THE BOOKLET OF THE 1ST VIETCALL INTERNATIONAL CONVENTION 2025

Advancing Pedagogical Strategies for AI-Integrated Language Education

October 18, 2025 - Ho Chi Minh City, Vietnam

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Bao Kham, Pham V. P. Ho, Nguyen V. Long, Nguyen N. Vu, Nguyen T. L. Huong

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CONFERENCE AGENDA

The 1st Vietnamese Association of Computer-Assisted Language Learning International Convention (VietCALL 2025)

Saturday, 18 October, 2025

7:30 - 8:00	Check-in
8:00 - 8:10	Musical Performace
8:10 - 8:15	MC
8:15 - 8:25	Welcoming Remarks from the President of IUH
8:25 - 8:35	Welcoming Remarks from the President of VietCALL – Dr. Bao Kham
8:35 - 8:40	Appreciation to sponsors
8:40 - 8:45	Memorial Photos
8:45 - 9:25	Keynote Address 1 - Dr Willy A Renandya, NIE-NTU, SUSS and RELC, Singapore "Pedagogy First, Technology Second: Fostering Proficiency in ELT"
9:30 - 10:10	Keynote Address 2 - Dr. Nguyen Xuan Hong, Vice President of IUH, Vietnam "Application of Artificial Intelligence (AI) in Foreign Language Testing and Assessment: Case Study at Some Universities in Viet Nam"
10:10 - 10:25	Teabreak
10:25 - 11:40	Parallel Sessions & Workshops
11:45 - 12:15	Expert Talk 1 - Anisia Katinskaia, Senior Data Scientist, Researcher - Swiss Data Science Center (EPFL), University of Helsinki, Switzerland – "When More Than One Answer is Correct: Lessons for AI in Education" Expert Talk 2 - Prof. Linda Harasim, Professor Emeritus, Online Education Pioneer, AI & Learning Theory Expert, Simon Fraser University, Canada – "Online Collaborative Learning (OCL): A Professional Abstract"
12:15 - 13:30	Lunch Break
13:30 - 14:00	Keynote Address 3 - Assoc. Prof. Dr. Nguyen Ngoc Vu, Vice President of VietCALL, Vice President of HUFLIT – "From Intelligence to Awareness: Exploring AI's Future in Language Education"
14:05 - 14:30	Featured Talk 1 - Dr. Nguyen Truong Sa, Industrial University of Ho Chi Minh City - "Beyond a Perfect Translation: What AI Can't Teach Students."
14:05 - 15:45	Parallel Sessions & Workshops

15:45 - 16:00   Tea break

16:00 - 16:30   Poster Presentations

16:30 - 17:00   Featured Talk 3 - Senior Associate Professor Bin Zou, Xi'an Jiaotong-Liverpool University, China – "Using Generative Artificial Intelligence (GAI) to enhance in EFL learning and teaching"

17:00 - 17:30   Panel Discussion: VietCALL Presidentials and Keynotes

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Industrial University of Ho Chi Minh City

VietCALL 2025 – Welcoming Remarks from IUH

VietCALL 2025 – Welcoming Remarks from IUH

VietCALL 2025 – Welcoming Remarks from the President of VietCALL

DR. BAO KHAM

Ladies and Gentlemen, Distinguished Guests, Sponsors, Colleagues, and Friends,

It is my great honor, as President of VietCALL, to warmly welcome you all to the First VietCALL International Convention 2025. Today we celebrate not only the opening of a remarkable academic event, but also a new beginning in the history of computer-assisted language learning in Vietnam.

This first international convention is truly a milestone. VietCALL is still a young association—just one year old. Yet within this short time, we have built the momentum and partnerships necessary to make this gathering possible. The fact that we can host an international convention so early in our journey shows the energy, dedication, and shared vision of our community. It proves that VietCALL has already earned its place as a strong voice in language education and technology in Vietnam and beyond.

With the theme *"Advancing Pedagogical Strategies for AI-Integrated Language Education,"* this event brings us together to explore how artificial intelligence is transforming teaching and learning. We are here to exchange pioneering ideas, to discuss both opportunities and challenges, and to imagine the future of education in which technology and pedagogy walk hand in hand.

But today is not only about this convention—it is about the future we are opening together. VietCALL has set out six strategic directions to guide its development: research and development, resource sharing, professional development, community networking, policy advocacy, and publication. These directions show our determination to create not only a national but also an international community of practice, where CALL researchers, educators, and innovators can connect, collaborate, and contribute.

We live in a time of rapid change, when artificial intelligence and digital tools are reshaping education everywhere. These changes bring challenges, but they also bring opportunities for us to reimagine what language learning can be—more personalized, more inclusive, more effective. This convention marks the starting point of a journey where VietCALL will stand at the crossroads of tradition and innovation, national development and international collaboration.

None of this would have been possible without the tireless efforts and generous support of many. On behalf of VietCALL, I would like to express my deepest gratitude to our sponsors, partner institutions, and supporting organizations, whose trust and contributions have made this event possible. In particular, we sincerely thank the Industrial University of Ho Chi Minh City for hosting us with such professionalism and commitment.

I also extend heartfelt thanks to the VietCALL community—our members, colleagues, and friends—who have poured their passion, expertise, and time into preparing for this convention. Your efforts have transformed an idea into reality and have made this the most special and significant academic event of the year.

Dear colleagues and friends,

Let us celebrate this historic moment together. Let us take inspiration from one another, build bridges across institutions and nations, and look ahead with confidence. I believe that from today, VietCALL will continue to grow as a trusted platform where innovation, collaboration, and dedication come together to advance language education.

Once again, I warmly welcome you to the 1st VietCALL International Convention 2025. May this event be memorable, meaningful, and a true starting point for greater things to come.

Thank you.

VietCALL 2025 - Keynote Address 1

PEDAGOGY FIRST, TECHNOLOGY SECOND: FOSTERING PROFICIENCY IN ELT

DR WILLY A RENANDYA,
NIE-NTU, SUSS and RELC, Singapore

Abstract

Technology is now a common feature in language classrooms, from mobile apps to virtual and augmented reality tools. While it offers clear benefits in areas like pronunciation and increased language use, its overall impact on language proficiency remains unclear. Some studies report strong gains in vocabulary, writing, and speaking, but closer analysis often reveals weak research designs. For example, improvements seen in AI-supported tasks, Wiki-based writing, AR-supported speaking tasks (as reported in recent meta-analysis studies) are often due to collaborative learning or interactive practice, not the technology itself. This presentation argues that the use of technology must be guided by key ELT principles such as meaningful input and output, fluency practice, learner engagement, form-focused instruction and a commitment to prolonged language practice. Without grounding in these core ELT principles, technology alone is unlikely to lead to significant or lasting language learning gains.

Biodata

Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches language education courses in Singapore, including at NIE-NTU, SUSS and RELC. He is also a visiting professor at Chulalongkorn University and Wuhan University. He has given numerous keynote presentations at international ELT conferences, including AsiaTEFL, IATEFL, KOTESOL, SEAMEO RELC and ThaiTESOL. He has published extensively in the area of second language education and second language acquisition. He maintains a large teacher professional development forum called Teacher Voices: https://www.facebook.com/groups/teachervoices/.

Website: Willy's ELT Corner https://www.willyrenandya.com

Google Scholar: https://scholar.google.com.sg/citations?user=gHW1fVIAAAAJ

Keywords:

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VietCALL 2025 - Keynote Address 2

APPLICATION OF ARTIFICIAL INTELLIGENCE (AI) IN FOREIGN LANGUAGE TESTING AND ASSESSMENT: CASE STUDY AT SOME UNIVERSITIES IN VIET NAM

DR. NGUYEN XUAN HONG

Vice President of Industrial University of Ho Chi Minh City, Vietnam

Abstract

The study focuses on the application of Artificial Intelligence (AI) in foreign language testing and assessment. It aims to analyze the role and impact of AI in foreign language testing and assessment at some universities in Viet Nam at present. Based on qualitative methods and data analysis, the study shows that AI has opened up many new possibilities such as automatic scoring, instant feedback, test personalization, direct monitoring of the testing process and ensuring objectivity in assessment. However, AI's application also poses challenges such as reliability, validity, practicality, implementation capacity, and academic ethics. The study proposes some suggestions to maximize the potential of AI, contributing to improving the quality of foreign language testing and assessment, thereby improving effectiveness of foreign language teaching and learning.

Keywords: AI, foreign language, testing and assessment, challenges, effectiveness.

Biodata:

Dr. Nguyen Xuan Hong is Vice President of Industrial University of Ho Chi Minh City (IUH), Vietnam. He earned his M.A. in TESOL from University of Canberra, Australia and his Ph.D. in Comparative Linguistics from University of Social Sciences and Humanities, Vietnam National

University of Ho Chi Minh City. He has more than 25 years of teaching English to graduate and postgraduate students. He specializes in educational management, language education, language teaching methodology and innovation. Apart from publishing various research papers in national and international journals and conferences, he also has been a reviewer of some national and international journals. His research interests include English teaching methodology, integrating AI into language teaching and learning, using digital technologies in language teaching and learning, political discourse analysis, cognitive linguistics, conceptual metaphors, cultural linguistics and cultural conceptualization.

VietCALL 2025 - Keynote Address 3

FROM INTELLIGENCE TO AWARENESS: EXPLORING AI'S FUTURE IN LANGUAGE EDUCATION

ASSOC. PROF. DR. NGUYỄN NGỌC VŨ

Ho Chi Minh City University of Foreign Languages – Information Technology

Abstract

This presentation explores the transformative impact of Artificial Intelligence (AI) in English language teaching of advanced AI tools like TARI AI tools, developed by HUFLIT University, which have revolutionized language learning through sophisticated language models and deep learning techniques. These tools offer personalized, interactive, and dynamic learning experiences, extending beyond basic grammar correction to intricate conversation simulations and sophisticated language understanding. The presentation also discusses how AI aids in breaking down traditional barriers, offering flexibility, accessibility, and a tailored learning approach. It also addresses the critical comparison between AI-assisted methods and traditional teaching, highlighting the benefits of AI in terms of engagement, motivation, efficiency, and continual learning while considering the ethical challenges and the need for a balanced technological integration. The feedback from students who have experienced Computational Linguistics training underscores the effectiveness and relevance of AI in language education. Looking forward, the author speculates on future AI developments and potential transformations in teaching methodologies. The presentation concludes by reflecting on AI's role in creating a more efficient, personalized, and innovative educational landscape, advocating for thoughtful navigation of its complexities to ensure ethical and effective use in enriching learning experiences.

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

Biodata statement

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

VietCALL 2025 – EXPERT TALK 1

WHEN MORE THAN ONE ANSWER IS CORRECT: LESSONS FOR AI IN EDUCATION

ANISIA KATINSKAIA (SENIOR DATA SCIENTIST, RESEARCHER)
Swiss Data Science Center (EPFL), University of Helsinki, Switzerland

Abstract

Recent advances in NLP have opened new opportunities for education. Yet, as we integrate NLP into language learning, we face a fundamental challenge: evaluation of learner input. How do we assess answers fairly when multiple responses may be equally valid? And how do we ensure that our metrics capture human judgments of fluency and adequacy? In this talk, I will present my research on assessing learner answers in computer-aided language learning, carried out within the Revita platform. I will focus on the phenomenon of alternative-correct answers—cases where learners provide responses that are grammatically and semantically correct but not anticipated by the system. Addressing this challenge requires bridging NLP techniques with linguistic theory and pedagogy. I will outline approaches based on grammatical error detection/correction, and probing of Transformer models, highlighting their strengths and limitations. Beyond methodology, I will reflect on broader lessons for educational NLP: the importance of building learner corpora, developing evaluation frameworks that go beyond binary correctness, and designing systems that adapt to learners rather than restrict them. I will also connect these ideas to ongoing efforts in benchmarking GEC evaluation, arguing that fair evaluation is crucial not only for educational applications but also for advancing NLP as a field.

Biodata

Anisia Katinskaia is a Senior NLP Data Scientist at the Swiss Data Science Center (EPFL & ETH Zurich) and holds a PhD in Computer Science from the University of Helsinki. Her research centers on natural language processing for education, with a focus on fair, robust evaluation of learner language and building systems that adapt to learners rather than constrain them. At Helsinki, she co-developed Revita, an intelligent tutoring system for language learning, and conducted research on grammatical error detection and correction, text difficulty estimation, text simplification, low-resource NLP, tokenization for language models, and model interpretability via probing.

At the Swiss Data Science Center, she works on applied NLP projects in high-impact domains, including knowledge extraction from unstructured biodiversity text and the automation of cancer registry processing. Her current research interests include trustworthy AI for scientific discovery, knowledge graphs, and AI research assistants that support scientific reasoning and discovery.

She has contributed to the CALL/NLP community through publications and reviewing at venues such as ACL, NAACL, and BEA, and through mentoring students from diverse backgrounds. Looking ahead, her work aims to bridge advanced NLP with inclusive, learner-centered applications and to develop AI systems that empower both education and scientific innovation.

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VietCALL 2025 – EXPERT TALK 2

ONLINE COLLABORATIVE LEARNING (OCL): A PROFESSIONAL ABSTRACT

PROF. LINDA HARASIM

Simon Fraser University, Canada

Abstract

Online Collaborative Learning (OCL) is a pedagogical approach that integrates creative and analytical thinking through structured group discussion and debate, informed by relevant disciplinary data. Unlike traditional education models that emphasize rote memorization, OCL develops critical thinking skills by guiding students through a three-phase process: Idea Generation (IG), Idea Organization (IO), and Intellectual Convergence (IC).

The collaborative process moves students from divergent thinking—generating multiple perspectives and solutions—to convergent thinking, where groups evaluate ideas using evidence-based criteria and reach informed conclusions or respectful disagreement. Key benefits include enhanced analytical capabilities, improved problem-solving skills, social learning, deeper subject understanding, and development of professional collaboration competencies.

OCL pedagogy mirrors professional learning environments where knowledge workers collaborate through meetings, conferences, and peer reviews to solve real-world problems.

OCL particularly benefits Asian educational markets by addressing traditional emphasis on individual achievement and hierarchical learning structures. It develops cross-cultural communication skills essential for Asia's increasingly globalized economies while maintaining respect for diverse perspectives and collaborative harmony valued in Asian cultures.

However, incorporating AI into OCL presents challenges: maintaining authentic human interaction when AI mediates discussions, ensuring AI doesn't replace critical thinking development, and balancing AI assistance with student agency in collaborative processes.

OCL can be implemented through teacher-led approaches for foundational skills or student-led seminars for advanced applications, making it essential for developing contemporary professional competencies.

Biodata:

EDUCATION

Ph.D. Educational Theory, University of Toronto (1983) | M.A. & B.A., University of Alberta

PROFESSIONAL EXPERIENCE

- **Professor Emeritus** (2022-present) & Full Professor (1996-2022)

  School of Communication, Simon Fraser University

- **Network Leader & CEO** (1995-2002)

TeleLearning Network of Centres of Excellence - Led $26M research program with 80 faculty across 24 universities related to theory, design, pedagogy and technology for Digital Education

- **Council Member** (1996-2002)

Social Sciences and Humanities Research Council of Canada - Appointed by Queen Elizabeth II

- **Principal Designer**

Online Collaborative Learning Pedagogy, University of Phoenix Online; Designed Online Training system for Bank of Montreal; designed blended and totally online HE, teacher professional development and corporate training courses.

EXPERTISE

- **Online Education Pioneer**: Invented foundational online collaborative learning theories and methodologies

- **Developed the Virtual-U**, the 1st virtual learning environment

- **AI & Education**: Leading researcher in Educational AI and Augmented Human Intelligence

- **International Impact**: Consulted globally on virtual universities and distance education policy

PUBLICATIONS

- 8 books, including "Learning Theory and Online Technologies"

- 100+ peer-reviewed articles and chapters

- 50+ keynote addresses worldwide

CURRENT FOCUS

Developing AI applications for online collaborative learning while preserving human-centered educational approaches.

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VietCALL 2025 – EXPERT TALK 3

USING GENERATIVE ARTIFICIAL INTELLIGENCE (GAI) TO ENHANCE IN EFL LEARNING AND TEACHING

SENIOR ASSOC. PROF. BIN ZOU

Xi'an Jiaotong-Liverpool University, China

Abstract

The development of Generative Artificial Intelligence (GAI) technologies has been applied to help EFL learners practice their language skills including speaking skills. This presentation will firstly talk about how to use GAI tools to develop EFL teaching materials and enhance EFL teaching, including GAI for writing and multimodal tools to generate audios and videos. Then, I will discuss using GAI programs to develop EFL learners' speaking performances by offering generated AI feedback in pronunciation, fluency, grammar and vocabulary. Finally, I will explore the effectiveness and potential of using the GAI tool for EFL speaking development.

Biodata:

Dr. Bin Zou received his PhD degree in Computer-Assisted Language Learning from the University of Bristol and his MA from the University of York, UK. He is the director of MA TESOL and PhD supervisor at the Department of Applied Linguistics, Xi'an Jiaotong-Liverpool University, China. He is the Co-Editor-in-Chief of the International Journal of Computer-Assisted Language Learning and Teaching (Indexed by ESCI and Scopus; IF:1.0; Citescore: 3.1). He is also the Co-Editor-in-Chief of the *International Journal of EAP: Research and Practice*. Dr. Zou's research interests include AI, CALL, ELT and EAP. He has given a number of keynote presentations at international and national conferences. He has over

70 publications, including books, journal papers, and chapters. In the past three years, he has published more than 20 papers in AI, including 15 papers in SSCI journals such as *Computer Assisted Language Learning, Computers in Human Behavious, System, Journal of English for Academic Purposes, International Journal of Applied Linguistics, SAGE Open, Learning and Motivation, European Journal of Education*, etc. He is an executive committee member of the China CALL Association and a committee member of the China Education Technology for EFL Association. He has developed an AI Platform for EFL speaking evaluation.

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VietCALL 2025 – FEATURED SPEAKER 1

BEYOND A PERFECT TRANSLATION: WHAT AI CAN'T TEACH STUDENTS

DR. NGUYEN TRUONG SA

Industrial University of Ho Chi Minh City, Vietnam

Abstract

As the latest AI tools can produce translations that seem perfect, the real challenge for educators is no longer linguistic accuracy but human understanding. This presentation explores how translation teaching can move beyond the perfect translation to cultivate critical, reflective thinkers. Drawing on a 5-week classroom experiment, it presents the "Prompt to Polish" model - a lesson planning model that allows educators to redesign assessment and pedagogy so that students not only use AI effectively but also rediscover what it truly means to think, judge, and translate as humans.

Biodata:

Doctor Nguyen Truong Sa is the Dean of Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam. His teaching and research favorites and publication are related to quality assurance in language teacher education, English as a medium of instruction, and applied technology in language teaching.

VietCALL 2025 – FEATURED SPEAKER 2

EMOTION SENSITIVE SECOND LANGUAGE INTELLIGENT TUTORS

BEVERLY PARK WOOLF, Research Professor
University of Massachusetts-Amherst, United States

Abstract

AI-driven second language tutors provide personalized, interactive, and adaptive language learning experiences. In addition to teaching, AI-based tutors recognize and respond to a learner's emotion, which has a substantial influence on learning, attention, memory, and problem solving. This talk describes artificial intelligence tools that detect a learner's emotion, provide one-on-one assistance during online learning, and adjust their responses to each student's learning level. Problems are modulated and responses generated based on motivating students and advancing learning. Avatars answer student queries, provide explanations, assist in problem solving and teach about social awareness and relationship skills. Understanding the role that emotions play in learning and teaching has supported the design and deployment of more effective online tools and learning experiences. This talk will identify the differential impact of AI tutors on student achievement, self-efficacy, and social emotional learning. Inferences about student knowledge are derived from predictive learning models based on students' faces, gestures, and emotions to make decisions about the next best intervention (e.g., provide video, reduce difficulty of math problem). Commercial examples of second language tutors include tutors like Langua and Gliglish, as well as broader educational platforms with AI features like Duolingo and Khan Academy's KH MIGO.

Biodata:

Beverly Woolf has more than 20 years of experience in educational computer science research, production of intelligent tutoring systems, and development of multimedia systems. She is author of the 2009 book *Building Intelligent Interactive Tutors* and is coauthor of over 150

technical papers. She has delivered tutorial training programs and keynote addresses and served on panels in more than 20 countries.

Woolf joined the Manning College of Information and Computer Sciences (CICS) in 1992 and became a research professor in 2006. She is the director of the Advanced Learning Technologies Lab at the University of Massachusetts Amherst.

Woolf was appointed a Presidential Innovation Fellow in 2013 and was on loan to the U.S. National Science Foundation. She is also a Fellow of the Association for the Advancement of Artificial Intelligence (AAAI) and has delivered numerous international invited talks, served as program co-chair or executive board member for several conferences. She has received several awards for best paper, poster, or video in a conference and has served on several journal editorial, conference review, and advisory boards, including IEEE Computer and AAAI Spring Symposium.

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VietCALL 2025 - 001

A CASE STUDY OF AN ESP TEACHER'S USE OF CHATGPT, COPILOT, AND GEMINI IN DESIGNING MEDICAL ENGLISH MATERIALS

LE MINH TRUNG

University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam

Abstract

This qualitative case study looks at how an English for Specific Purposes (ESP) teacher uses AI tools—such as ChatGPT, Microsoft Copilot, and Google Gemini—to create learning materials for students studying medical English. Using one in-depth interview and reflective journal entries, the study examines the teacher's views, experiences, and decisions when using AI for planning lessons, choosing vocabulary, and designing activities. The research highlights the strengths and weaknesses of AI-generated materials, focusing on their accuracy, relevance, and how well they meet the needs of medical English learners. It also explores how the teacher adjusts AI content, maintains control over materials, and reflects on their educational value. The findings offer useful ideas about how teachers can use AI to create materials and support discussions about the future of technology in English for Specific Purposes (ESP) teaching.

Biodata:

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.

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VietCALL 2025 – 002

NGUYEN TAT THANH UNIVERSITY STUDENTS' PERCEPTIONS OF UTILISING CHATGPT AND DEEPSEEK FOR ENHANCING ENGLISH WRITING SKILLS

PHAT TRAN TAN
Nguyen Tat Thanh University, Vietnam

Abstract

This research examines how Nguyen Tat Thanh University students in Ho Chi Minh City, Vietnam, feel about using ChatGPT and Deepseek to improve their English writing abilities. These AI-powered applications give students immediate feedback, grammar corrections, and writing advice as artificial intelligence (AI) becomes more and more integrated into the classroom. Using a qualitative methodology, the research gathers information from students via questionnaires and interviews in order to comprehend their experiences, advantages, and difficulties with these technologies. The research results show that students find ChatGPT and Deepseek to be very useful for coming up with ideas, honing their grammar, and organising their writings. They are also good tools for self-directed learning because of their accessibility and use. But there were drawbacks as well, like an excessive dependence on AI-generated content, sporadic errors, and a dearth of thorough justifications. The research emphasises how important it is to teach students how to use AI technologies critically in order to improve learning results. The research adds to the expanding corpus of research on AI-assisted language acquisition and offers educators and lecturers insightful information about how to incorporate AI technologies into teaching English writing.

Biodata: Prior to joining Nguyen Tat Thanh University in Ho Chi Minh City, Vietnam, I worked at HCMC University of Technology and experienced on ELT projects as well as a teacher trainer and curriculum designer. I have had nearly 20 years of management and academic work experience. My scholarly work has published in reputable international and domestic journals. I am currently in charge of a number of modules related to Marketing Management, Business English, Applied Grammar, Academic Writing, Critical Thinking Skills, etc.

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VietCALL 2025 - 003

EFFECTS OF AN AI CHATBOT ON STUDENT EMOTIONAL ENGAGEMENT IN ENGLISH SPEAKING

NGUYEN LAM ANH DUONG & LE THI THIEN PHUOC
Industrial University of Ho Chi Minh City, Vietnam

Abstract

The use of artificial intelligence (AI) in English language teaching is becoming more common, especially in speaking lessons. Existing literature has provided insights into how AI can be incorporated to facilitate students' learning in diverse contexts, notwithstanding the fact that the studies on how AI chatbots can improve students' emotional engagements in one particular university has been scant. This study is aimed at exploring how using an AI tool called Call Annie affected students' emotional engagement assigned as homework. Eighty-five English-majored students participated in a three-week project where they used the application to practise speaking English. Two questionnaires were administered: one in the first week and one in the third week. Emotional engagement levels were compared using a paired-sample t-test. The results indicated increased levels of confidence and willingness to communicate, despite some ongoing concerns about the use of the tool. These findings suggest that Call Annie can enhance emotional engagement, paving the way for more personalised learning experiences through the use of AI chatbots.

Biodata:

Anh-Duong Nguyen has over ten years of experience teaching English to a diverse range of learners across various academic contexts, including universities, businesses, and language centers. Her research interests include the integration of technology in English language teaching, curriculum design, and instructional methods for developing English skills. Email: anhduongngla@gmail.com

Thien-Phuoc Le is an English lecturer at the Faculty of Foreign Languages at the Industrial University of Ho Chi Minh City, Vietnam. She has more than fifteen years of teaching experience in linguistics and language skills. Her research interests include lifelong learning, student engagement, project-based learning, and technology for sustainable learning. Email: msthienphuoc@gmail.com

VietCALL 2025 - 004

EVALUATING TECHNOLOGY-ENHANCED DELIVERY MODALITIES IN VIETNAM'S K–12 EFL EDUCATION: TOWARD A TRICHRONOUS LEARNING MODEL

NGUYEN VAN TUYEN

ESP Department, University of Foreign Language Studies-The University of Da Nang, Vietnam

Abstract

The rapid advancement of educational technology has significantly influenced not only the design of instructional content but also the methods of delivery in educational settings. In the context of Vietnam's K–12 English as a Foreign Language (EFL) education, recent research highlights a growing diversification in delivery modalities resulting from the integration of digital tools. However, the extent to which these modalities effectively address the varied learning styles of students remains an open question. This study aims to evaluate the pedagogical effectiveness of commonly employed delivery methods within K–12 EFL classrooms in Vietnam. To address the identified gap, the trichronous learning model is proposed as a framework designed to accommodate diverse learner preferences and enhance overall learning outcomes. The study's findings offer practical implications for teacher educators and professional development facilitators, providing data-driven guidance for the integration of educational technology in language instruction. The research on the inception of trichronous learning contributes to the evolving discourse on technology-enhanced language education and informs future policy and pedagogical practice.

Keywords: modality of delivery; online learning; blended learning; bichronous learning; trichronous learning; ICT, language teacher education

Biodata:

Nguyen Van Tuyen graduated from The University of Newcastle, in New South Wales, Australia. He was awarded a full scholarship by the University of Newcastle entitled "The Vice Chancellor's Higher Degree by Research Training" for his PhD program started in 2020. He is currently a tenured lecturer at University of Foreign Language Studies, The University of Da Nang, Vietnam. He was also the former Deputy Head of Department of Testing, Assessment, and Education Quality Assurance at this University. Nguyen Van Tuyen has been a teacher of teacher trainers in ICT in English language teaching programs for K12 and higher education in Vietnam since 2013. The MOET supervises this program to cascade ICT in ELT training across the country. He worked as an online instructor at TESOL International (TESOL.org) for TESOL.

Certificate: Developing An Online Teaching Program in 2020-2021.

His research interests include ICT in ELT, blended learning pedagogy and andragogy, CLIL, Educational research, Language Testing and assessment, Culture and Communication.

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VietCALL 2025 - 006

VIETNAMESE ELT TEACHERS' ICT-RELATED PROFESSIONAL DEVELOPMENT: TRENDS AND STRATEGIES FOR IMPLEMENTATION

NGUYEN VAN LONG & NGUYEN VAN TUYEN

University of Foreign Language Studies – The University of Da Nang, Vietnam

Abstract

Amid the widespread adoption of large language models (e.g., ChatGPT, Grok) and coupled with the ongoing transformation of post-COVID-19 education, the integration of ICT has become a critical priority for teacher educators across disciplines. This shift has posed significant challenges for in-service K–12 English as a Foreign Language (EFL) teachers in Vietnam, particularly in effectively incorporating ICT into their pedagogical practices. This study explores pedagogical strategies that support ICT-related professional development (PD) for EFL teachers within the Vietnamese context. It seeks to identify key factors essential for designing and implementing effective ICT-focused teacher training programs. Using qualitative methods, including meta-synthesis and document analysis, the research uncovers five core factors that facilitate meaningful ICT integration in language instruction. The findings offer insights into practice-oriented strategies aimed at enhancing teachers' digital competencies and adapting instruction to evolving technological demands. The study further contributes to bridging the gap between theoretical perspectives and practical applications of ICT-related PD in Vietnam and similar educational settings striving to expand English use as a foreign or second language.

Biodata:

Long V Nguyen serves as the Rector at the University of Danang - University of Foreign Language Studies, having held the position of lecturer since the late 1990s. His recent engagements include active involvement in multiple initiatives within the National Foreign Languages Project, assuming roles as a Computer-Assisted Language Learning (CALL) specialist and serving as the vice-president of VietCALL. Long earned his Master of Arts in TESOL Studies from the University of Queensland (Australia) in 2005, followed by a PhD in Applied Linguistics, with a focus on Computer-Assisted Language Learning (CALL), from Massey University (New Zealand) in 2011. Recognized as a Microsoft MIE (Microsoft Innovative Educator) and PIL (Professional in Learning), he has been acknowledged since 2012 and has received several prestigious grants for his noteworthy contributions to research endeavors. His extensive publications encompass diverse domains, including educational technology and communication in foreign language acquisition, sociocultural perspectives in language education, digital literacy, collaborative learning, and language teacher education.

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Nguyen Van Tuyen graduated from The University of Newcastle, in New South Wales, Australia. He was awarded a full scholarship by the University of Newcastle entitled "The Vice Chancellor's Higher Degree by Research Training" for his PhD program started in 2020. He is currently a tenured lecturer at University of Foreign Language Studies, The University of Da Nang, Vietnam. He has been also a teacher of teacher trainers in ICT in English language teaching programs for K12 and higher education in Vietnam since 2013. He worked as an online instructor at TESOL International (TESOL.org) for TESOL Certificate: Developing An Online Teaching Program in 2020-2021. His interests in research are ICT in ELT, "technagogy", andragogy, language assessment, and CLILL.

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VietCALL 2025 - 008

INTEGRATING SYSTEMIC FUNCTIONAL LINGUISTICS AND ARTIFICIAL INTELLIGENCE IN TEACHING VIETNAMESE TO CAMBODIAN STUDENTS: A CASE STUDY

NGUYEN THI CAM NHUNG
The People's Police College II

Abstract

This study explores the integration of Systemic Functional Linguistics (SFL) and Artificial Intelligence (AI) in teaching Vietnamese as a foreign language to Cambodian students. Drawing on Halliday's SFL theory, which views language as a resource for meaning-making within social contexts, the study investigates how functional grammar can enhance learners' ability to use Vietnamese in real-life. In parallel, AI tools, automated writing feedback systems, and adaptive learning platforms-are employed to facilitate interactive, personalized, and context-aware language learning. Through a case study approach, the research examines classroom practices that integrate SFL-based instruction with AI applications, analyzing student output and feedback. Findings suggest that the combined approach significantly improves students' discourse organization, functional use of grammar, and motivation. The study concludes that the integration of SFL and AI not only supports more effective Vietnamese language acquisition but also fosters learner autonomy and engagement in specialized language settings such as police training institutions. Implications for curriculum design and teacher training are also discussed.

Keywords: Systemic Functional Linguistics; Vietnamese teaching; Artificial Intelligence (AI); Cambodian students

Biodata:

Nguyen Thi Cam Nhung is a senior teacher at the People's Police College II, Vietnam. She is currently a Ph.D. candidate in the Linguistics Department at Ho Chi Minh City University of Social Sciences and Humanities – USSH-VNUHCM. She received her MA in the Theory and Methodology of English Language Teaching in 2019. Her research interests are teaching

English skills, innovative teaching methods, and studying comparative and contrastive linguistics. She has presented and written some articles on these topics.

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VietCALL 2025 - 009

USING AI TO SUPPORT FOR TEACHING AND LEARNING ENGLISH FOR SPECIAL PURPOSES AT HUFLIT

NGUYEN THI BACH YEN

Ho Chi Minh University of Foreign Languages and Information Technology, Vietnam

Abstract

This article investigates the benefits of using artificial intelligence (AI) tools in teaching and learning English for Specific Purposes (ESP), specifically within the "Business English" course at HUFLIT, a private university in Ho Chi Minh city, Vietnam. Using a mixed-methods approach involving classroom observations, student interviews, and surveys with 320 juniors, the research explores AI's pedagogical potential and practical effectiveness. The findings reveal that AI enhances student engagement, motivation, and language proficiency through real-time feedback, personalized support, and simulation-based tasks. However, concerns about over-reliance and occasional content inaccuracies suggest the need for guided and balanced AI use. Overall, the research concludes that AI can serve as both a powerful linguistic resource and instructional facilitator, especially when integrated thoughtfully into curriculum design. These insights contribute to growing discussions on the role of AI in language education and highlight the importance of digital literacy in maximizing its benefits.

Keywords: AI, ESP, support, teaching and learning

Biodata:

Nguyen Thi Bach Yen is a lecturer of English of the FFL, HUFLIT, Vietnam. She has been teaching English for students majoring in Business English for over 20 years. He hobbies are working in a professional working environment to improve her knowledge and skills. Moreover, travelling, reading, watching movies and listening English music are also things she does in her free time.

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VietCALL 2025 - 010

VIETNAMESE EFL UNIVERSITY TEACHERS' PERCEPTIONS OF STUDENTS' LEARNING DISHONESTY IN THE ERA OF AI

DUONG TRAN NGOC THACH & PHAM MANH TRI

Van Lang University, Vietnam

Abstract

This research examines Vietnamese English as a Foreign Language (EFL) teachers' perceptions of students' learning dishonesty in the age of Artificial Intelligence (AI), particularly in terms of using ChatGPT in higher education. This paper used a quantitative approach to collect data through a survey of 56 Vietnamese EFL teachers at universities in Ho Chi Minh City. The participants were asked to share their views on students' use of ChatGPT and how they maintain learning integrity in their teaching experience. The results showed that most of the participants expressed positive attitudes toward the advantages of ChatGPT for students. Conversely, the others worried about the negative impacts on students' learning behaviors. They also reported the barriers that prevent them from maintaining learning integrity. Therefore, these teachers proposed their educational strategies to minimize students' misuse of ChatGPT. This study emphasizes the understanding of Vietnamese EFL teachers' perceptions regarding the use of ChatGPT for learning dishonesty, leading to adjustments and the selection of specific and effective teaching methods to mitigate this issue.

Biodata:

Ms. Duong Tran Ngoc Thach holds a Bachelor's degree in English Language from Ton Duc Thang University and is currently pursuing a Master's degree in the same field at Van Lang University. She has several years of experience teaching English learners from A1 to B2 levels at English centers in Vietnam, with a particular focus on communicative skills. Her research interests include developing task-based language

teaching curricula, applying educational technology to enhance learning effectiveness, and exploring how artificial intelligence impacts learner behavior.

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Mr. Pham Manh Tri received his Bachelor's degree in English Language from Van Lang University and is currently pursuing a Master's degree at the same institution. He works as an English teacher for children, teenagers, and adults, as well as a Vietnamese teacher for English speakers. He has presented his research papers at numerous international conferences and published several articles in international peer-reviewed journals. His research interests include online education, language skills, TESOL, technology integration in language education, and translanguaging (TL).

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VietCALL 2025 - 011

THE IMPACT OF GLOBAL ENGLISHES ON THE 'ENGLISH-ONLY' LANGUAGE POLICY IN THE UNITED STATES

PHAM THI NGOC MAI

Long An University of Economics and Industry, Vietnam

Abstract

This paper explores the complex relationship between the global spread of English and the domestic language policy movement known as 'English-Only' in the United States. While English functions as a global lingua franca, its institutionalization as the sole official language within the U.S. poses contradictions in education, minority rights, and international identity. This paper argues that the rise of Global English should prompt a rethinking of monolingual policies and advocates for a more inclusive, plurilingual language strategy for the U.S. in the global era.

Biodata:

Pham Thi Ngoc Mai is currently a PhD student in English Linguistics at Hanoi Open University, Vietnam. She is also a lecturer at Long An University of Economics and Industry for 18 years where she teaches undergraduate courses in English skills, language and culture, public speaking and occasionally in communication and culture. Her academic interests are across World Englishes, Global English, English as a Lingua Franca, and intercultural communication. She is particularly interested in how global English affects language attitudes, identity construction, and classroom practices in multilingual societies. Her current doctoral research investigates the global cultural identities of English as a global lingua franca, examining the perceptions of teachers and students in the context of a university in Southern Vietnam. With a strong interest in bridging global theory with local realities, she advocates for more inclusive, culturally responsive approaches to English language teaching and policy formation in Vietnam and beyond.

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VietCALL 2025 - 012

DISCREPANCIES BETWEEN CHATGPT AND VIETNAMESE EFL TEACHERS IN WRITING ASSESSMENT USING A COMMON RUBRIC

HO NHUT NAM, TRA THI CAM THU, PHAM THI QUYEN, TRAN PHUONG THANH

Industrial University of Ho Chi Minh City, Vietnam

Abstract

Artificial Intelligence, particularly ChatGPT, strongly influences education, especially in modern EFL classrooms. However, a significant gap still exists in Vietnam in understanding how ChatGPT's writing assessments differ from those of EFL teachers. To address this gap, this study directly compares ChatGPT's writing assessments with those of Vietnamese EFL teachers to identify key discrepancies.Twenty experienced teachers working at English centers and universities in Ho Chi Minh City participate in this quantitative research. ChatGPT and human raters use an analytic rubric adapted from a standardized rubric to assess twenty students' written works. A paired sample t-test is then conducted to compare the scores of ChatGPT and human raters in assessing twenty students' essays across rubric criteria. The findings are expected to contribute greatly to the insights into the discrepancies between ChatGPT and human raters' writing assessments and assist in the more accurate and effective integration of ChatGPT in writing assessment.

Keywords: ChatGPT, Vietnamese EFL teacher, writing, discrepancy, rubric

Biodata:

I am currently pursuing a Master's degree in English Language at the Industrial University of Ho Chi Minh City. When I began attending in Academic Writing course, I found myself having a strong passion for finding and exploring new knowledge. I submit the abstract to VietCALL as a way to learn more about the research community, and I see VietCALL as the starting point of my endless passion for research. Although I do not have a lot of experience, I am willing to embrace challenges and unlock my potential.

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VietCALL 2025 - 013

THE EFFICACY OF GEMINI'S DATA INPUT FORMULATION ON GENERATING READING LESSON PLANS

LE PHAM THIEN THU[1], TRAN NHAT AN[2], TRAN DANG DUY QUANG[3], NGUYEN THAI NGOC[4]

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[2]Technical World Education Development and Investment Joint Stock Company

[3]UK Academy Binh Thanh - The International Bilingual School

[4]Bamboo International Education Integration

Abstract

As artificial intelligence becomes increasingly integrated into educational settings, understanding how to structure data input effectively is critical to optimize the pedagogical value of AI-generated content. This study explores the efficacy of Gemini's data input formulation in generating lesson plans specifically designed for teaching reading skills. Aimed at leveraging the potential of AI-assisted chatbots in education, the research focuses on two main objectives: (1) to assess the effectiveness of Gemini's input structure in producing pedagogically robush reading lesson plans, and (2) to examine teachers' perceptions of the quality and practicality of these AI-generated plans. The study involves a diverse sample of teachers from primary, secondary, and high school levels. Methodologically, the research employs a mixed-method approach, including a structured survey to collect teachers' feedback and an expert evaluation of the generated lesson plans using a standardized rubric. Findings are expected to provide valuable insights into the integration of AI tools in instructional design and contribute to the development of best practices for AI-assisted lesson planning in the field of literacy education.

Keywords: Gemini, Reading lesson plans, Data Input Formulation

Biodata:

1. Le Pham Thien Thu is a lecturer at the Industrial University of Ho Chi Minh City, Vietnam. She has more than 20 years of teaching experience for a diversity of levels and areas, focusing on teaching methodology, testing and assessment, and the four macro skills. Her research interests consist of technology application in language teaching, language skills development, and teaching methodology.

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2. Tran Nhat An is an academic manager at TWEDU Joint Stock company, operating inter-level school systems and English Language centers across the South of Vietnam. He has experienced in ESL teaching, English curriculum developing and teachers' quality control for almost 5 years. His research interests include language teaching methodology, and ICT applied in the field of education.

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3. Tran Dang Duy Quang is an English teacher at UK Academy Binh Thanh, Vietnam, with over four years of experience in teaching international programs and developing English curricula. His research interests include the integration of educational technology and digital tools in language teaching, language skills development, and teaching methodology.

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4. Nguyen Thai Ngoc is an English teacher, specializing in teaching the language to young learners in an international educational setting. With nearly four years of teaching experience, he has developed competence in learner-centered teaching methods, designing English educational materials, and preparing students for the Cambridge test. The use of AI in English instruction, evaluation, and second language learning are among his scholarly interests.

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VietCALL 2025 - 014

ASSESSMENT IN VIETNAMESE EMI CLASSROOMS

PHAT TRAN TAN

Nguyen Tat Thanh University, Vietnam

Abstract

This research investigates assessment practices in English-Medium Instruction (EMI) classrooms within universities in Ho Chi Minh City (HCMC), Vietnam. With the increasing adoption of EMI in Vietnamese higher education, particularly in non-English-major disciplines, the role of assessment in supporting student learning and evaluating performance becomes critical. Using a mixed-methods approach, data were collected from a diverse sample of EMI lecturers and students across multiple universities in HCMC. Quantitative data were gathered through structured questionnaires and achievement surveys, while qualitative insights were obtained from semi-structured interviews and classroom observations. This triangulated methodology allowed for a comprehensive understanding of both the explicit assessment strategies and the implicit beliefs and challenges underlying their implementation. Preliminary findings reveal a wide range of assessment practices, with a heavy reliance on traditional testing methods such as midterms and finals, often with limited adaptation for language support. Lecturers reported varying degrees of confidence and training in EMI assessment, influencing how they design and evaluate student performance. Classroom observations suggest a mismatch in some cases between assessment formats and students' language proficiency, potentially impacting learning outcomes. Moreover, the data indicate that students tend to perform better in courses where assessment practices are clearly communicated and aligned with both content and language objectives. The research contributes to the understanding of EMI pedagogy in the Vietnamese context and highlights the need for more systematic training and support for lecturers in assessment literacy. It also suggests implications for policy and practice aimed at enhancing the fairness and effectiveness of EMI assessment in higher education.

Biodata:

Before joining Nguyen Tat Thanh University in Ho Chi Minh City, Vietnam, I worked at HCMC University of Technology and experienced on English Language Teaching (ELT) projects as well as a teacher trainer and curriculum designer. I have had over 20 years of managerial and academic work experience. My scholarly work has been published in reputable international and domestic journals. I am currently responsible for delivering several modules, including Marketing Management, Business English, Applied Grammar, Academic Writing, and Critical Thinking Skills. My areas of interest encompass English as a Medium of Instruction, Content and Language Integrated Learning, Language Assessment and Evaluation, Business English, and ELT.

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VietCALL 2025 - 015

APPLYING CAKE APPLICATION TO IMPROVE ENGLISH SPEAKING SKILLS FOR ONLINE LEARNERS AT A VIETNAMESE COLLEGE

DANG THANH MAI[1] & LE THI NGUYET[2]

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Abstract

The rapid growth of Artificial Intelligence (AI) has made great impact on EFL education. However, many Vietnamese teachers and learners have not fully taken advantage of AI-driven tools. Thus, this study examined the implementation of Cake, an AI application, to improve English speaking skills among 43 adult learners in two online classes at the foreign languages center of a Vietnamese college. A two-cycle action research design was employed with the use of tests, questionnaires, and interviews to collect both quantitative and qualitative data. The results revealed that Cake helped improve the learners' English speaking proficiency. Moreover, they perceived 13 benefits, including developing learner quality, supporting effective learning, and creating a technology-supported environment. However, they identified ten barriers of using Cake, regarding its technological features, external learning conditions, and adult-specific learning characteristics. Finally, some recommendations were proposed with the aim to enhance the quality of using Cake in teaching English speaking skills for adult learners in Vietnamese contexts.

Keywords: adult learners, Artificial Intelligence (AI), Cake, English speaking skills, online classes.

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Thi Nguyet Le is a senior EFL lecturer at People's Security University, Vietnam, with over 20 years of teaching experience. She holds a doctorate in Education from Edith Cowan University, Australia. Her research interests include TESOL, blended learning, AI-powered learning, English for Specific Purposes (ESP), and English Medium Instruction (EMI).

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VietCALL 2025 - 016

STUDENTS' PERCEPTIONS OF USING CHATGPT AND DEEPSEEK TO IMPROVE ENGLISH FOUR SKILLS AT NGUYEN TAT THANH UNIVERSITY

TRAN TAN PHAT

Nguyen Tat Thanh University, Vietnam

Abstract

This research examines how Nguyen Tat Thanh University students in Ho Chi Minh City, Vietnam, feel about using ChatGPT and Deepseek to improve their English writing abilities. These AI-powered applications give students immediate feedback, grammar corrections, and writing advice as artificial intelligence (AI) becomes more and more integrated into the classroom. Using a qualitative methodology, the research gathers information from students via questionnaires and interviews in order to comprehend their experiences, advantages, and difficulties with these technologies. The research results show that students find ChatGPT and Deepseek to be very useful for coming up with ideas, honing their grammar, and organising their writings. They are also good tools for self-directed learning because of their accessibility and use. But there were drawbacks as well, like an excessive dependence on AI-generated content, sporadic errors, and a dearth of thorough justifications. The research emphasises how important it is to teach students how to use AI technologies critically in order to improve learning results. The research adds to the expanding corpus of research on AI-assisted language acquisition and offers educators and lecturers insightful information about how to incorporate AI technologies into teaching English writing.

Biodata:

Before joining Nguyen Tat Thanh University in Ho Chi Minh City, Vietnam, I worked at HCMC University of Technology and experienced on English Language Teaching (ELT) projects as well as a teacher trainer and curriculum designer. I have had over 20 years of managerial and academic work experience. My scholarly work has been published in reputable international and domestic journals. I am currently responsible for delivering several modules, including

Marketing Management, Business English, Applied Grammar, Academic Writing, and Critical Thinking Skills. My areas of interest encompass English as a Medium of Instruction, Content and Language Integrated Learning, Language Assessment and Evaluation, Business English, and ELT.

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VietCALL 2025 - 017

OPPORTUNITIES AND CHALLENGES OF AI INTEGRATION IN NON-MAJOR ENGLISH TEACHING

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Abstract

The integration of Artificial Intelligence (AI) in non-major English teaching presents both significant opportunities and complex challenges. This article explores how AI technologies can enhance personalized learning, increase student engagement, provide flexible access to educational resources, and support teachers through efficient assessment and lesson planning. At the same time, it addresses challenges such as technical limitations, teacher readiness, ethical concerns, and potential over-reliance on automated tools that may hinder communicative interaction. By analyzing these dual aspects, the article provides recommendations for effective AI adoption, emphasizing the importance of balanced pedagogical strategies, adequate training, and robust policy frameworks. Ultimately, AI has the potential to transform non-major English teaching, provided its implementation is carefully managed to maximize benefits while mitigating risks.

Keywords: Artificial Intelligence, Non-major English, Personalized Learning, Teacher Training, Educational Challenges

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VietCALL 2025 - 018

AI-RESISTANT WRITING ASSIGNMENTS IN EFL/ESL WRITING CLASSROOMS

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Abstract

There is an immediate need to revisit common writing assignments that require university students to write an essay and submit it directly to their lecturer, especially considering the potential for unethical use of AI tools by students to assist with parts or all of their writing work. As a response, this study aims to explore how writing lecturers can design AI-resistant writing assignments (ARWs) in their EFL/ESL writing classrooms to mitigate the unethical use of AI. To achieve this research goal, the researcher conducted a qualitative content analysis of websites affiliated with 20 world-class universities, which provided recent and open-access information related to the topic of this study. Framed under the process approach of writing, the analysis results presented various ARWs-related activities and instructions across the five phases of the writing process: planning, drafting, revising, editing, and submitting. The ensuing discussions culminate in practical implications for instructors teaching EFL/ESL writing courses, urging them to enhance their AI literacy and consider adopting the writing portfolio method for assessing their students' written work. Furthermore, the discussions encourage department heads to make strategic decisions about appointing suitable individuals to teach writing courses in this era of AI.

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Có ghi file: photo_Calvin.jpg nhưng không có hình

VietCALL 2025 - 019

THE INTERSECTION OF ARTIFICIAL INTELLIGENCE AND COPYRIGHT LAW IN EDUCATIONAL CONTEXTS

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Abstract

The integration of Artificial Intelligence (AI) into educational environments is transforming teaching methods, content creation, and student engagement. However, this rapid technological advancement raises complex legal questions, particularly in the area of copyright law as educators increasingly rely on AI tools for content generation, lesson planning, and student support. This paper explores the intersection between AI technologies and copyright frameworks within educational contexts and hold the discussion with issues of authorship, ownership of AI-generated content and the extent to which traditional doctrines like fair use or educational exceptions. Through legal analysis and case-based exploration, the paper aims to clarify emerging risks and responsibilities and calls for more adaptive legal frameworks to address the evolving role of AI in education.

Keywords: AI, education, copyright, fair use.

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VietCALL 2025 - 020

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

NA PHAM

Multicultural Health Communicatin Services, Australia

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:

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

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Dr. Na Pham brings over 26 years of extensive experience across five major fields: translation/interpreting, language teaching, language researching, language consulting, and language teaching material design. She has taught English language courses in Australia, Singapore, and Vietnam to students from diverse ethnic, socio-cultural backgrounds, and various age groups. Her teaching experience includes roles at the Vietnamese National University, National University of Singapore, EF Language Travel, ABC Study Groups, Sydney Community College, and MTC Training Solutions. Dr. Na Pham lectured in Academic Writing and Business Communication for eight years at La Trobe University – Sydney Campus from 2007 to 2015. Additionally, she is the founder and manager of Sydney Language Solutions, a Sydney-based company offering language and translation services since 2010 till 2024.

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VietCALL 2025 - 021

TRACKING ENGLISH SPEAKING PROGRESS THROUGH LOORA: RESULTS FROM AN AI-SUPPORTED LEARNING INTERVENTION

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Abstract

This article explores the potential effects of Loora, an AI-powered mobile application, on pronunciation, grammar, and fluency among twenty sophomore English majors at Hanoi Pedagogical University 2. As AI tools for language learning continue to be upgraded and refined, research on these newly enhanced applications remains limited, particularly in EFL contexts such as Vietnam. No prior study has examined Loora in Vietnamese higher education or investigated its impact on specific aspects of speaking. Over a twelve-week period, the participants used Loora as a supplementary speaking tool under face-to-face supervision. The researchers adopted a quantitative design, collecting entrance and exit scores every four weeks via the app. A paired t-test revealed a statistically significant improvement in pronunciation, while grammar and fluency also improved, though not significantly. Overall, the participants' speaking performance increased after using the app. However, Loora's automated assessments did not cover key discourse features such as vocabulary, idea development, cohesion, and coherence. The study suggests pedagogical implications and encourages future research with larger samples, varied designs, and longer durations to further explore Loora's educational potential.

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VietCALL 2025 - 022

EXAMINING THE IMPACT OF AI-ASSISTED PREPARATION ON VIETNAMESE EFL LEARNERS' WILLINGNESS TO COMMUNICATE IN ENGLISH

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Abstract

Developments of artificial intelligence (AI) in recent years have enhanced its ability to deliver quick and detailed responses, which are beneficial for language education. In language learning, speaking is an essential skill that second language learners often face challenges. However, while studies have explored AI uses for speaking practice, there is a scarcity of empirical research on the viability of chatbots, especially commonly accessible text-based models, as aids for speaking preparation. The study aims to investigate whether a ChatGPT-supported preparation process for speaking enhances Vietnamese English-major students' willingness to communicate (WTC) in the classroom, particularly in speaking English. Following a mixed-methods design, this study employs pre- and post-intervention WTC questionnaires, with the latter administered after students complete three simulated speaking tasks using ChatGPT as the preparatory tool, to obtain thorough understanding whether its utilization enhances students' WTC. The study also offers insights into individuals' uses of ChatGPT, perceived usefulness, and difficulties encountered when using the chatbot through thematic analyses of their open-ended responses. Subsequently, recommendations are provided for the integration of AI into the instruction of speaking skills.

Keywords: willingness to communicate, EFL learners, speaking preparation, ChatGPT, artificial intelligence, students' perceptions

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VietCALL 2025 - 023

ARTIFICIAL INTELLIGENCE AND COPYRIGHT OF LECTURES – CHALLENGES AND OPPORTUNITIES IN THE DIGITAL AGE

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Abstract

The rapid development of artificial intelligence (AI) is driving significant transformations in the field of education, particularly in the creation and protection of lecture content. As AI is increasingly used to support or even replace human involvement in the development of teaching materials, legal issues related to copyright ownership of lectures have become more complex and pressing than ever before. This study focuses on analyzing the challenges and opportunities that AI poses to copyright in the educational environment through a comparative legal approach between the United Kingdom and the United States. It aims to evaluate how these two countries address copyright issues when AI is involved in the creative process, especially in relation to academic works such as lectures. Based on this analysis, the study proposes practical recommendations for higher education, supporting lecturers, educational institutions, and policymakers in striking a balance between technological innovation and the protection of intellectual property rights.

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VietCALL 2025 - 024

ENHANCING COHERENCE AND COHESION IN IELTS WRITING THROUGH GENERATIVE AI FEEDBACK: AN EXPLORATORY STUDY

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[2]HCMC University of Technology, Vietnam

Abstract

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

Biodata:

Hoàng Ngọc Quỳnh Như is an English language lecturer at the Industrial University of Ho Chi Minh City, Vietnam. She holds an MEd in TESOL from Edith Cowan University. She specializes in developing students' speaking, writing, listening, and reading skills. Her research focuses on applying AI-based tools to enhance English proficiency among university students, exploring

attitudes and practical solutions. She has also conducted studies on pedagogical strategies, language assessment, collaborative learning, and the use of technology in teacher education.

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Trần Sĩ Nguyên Sa is a visiting lecturer in English at HCMC University of Technology, Vietnam. She holds an MEd in TESOL Presenters' from Edith Cowan University. She focuses on improving students' proficiency in speaking, writing, listening, and reading. Her research interests include Al applications in language education, digital literacy, and the sociocultural impact of technology on language teaching and learning. She also explores innovative pedagogical strategies and the role of technology in teacher training and curriculum development.

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VietCALL 2025 - 025

ENGLISH-MAJORED STUDENTS' PERCEPTION OF USING CHATGPT AS AN ASSITANT TOOL TO DEVELOP ACADEMIC WRITING SKILL

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Abstract

As ChatGPT become increasingly integrated into higher education, understanding students' perceptions of their use is essential for ethical and effective implementation. This study investigates English-major students' awareness and attitudes toward using ChatGPT as a supportive tool for academic writing development at a university. Drawing on data collected from 59 undergraduate students via an online survey combining Likert-scale and open-ended questions, the study explores students' frequency of use, perceived benefits, ethical concerns, and potential risks. Findings reveal that the majority of students use ChatGPT frequently for idea generation, grammar correction, and content refinement. Most participants reported improved writing quality, reduced anxiety over grammatical accuracy, and time efficiency. However, concerns over overreliance, diminished critical thinking, and academic integrity risks—particularly plagiarism and the erosion of originality—were also prevalent. The study highlights the dual perception among students: ChatGPT is both a helpful academic tool and a source of ethical ambiguity. The paper concludes with pedagogical implications, calling for universities to provide clearer AI use guidelines, foster digital literacy, and promote reflective writing practices to ensure responsible and meaningful integration of AI in academic contexts.

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Dr. Lam Thi Lan Huong is an English lecturer at Thuyloi University, Vietnam. She earned her PhD in Education at the University of Newcastle, Australia. Her research interests include TESOL methodologies, ICC, language and culture, professional development, educational management and internationalization of higher education. She has published her work both nationally and internationally. Email: lamhuong@tlu.edu.vn

VietCALL 2025 - 027

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

PHAM THI QUYNH NA

Multicultural Health Communication Services, Australia

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.

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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

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VietCALL 2025 - 028

A STUDY ON STUDENTS' PERSPECTIVE ON THE IMPACT OF TECHNOLOGY ON LEARNING ENGLISH OF SECOND-YEAR ENGLISH LINGUISTICS STUDENTS AT A UNIVERSITY

TRAN KIEU MY AN

Industrial University of Ho Chi Minh City, Vietnam

Abstract

The global rapid development of technology has influenced many different aspects of education. So does English language teaching. This study will examine students' views regarding the impact of technology on studying English of second-year English Linguistics students at IUH, which is necessary to get to know the current state of applying technology in learning English, and then we can recommend appropriate strategies for the students to optimize technology integration in learning English. The research employed quantitative methodology with a questionnaire survey for second-year students of English Linguistics. The findings of this study revealed some challenges in using technology for learning English such as a lack of understanding and utilization of special software, inadequate training, or guidance on the use of technology. From the findings, we have moved to several recommendations to second-year English Linguistics students to optimize technology blend in the acquisition of English. These include using YouTube and Facebook apps, mixing technology with actual communication, or learning via some computer programs.

Biodata:

Dr.Tran Kieu My An pursued higher education with a passion for languages and education, culminating in a PhD in Applied Linguistics. With over 20 years of experience in language teaching, she has dedicated her career to advancing the field of English language education. Currently, she serves as the Head of the Division of Language Teaching Methodology at the Industrial University of Ho Chi Minh City (IUH).

As a prolific writer, Dr.Tran Kieu My An has authored 7 articles and 2 books that contribute to the field of language teaching and applied linguistics. Her books, Practical Guides to English Learning and Essential Practice in Social Research Writing, which serve as a useful resource for both students and educators in the field of English language education.

Tran Kieu My An continues to inspire and influence the field of language education through her ongoing research, publications, and commitment to excellence in teaching. Her work not only enhances the academic success of her students but also contributes to the broader discourse on effective language education methodologies.

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VietCALL 2025 - 029

ENGAGEMENT WITH CHATGPT-GENERATED FEEDBACK IN WRITING: EFL STUDENTS' PERCEPTIONS AND REVISIONS

LUU THI HUONG

Hanoi Pedagogical University 2, Vietnam

Abstract

As large language models like ChatGPT are increasingly used to support second language writing, understanding how learners respond to such feedback has become an important area of inquiry. This study investigates how two Vietnamese university students engaged with ChatGPT-generated feedback during the revision process of writing tasks. Data collected from students' first and revised drafts, chat histories of ChatGPT's feedback, and semi-structured interviews reveals meaningful findings. Although both students reported that the feedback was useful, their engagement dynamics differed. One student tended to accept suggestions with minimal reflection, while the other engaged more critically, choosing which suggestions to adopt or reject. Factors such as self-perceived language proficiency, trust in the tool, and previous experiences with writing shaped how each student used the feedback. The study implies that while ChatGPT can be a valuable resource for writing, its pedagogical effectiveness depends on students' ability to evaluate and apply feedback comprehensively.

Biodata:

Lưu Thị Hương (M.A) began her teaching journey at Hanoi Pedagogical University 2 as an English teacher in 2016. Her dedication to continuous professional development is evident through her participation in various training programs and courses. She regularly attends workshops and seminars to stay updated with the latest trends and best practices in language teaching and educational technology. Her research interests include educational psychology and foreign language pedagogy. She can be reached at luuthihuong@hpu2.edu.vn.

VietCALL 2025 - 030

READING STRATEGY USE AND READING PERFORMANCE AMONG SECONDARY SCHOOL EFL LEARNERS

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Abstract

Reading is an essential skill in language and content learning, especially in Vietnam's exam-oriented context, and employing reading strategies is a key solution to address reading issues. However, limited research has explored strategy preference among proficiency groups and identified which strategies could predict reading outcomes. This study investigated 124 Grade 7 students at a secondary school in Dong Nai province. A mixed-methods convergent design was conducted using Mokhtari and Sheorey's (2002) Survey of Reading Strategies, a VSTEP A2 reading test, and semi-structured interviews (n=8). The study revealed the following results. First, most participants favored problem-solving strategies. While both successful groups showed stronger preference for global reading strategies, unsuccessful group chose support strategies. Interview data revealed five factors behind strategy's selections including emotions, cognition, time, strategy adaptation, and learning styles. Second, multiple regression showed that global reading strategies positively predicted reading outcomes.

Biodata:

Ms. Nguyen Ngoc Bich Huong has worked at Long Thanh secondary school for over 3 years. She is currently pursuing her Master's at Ho Chi Minh City Open University. Her research interests include teaching methodology and second language acquisition.

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VietCALL 2025 - 031

ENGLISH TEACHERS' ATTITUDES TOWARD AI

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Abstract

The integration of artificial intelligence (AI) into teaching has been shown to positively impact learning outcomes, student engagement, and the development of 21st-century skills. Teachers' attitudes toward AI are believed to significantly influence its use in the classroom. Although many studies have explored the attitudes of English teachers toward AI, the perspectives of those teaching in private schools remain under-researched. To address this gap, this descriptive study was conducted at a private multi-level school in the northern region of Vietnam, involving fifteen English teachers teaching from kindergarten to high school levels. Data were collected by a questionnaire adapted from the Teachers' Attitudes Toward Computers Questionnaire developed by Christensen and Knezek (2009). The findings of this study are expected to contribute meaningfully to the design of professional development programs related to teachers' technological knowledge and to inform stakeholders on strategies to enhance AI integration in English classrooms.

Biodata

Tran Thi Nam Phuong is currently a lecturer at Thai Nguyen University of Education. She has a passion for research in teaching methodology, professional development, and technology integration in language teaching.

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Cao Xuan Hieu is an enthusiastic educator dedicated to English language teaching and curriculum development. With experience in primary education, he focuses on innovative teaching methods, student-centered learning, and fostering communication skills. He is also

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VietCALL 2025 - 032

EXPLORING THE RELIABILITY OF CHATGPT-GENERATED FEEDBACK FOR IELTS WRITING TASK 2 ESSAYS

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Abstract

Artificial intelligence has been widely used to provide feedback on writing; however, few studies have investigated how learners perceive ChatGPT-generated feedback related to the IELTS Writing Task 2 band descriptors. This study aims to explore the reliability of ChatGPT 4.0 compared to human grading and which aspects of ChatGPT feedback learners find most useful. The participants were English-major senior students, familiar with IELTS Writing Task 2 and received feedback on their essays from human teachers. They first wrote IELTS Task 2 essays and received feedback from both ChatGPT and human raters, before completing a questionnaire about the aspects they found most useful. The results proved that ChatGPT-based feedback is reliably useful for IELTS Writing Task 2 in terms of vocabulary and grammar use. Despite some overly formal vocabulary, the suggestions support learners in enhancing coherence, organization, and lexical variety. Moreover, students find comments on Coherence and Cohesion, along with Lexical Resource, highly valuable, as these aspects assist them in organizing ideas better and using more varied vocabulary.

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Lý Quốc Thành is currently pursuing a Master's degree in TESOL and works as an English teacher at a boarding school and English center. He teaches general English, with his research interests include learner autonomy, and technology-enhanced language learning for adolescent and adult learners.

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VietCALL 2025 - 033

APPLICATION AND EVALUATION OF AI TOOLS IN ENHANCING LANGUAGE TEACHING AND LEARNING PRACTICES

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Abstract

The integration of Artificial Intelligence (AI) in language education has gained momentum in recent years, yet its pedagogical implications remain underexplored, especially in diverse classroom contexts. This study investigates the application and evaluation of selected AI tools—such as ChatGPT, Grammarly, and Quizzi (Wayground), Canva, Twee, etc—in English language teaching and learning at the upper secondary level in Vietnam. Addressing the gap in empirical studies on AI-enhanced language pedagogy, this research involves 60 English teachers and 180 students across three high schools. Data were collected through lesson observations, surveys, and focus group interviews, followed by thematic and descriptive statistical analysis. Findings indicate that AI tools improve writing fluency, promote learner autonomy, and support differentiated instruction. However, limitations include over-reliance on AI-generated content and a lack of critical digital literacy. The study highlights the importance of training both teachers and students in ethical AI use, offering practical insights into integrating AI into daily classroom practices while maintaining learner engagement and authenticity.

Biodata:

My name is Trương Thị Sương. I am an experienced English teacher with a Bachelor's degree in English Language Teaching from the University of Foreign Languages, Hue University. With 19 years of dedicated teaching at the secondary level, I have built a solid reputation for my commitment to student-centered learning and innovation in the English classroom.

Throughout my career, I have actively integrated technology into my teaching, especially focusing on Artificial Intelligence (AI) tools to enhance educational outcomes. I have achieved notable accomplishments in applying AI to language teaching, content creation, and assessment

design. My work includes training colleagues in the use of AI for education, designing AI-enhanced materials, and presenting workshops on digital tools such as Canva, Heyzine, and ChatGPT.

As a passionate educator and lifelong learner, I constantly seek ways to improve my teaching practices and support learner autonomy. I am also the head of my school's English Club, where I inspire students to use English creatively and confidently.

I am currently sharing her insights and experiences at educational conferences, aiming to contribute to the development of effective, inclusive, and tech-integrated English teaching practices in Vietnam and beyond.

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VietCALL 2025 - 034

INNOVATIONS AND EMERGING TRENDS IN LANGUAGE TEACHING AND LEARNING IN CONTEMPORARY CLASSROOMS

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Abstract

In response to the rapidly changing educational landscape, language teaching and learning have witnessed a surge of innovations and emerging trends. Despite growing interest, limited research has systematically evaluated how these innovations are being adopted and their actual impact in real classroom contexts. This study explores the integration of modern approaches—such as task-based learning, gamification, digital storytelling, and AI-supported tools—across secondary and tertiary education in Vietnam. The study involved 45 language teachers and 150 students from five educational institutions. Data were collected through classroom observations, semi-structured interviews, and teacher-student surveys, then analyzed using thematic coding and comparative analysis. Results reveal increased learner engagement, improved collaboration, and stronger communication skills when innovative methods are thoughtfully integrated. However, challenges such as limited teacher training and unequal access to digital tools persist. A key highlight of the study is the identification of context-responsive strategies that align with learners' needs while leveraging technology to promote learner autonomy and intercultural competence.

Biodata:

My name is Trương Thị Sương. I am an experienced English teacher with a Bachelor's degree in English Language Teaching from the University of Foreign Languages, Hue University. With 19 years of dedicated teaching at the secondary level, I have built a solid reputation for my commitment to student-centered learning and innovation in the English classroom.

Throughout my career, I have actively integrated technology into my teaching, especially focusing on Artificial Intelligence (AI) tools to enhance educational outcomes. I have achieved

notable accomplishments in applying AI to language teaching, content creation, and assessment design. My work includes training colleagues in the use of AI for education, designing AI-enhanced materials, and presenting workshops on digital tools such as Canva, Heyzine, and ChatGPT.

As a passionate educator and lifelong learner, I constantly seeks ways to improve my teaching practices and support learner autonomy. I am also the head of my school's English Club, where I inspire students to use English creatively and confidently.

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VietCALL 2025 - 035

THE EFFICIENCY OF EFL THIRD-YEAR STUDENTS' SELF-STUDY OF ENGLISH USING CURRENT ONLINE LEARNING APPLICATIONS AT HUFLIT

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Abstract

Many third-year students at the Ho Chi Minh City University of Foreign Language and Information Technology (HUFLIT) are seeking effective ways to study independently. Using online learning tools is one technique to enhance this skill. This study aimed to evaluate the effectiveness of independent English study using applications among HUFLIT third-year students. About 40 students were polled at HUFLIT as part of this mixed-method study, which used qualitative and quantitative techniques. The findings demonstrated that students who consistently use online learning tools for independent English study will experience a notable enhancement of their competence. According to the study's findings, all students who use online learning tools improve their capacity for independent English study. According to the research, all students at HUFLIT, not just third-year students, should use online learning tools to enhance their capacity for independent study.

Keywords: online learning, applications, self-study, 3rd-year students, education

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VietCALL 2025 - 036

LEGAL PERSPECTIVES ON AI USE IN LANGUAGE TEACHING: EU AND CHINESE APPROACHES AND RECOMMENDATIONS FOR VIETNAM

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Abstract

Artificial intelligence (AI) has significant potential to enhance language teaching effectiveness and personalize learning experiences. However, it also raises critical legal challenges related to accountability and ethics. Employing a qualitative research methodology, this study analyzes and compares the legal frameworks of the European Union (EU) and China concerning the use of AI in language education, focusing on key legal issues: (i) minimum age requirements for AI usage; (ii) the guiding principles for AI implementation; and (iii) legal liabilities arising from the deployment of AI. Drawing on these findings, this study proposes key lessons and policy recommendations for developing an appropriate legal framework for Vietnam.

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Mr. Dat Vo Hung, a lecturer at Ho Chi Minh City University of Law with over a decade of academic experience, specializes in International Law, particularly Private International Law, Maritime Law, and Logistics Law. His research integrates theoretical frameworks with practical insights, focusing on cross-border legal issues.

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VietCALL 2025 - 037

ENHANCING SUSTAINABLE DEVELOPMENT GOALS THROUGH AI INTEGRATION IN ENGLISH TEACHING AND LEARNING: EVIDENCE FROM FTU HCMC

DANG THI MY DUNG

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Abstract

In recent years, Artificial Intelligence (AI) has emerged as a transformative tool in education, particularly in English language teaching and teaching, by offering personalized experiences and aligning with global agendas like the United Nations' Sustainable Development Goals (SDGs), especially SDG 4 on quality education. However, existing literature reveals divergent views on AI's integration, with some highlighting benefits in personalization and outcomes, while others note disruptions to traditional roles and limited exploration in non-Western contexts. This study addresses these gaps by examining AI's role in a Vietnamese higher education setting. Conducted at Foreign Trade University Ho Chi Minh City, it involved 18 English teachers specializing in Business English. Data were gathered via semi-structured interviews and analyzed thematically to identify qualitative insights. Findings reveal seven key themes: enhanced personalization, improved learning outcomes, bridging educational gaps, student-centered approaches, increased engagement and motivation, professional development for educators, and ethical concerns with data privacy. The study highlights AI's potential to foster inclusive, equitable English education in trade-oriented institutions, contributing to SDG 4 advancement in Vietnam.

Keywords: AI, ELT, Sustainable Development Goals (SDGs)

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Dang Thi My Dung (M.A, MBA) has been an English lecturer of Department of Foreign Languages, Foreign Trade University - HCMC Campus for eighteen years. She has actively

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VietCALL 2025 - 038

LEARNERS' PERSPECTIVES OF GENAI INTEGRATION IN BUSINESS ENGLISH WRITING: EVIDENCE FROM FTU HCMC

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Abstract

The rapid proliferation of large language models (LLMs) capable of generating human-like text has raised concerns among educators regarding academic integrity, prompting the need to understand emerging issues such as "AI-giarism." This study evaluates how 56 undergraduate students at Foreign Trade University Ho Chi Minh City perceive the use of Generative AI in Business English writing. Data was collected through a structured survey. Findings indicate that students are more concerned about the potential hindrance to their writing skill development than the risk of academic penalties. Many students believe AI-generated works are detectable and advocate for integrating plagiarism detectors. Submitting chatbot-generated text was largely seen as academic dishonesty, though machine-translated assignments were viewed differently. These results will inform academic staff/ instructors at Foreign Trade University HCMC on students' perceptions of GenAI's influence on academic integrity, guiding the development of policies and pedagogical practices that prioritize AI as an educational tool rather than a shortcut. A key highlight is the observed disconnect in students' understanding of various forms of AI-related academic misconduct.

Keywords: GenAI, English as a Foreign Language, learner perceptions/ beliefs, Vietnamese higher education.

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Hoang Thi Thanh (MBA) is currently working as an Assistant of the Department of Foreign Languages of Foreign Trade University - HCMC. She has held a number of positions, including an Administrative Officer of Division of Politics and Student Affairs, Human Resources Department & Department of Foreign Languages. Regardless of her specialist role, she is always engaged in doing scientific research.

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VietCALL 2025 - 039

USING AI TOOLS TO ENHANCE ENGLISH LEARNERS' INTERCULTURAL COMMUNICATIVE COMPETENCE: A SYSTEMATIC REVIEW

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Abstract

In the era of international integration and globalization, the ability to communicate across cultural backgrounds and social identities has become an essential skill for English language learners. In addition to traditional teaching methods, Artificial Intelligence (AI) is being used to foster students' intercultural communicative competence (ICC). This systematic literature review highlights the role of ICC in education and the increasingly globalized world. Furthermore, it explores current perspectives on the use of AI tools to support ICC development. On the one hand, it emphasizes the benefits of using AI in language education. On the other hand, it discusses some of the challenges associated with AI in educational settings, including privacy concerns, integrity issues, and costs. In conclusion, this review provides a deeper insight into AI and its impacts on ICC and language development.

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VietCALL 2025 - 040

LEAST EFFORT STRATEGIES IN EFL/ESOL LEARNING: INVESTIGATING THE ROLE OF ZIPF'S PRINCIPLE IN AI-ASSISTED LANGUAGE ACQUISITION AT HUFLIT

TRAN NAM ANH

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Abstract

This study explores the role of Zipf's Principle of Least Effort in shaping English language learning strategies among EFL/ESOL learners within digital environments. Integrating Zipf's Law, Cognitive Load Theory, and Second Language Acquisition theories, it examines learners' preferences for minimizing mental effort through high-frequency vocabulary usage, grammar simplification, and reliance on AI-assisted tools. A mixed-methods approach was employed, combining survey responses from 25 English majors with thematic analysis of qualitative data. Quantitative results demonstrated strong learner agreement with effort-reducing behaviors such as translation tool usage and language simplification. Qualitative analysis revealed themes of convenience, emotional support, concerns about overdependence, and interactivity. Findings indicate that while learners prioritize efficiency and emotional comfort, excessive reliance on digital aids may impede deeper linguistic engagement and long-term retention. The study suggests instructional strategies should balance learners' natural tendencies for minimal effort with approaches that support comprehensive language growth, highlighting the need for further research into effective long-term language learning practices.

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VietCALL 2025 - 041

AI CHATBOTS AND ENGLISH PARAGRAPH WRITING: STUDENT PERCEPTIONS OF IMPACTS ON VOCABULARY, GRAMMAR, AND COHERENCE – A MIXED-METHODS STUDY AT HUFLIT UNIVERSITY

NGUYEN QUANG HUY

Ho Chi Minh City University of Foreign Languages and Information Technology, Vietnam

Abstract

This study aimed to investigate how English-majored students perceived the influences of AI chatbots on vocabulary development, grammatical accuracy, coherence, and learner autonomy while writing paragraphs. Using a mixed-methods approach, this study involved 120 students from all undergraduate levels at HUFLIT University. Data were collected through questionnaires (n=120) and semi-structured interviews (n=10) which were analyzed using thematic analysis to identify students' perceptions. The findings revealed that a significant majority of students opt for AI tools such as ChatGPT and Grammarly. Besides, Students reported substantial improvements in grammar and vocabulary, moderate gains in coherence, and greater motivation to write independently. However, the use of AI chatbots also raise concerns about dependency and reduced critical thinking among students. The study offers a foundation for further research on using AI tools such as ChatGPT or Grammarly in education which can enhance writing development and pedagogical guidance to maintain authenticity and promote critical engagement.

Biodata:

Nguyen Quang Huy is a lecturer at HUFLIT, Vietnam. He teaches English and is interested in teaching methodologies and tools that enhance student motivation, particularly in speaking. His research focuses on content-based instruction and innovative strategies for using English as a medium to teach other subjects beyond language skills.

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VietCALL 2025 - 042

EXPLORING THE ROLE OF AI IN ENHANCING RESEARCH SKILLS: A CASE OF ENGLISH-MAJOR STUDENTS AT HUFLIT

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Abstract:

This study investigates how English-major students at HUFLIT perceive and utilize Artificial Intelligence (AI) tools in developing their academic research skills, addressing a notable theoretical gap within the Vietnamese educational context. Employing a quantitative research design, the study drew upon an integrative framework combining Constructivist Learning Theory, the Technology Acceptance Model (TAM), Self-Determination Theory (SDT), and the AI Competency Objective Scale (AICOS). Data were collected from 250 English-major students at HUFLIT via a structured questionnaire using convenience sampling. Findings revealed a 100% adoption rate of AI tools for academic purposes among the surveyed students, with ChatGPT and Grammarly being the most frequently used. Students generally perceived AI tools as effective, leading to improved academic writing skills and time-saving in literature searches. Despite these benefits, concerns about AI generating inaccurate information, over-reliance affecting critical thinking, and plagiarism risks were reported. Regression analysis indicated that Technical Skills & AI Operation and AI Usage Intensity & Efficiency significantly and positively impact students' research performance. Ultimately, the study extends TAM by confirming the role of perceived ease of use and actual competence in predicting academic outcomes. It also reinforces SDT's emphasis on autonomy and competence as motivational factors. The use of AICOS introduces a multidimensional lens for measuring AI readiness, which can be applied to future research in non-STEM contexts. Besides that, the study also suggests that educators should integrate AI training into curricula, promote ethical awareness,

and ensure equitable access to diverse AI tools. Rather than viewing AI as a shortcut, students should be guided to engage with AI as a cognitive partner that enhances critical thinking and academic inquiry.

Keywords: Artificial Intelligence, Academic Research, AI Literacy, English-Major Students, TAM, SDT, AICOS, Vietnam.

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VietCALL 2025 - 043

PERSONALIZING WRITING LEARNING FOR LOW-LEVEL EFL LEARNERS THROUGH THE USE OF GRAMMARLY

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Abstract

With the integration of Artificial Intelligence (AI) in English language teaching, the Grammarly application offers instantaneous checks on grammar, vocabulary, punctuation, and even style tailored to the unique writing level of each student. This study explored the effects of Grammarly on the attitudes and experiences of low-level EFL writing learners, specifically focusing on their challenges with the application. A mixed-methods approach was used in conjunction with tests and survey questionnaires for collecting qualitative and quantitative data. 22 EFL learners with low English proficiency who worked for a software company participated in this study. The findings revealed that Grammarly had a great impact on the learners' writing proficiency in terms of reducing correctness, clarity and engagement errors. Moreover, this AI-powered assistant helped personalize their English writing learning by providing vocabulary recommendations, customized feedback, grammar corrections, punctuation checks, and tailored criticism. Also, no significant challenges of using Grammarly were reported. Finally, some implications were suggested to promote the effective utilization of Grammarly to personalize low-level EFL learners in Vietnamese contexts.

Keywords: EFL learners, English writing, Grammarly, personalized learning

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Author 2. The Nhat Cao has been working as an English lecturer at Ly Tu Trong College and some English centers in Ho Chi Minh city, Vietnam. His research interests are blended learning, applied linguistics, and TESOL.

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VietCALL 2025 - 044

THE USE OF CHATGPT IN IELTS WRITING ASSESSMENT: ITS RELIABILITY AND PERSPECTIVES FROM TEACHERS

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Abstract

The rapid development of ChatGPT has profoundly affected language teaching and learning practices, especially writing assessment. It is widely believed to be an effective solution to this arduous and highly subjective task. However, ChatGPT's reliability and the perspectives of teachers on its adoption in writing assessment still remain an under-researched topic. This study aims to investigate the reliability of using ChatGPT as an assessment tool for IELTS writing. Recruiting 45 students' writings in both Task 1 and Task 2, the study calculates Cohen's weighted kappa and intraclass correlation coefficient to measure the alignment between human and ChatGPT's grading. This is followed by 3 semi-structured interviews with 3 teachers to reveal their perspectives on grading by ChatGPT. Results of the quantitative phase indicate an alignment between the two grading approaches, while those of the qualitative phase show that the teachers consider ChatGPT useful for assessment despite some limitations regarding giving feedback. It is suggested that ChatGPT can be an effective tool to assess IELTS writing under careful supervision from humans.

Keywords: ChatGPT, IELTS writing, language assessment

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<p style="color:red; text-align:center;">**VietCALL 2025 - 045**</p>

THE EFFECTS OF SHADOWING TECHNIQUE ON PRONOUNCING -ED ENDING SOUNDS: THE CASE OF SAIGON UNIVERSITY

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Abstract

The shadowing technique has been recognized as an effective learning method for enhancing listening and speaking skills. However, research focused on the effects of shadowing on ending sounds, especially the -ed ending sound, has been limited. This research investigated the English Major Juniors' perception of using the shadowing technique for the -ed ending sound pronunciation, the difficulties encountered when applying this technique to pronounce the -ed ending sounds, and some possible solutions to improve the situation. Employing an explanatory sequential mixed-methods design, the study combined qualitative and quantitative methods and collected data through an online survey (213 participants) and semi-structured interviews (10 students). The results showed that the majority of students had positive cognitive and psychological effects regarding the use of the shadowing technique in improving the -ed ending sound pronunciation. In contrast, they had negative emotional effects from this method. Additionally, the main discovered difficulty was an interaction between performance factors and the forgetting of past tense rules.

Keywords: Shadowing technique, the -ed ending sound, pronunciation.

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Dang Vu Minh Thu is a full-time lecturer at Saigon University, HCMC. With more than 8 years of teaching experience at many universities and institutions, her specialisation is teaching courses of English for academic purposes and English-language certificates including IELTS and VSTEP. In 2020, she received a Master's degree in TESOL from Open University, HCMC and she is specifically interested in the research of technological applications in English teaching context and teacher professional development.

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Tran Thi Diem My is a part-time teacher at a language centre called HP Academy. She specialises in teaching English-language certificates including MOVERS, FLYERS and IELTS. In terms of work experience, she has been teaching English for two years. Her research interests are educational technology, educational psychology and innovation in language teaching.

Phan Le Hien Mai is a part-time teacher at Direct English Centre. She specialises in teaching English in communication and IELTS. Her great research interests are related to students' learning motivations and innovation in language teaching.

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VietCALL 2025 - 046

THE INFLUENCE OF A CALL COURSE ON PRE-SERVICE EFL TEACHERS DURING TEACHING INTERNSHIPS: OPPORTUNITIES AND CHALLENGES

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 Abstract

This study explores how a Computer-Assisted Language Learning (CALL) course equipped 202 final-year pre-service EFL teachers at Hanoi Pedagogical University 2 to integrate technology effectively into real classroom settings. Employing a mixed-methods design, the study collected data via questionnaires, interviews, classroom observations, and teaching diaries. Findings demonstrate that the CALL course significantly enhanced the teachers' confidence, digital competence, and ability to utilize CALL tools in pedagogical, assessment, and administrative contexts. Participants reported increased student engagement, autonomy, and exposure to diverse learning modalities. However, challenges such as limited preparation time, technical barriers, and varied digital literacy among students emerged. This study addresses a research gap by examining the direct application of CALL training during internships, where theoretical knowledge is tested in practice. The results offer practical implications for CALL curriculum development, teacher preparation programs, and institutional support for technology-enhanced instruction.

Keywords: Computer-Assisted Language Learning, teacher training, pre-service EFL teachers, technology integration, teaching internship, mixed-methods

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VietCALL 2025 - 047

THE EFFECTS OF AI-SUPPORTED METACOGNITIVE STRATEGY INSTRUCTION ON THE WRITING PERFORMANCE OF NON-ENGLISH MAJORS

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Abstract

Since the emergence of Artificial Intelligence (AI), its role in language teaching has sparked ongoing debate. This research investigates whether AI-supported metacognitive strategy instruction can help to improve students' writing performance, considering that the relationship between AI usage and metacognitive strategies has been barely discussed and that non–English majors have not been well represented in research on AI in writing classes. A quasi-experimental design was conducted with 80 students, divided into an experimental group (receiving AI-supported metacognitive strategy instruction via ChatGPT) and a control group (receiving conventional method). Both groups took a pre-test and post-test to assess writing skills, with results analyzed using Paired-sample and independent-samples t-test. Concurrently, semi-structured interviews with 10 participants explored experiences with AI-assisted learning. Quantitative analysis reveals significant improvements in writing performance among students who received AI-assisted instruction compared to the control group. Qualitative findings reflect a positive impact of AI on students' writing skills while showcasing some concerns about academic integrity and over-reliance.

Biodata: I am a teacher at Ly Tu Trong College, Ho Chi Minh City, where I teach general English classes for non-English majors, and language skills, linguistics, and pedagogy classes for English majors. My research interests include metacognitive strategies, artificial intelligence in education, and their impact on the development of language skills.

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VietCALL 2025 - 048

A STUDY ON THE EFFICIENCY OF GAMMAAI TOOL IN ENHANCING PRESENTATION DEVELOPMENT SKILLS IN NOVICE ENGLISH MAJORS

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Abstract

This study set out the context in which students have a critical need to develop effective presentation skills in academic and professional settings. Despite the growing availability of technological aids, the application of AI presentation tools has not been thoroughly investigated on enhancing the planning, reasoning, and design aspects of presentations, particularly among students in a specialized EFL context. This research involves first- and second-year English-major students at Vietnam Aviation Academy in a quasi-experiment, using one-group pre-test and post-test design over an approximate one-month period. A custom-designed presentation marking rubric serves as the primary quantitative instrument, focusing on content organization, logical argumentation, and visual slide design while explicitly excluding oratorical performance. Following the intervention, a structured questionnaire will be administered to evaluate participants' perception of the tool's utility, usability and limitations. The findings aim to shed light on both practical benefits and possible disadvantages of using a single AI-powered presentation tool Gamma.ai in enhancing foundational pre-delivery skills of young English majors working in a highly specific academic environment.

Keywords: presentation development, AI tool, English majors, experiment

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VietCALL 2025 - 049

EXAMINING THE IMPACT OF AI-ASSISTED PREPARATION ON VIETNAMESE EFL LEARNERS' WILLINGNESS TO COMMUNICATE IN ENGLISH

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Abstract

Developments of artificial intelligence (AI) in recent years have enhanced its ability to deliver quick and detailed responses, which are beneficial for language education. In language learning, speaking is an essential skill that second language learners often face challenges. However, while studies have explored AI uses for speaking practice, there is a scarcity of empirical research on the viability of chatbots, especially commonly accessible text-based models, as aids for speaking preparation. The study aims to investigate whether a ChatGPT-supported preparation process for speaking enhances Vietnamese English-major students' willingness to communicate (WTC) in the classroom, particularly in speaking English. Following a mixed-methods design, this study employs pre- and post-intervention WTC questionnaires, with the latter administered after students complete three simulated speaking tasks using ChatGPT as the preparatory tool, to obtain thorough understanding whether its utilization enhances students' WTC. The study also offers insights into individuals' uses of ChatGPT, perceived usefulness, and difficulties encountered when using the chatbot through thematic analyses of their open-ended responses. Subsequently, recommendations are provided for the integration of AI into the instruction of speaking skills.

Keywords: willingness to communicate, EFL learners, speaking preparation, ChatGPT, artificial intelligence, students' perceptions

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VietCALL 2025 - 050

GENERATIVE AI TOOLS IN DESIGNING MCQS FOR ENGLISH LANGUAGE EXAMINATIONS: INSIGHTS FROM LECTURERS

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Abstract

This study explores ChatGPT's ability to generate multiple-choice questions (MCQs) using syntax-based sentence transformations, following the ReParaphrased classification framework. Analysis focused on five syntactic types: Negation Switching (NS), Diathesis Alternation (DA), Subordination and Nesting Changes (SNC), Coordination Changes (CC), and Ellipsis (Ell). Using a qualitative approach, the research draws on three teachers' insights in exam questions design and examples of 100 AI-generated exam questions they produced. Statistical analysis was used to assist the review by identifying the frequency and distribution of each transformation, helping to highlight common and uncommon patterns. Results show that Diathesis Alternation (DA), Coordination Changes (CC) and Subordination and Nesting Changes (SNC) were the most commonly used and reliably applied transformations, often resulting in grammatically accurate and meaning-preserving MCQs. In contrast, Ellipsis (Ell) and Negation Switching (NS) appeared infrequently and were less reliable due to semantic ambiguity. These findings suggest that ChatGPT performs well with structural reordering and clause linking but struggles with more subtle syntactic changes. The study highlights ChatGPT's strengths and limitations in syntax-focused question generation, offering insights for educators designing AI-assisted language assessments.

Biodata

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VietCALL 2025 - 051

FROM TRAINING TO INTERNSHIP: THE IMPACT OF A CALL COURSE ON VIETNAMESE PRE-SERVICE EFL TEACHERS

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Abstract

As technological advancements, including artificial intelligence (AI), continue to reshape language education, it is essential to equip pre-service teachers with Computer-Assisted Language Learning (CALL) competence. This study investigates the impact of a CALL course on Vietnamese EFL teacher candidates during their teaching internships. The course was designed in alignment with the TESOL Technology Standards Framework for Language Teachers (TESOL, 2008). Adopting a mixed-methods approach, the study surveyed 202 pre-service EFL teachers and conducted case studies with five participants through classroom observations, teaching diaries, and interviews. Findings indicate that the course significantly enhanced participants' ability to select appropriate tools, design interactive lessons, and implement technology-mediated assessments. A range of digital tools, including AI applications, was utilized for lesson planning, student engagement, and formative feedback, supporting more student-centered and autonomous learning environments. Despite these positive outcomes, barriers such as limited infrastructure, time constraints, and technical challenges hindered full implementation. This study offers practical insights into integrating CALL—particularly AI tools—into teacher education and highlights the importance of context-responsive, practice-oriented training.

Keywords: CALL, AI tools, pre-service teachers, teaching internship, TESOL Technology Standards, EFL, technology integration

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VietCALL 2025 - 052

THE EFFECTIVENESS OF APPLYING AI TO TEACHING ENGLISH ONLINE FROM STUDENTS' AND TEACHERS' PERSPECTIVE AT A UNIVERSITY IN HO CHI MINH CITY

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Abstract

This paper explores the applicability of using Artificial Intelligence (AI) tools in online teaching of English to university students embarking on a case study at a University in Ho Chi Minh City. With the growing integration of AI in the field of education, specifically English Language Teaching (ELT), such tools as ChatGPT, Grammarly, and AI-based feedback systems are presented as a way to make teaching more effective and engaging to the audience. Based on a mixed-methods study, the study surveyed students of the English major and interviewed lecturers on the effects of AI on teaching practices and motivation, autonomous and adaptive behavior of students. It was shown that although instructors noticed that time efficiency and lesson plans were more efficient using AI, students realized that they were more engaged and had to learn independently, even though they had to adapt to it, in the beginning. This paper is a rare local-level contribution to the Vietnamese context of higher schools and indicates the pedagogical opportunities and challenges of AI in online ELT. It provides realistic suggestions to teachers and institutional settings that would consider how to incorporate responsible AI to improve online English teaching as a quality issue.

Biodata:

Dr.Tran Kieu My An did her post-graduate studies out of interest in languages and education with a view to gaining a doctoral degree in Applied Linguistics. With more than 20 years of experience in teaching language, she has devoted her life to the advocacy of the discipline of English language education. She is the present Head of the Division of Language Teaching

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VietCALL 2025 - 053

STUDENTS' PERCEPTIONS AND READINESS FOR AI-ASSISTED LEARNING IN ENGLISH LANGUAGE COURSES: AN EXPLORATORY STUDY

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Abstract

Artificial Intelligence (AI) has recently gained attention in language education, offering transformative potential for teaching and learning. However, students' perceptions and readiness toward AI-supported learning, especially towards ELP, in first-year English courses at Vietnamese universities remain under-researched. The study aims to fill this gap in the literature by examining students' attitudes toward and their readiness to integrate AI tools into their English learning at HUFLIT University, Vietnam. A mixed-methods strategy was used to collect both quantitative and qualitative data. A questionnaire was conducted among 80 first-year students to measure their attitudes and readiness for AI-driven English language learning. Additionally, 8 students were interviewed through semi-structured interviews to obtain a more in-depth perspective of their understanding. The study examines pertinent aspects, for instance, students' perception toward AI integration, their willingness to use AI support and the factors influencing their acceptance or resistance.

Initial results show a wide variety of responses from excitement to caution and fear, with students' digital literacy, previous exposure to new technology and institutional context being major determinants to practicing positive attitudes. These results highlight the need for pedagogical aid, curriculum adaptation and ethical considerations for efficient AI implementation in a language learning context. Findings offer practical implications for educators, policy makers, and course designers who intend to promote the implementation of AI in language courses. It highlights the importance for future work on long-term effects of AI on

language learning outcomes for building effective strategies to mitigate students' concerns and barriers to adopt AI.

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VietCALL 2025 - 054

GENERATIVE ARTIFICIAL INTELLIGENCE IN EFL EDUCATION: DESIGNING EDUCATIONAL PROMPTS IN SPECIALIZED CHATBOTS TO VOCABULARY LEARNING

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Abstract

With the rising prevalence of generative artificial intelligence (GenAI) tools such as ChatGPT, POE, Gemini, ... in educational contexts, there is an increasing interest in customizing these technologies for domain-specific applications. In the domain of English as a Foreign Language (EFL), specialized chatbots have arisen as viable instruments to facilitate vocabulary acquisition and retention via prompt-based conversation. This research examines the theoretical and pedagogical factors pertinent to the design of instructional prompts in specialized AI chatbots for EFL vocabulary acquisition. This study examines the impact of prompt design on learners' engagement, memory retention, and self-regulated learning, utilizing frameworks from instructional design, cognitive load theory. This research adopts a conceptual-comparative viewpoint, examining and contrasting general-purpose tools with task-specific chatbot models intended for EFL vocabulary help, rather than employing a fully empirical or experimental method. The implications for fast formulation, customization, and ethical design are examined, emphasizing how educators might create effective AI-facilitated vocabulary learning experiences. This research advances the debate on AI-facilitated language acquisition, providing pragmatic insights for educators, instructional architects, and educational technology innovators.

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VietCALL 2025 - 055

INVESTIGATING THE STUDENTS' PERSPECTIVES ON THE APPLICATION OF AI IN LEARNING ENGLISH – VIETNAMESE TRANSLATION

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Abstract

The rapid and pervasive development of Artificial Intelligence (AI) technology has strongly impacted education in Vietnam in recent years. An increasing number of teachers and learners are utilizing AI tools in their teaching and learning processes. This research paper aims to understand the attitudes of English-major students towards the application of AI in learning English–Vietnamese translation skills. By conducting a survey of 95 second-year undergraduates at Ho Chi Minh City University of Foreign Languages – Information Technology (HUFLIT), the author measured students' level of usage, awareness of effectiveness, and desire to use AI. The results show that the majority of students are using AI and believe AI is a helpful assistant. They hope AI tools will be used in classrooms and even during examinations. Besides, there are concerns about the increasing dependence on AI among students. From these findings, the writer proposes several teaching methods that are suitable for the new situation and address the need to balance traditional teaching approaches and technology.

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VietCALL 2025 - 056

EFL TEACHERS' VOICES ON THE IMPLEMENTATION OF CHATGPT IN TEACHING IELTS WRITING SKILLS IN VIETNAM

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Abstract

Despite an increasing interest in IELTS education for academic and social needs in Vietnam, students continue to struggle to achieve their desired writing band scores. Thus, this study examined the ability of Chat Generative Pre-Trained Transformer (ChatGPT) to enhance IELTS writing proficiency of learners across English training centers in Vietnam. It also attempted to explore advantages and disadvantages perceived by EFL teachers through their actual use of this chatbot. Two research instruments were employed to gather data: questionnaires to 45 EFL teachers, and semi-structured interviews with five experienced ones. The results suggested that ChatGPT could help improve students' writing skills. While the participants noted twelve benefits for learners and nine for themselves, they also reported several concerns, including ten technology-related, nine teacher-related and nine student-related drawbacks. Therefore, ChatGPT's limitations appeared to outweigh its advantages. Some recommendations were also proposed to enhance the effectiveness of integrating ChatGPT into IELTS writing instruction at English language centers in Vietnam.

Keywords: Artificial Intelligence (AI), ChatGPT, EFL teachers, English training centers, IELTS writing skills

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VietCALL 2025 - 057

SENIOR ESL TEACHERS' PERCEIVED CHALLENGES IN UTILIZING AI-POWERED TOOLS IN TERTIARY EDUCATION

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Abstract

Due to the convenience and benefits of AI tools, they have been more widely used by ESL teachers of all levels in many parts of the world. In Vietnam, AI-powered tools have also been adopted by a growing number university-level ESL lecturers in order to engage their students in ESL classooms. However, its adoption among senior lecturers seemed to be limited. Therefore, this research was conducted to explore their perceptions of the challenges in using AI-powered tools in teaching English. Data were collected throuh semi-structure interviews with 9 senior lecturers at a public university and findings revealed that participants encountered various challenges . By understanding their concerns, universities can foster more effective and unified AI integration in teaching English.

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VietCALL 2025 - 058

THE POTENTIAL OF A.I IN ENHANCING FOREIGN LANGUAGE TEACHING AND LEARNING METHODS FOR CHILDREN AT LANGUAGE CENTERS IN HO CHI MINH CITY

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Abstract

Artificial intelligence (AI) is creating a revolution in the 4.0 era, especially in education, where demand for English and other languages is increasing. While most research previously focused on adult learners, the application of AI in children's education still leaves many gaps that need to be filled. This study explores the potential of integrating AI in teaching and learning English for children aged 5 to 10 at language centers in Ho Chi Minh City. The surveys were conducted with English teachers and parents whose children are enrolled in language centers using AI-integrated applications such as Duolingo, Elsa Speak, Lingokids, or Khan Academy Kids.... The research analyzes the perception and role of AI in teaching, the benefits of integrating AI, the impact of AI on children's motivation and learning outcomes, as well as challenges and expectations during implementation. The results show that AI significantly improves children's English ability, especially in terms of vocabulary, listening, writing, and pronunciation. The growing development of AI-enabled educational tools shows huge application potential. This research is intended to contribute to improving the quality of English language teaching for children and support the broader goal of improving education through advanced technologies.

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VietCALL 2025 - 059

INTEGRATING CHATGPT INTO ENGLISH WRITING ASSESSMENT: PEDAGOGICAL IMPLICATIONS FOR VIETNAMESE ENGLISH INSTRUCTORS

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Abstract

The purpose of this study is to explore how Vietnamese university English instructors use ChatGPT to assess student writing and what this means for their teaching practices. The research involved six lecturers who scored 12 student essays and compared their results with ChatGPT's scores, using the same writing rubric. The study also gathered their opinions through surveys and interviews. Findings show that ChatGPT's scores were generally close to the lecturers' ratings, especially in grammar and vocabulary, suggesting it could support teachers in large writing classes. However, some differences appeared in areas like content interpretation and coherence, where human judgment remains essential. Teachers saw the benefits of using ChatGPT to save time and provide quick feedback but also raised concerns about fairness and overuse. The study highlights the importance of training and support for teachers to use AI tools effectively and responsibly. These findings offer useful suggestions for improving writing assessment in English language teaching in Vietnam.

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Quach Thi To Nu is a lecturer at Industrial University of Ho Chi Minh City and a PhD student at VNU-HCMUSSH, Vietnam. Experienced in teaching English to diverse students, her research focuses on quality assurance in education and language teaching. She actively contributes to academia through writing, presenting at workshops, and peer editing.

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VietCALL 2025 - 060

EVALUATING THE SPARTA AI-POWERED PLATFORM FOR PERSONALIZED ENGLISH LEARNING IN AN EFL CONTEXT

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Abstract

This study examined the effectiveness of Sparta, an AI-powered platform designed to support individualized IELTS practice. The research was conducted at a private English center in Vietnam with 20 intermediate-level high school students. Following Kemmis and McTaggart's (1988) action research framework, the study was carried out over two cycles. Data were collected through pre- and post-tests, classroom observations, student reflections, and system-generated analytics. An evaluation framework based on established CALL principles (Chapelle, 2001) was employed to assess the platform's pedagogical and technological affordances. Findings indicate that Sparta has a sound pedagogical design, fosters learner engagement, improves English proficiency, and promotes learner autonomy through personalized feedback and flexible practice. However, challenges were also identified, including limited interactivity on mobile devices and difficulties in tracking students' recorded outputs. This study offers a principled evaluation of an AI tool in EFL instruction and provides practical insights for educators seeking to effectively integrate AI-powered platforms into language classrooms.

Keywords: AI, personalized learning, EFL learners, CALL evaluation, Sparta platform

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VietCALL 2025 - 061

FROM PRODUCT TO PROCESS: INTEGRATING GENERATIVE ARTIFICIAL INTELLIGENCE (GENAI) TO L2 STUDENTS' DIGITAL MULTIMODAL COMPOSITION PRODUCTS

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Abstract

With the unique affordances of AI tools in generating various modes of communication, it raises questions on the quality of L2 students' digital multimodal composition (DMC) outputs in AI-enhanced learning and how they integrate GenAI while composing the products. Employing content analysis and semi-structured interviews, this study analyzes the quality of L2 students' DMC products retrieved from projects in three different courses and describes the process of GenAI integration during the product development. The findings and implications for future research and teaching of GenAI-enhanced digital multimodal composition projects are proposed.

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EFL SENIOR STUDENTS' UTILIZATION OF AI TOOLS IN CONDUCTING GRADUATION THESES: BENEFITS, CHALLENGES, AND PEDAGOGICAL IMPLICATIONS

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Abstract

The purpose of this study is to explore how English as a Foreign Language senior students utilize generative AI tools during their graduation thesis writing. Drawing on Activity Theory and qualitative approach, the research involved in-depth, semi-structured interviews with ten final-year students majoring in English at a Vietnamese public university. The conversations revealed that all the students regularly turned to AI tools in different stages of their thesis projects, with ChatGPT, Grammarly, and QuillBot being the most frequently mentioned tools. These tools were found to act as supportive mediating artifacts to facilitate the thesis development, while also posing certain limitations to be addressed. AI tools were recognized to both enable and hinder students' academic writing proficiency and affect their thesis quality in different ways. The study offers important implications for pedagogical practices, academic integrity policies, and future research regarding the ethical incorporation of AI tools in EFL higher education settings.

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VietCALL 2025 - 063

USING THE ENGLISH VIETNAMESE CORPUS OF CULTURAL TOURISM AS AN ESP MATERIAL

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Abstract

In response to the growing demand for specialized English for Specific Purposes (ESP) materials in the field of cultural tourism, existing resources such as textbooks, magazines, and periodicals. Notably, there is a lack of an English Vietnamese corpus that can serve as a practical tool for vocabulary development, language learning, and translation training. This study presents the English Vietnamese bilingual corpus specifically designed for ESP Cultural Tourism and its use at English classes at the University of Foreign Languages and International Studies, Hue University (HUFLIS). The research was conducted in two phases: (1) the construction of the corpus and (2) its integration into classroom practice involving 350 students. Employing both qualitative and quantitative methodologies, including questionnaires and face-to-face interviews, the study explores students' usage patterns, attitudes, and perceived benefits and challenges. Findings suggest that the corpus is a valuable pedagogical tool, enhancing students' engagement, vocabulary acquisition, and translation competence in ESP contexts.

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VietCALL 2025 - 064

INTERACTIVE TRAINING FOR VIETNAM'S ONLINE TEACHING ECOSYSTEM

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Abstract

his workshop introduces an Integrated Online Direct Teaching Ecosystem embedded in the Moodle learning management system (edtech.svo.edu.vn), developed by Vietnamese EdTech specialists to address the specific needs of local teachers and learners. The platform offers user-friendly tools for synchronous and asynchronous instruction, real-time interaction, seamless content integration, and flexible assessment.

Part 1 presents the system's architecture and pedagogical advantages, highlighting features that distinguish it from generic international platforms. Part 2 engages participants in guided, hands-on practice with lesson creation, live teaching modules, interactive activities, learner tracking, and integrated feedback tools.

A trial-teaching segment allows attendees to apply the tools in simulated lessons, supported by facilitators. By the end, participants will gain both conceptual understanding and practical skills to integrate the ecosystem into their Moodle courses, thereby enhancing teaching quality, fostering learner engagement, and supporting the growth of Vietnam's digital education.

Keywords: Online direct teaching, Moodle integration, Vietnamese EFL teachers, educational technology, digital learning

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VietCALL 2025 - 065

PROMOTING EFL LEARNER AGENCY THROUGH PROJECT-BASED LEARNING: AN ACTION RESEARCH PROJECT AT A VIETNAMESE UNIVERSITY

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Abstract

This study investigates how Project-Based Learning (PBL) promotes learner agency among English as a Foreign Language (EFL) students at a Vietnamese university. Learner agency is recognized as a critical factor in fostering independent, motivated, and lifelong language learners. The research adopts an action research approach, characterized by iterative cycles of planning, implementation, observation, and reflection, allowing for ongoing refinement and adaptation of teaching methods based on emerging insights. Data were collected through classroom observations, reflective journals and semi-structured interviews designed to capture in-depth perspectives. These provided for a thematic analysis employed to uncover recurring patterns and insights related to the enhancement of learner agency. The findings of this study confirm that PBL is a highly effective pedagogical approach for fostering learner agency among EFL students. Through collaborative, student-centred projects, learners not only developed their critical thinking and decision-making skills but also engaged in the practical application of language skills in real-world contexts. As a result, they exhibited noticeable improvements in their ability to take initiative, assume responsibility for their learning, and demonstrate confidence in their use of English. This research highlights the transformative potential of PBL in the context of EFL education in Vietnam. By utilizing experiential learning activities, educators can significantly enhance student agency, equipping learners with the necessary skills for success in an increasingly interconnected and globalized world. The study also provides actionable recommendations for educators, emphasizing the importance of careful planning,

alignment with student interests and goals, and the provision of structured yet flexible support throughout the PBL process.

Keywords: learner agency, project-based learning, action research

Biodata:

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VietCALL 2025 - 066

DEVELOPING AND VALIDATING A SELF-ASSESSMENT SCALE TO EXPLORE ENGLISH TEACHERS' AI PEDAGOGY COMPETENCY

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Abstract

This study presents the development and validation of a self-assessment Scale measuring EFL teachers' AI pedagogy competence. The Scale was grounded in two established frameworks: Domain 4 (AI Pedagogy) of UNESCO's AI Competency Framework for Teachers (ACFT) and Domain 2 (Teaching) of Vietnam's Foreign Language Teacher Competency Framework (FLTC). The initial version included 90 items, with 80 focused on teachers' ability to integrate AI in planning, material design, instruction, and assessment. Items were aligned with three proficiency levels of AI pedagogy: Acquire, Deepen, and Create.

A pilot study was conducted with 30 English teachers from eight secondary schools in a district of Hanoi. Afterwards, five participants joined semi-structured interviews to reflect on their experiences with the Scale. Based on the pilot results, the instrument was revised: the number of items was reduced to 79, terminology clarified, frequency options quantified, and the Vietnamese translation refined.

Subsequently, 171 more responses were collected to examine the Scale's structure and reliability. Cronbach's alpha coefficients of 0.94 and 0.96 indicated strong internal consistency. Preliminary results revealed a negative correlation between age and both perceived AI competence and AI pedagogy proficiency. Contrastly, a positive correlation emerged between AI usage frequency and competence level. Notably, teachers felt more confident using AI for lesson planning than for instruction or assessment, while nearly half had never used AI for developing materials.

This study contributes to the field of AI in education, offering a practical tool for teachers to self-evaluate and guide their professional development in AI-integrated pedagogy.

Keywords: AI pedagogy competence, Acquire, Deepen, Create, FLTC, Self-assessment scale.

Biodata:

- Tran Thi Hieu Thuy (PhD) has been an EFL/ ESL teacher, teacher educator, English textbook writer, and material developer for over 20 years. She is currently a lecturer at VNU University of Languages and International Studies and works closely with MOET to design and deliver training courses for in-service English teachers. Her research interests include AI for Education, English Language Teacher Competences, Blended Learning, and Multimodal Instructions. She has published in the fields of Teacher Education and Applied Linguistics.

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- Nguyen Thi Lan Huong (MA) is a leader in Information and Communications Technology in language teaching in Vietnam, a senior technology expert and teacher trainer at the VNU University of Languages and International Studies. She has joined in various teacher training projects including the blended teacher development project that based on the Vietnam's Foreign Language Teacher Competencies Framework. Her research interests focus on teacher professional development, technology/AI-enhanced learning, and blended learning.

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- Khuong Quynh Nga (MSc) is an EFL teacher, teacher trainer, and materials developer. She currently serves as a lecturer at VNU University of Languages and International Studies, where she teaches Information Literacy and Research skills to undergraduate students. In addition to classroom teaching, she is involved in designing and leading professional development programs for both pre-service and in-service English teachers, with a particular focus on integrating AI and Digital tools into Language Teaching. Her research focuses on AI in Education, Technology-enhanced Learning, and Development of Teacher Competences. She has published in the fields of AI in Education.

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VietCALL 2025 - 067

EXPLORING THE POTENTIALS OF AI APPLICATIONS IN PERSONALIZED LEARNING FOR EFL LEARNERS

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Abstract

With the bloom of AI in almost all aspects of life, especially when AI platforms are updated with multifunctions that are changing the way users work and learn. This study aims at exploring the potentials of AI implementation for personalized teaching and learning to update with the way our students learn and to accommodate their learning style. In addition, we attempt to explore the potentials of AI applications in English language teaching using 2 highly-rated chat bots ChatGPT, and Gemini in lesson planning and assessment. Based on the need for personalized learning of our non-English speaking learners, the teachers have intentionally used and combined AI tools to tailor the lessons, create tasks for daily practice, framework for evaluation, and strategies for improvement adaptive to learners' progress. Using the qualitative research approach, particularly teachers' self reflection and observation, the study's findings revealed that technology-assisted tools successfully assist designing appropriate lesson plans, as well as boost students' engagement and competence due to higher frequency of practice, clearer evaluation indicators and detailed directions for improvement.

Keywords: AI application, personalized learning, EFL learners

Biodata:

1. Thuy (Helen) Nguyen is an R&D Specialist and Teacher Trainer at HEW London, Vietnam. With a Master of Education and a Master of Arts in Applied Linguistics , her expertise covers instructional design, online teaching , and teacher training. Notably, she maintained a 100% student retention rate at VUS English Center. Her keynote, "Exploring the Potential of AI Applications in Personalized Learning for EFL Learners," will delve into her research on

utilizing AI tools like ChatGPT, Gemini, and Deep Seek for lesson planning and evaluation. She highlights AI's role in boosting student competence and aiding teachers, advocating for strategic consciousness in their application.

2. Vu Thi Kim Chi is currently a full-time lecturer at the Faculty of Foreign Languages - Saigon University. She received Master's degree in TESOL from Victoria University, Australia. Her teaching practice involves in language skills courses attended by non-English major students. She has aimed to apply technological innovation into the classroom in order to improve the teaching and learning outcomes.

VietCALL 2025 - 068

A COMPARATIVE ANALYSIS OF STUDENTS' PERCEPTIONS OF WRITING FEEDBACK FROM GENERATIVE ARTIFICIAL INTELLIGENCE AND TEACHERS

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Abstract

Generative Artificial Intelligence (AI) has become increasingly embedded in educational practices, particularly language learning. This pervasive presence of AI not only reshapes language teaching, learning and assessment practices but also raises critical questions about giving writing feedback effectively. This study analyses learners' perceptions of AI-generated and teacher feedback in writing lessons at Foreign Trade University. Students experienced teacher feedback in the first half of the course and AI-generated feedback in the second half. A total of 193 students were surveyed, and 18 participated in the interviews. Findings identified six key dimensions distinguishing the two types of feedback (AI-generated and teacher): analytical feedback, motivation, waiting time, rewriting, interaction, and emotions. Both teachers and AI provided analytical feedback, but teacher feedback was perceived as more motivating while AI's information overload sometimes discouraged learners. Moreover, AI offered immediate feedback, whereas teacher feedback was delayed. Learners also valued AI's flexibility to provide clarifications, which teacher could not offer. The study highlights the potential and limitations of AI integration in writing feedback, compared to teacher feedback.

Keywords: AI-generated feedback, teacher feedback, students' perceptions

Biodata:

Ms. Ky Tran Minh Uyen is a full-time English lecturer at Foreign Trade University Ho Chi Minh City campus. She had 9 years of experience teaching English in higher education. Most of her publications are on teaching languages in higher education. She is also passionate about innovations in teaching languages.

VietCALL 2025 - 069

A CORPUS-BASED EXPLORATION OF TRANSLATION PROBLEMS IN AI-ASSISTED DRAFTS

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Abstract

This study investigates recurrent translation problems in student work through the analysis of a corpus of paired drafts, produced before and after the use of AI support. While existing research on AI in language education has largely focused on performance improvement, fewer studies have examined the specific difficulties students encounter and how these are mediated by AI-assisted revision. The dataset consists of 15 weeks of translation tasks from undergraduate English majors, with each student producing an initial draft followed by a revision after consulting AI translation tools. A quantitative, corpus-based methodology was employed, combining automated error detection with frequency analysis of error types. Results indicate that lexical accuracy and collocational choices posed the greatest challenges, followed by grammar and stylistic fluency. AI assistance was particularly effective in reducing surface-level errors, yet deeper semantic and discourse-related problems often remained unresolved. These findings underscore AI's dual role as both a corrective resource and a diagnostic tool for mapping persistent translation difficulties.

Biodata:

1. Le Van Tuong (M.A. candidate) is currently an English lecturer at the Faculty of English, Hanoi Pedagogical University 2 (HPU2), Vietnam. With over four years of experience in teaching and supporting undergraduate students, she specializes in developing four-skill competence and integrating technology into language learning. Her research interests include AI-assisted language learning, translation and interpreting studies, translanguaging, ICT-based pedagogy, and evaluation and assessment. She is especially interested in how emerging

technologies such as AI reshape translation practices and provide new insights into language learning processes.

2. Lưu Thị Hương (M.A) began her teaching journey at Hanoi Pedagogical University 2 as an English teacher in 2016. She received her Master's degree in English Language Teacher Education at University of Languages and International Studies – Vietnam National University, Hanoi. She has been actively involved in a wide range of national and international professional development activities for teachers and researchers. She is genuinely enthusiastic in doing research on language learning motivation and engagement, language testing and assessment and innovative pedagogies.

3. Nguyễn Hồng Nhung (M.A. candidate) is currently a lecturer at the Faculty of English, Hanoi Pedagogical University 2. She graduated with distinction in English Language Teacher Education from Hanoi National University of Education. At present, she is pursuing her Master's degree in English Language Teaching Methodology at the Faculty of English, Hanoi National University of Education. Her MA thesis focuses on Language Testing and Assessment, supervised by Dr. Cao Thi Hong Phuong from Victoria University of Wellington, New Zealand. Her research interests include student motivation, language testing and assessment, the use of authentic materials in English language teaching, and the integration of information technology and artificial intelligence in ELT.

VietCALL 2025 - 070

LEVERAGING GENERATIVE AI TO FOSTER CREATIVITY IN TEACHERS' LESSON DEVELOPMENT

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Abstract

This study explores how English teachers apply generative AI tools in their lesson designs, examining the applicability of AI in promoting teaching creativity through teachers' lesson design. While prior research has highlighted AI's contribution to efficiency and personalization, little is known about its role in stimulating teachers' creativity. Existing literature has mainly focused on student-centered applications, with limited evidence on teachers' direct use of generative AI for instructional innovation. The study involved 10 in-service EFL teachers at Nguyen Van Cu High School, Hai Phong, who joined a six-week professional development program integrating generative AI platforms into lesson planning. Data sources included pre- and post-intervention lesson plans, creativity assessment rubrics, and reflective journals. Quantitative analysis measured creativity scores, while qualitative coding explored evolving teacher perceptions. Findings suggest that AI-supported lesson design fostered greater originality, multimodal features, and learner orientation, though concerns emerged regarding authenticity and over-dependence. The study underscores AI's potential as a catalyst for teacher creativity in CALL contexts.

Biodata:

Ms. Vu Thanh Loan is a lecturer at FPT University, specializing in English teaching and technology-enhanced education. She actively engages in research projects, international conferences, and teacher training programs on AI integration in language learning. Her passion lies in fostering lifelong learning, creativity, and global readiness among students.

Tri Minh Nguyen (Andy Tri Nguyen) is currently a program director of English Language, Hoasen University. He is an author and reviewer of various scopus-indexed international journals. He is also a UNESCO-initiated project mentor. His research covers assessment, intercultural communication, and academic writing.

VietCALL 2025 - 071

THE APPLICATION OF GENERATIVE ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH AS A SECOND LANGUAGE TRAN HUNG DAO SECONDARY SCHOOL, QUANG NGAI

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Abstract

GenAI tools not only improve learners' accuracy and self-directed learning but also help them overcome communication anxiety and develop flexible language skills. Based on clarifying key concepts and classifying GenAI categories, this paper analyses several applications of GenAI in teaching English as a second language (ESL) effective GenAI applications, propose some effective solutions for applying GenAI in teaching English and a structured roadmap step for step -by- step to integrate GenAI into the curriculum to help students approach English as a second language naturally in the context of globalization today.

Keywords: Generative Artificial Intelligence; English as a Second Language; Personalization of learning; Communication Skills; Secondary education

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Place of birth: Quảng Ngãi

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VietCALL 2025 - 072

A SYSTEMATIC REVIEW ON TEACHER SUPPORT: RECONCEPTALIZE THE ROLE OF EFL TEACHERS IN THE CONTEMPARARY AGE

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Abstract

There have been multiple conceptualizations of teacher support in the field of English as a Foreign Language. Scholars such as Skinner and Belmont, Kerres and Demaray, and more recently Liu and Li, have offered influential frameworks that highlight teacher support as a multidimensional construct. Despite variations in terminology, these frameworks commonly emphasize dimensions such as academic, emotional, and instrumental support. While such perspectives are valuable, they overlook the realities of the digital age, where teachers are expected to support learners not only academically, emotionally, and instrumentally but also digitally, enabling them to navigate online platforms, resources, and AI-driven tools for language learning. To address this gap, the present study conducts a systematic review of validated models of teacher support in EFL, drawing on studies in reliable electronic databases, namely Web of Science and Scopus following Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The review aims to reconceptualize the teacher's role by integrating digital support as well as other emerging dimensions of contemporary language education.

Biodata:

Huynh Manh Bui is currently a Master's student in English Language at the University of Economics and Finance (UEF). I hold a Bachelor's degree in English Language from Ho Chi Minh City University of Education. My research interests include learner engagement, motivation, and Technology in EFL.

Tri Minh Nguyen (Andy Tri Nguyen) is currently a program director of English Language, Hoasen University. He is an author and reviewer of various scopus-indexed international journals. He is also a UNESCO-initiated project mentor. His research covers assessment, intercultural communication, and academic writing.

VietCALL 2025 - 073

INVESTIGATING THE RELATIONSHIP BETWEEN EFL TEACHERS' DIGITAL COMPETENCE AND THEIR TEACHING EFFECTIVENESS

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Abstract

Since teachnology was untegrated into education, EFL teachers' digital competence has been deemed as a key factor in shaping effective teaching practices. Whilst prior research has undercored the role of digital skills in improviing language learning achievement, few stuides have directly investigated the correlation between teachers' digital competence and their overall teaching effectiveness. This study, thus, attempted to fill this gap by adopting the validated digital competence scale and the effective teaching questionnaire administered to a sample of EFL teachers. The result was analyzed by Pearson's correlation coefficient. The findings showed that teachers with higher levels of digital competence were inclined to display greater teaching effectiveness, namely in areas such as instructional delivery and learner engagement. Strengthening digital competence training in teacher education programs was highlighted

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VietCALL 2025 - 074

DEVELOPING A DIGITAL LIBRARY MODEL OF VIETNAMESE AGRICULTURAL ADVERTISING DISCOURSE: A DIGITAL HUMANITIES APPROACH

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Abstract

This study proposes the development of a Digital Library of Vietnamese Agricultural Advertising Discourse from a Digital Humanities perspective, grounded in Systemic Functional Linguistics (SFL). The study addresses the lack of structured digital corpora for Vietnamese agri-discourse. The dataset comprises 300 advertising samples (2023–2025) from newspapers, social media, and e-commerce platforms. These were analyzed using SFL's three register variables—field, tenor, and mode—via qualitative methods and descriptive statistics. The findings show: (i) a focus on product origin, nutrition, and certification; (ii) a dominant use of declarative clauses, with imperatives and exclamations; (iii) a trend towards multimodality (text, images, videos/livestreams). An open-access digital library of 670 linguistic units is developed to support both academic study and practical communication. This research highlights the integration of SFL with Digital Humanities, contributing a linguistic dataset to help Vietnamese agricultural enterprises standardize messages and enhance branding.

Biodata:

1. Main author: Lương Thị Hiền

Lương Thị Hiền is a lecturer at the Faculty of Literature, Hanoi National University of Education, Vietnam. Her teaching focuses on linguistics and discourse analysis. She has research interests in advertising language, digital humanities, and corpus linguistics. She has experience leading interdisciplinary digital language projects.

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VietCALL 2025 - 075

EXPLORING CODE-SWITCHING IN AI-CHATBOT ASSISTED EFL SPEAKING SKILLS

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Abstract

This article investigates how Artificial Intelligence (AI) chatbots shape learners' code-switching between Vietnamese (L1) and English (L2) in EFL speaking practice. Although chatbots are increasingly used to provide personalized interaction and feedback, little is known about their influence on bilingual communication and its implications for speaking development. The purpose of this study is to examine how chatbot-assisted interaction affects the frequency, functions, and learners' perceptions of code-switching, and how these dynamics relate to improvements in speaking proficiency. The research was conducted with beginner-level EFL learners at Sununi Academy, a private English language center in Vietnam. A quantitative design was adopted, using questionnaires and SPSS analysis to capture learners' communicative strategies and perceptions. Findings reveal that learners code-switch primarily to overcome lexical gaps, clarify meaning, or express affective nuances. Over time, reduced reliance on L1 during chatbot interaction fostered greater fluency and confidence. The study underscores the dual role of chatbots as both facilitators and regulators of code-switching, offering theoretical and pedagogical implications for EFL instruction.

Keywords: AI chatbots, Code-switching, Speaking skills, EFL learners

Biodata:

Ms. Phung Thi Bich Ngoc graduated with distinction in English Language and is currently a Master's student in English at Saigon University. She is serving as a Senior Teacher at Sununi Academy, where she has accumulated more than three years of teaching experience. Recognized for her dedication, professionalism, and enthusiasm in education, she actively integrates

innovative methods into her teaching practice. Her academic interests include conversation analysis, TESOL, and the exploration of artificial intelligence in language learning and teaching. With a strong commitment to professional growth, she aspires to contribute both to scholarly research and to the advancement of English pedagogy in Vietnam and beyond.

Dr. Pham Ngoc Diem, Ph.D. in Contrastive and Comparative Linguistics in University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City, has devoted over 25 years to English language education. She is a lecturer in the Faculty of Foreign Languages at Saigon University combining extensive classroom experience with scholarly expertise in TESOL and applied linguistics. Her research interests include modern language teaching methodologies, curriculum design, language assessment, and educational technology. She has also contributed to numerous national scientific conferences, sharing insights and advancing discourse in language education.

VietCALL 2025 - 077

AI MEETS EFL: BUILDING UP MINDS AND INCREASING COMMUNICATIVE ABILITY FOR VIETNAMESE STUDENTS THROUGH COLLABORATIVE LEARNING

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Abstract

In the evolving landscape of technological advancement, particularly Artificial Intelligence (AI), English education in Vietnamese universities is undergoing significant transformations, both in terms of benefits and challenges. Consequently, there are divergent perspectives regarding the application of AI in English teaching. It is crucial to examine educators' views on the teaching and learning of English, with a specific focus on the integration of Collaborative Learning (CoL) and AI. This study involved in-depth interviews with four university lecturers who have been teaching English at a Vietnamese university, to gain insights into their perspectives on the use of CoL in conjunction with AI. The findings reveal predominantly positive attitudes from educators, while also highlighting limitations in the current use of AI. Moreover, the study identifies several proposed strategies for the effective integration of AI in English instruction, particularly regarding EFL CoL applications. It is hoped that this research will provide meaningful contributions to the development of English teaching practices and the advancement of higher education in Vietnam.

Biodata:

- Thuy Nguyen has been a lecturer of English since 1995 (Hue University; then Hanoi University of Science and Technology; and now University of Foreign Language Studies (Danang). She holds a Master (TESOL-International, Monash University) and PhD (Education-University of Sydney). She presented successfully at many TESOL, AsiaCALL conferences. Her email ntbthuy@ufl.udn.vn.

- Long V Nguyen is the Rector at the University of Danang - University of Foreign Language Studies. A lecturer since the 1990s, he specialises in CALL and is the vice-president of VietCALL. He holds a PhD in Applied Linguistics and has been a Microsoft Innovative Educator since 2012. Email: nvlong@ufl.udn.vn

VietCALL 2025 - 078

USING FILMS TO IMPROVE LISTENING SKILLS FOR STUDENTS AT THE HIGH SCHOOL

NGUYỄN HOÀNG CƯỜNG

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Abstract

Listening comprehension has consistently been regarded as the most challenging among the four English language skills for Vietnamese high school students. One contributing factor is that students have limited exposure to listening practice, typically receiving only one period per unit. Despite this, little research has explored effective ways to enhance students' motivation in listening lessons. To address this gap, this study investigates students' perceptions of learning listening skills through films. The research was conducted at Nguyen Binh Khiem High School for the Gifted, involving 40 students from Grades 10 and 11. Data were collected through questionnaires and semi-structured interviews, then analyzed using both quantitative and qualitative methods. The findings reveal that most students hold positive attitudes towards the use of films, citing increased engagement, improved vocabulary, and better comprehension as key benefits. These results suggest that integrating films into listening instruction can be an effective strategy to motivate students and improve their listening performance. The study highlights the importance of adopting authentic materials to create more dynamic and learner-centered listening lessons.

Biodata: Mr. Nguyen Hoang Cuong is an English teacher at Nguyen Binh Khiem High School for the Gifted, located in Quang Nam, Vietnam. He earned his Master's Degree in TESOL from Victoria University in 2017. With over ten years of experience in teaching English at both lower and upper secondary levels, he has developed a strong focus on listening and speaking instruction. His research interests include learner motivation, the use of multimedia in EFL classrooms, and learner-centered teaching methodologies.

VietCALL 2025 - 079

USING MOBILE PHONE-BASED QUIZZES TO MOTIVATE COLLEGE STUDENTS TO LEARN ENGLISH VOCABULARY

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[2]Vietnam Aviation Academy

Abstract

There is a growing body of literature that recognizes the importance of using ICT tools to support students' learning experiences, results, and motivation. The current project observed the process of using mobile phone-based quizzes as a tool to support the vocabulary learning motivation of college students based on Keller's ARCS model of motivation. Study participants included 42 second-year students of the Faculty of Business Administration. The process took place over five weeks, with four mobile phone-based quizzes in total. Students received a list of vocabulary and participated in mobile phone-based quizzes in the following lesson. Project results were determined through data analysis from seven individual interviews to gain insight into each learner's experiences and feelings. Besides claiming the effectiveness of using mobile phone-based quizzes and identifying how it motivated students to learn English vocabulary with reference to ARCS motivation model of Keller, the findings also revealed the advantages and disadvantages of applying this ICT tool to college learners in Vietnam.

Biodata:

Phan Thùy Dương is Head of the English Major at Sonadezi College of Technology and Management, Vietnam. She teaches English skills and business English, with experience in curriculum design, teacher training, and assessment. Her research interests include language teaching methodology, intercultural communication, and the integration of technology in education.

Trần Thanh Tú is a lecturer at Vietnam Aviation Academy, Vietnam. His interests in teaching are

language acquisition, linguistics and task-based learning. He has experience in material development and collaborative research in English language teaching.

VietCALL 2025 - 080

ASSESSING THE STRENGTHS AND WEAKNESSES IN ENGLISH LANGUAGE STUDENTS' PRESENTATION SKILLS: AN ANALYSIS ON THE HIGHER EDUCATION CONTEXT IN VIETNAM

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Abstract

This study explores the strengths and weaknesses of English majored students while engaging in presentation in English and suggest solutions to resolve the challenges. In the context of Asian countries increasingly adopting English as a second language in education, any communication-related skills such as presentation are greatly showing their substance. Drawing on observations and assessments of actual student presentations using detailed rubrics, this research will analyze nonlinguistic factors (physical factor, visual presentation, presentation content) and linguistic factors including pronunciation, intonation, vocabulary range and accuracy, grammatical accuracy, fluency, and appropriacy of language choice... that influence presentation effectiveness. More importantly, the empirical findings will propose practical recommendations for policy makers, instructors, and program developers to optimize presentation skills development within the framework of ESL policy in Vietnam.

Biodata:

Dr.Tran Kieu My An pursued higher education with a passion for languages and education interest which culminated in a PhD in Applied Linguistics. Over 20 years of experience in language teaching, she has dedicated her life to promoting the English language education discipline. She is currently the Head of the Division of Language Teaching Methodology at the

Industrial University of Ho Chi Minh City (IUH). As a prolific writer, Dr.Tran Kieu My An is the author of 11 articles and 2 books worth the field of language teaching and applied linguistics. Her books, Practical Guides to English Learning and Essential Practice in Social Research Writing, serve as a useful resource for both students and educators in the field of English language education.

Ms. Pham Thi Tu Nguyen graduated from the Industrial University of Ho Chi Minh City with a major in English Linguistics. Throughout her academic journey, she has taken various courses that deepened her understanding of language and teaching methodologies. Over time, she discovered a strong passion for enhancing English teaching by conducting research. Her goal is to explore practical solutions to help students overcome common challenges in learning English and improve their overall language proficiency.

Mr. Nguyen Nhat Binh holds a Bachelor's degree awarded with a Very Good classification in English Language, reflecting a strong foundation in linguistics and pedagogy. He is currently undertaking a full scholarship funded for the one-academic-year program at Qufu Normal University, where he is gaining valuable experience and immersing himself in the language, culture and academic life essential for forthcoming advanced studies in Beijing. With a dedicated commitment to promoting both English and Chinese language education, Binh's work contributes to enhancing teaching methodologies and cross-cultural communication in these fields.

Ms. Tran Hai My is a dedicated fourth-year English major at Industrial University of Ho Chi Minh City.

VietCALL 2025 - 081

ADVANCING LESSON PLANNING SKILLS THROUGH AI INTEGRATION IN TESOL METHODOLOGY FOR UNDERGRADUATE STUDENTS

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Industrial University of Ho Chi Minh City

Abstract

The purpose of this study is to investigate how AI tools can be used to support undergraduate students in developing lesson planning skills within a TESOL methodology course. A group of 45 third-year students at a Vietnamese university participated in the research, which was carried out over ten weeks. During this time, students were introduced to tools like ChatGPT and TeachMateAI to assist them in designing lesson plans. The study followed a mixed-methods approach, combining lesson plan assessments, surveys, reflections, and focus group interviews. Results showed that with AI support, students produced more coherent and engaging lesson plans and became more confident in their teaching decisions. However, some concerns were raised about relying too heavily on AI-generated content. Overall, the findings suggest that when used thoughtfully, AI tools can enhance teacher training by encouraging reflective planning and supporting pedagogical development. The study offers practical suggestions for integrating AI into TESOL education in meaningful ways.

Biodata:

Quach Thi To Nu is a lecturer at Industrial University of Ho Chi Minh City and a PhD student at VNU-HCMUSSH, Vietnam. Experienced in teaching English to diverse students, her research focuses on quality assurance in education and language teaching. She actively contributes to academia through writing, presenting at workshops, and peer editing.

Dr. Nguyen Xuan Hong is Vice President of Industrial University of Ho Chi Minh City (IUH), Vietnam. He earned his M.A. in TESOL from University of Canberra, Australia and his Ph.D. in Comparative Linguistics from University of Social Sciences and Humanities, Vietnam National University of Ho Chi Minh City. He has more than 25 years of teaching English to graduate and postgraduate students. He specializes in educational management, language education, language teaching methodology and innovation. Apart from publishing various research papers in national and international journals and conferences, he also has been a reviewer of some national and international journals. His research interests include English teaching methodology, integrating AI into language teaching and learning, using digital technologies in language teaching and learning, political discourse analysis, cognitive linguistics, conceptual metaphors, cultural linguistics and cultural conceptualization.

Pham Thi Xuan Trinh has been working at Industrial university of Ho Chi Minh City for more than 20 years. She teaches various programs such as Bachelor of English Language, General English, IELTS preparation programs. Her research interests include methodology in English teaching, ESL skills.

Pham Phong Phu serves as a lecturer at Industrial University of Ho Chi Minh City, instructing in the English Language Bachelor program and offering IELTS courses to the public. Additionally, he works as an examiner for Cambridge and VSTEP exams. His research focuses on English teaching methodologies.

Nguyen Thi Thu Hang is a lecturer at the Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam, with 15 years of experience in English language education. She has taught a range of subjects including language skills, teaching methodologies, and foreign language testing and assessment. Her research interests focus on language education, technology-enhanced language learning, and teacher professional development.

Nguyen Thi Thanh Xuan is a lecturer at the Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam. With over 15 years of teaching experience, her research focuses on the application of AI technologies in language teaching and learning.

Nguyen Thi Nha Phuong, a freelance tutor, and content creator, holds over five years of teaching experience in English linguistics. Her research centers on leveraging AI to innovate language teaching methodologies, aiming to enhance instructional effectiveness and promote innovation in the field of educational technology.

VietCALL 2025 - 082

EVALUATING THE EFFECTIVENESS OF USING ARTIFICIAL INTELLIGENCE TOOLS TO IMPROVE FRESHMEN'S ENGLISH SPEAKING SKILLS AT UNIVERSITY OF TRANSPORT IN HO CHI MINH CITY

NGUYEN VAN PHUONG

University of Transport in Ho Chi Minh City

Abstract

The rapid development of Artificial Intelligence (AI) has somewhat impacted the English learning of students today. This study evaluates the effectiveness of AI in supporting the development of English speaking skills among students. The research method includes a literature review of pioneering scholars and a random survey of 100 non-English majored freshmen at Ho Chi Minh City University of Transport to gather their opinions on AI tools which they have used to develop speaking skills as well as the effectiveness of these AIs. The literature indicates that AI can help learners self-improve their pronunciation, develop speaking skills through personalized feedback, and motivate learners to actively practice (Chen et al., 2020; Zhou, 2024). Students also reported that AI applications like Elsa Speak, Duolingo, and The Coach have been selected and helped them speak English accurately and more confidently. Students also emphasized the benefits of AI in learning English. If AI tools are used cautiously, they can be valuable in developing English speaking skills, but it is important to carefully consider not to lose the interaction between teachers and students during the teaching and learning process.

Biodata: I am a lecturer of English at University of Transport in Ho Chi Minh City. I am really keen on teaching English and doing research on the effective methods to help Vietnamese students learn English better.

VietCALL 2025 - 083

ARTIFICIAL INTELLIGENCE IN MEDICAL TRANSLATION – YES OR NO?

PHAM PHU QUYNH NA
HUTECH University - Ho Chi Minh City

Abstract

This paper explores the evolving role of Artificial Intelligence (AI) in medical translation and interpreting, combining a structured literature review with an original comparative study. It begins with a general overview of the advantages and limitations of AI-driven translation technologies, highlighting issues such as speed, scalability, and cost-effectiveness versus concerns around accuracy, context, and ethical implications.

The second section focuses on medical translation, where precision is critical, identifying scenarios where AI can be beneficial and where human expertise remains indispensable. The paper also reviews the current position of the National Accreditation Authority for Translators and Interpreters (NAATI) regarding AI tools, providing insight into the standards and ethical considerations guiding the profession in Australia.

Finally, the paper proposes optional strategies for integrating AI into interpreter training programs, aiming to enhance trainee awareness and critical use of AI tools without compromising professional standards. By combining theoretical and practical insights, the study contributes to the ongoing dialogue about the responsible integration of AI in high-stakes language services.

Background: As Artificial Intelligence increasingly becomes an indispensable part of our daily lives, the critical question is no longer whether to use AI, but rather how to manage it responsibly, ethically, and intelligently to maximize its benefits across academic, research, and practical domains.

This is especially true in context-heavy or critical fields such as medical translation, where accuracy and clarity can directly impact patient outcomes and healthcare delivery. Given the liability and potential risks involved, there is an urgent need for comprehensive reviews and practical guidelines to govern the use of AI in translating medical information.

Biodata:

Qualifications: 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 at the University of Western Sydney (2004, 2005).

Work Experience:

Dr. Na Pham brings over 26 years of extensive experience across five major fields: translation/interpreting, language teaching, language researching, language consulting, and language teaching material design. She has taught English language courses in Australia, Singapore, and Vietnam to students from diverse ethnic, socio-cultural backgrounds, and various age groups. Her teaching experience includes roles at the Vietnamese National University, National University of Singapore, EF Language Travel, ABC Study Groups, Sydney Community College, and MTC Training Solutions. Dr. Na Pham lectured in Academic Writing and Business Communication for eight years at La Trobe University – Sydney Campus from 2007 to 2015. Additionally, she is the founder and manager of Sydney Language Solutions, a Sydney-based company offering language and translation services since 2010.

VietCALL 2025 - 084

EXPLOITING THE POWER OF AI IN ENGLISH LANGUAGE TEACHING: PRACTICAL STRATEGIES FOR TEACHERS

DINH TRAN THUY LIEU, TRAN XUAN TRANG, NGUYEN VU ANH DUY
Ho Chi Minh City Open University

Abstract

Artificial Intelligence (AI) is rapidly transforming education, creating new opportunities to enhance English language teaching and learning. While the potential is clear, teachers are still in the process of discovering how to integrate AI in meaningful and practical ways. This workshop is designed to provide hands-on experiences and real-world examples for teachers who wish to explore the potential of AI in ELT and apply it effectively in their classrooms. The session will address three key areas: (1) applying AI in the design and development of interactive teaching activities, (2) integrating AI in the creation of personalized exercises and assessments, and (3) supporting teachers in generating creative content such as songs, comics, or videos to foster student imagination. Participants will be introduced to accessible AI tools and will take part in collaborative tasks that illustrate how these technologies can be adapted to authentic teaching contexts.

By the end of the workshop, teachers are expected to gain both confidence and practical insights through real-world examples and hands-on activities, helping them to foster learner participation, creativity, and more flexible assessment practices.

Keywords: Artificial Intelligence in Education, ELT, Technology Enhanced Language Learning, Learner Engagement

Biodata:

Primary Authors: Dinh Tran Thuy Lieu

Dinh Tran Thuy Lieu, M.A., is currently a visiting English teacher at Ho Chi Minh City Open University, Van Hien University, and Saigon College, Ho Chi Minh City, Vietnam. She obtained

an MA Degree in TESOL from Ho Chi Minh City Open University in 2022 and has over 8 years of experience in teaching English as a foreign language. Her research interests involve CALL, MALL, TELL, Computational Linguistics, Blended and Online Language Learning, AI for Language Learning, as well as ELT Methodology.

Co-author 1: Tran Xuan Trang

Tran Xuan Trang, M.A., serves as a visiting Lecturer of English at Ho Chi Minh City Open University and Van Hien University, Ho Chi Minh City, Vietnam. She is interested in doing research in fields such as second language acquisition research; teacher training and professional development; English for specific purposes; language and identity; syllabus and material design and development.

Co-author 2: Nguyen Vu Anh Duy

Mr. Nguyen Vu Anh Duy is currently working at the International Institute, Van Hien University, Vietnam. He earned his MA in TESOL at Open University of HCM City. He has been teaching English to university and college students for over 10 years and has instructed various subjects, including English language skills, translation and interpretation, teaching methodologies, and International Relations. His research interests focus on teaching and learning methodologies, curriculum development, and computer-assisted learning and teaching.

VietCALL 2025 - 085

BEYOND AI HYPE: FOSTERING LEARNER AGENCY AND AUTHENTIC COMMUNICATION THROUGH AI-INTEGRATED ADAPTIVE ASSESSMENT

LUU TUAN VU

EnglishCentral Vietnam Ltd.

Abstract

The advent of AI has reshaped language education, prompting a critical reevaluation of pedagogical strategies. While the focus has largely been on AI as a content delivery tool, this abstract presents a new paradigm centered on AI as an instrument for enhancing learner agency and fostering authentic communication. This presentation, grounded in a new product vision from EnglishCentral, explores how AI-integrated adaptive assessment can transform a learner's journey.

The session will highlight a practical framework that redefines the role of educators from content providers to strategic facilitators. By leveraging AI to manage administrative and diagnostic tasks, teachers can dedicate more time to high-value interactions, fostering critical thinking and nurturing the human-centric aspects of language acquisition. The presentation aims to provide a tangible model for integrating AI into the pedagogical core of language education, ensuring technology serves the ultimate goal of effective and communicative learning.

Biodata:

Luu Tuan Vu - Country Manager of EnglishCentral in Vietnam Over 10 years of experience in consulting education solutions combined with technology for businesses and individuals.

VietCALL 2025 - 086

A COMPARATIVE ANALYSIS OF HUMAN AND AI-GENERATED FEEDBACK ON ACADEMIC WRITING PAPERS: A CASE STUDY OF ACADEMIC PARAGRAPH WRITING

HUỲNH THỊ BÍCH PHƯỢNG[1] & NGUYỄN XUÂN HỒNG[2]
[1]Ho Chi Minh University of Banking
[2]Industrial University of Ho Chi Minh City

Abstract

This study presents a comparative analysis of human and AI-generated feedback on academic paragraph writing among first-year English-major students. Drawing on a mixed-methods approach, the research evaluates feedback from experienced writing instructors and ChatGPT-3.5 across six dimensions: accuracy, depth, clarity, tone, usefulness, and paragraph organization. Ten student-written paragraphs were assessed under both feedback conditions, followed by a post-feedback questionnaire to gather student perceptions. Findings indicate that while AI feedback is effective for surface-level corrections such as grammar and vocabulary, human feedback provides more detailed, context-sensitive, and pedagogically meaningful guidance, particularly in supporting higher-order revisions and structural improvement. Students expressed a strong preference for human feedback, citing its personalization, motivational tone, and clarity. These results underscore the complementary roles of AI and human feedback in writing instruction and suggest the value of a blended feedback model that leverages the efficiency of AI with the instructional depth of human guidance.

Keywords: *academic writing, human feedback, AI-generated feedback, paragraph writing*

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VietCALL 2025 - 087

TRANSFORMING MIXED ABILITY CLASSES WITH AI TOOLS (3 PRACTICAL IDEAS)

HAMED HASHEMIAN
Le Quy Don Secondary & High School, Vietnam

Abstract

In this session, I will present three practical ideas on enhancing language systems and boosting learner engagement through the use of text-to-text and text-to-image AI generators. Together, we'll explore strategies for maximizing participation in large, mixed-ability classrooms by addressing common challenges and examining how AI can provide effective solutions. You'll see how AI tools can support teachers by translating instructions into learners' L1, ensuring that every student can access the activities. We'll also discover how these tools can help create tailored tasks for varying proficiency levels. This session is designed to be practical and accessible, even for teachers with little or no prior AI experience.

Biodata: Hamed Hashemian is an international seasoned English teacher and a teacher trainer with 15 years of teaching and 8 years of regional and international training experience. He holds an MA in English Language Teaching Studies and a DIPTESOL from Trinity College London, CELTA, IHCAM, IHCOLT, IHCYLT, IH Obs & FB, and an IGCSE from Cambridge. He has delivered over 500 webinars, workshops, and professional development sessions globally. His experience includes collaborations with Language Link Russia (A Cambridge-authorized center), İbn Haldun University Turkey (Trinity), ITI Istanbul, British Council webinar series, and VIETTESOL 2024, VUS TESOL 2025. As a certified teacher trainer by British Council, Cambridge, and International House, as well as an IDP and Cambridge-certified IELTS tutor, they remain actively engaged in professional growth. Regularly attending major ELT conferences across Asia, he contributes to the field with innovative teaching methodologies and teacher training expertise.

VietCALL 2025 - WORKSHOP

MAINTAINING CLASSROOM RIGOR IN A WORLD OF AI SHORTCUTS

Oronde N. Freeman

Abstract

In universities around the world, students register for basic-skills English conversational classes. However, when instructors introduce activities for improving written expression, it is noticed that many students use AI technology when answering writing prompts. This situation makes it clear that teachers need strategies for setting parameters around AI usage so that students develop language skills through rigorous application of the critical thinking skills needed to interact with challenging content. This 60-minute workshop is intended for English instructors who recognize the valuable benefits of AI for language learning, but who seek to challenge students to apply language learning strategies that aid in Second Language Acquisition (SLA), instead of depending on AI to do the work for them. The workshop will introduce participants to AI classroom management strategies, including appropriate teacher roles. I will share examples of students gaining autonomy through self-application, and activities will be included for helping students apply micro-strategies for improving language skills before choosing AI assistance.

Biodata

Oronde N. Freeman is an ESL instructor specializing in areas such as EAP and ESP instruction. He holds a bachelor's degree in English: Writing and Rhetoric from Georgia Gwinnett College. He earned a master's degree in applied linguistics and an international TESOL certification at Georgia State University.

Oronde has taught all levels of ESL, from pre-literate to advanced students, and has over 10 years of experience designing curricula and

implementing bridge courses that help international students to transition into post-secondary education and career entry. While serving as the ESL Supervisor and then as the lead teacher at Georgia Piedmont Technical College's ESL program, Oronde worked with program stakeholders to transition the 6-level ESL program into a structure that included academic classes for TOEFL and GED preparation, and hospitality industry job training.

His enthusiasm for intercultural learning and technology used for language learning is reflected in his lessons, ESL program recommendations, and projects involving online instruction through Blackboard Learn, CANVAS, and other LMS.