-language model.