VANLANG
UNIVERSITY

THE 4TH INTERNATIONAL CONFERENCE OF
TESOL & EDUCATION

International Association of TESOL & Education

Date: 16 &17 August 2024

Implementations of AI Tools for Language Teaching and Learning

NATIONAL GEOGRAPHIC LEARNING

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69/68 Dang Thuy Tram St., Ward 13, Binh Thanh Dist., HCMC
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Andrew Lian, President ICTE

Dear ICTC Conference participants,

What a joy it is to welcome you to the 4th ICTE conference. ICTE and ICTJ are quite new in organizational terms as they have been inexistence for only a little more than two years. During that time, many language professionals have been attracted both to the conference and the journal, attesting to the growing need for serious research contributions and professional connections both nationally and internationally. This is a derivative of today's highly competitive academic atmosphere with its emphasis on publication and personal research. The ICTE conference meets those needs and connects you with innovative and valuable researchers both famous and still emerging.Crucially, the ICTE conference will help you make professional and personal friends who share your passion for language teaching and learning and with whom you can connect and work with once you have gone back to your homes.

I wish you well in your presentations and your deliberations during your time together and look forward to discovering new and exciting directions in the field of language education.

Professor Dr. Andrew Lian

President, ICTE

MESSAGE FROM THE CHAIR

Dr. Phan, The Hung, Conference Chair

Dear Distinguished Keynote Speakers, Dear Beloved Colleagues and Participants,

Welcome to the 4th International Conference of TESOL & Education – VLTESOL cooperated between AsiaCALL and the Faculty of Foreign Languages, Van Lang University, Vietnam, on August 16-17, 2024. It is a great pleasure for us to be at this conference with the keynote speakers, the authors and the participants of the event.

Our yearly conference aims to provide a platform for exchanging our ideas, concepts, and innovations to update our theories and methods in language teaching and learning. The topic of the conference focuses on the new issues and questions, resulting in the real needs for sharing new ideas and stimulating good awareness of this important research field. Therefore, on the day of carrying out this journey, we are delighted with a high level of satisfaction and aspiration from all the participants.

For this conference, there have been about 80 responses to the call-for-papers from Vietnam and from other countries. We would like to express our gratitude and appreciation for all of the researchers and the reviewers who helped us maintain the high quality of the contents and the manuscripts included in the proceedings published by ICTE-VLTESOL. We would also like to extend our sincere thanks to the members of the organizing team for their hard work. The conference includes 7 tracks on this campus so that all the participants can join the groups suitable for their interests.

Let us wish that all the participants of ICTE-VLTESOL would have two wonderful and fruitful days at the conference. We hope that we will meet each other again in the next conference in 2025.

Conference Chair

Dr. Phan, The Hung - Dean, Faculty of Foreign Languages, Van Lang University, Vietnam

ORGANIZING COMMITTEE

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Time	The 4th International Conference of TESOL & Education Friday - Saturday, 16-17 August 2024
	Friday 16 August 2024
7:30 - 7:55	Check-in & Intro Videos (**Building G - Hall: N2T1**)
7:55-8:05	**Musical Performace**
8:05-8:15	**Welcoming Remarks from the Chair** Chair of the International Association of TESOL & Education Dr. Phan The Hung Dean of the Faculty of Foreign Languages, VLU
8:15 - 8:25	**Welcoming Remarks from the President of ICTE** President of the International Association of TESOL & Education Professor Dr. Andrew Lian
8:25-8:30	**Welcoming Remarks from the President of VLU** President of Van Lang University, Ho Chi Minh City, Vietnam Assoc. Prof. Dr. Tran Thi My Dieu
8:30-8:35	**Appreciation to sponsors**
8:35 - 9:15	**Presidential Keynote Address** Professor Andrew P. Lian, President of the International Association of TESOL & Education Suranaree University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia **What's Really Special About ChatGPT and Other Large Language Models?**

Time	
9:15 - 9:55	**Keynote Address 1** Dr. Bao Kham, Hue University President of VietCALL Editor-in-chief of the Journal of Inquiry into Languages and Cultures, Hue University **EFL Tertiary Lecturers' Perception and Practice of Social Presence in Learning Management System**
9:55 - 10:30	**Keynote Address 2** **Associate Professor Dr. Pham Vu Phi Ho** Vice President of the International Association of TESOL & Education Vice Dean of the Faculty of Foreign languages, Van Lang University, Vietnam **Using Python Code and ChatGPT to create Chatbots for Language Practices**
10:30 - 10:35	**Memorial Photos**
10:35-10:45	**Teabreak**

	Parallel Sessions (Building I)				
Venues	Room I.3.2	Room I.3.4	Room I.3.5	Room I.3.6	Room I.3.7
Times	**Exploration of AI Tools**	**Applications for Language Teaching**	**Digital tools and software for e-learning**	**Language & Linguistics**	**Language Instruction**
	Moderator: Cao Thị Xuan Tu	**Moderator: Tran Thi Mai**	**Moderator: Tran Thi Le Thuy**	**Moderator: Nguyen Huy Cuong**	**Moderator: Vu Manh Quyen**
10:45-11:10	Creating Opportunities for AI Inclusion Within the Writing Classroom Geoffrey Miller, American University of Sharjah, UAE	Mobile Devices and the Autonomy in English Language Learning: a Deeper Look at Van Lang University Tran Thi Bich Tran, Vuong	The Practice of ChatGPT in English Teaching and Learning in Vietnam: A Systematic Review Pham Manh Tri, HvàJ Languages Center	Text Mining Techniques for the Analysis of Literary Texts Eunjeong Park, Sunchon National University, South Korea	Challenges in teaching idioms to B1 learners: EFL in-service teachers' perceptions Nguyen Duong Nhu Quynh, Bui Thi Huyen

		Tuyet Kha Faculty of Foreign Languages, Van Lang University, VN	Cao Thi Xuan Tu, Van Lang University, Vietnam		Faculty of Foreign Languages, Van Lang University
11:15 - 11:40	Using Technology to Aid Our Interactions while COIL-ing Marcela Lopez BravoMarcela Lopez Bravo Florida International University, USA Phuong Tran, Rikkyo University, Japan	Text-To-Speech Technology in Language Learning from Students' Views Tran Thi Kim Anh, Tran Thi Mai Faculty of Foreign languages, Van Lang University, VN	Improving the Practice of Translation and Interpretation Skills via Making Presentation in Class Nguyen Thi Hong Ha, Hoang Tuyet Minh University of Economics and Technology for Industries, VN"	Strategies to Address Common Enigmas in Translating English Legal Texts into Vietnamese Do Thi Hong Ha, UNETI Nguyen Thi Van Anh, PPU Ho Chi Minh City, Vietnam	Unraveling Indonesian English Teachers' Professional Identity in the Tapestry of Global Englishes: 'Opportunity or Barrier? Laelah Al Mubarokah University of Indonesia, Indonesia
11:45- 12:10	The Benefits and Challenges of ChatGPT on Students' Learning Writing Su Ai Anh Thu, Tran thi Hoang Nguyen Faculty of Foreign Languages, Van Lang Unviersity, VN	The Undergraduate Students' Perception Towards the Adoption of X-Mind -A Mindmap-Based Application to Enhance Students' Cognitive Engagement in Teaching Grammar 1 at Van Lang University Hang Vo, Van Lang University, VN	Investigating the Impact of Flipped Learning Approach on the Insights of Students in Business: A Case Study at FTU – HCMC Dang Thi My Dung, Foreign Trade University - HCMC, Vietnam	Assessing Interlanguage Pragmatic Competence on Speech Acts in a Filipino ESL Context Rinarose B. Budeng, Hartwell Norman M. Merza Don Mariano Marcos Memorial State University, Philippines	Exploring Teachers' Perspectives on Adaptive Learning in Undergraduate Programs at VNU Duong Thi Thu Huyen, Nguyen Thi To Hoa, Hoang Tuyet Minh Vietnam National University Hanoi, International School, Vietnam
12:10 - 13:30	**Lunch Break**				
13:30 - 14:05	**Keynote Address (I.4.1)** Associate Professor Dr. Sandro Barros Vice President of the International Association of TESOL & Education Michigan State University, Vice president of the ICTE **Philosophy Meets AI: Shaping the Future of TESOL**			**Featured Talk 2 (I.4.5)** **Andy Duenas** MA Applied Linguistics and English Language Teaching **Intercultural Communication in a Global World: Bringing the World to the Classroom**	

14:10 - 14:35	The Effects of Integrating Artificial Intelligence into Learning Academic Vocabulary Among Masters in English Studies Students Tran Kien Quan Faculty of Foreign Languages, Van Lang University, VN	Enhancing students' vocabulary via the Flippity application Nguyen Nam Khanh, Tran Thi Nam Phuong, Tran Thi Thu Hoai Faculty of Foreign Languages at Thai Nguyen University of Education	Flipped Classroom Method in Improving Speaking Skills for Grade 11th Students at Phan Chau Trinh High School Nguyen Ngoc Tuong Vy, HUFLIT, Ho Chi Minh City, Vietnam	Complex Events in the Serial Verb Constructions in Vietnamese: A Cognitive Perspective Nguyen Thuy Ngoc, UNETI Nguyen Thi Van Anh, PPU HCMC	Self-Determination Theory and Its Trends in Research on English Language Teaching Ha Thanh Bich Loan, UEH University, Ho Chi Minh City, Vietnam
14:40 - 15:05	The Perspectives of English-major Post-graduates regarding The Usage of QuillBot to Enhance Paraphrasing Skills Pham Ngoc Quynh Nhu, Van Lang University, VN	Utilizing technology to assess English learning outcomes of students based on a competency-based approach Duong Thi Thu Huyen Vietnam National University, Hanoi, International School	Augmented Reality in English Language Teaching - A Literature Review on Catering to Diverse Learning Styles Vo Trong Nghia, Ho Chi Minh City University of Economics and Finance	A Study of Vietnamese Slang Used by Students in Daily Conversations Nguyen Thi To Hoa, Vietnam National University, HN	An Investigation of Listening Anxiety among Linguistic Students in International University Tran Thuy Hang, International University - VNU - HCMC
15:10 - 15:35	Artificial Intelligence-Based Assessment in ELT Exam Creation: A Case Study of Van Lang University Students Nguyen Anh Tu, Luc Ha Duy Nguyen Institute of postgraduate Education, Faculty of Foreign Language, Van Lang University		The Impacts of E-learning on Training the Vietnamese Young Employees in 21st century Nguyen Truong Gia Minh, HCMC University of Foreign Languages - Information Technology (HUFLIT), Vietnam	Research Conceptualization: Challenges to Sociolinguistic Students' Graduation Papers Vu Thi Hoang Mai University of Languages and International Studies, VNU Hanoi	Language and Culture Exchange: Tandem Language Learning for University Students Hebe Wong, Luz Fernandez CalventoS City University of Hong Kong, China
15:40-16:00	**Teabreak**				

16:05 - 16:30	AI-Assisted towards Students Self-confidence: A Case Study of Van Lang University Students in Public Speaking Classes Nguyen Hang Nhat Thy, Mach Thi Kieu Vy, Luu Thi Bich Ngoc, Nguyen Anh Tu, Luc Ha Duy Nguyen Institute of postgraduate Education, Faculty of Foreign Language, Van Lang University	Exploring the ChatGPT Use of Vietnamese English-majored Master's Students and Their Perceptions in a Research Writing Course Nguyen Hong Nhung, Pham Vu Phi Ho Faculty of Foreign Languages, Van Lang University, VN	Exploring the influence of social media and online communities on affordances in ELT Ngo Nguyen Thien Duyen, Pham Huong Ngoc Uyen HCMC Universtiy of Economics and Finance, HCMC, VN	Error Analysis of English Written Composition in East Malaysia: A Case Study Natasha Nuralanis Zulkipli IPGM Islamic Education Campus, Bandar Baru Bangi, Selangor Malaysia	Suggestions for Improving IELTS Writing Task 2 for Department of Foreign Languages Juniors at Sai Gon University Nguyen Ngo Que Tran, Le Bao Tran Sai Gon University, Vietnam
16:35 - 17:00	Improving EFL high school students' argumentative essay writing skills through using ChatGPT Pham Thanh Dieu, Phan Minh Nhat Vinh University of Economics Ho Chi Minh City	Effects of Corpus-Aided Language Learning on Low-Achieving EFL Students: An Empirical Case Study Ming Huei Lin, Jia-Ying Lee, Daniel Yu-Sheng Chang Tamkang University, Taiwan	The Centre for English Language Education, UNNC at 20: Retrospectives Marshall Stauffer University of Nottingham, China	The Emergence of Complexity, Fluency, and Accuracy in Written Works of Vietnamese Learners of English: A Replication Study Dinh Thao Nguyen, Dong Nai University, Dong Nai, Vietnam	Postgraduate EFL Students' Perceptions and Practices of Using Hedging Strategies in Academic Writing at Can Tho University Le Ngoc An, Can Tho University Tran The Phi, Saigon University
18:00-20:00	**Gala Dinner** **(Vuon Cau Restaurant, 360 Phan Van Tri St., Ward 11, Binh Thanh Dist., HCMC)**				

	Saturday, 17 August 2024
8:00 - 8:35	**Keynote Address 3 (Hall: N2T1)** **Dr. Ania Lian, Charles Darwin University, Australia** Vice President of the International Association of TESOL & Education **Advancing Emotional Literacy and Social Equity through ChatGPT and the Reading for Emotion Model**

8:40-9:15	**Keynote Address 4 (Hall: N2T1)** **Associate Professor Dr. Nguyen Ngoc Vu** Vice President of HUFLIT, Vice President of VietCALL, President of STESOL **AI-Powered Language Education: Innovations and Applications in Vietnam's ESL Context**
9:20-9:35	**Teabreak**

	ChatGPT for Language Teaching	**Digital tools and software for e-learning**	**Writing Skills & Interactional Teaching**	**Translation & Linguistics**	**Teachers' Beliefs & Perceptions**
	Moderator: .Nguyen Hoang Phan	**Moderator: Tran Thi Ngoc Linh**	**Moderator: Vo Thi Thu Hang**	**Moderator: Nguyen Thi Thu Thuy**	**Moderator: Truong Hong Ngoc**
9:40 - 10:05	Integrating ChatGPT into Business English writing portfolio: Insights from Vietnamese EFL learners Tran Thi Minh Thu Ho Chi Minh City University of Foreign Languages and Information Technology, VN	Factors Influence Students' English Writing Sklill and the Effectiveness of Using ChatGPT in Practising This Skill – A Study at Ho Chi Minh City University of Physical Education and Sport Tran Thi Minh Hien, Architecture Faculty, Van Lang University Truong Cam Quynh, Basic Sciences & Biomedical Sciences Faculty, Ho Chi Minh City of Physical Education and Sports, HCMC, Vietnam	A Qualitative Study into How Non-English Major Students Emotionally Respond to Teacher Written Feedback Dinh Anh Duc, Pham Nguyen Minh Chau Sai Gon University, Vietnam	Influential Factors on Translation Capacity: Foreign Language Students at HUTECH University Luc Ha Duy Nguyen, Van Lang University Luu The Bao Anh, HUTECH University	Students' Silence - Redefining What It Means to Participate in EFL Classrooms Nguyen Trang Dung HCMC University of Technology

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10:10 - 10:35	Utilizing ChatGPT Application to Improve Learning Autonomy for EFL Students Vo Thanh Duc, Ngo Thi Cam Thuy Faculty of Foreign Languages, Van Lang University, VN	EFL postgraduate students' perception on the use of Grammarly and peer feedback to improve their academic writing skills Ha Yen Nhi, Ho Ngoc Phuong, Van Lang University, VN	The Role of Immersive Technology in Creating Rich Affordance Environment for ELT To Thi Kieu Oanh, Ngo Nguyen Thien Duyen Ho Chi Minh City University of Economics and Finance, Vietnam	Adopting the 3P Model combined with the Task-Based Approach in teaching Business Translation Truong Thi Mai Hanh, Le Trieu Hanh Nhi Faculty of Foreign Languages, Van Lang University, VN	The Effectiveness in English for Specific Purposes (ESP) Teaching: Students' Voices Diah Royani Meisani, Laely Hidayati Universitas Brawijaya, Indonesia
10:40-11:05	EFL Sophomores' Perceptions on The Application of Computer-Assisted Games in Grammar Classes Truong Nhat Truong, Nguyen Thi Thu Hang Facutly of Foreign Languages, Van Lang University, VN	Students' Perception of Using YouTube to Learn English: A Case Study at Van Lang University Pham Que Anh, Ly Nguyen Minh Chau, Chu Tien Dat, Tran Thi Hue An Faculty of Foreign Languages, Van Lang University, VN	Effective writing strategies in academic writing for EFL students Nguyen Ai Bang, Nguyen Thi Thu Hang, Dang Hong Phuong Trinh, Pham Nguyen Gia Bao Faculty of Foreign Languages, Van Lang University, VN	Findings of Schema-Building Activities on EFL Learners' Listening Comprehension Bui Thi Kim Loan Binh Duong University, Vietnam	In-service teacher's perceptions toward teaching collocation to EFL learner's productive skills Truong Ngoc Khanh Van, Van Cong Hoang Truong Faculty of Foreign Languages, Van Lang University
11:10-11:35	Student's Perceptions of AI Language Models as Virtual Assistants in Learning Pham Ngoc Thai Binh, Tran Thi Mai Faculty of Foreign Languages, Van Lang University	Formative Assessment in Blended-learning Course: Application in Non-majored English Classes at Thuongmai University Pham Thi Xuan Ha, Thuongmai University, Ha Noi, Vietnam	Using Interactive Methods to Enhance English Language Teaching Tran Thi Thuy Duong Faculty of Foreign Languages, Van Lang University	Overdetermination and impersonalization of businesswomen in British press: a corpus-based approach in critical discourse analysis Nguyen Thi Ngoc Thao University of Science and Technology of Hanoi, Vietnam	Challenges Encountered by First-Year Students in Acquiring English Writing Skills Tran Thanh Phuong, Ngo Nhat Phuong Quynh Faculty of Foreign Languages, Van Lang University, VN"
11:40-12:05	Challenges in Using Artificial Intelligence Tools to Teach Legal Writing Luong Minh Hieu, Pham Thi Thuy Dung Law University of HCM City, Vietnam	University Students' Attitude towards Benefits and Challenges of Technology-integrated Project-based Language Learning Ky Tran Minh Uyen Foreign Trade University, Vietnam	Using Two-Way Information – Gap Tasks to Encourage Equal Participation from the Students in Group Work Pham Vu Minh Loc, University of Economics Technology for Industries Nguyen Thi Van Anh, PPU-HCMC	A Syntactic Comparison Between The Chinese Word "shang"And its Vietnamese Counterpart "trên" Mai Thu Hoai, Tran Chi Minh, Nghe Qui Linh Faculty of Foreign Languages, Van Lang University, Vietnam	Laugh and Learn: A Pragmatic View of Using Jokes in Teaching English Ho Ngoc Phuong & Ha Yen Nhi Van Lang University, Vietnam

12:05-13:30	**Lunch break**				
13:30 - 14:05	**Keynote Address 5 (Hall: N2T1)** **Dr. Phan The Hung** **Dean of the Faculty of Foreign Languages, Van Lang University**				
14: 10 - 14: 35	Nonverbal Cues In Teaching Foreign Language For Vietnamese Higher Education Learners Dinh Thao Thuy Duong, Ha Yen Nhi Faculty of Foreign Languages, Van Lang University, VN	EFL Learners' Perceptions of Conversational Videos Regarding Classroom Engagement at a Language Center in Can Tho City Tran The Phi, Saigon University Nguyen Hoang Gia Khanh, Can Tho University, VN	The Influences of Task-based Approach on Young Adult Learners' Listening Comprehension Ngo Nhat Phuong Quynh, Tran Thanh Phuong Faculty of Foreign Languages, Van Lang University, VN	IELTS Washback as a High-Stake Test on Student Learning: A Hierarchical Modelling Study at a Vietnamese University Nguyen Thanh Minh Faculty of Foreign Languages, Van Lang University, Vietnam	Empowering Educational Independence: Exploring High School Students' Perspectives on Cultivating Learning Autonomy through Project-Based Learning Liem Do, Faculty of Foreign Languages, Van Lang University, VN Do Nguyen Nhat Vy, Trung Hoc Thuc Hanh-Dai Hoc Su Pham Thanh pho Ho Chi Minh
14:40 - 15:05	Exploring the influence of speaking anxiety on Vietnamese ESL undergraduates' speaking performance: A quantitative study Nguyen Ngoc Nguyen, Van Lang University, Vietnam	The Impact of Augmented Reality on Vocabulary Acquisition in CLIL Settings Jose Belda-Medina University of Alicante, Spain	Difficulties In Writing Academic Papers Faced By EFL Students At Van Lang University Nguyen Ngoc Lan Tuong Faculty of Foreign Languages, Van Lang University	Cross-culture communication Apprehension in communicating English among Jordanian students in UUM Abu Dhabi, Mushref, United Arab Emirates Universiti Utara Malaysia, Malaysia	Novice EFL Teachers' Belief and Emotional Regulation in Response to Young Learners' Behaviors in the Classroom Ngo Thi Cam Thuy Faculty of Foreign Languages, Van Lang University, VN
15:10 - 15:30	**Teabreak**				

15:40-16:25	**Featured Talk (I.4.1)** **Dr. Nguyen Huu Cuong** Head of the Quality Assurance Office of Van Lang University, Ho Chi Minh City, Vietnam **Implementing AI Tools for International Accreditation in Higher Education**	**Featured Talk (I.4.5)** **Dr. Ha Van Sinh** **PTC Language Center - Nha Trang** **Blended Learning and the Integration of "Prior Tasks" into a Face-to-Face EFL Course**
16:30 - 16:45	**Closing session (Hall: N2T1)**	
16:45 - 17:15	**ICTE Annual General Meeting (AGM)** **All participants are invited.**	

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What's Really Special About ChatGPT and Other Large Language Models?

Professor **Andrew P. Lian**
Suranaree University of Technology, Thailand,
Ho Chi Minh City Open University, Vietnam
and University of Canberra, Australia

Abstract

In 2023, ChatGPT and other Large Language Models (LLMs) became widely accessible. Since then, the language education profession has been actively exploring how generative A.I. will transform the language-learning landscape for both teachers and students. Rapid advancements in this technology have already led to significant changes. However, the excitement and hype surrounding these developments have often overshadowed LLMs' fundamental yet critically important characteristics that make them truly special. This presentation will highlight these essential characteristics and discuss their implications for language teaching and learning.

Keynotes: ChatGPT, Large Language Models, Generative A.I.

Biodata:

Professor of Foreign Language Studies, Suranaree University of Technology, Thailand; Ho Chi Minh City Open University, Vietnam; Professor Emeritus, University of Canberra, Australia; President of AsiaCALL, the Asia Association of Computer-Assisted Language-Learning, a research and professional association focusing on the uses of technology to enhance second/foreign language learning in Asian contexts. Before this appointment, he was Professor and Chair of the Department of Foreign Languages and Literatures at Western Illinois University in the United States. Before that, he had been Professor of Humanities and Director of the Center for the Study of Languages at Rice University, Houston, TX, USA, and Professor and Head of the School of Languages and International Education at the University of Canberra in Australia. He has held further Professorial appointments and has been Head of Department at two other universities in Australia (James Cook University and Bond University).

KEYNOTE ADDRESS

Philosophy Meets A.I.: Shaping the Future of TESOL

Associate Professor Dr. **Sandro Barros**
Michigan State University, Vice President of the ICTE

Abstract
Integrating Artificial Intelligence (A.I.) in English language learning presents transformative potential yet necessitates a robust philosophical foundation to guide its development and application. This paper argues for establishing educational philosophy as a crucial field of inquiry in AI-driven English language learning. By examining the ethical, pedagogical, and epistemological dimensions, we can better understand the implications and challenges of A.I. in education. This inquiry addresses key concerns such as the impact on teacher-student dynamics, data privacy, and the potential for bias in A.I. algorithms. Furthermore, it explores how philosophical frameworks can inform the design of A.I. systems that are equitable, transparent, and aligned with educational values. The paper advocates for a multidisciplinary approach, integrating insights from philosophy, linguistics, education, and computer science, to create a more holistic and ethical use of A.I. in language learning. Ultimately, this paper aims to lay the groundwork for a thoughtful and conscientious integration of A.I. in English language education, ensuring it enhances learning outcomes and upholds critical humanistic educational values.

Biodata:

Sandro R. Barros is an Associate Professor in the Curriculum, Instruction, and Teacher Education program at Michigan State University. His academic research traverses the Humanities and Social Sciences fields to study multilingual development, culture, and language politics across K-16 schools and other sites of cultural production. He is the author of *Paulo Freire and Multilingual Education* (with Luciana C. de Oliveira, Routledge) and *The Dissidence of Reinaldo Arenas* (with Rafael Ocasio and Angela L. Willis, University of Florida Press)

KEYNOTE ADDRESS

Using Python Code and ChatGPT to create Chatbots for Language Practices

Associate Professor Dr. **Pham Vu Phi Ho**
Vice President of the International Association of TESOL & Education
Vice Dean of the Faculty of Foreign Languages, Van Lang University, Vietnam

Abstract

This paper provides a pragmatic manual for language educators on using Python code and ChatGPT to develop chatbots to improve student's oral fluency to a level comparable to that of native speakers. By combining Python's programming skills with ChatGPT's sophisticated natural language processing, instructors can create interactive chatbots that offer immersive and captivating language instruction with voice-enabled functionality. The paper provides a comprehensive account of the sequential development process, starting from establishing the coding environment and progressing to incorporating advanced functionalities such as real-time feedback and adaptive discussion situations. The handbook prioritizes user-friendliness and availability, ensuring that teachers, regardless of their minimal technological knowledge, may create efficient language practice tools. These chatbots provide a scalable way to enhance learners' fluency and confidence in utilizing the target language by facilitating interactive and tailored speaking activities. This article aims to provide educators with the necessary information and tools to facilitate engaging and supportive language learning experiences using technology.

Keywords: Python, ChatGPT, Chatbot, Language Practice

Biodata

Assoc. Prof. Pham Vu Phi Ho, Ph.D., Assoc. Dean of the Faculty of Foreign Languages, Van Lang University, Vietnam. He was vice president of Ba Ria – Vung Tau University and vice president of Van Hien University, Vietnam. Pham has published 70 research articles in both local and International Journals (ISI/Scopus-indexed), and nine books and course books, 3-course books were used for both the undergraduate and graduate levels at Van Lang University, HCMC Open University, Vietnam, and Lourdes College, Higher Education Department, Cagayan de Oro City, Philippines. He has international experience in teaching English at Suranaree University of Technology, Thailand, and Gyeongju University, South Korea. He is the Vice President for Administrative Affairs of AsiaCALL and the managing editor of its Online Journal. He is now the Editor-in-chief of the International Journal of TESOL & Education. He is the editor-in-chief for several proceedings published by Atlantis Press, part of Springer. He is an editorial staff member for the Asian Journal of Applied Linguistics (Scopus-Q2) and a peer reviewer for some international journals indexed in ISI/Scopus, such as Computer Assisted Language Learning and Open Sage. He is now an editor for an Edited IGI Global book entitled "Implementing A.I. Tools for Language Teaching and Learning."

Advancing Emotional Literacy and Social Equity through ChatGPT and the Reading for Emotion Model

Dr. **Ania Lian**
Charles Darwin University, Australia
Vice-President for Research & Innovation and Chief Editor of the *AsiaCALL Online Journal, and Vice President of ICTE*

Abstract

This keynote presentation demonstrates a Reading for Emotion model for integrating Artificial Intelligence and neuroscience within second language education. It specifically focuses on English literacy and the use of ChatGPT, a cutting-edge A.I. language model developed by OpenAI. We examine how ChatGPT can serve as a social equalizer in L2 learning environments by enhancing the educational experience and offering equitable opportunities for all learners.

Drawing on theoretical frameworks and empirical research, the presentation proposes practical strategies for utilizing ChatGPT to bridge social gaps and promote inclusivity. We explore the potential of ChatGPT to enhance communication, foster understanding across diverse cultural and social backgrounds, and improve cognitive engagement through tailored educational experiences. Additionally, the implications of A.I. in reshaping traditional pedagogies to support a more inclusive learning environment are discussed.

The keynote aims to contribute to the broader discourse on the role of AI in education, emphasizing the need for tools that enhance academic performance and foster social and emotional competencies. By integrating the Reading for Emotion model, we demonstrate how emotional analysis can serve as a process for investigating text structure and authors' intentional choices to communicate specific ideas. This approach emphasizes the cognitive and emotional development necessary for comprehensive language learning, paving the way for more inclusive and socially aware educational practices.

Keywords: ChatGPT, Emotion Model**,** A.I. in education

Biodata:

Senior Lecturer in Education (Teaching and Learning), Charles Darwin University, Australia, she has worked at the National Policy Office of the Council on the Ageing in Canberra. She has a history of working voluntarily with the wider community on sustainability projects within the Queanbeyan Business Council, NSW framework. Ania has been a keynote speaker at several academic conferences in Australia and Asia, where she builds collaborative networks between CDU and other universities, intending to expand the international focus of all involved. The leading objective of her teaching and research is to explore the concept of inclusive learning environments, with a specific focus on learner-centredness.

KEYNOTE ADDRESS

AI-Powered Language Education: Innovations and Applications in Vietnam's ESL Context

Associate Professor Dr. **Nguyễn Ngọc Vũ**
Ho Chi Minh City University of Foreign Languages – Information Technology
Email: vunn@huflit.edu.vn
Mobile: +84918025951

Abstract

This presentation discusses the transformative role of Artificial Intelligence (AI) in English language education within Vietnam, focusing on the innovative application of A.I. tools such as those developed by HUFLIT University. These tools, characterized by advanced language models and deep learning techniques, provide personalized, interactive, and dynamic learning experiences. They extend beyond basic grammar correction to simulate intricate conversations and understand complex language patterns. The discussion highlights how A.I. overcomes traditional educational barriers by offering flexible, accessible, and customized learning approaches. A comparative analysis between AI-assisted methods and traditional teaching showcases A.I.'s advantages in enhancing engagement, motivation, efficiency, and continuous learning while addressing ethical considerations and the necessity of balanced integration. Feedback from students engaged in Computational Linguistics training underscores A.I.'s practical benefits and relevance in language education. Looking ahead, the presentation speculates on future A.I. advancements and their potential to change teaching methodologies.

Keywords: Artificial Intelligence, English Language Teaching, TARI AI tools, Computational Linguistics.

Biodata:

Assoc. Prof. Dr. Nguyen Ngoc Vu is Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT) 's Chairman of STESOL, Vice-President of VietCALL and Committee Member of VIETTESOL. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation services to higher education institutions and businesses across Vietnam. He won the Vietnam Technology Innovation Award in 2012 and was recognized as Vietnam Microsoft Innovative Educator (MIE) Master Trainer in 2014. His research interests include Computational Linguistics, Cognitive Linguistics, Computer Assisted Language Learning and ELT Methodology

KEYNOTE ADDRESS

Chat GPT: Impacts on Language Learning and Teaching

Dr. **Phan The Hung**
Dean of the Faculty of Foreign Languages, Van Lang University,
Ho Chi Minh City, Vietnam

Abstract

Artificial intelligence (A.I.) is having a bigger and bigger impact on language education, especially assignment-based courses, as it develops. Artificial intelligence (A.I.) tools like Chat GPT have the power to influence education. To guarantee a well-rounded and productive learning environment, educators must address the issues new tools bring. The detrimental implications of AI technologies on assignment-based courses, including positive and negative impacts, will be suggested in this article, along with tactics teachers might use to lessen or steer clear of any potential problems using AI tools like Chat GPT.

Although A.I. systems such as Chat GPT can help with assignment-based courses, educators must also be aware of the drawbacks. Teachers should minimize the negative effects of A.I. tools by aggressively addressing issues, including decreased engagement, barriers to critical thinking, limited tailored feedback, ethical concerns, and digital literacy promotion. In order to sustain an efficient and rewarding learning environment in assignment-based courses, a well-rounded strategy that blends the advantages of A.I. tools with human direction and engagement is necessary.

Keywords: A.I. tools, Chat GPT, critical thinking, communication, self-learning

Biodata:

Dr. Phan The Hung is the Dean of the Faculty of Foreign Languages at Van Lang University, Ho Chi Minh City, Vietnam. He is also the Director of the National Center of English Language Testing of VLU. He earned his M.A. in Applied Linguistics at Northern Iowa, USA, and his Ph.D. Degree in Linguistics at Queensland University, Australia. He has another Ph.D. degree in Language Studies in management at HCMC University of Education, Vietnam.

Dr. Phan The Hung was Dean of the Faculty of Foreign Languages & International Studies from 2005 to 2012 at Da Lat University, Vietnam. From 1991 to 1999, he was Director of the Center of Foreign Languages and, from 2005 to 2012, Vice Director of the Center for Korean-Vietnamese Culture. In terms of publications, Dr. Phan The Hung has published several books and research articles in Linguistics and Applied Linguistics. His main interests are Linguistics, Applied Linguistics, Culture, and Language.

EFL Tertiary Lecturers' Perception and Practice of Social Presence in Learning Management Systems

Dr. **Bao Kham**

Editor-in-chief of the Journal of *Inquiry into Languages and Cultures, Hue University*

Abstract

Social presence can be seen as a predictor of student satisfaction and retention and quality learning in online learning environments. It is significant for meaningful and dynamic teaching, effective cognitive discourse, sense-making, and high-order learning. However, in terms of online learning, it can be challenging to be aware of and establish a social presence in online learning environments. The main objective of this research is to explore English as a Foreign Language (EFL) university teachers' perception and practice of social presence in LMS-based courses. The multi-case study investigated *how* EFL tertiary teachers perceive the social presence and adapt the concept in their instructional design and delivery. It used the biographical narrative approach with interviews and observations. The results indicated that though different in instructional experiences, professional background, and knowledge, EFL tertiary teachers recognized the role of social presence in some of its basic constructs and constructed some guidelines for their practice of integrating the concept in their courses. The findings also revealed that they could not translate their perceived under-standings into instructional design and delivery due to their lack of deep conceptualization of intricate and subtle social presence matters. It is essential to offer teachers more training to boost their entire awareness, deepen their knowledge, and provide proper technical guidance about establishing a social presence to bridge the gap between university teachers' perception and practice of applying social presence in the LMS environment.

Keywords: Learning Management System**,** Social presence, LMS

Biodata:

Dr. Bao Kham is now the Editor-in-chief of the Journal of *Inquiry into Languages and Cultures* and a lecturer in English Language Teaching at the University of Foreign Languages & International Studies, Hue University. He was the Former Rector of the University of Foreign Languages, Hue University. He got his Master's degree from the University of Sydney and his doctoral degree from La Trobe University, Australia. His main research focuses on teacher socialization, pre-service, and in-service teacher education. He is an I.T. enthusiast with extensive experience designing, developing & delivering blended teacher preparation courses, ELT materials, and sourcebooks.

Intercultural Communication in a Global World:
Bringing the World to the Classroom

Andy Duenas
MA Applied Linguistics and English Language Teaching

Abstract
Many language teaching materials often include lessons on culture. Traditionally, this has meant learning about the way of life in the U.S. or the U.K. and changing yourself to meet that standard in the classroom. However, in a global world, we should expand this approach. When English is used as a lingua franca connecting people from many countries and cultures, it's more important to be able to navigate conversations among people of many different cultural backgrounds, not just one.

In this workshop, the National Geographic Learning academic consultant and trainer will introduce an approach to teaching intercultural communication that ELT experts have developed. This approach brings together many points of view from different cultures and gives students the tools to understand differences and communicate effectively. Through demonstration activities and discussion, teachers will see how they can begin to approach intercultural communication in their classrooms.

Biodata:

Andy is National Geographic Learning Vietnam's Senior ELT Consultant for Academic and Training. He has been teaching the English language to children and adults since 2008 and has worked in teacher training and development since 2017. Andy has an M.A. in Applied Linguistics from the University of Nottingham and has worked with hundreds of teachers in language centers, K-12 schools, and universities in Vietnam.

Implementing A.I. Tools for International Accreditation in Higher Education

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Abstract

The 4th industrial revolution has led to an explosion of the application of science and technology in all aspects of life. Artificial Intelligence (A.I.) has been implemented in most areas, including higher education. This research investigates the implementation of A.I. tools for international accreditation in higher education. First of all, the study provides key concepts and processes of accreditation. Second, it synthesizes the applications of A.I. in quality assurance and accreditation. Next, it presents the use of Phind and ChatGPT for accreditation with international standards. The research results show that these AI tools can help provide information regarding accreditation standards and procedures, self-assessment report formats, samples of evidence, key questions during on-site visit interviews, and sample criteria description. However, the contents generated by Phind seem more reliable and updated than those of ChatGPT. Moreover, Phind provides suggestion questions and related documents as its generation sources. The final part of this study provides several recommendations for using A.I. tools in education in general and higher education quality assurance and accreditation in particular.

Keywords: Artificial Intelligence, Quality assurance, Tertiary education, Education 4.0

Biodata:

Dr Nguyen Huu Cuong is the Director of the Quality Assurance Department and Head of the Education Research Group at Van Lang University. He has previously worked as a policymaker in quality assurance for the Vietnam Education Quality Management Agency, Ministry of Education and Training, Vietnam, and was the adjunct Head of Quality Assurance and Accreditation Department of the Faculty of Quality Management, University of Education, Vietnam National University Hanoi and Deputy Head of the Department of Testing and Quality Assessment, Ton Duc Thang University. He completed his Master of Assessment and Evaluation at The University of Melbourne and his PhD in Education (Educational Policy and Leadership) at The University of New South Wales. Dr Nguyen Huu Cuong has published over 80 academic papers, many of which are indexed in the WoS/Scopus database. He is also a reviewer and Editorial Board member of several local and international scholarly journals. He has

been running several courses in research design and academic paper publications that ___ approach international standards. He has also supported dozens of novice researchers in undertaking research projects and publishing papers in WoS/Scopus-indexed journals. His research interests include assessment, quality assurance, accreditation, higher education policy, leadership and management, human resource management in education, research methodology, and foreign language teaching.

Blended Learning and the Integration of "Prior Tasks" into a Face-to-Face EFL Course

Dr. **Ha Van Sinh**

PTC Language Center, Nha Trang City, Vietnam

Abstract:

The Blended Learning mode (B.L.) has been applied at PTC for many years to maximise the learners' exposure to the English environment. As defined by different educationists, this mode "combines a face-to-face classroom component with an appropriate use of technology" (Sharma and Barrett, 2007: 7). At PTC, the integration of "prior tasks" has been an effective strategy being utilised for a connection of relevant online materials and classroom activities, providing the learners with a further 30% access to English. Unlike the usual coursebook-based homework, this strategy uses online tools to support and extend face-to-face lessons in a face-to-face language learning course, as Dudeney and Hockly (2007: 138-139) categorized. Via these prior tasks, the five key ingredients of B.L. (Carman 2005) have been exploited: face-to-face learning, independent learning, collaboration, assessment of learning outcomes, and performance support materials. This survey will look into how these key ingredients have been utilised to motivate the learners and enhance learning outcomes when B.L. "prior tasks" are designed as an integral part of a face-to-face lesson.

Biodata:

Dr. Ha Van Sinh completed his MA-TESOL study (University of South Australia) in 1997 and has been widely engaged in EFL teacher training since then. More opportunities to work with EFL teachers of different levels, regions, sectors (public/private), and projects have been offered since he finished his Doctor of Education study (La Trobe University, Australia) in 2003, specializing in language-teacher education and his research in language teacher education in America (University of Pennsylvania, USA, 2006-7). He is currently the Director of PTC Language Center (Nha Trang) and is very interested and involved in training EFL classroom teachers' competencies.

Creating Opportunities for AI Inclusion Within the Writing Classroom

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Abstract
The popularity of AI-powered tools has grown exponentially since the launch of ChatGPT 3's large language model in late 2022; however, ignoring for a moment the uncertainty surrounding its use within the minds of post-secondary education policymakers, research indicates that a vast majority of those teaching in universities around the world have not yet adopted these technologies into their pedagogical practice. This research aims to minimize this hesitancy by providing a scaffolded, five-step, field-specific program to facilitate the successful incorporation of A.I. into the writing classroom. These techniques straddle the traditional writing process and will gateway teachers into A.I. usage by removing the main implementation barriers identified by adoption theory: a lack of familiarity surrounding use, application, and outcomes for both them and their students.

Biodata:
Geoffrey Miller has taught writing at various universities in Japan, South Korea, Hong Kong, Cambodia, and Qatar. He is currently a senior composition lecturer in the English Department at the American University of Sharjah. He is also the founding editor of the flash fiction literary journal NUNUM. His most recent publications have primarily focused on facilitative feedback and the effects of repetitive task-based writing on L2 writing performance.

Using Technology to Aid Our Interactions while COILing

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Abstract

As educators, we are responsible for creating the conditions to achieve the United Nations Sustainable Development Goals (SDGs), particularly SDG4, which is "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Integrating Collaborative Online International Learning (COIL) modules in our courses eases the alignment of our curriculum with SDG4. When 'COIL-ing', students and instructors alike are encouraged to appreciate diverse backgrounds and perspectives and are required to use technology tools for collaborating, communicating, and learning. At the same time, they broaden and strengthen their understanding of the discipline, and they develop intercultural awareness and communicative competencies. In this workshop, we will focus on helping participants collaborate to develop partnerships since collaboration between educators leads to improved achievement of student learning outcomes (Saka, 2021). First, we will share ideas and show how we have implemented technology tools (including A.I.) to facilitate our professional network development. Second, participants will collaborate to find strategies and A.I. tools with which to master peer collaboration so that they can start COIL-ing.

Biodata:

Dr. Marcela Lopez Bravo holds a Ph.D. in International Culture and Communication Studies from Waseda University and Master degrees in Linguistics and in Asian Studies from Florida International University (FIU). She has over ten years of experience teaching at the university level in the US, China, and Japan. Currently, she is an Assistant Teaching Professor at FIU's Asian Studies Program. Dr. Lopez Bravo has been recognized with multiple excellence in teaching awards including Waseda University 11th eTeaching Grand Prize Award, FIU 2022 RETI Excellence in Teaching Award, the 2018 Faculty Choice Award in Creative Tool Design and Usage: Virtual Reality, and the 2018 Faculty Award for Excellence Teaching. Her research includes cultural geography, virtual reality applied to teaching culture, languages, and literature, COIL, and intercultural communication

Dr. Phuong Tran, Lecturer at Rikkyo University, Japan. She has taught in Austria, Japan, and Vietnam for over ten years. Her research investigates the development of learner autonomy through social interaction and networking in language learning settings. Dr. Phuong Tran has been recognized with multiple excellence in teaching awards including Waseda University 12th eTeaching Award. Her current research interest is collaborative online international learning (COIL). She has conducted COIL workshops at several international conferences. She has already written many academic articles and book chapters in applied linguistics. (Email: phuongtran@rikkyo.ac.jp)

The Benefits and Challenges of ChatGPT on Students' Learning Writing

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Abstract
ChatGPT is seen as an Artificial Intelligence application of OpenAI in the industrial era 4.0. ChatGPT has been identified as possibly being used in a variety of disciplines, including education. Previous research has shown that employing ChatGPT as a learning helper can help students enhance their learner autonomy, research, and scholarship. Furthermore, studies discovered that ChatGPT poses several obstacles to learners, particularly those beginning to write, such as illusions and potential illicit authorship and copyright. Consider that there are few studies conducted in Vietnam on this topic. This study aims to identify the limitations of Chat GPT that people typically encounter when studying writing, particularly in the Research Writing Course, and explore whether Chat GPT helps learners improve writing outcomes. The author discovered qualitative data from interviews with seven Master Course students, indicating that despite the numerous problems students frequently face when utilizing ChatGPT, this platform can help them improve their writing abilities.

Biodata:

Su Ai Anh Thu, an English teacher and researcher, pursued a Master's Course at Van Lang University. Their focus lies in language learning through E-learning, as evidenced by their presentation at the Asia CALL 2021 conference. Committed to lifelong learning, they advocate for transformative education and global citizenship.

The Effects of Integrating Artificial Intelligence into Learning Academic Vocabulary Among Masters in English Studies Students

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Abstract
Artificial intelligence (A.I.) adaptation in education has been increasing recently. Therefore, multiple studies have been conducted on its potential benefits and usage in education. On the other hand, the need to acquire academic vocabulary for students in the English Language to serve their academic goals also received attention. However, few researchers mention the effectiveness of using A.I. to learn academic vocabulary among graduate students. The research aimed to bridge the gap by examining A.I.'s effects on the academic vocabulary acquisition of students studying for a master's degree in English studies and to what extent it is used. This brings light to the differences A.I. creates in the students' learning process. Qualitative data were collected in the form of questionnaires given to the Master's program's students in the Foreign Language Department at Van Lang University. The questions centered around using A.I. tools to learn academic vocabulary.

Biodata:
Tran Kien Quan is a learner pursuing the program for master's degree in arts of English studies in Van Lang University, Vietnam. He has experience in teaching English and Vietnamese. His main interests include Writing and research on Artificial Intelligent (AI), his works relates to the effects AI has on student learning and acquisition of academic vocabulary for EAP.

The Perspectives of English-major Post-graduates regarding The Usage of QuillBot to Enhance Paraphrasing Skills

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Abstract
Paraphrasing is considered an important skill for postgraduates in their journey toward pursuing an academic degree. This skill helps postgraduates avoid plagiarism and showcases their strong abilities in analyzing, researching, and performing academic writing tasks. Although numerous studies have determined the importance of this skill, most postgraduates still frequently encounter challenges in achieving paraphrasing proficiency. The emergence of QuillBot, an AI-powered paraphrasing tool, has been considered a potential solution for these frequent challenges in learning paraphrasing skills. The overall benefits of QuillBot on the academic writing skills of English learners have been recognized and proven in various studies. However, few studies have delved into how QuillBot assists post-graduates in improving their paraphrasing skills, serving the academic genre of writing. Therefore, twenty English-major postgraduates took part in this research, aiming to seek the answer for the question: Do QuillBot paraphrasing suggestions benefit the post-graduates' process of learning paraphrasing?. The results indicated that QuillBot serves as a supporting tool, indirectly assisting post-graduates in their process of learning paraphrasing skills in terms of managing time while paraphrasing, enhancing the clarity of paraphrased texts, and expanding their academic vocabularies. Furthermore, QuillBot was reported as a useful tool, helping postgraduates overcome negative feelings towards paraphrasing skills and boosting their self-confidence during the paraphrasing learning process.

Keywords: paraphrasing skills, paraphrasing tool, QuillBot, academic writing

Biodata:
I'm a post-graduate majoring in English at Van Lang University, Ho Chi Minh City. I'm quite interested in investigating the role of AI in learning English. I believe that insights into how AI benefits the language learning process will set the stage for equal opportunities in learning languages for each individual regardless of their backgrounds and financial states.

Artificial Intelligence-Based Assessment in ELT Exam Creation: A Case Study of Van Lang University Students

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Abstract

Most Van Lang University Faculty of Foreign Languages English Language Teaching (ELT) professors use conventional ways to prepare language assessments for students. Due to its antiquated procedure, the test's quality, quantity, richness, and originality will decline. Focusing on the growth of artificial intelligence (AI) in education, this research reveals that AI can create and improve English language assessments for learners. A mixed method to gather data and rechecked data using ANOVA and a simple T-test in an objective and multidimensional fashion reveal the positive effect of AI on test time, content, and human variables. The study suggests that employing AI to optimize and enhance test questions for ELT is possible.

Keywords: Van Lang University, English Language Teaching (ELT), Artificial Intelligence (AI), English language assessments, test creation.

Biodata:

Nguyen Anh Tu has been a post-graduate student at Van Lang University since 2024, majoring in the Master of English Language program. Tu, previously, earned a Bachelor of English Language degree with a Legal English major from Ho Chi Minh University of Law in 2023.

Luc Ha Duy Nguyen is now serving as a visiting lecturer at Van Lang University while also pursuing a full-time postgraduate degree in English language at the same institution. He has completed his master's degree in business administration, Birmingham City University, The United Kingdom. He can be contacted at: luchaduynguyen@vanlanguni.vn or ORCID Website: https://orcid.org/0009-0001-3307- 6146

AI-Assisted towards Students Self-confidence: A Case Study of Van Lang University Students in Public Speaking Classes

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Abstract

This research focuses on the importance of enhancing students' self-assurance in public speaking, a crucial ability for achieving academic and professional accomplishments. Although this topic has great importance, many pupils have difficulties when it comes to confidence. Previous research highlights the need for creative approaches to fill this void. Our study investigates the efficacy of AI-assisted tools in fostering self-assurance among students at Van Lang University. Data was gathered using mixed methods, including semi-structured interviews, as well as pre- and post-intervention surveys, interviews, and performance observation. The findings demonstrate a notable improvement in students' self-assurance after participating in AI treatments, which may be attributed to the provision of individualized feedback and engagement in virtual practice settings. This research provides valuable insights into the potential of artificial intelligence (AI) in the field of education. It emphasizes the function of AI in boosting students' confidence and its implications for improving instructional design and educational methods.

Keywords: Artificial Intelligence (AI), treatments, public speaking, confidence, Van Lang University students, self-assurance

Biodata:

Hang Nguyen Nhat Thy, has been a post-graduate student at Van Lang University since 2024, and is majoring in the Master of Arts in English Language Studies. Previously, she earned a Bachelor of Arts in English Language Studies with a Commercial English major from Van Lang University in 2023. She can be contacted at: nhatthyyhg2061@gmail.com or phone number: (+84) 084.242.4119

Mach Thi Kieu Vy, who has been a post-graduate student at Van Lang University since 2024, is majoring in the Master of Arts in English Language Studies. Previously, she earned a Bachelor of Arts in English Language Studies with a Commercial English major from Van Lang University in 2023. You can contact her at: machthikieuvy@gmail.com or phone number: (+84) 092.805.9602

Luu Thi Bich Ngoc has been a post-graduate student at Van Lang University since 2024, majoring in the Master of English Language Studies. Previously, she earned the degree of Bachelor in English Language Teaching major from Sai Gon University

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Luc Ha Duy Nguyen is now serving as a visiting lecturer at Van Lang University while also pursuing a full-time postgraduate degree in English language at the same institution. He has completed his master's degree in business administration, Birmingham City University, The United Kingdom. He can be contacted at: luchaduynguyen@vanlanguni.vn or ORCID Website: https://orcid.org/0009-0001-3307- 6146

Improving EFL High School Students' Argumentative Essay Writing Skills through Using ChatGPT

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Abstract

Since 2018, with the change in educational policies promoted by the Ministry of Education and Training, teaching and learning English has evolved dramatically in the direction of communication. However, annual reports from schools and results from studies still show that the writing performance of high school students is rather low compared to their reading and writing (MOET, 2020). ChatGPT is not only a new universal tool for business and technology fields, but it is also a great tool for teachers to help students improve their writing skills by finding their own mistakes with a thorough explanation that cannot be practiced in class due to time limitations. With traditional language teaching methods, achieving satisfactory results in argumentative essay writing cannot be achieved. Therefore, a new teaching approach needs to be developed. Thus, this research aims to investigate the impacts of using ChatGPT in teaching writing and find out which sub-skills of writing are affected during the teaching implementation. This study utilized a mixed method approach, including experimental teaching and semi-structured interviews to determine the impact of ChatGPT on learners and their attitude toward this implementation. The data were collected from 123 students participating in an experimental course at a high school in Can Tho. The findings show that there is a significant difference in the final scores between the experimental group and the control one, indicating a good level of satisfaction with this new method after the course.

Biodata:

Miss Pham Thanh Dieu is a teacher in Can Tho City, Vietnam. She currently works at the University of Economics in Ho Chi Minh City, branch in Vinh Long province. Her main research interests are teaching methods for learning English. She has been an English teacher for more than three years.

Mr. Phan Minh Nhat Vinh is an office worker in Vinh Long province, Vietnam. He currently works at the University of Economics in Ho Chi Minh City, branch in Vinh Long province. His main research interests are teaching methods for learning English.

Mobile Devices and the Autonomy in English Language Learning: A Deeper Look at Van Lang University

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Abstract

Mobile-assisted language learning (MALL) is gaining increasing interest for autonomous language learning due to the increased necessity of learner autonomy for EFL students at the tertiary level. In this day and age of rapid technological advancement and program updates, it might be challenging to find relevant mobile applications. For learner autonomy, EFL students also require more time and opportunities to become familiar with using mobile devices. In light of this, the goal of this study is to examine how mobile applications affect self-directed learning and the development of language skills. It is demonstrated that mobile applications, particularly social media and educational applications, have aided in the autonomous learning of EFL students at the tertiary level by synthesizing the features of these apps, learner autonomy components, and developed language skills. Lastly, the use of different mobile applications, the development of digital literacy, and the development of balanced language skills are focused for future autonomous study for EFL students at the university level.

Biodata:

Mrs. Tran Thi Bich Tram, is currently a full-time lecturer of English at Van Lang University. She got a master's degree in business administration at University of Bolton in 2012 and earned her Master's Degree in English Language at Ho Chi Minh City University of Technology in July 2019. She is into academic areas such as TESOL methodology, language skills, and Business English.

Ms. Vuong Tuyet Kha, is currently a full-time lecturer of English at Van Lang University. She has a bachelor's degree in international business administration at Foreign Trade University HCM and a Master degree in TESOL at University of Huddersfield, UK. She has particular interest in teaching language skills, academic writing and English for Specific Purposes.

Text-To-Speech Technology in Language Learning from Students' Views

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Abstract
The popularity of technology in general and the explosion of Artificial Intelligence in specific have resulted in a great change in the way people interact with digital appliances. The term "Text-To-Speech" (TTS) technology has become more familiar to students, especially language learners. However, its potentials in language learning is little researched, especially in the Vietnamese contexts. Therefore, this research paper aims to investigate the literacy as well as the perspective of English-majored students at Van Lang University on the use of TTS technology in their language learning, including vocabulary, reading, listening, speaking, and interpretation. Based on the framework of Technology Acceptance Model (TAM), the research employs both quantitative and qualitative methods, combining a questionnaire survey carried out with 143 participants with a semi-structured interview with 10 volunteers. The findings show that most of the students have basic TTS technology literacy, positive attitude towards the technology, and believe there is significant improvement in their language learning for listening, speaking, reading, and interpretation skills. However, they also face certain challenges concerning the lack of interactiveness and naturalness of technology. Some implications are discussed to contribute to enhancing the use of this technology in language learning.

Keywords: Text-to-Speech (TTS) technology, students' perspective, language learning

Biodata:

Trần Thị Kim Anh - Senior student - Major: English at Van Lang University

Trần Thị Mai - English Language Instructor, Faculty of Foreign Languages, Van Lang University

The Undergraduate Students' Perception Towards the Adoption of X-Mind - A Mind map - Based Application to Enhance Students' Cognitive Engagement in Teaching Grammar 1 at Van Lang University

Vo Thi Thu Hang

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Abstract

This empirical study investigates the potential effect(s) of the novelty innovation in teaching grammar 1 by applying X-mind - a mind map-based system in Vietnamese higher education. A previous plethora of research has been written about how to employ ICT tools, specifically mind map application to foster language learning engagement and vocabulary retention; however, the research with regard to the application of X-MIND to boost students' engagement and collaboration in teaching grammar is quite limited. The current study involved 60 first year students who took part in Grammar 1 course Van Lang university. The study lasted for 15 weeks and data collection was conducted with a questionnaire and semi-structured interview. The outcomes were determined by analyzing the data and its effects on three significant aspects of L2 Students' grammar learning: engagement, collaboration and grammar knowledge retention. The results of this study also shed light for teachers in terms of dealing with heterogeneous classrooms. Finally, a number of theoretical frameworks and research limitations for future research are presented.

Biodata:

Ms. Vo Thi Thu Hang has been committed to teaching English in several institutions in Vietnam including on-site and online English coaching and training for more than 8 years within the context of language centers, companies, and universities. She did her postgraduate diploma in TESOL from Open University and holds a Master's degree in TESOL from Victoria University, Australia. Currently, she is an EFL lecturer in the Faculty of Foreign Languages at Van Lang University, Ho Chi Minh City. She mainly teaches majored subjects to English- majored students Her research interests include teacher professional development, learners 'autonomy, teaching integrated skills, second language acquisition and CALL.

Enhancing Students' Vocabulary via the Flippity Application

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Abstract
The COVID-19 pandemic prompted a significant shift toward online learning in the field of education. Educators faced a steep learning curve while adapting to this transition. Learners increasingly turned to technology devices for self-directed learning, diverging from traditional classroom settings. Proficiency in English emerged as a crucial skill due to its role as a global lingua franca for communication, education, and information access. This qua-si experimental research involved 64 EFL university students. The paper aims to elucidate the effectiveness of utilizing Flippity for lexical acquisition through home-based practice. Previous research has included participants spanning various age groups, from primary to upper-secondary level, all engaged in English improvement through Flippity-related activities; however, the number of Flippity-related studies involving undergraduate student participation remains limited. The study outcomes demonstrated a positive effect, highlighting that the use of Flippity significantly influenced the academic performance of undergraduate students in terms of lexical acquisition. The implications drawn from these findings suggest that Flippity serves as an effective educational resource, benefiting not only primary and upper secondary students but also undergraduates.

Biodata:
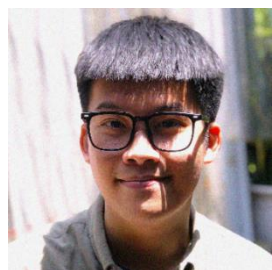
Nguyen Nam Khanh is currently an undergraduate student majoring in English Teaching. Since 2021, he has worked as a private teacher, and he has found that he is partially adept at teaching reading, listening, and speaking skills in English for teenagers, despite being an undergraduate. His research interests span technology integration, teacher well-being, social justice education, and professional development for English teachers.

Tran Nam Phuong holds the position of Lecturer at Thai Nguyen University of Education in Vietnam. Her expertise lies in teaching listening skills. Her research interests revolve around teaching methodology and gamification. With four years of experience, she is committed to enhancing education and fostering innovative learning approaches.

Tran Thi Thu Hoai is a student at Thai Nguyen University of Education in Viet Nam. With a passion for education, she specializes in teaching reading skills. Alongside her studies, she actively engages in research, particularly focusing on teaching methodology. She aspires to contribute to the field of education with innovative approaches to teaching and learning.

Utilizing Technology to Assess English Learning Outcomes of Students Based on a Competency-based Approach

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Abstract
This study explores the integration of technology in assessing English learning outcomes, aiming to improve efficiency, precision, and flexibility. It explores various technology tools and platforms, such as adaptive learning systems, online assessment platforms, and digital portfolios, that enable competency-based evaluation in English language learning environments. The findings show that technology can enhance the administration of evaluating English language proficiency through a competency-based method, providing increased accessibility, scalability, and customization of assessments, leading to improved student engagement and performance. However, the study also highlights challenges such as technological limitations, data privacy concerns, and the need for teacher training. The research provides valuable insights into the practical application of technology-enhanced competency-based assessment in English language instruction, offering suggestions for educators, policymakers, and educational technology producers to optimize technology's benefits while addressing related challenges. By adopting technology, schools can effectively facilitate student learning and promote ongoing enhancement in English language competence.

Biodata:
Dương Thị Thu Huyền, a Ph.D. candidate, focuses on language education, assessment, and educational management. Specializing in applied linguistics, she delves into English language pedagogy, assessment methodologies, and educational administration. Committed to teaching English and enhancing language skills, she also ensures fair language assessments. Huyền's research interests include academic English proficiency, cultural intersections in language education, and effective educational management. Through her work, she aims to enrich language teaching practices, advance assessment strategies, and contribute to educational management, fostering a holistic approach to language education and assessment. huyendtt@vnuis.edu.vn

Evaluating the Effectiveness of AI-Powered Language Proficiency Assessment in a Public University in Ho Chi Minh City, Vietnam

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Abstract
This comprehensive study aimed to rigorously evaluate the effectiveness of an AI-powered language proficiency assessment implemented at a public university in Ho Chi Minh City, Vietnam. Employing a multifaceted methodology, the research encompassed a post-exam satisfaction survey, a statistical analysis of final exam results from the English training program, and an assessment of overall program satisfaction. The results unequivocally demonstrated the AI-powered exam's ability to accurately determine students' language proficiency levels, consistently earning high satisfaction ratings. Notably, the AI-powered assessment exhibited remarkable features, including automated scoring, tailored to individual students through unique test codes, providing unbiased, precise, and prompt evaluation while significantly reducing organizational costs. Building on these promising findings, this study strongly advocates for the continued integration of AI-powered language assessments in evaluating English proficiency throughout future academic years. Moreover, it recommends the inclusion of AI-based language proficiency assessments in subsequent stages of the university's English training program, as they hold immense potential to augment the overall language learning experience and foster students' linguistic growth.

Key words: AI applications, Language proficiency assessments, AI-power exams

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Exploring the ChatGPT Use of Vietnamese English Majored Master's Students and Their Perceptions in a Research Writing Course

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Abstract

The release of ChatGPT has ignited many discussions about the effects of AI on conducting research; however, a few studies focused on trainee researchers. Particularly, a little research investigates how Vietnamese English-majored MA students use ChatGPT to assist their study and how they perceive this use in a research writing course. Hence, this exploratory study is an attempt to fill these research gaps. This research's theoretical foundation was built upon self-regulated learning theories and its data was collected from semi-structured interviews and attitudinal questionnaires with twelve Vietnamese English-majored Master's students at Van Lang University. In the course surveyed, the lecturer used the task-based language teaching method to teach his graduate students research writing. The findings indicated that these students had different ways of using ChatGPT to support their study during the course and the majority of them verified the appropriateness of its responses with reliable academic sources. Additionally, although they had favorable attitudes toward this AI assistance, they advocated that ChatGPT could not replace lecturers' roles in future language classrooms for several reasons. To further advance this research area, future studies can measure ChatGPT's impacts on English-majored graduate students' learning outcomes in this research writing course and others.

Keywords: ChatGPT, assistant tool, higher education, exploratory study, research writing

Biodata:

Nguyen Hong Nhung obtained a BA degree in TESOL at Saigon University. She is currently an MA student in English Language Studies at Van Lang University. Now, she is teaching English at Lam Son Secondary School in Vietnam. Her research interests mainly cover Cognitive Linguistics, Contrastive Linguistics, Teaching English Language Skills and Vocabulary, and Technology in English Language teaching.
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Assoc. Prof. Dr. Pham Vu Phi Ho is the Associate Dean of the Faculty of Foreign Languages, Van Lang University, Vietnam. He used to be a Vice-President of Ba Ria – Vung Tau University, and Vice-President and Dean of the Faculty of Foreign Languages of Van Hien University, Vietnam. Pham has been published 63 research articles in both local and International Journals (ISI/Scopus-indexed), and 9 books and course-books, 2 course-books were used for undergrad students at Van Lang University, HCMC Open University, VN, and one course-book was used for both the undergraduate and graduate level at Lourdes College, Higher Education Department, Cagayan de Oro City, Philippines. He has international experience in teaching English at Suranaree University of Technology, Thailand. Especially, he worked as a Professor at Gyeongju University, South Korea, in 2014. He is the Vice President for Administrative Affairs of AsiaCALL and the managing editor of its Online Journal. He is now the Editor-in-chief of the International Journal of TESOL & Education. He is also an editor for the Asian Journal of Applied Linguistics (Scopus-indexed), An editor for the World Journal of English Language (Scopus-index in 2021), an editor for the International Journal of English Linguistics, and a peer reviewer for some international Journals indexed in ISI/Scopus such as Computer Assisted Language Learning, Open Sage, International Journal of Instruction. His main interests include Academic Writing, peer responses, translation, Teaching methodologies, and Technology-enhanced learning.

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Effects of Corpus-Aided Language Learning on Low Achieving EFL Students: An Empirical Case Study

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Abstract
Corpus-aided language learning has been widely discussed in the field of TESOL over the past decades. However, much of the discussion focused on higher-level language achievers, rather than lower-level students. Given this, the present study had the aim of exploring the effects of the approach on low-achieving EFL students in Taiwan. Two groups were involved. One served as an experimental group (EG) learning English grammar with corpus-aided treatment whereas the other was a control group (CG) studying English grammar with the traditional deductive approach. Both quantitative and qualitative approaches were used, including achievement tests on learners' grammar performance and in-depth interviews. The results were fruitful, showing that both approaches helped improve students' grammar performance, but the EG significantly outweighed the CG. However, qualitatively, while some of the EG favored the use of corpus-aided treatment, some others commented that such an approach might not be useful from a long-term perspective. This study concludes with pedagogical implications for future practitioners and suggestions for future studies.

Biodata:

Dr. Ming Huei Lin earned his PhD from the University of Birmingham, UK. He is currently an associate professor in the Department of English at Tamkang University. He is interested in research about TESOL in general and corpus- aided language learning in particular. He has had articles published in TESOL Quarterly, ELT Journal, Language Teaching Research, among others.

Dr. Jia-Ying Lee (PhD in Foreign Language and ESL Education, the University of Iowa) is an associate professor in the English Department at Tamkang University, Taiwan. Her research interests span CLIL, language testing, reading strategies, and corpus studies. She has had research articles published in refereed journals, including ELT Journal, Language Teaching Research and Reading in a Foreign Language.

Yu-Sheng Chang is now pursuing his Doctorate at the University of Bristol. He was a lecturer in the English Department at Tamkang University. He is interested in TESOL and language testing and assessment. His most recent research publications are included in Computer Assisted Language Learning, Language Teaching Research, and TESOL Journal.

Teacher Roles in Facilitating Learners' Collaboration and Engagement in Transformative New Technology

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Abstract

The paper is a part of a bigger study on social networking as being closely related to concepts such as teaching presence, social presence, and cognitive presence as a part of communities of inquiry (CoI) (see Garrison, Anderson & Archer, 2000; Swan & Shea, 2004; Garrison, Cleveland-Innes & Fung, 2010), and how these relate to learner engagement in both the community itself and in tasks and activities that are the object of discussion in the community. What remains as a key area for making the most of the potential of social networking for language teaching and learning is furthering our understanding of the roles that teachers and learners play in these communities, and how these can be related to better practice. Data collection and analysis are through learners' learning outcomes and task engagement, which can be implied through a multidimensional concept that comprises cognitive, behavioural, social, and emotional dimensions of engagement (see Philp & Duchesne, 2016). Also, the social aspect of technologies can be used as a motivational support for learning (Ushioda, 2011), maintaining active participation in language learning tasks (Stockwell, 2019) and facilitating learners' collaboration (Tran, 2022). The results will be discussed in terms of teacher roles in each type of learners' engagement.

Biodata:

Dr. Phuong Tran, Lecturer at Rikkyo University, has taught English, CLIL, and Self-directed Learning courses in Austria, Japan, and Vietnam for over ten years. Her research investigates the development of learner autonomy through social interaction and networking in language learning settings. She has already written a number of academic articles and book chapters in applied linguistics.

The Practice of ChatGPT in English Teaching and Learning in Vietnam: A Systematic Review

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Abstract

The purpose of the research is to explore the practice of using ChatGPT in teaching and learning English in the context of Vietnam based on a systematic review of selected eight studies from 2023 to 2024 which were conducted in many different schools and universities in Vietnam. The detailed analysis focuses on how ChatGPT affects language development and assessment activities, the views of teachers and students, as well as the challenges and issues. The findings indicate that the deployment of ChatGPT greatly contributes to language education, namely the facilitation of students' and teachers' work. Nevertheless, there remain unsolved issues regarding academic dishonesty, plagiarism, sole reliance upon the tool's function, the appropriateness of the information it offers, etc. It is suggested that there should be training or guidance for teachers and students to use ChatGPT properly, balanced integration of the tool with teachers' consideration, and so forth. The review article provides valuable references and pedagogical recommendations for future research papers about ChatGPT's use in English language education.

Biodata:

Pham Manh Tri received his bachelor's degree in English Language from Van Lang University, Ho Chi Minh City, Vietnam. He works as a Vietnamese teacher who teaches Vietnamese to English speakers at HvàJ Languages Center, Ho Chi Minh City, Vietnam and a freelance English teacher who teaches English to children, teenagers, and adults in his offline and online classes. He presented his research papers at VLTESOL 2021, VLTESOL 2022, and AsiaCALL 2022. His research interests include online education, language skills, collaborative learning, interpretation training, and the use of technology in language education.

Cao Thi Xuan Tu works as a lecturer at the Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam. She has taught English for more than eight years and has experience in teaching English to a variety of learners ranging from young learners to undergraduate students. She evaluates and designs teaching materials and courses for English-majored students, such as Phonetics and Phonology, Writing, Listening, and Interpretation. She is also a reviewer of the International Journal of TESOL & Education. She is implementing studies on Task-based Language Teaching (TBLT), computer-mediated tasks, and collaborative writing.

The Impacts of E-learning on Training the Vietnamese Young Employees in 21st century

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Abstract

Vietnam may have the world's most significant asset value boom if it can reinforce its position as "the global manufacturer." Therefore, we should have a strong economy, a high-quality industry, and many skillful young employees to achieve this goal. However, some barriers still prevent us from taking advantage of the positive trend of the economy, containing workers' English competency. On the one hand, most Vietnamese employees lack the English skills to solve all tasks efficiently with international partners. On the other hand, all Vietnamese workers aim to earn much money to support their families' lives. As a result, they do not have much time to expand their English horizon in traditional classes, which leads to the appearance of e-learning platforms, especially Coursera, where they can learn English online to serve their future or current career requirements at a low tuition fee. The researcher will conduct the qualitative research with a content analysis method in 3 weeks, in which she will gather all prominent points from some available papers. After the experiment, she will conclude its pros and cons and suggest practical English online learning tips for students.

Biodata:

Nguyen Truong Gia Minh is currently a full-time lecturer at HCMC University of Foreign Languages and Information Technology (HUFLIT). She earned a Master-Degree student at Hoa Sen University and English Language Major. She has 2-year-experience as an English tutor training students who would like to study in the high school for the gifted and 3-month-experience as an English Lecturer. Her research interests are teaching oral skills, mobile-assisted language learning, and Computer-assisted language learning. Her OCID ID is 0000-0002-3561-0066.

Investigating the Impact of Flipped Learning Approach on the Insights of Students in Business: A Case Study at FTU – HCMC

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Abstract
Higher educational institutions have been developing various innovative pedagogical approaches, especially those utilising digital technologies, to enhance student learning outcomes. The flipped learning approach has gained considerable attention from researchers and educators. The purpose of this research was to investigate the impact of the flipped learning approach on Business students' insights in the course of English for Specific Purposes (ESP) during a semester at Foreign Trade University - HCMC. The study utilized a research design with a quantitative approach, ultimately aiming to inform educational practice and advance the knowledge of innovative teaching methods in higher education. This research was conducted at FTU - HCMC with 174 students involved, divided into two groups: 87 students in the experimental group and 87 students in the control group. The data collected through the scales were analyzed by using descriptive and inferential statistical analysis techniques. At the end of the measurements, the technology acceptance level and self-directed learning perceptions of Business students in Banking and Finance & Business Administration who received the English Language Teaching (ELT) Process with flipped learning were quite amazing. The results suggest that educators should consider learners' readiness for self-directed learning when applying the flipped learning approach and focus on creating a learning environment enhancing their autonomy and engagement. This research offers valuable implications for educators, curriculum designers, and educational policymakers to improve the effectiveness of flipped learning in ELT at higher institutions.

Keywords: flipped learning; self-directed learning; scale; insights

Biodata:

Dang Thi My Dung (M.A. in TESOL, Australia) (MBA, UK) has been an English lecturer of Department of Foreign Languages, Foreign Trade University - HCMC Campus for seventeen years. She has actively involved in teaching the courses of English language skills, ESP (Business Correspondence, International Business Contracts, Business Communication, etc.). Her research focuses on ELT, Human Resources Management, and Credit Risk Management. She has received a Certificate of Recognition as a qualified lecturer teaching in the Bachelor of International Business and Trade (IBT) Program, the joint degree program between Ming Chuan University and Foreign Trade University.

Flipped Classroom Method in Improving Speaking Skills for Grade 11th Students at Phan Chau Trinh High School

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Abstract
In the flipped classroom, the traditional approach is converted into encountering materials through watching videos outside the class. Teachers will organize communicative activities in class to improve students' oral and interaction skills. In this case, teachers alter their roles from lecturers to facilitators, and students who are passive listeners will change into active ones. When the flipped classroom is applied, its benefits are the student's progress in speaking capacity and a boost in the interaction intensity. To gauge the possibility of the flipped model adoption, Grade 11th students at Phan Chau Trinh High School will participate in the survey to express their ideas about the prominent difficulties and challenges of traditional speaking teaching within the IELTS integrated program. Their consent extent to some outstanding challenges in the conventional classroom is evaluated and compared with their approval and readiness to adopt the flipped model. Generally, their answers vary from diverse viewpoints and experiences. The statistics show that many students accepted that the flipped method would facilitate their communicative skills. In addition, the lecturing method and vocabulary deficiency are likely the most prevalent culprits in the inefficiency of speaking time. Nevertheless, this research was conducted in a restraint time, and the reliability of students' answers is partially guaranteed. Some discussions cannot bring comprehensive outcomes, but this is a vital premise for the following research.

Keywords: flipped classroom method, speaking skill, interaction, traditional classroom method, communicative activities

Augmented Reality in English Language Teaching - A Literature Review on Catering to Diverse Learning Styles

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Abstract
In the rapidly evolving landscape of education driven by technological advancements, Augmented Reality (AR) stands out as a beacon of innovation poised to redefine English Language Teaching (ELT). This paper conducts an extensive literature review, shedding light on the transformative potential of AR applications across diverse ELT contexts. Through a synthesis of theoretical frameworks and empirical evidence, it underscores the captivating advantages of AR, notably enhancing learner engagement, facilitating authentic language immersion, and fostering dynamic interactivity. Nonetheless, within these opportunities lie complex challenges, ranging from technological barriers to pedagogical nuances. By distilling existing research and charting future pathways, this paper not only showcases the immense promise of AR in ELT but also offers guidance to educators and researchers, illuminating strategies for harnessing AR to revolutionize language learning experiences.

Keywords: Immersive learning technologies, Augmented reality, English language teaching.

Biodata:

Educational Qualifications:
- Master's degree in TESOL - Monash University (2019 - 2020)

Improving the Practice of Translation and Interpretation Skills via Making Presentation in Class

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Abstract

Translation and interpretation skills can be considered the special fifth skill – an advanced skill after four general skills. Thus, improving the practice of these skills plays a crucial part in teaching English majors of translation and interpretation branch. Up to now, not many studies have been carried out on enhancing translation and interpretation skills through assignments of making presentations. This article as results of an action research conducted during 8 weeks in the second term of the school year 2023-2024 shows learners' improvement in translation and interpretation skills in terms of fluency, quick response, and speech expression. The method of this action research mainly relies on qualitative approach, including the teacher's classroom observation, diary writing, feedback giving, and learners' survey. The findings of the research are expected to enrich teaching methodology for those who are in charge of translation and interpretation courses in training English majors at universities in Vietnam.

Biodata:

Nguyen Thi Hong Ha, Ph.D. – English Lecturer in University of Economics and Technology for Industries (UNETI), Hanoi - Vietnam; specializes in applied linguistics; has over 20 articles in journals, 10 reference books & textbooks.

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Exploring the Influence of Social Media and Online Communities on Affordances in ELT

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Abstract

The integration of social media and online communities has significantly impacted English Language Teaching (ELT), enhancing the teaching and learning experiences. This literature review explores the impact of some digital platforms on language learning in intercultural and collaborative environments. The paper also discusses the challenges and opportunities presented by the integration of digital concerns and pedagogical implications. It aims to inform educators and researchers on effective strategies for harnessing the affordances of social media and online communities, facilitating the design and implementation of innovative ELT practices. The review emphasizes the pivotal role of social media and online communities in shaping affordances within ELT and suggests future research and practice in this dynamic domain.

Biodata:

Ms. Ngo Nguyen Thien Duyen completed her MA in Applied Linguistics and TESOL at Macquarie University, Australia. She has published articles in local and international journals. She is currently a lecturer at Ho Chi Minh University of Economics and Finance. Her research interests include TESOL professional development, assessment practice, and intercultural communication.

Pham Huong Ngoc Uyen is currently a lecturer at the Faculty of English, Ho Chi Minh City University of Economics and Finance. She teaches English Linguistics and General English courses in different international undergraduate joint programs. She also participates in a variety of global co-teaching classes as a guest lecturer. Ms. Pham Huong Ngoc Uyen holds a Master's degree in Applied Linguistics from Curtin University, Australia. She has been teaching the English Language for over ten years since she earned her Bachelor's degree in English Language Teaching from the Ho Chi Minh City University of Pedagogy. Her main interests are the application of innovative methods in ELT, the promotion of students' motivation, and learner autonomy. Currently, as she is a Ph.D. candidate at Ho Chi Minh City of Social Sciences and Humanities, her research fields of interest have expanded to varied aspects of linguistics and how languages can change and make an impact in all directions of life.

The Centre for English Language Education, UNNC at 20: Retrospectives

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Abstract

This retrospective on the past two decades of CELE at University of Nottingham Ningbo China (UNNC) reviews the creation and history of its preliminary year EAP and in-sessional provisions, and the challenges overcome and to be faced as CELE and UNNC continue to help shape progress in the Sino-foreign joint venture higher education sector.

In 1995, the Chinese State Education Commission developed provisional regulations to encourage Sino-Foreign collaboration in higher education. This was to explore new approaches to address challenges in China's complex higher education sector and to internationalize its universities (Gow, 2017). The initiative was also driven by the rapid increase in Chinese students studying abroad (Cebolla-Boado et al., 2018). These students were attracted by various factors, including language learning contexts, quality education, career prospects, and authentic foreign cultural environment (Chen and Zimitat, 2006). They also seek to enhance their critical thinking skills, which they believe are better developed in an EMI environment compared to the Chinese high school system (Flowerdew, 1998).

2024 marks the 20th anniversary of the opening of the University of Nottingham Ningbo China (UNNC), the first EMI Sino-foreign university in China. The Centre for English Language Education (CELE) at UNNC is one of the most experienced, largest, and most diverse English language teaching teams in China. This session reviews the creation and history of its preliminary year EAP and in-sessional support provisions, as well as looking towards the future as China continues to cement its place in internationalised higher education. Sino-foreign joint ventures continue to serve as fascinating examples of transnational higher education and of the experimental boldness of China's higher education reforms (Gow, 2017). This session will discuss the effectiveness of such reforms and future possibilities for further collaboration.

Biodata:

I have been in English education since 2010, teaching a wide variety of modules and content in the United States, Japan, and China. I've been with UNNC since 2013.

I currently manage the Writing Lab@UNNC which provides university-wide in-sessional student support and programs for Preliminary Year through Post Graduate studies; I also manage the CELE International Internship Program.

Text Mining Techniques for the Analysis of Literary Texts

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Abstract
This study delves into an examination of literary texts through the application of text mining. Utilizing a text analysis tool empowers us to traverse beyond the superficial layers of the narrative, meticulously scrutinizing the subtleties within characters' dialogues, actions, and relationships. Through the adept utilization of this state-of-the-art technology, the aim of the study is to unearth concealed patterns, discern underlying attitudes, and unravel thematic threads interwoven within the characters' interactions throughout the entirety of the literary work. This endeavor not only seeks to illuminate a profound understanding of literature but also ventures to provide fresh insights into its acclaim and popularity. The findings reveal protagonists, their characteristics, and main themes within predicate structures. This article suggests that text-mining techniques can provide invaluable insight and perspectives into literary techniques and facilitate the development of a semantic mark-up for literary works.

Biodata:

Eunjeong Park is an Associate Professor in the Department of English Language Education in College of Education at Sunchon National University. Her research interests include language learning and teaching in teacher education and the interdisciplinarity of research in education.

Strategies to Address Common Enigmas in Translating English Legal Texts into Vietnamese

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Abstract
It is said that translation of texts and documents from English or other languages into Vietnamese may prompt relatively enormous obstacles for Vietnamese translators as well as interpreters, even experienced people in this field. So, what are the main causes for this problem? The practical mark of this journal is to deal with the part of aforementioned questions, and the writers of this journal want to pool their experience in overcoming these common problems in translating English juridical text into Vietnamese.

Biodata:

Nguyễn Thị Vân Anh is a Senior Lecturer at PPU-HCMC. She earned MA of TESOL degree at Victoria University. Her main interests are TESOL, ESP, and cross-culture.

Do Thi Hong Ha, UNETI

Assessing Interlanguage Pragmatic Competence on Speech Acts in a Filipino ESL Context

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Abstract
This study aims to assess the pragmatic competence of Filipino ESL learners along comprehension and production through pragmatic assessment tools contextualized to the local needs of Filipino ESL learners. The tools were developed in several steps such as generation of speech acts situations, likelihood investigation, organization of situations, checking for content validity, and checking for reliability. The developed research instruments were a multiple-choice tool for the pragmatic comprehension test and a WDCT for the pragmatic production test. The situations for the pragmatic tools were contextualized to Filipino ESL learners. The tools were administered to 70 AB English majors. The results revealed that the Filipino ESL learners' level of pragmatic comprehension is high while their pragmatic production is slightly off but acceptable as rated by American English native speakers. The results imply that there is still a need to promote Filipino learners' pragmatic competence as a crucial part of their communicative competence.

Keywords: complaints, compliments, greeting, promising, suggesting

Biodata:

Dr. Rinarose B. Budeng is an Associate Professor at Don Mariano Marcos Memorial State University. She finished B.A. in English (Cum Laude), M.A. in Language Education (Cum Laude), and a Ph.D. in Language Education (Magna Cum Laude), all at Saint Louis University. She taught at the University of Baguio for five years and at Lorma Colleges for two years. She was designated Head of Instruction at DMMMSU Mid La Union Campus in 2019 and University Coordinator for Curriculum Development in 2020. Currently, she is the Chairman of the Bachelor of Arts in English Language Department of DMMMSU Mid La Union Campus and the University Coordinator for Research Publication.

Dr. Hartwell Norman M. Merza is an Associate Professor of the Don Mariano Marcos Memorial State University (DMMMSU), Mid La Union Campus. He obtained his degrees in Bachelor of Arts in English, Master of Arts in Education, and Doctor of Education at Saint Louis College, City of San Fernando, La Union. At present, Dr. Merza teaches English, subjects, NSTP, Literature, Professional Subjects, and Methods of Research. Also, he has authored Basic English Grammar (Worktext), and co-authored Study and Thinking Skills, Purposive Communication, English for Academic

Purposes, and Rizal. Moreover, he has presented his research outputs in National and International Conferences.

Complex Events in the Serial Verb Constructions in Vietnamese: A Cognitive Perspective

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Abstract
This study looks at the so-called serial verb construction, which Vietnamese speakers utilize to indicate complex events in a clause with two or more verbs placed side by side without a linker (henceforth SVC). The study's findings show how different events can be expressed by different verbs in the same construction. This study also demonstrates that verbs must be serialized in a specific collocation even though they indicate several occurrences in the same construction. More crucially, by highlighting the semantic and syntactic characteristics of verbs in SVC, this work explains how verbs can be combined. As a result, it is anticipated that this research will provide linguistic context for examining the SCV typologies in Vietnamese.

Keywords: Complex events, Serial verbs construction, Cognitive linguistics, Argument structure

Biodata:

Nguyễn Thị Vân Anh is a Senior Lecturer at PPU-HCMC. She earned MA of TESOL degree at Victoria University. Her main interests are TESOL, ESP, and cross-culture.

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A Study of Vietnamese Slang Used by Students in Daily Conversations

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Abstract

Slang is an unofficial language and is typically used by specific social groups in casual situations. Slang is widely used by the young generation, but it may cause struggle for many people, therefore studies on slang may be useful for both linguists who want to discover new language trends and non-linguists who want to have better understanding of the youth. This study investigates the use of Vietnamese slang among students at Vietnam National University, Hanoi. It aims to identify the frequency of using slang in the students' daily conversations, the most common types of slang used as well as factors that affect the students' use of slang. Data was collected through a survey questionnaire with a sample of 300 students. The findings reveal that slang is widely used by students in their daily lives. The study also came up with a list of most commonly used slang of the participants and explored the ways these expressions are formed. The researcher aims to find out factors affecting the students' use of slang. On that basis, some suggestions relating to the use of slang have been made.

Biodata:

Nguyen Thi To Hoa is a lecturer at Vietnam National University, Hanoi (VNUH), International School (IS). She obtained her PhD in contrastive linguistics from Vietnam Academy of Social Sciences and MA degree in ELT at University of Languages and International Studies, VNUH. Her research interests include ELT and linguistics.

Research Conceptualization: Challenges to Sociolinguistic Students' Graduation Papers

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Abstract

For fourth-year students in a well-known university in Hanoi, sociolinguistics is among the most popular disciplines for graduation papers. The practical assets of the science exposed during courses of linguistic and cultural theories seem to motivate graduates-to-be to conduct studies where they have the chance of applying what they have learned into reality. On the other hand, research conceptualisation poses a series of difficulties to the young novice researchers, ranging from identifying the surveyed concepts to appropriate data-gathering processes. Observing a number of students working on their papers and reading their manuscripts has inspired me to look deeper into the challenges faced by the students who have been conducting critical sociolinguistic graduation papers. 18 minor theses and one focus group interview with 9 students were qualitatively analyzed to uncover the student researchers' obstacles regarding methodological issues such as terminology, conceptual frameworks and data processing.

Biodata:

Vu Thi Hoang Mai holds a Master's degree in Applied Linguistics from Monash University, Australia. Her research interests include intercultural communication, critical sociolinguistics and language teacher education. She is now a lecturer of sociolinguistics at the Faculty of Linguistics and Cultures of English-Speaking Countries, University of Languages and International Studies, Vietnam National University, Hanoi.

Error Analysis of English Written Composition in East Malaysia: A Case Study

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Abstract
This study examines types of errors in 91 English compositions written by 24 participants. The participants are chosen among Year 3 pupils in a primary school in East Malaysia. The participants produced two types of essays which are short communicative messages and descriptive essays. The essays are being imported to and marked by using Markin software. A total number of 573 errors found including incomprehensible text, subject verb agreement, articles, capitalisation, conjunction, missing words, singular plural, preposition, punctuation, spacing, spelling, verb form, verb tense, vocabulary, word form and word order. The most common errors made by the participants are capitalisation (141), punctuation (136), spelling (97), vocabulary (37) and subject-verb agreement (33). Errors that are studied systematically in this study provide significant information of how non-English primary school pupils learn a second language. This error of analysis' study also provides consciousness and encouragement among primary school teachers to take remedial actions to curb those errors in their pupils' written composition.

Keywords: Error analysis, English written composition, grammatical errors

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The Emergence of Complexity, Fluency, and Accuracy in Written Works of Vietnamese Learners of English: A Replication Study

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Abstract

By seeing language as a complex, dynamic system, Larsen-Freeman (2006)'s study conducted with five Chinese learners of English in the USA showed the non-linear, indiscrete, chaotic and highly context-dependent nature of language acquisition. However, research has also demonstrated that different learning environments lead to variability in language development. To evaluate the reliability and generalisability of Larsen-Freeman's findings, a partial replication study was conducted with four upper-intermediate Vietnamese learners of English, changing the context of investigation from ESL to EFL. The study employed Dynamic Description approach in which the participants took written tests every three weeks over three months. All of the tests were collected, and learners' four indices of accuracy, fluency, lexical complexity and syntactic complexity were analysed quantitatively and qualitatively through language measures. Although the research findings revealed similarities with Larsen-Freeman's (2006) study, the learners' developmental paths differed from the original study and there was also evidence showing that the learners were interacting with their surrounding EFL context. The study outcomes provide crucial implications for language assessment practices.

Keywords: Dynamic System Theory (DST), environment interaction, time-series design, language assessment

Biodata:

Dinh Thao Nguyen is currently a lecturer of the Faculty of Foreign Languages at Dong Nai University, and she has had over eight years in teaching English to non-English and English major students. She got her Master's degree in English Language Teaching at Nottingham Trent University, England. Her research interests mostly lie in Dynamic System Theory (DST) and Vocabulary Research.

Challenges in Teaching Idioms to B1 Learners: EFL Inservice Teachers' Perceptions

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Abstract
In the English language, idioms not only play a crucial role as part of everyday communication but are also frequently used in academic speaking and writing. English idiomatic meanings are literally different from their word display. Previous research claimed that teaching idioms have been seriously complicated for both native teachers and EFL teachers. This study aims to investigate the challenges that EFL teachers encounter when teaching idioms to pre-intermediate (A2) students, and how these teachers implement teaching strategies to teach idioms effectively. Thirty post-graduate students pursuing TESOL Master's degree at Van Lang University in Ho Chi Minh City were selected to participate in this quantitative and qualitative study. Thirty participants have at least one year of experience in EFL teaching A2 students. The questionnaire was conducted in Google form to collect what challenges those participants have to face, and the structured interview was employed to analyze how they deal with those problems to teach idioms effectively.

Biodata:

Nguyen Duong Nhu Quynh, Van Lang University
Nguyen Duong Nhu Quynh is a postgraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses TESOL-majored teachers' challenges in teaching idioms to EFL A2 students, as well as those teachers' strategies to teach idioms effectively. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Bui Thi Huyen, Van Lang University
Bui Thi Huyen is a postgraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses TESOL-majored teachers' challenges in teaching idioms to EFL A2 students, as well as those teachers' strategies to teach idioms effectively. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Unraveling Indonesian English Teachers' Professional Identity in the Tapestry of Global Englishes: 'Opportunity or Barrier?

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Abstract

The rising prevalence of English as a global language has questioned numerous foundational beliefs underpinning English language teaching (ELT). Although there has been extensive research on identity construction among EFL teachers in recent years, little research addresses how Indonesian English teachers negotiate their professional identities within the intricate dynamics of Global Englishes (GE). This study examines the professional identity of Indonesian English teachers within the framework of Global Englishes (GE), exploring whether the proliferation of English as a global language presents an opportunity or a barrier to their professional development. Through a narrative case study, semi-structured interviews were used to capture their experiences, challenges, and perceptions regarding the role of GE in their professional identity. Preliminary findings suggest a nuanced interplay between perceived opportunities and barriers in adopting Global Englishes. The implications of this research extend to teacher education programs, and professional development initiatives, aiming to empower Indonesian English teachers in embracing their evolving roles within the global English-speaking community.

Biodata:

I graduated with a bachelor's degree from English Language Department at Universitas Islam Indonesia. I am currently a Master's student in linguistics at Universitas Indonesia, Indonesia. I work on research in accordance with (but not limited to) language learning, learning investment, and critical literacy in the EFL context.

Exploring Teachers' Perspectives on Adaptive Learning in Undergraduate Programs at VNU

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Abstract

This study explores the perspectives of fifty professors at Vietnam National University (VNU) on adaptive learning in undergraduate programs. Using a mixed-methods approach, the research combines semi-structured interviews and questionnaires to understand their understanding of adaptive learning and their teaching methods. The findings reveal a diverse range of attitudes towards integrating adaptive learning into their teaching methods, indicating varying levels of comfort and familiarity with the concept. Quantitative data from surveys provides a more comprehensive understanding of the prevalence of various perspectives among instructors. The study emphasizes the need to address lecturers' concerns and improve their ability to successfully incorporate adaptive learning methodologies into undergraduate teaching. It provides practical suggestions to create a favorable environment for implementing adaptive learning methods in the academic setting of VNU, aiming to stimulate discourse and provide targeted support, ultimately improving the educational experience for both lecturers and students.

Biodata:

Dương Thị Thu Huyền, a Ph.D. candidate, focuses on language education, assessment, and educational management. Specializing in applied linguistics, she delves into English language pedagogy, assessment methodologies, and educational administration. Committed to teaching English and enhancing language skills, she also ensures fair language assessments. Huyền's research interests include academic English proficiency, cultural intersections in language education, and effective educational management. Through her work, she aims to enrich language teaching practices, advance assessment strategies, and contribute to educational management, fostering a holistic approach to language education and assessment.

Language Instruction

 Dr. Hoàng Tuyết Minh, PhD, is a linguist at Vietnam National University's Institute of Linguistics. Specializing in comparative linguistics, theoretical linguistics, and applied linguistics, her research explores language structures and cultural nuances. With a focus on semantics, pragmatics, and language-culture relationships, she contributes significantly to theoretical linguistics. Dr. Minh also teaches courses like Theoretical Linguistics and Academic English Writing, mentoring students in research and writing skills. Her dedication to advancing linguistic knowledge and nurturing future scholars underscores her commitment to the field. Through research, teaching, and mentorship, Dr. Minh enriches the understanding of language's complexities and societal roles.

 Dr. Nguyễn Thị Tố Hoa, PhD, is a renowned linguist specializing in comparative linguistics at the Vietnam Academy of Social Sciences. With a focus on applied linguistics, she teaches English language courses and specialized English. Dr. Hoa's expertise also encompasses comparative and contrastive linguistics, where she analyzes language structures across diverse linguistic systems. As an educator, she imparts her knowledge in various language-related subjects, fostering students' language skills and analytical prowess. Through her research and teaching, Dr. Hoa significantly contributes to advancing linguistic knowledge and promoting effective language education, embodying a commitment to bridging theory and practice in linguistics.

Self-Determination Theory and Its Trends in Research on English Language Teaching

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Abstract
In language learning, motivation is a complex phenomenon with many different aspects, influencing the process of language acquisition. Motivation continuum is deemed an infographic for understanding this complexity. This paper undertakes a review of Self-Determination Theory (SDT) and its applications to education in general, and English Language Teaching in particular. SDT, developed by Deci and Ryan in 1985, has been evolving and expanding across various fields of study. The theory proposes a broad framework for studies on motivation in health care, education, work, and sport. This research reviews the latest studies on applying SDT to English language teaching so as to seek its research trends in motivation continuum. By synthesizing recent studies, the paper provides insights into the vast potential of SDT in ELT research. With its six sub-theories, SDT is still promising and awaiting more exploration. The paper implies that there exist noteworthy research ideas of motivation continuum in language learning.

Biodata:

Ha Thanh Bich Loan is a teacher of English at School of Foreign Languages, UEH University, Vietnam. She has been teaching English for over twenty years. Currently, she is doing a PhD in TESOL at Can Tho University. Her research interests primarily lie in learner motivation, curriculum development, and blended learning.

An Investigation of Listening Anxiety among Linguistic Students in International University

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Abstract

Listening is considered a difficult skill because of numerous factors such as learners' characteristics, background noise, the nature of the message and delivery, etc. Listening anxiety was a prominent factor affecting the students' listening ability and comprehension, however, in Vietnam little attention was paid in studying the listening anxiety level among English major students. Noticing the research gap, this research aims at measuring the foreign language listening anxiety among the students who learn English as their major in the International University, VNU-HCMC. Seventy linguistic students in two listening classes at International University were selected as participants for this study. The Foreign Language Listening Anxiety Scale (FLLAS) designed by Kim in 2000 was employed as an instrument to measure the participants' anxiety. Quantitatively, the finding acknowledged that the majority of students experienced moderate to high listening anxiety because of two factors: tension and worry over English listening, and lack of self confidence in listening. In order to have deeper understanding of the listening anxiety among students, an interview with these participants was carried out afterward. Some solutions related to the teaching strategies were recommended by the students so as to reduce the students' anxiety in listening.

Keywords: listening anxiety, listening comprehension, English major students

Biodata:

  Tran Thuy Hang is a full -time lecturer in International University, Vietnam National University HCMC. She got a master's degree in TEFL at Southern New Hampshire University, USA in 2011. She has 17 years of experience teaching EFL, and EAP. Her research interests include language teaching and learning theories, and teaching methodologies.

Language and Culture Exchange: Tandem Language Learning for University Students

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Abstract
Tandem language learning, a language exchange process based on the principles of autonomy and reciprocity, provides opportunities for participants to learn each other's language by communicating online or face-to-face. While much attention has been paid to the process and outcomes of tandem learning via email, little has been discussed about the effectiveness of face-to-face tandem learning on language and culture exchange for university students. The LACTS (Language and Culture Tandem Scheme), an 8-week project, was set up to study students' perceptions of engaging in tandem learning to assist their language and culture exchange. Students of both post-graduate and undergraduate programmes (N=103) from a Hong Kong university were put in groups of 4 to 6 for weekly one-hour meetings. At the end of the project, a 19-item questionnaire was administered, and 30-min interviews were conducted to investigate students' perceptions of reciprocal teaching and cultural exchange. Students in general thought the tandem project had enhanced their cultural awareness and helped create an inclusive and participatory learning environment. Significant differences were found in students' confidence in speaking their targeted language after joining the scheme. The findings shed light on the interaction between language and culture among university students in today's globalised world.

Biodata:

Hebe Wong has served as course leader for language courses for both part-time and full-time associate degree and undergraduate students. She has been the manager of the Self-Access Centre from 2019-2022, and the president of the Hong Kong Association for Self-access Learning and Development (HASALD https://hasald.wordpress.com/) from 2006-2009 and from 2014 to 2018. Her research interests include metacognitive reading strategies, peer reviewing and English-across-the curriculum.

Luz Fernandez Calventos is from Spain (Cordoba). She taught Spanish language and literature for five years in Beijing at Beijing University and Beijing Language and Culture University before joining City University in 2008. She is an official examiner for the DELE exam and has published two books on the subject. She is interested in neuroeducation and Special Needs.

Suggestions for Improving IELTS Writing Task 2 for Department of Foreign Languages Juniors at Sai Gon University

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Abstract
In order to search for some suggestions to enhance writing skill, specifically writing task 2 for juniors at Sai Gon University, we conducted a study on its 200 students. The results show that improving writing skill is related to 3 factors: vocabulary, ideas organization and grammatical structures. For improving vocabulary method, reading and learning from many sample answers of different topics help students enrich their vocabulary considerably. About developing ideas organization, reading a lot of articles and periodicals becomes the most practical way to accumulate social knowledge. In addition, diverse grammatical structures help learners make the essays coherent, consistent, attracting and convincing. Therefore, evidently the practice of writing using these three approaches every day promotes the self-study process and the habit of spending time on daily writing, leading to improving students' writing ability. However, the results reflect partly the influence because of time limits and the inadequate strategy utilized to ensure the participants' daily engagement, indicating the necessity for additional research on the topic in the future.

Biodata:

Nguyen Ngo Que Tran is a senior at Saigon University studying in English linguistics. She achieved good academic performance over her four years of university studies. Finding out how to make IELTS better is something I'm curious about. She received particular praise for her performance in the scientific research module on advice for enhancing IELTS proficiency.

Le Bao Tran is a senior at Sai Gon University with an English major. Throughout her four years at university, she got merit certificates from the Sai Gon Principal for her outstanding academic performance. She is keen about exploring suggestions for enhancing IELTS Writing Task 2. Surprisingly, she received a high rating in the module of scientific research with a topic about suggestions for enhancing IELTS skills

Postgraduate EFL Students' Perceptions and Practices of Using Hedging Strategies in Academic Writing at Can Tho University

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Abstract
According to Hyland (1995), hedging strategies help writers accurately state uncertain scientific claims, avoid personal responsibility for their statements, and build up a better writer-reader relationship by addressing the need for deference and cooperation in gaining reader ratification of claims. Much research in the field has delved into analyzing writers' frequency of using hedging devices in academic writing. Yet, little research has been done to investigate postgraduate EFL students' perceptions and practices of using hedging strategies in academic writing, especially in the context of Vietnam. Therefore, this research aims to investigate how Vietnamese postgraduate EFL students perceive the use of hedging strategies and their practices of using these strategies in academic writing. A mixed-methods design is applied to this study. The data is taken from questionnaires, semi-structured interviews, and observations. For the observation, students' written assignments are collected and analyzed in terms of the frequency of hedging strategies based on Hyland's (1996) taxonomy of hedging devices. The findings of this study are hoped to be useful for other researchers who are interested in the field of hedging strategies among postgraduate EFL students.

Biodata:

Le Ngoc An
I am a personal tutor living and working in Vietnam. During the past 6 years, my main duty has been to provide my students with knowledge of English grammar and assist them in improving their four basic English skills.

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Dr. Tran The Phi currently works as Dean of Faculty of Foreign Languages, Saigon University, Vice President of South Vietnam Teaching English to Speakers of Other Languages (STESOL) under Association of Vietnam Universities and Colleges (AVU&C). He has been teaching English for over 20 years. His research interests are in cognitive linguistics, curriculum development and English teaching methods.

Integrating ChatGPT into Business English Writing Portfolio: Insights from Vietnamese EFL Learners

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Abstract

Conducting portfolio assessments has been proved to enhance students' Business English writing skills (Lam, 2015; Fernsten & Fernsten, 2006). However, finding portfolio assessment for large-size classes challenging and providing more workloads for busy teachers these days, the idea of collaborating AI tools into portfolio writing to support teachers and enhance students' writing skills is suggested in this article. This paper focuses on how Vietnamese EFL learners improve their Business English writing skills through portfolio assessment from ChatGPT. Qualitative and quantitative data collected from 74 university sophomores were analyzed to determine whether students could learn how to write letters, emails, or reports, and acquire business writing structures or business English vocabulary in use with weekly support from ChatGPT. Text analysis was employed to identify business English lexical items, phrases, and grammar structures that students have learned and used in their writing after four weeks of getting engaged with portfolio writing with ChatGPT aid. Results of the study show that most learners picked up language items provided by ChatGPT and applied them in their writing. Interestingly, the majority of students reported that not only did they find ChatGPT written feedback useful and applicable, but its evaluation criteria also assisted them in developing their business writing skills. Although implementing ChatGPT in portfolio assessment can foster students' business writing skills, some limitations associated with this AI tool need considering, and further research should be carried out to offer appropriate suggestions in the field.

Biodata:

Minh Thu Tran is currently an English lecturer at Ho Chi Minh City University of Foreign Languages and Technology. She finished her Master's Degree specialized in TESOL at Victoria University of Wellington. As her interests are primarily concerned with ELT, she conducts research for further development in this field.

Utilizing ChatGPT Application to Improve Learning Autonomy
for EFL Students

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Abstract
This study explores how ChatGPT, an advanced AI application, can assist foreign language learners in becoming more independent. As AI tools become increasingly prevalent in language learning, their capacity to customize the learning experience is becoming more important. The study utilized a mixed-methods approach, incorporating both qualitative and quantitative data collection methods. Surveys were distributed to 100 students across different academic years (freshmen, sophomores, juniors, and seniors) at Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam. Additionally, in-depth interviews were conducted with 10 students. The aim of this study was to determine if the use of ChatGPT could enhance students' autonomous in English learning and to gain insight into their experiences using it. The findings suggest that ChatGPT could be a valuable tool for language learners, aiding them in autonomous learning and providing support with language tasks. This research contributes to our understanding of how AI can be integrated into language learning and in developing teaching methods that empower students to become successful and independent learners.

Keywords: ChatGPT, Artificial Intelligence (AI), Autonomy study, EFL, English

Biodata

Ngô Thị Cam Thuy is a lecturer in the Faculty of Foreign Languages, at Van Lang University. Her research interests include sociocultural theory, classroom interaction, and teacher education

Vo Thanh Duc is a graduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam. He is interested in using technology to improve language skills, as well as students' attitudes on language learning and its effects on student achievement. The Faculty of Foreign Languages at Van Lang University is where he is currently conducting his research.

EFL Sophomores' Perceptions on The Application
of Computer-Assisted Games in Grammar Classes

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Abstract
The integration of computer-assisted games in teaching English has become a current trend in second language teaching. However, research concerning students' perceptions on the application of computer-assisted games in grammar classes remains limited. Consequently, this study was conducted to explore how 70 EFL sophomores at Van Lang University perceive the use of computer-assisted games in grammar lessons. A mixed-methods approach, combining quantitative analysis from an online survey and qualitative insights from a semi-structured interview was utilized to collect data. The results revealed that EFL students have a favorable voice towards the implementation of computer-aided games in grammar classes, emphasizing the benefits in enhancing students' understanding, learning motivation and language competence.

Biodata:

Nguyen Thi Thu Hang, M.A. is a lecturer at Van Lang University, Ho Chi Minh City. She has had more than 10 years of teaching English-majored students. Her main interests include Language Teaching Methodology, Learner Autonomy, and Language Assessment. She is also a reviewer of the International Journal of TESOL & Education.

Student's Perceptions of AI Language Models as Virtual Assistants in Learning

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Abstract
The advances in the field of artificial intelligence (AI) have opened up new opportunities in AI language models development. The application of AI technology in writing learning process is becoming a trend in the era of Industry 4.0. This tool has supported users for purposes such as providing human-like sentence suggestions, correcting grammatical errors, and text generation. However, there is a gap in the body of research into its impacts on language teaching and learning, especially in the Vietnamese contexts, and the attitudes of stakeholders towards it. This study, therefore, was conducted to explore students' perceptions of the AI language models' application in writing English. 147 students from various disciplines, mainly majoring in English Language, at Van Lang University participated in this study. The research combines quantitative and qualitative analysis through the use of questionnaires and in-depth interviews. The findings show that the majority of students have a favorable attitude towards AI tools, recognizing them as accessible and flexible, with most having a positive opinion about them. However, the study also discovered some challenges, such as learners' concerns about technology and the incomplete accuracy of the results from these tools. The study also suggests some implications in using AI language models to well support teaching and learning writing.

Keywords: Van Lang University students, AI language models, virtual assistant, writing learning

Biodata:

      Pham Ngoc Thai Binh, Van Lang University is a senior pursuing English Language at Van Lang University. She has been working as a teaching assistant at Apollo English center for 2 years and a freelance tutor for primary and secondary students. She is really interested in researching education, and her goal is to contribute more studies to this field in the future.

Ms. Tran Thi Mai is a full-time lecturer at Van Lang University. She has 12 years of experience in English Language Teaching, from general English, specialized subjects, to TOEIC and IELTS preparation courses at universities. Her teaching philosophy is the unceasing improvement in every lesson delivered to her students so that they can enrich their knowledge, sharpen their skills, and shape a positive attitude towards independent, responsible, and lifelong learning. Her areas of interest in research are mindful learning, blended learning, and autonomy.

Nonverbal Cues in Teaching Foreign Language for Vietnamese Higher Education Learners

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Abstract

The impact of nonverbal cues in Vietnamese higher education English classes is the focus of this research. Big classrooms with several students in different English language levels, inconsistent teacher training, and outdated teaching techniques that discourage student engagement are still significant challenges for Vietnamese universities to overcome. By collecting data via document analysis from academic databases and classroom observations, our research addresses a gap in understanding how teachers rely on nonverbal cues such as facial expressions, body language, and eye contact as instructional aids. Considering the regional cultural variations prevalent in Vietnamese educational settings, the findings demonstrate that nonverbal cues significantly enhance student understanding and participation, leading to a more inclusive and varied learning environment. In particular, being able to communicate nonverbally helps teachers break down barriers caused by language and culture, which in turn improves the intercultural competence of university students. Improving nonverbal interactions helps Vietnamese educators have the potential tools to transfer English knowledge effectively and even transform the English teaching instruction of the country. It can be said that this research contributes to the field of second language education and cross-culture communication which highlights nonverbal communication's crucial role in upgrading teaching methods.

Biodata:

Duong Dinh, an experienced EFL instructor at Vietnam USA Society (VUS) English Centers and Academic Executive at EQuest Education Group, specializes in boosting English abilities and designing textbooks, lectures, and tests for young learners. She's studying at Van Lang University for her Master of Arts in English Language degree which focuses on integrating technology in teaching languages.

Co-author: **Yen Nhi Ha** is a graduate student from Van Lang University's Faculty of Foreign Languages. Currently pursuing a Master's degree in English Language Studies at the same institution, she has been recognized as one of the outstanding students for the academic year 2021-2023. Nhi has showcased her scholarly abilities by presenting her research at the prestigious Asia CALL 2021 conference and publishing a paper in the reputable International Journal of TESOL & Education.

Exploring the Influence of Speaking Anxiety on Vietnamese ESL Undergraduates' Speaking Performance: A Quantitative Study

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Abstract

In recent years, limited research has investigated the effects of affective factors, particularly the influence of anxiety on English speaking, on the acquisition of English among Vietnamese students at the higher education level. As a result, this study aims to assess the levels of speaking anxiety and speaking performance among Vietnamese ESL undergraduate learners and explore the relationship between these variables. A quantitative research design was employed, utilizing a questionnaire for data collection. The participants consisted of 100 Vietnamese non-English-major university students enrolled in a private university in Ho Chi Minh City. Descriptive and inferential statistics were used for data analysis. The results revealed that the participants experienced a high level of speaking anxiety, and a significant negative correlation was found between speaking anxiety and speaking performance. The findings hold implications for teaching practices and provide a basis for future research in this area.

Biodata:

Mr. Nguyen Ngoc Nguyen is currently a fulltime lecturer of the Faculty of Foreign Languages at Van Lang University, Vietnam. He has had over 12 years of experience in teaching English for academic purposes as well as training students with some academic tests. Besides, his research interest mainly focuses on the aspect of affective factors in language production, namely writing and speaking competence.

Factors Influence Students' English Writing Skill and the Effectiveness of Using ChatGPT in Practising This Skill – A Study at Ho Chi Minh City University of Physical Education and Sports

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Abstract:
This study, conducted at Hồ Chí Minh City University of Physical Education and Sports (HCM UPES), investigated the factors that influenced the second-year students' English writing skills and the effectiveness of using CHATGPT, an AI language model, in practicing this skill. Surveys were used to collect quantitative data on several factors which were grammar understanding, vocabulary knowledge, motivation, language proficiency, writing practice, feedback mechanisms, and cultural background that showed the influences the students' writing skill. For qualitative data, semi-structured interviews and focus group discussions were conducted to explore students' experiences, perceptions, and attitudes towards using CHATGPT for writing practice. Questions focused on the advantages, challenges, and overall effectiveness of CHATGPT. The students' answers also provided deeper insights into how the factors influenced their writing skills. This research underscored the importance of understanding about student-related factors and the capabilities of AI tools like CHATGPT to optimize the effectiveness of English writing instruction. Future studies in the same context should explore the longitudinal impact of CHATGPT on writing skill development and compare its efficacy with traditional teaching methods.

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EFL Postgraduate Students' Perception on the Use of Grammarly and Peer Feedback to Improve their Academic Writing Skills

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Abstract

In the digital age, educators are increasingly recognizing the potential of incorporating high-tech tools to improve teaching and learning experiences. And because of that, together with peer feedback, Grammarly are two evaluative approaches commonly used in writing classes to provide effective comments on students' writing (Fahmi & Cahyono, 2021). However, recent studies just examine them separately or only focus on their effectiveness on writing skills. To address this gap, the paper explores EFL postgraduate students to find out their perceptions on using Grammarly and peer feedback to improve their academic writing skills. The interview approach was incorporated to collect data with the participation of 10 EFL postgraduate students at Van Lang University. The qualitative study indicates that students feel satisfied with both approaches; however, they all claimed that although their peers take more time to complete revision, those comments are more in-depth and constructive, Grammarly is fast but sometimes inappropriate and limited. Moreover, peer feedback is preferred by more learners. It is highly recommended that this study can serve as a database for further quantitative research on other groups of participants.

Keywords: EFL postgraduate students, perception, Grammarly, peer feedback, peer response activities, academic writing skills.

Biodata:

Ha Yen Nhi is an accomplished graduate student who holds an excellent degree from the Faculty of Foreign Languages at Van Lang University. Currently, she is pursuing a Master of Arts in English Language Studies at the same esteemed institution. She holds the esteemed honor of being recognized as one of Van Lang University's outstanding students for the academic year 2021-2023. About her research background, Nhi has demonstrated her scholarly abilities by presenting her research study at the distinguished Asia CALL 2021 conference and publishing a paper in the reputable International Journal of TESOL & Education. Her research interests primarily revolve around the integration of technology in language teaching and learning, online education, and the development of English language proficiency.

Ho Ngoc Phuong graduated with a BA in English Language in 2022. She has worked as an ESL teacher for 2 years. Currently, she is pursuing a MA in English Language at Van Lang University. Her research interests encompass Quality assurance in Vietnamese higher education, Translation, and Pragmatics.

Students' Perception of Using YouTube to Learn English: A Case Study at Van Lang University

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Abstract

The research is set to examine students' perspectives on using YouTube for English language learning and its impact on their motivation and autonomy in education. A mixed-methods approach was employed, which surveyed 241 English-major students at Van Lang University using a 24-item multiple-choice questionnaire based on the Technology Acceptance Model (TAM); additionally, 10 of them joined a semi-structured interview. Data revealed that students generally find YouTube an effective tool to motivate them to learn English and give them control over their learning. Also, apart from listening, students are found to have their speaking skills enhanced to some extent. The findings of this research recommend English teachers adapt and adjust the use of YouTube for both in-class assignments and homework.

Biodata:

Ly Nguyen Minh Chau is currently a student at Van Lang University, Ho Chi Minh City, pursuing a Master's Degree in English Language Studies. Her research interests are using social media to enhance English skills and using ChatGPT in English language learning.

Chu Tien Dat is currently a student at Van Lang University, Ho Chi Minh City, pursuing a Master's Degree in English Language Studies. His research fields of interest are linguistics and teaching methodologies.

Tran Thi Hue An is currently a student at Van Lang University, Ho Chi Minh City, pursuing a Master's Degree in English Language Studies. Her research fields of interest are linguistics and teaching methodologies.

Pham Que Anh is an English lecturer at the Faculty of Languages, Van Lang University. Her research interest includes language teaching methodology, fostering students' motivation and applying CALL in EFL teaching at secondary, high school and tertiary levels.

Formative Assessment in Blended-learning Course: Application in Non-

majored English Classes at Thuongmai University

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Abstract
Assessment is regarded as one of the most important steps to reflect the quality of teaching and learning as well as a feedback channel to help teachers adjust their methods to achieve output goals. In English teaching, formative assessment helps teachers and learners to continuously interact to build knowledge and competence. However, with the application of new virtual kind of class setting: online classes and blended-learning model, assessment process is also under the undeniable adjustment and renovation. This study examines the formative assessment model EFL teachers and students applied in blended-learning classes. The study was conducted at Thuongmai University with the participation of 98 students who are 2nd- year non-majored, learning subject English 3 through Learning Management System (LMS). The study introduces testing and assessment methods that teachers have applied in the module to evaluate students to meet the requirements in the assessment rubric specified in the module description and to achieve output standards. In addition, through in-depth interviews, the study also gives an insight of difficulties and challenges teachers and students face in the testing and assessment as well as proposes suggestions for better and proactive involvement in this evaluation process.

Biodata:
Pham Thi Xuan Ha, who received a Doctorate in Comparative and Contrastive Linguistics in 2024 at Vietnam Academy of Social Sciences, is currently the Head of Department of English Practice, English Faculty, Thuongmai University. She has 17 years of experience working as a lecturer teaching English for majored and non-majored undergraduates. She participated in compiling 02 reference books to serve her teaching work and wrote domestic and international scientific articles relating to linguistics and teaching pedagogy. The main research fields are English teaching methodology, Cognitive Linguistics and Comparative Linguistics.

University Students' Attitude towards Benefits and Challenges

of Technology-integrated Project-based Language Learning

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Abstract

The integration of technology into language education is a growing trend, which researchers and educators aim to leverage its potential to create engaging learning experiences. However, a key question remains: do students perceive these technology-assisted tools as valuable for their learning? This study aims to explore the attitude of university students towards the benefits and challenges of Technology-integrated Project-based Language Learning. Conducted at Foreign Trade University, the study involved a survey of more than 300 students and a focus group in-depth interview of more than 50 participants to gain their attitude towards the teaching approach. During the course, students were required to create a video conveying a message to their community with the assistance of AI. The finding suggested that students found the project engaging and reported significant improvement in interpersonal skills, language skills as well as creative thinking and critical thinking skills. However, they expressed that learning the AI video creation for the project is time-consuming and felt it offered minimal contribution to their core language learning goals. The findings recommend that teachers should prioritize students' needs when designing the project requirements. Simply following the technological trend without careful consideration may waste students' time and discourage their language learning process.

Biodata:

Ms. Ky Tran Minh Uyen is a full-time English lecturer at Foreign Trade University Ho Chi Minh City campus. She had 7 years of experience teaching English in higher education. As an MA holder, most of her publications are on teaching languages in tertiary school. She is also passionate about innovations in teaching languages.

EFL Learners' Perceptions of Conversational Videos Regarding Classroom Engagement at a Language Center in Can Tho City

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Abstract

With the increasing integration of technology into language education, conversational videos have gained popularity for their ability to provide learners with rich content and context while facilitating language acquisition. However, there remains a gap in understanding how these videos impact classroom engagement, particularly among Vietnamese learners in contexts such as General English classes. This study addresses this gap by investigating students' perceptions of conversational videos' influence on classroom engagement at a foreign language center in Can Tho City, Vietnam. Employing a mixed-method design, questionnaires and interviews were utilized to collect data from 30 intermediate Vietnamese learners in General English classes. The questionnaires were employed to explore the EFL learners' opinions on the effectiveness of conversational videos through behavioral, emotional, and cognitive engagement. In addition, the data collected from the interviews were analyzed to provide detailed explanations in this study. The findings indicate that most learners appreciated the usefulness of conversational videos in enhancing three types of engagement in the classroom learning process. This research seeks to shed light on the effectiveness of integrating conversational videos into language instruction and its implications for enhancing learner engagement, thereby informing pedagogical practices in similar contexts.

Biodata:
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The Impact of Augmented Reality on Vocabulary Acquisition in CLIL Settings

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Abstract

The Impact of Augmented Reality on Vocabulary Acquisition in CLIL Settings Augmented Reality (AR) technology can enhance language learning by increasing engagement and motivation through interactive, immersive experiences. However, its implementation poses challenges like technical demands and cognitive overload. This study evaluates the impact of AR technology on vocabulary acquisition in high school students using the CLIL (Content and Language Integrated Learning) approach. The objectives are to assess students' prior knowledge of AR, explore its effects on vocabulary and subject learning, and evaluate classroom perceptions of AR use. A total of 126 students, aged 12-16 with intermediate English proficiency (B1 according to the CEFR), participated in a three-month study. They were divided into a Control Group (CG) using printed materials and an Experimental Group (EG) using AR technology with identical educational content. Data collection involved a mixed-methods approach, using pre- and post-surveys and tests to measure perceptions and learning performance. A delay test assessed long-term effects. Findings show AR technology moderately improves vocabulary and subject comprehension while significantly increasing engagement and motivation. These results suggest AR can enhance language education outcomes, highlighting the need for adequate educator training and support for effective AR integration.

Biodata:

Jose Belda Medina is a Senior Lecturer at the University of Alicante (Spain). His research interests include CALL (Computer-Assisted Language Learning) and Technology-Enhanced Language Learning (TELL). He has published numerous articles in top-ranked scientific journals and currently leads the international research group Digital Language Learning (DL2).
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A Qualitative Study into How Non-English Major Students Emotionally Respond to Teacher Written Feedback

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Abstract
In the context of language education, emotion and learning are intertwined. While there has been a growing body of research on the interplay between the pedagogical intent and emotional impact, students' emotional responses to teacher written feedback in higher education settings remain underexplored. Insight into non-English major undergraduates' emotions induced by teacher written feedback is still insufficient. This qualitative study, incorporating semi-structured interviews and document analysis as primary data collection tools, represents an attempt to explore how different functions of feedback - ranging from praise and criticism to suggestions for improvement - evoke a spectrum of emotions in the undergraduates. Findings from reflexive thematic analysis reveal that the undergraduates encountered profound emotional responses to given feedback, which in turn shaped both their writing skills and perceptions of the learning process. These results underscore the importance of a teacher's empathy, clarity and dedication in written feedback, highlighting the impact of subtle nuances in communication through written feedback on students' motivation, self-image and engagement in the learning process. This paper contributes to a more holistic understanding of feedback in language education by offering insights into optimizing feedback strategies to support not only academic growth but also emotional well-being and resilience in students.

Biodata:

Dinh Anh Duc is a fourth-year undergraduate specializing in English Language Teacher Education at Saigon University. He is also a part-time IELTS Instructor at ZIM Academy, a language center where he trains students to hone four skills in Vietnam. He has been responsible for a graduation dissertation at university and two research projects on second-career English teachers and teacher identity in the context of AI advancement. His research interests consist of teacher education, student emotions and educational technology.

   Pham Nguyen Minh Chau is a fourth-year undergraduate specializing in English Language Teacher Education at Saigon University. She has been working as a part-time English teacher at Lingo English, a local language center in Ho Chi Minh city. She has been in charge of a graduation dissertation at university. Her research interests include teaching motivation, student engagement and teacher identity.

The Role Immersive Technology in Creating Rich Affordance Environment for ELT

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Abstract

In the realm of English Language Teaching (ELT), the integration of immersive technology has emerged as a transformative force, revolutionizing traditional pedagogical approaches and reshaping learning environments. This literature review paper examines the role of immersive technology in creating rich affordance environments for ELT. Immersive technologies such as virtual reality (VR), augmented reality (AR), and mixed reality (MR) offer unique opportunities to engage learners in authentic, experiential language learning experiences. By providing learners with immersive, interactive environments that simulate real-world contexts, these technologies enhance language acquisition, foster communicative competence, and promote learner autonomy. Drawing upon a synthesis of empirical studies, theoretical frameworks, and pedagogical approaches, this paper explores the theoretical underpinnings of immersive technology in ELT, its practical applications in language learning settings, and its implications for pedagogy, curriculum design, and teacher professional development. Furthermore, the review discusses challenges and future directions in harnessing immersive technology to create effective and inclusive affordance environments for ELT, considering issues such as accessibility, equity, and technological integration. Through a comprehensive examination of the literature, this paper aims to provide insights and recommendations for educators, researchers, and practitioners seeking to leverage immersive technology to enhance English language teaching and learning experiences.

Biodata:

Ms. To Thi Kieu Oanh is a lecturer of Faculty of English at University of Economics and Finance, Vietnam. She got her MA in TESOL in 2011 a Victoria University, Australia. She has been teaching English to university students, teenagers and children since 2003.

Ms. Ngo Nguyen Thien Duyen completed her MA in Applied Linguistics and TESOL at Macquarie University, Australia. She has published articles in local and international journals. She is currently a lecturer at Ho Chi Minh University of Economics and Finance. Her research interests include but not limited to TESOL, teacher professional development, assessment practice, and intercultural communication.

Effective Writing Strategies in Academic Writing for EFL Students

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Abstract
Many English as a Foreign Language (EFL) students often face challenges in academic essay writing. Therefore, there is a need for targeted strategies to enhance their writing performance. This study aims to identify effective strategies for improving the academic writing skills of EFL students, with the goal of contributing to their overall language proficiency and academic success. Conducted over two weeks in April 2024, this study involved 50 EFL students who completed a questionnaire designed to assess their perceptions of various writing strategies. The questionnaire was administered to gather data on students' experiences and preferences regarding academic writing techniques. The study found that there is a plethora of strategies that EFL students can utilize to improve their academic writing, including outlining, revising, and seeking feedback. Furthermore, analysis of the data revealed a positive correlation between the use of these strategies and academic performance, as well as critical thinking skill development. Therefore, the adoption of writing strategies by language teachers was encouraged due to their ability to foster effective practice of written language in grammar classrooms, thereby stimulating student engagement in classroom activities.

Keywords: Academic writing, English as a Foreign Language (EFL), writing strategies, student engagement, language proficiency

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Using Interactive Methods to Enhance English Language Teaching

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Abstract
Educational programs around the world are developing in a learner-centered direction. There are many new methods to apply to effective English teaching in the direction of developing communication abilities, including interactive teaching methods. This method encourages learners to be flexible and motivated when using language meaningfully in communication. This study mainly refers to the application method of interaction in teaching English skills in order to promote students' self-awareness in learning English and encourage students to use their knowledge about language to solve problems in real-world circumstances. By using questionnaires and interviews surveyed by 60 senior students at Van Lang university, the author encouraged interactive activities to enhance communication in a student-centered learning environment. This article can be useful for teachers to improve the quality of teaching and encourage the spirit of self-study among learners.

Keywords: education, teaching, learning, interactive, communicative.

Biodata:

Tran Thi Thuy Duong is a former student of Ho Chi Minh City University of Industry, currently studying for a master's degree in English language at Van Lang University. At the same time, she is currently tutoring iShool Long An international high school students.

Using Two-Way Information – Gap Tasks to Encourage Equal Participation from the Students in Group Work

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Abstract
This study was an attempt to investigate the possibility that two-way information-gap tasks would encourage equal participation from the students in group work activities in an EFL class. It produced positive results as expected by the researcher and thus helped to confirm teachers' belief in the value of two-way information-gap tasks in group work and Communicative Language Teaching. However, it also has some problems that in turn need to be carefully addressed. What is more, as any improvement requires time and effort, the innovation itself is very time-consuming and skill- demanding, especially in collecting and designing two-way information-gap tasks. Therefore, it is suggested that there should be a secondary innovation on where to find and how to adapt two-way information-gap tasks so that the innovation can hopefully be adopted by more teachers.

Keywords: two-way information-gap tasks; group work activities; encourage; EFL class

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The Influences of Task-based Approach on Young Adult Learners' Listening Comprehension

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Abstract
This study aimed at exploring the effect of Task-based method to the learners' attitudes toward learning listening skill using this approach. In this paper, thirty university students who are at intermediate level learned Task-based method in classes at Van Lang university, and after that they expressed their minds in the questionnaire so as to explore whether this type of teaching could help them improve or not. What is really important here is their attitudes in completing the listening tasks as well as indicating their views by responding to the questionnaire. Additionally, the specific descriptive data, which were provided in this paper after collecting their responses, are yielded to reach the planned targets at the end. More specifically, the results of this paper that are linked to the students' attitudes regarding learning Task-based approach in listening will help the teacher in selecting a more compatible method for every class in the foreseeable future.

Biodata:

Ngo Nhat Phuong Quynh is an English lecturer at Van Lang University. She holds an M.A in TESOL and Linguistics from Benedictine University. She has taught English for 8 years. Her areas of interests are blended learning in Listening, Reading, and Writing.

Tran Thanh Phuong is an English lecturer at Van Lang University. She holds an M.A in TESOL from Edith Cowan University. She has taught English for 6 years. Her areas of interests are blended learning in Listening, Reading, and Writing.

Difficulties In Writing Academic Papers Faced by EFL Students at Van Lang University

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Abstract
English is by far the most widely used language around the world. However, English language writing skills has always been a challenge for EFL students to master. Many studies related to writing skills have been conducted to determine how difficult it is for students and what the best teaching and learning methods for writing are. The purpose of this research paper is to explore the difficulties in writing academic papers that graduates encounter during the writing process. Subsequently, it will help lecturers or educational institutions obtain a deeper insight into the students' hindrances they are experiencing, and thus employ and innovate a more effective approach in teaching writing in classrooms and assisting students to improve their writing skills. The study included 30 postgraduates studying English Language at Van Lang University who provided data for analysis. Data from the students were collected using a questionnaire comprising both closed-ended and open-ended questions, as well as interviews. Furthermore, the study provides as a basis and premise for instructors to comprehend and identify the optimal instructional technique to improve students' skills and performance in writing academic papers.

Keywords: writing skills, difficulties, academic writing, EFL learners

Biodata:

My name is **Nguyễn Ngọc Lan Tường**. I graduated from English major at university. Currently, I am studying a Master's degree in English at Van Lang University. I have been working as an English teacher for more than a year.

Influential Factors on Translation Capacity: Foreign Language Students at HUTECH University

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Abstract

Since there has been little in-depth investigation into what influences the translation ability of HUTECH University's international language students, this study fills that need. Existing literature, especially in academic contexts like HUTECH, lacks a comprehensive grasp of translation, despite the fact that its intricacy is well-known. This study aims to fill these gaps by using a mixed-method approach that includes both quantitative surveys and qualitative interviews. Because of its multicultural student population, HUTECH University was selected as the setting for this research. The sample is representative of the whole population since it includes kids with a wide range of language abilities and backgrounds. The importance of language competence, cognitive capability, and socio-psychological variables in determining translation ability is highlighted by preliminary results. Significant factors include linguistic competency, cultural awareness, and cognitive abilities like problem-solving. There is also evidence that participants' motivation, self-efficacy, and attitudes towards translation have a role. Educators and politicians may use these results to influence the development of better language programs and interventions that target students' translation abilities.

Keywords: Translation Capacity, Foreign Languages students, HUTECH university, linguistics proficiency, cognitive abilities, socio-psychological factors

Biodata:

Luu The Bao Anh is now serving as a lecturer and vice dean of Japanese Study faculty at HUTECH University while also pursuing a full-time doctoral degree in Educational management at University of Social Sciences and Humanities (USSH) – VNU. She can be contacted at: ltb.anh@hutech.edu.vn

Luc Ha Duy Nguyen is now serving as a visiting lecturer at Van Lang University while also pursuing a full-time postgraduate degree in English language at the same institution. He has completed his master's degree in business administration, Birmingham City University, The United Kingdom. He can be contacted at: luchaduynguyen@vanlanguni.vn or ORCID Website: https://orcid.org/0009-0001-3307- 6146

Adopting the 3P Model combined with the Task-Based Approach in Teaching Business Translation

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Abstract
In recent years, Business Translation has been a field chosen by many learners, and many researchers are interested in it as the demand for translating business documents is increasing in terms of quantity and quality. The question is how to teach and learn Business Translation most effectively and efficiently, ensuring the training of a team of translators with the skills and knowledge to develop their careers. In order to answer this question, large-scale research and investigation should be conducted both in depth and in width. Within the scope of modest knowledge, this essay only gives a few opinions about teaching Business Translation at Van Lang University. These opinions are mainly based on the viewpoint of The Task-Based Language Teaching" (TBLT) - a learner-centered method and practical experiences in teaching Business Translation to university students. The sharing aims to contribute a perspective on the field of interest.
Keywords: Business Translation, Learner-Centered Approach, Translation Capacity.

Biodata:

Trương Thị Mai Hạnh holds an M. A in TESOL from University of Social Sciences and Humanities and her dissertation which delves on reading skills in English in 2007. She is currently a lecturer at Faculty of English at Van Lang University in Ho Chi Minh City. Her research interests are in the areas of Applied Linguistic.

Trobes in Advertising Slogans of Vietnamese Banks

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Abstract

Advertising plays a crucial role in a company's operations. It is one of the main channels of official communication through which companies introduce themselves to customers and partners. The subtly embedded information in advertising slogans is easy to remember, easy to understand, and has a long-lasting impact to persuade consumers to buy or use services (Heath & Heath, 2007). Therefore, companies constantly seek effective language strategies in their advertising slogans. This paper focuses on analyzing advertising messages in advertising slogans to understand tropes in the advertising slogans of Vietnamese banks, specifically metaphors, metonymy, personification, simile, and epithet, and clarifying the most basic functions of these stylistic devices used in advertising slogans. The research method mainly employed in this study is qualitative. Advertising slogans are collected and analyzed to identify which tropes are used and how these stylistic devices are displayed in those specific advertisements. It is hoped that the research results will provide advertising professionals with a more accurate understanding of the role of tropes and highlight the importance of using language effectively when crafting advertising slogan content.

Biodata:

Thanh Cao Huong

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Overdetermination and Impersonalization of Businesswomen in British Press: A Corpus-based Approach in Critical Discourse Analysis

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Abstract

Research on media portrayal of individuals is prevalent in Critical Discourse Analysis (CDA). The scope has been expanded beyond such subjects as refugees or asylum seekers, but also the breadth of research has been enhanced with larger datasets, which is also known as corpus-based approach. This study, utilizing both corpus-based quantitative analysis as well as qualitative analysis, focuses on the descriptions of businesswomen in British newspaper. The corpus comprises business-related articles from The Guardian published in 2017 and 2018, gathered through website crawling. As for qualitative analysis, those articles are examined under two categories of Kress van Leeuwen's social actors' framework (2008) which are overdetermination – involving forms of metaphor, and impersonalization – involving metonymical reference. As for overdetermination, the results show businesswomen represented through roles in different social practices – business and metaphorical ones such as royalty, war, and maritime. Regarding impersonalization, it can be realized through mentioning of these businesswomen's organization as arguments in verb phrases which describe their activities in business contexts. Based on these results, the portrayal of businesswomen on the media is sketched and suggested with further implications.

Biodata:

Ms. Thao Thi Ngoc Nguyen is a lecturer of English in University of Science and Technology of Hanoi. Her major is Applied Linguistics. Her research interests include corpus linguistics and educational technology.

Findings of Schema-Building Activities on EFL Learners' Listening Comprehension

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Abstract
This study was aimed at investigating factors influencing listening learning and whether schema-building activities have impacts on listening learning of English as a Foreign Language (EFL) learners of a university in Ho Chi Minh City (HCMC), Vietnam, which then give some possible suggestions to improve EFL learners' listening teaching and learning. The study was experimental research, so the researcher employed pre- and post-tests, questionnaire and class observations to collect the data to address two research questions. A total of 123 students participated in the study and they were divided into the control group (63 students) and experimental one (60 students). The findings of the study made some contributions to teaching and learning Second Language (L2) listening skill using the schema-building activities. The results of this study serve as guidelines for both teachers and learners in teaching and learning listening skills at universities, and for administrative staff to prepare materials for listening courses.

Biodata:

Bui Thi Kim Loan, Ph.D. has been a lecturer of English at Binh Duong university, Vietnam. She got her Ph.D. degree in linguistics and her M.A. degree in TESOL. She has taught English skills, ESP, translation, academic writing, sociolinguistics and so forth. Her research interests are discourse analysis, genre analysis, EFL teaching, CALL, CLIL, and SFL. She has published some articles in national and international journals and conferences. She has been a reviewer of some international conferences and journals.

A Syntactic Comparison Between The Chinese Word "shang" And its Vietnamese Counterpart "trên"

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Abstract

Chinese Vietnamese directional words are quite complex, especially for us international students who often encounter many obstacles in understanding or using them. However, there are many similarities between Vietnamese and Chinese compared to other countries, which makes it difficult for Vietnamese students to confuse the two (Chinese and Vietnamese) when learning directional words. Therefore, this article compares the syntactic forms of the Chinese directional word "shang" and the Vietnamese directional word "trên"

Key words: Chinese Vietnamese language; Directional words; Syntactic Comparison

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Cross-culture communication Apprehension in communicating English among Jordanian students in UUM

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Abstract:
This study examined the Jordanian students' perspectives of and experiences in cross cultural communication Apprehension in Universiti Utara Malaysia (UUM) where English is the medium of instruction. The study seeks to generate insights into the cross cultural communication Apprehension of the Jordanian students and the strategies used. This study employed qualitative study while the participants were 15 Jordanian PhD students at UUM. The sampling of this study was purposive sampling while the researcher selected homogeneous sampling strategy. The researched collected the data through face to face interview with the participants. The findings of the research question were divided into two main themes and sub-themes. The first main theme is language barriers, which consists of four sub-themes: limited English proficiency, pronunciation difficulties, and grammar challenges and Cultural context and communication styles. The second main theme is language anxiety, which includes two sub-themes: shyness and limited vocabularies. This has various implications on their overall learning experiences in Universiti Utara Malaysia as discussed in this thesis.

Keywords: Cross-culture communication, Communication Apprehension, Jordanian Students

Biodata:

Rashad Faleh Alhasan, BA in English Language and Literature, Hashemite University- Jordan. Master degree in Applied Linguistics, UUM, and Malaysia. A PhD Applied Linguistics Student / UUM, Malaysia .I have been working as an English Language Legal Translator / interpreter and EFL instructor at the Saif bin Zaid Academy for police and security science since 10 years. I focus my studies on the Oral Communication Apprehension and speaking difficulties in English Language Learning, writing apprehension and translation anxiety.

Students' Silence - Redefining What It Means to Participate in EFL Classrooms

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Abstract

Interactions between students and teachers are at the heart of pedagogy in the school environment. Consequently, quiet students may sometimes be misunderstood as a lack of engagement. Silence in the classroom has recently been a topic of analysis for educators and scholars. Nevertheless, little research has been conducted on what influences non-major students' silent behaviour in Vietnamese contexts. This article aims to investigate what is perceived as silence and the reasons for low levels of oral participation among engineering students at Ho Chi Minh City University of Technology (HCMUT). A case study was carried out with five university students via semi-structured interviews, utilising a constant comparison method for data analysis. The researcher found that a lack of command of English relevant to their discipline, the influence of Asian classroom mannerisms, and the desire to keep face are some of the reasons for silence. Participants, however, also expressed a strong desire to contribute, which was evident in their active participation in other activities in class. This implies the need for pedagogical tools to encourage and assist students in speaking up in EFL classes.

Biodata:

Nguyen Trang Dung has been a lecturer of English at Ho Chi Minh City University of Technology for just over 15 years. Teaching keeps her brain young, allowing her to continue her journey as a lifelong learner. It was not until obtaining a Master's Degree in Applied Linguistics from the University of Curtin in 2012 that she became aware of the great interest in second language acquisition.

The Effectiveness in English for Specific Purposes (ESP) Teaching: Students' Voices

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Abstract
The paper presents a comprehensive analysis of students' perceptions regarding the effectiveness of English for Specific Purposes (ESP) teaching, addressing a notable research gap in understanding diverse perspectives within this domain. The study included 338 students from four diverse study programs, all enrolled in a health-based English course, and explored 34 key aspects of ESP instruction, covering technology integration, cultural immersion, assessment methods, and language skills development. Using a five-point scale, participants provided responses that were subsequently analyzed to derive mean scores for each item. The findings reveal a generally positive outlook on ESP teaching, with mean scores predominantly exceeding the neutral point of 3.0. Notable variations in perceptions were observed across items, shedding light on areas of strength and potential improvement within the ESP curriculum. High-scoring items emphasize the significance of immediate error correction, cultural awareness in instruction, and the integration of real-life materials. Conversely, lower-scoring items highlight challenges associated with group work, language assessment methods, and exclusive use of English in the classroom. The findings recommend further exploration of specific aspects to enhance the overall effectiveness of ESP instruction. The study contributes valuable insights to the ongoing discourse on ESP teaching methodologies and provides a basis for future research and instructional development.

Biodata:

Diah Royani Meisani is a respected academic at the Language Laboratory, Faculty of Medicine, Universitas Brawijaya. Her research focuses on ESP, EYL, and Teacher Professional Development.

Laely Hidayati is a faculty member at the Language Laboratory, Faculty of Medicine, Universitas Brawijaya. Her research interests encompass collaborative learning tasks and teacher-student interactions in language education.

In-service Teacher's Perceptions toward Teaching Collocation to EFL Learner's Productive Skills

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Abstract

Collocations play a crucial role in second language learning and teaching, especially in relation to writing skills. However, using collocations is considered hard for students to compose their written products, and teaching collocations is also a challenge for teachers. Previous studies have focused on the importance of collocations in writing and teachers' and learners' perceptions of collocations. The current study aims to investigate the perceptions of teachers towards the challenges of teaching collocations for enhancing EFL learners' writing ability. To get optimal results, thirty teachers who are pursuing Master's degrees in English linguistics completed the questionnaire and answered the interview questions. The study's findings indicate that while most teachers found it difficult to teach their students to use collocations for improving writing ability, few teachers could overcome these challenges.

Biodata:

Truong Ngoc Khanh Van, Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam
Truong Van Ngoc Khanh is a postgraduate at the Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Viet Nam, discusses TESOL-majored teachers' challenges in teaching collocations to EFL A2 students, as well as those teachers' strategies to teach collocations in writing effectively. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Van Cong Hoang Truong is a postgraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses TESOL-majored teachers' challenges in teaching collocations to EFL A2 students, as well as those teachers' strategies to teach collocations in writing effectively. The Faculty of Foreign Languages at Van Lang University is where he is currently conducting his research.
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Novice EFL Teachers' Belief and Emotional Regulation in Response to Young Learners' Behaviors in the Classroom

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Abstract

Over the last decade, EFL teacher emotion has attracted teacher education scholars worldwide as regards to its relationship with learners, colleagues, institutions and society. With respect to the teacher training, helping novice EFL teachers control their emotions to help themselves "survive" with teaching career.

This research report shares the findings that emerged from a qualitative study in which the main objective was to discover whether or not novice EFL teachers regulate their negative emotions during their initial teaching practice, and if so, how they do this. The data were collected by semi-structured interviews, stimulated recall interviews and writing journals for reflections and explanations why they expressed and regulated their emotions in those incidents. The participants were five novice teachers who teach English at the same university. The research findings reveal that teachers often experience negative emotions triggered by students' conduct in the classroom, such as discipline issues, lack of engagement, and incorrect responses. To combat feelings of irritation and disappointment, teachers effectively employed strategies to refocus their attention and reevaluate the situation, ultimately replacing negative emotions with a fresh perspective through alternative teaching activities. These insights offer valuable guidance for EFL teachers to effectively manage negative emotions, fostering a more positive teaching environment for English instruction.

Biodata:

Ngô Thị Cam Thuy is a lecturer in the Faculty of Foreign Languages, at Van Lang University. Her research interests include sociocultural theory, classroom interaction, and teacher education

Empowering Educational Independence: Exploring High School Students' Perspectives on Cultivating Learning Autonomy through Project-Based Learning

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Abstract

Project-Based Learning (PBL) is not just an educational method; it's a transformative journey where students delve into real-world challenges, fostering critical thinking and problem-solving skills. In this dynamic process, students collaborate, inquire, and present solutions, making learning tangible and meaningful. This research focuses on the integration of PBL in an English as a Foreign Language (EFL) program at high school level, emphasizing student autonomy and choice. Conducted at Trung Hoc Thuc Hanh High School of University of Education in 2023, this study delves into the perspectives of high school students. Using a case study approach, 50 students were interviewed, providing rich insights into their experiences with PBL. Through qualitative analysis, it became evident that PBL serves as a catalyst for autonomous learning, empowering students to take ownership of their educational journey. Furthermore, this research underscores the importance of formative assessment within the PBL framework. By actively involving students in self-assessment, educators can tailor instruction to address individual strengths and weaknesses, fostering a more inclusive and effective learning environment. In summary, this study not only highlights the benefits of PBL in an EFL context at high school level, but also provides actionable insights for educators seeking to enhance student engagement and autonomy.

Biodata:

Liem Do is a full-time lecturer at the Faculty of Foreign Languages, Van Lang University in Ho Chi Minh City, Vietnam. He got an M. A in English Language Teaching from King Mongkut's University of Technology in Bangkok, Thailand. His research interests include, but not limited to, Task-Based Reading and Writing, Reading and Writing Methodology, Translation, and Curriculum Design.

Nhat Vy Do Nguyen is an 11th high school grader at Trung Hoc Thuc Hanh High School, University of Education in Ho Chi Minh City, Vietnam. She is an active member of her school's Young Researcher's Club. Her research interests and orientation include Project-based Learning Impact on High School Students, CALL, and Cultural Impacts on Learning Performance of High School Students.

Challenges Encountered by First-Year Students in Acquiring English Writing Skills

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Abstract
In the context of tertiary education, writing plays a crucial role in the acquisition of English proficiency. However, first-year English major students at Van Lang University face various challenges in developing their writing skills. This study aimed to identify these challenges by conducting semi-structured interviews with thirty students from the Faculty of Foreign Languages. The findings revealed that vocabulary use was the most significant challenge for students across different levels of writing proficiency, with many students citing a lack of vocabulary as their primary obstacle. Additionally, students with lower writing competencies struggled with memorizing English words. The study also found that students faced difficulties in conveying ideas with correct sentence structures. Interestingly, punctuation was reported as the least challenging aspect of writing. By identifying these major writing challenges, this study contributes to a deeper understanding of the struggles faced by EFL students. Furthermore, it provides valuable insights for teachers to develop effective teaching methods and classroom activities to support students in their writing processes.

Biodata:

Ngo Nhat Phuong Quynh is an English lecturer at Van Lang University. She holds an M.A in TESOL and Linguistics from Benedictine University. She has taught English for 8 years. Her areas of interests are blended learning in Listening, Reading, and Writing.

Tran Thanh Phuong is an English lecturer at Van Lang University. She holds an M.A in TESOL from Edith Cowan University. She has taught English for 6 years. Her areas of interests are blended learning in Listening, Reading, and Writing.

Laugh and Learn: A Pragmatic View of Using Jokes in Teaching English

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Abstract

Humor and jokes are widespreadly recognized as useful and important tools in teaching listening, reading, writing, and speaking skills to students. Understanding the humor in jokes helps students enhance the ability to detect and resolve incongruities, which is critical for strong language skills. If students can interpret the correct meaning of words in a joke, they can gain a large amount of linguistics and cultural knowledge. In spite of this fact, the use of jokes in teaching and learning English in Vietnam is still limited. Moreover, there are a few research papers conducted to study the impact of jokes on improving Vietnamese student's English proficiency. This study serves as a theoretical framework, offering the pragmatic analysis of jokes and pedagogical activities related to jokes in ESL classrooms. Ten English jokes were selected from Encyclopedia of Ad-Libs, Crazy Jokes, Insults, and Wisecracks (Fechtner & Fechtner, 1979) and were anlyzed to offer more insights into jokes and their implication for teaching language.

Keywords: jokes, humor, pragmatic, English teaching and learning

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She graduated with a BA in English Language in 2022. She has worked as an ESL teacher for 2 years. Currently, she is pursuing a MA in English Language at Van Lang University. Her research interests encompass Quality assurance in Vietnamese higher education, Translation, and Pragmatics.

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Hoang Bao Tran holds a BA in English Language from Van Lang University, obtained in 2022. She is currently pursuing a Master's degree in Teaching Chinese to Speakers of Other Languages at SouthWest University, China. Her research interests include pragmatics, contrastive linguistics, and language teaching methodology.

Improving English Learners' Listening and Speaking Skills by Q & A Session for Course of English 4 at HUFLIT

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Abstract: During the second semester of the 2023-2024 school year, we conducted a student survey on the effectiveness of question-and-answer sessions in the English 4 class of Chinese language majors. These students study English as a second foreign language. There were 43 out of 45 students who answered the survey questionnaire, accounting for 95.5% of the total student body. The survey results showed that 60.5% of learners rated "absolutely agree" that the English Q&A session in the classroom helped them improve their English listening and speaking skills, 30.2% rated the level of "agree", 9.3% of learners rated the level as "average". From the above survey results, we have more information about the effectiveness of Q&A sessions in the classroom, thereby making improvements in teaching to meet the learning outcomes of the subject as well as increase the level of learner satisfaction.

Keywords: question-and-answer session, English listening and speaking, communication, English

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The Influence of Using the ChatterKid App on the English-Speaking Skills of Tertiary Students

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Abstract:
Educators around the world have employed different technology learning tools to smooth the studying experience of learners in various fields. English teaching is not the exception because English is an international communication tool which is used in many countries and communities. English speaking is considered to be one of the most challenging skills that needs mastering to be fluent in English. There are numerous studies conducted to examine the advantages and drawbacks of using technology in teaching English speaking. However, the number of studies that focus on the ChatterKid app is limited. From the mentioned facts, this study was implemented to investigate the influence of using the ChatterKid app on students' speaking skills at a University in North Vietnam. There were 90 first-year students who participated in this study during 12 weeks. The pre-test, post-test, and questionnaire were used to collect data; these data were analyzed by SPSS to draw the conclusion for the study. The findings indicated that the ChatterKid app significantly improved the speaking level of students, especially fluency, and students had positive attitudes towards the application of this app.

Biodata:
Tran Thi Nam Phuong is currently lecturer at the Faculty of Foreign Languages at Thai Nguyen University of Education. She has a year's experience of teaching secondary students and four years of teaching experience with tertiary students. She is interested in English teaching methodology and application of technology in assessment and teaching.

Students' Perspective on Applying AI in English Learning and Teaching – A Study at UEH

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Abstract
Due to the rapid advancement of technology, the use of high-tech, particularly artificial intelligence (AI), in language learning and teaching has gained popularity. The benefits of using AI have been highlighted and English teachers have been strongly encouraged to employ AI in their classes. However, to get favorable outcomes and prevent wasting time and energy, it is vital to commence with the learners' requirements by carefully examining their perceptions of and expectations for the AI application. In a questionnaire survey and further in-depth interviews, 50 first-year students majoring in Accounting, Finance and International Business at the University of Economics Ho Chi Minh City (UEH) shared insightful perspectives about how they have utilized and expected AI to be employed in learning English at the tertiary level. The findings reaffirm the roles of English teachers in the era of technology as well as assist them in exploiting AI more sensibly and effectively in their classes, avoiding going with the flow without concern for its possible inconveniences and/or drawbacks.

Biodata:

Duong Thi Thuy Uyen is an English teacher at the Faculty of Foreign Languages, University of Economics, Ho Chi Minh City, Vietnam. She obtained her bachelor's degree in English from the University of Education, HCM City and her master's degree in TESOL from Hanoi University of Foreign Studies. Uyen's research interests include syllabus design, learner autonomy, and language learning assessment.

Nguyen Manh Hieu is a Master of Education in Mentoring & Coaching from the University of Huddersfield, United Kingdom. He has multiple years of experience teaching English to non-native speakers at some universities in Ho Chi Minh City and mentoring English learning in the UK. His research interests are learner perspectives and tutor roles in higher education (HE), social realistic curriculum, mentoring, coaching, and leadership.

Enhancing Reading Comprehension by Bilingual Daily Devotion on Young Christians at Youth Group of Go Vap Evangelical Church

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Abstract

In order to enhance reading comprehension skills among young adult Christians, an experiment was carried out on 50 members of the Youth Group of Go Vap Evangelical Church. The participants were in two groups: Group 1 (G1) underwent a four-week intervention of applying a bilingual reading method using the Christian daily devotional material Our Daily Bread (ODB), while Group 2 (G2) served as a control group. Tests were given to both groups before and after the intervention to measure how much their reading comprehension had improved, and the results showed that G1's reading comprehension, applying the method, had increased considerably. Significantly, they linked the motivation of cultivating a spiritual life through daily devotional readings to their improved reading comprehension. Therefore, evidently, the practice fosters a self-learning attitude and a habit of dedicating time to reading daily, resulting in an enhancement of students' reading comprehension. Furthermore, religious activities can be incorporated into educational treatments. However, due to time constraints and the ineffective method used to guarantee the participants' daily engagement, the outcomes could not reflect the method's impact clearly, providing a need for more study on the topic in the future.

Keywords: bilingual reading, experiment, intervention, motivation, reading comprehension

Biodata:

Le Thi Nhu Quynh is an undergraduate in English major at Saigon University. She is also the teaching assistant and consultant at the South Australia English Center (Nam Uc English Center). She is passionate about researching the application of bilingual reading and religious factors to enhance English skills. She achieved good scores in Research Method and Research Writing classes with the topic of finding difficulties in learning two languages simultaneously.
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Le Duc Minh Quan is an undergraduate student in English Linguistics major at Saigon University. He was an exchange student in Tennessee, the U.S.A. during his high school years. Currently, he is a teaching assistant at Sylvan Learning. During four years studying at the university, he received the First prize for the Tourism Competition and the Consolidate prize for the Debate Competition. He is passionate about researching the method of applying bilingual reading and religious factors to enhance English skills. He achieved a good score in his Research Method and Research Writing classes with topics related to improving English speaking skills.

The Efficacy of Receiving Peer Implicit and Explicit Corrective Feedback on High School Students' Writing Abilities

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Abstract:
Over centuries, applying feedback from peers in writing classes, particularly implicit and explicit feedback has performed a remarkable function in strengthening the EFL learners' writing abilities. Although there have been many studies highlighting the great impact of feedback from peers in assisting writing skills, few delve into investigating the methods in which peer feedback will interpret the most effective power in enhancing students' writing skills. Therefore, the study is carried out with the expectation to explore the perspectives of EFL high school students toward both implicit and explicit feedback as well as determine which parts of their writing skills implicit and explicit feedback may influence. This study consists of one hundred and three EFL learners from An Dong High School, who are at the late-elementary and pre-intermediate level of English. In writing classes, students received implicit and explicit feedback from peers within two weeks. After that, students were asked to complete a questionnaire and a short interview, which included quantitative and qualitative questions to provide information for this study. The findings indicated a favorable perspective of students toward employing peer implicit and explicit corrective feedback in writing classes due to its usefulness in enhancing their writing skills. Furthermore, the study also recognized the evolution of high school students' flexibility in using lexicon, grammar, and punctuation in writing assignments, thanks to implicit and explicit corrective feedback. Moreover, they also assisted students in critical writing skills. Finally, peer implicit and explicit corrective feedback also aided students in arranging sentences and ideas more logically.

Biodata:
I'm currently a learner in the Master of Arts in English Studies course. My research interests are about the advantages that AI tools bring about to enhance students' English learning abilities with personalized language learning experiences. To be more specific, I want to conduct a study about how students can focus on the areas that they want to become masters in with assistance from ChatGPT that are suitable to their proficiency levels, learning styles, and language goals.

Evaluating the Effectiveness of AI-Powered Language Proficiency Assessment in a Public University in Ho Chi Minh City, Vietnam

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Abstract:
This comprehensive study aimed to rigorously evaluate the effectiveness of an AI-powered language proficiency assessment implemented at a public university in Ho Chi Minh City, Vietnam. Employing a multifaceted methodology, the research encompassed a post-exam satisfaction survey, a statistical analysis of final exam results from the English training program, and an assessment of overall program satisfaction. The results unequivocally demonstrated the AI-powered exam's ability to accurately determine students' language proficiency levels, consistently earning high satisfaction ratings. Notably, the AI-powered assessment exhibited remarkable features, including automated scoring, tailored to individual students through unique test codes, providing unbiased, precise, and prompt evaluation while significantly reducing organizational costs. Building on these promising findings, this study strongly advocates for the continued integration of AI-powered language assessments in evaluating English proficiency throughout future academic years. Moreover, it recommends the inclusion of AI-based language proficiency assessments in subsequent stages of the university's English training program, as they hold immense potential to augment the overall language learning experience and foster students' linguistic growth.
Key words: AI applications, Language proficiency assessments, AI-power exams

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The Relationship between the Frequency of Using ChatGPT when Learning English and the Language Learning Efficiency of Students at Van Lang University

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Abstract

This study examines the relationship between the frequency of using ChatGPT for learning English and the language learning efficiency of students at Van Lang University. With the proliferation of artificial intelligence technologies in education, understanding how the frequency of utilizing ChatGPT impacts language learning outcomes becomes paramount. Employing a quantitative research approach, data was collected from students through surveys assessing their frequency of ChatGPT usage and self-reported language learning efficiency. Statistical analyses, including correlation and regression modeling, were conducted to explore the relationship between ChatGPT usage frequency and language learning efficiency, while controlling for potential confounding variables such as initial English proficiency and demographic characteristics. Findings revealed a significant association between the frequency of ChatGPT usage and language learning efficiency, suggesting that higher usage frequency correlates with improved language learning outcomes among students at Van Lang University. These results contribute valuable insights into the effectiveness of ChatGPT as a language learning tool and inform educators and policymakers about optimizing its usage to enhance language learning experiences in educational settings.

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Applying TBLT and the PERMA model in Teaching Business English

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Abstract:
Nowadays, AI has placed a dominant role in teaching and learning English, which raises the question if AI will be able to replace the role of a teacher in the classroom. Facing those challenges, the teachers are supposed to do things differently based on their own contexts. Therefore, the researcher has applied TBLT and the PERMA model of flourishing. Positive emotions, Engagement, Relationships, Meaning, and Achievements) in designing meaningful tasks such as presentations, case studies or talk shows in teaching ESP. The tasks are required to meet some criteria including cognitive engagement, social engagement and affective engagement. At University of Economics Ho Chi Minh City in Vietnam, 90 students who major in Business Studies at intermediate level participate in the research during 90 hours for two semesters. Data collected from the observation, the questionnaire and the tests prove that this model has brought many benefits to the students in terms of learning outcomes as well as positive emotions in the learning performance. The results show more cognitive engagement, social engagement and affective engagement, particularly during the more complex task.

Biodata:

Ms Nguyen Thi Minh Ngoc has been teaching Business English at University of Economics, Ho Chi Minh City (UEH University) in Vietnam since 2006. She got an M.A degree in TESOL from Victoria University in Australia in 2002. Her research interests are teaching methodology and action research. She has had some publications at the International Conference on Language Teaching and Learning.

Challenges in Using Artificial Intelligence Tools to Teach Legal Writing

Luong Minh Hieu, Pham Thi Thuy Dung
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Abstract

Recently, Artificial Intelligence (AI) has provided English teachers with a wide range of interactive alternatives in classes. Correspondingly, AI tools are expected to gain greater popularity in the near future, especially in teaching English for specific purposes (ESP), and Legal English is the case. However, some challenges might arise at the onset due to either the tools themselves or their compatibility with Legal English. This paper, using questionnaires responded to by 50 students of Legal English and in-depth interviews with 10 Legal English teachers, aims to explore the obstacles that teachers and students may encounter with the application of AI tools during their teaching and learning. Accordingly, the authors expect to propose some practical solutions for AI tools to be effective to its fullest for not only teachers but also students. This paper can also be a call for further research to get this tool thoroughly investigated in improving students' writing ability specifically and for other purposes generally.

Biodata:

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