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Curtin University

15<sup>th</sup> INTERNATIONAL CONFERENCE ON **TESOL**

# EMERGING TRENDS IN ENGLISH LANGUAGE EDUCATION

SEAMEO RETRAC | November 14-15, 2024



REGIONAL  
ENGLISH  
LANGUAGE  
OFFICE

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GEOGRAPHIC  
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Curtin University

15<sup>th</sup> INTERNATIONAL CONFERENCE ON **TESOL**  
**Emerging Trends**  
in English Language Education

SEAMEO RETRAC | November 14-15, 2024

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# Welcome Message From SEAMEO RETRAC Director

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Distinguished Guests, Speakers, Moderators, and Participants,

On behalf of the SEAMEO Regional Training Center (SEAMEO RETRAC), it is my great pleasure to extend a warm welcome to all of you to the 15th Annual International Conference on Teaching English to Speakers of Other Languages (TESOL), hosted by SEAMEO RETRAC in collaboration with Curtin University, Australia. I am especially delighted to welcome this year's gathering of educators, scholars, and practitioners from around the world, united under the theme: *"Emerging Trends in English Language Education."*

As we gather here, we are reminded of how rapidly English language education is evolving. Driven by technological advances, shifts in learner needs, and new insights in pedagogy, our field continues to transform in exciting and profound ways. This conference offers a chance to reflect on these developments, share innovations, and collaborate on addressing the challenges and opportunities they bring.

Under this theme, we will delve into a range of forward-thinking topics including innovations in English language teaching methodology, creating cutting-edge supplementary materials for ELT, new technology and AI in ELT, diversity in classroom assessment practices, and fostering communities of practice (COP) in the professional development of English language teachers. These discussions will be invaluable in helping us understand and harness the emerging trends that are defining the future of English language education.

With the wealth of expertise, experience, and dedication represented here, I am confident that this conference will be a lively and enriching platform for learning and collaboration. The ideas and insights you bring will spark meaningful dialogue and help us build a shared understanding of the best practices and tools that will empower both teachers and learners in an ever-evolving educational landscape.

It is inspiring to see participants from across Vietnam, the Southeast Asian region, and beyond including Australia, the United States, and Canada, contributing to a program rich in paper presentations, workshops, and posters. The diversity and depth of perspectives promise to make this year's conference a vibrant platform for networking, cross-cultural exchange, and collaboration on innovative solutions.

I wish to extend my heartfelt gratitude to the Ministry of Education and Training of Vietnam and the National Foreign Languages Project for their unwavering support. Special thanks go to Curtin University for their invaluable partnership. Our deepest appreciation also goes to our sponsors, including The U.S. Regional English Language Office in the U.S. Embassy in Ha Noi (RELO), along



with Macmillan Learning, Oxford University Press, Cambridge University Press and Assessment, and Cengage Learning.

Finally, I want to thank each of you for your active participation in this professional development opportunity. I encourage you to engage fully, ask questions, share insights, and take part in discussions. Your involvement is vital to making this conference an impactful experience.

May this conference inspire, connect, and equip us to advance English language education in meaningful ways.

Wishing you all a stimulating and rewarding conference!

**Le Thi Thuy Duong**

SEAMEO RETRAC Director

Conference Organizing Committee Chair

# Conference Organizers



## Southeast Asian Ministers of Education Organization (SEAMEO) SEAMEO Regional Training Center in Vietnam (RETRAC)

### BACKGROUND

The Southeast Asian Ministers of Education Organization (SEAMEO) is a regional intergovernmental organization established in 1965 among governments of Southeast Asian countries to promote regional cooperation in education, science and culture in the region.

### SEAMEO

The organization's highest policy-making body is the SEAMEO Council, which comprises the 11 Southeast Asian education ministers, including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste and Vietnam. The SEAMEO Secretariat is located in Bangkok, Thailand.

Associate Member Countries: Australia, Canada, France, Germany, Kingdom of Morocco, Netherlands, New Zealand, Spain, UK.

Affiliate Members: International Council for Open and Distance Education (ICDE), Norway; University of Tsukuba, Japan; British Council (UK); China Education Association for International Exchange (CEAIE), China; Asia-Pacific Centre of Education for International Understanding (APCEIU), Republic of Korea; British Columbia Council for International Education (BCCIE), Canada; Education University of Hong Kong (EdUHK), Hong Kong.





## SEAMEO RETRAC

Vietnam, readmitted as a SEAMEO Member State on February 10, 1992 by the SEAMEO Council, hosts the SEAMEO Regional Training Centre (SEAMEO RETRAC) in Ho Chi Minh City, as one of the 26 SEAMEO Centers in the Region.

## VISION

To be a center of excellence in education in Southeast Asia and beyond.

## MISSION

To assist SEAMEO Member Countries in identifying and addressing issues of education.

## CORE VALUES



## ORGANIZATIONAL PROFILE

The SEAMEO RETRAC Governing Board is the main policy making body of the Centre. Comprising a representative from each of the 11 SEAMEO Member Countries, this board plays a vital role in guiding strategic decisions. The Centre is led by a Director from Vietnam, who is appointed following a nomination by the Ministry of Education and Training of Vietnam, approval by the Governing Board, and final endorsement by the SEAMEO Council President.

The Centre is staffed by qualified professional, administrative and service personnel working in the following divisions and departments:

- Division of Education;
- Division of Foreign Studies;
- Department of International Development;
- Department of Research and Project Development;
- Department of Personnel and Legal Affairs;
- Department of Planning and Finance;
- Department of Administration.

In addition, experts from different partners, governments, international organizations, and exchange programs from affiliated countries complement the permanent staff under partnership agreements.

## OPERATIONS

SEAMEO RETRAC assists SEAMEO Member Countries, especially Cambodia, Lao PDR and Vietnam, to identify and tackle problems of leadership and management in education at all levels. SEAMEO RETRAC directs its efforts on educational issues by undertaking innovative, relevant programs through research, training, consultancy, staff exchange and fostering of regional and international partnership, and engaging in other related activities within and outside the region. In addition, SEAMEO RETRAC offers language training, teacher training and other training programs in education.

## FUNCTIONS

In cooperation with local and international organizations, SEAMEO RETRAC carries out such activities as:

- Training
- Research and project development
- Accreditation and quality assurance
- Language testing and assessment
- Development and promotion of models and best practices in education
- National and international cooperation development
- Personnel and student exchange for educational, scientific and cultural purposes
- Community outreach and development

For more information on SEAMEO RETRAC and its activities, please visit [www.vnseameo.org](http://www.vnseameo.org)



# Conference Organizers

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**Curtin University**

**Curtin University**

**School of Education, Faculty of Humanities**

## **Background**

Curtin is an innovative, global university known for its high-impact research, strong industry partnerships and commitment to preparing you for jobs of the future. With an expanding global presence, including locations in Western Australia, Malaysia, Singapore, Dubai and Mauritius, Curtin University boasts a rich diversity of cultures in its students and staff, and a commitment to international engagement. In recent years, the University has established itself among the top one per cent of universities in the world (ARWU 2022).

The School of Education at Curtin University has offered programs that embrace innovation in learning technologies, theory and practice since 1975, with the aim of preparing highly skilled and informed graduates who can teach and work in a fast-changing world. The School was ranked in the top 125 in the world for Education in the Times Higher Education World University Rankings (2024).

## **Vision**

Working in partnership we will make a difference for people and our planet.

## **Mission**

Transform lives and communities through education and research.

## **Values**

- Integrity – to act ethically, honestly and with fairness;
- Respect – to listen, value and acknowledge;
- Courage – to lead, take responsibility and question;
- Excellence – to strive for excellence and distinction;
- Impact – to empower, enable and inspire.

## **Operations**

### ***Teaching and Learning***

At Curtin, excellent teaching and learning is founded on and aspires to:

1. Student learning through an outcomes-focused approach;
2. Flexibility and innovation;
3. Creative and appropriate applications of technology;
4. Appreciation of cultural diversity; and
5. Research-based pedagogical practices.

Our educational and research programs are divided across five teaching areas: Centre for Aboriginal Studies; Faculty of Business and Law; Faculty of Health Sciences; Faculty of Humanities; Faculty of Science and Engineering.

The School of Education is one of the three Schools in the Faculty of Humanities, the other two being the School of Design and the Built Environment, and the School of Media, Creative Arts, and Social Inquiry. Each School encompasses multiple disciplines and offers a wide array of degrees. In addition, the Faculty's and Schools' activities are framed by our Futures Platforms – comprising Global, Sustainable, Indigenous, and Learning Futures – which provide opportunities for collaboration and create novel pathways for impact.

## **SCHOOL OF EDUCATION (FACULTY OF HUMANITIES) COURSE OFFERINGS**

### **Teaching Degrees**

Bachelor of Education - Early Childhood, Primary and Secondary Education

Master of Teaching – Early Childhood, Primary and Secondary Education

### **Non-Teaching Degrees**

Bachelor of Arts – Chinese and Japanese

Bachelor of Educational Studies

Graduate Certificate in TESOL (OUA)

Graduate Certificate in Higher Education Innovative Learning and Teaching

Master of Arts (Applied Linguistics)

Master of Education

Master of TESOL

### **Higher Degrees by Research**

Master of Philosophy (Education)

Doctor of Education

Doctor of Philosophy (Education)

Curtin was the first university in the world to offer the International Baccalaureate option at an undergraduate level.

## **Research**

### ***Areas of strength***

Our research is broad in scope, encompassing a range of fields in science, engineering, health, society, business and more. Across all our research areas, we aim to strike a balance between demand-driven research, which solves defined problems for industry and society, and researcher-driven research, which is characterised by a desire to push the limits of understanding.

Curtin's School of Education has made a significant impact in research and consultancy both locally and worldwide. Staff from the School currently hold national competitive grants in the areas of student participation and retention, learning technologies, teacher attraction and retention, ICT and mathematics education for rural and regional Australia, applied linguistics, TESOL, indigenous education and education for sustainability.

### ***Key Research Themes – School of Education***

The School of Education organises research around nine Research Clusters:

- Early Childhood Education
- Creatives, Arts and Literacy Education
- Sociology of Education
- Teacher Education and Curriculum
- Educational Leadership and Policy Analysis
- Educational Psychology
- Applied Linguistics, TESOL & Languages
- STEM Education
- First Nations Peoples and Educational Research





# Sponsor



The **Regional English Language Office (RELO)**, part of the Public Affairs Section in the U.S. Embassy, Hanoi, cooperates with the Ministry of Education, teachers' associations, universities, schools, and English language teaching (ELT) professionals on a variety of educational and cultural exchange programs and projects. Some of the programs offered by RELO Hanoi are:

## English Access Microscholarship Program

Access is a two-year after school program for talented 13-20 year-olds from economically disadvantaged backgrounds. Access gives participants English language and communication skills that can lead to better jobs and educational prospects. Since 2009, more than 1,100 Vietnamese students have participated in the program.

## EnglishWorks! Program

The EnglishWorks! program provides un/underemployed young adults with training in vocational English, soft-skills, IT skills, entrepreneurship training, and employability skills.

The six-month program will enable participants to build the professional skills necessary to compete in the 21st century job market. Learning activities will include site visits and interactions with industry professionals, guest speakers, Tech Camps, and job fairs designed to enhance future employment opportunities. The result of the EnglishWorks! program will be a diverse and empowered group of participants and alumni with an increased potential to shape the course of their own lives and their communities. The EnglishWorks! program will stress gender balance through the selection of equal numbers of male and female participants. Preference will be given to providers that strive to engage underserved and under-resourced communities.

## English Language Specialist Program

The English Language Specialist Program brings U.S. academics for short-term projects in Vietnam. These projects may focus on themes such as curriculum development, teacher training seminars, textbook development, English for Specific Purposes, and program evaluation. Please contact the RELO office for information on proposing an English Language Specialist program.

## English Language Fellow Program

The English Language Fellow Program places talented, highly qualified U.S. educators with at least a Master's degree in TEFL/ TESOL or Applied Linguistics, at universities, education NGOs, and other centers of education, for an assignment of 10 months. Since 1996, more than 60 Fellows have been placed at higher education institutions across Vietnam. Contact the RELO Office if your institution is interested in hosting a Fellow.

## Virtual English Language Educator Program

Virtual English Language Educators are experienced and dedicated American English language teachers with an MA, preferably in TESOL or a related field. Higher education institutions can request a Virtual Educator for projects ranging in length from a few weeks to a semester. Projects



include online English language teaching, teacher training, and cultural exchange.

### **OPEN Global Online Courses**

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

### **MOOCs (Massive Open Online Courses)**

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

### **American English Live Series**

Conducted quarterly, the AE Live Professional Development Series provides online seminars to enhance the capacity of English language teachers across the globe. Participants can boost their credentials and earn digital badges and certificates by taking part in the series. Information on upcoming events can be found at: [www.openenglishprograms.org/LiveEvents](http://www.openenglishprograms.org/LiveEvents)

### **American English (AE) Website**

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

[www.americanenglish.state.gov](http://www.americanenglish.state.gov)

### **English Teaching Forum**

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

### **AE Facebook pages**

[www.facebook.com/pg/AmericanEnglishforEducators](https://www.facebook.com/pg/AmericanEnglishforEducators)

A forum for English language educators with the latest TEFL/TESOL-related information.

[www.facebook.com/pg/AmericanEnglishatState](https://www.facebook.com/pg/AmericanEnglishatState)

A resource center for teaching and learning about American English language and culture.



# **Guests of Honor and Speakers**

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# Keynote Speakers



# Exploring the relationship between instructed second language acquisition research and L2 teaching

**Shawn Loewen**

Michigan State University, USA

The relationship between instructed second language acquisition (ISLA) research and second language (L2) pedagogy can be contentious. On the one hand, teachers may resent ivory tower researchers who do not address issues that teachers feel are relevant to real classroom instruction. On the other hand, researchers may feel frustrated that teachers do not pay attention to research findings that could facilitate L2 learning. However, rather than adopting adversarial positions, many researchers call for a good-faith dialogue between researchers and teachers in order to facilitate research that is relevant for teachers and that produces evidence-based implications for the classroom. This goal has been the focus of instructed SLA research over the past few decades.

To create and facilitate the dialogue, it is equally important that researchers and teachers together create a community where teachers evaluate evidence-based suggestions by researchers. With such a dialogue in place, we can ensure that both L2 research and instruction will be at its best. The current talk will focus on the findings of instructed SLA research and explore some of the evidence-based practices that research suggests may be beneficial for the classroom. In addition, this talk will consider teachers' perspectives on these findings, as well as discuss some of the obstacles in the way of a productive conversation between researchers and teachers.

Shawn Loewen is Professor in Second Language Studies (SLS), TESOL, and Applied Linguistics at Michigan State University. He currently serves as the director of the SLS doctoral program. His research interests include the researcher-practitioner relationship, instructed second language acquisition, classroom interaction, and mobile-assisted language learning. His publications include a 2024 co-authored textbook entitled, *A Practical Guide to Second Language Teaching and Learning* (with Sato). The third edition of his book, *Introduction to Instructed Second Language Acquisition*, will appear in early 2025. He has two additional co-authored books, *Key Concepts in Second Language Acquisition* (with Reinders, 2009), and *An A-Z of Applied Linguistics Research Methods* (with Plonsky, 2016). His co-edited *The Routledge Handbook of Instructed Second Language Acquisition* (with Sato) appeared in 2017. He has also published numerous articles in journals such as *Studies in Second Language Acquisition*, *Language Learning*, *ELT Journal*, and *Language Teaching Research*. He is the associate editor of *The Modern Language Journal*.



# Meet your AI assistant: Teaching English in and for a tech-enhanced world

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**Anne Pomerantz**

University of Pennsylvania, USA

New technologies are changing how we navigate our linguistic world and challenging how we think about language proficiency. Mobile apps offer access to instant and increasingly accurate translation help. Generative AI can produce original texts to our strictest specifications across a variety of languages. In our purses and pockets, we carry smartphones that allow us to share a joke even when we don't share a language. In this talk, I consider the rise of AI assistants and argue for a focus on developing critical technological awareness in language education. In addition, I offer some suggestions for designing curricula, assessments, and activities that are responsive to the opportunities and challenges of teaching English in and for a tech-enhanced world.

Anne Pomerantz is an applied linguist, language instructor, and teacher educator. She is an expert in the teaching and learning of new languages in classroom and community contexts. At Penn GSE, Dr. Pomerantz directs the Ed.D. specialization in Educational Linguistics and teaches courses on language pedagogy, intercultural communication, and discourse analysis. She works closely with the Penn Language Center to support the dynamic and diverse education community on the Penn campus, including co-convening the annual Penn Language Educators Symposium. Skilled in community-engaged teaching, Dr. Pomerantz mentors university students who work as language educators and ethnographers in immigrant-serving organizations and has developed several academically based service-learning courses.





# Parallel Presentations



# A Study on the Role of Digital Technologies in Fostering English Language Learning beyond the Classroom in Vietnam

**Nguyen Thien Khoa**

Ton Duc Thang University

The latest developments in digital technologies have significantly reshaped how Vietnamese students engage in their English language learning, both during the formal classroom settings and in their independence learning process. While the impacts of these new technologies are evident on traditional classrooms, there is still a lack of research on students' independent employment of these technologies for their language learning self-study. This case study aimed to address that gap by exploring the use of new digital technologies by a Vietnamese student to facilitate English language learning outside the classroom environment. A semi-structured interview was used to gather data, which was subsequently transcribed, coded, and analyzed thematically. The findings show that the participant regularly uses a variety of online platforms as well as digital technologies, which serve as tools to support him in accessing diverse learning materials and communicating with native speakers to enhance his out-of-class English language learning process. He practices vocabulary and grammar via interactive English apps, fosters listening skills and pronunciation with the support of podcasts and videos, and gains fluency and confidence through real-time conversations. This interaction with authentic content and native speakers deepens his understanding of language structures and improves his overall English proficiency. In terms of implications, the study highlights the advantages of using digital tools in EFL instruction, underscoring how students can take advantage of these resources to boost their autonomous language learning.

Thien Khoa Nguyen serves as a Lecturer of English at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam, where he combines his expertise with a passion for language education. His research interests encompass learner autonomy, the exploration of out-of-class language learning, and innovative language teaching methodology. He is dedicated to empowering students to take charge of their language-learning journeys and seeks innovative ways to enhance the process of language learning. Through his work, he strives to bridge the gap between theory and practice, making language learning a dynamic and engaging experience for all students.



# Applying Cognitive Linguistics Theory and Sino-Vietnamese Knowledge to Enhance English Translation Teaching

**Vo Quang Hien**

Gia Dinh University

This paper studies the intersection of cognitive linguistics and Sino-Vietnamese knowledge to enhance English translated competence. It delves into the cognitive mechanisms that underpin the translation process, emphasizing the role of Sino-Vietnamese vocabulary as a facilitator for a deeper understanding of English lexical frameworks. This approach is particularly beneficial for speakers of Vietnamese, considering the substantial impact of Sino-Vietnamese vocabulary on the Vietnamese language, which may offer cognitive advantages. The paper proposes a systematic approach to utilizing these linguistic resources to enhance translation capabilities, focusing on interlingual transfer and the implications of cross-linguistic interaction.

**Key words:** Cognitive linguistics, Sino-Vietnamese vocabulary, English translation, interlingual transfer, cross-linguistic interaction

Vo Quang Hien, born on July 18, 1965, in Ho Chi Minh City, has established himself as a prominent educator specializing in English language and tourism studies. Originating from Saigon and practicing Theravāda Buddhism, Hien embarked on his teaching career in 1997, initially at language centers before transitioning to several esteemed Vietnamese universities. His teaching repertoire includes General English and English for tourism, with significant contributions at the Industrial University of Ho Chi Minh City, Hong Bang International University, Phan Thiet University, and Binh Duong University. His academic interests encompass English for tourism, research methodologies, and various business and commerce subjects.



From 2017 to 2021, Hien took on a leadership position at Long An University of Economics and Industry, where he played a pivotal role in mentoring tourism students, advising on research initiatives, and serving as Vice Dean of the Law and Tourism Management Faculty. Currently, he is engaged in teaching at Gia Dinh University while also fulfilling the role of a lecturer. Beyond his teaching responsibilities, Hien actively participates in research focusing on the quality of tourism education, the influence of Buddhism on sustainability, and environmental challenges. His scholarly contributions include publications on topics such as tourism cheerleading and the expansion of Buddhism in the Mekong Delta, reflecting his dedication to advancing education and research in Vietnam.



# Artificial Intelligence as Teaching Tools to Strengthen Listening Skills for English Major Students

**Vo Thi Nhu Linh**

Ton Duc Thang University

Technology plays a crucial role in everyday life, and its influence extends to various areas, including education. Artificial Intelligence (AI) is considered a prime example of technological progress. This study aims to explore students' perspectives on using AI-powered applications to enhance English listening skills. It follows a qualitative research method, incorporating both education and technology in an interdisciplinary approach. To collect data, interviews and surveys were conducted with students, focusing on their experiences with AI-based applications for improving English listening skills. The survey consisted of five categories: understanding of artificial intelligence; familiarity with applications such as Duolingo, ELSA Speak, BBC Learning English, Memrise and so on; usage of these applications; how these applications contribute to improving English listening skills. The study was conducted at the Faculty of Foreign Languages at Ton Duc Thang University, and there were 120 participants who were English major students from four listening classes. The findings revealed that the use of AI-based tools had a positive impact on the improvement of listening skills among these students.

As an English teacher at Ton Duc Thang University's Faculty of Foreign Languages, Vo Thi Nhu Linh brings a wealth of experience and passion for language education. With a background in linguistics and pedagogy, she is dedicated to fostering a dynamic and engaging learning environment in which students can thrive academically and personally. Her teaching philosophy emphasizes student-centered approaches, empowering learners to develop their language skills effectively. By incorporating innovative teaching methodologies, she aims to inspire a lifelong appreciation for English language teaching and learning.



# Assessing ESL Student Writing in the Age of Artificial Intelligence: Challenges and Best Practices

**Dau Thi Thanh Luy**

**Lam Thuy Trang**

University of Management and Technology, Ho Chi Minh City

The integration of artificial intelligence (AI) technologies in education is transforming traditional assessment methods, particularly in the evaluation of English as a Second Language (ESL) writing. This paper systematically reviews existing literature on the impact of AI tools on ESL student writing and assessment, focusing on both the opportunities and challenges they present. A comprehensive search of academic databases, including Google Scholar, ResearchGate, ERIC, and ScienceDirect, informed the qualitative analysis of key themes: the effects of AI on ESL writing, challenges in identifying AI-generated content, and practices for adapting writing assessments in the AI age. The CASP checklist was used to critically evaluate the validity, relevance, and ethical considerations of the existing research. The results show that AI offers numerous advantages, including personalized feedback, enhanced writing support, and greater efficiency in grading. However, as students increasingly rely on AI-generated content to complete assignments, concerns about academic integrity, originality and the challenge of distinguishing between AI-generated and student-authored work have emerged. The paper proposes best practices for integrating AI into assessment frameworks, emphasizing responsible use to maintain academic integrity while improving learning outcomes in an increasingly digital landscape.

Ms. Lam Thuy Trang is currently a Deputy Head of Department of English, University of Management and Technology, Ho Chi Minh City. She obtained a Master's degree in TESOL in 2009. She has been teaching English at the university level for more than 15 years. She is also particularly involved in research and professional work on program development and language testing and assessment. Her many interests include professional development, curriculum development, language teaching and assessment. Email: lamthuytrang@gmail.com



Ms. Dau Thi Thanh Luy is a lecturer at the University of Management and Technology, Ho Chi Minh City, where she teaches English to non-English major students, designing course syllabi and assessments. In addition to her teaching role, she serves as a Speaking Examiner for Cambridge Assessment English, Cambridge University Press and Assessment. Her research interests include the integration of technology in English language teaching, remote teaching, and language assessment. Email: dttluy@gmail.com

# Assessing the Impact of Digital Education on Achieving SDG 4 in Pakistan's Higher Education Sector

**Zohaib Hassan Sain**

Incorporating digital education into higher education significantly aids in achieving SDG 4, which focuses on ensuring inclusive and equitable quality education for all. This research evaluates how digital learning initiatives influence progress toward Sustainable Development Goal 4 within Pakistan's higher education institutions. Utilizing a mixed-methods design, the study conducted an in-depth survey of 384 participants, including students, educators, and administrators from various institutions, complemented by semi-structured interviews with key stakeholders. Cochran's formula was employed to determine the quantitative sample size. The results indicate a strong positive correlation between digital education programs and the fulfillment of SDG 4. A regression analysis produced an F-value of 15.47 and a p-value below 0.001. Descriptive statistics reveal an average digital learning effectiveness score of 3.8 out of 5, with significant variations between urban and rural settings (ANOVA,  $F = 23.72$ ,  $p < 0.001$ ). Qualitative thematic analysis identifies challenges such as inadequate digital infrastructure and literacy, emphasizing the need for institutional preparedness and policy support. The study concludes that while digital education plays a crucial role in advancing SDG 4, closing the digital literacy gap and enhancing the quality of online education is vital. These insights are valuable for policymakers and educators aiming to improve access and quality in higher education through digital learning strategies.

**Keywords:** Digital Learning, Educational Equity, Higher Education, Pakistan, Sustainable Development Goal 4.

Zohaib Hassan Sain is an experienced professional specializing in Quality Management, Compliance, Training, and Research. He holds an MS in Quality Management and is an Education Committee Member at the Association for Project Safety. He is also a prolific researcher with numerous publications and has been honoured with multiple awards for his work. Zohaib Hassan Sain's dedication to professional affiliations demonstrates his commitment to continuous learning and upholding industry standards. He actively engages in international events, serving as a moderator, speaker, and judge.



# Beyond the Classroom: Vietnamese EFL Learners' Engagement in Informal Second Language Learning

**Nguyen Tien Duc**

University of Social Sciences and Humanities

This study aims to investigate the extent of engagement of Vietnamese undergraduate EFL learners in informal second language learning (ISLL), which is part of a larger field - language learning beyond the classroom (LLBC). ISLL includes English-related activities that take place outside the classroom, not specifically designed for language learning, and mainly driven by learners' interests. This research aims to examine learners' frequency and the levels of behavioral, affective, cognitive, and linguistic engagement in those activities. Grounded in a survey design, an online retrospective questionnaire was employed as a research instrument to collect both quantitative and qualitative data. Participants were non-English major undergraduates from various universities in Ho Chi Minh City, selected through a randomized sampling method. The findings reveal the most commonly engaged ISLL activities and their varied engagement patterns. This study is hoped to provide insights into learners' informal learning experiences and inform EFL teachers to better support their students' language learning beyond the classroom.

Nguyen Tien Duc is a visiting lecturer at the University of Banking HCMC and a master's student in TESOL at USSH-HCM. His research interests belong to the field of second language acquisition, specifically informal second language learning and the role of learners' psychological factors in language acquisition. He is passionate about developing teaching strategies and philosophies that encourage self-directed learning among EFL learners.





# Blended Learning for Beginner-Level English: Integrating LMS and Flipped Classrooms for Effective Language Acquisition

**Pham Vo Duc Duy**

**Mai Phuc Thinh**

This paper examines a teaching model developed by DSS Education that integrates Learning Management Systems (LMS) with a flipped classroom approach to facilitate the teaching of beginner-level English. The model allows learners to study foundational language skills online through an LMS before attending in-person sessions, where teachers focus on reinforcing and applying the content through interactive activities. This method enables learners to study at their own pace and optimize class time for practicing communication skills, thereby saving time and enhancing learning outcomes. Instructors use classroom sessions to review and deepen the knowledge acquired online through collaborative and communicative tasks. The model is particularly suited for institutions preparing students for English proficiency tests like IELTS and PTE. This paper will discuss the structure of the online content, the design of in-class activities, and how the model can maximize the efficiency of both independent and teacher-guided learning. The approach contributes to current trends in English language teaching by offering a time-efficient, learner-centered pathway for beginners.

Pham Vo Duc Duy is an experienced project leader currently heading an LMS initiative powered by DSS International English Center. His work focuses on coordinating and reviewing English teaching materials for beginner learners. With aspirations to become a bilingual expert, Duy excels in project support and content development, particularly in the field of English linguistics. Proficient Moodle LMS, he combines technical expertise with strong communication skills to ensure project success. Passionate about language education, Duy is dedicated to continuous growth in translation, interpretation, and English teaching.



Mai Phuc Thinh is currently an independent researcher. His research interests include internationalization in higher education, education for sustainable development, and migration studies. He is passionate about preparing students with skills for global engagement and intercultural understanding, ensuring they are equipped for leadership roles in an increasingly interconnected world.

# Building Problem-Solving Competency in EFL Curriculum in Bac Lieu Secondary Schools: Teachers' Perceptions of Challenges and Implications

**Le Hoang Nam**

The present research examines the difficulties that teachers encountered when trying to teach problem-solving ability embedded within the English as a Foreign Language (EFL) syllabus at secondary level schools in Bac Lieu Province. The data was obtained using qualitative research design; respondents work as secondary school teachers. Barriers to productive development of students' problem-solving capabilities in this area include inadequate training, poor access to teaching aids and underdeveloped course outlines. The implications for the training of teachers, development of curriculum and allocation of resources are considered. The present research follows a qualitative design as it investigates secondary school teachers' perceptions on developing problem-solving skills in EFL classrooms. Data were collected through semi-structured interviews with a purposive sample of five teachers at Bac Lieu secondary schools. These interviews explore what these perceived problems are in their attempts to introduce problem-solving techniques into the curriculum. The main tool used was a set of interview questions which collected detailed responses on teachers' experience, training, availability of resources and structure of curriculum. The sample consisted of high school EFL teachers in Bac Lieu Province. These teachers were chosen because they had some years of teaching experience and a role in EFL curriculum.

Key words: research, English, Bac Lieu, curriculum, tools

Mr. Le Hoang Nam is a candidate of M.A in TEASOL in Dong Thap university. He works at Vinh Phu Dong A secondary school, Bac Lieu province. He deeply interested in teaching methodology, general English language, ESP

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# Communicating With and Without Words: Visual Literacy in English Language Teaching

**Andy Duenas**

MA Applied Linguistics and English Language Teaching

Literacy has traditionally referred to the skills and knowledge needed to communicate through reading and writing. However, throughout history, many texts have been accompanied by visual material that supplements the written message. In practice, many approaches to English language teaching gloss over the importance of the message added by visual elements. This presentation will give an overview of the importance of visual literacy for language learners and how National Geographic Learning worked with expert authors to integrate visual literacy into English language teaching materials. We will also discuss some key questions regarding the practical implementation of visual literacy skills in the English language classroom.

Andy is the Senior ELT Consultant for Academic and Training at National Geographic Learning, based in Ho Chi Minh City, Vietnam. Andy has been teaching English language to children and adults in Asia for over ten years in general English, academic English, business writing, and exam preparation. Andy completed an MA in applied linguistics at the University of Nottingham. He has also worked in teacher training and development for over five years and has trained hundreds of teachers, teaching assistants, and school administrators all around Vietnam.



# Concept Analysis of Adaptive Learning Strategy in English Language Teaching (ALS-ELT)

**John Mark Navarette Saldivar**

**Bernadeth L. Fernandez**

This study explored Adaptive Learning Strategies (ALS) and their impact on language learning outcomes, providing empirical support for their usefulness in the ever-changing educational landscape.

**METHOD.** Research articles from open-access databases such as Google Scholar, CrossRef, and OpenAlex published from 2019-2024 were carefully analyzed using Walker and Avant's eight-step analysis. Keywords utilized were adaptive learning, knowledge translation, and English language teaching.

**RESULTS.** The analysis of 17 research articles identified five attributes of adaptive learning strategy: enhanced motivation, personalized learning, improved language and communication skills, support for independent learning, and technological innovation. Key antecedents included learner needs, technology availability, teacher training, policy support, and student engagement. Consequences were personalized learning experiences, enhanced technological integration, effective implementation of adaptive learning systems (ALS), institutional commitment, active student participation, and improved learning outcomes, highlighting the impact and potential of adaptive learning pedagogy.

**CONCLUSION.** Adaptive learning strategy in ELT engages students by aligning content with interests, providing challenges, fostering active participation, and enhancing language proficiency and communication skills through personalized learning paths. The seamless incorporation of technology, such as language learning apps and AI-driven tools, enables personalized experiences and data-driven adaptation, promoting student autonomy and independence.

**Keywords:** Adaptive Learning Strategy (ALS), English Language Teaching (ELT), concept analysis, systematic review

John Mark N. Saldivar is a licensed professional teacher who is currently the BSED Program Head of CTE at La Salle University-Ozamiz. His research titled "Constructive Alignment in English Learning Modules" was awarded best thesis and was utilized as the institutional framework for faculty development at LSU. Currently, he's been doing research as part of his requirements for his undergoing PhD major in Research and Evaluation at CNU.



Bernadeth L. Fernandez is a licensed professional teacher, currently pursuing a Doctor of Philosophy in Education at Cebu Normal University, where she also earned her Master's degree. Having graduated with a Bachelor's degree in Elementary Education in 2010, she is committed to advancing education through research, professional development, and active community engagement. Her commitment is to fortify the core principles of elementary education.

# Differentiated Efficacy of Web 2.0 Tools in Cooperative Writing among EFL Learners

**Nguyen Duong Hoang Minh**

Saigon University

While past research highlights the benefits of the integration of Web 2.0 tools, such as Padlet and Google Docs in fostering collaborative learning, there remains limited understanding of their differential impact on students of varying proficiency and motivation levels. This study addresses this gap by examining how Web 2.0 tools influence writing performance and motivation among students with diverse academic backgrounds and intrinsic motivation levels. 60 EFL learners participated in the eight-week study, divided equally into higher and lower groups. Quantitative data were collected through pre- and post-tests, which measured improvements in writing performance. Qualitative data, gathered through semi-structured interviews and documents analysis of learner-produced content on Padlet and Google Docs, explored learners' perceptions in the writing process. Results indicated a significant improvement in both writing performance and motivation among higher-level and self-motivated students, who benefited from the tools' collaborative features and ease of real-time interaction. Conversely, lower-level students showed limited gains and demonstrated minimal involvement with the Web 2.0 tools, encountering challenges in navigating collaborative tasks and requiring substantial teacher support to effectively participate. Findings suggest that while Web 2.0 tools can enhance collaborative writing outcomes, their efficacy varies significantly across student demographics. Future research should investigate specific teacher interventions and tool modifications needed to better engage lower-level students, ultimately promoting equitable involvement and engagement in digital cooperative writing tasks.

Nguyen Duong Hoang Minh is a lecturer of English at Saigon University. His research focuses on innovative teaching methodologies, particularly in the area of technology-mediated task-based language teaching (TBLT). He is into integrating digital tools into language education to enhance learner engagement and autonomy, striving to bridge the gap between traditional teaching practices and modern technological advancements.



# Difficulties in Academic Writing of Arts and Design Students: Basis for the Development of a Contextualized Learning Material

**Rona Ann E. Cea**

Department of Education–Division of Quezon, Philippines

Enhancing students' proficiency in English whether it is verbal or written has always been the focus for development in the Philippine educational system. This is evident in the new Enhanced Basic Education Curriculum (K-12). The researcher investigated the difficulties encountered by the Arts and design students in English for Academic and Professional Purposes subject specifically with their academic writing. This study used the descriptive-quantitative research design as it focused on identifying difficulties of Arts and Design students in academic writing specifically from their written research introduction in their Practical Research 1 subject. Purposive sampling was also used by the researcher since there is only one section with 19 students of Arts and Design in the locale of the study. The study revealed that most of the students encounter difficulties in writing academic text due to selecting and unfamiliarity with the topic, comprehensive researching, editing, revising, and following prescribed format. Thus, a contextualized learning material that aims to address the difficulties encountered by the Arts and Design students in their academic writing. Designing a contextualized learning material allows the students to become more familiar with the activities that lead to a more meaningful and comprehensive academic writing output. This research showed the academic writing capabilities of Senior High School students enrolled in Arts and Design Track, through the identified problems and difficulties in academic writing that will be helpful in contextualizing a learning material that will enhance students' academic writing skills.

**Keywords:** Academic Writing, Arts and Design Students, Writing Difficulties, ESL learners, Contextualized Learning Materials

Rona Ann E. Cea is a dedicated researcher and educator. As a research teacher in a senior high school, she fosters critical thinking and inquiry-based learning. Balancing her career with motherhood and family life, the researcher exemplifies the importance of lifelong learning and intellectual curiosity.





# Enhancing English Proficiency through Integrated CLIL and ESP: A Study in Taiwanese Higher Education Context

**Hoang Le Quoc Dat**

The increasing presence of Content and Language Integrated Learning (CLIL) programs evidently helps promote non-English major students' language proficiency, offering a dual focus on subject content and language acquisition. This study focuses on a specific case in a Taiwanese university to explore English for Specific Purposes (ESP) students' language learning outcomes within their Marketing course and the broader implications derived for future course design and pedagogical approaches. Comprehensive data were collected from various sources, including course results, detailed class observations, and extensive feedback from both lecturers and students through structured questionnaires. Findings suggest that current ESP courses require significant reform to more effectively address the specific language and content needs of students, which includes incorporating more integrated language support and contextualized content relevant to their fields of study. Moreover, the study highlights that fostering collaboration between language and content lecturers is essential to enhancing students' overall English proficiency and making both CLIL and ESP programs more aligned with the communicative demands of diverse academic disciplines. Furthermore, the research emphasizes the necessity for ongoing professional development programs for both language and content instructors, equipping them with the essential skills, methodologies, and innovative strategies required for the effective and seamless delivery of integrated CLIL and ESP courses in higher education.

**Keywords:** CLIL, ESP, integrated learning, teacher training, course design

Hoang Le Quoc Dat is an experienced English Lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Vietnam. He is also currently a PhD Candidate at National Kaohsiung Normal University, Taiwan, where his research focuses on Content and Language Integrated Learning (CLIL) implementation in Taiwanese and Vietnamese tertiary education. His diverse research interests span CLIL, Language Assessment, and Dynamic Assessment. He has actively participated in curriculum development, digital transformation initiatives, and fostering international academic collaborations. He is passionate about enhancing language education across Southeast Asia, working to integrate innovative teaching methodologies that bridge linguistic and content-based learning.



# Evaluating ChatGPT Plus as a Reference and Preparation Tool for IELTS Speaking: Score Comparison and Student Insights

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**Nguyen Viet Linh**

This study looks at how helpful ChatGPT Plus is for students preparing for the IELTS Speaking test. As more people look for better ways to learn languages, AI tools like ChatGPT give students personalized practice and fast feedback, which makes learning easier (Kurniati & Fithriani, 2022). In this study, students' speaking scores from ChatGPT Plus were compared to their real IELTS scores. Interviews with students were also done to find out what they thought about using the tool. The results show that practicing with ChatGPT Plus regularly helps students improve their fluency, how they organize their answers, and their confidence when speaking. Many students said they used more varied vocabulary and organized their responses better, which are important for the IELTS Speaking test (Muniandy & Selvanathan, 2024). The scores from ChatGPT Plus were similar to the students' real IELTS scores, showing that it can be a good tool for checking speaking skills. Also, being able to practice whenever they wanted made students more motivated and engaged, as seen in past studies on AI learning tools (Barrot, 2021). In summary, ChatGPT Plus can be a helpful extra tool for IELTS preparation. It can help students get better at speaking and meet their learning needs. This study supports the idea that AI tools can make language learning better and help students do well on speaking tests.

I am Viet Linh Nguyen, and I am currently working as a lecturer in the Faculty of Foreign Language at Ton Duc Thang University. With a total of 10 years of experience in teaching English, I focus on preparing students for the IELTS exam, helping them improve their language skills. My travels abroad and studies in Australia have shown me the importance of English and tests like IELTS in today's world. I strive to create a welcoming and supportive classroom environment, and I enjoy exploring different teaching methods to help my students on their language learning journey.



# Exploring Tertiary Student's Perceptions of Self-Assessment Practices in Writing Skill

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**Dr. Huynh Ai**

**Ms. Tran Quang Ngoc Thuy**

**Mr. Nguyen Phuong Linh**

Self-assessment has received much more attention recently in English language education. It emphasizes on the role of centric-learners. It is mainly backbone in improving the quality of learning by enhancing students' autonomy in their learning process. The aims of this paper explored English-major students' perceptions of self-assessment in writing skill at a higher education institution in Vietnam. Besides 250 participants, a questionnaire, thematic code, and SPSS are used as main instruments to collect and to analyze the data. The results revealed that most participants recognized the benefits of self-assessment for significantly improving their writing skill. Also, the study showed that self-assessment enabled participants to apply effective strategies for avoiding, minimizing, or resolving writing errors and encouraged them to take more responsibility for their learning. Most importantly, teaching implications were drawn from self-assessment will help teachers to closely pay attention to themselves and their students.

**Keywords:** self-assessment, student perceptions, writing skill, English language education, centric-learners



Huynh Ai holds an M.A. in TESOL from Victoria University, Australia, and a Ph.D. in Theory and Methodology of English Language Teaching from the University of Foreign Languages and International Studies, Hue University. He is a lecturer of English at the Faculty of English at Ho Chi Minh University of Banking, specializing in formative assessment, self-assessment, language skill development, and innovative methodologies in English language teaching.

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Tran Quang Ngoc Thuy (Thuy TRAN) is a senior lecturer in the English Department at Hue University of Foreign Languages and International Studies (HUFLIS), Vietnam. She holds MA and PhD degrees in Applied Linguistics from the University of Queensland, Australia. With over 20 years of experience in English language teacher education, she specializes in training pre-service and in-service teachers through various professional development programs. Her research interests encompass teaching methodology, early language learning, intercultural communication, pragmatics, technology-enhanced language learning, and language assessment.

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# Exploring the Impact of E-Portfolios on ESL Writing: A Classroom-Based Study of Assessment

**Mary Joy Vailoces Sienes**

**Sherwin Galon Campos**

Vinschool Secondary and High School, Ocean Park 1

Many studies demonstrate the advantages of e-portfolios, which include serving as a reflective process tool to determine learning strengths and weaknesses and a scaffolding tool to assist students grasp concepts and acquire knowledge. This classroom-based study examined how e-portfolios affect the learning outcomes of ESL students, particularly in terms of improving their academic writing skills. Unlike traditional paper-based portfolios, e-portfolios provide students a versatile, easy-to-use platform to take ownership of each stage of the writing process. Through surveys and interviews, students highlighted specific advantages of e-portfolios, such as better organization, easier access to resources, and effective editing, all of which improved academic performance. They also mentioned how e-portfolios promoted creativity and made feedback easier, which assisted them in recognizing and improving their own learning strengths and weaknesses. However, they also expressed concerns about the excessive reliance on AI and about problems with connectivity and device compatibility. This research adds to the body of knowledge in language education by providing insightful information about creative and dynamic assessment techniques for teaching writing through e-portfolios.

Mary Joy Vailoces Sienes is an ESL Teacher at Vinschool Secondary School, Ocean Park 1, Hanoi, Vietnam. She has more than 14 years of experience as an English teacher and as a university lecturer in the Philippines, Bahrain, and Vietnam. She is a Ph. D in TESOL candidate at Silliman University, Dumaguete City, Philippines. Her interest includes qualitative research especially in the line of pragmatics and discourse analysis.



Vice Principal at Vinschool Secondary School Ocean Park, brings over 17 years of leadership experience to her role, currently guiding the campus through CIS accreditation. Known for fostering an inclusive school culture, she emphasizes academic excellence, teacher mentorship, and holistic student development. A former member of Vinschool's ESL Task Force, Sherin has spearheaded impactful training programs in leadership and soft skills, enhancing educators' professional growth. Her dedication extends to global citizenship, digital literacy, and AI in education, aligning with her forward-thinking vision. Sherin continues her professional journey through advanced studies, underscoring her commitment to transformative leadership.

# Grouping Strategies in Collaborative Learning: Effects on Learners' English Academic Achievement and Science Process Skills

**Tricia Barcelo Dealagdon**

**Raffy S. Taghap**

This study focused on the formation and effects of group sizes on the level of learners' English Academic Performance and Science Process Skills. It also explores the challenges and opportunities to learn the learners faced in Study Buddy, Triad, and Group of 6, and the factors influencing the teacher's grouping choice. The respondents in this study are teachers and learners in a private institution. The researchers found out that: the Study Buddy, Triad, and Group of 6 elicited a statistically significant change in the English Academic Achievement of the learners. While the Study Buddy did not elicit a statistically significant change in the science process skill scores of the learners; however, Triad and the Group of 6 grouping sizes elicited a significant change in the learners' science process skills scores of the learners. The difference in the learners' grades and scores across group sizes is not significantly different in both English Academic Performance and Science Process Skill Test. Thus, the learners' performances across group sizes do not really differ in Science and English classes. The common challenges in the group sizes are communication skills, overperforming groupmates, and uncooperative group mates. Meanwhile, the common learning opportunities in these group sizes are developing communication and social skills, rediscussing answers and lessons, and relying on partners. Lastly, the factors affecting the teacher's grouping choice include previous academic performance, learners' familiarity and comfortability with their group mates, learners' personalities, learners' multiple intelligence and learning styles, learners' communication skills, learners' social skills, leadership skill, and time.

Tricia B. Dealagdon is a Junior High School English Teacher at Ateneo de Zamboanga University, and a member of the JHS Research Core Team. Moreso, she is an indexed in Scopus as an author. She has published her research in international journals. Her research interests include Teaching and Learning,



Raffy S. Taghap is an MA in Science Education candidate. A faculty member of Ateneo de Zamboanga University – Junior High School Science Department. He is an associate member of the Department of Science and Technology – National Research Council of the Philippines (DOST-NRCP). He has been a Trainer for the Department of Science and Technology – Science Education Institute Project Science Teacher Academy for the Regions (DOST-SEI Project STAR).

# Improving EFL Freshmen's Integrated Writing Skills: Effects of Mediation in Dynamic Assessment

**Hoang Le Quoc Dat**

Grounded in Vygotsky's Sociocultural Theory of Mind (1978), Dynamic Assessment (DA) uses tailored scaffolding to meet students' developmental needs, enhancing both teaching and writing skills (Alavi & Taghizadeh, 2014; Shrestha & Coffin, 2012). Mediation is central to Vygotsky's theory, but its application in English as a Foreign Language (EFL) contexts requires further investigation. This study, conducted with 22 Taiwanese English-major freshmen, assessed how oral mediation during DA sessions impacted their performance on four TOEFL integrated writing tasks. A mediation scale, ranging from implicit to explicit, was applied in 12 hours of DA per participant. The study explored how students responded to mediation, how it influenced their writing process, and its effect on their writing scores. Classroom video analysis showed qualitative improvements in thesis writing, content organization, and paraphrasing. Based on TOEFL writing rubrics, the grading results of one native American grader and the researchers both show that final writings of all participants have higher scores than their first drafts. The post-study questionnaire reveals that oral mediation receives a great amount of positive reactions from all the participants. This study is a typical example of how mediation can be integrated into a teacher's daily instruction. It illustrates how mediation could serve as an emerging concept for language instruction. Therefore, it offers an opportunity for EFL teachers to see ways of integrating instruction and assessment in one unity.

**Keywords:** Dynamic Assessment, Mediation, L2 writing, Zone of Proximal Development, Interactionist.

Hoang Le Quoc Dat is an experienced English Lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Vietnam. He is also currently a PhD Candidate at National Kaohsiung Normal University, Taiwan, where his research focuses on Content and Language Integrated Learning (CLIL) implementation in Taiwanese and Vietnamese tertiary education. His diverse research interests span CLIL, Language Assessment, and Dynamic Assessment. He has actively participated in curriculum development, digital transformation initiatives, and fostering international academic collaborations. He is passionate about enhancing language education across Southeast Asia, working to integrate innovative teaching methodologies that bridge linguistic and content-based learning.





# Integrating AI into Task-Based Language Teaching: Making Writing Fun and Effective

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**Tran Duy Bao**  
**Doan Thi Thuy**

This study investigates the effectiveness of integrating Task-Based Language Teaching (TBLT) with artificial intelligence (AI) applications to enhance students' writing skills. TBLT focuses on engaging students in meaningful tasks, making the learning process more relevant and motivating. The incorporation of AI provides varying and familiar contexts for these tasks, enabling students to practice writing in scenarios that resonate with their experiences. This combination makes learning more enjoyable and effective. Employing a mixed-methods approach, data were collected from two writing classes at two different universities in Nha Trang city. Quantitative assessments demonstrated significant improvements in grammar and writing proficiency, while qualitative insights from in-depth interviews revealed increased student confidence and a propensity for self-directed learning. The AI tools offered immediate feedback, allowing students to quickly identify and address their weaknesses. The findings indicate that the synergy of TBLT and AI not only enhances writing skills but also makes the learning experience more engaging and effective. This research suggests that integrating AI into TBLT can be a powerful strategy for improving writing instruction by providing meaningful tasks within familiar contexts, thereby making learning more enjoyable and promoting greater learner autonomy.

**Keywords:** Task-based language teaching, Artificial intelligence (AI), Writing skills, enjoyment, learner autonomy

Mr. Tran Duy Bao holds a Master's in Applied Linguistics from Curtin University, Australia, and a Bachelor's in Accounting from the University of Economics Ho Chi Minh City. With extensive ESL teaching experience in many cities in Vietnam, he has taught general and academic English and served as a lecturer at universities, including currently as a visiting lecturer at Ton Duc Thang University. Bao's teaching approach blends theory with practical activities and technology to enhance learning. His research interests include Task-Based Language Teaching (TBLT), English for Specific Purposes (ESP), AI applications in SLA, and student engagement and motivation.



Ms. Doan Thi Thuy is an English lecturer and vice leader of communications at Ton Duc Thang University's Khanh Hoa Campus. Holding a Master's degree in English and bringing over eight years of teaching experience, she is dedicated to inspiring students in language and communication. She combines academic expertise with a strategic vision to drive campus growth. Her professional passions include applying AI to enhance English education, advancing technology-driven language learning, and comparing language teaching methodologies in Vietnam with those used internationally.

# New Research Directions in Second Language Learning

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## Jake Stone

It is not simply second language learning that is undergoing a revolutionary transformation. Language itself is undergoing a revolutionary transformation. By the end of this decade, many humans will be spending more time conversing with machines than with other humans.

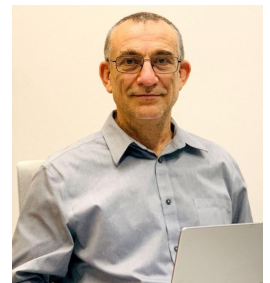
For the first time in human history, technology will not be the medium, but rather the interlocutor.

While it is clear that we are in the midst of a revolution (the presenter's company, Immersio, is a front line protagonist), it is not at all clear how change will unfold over the next half decade. It is not even clear what forms of human, educational, social, and economic transformation will occur. Scholars in language learning will play a central role in developing a deeper understanding of these changes. Our initial challenge, however, is to identify the research questions we need to ask and the research methodologies and tools we need to apply to our research.

This presentation offers:

- A Vygotskian conceptual framework within which research questions can be developed.
- An AI driven language learning platform that facilitates data driven research through highly granular learning activity data.
- A demonstration of how precise, practical, and important research questions can be investigated through rich datasets given shape with a sound conceptual framework.

Dr Jake Stone is currently acting CTO and head of R&D at Immersio Learning Inc. Jake's career also includes leading the R&D team that developed Canada's high stakes CELPIP-G language test. Jake is also a professional software engineer with years of experience at top Canadian SAAS companies and has worked with machine learning and AI for over a decade. Earlier in his career, Jake taught English in Asia for a decade.





# Non-English Major Students' Perceptions toward the Use of Duolingo for English Vocabulary Learning

**Nguyen Duc Chi Thanh**

The study examines the perceptions of non-English major students at the College of Technology II (HVCT) regarding the use of Duolingo for English vocabulary learning within the context of a vocational school, to identify both benefits and limitations. A mixed-methods approach was employed, utilizing SPSS for data analysis by combining quantitative data from 117 participants via questionnaires and qualitative insights from semi-structured interviews with 20 students. This research is grounded in the Technology Acceptance Model (TAM) proposed by Davis (1986) and further expanded by Venkatesh & Bala (2008), drawing on studies related to Mobile-Assisted Language Learning (MALL), such as those by Yusda et al. (2020) and Nuraeni et al. (2020). The findings indicate that students generally perceive Duolingo positively, particularly its flexibility, interactive features, and cost-effectiveness. However, challenges such as the practical application of vocabulary in real-life contexts and technical issues like battery drain were identified. The study provides specific recommendations for addressing these challenges, including the development of real-world vocabulary exercises and the optimization of the app's performance to enhance usability. The results offer insights for integrating mobile-assisted learning tools into educational frameworks, particularly in designing curricula that incorporate mobile learning. The findings also suggest ways to improve the technical performance of apps like Duolingo to enhance student engagement and learning outcomes, informing future development of MALL tools tailored to non-English major students.

**Keywords:** Duolingo, Mobile-assisted language learning, non-English major students, perceptions, Technology Acceptance Model, vocational education.

Mr. Thanh Nguyen Duc Chi is an educator dedicated to creating dynamic and engaging learning environments. Currently pursuing a Master's degree, he focuses on producing precise and interesting lessons in English language teaching for adults. Passionate about preparing the next generation of learners for success, he actively seeks collaborative opportunities to enhance educational practices and foster a brighter future for his students.



# Play-Based Learning Meets Technology: Innovations in Kindergarten ELT

## **Abhishek Rajamanickam**

Team Leader English Department, Lac Hong Bilingual School, Vietnam

The integration of play-based learning and digital innovations offers exciting opportunities to enhance early childhood English language teaching (ELT). This presentation explores how incorporating technology-driven tools—such as interactive apps, games, and videos—can create an engaging and effective learning environment for children aged 2 to 6. By merging traditional play-based methods with digital platforms, we aim to foster language acquisition through fun and interactive experiences.

Drawing on existing literature on early childhood education and digital pedagogy, this presentation outlines several key strategies for implementing technology in kindergarten ELT classrooms. Data from case studies conducted in Vietnam will illustrate the impact of digital innovations on student engagement and language development. We will also discuss the benefits of using age-appropriate technological tools, including increased student motivation, personalized learning pathways, and improved listening and speaking skills.

Through this research, we contribute to the emerging trends in English language education by demonstrating how play-based learning, when combined with technology, can support young learners in acquiring language in more dynamic and engaging ways. Our findings suggest that this approach offers a valuable framework for early childhood educators to develop supplementary materials and foster a lifelong love of language learning in the youngest students.

Abhishek Rajamanickam is a dedicated non-native English teacher with over eight years of experience in Vietnam. As a Team Leader at Lac Hong Bilingual School, he manages two campuses with 600 students. He holds a Master's degree in Business from the University of Greenwich and an MSED in TESOL from the American University. Abhishek is passionate about continuous learning and has presented at international conferences in Cambodia, Thailand, and Korea. His focus is on integrating innovative teaching methods and technology to enhance early childhood English language education.



# Rethinking of multilingual practices in science assessments processes to enhance Linguistic justice: A Namibian Primary school case study

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**Set Beatha**

University of Namibia

The controversy continues in many posts' independence African nations over whether it is necessary to assess language in science content learning. All assessment policies and practices are based on monolingual constructs whereby test-takers are expected to convey their meaning in one language at a time. This study analysis the bilingual Grade 4 learners' written assessments and evaluate the impact of English monolingual policy on the learners' ability to appropriate the science classroom discourse and to fulfill the demand of English monolingual assessments policy. Currently, there is increasing awareness around the 'multilingual turn' to address the effects of historically shaped language inequalities that marginalised and oppressed native/ indigenous languages in favour of the European languages of the minority. On the other hand, the Namibian emergent writers find it difficult to draw from their multilingual resources because of the authoritarian single voicedness advocated by the school and the national curriculum. In this study, the author proceeds from an acknowledgement of the significance of the linguistic diversity and language resources that learners bring to the classroom as well as to science assessments. By analysing learners' Science written assessment, the author argues that restrictive English language policy that mandates the use of English in the written assessments, discourages learners from using their semiotic resources at their disposal. Non-standardized English speakers' needs have not been met in science assessments, due to privileging only Standardized English. The results of the study show that there is a signal of political pressure linked to teachers' being expected to comply to the LiEP and enforced by controlling devices imposed upon teachers by the highest authority (school external moderators) to stick to what is considered as the correct language for summative assessments.

Keywords: Multilingualism; meaning making; monolingual polic; bilingual; translanguaging pedagogy

Beatha Set received the Master's degree and PHD in applied linguistics in Education from the University of Cape Town, South Africa in 2015 and 2021, respectively. Beatha is currently a senior lecturer at the University of Namibia in the School of Education department of Early Childhood Education & Care. She teaches courses and conducts research on multi-literacy, language and multilingualism, language ideologies and diversity in bilingual science classroom discourse. Beatha supervises undergraduate and postgraduate students in the School of Education. Beatha researched the relationships between language ideologies, multilingualism and epistemological access to science learning in the linguistically diverse educational contexts. Beatha has extensive expertise both in pre-service and in-service teacher education. She is the author or coauthor of more than 10 papers in international refereed journals and more than 5 conference contributions.



# SPARKS: Strategic Reading Practices for Advancing Reading and Knowledge Skills, Aimed at Enhancing Science Comprehension and Critical Thinking

**Jaymar S. Dela Cruz**

Science literacy is essential in today's world, yet many students struggle with comprehension, particularly in science. This study aims to address this gap by investigating the effectiveness of strategic reading practices like vocabulary development, informational text recognition, and reasoning skills in enhancing Grade 7 learners' comprehension of Earth Science concepts and their engagement in science learning. The primary goal is to determine how strategic reading practices can improve Grade 7 learners' comprehension of Earth Science concepts and their engagement in science learning. A mixed-method quasi-experimental design was employed, combining quantitative and qualitative approaches. Pre- and post-tests, Students' Science Engagement Scale (SSES), weekly worksheets incorporating Strategic Reading, and focus group discussions were utilized to collect data. Findings reveal a significant improvement in post-test scores following the implementation of strategic reading practices. Moreover, learners demonstrated increased engagement in science lessons and tasks, learning involvement, and effort and preparation. Strategic reading practices positively impact learners' comprehension of Earth Science concepts and engagement in science learning. The study highlights the importance of integrating strategic reading into science education to enhance students' critical thinking skills and overall academic performance.

**Keywords:** [informational text recognition, reasoning skills, science comprehension, strategic reading, vocabulary development]

Jaymar S. Dela Cruz, born on December 13, 1992, in San Miguel, Bulacan, graduated with a Master of Arts in Education majoring in Science. He began his teaching career at St. Paul College San Rafael, a private school, and then transitioned to Timoteo Paez Integrated School. He also worked part-time at Manila Central University as an Assistant Professor 1 and now teaches at Carlos F. Gonzales High School. His dedication to education is evident in his commitment to teaching across different institutions and levels, enriching his teaching methods and understanding of student needs





# Status Quo and Solutions to Teaching English Business Courses as ESP to English Language Majors

**Nguyen Ngoc Vu**

Department of Foreign Languages, the University of Cuu Long and VAEC

In today's globally connected world, the need for a lingua franca for science, technology, and education, etc. resulted in the increasing demand for English for Specific Purposes (ESP). Under this context, English for Business Purposes (EBP) has also proven its increasingly essential role, as international trade requires principally both spoken and written English. Accordingly, there have been desires to master English professional terms for presentations, negotiations, and communications rather than English for culture, history, or academic purposes. Consequently, business English courses for English language majors have become a popular choice.

From curricular and pedagogical viewpoints, the primary challenges of business English courses are syllabus design, the selection and development of materials, and practical engagement in the curriculum. Teaching business English additionally requires teachers' high self-awareness of business-related issues along with English language teaching skills, as business English is frequently a combination of specific contents related to practical areas of the industry and the general ability of effective communication in dynamic and changing business contexts and environments.

The paper understandably aims at (a) an overview of recent trends in teaching and learning ESP and EBP specifically, (b) exploring difficulties and recent technological opportunities experienced by both teachers and English language majors in EBP courses at a private university in the Mekong Delta, and (c) suggesting material preparation and considerations in syllabus design as well as teaching personnel issues to meet closer integration of real-world business scenarios in order to effectively prepare English students for real-world business situations.

**Keywords:** English for Specific Purposes (ESP), English for Business Purposes, learner/student's needs, authentic materials, English language majors

He is a 45-year old multi-level and multi-purpose trainer who has been appreciated for experimenting with updated teaching techniques and applying advanced technology in English language teaching. Currently, he is holding a managerial position at an English language training center in which he combines lifelong passion in teaching with initiative and problem-solving skills selectively developed throughout his active and devoted engagement as head of ESP division at University of Cuu Long and years of English teaching career with VAEC and other language centers in Mekong Delta.



# The Application of Task-based Projects to motivate and improve the grade 11 students to learn English

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**Tran Thi My**

This study investigates the application of task-based project learning to motivate and improve the English proficiency of 120 Grade 11 students at Bac Lieu High School. The research examines how task-based projects, which involve practical, real-world tasks requiring the use of English, can enhance student engagement and language skills. Using observation and questionnaires as the primary research methods, the study aims to assess both the students' motivation and their academic performance in English. The results suggest that task-based project learning fosters higher levels of student involvement and encourages more effective language practice, leading to noticeable improvements in both motivation and proficiency. This approach is recommended as a dynamic and student-centered method to improve English learning outcomes in high school settings.

Ms. Tran Thi My was born on December 1st, 1974 in Vietnam. She got B.A in TESOL from Ho Chi Minh City Pedagogical University, Vietnam in 1997. She has worked as an English teacher in Bac Lieu High school since then. She received her M.A in TESOL from the University of Southern Queensland, Australia in 2014. She has also a strong interest in doing research on the application of educational technology tools in teaching and learning. Moreover, she has been a Microsoft Innovative Educator Expert and a Microsoft Innovative Educator Trainer since 2019. She is interested in training and motivating the academic staff and other teachers in the implementation of technology tools for teaching. She was also a presenter at EdMedia+INNOVATE LEARNING, in Amsterdam, Netherlands in 2019, E-LEARN in New Orleans, Louisiana, The United States in 2019, - VIC 2020 in Danang, Vietnam, VIC 2021 in Vinh, VIC 2022 in Nha Trang, TESOL 2022 in SEAMEO, VIC2023 in Hanoi, VIC 24 in Ho Chi Minh City, E-Learn 2024 in Singapore. Her email is mytran313@gmail.com





# The Effects of Shadowing Technique on Pronouncing -ED Ending Sounds: The Case of Saigon University

**Dang Vu Minh Thu**

**Tran Thi Diem My**

**Phan Le Hien Mai**

Saigon University, Ho Chi Minh City, Vietnam

The shadowing technique has been recognized as an effective learning method for listening and speaking ability improvement. Despite it being an essential part of foreign language learning and teaching, not many studies have focused on the effects of shadowing on the pronunciation of -ed ending sounds. This research investigated the English Major Junior's perception of using the shadowing technique on the -ed ending sound pronunciation, the difficulties when pronouncing the /t/, /d/, and /ɪd/ ending sounds, and some possible solutions to improve the situation. This study is a quantitative research project and received 213 answers from an online survey containing 21 multiple-choice questions and an open-ended question at the end of the study period. The results from the study 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 a negative perception of the emotional effects of this method. The findings indicated that the speed of videos and the lack of -ed ending pronunciation rules were the major difficulties for English learners towards the use of shadowing techniques to pronounce -ed ending sounds. Some possible recommended solutions were detailed instructions by teachers, checking pronunciation before practicing shadowing, lowering the speed of videos, practicing as much as possible, and implementing this method in a small group.

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

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 specialization 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, CMC and she is specifically interested in the research of technological applications in English teaching context and teacher professional development.



Tran Thi Diem My is a part-time teacher at a language center called HP Academy. She specializes 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 specializes in teaching English in communication and IELTS. Her great research interests are related to students' learning motivations and innovation in language teaching.



# Utilizing AI to Replicate Real-Life Speaking Contexts for Language Learners

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**Pandu Perdana Putra**

This presentation explores the use of AI-powered tools, specifically ChatGPT, to simulate real-life speaking contexts for English language learners. As communicative competence in authentic situations becomes increasingly important, traditional classroom environments often fall short in providing sufficient opportunities for practical speaking practice. Many learners struggle to access native speakers or real-world scenarios that enhance their fluency, confidence, and accuracy in spoken English. By leveraging AI technology, learners can engage in interactive, dynamic conversations that replicate a wide range of real-world contexts, such as job interviews, customer interactions, or casual dialogues. This approach enables learners to practice without the pressures of real-time communication, promoting repeated engagement and self-correction in a controlled yet flexible environment. The study examines how these AI-driven simulations can complement traditional language instruction, addressing critical gaps in speaking practice. Initial findings suggest that such technology enhances learners' ability to handle spontaneous conversations while reducing anxiety, thereby building more confident speakers. Additionally, AI offers personalized learning experiences tailored to individual needs and progress. This presentation aims to demonstrate the potential of integrating AI into English language teaching (ELT), providing a cutting-edge solution to bridge the gap between classroom instruction and real-world language use.

Pandu Perdana Putra, S.Pd. is a Junior Researcher and English Language Instructor at the Language Development Center. His research focuses on the intersection of AI technology and language education, with a particular interest in developing innovative tools for speaking practice.





# Workshops

# Applying Design Thinking Practices to Professional Development

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**Sandra Houghton**

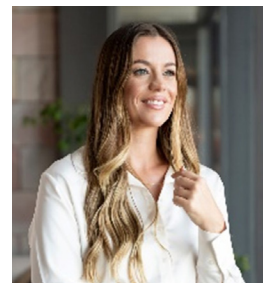
Imagine a diverse group of educators from various institutions and backgrounds, working together on a teaching-related challenge. In this collaborative environment, every idea is welcomed, discussed, and celebrated.

Now imagine a group of academic leaders from across an institution uniting to address a school-wide challenge, like enhancing student engagement or improving cross-departmental collaboration. They brainstorm solutions in a collaborative setting, prototype initiatives, and refine their ideas based on feedback from the broader school community.

In this workshop, we will look at how design thinking principles can be effectively applied to foster creativity and collaboration in educational settings. We will explore case studies from Circular Learning's activities with institutions globally, including the popular ELT Hackathon which has been attended by academics from over 27 countries.

Participants will leave practical strategies for integrating design thinking into their professional development practices and ideas on how to foster a culture of innovation within their institutions.

Sandra Houghton is Director of Circular Learning, a teacher education and learning design consultancy based in Perth, Western Australia. Building on extensive experience in the ELT sector in Australia and internationally as a teacher, teacher trainer, learning designer and academic leader, Sandra and her Learning Circle partner Kelly Pattison offer uniquely practical teacher centred professional development experiences. They are the creators of the Learning Circle, an online professional development platform offering short courses, social opportunities and a calendar of live events. Sandra is the Head Convenor of English Australia Ed-Tech Special Interest Group. She is interested in the intersection between technology, innovation and education.



# Beyond the Textbook: Innovative Approaches to Boost Student Engagement

**Dieter Bruhn**

This cutting-edge workshop aims to provide practical, research-backed strategies that enhance student motivation and participation in language learning classrooms. Drawing from gamification research, which demonstrates its potential to increase student motivation and learning outcomes (Deterding, 2011), the workshop introduces dynamic activities which transform traditional textbook exercises into engaging experiences by incorporating elements of play, competition, and collaboration. These include reading relays, reading jigsaws, and the use of artificial intelligence (AI) tools to create original songs. In addition, participants will explore how Chatbots such as “Ask Annie” can be used to personalize learning and motivate students to practice English outside of the classroom (Wan and Moorhouse, 2024). The workshop also aims to provide examples of how to engage learners across different learning styles, supporting Garder’s theory of multiple intelligences (Gardner, 1983). Through these innovative strategies, this session will inspire educators to think creatively and adapt lessons to better meet the needs of their diverse learners. By engaging in hands-on activities and exploring research on student engagement, attendees will leave with practical tools and a renewed perspective on how to foster an active, student-centered classroom environment.

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Dieter Bruhn is an English Language Fellow with the U.S. Embassy in Hanoi, as well as President of One World Training, a renowned international training organization. For more than 30 years, Dieter has designed and delivered innovative educational and corporate training programs, along with featured and keynote presentations, to audiences across the globe, and he has empowered thousands of teachers, entrepreneurs, and business professionals to improve their performance and achieve greater success. An active member of the TESOL community, Dieter served on the Executive Board of Colorado TESOL from 2005 to 2024, including two terms as President.





# Language learning apps: Do they really work?

**Shawn Loewen**

Michigan State University

The use of language learning apps to study an additional language on mobile phones, tablets, and laptops has become very popular, providing interested language learners with access to learning materials anytime and anywhere. Apps such as Duolingo and Babbel, among others, have millions of users and continue to increase in popularity. However, some apps also make claims that seem too good to be true: Speak a language in 21 days. Most people can speak within 5 hours. 90-95% success rate within 35 hours. But are these apps really effective? This workshop examines several popular language learning apps: Duolingo, Babbel, Rosetta Stone, Busuu, and explores a) independent research studies investigating the effectiveness of various language apps, b) the pros and cons of language apps, c) the teaching methodologies used by these apps, and d) the apps' motivational mechanisms, paying special attention to gamification strategies. The workshop will encourage participants to think about how to ensure that language learners can receive greater benefits from using language learning apps to study a foreign language.

Shawn Loewen is Professor in Second Language Studies (SLS), TESOL, and Applied Linguistics at Michigan State University. He currently serves as the director of the SLS doctoral program. His research interests include the researcher-practitioner relationship, instructed second language acquisition, classroom interaction, and mobile-assisted language learning. His publications include a 2024 co-authored textbook entitled, *A Practical Guide to Second Language Teaching and Learning* (with Sato). The third edition of his book, *Introduction to Instructed Second Language Acquisition*, will appear in early 2025. He has two additional co-authored books, *Key Concepts in Second Language Acquisition* (with Reinders, 2009), and *An A-Z of Applied Linguistics Research Methods* (with Plonsky, 2016). His co-edited *The Routledge Handbook of Instructed Second Language Acquisition* (with Sato) appeared in 2017. He has also published numerous articles in journals such as *Studies in Second Language Acquisition*, *Language Learning*, *ELT Journal*, and *Language Teaching Research*. He is the associate editor of *The Modern Language Journal*.



# Making the Most of Teacher Talk

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**Michael Griffin**

John Holt once said, “The biggest enemy to learning is the talking teacher.” While too much teacher talk can surely hinder learning, there are times when it’s essential. This interactive session will explore teacher talk in the EFL, helping participants reflect on their beliefs and practices. By considering “teacher moves,” evaluating received wisdom, analyzing and improving transcripts, and working with terminology and concepts related to teacher talk participants will discover ways to make more informed choices about their own teacher talk. Participants can expect to walk away with new insights, questions to ponder, and an action plan for teacher talk in future lessons.

Keywords: Teacher talk, IRF, TTT, QTTT, CCQ, ICQ, Display Questions, Real Questions, Grading Language

Michael Griffin has an MA TESOL with a concentration in Curriculum Development from the New School. After completing his MA studies, he taught on the New School’s MA TESOL program for over 10 years, teaching Curriculum Development, Writing ESOL Materials, and the Portfolio/Capstone course. In recent years he’s worked online and offline as a teacher, trainer, editor, and consultant. He’s also frequently worked with World Learning on the US State Department’s OPEN Program for teachers around the world. A frequent presenter, his professional interests include EAP, curriculum design, materials development, teaching unplugged, world Englishes, teacher development, teacher observations, and reflective practice.



# Minimize Teachers' Input, Maximize Students' Output: Enhancing Students' Pronunciation Using Microsoft Teams Tools

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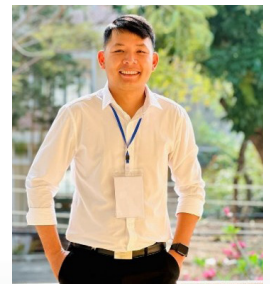
**Mai Van Duong**

Lien Viet Kon Tum Secondary and High School

Correcting students' pronunciation is often considered a painstaking process for EFL teachers due to large class sizes and time constraints. In response to this challenge, this workshop aims to present a successful model for using Reading Progress and Reading Coach in Microsoft Teams to improve students' pronunciation. Data from quantitative tests and surveys conducted with 30 participants at a public high school in Vietnam's Central Highlands indicate that students' pronunciation accuracy nearly doubled, and their reading speed (words per minute) increased significantly. Additionally, students reported greater confidence and motivation to practice pronunciation independently. The real-time feedback feature allowed them to self-correct mistakes effectively. To provide attendees with actionable takeaways and a clearer understanding of Reading Progress and Reading Coach in Microsoft Teams, a classroom scenario will be simulated with step-by-step instructions. This will enable attendees to put themselves in students' shoes and understand how these tools function within Microsoft Teams. The interactive session will be followed by discussions on how these tools can be adapted to meet the specific needs of different classrooms. Ultimately, these tools are expected to serve as valuable teaching assistants, saving time, enhancing productivity, and improving the learning experience for both teachers and students.

Key words: pronunciation, Microsoft Teams, self-directed learning, productivity

Mai Van Duong is an English teacher at Lien Viet Kon Tum Secondary and High School and a Cambridge Speaking Examiner with over five years of experience. A graduate of Quy Nhon University, he is dedicated to advancing English education for ethnic students in his hometown, Kon Tum. Duong leads curriculum development and adapts teaching methods to meet students' needs. He was named "Young Outstanding Teacher" and "Exemplary Worker" in 2023. He also founded the Kontum Talks Club to promote English speaking and cultural exchange for youth in Kon Tum City.



# Teaching Humor in the EFL Classroom: Are you serious?!

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**Anne Pomerantz**

University of Pennsylvania, USA

English-as-a-foreign-language (EFL) teachers often see playful, humorous language as either too difficult to teach or ancillary to their “serious” curricular goals. Yet, EFL learners consistently report a strong desire to initiate and participate more actively in humorous exchanges. This interactive workshop will examine arguments for making humor part of EFL instruction. Together, we will consider some functions of humor in social interaction and explore practical strategies for integrating a focus on humor into EFL lessons in a pedagogically sound and theoretically informed manner.

Anne Pomerantz is an applied linguist, language instructor, and teacher educator. She is an expert in the teaching and learning of new languages in classroom and community contexts. At Penn GSE, Dr. Pomerantz directs the Ed.D. specialization in Educational Linguistics and teaches courses on language pedagogy, intercultural communication, and discourse analysis. She works closely with the Penn Language Center to support the dynamic and diverse education community on the Penn campus, including co-convening the annual Penn Language Educators Symposium. Skilled in community-engaged teaching, Dr. Pomerantz mentors university students who work as language educators and ethnographers in immigrant-serving organizations and has developed several academically based service-learning courses.





# Poster Presentations



# Enhancing Vietnamese Students' Reading Vocabulary: A Case Study

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**Ta Thi Hong Diem**

Ton Duc Thang University

Among several factors that affect one's reading ability, vocabulary plays a crucial role. However, a common weakness among Vietnamese students seems to be their limited vocabulary, which is believed to stem from school vocabulary instructional programs that do not encourage independent vocabulary learning. Therefore, this study aims to describe a mixed methods investigation of the problems facing students when attempting to expand their reading vocabulary and the instructional strategies applied to help them. To achieve the study's aims, a Likert questionnaire will be distributed to 40 Ton Duc Thang university students. Next, the one participant was selected who took the diagnostic test to add further breadth and understanding to the phenomena. Then, an experimental teaching was carried out with the student subject who was explicitly taught of the two types of context clues – word-part and structural clues. The findings focus on the effectiveness of these valuable context clue strategies for improving vocabulary. By applying these techniques and dedicating sufficient time to reading, the student can significantly expand their vocabulary. The study concludes with recommendations for future research to further explore and refine vocabulary-building strategies for Vietnamese learners.

Keywords: English vocabulary learning, investigating problems, targeted instructions

Mrs. Ta Thi Hong Diem acquired her M.A degree in Applied Linguistics from Victoria University, Australia. Since then, she has been teaching English for over 25 years, from general English to English for academic and professional purposes. Her teaching philosophy is the unceasing improvement in every lesson delivered to her students so that they can enrich their knowledge, sharpen their skills, and shape a positive attitude towards independent, responsible, and lifelong learning. Her areas of interest in research are mindful learning, blended learning, and learning autonomy.





# Exploring English Major Students' Preferences on Formative Assessment

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**Do Thi Hoa Quyen**

Ton Duc Thang University

Imagine a classroom where students are not passive recipients of knowledge, but active owners of their learning and they are assumed to have a voice in shaping their assessment. This research focuses on the preferred formative assessment of English major students on some perceptive courses like Reading and Listening at Ton Duc Thang University, Ho Chi Minh City, Viet Nam. A questionnaire and short interviews would be conducted to get insights into students' expectations. This indicates that process exercises including group tasks, quizzes with individual feedback on written form from the lecturers are favored while constructed response tests, short answers questions are less desirable. Some recommendations including form of multiple-choice questions as well as True/False questions with some activities of group work and interactive quizzes with vocabulary development and critical thinking questions in formative assessment for Reading and Listening courses would be offered in this paper.

Do Thi Hoa Quyen has been an English lecturer at Ton Duc Thang University for around 20 years. She works hard and approaches her responsibilities with dedication and confidence. She has a strong interest in Language testing and assessment and English for specific purposes.



# Harnessing ChatGPT as a Dialogic Agent: A Case Study at Nha Trang University

**Do Vu Hoang Tam**

Nha Trang University

**Ho Nu Nhu Y**

Quy Nhon University

This case study explores the integration of ChatGPT as a Dialogic Agent to enhance students' learning outcomes in American Literature classes at Nha Trang University. Given that English-major undergraduates often find the coursework to be excessively demanding and challenging to absorb, the study aims to leverage generative AI, particularly ChatGPT, to facilitate a more dynamic, interactive, and supportive learning environment. The study involved fifty English-major students, who were assessed through a mixed-methods approach. Quantitative data was collected via pre- and post-tests to measure students' comprehension and engagement levels before and after using ChatGPT in their literature classes. Qualitative data was gathered through semi-structured interviews with both students and teachers. The study suggests potential results indicating that the integration of ChatGPT enhances student engagement, reduces cognitive overload, and improves critical thinking. The study has been believed to contribute to the field by discussing the implications of AI integration for literature education, providing valuable insights for educators on how to incorporate generative AI to optimize learning outcomes in literature classrooms.

**Keywords:** ChatGPT, Dialogic Agent, literature classes

Ms. Do Vu Hoang Tam is an English lecturer at Nha Trang University, Vietnam. She teaches English to undergraduate students, including those majoring in English and non-English majors, and is experienced in IELTS and TOEIC instruction. Her research interests include language teaching methodology, student engagement, and pragmatics. She is also dedicated to incorporating innovative technology into English Language Teaching (ELT) to enhance learning outcomes at the university.

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Ms. Ho Nu Nhu Y is an EFL lecturer at Quy Nhon University, Vietnam. She holds her Master's Degree in English Linguistics. Her research interests include discourse analysis, academic writing, and technology in education.

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# Strategies To Address Common Enigmas in Translating English Legal Texts into Vietnamese

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**Nguyen Thi Van Anh**

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

Keywords: juridical, jurisprudential language, target language.



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

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# Using Humour in Language Classrooms - A Positive or Negative Aspect?

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**Nguyen Trang Dung**

Ho Chi Minh University of Technology

The use of humour in the classroom has been widely discussed as a powerful tool for creating a productive learning environment. Some educators believe that incorporating humour in their teaching can make the learning environment more enjoyable and dynamic, while others face challenges that may prevent them from using humour in the classroom. This study aims to explore the use of laughter in English as a Foreign Language (EFL) classes in terms of its potential benefits and barriers. A survey conducted among 354 Vietnamese students at a public university, along with follow-up interviews, led to positive feedback concerning the general use of classroom humour. Despite the students' apparent preference for the integration of humour in their learning experience, the study also identified several barriers that might explain why some students are not enthusiastic about using humour in the classroom. The study's conclusions provide practical recommendations for effectively utilising humour as a potential catalyst in different EFL classes.

Keywords: humour, teaching and learning English, teaching methodology

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

Nguyen Trang Dung, MA.

Ho Chi Minh University of Technology

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# Unforgettable Moments

# UNFORGETTABLE MEMORIES OF THE PREVIOUS ANNUAL INTERNATIONAL CONFERENCE ON TESOL

## 2011

Consul General of Australia, Graeme Swift, attending the keynote speech by Prof. Dr. Rhonda Oliver of Curtin University at the 2nd International Conference on TESOL in Hue City, Vietnam



## 2013

A captivating presentation at the 4th TESOL International Conference (2013), highlighting the latest in language education research



## 2014

Flashback to 2014, U.S. Consul General, Rena Bitter, delivering inspiring courtesy remarks at the 4th TESOL International Conference



## 2017

The presenter's research at the 8th International Conference on TESOL (2017), a highlight of innovative teaching practices



## 2018

Exploring new horizons in TESOL with Prof. Dr. Rhonda Oliver at the 9th International Conference



## 2019

Capturing a remarkable gathering of TESOL advocates at the 10th TESOL International Conference



## 2021

The 11th International Conference on TESOL (2021): A virtual success with over 700 attendees



## 2022

A vibrant session of knowledge exchange at the 13th TESOL International Conference (2022)

## 2023

Unveiling innovative teaching strategies with engaging activities at TESOL International Conference 2023



# Useful Information

# Conference Venue



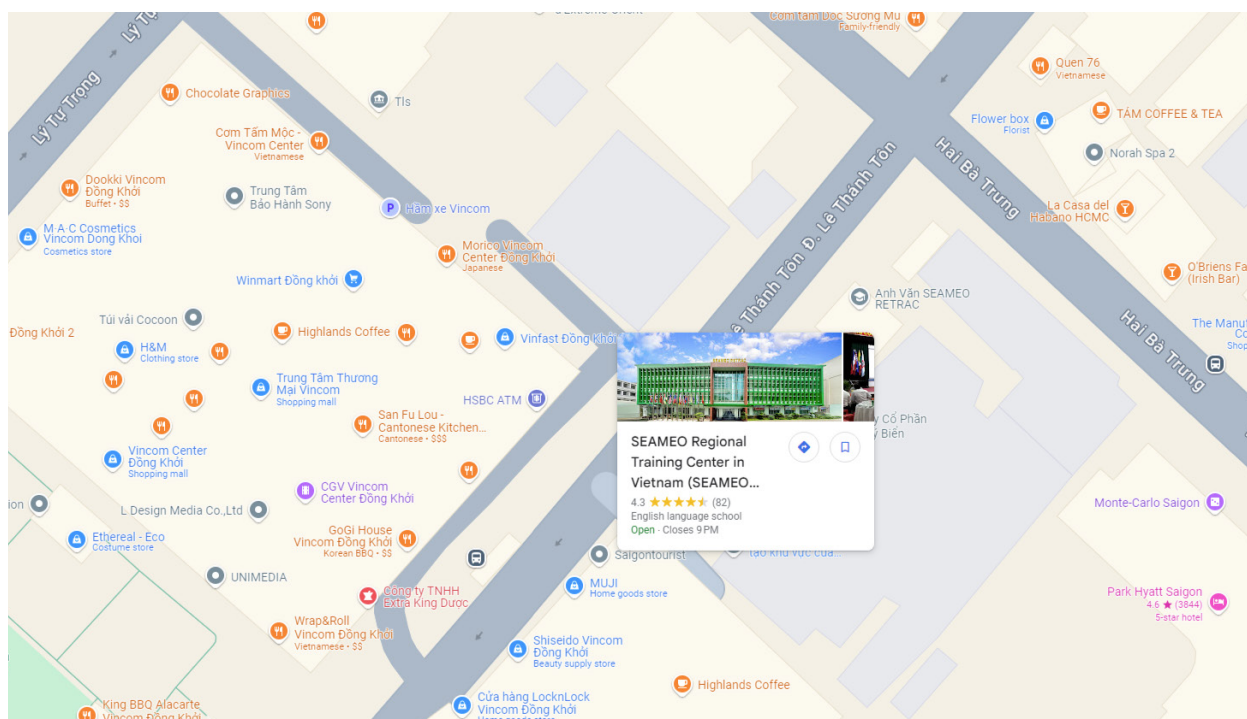
## SEAMEO Regional Training Center (SEAMEO RETRAC)

35 Le Thanh Ton Street, District 1, Ho Chi Minh City, Vietnam

☎ (84-28) 3824 5618    🏠 (84-28) 3823 2175

✉ [tesol-conference@vnseameo.org](mailto:tesol-conference@vnseameo.org)

🌐 <https://www.vnseameo.org/>

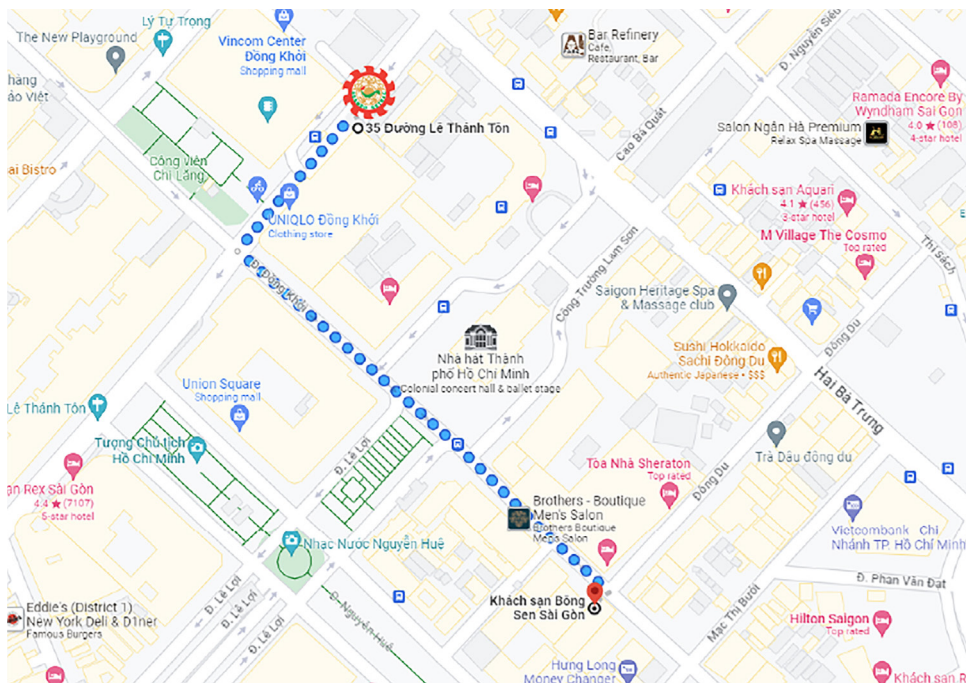


# Lunch Venues

November 14, 2024

## **BUFFET GANH BONG SEN RESTAURANT**

Address: 117 – 123 Dong Khoi Street, District 1, Ho Chi Minh City



# House Keeping Information

- ☞ Please wear your name badge at all times
- ☞ Please be punctual (bell will ring 5 minutes before each session starts)
- ☞ Conference language: English
- ☞ Turn off or set your mobile phones on silent mode
- ☞ Smoking is prohibited in the whole campus
- ☞ Photographing and filming in process. Please inform us if you have any objections
- ☞ Please complete your evaluation form at the end of the conference
- ☞ For any assistance, please ask SEAMEO RETRAC's staff or enquire at our Registration Desk



# Public Transportation

## From the Airport to City Center:

Airport Taxi Services: A ride from Tan Son Nhat International Airport (SGN) to the City Center usually takes around 30 minutes, depending on the traffic, with the fare of 300,000 VND (~13.00 USD). Note that there's an airport surcharge (10,000 VND) for trips departing from the Airport.

There are different airport taxi companies such as Mai Linh Taxi, VinaSun, Sasco, etc., according to the terminal you arrive at. Their counters are located as follows:

- For Domestic Terminal: A1, A2, and A3 Exit
- For International Terminal: A1 and A2 Exit

It is recommended that you should show the staff the address of your accommodation, and they will help you inform the taxi driver, and follow them to get to the booked taxi.

Grab: It is a motorcycle taxi or private car booking service. You can book your favorite kind of transportation, and wait in the pick-up zone.

Bus: There are three bus routes that are 109, 49, and 152. from the Airport to the City Center and vice versa.

For information on how to get from and to the Airport, please visit: [www.ho-chi-minh-airport.com](http://www.ho-chi-minh-airport.com)

## How to get around the City:

Bus: With over 100 routes, bus is perceived as the cheapest kind of transportation to explore the city on a budget. The bus fare usually varies from 6,000 VND, depending on the type of bus and distance needed to travel. Note that only VND is accepted. Below are some popular bus stations and routes in HCMC:

### Ben Thanh Station (Ben Thanh Market)

Route 1: to China Town in District 5

Route 109, 152: to the Airport

Route 11: to Dam Sen Park in District 11

Route 19: to Suoi Tien Theme Park

### Cho Lon Station in District 5

Route 1: to Provinces in Mekong Delta

Route 94: to the City Center

Route 54: to Cu Chi Bus Station

» To check the bus routes, please use google map or visit the link: [buyttphcm.com.vn/en-us](http://buyttphcm.com.vn/en-us)

# Currency Exchange

Most shops do not accept foreign currencies, so it is essential to exchange your national currency for Vietnam Dong (VND). The current exchange rate is approximately 25,470 VND to 1 US dollar. Below is a list of recommended currency exchange locations for your convenience.








- Currency exchange booths at Tan Son Nhat International Airport
- Eximbank 59: 135 Dong Khoi Street, District 1  
(near the Royal Hotel Saigon)
- Ha Tam Jewelry: 2 Nguyen An Ninh Street, District 1  
(near Ben Thanh Market)

# Weather and Attire

November in Ho Chi Minh City is the last month of the rainy season so the weather during the day should be warm and humid. The average temperature may range between 23°C to 28°C. Light clothing will be necessary outdoors, yet it is also advisable to bring your own appropriate clothes (a light jacket / shawl or scarf for women) as the meeting room will be fully air-conditioned.

During the Conference, you may wear your national dress or formal attire (suit). All participants, speakers and guests are requested to dress up formally for the event. Please also note that rain is expected at this time in Vietnam and an umbrella will be useful.

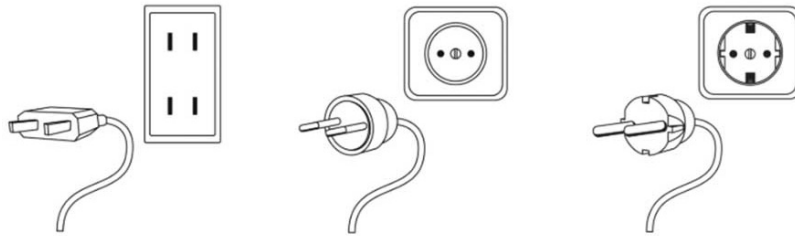
Ho Chi Minh City Weather for November 2024

10	11	12	13	14	15	16
						
32° 25°	34° 26°	33° 26°	35° 25°	33° 26°	33° 25°	33° 24°



# Electricity Apply

The electricity supply in Vietnam is 220 Volts at 50 Hz. Plugs type A (two flat vertical pins), type C and type F (two round pins) fit most Vietnam electrical outlets.



Type A

Type C

Type F

## Shopping

Ho Chi Minh City is a true heaven for shopping enthusiasts, offering everything from handcrafted goods to imitation brand-name clothes and shoes at a fraction of the cost abroad. As tourism has grown, so has the rise of trendy boutiques catering to tourists. However, you can also discover these treasures in various shopping areas across the city. Our goal in providing this information is to guide you on your shopping adventures and help you find exactly what you're looking for at great prices.

### Clothes

As a major global hub for clothing and shoes production, Vietnam often offers popular and high-quality items at accessible prices, making it an excellent spot for budget-savvy fashion lovers. Ho Chi Minh City's markets and shops offer. In bustling shopping areas like Ben Thanh Market, Tan Dinh Market, Binh Tay Market, and Saigon Square, you will find a range of fashionable footwear and clothing options. These markets feature both ready-made items and custom-tailoring services, allowing you to find pieces that suit your style and fit. Meanwhile, the city's shopping centers showcase a selection of brand-name clothes and shoes from local and international designers, including luxury items and popular global names for those seeking high-end shopping experiences.

### Handbags and Luggage

If you need luggage to transport your newly purchased goods, head to Le Lai Street, located between New World Hotel and Ben Thanh Market. This street is lined with shops offering a wide selection of well-known luggage brands. At Saigon Square and Ben Thanh Market, you'll find both casual bags and high-quality luggage options, along with unique, handcrafted items to suit a variety of needs and styles. This makes it easy to pick up a fashionable bag for daily use or find sturdy luggage for your travels. If you plan on using the handbag around the city, make sure the

straps are secure enough so that you are not a victim of petty theft.

## **Handicrafts**

For a taste of Vietnamese artistry, the city's handicraft shops and market stalls feature a selection of intricate lacquerware, woven items, ceramics, and other handcrafted souvenirs. The country is especially famous for its lacquerware and coconut dinnerware, including beautifully crafted bowls, plates, spoons, and chopsticks, which make excellent gifts and decorative pieces.

The best place to find a wide variety of lacquerware at great prices is Saigon Square and the nearby traditional markets. For fabric and wood crafts, Ben Thanh Market offers some of the finest selections, allowing you to take home beautiful, authentic items that reflect Vietnam's vibrant cultural traditions.

## **Antiques**

For those seeking unique, vintage finds, Antique Street (also known as Le Cong Kieu Street), just outside Ben Thanh Market, is a must-visit. The street is lined with shops offering a variety of items, including old money, stamps, war memorabilia, and figurines made of ivory or bone. While some stores may feature imitations, there are still hidden treasures to be discovered. This area is perfect for collectors or anyone interested in Vietnam's rich history and culture. However, be cautious when purchasing "antiques" and ensure you are complying with local laws..

## **Paintings**

Art lovers will find a wide variety of paintings in Ho Chi Minh City's galleries and market stalls, from traditional Vietnamese artwork to contemporary styles. Ben Thanh Market and smaller shops in Tran Phu Street (District 5) than Bui Vien Street (District 1) offer a range of affordable artworks that make meaningful souvenirs, capturing the beauty of Vietnam's landscapes and culture.

## **Fabric**

If you have time to tailor custom outfits, we highly recommend visiting Fabric Street, located directly across from Tan Dinh Market. Here, you'll find an excellent selection of fabrics for your tailored creations. While the stores across the street offer a wider variety of fabric types, you can often find even better deals inside the market. For even more options, head to Soai Kinh Lam Material Market in Cho Lon (District 5), a wholesale market known for its lower prices and vast selection. If you bring your own fabric to a tailor, the cost will typically be lower, but be sure to check with the tailor beforehand about how much material is needed for your garments.

## **Bargaining Tips for Shopping in Ho Chi Minh City Markets**

It is recommended that you bargain for the goods you wish to purchase. Keep in mind that in markets, multiple stores often carry the same items. To get the best price, avoid becoming too attached to an item right away. In many cases, if you walk away, the vendor may call you back and offer a more reasonable price. Here are some useful phrases to help you with your negotiations.

Where is the market?	Chợ ở đâu?
How much is it?	Bao nhiêu tiền?
This is too expensive!	Mắc quá.
Ok, I'll buy it.	OK, tôi lấy.

Cheaper.

Rẻ hơn.

I don't want this.

Tôi không muốn.

Can you ship overseas?

Bạn có gửi hàng ra nước ngoài không?

If you're in Ho Chi Minh City for a limited time, you can visit Ben Thanh Market, Saigon Square, or Tan Dinh Market for a convenient one-stop shopping experience. Keep in mind that Ben Thanh Market, while central and easily accessible, can be more expensive due to its popularity with tourists. When shopping there, it's advisable to start by offering 40-50% of the original asking price and negotiate from there. If the vendor isn't willing to lower the price, you can easily move on to another stall. In comparison, at Saigon Square, expect discounts of around 10-20%, with more locals shopping here. Regardless of where you choose to shop, we're confident that you'll be thoroughly impressed with what Vietnam has to offer.

## Food and Drinks

The conference venue is located in the downtown area, making it easy to find a variety of excellent restaurants nearby. You'll find a wide range of cuisines, including Chinese, Japanese, French, Thai, and more. In addition, food courts are available in several popular shopping malls in the area, such as **Takashimaya**, **Taka Plaza**, **Vincom Center**, and **Diamond Plaza**.

## Attractions and Points of Interest

For those with some free time outside of conference hours, here are a few must-see sights and attractions that Ho Chi Minh City has to offer.



### **Ben Thanh Market**

Le Loi Street, Ben Thanh Ward, District 1

As we have already mentioned throughout the shopping section of this document, Ben Thanh Market is an exciting chance to see a historic market in the center of Ho Chi Minh City. Many restaurants and stores surround the market itself, along with a lively shopping environment within the market. This neighborhood offers everything from custom-made clothing to budget-friendly luxury replicas for those hoping to get some shopping done whilst in Vietnam.



### **The War Remnants Museum**

28 Vo Van Tan Street, Ward 6, District 3

For those interested in learning about the rich history of Vietnam, the War Remnants Museum may be of interest to you. Located in District 3, the War Remnants Museum displays exhibits relating to the First Indochina War and the American War in Vietnam.

The museum has many powerful exhibitions portraying the cost of war on this country and its people. Exhibits are in Vietnamese and English, and tickets for adults start at 40,000 VND.



## Historic District 1

Surrounding SEAMEO RETRAC here in Ho Chi Minh City is the historic District 1, an area of the city with a mixture of French colonial and modern architecture. Renowned 19th Century buildings such as the Ho Chi Minh City Opera House, Notre Dame Cathedral of Saigon, and the Saigon Central Post Office are all viewable within a 10-minute walk from the Conference. District 1 is also filled with other museums and cultural sites like the Reunification Palace, the Ho Chi Minh City Museum of Fine Arts, and Nguyen Hue Walking Street.



## Ho Chi Minh City Tour

If you wish to discover Ho Chi Minh City by bus, Hop-on-Hop-off tours are suggested as one of the most fantastic activities. You can explore 11 exciting tour stops, and experience the best views of the City on the open top deck. The tour route will cover the key landmarks of Ho Chi Minh City, including Notre Dame Cathedral, Independence Palace, Saigon Zoo – History Museum, Opera House, War Remnants Museum, Ben Thanh Market. For further information, you can visit the website <https://hopon-hopoff.vn/>

## Useful Websites

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General Information:

<https://hochiminhcity.gov.vn/>

The Ministry of Culture, Sports, and Tourism of Vietnam:

<http://english.bvhttdl.gov.vn/>

Other useful websites for tourists are:

<http://hochiminhcitytravel.net/>

<http://www.viator.com/Ho-Chi-Minh-City/d352-ttd>

<http://www.vietnamonline.com/destination/ho-chi-minh-city.html>



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