



BOOK OF ABSTRACTS

VietESL International Conference 2025

Organizers

Hanoi Pedagogical University 2

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The National Foreign Language Project and Regional English
Language Office
U.S. Embassy in Vietnam (RELO Vietnam)

Venue: **Hanoi Pedagogical University 2 (HPU2),
Xuan Hoa, Phu Tho, Vietnam**

Phu Tho, November 14, 2025



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ENHANCING ATTITUDINAL EXPRESSION IN COMMUNICATION FOR NON-ENGLISH-MAJOR STUDENTS THROUGH AESOP'S FABLES

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Abstract

Non-English major students commonly experience difficulty expressing attitudes in English with precision and effectiveness. Their inability to express what they think and how they feel hinders their communication with peers and teachers in the EFL classroom. In the context of the Politburo's conclusion 91 on implementing Resolution 29 (2013), which calls on all levels of the education institutions to improve students' foreign language competence and gradually establish English as a second language in schools, strengthening students' English proficiency has become increasingly urgent. The current English program for non-English major students in the university where I work still pays little attention to attitudinal language. This paper proposes a pedagogical approach to enhancing the English competence and confidence in classroom communication of non-English-major students through the analysis of the language used in selected Aesop's fables. Teaching and learning activities focus on scaffolding students' gradual development in the use of evaluative language resources using Appraisal Framework (Martin & White, 2005). This framework is developed from Systemic Functional Linguistics and has received substantial attention from researchers in the field of language education over the past two decades (Swain, 2012; Page, 2003; Joyce & Feez, 2000). In Asian countries many scholars have applied the Appraisal framework to reading and writing instruction (Kawamitsu, 2012; Panxiaoxia, 2010; Payaprom, 2012). In Vietnam, this field of research remains relatively underexplored. Our study seeks to contribute to this area by exploring evaluative language at the tertiary level, with the aim of enabling students to express attitudes more persuasively.

Key words: attitudinal language, Aesop's fables, communication, non-English major students



ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE LEARNING: A BIBLIOMETRIC AND QUANTITATIVE ANALYSIS (2021–2025)

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Abstract

The rapid development of Artificial Intelligence (AI), particularly AI applications like ChatGPT or Gemini, has significantly transformed English language education from 2021 to 2025. This research applied a two-phase approach to examine the evolution of this field. In the first phase, a bibliometric analysis of 392 articles indexed in Scopus from 2021 to 2025 was conducted, including dominant research themes and influential authors. The results emphasize a strong focus on applying AI tools such as ChatGPT in higher education, AI-driven feedback, and concerns over academic integrity. Furthermore, to address the research gap, the second phase adopts a quantitative study, which is the applied Technology Acceptance Model (TAM) to examine user's perceptions of AI utility and usage, supplemented by concepts from Self-Determination Theory (SDT), Metacognitive Theory and the Input-Interaction-Output (IIO) Model. This construct includes perceived usefulness, perceived ease of use, learning motivation, metacognitive strategies, and speaking proficiency. A structured survey using validated Likert-scale items was delivered to higher education students who had used AI tools in English learning. Data will be analyzed using SPSS through reliability testing and exploratory factor analysis (EFA).

This study provides a landscape of academic trends and specific insights from English learner experiences. Additionally, it offers practical recommendations for educators and policymakers in implementing AI technology into language teaching.

Keywords: Artificial Intelligence, ChatGPT, English Language Learning, Bibliometric Analysis, Technology Acceptance Model.



SELF-DIRECTED LEARNING IN THE DIGITAL AGE: A STUDY OF ENGLISH LANGUAGE STUDENTS AT HUFLIT

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Abstract

This study examines the elements affecting learners' self-directed learning capabilities in technology-enhanced learning environments, utilizing four theoretical frameworks: Self-Directed Learning (SDL), Self-Determination Theory (SDT), Social Cognitive Theory (SCT), and Connectivism. A mixed-methods approach was utilized, comprising an online survey of 200 English Language majors and in-depth interviews with 10 students from HUFLIT (Ho Chi Minh City University of Foreign Languages – Information Technology). Quantitative studies indicate that learners' self-directed learning is positively affected by autonomy, self-efficacy, and the capacity to access and connect with various learning materials via technology. Qualitative insights indicate that students really appreciate online learning platforms, academic social networks, and rapid feedback systems, while underscoring the importance of online learning communities in maintaining motivation and promoting consistent self-study practices. The study highlights the necessity of merging technology with teaching practices that foster self-directed learning, providing practical insights for educators and e-learning system developers in creating learning environments suited to the requirements of digital-age learners.

Keywords: self-directed learning, educational technology, Self-Determination Theory, Social Cognitive Theory, Connectivism



IMPROVING THE COMPETENCY OF ENGLISH LEARNERS, A PERSPECTIVE FROM THE COURSE OF SECRETARIAL SKILLS AT HUFLIT

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Abstract

To enhance the competence of English learners in the course *Secretarial Skills*, students were asked to work in groups and organize events related to the professional tasks of office secretaries. These activities integrated practical applications of English into real-world contexts while fostering collaboration, communication, and problem-solving skills. To evaluate the effectiveness of this approach, a survey was administered to 100 students, with 95 responses collected, representing 95% of the cohort. The results showed that 50.5% of students “strongly agreed” that the subject improved their competence, 44.2% agreed, and 5.3% rated it as average. No respondents selected “disagree” or “strongly disagree,” indicating that most learners found the event organization activities highly beneficial. The findings suggest that integrating event-based tasks into mid-term assessments not only develops students' English writing, listening, speaking, and vocabulary skills but also enhances confidence and professional readiness. This assessment format provides a more engaging alternative to traditional examinations and aligns with learner-centered pedagogical practices. Based on the positive feedback, refinements can be made to further improve instructional design, thereby ensuring continued enhancement of teaching quality and learners' competence. Overall, the study demonstrates that organizing profession-related events is an effective tool in English language teaching, especially in skill-based courses where authentic practice is essential for competency development.

Keywords: event organization, writing, listening and speaking, vocabulary, competence



**GAP EXPLORATION BETWEEN PHONETICS AND PHONOLOGY:
APPLYING AI CHATBOT TO ENHANCE ENGLISH MAJORS'
PRONUNCIATION PRACTICE AT HUFLIT**

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Abstract

Although the well-recognized significance of phonetics is clear in English language acquisition, it is often considered as a theoretical subject in the module “phonetics and phonology” on in university syllabi. This discrepancy leads them to have strong theoretical knowledge of phonology knowledge about sound system but have little ability to create accurate pronunciation in reality communication. This paper aims to fill this gap by combining research on what kind of phonetic practice is required by students and teachers, design and development of a Chabot to support pronunciation learning and an experimental study to evaluate the effectiveness of the Chabot. A mixed-methods approach was employed with a survey and interviews with 60 undergraduates and 5 instructors indicated that pronunciation instruction had been deliberately ignored as the result of exam-driven instruction and restricted classroom time. A quasi-experiment with two groups ($n = 30$) was performed in 6 weeks and a pre- and post-test were also evaluated to participants. Results indicate that pronunciation training using a Chabot has the potential to be an effective supplement to regular phonology-based instruction, and to help to make the theoretical practical. This study provides theoretical insights, revealing neglected areas in pronunciation pedagogy, as well as practical benefits for applying a replicable technological solution for EFL contexts.

Keywords: gap between Phonetics and Phonology, AI Chatbot design, pronunciation pratice, Huflit



APPLYING ARTIFICIAL INTELLIGENCE (AI) TO IMPROVE THE EFFICIENCY OF ASSESSING ENGLISH ESSAY WRITING SKILLS FOR UNIVERSITY STUDENTS

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Abstract

This study evaluates the effectiveness of applying Artificial Intelligence (AI) in assessing English essay writing skills, amidst a growing trend of students misusing the technology. A 12-week experimental intervention was conducted with two groups of students. The experimental group (n=40) used an AI-integrated assessment model, while the control group (n=34) used traditional methods. The results showed significant improvements in the experimental group, with the average writing score increasing from 6.5 to 8.2, a notable improvement over the control group's increase from 6.4 to 7.1. Furthermore, AI not only helped instructors reduce grading time by 35% but also contributed to a decrease in AI-related academic misconduct, with the rate of misuse dropping from 60% to 25%. These findings confirm that a strategic application of AI is an effective tool for enhancing the objectivity and efficiency of the assessment process, while also encouraging students to use technology responsibly.

Keywords: Artificial Intelligence (AI), Writing Skills Assessment, Academic Misconduct, Instructional Effectiveness



SUSTAINABILITY THROUGH SPEECH ACTS: A PRAGMATIC ANALYSIS OF THE *GLOBAL SUCCESS* GRADE 12 ENGLISH TEXTBOOK

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Abstract

The study investigated how sustainability is pragmatically constructed in the *Global Success* Grade 12 English textbook in the light of speech act theory. Based on Searle's (1976) framework, a qualitative content analysis was conducted on sustainability-related dialogues, readings, and classroom tasks. The findings showed that the textbook relies heavily on directives, commissives, and expressives, which position learners as responsible agents of sustainable development but in mostly formulaic ways. While the textbook raises awareness of sustainability, it offers limited opportunities for deeper engagement, negotiation of meaning, and critical engagement with contested sustainability debates. The results highlighted a crucial gap between promoting awareness and fostering communicative and critical skills. The study might underscore the need for ELT materials to not only cultivate communicative competence but also empower learners with essential sustainability literacy and the capacity for reflective dialogues.

Keywords: Speech Act Theory, Sustainability Discourse, *Global Success*, Textbook Analysis



TOOLFORTHoughts: ENGLISH FOR TOURISM AND VIRTUAL REALITY IN ESL CLASSROOMS – A HAPPY MARRIAGE

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Abstract

Virtual reality (VR) is widely regarded as one of the twenty-first century's most game-changing technologies. Virtual Reality is becoming increasingly important in a variety of fields due to its technological and practical benefits. By engaging our senses through computer-generated imagery, VR has the ability to immerse users in a simulated experience, where the mind temporarily perceives VR as an alternate version of reality (Burdea & Coiffet, 1994). VR enables the creation of immersive, interactive 3D visual experiences, which have found diverse applications. This paper provides an in-depth exploration of VR concepts and subsequently discusses key challenges related to the technique and quality of VR applications in real-world settings. Finally, the paper posits that VR's application in the tourism industry is considered among the most viable, particularly in several countries globally.

Keywords: *Virtual Reality, computer-generated images, 3D, concepts, application activities*



**ARTIFICIAL INTELLIGENCE (AI) IN ENGLISH-MEDIUM INSTRUCTION (EMI)
CLASSROOM: THE IMPACT OF ARTIFICIAL INTELLIGENCE (AI)
ON STUDENTS' LEARNING AND MOTIVATION**

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Abstract

Tertiary education is undergoing an unprecedented transformation driven by technology advancement in general and artificial intelligence (AI) in particular, markedly expanding learners' access to language resources. With the remarkable advancement of AI, English learners are greatly facilitated with just a click on a computer, or a swipe on their smartphones, or even a well-phrased query through ChatGPT, Gemini, QuillBot, or Grammarly.... Specifically, in an English-Medium Instruction (EMI) setting, English learners are facilitated with a few clicks or well-formulated prompts to obtain immediate support or explanation of the ongoing English input. Nevertheless, how to use AI effectively for learning to achieve skills in line with the course standards while still maintaining students' motivation for critical thinking and autonomy remains an important topic of research for lecturers and educational experts. Thus, this mixed-methods study, combining an online questionnaire with semi-structured interviews, investigates students' perceptions AI tools for reading and writing in EMI classrooms and examines the effects on their learning motivation. Findings contribute empirical evidence to discussions on digital transformation in EMI and offer actionable guidance for practitioners seeking to harness AI to support effective, integrity-preserving, and autonomous language learning, thereby having the potential to support learning outcomes and lifelong learning.

Keywords: artificial intelligence (AI), students' motivation, English Medium Instruction, reading and writing, learning autonomy



STUDY ON THE CAREER AND PROFESSIONAL DEVELOPMENT ASPIRATIONS OF PRE-SERVICE ENGLISH TEACHERS AT HANOI PEDAGOGICAL UNIVERSITY 2

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Abstract

This study examines the career aspirations and professional development practices of pre-service English teachers at Hanoi Pedagogical University 2 (HPU2), with a focus on their goals, ongoing activities, and perceived challenges. While existing research has explored pre-service teachers' career goals internationally, limited attention has been given to the Vietnamese context, where institutional resources and support structures remain underdeveloped.

A mixed-methods design was employed, combining survey data from 84 students with semi-structured interviews involving 10 participants. Quantitative data were analyzed using SPSS 20, and qualitative data through thematic analysis.

Findings show that while students demonstrate strong aspirations to become competent English educators and actively engage in professional development activities such as workshops, self-study, internships, and online learning, their progress is hindered by limited resources, financial constraints, and insufficient institutional support. The study highlights the urgent need for enhanced curriculum design, structured development opportunities, and stronger career guidance within teacher education programs. It contributes to the literature by offering a Vietnamese perspective on pre-service teacher development in resource-constrained contexts, while also providing practical recommendations for policymakers, educators, and institutions.

Keywords: Pre-service English teachers; Career aspirations; Professional development; Teacher education in Vietnam; Institutional support.





FOSTERING STUDENTS MOTIVATION IN LANGUAGE LEARNING CLASS: FROM TEACHER'S PERSPECTIVE

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Abstract

This practical guide examines the pivotal role of motivation in language learning, highlighting its influence on student engagement and academic achievement. Motivation is defined as the internal and external drives that compel individuals to pursue specific tasks, categorized into intrinsic and extrinsic types. Intrinsic motivation arises from personal interest, while extrinsic motivation is driven by external rewards. The guide identifies three key factors that enhance motivation: competence, autonomy, and relatedness. Fostering a sense of competence through well-designed tasks and constructive feedback enables students to engage confidently. Promoting autonomy empowers learners to take ownership of their educational journey by allowing them to set personal goals and make choices in their learning processes. Relatedness emphasizes the importance of building strong teacher-student relationships, which foster a supportive classroom environment. The guide also addresses the necessity of creating a positive classroom community and conducting needs analysis to tailor educational approaches to diverse learners. By employing differentiated instruction, teachers can accommodate various proficiency levels, ensuring equitable learning opportunities. Ultimately, this guide serves as a valuable resource for educators seeking to cultivate a motivating and engaging language learning environment, fostering a generation of self-directed, connected, and motivated students. Through these strategies, teachers can significantly enhance students' enthusiasm and commitment to learning.

Keywords: motivation, drives, competence, autonomy, relatedness



**INTEGRATING AI IN ENGLISH FOR SPECIFIC PURPOSES (ESP)
INSTRUCTION FOR ENGLISH MAJORS AT A UNIVERSITY:
OPPORTUNITIES AND CHALLENGES**

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Abstract

This research explores the implementation of Artificial Intelligence (AI) technologies into English for Specific Purposes (ESP) training for third-year English majors at Hanoi Metropolitan University with both the opportunities and the problems. The study utilized a mixed-methods approach to gather data from 90 third-year English majors and 15 ESP instructors using surveys and interviews. It explored students' experiences using AI-driven language learning tools, adaptive learning platforms, and intelligent tutoring systems in English for Specific Purposes (ESP) courses focusing on business English, tourism, and business communication skills. In terms of positive aspects, AI not only makes students' tailored learning paths easier, gives rapid feedback on how to use specialized language, but also provides real-world professional situations via chatbots and simulation tools. Additionally, students showed better involvement and the ability to learn on their own when using AI-assisted ESP materials. However, there were many challenges encountered by students and lecturers, such as not knowing much about AI, having worries about the accuracy of AI-generated information in specialized fields, and institutions not wanting to use new technology. The limitations of resources, infrastructure problems, and the digital divide had a big influence on learning results. The study also suggests that for AI to work well in ESP classrooms, instructors need to be well-trained, schools need to support it, and the lessons need to be carefully planned so that AI and human experience in specialized language instruction can work together.

Keywords: Artificial Intelligence, English for Specific Purposes, ESP instruction, university education, specialized language instruction



**INTEGRATING DIGITAL STORYTELLING AND CULTURAL EXCHANGE
PROJECTS TO ENHANCE INTERCULTURAL COMPETENCE IN VIETNAMESE
ESL CLASSROOMS: A CASE STUDY AT PHAN CHU TRINH SECONDARY
SCHOOL IN HANOI**

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Abstract

In Vietnam's rapidly globalizing educational landscape, developing intercultural competence alongside English language proficiency has become increasingly crucial for ESL learners. This study examines the implementation of digital storytelling combined with cross-cultural exchange projects in Vietnamese secondary ESL classrooms to enhance students' intercultural awareness and communication skills. The research employed a mixed-methods approach involving 92 students from Phan Chu Trinh school in Hanoi over a 15-week period. Students participated in collaborative digital storytelling projects with international peers, creating multimedia narratives that explored cultural similarities and differences. Pre- and post-intervention assessments using the Intercultural Development Inventory (IDI) and qualitative interviews revealed significant improvements in students' intercultural sensitivity, cultural empathy, and global awareness. Results indicated an increase in intercultural competence scores and enhanced motivation toward English learning. Students demonstrated improved critical thinking about cultural stereotypes and developed more nuanced understanding of global perspectives. The digital storytelling format proved particularly effective in engaging Vietnamese learners, combining their technological literacy with meaningful cross-cultural interaction. Challenges included time constraints, technological barriers, and initial resistance to discussing sensitive cultural topics. The study concludes that integrating technology-mediated intercultural projects can significantly enhance both language learning outcomes and global citizenship skills in Vietnamese ESL contexts. Implications for curriculum design and teacher professional development in Southeast Asian ESL education are discussed, offering practical frameworks for implementing similar intercultural competence initiatives.

Keywords: cross-cultural communication, digital storytelling, ESL education, intercultural competence, Vietnamese learners



EXPLORING ENGLISH LANGUAGE MAJORS' PERCEPTIONS OF INTERNSHIP EXPERIENCES: A STUDY AT HANOI PEDAGOGICAL UNIVERSITY 2

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Abstract

The graduation internship is widely recognized as a critical phase in preparing university students for their professional careers, offering practical knowledge and supervised experience before they enter the workforce. In light of the increasing attention to internships in higher education, this study explores the perceptions of final-year English Language majors regarding their internship experiences. Conducted at Hanoi Pedagogical University 2 in Vinh Phuc Province, the study employed a mixed-methods design, combining survey questionnaires from 100 students with in-depth interviews with selected participants. Descriptive statistics were used to analyze the quantitative data, while thematic analysis was applied to the qualitative interviews. The findings indicate that students perceived significant growth in language proficiency, professional skills, personal development, and the support they received during their internships. However, the study also identified key challenges faced by students, such as insufficient prior knowledge to complete assigned tasks and the difficulty of managing both academic and internship responsibilities. These insights offer valuable implications for higher education institutions seeking to redesign internship programs to better align with both academic goals and industry demands.

Keywords: internship, English language majors, higher education, experiential learning



**INTEGRATING DIGITAL TOURISM MARKETING CONTENT INTO
ESP CURRICULUM: ENHANCING LANGUAGE PROFICIENCY AND
INDUSTRY READINESS FOR MAJORED ENGLISH STUDENTS
AT HANOI METROPOLITAN UNIVERSITY**

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Abstract

In the rapidly evolving tourism and commerce industries, English for Specific Purposes (ESP) education must adapt to meet the digital transformation demands. This study explores the integration of authentic digital tourism marketing content into ESP curriculum designed for undergraduate students majoring in English for Tourism and Business at Hanoi Metropolitan University. The research employed a mixed-methods approach, examining 89 third-year students across two semesters through pre-and post-assessment tests, classroom observations, and focus group interviews.

The experimental group received instruction incorporating real-world digital marketing materials including social media campaigns, tourism websites, promotional videos, and virtual tour content, while the control group followed traditional ESP textbook-based instruction. Results demonstrated significant improvements in students' industry-specific vocabulary acquisition, authentic language use in professional contexts, and digital literacy skills. Students showed enhanced ability to create compelling tourism marketing content, analyze consumer-oriented language, and adapt communication strategies for diverse digital platforms.

Furthermore, industry professionals evaluated student projects, confirming improved readiness for workplace integration. The study reveals that incorporating contemporary digital marketing content not only strengthens linguistic competence but also develops critical thinking skills essential for modern tourism and commerce sectors. Challenges included resource accessibility and instructor training requirements. This pedagogical approach offers practical implications for ESP curriculum designers seeking to bridge the gap between academic instruction and industry expectations, ultimately preparing students for successful careers in Vietnam's growing tourism and commerce sectors.

Keywords: digital marketing integration, English for Specific Purposes (ESP), industry readiness, tourism and business education, Vietnamese higher education



INTEGRATING VIDEO DUBBING INTO SPEAKING INSTRUCTION: EFFECTS ON LEARNER PARTICIPATION IN AN EFL CONTEXT

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Abstract

In recent years, the integration of video as an audio-visual material in foreign language classroom has spread rapidly partly by virtue of the emphasis on the communicative teaching approach. Various research concerning the use of video dubbing tasks in speaking classes showed significant improvements to students' pronunciation. This paper reports results from an action research project employed to scrutinize the impact of video-revoicing technique on students' participation in a speaking classroom whose students were observed to be reluctant to engage in the class. Thirty 3rd year university students involved in research. The data interpreted from three sources including questionnaire, video-recording, and interview clustered in three areas: (1) - barrier to students' engagement in speaking class, including speaking anxiety, students' belief on speaking activities as face-threatening acts, instructional practice, and speaking task design; (2) - students' positive attitudes towards the implementation of video-dubbing tasks in speaking class since it provided students with authentic learning environment, integrated language learning to 21st century skills learning & technology skills enhancement, overcame cultural stereotypes; and (3) - students' evaluation on how the dubbing technique changed their level of classroom participation, justified by the regular class attendance, students' engagement in group discussion, students' self-report on their confidence to speak in front of the class and on the decrease in the fear of getting negative evaluation from classmates. The paper also discusses the criteria of video selection, video treatment before implementation, technology matter in dubbing, and deployment of dubbed videos of further teaching activities.

Keywords: Dubbing, participation, video.



AUTONOMY AND SOME SOLUTIONS TO PROMOTE IT FOR NON-ENGLISH MAJOR STUDENTS AT HANOI PEDAGOGICAL UNIVERSITY 2

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Abstract

Learning languages in general and English in particular is always a challenge for learners, especially university students. During the ongoing coronavirus pandemic, they often had to self-study with little support from teachers. They mainly accessed knowledge through the Internet and online learning applications. To achieve high efficiency in learning English, learners' autonomy plays an important role in determining the success and quality of their learning. Therefore, this study aims at studying learner autonomy and factors that affect it among university students, including learners' motivation, strategies, beliefs, anxiety and teachers' role in learning English. Being done as a qualitative study, it uses a survey questionnaire and interview questions as data collection tools to get the opinions from the participants who are both teachers of English and non-English major students at Hanoi Pedagogical University 2 about issues related to autonomy in learning English. Base on the findings of the study, the researcher has come up with a number of solutions to promote learners' autonomy, such as organizing various learning activities, applying new teaching methods, taking learners' individual factors into consideration, and enhancing teachers' role. On doing this study, the researcher expects to make his contributions to the knowledge of learner autonomy in learning English in general and that by students who are not major in English at university in particular.

Keywords: *learner autonomy, learning English, non-English major students, factors, solutions*



INVESTIGATING ELSA SPEAK UTILIZATION IN CORRECTING PRONUNCIATION ERRORS: A CASE IN VIETNAM

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Abstract

The study focuses on the effectiveness of how ELSA Speak, as an AI tool applied in a university in Vietnam, helps sophomores correct pronunciation errors. Although English communication skills is essential in today's world, many Vietnamese learners still face a challenge in mastering some sounds as well as certain speech patterns. This research problem is approached by investigating how ELSA Speak is used as an additional pronunciation learning tool for the English Listening & Speaking course at Hanoi Metropolitan University. This study employed a quasi-experimental research design to compare two groups of B1-level university students. One group was the experimental group, which used the ELSA Speak app for 15 weeks to learn pronunciation; the second group was the control group, which learned pronunciation through a traditional method. The speech of the students was recorded to measure their pronunciation abilities. The recordings were analyzed by both the author and the ELSA Speak app for pronunciation accuracy, both before instruction and after 15 weeks of experiment, for both groups. Qualitative data was also collected from the interview phase to have an in-depth understanding. The preliminary data from this study indicate that the experimental group is more accurate in pronunciation and able to articulate sounds such as /θ, ð/ and final sounds than the control group. The findings highlight ELSA Speak as a significant assistant tool for both language teachers and students. Moreover, by incorporating it into an English-speaking classroom, students can proactively improve their pronunciation, which then ultimately leads to increased communicative competence.

Keywords: speaking skills, AI tool, pronunciation, Elsa Speak, quasi-experimental, communicative competence, Vietnam.



ENHANCING THEORETICAL ASSESSMENT THROUGH SCENARIOS: TEACHER'S PERCEPTIONS AND PRACTICES

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Abstract

This study explores the application of scenario-based assessment in the testing practices of theoretical subjects at a university level, focusing on its effectiveness in evaluating students' higher-order thinking skills—specifically, the abilities to evaluate and synthesize information as outlined in Bloom's taxonomy. Drawing on both quantitative and qualitative data collected through questionnaires and semi-structured interviews, the research captures university teachers' perceptions and experiences regarding the appropriateness and impact of using scenarios in assessments. The findings reveal that teachers generally view scenario-based assessment as a meaningful and practical approach to measuring complex cognitive skills, with many highlighting its capacity to promote deeper learning, contextual understanding, and critical reflection. The study contributes to current discourse on innovative assessment methods in higher education and offers implications for enhancing the design of assessments in theoretical disciplines.

Keywords: Scenario-based assessment; Higher-order thinking skills; Bloom's taxonomy; University teaching and assessment; Innovative assessment methods.



**EXAMINING THE EFFICACY OF BAMBOOZLE WEBSITE
IN IMPROVING FLUENCY OF THIRD-YEAR ENGLISH MAJORS:
AN IELTS RUBRIC-BASED EVALUATION**

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Abstract

With the growing integration of technology in language education, gamified platforms like Bamboozle offer interactive and engaging opportunities for learners to practice spoken English. This study investigated the effectiveness of the Bamboozle website as a digital tool for enhancing the speaking fluency of English-majored juniors in a university in Vietnam, using the IELTS speaking rubric as the evaluative framework. In this research, 20 students used Bamboozle to practice speaking of Part 2 of the IELTS Test and their progress was checked every week. Employing a mixed - methods design, combining both qualitative and quantitative approaches, the research collected data through tests, questionnaires and progress journals. The findings revealed that the majority of students witnessed a significant improvement in their speaking fluency, suggesting that Bamboozle can be a valuable tool for enhancing fluency in EFL contexts and promoting students' engagement in speaking activities. However, the study also highlighted several challenges, including inconsistent classroom use due to Internet dependence, and the absence of AI-assisted functions within the platform. The study recommends incorporating game-based platforms into speaking curricula and encourages further research on their long-term impact on oral fluency. Overall, the study contributes meaningful insights into the role of educational technology in enhancing language instruction.

Keywords: Bamboozle, Fluency, IELTS Speaking Rubric, EFL context, English-majored juniors.

STAY MOTIVATED UNDER PRESSURE: THIRD - YEAR ENGLISH MAJORS' EXPERIENCES IN SPEAKING TEST PREPARATION

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Abstract

This study aimed to identify challenges that third-year English majors encounter when practicing speaking English skills in Listening – Speaking 5 course, as well as to explore motivations for them to overcome these obstacles. The research sample consisted of about 70 students from both the English Language Teaching (ELT) program and the English Linguistics (EL) program at Hanoi Pedagogical University 2 (HPU2). To collect data, the researchers employed a mixed-methods design, combining quantitative and qualitative approaches through a survey questionnaire and semi-structured interviews. The findings revealed that juniors experienced multiple types of anxiety and had diverse types of motivation while training their speaking skills. The former included language-related anxiety, fear of being judged negatively, idea, etc. while the latter witnessed a slightly higher percentage of extrinsic (such as the ambition to get future job opportunities, a C1-level certificate to graduate, or external recognition) than intrinsic (such as self-improvement, personal enjoyment, or interest in the language itself). Also, there was a remarkable relationship between the levels of anxiety and motivation: students with higher anxiety tended to have less motivation. However, the research showed that there was no statistically significant difference in anxiety or motivation levels between male and female participants, implying that gender did not play a key role in shaping students' experience with speaking English. These results suggest that teachers could have some teaching-strategies to lower the levels of stress or leave positive comments on students' performances to help students overcome speaking anxiety and nurture stronger motivation.

Keywords: speaking anxiety, motivation, English juniors, speaking test preparation



CREATING AN ENGLISH-AS-A-SECOND-LANGUAGE CAMPUS THROUGH ENGLISH CLUB ENGAGEMENT: AN ACTION RESEARCH

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Abstract

This action research explored how English-major students at Hanoi Pedagogical University 2 (HPU2) engage in the HLEC English Club (HLEC) to enhance communicative competence, willingness to communicate (WTC), and reduce foreign language anxiety (FLA). Grounded in MacIntyre et al.'s (1998) WTC model and Vygotsky's (1978) sociocultural theory, the study investigated how consistent participation in extracurricular engagement contributes to the environment of an English-as-a-second-language (ESL) on campus. Seventy-one English-major students participated in a semester-long program comprising peer mentoring, project-based events, debate nights, and English-only interaction zones. Quantitative data were gathered through a three-item WTC scale, a two-item speaking self-assessment, and a five-item FLA questionnaire (two reverse-coded). Qualitative insights from focus groups complemented the quantitative findings.

Descriptive statistics revealed moderate levels of WTC ($M = 3.23$, $SD = 0.80$), speaking confidence ($M = 3.04$, $SD = 0.97$), and anxiety ($M = 3.17$, $SD = 0.75$). Reliability analysis indicated acceptable internal consistency for WTC ($\alpha = 0.69$) and strong reliability for FLA ($\alpha = 0.77$), while the two-item Speaking scale demonstrated a moderate inter-item correlation ($r = 0.61$). Thematic analysis highlighted that peer collaboration, authentic communication, and a supportive club culture contributed to increased speaking confidence and alleviated anxiety. Overall, the results suggested that English Clubs can serve as an effective complement to classroom learning by promoting authentic language use, strengthening learner identity, and sustaining English communication in real-life contexts.

Keywords: English Club; communicative competence; willingness to communicate (WTC); foreign language anxiety (FLA); action research; ESL campus





**ENGLISH-MAJORED STUDENTS' PERCEPTIONS OF USING CHATGPT
FOR ACADEMIC WRITING: INSIGHTS FROM
HANOI PEDAGOGICAL UNIVERSITY 2**

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Abstract

In the current 4.0 era, the rapid development of Artificial Intelligence (AI) has created new opportunities in education, especially in English language learning. ChatGPT, developed by OpenAI and launched in late 2022, has become a prominent AI tool due to its diverse applications, particularly in supporting English writing. This study investigates the perceptions of third-year English-majored students regarding the use of ChatGPT as a support tool for academic writing. The research was conducted at Hanoi Pedagogical University 2 during the sixth semester of the academic year 2024-2025, with 70 participants enrolled in academic writing courses. Using a mixed-methods approach, data were collected through a structured survey comprising both quantitative and qualitative questions. The findings revealed that a majority of students perceive ChatGPT as a helpful resource for idea generation, vocabulary enhancement, and sentence restructuring. Many participants reported that the tool contributed positively to their writing process and confidence in academic expression. However, concerns were also raised, particularly about overreliance, ethical considerations, and the accuracy of content generated by the AI. These findings have implications for curriculum design and the integration of AI tools in language education, emphasizing the need for critical AI literacy and responsible usage.

Keywords: ChatGPT, academic writing, English-majored students, perceptions, AI in education



RELIABILITY OF CHATGPT IN EVALUATING IELTS WRITING: A COMPARATIVE STUDY WITH EXAMINER FEEDBACK

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Abstract

Abstract

Recent advances in artificial intelligence have accelerated its application in language testing and assessment. Although automated scoring systems such as e-rater (Attali, 2013) have demonstrated considerable validity, limited research has addressed the reliability of generative AI models like ChatGPT in evaluating high-stakes writing tasks such as IELTS. This gap raises questions about whether AI-generated evaluations can consistently align with certified examiner judgments in EFL contexts. This study aims to investigate the reliability of ChatGPT (GPT-5, 2025 version) in assessing IELTS Writing Task 2 essays compared with human examiner feedback. A quantitative correlational design was employed. A corpus of 50 essays was selected from 16 Cambridge IELTS books, and ChatGPT was prompted to rate each essay using the four official IELTS criteria: Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. Inter-rater reliability between ChatGPT and human examiners was calculated using Cronbach's alpha to assess consistency across scoring dimensions. Results revealed a high level of internal reliability, with ChatGPT showing greater consistency in grammatical and lexical aspects than in discourse-related criteria. However, discrepancies persisted in coherence and cohesion judgments. These findings suggest that ChatGPT can function as a reliable supplementary tool for formative assessment in EFL writing instruction, offering efficient feedback while reinforcing the indispensable role of human judgment in evaluating complex written discourse.

Keywords: *ChatGPT, IELTS Writing, reliability, automated assessment, EFL writing, examiner comparison.*



PEER SCAFFOLDING IN THE TEACHING AND LEARNING CYCLE FOR ACADEMIC WRITING

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Abstract

This study examines peer scaffolding across four stages of the Teaching and Learning Cycle (TLC): Building Knowledge, Deconstruction, Joint Construction, and Independent Writing—in academic writing instruction for ESL students in Vietnam. Rooted in Vygotsky's Sociocultural Theory and the Zone of Proximal Development (ZPD), the study highlights peer experts as More Knowledgeable Others (MKOs) who support novice learners through interactive scaffolding strategies specific to each stage. Unlike previous studies, which focused on surface-level strategies, this research identifies scaffolding expressions such as *Setting Goals*, *Highlighting*, *Questioning*, *Modeling*, and other expressions emphasizing their distinct purposes in each TLC phase. Data were gathered from recorded classroom observation with 5 expert-novice pairs in a writing lesson and interviews with 20 students (10 peer experts and 10 peer novices) after an 8-week period and analyzed thematically. Findings show that scaffolding is not only cognitive but also metacognitive and affective. Motivational and organizational expressions are especially important for novice learners. This study offers a sustainable theoretical framework of SCT connected with TLC, providing valuable pedagogical insights for empowering learners and promoting academic writing development through peer interaction.

Keywords: Peer Scaffolding, Teaching and Learning Cycle, Sociocultural Theory, Zone of Proximal Development, Academic Writing.



**LECTURER-STUDENT PERCEPTIONS OF TRANSLANGUAGING IN EMI:
A CASE STUDY IN VIETNAMESE PRIVATE HIGHER EDUCATION**

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Abstract

Debate persists over whether translanguaging should be used in English-Medium Instruction (EMI) in Vietnamese higher education. This single-case study at a private university examines how lecturers and students perceive translanguaging and how those perceptions can inform pragmatic classroom policy. A cross-sectional, dual-informant survey captured attitudes toward translanguaging, perceived learning effectiveness (e.g., concept clarity, note-taking/academic writing), student engagement and academic anxiety, policy preferences (English-only vs. flexible, output-focused), and typical frequency/contexts of use (lecture, Q&A, group work, assessment guidance). Analyses summarize central tendencies and compare lecturer–student perceptions, with exploratory associations between attitudes, perceived effectiveness, engagement/anxiety, and policy preference. Situated against English-only ideologies and the multilingual realities of learners, the study offers practical guidance for EMI course design and institutional policy in private Vietnamese universities, advocating a flexible model that treats bilingual repertoires as assets while maintaining clear expectations for English-medium outcomes.

Keywords: English-Medium Instruction (EMI); translanguaging; perceptions; private university; Vietnam.



AN INVESTIGATION INTO PRE-SERVICE EFL TEACHERS' LEVELS OF MEDIA LITERACY AND THEIR PERCEPTIONS TOWARD THE INTEGRATION OF MEDIA LITERACY IN EFL EDUCATION

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Abstract

Recent developments in digital technology and the increasing exposure to online media have highlighted the urgent need to integrate media literacy into teacher education programs. Although media literacy has been widely discussed, limited research has focused on its integration within pre-service EFL (English as a Foreign Language) teacher education, particularly in Vietnam. There is an increasing concern that many future teachers lack the skills to critically evaluate and effectively use media in their teaching practices. The purpose of this study is to investigate the levels of media literacy among pre-service EFL teachers and to explore their perceptions toward the integration of media literacy into English language education. A mixed-methods approach was employed, combining quantitative questionnaires and qualitative interviews. The participants included senior EFL students from Hanoi Pedagogical University 2. Data from the survey were analyzed using descriptive statistics, while interview data were examined through thematic analysis to provide deeper insights into students' perceptions and experiences. The findings indicate that while pre-service teachers possess basic media literacy skills, their ability to critically analyze, evaluate, and create media content remains limited. Many participants expressed positive attitudes toward media literacy but felt unprepared to teach it due to insufficient training and institutional support. These results suggest that integrating structured media literacy training into teacher education programs is essential to prepare future educators for the demands of a media-rich teaching environment. The study provides practical implications for curriculum development and teacher preparation.

Keywords: media literacy, pre-service EFL teachers, teacher training, EFL education



THE INTERPLAY OF INTRINSIC MOTIVATION AND AUTONOMY BEYOND THE CLASSROOM IN EDMICRO-BASED ENGLISH LEARNING

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Abstract

This study aims to investigate the dynamic relationship between intrinsic motivation and learner autonomy in the context of Edmicro-based English learning beyond the classroom. While digital platforms such as Edmicro are increasingly integrated into language education in Vietnam, little is known about how they contribute to learners' self-directed practices and motivational orientations outside formal instruction. Drawing on principles from Self-Determination Theory and research on autonomy in second language acquisition, the study explores three interrelated areas: (1) learners' perceptions of how Edmicro supports their autonomous learning; (2) the intrinsic motivational factors that drive engagement with the platform beyond classroom requirements; and (3) the reciprocal influence between motivation and autonomy in sustaining continued use.

In terms of research methodology, the research adopts an embedded mixed-methods approach. To be specific, quantitative data as the primary source will be gathered through validated Likert-scale questionnaires measuring learner autonomy and intrinsic motivation, while qualitative insights (secondary) will be obtained through open-ended questions with EFL students. Descriptive and inferential statistical techniques will be applied to analyze the survey data, including mean scores, standard deviations, and correlations between constructs. Besides, thematic analysis of students' transcripts will provide a complementary understanding of how learners experience autonomy and motivation in practice.

By situating the study at the intersection of learners' psychological aspects and digital learning environments, the research seeks to contribute to both theoretical and pedagogical discussions. It highlights how technology-mediated learning may foster or hinder autonomy and motivation, offering implications for teachers, researchers, and educational technology developers.

Keywords: learner autonomy, intrinsic motivation, Edmicro, digital learning, EFL



APPLYING CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH IN DESIGNING PHYSICS LESSON PLAN FOR HIGH SCHOOL STUDENTS

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Abstract

In current Vietnamese educational context, teaching natural sciences in English has become an urgent demand. Despite its implementation in specialized and high-quality upper secondary schools, the integration of English into Natural Science subjects, particularly Physics, still encounters major challenges. In fact, students excelling in science often lack confidence in English, whereas those proficient in foreign languages are unwilling to study science and lack subject-specific terminology. In this context, the Content and Language Integrated Learning (CLIL) approach has drawn increasing attention from educators for its potential to balance scientific knowledge and language learning in the same lesson. This paper describes the key components of CLIL, proposes steps for applying it to give physics instructions in English at the upper secondary level, and analyzes experimental results conducted at a specialized school in Hung Yen and a mainstream public high school in Hai Phong.

Keywords: Physics, teaching in English, Content and Language Integrated Learning

LEVERAGING CHATGPT TO INVESTIGATE HEDGING IN VIETNAMESE IELTS ESSAYS: A CORPUS AND INTERVIEW STUDY

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Abstract

This study investigates how Vietnamese IELTS learners use hedging in academic essays compared to L1 college students and expert IELTS models. Hedging, an essential feature of academic discourse (Hyland, 2018), is often underutilized by L2 writers (Abdollahzadeh, 2019; Adrian & Fajri, 2023; Hatipoğlu & Algı, 2018; Jabeen et al., 2023; Lee & Deakin, 2016; Thuy, 2018; Sarsarabi & Zolfaghari, 2021) due to its pragmatic complexity. Vietnamese writers, in particular, are inclined toward assertive expression (Ho, 2011). Three corpora were compiled: essays by Vietnamese IELTS learners, L1 college students, and instructor-written IELTS models. ChatGPT was used to identify and categorize hedging items in context, demonstrating its potential as a supportive research tool by reducing reliance on manual expert cross-validation. Complementary interviews with IELTS instructors explored teaching practices and cultural factors influencing hedging.

The findings showed that Vietnamese learners employed more hedges overall than the other groups, but their repertoire was narrower and closer to instructor-written models than to L1 writing. Across all corpora, modal auxiliaries were the most common hedge type, followed by quantifiers and epistemic lexical verbs. Interviews revealed that time-bound IELTS courses and cultural communication norms limit the explicit teaching of hedging. These results highlight the need for targeted instruction in hedging to help Vietnamese learners adopt more nuanced and context-appropriate academic writing strategies.

Keywords: ChatGPT, hedging, IELTS writing, Vietnamese learners, corpus analysis



EFL STUDENTS' PERCEPTIONS OF ASSESSMENT TASKS IN AN ENGLISH GRAMMAR COURSE: A CASE STUDY

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Abstract

Grammar knowledge plays a fundamental role in language acquisition and accounts for a great amount in assessment in ELT. In the past decade, the shift in grammar teaching, from supporting linguistic competence to facilitating communicative competence, has reshaped the focus of grammar assessment in the field. In the Vietnamese context, studies have been more concerned with students' perceptions of grammar teaching and learning, while little is known about how students perceive different types of grammar assessment tasks. More than language testing, assessment, in fact, is reported to have motivational and emotional effects on students. This study aimed to offer a detailed description of student's perspectives towards the assessment tasks received in an English Grammar course and their recommendations for enhancing these tasks. A case study was implemented, employing a qualitative questionnaire and semi-structured interviews for data collection. The findings revealed students' positive perceptions towards the course's assessment tasks, which specifically assisted learners' language learning, classroom participation, self-directed learning, and transferable skill sets. Students' recommendations on task content, instructional support, and grouping were noted for task improvement. Research contributions target at helping learners better understand how English grammar assessment tasks affect them and suggesting changes in teachers' classroom practices.

Keywords: assessment tasks, English Grammar course, students' perceptions



COMMUNICATIVE GRAMMAR INSTRUCTION: MICRO-TEACHING WITH CONTROL AND EXPERIMENTAL GRADE-12 CLASSES IN A VIETNAMESE HIGH SCHOOL

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Abstract

This quasi-experimental study examined the effects of Communicative Grammar Instruction (CGI) on Grade 12 students' engagement and perceived exam readiness in a Vietnamese high school. Two intact classes ($n = 92$) participated: the experimental group received a CGI-based grammar lesson integrating form-focused communication tasks, while the control group was taught through traditional, Grammar Translation Method (GTM) instruction. Data were collected via a post-instruction Likert-scale questionnaire assessing emotional, cognitive, and agentic engagement, as well as perceived exam readiness, with previous semester English scores used as a covariate. Statistical analyses using ANCOVA revealed that students in the CGI class reported significantly higher levels of engagement ($F(1, 88) = 6.27, p = .014, \eta^2 = .066$) and perceived exam readiness ($F(1, 88) = 4.17, p = .044, \eta^2 = .045$) compared to those in the traditional class, even after controlling for baseline English proficiency. A moderation analysis showed that baseline ability did not significantly influence the instructional effect, suggesting CGI benefits learners' engagement regardless of prior achievement. These findings indicate that integrating communicative tasks into grammar teaching enhances students' involvement and fosters stronger confidence toward exams, even in exam-driven contexts. Pedagogical implications highlight the feasibility of balancing communicative and test-oriented grammar instruction in high school ELT in Vietnam.

Keywords: communicative grammar instruction, quasi-experiment, engagement, exam readiness, Vietnamese high school



PRE-SERVICE ENGLISH TEACHERS' DIGITAL LITERACY IN THE ERA OF ARTIFICIAL INTELLIGENCE

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Abstract

In the rise of technology, the 21st century has become known as the era of AI, which significantly influences human lives across various sectors, including education. With Decision 131/QĐ-TTg from the Vietnam government in 2022, it is crucial for preservice teachers to develop strong digital skills for the demands of modern education. This research sheds light on the digital literacy of pre-service teachers in the context of AI integration in the Vietnamese educational context. A mixed-method approach was employed using a 66-item questionnaire developed based on valid frameworks, Digilit 1.0 and DigCompEdu. The participants were 202 pedagogical students from the Faculty of English Language and Culture (FELC) of the University of Languages and International Studies. The data was examined to explore their understanding of the term “digital literacy” and their perceived digital literacy. Findings from thematic analysis revealed that most participants exhibited only a partial understanding of digital literacy, recognizing certain aspects aligned with Digilit 1.0 and DigCompEdu, while the rest remained unaware of the concept. The quantitative analysis indicates that both the core digital competencies and the specific competencies of pedagogy students are positively evaluated by students, including AI-related competencies. There are no discrepancies in competency between groups of different genders or academic years. Students' perception of institutional technological support also affects moderately to their perceived digital level. These findings on pedagogical students suggest implications for pre-service teachers, teacher trainers, and curriculum designers working in the Vietnamese educational field.

Keywords: digital literacy, pre-service teachers, Artificial Intelligence, Vietnam, teacher education



DESIGNING TASK-BASED MATERIALS TO PROMOTE LEARNERS' SPEAKING SKILLS: BRING LIFE TO THE CLASSROOM

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This paper reports on the development of materials and the application of three speaking activities – my photo, my favorite film, and my choice - in an English-majored sophomore class. These activities are designed in light of four recommendations by Thornbury (2022) to writers of materials for speaking skills. In general, the materials should provide exposure to authentic data, promote memorisation, develop creative automaticity and include an element of task repetition. Each activity in this report is presented in three aspects: material design, implementation, and students' feedback. A survey questionnaire and interviews were used to collect students' perceptions of each activity. The findings suggest that learners enjoyed taking part in those activities and highly acknowledged the positive impact on their overall speaking ability, and on the fluency in particular. Some practical suggestions regarding material development and implementation of these three specific activities can be found at the end of the paper.

Key words: task-based materials, speaking skills, material development



APPLICATION OF VIRTUAL REALITY (VR) AND AUGMENTED REALITY (AR) IN LANGUAGE TEACHING: A CASE STUDY

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Abstract

The rapid expansion of immersive technologies, such as Virtual Reality (VR) and Augmented Reality (AR), has significantly impacted language education worldwide. These technologies create interactive and authentic environments that support the development of linguistic skills in contextually relevant settings. While VR and AR have been extensively examined in general higher education, their application in specialized educational contexts remains insufficiently investigated. This study analyzes the integration of VR and AR into language instruction at a police training college, which provides domain-specific education to prepare learners for professional roles. Using a case study approach, data were collected through classroom observations, surveys, and semi-structured interviews with 60 participants enrolled in English courses incorporating VR and AR. The findings demonstrate that VR and AR increased learner engagement, improved listening and speaking proficiency, and facilitated communicative practice in scenarios relevant to police work. Identified challenges included limited infrastructure, high implementation costs, and inadequate teacher training. Overall, the results indicate that VR and AR can significantly enhance foreign language education in police training institutions when supported by targeted investment and professional development.

Keywords: Virtual Reality, Augmented Reality, Language Learning, Specialized College, VietESL

INVESTIGATING L2 WRITING ANXIETY AMONG NON-ENGLISH MAJORS AT A VIETNAMESE PRIVATE UNIVERSITY: A MIXED-METHODS STUDY

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Abstract

This study investigates second language (L2) writing anxiety among non-English undergraduates at a Vietnamese private university in northern Vietnam. An explanatory sequential mixed-methods design was exploited to explore the perceptions of the students. In quantitative phase, Cheng's (2004) SLWAI was administered to students from different majors except for English studies within the institution. After collected and cleaned, 148 responses were imported to SPSS for analysis. In the qualitative phase, out of 20 agreed students, 6 were chosen based on their noticeable L2 writing anxiety features (e.g., low, mid, and high) were invited in follow-up semi-structured interviews to gain insight into how exactly the students perceive their L2 writing anxiety. Exploiting the positionality of the insider as a faculty member, Braun and Clarke's (2022) reflexive thematic analysis was applied to analyze the qualitative data, emphasizing the role of the researcher in co-constructing meanings in context-specific circumstances. Interesting, in such a low-entrance-score private institution, the major students reported moderate anxiety rather than low or high, with cognitive anxiety being the most dominant type. Additionally, contrary to the previous research which often links low anxiety with confidence and competence (Horwitz et al., 1986; Cheng, 2004), this study found that low-anxiety students were often indifferent and disengaged from academic writing due to low academic motivation or contextual factors (e.g., teachers or peers). Implications and pedagogical insights then were discussed.

Key words: L2 writing anxiety (SLWA), Non-English-majored undergraduates, Mix-methods study, Reflexive thematic analysis (RTA).

ESP TEACHERS' INSIGHTS INTO USING ANNUAL REPORTS FOR MULTIMODAL CROSS-CULTURAL LEARNING

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Abstract

This study investigates ESP teachers' perceptions of using Annual Reports (ARs) as multimodal resources for fostering cross-cultural understanding, critical literacy, and translation competence in English for Commerce programs. Fifty ESP teachers from a university Business English faculty participated, responding to a questionnaire with Likert-scale items and open-ended questions, supplemented by optional semi-structured interviews. Findings indicate that ARs are perceived as practical multimodal resources that facilitate task-based learning and enhance students' translation skills and cultural awareness, thereby preparing them for professional opportunities in contemporary intercultural business environments. Key challenges include linguistic and visual complexity, time constraints, and teacher preparedness, which can be mitigated through scaffolded instruction, guided activities, and targeted training. This research highlights the potential of ARs to enhance ESP pedagogy, promoting student-centered, interculturally aware, and professionally competent learners.

Keywords: ESP, Annual Reports, Multimodal Analysis, Cross-Cultural Learning, Task-Based Learning, Translation Pedagogy



EXPLORING UNIVERSITY STUDENTS' PERCEPTIONS OF USING CHATGPT FOR EMOTIONAL SUPPORT AND IMPLICATIONS FOR TEACHER PROFESSIONAL DEVELOPMENT

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Abstract

As artificial intelligence (AI) becomes increasingly integrated into education, AI-powered chatbots like ChatGPT are emerging as tools not only for academic assistance but also for emotional support. Many university students hesitate to seek help from human professionals due to stigma, confidentiality concerns, or fear of judgment. Instead, they turn to AI for a sense of security, anonymity, and non-judgmental guidance.

This study explores how students at Hanoi Pedagogical University 2 (HPU2) use ChatGPT for emotional support and examines its implications for teacher professional development. Using a mixed-methods approach, including surveys and interviews, this paper investigates students' experiences, perceptions, and motivations for seeking AI-based emotional guidance. Findings reveal that while students appreciate ChatGPT's accessibility, they may also develop an over-reliance on AI for sensitive issues, potentially bypassing human support systems.

These insights highlight the need for teacher training programs to address AI's evolving role in student well-being. Educators must be equipped with AI literacy, ethical awareness, and strategies to guide students in using AI responsibly while supporting their emotional resilience. This study contributes to understanding how AI tools influence student well-being and informs strategies for integrating AI-awareness into professional development.

Keywords: ChatGPT, emotional support, teacher development.



MULTIMODAL WRITING TASKS AND STUDENT MOTIVATION

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Abstract

Among the four language skills, writing has been considered among the most difficult as it requires a solid foundation of vocabulary as well as grammar. A lot of research has been carried out to look for techniques motivating students and improving skills in writing class. While the decision on the best one may vary, the combination of tasks or activities is always suggested. This combination, in the current context of growing integration of digital media in language education, has transformed into a multimodal practice combining text, image, sound, and design. This paper explores how multimodal writing tasks—such as creating digital stories, blogs, infographics, or video essays—can enhance motivation and engagement among ESL learners; then concludes with pedagogical implications for integrating multimodal writing into teaching activities, materials and ESL curricula, emphasizing the need for balanced task scaffolding, reflective evaluation, and teacher training.

Keywords: Multimodal writing; ESL learners; Digital media integration; Motivation and engagement; Language teaching pedagogy.



ENHANCING 11TH GRADERS' ENGLISH LISTENING COMPREHENSION THROUGH EXTENSIVE LISTENING: A CASE STUDY IN HUNG YEN PROVINCE

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Listening is a crucial skill in learning English; however, it is still challenging for Vietnamese high school students. The study investigates the effectiveness of using extensive listening in improving the listening comprehension of 11th graders in Hung Yen. The study employed both qualitative and quantitative methods, including questionnaires, semi-structured interviews, and classroom observations. Quantitative data from the questionnaires were analyzed to align with the study's purpose. Quantitative data was triangulated through semi-structured interviews with a sub-sample of 8 students and classroom observation. The result show that the students have positive attitudes towards extensive listening and the extensive listening improves students' listening comprehension. The results have some implications for teaching and learning listening skills.

Key words: extensive listening, high school students, listening comprehension



ARTIFICIAL INTELLIGENCE LITERACY IN VIETNAMESE HIGHER EDUCATION: A CRITICAL REVIEW AND IMPLICATIONS FOR ESL EDUCATION

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Abstract

Artificial intelligence (AI) has rapidly transformed education worldwide, yet the concept of AI literacy remains underexplored in the Vietnamese higher education context. This paper presents a critical review of existing studies, policies, and practices related to AI literacy, with a particular focus on their implications for English as a Second Language (ESL) education. Drawing on established international frameworks and regional policy documents, the review highlights three key dimensions: (1) the readiness of students to use AI tools in academic and language learning tasks, (2) the preparedness of faculty to integrate AI responsibly into ESL pedagogy, and (3) systemic challenges such as access, ethics, and equity. The findings suggest that while interest in AI applications (e.g., chatbots, automated writing feedback, learning analytics) is growing, there is limited consensus on how AI literacy should be defined, taught, and assessed in Vietnamese higher education. The paper concludes by identifying research gaps and offering directions for curriculum design, teacher professional development, and learner motivation in an AI-driven ESL landscape.

Keywords: AI literacy, higher education, ESL, Vietnam, critical review



AI-ENHANCED ENGLISH LANGUAGE TEACHING IN VIETNAMESE UNIVERSITIES: OPPORTUNITIES, CHALLENGES, AND FUTURE DIRECTIONS

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Abstract

Amid Vietnam's growing demand for English proficiency in a globalized era, universities are turning to artificial intelligence (AI) as a means of enhancing language learning and teaching. Yet, evidence on its actual impact remains limited. This study investigates AI integration in English classrooms at three higher education institutions through a mixed-methods design combining surveys, proficiency tests, interviews, and focus groups. The analysis reveals that AI-assisted tools foster measurable improvements in students' language performance and engagement while alleviating lecturers' repetitive tasks. However, challenges persist, including infrastructural disparities, uneven digital literacy, and concerns over reliability and ethical use in assessment. The study contributes context-specific insights to the literature on AI in education, emphasizing that technology yields optimal results when implemented as a pedagogical complement rather than a substitute. Findings offer practical guidance for policy, curriculum innovation, and teacher professional development in Vietnam's higher education landscape.

Keywords: *Artificial Intelligence, Assessment, English Proficiency, Pedagogy*



ADVICE AS A FACE-THREATENING ACT: LESSONS FROM VIETNAMESE AND AMERICAN ENGLISH LITERATURE FOR ESL CLASSROOMS

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Abstract

Advice-giving is a pervasive yet socially delicate speech act that, as a Face-Threatening Act (FTA), is realized through culturally specific strategies. This can lead to significant misunderstandings in intercultural communication, particularly in ESL/EFL contexts. This paper conducts a comparative pragmatic analysis of advice-giving and its responses in Vietnamese and American English by examining literary dialogue in Nguyễn Ngọc Tư's *Cánh đồng bất tận* (2005) and John Green's *The Fault in Our Stars* (2012). Drawing on politeness theory and discourse analysis, the study finds that advice in the Vietnamese novel tends to be indirect, mitigated, and oriented towards preserving relational harmony, reflecting high-context and collectivist norms. In contrast, advice in the American novel is more frequently direct, authoritative, and care-oriented, reflecting low-context and individualist values. The study concludes that literary texts serve as a rich corpus for pragmatic research and offers practical pedagogical implications for using literary analysis to enhance ESL learners' sociopragmatic competence and communicative flexibility.

Keywords: Advice-giving, cross-cultural pragmatics, politeness theory, intercultural communication, ESL/EFL pedagogy



**CHALLENGES IN TRAINING ENGLISH FOR PRESCHOOL EDUCATION
STUDENTS: THE GAP BETWEEN THE TRAINING CURRICULUM AND THE B2
CERTIFICATE REQUIREMENT UNDER CIRCULAR 50 – A CASE STUDY AT A
MOUNTAINOUS TEACHER TRAINING COLLEGE**

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Abstract

In the context of international integration, improving English proficiency for preschool teachers has become an urgent requirement. Circular No. 50/2020/TT- BGDĐT states that preschool teachers who wish to organize English familiarization activities for kindergarten children must hold a college degree in Early Childhood Education and possess an English proficiency certificate at Level 4 (B2) according to the Vietnamese Six-level Foreign Language Proficiency Framework. However, at Dien Bien Teachers' Training College, a mountainous institution, fulfilling this standard remains difficult. A mixed-method approach was used, including a survey and semi-structured interviews with Early Childhood Education students and English lecturers, to examine the current situation and identify major challenges in English training. Findings show that most students are only at A1–A2 levels, far below the B2 requirement. The main barriers include limited language skills, low self-confidence, financial constraints, and insufficient opportunities for English practice. The study reveals a considerable gap between the current curriculum and Circular 50's standards. It suggests three solutions: (1) introducing advanced English modules and enhanced extracurricular activities, (2) providing institutional support from the Ministry of Education and Training, and (3) encouraging students to strengthen self-study efforts.

Keywords: English training; Preschool teacher students; B2 certificate; Circular 50; Mountainous college



ENGLISH OUTDOOR ACTIVITIES: A PATHWAY TO GLOBAL CITIZENSHIP FOR HIGH SCHOOL STUDENTS

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Abstract

This paper presents an initiative implemented at Binh Thuy High School in Can Tho City, which aims to enhance students' English proficiency and global awareness through extra-curricular outdoor activities. Recognizing the limitations of traditional 45-minute classroom periods, the English teaching team sought to provide authentic contexts for language use beyond the classroom. Inspired by insights gained from the Teaching Excellence and Achievement (TEA) Program in the United States, the project adopted "training students to become global citizens" as its guiding theme. Supported by the National Foreign Language Project, a series of activities - including storytelling contest, English corner, speaking festival, cross-cultural competition, and field trip - were designed to promote communication, cultural appreciation, collaboration, and self-motivation. The outcomes demonstrated that such activities not only increased students' enthusiasm for learning English but also cultivated essential 21st-century skills and intercultural understanding. The experience suggests that integrating outdoor activities into English programs can effectively bridge language learning and global citizenship education.

Keywords: Outdoor language learning; Global citizenship education; English proficiency; Extracurricular activities; 21st-century skills.



APPLICATION OF CONTRASTIVE LINGUISTICS – INTERCULTURAL CONTRASTIVE ANALYSIS (CL-ICA) IN MILITARY ENGLISH TEACHING AND CURRICULA DESIGN AT ARMY ACADEMIES

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Abstract

The current context of increasingly deep globalization and international integration, defense cooperation and military foreign affairs burdens critical tasks for the Vietnam People's Army (VPA) including the duty of equipping its officers and cadres with solid Military English proficiency (ME), not only in terms of language skills but also in professional intercultural communication competence to readily work in international environment.

Presently, significant efforts have been made by the VPA's institutions to elevate its officers' English proficiency levels, but the outcomes have still been modest. It is evident that the instruction of ME within army academies has still mostly attached much importance on grammar and specialized vocabulary. At a result, it sometimes leads to the failure in thorough exploration of the linguistic (cross-linguistic) and cultural (intercultural) differences between Vietnamese and English, which shows a clear manifestation in the teaching and material resources for Military English across these institutions.

Contrastive Linguistics (CL) theory provides a systematic methodology for predicting and addressing common learner errors that arise from first language (L1) interference. Concurrently, Intercultural Contrastive Analysis (ICA) assists learners in identifying and adapting to the communication conventions and specific cultural nuances prevalent in the international military environment.

As aforementioned reasons, this study aims to survey the current status, evaluate the effectiveness, and propose concrete solutions for a more integrated and effective application of the Contrastive Linguistics - Intercultural Contrastive Analysis (CL-ICA) approach within the Military English teaching process and curriculum development within army academies.

Key words: Military English, Contrastive Linguistics, Intercultural Contrastive Analysis, army academies.



THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN TEACHING READING COMPREHENSION

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Abstract

The integration of Artificial Intelligence (AI) in teaching reading comprehension skills to 12th-grade students has emerged as an innovative and promising approach to improve academic performance in the 2025 National High School Exam. This initiative explores the effectiveness of AI tools, such as ChatGPT and ReadTheory, in enhancing students' reading comprehension abilities. By personalizing learning experiences, these tools provide immediate feedback, engage students more effectively, and support their development of key reading strategies, including skimming, scanning, and making inferences. Using a mixed-methods approach, data were collected from 100 students and 10 teachers at Long Khanh High School to assess the impact of AI integration. The findings reveal significant improvements in students' reading comprehension, critical thinking skills, and vocabulary acquisition. Furthermore, AI tools have enabled teachers to save valuable time in lesson planning, while providing students with engaging practice exercises tailored to their needs and aligned with the exam format. Despite the positive outcomes, challenges remain, such as the need for teacher training, limited access to technology, and student adaptation to AI-assisted learning. This study underscores the importance of professional development for educators and highlights the need for robust infrastructure to fully realize the potential of AI in the classroom. With its ability to enhance teaching methods and personalize learning, this initiative holds great promise for supporting educational modernization and improving the overall quality of education, not only at Long Khanh High School but also across other educational institutions.

Keywords: Artificial Intelligence, reading comprehension, 12th grade, ChatGPT, ReadTheory



THE IMPACT OF THE FLIPPED CLASSROOM MODEL ON LEARNING ENGLISH SPEAKING SKILLS

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Abstract

In the era of rapid digital transformation, the integration of information technology into teaching to promote learning has become a global tendency in higher education worldwide. Thus, the flipped classroom model has brought many benefits to both the English learning and teaching processes. The paper aims to investigate the perceptions of fourth-year students towards the use of the flipped classroom model in learning English speaking skills and to examine the impact of this model on the acquisition of English-speaking skills. To achieve the research aims, both quantitative and qualitative methods were employed, including questionnaires administered to 180 students and interviews conducted with 30 students. The findings indicate that students have positive attitudes towards using the flipped classroom model, and their English-speaking skills are enhanced by the model's intervention. The research offers significant implications for enhancing students' English-speaking performance.

Keywords: flipped classroom, English speaking skills, perceptions



**SOLUTIONS TO IMPROVE COMMUNICATION SKILLS IN ENGLISH –
SPEAKING AND LISTENING SKILLS FOR HIGH SCHOOL STUDENTS
AT BINH PHU HIGH SCHOOL**

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Abstract

In today's globalized world, English communication competence, particularly in speaking and listening, is crucial for students' academic success and career readiness. However, many Vietnamese high school learners still encounter significant barriers in mastering these skills. This study aims to identify the major challenges faced by grade 11 students at Binh Phu High School and propose feasible solutions to improve their communication skills in English. Using both quantitative and qualitative methods, data were collected through questionnaires and classroom observations from 60 participants. The findings reveal that although students recognize the importance of speaking and listening, they struggle mainly due to linguistic limitations, psychological factors such as anxiety and low confidence, inadequate teaching methods, and limited opportunities to practice with proficient speakers. The study suggests pedagogical adjustments, including interactive teaching strategies, increased exposure to authentic listening materials, and encouragement of extracurricular English-speaking activities. These measures are expected to foster a more communicative, confident, and effective learning environment for EFL students at Vietnamese high schools.

Keywords: communication skills, English speaking, listening comprehension, EFL learners, high school students, Vietnam



INVESTIGATING THE SOLUTIONS AND CHALLENGES IN TEACHING ENGLISH FACED BY TEACHERS AT A RURAL PUBLIC PRIMARY SCHOOL IN AN GIANG PROVINCE

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Abstract

Teaching English has become a necessity for every country in the current era of globalization. However, teaching English in rural Vietnam, especially in An Giang province still faces various challenges. This study aims to investigate the challenges encountered by English teachers and the solutions they employ to address these challenges at a rural public primary school in An Giang province. A case study was employed, and data were collected through semi-structured interviews with three EFL teachers at a rural public primary school in An Giang province. Based on the data collected from teacher interviews, the results revealed that teachers encountered major challenges such as students' limited vocabulary, lack of English practice environment, overcrowded classrooms, and low parental support. To overcome these obstacles, they implemented strategies such as using digital resources, organizing interactive speaking activities, motivating students through games and rewards, and cooperating with parents and local authorities to enhance facilities. The findings provide a comprehensive understanding of challenges and solutions in rural EFL teaching, and suggest that improving teacher training, assigning more resources, and increasing community involvement are essential steps to promote effective English instruction in rural Vietnamese primary schools.

Keywords: teaching English challenges, teaching English solutions, rural primary schools, EFL teachers



APPLYING CRITICAL THINKING FOR TEACHING IELTS SPEAKING PART 3

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Abstract

Critical thinking (CT) has become a core competency in English as a Foreign Language (EFL) education, enabling learners to reason logically and communicate effectively in complex contexts. However, its practical integration into IELTS speaking instruction—particularly in Part 3, which requires abstract discussion and justification—remains underexplored in Vietnamese classrooms. The purpose of this study is to examine how explicit CT-based instruction can enhance learners’ analytical speaking performance and confidence in responding to higher-order questions. A qualitative classroom-based investigation was conducted with 24 undergraduate EFL learners (IELTS 4.5–5.5) at Eastern International University. Data were collected through classroom observations, students’ reflective journals, and peer evaluation forms during a six-week intervention. Instruction incorporated Socratic questioning, the SEE (Statement–Explanation–Example) framework, and guided peer discussions. Results revealed that students demonstrated measurable improvement in reasoning quality, coherence, and lexical variety in extended responses. Learners also reported reduced anxiety and increased willingness to participate in analytical discussions. These findings highlight that embedding CT strategies into IELTS Speaking Part 3 teaching not only improves fluency and coherence but also fosters autonomous, reflective communication. The study provides practical implications for integrating CT into EFL pedagogy to enhance communicative competence and academic readiness.

Keywords: *critical thinking, IELTS Speaking, EFL teaching, analytical communication, higher-order thinking, language pedagogy*

SOLUTIONS TO ENHANCE THE EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING AND LEARNING IN VIETNAM IN THE CONTEXT OF INTERNATIONAL INTERGRATION



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Abstract

In the era of international integration, improving the quality of English language teaching in Vietnam has become an urgent and essential requirement. English education is considered a strategic mission in the process of educational reform, aiming to equip learners with linguistic competence and global mindset. This objective has received special attention from the Party, the State, and educational authorities at all levels.

This study aims to analyze the current situation of English language teaching and learning in Vietnam, identify existing challenges, and propose effective solutions to enhance its overall quality. The research employs a qualitative approach, including document analysis and interviews with English teachers and students at tertiary institutions.

Findings reveal that despite remarkable achievements in curriculum innovation and teacher training, several issues remain, such as limited learner motivation, insufficient technology integration, and outdated assessment methods. The paper suggests practical strategies including the application of communicative teaching methods, technology-enhanced learning, and teacher capacity building to promote sustainable improvement in English education.

Keywords: improvement, quality, English proficiency, English teaching and learning, industrial revolution.



UTILIZING AI-GENERATED TEXTS AS PRE-READING SCAFFOLDS TO ENHANCE LISTENING COMPREHENSION FOR VIETNAMESE HIGH SCHOOL STUDENTS

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Abstract

Listening comprehension remains a significant challenge for many Vietnamese high school students due to factors like speech rate, vocabulary gaps, and unfamiliar accents. This study proposes an intervention that leverages Artificial Intelligence (AI) to generate thematic texts for use as pre-reading scaffolds before listening tasks. The research aims to investigate whether exposure to AI-generated texts on the same topic can improve students' listening performance and reduce their cognitive load.

Employing a quasi-experimental design, two groups of grade 11 students will participate. The control group will engage in a traditional listening lesson (pre-teaching vocabulary followed by the listening test). The experimental group will first read a short, AI-generated text on the listening topic, followed by the same test. Both quantitative data (scores from pre- and post-tests) and qualitative data (from student questionnaires on anxiety and perceived difficulty) will be collected and analyzed.

The anticipated results are expected to show a statistically significant improvement in the listening test scores of the experimental group compared to the control group. Furthermore, it is predicted that students who used the AI-generated text will report lower levels of anxiety and higher confidence. This study concludes that AI can be a valuable tool for creating targeted, efficient scaffolding materials, offering a practical strategy for ESL teachers to enhance listening instruction. The findings will contribute to the growing body of knowledge on integrating technology into language teaching, aligning with Vietnam's national policies on educational innovation.

Keywords: Listening Comprehension, AI in Education, Scaffolding, High School ESL, Pre-Reading Activity



EFFECTIVE METHODS TO IMPROVE THE EIGHTH-GRADE STUDENTS' SPEAKING SKILLS

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Abstract

Recent reforms in Vietnam's general education curriculum emphasize communicative competence, yet many lower-secondary learners still struggle to speak English with confidence and accuracy. This study addresses that gap by identifying classroom methods that measurably improve Grade 8 students' oral performance at Long Hoa Secondary School during the 2023–2024 academic year.

Using a qualitative classroom-based design, the research triangulated observation notes, teacher–student interaction records, and oral performance assessments to evaluate targeted interventions. The pedagogical package combined (1) scaffolding supports (sentence starters/frames, word banks, Think–Pair–Share), (2) engaging communicative tasks (information-gap activities, interviews, skill-transfer from reading/listening, presentations, cascading), and (3) extra-class supports (self-paced digital practice and small speaking clubs).

Results show clear gains in fluency, vocabulary range, pronunciation, and grammatical control, alongside higher participation and confidence. Benchmarking across the term indicates substantial movement from lower to higher achievement bands and markedly stronger oral checks (e.g., the proportion meeting the oral proficiency threshold rose from 28% at entry to 90% at the first term assessment). These outcomes reflect a shift in classroom dynamics toward learner-centered interaction with increased student talk time and a facilitative teacher role.

The findings suggest that a coherent blend of scaffolding and communicative, task-rich practice—reinforced by lightweight extracurricular and digital activities—can rapidly elevate early-intermediate learners' speaking competence. The approach is adaptable to similar lower-secondary contexts and offers actionable implications for curriculum planners and teacher professional development.

Keywords: *speaking skills; communicative language teaching; learner-centered*



instructionscaffolding; task-based learning; lower-secondary EFL

DOMAIN-SPECIFIC MULTIWORD UNITS IN MARITIME DISCOURSE: A CORPUS-BASED STUDY FOR MARITIME ESP LEARNERS

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Abstract

Multiword units in a specific domain are crucial for learners' improvement of language competencies and proficiency in their chosen career. In the maritime field, research into domain-specific multiword units remains limited; thus, developing the list of maritime multiword units is necessary to facilitate ESP learners in learning maritime English. This study examines multiword units used in maritime discourse in terms of syntactic patterns and discourse function. To generate domain-specific multiword units, a self-built maritime corpus of ten million words is compiled. Different tools, such as Wordsmith and R used to retrieve 815 multiword units framing around specialised words in the maritime corpus. Drawing on Biber's structural and functional framework (1999, 2004), this study modifies the framework to analyse salient features of syntactic patterns and discourse functions of multiword units in the maritime corpus. The results reveal that noun-based fragments account for the highest proportions of the syntactic patterns. Regarding discourse function, a majority of domain-specific multiword units act as referential roles to identify specific physical entities and various concepts in the maritime field. This finding makes a contribution to the development of pedagogical material for maritime English learning and teaching.

Keyword: multiword units, maritime English, corpus, ESP learners

VIETNAMESE EFL HIGH SCHOOL TEACHERS' PERCEPTIONS OF THE BENEFITS AND CHALLENGES IN IMPLEMENTING OUTCOME-BASED TEACHING AND LEARNING

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Abstract

This study was conducted to investigate Vietnamese EFL high school teachers' perceptions of the Benefits and Challenges in implementing Outcome-Based Teaching and Learning. The study used a mixed-method approach and was guided by a theoretical framework of Constructive Alignment. Data were collected through questionnaires from 105 teachers and semi-structured interviews with 6 teachers from high schools in the Mekong Delta region. Findings indicated that teachers expressed positive views towards OBTL, appreciating its student-centered orientation, in instructional goals and lesson planning, and its potential to foster student engagement and autonomy. Moreover, they valued OBTL for improving collaboration and supporting continuous professional development. Nevertheless, they also faced considerable challenges, including a heavy workload for preparation, difficulties in creating assessments and modifying materials, managing large classes with diverse abilities, and addressing varying levels of student motivation. In addition, the study identified limited resources and a lack of institutional support as significant obstacles. Findings have important implications for educators, school administrators, and policymakers, emphasizing the necessity for ongoing professional development, sufficient resource allocation, and structural changes to support the effective implementation of OBTL. This research offers valuable insights into enhancing OBTL in Vietnamese high schools and adds to the broader understanding of the challenges associated with applying OBTL in similar educational settings. Future studies could further investigate students' learning outcomes and viewpoints to provide a more thorough assessment of the effectiveness of OBTL.

Keywords: Outcome-based teaching and learning, EFL high school teachers, perceptions, benefits, challenges.

**EXPLORING AI LITERACY AND ENGLISH WRITING ANXIETY
AMONG ESP STUDENTS: A MIXED- METHODS STUDY AT
A PUBLIC UNIVERSITY IN VIETNAM**

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Abstract

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 441 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.

Keywords: AI literacy, writing anxiety, ESP



DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH PROJECT-BASED LEARNING IN LOWER SECONDARY ENGLISH CLASSES

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Abstract

In the context of Vietnam's ongoing educational reform toward communicative and competency-based teaching, this study explores the implementation of Project-Based Instruction (PBI) as an innovative approach to developing English communicative competence among lower secondary students. The research aims to examine how PBI can foster students' speaking confidence, interactional skills, and collaboration in authentic learning contexts, foster communicative competence among lower secondary English students in Thot Not. Aligned with the principles of Competency-based Education and the CEFR framework, PBL actively engages students in authentic language use through practical, real-world projects. By shifting from traditional rote learning to an active, experiential model, students are empowered to "learn by doing," transforming theoretical knowledge into practical application. Projects such as "My Dream School," "Green City," and "Vietnamese Festivals" provide engaging contexts for students to research, collaborate, and present their findings, thereby developing essential skills alongside language proficiency.

This paper highlights the innovative integration of PBL with Communicative Language Teaching (CLT), emphasizing the creation of tangible English products such as posters, videos, and presentations. This combination not only enhances linguistic accuracy and fluency but also cultivates critical thinking, problem-solving, and teamwork abilities. The practicality of this approach is a key advantage, making it readily applicable within the current lower secondary English curriculum in Vietnam, particularly in "Project" or "Communication" units found in textbooks from grades 6 to 9. By offering concrete solutions for improving the quality of English language education, this paper contributes to the broader goal of building a robust English teaching community and addressing the practical opportunities and challenges faced in VietESL 2025. It proposes a viable pathway for educators to cultivate confident and competent English communicators, ready to thrive in a globalized society.

Keywords: Project-based Learning (PBL), Communicative Competence, Communicative Language Teaching (CLT), Lower Secondary English, Competency-based Education, CEFR, English Language Teaching (ELT), Vietnam, 21st-century skills.

SOURCE, TARGET, OR INTERNATIONAL? A CULTURAL ANALYSIS OF THE GLOBAL SUCCESS 12 ENGLISH TEXTBOOK FOR VIETNAMESE HIGH SCHOOL STUDENTS

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Abstract

This study explores the representation of cultural contents in the *Global Success 12* English textbook, one of the most widely used materials in Vietnam's upper secondary education. Drawing upon Cortazzi and Jin's (1999) tripartite framework—Source (Vietnamese), Target (English-speaking), and international cultures—the study aims to identify the balance and integration of cultural elements within the textbook. While previous research has often focused on the explicit *Communication and Culture* sections, this paper extends the analysis to include the *Getting Started* dialogues, which embed implicit cultural values and communicative practices.

Using qualitative content analysis, the study examines how cultural representations are constructed through topics, visual illustrations, and textual discourse. Findings are expected to reveal that although *Global Success 12* attempts to introduce a diversity of cultural perspectives, Target culture remains dominant, with Source and International cultures appearing less frequently or in simplified forms. This imbalance raises pedagogical concerns regarding how cultural learning is conceptualized in current English language materials.

The paper argues that integrating Vietnamese cultural identity alongside global and English-speaking perspectives is essential for fostering intercultural communicative competence (Byram, 1997) and ensuring learners engage critically with both local and global cultural values. Implications for textbook writers, curriculum designers, and teachers are discussed with reference to the goal of culturally responsive English education in Vietnam.

Keywords: Cultural representation; intercultural competence; Cortazzi and Jin; English textbook; Global Success 12; Vietnamese education.



FIGURATIVE LANGUAGE IN MANIFESTATION OF HOPE IN GOTHIC LITERATURE

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Abstract

Gothic literature is characterized by its exploration of the macabre, the supernatural, and the psychological depths of human experience. However, embedded within its ominous settings and psychological torment is a persistent thread of hope - fragile, flickering, yet enduring. This article explores how authors of Gothic literature utilize figurative language - including metaphor, symbolism, personification, irony, and allegory - to express hope amid conditions of horror and despair. By analyzing canonical Gothic texts from both the 18th and 19th centuries and their modern counterparts, this paper argues that figurative language serves as a powerful tool for conveying the complexity of human resilience, the longing for transcendence, and the redemptive possibilities that lie within suffering. The article further examines the dual function of Gothic figuration: to both unsettle and uplift, to depict the grotesque while envisioning the sublime. Therefore, this paper benefits for readers as well as scholars to find out the interactions of form and meaning can serve as a tool for hope depiction and create layered emotional effects.

Keywords: figurative language; Gothic literature; hope; manifestation.



SYNERGISTIC EFFECTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING, DIGITAL PRACTICE, AND INTENSIVE LISTENING IMMERSION ON L2 ACQUISITION IN AGES 5-8

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Abstract

This one-year empirical study aims to evaluate the impact of three key teaching elements on L2 learning: Content and Language Integrated Learning (CLIL), an Intensive Listening Immersion Environment (5-8 hours daily), and Digital Learning Platforms (Raz-kids reading, IXL) - and to find out which age groups (5-8) make the most improvement in L2 acquisition from this model. Employing a mixed-method approach, a 12-month study was carried out with a single online class group of 15 elementary pupils (ages 5-8). Besides quantitative data gathered via a placement test provided by Cambridge University Press and post-test assessments using the Cambridge Starters Test to measure student's competencies, qualitative data were also collected via digital platform activity and parental surveys to record students' daily listening time at home and observations on student's confidence, motivation, and perceived L2 usage. Statistical analysis was then employed to compare the overall progress and the improvement across different age groups (e.g., 5-6 vs. 7-8). Over the 12-month period, the whole class demonstrated significant overall progress in L2 proficiency, primarily in Listening comprehension and Reading skills. Interestingly, the 5-6-year-old age group showed a greater progress compared to the older students. The findings confirm that the efficacy of the integrated, high-intensity exposure is an effective way of acquiring English as a second language in online classes, notably emphasizing the optimal age for L2 acquisition.

Keywords: Content and Language Integrated Learning (CLIL), Intensive Listening Immersion, Optimal Age for L2 Acquisition, Online Primary ESL

LEARNING GOALS, MOTIVATION, AND THE INTERCULTURAL GAP: A CASE STUDY OF A SUCCESSFUL VIETNAMESE EFL LEARNER

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Abstract

While motivation and learning goals are commonly considered to be crucial for foreign language learning success, few case studies examine their dynamic interaction. This study investigated how a successful Vietnamese university student's learning goals and motivation affect his English learning process. The participant (MQ), aged 19, was selected based on superior academic achievement and high observable motivation.

Data was collected through classroom observations and semi-structured interviews, analyzed using thematic coding. MQ's learning goals evolved from nonexistent in secondary school to clearly demonstrated at university, ignited by an emotionally salient communication failure experience. He possesses instrumental motivation that is internalized and self-determined, sustaining high engagement despite no intrinsic enjoyment. Despite aspiring to study/work internationally, MQ demonstrated no intercultural competence (ICC) awareness - a critical gap. His primary challenge, descriptive writing, stems from limited life experiences rather than linguistic deficits. The study challenges assumptions that intrinsic motivation is necessary for sustained success, revealing that autonomous instrumental motivation can be equally effective.

However, the ICC awareness gap despite curriculum emphasis highlights persistent policy-practice misalignment. Facilitate authentic goal formation through experiential learning, systematically align assessment with curriculum objectives especially for ICC, and address holistic personal development as foundational to language proficiency.

Keywords: instrumental motivation, learning goals, intercultural competence, good language learners, case study



BRIDGING IDENTITIES: INTEGRATING INDIGENOUS LANGUAGES IN ESL EDUCATION IN THE CENTRAL HIGHLANDS OF VIETNAM

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Abstract

This study explores the intersection of indigenous language preservation and English language education in the Central Highlands of Vietnam, focusing on the context of Tay Nguyen University and surrounding ethnic minority communities. While English proficiency is increasingly emphasized in national education policies, local indigenous languages such as Êđê and M'ông continue to play a vital role in shaping learners' identities and sense of belonging. Through a mixed-methods approach combining interviews with ESL teachers and students, classroom observations, and policy document analysis, the research investigates how indigenous linguistic resources are integrated—or neglected—in English language teaching practices. The findings reveal that despite teachers' awareness of the cultural and linguistic diversity in their classrooms, the pedagogical integration of indigenous languages remains limited due to a lack of institutional support and relevant training. However, when local languages are acknowledged in instructions, students demonstrate higher engagement, improved comprehension, and stronger identity affirmation. The paper argues that bridging English and indigenous languages not only supports multilingual competence but also promotes inclusive and culturally responsive education. The study concludes with practical recommendations for teacher training, curriculum design, and policy alignment to foster a balanced and identity-sensitive approach to ESL education in multilingual regions like the Central Highlands.

Keywords: Indigenous languages, ESL education, multilingualism, language policy, cultural identity.



TIPS FOR SECONDARY ENGLISH TECHING DEVELOPMENT IN VIETNAM NOWADAYS

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Abstract

Vietnamese secondary English teaching can progress rapidly by prioritizing communicative competence, integrating task-based lessons, and using technology to personalize learning. Encourage speaking through pair and small-group tasks that simulate real-life situations, and design assessments that value fluency as well as accuracy. Use graded readers, multimedia, and short videos to build vocabulary and cultural awareness, then follow with focused pronunciation and grammar mini-lessons tied to students' errors. Foster learner autonomy by teaching strategies for self-study, peer feedback, and reflective learning journals. Train teachers in formative assessment techniques and classroom management for mixed-ability groups so differentiated tasks become routine. Partner with local communities and online platforms to increase exposure to authentic English. Finally, align school syllabuses with national standards while allowing flexible, project-based modules that emphasize critical thinking and creativity in English use.

Keywords: Communicative competence; Task-based language teaching; Technology-enhanced learning; Learner autonomy; Vietnamese secondary English education.

AN INVESTIGATION INTO THE EFFECT OF MICROLEARNING VIA MOBILE APPS ON STUDENTS' VOCABULARY LONG-TERM RETENTION

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Abstract

Recent advances in mobile-assisted language learning (MALL) have popularized microlearning—a pedagogical approach that delivers content in short, focused segments designed to promote consistent engagement and long-term retention. This study investigates the effects of microlearning via mobile applications on English vocabulary retention among EFL learners. Specifically, it examines whether short, daily lessons (approximately five minutes each) enhance long-term vocabulary retention compared to traditional, longer study sessions. A quasi-experimental design was adopted with two groups of Vietnamese university students: the experimental group engaged in microlearning through a mobile app over four weeks, while the control group followed conventional vocabulary learning methods. Pre-tests, immediate post-tests, and delayed post-tests were administered to measure vocabulary acquisition and retention. Findings revealed that learners using the microlearning approach demonstrated significantly higher retention rates over time, attributed to frequent spaced exposure and improved motivation. Qualitative data from learner reflections further indicated positive perceptions of microlearning's convenience and flexibility. The results support the integration of microlearning principles into mobile-based vocabulary instruction, suggesting that short, repetitive learning sessions can effectively strengthen long-term memory. Pedagogical implications are discussed for teachers and app designers aiming to enhance vocabulary learning efficiency through mobile-assisted microlearning.

Keywords: Microlearning, mobile-assisted language learning (MALL), vocabulary acquisition, long-term retention, EFL learners



TEACHERS AS CULTURAL MEDIATORS: EXPLORING VIETNAMESE EFL TEACHERS' BELIEFS AND PRACTICES IN RESPONSE TO STUDENTS' INTERCULTURAL LEARNING NEEDS

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Abstract

Amid the accelerating forces of globalization, English language education in Vietnam is increasingly expected to cultivate not only linguistic competence but also intercultural communicative awareness. Yet, preliminary classroom observations and a short student questionnaire conducted at Chu Văn An High School (affiliated with Hải Dương University) suggest that cultural learning remains largely superficial— confined to factual information about English-speaking countries, with minimal attention to deeper cultural understanding or critical reflection. Addressing this pedagogical gap, the present study investigates how Vietnamese EFL teachers conceptualize and enact their roles as *cultural mediators* who bridge local and target cultures in secondary classrooms.

Anchored in Byram's (1997) model of Intercultural Communicative Competence (ICC) and Liddicoat and Scarino's (2013) framework of Intercultural Language Teaching and Learning (ILTL), the study adopts a qualitative, practice-based design. Data will be gathered through semi-structured interviews and classroom observations, supported by student responses as contextual evidence. Thematic analysis will be applied to examine the alignment between teachers' beliefs and classroom practices, as well as the institutional and curricular challenges they encounter.

It is anticipated that the findings will illuminate the dynamic interplay between teachers' intercultural awareness, pedagogical decision-making, and systemic constraints, offering actionable implications for reflective teacher education and for embedding intercultural dimensions more effectively within English language teaching in Vietnam. **Keywords:** intercultural communicative competence; cultural mediation; teacher beliefs; EFL pedagogy; Vietnam

Keywords: Intercultural communicative competence; Cultural mediation; Teacher beliefs; EFL pedagogy; Vietnam.



SUPERVISING TEACHING ACTIVITIES THROUGH PROFESSIONAL LEARNING COMMUNITIES IN PRIMARY SCHOOLS: TEACHERS' PERSPECTIVES

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Abstract

Teachers always need professional and teaching skills support. Improving supervision of teaching activities through professional learning communities in school is of great concern to educational authorities worldwide in general and particularly in Vietnam. This study investigates the understanding of teaching activities through professional learning communities in Primary Schools, from the perspectives of teachers. Using mixed methods, data were collected by means of a questionnaire, semi-structured interview and group discussion. The research revealed that the majority of teachers shared their interests in using professional learning communities to supervise teaching activities. Evidence from the study showed that the majority of primary schools runs a good model of professional learning communities such as directing the development and implementation of school education plans and professional training activities. The study also showed that teachers wanted to develop teaching profession through professional learning communities. Implementation of professional development policies towards successful professional learning communities will be positioned, which might in time contribute to the improvement of policy, planning of a comprehensive reform of the basic education system in Vietnam.

Key words: supervision, professional learning communities, primary schools



USING TIKTOK TO IMPROVE 10TH GRADERS' ENGLISH SPEAKING SKILLS: AN ACTION RESEARCH PROJECT

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Abstract

Effective communication is crucial for success in today's interconnected world. As English has solidified its position as a lingua franca, proficiency in this language is increasingly vital for navigating diverse facets of life, from educational and professional domains to personal interactions and cultural exchange. Among core English skills, speaking stands out as a key capability enabling clear self-expression, meaningful dialogue, and robust interpersonal relationships. This classroom action research investigated using the social media platform TikTok to enhance 10th-grade students' English speaking skills at a high school in Hanoi, Vietnam. The study utilized questionnaires, pre-test, and post-tests to assess the impact of TikTok implementation. T-test analysis revealed significant improvement in speaking ability, with mean scores rising from 5.93 at the pre-test to 6.75 after Cycle 1 and 7.90 after Cycle 2. These findings suggest that TikTok fostered a more favorable environment for students to develop their speaking skills. Moreover, the findings of the learners' attitudes survey revealed that TikTok application additionally fostered a positive and engaging learning environment for English speaking skill lessons. These findings underscore the potential of innovative digital tools in fostering English language proficiency and suggest implications to integrate technology in language education to better prepare students for communication in diverse real-world contexts.

Keywords: English, TikTok, speaking skills, social media, Computer-assisted language learning.



CURRICULUM REDESIGN – THE USE OF LIFE AND SPEAKOUT AS THE MAIN TEXTBOOKS AT UNETI

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Abstract

All aspects of life have been revolutionized thanks to the development in information technology, which is regarded as Industrial Revolution 4.0 (IR 4.0). The era of industrial revolution has gradually reduced the gap between digital and physical world. This new paradigm in educational context, including University of Economics and Technologies for Industries (UNETI), in which it focuses on the innovation and maximizes the use of information, internet and technology. The IR 4.0 brings many opportunities for innovative research and classroom practices which can subsequently accelerate and optimize teachers' productivity and students' learning outcomes. Professional teachers must be aware of and adapt themselves to this development. As a result, a new curriculum has been set at the teaching context of UNETI with the use of LIFE from National Geographic Learning and SPEAKOUT from Pearson as the Main Textbooks used for Basic English Subjects for different majors. This paper is based on the importance of redesigning curriculum in line with the IR 4.0 with those books in accordance with examines UNETI students' attitude towards using those teaching materials as the main textbooks. Moreover, some possible challenges would be emphasized as well.

Keywords: Industrial revolution, curriculum design, course book, textbook, LIFE.



***SPEAKOUTAI-MEDIATED TRANSLANGUAGING IN READING ASSESSMENT:
EXPLORING LEARNER AGENCY IN VIETNAMESE EFL CLASSROOMS
(A Proposed Conceptual Framework)***

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Abstract

The growing integration of Artificial Intelligence (AI) into English language education presents new opportunities for developing learner-centered assessment models. Within Vietnamese EFL classrooms, AI-mediated translanguaging—the strategic use of multiple linguistic repertoires with AI support—has the potential to transform reading assessment by enhancing learner agency and self-regulation.

This paper proposes a conceptual framework for understanding and implementing AI-mediated translanguaging in reading assessment contexts. Drawing upon the sociocultural theory of mediated learning (Vygotsky) and the ecological perspective on learner agency (van Lier), the framework identifies three interrelated dimensions: (1) AI as a mediational tool, facilitating scaffolding, adaptive feedback, and metacognitive reflection; (2) Translanguaging as a strategic practice, enabling learners to leverage multilingual resources in meaning-making; and (3) Agency as an emergent construct, reflected through learners' autonomy, decision-making, and critical engagement.

Rather than reporting empirical data, this paper conceptualizes the dynamic interaction between these dimensions to illustrate how AI technologies can both empower and constrain learner agency in assessment. The proposed framework provides a theoretical foundation for future empirical studies on AI-assisted language assessment, as well as pedagogical implications for designing more inclusive, adaptive, and ethically informed reading assessment practices in EFL classrooms.

Keywords: AI-mediated translanguaging, learner agency, reading assessment, proposed framework, EFL classrooms, Vietnam.



ENHANCING STUDENTS' ABILITY TO REMEMBER VOCABULARY THROUGH CONTEXTUALIZATION

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Abstract

This presentation examines how contextualized learning can significantly enhance students' ability to retain vocabulary. Vocabulary acquisition is a cornerstone of language learning, yet traditional methods like rote memorization often fail to yield lasting results. Contextualized learning, which integrates new words into meaningful, relevant contexts such as sentences, stories, or real-life scenarios, offers a promising alternative. The research, conducted among secondary school students, employed both quantitative and qualitative methods, including pre-tests, post-tests, and surveys. Results indicate that students who were taught vocabulary within contextualized frameworks not only retained words more effectively but also showed enhanced application in both writing and speaking tasks. Furthermore, the approach heightened student engagement, as they found learning in relatable contexts more enjoyable and meaningful. The text discusses practical strategies for helping educators effectively implement this approach, including the integration of subject-specific vocabulary into project-based learning and the use of real-world examples. By highlighting the relationships between words and their contextual usage, this method promotes deeper cognitive processing, allowing students to internalize vocabulary for long-term retention. This presentation emphasizes the significance of innovative teaching strategies in language education and seeks to provide educators with practical insights for effective classroom implementation.

Keywords: Contextualized learning, vocabulary retention, language acquisition, student engagement, and innovative teaching strategies are essential components of effective education.



DIGITAL TRANSFORMATION IN FOREIGN LANGUAGE EDUCATION AT UNIVERSITIES: OPPORTUNITIES AND CHALLENGES FOR STUDENTS

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Abstract

In the era of the fourth Industrial Revolution, digital transformation has become a vital trend in Vietnamese education, reshaping the ways students communicate and learn. For students majoring in foreign languages, this transformation presents both promising opportunities and significant challenges. The integration of digital platforms and AI-supported tools enhances language learning, yet issues such as digital literacy and overreliance on technology remain major obstacles. This study investigates the impact of digital transformation on foreign language education through a survey of 150 university students from different majors studying English. The findings reveal that while most students appreciate the convenience and accessibility of digital learning, many face difficulties related to self-regulation and technological limitations. Furthermore, the quality of digital learning experiences varies depending on institutional support and students' prior exposure to digital tools. The study concludes by proposing strategies to ensure that the benefits of digital transformation are inclusive and sustainable for all foreign language learners.

Keywords: Digital transformation; foreign language education; opportunities; challenges; digital literacy; AI-supported learning.



THE APPLICATION OF DIGITAL TECHNOLOGY IN TEACHING ENGLISH TO PRIMARY STUDENTS

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Abstract

In the context of educational digital transformation, integrating technology into English teaching has become an essential direction, particularly for primary students who are digital natives. This study explores practical approaches to applying digital tools in English classrooms, evaluates their effectiveness in enhancing learner motivation and performance, and proposes recommendations for teachers adopting digital pedagogy. Various technological tools were implemented, including interactive whiteboards, educational platforms (Quizizz, Kahoot, Wordwall, Nearpod), AI-assisted pronunciation and listening tools, digital storytelling apps (Canva, Toontastic), and learning management systems such as Google Classroom. These were integrated with the *Global Success* English textbook and the “Kết nối tri thức” curriculum. Results indicated substantial pedagogical benefits: increased student engagement through gamified activities, improved listening and speaking competence, and greater learner autonomy and collaboration. Teachers also transitioned toward the role of facilitators, supporting active and creative learning. Nonetheless, challenges persist, including unequal access to devices, limited digital competence among some teachers, and insufficient training and technical support. To address these issues, the paper recommends: (1) continuous professional development in digital pedagogy, (2) creation of localized, curriculum-aligned digital resources, (3) equitable access to infrastructure and equipment, and (4) enhanced collaboration and resource sharing among teachers. Overall, the integration of digital technology into English teaching offers transformative opportunities to promote motivation, creativity, and communicative competence for Vietnamese primary students, aligning with the goals of innovation and sustainable education in the digital age.

Keywords: Digital Technology; Primary English Education; Learner Motivation; Teacher Training; Educational Innovation.



HUMOUR AS A PEDAGOGICAL TOOL: OPPORTUNITIES FOR ENHANCING PRAGMATIC AWARENESS AMONG VIETNAMESE HIGH SCHOOL EFL LEARNERS THROUGH FRIENDS SITCOM

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Abstract

In the context of Vietnamese English language education, developing learners' pragmatic awareness has remained as a significant challenge, particularly for high school students who often lack exposure to authentic and culturally-embedded language use. This conceptual paper investigates the pedagogical potential of humour, specifically through the American sitcom *Friends*, as a pedagogical tool for enhancing pragmatic awareness among Vietnamese EFL learners. The study is particularly based on theoretical frameworks of communicative competence and pragmatics, including Bachman's (1990) model and key theories including Grice's (1975) Cooperative Principle, Searle's (1969) Speech Act Theory, and Brown and Levinson's (1987) Politeness Theory. Through a systematic qualitative content analysis of selected episodes, this paper identifies and analyses key dialogues where humour occurs from the violation of conversational norms, the use of indirect speech acts and the negotiation of face-threatening acts. The analysis also illustrates how these humorous segments can serve as effective and valuable resources for classroom instruction. By synthesizing these findings, the paper hopes to make a significant contribution to proposing a set of practical pedagogical applications and principles that illustrate how sitcom clips can be effectively used to convey abstract pragmatic concepts in a manner that is both engaging and relatable. Furthermore, the paper discusses how this approach not only boosts motivation and engagement but also fosters learners' intercultural sensitivity and overall communicative competence. The study concludes by presenting specific implications for teaching practices and material adaptation within the Vietnamese high school EFL context, establishing this exploration as a foundational step for future empirical research in this promising area.

Keywords: humour, pragmatic awareness, EFL learners, sitcom *Friends*, pedagogy



LEARNER MINDSET AS A PREDICTOR OF ENGLISH SPEAKING COMPETENCE: EVIDENCE FROM TAY NGUYEN UNIVERSITY

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Abstract

This study investigates the relationship between English-major students' mindsets—whether oriented toward fixed or growth beliefs—and their competence in speaking English at Tay Nguyen University. Drawing on data collected from 164 third-year students, the research employed a mindset questionnaire adapted from Dweck's theoretical framework alongside a standardized speaking assessment. Analysis using Pearson's correlation revealed a moderate, statistically significant positive association between a growth mindset and higher speaking scores ($r = .45$, $p = .002$), indicating that students with a growth-oriented mindset tended to perform better in oral tasks. Moreover, regression results suggested that mindset served as a meaningful predictor of speaking competence ($\beta = 0.35$, $p = .003$), accounting for approximately 15% of the variance observed. These findings provide empirical support for the role of mindset in shaping EFL speaking performance, highlighting the potential benefits of interventions aimed at nurturing a growth mindset to enhance students' communicative abilities in English. Future research could expand on these results by exploring longitudinal effects or integrating qualitative insights from classroom observations.

Key words: mindset; growth mindset; speaking competence; English-major students; Vietnam



READING MOTIVATION, SELF-REGULATED READING STRATEGIES AND READING PROFICIENCY AMONG VIETNAMESE EFL STUDENTS

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Abstract

Reading, as a core skill in any language, plays a crucial role in second language acquisition. Previous research has shown that both motivation and language proficiency influence self-regulated learning strategies. However, no study to date has examined how reading motivation and reading proficiency affect self-regulated reading strategies among Vietnamese EFL learners. The present study investigated the relationships among reading motivation, self-regulated reading strategies, and English reading proficiency among Vietnamese undergraduate EFL students majoring in English at three universities. It also examined whether reading motivation and reading proficiency predicted students' self-regulated reading strategies. Participants completed a reading motivation questionnaire, a self-regulated reading strategies questionnaire, and an English reading comprehension test. The results indicated that reading motivation, self-regulated reading strategies, and reading proficiency were significantly and positively correlated. Moreover, multiple regression analysis revealed that while reading motivation significantly predicted self-regulated reading strategies, reading proficiency did not. All motivation factors, including reading efficacy, reading enjoyment, recognition, involvement, and compliance, were found to significantly and positively predict students' self-regulated reading strategies.

Keywords: reading motivation, self-regulated reading strategies, reading proficiency, Vietnam, EFL students



THE IMPORTANCE OF ENGLISH CLUBS IN ENHANCING ENGLISH FOR SPECIFIC PURPOSES (ESP) PROFICIENCY

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Abstract

In an increasingly globalized academic environment, the acquisition of English for Specific Purposes (ESP) is essential for students to effectively access international research and engage in scholarly collaboration. However, traditional, curriculum-heavy language instruction often emphasizes academic knowledge while failing to cultivate living language skills—the ability to use language flexibly and persuasively in real-world contexts. This often results in a significant deficit in articulating knowledge fluently and coherently and the establishment of psychological barriers to active participation. This paper investigates the effectiveness of an extracurricular English Club model operating as a community of practice in enhancing both the ESP competence and soft skills of Mathematics students. Operating as a non-evaluative community of practice, which encourages students to freely debate, present, and even make mistakes and correct them without fearing negative evaluation, English clubs successfully lower the Affective Filter, transforming passive learners into active communicators. This process transforms passive, declarative knowledge into natural, spontaneous communicative reflexes. Findings indicate that English clubs serve as a critical bridge, allowing students to develop critical thinking and logical persuasion skills alongside their English for Specific Purposes (ESP) through academic debates, projects and games. The study concludes that the extracurricular model is a vital, high-impact supplement to formal education, fostering learner autonomy and preparing students for global academic engagement.

Keyword: English for Specific Purposes, non-evaluative community of practice, Affective Filter, critical thinking, learner autonomy

LCE–ELT: A CULTURE-IN-CONTEXT MODEL FOR INTEGRATING THE LOCAL CURRICULUM INTO PRIMARY ENGLISH LANGUAGE TEACHING

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Abstract

This article proposes LCE–ELT, a model that integrates the local curriculum into primary English language teaching through a culture-in-context approach. The model is built on three frameworks: CIPP (design–implementation–improvement of programs), CLIL (the 4Cs: Content, Communication, Cognition, Culture), and CRP (culturally responsive pedagogy). At their intersection, the paper specifies a CIPP-based implementation cycle (Context, Input, Process, Product), articulates three mechanisms—(i) contextual motivation; (ii) cognitive engagement via CLIL tasks; and (iii) authenticity of learning through community-oriented products—and illustrates the approach with the topic Trảng An (Ninh Bình). The paper clarifies its theoretical contribution by positioning the interface between the Local Curriculum and ELT, and offers practical guidance on topic-selection principles, CLIL task design, and a rubric for assessing linguistic and cultural competence. LCE–ELT aims to enable pupils to attain Level 1 (A1) at the end of primary education and lay the groundwork for Level 2 (A2) in lower secondary, in alignment with Vietnam’s 2018 General Education Curriculum.

Keywords: CIPP; CLIL; CRP; Local Curriculum; culture-in-context; primary education; authentic assessment.



THE POWER OF MULTISENSORY STORYTELLING IN EARLY ENGLISH LEARNING

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Abstract

Teaching English to very young learners (ages 3–6) requires more than vocabulary practice; it calls for experiential, sensory-based engagement that connects language with imagination. This presentation demonstrates how multisensory storytelling can transform early English classrooms into spaces of curiosity, creativity, and authentic communication.

Grounded in Total Physical Response (Asher, 1977) and multisensory learning theories (Gardner, 1993; Paivio, 1986), the session shows how activating sight, sound, touch, and movement strengthens comprehension and memory. Storytelling (Wright, 1995; Ellis & Brewster, 2014) translates these principles into practice, enabling children to experience English through visual, auditory, and kinesthetic interaction.

Participants will explore practical strategies - using stories, music, props, gestures, and dramatization - to foster engagement, vocabulary growth, and emotional connection. Real classroom examples illustrate how multisensory storytelling promotes both linguistic and creative development, demonstrating its adaptability across diverse teaching contexts.

By the end of the session, participants will be able to design and implement multisensory storytelling activities tailored to their own learners. They will gain a repertoire of techniques to make early English learning joyful, effective, and developmentally meaningful, empowering children to experience language through story, movement, and imagination.

Keywords: Multisensory learning, Storytelling, Very young learners, Total Physical Response

THE INFLUENCE OF ENGLISH CLUB ACTIVITIES ON STUDENTS' ACQUISITION OF ENGLISH FOR SPECIFIC PURPOSES

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Abstract

In the context of rapid advancements in educational technology, instruction in English for Mathematics Purposes (EMP) has become increasingly essential for equipping students with the communicative competence required in professional and academic settings. Within this framework, Mathematics-specific English instruction holds a pivotal role in Vietnamese teacher education programs, where future mathematics educators are expected to integrate disciplinary expertise with effective English communication skills. Nevertheless, current EMP instruction remains predominantly theory-oriented, providing limited opportunities for authentic and meaningful language use.

This study examines the role of English club activities as a complementary and experiential learning platform that bridges the gap between classroom-based theory and real-world communication. Drawing upon qualitative data from classroom observations, club reports, and student reflections, the paper investigates how activities such as mathematical presentations, teaching demonstrations, academic discussions, and collaborative problem-solving foster learners' motivation, autonomy, and mastery of subject-specific vocabulary.

Findings reveal that English club activities effectively integrate linguistic theory with disciplinary practice, enabling learners to enhance both their English proficiency and mathematical communication skills. Through these experiential tasks, pre-service mathematics teachers develop greater confidence in articulating reasoning, conveying complex ideas, and employing pedagogical strategies in English.

Ultimately, the English club serves as a dynamic and professionally oriented learning environment that transforms EMP instruction into an interactive process. It empowers mathematics students to utilize English as a functional tool for learning, teaching, and conducting research within a globalized academic community.

Keywords: English club, ESP learning, experiential learning platform, mathematical communication skills, English communication skills



AI-ASSISTED ADAPTATION OF TIẾNG ANH 12 GLOBAL SUCCESS TEXTBOOK READING TASKS FOR THE MOET 2025 ENGLISH EXAM REFORMS

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Abstract

This study explores how artificial intelligence (AI) can assist in adapting reading tasks from the Grade 12 Tiếng Anh Global Success textbook to better match the requirements of Vietnam's 2025 National High School Graduation Examination (MOET's revised English format). The new exam emphasizes higher-order reading skills such as inference, paraphrasing, lexical precision, and cohesive devices—areas not yet strongly represented in many current textbooks.

These skills are also essential for students preparing to study content subjects in English under English-Medium Education (EME) initiatives. To address this overlap between exam preparation and academic literacy, the study was carried out in two Grade 12 classrooms using an action research approach. AI tools were employed to adapt 60% of the reading tasks. Data came from a bilingual Likert-scale questionnaire (n=50) and pre-/post-test comparisons.

Findings suggest that the AI-assisted tasks improved learner engagement, reading comprehension, and exam readiness. More notably, the adapted tasks supported the kind of academic reading students will encounter in EME settings. The study shows that AI can help align textbooks with national exam reforms while also promoting broader educational goals.

Keywords: Artificial Intelligence (AI), textbook adaptation, academic reading skills, English-Medium Education (EME), MOET exam reform.

VIETNAMESE EFL TEACHERS' COGNITION AND PRACTICES ON TEACHING CLIL LESSONS IN THE NEW ENGLISH TEXTBOOKS

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Abstract

This study investigates the cognition and practices of Vietnamese EFL teachers regarding the implementation of Content and Language Integrated Learning (CLIL) in the context of newly introduced English textbooks (Global Success). Using a mixed-methods approach, the research explores teachers' understanding, beliefs, and instructional strategies to determine how they engage with CLIL in their teaching practice. The quantitative phase involved a survey of 60 high school EFL teachers, revealing a moderate level of knowledge and confidence in CLIL implementation, alongside positive attitudes toward its benefits in enhancing language proficiency, content understanding, and student engagement. The qualitative phase, comprising semi-structured interviews with six teachers, provides deeper insights into the practices, challenges and changes associated with CLIL. The findings highlight the need for ongoing professional development and support to maximize the effectiveness of CLIL in the Vietnamese educational context. The study offers implications for policymakers, curriculum designers, and educators aiming to improve EFL teaching through integrated content and language instruction.

Keywords: CLIL, new English textbooks, high school EFL teachers, teaching practice



THE EFFECTS OF COLLOCATION INSTRUCTION ON HIGH SCHOOL STUDENTS' EFL WRITING PERFORMANCE

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Abstract

The purpose of this study was to investigate whether teaching collocations could contribute to improving learners' writing performance measured by the three constructs including fluency, complexity and accuracy. A nonequivalent control groups design was used to see whether there would be a significant difference between the experimental and control groups. Sixty high school students in two intact classes participated in the study, with 30 students in each group. The experimental group was taught collocations through the Lexical Approach given different kinds of activities for eight weeks. On the other hand, the control group was taught in the traditional way, only focusing on instruction of vocabulary that appears in the textbook. The results showed that the experimental group significantly outperformed the control group in writing fluency and the frequency of collocation use but not in complexity and accuracy. The study also indicated that the eight-week treatment period and exposure to lexical collocations helped the treatment group to remember and use the collocations in their writing more appropriately and less deviantly than the control group. This study suggested that teaching collocations in the classroom systematically week by week and scaffolding learners' progress could lead to their more focused attention to collocations, encourage more frequent use of such lexical combinations, and thus improve writing performance.

Keywords: Collocation instruction; Lexical Approach; Writing performance; Fluency, complexity, and accuracy; EFL high school learners.

THE IMPACT OF PROFESSIONAL TRAINING PROGRAMS ON IN-SERVICE EFL TEACHERS' SELF-EFFICACY BELIEFS

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Abstract

Amid ongoing educational reform and the accelerating influence of globalization, teacher professional competence has become crucial to achieving equitable and high-quality education (Nguyen and Hamid, 2021). This study investigates the impact of Professional Training Programs (PTPs) on the self-efficacy of in-service EFL teachers in Vietnam's Mekong Delta region, focusing on three key domains: instructional strategies, classroom management, and student engagement. Guided by the Bandura's Social Cognitive Theory of teacher self-efficacy, Guskey's Model of Teacher Change, and Tschannen-Moran and Hoy's Teacher Efficacy Framework, a mixed-methods design was used. Quantitative data were gathered from 81 teachers through a bilingual questionnaire with high internal reliability ($\alpha=.98$). Qualitative data were collected through semi-structured interviews with 10 teachers from both ethnic majority and minority groups. The findings reveal significant enhancement in teachers' self-efficacy beliefs after PTPs. Teachers felt more skilled in using instructional strategies, managing classrooms, and engaging learners. These improvements were seen across genders, regions, and ethnic groups, especially in rural and minority areas. The findings support the United Nations' goals: SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), and SDG 8 (Decent Work and Economic Growth). However, the study also found several challenges. Many teachers, especially female teachers in remote areas, struggled with unclear training content, short and fast sessions, and a lack of institutional support. These problems made it more difficult for them to use new methods in actual classroom settings. Teachers suggested practical ways to improve future PTPs and enhance their impacts, such as offering more practical and interactive training activities, better resources from native speakers and international educators, stronger institutional support, and more suitable training schedules. The study confirms that well-planned and well-supported PTPs can boost teacher self-efficacy, especially in disadvantaged areas. Inclusive training programs can effectively foster teachers' professional development to enhance positive and future-focused EFL education.

Keywords: Professional Training Programs, Self-Efficacy, In-service EFL Teachers, Teacher Development



DEVELOPING A CLIL TRAINING COURSE FOR PRE-SERVICE ENGLISH TEACHERS

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Abstract:

Conclusion No. 91-KL/TW, issued by the Politburo on August 12, 2024, underscores the importance of strengthening foreign language education and gradually establishing English as a second language within Vietnam's school system. This policy calls for well-prepared teachers capable of integrating language and content instruction effectively.

In response to this need, the University of Languages and International Studies – Vietnam National University (ULIS–VNU) developed a Content and Language Integrated Learning (CLIL) training course as an elective within its English Teacher Education program. The course aims to build pre-service teachers' understanding of CLIL principles, its distinction from English-Medium Instruction (EMI) and Content-Based Language Teaching (CBLT), and the pedagogical skills required for lesson planning, classroom implementation, and materials adaptation in CLIL contexts.

This presentation reports on the design and delivery of the course and explores pre-service teachers' initial evaluations of their learning experience. The study offers insights for improving CLIL-focused teacher education and developing future teachers capable of implementing integrated approaches in Vietnam's evolving educational landscape.

Keywords: CLIL, teacher education, pre-service teachers, course design.



THE MULTIFACETED CHALLENGES AND IMPEDIMENTS TO IMPLEMENTING ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) FOR MATHEMATICS AT HANOI PEDAGOGICAL UNIVERSITY 2 (HPU2)

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Abstract

The adoption of English in specialized fields, particularly Mathematics, is critical for Vietnamese universities seeking international integration and enhanced graduate competitiveness. This report systematically analyzes the complex array of challenges faced during the implementation of the EMI program at the Faculty of Mathematics, HPU2. The research identifies critical hurdles across three primary dimensions: student linguistic and cognitive barriers, faculty language proficiency and pedagogical limitations, and systemic and environmental constraints related to curriculum, assessment, and social expectations. Key findings reveal that the necessity for students to simultaneously master advanced mathematical concepts and academic English terminology, coupled with faculty members' lack of specialized Content and Language Integrated Learning (CLIL) expertise, significantly impedes learning efficacy. The study further discusses the detrimental impacts of non-continuous English exposure, the reliance on rote memorization over critical thinking, and the counterproductive effects of technology reliance (such as AI translation). Recommendations are proposed across institutional, faculty, and policy levels to foster a more supportive, integrated, and effective EMI environment, ultimately ensuring that future Mathematics educators from HPU2 are well-equipped for the global educational landscape.

Keywords: EMI, Mathematics Education, HPU2, CLIL, Language Barriers,



THE ROLE OF ENGLISH CLUB ACTIVITIES IN LEARNING ENGLISH FOR SPECIFIC PURPOSES (ESP)

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Abstract

In the 21st century, English for Specific Purposes (ESP) is the key to higher education and global collaboration. However, the way ESP is taught in traditional classrooms often limits students' opportunities to practice the language. English clubs emerge as a practical learning model, provide a natural environment to study, practice and connect.

Firstly, the English club serves as a “specialized language laboratory.” While classrooms deliver knowledge, the club transforms it into practical understanding and skills. The club encourages active participation through discussions, debates, and presentations, promoting learning by doing.

Secondly, the club functions as a “teaching practice space” for Mathematics students. Members can teach a Mathematics lesson in English to their peers and receive feedback on clarity, accuracy, and interaction. This direct feedback helps students recognize their strengths and weaknesses in academic communication. In this environment, students have opportunities to try, make mistakes, and improve continuously.

Thirdly, the club builds motivation and a sustainable learning community. Students are no longer isolated learners but part of a supportive group sharing a passion for Mathematics and English. This social bond enhances motivation, reduces fear of mistakes, and accelerates progress.

The Mathematics English Club of HPU2 is a typical model for integrating academic learning with foreign language skills.

In conclusion, through English clubs, ESP learning is transformed from passive reception of information into hands-on professional practice. English clubs contribute significantly to improving students' academic performance.

Keywords: English club, ESP learning, connection, active learning, occupational competence



THE ROLE OF ENGLISH CLUB ACTIVITIES IN LEARNING ENGLISH FOR MATHEMATICS PURPOSES

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Abstract

In today's digital and globalized era, the 2025 Government Decree on English education in Vietnam reinforces the importance of English for Mathematics Purposes (EMP) in developing learners' professional competence and global readiness. However, EMP instruction in schools remains largely theoretical, offering limited opportunities for practice, low engagement, and weak alignment with students' abilities and needs.

To address this, English Club Activities (ECAs) provide an experiential environment where students effectively use English in authentic academic and professional contexts. Typical activities include collaboration with faculty and experts, teaching practice, discussion sessions and presentations on mathematical theorems and laws, Math Talk Shows on key concepts and the historical development of mathematics, workshops, research writing, and competency assessments. ECAs also guide students in discovering effective learning methods by contributing to the *Math in English Journal* and accessing shared digital resources. Moreover, ECAs foster intercultural communication and professional growth by linking classroom learning with international sources such as journals and conferences, thereby building a collaborative academic community.

Through these experiences, students learn to express ideas clearly, reason logically, communicate bilingually, and transform theoretical knowledge into practical competence while deepening their mathematical understanding. They also gain greater opportunities for learning, collaboration, and professional connection. In short, ECAs effectively transform passive, theoretical learning into an engaging, experiential process that meets both social needs and learners' expectations.

Keywords: ECAs, EMP, suitable, flexible, self-taught

ENGLISH-MAJORED STUDENTS' SELF-AWARENESS OF THE USE OF CHATGPT IN SELF-LEARNING ACTIVITIES

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Abstract

While the use of AI tools for language learning has grown in popularity, little is known about how students evaluate or feel about them. This study aims at investigating how the English-majored students perceive the use of ChatGPT in their learning activities outside the classroom in terms of content attractiveness, motivation and effectiveness. Quantitative data collected from a 40-item questionnaire with 156 English-majored students from a regional university in northern Vietnam were analyzed by SPSS 20 for major findings related to the three above-mentioned aspects. The findings indicate that, when combined with appropriate direction, ChatGPT can successfully facilitate independent learning. However, concerns about overreliance and potential limitations in critical thinking were also noted. These findings imply that ChatGPT can successfully assist self-directed learning when combined with the right direction to develop assessment abilities. The findings show that English-majored students perceived ChatGPT as engaging and supportive in enhancing self-awareness during self-learning. When properly directed, it promoted autonomy and self-assessment. However, concerns were raised concerning excessive dependence and insufficient critical participation. Overall, ChatGPT was rated as a useful tool for self-directed learning when used with appropriate instructional assistance.

Keywords: English-majored students' perceptions of AI tools, ChatGPT's attractiveness, ChatGPT's motivation, ChatGPT's effectiveness, use of ChatGPT in self-learning, use of ChatGPT for students' autonomy



“LESS IS MORE”: HOW TEACHING WORKLOAD INFLUENCES TEACHER IDENTITY – A CASE STUDY

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Abstract

This study explores the relationship between teaching workload and the shifting of teacher identity through the lived experience of an individual whose teaching workload fluctuated throughout their career. The participant’s narrative serves as a lens for examining how varying professional circumstances influence the evolving construct of teacher identity. Grounded in an adapted theoretical framework, the research focuses on four sub-components of professional identity: roles, job motivation, commitment, and satisfaction. Data were collected through semi-structured interviews, allowing for an in-depth understanding of the participant’s professional journey. The researcher employed narrative analysis to examine how the participant’s sense of identity transformed during periods of high and low teaching workload. The findings indicate that a heavier teaching workload tends to result in the shrinking of teacher identity, while a lighter workload allows for its expansion and reinforcement. The findings highlight the importance of considering workload balance in shaping teacher support programs, professional development initiatives, and broader strategies for teacher retention and well-being.

Keywords: teacher identity; teaching workload; identity construct



ENGLISH MAJORED FRESHMEN'S PERCEPTIONS OF UTILIZING DUOLINGO TO IMPROVE LISTENING SKILLS

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Abstract

Listening is one of the four fundamental language skills and occupies a crucial position in language learning as it enhances students' comprehension abilities and overall language proficiency. Effective listening skills allow students to not only understand spoken English but also engage in meaningful communication in both academic and real-world contexts. However, a significant number of English majored freshmen at Quang Nam university face challenges in developing listening skills due to limited exposure to authentic spoken English, insufficient access to diverse listening resources, and difficulty in comprehending various English accents. This study investigates English majors' perceptions of using Duolingo for listening practice and explores the challenges English freshmen face in using the application. Based on the identified difficulties and conceptions, the study suggests potential solutions to address the challenges for more effective learning.

Keywords: Listening skills, Duolingo, English freshmen, challenges, perceptions.



IMPROVING THE QUALITY OF TEACHING ADVANCED MATHEMATICS COURSES IN ENGLISH AT THE UNIVERSITY OF MINING AND GEOLOGY

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Abstract

Since the 2010-2011 academic year, the University of Mining and Geology has partnered with UC Davis (University of California, USA) to offer Chemical Engineering programs in English, known as the Advanced Program (CTTT). Since then, the University has trained 15 cohorts, with one class per cohort .

By compiling and analyzing the academic performance data of several recent courses, we provide necessary recommendations for improving and enhancing the quality of teaching and learning advanced mathematics courses in English.

This report analyzes the current state of teaching and learning of advanced Mathematics courses in English at the University of Mining and Geology and provide recommendations to improve education quality.

Keywords: Advanced Program, Advanced Mathematics, English, quality improvement.



EVALUATING ESP PROGRAMS FOR NON-ENGLISH MAJORS: A CASE STUDY FROM A VIETNAMESE HIGHER EDUCATION INSTITUTION

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Abstract

As English for Specific Purposes (ESP) programs continue to expand across Vietnamese higher education, evaluating their effectiveness is vital for ensuring quality learning outcomes and alignment with professional demands. This study investigates the perceived effectiveness, strengths, and limitations of an ESP program at a multidisciplinary university in Vietnam, with particular attention to curriculum content, teaching practices, materials, assessment, and learner support. Adopting a mixed-methods design, the research combined quantitative data from a large-scale student questionnaire ($n = 1,463$) with qualitative insights drawn from classroom observations, document analysis (syllabi and LMS content), semi-structured interviews with eight lecturers, and four focus group discussions involving 41 students. Triangulation of these data sources enabled a comprehensive understanding of both converging patterns and divergent perspectives. Overall, students reported positive perceptions of the program, especially regarding teaching methods, feedback, and the perceived relevance of ESP to their studies. However, some limitations were identified, such as insufficient opportunities to apply English in professional contexts and limited alignment between assessment tasks and workplace needs. Qualitative findings further revealed challenges related to generic course content, restricted time for productive skills, inconsistent use of digital tools, and variation in assessment practices. The findings underscore the need to strengthen the connection between ESP instruction and learners' disciplinary and professional contexts through more tailored materials, increased practice in speaking and writing, greater digital integration, and clearer assessment guidance. A learner-centered and context-responsive evaluation approach is recommended for the continuous improvement of ESP programs in Vietnamese higher education.

Keywords: English for Specific Purposes (ESP); program evaluation; Vietnamese higher education; curriculum and assessment; learner perceptions.



ENHANCING ENGLISH SPEAKING CONFIDENCE THROUGH GOOGLE VOICE TYPING PRACTICE AMONG FIRST-YEAR ENGLISH MAJORED STUDENTS AT HUNG YEN UNIVERSITY OF TECHNOLOGY AND EDUCATION

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Abstract

This study aims to explore the effectiveness of Google Voice Typing practice in enhancing English speaking confidence among first-year English-majored students at Hung Yen University of Technology and Education. Many freshmen majoring in English experience anxiety, hesitation, and lack of confidence when speaking, which prevents them from developing their oral communication skills. To address these challenges, Google Voice Typing, an AI-powered speech recognition tool, was integrated into students' daily speaking practice. Sixty English-majored freshmen participated in a four-week training program, during which they practiced speaking English for 15 minutes per day using Google Voice Typing to monitor and correct pronunciation errors through automatic speech-to-text feedback. Data were collected from pre- and post-surveys, short speaking recordings, and student reflections. The results indicated a significant improvement in students' pronunciation accuracy, fluency, and overall confidence in speaking English. Participants also reported a noticeable decrease in fear of making mistakes and increased motivation for self-practice. The findings suggest that Google Voice Typing is a practical and low-cost digital tool that can effectively enhance students' speaking confidence and performance. It can be integrated into both classroom activities and autonomous learning to promote positive attitudes toward English speaking.

Keywords: Google Voice Typing; English Communication Barriers; First-Year Students

PERCEPTIONS OF UNDERGRADUATE STUDENTS TOWARDS THE USE OF CHATGPT IN AN ESP COURSE

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Abstract

The combination of Artificial Intelligence (AI) tools in language learning has recently attracted substantial attention, especially in English for Specific Purposes (ESP) setting. As a result, it is vital to understand learners' perception of such technological advancement. This study aims at examining undergraduate students' perceptions of the use of ChatGPT in the ESP course *English for Business Correspondence*. The research mainly focuses on investigating four key components of learners' perceptions: willingness to use, usage experience, perceived benefits, and concerns. Quantitative data were collected through a questionnaire responded by 102 students of different majors enrolling in *English for Business Correspondence* as a compulsory ESP course at a regional university in northern Vietnam, and then statistically analyzed by SPSS 20. The results indicate that most students were willing to use ChatGPT and reported positive experiences with its accessibility, ease of use, and quick responses. They acknowledged its benefits in improving lexical resources, grammatical accuracy, and confidence in business correspondence. However, some concerns were raised regarding overreliance on AI-generated content and reduced opportunities for real-life communication and skill development. The findings suggest that ChatGPT can be utilized as an effective supplementary tool for teaching business emails writing when supported with appropriate pedagogical guidance and ethical awareness.

Keywords: ChatGPT, ESP, business emails, student perception, AI-assisted writing

INTEGRATIVENESS AND INTERNATIONAL POSTURE AS MOTIVATIONAL ORIENTATIONS: CORRELATIONS WITH ENGLISH PROFICIENCY AMONG VIETNAMESE EFL UNDERGRADUATES

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Abstract

In contemporary English language education, motivation is recognized not only as a key determinant of linguistic success but also as a lens through which learners construct their identities within an increasingly globalized world. Among the most influential motivational frameworks, Integrativeness (Gardner, 1985) and International Posture (Yashima, 2002) represent two distinct orientations: the former emphasizes identification with native-speaking communities, whereas the latter underscores openness to global communication that transcends cultural and national boundaries.

This conceptual distinction holds particular relevance in Vietnam's evolving educational landscape, where English functions as a critical gateway to academic advancement, career mobility, and global participation. In the context of current international integration, this research seeks to determine which motivational construct is more prevalent among EFL undergraduates and which one demonstrates a stronger correlation with English proficiency.

Theoretically, this research contributes to ongoing discussions in L2 motivation by revisiting classical models in a society where English learning is driven by the need for global communication and international integration rather than by the pursuit of native-like identity, offering evidence of their continued applicability. Practically, it offers pedagogical implications for language education and curriculum design, highlighting motivational orientations that most effectively sustain learner engagement and achievement. The major finding shows weak but significant positive correlations between English proficiency and both motivational factors, with Integrativeness showing a slightly stronger relationship than International Posture.

Keywords: language learning motivation, correlation, Integrativeness, International Posture, English proficiency, Vietnamese EFL learners, globalization.



THE INTERFERENCE OF L1 INTO COLLOCATION USE IN STUDENTS' ACADEMIC WRITING

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Abstract

Collocations, defined as the natural combination of words, play an important role in L2 learners' fluent and idiomatic language production. However, due to differences in syntactic structures, word choice, and semantic relationships between English and Vietnamese, students often struggle with collocational accuracy, impacting the overall quality of their academic writing. This study investigates the interference of students' first language (L1) on their use of English collocations in academic writing at a university in Vietnam. This research adopts a corpus-based approach, analyzing students' writing samples to identify common collocational errors caused by L1 interference. Errors are categorized into patterns of L1 transfer, such as literal translation, syntactic differences, and inappropriate word choices. The study also examines the frequency and contextual occurrences of these errors to understand their influence on students' writing processes. The findings highlight that L1 interference significantly affects students' collocational use, particularly in verb-noun and adjective-noun combinations. Additionally, the study reveals the limited exposure students have to authentic English academic texts and the insufficient emphasis on collocations in academic writing instruction. Based on these insights, the study provides pedagogical recommendations, including explicit teaching of collocational patterns, enhanced exposure to academic texts, and AI-assisted learning tools such as online corpora and concordance software to mitigate L1 interference and improve students' academic writing proficiency.

Keywords: English collocation, academic writing, interference, L1, errors



TEACHING ENGLISH IN PUBLIC SECONDARY SCHOOLS: REALITY, OPPORTUNITIES, AND CHALLENGES FROM A YOUNG TEACHER'S PERSPECTIVE

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Abstract

In recent years, English language education in Vietnamese public secondary schools has faced numerous challenges, particularly in rural areas. Although national reforms emphasize communicative competence and digital integration, limited resources and teacher shortages continue to hinder progress. This study aims to explore the realities, opportunities, and challenges experienced by a young English teacher working in a local public school in Pho Yen, Thai Nguyen. A qualitative reflective approach was employed, drawing data from classroom observations, personal teaching journals, and informal discussions with students and colleagues over three academic years. The analysis focused on recurring themes related to teaching conditions, learner motivation, and professional collaboration. Findings reveal that most students begin English learning at the secondary level with weak foundations, low confidence, and minimal parental support. However, positive developments have emerged through the establishment of an English Club, teacher collaboration projects, and the integration of digital tools that enhance classroom engagement. These results suggest that young teachers can contribute significantly to educational innovation when supported by technology, peer collaboration, and continuous training. The study provides practical implications for fostering teacher development and promoting student-centered English learning in rural contexts.

Keywords: English teaching, young teacher, rural education, collaboration, innovation, public school

EXPLICITATION AND IMPLICITATION THROUGH COGNITIVE-RELEVANT THEORETIC FRAMEWORK: A COGNITIVE-PRAGMATIC APPROACH TO TRANSLATORS' DECISION-MAKING

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Abstract

This study investigates explicitation and implicitation as translation strategies in the view of cognitive-pragmatic approach, especially with employment of Relevance Theory. The aim of the study is to fill the gap in explaining translators' mental process affecting their decisions on using explicitation and implicitation within an integrated framework, a cognitive-relevant theoretic one. Both qualitative and quantitative approaches are accessed with the statistical, analytical and comparative methods. The study examines the 30 first pages of Vietnamese novel *Búp Sen Xanh* (Son Tùng, 1983) and its English translation *The Green Lotus Bud* (Phan Thanh Hào, Diane Fox, & Kate Jellema, 2023). The findings reveal that explicitation is frequently used in translating culturally or ideationally embedded passages. Meanwhile, to preserve stylistic aesthetics and avoid redundant expressions, implicitation is a preferred choice. The results also show that levels of explicitness in translation are closely related to cognitive load translators invest to achieve optimal relevance for target readers. Furthermore, this paper demonstrates that cognitive-relevant theoretic model is superior to typological models (Blum-Kulka (1986), Klaudy (2005) in explanatory capacity of translators' decision-making on explicitation and implicitation. In terms of theoretical contribution, this study is hoped to provide a comprehensive model to examine manners and motivations driving translators to employ explicitation and implicitation. With regard to practical contribution, the study encourages translator training programs to pay more attention to cognitively based decision-making during their translation process, which can give great support to translation evaluation.

Keywords: explicitation; implicitation; cognitive effort; relevance theory; cognitive pragmatics.

USING DIGITAL AND AI TOOLS TO ENHANCE ENGLISH SPEAKING SKILLS IN SECONDARY SCHOOL STUDENTS

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In the era of rapid technological advancement, the integration of digital and artificial intelligence (AI) tools into English language teaching presents new opportunities to enhance students' communicative competence. This study investigates how digital and AI-supported applications—such as ChatGPT, ELSA Speak, and Grammarly—can improve English speaking skills among Vietnamese secondary school students. The research employs a mixed-method design, combining quantitative analysis of pre- and post-speaking test scores with qualitative data from classroom observations, student reflections, and interviews with teachers.

Over a six-week instructional period, the experimental group engaged in AI-assisted speaking tasks involving pronunciation feedback, interactive dialogues, and peer collaboration through digital platforms, while the control group followed traditional speaking lessons. Findings indicate that students using digital and AI tools showed significant improvements in pronunciation accuracy, fluency, and confidence when speaking English. Additionally, learners demonstrated higher motivation and greater autonomy in managing their own learning progress.

However, the study also identifies challenges related to uneven access to technology, limited teacher training, and students' dependency on AI-generated feedback. The research suggests that for effective integration, schools should provide technological support, offer professional development for teachers, and raise students' awareness of critical and ethical AI use.

By highlighting both the benefits and constraints, this study provides practical insights into how digital and AI tools can be effectively utilized to promote speaking proficiency and learner engagement in Vietnamese secondary school classrooms.

Keywords: Artificial Intelligence, Digital Tools, Speaking Skills, EFL, Vietnam

ENHANCING THE QUALITY OF ENGLISH TEACHING IN VIETNAMESE SCHOOLS: PRACTICAL SOLUTIONS FOR SUSTAINABLE DEVELOPMENT

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Abstract

English education plays a vital role in preparing Vietnamese students for global communication and lifelong learning. However, despite ongoing reforms, the quality of English teaching in many schools remains limited due to insufficient teacher training, outdated teaching methods, and low technology integration. This paper proposes practical solutions to enhance English teaching quality in Vietnamese schools through four key areas: teacher professional development, learner-centered approaches, technology integration, and supportive learning environments.

Continuous professional development through workshops, peer collaboration, and teacher networks such as VietTESOL helps educators update their knowledge and teaching skills. Learner-centered methods, including project-based and task-based learning, foster creativity, autonomy, and communicative competence. The effective use of digital and AI-based tools—such as Quizizz, Google Classroom, ChatGPT and Grammarly—can personalize learning and increase student motivation when applied with clear pedagogical purposes.

Additionally, building a positive school culture, engaging parents, and organizing extracurricular activities contribute to creating an English-rich environment where students can use the language authentically.

By combining these strategies, this study highlights a sustainable framework for improving English teaching quality in Vietnam. It emphasizes collaboration among teachers, administrators, and families to develop confident, communicative, and globally competent English users for the digital era.

Keywords: English education; teacher professional development; learner-centered approach; technology integration; sustainable development.



DEVELOPING ENGLISH AS A SECOND LANGUAGE IN CAN THO CITY: SUSTAINABLE STRATEGIES FOR LOCAL SCHOOLS

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Abstract

As Vietnam continues to integrate into the global economy, English has become essential for education, communication, and career advancement. In Can Tho City—the heart of the Mekong Delta—the development of English as a second language (ESL) faces persistent challenges such as limited teaching quality, low learner motivation, and insufficient environmental support.

This study proposes a sustainable framework to promote ESL learning in local schools through four key areas: teacher professional development, curriculum innovation, technology integration, and community engagement. Continuous training and learning communities help teachers enhance their pedagogical competence. Creating English-rich environments—such as English clubs, English Days, and bilingual signage—encourages authentic language use. The integration of digital and AI tools, including Duolingo, Quizizz, and ChatGPT, supports personalized and interactive learning experiences.

By applying these interconnected strategies, English education in Can Tho can evolve from grammar-focused instruction to a communicative, technology-enhanced, and culturally responsive practice—contributing to the growth of English as a true second language in both academic and community contexts.

Keywords: English as a Second Language, sustainable education, teacher development, technology integration, Can Tho.



PDCA CYCLE IN ENGLISH LEARNING AUTONOMY AMONG ENGLISH NON-MAJOR STUDENTS AT HANOI PEDAGOGICAL UNIVERSITY 2

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Abstract

In recent years, fostering learner autonomy has become a key objective in English language education, particularly for non-English major students who often lack self-directed learning strategies. This study investigates the application of the PDCA (Plan–Do–Check–Act) Cycle as a practical framework to enhance English learning autonomy among English non-major students at Hanoi Pedagogical University 2. The PDCA model, widely used in quality management and continuous improvement, was adapted to guide students in planning, implementing, evaluating, and adjusting their learning activities. The study employed a mixed-methods approach involving questionnaires, learning journals, and interviews with 80 non-English major students over a 10-week period. Quantitative data were analyzed to measure changes in learner autonomy, while qualitative findings provided insights into students' attitudes and reflections. Results indicate that the PDCA Cycle significantly improved students' self-regulation, goal-setting skills, and motivation in English learning. The findings suggest that integrating the PDCA model into English learning practices offers an effective strategy for promoting autonomous learning, providing implications for both learners and educators in higher education contexts.

Keywords: learner autonomy; PDCA Cycle; English non-major students; self-regulated learning; higher education.



DIGITAL INNOVATION AND LEARNER AUTONOMY IN ESL EDUCATION

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Abstract

The increasing integration of digital innovation has reshaped how learners engage with English as a Second Language (ESL) education. This paper explores the relationship between digital tools and learner autonomy, emphasizing how technology empowers students to take ownership of their learning process. Drawing on classroom observations and interviews with both teachers and learners, the study investigates how online learning platforms, mobile applications, and AI-assisted tools support self-directed learning, goal setting, and reflection. Findings indicate that digital environments encourage higher learner motivation, flexibility, and personalized learning pathways. However, the study also highlights challenges such as varying digital literacy levels, overreliance on technology, and the need for teacher guidance to sustain meaningful autonomy. The paper argues that fostering digital autonomy requires a balanced approach combining technological integration, pedagogical innovation, and critical digital literacy. Recommendations are provided for educators and institutions to design ESL programs that cultivate independent, reflective, and technology-competent learners in the digital age.

Keywords: digital tools; learner autonomy; ESL education; self-directed learning; digital literacy.



APPLYING THE FISHBOWL DISCUSSION TECHNIQUE IN ORGANIZING PROJECT ACTIVITIES IN GRADE 11 ENGLISH CLASSES

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Abstract

This study investigates the application of the fishbowl discussion technique in organizing *Project* activities for Grade 11 students at Phan Ngọc Hiền High School for the gifted, Cà Mau Province. The research is grounded in Brookfield and Preskill's (2005) discussion-based learning framework, which promotes democratic participation, reflective listening, and collaborative meaning-making. It also adapts the implementation steps proposed by Yustiati et al. (2015) in teaching English speaking, emphasizing structured interaction and peer feedback to enhance oral communication. A qualitative descriptive design was adopted, using observation sheets, field notes, recordings, and classroom documentation. Students were divided into inner and outer circles that alternated roles between discussants and observers, while the teacher acted as facilitator, providing guiding questions and evaluation criteria. Findings indicate that the fishbowl strategy fostered a lively and purposeful learning atmosphere, where students actively discussed, reflected, and evaluated their group projects. The structured discussion helped participants express ideas more confidently, exchange feedback respectfully, and collaborate more effectively. Overall, the fishbowl method proved to be an engaging approach that enhanced students' academic speaking competence, critical thinking, and the quality of project outcomes in specialized EFL classrooms.

Keywords: fishbowl discussion, project-based learning, speaking skill, classroom interaction.



A STUDY ON COMMON PROBLEMS OF COHERENCE IN STUDENTS' WRITING

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Abstract

Coherence and cohesion are fundamental to academic writing, yet many students struggle with these concepts. This study investigates common coherence-related issues in essays written by English majors at Hanoi Pedagogical University 2. Using a mixed-methods approach, data were collected from 25 third-year students and two writing instructors through questionnaires, interviews, and document analysis. The findings reveal frequent problems with cohesive devices, subject unity, and paragraph organization. Additionally, most students demonstrated only a surface-level understanding of coherence and cohesion, highlighting the need for more explicit instruction in these areas.

Keywords: academic writing, coherence, cohesion, student writing, essay organization, English majors, mixed-methods research



**INTEGRATING MUSIC, FILM, TALKSHOWS AND PODCASTS
IN ENGLISH LANGUAGE TEACHING: A CASE STUDY
AT A HIGH SCHOOL IN PHU THO PROVINCE**

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Abstract

The proliferation of digital media has expanded the repertoire of resources accessible for English language instruction. In the Vietnamese context, the integration of authentic materials, including music, films, talk shows, and podcasts, has the potential to engage learners with greater efficacy compared to conventional pedagogical approaches. This study investigates the application of these multimedia resources in English language teaching at Cam Khe High School, Phu Tho Province.

A mixed-methods research design was implemented over a twelve-week period, during which seven English teachers incorporated music, films, talk shows, and podcasts into their instructional practices. Data collection encompassed questionnaires, classroom observations, and semi-structured interviews with both teachers and students to evaluate perceptions and learning outcomes.

The results indicate that the incorporation of these multimedia resources enhanced student motivation and active engagement. Students demonstrated marked improvement in listening comprehension and oral communication confidence, attributable to exposure to authentic language input. Teachers reported benefits including enriched cultural context and diversified speaking activities; however, challenges were noted in the selection of suitable content and the effective management of instructional time.

Overall, the findings suggest that carefully selected and thoughtfully implemented multimedia resources can effectively complement traditional instructional methods. By engaging learners through authentic English language examples, these materials enliven classroom practice and foster the development of language proficiency. The study underscores practical implications for teacher professional development and curriculum design, and advocates for the sustained integration of diverse media to enhance English language education in secondary school contexts.

Key words: authentic materials, multimedia, EFL.



INTEGRATING LOCAL CULTURE INTO ENGLISH LANGUAGE TEACHING: CHALLENGES, OPPORTUNITIES, AND PRACTICAL IMPLICATIONS IN BAC LIEU PROVINCE

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Abstract

The integration of local culture into the English Language Teaching (ELT) process has developed gradually relevant in the Vietnamese school setting, particularly since the implementation of 2018 General Education Program. Using a mixed-methods research design, this paper emphasizes on the issues, possibilities, and applications of incorporating Bac Lieu's local culture into English classes at the lower secondary level. Three kinds of data collection were used: classrooms observation, interviews and students' artifacts. Analyzing quantitative data was conducted to value the difference in speaking proficiency among learners' motivation, but qualitative data offered more insights into classroom activities and teacher's perceptions. The results indicate that there is a positive impact on students' confidence, their vocabulary use, and fluency by integrating culture, as it also encourages students' pride in their local individuality. As a result, teachers considered some effectiveness of integration local culture and mentioned some difficulties such as limitation of time, workshops, and the scarceness of culturally based instructional resources. All in all, the research supports the idea that incorporating local cultural content makes English language lessons more meaningful to learners. It ends by giving the implications of curriculum modification, teacher training, and the joint design of material to sustain the ELT in the Bac Lieu Province and with other similar settings to be culturally responsive.

Keywords: local, culture, mixed-methods, ELT, Bac Lieu.

CLIL IN MATHEMATICS TEACHING: A VOICE FROM EXPERTS

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Abstract

Content and Language Integrated Learning (CLIL) has been viewed as an innovative approach to equip students with both competencies and language skills. However, efficient use of CLIL requires specialized training to overcome relevant challenges. This paper aims at exploring the perceptions of English pre-service teachers on different aspects of CLIL including its opportunities, challenges and requirements, along with their readiness to implement CLIL in their teaching practices. The participants of the study were 129 English-major students at a university in the north of Vietnam. They had been introduced to CLIL in advance through several methodology-related courses. Questionnaires and in-depth interviews were used as research instruments in collecting both quantitative and qualitative data, which were then analyzed statistically and thematically, respectively. The results reveal that English pre-service teachers held positive perceptions of CLIL, considering it as an effective way to foster both content and language development. CLIL is believed to enhance student engagement and support language skills. While many participants showed their initial readiness to integrate CLIL in English teaching, they also identified obstacles such as limited teaching time and students' low English proficiency. Also, they emphasized the need for further training to apply CLIL effectively in their future teaching practice. Consequently, the findings suggest that teacher education programs should provide more CLIL-oriented training to enhance pre-service teachers' pedagogical readiness and practical implementation skills.

Keywords: CLIL (Content and Language Integrated Learning), English pre-service teacher, teachers' perceptions of CLIL



DESIGN AND APPLICATION OF AN INTERDISCIPLINARY INTEGRATED LEARNING MODEL IN TEACHING VIETNAM COAST GUARD TERMS

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Abstract

This study investigates the design and implementation of a deeply integrated interdisciplinary learning model specifically developed to enhance the efficacy of professional and legal competency training for officers at the Vietnam Coast Guard (VCG). The proposed pedagogical framework systematically integrates core specialized knowledge, encompassing the provisions of the Vietnam Coast Guard Law 2018 and the 1982 United Nations Convention on the Law of the Sea (UNCLOS 1982), alongside strategic knowledge of maritime geopolitics and advanced naval operational procedures. The primary objective is to construct an in-depth specialized learning module on the mandate and functional roles of the Vietnam Coast Guard. This aims to enable learners not only to attain comprehensive mastery of fundamental concepts and institutional functions but also to cultivate sophisticated international legal reasoning and demonstrate the requisite agility in applying legal stipulations to complex operational scenarios at sea. Preliminary findings from the experimental application indicate that this integrated approach significantly correlates with an enhanced capability among future VCG officers to effectively address intricate legal challenges, thereby concurrently elevating their operational readiness and strengthening their capacity for international cooperation and integration.

Keywords: interdisciplinary, integrated Learning, Competency Development, Maritime Geopolitics, Operational Readiness.



**TEACHING TO DIFFERENCES: DIFFERENTIATED INSTRUCTION
STRATEGIES OF AWARD-WINNING EFL TEACHERS IN THE 2024 NINH BINH
PROVINCIAL CONTEST - A MULTIPLE CASE STUDY**

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Abstract:

Differentiated instruction (DI) has been widely recognized as a prominent pedagogical approach to addressing learner diversity (Tomlinson et al., 2003, Smale-Jacobse, 2019). However, empirical evidence from high school EFL classrooms is till relatively limited, particularly in the Vietnamese context. This paper examines the DI strategies employed by three award-winning high school English teachers in the 2024 Ninh Binh Provincial Teaching Contest. By focusing on exemplary practitioners, the study aims to explore how high-performing teachers translate DI principles into classroom practice. Employing a multi-case study design, the study relies on a triangulation of data sources: lesson plans, classroom observation recordings, and judges' evaluations. The analysis in the light of Tomlinson (2014)'s DI framework reveals that all three teachers used a range of DI strategies, with tiered assignments, scaffolding, flexible grouping, gamification and technology-enhanced assessment tools (e.g., Kahoot, Quizizz) emerging as the most prominent. In addition, content and process differentiation were most favoured across all cases, while product differentiation was less integrated. Cross-case analysis uncovers that although the teachers shared common goals of maintaining student engagement and inclusivity, they differed in the depth, frequency and intentionality of DI application in their classroom practice. The study contributes to the understanding of DI in Vietnamese EFL contexts by highlighting both promising practices and practical constraints, thereby offering implications for teacher training, classroom implementation, and further research into the practice of DI beyond contest settings. (230 words)

Keywords: Differentiated instruction (DI), EFL, strategies, high school, case study



BECOMING RESEARCHERS: A NARRATIVE-BASED REVIEW OF EFL LECTURERS' RESEARCHER IDENTITY DEVELOPMENT IN VIETNAM AND BEYOND

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Abstract

The increasing focus on research activity in policy highlights the need to investigate the development of researcher identity among EFL lecturers, a field that is both promising and underexplored. Drawing from 21 empirical and conceptual studies from Vietnam and comparable international contexts, this narrative-based review offers an interpretive synthesis of how researcher identity has been constructed and negotiated across settings. The synthesis emphasizes the dynamic interplay of meaning, context, and experience that defines lecturers' trajectories toward becoming researchers.

The analysis identified four interconnected dimensions of becoming. The epistemic dimension shows that lecturers see research as a process of meaning-making rather than mere compliance. The inner dimension captures the emotional and reflective work that turns uncertainty into clarity. The ecological-agentive dimension illustrates how lecturers navigate institutional constraints and exert agency via adaptive and creative responses. *Finally, the developmental-relational dimension frames researcher identity as a process that unfolds through interaction with others, especially through mentorship, gendered negotiations, and participation in academic communities.* These dimensions collectively depict researcher identity as a dialogical and developing process, rather than a fixed state. From this standpoint, the review integrates how current studies have framed and examined EFL lecturers' endeavors to develop and maintain their researcher identities amid institutional reform and epistemic inequality. In doing so, it emphasizes identity as a fundamental aspect of meaningful research participation and provides a nuanced understanding of the intricacies, prospects, and obstacles associated with fostering enduring research cultures in higher education.

Keywords: Researcher Identity Development; Teacher-Researcher Identity; Narrative-Based Review; EFL University Lecturers



TEACHERS' ETHICAL CONCERNS AND CLASSROOM POLICIES ON AI USE IN WRITING COURSES

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Abstract

As artificial intelligence (AI) becomes increasingly integral to English language education, AI tools such as ChatGPT and Grammarly have posed complex ethical and pedagogical dilemmas. This study investigates teachers' ethical concerns and classroom policies on AI use in writing **courses** at the tertiary level. Adopting a qualitative research design, this study employs semi-structured interviews with university lecturers to investigate their perceptions, classroom practices, and the extent of institutional support related to AI integration in writing instruction. The findings reveal that while most teachers acknowledge the pedagogical benefits of AI tools such as facilitating feedback and improving writing fluency, they also express serious ethical concerns regarding plagiarism, authenticity, authorship, and unequal access to technology. Moreover, the absence of clear institutional policies often compels teachers to develop their own classroom guidelines, leading to inconsistency in practice.

Keywords: AI, ethical concerns, classroom policies, and writing courses.

TEACHING ENGLISH THROUGH LITERATURE IN SECONDARY SCHOOLS

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Abstract

In recent years, the integration of literature into English language teaching (ELT) at the secondary level has re-emerged as a dynamic and effective approach to developing students' linguistic, cultural, and emotional competencies. Teaching English through literature goes beyond grammar and vocabulary acquisition; it provides authentic linguistic input, promotes critical thinking, and enhances learners' intercultural awareness. Literary texts—such as short stories, poems, plays, and novels—offer meaningful contexts for language learning and encourage learners to interpret, analyze, and reflect on human experiences.

In the Vietnamese secondary school context, this approach aligns closely with the 2018 General Education Program's emphasis on developing communicative competence and learner autonomy. Literature-based instruction motivates students by connecting language with emotion and imagination, making lessons more engaging and personally relevant. Teachers can employ a range of pedagogical strategies, including reader-response activities, role-plays, creative writing, and literature circles, to foster interaction and collaboration in the classroom. Moreover, integrating literature supports the development of 21st-century skills such as empathy, creativity, and critical literacy—skills essential for global citizenship.

However, successful implementation requires professional development for teachers, careful text selection suited to learners' proficiency and interests, and balanced assessment methods. By integrating literary learning with communicative tasks, educators can transform English classrooms into spaces of exploration, where language and culture merge naturally.

Keywords: literature-based language teaching, communicative competence, intercultural awareness, motivation, secondary education, learner autonomy, 21st-century skills.



ADJUST LESSON PLANS TO SUIT CLASSROOM TEACHING HOURS AT HUCE

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Abstract

The current reality of teaching and learning English at Hanoi National University of Civil Engineering is as follows: direct teaching hours in class are very few (30 credit periods/course), the ratio of students to each lecturer is still high (there are classes with over 50 students), the average level of students is lower than required.

From that reality, no matter which coursebook is chosen to teach, the lesson plan must be flexibly adjusted to be able to complete the required content and ensure the output quality of students.

At Hanoi National University of Civil Engineering, from the 2025-2026 school year, the book English File pre-intermediate 4th edition was chosen as the main textbook. The book has 12 units, each unit is clearly designed into 4 lessons. Thus, a course to complete this textbook requires a minimum of 48 sessions (2 hours/session), not including test hours. However, in reality, the direct class time for English at Hanoi National University of Civil Engineering is only 36 sessions (including 6 progress tests).

Therefore, adjusting the teaching plan to suit the reality is a mandatory requirement. This paper will discuss the adjustment of the lesson plan for the English File pre-intermediate 4th edition to best suit the teaching and learning reality at the National University of Civil Engineering, Hanoi.

Keywords: adjust, lesson plan, classroom teaching hours, textbook/coursebook



AI WRITING ASSISTANT: AN EFFECTIVE MEDIUM FOR ACHIEVING WRITING COURSE LEARNING OUTCOMES

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Abstract

In the era of technological advancements, AI tools have been utilized in educational institutions, especially in language classes. This study aims to evaluate the effectiveness of AI assistants in writing classes by employing a mixed-methods approach, which includes a survey questionnaire for 200 second-year English major students and semi-structured interviews with teachers and students. Results showed the alleviation of students' writing anxiety, the various strategies applied by students in different writing stages, and improvement in their writing proficiency. Accordingly, it is recommended to integrate AI assistants, with proper training, in the writing classes to help students achieve the course learning outcomes. The study also promotes further research into the long-term effects of AI assistants on students' academic writing skills.

Keywords: AI, writing proficiency, course learning outcomes.



TRANSLANGUAGING IN ESL CLASSROOMS: A SYSTEMATIC REVIEW OF OPPORTUNITIES, CHALLENGES, AND PEDAGOGICAL IMPLICATIONS

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Abstract

Translanguaging has gained increasing attention in English as a Second Language (ESL) education as a means to leverage learners' full linguistic repertoires for deeper understanding and inclusive participation. Despite its growing recognition, the implementation of translanguaging remains limited. This study systematically reviews 16 peer-reviewed empirical studies published between 2015 and 2025 to synthesize the challenges, opportunities, and pedagogical implications of translanguaging in ESL contexts. Guided by PRISMA 2020 procedures, thematic analysis of the selected studies reveals that translanguaging facilitates language comprehension, learner confidence, identity affirmation, and collaborative interaction. However, key challenges include restrictive English-only policies, inadequate teacher training, misaligned assessment systems, and limited curricular support. The review underscores the need for systemic reforms in teacher education, curriculum design, and assessment frameworks to legitimize translanguaging as a pedagogical principle rather than an optional strategy. It also highlights directions for future research, including longitudinal and digital-learning studies, to further explore translanguaging's transformative potential in multilingual education.

Keywords: Translanguaging, ESL, multilingual

APPLYING THE FLIPPED CLASSROOM MODEL TO OPTIMIZE TEACHING AND LEARNING TIME IN THE CLASSROOM

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Abstract

In the context of the strong development of artificial intelligence, the application of AI tools in teaching and interpretation is opening up many new approaches to improve training efficiency. Classroom learning time is increasingly limited, while the amount of knowledge and capacity requirements of students is increasing. The Flipped Classroom (FC) model is considered a solution to help lecturers spend more time on discussion, practice and develop students' thinking capacity. The flipped classroom model has contributed to fundamentally changing the structure of traditional teaching methods, and at the same time brought a new approach in the process of innovating teaching methods in the current educational context. The article focuses on comparing the flipped classroom model with the traditional classroom model, on the basis of synthesizing and analyzing relevant research documents, combined with the theory of "Learning Tower", the author proposes a number of recommendations to improve the effectiveness of applying the flipped classroom model in foreign language teaching at higher education institutions. The research results show that the application of this model to teaching contributes to the development of learners' thinking and self-learning capacity. Thereby optimizing the teaching and learning time in class for both lecturers and students.

Keywords: Flipped Classroom, foreign language, Learning Tower, teaching methods, thinking capacity

**A CRITICAL DISCOURSE ANALYSIS OF SPEECHES ON CLIMATE CHANGE
BY THE REPRESENTATIVES OF THE UNITED STATES AND INDIA
AT THE COP20 UNITED NATIONS CONVENTIONS**

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Abstract

This study employs a mixed analytical framework combining Critical Discourse Analysis (CDA) and Systemic Functional Grammar (SFG) to examine speeches on climate change delivered by representatives of the United States and India at the COP20 United Nations Climate Change Conference held in 2014. By integrating Fairclough's CDA model with Halliday's SFG, the analysis investigates how linguistic choices, rhetorical strategies, and ideological positions construct each nation's climate change discourse. The study explores textual features (transitivity, modality, and nominalization), discursive practices, and socio-political contexts to reveal how power, responsibility, and national interests are negotiated. Findings indicate that U.S. speeches emphasize technological innovation and global leadership through agentive language, while India's discourse foregrounds equity, historical responsibility, and developmental priorities using relational processes and modal expressions. This comparative analysis underscores divergent ideological stances and their implications for international climate policy and cooperation.

Keywords: Climate change, Critical Discourse Analysis, Systemic Functional Grammar, COP20, United States, India

EVALUATING ELSA SPEAK AS A SCAFFOLDING TOOL FOR SPEAKING ASSESSMENT AT AN EFL HIGH SCHOOL IN CAN THO CITY

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Abstract

The growing use of Artificial Intelligence (AI) in English language learning has created new possibilities for formative speaking assessment and learner autonomy. Among various AI tools, ELSA Speak offers immediate, automated feedback on learners' pronunciation, fluency, and intonation. This study aims to evaluate ELSA Speak as a scaffolding tool for speaking assessment in an EFL high school context in Can Tho City, Vietnam. Grounded in Vygotsky's Sociocultural Theory, which emphasizes mediated learning and scaffolding within learners' Zones of Proximal Development, the research investigates (1) how reliable ELSA's speaking evaluations are compared with those of human teachers, and (2) how students perceive and respond to ELSA's feedback during their speaking practice. A mixed-method design was employed with 42 grade 12 students at Thoi Long High School. Students completed two speaking tasks, which were independently rated by ELSA Speak and two experienced English teachers using a rubric adapted from the IELTS Speaking Band Descriptors. Quantitative data were analyzed to determine inter-rater reliability between ELSA and teacher scores, while qualitative data from questionnaires and semi-structured interviews explored learners' experiences with AI-generated feedback. Preliminary results suggest that ELSA provides consistent ratings in pronunciation and fluency but is less accurate in grammar and lexical areas. Students generally appreciated ELSA's detailed and immediate feedback, although some found it limited in terms of personalization. The findings highlight the potential of ELSA Speak as a reliable and supportive scaffolding tool for formative speaking assessment in EFL classrooms.

Keywords: ELSA Speak, scaffolding, AI feedback, reliability, EFL learners, speaking assessment



**TEACHERS' BELIEFS AND PRACTICES REGARDING AI INTEGRATION
IN TEACHING ENGLISH SPEAKING SKILLS AT PRIMARY SCHOOLS
IN THE RURAL MEKONG DELTA**

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Abstract

In recent years, the integration of Artificial Intelligence (AI) into English language teaching has gained increasing global attention. This study examines Vietnamese primary EFL teachers' beliefs and practices concerning the use of AI-powered tools in teaching speaking skills. While many studies have examined teachers' beliefs about AI in education, only a few of them have focused on how these beliefs are enacted in the rural primary EFL context of the Mekong Delta. Using a qualitative design, data were collected from ten primary school teachers in Trung Hung commune, Can Tho City, through semi-structured interviews and classroom observations, and were analyzed thematically to triangulate beliefs and practices. Findings show that most teachers hold positive beliefs about the role of AI-powered tools in enhancing speaking instruction; however, their practices only partially align with these beliefs due to time constraints, limited training, and curricular demands. The study highlights the need for professional development programs that help teachers effectively integrate AI into speaking lessons and contribute to a better alignment between beliefs and practices in rural EFL settings.

Keywords: AI integration, Teacher beliefs, Speaking instruction, Rural education, Mekong Delta.



SCENARIO-BASED ASSESSMENT: A NEW DIRECTION IN ASSESSING ENGLISH FOR TEACHING PURPOSES

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Abstract

Traditional English proficiency tests often overlook how teachers actually use language in classroom situations. To address this gap, Scenario-Based Assessment (SBA) offers a more realistic and meaningful way of evaluating English for Teaching Purposes (ETP). In SBA, test-takers engage in simulated teaching scenarios that require them to interpret, respond, and reflect - much like they would in real classrooms.

This presentation introduces the concept and potential of SBA in assessing teachers' English. It builds on key frameworks such as Purpura's (2016) cognitive and communicative view of language ability, Kunnan's (2004, 2018) principles of fairness, and Carless's (2007, 2015) learning-oriented assessment. Together, these ideas highlight SBA's ability to combine authenticity, validity, and professional relevance.

Examples from previous studies (e.g., Chapelle & Voss, 2016; Watanabe et al., 2021) show that SBA tasks can reveal how teachers understand classroom contexts, use appropriate language, and think critically about their responses. By connecting assessment to authentic teaching practice, SBA not only measures teachers' English proficiency but also supports their professional growth.

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



COMICS AS CREATIVE GRAMMAR PRACTICE FOR LOW-LEVEL LEARNERS

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Abstract

Teaching grammar to low-level learners can be challenging because many students struggle to understand abstract rules or feel bored when grammar is taught in isolation. As Lightbown and Spada (2013) note, too much focus on explanation may increase learners' cognitive load and reduce motivation. To make grammar more meaningful and enjoyable, teachers can use creative and visual methods that connect form with real communication. Comics are one effective option. They combine pictures and language to tell stories, helping students see how grammar works in real situations. Cary (2004) points out that comics "bring language to life through context, humor, and emotion," while Liu (2004) shows that they can improve learners' understanding and memory.

This presentation shares a practical way to use comics in grammar teaching for low-level learners. It describes three stages: first, modeling target grammar through short sample comics; second, guiding students to work in pairs or small groups to create their own short stories; and third, assessing their work with rubrics that include both accuracy and creativity. By turning grammar practice into storytelling, the approach helps students enjoy learning, feel more confident, and take ownership of their language use.

Keywords: grammar teaching, comics, low-level learners



BUDDYPUPPY: A MIXED-METHODS EVALUATION OF AN ELL APP FOR ASD SOCIO-COMMUNICATIVE GROWTH

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Abstract

Children with Autism Spectrum Disorder (ASD) often experience significant challenges in language acquisition, communication, and social interaction. Most existing English language learning (ELL) applications fail to address these specific socio-communicative barriers and frequently use overstimulating visual designs unsuitable for children with ASD. This study aimed to design and evaluate *BuddyPuppy*, a sensory-friendly ELL application tailored for children with ASD, integrating both linguistic and social development components. A mixed-methods approach was employed, beginning with a survey of 50 parents and teachers in Hanoi, which identified socio-communicative skills as the primary challenge and highlighted the need for integrated social content. Based on these findings, *BuddyPuppy* was developed using soft color tones (blue, green, light yellow) and incorporated two evidence-based strategies: the Picture Exchange Communication System (PECS) and Social Stories (CCXH). The application was piloted for one month with 10 children aged 7–12. Quantitative pre- and post-tests, supported by qualitative interviews, demonstrated significant improvement in core functional skills. Specifically, 80% of participants showed enhanced communication ability, 60% improved in social interaction, and overall mean scores increased, particularly in Communication (+1.6 points) and Social Skills (+1.0 points). These results indicate that *BuddyPuppy* is an effective assistive technology tool that not only enhances English learning but also promotes communication, social engagement, and sensory comfort. The study underscores the potential of inclusive, technology-based interventions to support holistic development and social inclusion for children with ASD in Vietnam and beyond.

Keywords: Autism Spectrum Disorder (ASD); English Language Teaching (ELT); PECS; Social Stories; Communication Skills; Technology

ENGLISH PRE-SERVICE TEACHERS' PERCEPTIONS OF CLIL

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Abstract

Content and Language Integrated Learning (CLIL) has been viewed as an innovative approach to equip students with both competencies and language skills. However, efficient use of CLIL requires specialized training to overcome relevant challenges. This paper aims at exploring the perceptions of English pre-service teachers on different aspects of CLIL including its opportunities, challenges and requirements, along with their readiness to implement CLIL in their teaching practices. The participants of the study were 129 English-major students at a university in the north of Vietnam. They had been introduced to CLIL in advance through several methodology-related courses. Questionnaires and in-depth interviews were used as research instruments in collecting both quantitative and qualitative data, which were then analyzed statistically and thematically, respectively. The results reveal that English pre-service teachers held positive perceptions of CLIL, considering it as an effective way to foster both content and language development. CLIL is believed to enhance student engagement and support language skills. While many participants showed their initial readiness to integrate CLIL in English teaching, they also identified obstacles such as limited teaching time and students' low English proficiency. Also, they emphasized the need for further training to apply CLIL effectively in their future teaching practice. Consequently, the findings suggest that teacher education programs should provide more CLIL-oriented training to enhance pre-service teachers' pedagogical readiness and practical implementation skills.

Keywords: CLIL (Content and Language Integrated Learning), English pre-service teacher, teachers' perceptions of CLIL



LEARNING THE WORLD THROUGH ENGLISH: BUILDING FOUNDATIONAL KNOWLEDGE AND GLOBAL COMPETENCE IN PRIMARY EDUCATION

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Abstract

As Vietnam advances toward international integration, English is no longer just a school subject but a gateway to global knowledge and communication. This presentation discusses how two book series *Global Maths* and *Global Science* 1-5 – Vietnam Education Publishing House - were designed and developed to help primary students “learn the world through English.” By learning fundamental concepts in Mathematics and Natural Science using English, students simultaneously build language competence and global awareness. The presentation shares insights into how the two series aligns with the goals of the 2018 General Education Program while promoting curiosity, intercultural understanding, and inquiry-based learning. It also reflects on how content-based English education can cultivate the foundational literacies and mindsets needed for lifelong learning. The session aims to inspire educators to view English not merely as a foreign language, but as a bridge to a broader, and interconnected world of knowledge.

Keyword: global competence, 2018 General Education Program, English education, content-based



NATIVE-SPEAKERISM: VOICES FROM VIETNAMESE TEACHER STUDENTS

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Abstract

The spread of English as an international language has led to changes in terms of socio-economic factors, which have, in turn, given rise to the pervasive ideology of native-speakerism. Characterized by the belief that native speakers embody a 'Western culture' from which the ideals of both the English language and English language teaching methodology originate, native-speakerism has profound implications for ELT (Holliday, 2006). In response to the pressing academic inquiries generated by these shifts, extensive research has probed into the attitudes of both learners and instructors towards native-speakerism (Choi, 2006; Kim, 2003; He & Miller, 2011; Ng, 2018). However, little attention has been drawn to bridge the research gap in Vietnamese context, especially to investigate EFL learners' stances. This research seeks to address this gap by investigating EFL learners' attitudes towards native-speakerism and find out possible similarities and differences. A total of 88 university students participated in this research, which employed a combination of questionnaires and interviews as data collection methods. The findings of this study not only underscore the prevalence of native-speakerism within the EFL learner community but also illuminate the necessity of equipping Vietnamese EFL learners with intercultural competence to navigate the complexities of English in a globalized world.

Keywords: native-speakerism; EFL learners; attitudes; intercultural competence; Vietnamese context.



APPLYING NEW TECHNOLOGY IN TEACHING ENGLISH AT MILITARY SCHOOLS AND UNIVERSITIES

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Abstract

In the context of the Industrial Revolution 4.0 and digital transformation taking place strongly in education and training, the application of new technology in English teaching at military schools and universities has opened up many opportunities to innovate methods and improve training efficiency. This study aims to survey the current situation and evaluate the effectiveness of using modern technologies in the process of teaching military English. The research method includes a survey of 120 students and 40 lecturers at 8 schools and universities, combined with in-depth interviews and content analysis. The results show that the application of technology contributes to enhancing interactivity, self-learning ability, and interest of learners, while supporting the development of English communication skills in specialized contexts. However, factors such as limitations in technical infrastructure, information security, and digital capacity of lecturers remain significant challenges. The report proposes a number of blended learning models suitable for the characteristics of the military, along with a strategy to foster pedagogical technology capacity for lecturers.

Keywords: technology, artificial intelligence, English teaching, military university, blended learning, digital transformation.

INTEGRATING GENERATIVE AI INTO ACADEMIC WRITING: INSIGHTS FROM UNIVERSITY STUDENTS' EXPERIENCES AND ATTITUDES

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Abstract

The rapid integration of Generative Artificial Intelligence (GenAI) into education has transformed how students approach academic writing tasks. This study investigates university students' perceptions of the expected roles, advantages, and barriers associated with GenAI-assisted academic writing. A total of 168 university students from different academic years and proficiency levels participated in the research. Data were collected through questionnaires and semi-structured interviews. The questionnaire aimed to explore students' attitudes and experiences with GenAI tools, while the interviews provided in-depth insights into their perceptions and challenges. Quantitative data from the questionnaire were analyzed using descriptive statistics, and qualitative data from the interviews were thematically analyzed to identify recurring patterns and perspectives. The findings reveal that learners are aware of the supportive roles of GenAI tools in academic writing, particularly in enhancing their linguistic knowledge, generating creative ideas, and improving writing quality. However, the participants also identified several challenges, including concerns about data security, overreliance on technology, and a potential decline in higher-order thinking skills. The study suggests that while GenAI tools can serve as valuable aids in academic writing, their integration should be guided by clear pedagogical frameworks that promote ethical use and critical engagement rather than passive dependence.

Keywords: Generative Artificial Intelligence (GenAI); academic writing; student perceptions; ethical use; higher education.

THE PERCEPTIONS OF TEACHERS ABOUT THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING AND LEARNING AT A GIFTED HIGH SCHOOL

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Abstract

As Artificial Intelligence (AI) continues to evolve and reshape various sectors, its integration into education, particularly in English language teaching and learning (ELTL), has drawn increasing scholarly attention. This study investigates the perceptions of ten English teachers at a gifted high school regarding the use of AI tools and technologies in their teaching practices, both inside and outside the classroom. Using qualitative data collected through semi-structured interviews, the research explores teachers' attitudes, levels of awareness, perceived benefits, challenges, and concerns related to AI integration in ELTL. The findings reveal that while teachers recognize AI's potential to enhance efficiency, creativity, and personalization in teaching, they also express apprehensions about accuracy, overreliance, and ethical implications. Participants reported mixed emotional responses, such as satisfaction, excitement, and stress relief when AI reduced workload, alongside frustration, anxiety, and uncertainty when facing system errors or limitations. To manage these experiences, teachers adopted coping strategies including prompt refinement, mindfulness practices, peer collaboration, and balancing AI use with traditional teaching methods. Challenges related to digital literacy, financial constraints, and data privacy further underscore the complexity of AI adoption in educational contexts. Overall, the study emphasizes the need for ongoing professional development to enhance teachers' AI literacy, institutional and technical support to promote equitable access, and clear ethical guidelines to ensure responsible use. These findings offer valuable insights for policymakers, curriculum designers, and teacher educators seeking to integrate AI meaningfully and sustainably into English language teaching and learning.

Keywords: Artificial Intelligence; English language teaching; teacher perceptions; benefits and challenges; emotional responses



LINGUISTIC AND SYMBOLIC COMPONENTS IN ENGLISH AND VIETNAMESE HAPPINESS AND SADNESS IDIOMS FROM A CONTRASTIVE PERSPECTIVE

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Abstract

This study examines the linguistic and symbolic components of English and Vietnamese idioms expressing happiness and sadness, employing a contrastive analysis approach. A total of 91 English idioms and 72 Vietnamese idioms were analyzed, focusing on the identification and categorization of image schemas and symbolic elements. The quantitative findings revealed notable differences in the frequency of image categories across both languages. For instance, in English idioms, body parts and animals were the most prevalent image schemas, while in Vietnamese idioms, natural phenomena and body parts were more dominant. The study also found that while certain cognitive patterns, such as the association of emotions with bodily experiences, were shared across both languages, cultural factors significantly influenced idiomatic expressions. The analysis demonstrated that, although there are universal cognitive elements in how happiness and sadness are conceptualized, each language reflects unique cultural values and historical contexts.

Keywords: idioms, happiness, sadness, image schemas, cross-cultural communication



INNOVATIVE APPROACHES TO TEACHING ESL IN PRIMARY SCHOOLS

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Abstract

The teaching of English as a Second Language (ESL) in primary schools has become increasingly important in today's globalized world. Early exposure to English helps children develop linguistic competence, cognitive flexibility, and intercultural understanding. However, teaching young learners presents unique challenges, including short attention spans, diverse learning styles, and limited resources. To address these issues, educators must adopt innovative, learner-centered methods that make language learning engaging and meaningful.

This essay explores a variety of modern approaches to ESL instruction for young learners. Communicative Language Teaching (CLT) and Task-Based Learning (TBL) encourage authentic communication and problem-solving. Game-based and story-based activities use creativity and imagination to sustain motivation, while Project-Based Learning (PBL) promotes collaboration and critical thinking. The integration of art, music, and drama further enhances self-expression and emotional engagement.

Technology also plays a transformative role in ESL education. Digital tools, interactive applications, and AI-based feedback systems can personalize instruction and make lessons more dynamic. Yet, technology should complement-not replace-the teacher's role as a facilitator and motivator. Ultimately, effective ESL teaching in primary schools requires innovation, empathy, and cultural awareness. Teachers must continually reflect on their practice, embrace inclusivity, and create positive learning environments where children feel safe to experiment with language. When English learning becomes joyful and purposeful, it empowers young learners to connect globally and develop into confident, open-minded communicators.

Keywords: English as a Second Language(ESL), Primary education, Innovative teaching methods, Young learners, Task-based learning, Technology in education, Cultural awareness.



**THE IMPACTS OF SYSTEMIC FUNCTIONAL LINGUISTICS (SFL)
ON MATERIAL DEVELOPMENTS OF ENGLISH FOR SPECIFIC PURPOSES
OF INTERNATIONAL STUDIES**

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Abstract

This action research investigates how the principles of Systemic Functional Linguistics (SFL) can serve as guidelines in developing learning materials that facilitate meaning-making in context for English for Specific Purposes (ESP) in the field of International Studies. The study was conducted with a class of International Studies students at the Department of English for Specific Purposes, Hanoi University, with data collected from ten volunteer participants (n=10). The intervention involved material design and development, particularly by adapting existing materials and integrating an SFL-informed approach that aligns with the participants' needs, English proficiency levels, and learning contexts. Findings from participant feedback and classroom observations indicate that the newly adapted materials were more positively received and resulted in improved learning outcomes. While SFL extends beyond material design, this small-scale study highlights its potential for broader application within ESP. It also offers pedagogical implications for general English Language Teaching (ELT), suggesting that learner needs should remain the central driver of curriculum development.

Keywords: SFL, ESP, curriculum design

LEARNING TO TEACH WITH AI: PRE-SERVICE ESL TEACHERS' PROFESSIONAL DEVELOPMENT EXPERIENCES

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Abstract

The recent growth of artificial intelligence (AI) tools is changing how English language teachers learn and develop professionally. This mixed-methods study explores how pre-service ESL teachers view and use AI in their professional development course at a Vietnamese university, drawing on survey responses from 30 participants and their personal journal entries. The survey probes their AI literacy, attitudes, reflective practices, views on its benefits, and ethical concerns. Meanwhile, the journals contain personal stories that reveal how AI tools influenced their learning and sense of identity as teachers. While the survey data will identify overall trends, the journal analysis is expected to uncover key themes. Bringing together both data sources provides a deeper understanding of how AI supports or challenges reflective practice in pre-service teacher education. Findings are expected to show that AI, when used critically and reflectively, can serve as both a teaching tool and a mirror for shaping a teacher's identity. The study concludes with recommendations for integrating AI literacy and reflective storytelling into ESL teacher-education programmes.

Keywords: Artificial intelligence (AI), teacher professional development, narrative journal, pre-service ESL teachers



THE IMPACTS OF COLLABORATIVE WRITING ON EFL STUDENTS' PARAGRAPH WRITING PERFORMANCE

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Abstract

Writing is considered the most challenging skill by English as a Foreign Language (EFL) students. These students encounter various kinds of problems in their writing process, from generating ideas to revising their tasks. Previous studies reveal that collaborative writing could bring students numerous benefits regarding their writing performance. The present study was conducted to examine the impacts of collaborative writing on EFL students' paragraph writing performance and investigate their attitudes toward using collaborative writing in learning English writing. This research followed a mixed-method design in which a combination of a quasi-experimental study and a descriptive study, which lasted 15 weeks and was conducted with the participants of 80 EFL tenth-grade students in a high school context. Three research instruments namely the writing tests (pre-and post-test), questionnaires, and semi-structured interviews were employed in this study. The results showed an improvement in EFL students' paragraph writing performance after they had experienced collaborative writing. Moreover, the majority of EFL students also showed their highly positive attitudes towards using collaborative writing in learning English writing. Finally, the suggested pedagogical implications of using collaborative writing in learning English writing are hoped to contribute to the innovation of teaching writing in the context of high school in the Mekong Delta of Vietnam.

Keywords: *paragraph writing, collaborative writing, EFL student' attitudes*



INNOVATION FROM SMALL CLASSROOMS – EXPERIENCES IN IMPROVING ENGLISH TEACHING QUALITY IN RURAL AREAS OF VIETNAM

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Abstract

In rural areas of Vietnam, where educational resources are often limited and students come from diverse ethnic backgrounds such as Kinh, Hoa, and Khmer, English teaching faces both challenges and opportunities. This paper presents classroom-based experiences from My Thuan A Primary School, Can Tho City, illustrating how small but meaningful innovations can improve English teaching quality and student engagement. Grounded in communicative and learner-centered approaches, the teacher integrates real-life contexts, bilingual scaffolding, and local culture into daily lessons. Instead of rote repetition, students participate in interactive dialogues, role plays, and hands-on vocabulary learning with real objects. For ethnic minority learners, the use of mother tongue as a bridge to English helps reduce anxiety and enhances understanding. The study also highlights effective low-cost strategies such as thematic lesson design (“My Family,” “At the Market”), active learning games, student-created projects (English diaries, drawings), and family-connected tasks to strengthen home-school engagement. Group work and peer collaboration are emphasized to maintain participation in large classes. The results demonstrate that when English is taught through joy, communication, and real-life relevance, rural students become confident, motivated learners. The paper concludes with practical recommendations for teachers, schools, and local authorities—focusing on flexible bilingual teaching, resource sharing, community-based English clubs, and experiential training for teachers. Ultimately, even small classroom innovations can plant the seeds of hope, helping children in disadvantaged regions not only learn a language but also believe in their ability to connect with the wider world.

Keywords: Rural Education; English Teaching; Bilingual Approach; Learner Engagement; Classroom Innovation.

A MIXED-METHODS INVESTIGATION OF VIETNAMESE PRIMARY TEACHERS' PERCEPTIONS OF TASK-BASED LEARNING IN CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) CONTEXTS IN HANOI

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Abstract

This study investigates how Vietnamese primary school teachers in Hanoi, Vietnam, perceive and interpret the integration of Task-Based Learning (TBL) within Content and Language Integrated Learning (CLIL) classrooms. It aims to provide an empirically grounded understanding of teachers' beliefs, contextual constraints, and pedagogical reasoning in implementing task-based approaches. Drawing on an embedded mixed-methods design, the study first employs a structured questionnaire to examine teachers' perceived effectiveness, self-efficacy, institutional support, implementation frequency, perceived challenges of TBL in CLIL contexts, as well as the influence of background variables such as teaching experience, type of school, and training history. Quantitative findings will be complemented by open-ended responses that explore teachers' rationales, reflections, and interpretations of TBL integration in CLIL lessons. The analysis will focus on identifying patterns of perception and the interplay between individual and institutional factors that shape classroom practices. By combining statistical and thematic insights, the research is expected to reveal the extent to which TBL principles are recognized, adapted, or resisted in the Vietnamese CLIL context. Ultimately, the study seeks to contribute to the growing body of research on teacher cognition and pedagogical innovation in Asian EFL settings, offering implications for teacher education and curriculum design in bilingual primary education.

Keywords: Task-Based Learning; CLIL; teacher perceptions; mixed methods; primary education



RISE MODEL IN FORMATIVE ASSESSMENT FROM EFL SECONDARY SCHOOL TEACHERS' PERSPECTIVE IN THE MEKONG DELTA

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Abstract

Formative assessment in general, peer feedback and self-evaluation in particular play very crucial roles in shaping students' capacities and achievements in EFL classes (Zepada, 2023). One of the most widely used model is the RISE Model, a model for peer feedback and self-evaluation (Wray, 2013). This model is widely used in variety of subjects, universities, institutes all over the world. However, the application of this model in Vietnam is limited, especially in English. Employing qualitative case as a research design, this study investigated the perception of EFL teachers in secondary schools in the Mekong Delta in the use of the RISE Model in the teaching practices. The results from the interviews of 6 EFL teacher show that they have positive perception about the applicability of the model in the Vietnamese teaching context. Based on the principle of Rational Choice Theory (RCT) and Ecological System Theory, the reasons why the 6 participants apply this model are mentioned and the study suggest that there should be a linear agreement in the educational ecosystem to apply the model effectively.

Keywords: RISE Model, peer feedback, self-evaluation, EFL teachers' perception



**ACTIVATING SCHEMATA AND SUPPORTING MENTAL MODEL
CONSTRUCTION THROUGH MULTIMODAL STORYTELLING:
A DISCOURSE ANALYSIS OF STORYLINE ONLINE READ-ALOUDS
FOR YOUNG EFL LEARNERS**

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Abstract

This study investigates how multimodal storytelling (comprising narration, visuals, subtitles, gesture, and sound effects) in *The Fable Cottage* read-alouds can support young EFL learners in activating schemata and constructing coherent mental models of narrative. Drawing on a multimodal discourse analysis combined with schema theory, three selected stories (*Snow White*, *The Fox and the Crow*, *The Bear and the Bee*) were sampled at critical narrative moments for close analysis. The analytical lens focuses on how multimodal cues (lexical, prosodic, visual, gestural) signal background knowledge frames and scaffold inferential reasoning. The findings show that multimodal alignment contributes to more robust comprehension: formulaic language, synchronized visual cues, and prosodic emphasis help learners access familiar narrative templates, while real-time shifts in tone, imagery, and pacing support causal chaining and emotional inference. Pedagogically, the study argues that integrated storytelling materials can lower comprehension barriers for young listeners, foster predictive engagement, and serve as a model for multimodal scaffolded listening curricula in EFL contexts.

Keywords: multimodal storytelling, schema activation, background knowledge, EFL



AUTOMATED ASSESSMENT WITH CHATGPT: A CASE STUDY FROM QUANG NAM UNIVERSITY

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Abstract

The integration of AI-driven tools is transforming educational activities, especially in automated assessment. This study explores the effectiveness of ChatGPT in automated assessment at Quang Nam University. Using a mixed-methods approach with data from 60 students in the Department of Foreign Languages, the research examines ChatGPT's accuracy, consistency, and efficiency in grading. Findings show that ChatGPT provides fair, reliable, and constructive feedback, enhancing learning outcomes and reducing teachers' workload. Over 95% of students valued its objectivity and timely responses. However, the tool still faces challenges in assessing subjective or emotion-based tasks requiring human judgment. Overall, ChatGPT proves to be a promising tool for improving assessment quality, promoting fairness, and supporting innovation in education.

Keywords: AI; automated assessment; ChatGPT; grading tool; Quang Nam University



GAMIFICATION IN ENGLISH TEACHING: ENHANCING MOTIVATION AND LEARNING OUTCOMES FOR LOWER SECONDARY STUDENTS

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Abstract

This abstract explores the integration of gamification strategies into English as a Foreign Language (EFL) instruction for lower secondary students, aiming to investigate its potential in boosting learner motivation and improving academic performance. Traditional EFL classrooms often face challenges in maintaining student engagement, leading to passive learning and suboptimal retention of language skills. Gamification, which involves applying game-design elements and game principles in non-game contexts, offers a promising pedagogical approach to address these issues. This study hypothesizes that by incorporating elements such as points, badges, leaderboards, quests, and immediate feedback into English language activities, students will exhibit higher levels of intrinsic motivation, active participation, and ultimately, better learning outcomes in vocabulary acquisition, grammar comprehension, and communicative competence.

The theoretical framework underpinning this research draws upon Self-Determination Theory (SDT), which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation, all of which can be effectively nurtured through gamified learning environments. Furthermore, the study considers the cognitive benefits associated with playful learning, including enhanced problem-solving skills, critical thinking, and reduced language anxiety. A review of existing literature suggests a growing body of evidence supporting the positive impact of gamification across various educational settings, though specific applications within the Vietnamese EFL lower secondary context warrant further focused investigation. This research will contribute to a deeper understanding of how gamification can be strategically designed and implemented to create dynamic, engaging, and effective English language learning experiences for young adolescents in Vietnam, offering practical implications for educators and curriculum developers.

Keywords: Gamification, EFL, English teaching, motivation, learning outcomes, lower secondary students, engagement, Self-Determination Theory.

EMOTIONAL RESILIENCE AMONG EFL TEACHERS DURING CURRICULUM REFORM IN VIETNAM: A NARRATIVE INQUIRY

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Abstract

Curriculum reform often requires not only teaching adaptation but also emotional adjustment from teachers (Yang & Sato, 2025). However, little attention was paid to it, especially during ELT reform in Vietnam. Hence, this study investigates how emotional resilience functions as a buffer against burnout among English as a Foreign Language (EFL) teachers during the implementation of the 2018 General Education Curriculum in Vietnam. Drawing on semi-structured interviews with twelve EFL teachers working in under-resources in the Mekong Delta, this qualitative inquiry applies thematic analysis to explore how teachers experience, manage, and transform emotional challenges throughout the reform process. Findings reveal that the reform significantly influences teachers' emotional labor, manifested through increased workload, conflicting expectations, and the need to maintain enthusiasm despite fatigue or doubt. However, teachers with strong emotional resilience—characterized by adaptive coping, optimism, reflective practice, and collegial collaboration—could sustain motivation and reduce symptoms of emotional exhaustion. Emotional resilience emerged as a crucial protective factor that transforms stress into professional growth, enabling teachers to maintain commitment and emotional balance. The study highlights the need for institutional support and teacher education programs that incorporate resilience-building strategies to promote teacher well-being and sustain reform success.

Keywords: EFL, teachers' emotional resilience, Vietnam, curriculum reform, teacher agency, teacher self-efficacy, professional development.

FACTORS INFLUENCING LECTURERS' INTENTION TO USE GENERATIVE ARTIFICIAL INTELLIGENCE IN BLENDED LEARNING: A STUDY IN HANOI

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Abstract

In the era of the 4.0 Industrial Revolution, Artificial Intelligence (AI) has become a driving force for innovation across various sectors, especially in higher education. With the rise of new learning technologies, Blended Learning (BL), which integrates traditional and digital instruction, has gained significant attention. Generative Artificial Intelligence (GenAI) has emerged as a powerful tool that offers great potential to assist lecturers in designing teaching materials, personalizing assessments, and enhancing learner engagement. However, limited research has examined lecturers' intention to use GenAI in blended learning, particularly in Vietnam. Therefore, this study aims to identify and evaluate the factors influencing lecturers' intention to adopt GenAI in blended learning environments. The scope of this study covers universities within the Hanoi area, with a specific focus on those devoted to foreign language education. The proposed research model is developed based on the Unified Theory of Acceptance and Use of Technology, Technology Acceptance Model as theoretical foundations while integrating Perceived cost, Ethical concern, AI-Tpack, AI-Literacy as significant factors. The study also outlines the research methods and sampling procedures to be employed for data collection and analysis.

Keywords: Generative artificial intelligence (GenAI), higher education, intention to use, blended learning.

**AN EXPLORATORY STUDY ON HIGH SCHOOL ENGLISH TEACHERS'
PREPAREDNESS AND CHALLENGES IN IMPLEMENTING THE ENGLISH-AS-A-
SECOND-LANGUAGE POLICY IN THE MEKONG DELTA**

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Abstract

Vietnam is moving toward implementing the policy of promoting English as a second language (ESL) in schools, emphasizing the key role of teachers in translating policy goals into classroom practice. Many studies have examined the proposed status, effectiveness, and large-scale implementation of this reform. However, few have explored how high school teachers perceive their preparedness, the challenges they face, and the strategies they adopt to address those challenges at the early stage within local contexts. This study investigated high school English teachers' preparedness, perceived challenges, and coping strategies in carrying out the ESL policy at a public school in the Mekong Delta region. A mixed-methods design was employed, including questionnaires and semi-structured interviews with ten teachers. The results revealed that teachers demonstrated a moderate level of preparedness, showing strong commitment to the policy but limited practical readiness in adapting classroom activities and cross-curricular integration. Major challenges emerged from wide variations in students' proficiency, shortages of suitable materials and ongoing training, insufficient collaboration across subject departments, and unclear institutional guidance. To address these issues, teachers displayed initiative in proposing feasible strategies to enhance the practicality and sustainability of policy implementation.

Keywords: English-as-a-Second-Language policy, teacher preparedness, challenges, coping strategies, Vietnamese EFL teachers



EXPLORING EFL LISTENING ENGAGEMENT WITH TED-ED ANIMATION: AN ACTION RESEARCH STUDY

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Abstract

This pilot action research investigated whether a segmented TED-Ed animation could enhance multidimensional listening engagement in an EFL classroom. Nine upper-intermediate learners (CEFR B2) at a private Vietnamese language center participated in two comparable lessons: a baseline with coursebook audio and an intervention integrating the animation within a pre–while–post framework. The intervention integrated segmentation, pause-and-note instruction, and brief structured interaction. A 10-item checklist and field notes from post-lesson discussions were used to look at engagement in behavioral, cognitive, affective, and social ways. The descriptive results showed that all dimensions had higher mean ratings, with the biggest improvements in cognitive and behavioral engagement. Learners said they were able to focus better and understand the main points better, but some said that the fast pace and competition between visual and auditory input were problems. These results indicate that segmented video tasks, when supplemented with guided notes and interaction, can enhance attentiveness and perceived comprehensibility in the short term. However, the limited sample size, dependence on a singular observer, and variations in lesson materials diminish the robustness of the assertions. The study shows that lesson-level design bundles can work in listening pedagogy and points out areas that need to be improved in the next action research cycles.

Keywords: EFL, engagement, listening, multimedia, TED-Ed animation

**INVESTIGATING THE EFFECTS OF COMMUNICATIVE LANGUAGE
TEACHING ON LEARNER ENGAGEMENT IN EFL LISTENING:
AN EXPERIMENTAL STUDY IN VIETNAM**

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Abstract

This quasi-experimental study investigates the effects of Communicative Language Teaching (CLT) on learner engagement in listening within English as a Foreign Language (EFL) classrooms in Vietnam. Engagement, understood as a multidimensional construct encompassing behavioral, cognitive, affective, and social dimensions, remains underexplored in listening pedagogy. Thirty sixth-grade learners were divided into a control group (traditional textbook-based listening) and an experimental group (CLT-based lessons featuring authentic materials, task-based activities, and pair/group interaction). Data were collected through structured classroom observations and learner self-report surveys. Results showed that the CLT group reported significantly higher overall engagement than the control group ($p < .01$). The largest improvements were in affective and social engagement, reflecting enhanced enjoyment, confidence, and peer collaboration. Cognitive engagement also improved, while behavioral engagement rose moderately. The study contributes empirical evidence to the limited body of research connecting CLT with multidimensional engagement in L2 listening. Pedagogically, it demonstrates that authentic, collaborative listening tasks can foster not only comprehension but also active participation and positive classroom dynamics. Limitations include the small sample size and short duration; future research should employ longitudinal, mixed-method approaches across varied learner levels.

Keywords: CLT, learner engagement, EFL listening, experimental study, Vietnam

HARNESSING AI-BASED LEARNING TOOLS TO FOSTER LEARNER AUTONOMY IN EFL CLASSROOMS: A CASE STUDY OF FIRST-YEAR STUDENTS AT THE ACADEMY OF POLICY AND DEVELOPMENT

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Abstract

In recent years, the integration of generative Artificial Intelligence (AI) into language education has reshaped how English as a Foreign Language (EFL) is taught and learned. These rapid developments have created new possibilities for personalized learning, while also raising concerns about student dependence on technology. This study explores how two AI-based tools, ChatGPT and Call Annie, influence learner autonomy among first-year students at the Academy of Policy and Development in Vietnam. Using a qualitative descriptive case study approach, data were collected from 80 undergraduates through questionnaires and semi-structured interviews. The findings show that when AI tools are used under teacher guidance, they help students become more confident, motivated, and self-directed in speaking and writing activities. Students highlighted that real-time feedback from AI improved their language accuracy, vocabulary use, and awareness of revision strategies. At the same time, some reported challenges such as relying too heavily on AI suggestions, losing confidence in their own judgment, and questioning the reliability of generated content. The study emphasizes the importance of teacher scaffolding in turning AI from a shortcut into a meaningful learning partner. Overall, it suggests that when integrated thoughtfully, AI can support learner autonomy while maintaining creativity, critical thinking, and responsible use in EFL classrooms.

Keywords: Learner autonomy, AI-based learning tools, ChatGPT, Call Annie, EFL education.

INTEGRATING CHATGPT-BASED FEEDBACK SYSTEM IN WRITING PEDAGOGY: IMPACTS ON HIGH SCHOOL LEARNERS' AUTONOMY AND PERFORMANCE

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Abstract

The rapid rise of generative artificial intelligence (AI) in education has transformed writing instruction, yet its pedagogical integration remains underexplored, particularly in secondary schools. This study investigates how ChatGPT 5.0, as an AI-based feedback system, influences high school students' writing performance and learner autonomy. Grounded in Sociocultural Theory, Constructivism, and Self-Regulated Learning, the research introduces and validates the AI-Scaffolded Autonomous Writing (A-SAW) model—a framework that conceptualizes AI as a scaffold supporting metacognitive awareness, critical reflection, and independent writing development. Employing a mixed-methods, quasi-experimental design, the study involves 200 Grade 11 students from five rural high schools, divided into experimental (AI-assisted) and control (traditional feedback) groups. Quantitative data from pre- and post-tests and learner autonomy scales will be analyzed through ANOVA, while qualitative insights from interviews, reflective journals, and classroom observations will undergo thematic analysis. The study aims to identify statistically significant differences in writing quality and self-regulation between groups and to illuminate student and teacher perceptions of AI feedback. Anticipated findings suggest that structured AI integration enhances both writing proficiency and autonomy by promoting self-editing, goal setting, and reflective engagement. Theoretically, the research advances understanding of AI as a “More Knowledgeable Other,” while practically, it provides empirically grounded strategies, AI-aligned rubrics, and ethical guidelines for educators. Ultimately, this dissertation offers a timely contribution to responsible, learner-centered AI adoption in writing pedagogy.

Keywords: generative AI, ChatGPT 5.0, learner autonomy, writing performance, self-regulated learning, A-SAW model, mixed-methods research.

EXPLORING EFL PRE-SERVICE TEACHERS' READINESS IN USING AI TOOLS IN ELT METHODOLOGY COURSES

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Abstract

This exploratory study investigates EFL pre-service teachers' readiness and experiences in using artificial intelligence (AI) tools in English Language Teaching (ELT) methodology courses within an undergraduate English teacher education program. Grounded in a four-component framework of AI readiness comprising cognition, ability, vision, and ethics, the research explores how pre-service teachers are ready to use AI tools in their professional preparation. Employing a triangulation design, data were collected through questionnaires and semi-structured interviews with pre-service teachers of English at a university of education. The findings reveal that most participants demonstrate a high level of readiness and familiarity with AI tools, particularly AI-powered applications used for lesson preparation, idea generation, classroom language improvement, and teaching materials development. They also show a positive vision toward integrating AI into microteaching, ELT methodology learning, and assessment. However, despite this enthusiasm, participants express a need for pedagogical guidance from teacher trainers to communicate and evaluate AI-generated content effectively through the lens of ELT methodology. Ethical awareness and critical reflection on AI use remain developing areas. The study highlights the importance of structured support and training in teacher education programs to equip future English teachers with the AI literacy and pedagogical competence for effective teaching.

Keywords: AI readiness, ELT methodology, pre-service teacher education, teacher training



MOTIVATING ACTIVITIES FOR SECONDARY SCHOOL IN THUAN HUNG

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Abstract

The research and practical experiences shared in this paper focus on motivating activities for secondary school students in Thuan Hung, Vietnam, aimed at enhancing English language acquisition. Recent studies have highlighted the importance of interactive and engaging methodologies in the English language classroom. Activities that foster communication, such as role-playing, group discussions, and project-based learning, have shown positive effects on student motivation and language proficiency. Practical insights from teachers in Thuan Hung emphasize the need to adapt lesson plans to the cultural and socio-economic context of the region, ensuring that students find English learning both relevant and enjoyable.

Furthermore, the paper explores the ongoing educational reforms in Vietnam, particularly in the context of English language teaching. The 2018 General Education Program (GDPT) has shifted focus towards competency-based education, promoting student-centered approaches. Innovations in curriculum design, such as integrating digital tools and fostering critical thinking, are being increasingly incorporated into English teaching practices. The discussion also includes challenges faced by teachers in rural areas, such as limited resources and access to professional development, and how these can be addressed to support the national vision for enhancing English education.

Keywords: Motivating activities, English language teaching, secondary school, Thuan Hung, Vietnam, competency-based education, curriculum innovation, teacher development.



INTEGRATING ARTIFICIAL INTELLIGENCE AND PEDAGOGICAL DESIGN TO ACCURATELY EVALUATE IELTS PERFORMANCE AND ENHANCE ENGLISH SKILL ACQUISITION IN THE IELTS SPARTA TEST PRACTICE PLATFORM

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Abstract

This presentation will showcase IELTS Sparta's sophisticated AI and pedagogical design framework, demonstrating how it is applied in real-world educational contexts to empower teachers, engage learners, and redefine how intelligent technology evaluates performance and accelerates English skill acquisition.

In an era where artificial intelligence is transforming education and assessment, there is a growing need for systems that combine technological precision with sound pedagogical design. IELTS Sparta is among the first platforms to integrate AI-powered evaluation with evidence-based instructional methods to both assess and improve English proficiency across all four IELTS components—Listening, Reading, Writing, and Speaking.

Its instant feedback system provides accurate, detailed scoring for Speaking and Writing while also offering specific error identification and personalized advice for improvement. Learners can clearly see their mistakes, understand why they occurred, and receive actionable guidance. This immediate and constructive feedback helps students make targeted adjustments, stay on the right learning path, and progress more effectively—enhancing motivation, engagement, and overall learning efficiency.

The platform's pedagogical framework incorporates deep learning, context-based learning, multi-sensory immersion, the Closure Law, and the Chunking Principle, ensuring that learners develop skills through structured, meaningful, and contextualized practice. The innovative Full Practice Mode immerses students in all four skills through topic-based learning, integrating vocabulary, grammar, pronunciation, and expression in a unified context. Students who complete the intensive one-month training package under this mode have consistently achieved their target band scores in real IELTS exams—demonstrating that IELTS Sparta not only evaluates but also truly enhances language development.

Validated through the Dolphin Academy case study, IELTS Sparta's AI scoring achieves 95% alignment with official IELTS results, confirming both accuracy and reliability.



Keywords: IELTS Sparta; artificial intelligence; pedagogical design; automated feedback; English proficiency assessment.

BRIDGING TRADITIONAL AND DIGITAL PEDAGOGIES: A STUDY ON TECHNOLOGY INTEGRATION IN ENGLISH LANGUAGE TEACHING

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Abstract

The rapid digitalization of education has transformed English language teaching, calling for a balance between traditional classroom methods and technology-enhanced instruction. This study investigates how digital tools can be integrated into existing teaching practices to create engaging, interactive, and effective learning experiences. Combining a literature review with classroom-based research, the study explores university students' attitudes toward the use of technology in English learning. Findings show that 87% of participants prefer using online platforms, ranging from multiple-choice quizzes and vocabulary-matching tasks to sentence-building and reading comprehension exercises which later help increase learners' motivation, participation, and confidence. The integration of digital tools also provides immediate feedback and fosters autonomous learning while maintaining key elements of face-to-face instruction. Despite the benefits, challenges remain, including limited technological resources and the need for ongoing teacher training. The study concludes that bridging traditional and digital pedagogies supports more dynamic, student-centered English learning and reflects the evolving demands of the 21st-century classroom.

Keywords: digital pedagogy; technology integration; English language teaching; learner engagement; formative assessment



ENHANCING THE EFFECTIVENESS OF TEACHING MATHEMATICS IN ENGLISH FOR HIGH SCHOOL STUDENTS: CHALLENGES AND KEY SOLUTIONS

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Abstract

In the context of deep international integration, teaching natural sciences—especially Mathematics—in English has become an inevitable educational requirement, but it also poses many challenges for Vietnam’s education system. This initiative analyzes major difficulties such as limited English proficiency among subject teachers, unequal access to English education in rural areas, lack of standardized bilingual materials, and the dominance of Vietnamese-based assessments. Based on Resolution No. 71/NQ-CP and the National Foreign Language Project 2020–2030 of the Ministry of Education and Training (MOET), the paper proposes comprehensive strategies: teacher retraining, bilingual curriculum design, the “one teacher–one topic” model, development of Math–English clubs, interdisciplinary collaboration, technology integration, and innovative evaluation methods.

The study was implemented with class 12A2 at Phu Cat No. 3 High School, showing that teaching Mathematics in English significantly improved students’ comprehension, engagement, and terminology mastery. The results demonstrate the feasibility and benefits of bilingual education in forming high-quality human resources to meet the nation’s development and integration goals.

Keywords: Bilingual education, Mathematics in English, STEM education, Resolution 71, National Foreign Language Project 2030, Teacher development, Educational reform.



EFL SECONDARY SCHOOL STUDENTS' CHALLENGES IN WRITING ENGLISH: TEACHERS' PERCEPTIONS AND SUPPORTING STRATEGIES

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Abstract

Developing writing skills remains a major challenge for Vietnamese secondary school students learning English as a foreign language. This study aims to explore English teachers' perceptions of students' writing difficulties and examine the instructional strategies they use to support learners. A mixed-methods design was employed, combining quantitative data from questionnaires with qualitative data from semi-structured interviews with EFL teachers.

The results reveal that teachers widely recognize several key difficulties faced by students, including limited vocabulary, weak grammar, poor idea organization, and low revision skills. Vocabulary and grammar were identified as the most serious problems. Although teachers with different teaching experience and qualifications generally agreed on these challenges, slight variations were observed in their views on sentence structure and punctuation.

Teachers reported using a range of strategies such as providing model texts, reviewing grammar, assisting idea generation, and encouraging revision. However, genre-based instruction was found to be less common. Interview findings further highlighted students' lack of confidence, motivation, and the minimal emphasis on writing in summative assessments as factors hindering progress.

Overall, the study underscores the importance of continuous teacher support and contextually relevant pedagogical strategies to enhance students' writing performance and confidence in EFL classrooms.

Keywords: writing skills, EFL, secondary school, teachers' perceptions, teaching strategies, motivation

KAHOOT! APPLICATION IN TEACHING VOCABULARY: A STUDY OF HANOI UNIVERSITY OF CIVIL ENGINEERING STUDENTS

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Abstract

In the era of technological advances, new tools have been created to support language teaching and learning more effectively. Kahoot!, a gamification software, has been working as a powerful tool to improve students' learning outcomes and draw their attention in English lessons. This research paper aims to explore: (1) How the application of Kahoot! in vocabulary learning process influences the vocabulary acquisition of Hanoi University of Civil Engineering students (HUCE students). (2) To what extent HUCE students' self-motivation changes when Kahoot! is exploited in their learning process. A quasi – experimental method with 60 students (30 in test group using Kahoot! and 30 in a control group following the conventional methods) was used and carried out into two cycles. The research data were collected from tests and processed with techniques of descriptive and inferential statistics in each cycle. Kahoot!, with the abilities of providing a real-time feedback, interactive learning games with multimedia intergation, creates a lively, interactive, collaborative learning environment where students find vocabulary activities more exciting, encouraging and enjoyable. The research findings revealed the strong connection between Kahoot! and students' vocabulary memorization and their learning engagement. There was an improvement in students' vocabulary retention and enrichment. Students also engaged in the lessons more actively and motivatedly. This research paper highlights the efficiency and power of game-based learning platform in vocabulary learning in particular and in English learning in general.

Keywords: Gamification, Vocabulary Acquisition, Kahoot!, Learning Motivation, Quasi-experimental



CREATIVE SPEAKING SKILLS FOR GRADE 5 STUDENTS IN LARGE PUBLIC CLASSES

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Abstract

In many Vietnamese public primary schools, large classes with over 40 students make it difficult for teachers to provide sufficient speaking practice. This study explores creative approaches to improve English speaking skills among Grade 5 learners using English Discovery 5. Three innovative techniques—Story Circles, AI-supported prompts, and Gamified Speaking Tasks—were integrated into classroom lessons to engage students actively and meaningfully.

The project was implemented over twelve weeks at Yen Lac Primary & Secondary School, focusing on pair and group interaction, storytelling, and short creative missions. Findings reveal significant improvement in learners' fluency, confidence, and motivation to speak English. In addition, teachers reported better classroom management and higher participation rates even in large classes.

The study highlights that creativity and technology can empower both teachers and learners, transforming speaking lessons into enjoyable, interactive, and communicative experiences. It offers practical insights for English teachers in public schools, particularly in rural or resource-limited contexts, aiming to enhance speaking competence and learner autonomy in the new educational era.

Keywords: creative speaking, primary English, large classes, AI-supported learning, Story Circles



AI AND DIGITAL TOOLS IN SUPPORTING ELT TEACHER DEVELOPMENT IN VIETNAM

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Abstract

In the era of digital transformation, Artificial Intelligence (AI) and digital tools have emerged as powerful catalysts for innovation in English Language Teaching (ELT). This study explores how Vietnamese ELT teachers perceive and utilize AI-driven and digital technologies to enhance their professional development. Adopting a qualitative research design, the study involves semi-structured interviews and reflective journals with 15–20 in-service English teachers from diverse educational settings across Vietnam. Thematic analysis is applied to examine teachers' experiences, engagement patterns, and challenges in integrating technology into their professional learning.

Findings are expected to reveal that while AI and digital tools such as automated feedback systems, learning dashboards, and online collaboration platforms provide new opportunities for self-directed and data-informed development, teachers still face significant barriers. These include limited digital literacy, lack of institutional support, and concerns about the pedagogical and ethical implications of AI use. The research emphasizes the importance of contextual factors—such as infrastructure, leadership, and school culture—in determining the success of technological adoption in professional development.

The study proposes practical recommendations for policy and practice, including localized AI training workshops, the integration of AI literacy into teacher education curricula, and the establishment of peer mentoring networks. By highlighting both opportunities and challenges, this research contributes to ongoing discussions on how Vietnam can align English teacher education with the demands of the digital age, ensuring sustainable and equitable professional growth.

Keywords: Artificial Intelligence, Digital Tools, Teacher Professional Development, ELT, Vietnam.



THE POWER OF MULTISENSORY STORYTELLING IN EARLY ENGLISH LEARNING

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Abstract

Teaching English to very young learners (ages 3–6) requires more than vocabulary practice; it calls for experiential, sensory-based engagement that connects language with imagination. This presentation demonstrates how multisensory storytelling can transform early English classrooms into spaces of curiosity, creativity, and authentic communication.

Grounded in Total Physical Response (Asher, 1977) and multisensory learning theories (Gardner, 1993; Paivio, 1986), the session shows how activating sight, sound, touch, and movement strengthens comprehension and memory. Storytelling (Wright, 1995; Ellis & Brewster, 2014) translates these principles into practice, enabling children to experience English through visual, auditory, and kinesthetic interaction.

Participants will explore practical strategies - using stories, music, props, gestures, and dramatization - to foster engagement, vocabulary growth, and emotional connection. Real classroom examples illustrate how multisensory storytelling promotes both linguistic and creative development, demonstrating its adaptability across diverse teaching contexts.

By the end of the session, participants will be able to design and implement multisensory storytelling activities tailored to their own learners. They will gain a repertoire of techniques to make early English learning joyful, effective, and developmentally meaningful, empowering children to experience language through story, movement, and imagination.

Keywords: Multisensory learning, Storytelling, Very young learners, Total Physical Response



INTEGRATING ENGLISH INTO REAL-LIFE SCHOOL CONTEXTS THROUGH EXPERIENTIAL AND CAREER-ORIENTED ACTIVITIES

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Abstract

In the context of global integration and educational innovation, the ability to use English effectively has become a key competency for Vietnamese students. However, English learning at the lower secondary level often remains grammar-focused, giving learners few opportunities to use the language in real-life situations. To address this limitation, teachers at Luong The Vinh Secondary School have implemented the “English in Practice” model, aiming to integrate English into daily school life through experiential and career-oriented activities.

A highlight of this initiative was the extracurricular event held to commemorate the 50th Anniversary of the Reunification Day (April 30th), themed “I am a Young Tour Guide.” The event took place at the Vườn Mận military base historical site, a local war relic. Guided by English teachers, students were divided into groups to research historical information, write bilingual scripts, and deliver English presentations about the site. This activity enabled students to explore local history, foster national pride, and practice English communication, presentation, and teamwork skills in an authentic context.

The project received enthusiastic participation from students. Many who were previously shy in class became confident speakers. The activity created a positive learning environment where English was used as a means of communication, not just as an academic subject. Students demonstrated higher motivation and improved their linguistic competence through meaningful interaction rather than rote learning.

The results indicate that contextualizing English in real-life situations significantly enhances learners’ engagement and communicative ability. It also aligns with the objectives of the 2018 General Education Curriculum, which emphasizes learner-centered and competency-based approaches.

Based on these findings, several pedagogical recommendations are proposed:

Strengthen the practical use of English through field trips, clubs, and community-based projects linked with local culture and history.



Design two separate learning focuses: grammar lessons for accuracy, and communicative lessons for fluency and creativity, without excessive correction of minor errors.

Build an open English-speaking environment across the school via games, events, bulletin boards, and school broadcasting.

Provide professional development for teachers on communicative and experiential teaching methodologies.

The “English in Practice” initiative demonstrates that when students are given real contexts to use English, they naturally develop confidence and communicative competence. This model represents a meaningful step towards making English a second working language in Vietnamese schools, contributing to a generation of proactive, confident learners ready for international integration — in line with the spirit of the VietESL 2025 Conference: Practice, Opportunities, and Challenges.

Keywords: Experiential English Learning; Communicative Competence; Contextualized Language Teaching; Vietnamese Secondary Education; Learner-Centered Approach.



INTEGRATING ARTIFICIAL INTELLIGENCE INTO ENGLISH TEACHING FOR SECONDARY SCHOOLS IN VIETNAM: FROM PLANNING TO EMPATHY

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Abstract

Recently, artificial intelligence (AI) has developed increasingly and brought benefits to humanity. This is also a great opportunity to share and explore the potential of AI in the field of education. However, we also face some challenges and one of them is that students become more and more dependent on AI applications. Thus, teachers need to orient students how to use AI effectively in order to develop their autonomy, a key term according to the orientation of the 2018 General Education Program of Viet Nam educational scheme. Particularly, this article shares experience about how the writer gives instructions and guides students to write AI prompts effectively using the knowledge learned in their lessons. By doing that, students review what they have learned intentionally but in a creative way, and then explore their products, once again they learn in their enjoyment. The principle is that students don't rely on AI applications (Canva, Suno, Padlet) to fulfill their assignments, but they have to reflect lessons before using AI to facilitate their self-study process. At Luong Dinh Cua High School, O Mon ward, Can Tho city, the writer conducted the research in the second term of academic 2024-2025 year and the result was that the scores of English test of the participants increased by 1.3 times within 3 months and their confidence developed considerably.

Keywords: Artificial intelligence (AI), self-study, autonomy development, AI application(s), instruction(s), prompt(s), reply on, Canva, Suno, Padlet



IMPROVING AUTONOMY DEVELOPMENT OF HIGH SCHOOL STUDENTS AT THE STAGE OF WRITING PROMPTS EFFECTIVELY

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Abstract

Recently, artificial intelligence (AI) has developed increasingly and brought benefits to humanity. This is also a great opportunity to share and explore the potential of AI in the field of education. However, we also face some challenges and one of them is that students become more and more dependent on AI applications. Thus, teachers need to orient students how to use AI effectively in order to develop their autonomy, a key term according to the orientation of the 2018 General Education Program of Viet Nam educational scheme. Particularly, this article shares experience about how the writer gives instructions and guides students to write AI prompts effectively using the knowledge learned in their lessons. By doing that, students review what they have learned intentionally but in a creative way, and then explore their products, once again they learn in their enjoyment. The principle is that students don't rely on AI applications (Canva, Suno, Padlet) to fulfill their assignments, but they have to reflect lessons before using AI to facilitate their self-study process. At Luong Dinh Cua High School, O Mon ward, Can Tho city, the writer conducted the research in the second term of academic 2024-2025 year and the result was that the scores of English test of the participants increased by 1.3 times within 3 months and their confidence developed considerably.

Key terms: Artificial intelligence (AI), self-study, autonomy development, AI application(s), instruction(s), prompt(s), reply on, Canva, Suno, Padl



ENHANCING STUDENTS' ENGAGEMENT IN ESL CLASSROOMS THROUGH TASK-BASED LANGUAGE TEACHING: PRACTICES AND CHALLENGES IN VIETNAMESE HIGH SCHOOLS

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Abstract

In recent years, fostering learner engagement has become a central concern in English as a Second Language (ESL) education in Vietnam. This study explores the effectiveness of Task-Based Language Teaching (TBLT) in enhancing students' participation and motivation in high school ESL classrooms. The research was conducted with 90 grade 10 students at Bac Kan Gifted High School over a 12-week period. A mixed-methods approach was employed, combining classroom observations, questionnaires, and semi-structured interviews with teachers and students. The findings reveal that TBLT significantly increases students' active involvement and communicative competence compared to traditional grammar-focused instruction. However, several challenges were identified, including limited teaching time, the limited involvement of some students, and teachers' unfamiliarity with authentic task design. The study suggests that professional development and resource support are crucial to help teachers effectively integrate task-based approaches into their ESL practices. Furthermore, it emphasizes the need for a learner-centered curriculum that fosters autonomy, creativity, and critical thinking. The research provides practical insights for educators and policymakers seeking to improve ESL teaching quality in Vietnamese contexts, aligning with the national strategy of enhancing English proficiency for global integration.

Keywords: Task-based learning, student engagement, ESL teaching, motivation, Vietnam

A CONTENT AND LANGUAGE INTEGRATED LEARNING-BASED DIGITAL APPROACH: ENHANCING 21ST - CENTURY COMPETENCIES IN PHYSICAL EDUCATION AND MUSIC THROUGH ENGLISH

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Abstract

This study addresses a significant gap in bilingual education by exploring the efficacy of a Content and Language Integrated Learning (CLIL) approach in the under-researched, practice-oriented domains of Physical Education (PE) and Music, particularly within the dynamic Asian educational context. Specifically, we investigate how the strategic integration of multimodal digital platforms (Nearpod, Flip, and Edmodo) can simultaneously enhance students' linguistic proficiency and 21st-century competencies. A rigorous mixed-methods design was employed, involving a 10-week intervention with 120 lower secondary students across two Vietnamese schools. Quantitative data, collected via standardized pre- and post-tests, revealed a statistically significant improvement in students' English proficiency ($M = 82.4$, $SD = 5.7$; $p < .01$), with notable gains observed in subject-specific vocabulary acquisition and communicative competence. The qualitative findings, drawn from classroom observations and semi-structured interviews, further highlight that the technology-enhanced CLIL lessons fostered significantly increased engagement, motivation, and collaboration. The multimodal tools were instrumental in providing students with authentic opportunities for self-expression and peer-to-peer linguistic application during practical activities. The study concludes that this CLIL-based digital framework effectively bridges the divide between disciplinary knowledge and language acquisition, offering a viable and scalable model for cultivating essential 21st-century skills. These results provide robust empirical evidence and clear, actionable implications for educators seeking to implement innovative, technology-driven CLIL instruction in diverse global settings.

Keywords: CLIL, digital learning platforms, 21st-century competencies, Physical Education, Music, bilingual education



ARTIFICIAL INTELLIGENCE APPLICATION IN ENGLISH LANGUAGE TEACHING AND LEARNING: A SYSTEMATIC REVIEW

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Abstract

This review explores the multifaceted role of Artificial Intelligence (AI) in English language teaching and learning, highlighting its transformative potential in the English language education field. AI's integration into Computer-Assisted Language Learning (CALL) has evolved into Intelligent CALL (ICALL), enhancing language acquisition through personalised and adaptive learning experiences. AI-driven tools, such as voice assistants and writing platforms, help improve key language skills—speaking, writing, reading, and listening—by providing real-time feedback and personalised content. Additionally, AI supports learner motivation, reduces anxiety, and promotes autonomy. However, this review also addresses the limitations of AI, including its inability to replicate human interaction, ethical concerns related to data privacy, and issues of equity in access to AI technologies. While AI offers notable benefits, particularly in developing language proficiency, it should be used as a supplement to traditional teaching methods. Future research should focus on overcoming AI's limitations, particularly in fostering deep, critical, and culturally nuanced language skills, while ensuring equitable access for learners.

Key words: Artificial Intelligence (AI), English language teaching (ELT), systematic review

EXPLORING THE ROLE OF FACE AND POLITENESS IN DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE AMONG ESL LEARNERS

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Abstract

This research paper delves into how the concept of face and politeness can be instrumental in the development of intercultural communicative competence (ICC) for learners of English as a Second Language (ESL). By relying on the frameworks of Brown and Levinson's politeness theory (1987) and Spencer-Oatey's rapport management model (2008), the survey figures out the ways in which ESL students hear, deal with, and use politeness strategies in intercultural communication. In particular, the research investigates the connection between the recognition of faces by the learners—with each of the two sides of the face—and their skill to interact with other people from different cultural contexts effectively and appropriately.

Through a qualitative research design, the author of the paper conducted classroom observations, discourse analysis of role-play interactions, and semi-structured interviews with ESL learners.

Initial results show that explicit teaching of politeness standards and management of face greatly improves learners' pragmatic awareness, empathy, and intercultural sensitivity. Besides, the inclusion of sociopragmatic knowledge in language teaching gives the learners the chance to acquire not only language skills but also a profound insight into the cultural aspects of communication.

This research enriches the pool of literature concerned with intercultural pragmatics and ESL pedagogy by pointing to the necessity of incorporating face and politeness training in language teaching. The outcomes are of considerable importance from the pedagogical point of view, thus, they can be of use to curriculum designers, teachers, and researchers who aim at promoting intercultural communicative competence in educational settings that have globalized.

Keywords: face, politeness, intercultural communicative competence, pragmatics, ESL pedagogy



SUMMARY REPORT ABOUT PROPOSING SOLUTIONS TO IMPROVE THE QUALITY OF ENGLISH TEACHING AND TRAINING IN VIET NAM

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Abstract

This study focuses on the implementation of experiential and project-based learning (PBL) as innovative pedagogical strategies to foster a practical English-using environment in upper secondary schools. The aim is to enhance the effectiveness of English language teaching by shifting from traditional textbook-based methods to dynamic, learner-centered approaches. Through experiential activities and structured projects, students are provided with authentic contexts to practice English, enabling them to apply language skills meaningfully and confidently in real-life situations.

Typical activities include project presentations, English-speaking clubs, community service, and field trips, which encourage students to use English naturally while fostering creativity, teamwork, and problem-solving skills. These interactive experiences not only improve students' linguistic competence but also nurture essential 21st-century skills such as critical thinking, collaboration, and self-expression. By cultivating a practical English-using environment, this approach motivates students to participate actively and express themselves confidently in English, aligning closely with competency-based education and current educational reforms. The model proves particularly beneficial for students in disadvantaged

areas, helping them bridge the gap between classroom learning and real-world language use, thereby enhancing both language proficiency and overall personal development.

Keywords: Experiential learning; Project-based learning; English-speaking environment; Competency-based education; Student engagement; 21st-century skills.



THE IMPACT OF PICTURE DESCRIPTION ON EFL STUDENTS' COHERENCE IN SPEAKING

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Abstract

Research on teaching English with pictures has indicated that the implementation of pictures in teaching English has positive impacts not only on learners' language performance but also learners' attitude towards language learning. Based on the background of previous studies and theories, it has been hypothesized that the implementation of picture description could help participants improve their coherence in speaking English as well as make them have positive attitudes towards the use of picture description in speaking sessions. The study is aimed at examining the extent to which picture description helps participants enhance their coherence in speaking and to find out participants' attitudes towards the implementation of picture description in English speaking sessions. Participants were 39 grade- 10 students at a high school in Mekong Delta, Vietnam. Four instruments, a pre- test, a post- test, a post-questionnaire and interviews, were used to collect the data for this study. The results indicated that the use of picture description had positive impacts on enhancing participants' coherence in speaking and participants had positive attitudes towards the implementation of picture description in English speaking sessions. Hopefully, the study will be shedding a light for ELT teachers in helping students to enhance their speaking skill by using picture description in speaking sessions, contributing to the.

Keywords: coherence in speaking, EFL students, picture description, speaking sessions.

THE IMPACT OF PICTURE DESCRIPTION ON EFL STUDENTS' COHERENCE IN SPEAKING

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Abstract

Research on teaching English with pictures has indicated that the implementation of pictures in teaching English has positive impacts not only on learners' language performance but also learners' attitude towards language learning. Based on the background of previous studies and theories, it has been hypothesized that the implementation of picture description could help participants improve their coherence in speaking English as well as make them have positive attitudes towards the use of picture description in speaking sessions. The study is aimed at examining the extent to which picture description helps participants enhance their coherence in speaking and to find out participants' attitudes towards the implementation of picture description in English speaking sessions. Participants were 39 grade- 10 students at a high school in Mekong Delta, Vietnam. Four instruments, a pre- test, a post- test, a post-questionnaire and interviews, were used to collect the data for this study. The results indicated that the use of picture description had positive impacts on enhancing participants' coherence in speaking and participants had positive attitudes towards the implementation of picture description in English speaking sessions. Hopefully, the study will be shedding a light for ELT teachers in helping students to enhance their speaking skill by using picture description in speaking sessions, contributing to the

Keywords: coherence in speaking, EFL students, picture description, speaking sessions.



FOSTERING ESL STUDENTS' SKILLS OF ASSESSMENT AS LEARNING: A SCOPING REVIEW

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Abstract

The rapid changes of the millennials and the advancement of the learning theories have formed the base for the movement in both classroom instruction and assessment practices. Assessment has been remodeled and transformed with more concepts expanded, developed, and diversified to match such focus on learning. One of the more recently established and promoted concepts in ESL/EFL assessment is assessment as learning (hereafter AaL). Although there have been many attempts to define and shape AaL into a model, articulating specific skills involved in AaL in learning ESL is not yet attempted as it is underpinned by many processes, and it is the construct that encompasses many inter-disciplinary concepts. Despite the rich literature that tried to explore the application, effectiveness, and benefits of AaL in promoting students' learning and thinking; so, few studies focus specifically on ESL students, especially on those who are targeted to use English as a second language at schools, a new direction in Vietnam's English education for young learners. This presentation introduces a scoping review that screened 1000 key-word matches academic works and reviewed 140 relevant ones relating the most to ESL students' skills assessment as learning. The results yield a subset of skills involved in undertaking AaL which integrates with self-regulatory learning theories. This is a crucial step for formulating a framework of ESL students' AaL skills that may be recommended for schools and institutions aiming to teach and assess ESL and prepare their students to be autonomous and adaptive learners.

Keywords: Assessment as Learning (AaL); ESL/EFL Assessment; Self-Regulated Learning; Autonomous Learners; Vietnamese English Education.



PROMOTING ENGLISH AS A SECOND LANGUAGE THROUGH LOCAL CULTURE INTEGRATION IN AN GIANG PROVINCE

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Abstract

This study explores how integrating local cultural elements into English teaching can promote English as a Second Language (ESL) in An Giang Province, Vietnam. The movement toward adopting ESL in Vietnam reflects the nation's ambition for global integration and educational reform. However, in culturally diverse regions like An Giang, traditional methods often struggle to connect with learners' lived experiences. This study investigates how integrating local cultural elements into English teaching can enhance language learning, engagement, and identity development among students in An Giang Province. Findings reveal that embedding local culture—such as traditional festivals, folk tales, Cham and Khmer crafts creates authentic contexts for language use and strengthens students' motivation. Furthermore, localized activities such as bilingual exhibitions, English storytelling projects, and digital documentation of cultural heritage promote communicative competence while fostering cultural pride. The paper also discusses practical strategies, including project-based learning, community collaboration, and teacher training for cultural pedagogy. It concludes that the integration of local culture not only supports the goal of English becoming a second language in Vietnam but also sustains cultural identity in a rapidly globalizing educational environment.

Keywords: English as a Second Language (ESL); Cultural integration; An Giang Province; Project-based learning; Intercultural education.

FOSTERING GROWTH MINDSET IN HIGHER EDUCATION: A LITERATURE-BASED REVIEW OF PEDAGOGICAL APPROACHES AND IMPLICATIONS FOR ENGLISH LANGUAGE TEACHING

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Abstract

This literature-based review synthesizes theoretical and empirical research on fostering a growth mindset among university students, with a particular emphasis on English language education. Grounded in key frameworks by Dweck (2006), Bandura (1997), and Dörnyei (2007), the study analyzes publications from 2018 to 2025 using a structured process of literature selection and thematic synthesis. Three major themes emerged: (1) teacher mindset and classroom culture, (2) feedback and assessment design, and (3) learner reflection and self-regulation. The findings suggest that integrating growth mindset principles into classroom practices enhances learners' motivation, confidence, and perseverance, particularly in EFL contexts. The paper concludes that mindset-oriented pedagogy should be embedded in curriculum design and teacher development programs to create supportive learning environments. Implications are proposed for educators and institutions aiming to nurture resilient, autonomous, and reflective English language learners.

Keywords: growth mindset, higher education, English language teaching, learner beliefs, pedagogical implications

TEACHING SCIENCE THROUGH ENGLISH FOR PRE-SERVICE TEACHERS: CHALLENGES AND STRATEGIC SOLUTIONS

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Abstract

In the context of higher education internationalization and the demand for globally-competent teachers, English as a Medium of Instruction (EMI) has been increasingly adopted in science subjects within Vietnamese teacher training institutions. This study investigates the current implementation of EMI in science education, focusing on the challenges faced by lecturers and the factors influencing its effectiveness. Employing a mixed-methods approach, including surveys and documentary analysis, the research reveals that while lecturers acknowledge the significant benefits of EMI for their professional development and for preparing future teachers, they encounter substantial obstacles. These challenges pertain to their academic English proficiency, pedagogical strategies for classroom communication, the selection of appropriate teaching materials, and designing effective lesson plans in English. Based on these findings, this paper proposes a strategic framework to enhance the quality of EMI in science teacher education. The research contributes to the theoretical discourse of EMI in science education and provides evidence-based recommendations to strengthen EMI capacity among science lecturers in Vietnam.

Keywords: EMI, teaching science, pre-service teachers, pedagogical challenges and strategies



FOSTERING 21ST-CENTURY SKILLS THROUGH TASK AND PROJECT-BASED LANGUAGE TEACHING

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Abstract

In the era of globalization and rapid technological advancement, language education must go beyond grammar and vocabulary to cultivate essential 21st-century skills such as critical thinking, collaboration, creativity, and communication. Task-Based Language Teaching (TBLT) and Project-Based Language Teaching (PBLT) have emerged as effective approaches that align with these educational priorities. By engaging learners in meaningful, goal-oriented tasks and extended, interdisciplinary projects, both methods create opportunities for authentic language use while simultaneously developing transferable skills.

TBLT emphasizes problem-solving, negotiation, and interaction through tasks that mirror real-life communication. PBLT expands this by involving learners in multi-phase projects that require research, planning, teamwork, and presentation—skills critical for success in academic, social, and professional contexts. These approaches foster learner autonomy, promote deeper engagement, and encourage learners to take responsibility for their own learning. Moreover, they enable teachers to integrate technology, cultural awareness, and cross-curricular content into language instruction.

This abstract explores how TBLT and PBLT contribute to the development of 21st-century competencies in language learners. It highlights pedagogical principles, classroom practices, and the challenges of implementation. Ultimately, the paper advocates for a shift toward more dynamic, learner-centered teaching practices that prepare students not only to use English effectively but also to thrive in an interconnected and fast-changing world.

Classroom Observations: Conducted weekly using structured observation checklists focusing on student interaction, task engagement, and use of target language.

Keywords: Task-Based Language Teaching (TBLT); Project-Based Language Teaching (PBLT); 21st-Century Skills; Learner Autonomy; Communicative Competence.



TESTING, EVALUATION AND MATERIAL DEVELOPMENT WITH SUPPORT OF AI IN FOREIGN LANGUAGE TEACHING AND LEARNING

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Abstract

The integration of Artificial Intelligence (AI) into foreign language teaching and learning has reshaped conventional approaches to testing, evaluation, and material development. This study explores how AI-driven tools enhance assessment accuracy, personalize learning content, and streamline instructional design. Using a qualitative approach, data were gathered from educators and learners through surveys and interviews across various language institutions. Findings indicate that AI supports real-time feedback, adaptive testing, and the generation of tailored learning materials, leading to increased learner engagement and improved outcomes. However, challenges such as data privacy and teacher readiness persist. The study highlights the need for teacher training and ethical guidelines to optimize AI integration. The implications suggest that AI can significantly improve efficiency and learner-centeredness when used alongside pedagogical expertise.

Keywords: Artificial Intelligence, language assessment, material development, educational technology, foreign language learning.

TEACHERS' AI COMPETENCY AND PEDAGOGICAL TRANSFORMATION THROUGH THE TPACK LENS

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Abstract

As Artificial Intelligence (AI) becomes increasingly integrated into educational contexts, English language teachers are challenged to adapt their pedagogical practices to effectively harness its potential. While existing studies have examined the relationship between AI competency, Technological Pedagogical Content Knowledge (TPACK), and teaching performance through quantitative approaches, less is known about how teachers *experience* this transformation in real classrooms. This study explores how university teachers' AI competency informs their pedagogical transformation, using the TPACK framework as the interpretive lens.

Adopting a qualitative multiple-case design, the study involved semi-structured interviews and analysis of lesson plans from five English language teachers who have incorporated AI tools—such as ChatGPT and automated feedback systems—into their teaching. Thematic analysis revealed five key themes: expanding AI application and pedagogical purpose, deepening AI integration into teaching and assessment, rethinking pedagogy through AI-enhanced practice, navigating ethical and institutional challenges, and sustaining professional growth through AI competency. Findings suggest that teachers are moving beyond initial adoption toward more reflective, strategic, and student-centered uses of AI, viewing the technology as a partner in innovation rather than a mere tool of convenience.

This study contributes qualitative evidence to complement the existing quantitative literature on AI and TPACK, reframing TPACK as a dynamic, experiential process rather than a fixed competency framework. The findings offer practical implications for teacher professional development in English language teaching, highlighting the need for reflective, experience-based approaches to AI integration that go beyond technical training.

Keywords: AI competency, TPACK, pedagogical transformation, qualitative research, English language teaching



A STRATEGY FOR INCORPORATING ESL STUDENTS' INTERESTS INTO THE SECONDARY-SCHOOL ENGLISH CLASSROOM

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Abstract

Many English as a Second Language (ESL) secondary students feel that the current curriculum is disconnected from their real-life experiences and interests. To address this issue, this study presents a strategy to incorporate students' personal interests and curiosity questions into English language lessons, aiming to bridge the gap between students' needs and curriculum requirements. The research examined how an English teacher integrated students' questions, hobbies, and preferences into classroom activities and lesson planning. Students were encouraged to anonymously write down questions related to upcoming topics, which the teacher then mapped into the required curriculum to ensure both relevance and compliance. The study revealed that incorporating students' voices led to greater engagement, motivation, and confidence in learning English. It also fostered better teacher–student and peer relationships, contributing to a more positive classroom environment. By aligning with the Self-Determination Theory, this approach addresses students' basic psychological needs for autonomy, competence, and relatedness. The proposed strategy offers a practical and flexible model for secondary-school teachers in Vietnam to make English lessons more meaningful, relevant, and responsive to learners' real lives while promoting intrinsic motivation and lifelong learning skills.

Keywords: Student Voice; Learner Motivation; Self-Determination Theory; Curriculum Relevance; English Language Teaching (ELT).



DIFFICULTIES IN IMPLEMENTING THE MAGAZINE PROJECT OF THE THIRD YEAR STUDENTS MAJORING IN ENGLISH AT SCHOOL OF FOREIGN LANGUAGES - THAI NGUYEN UNIVERSITY

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Abstract

At many universities, learning English through project-based learning is no longer strange to students, especially at universities of foreign languages. This study will examine the difficulties in implementing English magazine project (EMA) by third-year English majors at School of Foreign Languages - Thai Nguyen University. The participants were 30 third-year English students. Data for the study were collected by using a questionnaire. The study was conducted on four main groups of difficulties: Difficulties in learners' ability, difficulties with time, difficulties in group work, and difficulties in support of teacher. The study results showed that: learners' ability in IT (using photoshop and finding IT tools), learners' language competence (expressing ideas in journalistic style) accounted for the highest percentage of trouble, followed by difficulty in time (setting a specific timetable), group work (forgetting materials), teachers (ambiguous comments and corrections) also cause problems for students. In contrast, the difficulties in support of teachers accounted for the lowest percentage because most students did not have problems with the teachers. Besides the mentioned difficulties, there is also the problem of low learning motivation, i.e., some students were not really excited about the magazine project. The purpose of pointing out the difficulties is to promote the ease of implementation of the EMA project of foreign language students in general and students majoring in English in particular, thereby applying the knowledge that students gain in classes to practice.

Keywords: Project-Based Learning; English Magazine Project (EMA); Learning Difficulties; English Majors; Thai Nguyen University.



MAPPING CONCEPTUAL FRAMEWORKS FOR RESEARCHING TECHNOLOGY-SUPPORTED AUTONOMOUS ENGLISH LEARNING BEYOND THE CLASSROOM

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Abstract

In the digital era, autonomous English learning beyond the classroom has become increasingly mediated by technology, reshaping how learners manage, regulate, and sustain their own learning processes. Yet, the theoretical foundations for understanding technology-supported learner autonomy remain diverse and fragmented. This paper aims to map and critically analyze key conceptual frameworks that inform research in this area, including Benson (2011), Baumer (2011), Richards (2015, 2017), Hamilton (2013), Lai (2017), and Reinders (2021). These frameworks are examined through three theoretical orientations: (1) the ecological perspective, which views technology, learner, and context as interconnected elements of a learning ecosystem; (2) the Theory of Planned Behavior (TPB), emphasizing learners' beliefs, intentions, and perceived control in technology-mediated self-regulation; and (3) the Technology Acceptance Model (UTAUT), which explains learners' adoption of technological tools for autonomous learning. The review further synthesizes how these theories account for learners' experiences and influencing factors—including motivation, digital competence, and sociocultural mediation—shaping autonomous English learning beyond formal instruction. The paper concludes by identifying conceptual overlaps and gaps, proposing a synthesized direction for future research and pedagogical practice.

Keywords: Autonomous English learning; beyond the classroom; digital technologies; TPB; UTAUT; ecological perspective.



A METHOD TO IMPROVE THE QUALITY OF ENGLISH LANGUAGE TEACHING

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Abstract

This study explores the integration of literature into English Language Teaching (ELT) at a high school in Vietnam with the aim to enhance student engagement and foster global perspectives. Implemented since 2012, the approach uses picture books for lower proficiency learners (B1 and below) and novels for advanced students (B2+). The methodology includes weekly read-aloud sessions, interactive discussions, and creative tasks such as haiku writing and character analyses, supported by digital tools like Notion. Surveys conducted in September 2025, with 343 responses from primary/lower secondary students and 32 from an English major class, revealed strong enthusiasm, with 92.7% preferring literature-based activities. Students reported improved vocabulary, critical thinking, and cultural awareness. Additionally, literature integration connects students with universal themes like friendship, traditions and human virtues. Challenges included complex vocabulary, novel length, and unequal group contributions, which suggests the need for tailored text selection and structured collaboration. Artificial Intelligence (AI) is proposed to adapt texts to varying proficiency levels, enhancing accessibility and engagement. The approach aligns with Vietnam's 2018 curriculum reform, emphasizing comprehensive language skills and intercultural competence. Recommendations include teacher training, expanded literary resources, and curriculum integration to standardize literature-based ELT. This method not only transforms English into a dynamic tool for self-expression and cultural exploration, but it also helps reduce reliance on mechanical instruction and foster a positive, curiosity-driven relationship with the language.

Keywords: Project-Based Learning; English Magazine Project (EMA); Learning Difficulties; English Majors; Thai Nguyen University.



REDEFINING TEACHER ROLES IN THE AGE OF ARTIFICIAL INTELLIGENCE FROM A COMMUNICATIVE LANGUAGE TEACHING PERSPECTIVE

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Abstract

The rapid integration of Artificial Intelligence (AI) into English language education is reshaping traditional pedagogical frameworks, particularly the Communicative Language Teaching (CLT) approach that underpins much of second language instruction in higher education. This study investigates how AI redefines the professional roles of English language teachers within CLT-oriented classrooms in a Vietnamese university context. Using a qualitative case study design, data were collected through semi-structured interviews, classroom observations, and document analysis. The findings reveal that teachers are shifting from the role of knowledge transmitters to that of designers of communicative tasks, facilitators of AI-mediated interaction, and mentors supporting learners' critical and ethical AI use. AI tools such as chatbots, automated feedback systems, and speech-recognition applications are perceived to enhance authentic communication, provide adaptive feedback, and promote learner autonomy. However, challenges remain in balancing human interaction with AI assistance, ensuring ethical practices, and aligning AI-enhanced activities with the humanistic values central to CLT. The study concludes that while AI strengthens the communicative and personalized dimensions of language teaching, it simultaneously calls for new forms of technological, pedagogical, and affective competence among teachers. Implications are offered for teacher education, institutional policy, and professional development to sustain communicative language teaching in the age of artificial intelligence.

Keywords: Artificial Intelligence, Communicative Language Teaching, teacher roles, higher education



IMPLEMENTING ONLINE PLATFORM IN TEACHING ENGLISH PRACTICAL SKILLS FOR FRESHMEN: OPPORTUNITIES AND CHALLENGES

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Abstract

With the increasing integration of technology in education, online platforms have become essential tools in English language teaching. This study aims to examine the implementation of the Macmillan Education Everywhere (MEE) online platform in developing English practical skills among freshmen at a university, using *Skillful Third Edition* by Macmillan as the core learning materials. The research employed survey methods to collect data from both teachers and students who experienced the platform during the academic semester. Findings reveal that the platform provides interactive digital content, and integrated assessment tools that enhance students' engagement and independent learning. However, challenges were identified, including unstable Internet connection, technical errors, and the absence of offline access. Overall, the study highlights that the MEE platform supports a blended learning environment that fosters learner autonomy, yet requires improved technical stability and institutional support to ensure effective and sustainable integration in English language teaching.

Keywords: online platform, English practical skills, Skillful Third Edition, MEE Platform, blended learning



**EFL LEARNERS' PERCEPTION OF LEARNING WITH FOREIGN TEACHERS:
A CASE AT NGUYEN THIEN THANH HIGH SCHOOL**

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Abstract

This study explores the perceptions of EFL learners in Grades 10 and 11 at Nguyen Thien Thanh High School for the Gifted regarding their experiences with foreign English teachers. There are 559 students in grade 10 and 11, most of whom come from rural areas with limited opportunities to develop communicative English skills. While many students excel in grammar and vocabulary due to exam-focused instruction, they often struggle with real-life communication. Using a mixed-methods approach, this research investigates students' attitudes, perceived challenges, and learning outcomes when taught by foreign teachers. Findings reveal that while students appreciate the exposure to authentic English and interactive teaching methods, they face difficulties in comprehension, cultural differences, and lack of support in their native language. The study highlights the need for contextualized support systems and better integration strategies to maximize the effectiveness of foreign teacher contributions in rural EFL contexts in Vietnam.

Keyword: EFL learners, foreign English teachers, student attitudes, rural contexts.

AN EXAMINATION OF THE REPRESENTATION OF VIETNAMESE CULTURAL VALUES IN AN ENGLISH TEXTBOOK

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Abstract

In the current educational landscape of Vietnam, The National Curriculum 2018 emphasizes the cultivation of moral qualities by integrating Vietnamese cultural values as a core teaching objective (Le & Dang, 2023). At the same time, Vietnamese government has consistently prioritized the preservation and promotion of traditional cultural values (Central Committee of the Communist Party of Vietnam, 2014, Resolution No. 33-NQ/TW). As a key educational tool, textbooks not only convey linguistic knowledge but also play a crucial role in shaping students' cultural awareness, attitudes, and values (Pavesic & Cankar, 2004). Therefore, this study aims to analyze the representation of Vietnamese cultural values in the Grade 10 English textbook *Global Success* and to investigate learners' attitudes toward these portrayals. Using a mixed-methods approach, the research combines textual discourse analysis and visual semiotic analysis to identify core and peripheral cultural values, alongside a survey of 50 grade 11 students to explore their cognitive awareness, affective responses, and behavioral tendencies. Findings reveal that core Vietnamese cultural values such as filial piety, family responsibility, respect for parents, and compassion are explicitly affirmed in the textbook. Peripheral values including traditional gender roles and social expectations appear in dialogues, textual passages, and visual illustrations, often depicted through a contrast between past and contemporary perspectives. Students demonstrated enhanced cultural awareness, expressed affective reactions (including pride or hesitation), and reported behavioral reflections in everyday life. The study highlights the role of English textbooks as cultural agents in language education and offers practical implications for the development of culturally responsive teaching materials in Vietnamese secondary schools. Key words: Vietnamese cultural values, English textbook, *Global Success*, cultural representation, student attitudes

Keywords: Vietnamese Cultural Values; English Textbook; *Global Success*; Cultural Representation; Student Attitudes.



USING AI-POWERED FEEDBACK TOOLS TO IMPROVE PRONUNCIATION ACCURACY IN VIETNAMESE EFL LEARNERS

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Abstract

The rapid development of Artificial Intelligence (AI) has opened new possibilities for English language teaching and learning. This study investigates the impact of AI-driven pronunciation feedback tools on Vietnamese secondary students' pronunciation accuracy and learning motivation. Two AI applications, ELSA Speak and TalkPal, were employed to provide immediate and personalized feedback based on speech recognition. Sixty ninth-grade students participated in a four-week intervention divided into an experimental group using AI tools and a control group following traditional practice. Data were gathered through pronunciation tests, attitude surveys, and classroom observations. Findings indicate that learners receiving AI feedback made substantial progress in phoneme production, stress, and intonation, and demonstrated greater independence in practicing pronunciation outside of class. These results highlight the potential of AI to complement traditional instruction and foster autonomous learning in EFL contexts.

Keywords: Artificial Intelligence, Pronunciation, Feedback, EFL Learners, Secondary Education, Vietnam

CLIL COMPETENCE AMONG VIETNAMESE EFL TEACHERS IN PRIMARY AND SECONDARY EDUCATION

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Abstract:

This study investigates the CLIL competence of 92 primary and secondary school EFL teachers through a survey consisting of close-ended Likert-scale questions and open-ended qualitative responses. Guided by the 4Cs framework proposed by Coyle, Hood, and Marsh (2010)—Content, Communication, Cognition, and Culture—the survey examined teachers' self-perceived competence, their instructional practices, and how they adapt materials to integrate language and subject content.

Quantitative findings indicate high levels of teacher confidence in the areas of Communication and Content delivery, with most respondents reporting frequent use of target language input, vocabulary scaffolding, and visual aids to facilitate comprehension. However, lower self-ratings in the domains of Cognition and Culture reveal uncertainty in promoting higher-order thinking skills and integrating intercultural dimensions into lessons. Thematic analysis of open-ended responses demonstrates strong alignment with CLIL principles in lesson planning, scaffolding strategies, and differentiation, particularly through the simplification of instructional materials, the use of visual supports, and the inclusion of guided language frames for output. Teachers also reported challenges related to time constraints, limited resources, and mixed learner proficiency, highlighting a gap between conceptual understanding and practical classroom application.

These findings suggest that while Vietnamese EFL teachers are actively engaging with core aspects of CLIL pedagogy, their competence remains uneven across the 4Cs, with culture and cognitive challenge being the least developed domains. The study argues for targeted professional development that prioritizes deeper integration of culture and cognition, moving beyond surface-level language support toward full CLIL competence.

Keywords: CLIL competence, 4Cs framework, EFL teacher education, reflective practice, Vietnam

OPPORTUNITIES AND CHALLENGES IN IMPLEMENTING ENGLISH AS A SECOND LANGUAGE: A CASE STUDY OF THE FACULTY OF ENGLISH

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Abstract:

In alignment with Vietnam's National Project on establishing English as a second language for the period 2025–2035, with a vision to 2045, this study employs the evaluation framework suggested by the Ministry of Education and Training to assess the readiness, opportunities, and challenges of implementing English as a second language (ESL) at the Faculty of English, Hanoi Pedagogical University 2, conceptualized as a microcosm of a Vietnamese higher education institution.

Data were collected using multiple instruments including: (1) analysis of policies, government decisions, circulars, institutional directives and strategic plans; (2) site visit observations focusing on the linguistic environment, academic resources, and administrative practices; and (3) semi-structured group discussions with lecturers and faculty staff to explore perceptions, implementation capacity, and institutional constraints.

Findings reveal several strengths: a positive institutional orientation toward bilingual education, existing EMI expertise among English faculty, and strong alignment with national ESL goals. However, the study identifies critical challenges, including insufficient integration of English into administrative practices, overreliance on individual lecturers' capacity rather than institutional policy mechanisms, inadequate facilities and English-speaking environments, and constraints in digital learning resources to support AI-driven personalized learning.

This study argues that faculties of English, while often seen as beneficiaries of language policy, should be positioned as strategic pioneers that can model and lead ESL implementation across disciplines. A phased implementation roadmap is proposed to bridge the gap between national objectives and institutional readiness.

Keywords: English as a second language, EMI policy implementation, higher education reform, faculty-based evaluation, Vietnam.



EXPLORING THE ROLE OF FACE AND POLITENESS IN DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE AMONG ESL LEARNERS

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Abstract

This research paper delves into how the concept of face and politeness can be instrumental in the development of intercultural communicative competence (ICC) for learners of English as a Second Language (ESL). By relying on the frameworks of Brown and Levinson's politeness theory (1987) and Spencer-Oatey's rapport management model (2008), the survey figures out the ways in which ESL students hear, deal with, and use politeness strategies in intercultural communication. In particular, the research investigates the connection between the recognition of faces by the learners—with each of the two sides of the face—and their skill to interact with other people from different cultural contexts effectively and appropriately.

Through a qualitative research design, the author of the paper conducted classroom observations, discourse analysis of role-play interactions, and semi-structured interviews with ESL learners.

Initial results show that explicit teaching of politeness standards and management of face greatly improves learners' pragmatic awareness, empathy, and intercultural sensitivity. Besides, the inclusion of sociopragmatic knowledge in language teaching gives the learners the chance to acquire not only language skills but also a profound insight into the cultural aspects of communication.

This research enriches the pool of literature concerned with intercultural pragmatics and ESL pedagogy by pointing to the necessity of incorporating face and politeness training in language teaching. The outcomes are of considerable importance from the pedagogical point of view, thus, they can be of use to curriculum designers, teachers, and researchers who aim at promoting intercultural communicative competence in educational settings that have globalized.

Keywords: face, politeness, intercultural communicative competence, pragmatics, ESL pedagogy



PROMOTING ENGLISH AS A SECOND LANGUAGE THROUGH LOCAL CULTURE INTEGRATION IN AN GIANG PROVINCE

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Abstract

This study explores how integrating local cultural elements into English teaching can promote English as a Second Language (ESL) in An Giang Province, Vietnam. The movement toward adopting ESL in Vietnam reflects the nation's ambition for global integration and educational reform. However, in culturally diverse regions like An Giang, traditional methods often struggle to connect with learners' lived experiences. This study investigates how integrating local cultural elements into English teaching can enhance language learning, engagement, and identity development among students in An Giang Province (Nguyen, 2022). Findings reveal that embedding local culture—such as traditional festivals, folk tales, Cham and Khmer crafts creates authentic contexts for language use and strengthens students' motivation. Furthermore, localized activities such as bilingual exhibitions, English storytelling projects, and digital documentation of cultural heritage promote communicative competence while fostering cultural pride. The paper also discusses practical strategies, including project-based learning, community collaboration, and teacher training for cultural pedagogy. It concludes that the integration of local culture not only supports the goal of English becoming a second language in Vietnam but also sustains cultural identity in a rapidly globalizing educational environment (Pham, 2021)

Keywords: Local Culture Integration; English as a Second Language (ESL); Cultural Identity; An Giang Province; Communicative Competence.



REDEFINING TEACHER ROLES IN THE AGE OF ARTIFICIAL INTELLIGENCE FROM A COMMUNICATIVE LANGUAGE TEACHING PERSPECTIVE

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Abstract

The rapid integration of Artificial Intelligence (AI) into English language education is reshaping traditional pedagogical frameworks, particularly the Communicative Language Teaching (CLT) approach that underpins much of second language instruction in higher education. This study investigates how AI redefines the professional roles of English language teachers within CLT-oriented classrooms in a Vietnamese university context. Using a qualitative case study design, data were collected through semi-structured interviews, classroom observations, and document analysis. The findings reveal that teachers are shifting from the role of knowledge transmitters to that of designers of communicative tasks, facilitators of AI-mediated interaction, and mentors supporting learners' critical and ethical AI use. AI tools such as chatbots, automated feedback systems, and speech-recognition applications are perceived to enhance authentic communication, provide adaptive feedback, and promote learner autonomy. However, challenges remain in balancing human interaction with AI assistance, ensuring ethical practices, and aligning AI-enhanced activities with the humanistic values central to CLT. The study concludes that while AI strengthens the communicative and personalized dimensions of language teaching, it simultaneously calls for new forms of technological, pedagogical, and affective competence among teachers. Implications are offered for teacher education, institutional policy, and professional development to sustain communicative language teaching in the age of artificial intelligence.

Keywords: Artificial Intelligence, Communicative Language Teaching, teacher roles, higher education



TEACHERS' PERCEPTIONS OF PROFESSIONAL DEVELOPMENT THROUGH LESSON STUDY TO IMPLEMENT THE GENERAL EDUCATION PROGRAM 2018

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Abstract

Professional development through lesson study is a teacher training model widely applied around the world. This research was conducted to understand teachers' perceptions of professional development through lesson study to implement the General Education Program 2018 at lower secondary schools in Thai Nguyen city. 90 English teachers from 37 lower secondary schools in Thai Nguyen city were chosen as subjects of this study. Questionnaires and interviews were employed as data collection instruments to gather information about teachers' perceptions of professional development through lesson study. The data collected was analyzed quantitatively using Microsoft Excel to calculate percentages and qualitatively using conceptual content analysis; then the data was familiarized, coded and analyzed. The findings reveal that while teachers recognize the benefits of lesson study for professional development, its implementation at Thai Nguyen lower secondary schools has been limited in frequency and attention. Most teachers agreed that lesson study improves lesson planning quality and enhances teachers' knowledge, which positively impacts students' achievement. These findings were consistent across both online questionnaires and face-to-face interviews. However, challenges were also identified, including a lack of understanding of the lesson study process due to time constraints and limited knowledge. Additionally, many teachers prefer working in isolation, making it difficult to organize collaborative groups. These challenges were echoed in both quantitative and qualitative data, highlighting key areas for improvement in fostering a more collaborative and supportive professional development environment for teachers in Thai Nguyen city.

Keywords: Professional Development; Lesson Study; Teacher Collaboration; General Education Program 2018; Thai Nguyen City.



DESIGNING CONTEXT-RESPONSIVE TESOL TEACHER EDUCATION IN VIETNAM: INSIGHTS FROM A NATIONAL NEEDS ANALYSIS

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Abstract

Vietnam's recent policy to promote English as a second language in school settings (MOET, 2025) has created an urgent need for teacher-education programmes that align with national curriculum reform and emphasise communicative, content-integrated pedagogy. Yet few studies have systematically examined teachers' actual needs regarding TESOL curriculum design within this reform context. Existing short-term programmes remain largely theory-oriented and insufficiently contextualised. Drawing on a nationwide needs analysis of 207 current and prospective English teachers across public, private, and international schools, this study identified key needs in curriculum design, classroom management, and assessment literacy. Participants valued practical, mentoring-based training that embeds TESOL principles and integrates CLIL approaches relevant to Vietnam's educational realities. The findings inform the development of a 120-hour TESOL program responsive to local contexts and policy priorities. This equips teachers to implement communicative and content-based instruction effectively in Vietnam's language education reform.

Keywords: TESOL, curriculum design, formative assessment, CLIL, Vietnam, second-language policy

TRANSLANGUAGING IN VIETNAMESE HIGH SCHOOLS: A PILOT STUDY OF BELIEFS, PRACTICES, AND INSTRUMENT REFINEMENT FOR PARTICIPATORY ACTION RESEARCH

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Abstract

This qualitative pilot study examined the beliefs and classroom practices of translanguaging among teachers and students in a rural, ethnolinguistically diverse high school in Lam Dong Province, Vietnam. Data comprised classroom observations, semi-structured interviews with two EFL teachers ($n = 2$), and two student focus groups ($n = 20$; 30% ethnic minority). Thematic analysis combined deductive coding informed by Ruiz's (1984) language orientations with inductive theme development. Findings show that students value translanguaging as a scaffold for comprehension, affective support, and inclusive participation, whereas teachers typically deploy translanguaging pragmatically to clarify grammar, vocabulary, and lesson flow but frame it as remedial under exam-driven and English-only pressures. Observations confirmed its strategic use for comprehension and test preparation. Methodological refinements from the pilot include adding initiator- and function-focused items to observation checklists, using concise scenario prompts in interviews, and shortening focus-group protocols to reduce fatigue. The study is preliminary and context-specific (two teachers, one locality); findings should be treated as hypothesis-generating rather than generalizable. Empirically, the pilot provides rare, preliminary evidence of translanguaging in rural Vietnamese secondary classrooms. Methodologically, it documents concrete instrument revisions that improve cultural appropriateness and trustworthiness for the planned Participatory Action Research (PAR) study.

Keywords: translanguaging, rural education in Vietnam, secondary education, qualitative pilot, ethnic minority learners, Participatory Action Research.

HIGH SCHOOL STUDENTS' ENGLISH SELF-STUDY CHARACTERISTICS, MOTIVATION, AND NEEDS

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Abstract

This study investigates the characteristics, motivation, and needs associated with English self-study among high school students. Specifically, it aims to (1) *identify students' learning traits, habits, and tools utilized for English self-study*; (2) *evaluate their motivation, attitudes, and long-term goals toward autonomous learning*; and (3) *explore their needs for self-study resources as well as their willingness to engage in teacher-guided learning systems*. A cross-sectional quantitative design was employed with 147 students from Ben Tre High School for the Gifted, Vinh Long Province, Vietnam. Data were collected through a structured questionnaire and analyzed using SPSS. The findings reveal that 98% of students possess self-study tools and most allocate two to four hours per week to English self-study. YouTube, printed materials, and AI-assisted platforms such as ChatGPT emerged as the most frequently used resources. Students exhibited a high level of intrinsic motivation ($M=3.73$, $SD=0.767$), with career development and academic achievement identified as their principal long-term objectives. Moreover, 72.8% of respondents expressed strong demand for teacher-provided resources featuring clear objectives and personalized feedback, reflecting positive readiness for guided self-learning models. This study contributes to a more comprehensive understanding of learners' self-directed English study behaviors within the Vietnamese high school context. The results underscore the importance of developing adaptive and feedback-oriented self-study materials that foster sustainable learner autonomy and motivation in English language learning.

Keywords: self-study, learner autonomy, motivation, high school students, English learning



**STUDENTS' PERCEPTIONS ABOUT LEARNER AUTONOMY IN LEARNING
LANGUAGES A RESEARCH CONDUCTED IN A PUBLIC UNIVERSITY
IN VIETNAM**

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Abstract

Learner autonomy has emerged as key concept in modern higher education, emphasizing learners' capability to take responsibility for their own learning (Holec, 1979). Nevertheless, in many Asian context – including Vietnam, research on learner autonomy remains limited, and the concept is often misunderstood due to varied interpretations across different educational settings (Phan, 2015). This study investigates students' perceptions of learner autonomy in language learning at a public university in Vietnam. Employing mixed methods approach, data were collected questionnaire distributed to 120 non-English-majored students and follow-up semi-structured interview with 10 participants. Quantitative data were gathered to identify the overall trends in students' perceptions and autonomous learning practices, meanwhile the qualitative results provided the insights about the contextual and affective elements. The results indicated that most students acknowledged the necessity and importance of autonomy and expressed their desires for greater independence in learning. However, the actual practices remained some constraints including ineffective self-regulation skills. The study also highlighted the necessity of pedagogical strategies that enhancing students' metacognitive awareness, motivation, and opportunities for independence learning. Implications are drawn for curriculum developers, educators, and policy makers seeking to advance learner autonomy within Vietnam higher education.

Key word: learner autonomy, higher education, students' perceptions, mixed-method



THE ROLE OF ARTIFICIAL INTELLIGENCE (AI) IN SUPPORTING TEACHERS OF ENGLISH IN VIETNAM

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Abstract

In the context of rapid technological advancement, artificial intelligence (AI) has gradually become an effective tool in the field of education, particularly in English language teaching. This study aims to analyze the role of AI in supporting teachers of English in Vietnam, focusing on aspects such as lesson design, learner assessment, and the development of personalized teaching approaches. AI applications—including automated grading systems, learning content generators, and academic virtual assistants—help teachers save time, enhance instructional efficiency, and improve interaction with learners. However, integrating AI into classrooms also presents challenges related to technological competence, data security, and teacher adaptability. The findings indicate that, when used appropriately, AI does not replace teachers but rather serves as a supportive tool, enabling them to focus more on interactive, creative, and learner-centered activities that foster language development.

Keywords: Artificial Intelligence (AI); English Language Teaching; Teacher Support; Personalized Learning; Educational Technology.



TESTING, EVALUATION AND MATERIAL DEVELOPMENT WITH SUPPORT OF AI IN FOREIGN LANGUAGE TEACHING AND LEARNING

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Abstract

The integration of Artificial Intelligence (AI) into foreign language teaching and learning has reshaped conventional approaches to testing, evaluation, and material development. This study explores how AI-driven tools enhance assessment accuracy, personalize learning content, and streamline instructional design. Using a qualitative approach, data were gathered from educators and learners through surveys and interviews across various language institutions. Findings indicate that AI supports real-time feedback, adaptive testing, and the generation of tailored learning materials, leading to increased learner engagement and improved outcomes. However, challenges such as data privacy and teacher readiness persist. The study highlights the need for teacher training and ethical guidelines to optimize AI integration. The implications suggest that AI can significantly improve efficiency and learner-centeredness when used alongside pedagogical expertise.

Keywords: Artificial Intelligence, language assessment, material development, educational technology, foreign language learning.



**SOLUTIONS TO RAISE AWARENESS ABOUT ENGLISH TEACHING
AND DEVELOPING CAPACITY FOR PRIMARY SCHOOL STUDENTS
IN THE MEKONG DELTA REGION**

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Abstract

In the context of globalization and the implementation of the 2018 General Education Program, English is not only a subject but also a tool to help students develop their communication, thinking, cooperation and international integration skills. However, in reality, the awareness of managers, teachers, parents and students about the role, goals and methods of teaching English in the direction of developing capacity is still limited. The study uses a survey method using questionnaires, pedagogical observations and analysis and synthesis of documents to assess the current state of awareness affecting the effectiveness of English teaching in primary schools in the Mekong Delta. From there, the paper proposes groups of solutions to contribute to fundamental innovation and improve the quality of primary English teaching in the Mekong Delta in the direction of sustainable capacity development.

Keywords: Teaching, English, capacity development, primary school students, Mekong Delta



DEVELOPING CLIL – BASED GRADE 10, 11 GEOGRAPHY VIDEOS WITH ENGLISH SUBTITLES AND SIGN LANGUAGE FOR INCLUSIVE EDUCATION

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Abstract

Amid rapid educational innovation and the increasing use of digital technology, developing integrated digital learning resources has become essential for promoting inclusive education. This study aims to develop CLIL-based learning videos for Grade 10, 11 Geography that integrate English subtitles and sign language to ensure equitable access to knowledge and support students' foreign language development.

The research involved 270 students at Hoang Quoc Viet High School during the 2024–2025 academic year. It included a needs analysis, the design and production of integrated videos, classroom implementation, and evaluation through pre- and post-tests as well as surveys of students and teachers. Quantitative and qualitative analyses were conducted to assess learning outcomes and user satisfaction.

Findings show that the Geography learning videos with English subtitles and sign language significantly enhanced students' content knowledge, language competence, and participation in inclusive classrooms. The study concludes that integrating CLIL-oriented digital resources offers a practical and innovative approach to modernizing instruction and supporting Vietnam's new general education curriculum.

Keywords: Digital learning resources, Grade 11 Geography, English subtitles, sign language, CLIL, inclusive education.



REFORMING ENGLISH LANGUAGE TEACHING AND LEARNING FOR ECONOMICS STUDENTS TO MEET OUTPUT STANDARDS: A CASE STUDY AT THUONGMAI UNIVERSITY

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Abstract

This research aims to comprehensively reform the English language training for full-time undergraduate students at economics and business universities, seeking to meet and enhance the English output standards in line with new demands. To achieve this objective, the authors assessed the current status of English teaching and learning, analyzed the existing curriculum at Thuongmai University, and investigated student needs. The methodology involved developing and deploying detailed questionnaires for a sample group consisting of non-English major students in economics and business fields at Thuongmai University. Based on the survey results, the study proposes a series of innovative solutions, including establishing new English output standards, revising the training curriculum, adopting competency-based teaching methodologies, and integrating information technology into instruction. The proposals also emphasize enhancing lecturer competence and providing strong institutional support to ensure effective implementation. The ultimate goal is to improve the overall quality of English language training, help students attain the necessary foreign language proficiency, and elevate the standing of higher education institutions generally.

Keywords: English teaching, EFL, output standards, higher education, reform