



CONFERENCE BOOKLET

INTERNATIONAL CONFERENCE OF TESOL & EDUCATION 2025

AI-Powered Language Learning: Innovations and Future Directions



HaUI



*Hanoi University of Industry
August 15-16, 2025*



WELCOME MESSAGE
PRESIDENT OF INTERNATIONAL CONFERENCE
OF TESOL AND EDUCATION 2025
PROF. DR. ANDREW LIAN



Dear ICTE International Conference Participants,

Welcome to the Fifth International Conference on TESOL and Education (ICTE 2025), hosted with great generosity by the Hanoi University of Industry. Since its inception, ICTE has grown steadily in scope and influence, and this year marks another milestone in that journey. I warmly thank Hanoi University of Industry for its steadfast support, Ms. Le Duc Hanh, Secretary of the ICTE Conference, as well as Dr. Hoang Ngoc Tue, Assoc. Prof. Dr. Nguyen Thuy Nga and Ms. Nguyen Thi Minh Hanh for their outstanding organization. My gratitude also extends to the entire organizing committee and all those who have worked tirelessly to make this event possible, including our valued sponsors - Regional Office of English Language, U.S Embassy in Hanoi RELO together with ITEP International Company.

This year's theme, AI-Powered Language Learning: Innovations and Future Directions, captures both the urgency and the opportunity that artificial intelligence presents to education. The research presented here addresses pressing questions in language learning today, ranging from pedagogy and assessment to inclusivity and access, while also mapping how AI might transform our field in the years to come.

With presentations from 26 countries, the conference reflects a truly global exchange of perspectives. These contributions explore how AI can enhance personalized learning, support multilingualism, foster learner autonomy, facilitate access between different communities and open new forms of collaboration between humans and technology. Together, they form a body of work that is practical, forward-looking, and rooted in current realities while attuned to emerging trends.

As we look to the future, we can envision language education that is more adaptive, equitable, and connected, driven not only by technological capability but also by ethical responsibility and cultural understanding. The insights shared here will help guide that journey, offering inspiration for educators, researchers, and learners worldwide.

On behalf of ICTE, I wish all participants an engaging, productive, and memorable conference. May the connections and friendships forged here inspire lasting collaborations and innovations.

Professor Dr. Andrew Lian
President of ICTE



WELCOME MESSAGE
CHAIR OF INTERNATIONAL CONFERENCE
OF TESOL & EDUCATION 2025
DR. HOANG NGOC TUE



Distinguished guests, esteemed speakers, and esteemed colleagues,

With profound honor and great privilege, I extend a warm welcome to you all to the 5th International Conference of TESOL & Education (ICTE 2025). This gathering of leading educators, researchers, and industry professionals reflects our shared commitment to advancing language education and exploring innovative, AI-powered approaches to teaching, learning, and global communication.

This year's theme, *"AI-Powered Language Learning: Innovations and Future Directions,"* brings together a global community of educators, researchers, and industry experts to explore AI's transformative role in language education. The program features keynote addresses, panel discussions, workshops, and research presentations on AI innovations, personalised learning, ethical considerations, and future trends.

It is our privilege to welcome Professor Dr. Andrew Lian as the Presidential Keynote speaker, together with esteemed keynote speakers Professor Rod Ellis, Professor Dr. Jeremy White, Dr. Ania Lian, Associate Professor Dr. Pham Vu Phi Ho and Dr. Greg Kessler. We are also honoured to feature Professor Dr. Robert Stroud and Associate Professor Dr. Nguyen Huu Cuong as presenters of this year's Featured Talks.

This two-day gathering seeks to inspire meaningful academic exchange, foster enduring international collaboration, and promote the sharing of best practices to ensure that AI applications in language learning remain inclusive, culturally sensitive, and ethically responsible.

I wish to convey my deepest gratitude to the Organising Committee, our esteemed partners, dedicated sponsor, distinguished speakers, presenters, and all participants whose contributions have made ICTE 2025 a reality.

Once again, I extend my warmest wishes for an engaging and rewarding conference and trust that you will also take the opportunity to experience the vibrant culture and gracious hospitality of Hanoi.

Dr. Hoang Ngoc Tue

Chair of ICTE 2025

Head of School of Languages and Tourism

Hanoi University of Industry



International Conference of TESOL & Education 2025

ACKNOWLEDGEMENTS

The Organising Committee of the International Conference of TESOL & Education 2025 wishes to express our sincere gratitude to our co-organizers - International Association of TESOL and Education ICTE – and two valuable partners- Regional Office of English Language, U.S Embassy in Hanoi RELO together with ITEP International Company for their generous financial support as a Diamond Sponsor.

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The Organising Committee would like to extend our heartfelt appreciation to all the supporters and volunteers who have generously devoted their time, expertise, and resources to make this conference successful. Their dedication has helped shape an event that is both academically rich and globally inclusive, offering an inspiring platform for those engaged in the field of TESOL and language education, both within Vietnam and beyond. We are pleased to recognise the invaluable contributions of the following scholars, professionals, and responsible staff.

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International Conference of TESOL & Education 2025

OFFICIAL AGENDA

	The 5th International Conference of TESOL & Education 15-16 August 2025	
Time	Friday, 15 August 2025	
	Pre-Conference	Venue
8:30 - 9:15	Professor Dr. Andrew Lian and Dr. Asia Lian Sukarone University of Technology, Thailand <i>How Can this Be?</i> <i>Surprises from the World of Language Education</i>	Room 401 - A1 Building
9:20 - 10:05	Professor Rod Ellis Distinguished Research Professor at Curtin University, Australia	
10:10-10:25	Teabreak	4F - A1 Building
10:30 - 11:15	Prof. Dr. Jeremy White Ritsumeikan University, Japan <i>Tips for how to get published in a Scopus Journal</i>	Room 401 - A1 Building
11:30-12:30	Lunch	Canteen
	The 5th International Conference of TESOL & Education (ICTE2025)	
13:00 - 13:20	Check-in & Intro Videos	
13:30-13:40	Musical Performance	
13:40-13:45	Welcoming Remarks from the President of ICTE President of the International Association of TESOL & Education Professor Dr. Andrew Lian	
13:45 - 13:50	Welcoming Remarks from the President of SET - Hanoi Assoc. Prof. Dr. Nguyen Thuy Nga, Conference Chair Dean of the School of Languages and Tourism - Hanoi University of Industry, Vietnam	
13:50 - 14:35	Presidential Keynote Address Professor Andrew P. Lian, President of the International Association of TESOL & Education Sukarone University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia <i>AI at our service - Changing the way we do Research - Beyond Human Ratere AI-Simulated Fluency & Proficiency Assessment</i>	Room 401 - A1 Building
14:35 - 15:20	Keynote Address 1 Professor Rod Ellis Distinguished Research Professor at Curtin University, Australia <i>Measuring Pragmatic Competence Using AI</i>	
15:20-15:25	Appreciation to sponsors	
15:25 - 15:30	Memorial Photos	
15:30-15:40	Teabreak	4F - A1 Building



International Conference of TESOL & Education 2025

Parallel Sessions							
Venues/ Time	Room 401	Room 402	Room 506	Room 603	Room 1004	Room 1205	
	AI in Language Education	Digital Assessment and Feedback	Technological Integration in ELT	Language, Culture, Identity	Speaking and Learning Psychology	AI in the Classrooms	
	Moderator: Nguyễn Quốc Anh Đà Nẵng University	Moderator: Nguyễn Minh Huyền Lương Hoàng Phương	Moderator: Bùi Khánh Linh Nguyễn Việt Nga	Moderator: Nguyễn Thị Hải Anh Nguyễn Thị Anh Nguyễn Thị Thu Trang	Moderator: Hà Thúy Tiên Nguyễn Thị Minh Chi	Moderator: Nguyễn Đức Thủy Dương Trần Minh Trang	
15:45- 16:10	Blending AI and Human Interaction for Enhanced Language and Cross-Cultural Skills Hiroyuki Oheri Globe Professional University, Aoyama Gakuin University, Japan	Assessment with Maps and Directions: Useful Modern Measurement Tools for Language Learning Phillip Bowles Tokyo University of Science, Tokyo, Japan	Analysing MUET Speaking Proficiency through Technology Integrated Approaches among Malaysian Matriculation Students Abdul Aziz Faizin, Almarazli Binti Abdul Rahman, Elanogaran A/L. Thangamani Pohang Matriculation College, Malaysia	What makes teaching effective: educator and student perspectives Beate Webb Bond University, Australia	Chatbot Storytelling for Youth Mental Health Using PERMA Model and Supportive Approach Jeel Navaree De La Salle University, The Philippines	Beyond the Hype: Unpacking the Complexity of AI Acceptance and Objection among EFL Engineering Students Nguyễn Thủy Nga, Lê Thị Thu Hương, Trần Thị Kim Huệ, Dương Thị Kim Huệ, Bùi Thị Hoàng Hà Hanoi University of Industry	A1 - Building
16:15 - 16:40	Assessment Rubric Generation: A Comparative Study of Gemini and Copilot Michael Miller, Bond University, Japan Ashley Bartholomew, Aichi University, Japan	Tutor and Trainee Perspectives of Feedback on Written Reflections Matthew Gordon The Chinese University of Hong Kong, China	Integrating AI in evaluating and assessing ESP students' Writing skill at University of Foreign Language Studies, The University of Da Nang Trần Thị Thủy Oanh, Trần Thị Minh Ngọc University of Foreign Languages - The University of Da Nang	The Influence of High-Context Culture on the Content and Language Style of Vietnamese Traditional Restaurants' Advertising Slogans Thanh Cao Huang Hanoi University of Business and Technology (Online)	A Qualitative Analysis of Critical Incidents Experienced by Pre-service English Teachers During Teaching Practicum Taiga Ekiwred Ryukoku University, Kyoto, Japan	AI And Speaking skills: Bridging The Gap To Personalized Learning For English Majors At Hanoi University of Industry Đoàn Quang Dũng - Lê Thu Hương Hanoi University of Industry	
16:45-17:05	GenAI in online learning environment: From students' perspectives Ngô Thị Minh Hải, Phạm Vũ Thị Hò, Nguyễn Thị Hương Hanoi University of Industry Industrial University of Ho Chi Minh City	From Structured to Unstructured: Roles of AI in Transforming English Language Teaching Modes Mai Van Kei Hanoi University of Industry	Exploring Digital-Mediated Oral Proficiency Development among Matriculation Students within the Future Ready Curriculum Framework Almarazli Binti Abdul Rahman, Noor Raha Binti Mahd Radzan, Erihasinda Binti Ngah, Norazwati Binti Mohammad Ali, Abdul Aziz Bin Paimin Pohang Matriculation College, Malaysia Universiti Malaysia Pahang Al-Sultan Abdulrahman, Malaysia	Woven Tales, Woven Lives: A Look at the Iloko-Igorot Cultures Through the Epic of Lam-ang Rimrose Bagacisan Budong Don Mariano Marcos Memorial State University, Philippines	Artificial Intelligence in Medical Education – A New Framework for Transforming Learning, Teaching, and Assessment in Clinical Medicine M Jawad Hashim UAE University - College of Medicine and Health Sciences, UAE	Proposing an AI-Powered Framework for Interpreter Training at Vietnamese Universities Phạm Phú Quỳnh Na (Online - Australia) RUTSCH University	
17:10-17:55	Keynote 2 Greg Kessler, Ph.D. Professor of English as a Second Language, Ohio University The past, present and future of artificial intelligence in language education						Room 401 - A1 Building
18:00 - 21:00	Gala Dinner						Centreon



International Conference of TESOL & Education 2025

	Saturday, 16 August 2025						
8:00-8:45	Keynote Address 3 Professor Dr. Jeremy White, Ritsumeikan University, Japan Vice President of the International Association of TESOL & Education						Room 401 - A1 Building
	Parallel Sessions						
Venues/ Times	Room 401	Room 402	Room 504	Room 403	Room 1004	Room 1205	
	AI in Language Education	Digital Assessment and Feedback	Technological Integration in ELI	Language, Culture, Identity	Speaking and Learning Psychology	AI in the Classroom	
	Moderator: Nguyễn Quỳnh Anh Đà Nẵng Quang Dũng	Moderator: Nguyễn Minh Huyền Lương Huệ Phương	Moderator: Bùi Khánh Linh Nguyễn Việt Nga	Moderator: Trần Thị Dung Nguyễn Thị Ánh Nguyễn Thị Thu Trang	Moderator: Hà Thủy Tiên Nguyễn Thị Minh Chi	Moderator: Nguyễn Đỗ Thủy Dương Trần Minh Trung	
8:50 - 9:15	Framework for Responsible AI Integration in English Language Teaching/Learning: Bridging AI Technology with Pedagogical Goals Olga Makrisa, Fernando Carrasquero York University, Canada (Offline - 15mins difference)	Cognitive validity in high-stakes L2 listening tests Kozo Yamaguchi Hosei University, Japan	Applying Technology in Developing English Writing Skill of Office Administration Major at Sai Gon University Trần Thị Kim Tuyền Sai Gon University, Vietnam	A Comparative Study of Requests in American University Talk and Vietnamese EFL Textbooks Minh Huyền Lê, Federico Barberi PGL Beyond, United Kingdom Sveinsson University, UK (Offline)	Beyond Motivation: Students' Perception on Ethical and Learning-related Risks of AI-Driven Gamified Language Learning Nguyễn Thị Minh Thu Innovation School, Vietnam National University	Trust as a Key Factor in the Adoption of AI-Powered Educational Technology: Evaluating Student Perceptions at Two Vietnamese Universities Trần Thị Tuyết Trinh, Mai Van Kei, Phạm Thị Hồng, Nguyễn Ngọc Quỳnh, Nguyễn Phương Thảo	A1 - Building
9:20 - 9:45	Refugee Student Experiences with Generative AI in the Second Language Writing Classroom James Riley (Offline) Middlebury University, Portugal	Symposium Optimizing Language Learning with AI: Insights from Speaking and Writing Studies Hisayuki Ohara, Global Professional University, Japan Yuko Ito, National Institute of Technology (KOSUN), Fukushima College, Japan Hiromi Tsuchihara The University of Shiga Prefecture, Japan	Vietnamese EFL Teachers' Perceptions of Generative AI Tools in Lesson Planning Bùi Thị Hoàng Hà University of Sussex	Internationalization for Accreditation or Accreditation for Internationalization: Insights from an English language education program at a Vietnamese public university Trinh Ngọc Anh University of Languages and International Studies, Vietnam National University	Identifying Strengths and Weaknesses of AI-generated Business Law Reports for International BBA Students at a University in Japan Anthony Townday Nagoya University of Commerce and Business, Japan	Teachers' Perceptions of Ethical Issues in AI-Assisted Language Teaching: A Comparative Study of ChatGPT, Grammarly, ELSA Speak Lê Hoài Thu Hanoi University of Industry	
9:50 - 10:15	Generative AI and Self-Regulated Learning in EFL Education: A Literature Review Nguyễn Nhu Anh Lê University of South Australia, Australia		The Opportunities and Challenges in Integrating Technology into Foreign Language Teaching in Vietnam Vương Thị Hải Yee, Nguyễn Trung Hòa Hanoi Metropolitan University	Authentic Teaching Aids that Foster Cultural Communication - Tabletop Games Trần Lê Khang HCMC Open University	Psychological Factors Affecting English Presentation Skills: Problems and Solutions Phạm Thị Ngọc Lê University of Languages and International Studies, Vietnam National University, Hanoi	Improving CEFR-aligned readability of reading texts for L2 assessment with ChatGPT Lương Huệ Phương, Phạm Hoàng Đan Hanoi University of Industry	
10:15-10:25	Teatime						4F - A1 Building
10:25 - 10:50	A Literature Review on Vietnamese Teachers' Integration of AI-Based Tools in Lesson Planning Nguyễn Ngọc Hải, Hà Hân Hân Anne Hill Bilingual Schools, Vietnam Scotch Australian Grammar School, HCMC	A comparative study of syntactic complexity between AI-generated and human-written IELTS Writing Task 2 Đương Gia Hải, Nguyễn Quỳnh Anh Hanoi University of Industry	Enhancing Engagements of non-English Speaking Postgraduate Students in Food Science through Group Project during Online Delivery Senaka Ranadheera The University of Melbourne, Australia	Improving speaking activities towards more critical thinking integration in English language classes for non-native speakers Tạ Thị Bích Liên, Nguyễn Thị Văn Khánh Hanoi University of Industry	Exploring The Role of Support System in International Teaching Practicum Indonesian Pre-Service English Teacher's Narrative Auliya Tunissa Universitas Islam Indonesia (Offline)	The Application of Padlet.com as a Formative Assessment Tool to Mediate Feedback into Students' Writing Homework Vu Thu Trang School of Languages and Tourism, Hanoi University of Industry	A1 - Building
10:55 - 11:25	The effect of AI generated podcasts in developing listening skills of the English as a second language learners Dulshani Saramani Department of Secondary and Tertiary Education, The Open University of Sri Lanka, Sri Lanka (Offline)	Using six thinking hats in an AI project: An action research Nguyễn Thị Văn Khánh Phạm Thị Duyên Hanoi University of Industry	Enhancing Legal English Acquisition through AI-Supported Task-Based Learning: A Case Study at Procuracy University Ai Nhon Nguyễn, Hà Thị Trinh Procuratorate University Central University of Art Education	Metaphors and Masculinities: Media Representations of Male Kindergarten Teachers in Vietnam Nguyễn Minh Hằng University of Languages and International Studies, VNU	Implementing Conversational AI for Enhanced Oral Proficiency: A Study with First-Year English Majors in Vietnam Lê Hà Cẩm Tâm Foreign Language Department, Quy Nhon University	Leveraging ChatGPT for Self-Regulated Learning in an Interpreting Course: Students' Perspectives and Practices Lê Mai Van, Nguyễn Thị Minh Thảo Hanoi University of Industry	
11:30-12:05	Room 401 Featured Talk 1 Professor Dr. Robert Schoen, a professor at Hosei University, Japan Human vs. Machine: Redefining Connections in Education with AI			Room 402 Featured Talk 2 Assoc. Prof. Dr. Nguyễn Hữu Cánh Rector of Phuong Dong University, Hanoi, Vietnam			A1 Building
12:10-13:00	Lunch						Canteen



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13:30-14:15	Keynote Address 4 Dr. Arina Lian, Charles Darwin University, Australia Vice President of the International Association of TESOL & Education Co-authoring with AI: Ethical and Empowering Pathways for Research Thesis Writing						Room 401 - A1 Building
	Parallel Sessions						
Venue/ Times	Room 401	Room 402	Room 504	Room 403	Room 1004	Room 1205	
	AI in Language Education	Digital Assessment and Feedback	Technological Integration in ELT	Language, Culture, Identity	Speaking and Learning Psychology	AI in the Classroom	
	Moderator: Nguyễn Quỳnh Anh Lê Thị Hương	Moderator: Nguyễn Minh Huyền Trần Ngọc Thơ	Moderator: Bùi Khánh Linh Nguyễn Việt Nga	Moderator: Trần Thị Dung Nguyễn Thị Anh Nguyễn Thị Thu Trang	Moderator: Bùi Thủy Tiên Nguyễn Thị Minh Chi	Moderator: Nguyễn Đỗ Thủy Dương Trần Minh Trang	
14:20 - 14:45	Use of ChatGPT for Development of Highschool Students' English Writing Skills Nguyễn Tiên Phụng, Hồ Thị Mỹ Hằng Quy Nhon University Phan Bội Châu Highschool, Pleiku	Evaluating the Effectiveness of ChatGPT as a Feedback Tool in ESL Writing: Evidence from FTU HCMC Dung Thị Mỹ Dung (outside VN - Online) Foreign Trade University, HCMC Campus	Integrating AI into EFL Classrooms: Personalised Learning and Pronunciation Development Through ChatGPT and Teams Jaime Morrish Sagiyama Jogakuen University	An SPG Analysis of Process Types in English for Finance and Banking Nguyễn Thị Thanh Hoa Hanoi University of Mining and Geology	Integrating AI in English Education: Psychological Impacts and the Evolving Role of Teachers Taikan Inada Japan University of Health Sciences, Japan	From Fear to Action: Vietnamese English Teachers' Journey Toward AI Adoption in Education Anh Le Viet, Tam Thi Minh Dung Hanoi University of Industry	
14:50 - 15:15	Effectiveness of ChatGPT Feedback on Low English Level Students' Writing Proficiency and Their Perceptions: An Experimental Study Nguyễn Kim Phúc, Vũ Quỳnh Hoa Faculty of Foreign Languages, Hanoi University of Science and Technology	YearGlish as a tool for enhancing English pronunciation: Students' perceptions at a university in Hanoi Nguyễn Thị Minh Huyền, Nguyễn Minh Ngọc Hanoi University of Industry	An Exploration of How In-Text Comments Contribute to Essay Writing Nguyễn Nam Khanh Thai Nguyen University of Education	Students' Perceptions of Computer-Based Testing (CBT) in English for Occupational Purposes (EOP) Courses Nguyễn Thị Diệp, Trần Lan Anh Hanoi University of Industry	Transforming English Language Teaching through Artificial Intelligence: A SAMR Model Analysis Le Đức Hưng, Phạm Vũ Phi Ho, Hoàng Ngọc Túe School of Languages and Tourism, Hanoi University of Industry Industrial University of HCM City	Examining Teacher and Student Perspectives on the Role of Artificial Intelligence in English as a Medium of Instruction (EMI) Courses Trần Minh Trang, Bùi Khánh Linh Hanoi University of Industry	A1 - Building
15:20-15:45	English-major students' perception of using ChatGPT in their language study: Current usage, benefits and challenges Ho Phương Anh Vũ Thị Nhung Hanoi University of Industry	Investigating the use of Edpuzzle as flipped learning materials for Substrate Blended Learning in ESL Classroom Noor Azlinda Zainal Abidin (Online) Universiti Malaysia Pahang Al-Sultan Abdullah	Enhancing English Writing Instruction with ICT: Combining Peer Feedback and Automated Assessment Hisami Tsuchihara University of Shiga Prefecture	Incidental Vocabulary Learning Opportunities in a Listening-Notetaking Course: A Case Study of First-year University Students Mai Công Hay, Trần Thị Minh Thu Ho Chi Minh City University of Foreign Language - Information Technology (HUILIT)	Student Engagement in EOP Blended Learning Courses: Insights from a Vietnamese University Duyen T. Tran, Trinh T. T. Tran, Tue N. Hoang, Giang T. H. Hoang Hanoi University of Industry	Exploring AI's Impact on Job Opportunities for English Majored Students from Final Year Students' Perspectives Nguyễn Thị Hoàng, Nguyễn Nhu Quỳnh, Lê Bảo Ngọc, Nguyễn Thị Minh Thanh, Đoàn Thị Yên Vy Hanoi University of Industry	
15:50-16:15	Students' Perceptions of EMT-Based Competencies in AI-Assisted Translation Learning Nguyễn Thị Minh Anh, Cao Thị Hải Hằng Hanoi University of Industry	Vietnamese EFL Students' Perceptions and Preferences for ChatGPT, Peer, and Teacher Feedback in Writing Revision Nguyễn Thị Lan, Nguyễn Xuân Quan Hanoi University of Industry	Exploring Self-Learning Through Camera-Integrated Translation Technology: Perceptions and Insights Lê Minh Trung University of Medicine and Pharmacy at Ho Chi Minh City		Comparing the Translation of Medical Factsheets: NAATI-Accredited Translators vs. Artificial Intelligence in Australia Pham Phu Quỳnh Na (Online - Australia) Multicultural Health Communication Services, Australia	Integrating AI Tools in Teaching Writing: Insights from EFL Teachers' Practices and Perception Vo Duy Đức, The University of Dong Thap Trần Thị Thu Nga, Academy of Finance	
16:15-16:25	Teabreak						4F - A1 Building
16:25 - 17:05	Room 401 Featured Talk 3 Associate Professor Dr Phạm Vũ Phi Ho, Faculty of Foreign Languages Industrial University of Ho Chi Minh City, Vietnam Between Innovation and Integrity: Postgraduate Students' Use of AI Tools in Academic Writing			Room 402 Workshop Greg Keasler, Ph.D. Professor of English as a Second Language, Ohio University Innovative practices to promote enthusiasm and engagement in language learning			A1 - Building
17:05 - 17:15	Closing session						
17:15 - 17:30	ICTE Annual General Meeting (AGM) All participants are invited.						



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PRESIDENTIAL KEYNOTE ADDRESS

AI AT OUR SERVICE CHANGING THE WAY WE DO RESEARCH BEYOND HUMAN RATERS: AI-SIMULATED FLUENCY & PROSODY ASSESSMENT

Andrew Lian

President of AsiaCALL, Suranaree University of Technology, Thailand

Abstract

This keynote explores how AI is reshaping the research landscape across the field of (language-) education, from classrooms to large-scale studies. By thinking of AI as being “at our service,” we can reassess what it means, inter alia, to evaluate language performance. As an example, we will attempt to illustrate the possibilities now afforded us by examining ways of progressing past the limitations of human raters through the use of AI-simulated assessment of fluency and prosody. This notion will be explained and developed through practical examples that will show how educators, researchers, and institutions can harness this and other AI tools to expand possibilities, ensure greater precision, and set new directions for the future of language education and research.

Biodata

Andrew Lian



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. Previous to this appointment, he was Professor and Chair of the Department of Foreign Languages and Literatures at Western Illinois University in the United States. Prior to 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 been Head of Department in two other universities in Australia (James Cook University and Bond University).



KEYNOTE ADDRESS

MEASURING PRAGMATIC COMPETENCE USING AI

Rod Ellis

Curtin University

Abstract

1. Background of the study

As parts of a research project funded by the Australian Research Council, I developed a number of novel tests for measuring L2 learners' pragmatic competence. One of these tests was a role play, which I will focus on in this talk

2. Research gaps

How to measure the pragmatic performance of role plays performed by L2 learners is problematic as it usually involves the use of a rating scheme and two raters assigning scores to role play performances. AI holds out the possibility of scoring role play performances more easily.

3. Research context and samples

The L2 learners consisted of a total of 170 university level learners of English at universities in China and Japan. There was also a group of 24 native speakers of English.

4. Data collection/analysis

The learners completed two monologic role plays. These required the learners to address a problematic situation that required them to use English in pragmatically appropriate ways. The role plays were audio recorded and transcribed. A detailed points scoring system was developed based on the performances of the native speakers. AI was then used to score the learners' role plays.

5. Results/findings (if you have the results)

It proved necessary to revise the initial prompt given to AI several times to achieve an accurate score. The final prompt succeeded in achieving 85% accuracy in scoring (compared to two native speakers' scoring of the same role plays).

6. Highlight (if any)

The study suggests that AI can have a useful role in assessing pragmatic competence but it will still be necessary for a competent speaker to check the scoring that AI provides.

Biodata



Rod Ellis

Rod Ellis is a Distinguished Research Professor in Curtin University (Australia), an Emeritus Distinguished Professor of the University of Auckland, a fellow of the Royal Society of New Zealand and in the top 1% of social and humanities scientists in the world. He has held teaching positions in universities in Zambia, UK, Japan, USA, New Zealand and Australia and has conducted talks and seminars throughout the world on second language acquisition and task-based language teaching.



KEYNOTE SPEECHES

BETWEEN INNOVATION AND INTEGRITY: POSTGRADUATE STUDENTS' USE OF AI TOOLS IN ACADEMIC WRITING

Vu Phi Ho Pham

Vice president of ICTE , Industrial University of Ho Chi Minh City

Abstract

Though the use of artificial intelligence techniques into academic writing has drawn attention, few postgraduate studies have holistically examined their benefits, disadvantages, and ethical implications. Conducted at a university in Ho Chi Minh City, this study looks at how postgraduate students see utilizing Grammarly, QuillBot, and ChatGPT in academic writing. Quantitative data from forty questionnaires were descriptively examined using a mixed-methods approach; qualitative data from twelve semi-structured interviews was thematically coded. Students thought artificial intelligence tools enhanced grammar, coherence, and writing confidence according to quantitative findings. Students voiced worries about overreliance, lower critical thinking, and ethical dangers even as they used these tools for drafting and editing. Participants underlined the need of better institutional rules for responsible artificial intelligence application. Although context-specific, these results add to the expanding debates on how academic integrity and creativity might be weighed in postgraduate education under AI support.

Keywords: Artificial Intelligence, Academic Writing, Postgraduate Students, Ethical Use, AI Tools

Biodata



Vu Phi Ho Pham

Assoc. Prof. Pham Vu Phi Ho, Ph.D., Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam, used to be a Vice-President of Ba Ria – Vung Tau University and Vice-President at Van Hien University, Vietnam. Pham has published more than 70 research articles in both local and International Journals, such as Computer-Assisted language Learning, SAGE Open, System, and Journal of Psycholinguist Research (20 Scopus/14 ISI), and 10 books and course-books, 2 Edited Books (Springer and IGI Global), of which 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. 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 for the Suranaree Journal of Social Science (Scopus Q3), a managing editor of CALL-EJ (Scopus Q1), and a peer reviewer for some international Journals indexed in ISI/Scopus such as Computer Assisted Language Learning, Open Sage... (Scopus), (ISI), (Google Scholar).



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KEYNOTE ADDRESS

FROM HYPE TO HOMEWORK: HOW AI IS CHANGING MY TEACHING

Jeremy White

Vice president of ICTE , Ritsumeikan University, Japan

Abstract

This keynote will provide an overview of the past present and future of artificial intelligence across education and specifically in language education, the speaker who has a history of using AI for two decades, will share his experience as well as insights into the way that AI is currently being used and the potential Opportunities and challenges that lie ahead.

Biodata



Jeremy White

Dr. Jeremy White is a professor in the College of Information Science and Engineering at Ritsumeikan University, Japan. He has taught English as a Foreign Language (EFL) in Japan for the past 20 years. He earned his PhD from Kyoto University; his dissertation research was related to Minecraft and task-based learning to encourage English language communication. Dr. Jeremy White is now co-editor of the Computer-Assisted Language Learning Electronic Journal (Scopus-Q1).



KEYNOTE ADDRESS

CO-AUTHORING WITH AI: ETHICAL AND EMPOWERING PATHWAYS FOR RESEARCH THESIS

Ania Lian

Vice President of the International Association of TESOL & Education
Charles Darwin University, Australia

Abstract

In an era where generative AI is reshaping academic practice, the question is no longer whether students will use tools like ChatGPT in their research—but how. This keynote explores practical and principled ways to integrate ChatGPT into the thesis-writing process that respect academic integrity while enhancing students' intellectual agency, critical thinking, and research literacy. Drawing on first-hand examples and supervision experience, I demonstrate how ChatGPT can be used not as a shortcut, but as a reflective partner—one that helps refine ideas, clarify arguments, generate structure, and interrogate assumptions. The session highlights key moments where AI assistance can accelerate insight, support ethical writing habits, and scaffold the development of independent academic voice. The keynote also addresses institutional concerns around plagiarism and originality, proposing clear guidelines for transparency, citation, and critical engagement. Ultimately, this presentation reframes the AI conversation—from threat to opportunity—by showing how ChatGPT, when used ethically, can become a catalyst for deeper learning, stronger research outcomes, and a renewed culture of academic integrity.

Biodata



Ania Lian

Dr. Ania Lian, Senior Lecturer (eq. Associate Professor) in Education (Teaching and Learning), Charles Darwin University, Australia, Vice-President for Research & Innovation and Chief Editor of the AsiaCALL Online Journal. Since 1993, Ania has held positions at various universities in Australia, with her work focusing on the uses of technology in second language learning and in education in general, including software development. She has also worked at the National Policy Office of the Council on the Ageing in Canberra and has a history of working on a voluntary basis with the wider community on sustainability projects within the framework of the Queanbeyan Business Council, NSW. Ania has been a keynote speaker at a number of academic conferences both in Australia and in Asia, where she engages in building collaborative networks between CDU and other universities, with the aim of expanding 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. Her recent interest in graduate attributes developed from these concerns which form the framework of her approach. Her professional portfolio can be found by clicking [HERE](#). As Vice-President, AsiaCALL (Research and Innovation) Ania has created the AsiaCALL Professional Learning Community (<https://sites.google.com/site/asiacallplc/>) and, on Facebook, The AsiaCALL Phd and Research. Orcid ID; Scopus ID



KEYNOTE ADDRESS

THE PAST, PRESENT AND FUTURE OF ARTIFICIAL INTELLIGENCE IN LANGUAGE EDUCATION

Greg Kessler

Professor of English as a Second Language, Ohio University
English Language Specialist, U.S. Department of State

Abstract

This keynote will provide an overview of the past present and future of artificial intelligence across education and specifically in language education, the speaker who has a history of using AI for two decades, will share his experience as well as insights into the way that AI is currently being used and the potential Opportunities and challenges that lie ahead.

Biodata



Greg Kessler

Dr. Greg Kessler has conducted numerous specialist programs and served as a consultant and trainer for many other groups. He recently spent 5 months at the University of Calgary as a Fulbright Research Chair in digital technologies and sustainability. His work for this project was all centered around AI in education. During that time, he gave a few invited talks about AI and led workshops and was engaged in a half dozen ongoing research projects related to AI as a result of the Fulbright grant.

He is also engaged in other ongoing AI projects, particularly with his graduate students. He has been teaching a class about AI, VR, AR and immersion in education since 2016. He has also been on the advisory board for AIEDU, an educational non-profit that provides free AI related curricula to K-12 schools. He has been writing and speaking about AI in language learning for many years and am excited to see it finally getting the attention it deserves. It is exciting and potentially threatening, and language educators need to be aware of its potential.



FEATURED SPEECHES

HUMAN VS. MACHINE: REDEFINING CONNECTIONS IN EDUCATION WITH AI

Robert Stroud

Hosei University

Abstract

Artificial Intelligence is rapidly reshaping the educational landscape, transforming the ways students and teachers interact. While AI tools hold great promise for fostering meaningful engagement, they also present challenges that may unintentionally alienate participants and disrupt classroom communities. This presentation investigates the complex effects of AI on the social and collaborative dynamics of education, particularly in language learning contexts.

Biodata



Robert Stroud

Dr. Robert Stroud, a professor at Hosei University, specializes in revolutionizing English language education through cutting-edge technology. His research delves into AI's potential to either enhance or hinder authentic student connections and meaningful engagement. Additionally, he founded The University Grapevine, a global newsletter dedicated to uniting educators and fostering professional collaboration worldwide.



FEATURED SPEECHES

DO ENGLISH LANGUAGE PROGRAMMES IN VIETNAM MEET THE NEW ACCREDITATION STANDARD ON PROGRAMME STRUCTURE AND CONTENT? AN ANALYSIS OF PREVIOUS CRITERIA

Nguyen Huu Cuong

Phuong Dong University

Abstract

The new set of programme accreditation standards and criteria was promulgated by the Ministry of Education and Training in February 2025 and will be compulsorily implemented for all higher education programmes from 2026. Many of the criteria in this new set are similar to those in the previous version, particularly those in Standard 2. This study aims to analyse the accreditation results for Standards 2 and 3 from the previous set, focusing on accredited English language programmes, in order to provide recommendations for institutions preparing for accreditation under the new standards. The findings show that 66 English language programmes were accredited up to the end of 2024. Among the six criteria in Standards 2 and 3, only two achieved an average score of 4.0 or higher, while the other four received average scores of 3.0. Criterion 2.3, concerning publicly accessible programme descriptions and course syllabi, recorded the highest average score (4.02), whereas Criterion 3.2, regarding the clear contribution of each course to programme learning outcomes, had the lowest (3.24). It is recommended that, to meet the requirements of the new accreditation standards, English language programmes place greater emphasis on programme structure and content, particularly on clearly determining how each course contributes to achieving the programme learning outcomes.

Keywords: Learning outcomes, evaluation standards, quality assurance, programme accreditation, Bachelor of English Language

Biodata



Nguyen Huu Cuong

Assoc. Prof. Cuong Huu Nguyen was awarded his PhD in Education by The University of New South Wales (UNSW Sydney) and his Master in Assessment and Evaluation at The University of Melbourne. He is currently the Acting President of Phuong Dong University, Vietnam. His research interests include higher education policy, quality assurance and accreditation, assessment and evaluation, educational leadership and management, professional development in education, curriculum development, and foreign language teaching and learning. He has published dozens of academic papers discussing issues in education and quality assessment. Assoc. Prof. Nguyen also serves on the editorial boards of several scholarly journals and leads projects supporting novice researchers in research design and academic publication.



WORKSHOP

INNOVATIVES PRACTICES TO PROMOTE ENTHUSIASM AND ENGAGEMENT IN LANGUAGE LEARNING

Greg Kessler

Professor of English as a Second Language, Ohio University
English Language Specialist, U.S. Department of State

Abstract

These workshops will provide participants with a background on contemporary practices in English language, teaching, including practices related to educational technology enhanced through AI and social engagement practices associated with what is often called the digital wild. These kinds of practices are what users across the Internet do when they are engaging with one another in social media and other Internet based platforms. Some of these topics will include gaming and game vacation, digital storytelling, fanfiction, using aspects of popular culture and among others, these practices have been used to support the movement that is happening across Vietnam right now around using English as a medium of instruction by creating engaging in meaningful interactive, immersive experiences. Around any topic and in any discipline, we can help make learning more meaningful and compelling. The workshop will focus on a variety of practical hands-on skills, as well as an opportunity to reflect on how we may adjust our instruction in the future as future technologies and associated social and communication practices emerge.

Biodata



Greg Kessler

Dr. Greg Kessler has conducted numerous specialist programs and served as a consultant and trainer for many other groups. He recently spent 5 months at the University of Calgary as a Fulbright Research Chair in digital technologies and sustainability. His work for this project was all centered around AI in education. During that time, he gave a few invited talks about AI and led workshops and was engaged in a half dozen ongoing research projects related to AI as a result of the Fulbright grant.

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SYMPOSIUM

OPTIMIZING LANGUAGE LEARNING WITH AI: INSIGHTS FROM SPEAKING AND WRITING STUDIES

Hiroyuki Obari, Yuko Ito, Hisami Tsuichibaru

Globiz Professional University

National Institute of Technology (KOSEN), Fukushima College

The University of Shiga Prefecture

Abstract

The rapid advancement of artificial intelligence (AI) is revolutionizing English language education by providing personalized learning experiences and automated assessment tools. This symposium presents three studies on integrating AI-driven tools to enhance English speaking and writing skills among Japanese college students. The first study explores AI-assisted speaking practice through ChatGPT, combined with peer assessment and collaborative learning. Over ten weeks, non-English major students recorded and analyzed speeches using AI feedback and peer evaluations, demonstrating improved fluency and motivation. The second study examines the impact of Transable (Tr), an AI-driven writing tool, on technical college students' essay development. Findings indicate significant improvements in vocabulary usage and fluency based on CEFR criteria. Tr's detailed feedback fostered independent learning by helping students refine their writing habits through targeted corrections. The third study investigates the use of Scribo (for writing) and Progos (for speaking) in Japanese universities. Results highlight how AI facilitates motivation and timely feedback, and teachers focus on higher-order skills. However, human evaluation remains essential for reliability and fairness.

This symposium emphasizes a blended approach that integrates AI's efficiency with human judgment, showcasing innovative methods to enhance second language acquisition in the 21st century.

Biodata



Hiroyuki Obari

Dr. Hiroyuki Obari is a Professor at Globiz Professional University, a Visiting/Emeritus Professor at Aoyama Gakuin University, and a researcher at AIST. Holding degrees from Oklahoma, ICU, Columbia, and Tsukuba, his expertise spans CALL, TESOL, EdTech, and Worldview Studies. He was a visiting researcher at Oxford in 1998, 2007, and 2018-2020.



Hisami Tsuichibaru

Hisami Tsuichibaru is a passionate professor with 23 years of high school teaching experience and 3 years of university experience. She specializes in ICT education using AI and machine translation. Holding an MA in English Education from Shiga University

Yuko Ito

Yuriko Ito holds a Master's in English Language Education from Tsukuba University. With over a decade of teaching experience, she specializes in student-centred learning and innovative pedagogy. Now an Assistant Professor at KOSEN, she continues exploring



PARALLEL SESSIONS

BLENDING AI AND HUMAN INTERACTION FOR ENHANCED LANGUAGE AND CROSS-CULTURAL SKILLS

Hiroyuki Obari

Globiz Professional University, Aoyama Gakuin University (Professor Emeritus)

Abstract

This study explores how combining artificial intelligence (AI) tools and human interaction can improve graduate students' language proficiency and cross-cultural intelligence (CQ). Over 14 weeks, 16 participants followed a dual-approach learning model, integrating AI-powered tools with live conversations involving 13 native English speakers from the U.S. The program focused on developing CQ, global leadership, and broadening students' worldviews. AI platforms like ChatGPT, DeepL Write, and Text-to-Speech were used for repetitive language practice. At the same time, participants also took part in eight weeks of small-group discussions to enhance their conversational skills and adaptability. Language improvement was tracked through the Progos Speaking Test and Scribo Writing Software, showing significant gains in fluency and expressive range, advancing from CEFR B1 to B2 levels. The AI tools proved effective in supporting structured language learning, while interaction with native speakers built students' confidence and strengthened their cross-cultural adaptability. Participants noted that exposure to diverse perspectives expanded their worldviews and improved their CQ. The results demonstrate that combining structured AI-driven practice with real-world interaction can enhance language skills and intercultural competence. These findings emphasize the value of integrated learning models in preparing students to excel as global leaders in today's interconnected world.

Biodata



Hiroyuki Obari

Dr. Hiroyuki Obari is a Professor at Globiz Professional University and holds the titles of Visiting and Emeritus Professor at Aoyama Gakuin University. Additionally, he is a part-time lecturer at the Tokyo Institute of Technology Graduate School and a visiting researcher at the National Institute of Advanced Industrial Science and Technology (AIST). Born in 1953, he received his B.A. in Political Science from the University of Oklahoma, an M.A. in International Relations from International Christian University (ICU), a second M.A. from Columbia University, and a Ph.D. in Computer Science from the University of Tsukuba. He was a visiting researcher at the University of Oxford in 1998, 2007, and from 2018 to 2020. His specialities include Computer-Assisted Language Learning (CALL), Teaching English to Speakers of Other Languages (TESOL), Worldview Studies, and Educational Technology (EdTech).



PARALLEL SESSIONS

ASSESSMENT RUBRIC GENERATION: A COMPARATIVE STUDY OF GEMINI AND COPILOT

Michael Miller, Ashley Bartholomy

Bond University

Aichi University

Abstract

As teacher workload continues to increase, generative artificial intelligence (GenAI) tools are gaining attention as potential aids in reducing administrative tasks. This study examines the effectiveness of two GenAI platforms—Gemini and Copilot—in developing analytic writing rubrics for English as an additional language (EAL) learners. While the broader use of GenAI in education has been explored, its application to assessment design remains under-researched. Using a qualitative comparative methodology, both tools were tasked with generating rubrics under two conditions: before and after exposure to research-based principles of rubric construction. The resulting rubrics were evaluated for clarity, level appropriateness, and alignment with established assessment criteria. Findings showed that while both tools produced usable rubrics, Gemini consistently outperformed Copilot regarding language calibration, rubric quality, and output reliability. The study highlights the importance of prompt engineering and iterative refinement, suggesting that GenAI—particularly Gemini—can serve as an effective and time-saving support tool for teachers, provided its outputs are reviewed critically and adapted to context.

Biodata



Michael Miller

Michael Miller is an adjunct professor at Nagoya Gakuin University, Japan. He has taught courses in communicative English, presentation, reading and debate, and academic writing. His research focuses on artificial intelligence in education (AIED), developed through his MA in TESOL, with plans to expand into iCALL and AIED-focused instruction.

Email: mmiller.au@gmail.com



Ashley Bartholomy

Ashley Bartholomy is an assistant professor at Aichi University in Japan. She has taught communicative English, communication skills, presentation skills, and reading courses. Her research focuses on learner motivation, autonomy, and task-based learning.



PARALLEL SESSIONS

GENAI IN ONLINE LEARNING ENVIRONMENT: FROM STUDENTS' PERSPECTIVES

Ngo Thi Minh Hai, Pham Vu Phi Ho, Nguyen Thi Huong

Hanoi University of Industry

Industrial University of Ho Chi Minh City

Abstract

Advancements in technology have opened up new opportunities to improve the process of teaching and learning, in which the worldwide adoption of AI has shown a wide range of uses, especially in language acquisition. This study aims to investigate students' perception on the use of AI tools in learning English, focusing on non-English majored students at a Vietnamese university. Based on the Technology Acceptance Model (TAM), the research explores students' perspectives of the usefulness, ease of use, attitudes, and challenges associated with AI tool application in language learning. Data will be collected from 200 participants through both a structured questionnaire and semi-structured interviews. The outcomes of this study are expected to contribute to a better understanding of how AI tools are integrated into English language learning and offer practical implications for educators and technology developers aiming to enhance AI-supported language education.

Biodata



Ngo Thi Minh Hai

Ms. Ngo Thi Minh Hai has more than 10-year teaching experience as a teacher of English. She takes responsibilities of designing, teaching EOP blended program for both English-majored and non-English majored students. Her areas of professional interest include AI, learners' autonomy and blended learning. She can be reached at haintm@haui.edu.vn.



Vu Phi Ho Pham

Assoc. Prof. Pham Vu Phi Ho, Ph.D., Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam, used to be a Vice-President of Ba Ria – Vung Tau University and Vice-President at Van Hien University, Vietnam. Pham has published more than 70 research articles in both local and International Journals, such as Computer-Assisted language Learning, SAGE Open, System, and Journal of Psycholinguist Research (20 Scopus/14 ISI), and 10 books and course-books, 2 Edited Books (Springer and IGI Global), of which 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. 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 for the Suranaree Journal of Social Science (Scopus Q3), a managing editor of CALL-EJ (Scopus Q1), and a peer reviewer for some international Journals indexed in ISI/Scopus such as Computer Assisted Language Learning, Open Sage... (Scopus), (ISI), (Google Scholar).



International Conference of TESOL & Education 2025



Nguyen Thi Huong

Dr. Huong T. Nguyen is now working as a teacher of English at Hanoi University of Industry in Vietnam. She has nearly 20 years' experience of teaching English. She earned her BA, MA degree in ELT and PhD degree in linguistics. She is currently the Program Director in English Linguistics. Her expertise and interests include TESOL and linguistics. She is now the Acting Executive Director of VietTESOL's Secretary Board. She has been contributing to community activities for teachers of English all over the countries and in the region.



PARALLEL SESSIONS

FRAMEWORK FOR RESPONSIBLE AI INTEGRATION IN ENGLISH LANGUAGE TEACHING/LEARNING: BRIDGING AI TECHNOLOGY WITH PEDAGOGICAL GOALS

Olga Makinina, Fernanda Carra-Salsberg

York University

Abstract

With AI playing an increasing role in academia, English for Academic Purposes (EAP) educators are concerned that multilingual learners' overreliance on Generative AI (GenAI) may weaken critical thinking and engagement with writing (Barrot, 2023; Cardon et al., 2023; Cong-Lem et al., 2024). Yet, unless instructors resort to in-class, pen and paper assignments, banning AI is not feasible, especially considering the inaccuracy of AI detectors (Thorp, 2023). Meanwhile, without pedagogical guidance, students might misuse GenAI tools due to a lack of AI literacy skills (Attewell, 2024). Understanding the capabilities, limitations, and ethical use of GenAI tools is becoming essential for academic success (Warschauer et al., 2023). To address this need, this presentation reports on an exploratory action research study that examined the effectiveness of an AI literacy-focused pedagogical approach. In this study conducted in a postsecondary EAP course, students engaged in scaffolded reading/writing-focused activities while learning how to engage with and adapt AI-generated output ethically and responsibly. Based on students' insights in the post-instruction survey, GenAI supplemented rather than replaced their writing as a tool that helped generate ideas, sparked their interest in research, provided immediate and personalized feedback, and contributed to the enhanced awareness and learning of linguistic/rhetorical patterns.

Biodata



Olga Makinina

Dr. Olga Makinina is an Associate Professor in the Department of Languages, Literatures, and Linguistics at York University, Canada. She has completed her PhD in Applied Linguistics and Discourse Studies at Carleton University, Canada, and has been teaching and/or conducting ESL/EAP classroom-based research in post-secondary institutions in Canada, Eastern Europe, and the United States. Her research interests focus on ESL/EAL acquisition in the context of technology- and AI-enhanced learning, genre-based pedagogies,

multiliteracies and multimodalities, and formulaic language acquisition.

Email: olgamak@yorku.ca (preferred for contact);

olga.makinina@gmail.com



International Conference of TESOL & Education 2025



Fernanda Carra-Salsberg

Dr. Fernanda Carra-Salsberg is an Assistant Professor (Teaching Stream) at York University, where she teaches English as a Second Language (ESL) and Spanish. She researches AI affordances and challenges in English for Academic Purposes (EAP) classrooms, emphasizing AI literacy and assessment as a teaching tool. She is a member of the Committee on Teaching, Learning, and Student Success (CTLSS) and regularly participates in Academic Honesty Hearings. A past nominee for the Dean's Excellence in Teaching Award, she has

chaired and served on DLLL's Teaching and Learning Committee for six years. Her interdisciplinary research also explores language pedagogy, migration, and identity.

Email: fcarra@yorku.ca



PARALLEL SESSIONS

REFUGEE STUDENT EXPERIENCES WITH GENERATIVE AI IN THE SECOND LANGUAGE WRITING CLASSROOM

James Riley

Mekelle University

Abstract

According to the United Nations High Commissioner for Refugees, there are over 1.3 million refugees and asylum seekers from Myanmar, as well as over 3.5 million internally displaced people within Myanmar. Refugee students face significant barriers to education, including legal, economic, cultural, and psychological challenges (Tallaj, 2024). Many have had their education interrupted by conflict (Blanton, 2005), struggle with academic and linguistic proficiency (Li, 2024), including academic writing (Harklau, 2001). Despite these challenges, education holds the power to transform the lives of refugees (Dryden-Peterson & Giles, 2010). Despite the potential of large language models (LLMs) like ChatGPT to democratize writing instruction in refugee contexts, this remains relatively unexplored. This action research study takes a critical perspective in examining the use ChatGPT by students from Myanmar who have been displaced by the military coup in Myanmar. Data were gathered through instructor observations, anecdotal notes, and student surveys. While this classroom study did not indicate that GenAI alone democratizes second language writing instruction for students who have displaced by conflict, it does show the potential of this emerging technology to serve as an essential resource for these students.

Biodata

James Riley

James J. Riley teaches academic writing and research at Mekelle University in Ethiopia. He holds a Masters in TESOL from Hamline University and a PhD in cross-cultural leadership and social belonging from the University of the Cumberlands. His research interests include second language writing and trauma-informed instruction.



PARALLEL SESSIONS

GENERATIVE AI AND SELF-REGULATED LEARNING IN EFL EDUCATION: A LITERATURE REVIEW

Nguyen Nhu Anh Le

University of South Australia

Abstract

Self-regulated learning (SRL) is essential for fostering learner autonomy, especially in English as a Foreign Language (EFL) education, where sustained motivation and strategy use are key to success. With the growing integration of technology in language learning, generative artificial intelligence (GenAI) has emerged as a transformative tool, offering real-time feedback, personalized practice, and scaffolding for learners. Despite increasing interest, limited research systematically examines how GenAI aligns with the phases and models of SRL in EFL contexts. This literature review addresses this gap by synthesizing current studies at the intersection of SRL and GenAI, with a focus on EFL learners. It explores how GenAI tools can support goal setting, self-monitoring, and reflection, as well as enhance metacognitive awareness. The review also identifies critical challenges such as learner over-reliance on AI, ethical concerns, and contextual disparities in access. The paper provides recommendations for researchers and educators on integrating GenAI into EFL instruction in ways that promote self-regulated learning without undermining learner agency. It highlights the need for pedagogical frameworks that balance autonomy and guidance, and proposes future research directions that examine long-term impacts and diverse applications of GenAI across formal and informal EFL learning environments.

Biodata



Nguyen Nhu Anh Le

Nguyen Nhu Anh Le is a PhD candidate at the University of South Australia, researching AI-powered ePortfolios in EFL writing and self-regulated learning. He has 14 years' experience as a university lecturer and teacher trainer, and has authored English textbooks for Vietnamese students across primary to secondary levels.



PARALLEL SESSIONS

A LITERATURE REVIEW ON VIETNAMESE TEACHERS' INTEGRATION OF AI-BASED TOOLS IN LESSON PLANNING

Nguyen Ngoc Hai, Ho Hanh Hao

Abstract

Artificial Intelligence (AI) has emerged as a major force behind educational innovation, facilitating lesson planning, increasing teaching efficacy, and boosting student engagement. This paper offers a systematic review on the use of AI-based tools in lesson planning by Vietnamese teachers and their international counterparts. Although different AI tools such as adaptive learning platforms, chatbots, and data analytics are already widely used worldwide, there is a growing need to assess how they are being implemented locally in Vietnam.

The review examines the advantages of AI tools for lesson planning, including time efficiency, creativity enhancement, and personalization. It also draws attention to issues like inadequate teacher training on AI-based tools, unequal access to technology, and societal perceptions toward the adoption of AI. This paper identifies critical research gaps, including a shortage of empirical studies on Vietnamese teaching practices and insufficient frameworks for AI-based training for teachers. By synthesizing global and local studies, this review highlights the importance of customized solutions to address Vietnam's educational challenges and proposes directions for future research.

Biodata



Nguyen Ngoc Hai

Assistant Academic Director at EMASI School Group, Vietnam. In addition, I teach all four English skills, specializing in IELTS preparation. My research interests lie in language acquisition and educational methodologies, drawing from my teaching experience to explore effective learning strategies, aiming to support my pursuit of a PhD.



Ho Hanh Hao

I am an English teacher at Scotch Australian Grammar School, HCMC, Vietnam, specializing in language skills, literature, and literacy. My research interests include AI applications in English teaching, with a focus on enhancing language learning and curriculum design.



PARALLEL SESSIONS

THE EFFECT OF AI GENERATED PODCASTS IN DEVELOPING LISTENING SKILLS OF THE ENGLISH AS A SECOND LANGUAGE LEARNERS

Dulashani Sandamali

Department of Secondary and Tertiary Education, The Open University of Sri Lanka

Abstract

Listening is considered as a primary receptive skill that lays foundation to other language skills. Even though developing listening skills is crucial in a second language (L2) classroom, it does not get its demand in a paper based, exam-oriented learning environment where the learners are trained to score marks by reading and writing. In Sri Lankan context, there are number of challenges faced by language teachers in developing listening skills. Lack of contextually appropriate resources (listening texts), lack of time in preparing resources, lack of interest in the learners are some notable challenges. This present study was conducted utilizing quasi-experiment research design to explore innovative approaches toward listening activities. A pretest and a posttest were administered for both controlled group (N-20) and experimental group (N-20). The results of the study emphasized that AI generated podcasts (created using NotebookLM) positively influenced the development of listening skills. They contributed to enhance the learners' interest in listening which resulted in paying more attention to the listening activities.

Biodata

Dulashani Sandamali

I am a lecturer affiliated to the Department of Secondary and Tertiary Education, The Open University of Sri Lanka and my research interests are on the areas of Teaching English as a second language and educational psychology.



PARALLEL SESSIONS

USE OF CHATGPT FOR DEVELOPMENT OF HIGH SCHOOL STUDENTS' ENGLISH WRITING SKILLS

Nguyen Tien Phung, Ho Thi My Hang

Quy Nhon University

Phan Boi Chau Highschool, Pleiku

Abstract

This study investigates the deployment of ChatGPT to enhance English writing skills of highschool students, particularly Grade 10 students at Phan Boi Chau Highschool in Pleiku, Vietnam. It examines students' perceptions of ChatGPT, its impact on writing performance, and challenges in this type of AI-assisted learning. A quasi-experimental design was employed, involving two groups of 90 students: one group of 45 students using ChatGPT to support their writing practice during an 8-week intervention and one receiving traditional instruction. Data collected over 12 weeks through pre-tests, post-tests, questionnaires, and interviews indicate that students using ChatGPT showed significant improvements in grammar, vocabulary, and coherence compared to those from the non-intervention one. Most intervention students viewed ChatGPT as a useful tool for developing their writing skills, supporting them with real-time personalized feedback and fostering their autonomy in English writing.

Keywords: English writing skills, ChatGPT, AI-assisted learning, learner autonomy, highschool students

Biodata



Nguyen Tien Phung

Nguyen Tien Phung is senior lecturer at Quy Nhon University, Vietnam. He received his Master Degree in English Linguistics at CLF, VNU-Hanoi, and his PhD in Applied Linguistics at Australian Catholic University. Phung's research interests include Appraisal, Multimodality and TESOL. He has been working with Prof. Len Unsworth (Australian Catholic University) and Dr. Thu Ngo (University of New South Wales) to have their book chapter published with Francis and Taylor, Routledge in early 2025.



Ho Thi My Hang

Ho Thi My Hang, MA. is a senior English teacher with 22 years of experience at Phan Boi Chau High School, Gia Lai Province. She is the Deputy head of the English Department and is interested in applying technology in her English teaching. Her research interests include TESOL, particularly application of AI on developing her English teaching at highschool level.



PARALLEL SESSIONS

EFFECTIVENESS OF CHATGPT FEEDBACK ON LOW ENGLISH LEVEL STUDENTS' WRITING PROFICIENCY AND THEIR PERCEPTIONS: AN EXPERIMENTAL STUDY

Nguyen Kim Phuc, Vu Quynh Hoa

Faculty of Foreign Languages, Hanoi University of Science and Technology

Abstract

The ability of AI to provide automated-writing feedback has been studied by many researchers. However, research on how low English level students interact with AI to elicit useful feedback in English writing is limited. This study aims to explore the use of ChatGPT to give non-English majored university students feedback in their writing, and students' perceptions towards this implementation. 46 students were divided into an experimental group (EG) and a control group (CG). EG received ChatGPT feedback at the revising stage while CG did not. Data was collected through pre- and post-tests, writing journals and semi-structured interviews. Paired sample t-tests revealed a significant improvement in mean scores between pre-and post-tests of EG ($p=.00<.05$), in contrast to CG's. While students complimented ChatGPT on its immediacy, dialogic and personalized responses, prompting difficulties and blind acceptance on this tool were their major concerns. Findings suggest the necessity of clear AI literacy training for students and the 'human-in-the-loop' approach where ChatGPT feedback incorporate with teachers' guidance.

Keywords: ChatGPT feedback, teacher feedback, low English level, writing proficiency, student perceptions

Biodata



Nguyen Kim Phuc

Ms. Nguyễn Kim Phúc has been working as the English lecturer of the Faculty of Foreign Languages, Hanoi University of Science and Technology (HUST) since 2019. She is a certified VSTEP Speaking and Writing Assessor, accredited by the University of Languages and International Studies. She holds an MA in Applied Linguistics TESOL from the University of Queensland, Australia, and a BA in English (Honors Program) from Vietnam National University, both earned with distinction.

Her research in ELT primarily focuses on enhancing students' productive skills. Her studies have been published in nationally recognized journals, including the NUAJ Journal of Art Education and the Journal of Education and Society. She also presented at the Conference on "Improving online teaching quality" of the Academy of Finance in 2022 and co-presented at VietTESOL International Convention 2024.



Vu Quynh Hoa

Ms. Vu Quynh Hoa has been working as the English lecturer of the Faculty of Foreign Languages, Hanoi University of Science and Technology (HUST) since 2019. She holds an MA in TESOL from the University of Languages and International Studies – Vietnam National University, Vietnam; an MA in Business Management in Norwich Business school – University of East Anglia, UK and a BA in English Teacher Education from the University of

Languages and International Studies – Vietnam National University, Vietnam, all earned with distinction. She participated in the teaching procedure for the STEM-focused EnglishWorks program co-organized by Hanoi University of Science and Technology, U.S Embassy and SEAMEO RETRAC in 2024. Her research in ELT primarily focuses on enhancing students' engagement and blended learning. Her studies have been published in nationally recognized journals, including the NUAJ Journal of Art Education and the Journal of Education and Society.



PARALLEL SESSIONS

IDENTIFYING STRENGTHS AND WEAKNESSES OF AI-GENERATED BUSINESS LAW REPORTS FOR INTERNATIONAL BBA STUDENTS AT A UNIVERSITY IN JAPAN

Anthony Townley

Nagoya University of Commerce and Business

Abstract

This presentation reports on the comparative analysis of reports produced with AI writing tools and reports written by a cohort of international undergraduate students, who were enrolled in an Introduction to Business Law course within a Bachelor of Business Administration program at a university in Japan. The same prompt was used for the students and ChatGPT software to generate an argumentative essay about a business issue that requires legal reform. Discourse analysis was used to show differences in a number of linguistic features, including coherent argument development, semantic relations, intertextuality, style and identification. While AI writing tools can help identify research content and enhance writing quality, analysis shows that AI writing tools failed to produce high-quality reasoning across diverse business law topics. Students also used more nuanced linguistic choices to establish a better connection with the reader, which AI-generated content often lacks. Understanding these comparative differences can assist students about the benefits of combining AI writing tools with specific research-based knowledge to the writing process to produce more effective business reports.

Biodata



Anthony Townley

Anthony Townley has worked as a commercial lawyer in Sydney and as an academic in a variety of teaching and administrative roles in Australia, Turkey, and Japan. His special teaching area is legal and business writing, and he is currently researching about diversity education in Japan as a Professor at Nagoya University of Commerce and Business.



PARALLEL SESSIONS

STUDENTS' PERCEPTIONS OF EMT-BASED COMPETENCES IN AI-ASSISTED TRANSLATION LEARNING

Nguyen Thi Minh Hanh, Cao Thi Hai Hang

Hanoi University of Industry

Abstract

As artificial intelligence (AI) tools such as ChatGPT become increasingly integrated into translator education, their role in developing core translation competences remains underexplored. This study investigates how third-year English-majored students perceive their acquisition of competences defined in the European Master's in Translation (EMT) Competence Framework 2022—specifically: Translation, Technology, Language and Culture, Personal and Interpersonal, and Service Provision—within the context of AI-assisted translation learning. The study focuses on student use of AI in handling translation tasks across business and tourism texts. Data were collected from a structured questionnaire, in-depth interviews, and video-recorded classroom observations involving three instructors. Findings indicate that AI tools support students in exploring translation techniques, formulating translation choices, improving self-reflection, and managing translation quality. However, limitations were observed in students' ability to critically evaluate AI-generated content, adapt to cultural nuances, and maintain ethical responsibility. The study highlights the importance of integrating AI in translator education with pedagogical strategies that promote critical awareness, intercultural competence, and responsible tool use aligned with the EMT framework.

Keywords: EMT Competence Framework, AI-assisted translation learning, Translation education, Student perceptions, ChatGPT in translator training

Biodata



Nguyen Thi Minh Hanh

NGUYEN Thi Minh Hanh (Vietnam) has been working as a lecturer at Hanoi University of Industry since 2006. She is currently the Associate Dean of English Language Faculty, School of Languages and Tourism. Her research interests include Translation, ICT in English language teaching, Project-based Learning, Blended Learning, Testing and Assessment. She presented at VietTESOL 2018 & 2021, TESPA in Taiwan (online) 2020, International TESOL in USA (online) 2021, AsiaCALL 2022, GloCALL 2023, 2024, EOP 2025.

Contact: nguyenthiminhhanh@hau.edu.vn

Phone number: 0989741779



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Cao Thi Hai Hang

CAO Thi Hai Hang (Vietnam) has been teaching English at Hanoi University of Industry since 2009. She is responsible for a variety of courses relating to Language Skills, Translation and Cross-Cultural Communication. Hang received a Master of Science Degree in Teaching English as a Foreign Language from Southern New Hampshire University (USA) in 2011. Her area of professional interests includes designing and delivering blended learning lessons.

Contact: caothihaihang@hau.edu.vn

[Phone number: 0974840988](tel:0974840988)



PARALLEL SESSIONS

USING SIX THINKING HATS IN AN AI PROJECT: AN ACTION RESEARCH

Nguyen Thi Van Khanh, Phuong Thi Duyen

Hanoi University of Industry

Abstract

Given the evolving landscape where technology and AI influence knowledge creation and innovation, higher education needs to equip future professionals with three sets of skills for innovation, encompassing technical skills, behavioral and social skills, and creativity and critical thinking skills. This case study investigates the impact of the Six Thinking Hats technique by De Bono (1985) on 4C skills among five English-major undergraduate students engaged in an AI project at a Vietnamese public university. Data, gathered through observations, peer and self-assessments, interviews and group meetings, is expected to reveal the enhancement of students' specific 21st-century skills and improvement in the quality of group discussions and presentations. The anticipated findings will offer insights into the effectiveness of this pedagogical approach, culminating in implications and recommendations for future research in preparing students for a TUNA world.

Keywords: Six Thinking Hats, 21st century Skills, 4C skills, English-major

Biodata



Nguyen Thi Van Khanh

Thi Van Khanh Nguyen has over 20 years of teaching experience at Hanoi University of Industry, including 10 years in EMI programs. She is interested in powering students in their language learning journey by integrating 21st-century skills in various teaching and learning activities, esp. 4C skills. She can be reached at vankhanh@hau.edu.vn.



Phuong Thi Duyen

Thi Duyen Phuong is a lecturer at Hanoi University of Industry, Vietnam. She was appointed lecturer in the university in 1996 and got her PhD in sociology education at Ghent University, Belgium in 2022. She is passionate about raising the quality of teaching and learning English, sustainable development of education in general education levels and in HE settings. Dr Phuong's research interests lie in the teacher and teacher education, English education, HE, 21st-century teaching and learning, national identity, cultural identity. She can be contacted at duyenpt@hau.edu.vn.



PARALLEL SESSIONS

ENGLISH-MAJORED STUDENTS' PERCEPTION OF USING CHATGPT IN THEIR LANGUAGE STUDY: CURRENT USAGE, BENEFITS, AND CHALLENGES

Ho Phuong Anh, Vu Thi Nhung

Hanoi University of Industry

Abstract

ChatGPT has become increasingly prevalent, driving significant transformation across various sectors, including education. While many advocates have embraced its use in academic contexts, ongoing debate remains among educators and students concerning its effectiveness and implications. This study aims to examine how university students majoring in English perceive the use of ChatGPT for language learning, with particular attention to its current usage, perceived benefits, and potential challenges. To gain insight into students' perspectives, a descriptive quantitative research design was employed. A questionnaire was administered to 120 freshmen and 130 junior students enrolled in an English program at a university in Hanoi, Vietnam. The results reported that the majority of students used ChatGPT in their language learning and viewed it as a valuable tool for learning English. However, the study also highlighted several challenges and concerns associated with its use. Based on these findings, the study proposes recommendations to enhance the effective integration of ChatGPT into educational settings. Overall, this research offers valuable insights into the use of ChatGPT in higher education. It encourages English language educators to incorporate the tool into their teaching practices and recommends that institutional policymakers take student feedback and concerns into consideration when promoting the adoption of ChatGPT in academic environments.

Biodata



Ho Phuong Anh

Phuong Anh Ho is an English language lecturer at the School of Foreign Languages and Tourism, Hanoi University of Industry. She has experience in developing and delivering blended learning courses for both General English and English for Occupational Purposes (EOP). Her professional interests include teaching methodologies, instructional material development, classroom management strategies, and the integration of information technology into language teaching.



Vu Thi Nhung

Nhung Vu is an English language teacher at the School of Foreign Languages and Tourism, Hanoi University of Industry. She specializes in designing and implementing blended learning courses for both General English and English for Occupational Purposes (EOP). Her academic interests span English Language Teaching (ELT) methodologies, instructional material development, and language assessment. She is particularly focused on the pedagogical applications of emerging technologies, including artificial intelligence (AI), to enhance language instruction and improve learner outcomes.



PARALLEL SESSIONS

ASSESSMENT WITH MAPS AND DIRECTIONS: USEFUL MODERN MEASUREMENT TOOLS FOR LANGUAGE LEARNING

Dr. Phillip Rowles

Tokyo University of Science, Tokyo, Japan

Abstract

We face uncertainties in our individual futures. In order to assess language learning we must first make sure to measure. Some assessment stakeholders remember and maintain the principles of measurement from childhood in their current evaluations, while others do not. This presentation is an introduction to the world of modern measurement through the application of Rasch measurement. Rasch measurement calculates two parameters for analyses—one for item difficulties and the other for person abilities. These two parameters are estimated separately and independently, then brought together on to a map for convenient analyses. The analyses allow probabilistic comparisons to be made between items and persons. Directions between the item and person locations on the map assist in these analyses. The resulting calculated measures are useful and convenient. The measures meet the assumptions for popular parametric statistical testing procedures as they are located along an interval data scale. Therefore, after using Rasch measurement there are many options available for professionally using common statistical analyses. Maps and directions provided by modern measurement are practical tools that can help guide us to improve language learning for the future.

Biodata

Dr. Phillip Rowles

Phil Rowles holds a Doctor of Education degree in applied linguistics. His research interests include: Rasch measurement methodology, modern measurement approaches, statistics, testing, surveying and assessment.



PARALLEL SESSIONS

TUTOR AND TRAINEE PERSPECTIVES OF FEEDBACK ON WRITTEN REFLECTIONS

Matthew Gordon

The Chinese University of Hong Kong

Abstract

This paper investigates the perspective of tutors and trainee teachers regarding the feedback they gave and received on written reflections on a TESOL Certificate course. The importance of reflection for teacher development has long been emphasised in the Teacher Education literature. This importance is reflected in the prominence that reflection is given in TESOL Certificate courses (the Cambridge CELTA and Trinity CertTESOL). For the benefits of reflection to be realised, trainee teachers need to be trained in useful reflection, with feedback an important part of this process. Previous studies have noted that this training is often missing from TESOL Certificate courses due to their short intense nature and focus on specific teaching skills. The present study outlines how formative feedback was given on trainees' reflections during a Trinity College CertTESOL course and investigates, through semi-structured interviews, how this feedback contributed to the development of trainees' reflective skills, and the perceptions of tutors and trainee teacher regarding the usefulness of this feedback. Significant findings include that feedback contributed to trainees' development, that tutors had some initial difficulties giving this kind of feedback, and that there were different perspectives regarding usefulness of feedback on language.

Keywords: Reflection, Teacher Education, Feedback

Biodata



Matthew Gordon

Matthew Gordon is a Language Lecturer at the Chinese University of Hong Kong, Hong Kong and a freelance Teacher Trainer on the Trinity College, London Cert and DipTESOL. He is experienced in both General and Academic English teaching. His areas of research interest include Reflective Practice, Learning Transfer, and approaches to Teaching Academic Writing.



PARALLEL SESSIONS

THE APPLICATION OF PADLET.COM AS A FORMATIVE ASSESSMENT TOOL TO MEDIATE FEEDBACK INTO STUDENTS' WRITING HOMEWORK.

Vu Thu Trang

School of Languages and Tourism, Ha Noi University of Industry

Abstract

In recent years, teachers have discovered and integrated several digital technological platforms to provide timely and personalized feedback to students. Among those platforms, Padlet.com stand out as a cutting-edge websites enabling learners to collaborate effortlessly with teachers and improve their language proficiency, especially writing skills. Several research on the teachers use of Padlet.com as a teaching tool during writing lessons have been extensively conducted, however, there is a lack of study on the application of this tool as a mean of formative assessment. This study aimed to investigate the perceptions of university students regarding the effectiveness of teachers utilizing Padlet.com as a formative assessment to give feedback to their writing homework. By examining the students' perceptions, this study would provide insights into the correlation between between students' perceptions based on their learning experience and their writing learning outcomes. To achieve these purposes, the author employed a mixed-method research design, engaging 30 A1-level sophomore students over 10 weeks in an English for Business course that utilized Padlet as a formative assessment tool for writing skills. Quantitative data were collected and analyzed from Likert-scale questionnaires and writing scores while qualitative data were derived from open-ended surveys.

Biodata



Vu Thu Trang

I am currently teaching second-year students at Hanoi University of Industry, Viet Nam. I am teaching both general English and English for Specific Purposes. I have had three years experience of lecturing at this level of education. My research interests are Innovative AI Applications and Personalized Learning.



PARALLEL SESSIONS

COGNITIVE VALIDITY IN HIGH-STAKES L2 LISTENING TESTS

Kozo Yanagawa

Hosei University

Abstract

Many compromises should be made regarding the authenticity of the high-stakes tests. While this is a dilemma for most language test developers, the relevant issue to be addressed concerns how and to what extent high-stakes language tests can and should be as “authentic” as possible in particular contexts. Cognitive validity can serve as a theoretical framework for test developers to address this issue. This notion concerns the correspondence between real life and test tasks regarding cognitive processing. The higher the correspondence level, the more interactionally authentic the test task and, consequently, the more valid the inferences that can be drawn from the test performance. This paper conceptualizes cognitive validity, describes potential threats to validity, reviews how high-stakes L2 listening tests achieve and compromise cognitive validity under many threats, and discusses L2 listening high-stakes tests beyond cognitive validity and authenticity.

Keywords: high-stakes L2 listening tests, cognitive validity, authenticity

Biodata



Kozo Yanagawa

YANAGAWA Kozo is an associate professor of Hosei University in Tokyo. His research interests include second language listening and CLIL. His paper appears in international journals such as *Language Awareness*, *System*, and *IRAL*. He has received Ph.D. in 2012 from University of Bedfordshire, CRELLA in U.K.



PARALLEL SESSIONS

A COMPARATIVE STUDY OF SYNTACTIC COMPLEXITY BETWEEN AI-GENERATED AND HUMAN-WRITTEN IELTS WRITING TASK 2

Duong Gia Han, Nguyen Quynh Anh

School of Languages and Tourism, Hanoi University of Industry

Abstract

This corpus-based study investigates the differences in syntactic complexity between AI-generated and human-written IELTS Task 2 essays at Band 6–6.5 level. Two corpus comprising sample essays from Cambridge IELTS books, graded by IELTS examiners and AI-generated texts (ChatGPT 4.0) were analyzed using the L2 Syntactic Complexity Analyzer (L2SCA). Five subcomponents of syntactic complexity were examined: sentence length, subordination, coordination, phrasal complexity, and overall sentence complexity. Results show that AI writing exhibits longer sentences, and shows greater use of subordination and phrasal complexity, but less varied coordination compared to human writing. These findings suggest that while AI-generated texts can approximate human grammatical range in some areas, certain syntactic features such as coordination patterns remain more characteristic of human writing. This study then discusses ethical issues and the implications on pedagogy.

Keywords: corpus analysis, syntactic complexity, AI-generated essay, human-generated essay, ChatGPT.

Biodata



Duong Gia Han

Duong Gia Han is a lecturer at School of Languages and Tourism, Hanoi University of Industry, teaching and designing materials for English for occupational purposes, academic English and IELTS courses. She received her Master degree in TESOL from University of Hertfordshire. She has been a member of the organizing team of EOP 2025 International Conference. Her interested area of research is corpus linguistics to explore and describe language use.



Nguyen Quynh Anh

Quynh Anh Nguyen is currently a lecturer at the School of Languages and Tourism, Hanoi University of Industry. She holds an MA in TESOL from the University of Huddersfield (United Kingdom), and a Bachelor's degree in International Law from the Diplomatic Academy of Vietnam. She is actively engaged in curriculum development for English Medium Instruction (EMI) programs, English for Specific Purposes (ESP), and teacher training initiatives. Her research interests include corpus linguistics, teacher assessment literacy, and EMI application.



PARALLEL SESSIONS

EVALUATING THE EFFECTIVENESS OF CHATGPT AS A FEEDBACK TOOL IN ESL WRITING: EVIDENCE FROM FTU HCMC

Dang Thi My Dung

Foreign Trade University, HCMC Campus

Abstract

This research investigates the impact of ChatGPT, an AI-driven writing evaluation tool, on the writing skills of undergraduate EFL students at Foreign Trade University HCMC. While AI-powered tools are believed to positively influence student writing, empirical evidence regarding ChatGPT's specific effects is still limited in Vietnam. To address this gap, a mixed-methods study was conducted, using three tests and numerous focus group discussions with tertiary-level EFL students. The findings revealed a significant positive impact of ChatGPT on learners' academic writing abilities and their perceptions of its effectiveness as a writing tool, particularly in large-sized classes. This research suggests that ChatGPT can be a valuable instrument in improving the writing skills of ESL students, offering a more substantial positive impact than other AI-driven tools. Future research can further explore the effects of ChatGPT on various specific genres and micro-aspects of writing in higher educational institutions.

Key words: AI, EFL, Writing skills, Formative Feedback

Biodata



Dang Thi My Dung

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 Mingchuan University and Foreign Trade University.

Email: dangthimydung.cs2@ftu.edu.vn+M21



PARALLEL SESSIONS

YOUGLISH AS A TOOL FOR ENHANCING ENGLISH PRONUNCIATION: STUDENTS' PERCEPTIONS AT A UNIVERSITY IN HANOI

Nguyen Thi Minh Huyen, Nguyen Minh Ngoc

Hanoi University of Industry

Abstract

This study investigates the perceptions of university students regarding the use of YouGlish, an innovative ICT tool, in enhancing their English pronunciation. Using a qualitative research design, the study explores students' overall perceptions of the tool, its benefits and challenges. Data were collected within a group of 150 first-year students through questionnaires and interviews, focusing on learners' experiences with the tool's usability and its effectiveness. The research highlights YouGlish's potential to improve pronunciation accuracy and learners' ability to recognize and adapt to various English accents and its role in fostering autonomous learning. However, challenges such as dependence on internet connectivity and variability in video quality were also identified. Despite these limitations, the study concludes that YouGlish is a valuable resource for fostering engagement and motivation, offering learners an interactive, context-rich, and practical approach to mastering spoken English.

Key words: ICT tools, learning pronunciation, authentic language use, perception.

Biodata



Nguyen Thi Minh Huyen

Huyen Nguyen is currently a lecturer at School of Languages and Tourism, Hanoi University of Industry where she teaches courses in Languages Skills. She holds an MA in English Linguistics from Hanoi University of Languages and International Studies. Her research areas embrace corpus linguistics, second language teaching methodologies, task-based language learning, and technology-assisted learning, with a particular focus on digital game-based language learning.



Nguyen Minh Ngoc

Ngoc Nguyen is currently a lecturer of English at School of Languages and Tourism, Hanoi University of Industry. She obtained an MA degree in TESOL & FLT from Canberra University and has more than 5 years of experience in teaching English as a foreign language. Her research interests include teaching English productive skills, technology in education, collaborative and interactive learning.



PARALLEL SESSIONS

INVESTIGATING THE USE OF EDPuzzle AS FLIPPED LEARNING MATERIALS FOR SUBSTITUTE BLENDED LEARNING IN ESL CLASSROOM

Noor Azlinda Zainal Abidin

Universiti Malaysia Pahang Al-Sultan Abdullah

Abstract

This study investigates the effect of using Edpuzzle as flipped learning materials for Substitute Blended Learning (SBL) in an ESL classroom at Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA). The target participants are students enrolled in the English for Academic Communication course, a critical component of their academic development. The research explores students' experiences of learning independently during SBL sessions and evaluates the adequacy of provided materials. A questionnaire was administered to assess students' familiarity with Edpuzzle, their perceptions of its potential benefits in SBL, and preferences for video content and interactive features within Edpuzzle. Key questions addressed include whether students find existing materials sufficient, whether integrating videos and practice exercises would enhance learning, and whether Edpuzzle can effectively support their oral communication skills. The study also considers what elements students would prefer to include in Edpuzzle videos, such as examples, quizzes, or real-world scenarios, to foster engagement and comprehension. Following the survey, semi-structured interviews were conducted with students who received low scores in the oral assessment component, aiming to identify specific challenges and gaps in their learning process. Preliminary findings indicate that many students struggle to cope with self-directed learning during SBL and perceive a lack of interactive and engaging materials. While awareness of Edpuzzle is limited, most participants believe it could help improve their understanding and application of academic communication skills by offering structured, engaging, and interactive resources. This study concludes that incorporating Edpuzzle into the SBL framework may provide an effective supplementary tool for improving oral communication performance. Recommendations include designing Edpuzzle videos tailored to students' preferences, such as integrating practical examples, guided

Biodata

Noor Azlinda Zainal Abidin

Noor Azlinda Zainal Abidin is a senior language teacher in Universiti Malaysia Pahang Al-Sultan Abdullah. She obtained her MA in English Language Studies in UKM and BA in Liberal Studies in the University of the Pacific, USA. Her research interests include CALL, language and culture and New Englishes. She is active in conducting training and teaching proficiency courses.



PARALLEL SESSIONS

VIETNAMESE EFL STUDENTS' PERCEPTIONS AND PREFERENCES FOR CHATGPT, PEER, AND TEACHER FEEDBACK IN WRITING REVISION

Nguyen Thi Lan, Nguyen Xuan Quan

Hanoi University of Industry

Abstract

Effective feedback is fundamental to the development of writing skills for English as a Foreign Language (EFL) learners. However, existing research has rarely compared the unique contributions of emerging AI tools like ChatGPT with traditional feedback sources, such as peers and teachers, particularly from the perspective of Vietnamese students. This study aims to fill that gap by investigating the perceptions and preferences of 60 third-year English-majored university students in Vietnam. A mixed-methods approach was used by collecting quantitative data via structured questionnaires and qualitative insights from semi-structured interviews. Quantitative results indicate divergent views regarding the immediacy and perceived objectivity of ChatGPT feedback, the supportive and collaborative nature of peer feedback, and the authoritative guidance offered through teacher feedback. Qualitative analyses further reveal a preference for a blended feedback approach that leverages the strengths of each feedback mode. The findings offer practical implications for integrating multiple feedback sources into EFL writing instruction to enhance revision practices and overall writing proficiency.

Biodata



Nguyen Thi Lan

Lan Nguyen is an English language teacher and researcher with a Master's degree in English Language Teaching. She is currently teaching at Hanoi University of Industry, where she designs and delivers programs that address the unique language needs of students in different vocational disciplines. Her research focuses on language programs, teaching methodology and blended learning.

Email Address: lannt_nn@hau.edu.vn



Nguyen Xuan Quan

Nguyen Xuan Quan holds a Bachelor's degree in English Language from Hanoi University of Industry, and is now pursuing an MA program in Vietnam. With three years of teaching at a private English center, he specializes in assessing writing skills, curriculum development, and innovative assessment strategies in language education.

Email Address: ngxquann6789@gmail.com



PARALLEL SESSIONS

EXPLORING DIGITAL-MEDIATED ORAL PROFICIENCY DEVELOPMENT AMONG MATRICULATION STUDENTS WITHIN THE FUTURE READY CURRICULUM FRAMEWORK

**Ainunazli Binti Abdul Rahman, Noor Raha Binti Radzuan, Ezihaslinda Ngah,
Asmawati Mohamad Ali, Abdul Aziz Paimin**
Pahang Matriculation College
Universiti Malaysia Pahang Al-Sultan Abdullah

Abstract

The Future Ready Curriculum (FRC) implemented by Malaysia's Matriculation Division is a forward-thinking educational framework designed to equip students with 21st-century competencies, integrating critical thinking, digital literacy, and problem-solving skills essential for success in a rapidly evolving global landscape (Ministry of Education Malaysia, 2023). This quasi-experimental, purposive sampling, mixed-method study employs the Unified Theory of Acceptance and Use of Technology (UTAUT) framework to examine the improvement of students' speaking performance through the use of the Telegram application. The research will focus on mixed-ability students enrolled in the one-year SDS programme for the 2024/2025 session at Pahang Matriculation College, Gambang, Pahang, Malaysia. Participants will be divided into two primary groups: an experimental group comprising 30 students and a control group of equal size. The research will utilise a speaking test and a questionnaire as measurement tools, with questions adapted from the 2024 Malaysian University English Test papers. Unlike the control group, the experimental group will be taught using the Telegram application for five weeks. Data analysis will be conducted using Paired Sample T-test. The post-test mean score for the experiment will show a significant improvement in the students' speaking performances. The treatment of the Telegram application will have positive effects on the students' speaking performance.

Biodata

Ainunazli Binti Abdul Rahman

Ainunazli Abdul Rahman, known as Madam Ain Rahman, earned her Bachelor's Degree in International Affairs with Honours from Universiti Utara Malaysia, Malaysia in 2001. She also obtained a Postgraduate Diploma in Education (TESL) in 2003. Subsequently, she completed her Master's in Education at the same university in 2012.

With two decades of teaching experience, she has been serving as a Senior Lecturer at Pahang Matriculation College, Malaysia, and previously held the role of Head of the English Language Panel in Selangor. Since 2021, she has been recognised as a Subject Matter Expert for the English language course within the Matriculation Programme under the Ministry of Education Malaysia. As a recipient of the Ministry of Education Malaysia scholarship, she is currently on study leave to pursue a Doctor of Philosophy (PhD) in Applied Linguistics (Language Teaching and Learning) at Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA), Pahang, Malaysia.



International Conference of TESOL & Education 2025

Noor Raha Binti Radzuan

Dr. Noor Raha Mohd Radzuan is an Associate Professor at the Centre for Modern Languages (CML), Universiti Malaysia Pahang (UMP). With over 20 years of experience in teaching at tertiary level, she has taught various English proficiency courses at undergraduate level and several courses at postgraduate level namely Language for Specific Purposes and Research Methodology.

Ezihaslinda Ngah

Dr. Ezihaslinda Ngah is a lecturer attached to Centre for Modern Languages and Human Sciences.

Asmawati Mohamad Ali

Dr. Asmawati Mohamad Ali, is a senior lecturer and Subject Matter Expert (SME) in the Department of Social Science of the General Studies Unit at the Pahang Matriculation College, Ministry of Education Malaysia.

Abdul Aziz Paimin

Abdul Aziz Paimin, widely known as Sir Aziz, earned his Bachelor's Degree in Accounting with Honours from Universiti Utara Malaysia, Malaysia in 2001. He later obtained a Postgraduate Diploma in Education (Mathematics) in 2004 and completed his Master's in Education, UUM (2013).



PARALLEL SESSIONS

INTEGRATING AI IN EVALUATING AND ASSESSING ESP STUDENTS' WRITING SKILL AT UNIVERSITY OF FOREIGN LANGUAGE STUDIES, THE UNIVERSITY OF DA NANG.

Tran Thi Thuy Oanh, Tran Thi Minh Ngoc

University of Foreign Languages - The University of Da Nang

Abstract

Traditional methods of assessing writing skills in English are often time-consuming, costly, and subject to human bias, leading to inconsistencies in evaluation. With the rise of Artificial Intelligence (AI), AI-assisted writing assessment tools offer a promising alternative by enhancing efficiency, accuracy, and personalized feedback. This study aims to explore the integration of AI-assisted tools in evaluating and assessing English-major students' writing skills at UFLS-UD. A mixed-methods approach was employed, utilizing questionnaires and interviews with 85 students and 10 teachers of UFLS-UD to examine their perceptions of AI-based writing evaluation. Findings indicated that AI tools streamline grading, provide immediate feedback on grammar and coherence, and help students improve their writing independently. The result also presents challenges such as the inability to assess creativity, discourse-level coherence, and the need for human oversight persist. This study contributes to the ongoing discourse on AI in language education, offering insights for academicians and ESL educators on optimizing AI-assisted writing assessment in higher education.

Key word: AI assistance; evaluation; assessment; English education; writing skill; UFLS

Biodata

Tran Thi Thuy Oanh

Tran Thi Thuy Oanh is a senior lecturer at the Faculty of English for Specific Purposes, University of Foreign Language Studies – The University of Danang, Vietnam. She holds a Ph.D's degree in English Linguistics from Da Nang University and spent a research exchange - course at University of Nice Sophia Antipolis, French Republic. She is the presenter of the international conferences in the USA, Japan, Thailand, Singapore and Vietnam. She has published papers in conference proceedings and WOS and SCOPUS journals. Her current research interests include language teaching methodology, English linguistics and education management.

Tran Thi Minh Ngoc

Tran Thi Minh Ngoc holds a MA of Education from Huddersfield University, The UK in 2021. She received a bachelor's degree in TESOL from University of Foreign Language Studies, the University of Da Nang in 2018. She's currently a lecturer at the Faculty of English for Specific Purposes, University of Foreign Language, the University of Da Nang. She has taken part in lots of national and international conferences and seminars as a participant, and a secretary. Her research interests cover several aspects across teaching pedagogy, AI tools and technology in English education.



PARALLEL SESSIONS

ANALYSING MUET SPEAKING PROFICIENCY THROUGH TECHNOLOGY INTEGRATED APPROACHES AMONG MALAYSIAN MATRICULATION STUDENTS

Noorelsa Kamarudin, Ainunazli Abdul Rahman,

Cheong Wei Vian, Abdul Aziz Paimin,

Pahang Matriculation College, Malaysia

Centre for Modern Languages, Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia

Abstract

This quasi-experimental study employed the ADDIE Instructional Design Model to gauge enhancements in students' oral proficiency through the integration of technology via e-SPEAKBoost activities. Within this study, an innovative approach involved the utilisation of Telegram, Google Classroom, TikTok and Smalltalk2.me to bolster students' confidence and effectiveness in speaking. Conducted at Pahang Matriculation College, Malaysia, the study involved a sample of 41 first-year programme (SDS) students as participants in the intervention. Two assessment instruments were utilised: a speaking test and a set of interview questions. Both pre-test and post-test assessments consisted of Group Discussion Tests, aiming to evaluate students' abilities to extract and elaborate on information from given tasks. The test materials were adapted from the 2024 Malaysian University English Test (MUET) Speaking Papers, Session 3. The findings indicated significant improvements between the two assessment periods, with higher scores observed in the post-test phase. Interview feedback consistently underscored the importance of empowering speaking performance to effectively and efficiently address MUET speaking tasks. Students highlighted that robust speaking skills are essential for comprehending MUET materials and promptly identifying pertinent details. Consequently, it is recommended that educators adopt the e-SPEAKBoost approach to augment students' proficiency.

Keywords: e-SPEAKBoost, speaking, Matriculation, technology

Biodata



Noorelsa Kamarudin

Noorelsa Kamarudin, a lecturer at Pahang Matriculation College, has vast teaching experience in both primary and secondary education. She obtained her TESL degree from the University of Malaya, Malaysia in 2005 and a Master's from University Putra Malaysia, Malaysia in 2023. During the Covid-19 pandemic, she embraced social media platforms like TikTok, Instagram, and Facebook to keep students engaged. She continues to integrate technology in her teaching, using Google Classroom for assignments and records while utilising Telegram for online communication. Through these digital tools, she fosters interaction, collaboration, and a sense of community, demonstrating adaptability and commitment to modern, student-centered learning in the evolving educational landscape.



International Conference of TESOL & Education 2025



Ainunazli Abdul Rahman

Ainunazli Abdul Rahman, known as Madam Ain Rahman, earned her Bachelor's Degree in International Affairs with Honours from Universiti Utara Malaysia, Malaysia in 2001. She also obtained a Postgraduate Diploma in Education (TESL) in 2003. Subsequently, she



Cheong Wei Vian

Cheong Wei Vian is an English lecturer at Pahang Matriculation College, under the Ministry of Education Malaysia. With more than 20 years of teaching experience in primary school education, she earned her TESL degree from Asia e University in 2015. During



Abdul Aziz Paimin

Abdul Aziz Paimin, widely known as Sir Aziz, earned his Bachelor's Degree in Accounting with Honours from Universiti Utara Malaysia, Malaysia in 2001. He later obtained a Postgraduate Diploma in Education (Mathematics) in 2004 and went on to complete his



PARALLEL SESSIONS

APPLYING TECHNOLOGY IN DEVELOPING ENGLISH WRITING SKILL OF OFFICE ADMINISTRATION MAJOR AT SAI GON UNIVERSITY

Tran Thi Kim Tuyen

Sai Gon University

Abstract

This study explores the application of technology in enhancing the English writing skills of Office Administration majors at Sai Gon University. With the increasing demand for effective communication in the workplace, proficiency in English writing has become crucial for students in administrative fields. However, many students struggle with writing skills due to limited practice and traditional teaching methods. Despite the benefits of technology in education, its integration into writing instruction remains under explored in this context. The research identifies gaps in the current curriculum and instructional strategies, particularly the insufficient use of digital tools to support writing development. The study is conducted with a sample of 100 students from the Office Administration program. Data collection involves surveys, writing tasks, and interviews with both students and instructors to evaluate the effectiveness of technology-enhanced writing practices. Preliminary findings suggest that the use of technology such as online writing platforms, grammar checkers, and collaborative tools improves students' writing fluency, accuracy, and confidence. The study highlights the need for universities to embrace technology in writing instruction to meet the demands of a digitalized workplace and improve students' practical language skills.

Biodata

Tran Thi Kim Tuyen

Tran Thi Kim Tuyen is a lecturer at Sai Gon University, Vietnam. Her hobbies are reading, researching, and teaching. Her research interests are issues with semantics, intercultural communication, capacity development, teaching languages, and modern science and technology applications in teaching skills. She hopes everybody helps her to share the experience from the paper.



PARALLEL SESSIONS

VIETNAMESE EFL TEACHERS' PERCEPTIONS OF GENERATIVE AI TOOLS IN LESSON PLANNING

Bui Thi Hoang Ha

University of Sussex

Abstract

The emergence of Generative Artificial Intelligence (Gen-AI) has reshaped language education globally, offering innovative solutions for English as a Foreign Language (EFL) teaching. In Vietnam, where English proficiency is essential for global integration, the application of Gen-AI in lesson planning remains underexplored. The purpose of this study is to investigate Vietnamese EFL teachers' perceptions of using Gen-AI in lesson planning, focusing on its perceived benefits, challenges, and influencing factors. A mixed-methods design was adopted, incorporating survey data from 41 respondents and follow-up interviews with 3 teachers. The findings reveal predominantly positive attitudes towards Gen-AI, with teachers recognising its potential to generate teaching ideas, customise materials, reduce workload, and enhance lesson plan quality. However, challenges such as concerns over cultural relevance, content accuracy, accessibility, teacher autonomy, and ethical issues were also identified. Furthermore, age and teaching experience significantly influenced teachers' attitudes, with younger and less experienced teachers showing greater enthusiasm for adoption. The study highlights the importance of professional development and ethical guidelines to ensure the responsible and effective use of Gen-AI in EFL education. These findings contribute to discussions on technology integration, reinforcing the indispensable role of teachers in creating effective and student-centered learning environments.

Keywords: Generative AI, Lesson Planning, Vietnamese EFL Teachers' perceptions

Biodata

Bui Thi Hoang Ha

Ms. Bui Thi Hoang Ha completed an MA in Applied Linguistics and TESOL at the University of Sussex (2023–2024). She has two years of experience as an IELTS trainer in Vietnam. Her research interests include the integration of technology in language teaching and learning to enhance educational practices.



PARALLEL SESSIONS

THE OPPORTUNITIES AND CHALLENGES IN INTEGRATING TECHNOLOGY INTO FOREIGN LANGUAGE TEACHING IN VIETNAM

Vuong Thi Hai Yen, Nguyen Trung Hieu

Hanoi Metropolitan University

Hanoi Pedagogical University 2

Abstract

This study examines the integration of technology in foreign language instruction in Vietnam, assessing both its potential advantages and inherent difficulties. This research employed a mixed-methods to gather data from 50 tertiary-level English lecturers during the second semester of the 2024-2025 academic year. The study instruments included a detailed questionnaire and interviews, along with an analysis of scholarly literature, online resources, and journal articles. The results indicate that the incorporation of technology in language instruction presents numerous benefits. It markedly alleviates teachers' workload while concurrently improving the quality of students' learning experience and enhancing their learning process. However, it also highlights significant challenges, specifically the inadequate availability of learning devices and the restricted digital literacy among participants. The research suggests multiple strategies to improve the effectiveness of technology integration in language instruction. These suggestions establish a foundation for educators and students to pursue additional research and adopt more effective technology-enhanced language instruction practices. This investigation contributes to the growing body of knowledge regarding educational technology in foreign language instruction, offering practical insights for educators and researchers seeking to optimize technology integration in language teaching within the Vietnamese context.

Biodata

Vuong Thi Hai Yen

Dr. Yen is a senior lecturer of English majoring in English Language at Faculty of Foreign Languages, Hanoi Metropolitan University, Vietnam. She has been teaching English for over 24 years. She got MA in English language teaching methodology from University of Languages and International studies, Vietnam National University, Hanoi in 2008. She gained a Doctor of Philosophy in Contrastive Linguistics at Vietnam National University, Hanoi in 2019. Her interests are Teaching theoretical courses such as Phonetics and Phonology, Lexicology & Semantics, contrastive analysis; Teaching Language Skills; English teaching methodology; and ESP subjects. She has published 3 ESP books and many articles about English teaching methodology issues, contrastive analysis and ESP.

Nguyen Trung Hieu

Hieu, M.A is a lecturer of English at Hanoi Pedagogical University 2, Vietnam. He has more than 6 years experiences in teaching English. He has published several articles about English language teaching.



PARALLEL SESSIONS

ENHANCING ENGAGEMENTS OF NON-ENGLISH SPEAKING POSTGRADUATE STUDENTS IN FOOD SCIENCE THROUGH GROUP PROJECT DURING ONLINE DELIVERY

Senaka Ranadheera

The University of Melbourne

Abstract

Australian masters programs are highly attractive to non-English speaking international students. They often struggle with studies and face challenges including poor class engagements due to the factors such as language barrier which ultimately affect their performances and mental health. During the online delivery, an assessment task focussing on group project in developing a food safety plan in Food Safety and Quality subject, one of the postgraduate core subject requirements in the food science masters program at the University of Melbourne was redesigned to enhance engagements of non-English speaking students. This simulation task was designed in a realistic industrial context (a mock trial) as authentic simulation task and was involved in randomly assigned student in groups (4-5 students per each group both domestic and non-English speaking international students) developing the food safety plan draft with end-semester submission. Students in their groups were required to work on this assessment tasks throughout the semester starting from week 4 and their engagements were managed through the learning management system. Despite being an online activity, this simulation-based group assessments task provided all students with real-word experience and an opportunity to enhance their teamwork skills including enhanced communications and engagements during the subject delivery.

Biodata



Senaka Ranadheera

Associate Professor Senaka Ranadheera is an academic at the University of Melbourne, Australia where he actively engages in various teaching and learning and leadership activities. He holds PhD in Food Science and Graduate Certificate in University Teaching. He is passionate about teaching innovations and enhancing student learning experience.



PARALLEL SESSIONS

ENHANCING LEGAL ENGLISH ACQUISITION THROUGH AI-SUPPORTED TASK-BASED LEARNING: A CASE STUDY AT PROCURACY UNIVERSITY

Ai Nhan Nguyen, Ha Thi Trinh

Procuratorate University
Central University of Art Education

Abstract

The sweeping demand for specialized English skills amid global integration has intensified the growth of English for Specific Purposes (ESP). Within this context, Legal English, as a branch of ESP, requires carefully designed instructional strategies to help learners comprehend complex legal texts and communicate effectively in professional legal settings. However, traditional vocabulary-grammar-focused teaching often leaves students unprepared for practical legal tasks, thereby highlighting the need for more student-centered methods. Consequently, this study explores the integration of Artificial Intelligence (AI) into a Task-Based Learning (TBL) framework for Legal English at Procuracy University, aiming to (i) identify the advantages and challenges of AI-assisted TBL, and (ii) propose effective strategies that cultivate learner autonomy and professional competencies. Adopting a mixed-methods approach, data were gathered from 71 undergraduates through a five-point Likert survey and open-ended questions. Four key benefits were identified: enhanced engagement through personalized tasks, timely feedback for skill improvement, real-world relevance via authentic legal contexts, and improved legal communication skills. Yet, challenges remain, including concerns over data accuracy, limited human-like interaction, reduced critical thinking due to over-reliance on AI, and infrastructural or financial constraints. Overall, AI can enrich TBL when implemented thoughtfully by skilled educators, though addressing technical and pedagogical barriers is essential.

Biodata



Ai Nhan Nguyen

Dr. Ai Nhan Nguyen is a lecturer and Deputy Head of the Department of Foreign Languages, under the Faculty of Political Theory at the Hanoi Procuratorate University. Her research interests focus on language teaching theory and methodology, applied linguistics, and contrastive linguistics. She has published 38 scientific works in these fields.



International Conference of TESOL & Education 2025



Ha Thi Trinh

Dr. Ha Thi Trinh is a lecturer and Deputy Head of the Faculty of General Education at the Central University of Art Education. She has many years of experience in academic management and teaching. To date, she has published nearly 30 scientific works, with a strong focus on education. Many of her publications center on competency-based teaching and outcome-based education.



PARALLEL SESSIONS

INTEGRATING AI INTO EFL CLASSROOMS: PERSONALISED LEARNING AND PRONUNCIATION DEVELOPMENT THROUGH CHATGPT AND TEAMS

Jaime Morrish

Sugiyama Jogakuen University

Abstract

While AI-generated content is reshaping education, practical workflows for developing tailored EFL materials remain limited. This reflective-practice study documents the first semester of implementing ChatGPT with Microsoft Teams' Reading Progress tool at a Japanese women's university. Participants were first-year English learners (TOEIC scores 250–400/IELTS 3.0/5.5) enrolled in a reading course. Each week, the instructor generated a 200–300-word passage embedding twenty New General Service List items targeted for that week, closely aligned with the Reading Explorer unit theme. These passages provided repeated exposure to key vocabulary within meaningful, level-appropriate contexts, while the Reading Progress tool enabled automatic pronunciation feedback. This approach aimed to scaffold vocabulary acquisition and support improvement in one of the most persistent challenges for Japanese learners: the pronunciation of unfamiliar multi-syllabic words. Initial reflections suggested positive learner engagement and awareness of pronunciation issues. The presentation focuses on the process of AI-supported material creation, prompt design for lexical and thematic control, and practical strategies for integrating AI tools to promote vocabulary recycling, personalised learning, and pronunciation development.

Biodata



Jaime Morrish

Jaime Morrish is an Associate Professor and Coordinator at a private women's university in Japan, with over 15 years' experience teaching English in Japan and the UK. He holds an EdD from the University of Sheffield and is an IELTS examiner. His research explores AI in education, IELTS, technology-enhanced learning, and language policy development.



PARALLEL SESSIONS

AN EXPLORATION OF HOW IN-TEXT COMMENTS CONTRIBUTE TO ESSAY WRITING

Nguyen Nam Khanh

Thai Nguyen University of Education

Abstract

The study systematically analyzed the in-text feedback which annotated on students' writing and its linguistic communication via Google Docs comment feature. In-text feedback (N=2259) from 129 students' essays were categorized into six distinct levels based on the framework of Hattie & Timperley (2007): personal opinion, edit, evaluative comment related to task, corrective or directive advice related to task, directive developmental guidance in relation to future work, informative developmental guidance. finding reveals a predominant of task performance. Findings revealed a predominant focus on task performance, with fewer addressing learning process of self-regulation, suggesting instructors prioritized immediate writing improvements over fostering metacognitive skills. Linguistically, feedback frequently adopted informal tones, incorporating contractions, abbreviated terms, and vowel deletions, strategies interpreted as efforts to foster rapport and reduce psychological distance between evaluators and learners in digital environment. This dynamic interplay of task-centric guidance and colloquial communication highlights educators' adaptive approaches to balancing academic rigor with relational engagement in computer mediated feedback practices.

Biodata



Nguyen Nam Khanh

Nguyen Nam Khanh, a novice researcher, has demonstrated a strong commitment to the contribution of language teaching. After publishing his first paper on vocabulary acquisition based on personal learning pace at third years of his English teaching career, he independently launched a study analyzing teacher-provided feedback in student writing due to his passion for improving pedagogical practices in language education.



PARALLEL SESSIONS

ENHANCING ENGLISH WRITING INSTRUCTION WITH ICT: COMBINING PEER FEEDBACK AND AUTOMATED ASSESSMENT

Hisami Tsuichibaru

University of Shiga Prefecture

Abstract

This study explores integrating ICT tools, such as machine translation and automated scoring, with peer feedback in university-level English writing education. It aims to address educational disparities and reduce teacher workload, focusing on science students, a demographic often underrepresented in English writing studies.

The study involved 36 Japanese science students in a writing course using peer feedback and automated scoring with ChatGPT. Data collection included questionnaire surveys to assess student perceptions and detailed analysis of student submissions to evaluate writing quality. This approach allowed for a comprehensive understanding of how ICT tools impact learning outcomes.

Results showed peer feedback effectively improved content and structure, boosting motivation. ChatGPT provided precise grammar corrections. Combining these tools enhanced writing quality and personalized learning, contributing to more inclusive and effective learning environments. This approach supports educational equity and efficiency, helping educators create tailored learning experiences for diverse students, which can lead to better academic outcomes.



PARALLEL SESSIONS

EXPLORING SELF-LEARNING THROUGH CAMERA-INTEGRATED TRANSLATION TECHNOLOGY: PERCEPTIONS AND INSIGHTS

Le Minh Trung

University of Medicine and Pharmacy at Ho Chi Minh City

Abstract

This study examined how camera-integrated translation technology relates to self-directed learning and explored differences in perceptions across gender groups. A survey with 66 participants and 18 questions provided data for analysis using ANOVA and multiple regression models. The results showed a strong connection between translation technology and self-directed learning, with focus (Q12) being the strongest predictor (Beta = 0.349, $p = 0.007$). Contextual relevance (Q8) was also significantly linked to creativity (Q13, Beta = 0.739, $p = 0.000$) and grammatical understanding (Q15, Beta = 0.605, $p = 0.000$). ANOVA results found no significant differences in perceptions among male, female, and non-binary/non-conforming groups ($p > 0.05$ for all variables). These findings highlight the importance of focus and contextual relevance in improving translation-assisted learning. They also suggest that learners across different gender identities share similar views on the technology. This study offers useful in-depth analysis for developing effective and personalized language learning tools.

Biodata



Le Minh Trung

After 2 years of teaching English for medicine in University of Health Sciences- the eighth member of VNU-HCM, Trung continues his career in UMP, standing for University of Medicine and Pharmacy at Ho Chi Minh city. His interests range from NLP to Teaching methods, especially AI and ICT. He has been working as reviewer for I-CTE as well as some other journals such as I-JTE and I-JLI.



PARALLEL SESSIONS

THE INFLUENCE OF HIGH-CONTEXT CULTURE ON THE CONTENT AND LANGUAGE STYLE OF VIETNAMESE TRADITIONAL RESTAURANTS' ADVERTISING SLOGANS

Cao Thanh Huong

Hanoi University of Business and Technology

Abstract

This study examines how high-context culture influences the content and expression of advertising slogans used by traditional Vietnamese restaurants. To explore this, 50 slogans were collected from restaurants specializing in regional dishes: pho (a northern specialty), hu tieu (central region), and com tam (southern region).

A qualitative approach was applied, developing a theoretical framework based on previous research. The study then compared the content and linguistic style of the slogans with this framework. Findings reveal that the slogans emphasize simplicity, vagueness, long-term relationships, reputation, and nostalgia. Informal language is dominant, with three primary advertising styles prevailing. However, the degree of cultural influence varies across different regions.

Due to its limited scope—focusing only on a few specific dishes and a small number of restaurants—this study may provide a somewhat narrow perspective. A more comprehensive approach, incorporating a broader range of food types and a larger dataset, would enhance the depth and accuracy of the findings.

Biodata



Cao Thanh Huong

Cao Huong Thanh, Hanoi University of Business and Technology, Vietnam.

Cao Huong Thanh is currently a PhD student in the Faculty of Linguistics at the University of Social Sciences and Humanities, Vietnam National University Hanoi, Vietnam. She majors in TESOL and Linguistics. Her research interests include ELT, cultural linguistics, and English-Vietnamese contrastive analysis. She has over 25 years of experience in EFL teaching at Hanoi University of Business and Technology and other prestigious universities in Vietnam.



PARALLEL SESSIONS

WHAT MAKES TEACHING EFFECTIVE: EDUCATOR AND STUDENT PERSPECTIVES

Beata Webb

Bond University

Abstract

Research into effective pedagogies emphasises its complexity and the need to define this concept (Coe et al, 2014; 2020; Kirshchner, et al., 2006; Webb, 2016; Webb & Vallero, 2017). Educators often disagree on its pivotal constituents and little research explores the student perspective (Coe et al., 2014; 2020). This paper aims to define a holistic view of ‘great teaching’ from the perspectives of both students and their teachers. First, the paper evaluates the research view of existing ‘good pedagogy’ models. Second, it presents a qualitative study of the students’ feedback while evaluating the quality of teaching in the Master of Arts in TESOL program at an Australian University. Finally, the paper compares the research-based models with the students’ expectations, to gain a clearer understanding of both positions and the impact of AI on the students’ changing viewpoints. The data includes anonymous student feedback in all subjects taught over fifteen semesters (2020 and 2024). Additionally, the project examines the suitability of an AI platform for qualitative data analysis by comparing its capacity with the traditional method using NVivo software. It is hoped that articulating and employing a holistic framework of effective pedagogy will promote good teaching practices and improve student experience.

Biodata



Beata Webb

Associate Professor Beata Webb’s research on megatrends focuses on digitisation and internationalisation of education in Australia and globally. With extensive experience in language teacher education, she has delivered keynote addresses, conference papers and professional workshops working with colleagues nationally and internationally. Her professional interests extend to multidisciplinary educational leadership.



PARALLEL SESSIONS

WOVEN TALES, WOVEN LIVES: A LOOK AT THE ILOKO-IGOROT CULTURES THROUGH THE EPIC OF LAM-ANG

Rinarose Bugaoisan Budeng, Farland D. Valera

Don Mariano Marcos Memorial State University

Abstract

Abstract Folktales are a crucial gateway to understanding the soul of a culture. In the Philippines, the Iloko and the Igorot are two distinct cultural groups. It is widely held that the Iloko epic, Biag ni Lam-ang, relates exclusively to Iloko culture. This study aimed to establish that the epic also mirrors the cultural aspects of the Igorots and to provide a significant scholarly contribution to the beliefs and practices of both cultures, emphasizing the urgent and crucial task of preserving indigenous knowledge and culture.

To explore and understand the meanings related to the beliefs and practices of the Iloko and Igorot cultures, as seen in the epic, content analysis combined with oral narrative was employed. Results revealed striking similarities in courtship, marriage, and the supernatural between the two cultures, underscoring the shared commonalities even among seemingly disparate groups. This undertaking offers a revised perspective on the epic as it uncovers the interconnections between the two cultures.

Keywords: Beliefs, Courtship, Marriage, Practices, Supernaturalism

Biodata

Rinarose Bugaoisan Budeng

DR. RINAROSE B. BUDENG is an Associate Professor at Don Mariano Marcos Memorial State University. She holds a B.A. in English (Cum Laude) at Saint Louis University, an M.A. in Language Education (Cum Laude) at Saint Louis University, and a PhD in Language Education (Magna Cum Laude) at Saint Louis University. She taught at the University of Baguio for 5 years and at Lorma Colleges for 2 years. She has been teaching at DMMMSU for 13 years now. She was designated as Head of Instruction at DMMMSU Mid La Union Campus in 2019 and designated as University Coordinator for Curriculum Development in 2020. She is currently the Program Chair of the Bachelor of Arts in English Language Department of DMMMSU-MLUC, the University Coordinator for Research Publication, and the Division Lead of Arts and Humanities of the DMMMSU Lam-ang Institute.

Her research, titled "Assessing Pragmatic Competence: A Case of Filipino ESL Learners," was published in the Asian EFL Journal. Another study, "Assessing Interlanguage Pragmatic Competence on Speech Acts of Filipino ESL Learners," appeared in Corpus Pragmatics. Additionally, her work "Comprehensibility Strategies of Filipino Technology Teachers" was published in the Asian ESP Journal, and her research "Woven Tales, Woven Lives: A Look at the Iloko-Igorot Cultures" was published in the International Journal of Society, Culture & Language. She serves as the Study Leader for research on "The Interface of Iloko-Igorot Cultures: A Retrospective on the Beliefs Presented in the Epic of Lam-ang," a CHED-funded initiative under the Philippines-Canada Education Institutions for International Collaborative Partnership (Magic 7+) Consortium.

Her research focuses mainly on interlanguage pragmatics and the interface of cultures through literature.

rbudeng@dmmmsu.edu.ph



International Conference of TESOL & Education 2025

Farland D. Valera

MR. FARLAND D. VALERA is a member of the faculty of the Don Mariano Marcos Memorial State University-Open University System (DMMMSU-OUS) in San Fernando City, La Union, Philippines. Since 2019, he has taught courses at the OUS on good governance and social responsibility, Philippine history, public policy, local government administration, and research. He also received his designation in July 2025 as director of the Lam-ang Institute, the DMMMSU indigenous and social science research center, which he has been leading since its establishment in 2023. Mr. Valera is an alumnus of Political Science at the University of Baguio where he is also presently completing his doctoral degree in Development Education.

Prior to joining government service at DMMMSU in 2018, he served as a faculty member at the School of Liberal Arts & Human Sciences of the University of Baguio where he taught public speaking and debating; Philippine history, government and politics; and international relations.

His academic stint at UB gave him the opportunity to serve as Program Chair for BA in Political Science (2012-2017), Head of the Department of Social Sciences (2010-2012), and Adviser of the International Students Association, the Political Science Students Organization, the Supreme Student Council, and the UB Debate Society.



PARALLEL SESSIONS

A COMPARATIVE STUDY OF REQUESTS IN AMERICAN UNIVERSITY TALK AND VIETNAMESE EFL TEXTBOOKS

Minh Huyen La, Federica Barbieri

PGL Beyond, United Kingdom
Swansea University

Abstract

In pragmatics, requests are regarded as inherently face-threatening speech acts; their successful performance is conditioned by appropriate use of politeness strategies, which can be particularly challenging in EFL contexts, where EFL textbooks remain the main source of input for L2 learners. This presentation reports on a study which aimed to evaluate the extent to which EFL textbooks for Vietnamese secondary schools reflect real language use. Accordingly, we compared request speech acts in two Vietnamese EFL textbook series (Explore New Worlds, Global Success), with requests in three registers of university talk, namely labs, office hours, and service encounters, included in the Michigan Corpus of Academic Spoken English (MICASE). Request instances were extracted from the textbooks and the MICASE sub-corpora using manual and automatic techniques. The data was analyzed using Leech's (2014) taxonomy of request semantic strategies, which was adapted and expanded to include additional strategies retrieved in MICASE data. Findings revealed that both textbook series introduce the most common request strategies and linguistic structures found in university talk. Both also contain metapragmatic information for the request instances, including usage, formality, politeness, and register. The presentation will conclude with a discussion of pedagogical implications and recommendations for Vietnamese EFL textbooks designers.

Biodata

Minh Huyen La

Minh Huyen La is director of studies at PGL Beyond, United Kingdom. She holds a BA in English teacher education from Hanoi National University of Education and MA in TESOL from Swansea University. Her research interests include applied linguistics, cross-cultural pragmatics, and psycholinguistics.

Federica Barbieri

Federica Barbieri is senior lecturer in applied linguistics at Swansea University. Her main research interests are in discourse analysis, classroom discourse, English grammar, and sociolinguistics. She holds a PhD in applied linguistics from Northern Arizona University and MA in TESL/applied linguistics from Iowa State University.



PARALLEL SESSIONS

INTERNATIONALIZATION FOR ACCREDITATION OR ACCREDITATION FOR INTERNATIONALIZATION: INSIGHTS FROM AN ENGLISH LANGUAGE EDUCATION PROGRAM AT A VIETNAMESE PUBLIC UNIVERSITY.

Trinh Ngoc Anh

University of Languages and International Studies, Vietnam National University

Abstract

In the field of international higher education, there is a burning call for embedding intentionality and purposefulness and focusing on learning outcomes and learning experiences in internationalizing study program. Examining curriculum framework, course guides and AUN-QA accreditation documents of an English language education program at a Vietnamese public university, we found that the program has been developed under an outcome-based approach focusing on student learning outcomes that guide content, teaching, learning, and assessment. This approach might be criticized for restricting creativity in designing content and activities as curriculum is driven by predetermined, measurable, specific outcomes. However, we argue that it facilitates lecturers to account for choices and rationalize decisions, promoting accountability and credibility in curriculum and course design. As a result, whether internationalization can be placed as either a core outcome or a means, the qualities of intentionality and constructive alignment are all taken into account. In this regard, there is potential for effective internationalization when all the qualities are activated. Given such, it is significant to initiate internationalization with a strong motive and a clear purpose. To enact it, learning outcomes should be placed at the fore of the agenda; and a backward approach should be adopted to map curriculum facets in constructive alignment to ensure an interdependence.

Biodata

Trinh Ngoc Anh

Dr Trinh Ngoc Anh is a researcher and lecturer at VNU- ULIS. Her interests include internationalisation, teacher education, curriculum design and bilingual education.



PARALLEL SESSIONS

AUTHENTIC TEACHING AIDS THAT FOSTER CULTURAL COMMUNICATION - TABLETOP GAMES

Tran Le Khang
HCMC Open University

Abstract

In recent years, tabletop games have evolved beyond entertainment, becoming powerful tools for fostering interactivity, authentic learning, and cross-cultural communication. Their growing popularity in Southeast Asia presents a unique opportunity to bridge cultural gaps through engaging, hands-on experiences.

As artificial intelligence transforms education, concerns arise that AI-driven tools, while efficient, may lack the depth needed for authentic cultural exchange. Despite technological advancements, human connection remains central to language and culture learning, which is an element that board games uniquely preserve.

This presentation/workshop showcases three out of many board games that actively promote cultural exchange in student-centered learning. Unlike AI-based tools that rely on automation, tabletop games immerse learners in face-to-face interactions that encourage meaningful discussions, perspective-taking, and deeper engagement with language in its cultural context. Additionally, their collaborative and strategic nature cultivates essential communication skills, intercultural awareness, and critical thinking - preparing learners to navigate a globalized world with both technological literacy and cultural sensitivity.

Keywords: boardgame, authentic learning, cultural communication, contextualized learning

Biodata



Tran Le Khang

I am a researcher in the Foreign Language Faculty of Hồ Chí Minh City Open University. I specialize in pedagogical methodology with the focus on game-based learning in the recent years. I am also an IELTS trainer with four year experience in the field, which greatly helps me to put in practice my research knowledge. Last but not least, I am an independent board game developer with a three year experience with one game being published last year.



PARALLEL SESSIONS

IMPROVISING SPEAKING ACTIVITIES TOWARDS MORE CRITICAL THINKING INTEGRATION IN ENGLISH LANGUAGE CLASSES FOR NON-NATIVE SPEAKERS

Nguyen Thi Van Khanh, Ta Thi Bich Lien

Hanoi University of Industry

Abstract

Given the evolving landscape where technology and AI influence knowledge creation and innovation, higher education needs to equip future professionals with three sets of skills for innovation, encompassing technical skills, behavioral and social skills, and creativity and critical thinking skills (Vincent-Lancrin et al., 2019). This action research investigates the impact of the Six Thinking Hats technique by De Bono (1985) on enhancing research-related skills among five English-major undergraduate students engaged in an AI project at a Vietnamese public university. Data, gathered through observations, peer and self-assessments, interviews and group meetings, is expected to reveal some improvements in the students' specific 21st-century skills and boost their confidence in group discussion and presentations. The anticipated findings will offer insights into the effectiveness of this pedagogical approach, culminating in implications and recommendations for future research in preparing students for an innovation-centric workplace.

Keywords: Six Thinking Hats, 21st Century Skills, skills for innovation

Biodata



Nguyen Thi Van Khanh

Thi Van Khanh Nguyen (Nguyễn Thị Vân Khánh) has more than 20 years of teaching experience at Hanoi University of Industry, with 10 years using English as the medium of instruction. She is especially interested in integrating 21st-century skills in language classes. She has had some related articles published locally and internationally. She can be reached at vankhanh@hau.edu.vn.



Ta Thi Bich Lien

Ta Thi Bich Lien is a lecturer of English at Hanoi University of Industry, bringing with her an impressive 24 years of teaching experience. Currently teaching Translation and English for Occupational Purposes, she has developed a keen interest in English teaching methodology, with a particular emphasis on fostering learners' autonomy, motivation, and employability skills. She can be reached at lienttb@hau.edu.vn.



PARALLEL SESSIONS

METAPHORS AND MASCULINITIES: MEDIA REPRESENTATIONS OF MALE KINDERGARTEN TEACHERS IN VIETNAM

Nguyen Minh Hang

University of Languages and International Studies, VNU

Abstract

This study examines the conceptual metaphors used to construct the image of male preschool teachers in Vietnamese online press, and how such representations reflect or challenge dominant gender ideologies. Adopting Conceptual Metaphor Theory (Lakoff & Johnson, 1980) and Feminist Critical Discourse Analysis (Lazar, 2005), the research analyzes the recurring metaphorical framings found in 30 news articles published between 2021 and 2024. Findings show that many metaphors position male teachers as caregivers, heroes, or knowledge carriers. The conceptual metaphors often reinforce traditional masculinities through narratives of sacrifice, resilience, and responsibility. At the same time, feminized or aesthetic metaphors appear less frequently and often depict male teachers as exceptional rather than normalized figures in early childhood education. While these metaphors may appear to celebrate male teachers, they simultaneously reinforce gendered divisions of labor by positioning care work as inherently feminine — with male participation framed as rare, admirable, but ultimately outside the norm. The study argues that these metaphorical framings might strengthen gender roles, contributing to existing literature on gender, care, and representation in Vietnamese educational discourse.

Biodata

Nguyen Minh Hang

The author Nguyen Minh Hang is currently a lecturer at University of Languages and International Studies, VNU. She has conducted various studies on different subjects, such as computerized/ AI-assisted language training, teaching methodology and ESP teaching approaches. Her research interests include teaching methodology, computer assisted language learning, and materials development.



PARALLEL SESSIONS

AN SFG ANALYSIS OF PROCESS TYPES IN ENGLISH FOR FINANCE AND BANKING

Nguyen Thi Thanh Hoa
Hanoi University of Mining and Geology

Abstract

The study is conducted to analyze process types of English clauses in English for Finance and Banking 2 by Majorie Rosenberg (2012). Ten reading comprehension articles from the book are the sources of the statistics. Halliday and Mathiessen's transitivity system (2014b) serves as the foundation for the theoretical framework for data analysis.

The paper uses qualitative descriptive method. The study findings state that there four main types of processes used in reading collections, naming the material, mental, relational, and verbal processes. Therefore, it is recommended that English textbooks for specific purposes be written to ensure minimum linguistic standards in accordance with international norms.

Keywords: SFL, ESP, textbooks, English for finance, process types

Biodata

Nguyen Thi Thanh Hoa

Job position: Instructor of English

Institution: Hanoi University of Mining and Geology

Country: Vietnam

Teaching experience: 18 years

Research interests: Systemic Functional Linguistics, Systemic Functional Grammar, Discourse Analysis, Register, Teaching English, Translation, Interpretation, TEFL, TESOL. Contrastive Linguistics



PARALLEL SESSIONS

STUDENTS' PERCEPTIONS OF COMPUTER-BASED TESTING (CBT) IN ENGLISH FOR OCCUPATIONAL PURPOSES (EOP) COURSES

Diep Thi Nguyen, Lan Anh Tran

Abstract

This study adopted the Computer-Based Assessment Acceptance Model (CBAAM) as its theoretical framework to examine students' perceptions of computer-based testing (CBT) in English for Occupational Purposes (EOP) courses. Data were collected through survey questionnaires administered to 113 students at a technical public university. The findings demonstrate that the majority of students had positive perceptions towards CBT in EOP courses with all the nine variables of CBAAM, indicating that CBT was considered as an efficient method to deliver tests. Specifically, the high percentages of constructs such as Perceived Playfulness (PP), Perceived Ease of Use (PE), and Perceived Usefulness (PE). However, the low rate in the Facilitating Conditions (FC) factors, it suggested that some potential areas about support services and technology need to be more aware. Based on the findings, the study provides some suggestions to improve the quality of CBT and the efficiency of CBT in EOP courses. Additionally, several implications for future research are recommended to further explore and address these issues.

Keywords: Computer-based testing, paper-based testing, computer-based assessment, computer-assisted assessment, computer-delivered tests

Biodata



Diep Thi Nguyen

Diep is currently a lecturer of English at the Hanoi University of Industry. Diep hold a MA in English Language Teaching Methodology from the University of Languages and International Studies (ULIS), Vietnam National University (VNU)). Her research interests include curriculum development, language assessment, quality assurance, learning strategies, learning & teaching methodologies, technology & innovation in language education. She can be reached at diepnt.hai@gmail.com.



Lan Anh Tran

Ms. Tran Lan Anh is currently working at the English faculty, School of Languages and Tourism, Hanoi University of Industry. She graduated from University of Languages and International Studies (2018) and obtained her master's degree from University of Southern New Hampshire in the United States. She has had over 5 years of experience in teaching English for occupational purposes. Her research interests include blended learning, curriculum design and assessment. She can be reached at lananh1hp096@gmail.com



PARALLEL SESSIONS

INCIDENTAL VOCABULARY LEARNING OPPORTUNITIES IN A LISTENING-NOTETAKING COURSE: A CASE STUDY OF FIRST-YEAR UNIVERSITY STUDENTS

Mai Cong Huy, Tran Thi Minh Thu

Ho Chi Minh City University of Foreign Language - Information Technology

Abstract

This study examines incidental vocabulary learning (IVL) opportunities in a Listening and Notetaking course for first-year university students, focusing on the effectiveness of vocabulary acquisition through exposure in an academic listening context. The condition where students have to listen and take notes following the framework of Cornell (2010) and without explicit vocabulary instruction is analyzed in this article. Drawing on this condition, the research uses a mixed-method approach to carry out how IVL takes place while listening and notetaking in classroom settings. Pre-tests, immediate-recall tests, and post-tests were employed to measure the vocabulary gains of 11 Vietnamese EFL first-year undergraduates after 4-week engaging in listening and notetaking activities. Classroom observations, students' notes, and semi-structured interviews were conducted to gather qualitative insights of students' experience. Findings reveal patterns of vocabulary retention, the positive impact of Cornell notetaking strategy on word recall, and factors influencing vocabulary uptake. Some related issues and pedagogical implications are discussed, emphasizing practical approaches for promoting IVL in listening-based environments. This research also contributes to the field of vocabulary acquisition in English for Academic Purposes (EAP) and calls for further investigation of the correlation between listening-notetaking and IVL.

Biodata

Mai Cong Huy

Mai Cong Huy is a graduate of English Language Studies at the Ho Chi Minh City University of Foreign Languages – Information Technology, specializing in Business English. With his interest in language acquisition, his work explores comprehensive learning strategies and factors affecting the learning process.

Tran Thi Minh Thu

Minh Thu Tran is currently an English lecturer at Ho Chi Minh City University of Foreign Languages -Technology. She finished her Master 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.



PARALLEL SESSIONS

ENHANCING ENGLISH WRITING INSTRUCTION WITH ICT: COMBINING PEER FEEDBACK AND AUTOMATED ASSESSMENT

Hisami Tsuichibaru

University of Shiga Prefecture

Abstract

This study explores integrating ICT tools, such as machine translation and automated scoring, with peer feedback in university-level English writing education. It aims to address educational disparities and reduce teacher workload, focusing on science students, a demographic often underrepresented in English writing studies.

The study involved 36 Japanese science students in a writing course using peer feedback and automated scoring with ChatGPT. Data collection included questionnaire surveys to assess student perceptions and detailed analysis of student submissions to evaluate writing quality. This approach allowed for a comprehensive understanding of how ICT tools impact learning outcomes.

Results showed peer feedback effectively improved content and structure, boosting motivation. ChatGPT provided precise grammar corrections. Combining these tools enhanced writing quality and personalized learning, contributing to more inclusive and effective learning environments. This approach supports educational equity and efficiency, helping educators create tailored learning experiences for diverse students, which can lead to better academic outcomes.



PARALLEL SESSIONS

CHATBOT STORYTELLING FOR YOUTH MENTAL HEALTH USING PERMA MODEL AND SUPPORTIVE APPROACH

Joel Navarez

De La Salle University

Abstract

This study investigated the use of conversational storytelling through a chatbot to promote mental health resilience and well-being among youth, with a focus on PERMA model elements and supportive approaches. The primary objective is to identify effective counseling strategies that empower young individuals to manage their mental health. Data were collected through interviews with ten professionals, including counselors and clinical psychologists. Analysis revealed that conversational prompts based on the PERMA model—Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment—are pivotal in facilitating youth engagement and emotional expression. Specific findings show that prompting students to acknowledge achievements fosters positive emotions and enhances self-esteem. Encouraging students to explore their emotions deepens engagement and commitment to the storytelling process. Furthermore, establishing a safe environment through validation and active listening is essential in building trusting relationships that encourage open dialogue. These conversational strategies illustrate the potential of utilizing chatbot technology to create supportive spaces for youth, thereby reinforcing their emotional resilience. The study concludes with recommendations for implementing these conversational prompts within educational and therapeutic settings to effectively address mental health challenges among young individuals.

Biodata



Joel Navarez

Mr. Navarez has 18 years of experience in school counseling with university students. He is a University Counselor at De La Salle University and a former student affairs administrator and college faculty. His expertise includes mental health, school counseling, and counselor development.



PARALLEL SESSIONS

A QUALITATIVE ANALYSIS OF CRITICAL INCIDENTS EXPERIENCED BY PRE-SERVICE ENGLISH TEACHERS DURING TEACHING PRACTICUM

Taiga Eckford

Ryukoku University, Japan

Abstract

In Japan, the teaching practicum represents the first significant opportunity for pre-service teachers to engage in experiential learning in real educational settings. Typically conducted during the fourth year of undergraduate teacher education programs, the practicum lasts two to three weeks, depending on the type of teaching license being pursued. Despite the practicum being a pivotal experience for prospective teachers, little is known about the actual nature of the experiential learning that takes place during the practicum. This qualitative study aims to explore the quality of experiential learning during the teaching practicum by focusing on two pre-service English teachers (one male, one female). The primary data source comprises in-depth interviews, and the data were rigorously analyzed using the Grounded Theory Approach. The study reveals how participants subjectively interpreted their practicum experiences and engaged in intersubjective exploration with the researcher, particularly in relation to critical incidents. The findings illuminate how and why these incidents were perceived as “critical” by the participants. The study uncovers the complex cognitive acts—such as reflective thinking and decision-making—as well as a range of emotional responses that characterize the deeper structure of experiential learning among pre-service English teachers in Japanese educational contexts.

Keywords: teaching practicum; experiential learning; pre-service English teachers; Grounded Theory Approach; critical incidents

Biodata



Taiga Eckford

Taiga Eckford is a second-year graduate student of International Studies, Master's Degree Program, Department of Language and Communication, Ryukoku University, Kyoto, Japan. His research interests include language teacher cognition and emotion, language teacher education, and reflective practice.



PARALLEL SESSIONS

ARTIFICIAL INTELLIGENCE IN MEDICAL EDUCATION – A NEW FRAMEWORK FOR TRANSFORMING LEARNING, TEACHING, AND ASSESSMENT IN CLINICAL MEDICINE

M Jawad Hashim

UAE University - College of Medicine and Health Sciences

Abstract

The integration of artificial intelligence (AI) into medical education is revolutionizing the way healthcare professionals are trained, assessed, and prepared for the complexities of modern medicine. AI technologies, including machine learning, natural language processing, and data analytics, are being used to create adaptive learning platforms that cater to the individual needs of students. These platforms can analyze learners' performance in real-time (via virtual reality and intelligent teaching agents), providing tailored resources and feedback that promote deeper understanding and retention of medical knowledge. These rapid changes necessitate a new coherent framework.

A new framework for the integration of AI in medical education was developed: the AIME model. In this framework, there are 4 key domains: Personalized Learning, Adaptive Assessment, Enhanced Simulation, and Clinical Support. Each domain provides guidance and examples of how to integrate AI into medical education. Both undergraduate and graduate medical education are addressed. Ethical issues such as the use of AI by students during examinations and the redundancy of human faculty members are also discussed.

The new AIME Framework sets out guidelines and recommendations to enhance clinical reasoning, competency assessment, and overall educational outcomes in medical education using AI integration.

Biodata

M Jawad Hashim

Dr. M Jawad Hashim is a Professor of Medicine at UAE University, and a consultant physician. He completed residency training at the University of Rochester and was certified by the American Board of Family Medicine in 2002. He practiced clinical medicine, including inpatient, intensive care near Seattle, Washington for several years before transitioning to academic medicine. With over 100 articles, abstracts and textbooks, he is a well-recognized authority in clinical research and implementation science. Prof. Hashim has been acknowledged for his outstanding achievements with several distinguished awards and fellowships including the American Academy of Family Physicians, Distinguished Teaching Award, and the Chancellor's Award. He is a frequent presenter at international scientific conferences and a keynote speaker. He is the inventor of Trust Informed Consent, the Diabetes Score, LecturePlus, and the e-value for effect sizes. Prof. Hashim is among the top 2% of most cited scientists worldwide.



PARALLEL SESSIONS

BEYOND MOTIVATION: STUDENTS' PERCEPTION ON ETHICAL AND LEARNING-RELATED RISKS OF AI-DRIVEN GAMIFIED LANGUAGE LEARNING

Nguyen Thi Minh Thu

International School, Vietnam National University

Abstract

The use of artificial intelligence (AI) and gamification in language learning has received a lot of attention because it can help increase students' motivation. However, as these technologies are being used more widely in higher education, it is of great importance to look more closely at their ethical and educational impacts. Most current research focuses on the benefits, such as improved learning outcomes and motivation, but gives less attention to possible risks. To better understand how students perceive the emerging challenges, this study involved a survey of 212 undergraduate students at a public university in Hanoi. The quantitative data were analyzed using basic descriptive statistics to understand students' views on the ethical and learning-related risks of using AI-driven gamified language learning tools. The results show that while many students felt more motivated, others raised critical concerns. These included the worries about the accuracy and clarity in AI-generated feedback, data privacy, stress caused by competitive features like leaderboards, surface motivation and reduced social interaction. The findings highlight the need for ethical design, clear rules and oversight from institutions, and better digital literacy. This will help ensure that AI-based gamification supports language education rather than harming it.

Biodata



Nguyen Thi Minh Thu

Nguyen Thi Minh Thu is a lecturer at the International School, Vietnam National University.



PARALLEL SESSIONS

IDENTIFYING STRENGTHS AND WEAKNESSES OF AI-GENERATED BUSINESS LAW REPORTS FOR INTERNATIONAL BBA STUDENTS AT A UNIVERSITY IN JAPAN

Anthony Townley

Nagoya University of Commerce and Business

Abstract

This presentation reports on the comparative analysis of reports produced with AI writing tools and reports written by a cohort of international undergraduate students, who were enrolled in an Introduction to Business Law course within a Bachelor of Business Administration program at a university in Japan. The same prompt was used for the students and ChatGPT software to generate an argumentative essay about a business issue that requires legal reform. Discourse analysis was used to show differences in a number of linguistic features, including coherent argument development, semantic relations, intertextuality, style and identification. While AI writing tools can help identify research content and enhance writing quality, analysis shows that AI writing tools failed to produce high-quality reasoning across diverse business law topics. Students also used more nuanced linguistic choices to establish a better connection with the reader, which AI-generated content often lacks. Understanding these comparative differences can assist students about the benefits of combining AI writing tools with specific research-based knowledge to the writing process to produce more effective business reports.

Biodata



Anthony Townley

Anthony Townley has worked as a commercial lawyer in Sydney and as an academic in a variety of teaching and administrative roles in Australia, Turkey, and Japan. His special teaching area is legal and business writing, and he is currently researching about diversity education in Japan as a Professor at Nagoya University of Commerce and Business.



PARALLEL SESSIONS

PSYCHOLOGICAL FACTORS AFFECTING ENGLISH PRESENTATION SKILLS: PROBLEMS AND SOLUTIONS

Phan Thi Ngoc Le

VNU University of Languages and International Studies, Vietnam National University, Hanoi

Abstract

In higher education, presentation is a skill that students must master and perform in most subjects. Among the many different factors that affect the success of a presentation, psychological factors are said to have the greatest influence, especially when learners have to present in English. Therefore, this study was conducted to learn about problems and solutions related to psychological factors that students often encounter when making English presentations. With a combination of quantitative and qualitative research methods on 80 students at Vietnam National University, research results show that students are mainly affected by their own shyness and lack of confidence when presenting in front of the class. Regarding the methods students often use to overcome the above mentioned psychological barriers, the most common is to prepare carefully and practice presentations regularly. Through this study, teachers should be aware of students' presentation difficulties and use different teaching strategies to limit students' psychological problems when participating in class, thereby can help students achieve the best results in their studies.

Biodata

Phan Thi Ngoc Le

Dr. Phan Thị Ngọc Lê is currently an English lecturer at VNU University of Languages and International Studies, Vietnam National University, Hanoi. Her research interests include English Linguistics, World Englishes, L1 transfer to L2, Language and Technology, English for Specific Purposes, Presentation Skills, and Teaching Methodology.



PARALLEL SESSIONS

EXPLORING THE ROLE OF SUPPORT SYSTEM IN INTERNATIONAL TEACHING PRACTICUM: INDONESIAN PRE-SERVICE ENGLISH TEACHER'S NARRATIVE

Auliyatunnisa, Willy Prasetya
Universitas Islam Indonesia

Abstract

As an instrumental part of international teaching practicum (ITP), support system is a network of individuals and resources that provides emotional, appraisal, informational, and instrumental assistance to a pre-service teacher (PST) in overcoming stress, achieving goals, and enhancing emotional well-being. While ITP is considered essential for PSTs' professional and personal development, the role of support system in this context is still underresearched. To address this gap, the present study aims to explore the role of support systems in ITP from the point of view of an Indonesian English pre-service teacher by employing the self-narrative method. The primary data were collected from a self-diary journal written during an ITP in Thailand and triangulated using data from stimulated recall interviews and participant reflection written using a narrative frame. The findings of this study offer valuable insights into how support system can mitigate the challenges of teaching in an international environment and enhance the overall experience of PSTs. The implications of these findings will contribute to the development of more effective support system in future ITP programs.

Keywords: international teaching practicum, support system, pre-service teacher, English language teacher, teacher professional development

Biodata

Auliyatunnisa

Auliyatunnisa, an undergraduate student at Universitas Islam Indonesia, majoring in English Language Education, with multiple teaching practice experiences abroad and actively involved in international mobility programs. Her research primarily focuses on the role of support systems in international teaching practicum (ITP), particularly from the perspective of Indonesian pre-service teachers.

Willy Prasetya

Willy Prasetya, S.Pd., M.A

An Indonesian EFL Teacher, English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences, Universitas Islam Indonesia, Yogyakarta, Indonesia



PARALLEL SESSIONS

IMPLEMENTING CONVERSATIONAL AI FOR ENHANCED ORAL PROFICIENCY: A STUDY WITH FIRST-YEAR ENGLISH MAJORS IN VIETNAM

Le Ha Cam Tien

Foreign Language Department, Quy Nhon University

Abstract

The improvement of conversational AI chatbots has now provided new avenues for language learners to really improve oral skill outside of customary classroom settings. However, despite the growing technical capabilities in natural language processing (NLP), there still remain meaningful research gaps regarding the practical effectiveness of these tools in authentic conversational practice. In particular, this concerns their effect on learners' speaking anxiety and motivation. Dealing with these gaps, this specific study investigates the effectiveness of conversational AI chatbots among certain first-year English majors at Quy Nhon University, Vietnam. Using a mixed-method research approach, data were collected through several oral skill assessments, many learner interaction logs with chatbots, questionnaires, and detailed semi-structured interviews. Certain quantitative analyses were conducted in order to measure particular improvements in fluency, pronunciation accuracy, and conversational confidence, while multiple qualitative analyses examined learner views related to motivation, anxiety reduction, and overall engagement. Initial findings indicate that chatbot-mediated conversational practice clearly improves students' oral skill, diminishes speaking anxiety, and elevates learner motivation. A key highlight for the study is also the identification of even more important chatbot features that do considerably ease very authentic, truly engaging, and also effective conversational practice. These understandings offer up valuable recommendations for integrating AI-based conversational tools effectively into language curricula.

Biodata



Le Ha Cam Tien

From 2022, Ms. Le Ha Cam Tien serves as an English lecturer at Quy Nhon University. She obtained a Bachelor of Arts in English Language Teaching and a Master of Arts in English Language from the same institution, Quy Nhon University. Her responsibilities encompass teaching the blended EAP and EOP program designed for students majoring in English. Her professional interests lie in areas such as material development, the integration of ICT in education, English for Occupational Purposes (EOP), and blended learning methodologies.

Email: lehacamtien@qnu.edu.vn or hatienqnu@gmail.com



PARALLEL SESSIONS

INTEGRATING AI IN ENGLISH EDUCATION: PSYCHOLOGICAL IMPACTS AND THE EVOLVING ROLE OF TEACHERS

Takako Inada

Japan University of Health Sciences

Abstract

As AI evolves, there will come a time when teachers will teach AI ethics to their students and students will take classes that are aligned with the evolution of AI. In particular, it will be essential to integrate AI into English language teaching and learning to reduce foreign language class anxiety (FLCA) and increase learning effectiveness. While previous studies have focused on the impact of psychological factors such as motivation and growth mindset on academic achievement, why AI-infused English language education is necessary to reduce FLCA and how the role of teachers should change have not yet been fully explored. In this study, a linear multiple regression analysis was conducted with 45 first-year college students with six psychological dimensions-FLCA, foreign language classroom enjoyment, motivation, confidence, autonomy, and growth mindset-as independent variables (measured on a 5-point Likert scale) and grades as dependent variables. Of the predictor variables, FLCA was shown to have a significant negative impact on grades, with higher levels of FLCA leading to lower academic performance. The use of AI enables efficient learning and also creates an environment where mistakes are not feared, which may lead to psychological safety and promote lower FLCA. Practical implications for teachers are proposed.

Biodata

Takako Inada

Takako Inada is a professor at Japan University of Health Sciences in Japan. She once got a perfect score on TOEIC. She received her M.A. from Teachers College, Columbia University in USA and Ph.D. from Birkbeck College, University of London in UK. Her research interests include second language acquisition, psycholinguistics, and sociolinguistics.



PARALLEL SESSIONS

TRANSFORMING ENGLISH LANGUAGE TEACHING THROUGH ARTIFICIAL INTELLIGENCE: A SAMR MODEL ANALYSIS

Le Duc-Hanh, Pham Vu Phi Ho, Hoang Ngoc Tue

School of Languages and Tourism, Hanoi University of Industry
Industrial University of HCM City

Abstract

This study explores how Artificial Intelligence (AI) is influencing and transforming the roles of English language teachers, using the SAMR model (Substitution, Augmentation, Modification, Redefinition) by Puentedura (2015) as the theoretical framework. A mixed-methods approach was adopted, involving a survey of 60 English language teachers from four universities in Hanoi and in-depth interviews with six selected participants. The survey examined the frequency and nature of AI integration into English teaching activities across the SAMR levels, while the interviews offered more comprehensive perspectives on teachers' perceptions, experiences, and their role transformation. Findings indicate that most teachers primarily use AI at the Substitution and Augmentation levels for efficiency and task support. However, emerging practices at the modification and redefinition levels suggest a shift toward more innovative, learner-centered approaches. Participants expressed both enthusiasm and concerns about AI's growing role in education, suggesting that teachers require targeted training and ethical guidance. The study underscores the evolving identity of teachers in AI-supported classrooms.

Keywords: Artificial Intelligence, SAMR model, AI-supported classrooms

Biodata



Le Duc-Hanh

Ms. Le Duc Hanh, secretary of the ICTE 2025, has worked as an English lecturer at the School of Languages and Tourism, Hanoi University of Industry, Vietnam, for over ten years. She has taken responsibility for designing and teaching English for Occupational Purposes and English for Academic Purposes blended programs in the blended learning project at her university. Her areas of professional interest include ICT in education, blended learning, and English as a medium of instruction. She can be reached at leduchanh_knn@hau.edu.vn.



Hoang Ngoc Tue

Dr Tue Hoang is the President of the School of Languages and Tourism at Hanoi University of Industry, Vietnam. He has been working as an English teacher and an educational administrator at the university for more than 20 years now. He has conducted many studies and projects to improve the quality of English language education at the tertiary level. He received his Doctor of Education degree from Queensland University of Technology, Australia, in 2015. His research interests include ICT in education, blended learning, English for Occupational Purposes, English as a Medium of Instruction, and Teacher Professional.



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Pham Vu Phi Ho

Assoc. Prof. Pham Vu Phi Ho, Ph.D., Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam, used to be a Vice-President of Ba Ria – Vung Tau University and Vice-President at Van Hien University, Vietnam. Pham has published more than 70 research articles in both local and International Journals, such as Computer-Assisted language Learning, SAGE Open, System, and Journal of Psycholinguist Research (20 Scopus/14 ISI), and 10 books and course-books, 2 Edited Books (Springer and IGI Global), of which 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. 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 for the Suranaree Journal of Social Science (Scopus Q3), a managing editor of CALL-EJ (Scopus Q1), and a peer reviewer for some international Journals indexed in ISI/Scopus such as Computer Assisted Language Learning, Open Sage... (Scopus), (ISI), (Google Scholar).



PARALLEL SESSIONS

STUDENT ENGAGEMENT IN EOP BLENDED LEARNING COURSES: INSIGHTS FROM A VIETNAMESE UNIVERSITY

**Tran Thi Duyen, Tran Thi Tuyet Trinh, Hoang Ngoc Tue,
Hoang Thi Huong Giang**
Hanoi University of Industry

Abstract

Understanding student engagement in blended learning environments is crucial, as it significantly influences learning outcomes and learner autonomy. Although blended learning is increasingly adopted in higher education, empirical research on student engagement in such hybrid contexts remains limited. This study examines student participation in English for Occupational Purposes (EOP) blended courses at a Vietnamese university, with a particular focus on cognitive and emotional dimensions of engagement. Employing a mixed-methods design, data were collected through self-reported surveys and semi-structured interviews. The survey was completed by 806 students across nine professional disciplines: Mechanical Technology, Automotive Technology, Electrical and Electronic Technology, Information Technology, Business Management, Accounting, Garment Technology and Fashion Design, Chemical Technology, and Tourism. To further investigate the survey findings, interviews were conducted with 20 students representing a range of disciplines and academic cohorts. The results reveal notable differences in student engagement between the face-to-face and online components of the blended model, with significant variation linked to students' disciplinary backgrounds and prior tertiary learning experiences. The interviews also identified key factors contributing to these differences. These findings provide valuable insights for informing the design and implementation of blended language learning environments, with the goal of enhancing student engagement and improving learning outcomes in higher education.

Biodata

Tran Thi Duyen

Dr. Tran Thi Duyen is the Director of Testing and Assessment Centre at Hanoi University of Industry. She has many years of experience working as an English language teacher and language curriculum developer. She has been actively involved in developing English for Occupational Purposes curricula at her university. She received her PhD degree from Queensland University of Technology, Australia in 2015. Her research areas include language teaching and assessment, the employment of ICT in language assessment, and English for Occupational Purposes.

Contact:

Hanoi University of Industry

Tel: +84 989.203.616

Email: tranthiduyen@hau

tranthiduyenhau@gmail.com



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Tran Thi Tuuyet Trinh

Ms. Tran Thi Tuyet Trinh has been a dedicated educator at the Faculty of English Language, Hanoi University of Industry, for nearly a decade. She graduated with distinction in English Language Teacher Education from the University of Languages and International Studies, Vietnam National University. She also holds a Master's degree in English Linguistics from Hanoi University of Industry. Ms. Trinh's professional interests encompass English for Specific Purposes, curriculum design, material development, the application of ICT in education, and testing and assessment. She has been involved in a project focused on the development of an English for Occupational Purposes (EOP) curriculum at her university.

Contact Information:

Institution: Hanoi University of Industry, Hanoi, Vietnam

Phone: +84 375922678

Email: trinhttt@hau.edu.vn

Hoang Ngoc Tue

Dr Tue Hoang is the President of the School of Languages and Tourism at Hanoi University of Industry, Vietnam. He has been working as an English teacher and an educational administrator at the university for more than 20 years now. He has conducted many studies and projects to improve the quality of English language education at the tertiary level. He received his Doctor of Education degree from Queensland University of Technology, Australia, in 2015. His research interests include ICT in education, blended learning, English for Occupational Purposes, English as a Medium of Instruction, and Teacher Professional.

Hoang Thi Huong Giang

Ms. Hoang Thi Huong Giang has been teaching at Hanoi University of Industry for 14 years. She completed MA program in English Language Teaching Methodology at University of Languages and International Studies - Vietnam National University. Her areas of professional interests are designing curriculum, English course books for Occupational Purposes in blended learning environment, and teaching Methodology. Currently, she is undertaking a project on EOP Curriculum.



PARALLEL SESSIONS

COMPARING THE TRANSLATION OF MEDICAL FACTSHEETS: NAATI-ACCREDITED TRANSLATORS VS. ARTIFICIAL INTELLIGENCE IN AUSTRALIA

Pham Phu Quynh Na

Multicultural Health Communication Services

Abstract

This study explores the use of Artificial Intelligence (AI) in translating healthcare documents in Australia, particularly those intended for government agency websites, where concerns about the accuracy of machine translations without a second checker persist.

The research compares the translation quality of five healthcare factsheets from English to Vietnamese, focusing on topics relevant to the Australian context. Translations by NAATI-accredited human translators are compared to those generated by AI, with the AI translations produced from the original English documents into Vietnamese. A detailed manual comparison of these translations highlights key differences.

The study investigates whether significant disparities exist between the two methods and assesses the value of accredited translators in this process. While the research does not seek to argue whether AI should replace NAATI-accredited translators, it explores how AI can assist in accelerating and enhancing their work. The findings suggest the potential for secondary translators or checkers, especially for specific types of medical content, and propose guidelines for integrating AI into healthcare translation practices effectively.

Biodata



Pham Phu Quynh Na

Dr Na Pham holds a Doctorate in Philosophy (Education) from the University of Western Sydney, a Master of Arts in TESOL from the National University of Singapore, and a Bachelor of Arts from Vietnam National University. Additionally, she is a NAATI Accredited Translator in English-Vietnamese and holds certificates in Project Management, Business Communication and Report Writing, ESL Training, and Certificate IV in Assessment and Training. She is also accredited as an EAR (Educational Activity Representative) by RACGP [The Royal Australian College of General Practitioners].

Dr Na Pham has received several prizes and scholarships, including the ASEAN Postgraduate Scholarship at the National University of Singapore (1999), the International Postgraduate Research Scholarship at the University of Western Sydney (2001), the Summer Research Award at the University of Western Sydney in collaboration with Ethnic Communities Councils of NSW (2005), and the Traveling Award.



PARALLEL SESSIONS

BEYOND THE HYPE: UNPACKING THE COMPLEXITIES OF AI ACCEPTANCE AND OBJECTION AMONG EFL ENGINEERING STUDENTS

**Nguyen Thuy Nga, Le Thi Thu Huong, Tran Thi Kim Hue,
Duong Thi Kim Hue, Bui Thi Hoang Ha**
Hanoi University of Industry

Abstract

As Artificial Intelligence (AI) becomes more prevalent in language education, understanding students' attitudes toward its use is essential. This study investigates the key factors influencing EFL engineering students' responses to AI integration in English language learning. Data were collected through an online survey of 469 EFL engineering students and the hypotheses were tested using Partial Least Squares Structural Equation Modeling (PLS-SEM). The research model consisted of primary and secondary appraisals, along with acceptance and resistance outcomes. The findings revealed that Novelty Value (NV), Perceived Humanness (PH), Effort Expectancy (EE), and Performance Expectancy (PE) strongly impact on students' Cognitive Attitude (CA) and Affective Attitude (AA), which lead to their acceptance and rejection of AI tools. The total of these variables corresponded to 61.3% of AI acceptance and 13.7% of AI objection. The results confirm that the proposed model is effective for explaining students' varied responses to AI integration in English language education.

Keywords: AI acceptance, EFL learning, primary appraisal, secondary appraisal, AIDUA model

Biodata

Nguyen Thuy Nga

Nga Thuy Nguyen is an Associate Professor and Dean of the School of Languages and Tourism – Hanoi University of Industry, Vietnam. She gained her PhD from the University of Queensland, Australia. Her research interests include second language acquisition, hybrid learning, educational assessment, and educational technology.

Email: thuynga.nguyen11@gmail.com; nguyenthuynga@hau.edu.vn

Le Thi Thu Huong

Le Thi Thu Huong is a lecturer at the Faculty of English Language, School of Languages and Tourism, Hanoi University of Industry, Vietnam. With over 20 years of experience, she specializes in teaching English to adult learners and developing EOP curricula in business, tourism, and hospitality. She obtained her Master's degree in English Language Teaching from the University of Languages and International Studies, Vietnam National University. Her research interests include English teaching methodology, English for Occupational Purposes (EOP), curriculum design and educational technology especially the integration of Artificial Intelligence (AI) in English language teaching.

Email: lethithuhuong@hau.edu.vn; huongltht.hau@gmail.com



International Conference of TESOL & Education 2025

Tran Thi Kim Hue

Hue Thi Kim Tran has been working as a lecturer at the School of Languages and Tourism, Hanoi University of Industry, Vietnam since 2007. She works in Faculty of English Language and teaches English to students majoring in Tourism and Hospitality. She earned her master's degree in English from Hanoi University in 2011. Her professional interests include developing EOP materials, designing EOP test specifications, and applying educational technology.

Email: trankimhue666@gmail.com; tranthikimhue@hau.edu.vn

Duong Thi Kim Hue

Duong Thi Kim Hue is a lecturer at Faculty of English Language, School of Languages and Tourism, Hanoi University of Industry, Vietnam. She fulfilled the requirements of Victoria University and admitted to the Master of Teaching English to Speakers of Other Languages in 2015. She has been teaching English to non-English students for 12 years. She is keen on the application of technology in language education. Her current areas of interest include the integration of artificial intelligence in English language teaching, particularly in AI-assisted personalized learning and automated feedback on student writing and speaking performance.

Email: duongthikimhue@hau.edu.vn; mrshue.hau@gmail.com

Bui Thi Hoang Ha

Bui Thi Hoang Ha is an experienced English lecturer at the School of Languages and Tourism, Hanoi University of Industry, Vietnam. She holds a Bachelor's degree in Business English and a Master's degree in English Linguistics. Her research interests include language assessment and evaluation, curriculum design, second language acquisition, and AI-assisted language teaching.

Email: habth@hau.edu.vn; hoangha.a3ftu@gmail.com



PARALLEL SESSIONS

PROPOSING AN AI-POWERED FRAMEWORK FOR INTERPRETER TRAINING AT VIETNAMESE UNIVERSITIES

Pham Phu Quynh Na

HUTECH University

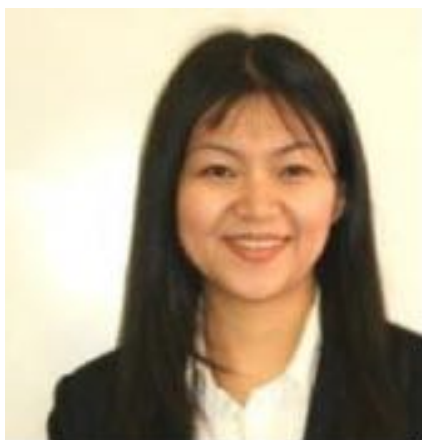
Abstract

In recent years, artificial intelligence (AI) has shown significant potential in transforming language education, particularly in specialized fields such as interpreting. This proposal introduces a new teaching framework for interpreter training at Vietnamese universities, using AI-powered tools to generate transcripts and dialogues. The aim is to enhance the learning experience by offering students customizable content that supports the development of real-time interpreting skills. The proposed framework combines AI-driven transcription technology with dialogue generation tools to create a flexible method for interpreter training. In this model, AI tools would be used to transcribe spoken language from various audio sources (such as news reports, interviews, or speeches) and generate context-rich dialogues based on specific themes or situations. These AI-generated materials would serve as the foundation for classroom activities, such as consecutive and simultaneous interpreting practice, comprehension exercises, and vocabulary expansion.

Key components of the framework include:

AI Transcription Tools: Automatically converting spoken language into accurate written text, enabling students to practice interpreting by comparing their own transcriptions with AI-generated ones. This supports error analysis and promotes a deeper understanding of the nuances of the source language. **AI Dialogue Generation:** Creating simulated dialogues that mimic real-world interactions. These dialogues can be tailored to match the students' proficiency levels, specific cultural contexts, or the type of interpreting (e.g., business, medical, or legal interpreting). **Self-Paced Learning and Feedback:** Students can interact with AI tools outside of class hours, providing a self-directed learning experience. AI-powered platforms can also offer immediate feedback on students' performance, identifying areas of improvement in both comprehension and delivery.

Biodata



Pham Phu Quynh Na

Dr Na Pham holds a Doctorate in Philosophy (Education) from the University of Western Sydney, a Master of Arts in TESOL from the National University of Singapore, and a Bachelor of Arts from Vietnam National University. Additionally, she is a NAATI Accredited Translator in English-Vietnamese and holds certificates in Project Management, Business Communication and Report Writing, ESL Training, and Certificate IV in Assessment and Training. She is also accredited as an EAR (Educational Activity Representative) by RACGP [The Royal Australian College of General Practitioners].

Dr Na Pham has received several prizes and scholarships, including the ASEAN Postgraduate Scholarship at the National University of Singapore (1999), the International Postgraduate Research Scholarship at the University of Western Sydney (2001), the Summer Research Award at the University of Western Sydney in collaboration with Ethnic Communities Councils of NSW (2005), and the Traveling Award.



PARALLEL SESSIONS

TRUST AS A KEY FACTOR IN THE ADOPTION OF AI-POWERED EDUCATIONAL TECHNOLOGY: EVALUATING STUDENT PERCEPTIONS AT TWO VIETNAMESE UNIVERSITIES

**Trinh Tran, Mai Van Ket, Pham Thi Hong,
Nguyen Ngoc Quynh, Nguyen Phuong Thao**
Hanoi University of Industry

Abstract

Trust is increasingly recognized as a key factor influencing the adoption of AI-powered educational technologies (AI-EdTech) in higher education. This study aims to examine undergraduate students' perceptions of trust and its role in the adoption of AI-EdTech at two Vietnamese universities. A validated questionnaire measuring perceived usefulness, perceived obstacles, perceived readiness, and perceived trust is adapted for the local context and administered to undergraduate students across multiple disciplines. The research explores the relationships between trust, readiness, and perceived usefulness, as well as the potential barriers that may hinder AI-EdTech adoption. By identifying key factors that shape students' attitudes, this study seeks to provide insights for educators, technology developers, and policymakers to support the responsible and effective integration of AI technologies in educational settings.

Biodata

Trinh Tran

Tran Thi Tuyet Trinh has been a dedicated educator at the Faculty of English Language, Hanoi University of Industry, for nearly a decade. She graduated with distinction in English Language Teacher Education from the University of Languages and International Studies, Vietnam National University, and holds a master's degree in English Linguistics from Hanoi University of Industry. Her professional interests include English for Specific Purposes (ESP), curriculum design, material development, the application of ICT in education, and testing and assessment.

Mai Van Ket

Dr. Mai Van Ket is a lecturer and researcher at the School of Languages and Tourism, Hanoi University of Industry (HaUI). He holds a PhD in Applied Linguistics and has over 15 years of experience in English language teaching, teacher training, and curriculum design. His research focuses on educational discourse, microlearning, and the integration of AI in EFL pedagogy. Dr. Ket is the founder of the Microactive Learning Taxonomy, a tool currently being piloted in secondary and tertiary education settings in Vietnam and at his language centre system of IE&Co where he is also CEO, an educational consultancy focused on innovation in language education. He has delivered workshops and keynote talks at both national and international conferences, contributing to ongoing discussions about future-ready teaching in applied linguistics and TESOL.



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Pham Thi Hong

Pham Thi Hong is an English lecturer at Hanoi University of Industry and a current MA student in TESOL at Ulster University, supported by a British Council Vietnam–Ulster University Scholarship. She holds a bachelor's degree in English from the University of Languages and International Studies and a master's degree in English Linguistics from Hanoi University of Industry. Hong is committed to innovative teaching practices, with a strong emphasis on community-engaged pedagogies that connect real-world issues to classroom learning. Her research interests include English language teaching methodology, fostering learner autonomy, and the integration of technology in education.

Nguyen Ngoc Quynh

Nguyen Ngoc Quynh is a lecturer at Thang Long University, Vietnam. She earned her BA in English Language Teacher Education from the University of Languages and International Studies (ULIS) and her MA in TESOL from Victoria University of Wellington, New Zealand. Her professional interests focus on teacher training, digital language learning and teaching, and contrastive linguistics. With experience in designing and delivering professional development programs, she is passionate about empowering educators to integrate technology effectively into language teaching and to apply contrastive linguistic insights in the classroom.

Nguyen Phuong Thao

Nguyen Phuong Thao is a lecturer at Thang Long University, Vietnam. She holds a BA in Business English from the National Economic University and an MA in TESOL and FLT from the University of Canberra, Australia. Her research and teaching interests focus on language acquisition, cross-cultural communication, and innovative teaching methods. She is dedicated to fostering student-centered learning environments, advancing teaching practices in higher education and bridging linguistic theory with practical classroom applications.



PARALLEL SESSIONS

TEACHERS' PERCEPTIONS OF ETHICAL ISSUES IN AI-ASSISTED LANGUAGE TEACHING: A COMPARATIVE STUDY OF CHATGPT, GRAMMARLY, ELSA SPEAK

La Hoai Thu

Abstract

As artificial intelligence (AI) tools become increasingly integrated into English language teaching (ELT), ethical concerns surrounding their use have garnered growing attention. Tools such as ChatGPT, Grammarly, and ELSA Speak are widely adopted to support learners in writing, speaking, and idea generation; however, their use also raises issues related to academic integrity, data privacy, pedagogical transparency, and teacher autonomy. This study investigates English language teachers' perceptions of the ethical implications associated with AI-assisted language teaching, focusing on a comparative analysis of the three popular tools. Employing a mixed-methods design, data were gathered through questionnaires and semi-structured interviews with teachers who had experience using at least two of the aforementioned tools in their practice.

The findings reveal that while teachers recognize the pedagogical benefits of AI—such as increased learner autonomy, improved feedback immediacy, and personalized pronunciation support—they also express concerns about overreliance on AI, reduced critical thinking, and student misuse, particularly in writing tasks. ChatGPT was viewed as the most ethically contentious due to its potential to facilitate plagiarism and hinder original thought. Grammarly was generally seen as supportive but raised questions about overcorrection and authorial voice. ELSA Speak, while praised for its targeted pronunciation training, prompted concerns over data handling and the limited contextual nuance in feedback.

The study underscores the need for clear ethical guidelines, professional development, and transparent policies to support teachers in making informed decisions about AI integration. It also calls for a more critical, reflective approach to AI use in language education to ensure it enhances rather than undermines learning and integrity.

Keywords: AI-assisted language teaching, teacher perceptions, ethical issues



PARALLEL SESSIONS

IMPROVING CEFR-ALIGNED READABILITY OF READING TEXTS FOR L2 ASSESSMENT WITH CHATGPT

Luong Hue Phuong, Pham Hoang Dan

Hanoi University of Industry

Abstract

The study investigates the effectiveness of ChatGPT 4o in adapting reading texts for English as a Foreign Language (EFL) learners. The research is motivated by the need for improving existing reading materials to an expected outcome for teachers, L2 students, and test developers. Ten reading passages, intended for reading comprehension assessment, were first analyzed, improved in pre-trained Chat GPT 4o, then reanalyzed using a multi-faceted approach. The study employed three established L2 readability metrics: CVLA3 CEFR-based Vocabulary Text Analyzer, L2 Syntactic Complexity Analyzer, and Coh-Metrix, in addition to the Flesch-Kincaid Grade Level as a general measure. Besides, expert analysis was used to validate the accurate retainment of ideas in the revised texts. The findings indicate that ChatGPT 4o can successfully rephrase reading passages into language appropriate for the targeted CEFR level, providing a powerful tool for text adaptation in EFL learning contexts.

Biodata



Luong Hue Phuong

Phuong Luong is an English language lecturer and researcher at Hanoi University of Industry. She designs language programs that address the needs of vocational students and actively explores blended learning strategies. Her research focuses on integrating ICT into language education to enhance student engagement, promote autonomy, and improve learning outcomes in technology-enhanced English teaching and learning environments.



Pham Hoang Dan

Ms. Dan Pham Hoang is a lecturer at School of Languages and Tourism, Hanoi University of Industry, who mainly works with EFL students in improving their language proficiency. Her main research interests are instructional communication, material development, and CALL.



PARALLEL SESSIONS

FROM STRUCTURED TO UNSTRUCTURED: ROLES OF AI IN TRANSFORMING ENGLISH LANGUAGE TEACHING MODES

Mai Van Ket

Hanoi University of Industry

Abstract

This study explores how artificial intelligence—particularly large language models such as ChatGPT—is transforming English language teaching (ELT) across a continuum of pedagogical modes, from highly structured to unstructured approaches. Building upon nine established methods (e.g., Grammar-Translation, Audio-Lingual, PPP, Task-Based Learning, CLIL, PBL, Dogme ELT, Learner Autonomy, and Incidental Learning), the research examines how AI tools can enhance, extend, or redefine traditional classroom practices. Specifically, it identifies how AI supports personalized feedback, real-time conversational practice, task simulation, content generation, and learner agency. Through an analytical mapping framework, this paper proposes a continuum model illustrating the integration of AI across varying levels of instructional control and learner independence. The study also draws on classroom-based observations and mini case studies to highlight practical uses of ChatGPT in both teacher-led and student-directed learning contexts. In doing so, it bridges the current gap between theoretical ELT paradigms and emerging AI-mediated teaching strategies. The paper concludes by discussing implications for teacher training, curriculum design, and AI literacy in educational contexts—particularly in developing countries. It aims to inform a future-ready pedagogy that leverages AI not as a replacement, but as a catalyst for pedagogical innovation in language education.

Biodata

Mai Van Ket

Dr. Mai Van Ket is a lecturer at the Faculty of Foreign Languages and Tourism, Hanoi University of Industry, Vietnam. He teaches English language skills and research methods. His research interests include AI in ELT, learner autonomy, and qualitative inquiry in applied linguistics, especially diary and interview-based studies.



PARALLEL SESSIONS

STUDENTS' PERSPECTIVES AND PRACTICES OF USING CHATGPT FOR SELF-REGULATION IN AN INTERPRETING COURSE IN VIETNAMESE HIGHER EDUCATION

Le Mai Van, Nguyen Thi Minh Thao

Hanoi University of Industry

Abstract

Recent advancements in artificial intelligence have increasingly been harnessed to support students' self-regulated learning (SRL) within digital educational contexts. This research explores Vietnamese students' perspectives and practices concerning the use of ChatGPT for SRL in interpreting. Drawing on Zimmerman's Cyclical Model of SRL, the study examines how students interact with ChatGPT across the phases of forethought, performance, and self-reflection. A mixed-methods design was employed, combining survey questionnaires (n=178), focus-group interviews (n=24), and guided reflections to capture a comprehensive view of student experiences. Findings indicate that students perceive ChatGPT as a beneficial tool for online interpreting practices, primarily due to its flexibility, accessibility, and ability to deliver immediate language assessment and scores. However, its effectiveness varies due to students' proficiency levels and readiness to utilize the tool. Additionally, cultural nuances in interpreting performances are recorded as ChatGPT's hinderance in the evaluation process. These results highlight the significance of digital literacy and metacognitive awareness in leveraging ChatGPT and suggest the need for pedagogical support in integrating this AI tool into SRL environments.

Biodata



Le Mai Van

Ms. Le Mai Van has dedicated 23 years working as a full-time English teacher at Hanoi University of Industry (HAUI). She earned her PhD in English Language Teaching Methodology from Western Sydney University, Australia, in 2022. Since July 2022, she has held the position of Vice Director at the Center of Quality Assurance, Testing, and Assessment of School of Languages and Tourism in HaUI. She has remarkable expertise in teaching EOP blended programs for English and non-English majors, curriculum development and professional development. Her research interests include ELT methodology, translation, language testing and assessment. She can be contacted at vanlm@haui.edu.vn.



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Nguyen Thi Minh Thao

Thao Nguyen is the lecturer at School of Languages and Tourism, Hanoi University of Industry, Vietnam. She has nearly 20 years of experience teaching interpreting, translation; and Business English. She also works as a freelance interpreter. Her research interest includes interpreting and translation, English language teaching techniques. She can be reached at thaontm@hau.edu.vn.



PARALLEL SESSIONS

FROM FEAR TO ACTION: VIETNAMESE ENGLISH TEACHERS' JOURNEY TOWARD AI ADOPTION IN EDUCATION

Tam Thi Minh Dang, Anh Le Viet

Hanoi University of Industry

Abstract

This mixed-methods study explores Vietnamese English lecturers' perceptions, emotional responses, and behaviours toward artificial intelligence (AI) in teaching and assessment, drawing on quantitative survey data ($n = 102$) and qualitative interviews ($n = 9$). Guided by Integrated Threat Theory (ITT), the research examines the roles of perceived threats, intergroup anxiety, self-efficacy, and institutional support in shaping AI avoidance behaviour. Quantitative results indicate that intergroup anxiety is the strongest predictor of avoidance, while institutional support acts as a significant protective factor. Unexpectedly, higher self-efficacy was associated with greater avoidance, suggesting that confident teachers may consciously reject AI when it conflicts with pedagogical or ethical values. Qualitative findings reveal that symbolic threats, particularly concerns over creativity loss, diminished autonomy, and erosion of teaching values, carry greater weight than realistic threats such as job displacement. Participants also expressed ethical concerns and highlighted policy gaps, emphasising the need for institutional guidelines and ethical literacy training. Despite anxieties, most lecturers adopted a cautiously optimistic stance, intending to continue AI use while avoiding over-reliance. The study concludes that AI adoption in education is not solely a technical transition but a socio-emotional and ethical negotiation, requiring strategies that build emotional readiness, reinforce pedagogical agency, and foster collaborative teacher–student engagement with AI.

Keywords: artificial intelligence in education, Integrated Threat Theory, teacher perceptions, AI avoidance, higher education, Vietnam, mixed-methods research

Biodata



Tam Thi Minh Dang

Dr Tam Thi Minh Dang is Vice Dean of the Faculty of English Language at Hanoi University of Industry, Vietnam. She has over 25 years of teaching experience. Her research interests include teaching pedagogies, language and culture, curriculum development, English as a Medium of Instruction (EMI) and AI in education.



Anh Le Viet

Dr Anh Le Viet is a lecturer at the School of Languages and Tourism, Hanoi University of Industry, Vietnam. She has extensive experience in teaching and research. Her research interests include consumer behaviour, tourist behaviour, educational technology.



PARALLEL SESSIONS

EXAMINING TEACHER AND STUDENT PERSPECTIVES ON THE THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) COURSES

Tran Minh Trang, Bui Khanh Linh

Hanoi University of Industry

Abstract

Artificial intelligence (AI) is being integrated into language education at a rapid rate, hence changing EMI practices worldwide. This study aims to investigate teachers' and students' perspectives on the role of AI in EMI classrooms in Vietnam, focusing on anticipated benefits, perceived challenges, and emerging ethical concerns. Using a mixed-methods approach, the study will gather data via surveys and semi-structured interviews with EMI teachers and undergraduate students from several disciplines at a Vietnamese university. The study aims to investigate how AI tools are seen to assist learning and teaching in EMI courses and to find any variations in expectations across teachers and students. Findings from the project are meant to guide more efficient, ethical, and inclusive incorporation of AI technology in EMI education. The results will contribute to continuous discussion on how artificial intelligence might influence learners and lecturers in various higher education contexts.

Keywords: ethical issues, language education, teacher views, student views, AI in EMI

Biodata



Tran Minh Trang

Minh Trang Tran is currently a lecturer at School of Languages and Tourism, – Hanoi University of Industry. She holds MA in Theory and Methodology of English Language Teaching – Hanoi National University of Education. She teaches English for non-English Majors. Her research interests include ICT in education, English Medium Instruction (EMI), English for Occupational Purposes and Teacher Professional Development.



Bui Khanh Linh

Linh Bui Khanh is currently a lecturer at Faculty of English Language, School of Languages and Tourism, Hanoi University of Industry, Vietnam. She has been teaching English for adult learners for more than 3 years now. She has actively engaged in designing and developing EMI curriculum and materials. She received her MA degree in Finance, Thuongmai University. Her research interests include English teaching methodology, English for Occupational Purposes and curriculum design and development.



PARALLEL SESSIONS

EXPLORING AI'S IMPACT ON JOB OPPORTUNITIES FOR ENGLISH MAJORED STUDENTS FROM FINAL YEAR STUDENTS' PERSPECTIVES

**Nguyen Thi Huong, Nguyen Nhu Quynh, Le Bao Ngoc,
Nguyen Thi Minh Thanh, Doan Thi Yen Vi**
Hanoi University of Industry

Abstract

The rapid advancement of artificial intelligence (AI) is re-shaping various industries, including the language field. This study aims to explore how AI is influencing the career prospects of final-year English language majors at Hanoi University of Industry. By employing a mixed-methods approach, the study was conducted at Hanoi University of Industry with the participation of 101 final-year English language students through a questionnaire survey, and 15 students were interviewed in depth to collect detailed opinions. Through quantitative surveys and qualitative interviews, the study placed focus on students' awareness of AI technologies, their preparation for the AI age, and their expectations for future employment. The findings indicate that while most students have basic understanding of AI such as its appearance and development, they are aware that AI can bring a great number of benefits in learning and professions such as translation, interpretation, and teaching but also raises concerns about reduced job demand. It is expected that the research will provide a clear view of English language major students' perceptions of the impact of AI on employment opportunities and better understanding of how students evaluate the role of AI and the skills needed to adapt. Moreover, the research findings will contribute to the development of curricula that align with the demands of the digital age labor market.

Biodata



Nguyen Thi Huong

Dr. Huong T. Nguyen is now working as a teacher of English at Hanoi University of Industry in Vietnam. She has nearly 20 years' experience of teaching English. She earned her BA, MA degree in ELT and PhD degree in linguistics. She is currently the Program Director in English Linguistics. Her expertise and interests include TESOL and linguistics. She is now the Acting Executive Director of VietTESOL's Secretary Board. She has been contributing to community activities for teachers of English all over the countries and in the region.



Nguyen Nhu Quynh

Quynh N. Nguyen is a second-year English major at Hanoi University of Industry. With over 14 years of dedicated English studies and a burning passion for advancing her language skills, she has actively participated in various competitions and cultivated a strong interest in English-related research.



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Le Bao Ngoc

Ngoc B. Le is a second-year English major at Hanoi University of Industry. She has always felt that English is a great bridge to help her explore the world, connect with different cultures, and broaden her horizons. With a deep passion for English, Ngoc wants to learn more about semantic features, changes in language over time, and the social and scientific impacts on language.



Nguyen Thi Minh Thanh

Thanh Minh T. Nguyen is a second-year student majoring in English Language at Hanoi University of Industry and has always been passionate about English. This passion allows her to connect with people from diverse cultures and express herself creatively. She enjoys reading, writing, and exploring various genres of literature. Thanh believes that language is a powerful tool that can break down barriers and foster understanding among people.



Doan Thi Yen Vi

Yen Vi T. Doan is a second-year student majoring in English Language at Hanoi University of Industry. She has been interested in English for 14 years. She has a strong passion for languages and seeks to challenge herself in scientific research. Yen Vi is looking for more opportunities to learn and grow, aiming to connect with successful individuals through future projects.



PARALLEL SESSIONS

INTEGRATING AI TOOLS IN TEACHING WRITING: INSIGHTS FROM EFL TEACHERS' PRACTICES AND PERCEPTION

Vo Duy Duc, Tran Thi Thu Nga

VNUK Institute for Research and Executive Education, The University of Danang
Academy of Finance

Abstract

The integration of Artificial Intelligence (AI) tools in language education has opened new pathways for enhancing writing instruction, particularly in English as a Foreign Language (EFL) contexts. This study investigates how EFL teachers perceive and apply AI technologies in teaching undergraduate writing courses. Building upon previous research on AI-assisted idea generation, the study shifts focus to the specific practices, benefits, and concerns surrounding AI use in the writing classroom. Using a mixed-methods approach, data were collected through Likert-scale questionnaires and open-ended survey responses from EFL instructors across various institutions. The study explores how AI tools support different stages of the writing process — from brainstorming and outlining to editing and feedback. Results indicate that while many teachers appreciate the convenience and student engagement potential of AI tools, concerns remain about over-reliance, academic integrity, and the loss of critical thinking skills. Findings highlight the need for guided integration of AI, ensuring that technology enhances — rather than replaces — pedagogical goals. The study offers practical implications for curriculum design, professional development, and ethical AI use in EFL writing instruction.

Keywords: EFL teachers, undergraduate courses, Artificial Intelligence (AI), perception.

Biodata

Vo Duy Duc

Vo Duy Duc graduated from The University of Foreign Language Studies, Da Nang University, majoring in English in 2017. He successfully obtained a Master Degree in English Language Teaching from The University of Northampton, The United Kingdom in 2018. He gets intensive insights into First and Second language acquisition, Testing and Assessment in Language Classrooms, The Practice in English Language Teaching, Classroom Management and Discourse Analysis. Since then, he has been getting involved in English pedagogy for several years. He has a constant interest in doing research related to “Reading into Writing”, which can be an innovative way of boosting the language competences of second language learners. His teaching philosophy is to create a “friendly, dynamic and motivating environment” for students to acquire academic knowledge, enhance their learning autonomy as well as their desires for English learning.

Tran Thi Thu Nga

Ms. Tran Thi Thu Nga, a lecturer from Academy of Finance, Vietnam has a rich educational background with Master's and Bachelor's degrees in TEFL and TESOL, respectively. Her research focuses on teacher professional development, classroom interaction, learner autonomy, EMI and ESP. Tran's academic contributions are evident in some research projects, supervising students' scientific research, and her publications in journals such as VNU Journal of Science Education Research, Journal of Finance and Accounting Research. Tran has also presented her findings at international conferences and national conferences.



INTRODUCTION OF SCHOOL OF LANGUAGES AND TOURISM, HAU



School of Languages and Tourism is an institution for training, scientific research and technology transfer in the fields of foreign languages and tourism. This is the first school established in Hanoi University of Industry with the goal of promoting a new administration model, increasing autonomy, expanding scale, and improving the training quality for bachelor's, master's and doctoral degree majoring in linguistics and tourism to meet the demand for high-quality human resources in the trend of broader international integration.

The school has more than 300 staff and lecturers, training more than 5000 students at different levels including PhD. in Applied Linguistics; Master of Arts in English and Chinese studies; Bachelor of Arts in linguistics in English, Chinese, Chinese Studies, Japanese, Korean, Vietnamese and Vietnamese Culture, Tourism, Tourism and Travel Service Management, Hotel and Restaurant Management and short-term training courses on Vietnamese foreign languages and tourism and hotel operations.

The school has well-equipped facilities in all lecture halls, classrooms, libraries, conference rooms, and language labs to ensure the training quality. The complex of sports and living areas of the school is self-contained and multi-functional including a training ground, gymnasium, areas for tennis, badminton, table tennis, football and a fully equipped dormitory and cafeteria, which enables staff, lecturers and students to practice sports after class.

The school has a cooperation network with more than 100 domestic and foreign universities, organizations, companies and enterprises in the field of foreign languages and tourism. Every year, there are hundreds of cooperation activities, intern recruitments and international exchanges to provide students with opportunities to access to the real working environment early and learn about other cultures. In addition, students also have the opportunity to participate in various student clubs to enhance their professional knowledge, teamwork skills and talents, and attend regular events organized by Youth Union and Student Association.

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Regional English Language Office U.S. Embassy, Vietnam



Programs and Resources

English Language Specialist Program provides top-tier TESOL experts who lead intensive, high-level English language projects proposed by Vietnamese educational institutions. These projects may focus on themes such as curriculum development, teacher training seminars, textbook development, English for Specific Purposes implementation, and program evaluation. Specialist projects vary in length from two weeks to three months, and may be in-country or virtual. Approximately 10 English Language Specialists, whose expenses are fully funded by the U.S. Department, are approved for Vietnam on an annual basis.

English Language Fellow Program places talented, highly qualified U.S. educators with at least a Master's degree in TEFL/TESL or Applied Linguistics or Education, at Vietnamese universities for 10-month in-person assignments. EL Fellows provide English language teaching, teacher training, and daily opportunities for cultural exchange. Since 1996, more than 70 EL Fellows have been placed at higher education institutions across Vietnam. From five to ten EL Fellows, whose expenses are fully funded by the U.S. Department of State, are placed in Vietnam on an annual basis.

Virtual English Language Educator Program provides experienced and dedicated American English language educators with an MA, preferably in TESOL or a related field. Virtual English Language Educators usually teach online English language classes to university students or government officials or civil servants or school. They also provide online teacher training and cultural exchange. Vietnamese universities, government offices and other public institutions can request a Virtual English Language Educator for courses ranging in length from a few weeks to a semester.

Access English Microscholarship Program is a free two-year after school English language program for talented 13 to 20 year-olds from economically disadvantaged backgrounds. Access gives participants English language and communication skills that can lead to better jobs and educational prospects. Each Access cohort will be provided 360 hours of instruction in two consecutive years. Since 2009, more than 1,300 Vietnamese students have participated in the Program.

EnglishWorks! Program is a six-month training program designed to provide 240 hours of training in vocational English, soft-skills, IT skills, entrepreneurship training, and employability

skills to un/underemployed young adults in Vietnam between the ages of 17 and 25. The program started in Vietnam in 2023 with 300 participants from different cities/provinces throughout the country.

OPEN Global Online Courses The Online Professional English Network (OPEN) Program offers English teaching professionals living outside of the United States the opportunity to take innovative, online, graduate level classes at American universities for free. The courses cover a wide spectrum to match the interests of professional English language teachers. Visit www.openenglishprograms.org for course descriptions.

MOOCs (Massive Open Online Courses)

These online courses, usually five weeks, are open to an unlimited number of participants. MOOCs specifically for English language teachers include titles such as *TESOL Methodology and Teaching English to Young Learners*, while MOOCs for English language learners and other professionals include *English for Media Literacy*, *English for STEM*, *English for Business*, *English for Journalists*, and many more at www.openenglishprograms.org/MOOC.

American English (AE) Website provides resources for teaching and learning English as a Foreign Language (EFL), exploring American culture, and encouraging conversation within the global EFL community. At AE, there thousands of ready-to-use classroom resources available for free! Print, photocopy, and share these resources with students and colleagues. www.americanenglish.state.gov

English Teaching Forum is a quarterly journal for English language teachers published by the U.S. Department of State. Each issue contains teaching tips and useful articles that support best practices and voices from English language classrooms around the world. Electronic issues of the ETF are accessible at: <https://americanenglish.state.gov/forum>

AE Facebook pages

www.facebook.com/pg/AmericanEnglishforEducators
A forum for English language educators with the latest TEFL/TESOL-related information.
www.facebook.com/pg/AmericanEnglishatState
A resource center for teaching and learning about American English language and culture.

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Email: relovietnam@state.gov

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