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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 SKILLS 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	4
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	5
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	6
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	7
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	8
Exploring University Students'Use of AI Tools in Academic Writing at HUFLIT: A Qualitative Study	9
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	10
BUILDING ESL COMPETENCE IN VIETNAM: VISIONS, CHALLENGES, AND REALITIES - A CASE STUDY AT PU AND HNMU	10
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	11
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	12
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	13
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	14
From Local Students to Global Participants: Identity in English Learning at a Provincial Vietnamese University	14
Ethical Considerations and Pedagogical Effectiveness of Artificial Intelligence as a Support Tool in English Language Education: A Case study of English Majors at HUFLIT	15
An Evaluation of English Non-majored freshmen's attitude towards EFL Learning at Can Tho University of Technology	15
The effects of Wordwall gamified exercises on student engagement and grammar achievement	16
UNIVERSITY STUDENTS' ATTITUDE AND INTENTIONS TOWARDS THE USE OF CHATGPT AND CANVA IN A PROJECT-BASED LEARNING ACTIVITY	16
Students'Use and Perceptions of Artificial Intelligence Tools in Supporting English as a	

Second Language Learning: Evidence from HUFLIT	17
From Motivational Self to Language Practice: Examining English Engagement Beyond the Classroom	18
Strategic Translanguaging in Academic Writing Instruction: A Pedagogical Bridge in Vietnam’s EFL-to-ESL Transition	18
Teacher Burnout and Emotional Well-being in EFL Classrooms	19
Exploring Teachers’ Perceived Roles in AI-Supported Self-Regulated Learning in ESL-oriented contexts	19
INVESTIGATING ENGLISH-MAJOR UNDERGRADUATES’ READINESS FOR AI-SUPPORTED ACADEMIC WRITING: A MULTIDIMENSIONAL PERSPECTIVE	20
Students’ Perceptions of Google Meet in ESL-Oriented Online Cambridge Exam Preparation Classes in Private Language Classes in Ho Chi Minh City	21
Examining the Relationship between AI-Supported Self-Regulated Learning and Speaking Self-Efficacy among Vietnamese EFL University Students	21
Preparing Future ESL Teachers for AI-Assisted Language Assessment: Pre-service Teachers’ Perceptions and Readiness	21
Application of AI in Teaching and Learning Business English at HUFLIT: strengths, weaknesses, and solutions	22
TQM-oriented Service-Learning for EFL-ESL Transition: Social Responsibility at Pham Van Dong University.	22
EXAMINING THE FACTORS AFFECTING THE EMPLOYMENT OF CHATGPT IN TRANSLATION AMONG ENGLISH MAJORS AT HUFLIT AS VIETNAMESE EDUCATION TRANSITIONS FROM EFL TO ESL ORIENTATION	23
Policy Discourses in Vietnam’s Move Toward English as a Second Language: The 2025–2045 Vision	24
Investigating Students’ Perspectives and Engagement Levels with AI Tools in Second Language Acquisition (SLA) Courses.	24
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	24
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	25
TOWARD ESL-INFORMED CLASSROOMS IN VIETNAM: RECONCEPTUALISING THE EFL CLASSROOM AS A LANGUAGE-RICH ENVIRONMENT	26
Applying PEEL/PETAL Framework to Improve Logical Paragraph Writing for Grade 10 Global Success Students	26
The Effects of AI-Assisted Project-Based Learning on VSTEP Writing Proficiency and Learner Autonomy	27

Enhancing English Syntactic Competence through AI-Supported Instruction: A Quasi-Experimental Study of English-Majored Sophomores at HUFLIT	27
A Literature Review of Appraisal Theory in Language Education: Research Developments and Implications for ESL Teaching	28
Exploring Undergraduate Students'Use of AI for Academic Presentations in Higher Education	28
Enhancing Ninth-Grade Students'English Vocabulary Learning through an Integrated Chat-GPT-Wordwall Model	29
EXPLORING THE EFFECTIVENESS OF QUIZZIZZ IN IMPROVING VOCABULARY LEARNING OF EFL FRESHMEN STUDENTS AT HUFLIT	30
Self- Reflection in Using GenAI for Learning: Perceptions of English-Majored Students at Binh Duong University- Ca Mau Campus	30
ENHANCING WILLINGNESS TO COMMUNICATE THROUGH SPEAKING ACTIVITIES IN THE EFL CLASSROOM	31
EXPLORING EFL FRESHMEN'S MOTIVATION FOR CHOOSING A CAREER IN TEACHING ENGLISH: A CASE STUDY AT A PUBLIC UNIVERSITY IN HO CHI MINH CITY	31
Cognitive Metonymy in English Teacher Education: A Case Study on Enhancing Lexical Retention for Pre-service Teachers at Pham Van Dong University	32
Vietnamese Students'Readiness for English as a Second Language: The Role of AI-Supported Learning Environments	32
Bridging the Gap Between Classroom Learning and Real-World Communication in ESL: Curricula and Authentic Assessments	32
AVIATION ENGLISH MAJORS' PERCEPTIONS OF THE USE OF AI-BASED LANGUAGE LEARNING TOOLS IN SELF-PRACTICE ENGLISH SPEAKING SKILLS	33
Using ICT to Reduce Speaking Anxiety in an Adolescent Vocational EFL Learner: An Action Research Study	34
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	34

1

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

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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

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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

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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?

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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

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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

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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

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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)

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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 HNMU

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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.

31

Ethical Considerations and Pedagogical Effectiveness of Artificial Intelligence as a Support Tool in English Language Education: A Case study of English Majors at HUFLIT

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Artificial intelligence (AI) is increasingly integrated into English language education, yet its ethical and pedagogical effectiveness in EFL contexts remains underexplored, particularly in Vietnam. This study investigates English majors' perceptions of AI-supported learning at a university in Ho Chi Minh City, particularly Ho Chi Minh City University of Foreign Languages – Information Technology (HUFLIT) with a focus on both pedagogical benefits and ethical concerns. In the first phase, semi-structured interviews with four lecturers were conducted to generate and refine potential questionnaire items. In the second phase, a structured survey was administered to 300 English majors, yielding 208 valid responses for quantitative analysis. The data were examined using SPSS to conduct reliability testing and exploratory factor analysis. Findings indicate that students perceive AI tools as beneficial for grammar correction, vocabulary development, and self-paced learning, while simultaneously expressing concerns about data privacy, feedback accuracy, and fairness in assessment. The study underscores the need for ethically informed AI implementation in EFL education and proposes a localized measurement tool that can be adapted for similar Southeast Asian contexts.

Keywords: AI in education, mixed-methods, English majors, AI-supported learning

32

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

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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

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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

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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

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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

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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-majored 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

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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

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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

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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

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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

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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

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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

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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

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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.

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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

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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

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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.

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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

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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

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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

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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

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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

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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

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The aim of the present study was to assess the effectiveness of artificial intelligence (AI) in improving HUFLIT English-major 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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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.