



Curtin University

# 17<sup>th</sup> INTERNATIONAL CONFERENCE ON TESOL

## SHAPING THE FUTURE OF TESOL IN THE DIGITAL AGE

SEAMEO RETRAC | August 10-11, 2026

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# WELCOME MESSAGE FROM SEAMEO RETRAC

It is my great pleasure to welcome you to the 17th International Conference on TESOL, jointly organized by SEAMEO RETRAC and Curtin University, Australia, under the theme “Shaping the Future of TESOL in the Digital Age.”

This conference brings together educational leaders, researchers, teacher educators, English language teachers, and practitioners from Viet Nam, Southeast Asia, and many other parts of the world. We greatly value your participation and the knowledge, experience, and perspectives that you bring to this academic community.

Established in 1996, SEAMEO RETRAC is one of the regional centres of the Southeast Asian Ministers of Education Organization (SEAMEO). Based in Viet Nam and operating under the Ministry of Education and Training, the Centre works to support educational development, strengthen human capacity, and promote regional and international cooperation. Over the past three decades, SEAMEO RETRAC has collaborated with ministries of education, universities, international organizations, and development partners in professional development, educational leadership, research, conferences, and consultancy.

The International Conference on TESOL has become one of SEAMEO RETRAC’s major academic events, providing a platform for educators and researchers to share research findings, exchange classroom practices, explore emerging issues, and develop professional networks across institutions and countries.

This year’s theme reflects an important period of change in English language education. Artificial intelligence, digital technologies, and evolving learning environments are creating new possibilities for teaching and learning while raising important questions about pedagogy, assessment, teacher development, and the role of educators.

As we explore these developments, we should also remember that education remains fundamentally about people. Technology can enhance learning and expand access to knowledge, but teachers continue to play an essential role in helping learners think critically, communicate effectively, develop confidence, and grow as individuals. Our task is therefore not simply to adopt new technologies, but to consider how they can be used thoughtfully and responsibly to support meaningful, inclusive, and learner-centred education.

The year 2026 also marks a particularly meaningful milestone for SEAMEO RETRAC and Curtin University as we celebrate 20 years of partnership. Since 2006, our two institutions have worked together in postgraduate education, teacher professional development, research, and academic exchange. This long-standing partnership has been built through mutual trust, shared academic values, and a commitment to improving educational opportunities. We are proud of what has been achieved together and look forward to continuing this collaboration in the years ahead.

I would like to express our sincere appreciation to the Ministry of Education and Training of Viet Nam, Curtin University, our keynote and featured speakers, presenters, moderators, sponsors, partners, and all members of the organizing team whose contributions have made this conference possible. My thanks also go to every participant for being part of this event and for contributing to our shared professional community.

I hope that the ideas exchanged, discussions initiated, and professional connections developed during the conference will continue well beyond these two days and lead to further collaboration across institutions, countries, and educational contexts.

The future of TESOL is not something we simply anticipate; it is something that educators, researchers, institutions, and learners shape together.

I wish you an engaging, productive, and enjoyable conference.

**Ms. Le Thi Thuy Duong**  
Director, SEAMEO RETRAC



# CONFERENCE ORGANIZER



**Southeast Asian Ministers of Education Organization (SEAMEO)**  
**SEAMEO Regional Training Center in Vietnam (SEAMEO 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.



## MEMBER COUNTRIES



### ASSOCIATE, AFFILIATE & PARTNER MEMBERS



## 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

Excellence

Professionalism

Social Responsibilities

Flexibility, Creativity and Innovation

Collaboration and Partnership

Integrity and Commitment

## 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 CO-ORGANIZER



## 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



National Geographic Learning, a proud member of Cengage Learning Group, is the exclusive licensee of the National Geographic Society's unparalleled wealth of information, imagery, and video. This extraordinary access empowers us to create innovative, effective English language teaching and learning materials that perfectly align with the demands of the 21st century.

National Geographic Learning's mission is to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED, they develop the language and skills they need to be successful global citizens and leaders. We offer English programs for students of all ages and levels of proficiency that are inspiring, real and relevant.

Since 2014, we've forged strong partnerships with the National Foreign Language Project 2020 and leading Vietnamese universities to develop exceptional English language programs. These programs boast world-class content and teaching methodologies carefully adapted to the Vietnamese context, ensuring students acquire the skills and knowledge vital for success in today's interconnected global world.

Our unwavering commitment to excellence has earned the trust of 26 Vietnamese universities, who have successfully integrated our programs to enhance the English proficiency of their non-English major students. Building on this remarkable achievement, we've expanded our reach to over 60 universities, impacting the lives of 100,000 students annually.

# **KEYNOTE & FEATURED SPEAKERS**



**Dr. Nguyen Thi Mai Huu** was assigned to be the director of the National Foreign Languages Project, Ministry of Education and Training of Vietnam in January 2017 and has been in her office since then. She has engaged in a wide range of national projects, professional conferences, education activities and has made contribution to the development of Vietnam's national foreign languages education. Dr. Nguyen Thi Mai Huu delivered lectures and worked for years at Vietnam National University, where she gained knowledge base for teaching and research profession. She served as the Deputy Director of Language Testing and Assessment Center of the University of Languages and International Studies (Vietnam National University,

Hanoi), where she was involved in the development of the Vietnam Standardized Test of English Proficiency (VSTEP), which is now a national test of Vietnam. Her research interest includes educational management, language test development and validation, test specifications, formative assessment, ESP, CLIL and EMI.

## **ESL Education in Vietnam: Policy, Practice, and Prospects**

**Dr. Nguyen Thi Mai Huu**, National Foreign Languages Project, MOET, Vietnam

Over the past decade, English language education in Vietnam has become a central component of educational reform, reflecting the country's increasing integration into the global economy and international community. In the Vietnamese context, ESL education encompasses both English language education and the use of English as a medium of instruction (EMI) in teaching non-language subjects. Through initiatives such as the National Foreign Languages Project, the government has promoted English proficiency and expanded EMI programs as key strategies for improving educational quality, enhancing students' global competencies, and supporting the internationalization of the education system. This presentation examines how the national ESL policy has been translated into educational action across different levels of the Vietnamese education system. Drawing on existing literature and policy documents, it highlights major developments

in curriculum reform, teacher training, assessment practices, and the implementation of CLIL and EMI programs. The presentation also discusses ongoing challenges, including variations in subject teacher language proficiency, limited pedagogical preparation for CLIL and EMI, insufficient learning resources, examination-driven teaching practices, and disparities between urban and rural educational contexts. It is argued that moving from policy to action requires more than policy formulation; it demands sustained investment in teacher development, institutional support, and context-sensitive implementation strategies. Strengthening the connection between policy intentions and classroom realities is essential for maximizing the benefits of the ESL initiative of Vietnam, with the ultimate goal of improving the overall quality of education in Vietnam.



**Professor Sender Dovchin** is a Senior Principal Research Fellow and Dean International at Curtin University, Australia. She is also an Australian Research Council Fellow and a Japan Society for the Promotion of Science Research Fellow. Previously, she held positions at the University of Aizu, Japan, and the National University of Mongolia. Professor Dovchin served as Editor-in-Chief of the *Australian Review of Applied Linguistics*, a nationally top-ranked journal, and is currently Editor-in-Chief of *Critical Inquiry into Language Studies*, an international Q1 journal.

Her work has been recognised by *The Australian Research Magazine* in 2021, 2024, and 2025 as the leading linguist in Australia and among the top 250 researchers across all fields in the country. According to the Stanford University citation database, she ranks in the top 2% of most-cited scholars globally. She has led multiple high-impact research projects focused on empowering language learners from Indigenous, refugee, and migrant backgrounds in Australia and beyond through translanguageing and translanguing practices.

Professor Dovchin has authored numerous research monographs and edited volumes with prestigious international publishers, including Cambridge University Press and Oxford University Press, and has published over 70 peer-reviewed journal articles, widely regarded as benchmarks of scholarly excellence in the discipline. She has delivered over 50 invited keynotes in more than 50 countries worldwide, sharing her expertise with diverse international audiences.

## Does Translanguageing Have a Role in TESOL?

**Prof. Dovchin Sender**, Curtin University, Australia

Over the past decade, translanguageing has emerged as a key concept in applied linguistics, referring to the dynamic process by which multilingual speakers draw on their full linguistic repertoires to make meaning, communicate, and learn. Rather than treating languages as separate and bounded systems, translanguageing recognises the fluid, integrated nature of multilingual practices.

Against this backdrop, this keynote directly addresses the question: Does translanguageing have a role in TESOL? It argues that translanguageing not only has a role, but a necessary and transformative one. By strategically mobilising learners' full linguistic resources in the classroom, TESOL can enhance language acquisition, deepen engagement, and support language learners' identity development. The keynote demonstrates how translanguageing challenges dominant monolingual assumptions in

TESOL, reframing multilingualism as an asset rather than a deficit. It presents practical pedagogical approaches, including scaffolding comprehension, fostering collaborative learning, and embedding culturally responsive teaching practices.

At the same time, the keynote critically engages with the tensions surrounding its implementation, including assessment regimes, teacher preparedness, and institutional constraints. It offers concrete recommendations for navigating these challenges in real-world TESOL contexts. Ultimately, this keynote contends that translanguageing plays a crucial role in reimagining TESOL as a more inclusive, equitable, and socially responsive field, one that fully recognises and values the linguistic repertoires of its language learners.





**Dr Willy A Renandya** is a language teacher educator with extensive teaching experience in Asia. He currently teaches language education courses in Singapore, including at Nanyang Technological University and Singapore University of Social Sciences. He is also a visiting professor at Chulalongkorn University, the Industrial University of Ho Chi Minh City, Vietnam and Universitas Islam Indonesia. He has given numerous keynote presentations at international ELT conferences, including AsiaTEFL, CamTESOL, IATEFL, KOTESOL, SEAMEO RELC and ThaiTESOL and published extensively in the area of second language education and second language acquisition. His publications include Language

Teaching Methodology: An anthology of current practice (2002, Cambridge University Press) and Student-centred cooperative learning (2019, Springer International). He maintains a large teacher professional development forum called Teacher Voices: <https://www.facebook.com/groups/teachervoices/>. Website: Willy's ELT Corner <https://www.willyrenandya.com>

## What Makes A Great 21st Century Language Teacher?

**Dr. Willy A Renandya**, Nanyang Technological University, Singapore

Great teaching is not merely an act of instruction but a form of leadership; it's an ongoing journey of continuous learning that begins in the classroom and extends far beyond its walls. In this presentation, I explore how language teachers can assume a leadership role in their professional growth by mastering six essential areas: developing professional competence, becoming AI-fluent in a fast changing digital environment, engaging in reflective practice, embracing student-centredness, committing to lifelong learning, and demonstrating grit when facing daily challenges. Drawing on current research and decades of hands-on experience across diverse Asian contexts, I share practical, real-world insights on how educators can lead themselves and their peers through these complexities. This discussion aims to empower language teachers to become proactive leaders in the digital age, helping them navigate change, adapt effectively, and elevate the profession through sustained improvement and innovation.



**Joan Kang Shin, Ph.D.** is a Professor of Education in the College of Education and Human Development at George Mason University in the United States. At George Mason, she is the Associate Dean for Faculty Success and the Director of the Global Online Teacher Education Center (GOTEC). She is an award-winning author and series editor for National Geographic Learning. Her titles include *Breaking Through the Screen*, *Teaching Young Learners English*, *Our World*, and *Impact*. In 2021, she was named one of the top 30 English Language Specialists by the U.S. Department of State in recognition of her lasting impact on the Specialist Program and the field of TESOL. She currently sits on the Board of Trustees for The International Research Foundation for English Language Education (TIRF).

## Media Literacy Education for Communication in our Multimodal World

**Prof. Joan Kang Shin**, George Mason University, USA

In an era where students already use AI to generate text, images, and media, English educators play a crucial role in helping them understand how these tools shape meaning and identity. Language teaching is no longer just about accuracy—it's about guiding learners through complex, media rich environments that influence their academic and professional futures. This keynote reframes English teaching to include media literacy and critical AI use as essential skills. Through practical classroom examples, it shows how real world media and AI tools can deepen language learning while raising awareness of bias, credibility, and ethics. Educators will leave inspired with practical strategies to build confident, critical, and employable English users.



**Mark Knight** is a specialist in large-scale English language assessment and curriculum design, with extensive experience delivering national and industry-wide systems across Asia, the Middle East, and North Africa.

He has held senior roles with Cambridge Assessment and the British Council, leading major initiatives including national workforce assessments in India, industry-wide language frameworks across China, Japan, and the casino industry in Macau, as well as large-scale examination delivery across complex international contexts (Gaza, Iraq, Libya, Yemen).

His work focuses on designing and implementing practical, scalable systems that align language capability with workforce performance, institutional priorities, and international standards. He holds an MA in English for Specific Purposes.

## What Works in a Changing Context: Building National English Systems for TESOL

**Mr. Mark Knight**, Knowledge Hub, Vietnam

Many education systems invest heavily in English language teaching, yet struggle to translate classroom learning into effective communication in real-world, high-stakes settings.

This session argues that the central challenge for TESOL is not simply teaching language more effectively, but designing systems that connect language learning to actual performance in professional and institutional contexts. Across sectors, programmes often fail because they are built on assumptions: assumptions about what learners need, how communication works, and what the workplace actually demands.

Drawing on large-scale projects delivered across Asia and the Middle East, including national workforce initiatives and industry-wide language curricula, this session explores what works — and what consistently fails — when English systems

are implemented at scale. It will show why system design, needs analysis, stakeholder alignment, and real-world task relevance matter more than decontextualised content or isolated language skills.

Healthcare in Vietnam will be used as a major case study, illustrating how TESOL can engage with patient safety, workforce development, internationalisation, and communication in high-stakes environments. The session will also refer to examples from other sectors to show that the underlying principles extend well beyond healthcare.

Particular attention will be given to the implications for TESOL in a period of digital transformation, artificial intelligence, and changing workforce demands. “Focusing on implementation rather than theory, the session will outline how TESOL can move from classroom delivery towards practical, scalable systems that work in changing professional contexts.



**Christopher Fett-Nguyen** is an educational leader and curriculum innovator dedicated to creating future-ready learning environments. He has led academic teams in implementing progressive curriculum strategies, personalised learning approaches, and inclusive pedagogy. Currently working with Britannica Education, Christopher designs professional learning initiatives that help educators integrate technology and evidence-based practices into classrooms worldwide. His expertise spans English Language Teaching (ELT), teacher development, and strategic school leadership. Passionate about the role of AI and digital tools in education, he champions technology as a complement—not a replacement—for human

connection, ensuring students gain creativity, critical thinking, and global competencies for success in an evolving world.

## Teacher Agency in the AI Era: Developing Professional Capacity for Responsible English Language Education

**Mr. Christopher Fett-Nguyen**, Britannica Education, Thailand

The rapid emergence of artificial intelligence is transforming expectations for English language teaching, yet many educators report uncertainty regarding its pedagogical value, ethical implications, and long-term impact on professional practice. As schools increasingly adopt AI-powered tools, teacher agency and professional judgement remain essential to ensuring meaningful and equitable learning outcomes.

This presentation examines the evolving role of English language educators in an AI-enabled educational landscape. Drawing on emerging research and professional learning initiatives across the Asia-Pacific region, the session explores the

competencies teachers need to evaluate digital tools critically, design effective learning experiences, and support students in becoming responsible users of AI technologies.

Participants will consider practical frameworks for integrating AI into English language teaching while maintaining pedagogical integrity, promoting academic honesty, and supporting learner wellbeing. The session highlights how professional learning communities, instructional leadership, and ongoing capacity building can empower educators to lead innovation rather than simply respond to technological change.



# **PRESENTERS**

# A Mixed-Methods Investigation of Primary Teachers' Perceptions of CLIL Implementation in Southern Vietnam

**Dr. Vo Thuy Linh**, Ho Chi Minh City Open University, Vietnam

English, is taught as a foreign language within a predominantly monolingual classroom environment, current mixed-methods study investigates the perceptions and experiences of Content and Language Integrated Learning (CLIL) among 124 teachers from six public primary schools in Ho Chi Minh city, Vietnam. Against the backdrop of the digital age, the research employed a sequential explanatory design, utilizing a validated questionnaire and reflective journals to capture both broad trends and nuanced individual experiences. The questionnaire, grounded in Coyle's (2010) 4Cs Framework and adapted for digital contexts, measured perceptions of Content, Communication, Cognition, and Culture. Concurrently, the integration of technology was analyzed through the lens of Puente's (2006)

SAMR model to discern how digital tools are redefining pedagogical practices. Quantitative data revealed significant positive correlations between teacher digital literacy and perceived CLIL success, while qualitative journal entries illuminated persistent challenges, including cognitive overload and resource constraints. Crucially, findings indicate that technology, when used for Modification and Redefinition, significantly enhances engagement. The study advocates for a reconceptualized "5C" framework that integrates digital competence as a core pillar. The implications are profound for teacher professional development and institutional policy, offering a sustainable, technology-informed roadmap for CLIL implementation in multilingual primary settings.

## BIOGRAPHY



VO Thuy Linh is a dedicated English lecturer at Ho Chi Minh City Open University, Vietnam, holding a Ph.D. in Theories and Methodologies of English Language Teaching. With extensive experience in teaching undergraduate and postgraduate students majoring in English Linguistics and English Teaching Methodology, she has developed a strong foundation in delivering effective and engaging language instruction.

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# Action Research on AI-assisted teaching mode applied to Task-Based Language Teaching (TBLT) in EFL classrooms

**Miss Nguyen Thi Manh Ha**, Saigon Information Technology College, Vietnam

**Mr. Nguyen Hoang Thuan**, University of Transport Ho Chi Minh, Vietnam

This study aimed to investigate the deployment of AI-assisted teaching mode applied to Task-Based Language Teaching (TBLT) into a university course of 50 EFL students. Task-Based Instruction (TBI), or Task-Based Language Teaching (TBLT), is an approach focused on using authentic language to complete meaningful, real-world tasks. Rather than focusing on grammar, students learn by doing, e.g., planning a trip, solving a problem, or creating a report, which fosters communication, fluency, and confidence. AI-assisted teaching mode applied to Task-Based Language Teaching (TBLT) is an innovative pedagogical approach that integrates AI tools, such as generative AI, chatbots, and Intelligent Tutoring Systems, to enhance the design, implementation, and evaluation of communicative tasks. This combination aims to overcome

traditional TBLT limitations like high preparation demands, lack of individualized feedback, and difficulty scaffolding tasks in large classes. Steps of planning, acting, revising, and reflecting in the classrooms were recycled. 50 students were invited to respond to the survey and 30 were interviewed upon their perceptions and thoughts regarding their engagement into English learning and their perceptions of the specific strategies of AI-assisted teaching mode applied to Task-Based Language Teaching (TBLT) on the research site. Thematic analysis and statistical analysis were used for each type of data. Main findings supposed to stand for the efficiency of certain practical reference significance for the improvement of English teaching theory under the background of the constant development in the field of artificial intelligence application.

## BIOGRAPHY



Nguyen Thi Manh Ha (Asoko Nguyen) is an English teacher and a book author for children and young adults with elaborative style in her publications. She teaches culture-related topics and English courses at a college in Ho Chi Minh City, Vietnam. Nguyen's research interests focus on Language acquisition, intercultural communication, multilingualism, meta-synthesis, meta-analysis and cultural lingo studies.

Nguyen Hoang Thuan is a dedicated ELT professional and lecturer at the University of Transport Ho Chi Minh City, with extensive experience across various higher education institutions. Holding a Master's degree in Linguistics, he specializes in the synergy between Applied Linguistics and Cross-cultural Communication. Thuan is committed to transforming language learning through interactive, student-centric strategies that empower students to master all four language skills within a globalized context.



# AI-Assisted CLIL for Business Letter Writing: A Mixed-Methods Study of English Majors at Saigon University

Mr. Pham Nguyen Quang Huy, Saigon University, Vietnam

Artificial Intelligence (AI) has been used widely in language education, but its impact has remained underexplored in Content and Language Integrated Learning (CLIL) environments. Grounded in the concepts of mediation, scaffolding, and the Zone of Proximal Development (ZPD) from Vygotsky's Sociocultural Theory, this study aims to investigate the impact of AI-assisted instruction on writing business letters among English majors at Saigon university.

This study was conducted using a quasi-experimental mixed-methods design. There were approximately 136 participants in two intact classes who were sophomores in a business correspondence course. The experimental group received AI-assisted CLIL instruction while the control group followed similar CLIL-based instruction without AI support. The

quantitative data were collected through the writing scores of pre- and post-tests that focused on writing inquiry letters. the qualitative data were gathered to explore the perspectives of the participants in the experimental group on AI-supported learning. Then, semi-structured interview questions were developed based on the concepts of Vygotsky's Sociocultural Theory, and the qualitative data were collected through interviews to explore the perspectives of the participants in the experimental group on AI-supported learning.

Within the scope of this study, the results are expected to contribute not only to the literature on AI-enhanced language learning but also to provide pedagogical implications for the integration of AI into business writing instruction.

## BIOGRAPHY



Pham Nguyen Quang Huy is currently working as an English lecturer at Saigon University, where he specializes in teaching translation and interpreting. He is also interested in integrating Artificial Intelligence (AI) into the teaching and learning of language-related courses. Regarding research, his interests include translation, interpreting, Content and Language Integrated Learning (CLIL), and the application of AI in language education.



# AI-Enhanced Flipped Learning for Secondary English Reading

**Ms. Duong Thi Ngoc Vu**, Tay Son Secondary and High school, Vietnam

This study examines the integration of artificial intelligence (AI) into a flipped classroom model to enhance secondary students' engagement and English reading comprehension within the Global Success curriculum at Tay Son Secondary and High School in Da Lat, Vietnam. Grounded in learner-centered pedagogy, flipped learning, and technology-enhanced language learning, the study employed a 16-week pre-test–post-test design involving 237 Grade 9 students. AI-supported tools such as ChatGPT, Quizizz AI, Canva, Edpuzzle, and Quizlet were integrated into pre-class, in-class, and post-class learning activities to promote personalized learning, interactive reading practice, and learner

autonomy. Data were collected through reading comprehension tests, Likert-scale surveys, classroom observations, and student reflections. The findings revealed significant improvements in students' engagement, reading comprehension, self-directed learning, and digital competence. The percentage of students demonstrating strong learning interest increased from 35.4% to 74.7%, while good reading performance rose from 30.8% to 65.4%. Noticeable gains were also identified in skimming, scanning, and contextual guessing skills. The study suggests that AI-enhanced flipped learning can create an engaging, flexible, and sustainable environment for English language learning in secondary education.

## BIOGRAPHY



Duong Thi Ngoc Vu is an English teacher at Tay Son Secondary and High School, located in Da Lat City, Lam Dong Province. She holds a Master of Arts in English Language and has been recognized as an outstanding English teacher by the Da Lat Department of Education and Training. Prior to her current position, she served as an academic manager at an English language center in Da Lat.

Her professional interests focus on innovative teaching and learning approaches that inspire learners and foster a deeper interest in English. She is particularly passionate about helping students not only improve their English language proficiency but also develop essential soft skills such as collaboration, teamwork, and problem-solving. She strives to create an engaging, student-centered learning environment that encourages self-directed learning and personal growth.

# Aligning Formative Assessment with Project-Based Vietnamese EFL Instruction

Ms. Nguyen Thanh Huyen, PEF English Center, Vietnam

Project-based learning (PBL) has been widely regarded as a key feature in competency-based English education owing to its emphasis on authentic language use and learner-centered instruction. Similarly, formative assessment has been found to promote learning by providing immediate feedback, fostering self-regulation, promoting peer collaboration, and guiding instructional modifications. However, notwithstanding the alignment with competency-based curriculum reform, PBL implementation in Vietnamese high school EFL classrooms, known for their exam-oriented contexts, remains a challenge by the dominance summative assessment practices. This leads to the scarcity of context-sensitive frameworks demonstrating the operationalization of formative assessment within textbook-based project tasks, leaving language educators with limited practical guidance for classroom implementation.

This conceptual study draws on document analysis of literature related to formative assessment and

PBL in combination with curricular analysis of a specific project task selected from the Vietnamese high-school English textbook, Tiếng Anh 10. Guided by assessment-for-learning principles, the paper explores the systematic integration of formative assessment into project work to enhance learner progress within the Vietnamese context. The paper presents a classroom-ready framework in which rubric-guided assessment, structured peer feedback, teacher observation, and iterative revision are incorporated into a textbook-based project task. By reconceptualizing assessment as a continuous learning process rather than a summative endpoint, the framework seeks to reinforce the pedagogical potential of PBL while aligning classroom assessment practices with the aims of Vietnam's competency-oriented English curriculum. Therefore, this offers pedagogically practical and contextually appropriate strategies for more effective use of formative assessment in project-based instruction.

## BIOGRAPHY



Nguyen Thanh Huyen is an IELTS teacher, a curriculum designer, and is currently pursuing a Master's degree in Applied Linguistics at Curtin University. Her research interests include second language acquisition, language assessment, curriculum development, and innovative teaching pedagogies. Her work seeks to contribute practical and context-sensitive approaches to enhancing English language teaching and learning in Vietnamese EFL classrooms.

# An Investigation of Teachers' Perspectives on Integrating AI and Advanced Technology into Language Teaching

Dr. Dang Thi Ngoc Lan, Vietnamese-German University, Vietnam

The rapid advancement of artificial intelligence (AI) and emerging educational technologies has created new opportunities for transforming language teaching and learning. AI-powered tools, including large language models, automated feedback systems, adaptive learning platforms, and speech technologies, are increasingly used to support instructional practices. However, concerns related to academic integrity, accuracy, ethics, misuse, and learners' overreliance on digital tools continue to influence teachers' acceptance and use of these technologies. Grounded in the Technology Acceptance Model (TAM), the Technological Pedagogical Content Knowledge (TPACK) framework, and the Concerns-Based Adoption Model (CBAM), this quantitative study investigates language teachers' perceptions of the benefits and challenges of integrating AI and advanced technologies into language teaching, as well as the frequency and purposes of their use. Data were collected through an online questionnaire completed by 52 language teachers from language centers, schools, colleges, and universities in Vietnam. Descriptive statistical

analyses revealed widespread use of AI tools, particularly large language models such as ChatGPT and Gemini, mainly for instructional material development, lesson planning, assessment design, and feedback provision. Participants reported positive perceptions of AI's usefulness in enhancing teaching effectiveness, improving feedback quality, and supporting personalized learning, especially in grammar and speaking instruction. Most respondents also believed that AI could increase students' motivation and engagement. Nevertheless, concerns remained regarding academic integrity, learner dependence on AI, reduced critical thinking and creativity, data privacy, and the reliability of AI-generated content. Key barriers included insufficient training, technical limitations, lack of policy clarity, and curriculum alignment issues. The findings highlight the need for comprehensive institutional policies, targeted professional development, and pedagogically informed implementation strategies to support the effective and responsible integration of AI in language education.

## BIOGRAPHY



Dang Thi Ngoc Lan, Ph.D., is currently Director of the Language Center and Foundation Year of the Vietnamese-German University (VGU). She earned her Master's degree in Educational Management and Human Resource Development at the University of Sydney in Australia and her doctoral degree in Higher, Adult, and Lifelong Education at Michigan State University (MSU) in the United States. Her research interests are in gender equality, women and leadership in academia, transcultural women's leadership, global citizenship, female students and faculty in STEM, and transnational higher education.

# Balancing Cognitive Load in PBLT: A Dynamic Framework for Strategic Translanguaging

**Ms. Ngo Thao Uyen**, Professionalism English Center, Vietnam

While Project-Based Language Teaching (PBLT) promotes authentic communication, educators often struggle to balance target-language immersion with the heavy cognitive demands of project execution. A rigid target-language-only policy can bottleneck critical thinking during complex tasks, while unrestricted native language use can diminish linguistic gains. This presentation introduces a dynamic framework that resolves this tension by using cognitive load as the determining factor for strategic translanguaging.

The session outlines a practical pedagogical matrix tailored for English language learners with Low Cognitive Load Tasks: Illustrates how the scaffold is inverted during straightforward tasks, such as logistical planning, data collection, and linear sequencing, to enforce strict target-language production, maximizing fluency and automaticity. Attendees will leave with concrete strategies to map linguistic choices across a project's lifecycle, a template for a translanguaging allocation plan, and techniques for balancing formative process evaluation with summative target-language assessment.

## BIOGRAPHY



Ngo Thao Uyen is an English language educator and the founder of Professionalism English Center. She has demonstrated a strong commitment to advanced pedagogy, recently serving as a presenter at the LaoTESOL International Conference. Additionally, she has successfully hosted specialized workshops focusing on Project-Based Language Teaching (PBLT). Her professional and research interests center on innovative language teaching methodologies, instructional resource development, and performance-based assessments.



# Beyond the Classroom: The Role of Academic Leadership in English-Medium Instruction Programs

**Mrs. Mai Huong Duong**, Freelance, Vietnam

In light of Resolution No. 71-NQ/TW, Vietnam is strategically positioning education as a core driver for national development, highlighted by a transformative shift where English is gradually becoming an official second language in schools to foster a globally competitive workforce. Transnational education, as a result, has become a more common practice with the rapid growth of English-medium instruction (EMI) programs, which brings both opportunities and challenges for schools and universities. Despite extensive research on student and teacher success in EMI program implementation, studies on academic leadership remain critically limited, especially in Vietnam. Using Sharan Merriam's constructivist approach with document, thematic, and reflective analysis, this paper examines leadership practices in four key areas: curriculum coordination, faculty readiness, student support, and alignment of international standards in local contexts. The findings indicate that academic leadership in EMI programs acts as a coordinating mechanism to address the challenges of applying international educational models within local contexts, balancing global standards with local needs and realities.

## BIOGRAPHY



Mai Huong Duong is an academic leader and educator with experience in higher education, transnational education programs, and English-medium instruction (EMI). She has held leadership roles in academic operations, curriculum management, faculty development, and student success initiatives at international and transnational education institutions in Vietnam. Her professional interests include EMI implementation, academic leadership, quality assurance, internationalization of higher education, and teacher professional development. Her current work focuses on creating sustainable learning environments that support both academic excellence and student engagement in increasingly globalized educational contexts.

# Beyond the Model Text: Evaluating the Impact of AI-Generated Scaffolding on IELTS Writing Performance

**Mr. Tran Duy Bao**, Universiti Sains Malaysia, Vietnam

**Ms. Doan Thi Thuy**, Ton Duc Thang University, Khanh Hoa Campus

**Mr. Edwin Leong See Chung**, Leongacy

The integration of Generative AI in second language (L2) writing instruction offers unprecedented opportunities for personalized scaffolding, yet empirical evidence regarding its efficacy in high-stakes testing contexts remains nascent. This study investigates the impact of targeted, AI-generated activities on the writing performance and self-regulated learning of EFL students preparing for the IELTS Writing Task 2. Employing a quasi-experimental design, the study involves 39 Vietnamese learners divided into a control group ( $n = 20$ ) and an experimental group ( $n = 19$ ) from intact classes of an English center in 8 weeks. Both cohorts receive a standardized pedagogical baseline consisting of teacher-provided feedback and model texts. The experimental group receives a further intervention utilizing Generative AI (Gemini Canvas) to derive supplementary scaffolding directly from the model texts. This AI-supported phase includes targeted vocabulary flashcards,

L1-L2 (Vietnamese-English) translation exercises, and iterative AI-generated feedback loops.

Pre- and post-intervention writing samples are analyzed to measure holistic improvements in IELTS band scores. Furthermore, pre- and post-questionnaires assessed shifts in learner self-efficacy and autonomy. The findings illustrated that explicitly structured AI integration bolsters self-efficacy by providing students with iterative, targeted opportunities to drill their specific weaknesses in vocabulary and translation. Concurrently, the AI Canvas environment fosters learner autonomy by enabling continuous, self-directed practice that students proactively sustain across subsequent lessons. Ultimately, the findings provide practitioners with an evidence-based, highly replicable model for leveraging AI to maximize both linguistic development and student independence in high-stakes writing contexts.

# BIOGRAPHY



Tran Duy Bao is currently a second-year Ph.D. candidate in Applied Linguistics at the School of Languages, Literacies and Translation (SoLLaT), Universiti Sains Malaysia (USM). As an active language educator and researcher, his primary research investigates the integration of Artificial Intelligence in second language (L2) writing, Task-Based Language Teaching (TBLT), and the impact of psychological factors, such as self-efficacy and learner autonomy, in ESL contexts. His current work specifically focuses on how targeted AI scaffolding can enhance both structural language development, like syntactic complexity, and student confidence.

Doan Thi Thuy is an English lecturer at Ton Duc Thang University, Khanh Hoa Campus. Her professional interests include the use of Artificial Intelligence in English language teaching, practical language learning, and the design of educational posters and visual materials. She is particularly interested in exploring how AI-supported activities can help students improve their English writing, confidence, and ability to use English in real-life situations.



Edwin Leong See Chung is a Cambridge CELTA-certified educator, ACTA-accredited trainer, a ex-Vice Principal of a Singapore school and the Founder of Leongacy Pte Ltd and the English Language Study Centre of Singapore. With over a decade of experience working with EFL learners from Vietnam, Indonesia, China, and Thailand, Edwin has consistently achieved IELTS band score improvements of 2.5 or more through a proprietary task-based approach to English language acquisition. His current research explores the role of generative AI as a scaffolding tool in high-stakes writing contexts, bringing an evidence-informed, practitioner perspective to the intersection of technology and language education. Edwin holds an Executive MBA from Stanford University and a Bachelor of Engineering from the National University of Singapore.

# Bridging the Awareness-Regulation Gap with TACO

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**Dr. Hangyan Lu**, Gratia Christian College, China

As generative AI becomes ubiquitous in ESL students' English writing, a persistent challenge is that students know AI should not replace thinking yet struggle to regulate that boundary in practice. This presentation addresses this awareness-regulation gap by demonstrating how the TACO framework (Think-Ask-Check-Own) was applied to redesign two academic English writing assignments for 50 ESL students.

The study employed a four-stage pedagogical intervention across two English academic writing assignments. Drawing on TACO's four phases, the assignment design explicitly scaffolded: (1) Think – independent drafting before AI consultation; (2) Ask – teacher-designed prompts requesting rubric-aligned feedback rather than full rewrites; (3) Check – documented critical review of AI suggestions; and (4) Own – final drafts in students' own voices with reflection on learning. Data sources include focus group interviews (end of Assignment 1), written reflections (end of Assignment 2), and student work samples.

Findings show that applying TACO as a design framework helped close the awareness-regulation gap. High-achieving students intuitively followed TACO phases; lower-achieving students who initially exhibited premature delegation, blind acceptance, or weak internalisation showed measurable improvement by Assignment 2. The framework provided a shared vocabulary and observable criteria for regulating human-AI partnership.

This presentation contributes a practical, replicable model for TESOL practitioners. Rather than merely warning students against over-reliance, the TACO-informed assignment design translates ethical principles into concrete cognitive routines. Attendees will learn how to embed Think, Ask, Check, and Own into their own writing tasks, fostering critical engagement and student agency in the digital age.

## BIOGRAPHY



Dr. LU Hangyan Shelley is an Associate Professor in applied linguistics in the School of Education and Psychology at Gratia Christian College, Hong Kong. Her recent research focuses on academic literacy, English language education, and technology-enhanced learning.



# Developing English Communication Skills for Effective Team Leadership

**Ms. Pham Thi Xuan Truc**, Dong Nai Technology University, Vietnam

In the context of international integration and the growing demand for communication, teamwork, and leadership skills, English proficiency is crucial for Vietnamese university students. However, many English as a Foreign Language (EFL) classes still rely on traditional teaching methods, limiting opportunities for interaction, collaboration, and practical communication practice. This study aims to explore the role of group leadership activities in developing students' English communication skills in EFL classes in Vietnam. The research is based on the theoretical frameworks of Communicative Language Teaching, collaborative learning, and group leadership communication. A mixed-methods research approach was used, employing questionnaire surveys and classroom observations of university students. Data sources include student responses, levels of participation in group activities, and communication practice results in activities such as group discussions, role-playing, and project-based learning. Previous studies have affirmed the roles of collaborative learning and communicative methods in foreign language teaching, but there remains a lack of research on integrating group leadership activities into the development of English communication skills in the context of Vietnamese higher education. This study is expected to contribute practical implications for TESOL instructors in designing interactive, learner-centered classrooms that simultaneously develop students' communication, collaboration, and leadership competencies.

## BIOGRAPHY



Pham Thi Xuan Truc is an English lecturer and researcher and she is currently teaching at Dong Nai Technology University, Vietnam. She holds a Master's degree in TESOL from Edith Cowan University, Australia, and is currently pursuing an MBA at the University of Greater Manchester, UK. Her research interests include English language teaching, communicative language teaching, digital transformation in education, Generative AI in language learning, and leadership communication skills in EFL classrooms. She has presented and published studies at various national and international conferences related to English language education, educational technology, and digital pedagogy.

# Digital Transformation in EFL Speaking: ChatGPT-Based Role-Play and Non-English Majors' Willingness to Communicate

Mr. Ho Trung Tin, Foreign Language Center of Thu Dau Mot University, Vietnam

Digital transformation has created new opportunities for supporting English speaking practice, especially for non-English majors who often lack confidence, vocabulary, and opportunities to communicate in English. This study investigated how ChatGPT-based role-play activities supported non-English majors' willingness to communicate in EFL speaking practice and explored students' perceptions of this AI-assisted learning approach. A descriptive mixed-methods design was employed with 120 non-English-major students enrolled in a General English 4 course at a Vietnamese university. The intervention was implemented over seven weeks, during which students practised selected role-play situations with ChatGPT as a virtual interlocutor before moving to peer role-play. Data were collected through a five-point Likert-scale questionnaire, a classroom observation checklist, student reflections, and semi-structured interviews with eight students. Quantitative data were analysed using descriptive statistics, while qualitative data

were examined through thematic analysis. The findings showed that students generally perceived ChatGPT-based role-play positively. Perceived usefulness received the highest mean score ( $M = 4.13$ ), followed by comfort and confidence ( $M = 3.84$ ), engagement and participation ( $M = 3.83$ ), and willingness to communicate ( $M = 3.68$ ). Students reported that ChatGPT helped them prepare ideas, learn useful expressions, feel less nervous, and start conversations with classmates more easily. Observation and qualitative data further indicated that ChatGPT functioned as a supportive preparation stage before human interaction. However, some challenges remained, including overly long or difficult AI responses, difficulties in writing prompts, and possible dependence on AI-generated suggestions. The study suggests that ChatGPT-based role-play can enhance AI-supported speaking practice when combined with peer interaction and clear teacher guidance.

## BIOGRAPHY



Ho Trung Tin is a graduate student at Ho Chi Minh City Open University and has been working at the Foreign Language Center of Thu Dau Mot University since 2020. His research areas include English language teaching, digital transformation in education, English as a Foreign Language speaking practice, and the use of artificial intelligence tools in language learning. He is particularly interested in how role-playing methods based on ChatGPT can help Vietnamese learners of English as a Foreign Language improve their speaking confidence and communication skills.

# Distress as A Psycholinguistic Determinant Affecting ESP Students' Learning Competence in Higher Education

**Dr. Nguyen Phuong Linh**, Faculty of Foreign Languages, Vietnam

**Dr. Nguyen Quang Nhat**, Ho Chi Minh University of Banking, Vietnam

**Mr. Tu Van Nam**, Ho Chi Minh University of Banking, Vietnam

Distress in learning including fear, nervousness and stress is strongly believed to be complex and multi-faceted signal of psylinguistics and to negatively influence ESP students' competence in learning. Conse-quently, this topic has been sparked with several of the hot debates and discussions over the years. The aim of this current research study is to examine the relationship between the variables of distress and competence. Also, it helps to identify the best predictor contributing to ESP students' competence in English language learning engagement in higher education; especially in the case of ESP enrollment. The questionnaire was designed based on test anxiety inventory, which was developed by Horwitz (1986) and then was delivered to the population of over 200 ESP participants. To gather data, the aids of the SPSS Software-Pearson's correlation, Multiple regression, Path analysis were mainly used to analyze da-ta. The result of the study showed that there was a

significantly positive correlation between distress and competence at the level of 0.01. Furthermore, two of the three determinants of distress - fear and stress are the best predictors of competence. Also, the result revealed that distress explained 67% of the variability of competence on average, this implies that 33% may be attributed by the other variables which were not found. This means that if the ESP students gain the higher level of fear and stress, they may decrease or debilitate the better learning engagement. The best ways to minimize students' distress and maximize learning competence may be suggested in the pedagogical implications, close attention to students' basic psycholinguistics should be fully paid. Giving ESP students some excellent learning op-portunities, establishing good rapports or donating the best shares generating promoted and sup-portive learning is the best example found in this case.

# BIOGRAPHY



Nguyen Phuong Linh holds a Master's degree in TESOL from Victoria University, Australia and a Ph.D. in English Language Teaching from Leyte Normal University, the Philippines. He works at Ho Chi Minh University of Banking, Vietnam. His core interests include Languages for Specific Purposes, Second Language Acquisition; Applied Linguistics Studies; Language Policy and Planning; Comparative Studies in Bilingualism; Pragmatics and Language Teaching; Grammar, Semantics and Language Teaching; Phonology and Oral Language Teaching; Language teaching Strategies; Socio-Psycholinguistics.

Nguyen Quang Nhat is an English lecturer at Faculty of Foreign Languages, Ho Chi Minh University of Banking. He got his PhD in Education at the University of Nottingham Malaysia Campus in 2021. His main research interests include TESOL, ESP, Curriculum Design, CALL, Translation and Interpretation.



Tu Van Nam has been a lecturer of English at Faculty of Foreign Languages, Ho Chi Minh city University of Banking (HUB) for more than 3 years. He started his teaching career as soon as graduating from Ho Chi Minh City University of Pedagogy. From the practical exposure with English language teaching for students at tertiary level, he has been inspired by the magical influence of language in one's success. Later on, obtaining his Master's degree in Applied Linguistics from University of Curtin, he has truly been aware of his areas of research interest in ELT methodology, learner autonomy, and second language acquisition.



# EFL Teachers' Adoption of a Learning Management System at a Public High School in Vietnam

Mr. Nguyen Hoang Minh Triet, Le Hong Phong High School for the Gifted, Vietnam

This presentation is an exploration of a case study examining Vietnamese EFL teachers' adoption of a locally developed Learning Management System (LMS) amid a national push for educational digitalisation. While LMSs are widely promoted to enhance teaching and learning English, reports from secondary settings in Vietnam remain scarce and often overlook contextual dynamics of implementation. The study aimed to explore (1) how EFL teachers perceive the adoption of K12Online and (2) what challenges they encounter during implementation. Guided by the Technology Acceptance Model as an interpretive lens, data were generated through two rounds of semi-structured interviews with five high-school EFL teachers and artefact-elicitation walkthroughs of teacher-created LMS materials, then analysed using reflexive thematic analysis. Findings indicate

predominantly negative perceptions of the LMS adoption across three themes: perceived ease of use, perceived usefulness, and the role of policy in implementation. This study, then, frames challenges into three processes of post-implementation from which they emerge: getting used to the system, engaging students in the adoption, and conforming to policy and managerial decisions. Implications for policymakers, school leaders and platform developers include tailoring training to subject needs and prior platform experience; providing timely support for students and parents; involving teachers in planning and feedback cycles; and streamlining or integrating digital tools to reduce overlap and uncertainty. The study ultimately highlights the context-sensitive nature of LMS adoption.

## BIOGRAPHY



Nguyen Hoang Minh Triet is an educator and a graduate of the University of Exeter, where he earned a Distinction in the Master of Education programme. His academic interests lie in education policy, technology-enhanced language learning, and English language teacher professional development. He is particularly interested in context-sensitive and sustainable approaches to technology integration and policymaking in language education, especially within Global South contexts. Currently, Triet works as an English language teacher in secondary education in Vietnam. He also coordinates a network of English-major alumni at Ho Chi Minh City University of Education and runs initiatives supporting early-career teacher development.

# Emotional Labour and Emotional Strategies of University Lecturers in AI-Saturated English Classes

**Ms. Nguyen Thi Ngoc Trinh**, Dalat University, Vietnam

**Bui Ngoc Van Chau**, Dalat University, Vietnam

**Nguyen Thi Mai Phuong**, Dalat University, Vietnam

Educators' emotional labour - the effortful management of feelings and professional expression - plays a significant role in effective classroom management, teaching effectiveness, and the maintenance of professional standards. While recent research has explored this phenomenon in online learning and during the COVID-19 pandemic, little attention has been paid to the emotional toll on lecturers in AI-integrated English language classrooms. This research aims to explore university lecturers' emotional labour when navigating environments where students rely heavily on AI tools. Utilizing a qualitative research design, the study will conduct in-depth interviews with six lecturers from two universities in Dalat, Vietnam, to elicit rich insights into their emotional management. Drawing on Grandey's conceptual framework of emotional labour, the data will be

analyzed using thematic analysis to identify patterns in how lecturers perceive, process, and perform professionalism. Specifically, the study seeks to uncover how lecturers utilize surface and deep acting strategies to manage feelings of skepticism, frustration, or diminished pedagogical agency in the face of AI-generated student output. Theoretically, this research intends to solidify emotional labour theory by extending it into the realm of human-AI-student interactions. Practically, the findings will offer insights to improve the mental well-being of educators by acknowledging the emotional fatigue associated with this modern teaching setting. Ultimately, the study advocates for institutional policy-making that moves beyond academic integrity to consider the emotional sustainability of faculty in the age of AI.

## BIOGRAPHY



Nguyen Thi Ngoc Trinh, M.A. is a Lecturer at the Faculty of Foreign Languages, Dalat University, Vietnam. She earned her Master of Arts in English Language Studies from Dalat University. Her research interests focus on multimodality, teacher development, and the integration of technology in English language education.

MA. Bui Ngoc Van Chau is a Lecturer at the Faculty of Foreign Languages, Dalat University, Vietnam. She earned her Master of Education, specializing in TESOL, from Edith Cowan University, Australia (ranked #516 globally in the QS Rankings 2025). Her research interests include language teaching methodology, learner autonomy, and the integration of technology in English language education.



MA. Nguyen Thi Mai Phuong is a Lecturer at the Faculty of Foreign Languages, Dalat University, Vietnam. She earned her Master of TESOL, from Victoria University of Wellington, New Zealand (ranked #240 globally in the QS Rankings 2026). Her research interests include language intercultural communication, learner autonomy, and sarcasm.

# Empowering EFL Teachers through AI Literacy: A Professional Development Model in the Digital Age

**Ms. Tran Thi My**, Bac Lieu High School, Vietnam

While artificial intelligence (AI) is rapidly reshaping English language education, many EFL teachers - especially in under-resourced contexts - are still navigating this shift with uncertainty. It's not that teachers are unwilling—many simply aren't sure where to start, which tools to rely on, or how to use AI in ways that truly support their teaching. This study emerges from that very tension. It explores a practice-oriented professional development (PD) model designed to support Vietnamese high school EFL teachers in developing AI literacy—not as a technical skillset alone, but as a pedagogical mindset. Over six weeks, 30 teachers engaged in hands-on exploration of AI tools, co-designed lessons, and reflected on their evolving classroom practices. Using a mixed-methods approach, the study draws on survey data, classroom observations, and teacher narratives to capture both measurable changes and lived experiences. The findings

reveal a noticeable shift: teachers moved from hesitation to experimentation, from tool users to learning designers. AI was not simply adopted—it was adapted to support more interactive speaking activities, more responsive feedback, and more student-centered learning environments. This paper proposes a grounded PD model that prioritizes practicality, collaboration, and reflective growth. More importantly, it argues that empowering teachers in the digital age is not about training them to use AI, but about supporting them to reimagine their role alongside it. The study contributes to ongoing conversations on sustainable teacher development in TESOL, particularly within the rapidly changing educational landscape of Southeast Asia.

## BIOGRAPHY



Tran Thi My, born December 1, 1974, in Vietnam, is an experienced EFL educator at Bac Lieu High School. She earned her B.A. in TESOL from Ho Chi Minh City Pedagogical University in 1997 and her M.A. in TESOL from the University of Southern Queensland, Australia, in 2014. Since 2019, she has been recognized as a Microsoft Innovative Educator Expert and Trainer. Her research interests focus on integrating educational technology into language teaching. She has presented at international conferences, including EdMedia, E-LEARN, VIC, TESOL SEAMEO, and AISANCALL. She is passionate about empowering teachers through digital innovation. Email: mytran313@gmail.com

# English-Medium Instruction in Vietnamese Universities: Investigating Language Assessment Practices

**Dr. Tran Tan Phat**, Hochiminh University of Banking; Hochiminh City Open University, Vietnam

The rapid expansion of English-Medium Instruction (EMI) in Vietnamese higher education has created increasing demands for effective and equitable language assessment practices. The research investigates language assessment practices in EMI classrooms at several universities in Ho Chi Minh City, Vietnam, with a particular focus on how assessment supports both content learning and English language development. Employing a mixed-methods research design, the study collected data from 20 EMI lecturers and 200 EMI students across different non-English-major disciplines. Quantitative data were obtained through questionnaires and surveys, while qualitative data were gathered through semi-structured interviews and classroom observations to provide deeper insights into

assessment implementation and perceptions. The findings reveal that traditional assessment methods, including midterm and final tests, remain dominant in EMI classrooms. The research also identifies inconsistencies between assessment formats and students' English proficiency levels, which may negatively influence academic performance and classroom engagement. The research contributes to the growing section of EMI research in Vietnam by highlighting the importance of assessment literacy, transparent evaluation practices, and institutional support for EMI lecturers. The findings also provide pedagogical and policy implications for improving fairness, effectiveness, and student learning experiences in EMI programs within Vietnamese universities.

## BIOGRAPHY



Prior to joining Ho Chi Minh University of Banking, Mr. Tran Tan Phat worked at Ho Chi Minh City University of Technology, Vietnam National University Ho Chi Minh City and has experienced in English language teaching projects as well as a training lecturer and curriculum designer. He has more than 20 years of experiences in management and academic work. His research works have been published in prestigious domestic and international journals. He is also a member of HCMC Tesol Association, Stesol, and Viettesol, Linguistic Society of Vietnam, and the editorial board of these famous journals. He is currently a keynote speaker at domestic and international scientific conferences, and teaches at a number of universities and their partner companies. His areas of interest include EMI, CLIL, language assessment and evaluation, AI tools, and ELT.



# Enhancing Participation through Collaborative Teaching: An Investigation in Malaysian Teacher Education

**Ms. Nurhezzrin Anuar**, Institute of Teacher Education, International Languages Campus, Kuala Lumpur, Malaysia

This study examines the relationship between TESL teacher trainees' perceptions of collaborative teaching and their participation in an English language course at a Malaysian Institute of Teacher Education. A structured collaborative model was implemented to investigate its influence on trainees' engagement and overall learning experience. Adopting a qualitative research design, data were collected through classroom observations and students' reflective tasks, enabling an in-depth exploration of both observable participation behaviours and trainees' attitudinal responses toward collaborative teaching practices.

The findings indicate that the implementation of the structured collaborative teaching model fosters a positive and supportive learning environment. Trainees demonstrated increased engagement, active participation, and a stronger sense of shared

responsibility during lessons. Their reflections revealed an enhanced appreciation of collaborative teaching, particularly in relation to shared planning, instructional delivery, and classroom facilitation. These findings are consistent with prior research indicating that collaborative teaching enhances engagement and promotes deeper learning through shared expertise (Friend & Cook, 2017; Johnson & Johnson, 2009). They also align with studies in the Malaysian ESL context, which emphasise the role of teachers' beliefs and collaborative practices in shaping effective pedagogy (Ravana, 2023).

Significantly, early exposure to structured collaborative teaching models appears to support the development of trainees' pedagogical confidence and collaborative mindset. Such experiences are essential in preparing future educators.

## BIOGRAPHY



Nurhezzrin Anuar is a senior lecturer at Institute of Teacher Education, International Languages Campus in Kuala Lumpur. She obtained her B.Ed (TESL) from Queensland University of Technology in Australia, followed by her Master of English as a Second Language (MESL) from University of Malaya in Kuala Lumpur.

Throughout her career, she has played an active role in various training programs and made significant contributions to numerous organizations, both locally and internationally.

Nurhezzrin's academic interests span a diverse range of topics, including Applied Linguistics and English as a Medium of Instruction (EMI).

# ESL Students' Perceptions and Acceptance of Book Creator App in English Language Learning

**Mrs. Nur Fatimah binti Au'zir**, Institute of Teacher Education International Languages Campus, Malaysia

**Dr. Nurul 'Izzati binti Md Fuad**, IPG Kampus Bahasa Antarabangsa

This study investigates pre-service ESL teachers' perceptions and acceptance of the digital storytelling platform Book Creator within the context of English language learning at the Institute of Teacher Education Malaysia (IPGM), International Languages Campus (IPGKBA), Kuala Lumpur, Malaysia. Grounded in the Technology Acceptance Model (TAM), the research examines key constructs, namely perceived use-fulness, perceived ease of use, attitude, and behavioural intention, following a structured hands-on workshop. A mixed-methods survey design was employed involving 100 pre-service ESL teachers. Quantitative data were collected using a 4-point Likert-scale questionnaire, while qualitative data were gathered through open-ended survey responses and analysed thematically to provide deeper insights into participants' experiences with the platform. The findings indicate a generally positive acceptance of Book Creator among

participants. A high percentage of respondents reported that the platform is easy to use (83.3%) and easy to understand (89.8%), with strong behavioural intention to continue using it (83.4%). Additionally, 86.1% of respondents perceived that Book Creator enhances their learning process, while 81.5% noted improvements in the quality of their work and expressed enjoyment in its use. Participants also demonstrated moderate to high confidence in using the tool for both learning and teaching purposes. The study highlights the potential of Book Creator as an effective digital pedagogical tool to support ESL learning through enhanced engagement, creativity, and learner autonomy. The findings offer practical implications for teacher education programmes in Malaysia, particularly in preparing pre-service ESL teachers to integrate technology meaningfully into English language classrooms.

## BIOGRAPHY



Nur Fatimah binti Au'zir is a lecturer at the Institute of Teacher Education, International Languages Campus (IPGKBA), Malaysia. She holds a Master's degree in TESOL from Victoria University of Wellington and a Bachelor of Education (TESL) (Hons) from UiTM. Her areas of interest include language assessment, technology-enhanced learning, and teacher education. She is actively involved in supervising pre-service teachers and developing assessment practices aligned with curriculum standards and 21st-century learning.

Dr. Nurul 'Izzati binti Md Fuad is a lecturer in Teaching English as a Second Language (TESL) at the Institute of Teacher Education Malaysia (IPG). She is deeply committed to nurturing not only language proficiency but also the development of compassionate and thoughtful individuals. Her research interests include ESL pedagogy, drama, digital storytelling, and the integration of technology in language learning, particularly in teacher training contexts. She is currently exploring innovative approaches such as QR-based learning and storytelling to enhance fluency and critical thinking among teacher trainees, while also contributing to curriculum development and English fluency programmes.



# Exploring ChatGPT's Rating Behaviors in IELTS Writing Classrooms using Many-Facet Rasch Measurement

**Mr. Nguyen Anh Tuan**, Faculty of Education, University of Canberra, Vietnam

In recent years, the use of generative artificial intelligence (GenAI) or large language models (LLMs) like ChatGPT, especially as an automated essay scoring (AES) system, has become increasingly popular in language testing. While several studies have attempted to compare human ratings and ChatGPT ratings using Quadratic Weighted Kappa (QWK) and other rater-mediated measurement models in international or large-scale assessment contexts, the potential of ChatGPT ratings in Vietnamese EFL classrooms remains largely unknown. In the current preliminary study, 50 students' essays from a diagnostic test of IELTS writing task 2 administered in different classes at an IELTS center were collected.

The overall band scores and sub-band scores were given by two teacher raters and ChatGPT based on the IELTS band descriptors. The Partial Credit Many-Facet-Rasch Model (PC-MFRM) with three facets, including students, raters, and criteria, was used to estimate the rater severity and rater consistency between teacher raters and ChatGPT. The findings also provide some evidence for the reliability and internal validity of the IELTS band descriptors in the current context. Implications for the use of GenAI's essay ratings with rubrics and the use of PC-MFRM to evaluate them in EFL classroom writing assessment are discussed.

## BIOGRAPHY



Nguyen Anh Tuan earned his bachelor's degree in English Language Teacher Education from the University of Languages and International Studies, Vietnam National University, Hanoi. He is currently pursuing Master of TESOL & FLT at the University of Canberra and working as an IELTS teacher. His research interests are language assessment, writing assessment, AI-enabled assessment, and applied measurement.

# Exploring Textbook Adaptation Strategies in a Technology-Integrated Classroom by Nepali EFL Teachers

**A/Prof. Laxman Prasad Bhandari**, Lumbini Baniija Campus, Tribhuvan University, Nepal

The advent of technology has widely influenced the roles of materials in English language teaching and learning. However, research on textbook adaptation strategies in a technology-integrated English language classroom in the Nepalese ELT remains unexplored. To bridge this research gap, this study aimed to explore textbook adaptation strategies and the challenges encountered, along with the strategy applied to mitigate these challenges, by English language teachers in technology-integrated classrooms. Three secondary-level English teachers were purposively selected for the study. The information was gathered through in-depth interviews and document analysis, and the data were analyzed using thematic analysis. The findings underscored several strategies —addition, omission,

modification, reordering, and simplification —across lesson plans, language skills, tasks, and recent information, in association with technology tools such as laptops, smartboards, and the internet. The study also identified challenges, including students' diverse learning styles, time constraints, and limited technological access, which affected the adaptation of the material. However, these challenges were addressed through the teacher's participation in professional development training, classroom technology use, and collaboration with colleagues. The findings of the study indicate that policy makers, curriculum and syllabus designers, textbook writers, and school administrators, along with subject teachers, should make practical adaptations of textbooks.

## BIOGRAPHY



Laxman Prasad Bhandari is an Associate Professor of English and Business Communication at Lumbini Baniija Campus, Tribhuvan University, and a PhD Scholar in English Language Education (ELE) at the Graduate School of Education, Tribhuvan University, Nepal. Mr. Bhandari also serves Kathmandu University School of Education as a Visiting Faculty. He is a life member of the Nepal English Language Teachers' Association (NELTA) and a reviewer for the Journal of NELTA. His interests include TBLT, ELT, and teacher professional development.



# Exploring the Impact of Anxiety on SLA Competence: Innovative Digital Pedagogies in TESOL

**Ms. Nguyen Thi Bich Thy**, Long Binh Secondary School, Long Binh Ward, Dong Nai Province, Vietnam

**Mr. Le Hoang Nam**, Phuoc Long C Primary School, Vinh Phuoc Commune, Ca Mau Province, Vietnam

In the digital age of English language education, evolving teaching environments reshape how non-native learners acquire second language competence. However, these changes highlight significant challenges regarding psycholinguistic distress, specifically how Foreign Language Classroom Anxiety (FLCA) acts as an affective filter that obstructs learners' language acquisition. This paper aims to examine the impact of various dimensions of anxiety (trait, state, and situational) on the linguistic competence of second- and third-year English for Specific Purposes (ESP) students. Furthermore, it evaluates how integrating specific digital pedagogical innovations—such as interactive gamified learning platforms and digital quizzes—can effectively lower this affective filter. Using a quantitative correlational approach, the study

surveys a purposive sample of 80 undergraduates at the Ho Chi Minh City University of Banking utilizing a 4-point Likert scale questionnaire and Multiple Regression analysis. The findings demonstrate a significant negative correlation between high levels of classroom anxiety and language acquisition, indicating that anxiety hinders students' cognitive processing of comprehensible input rather than wholly paralyzing it. Based on these outcomes, the study emphasizes the necessity for TESOL educators to adopt targeted, tech-enhanced strategies to reduce classroom fears. Ultimately, a supportive, technology-integrated environment, combined with effective teacher guidance, empowers learners to successfully and confidently develop their language skills.

## BIOGRAPHY



Nguyen Thi Bich Thy is an English educator at Long Binh Secondary School in Dong Nai city, Vietnam, with 19 years of teaching experience. She holds a Bachelor's degree from Hanoi National University of Education and is currently pursuing a Master's degree in English Linguistics. Her research interests focus on Second Language Acquisition (SLA), Foreign Language Classroom Anxiety (FLCA), and digital pedagogical innovations in TESOL. Committed to bridging the gap between theory and practice, she explores tech-enhanced strategies to reduce affective filters and empower non-native learners to achieve academic excellence.

Le Hoang Nam holds a Master's degree in TESOL from Dong Thap University. He currently works as an English teacher at Vinh Phu Dong A Secondary School in Ca Mau Province. His professional interests include English teaching methodology, General English, and English for Specific Purposes (ESP).



# Exploring University Students' Use of AI Tools for English Language Learning: Implications for TESOL in the Digital Age

Dr. Ho Thanh My Phuong, Graduate School, Ho Chi Minh City Open University, Vietnam

Artificial Intelligence (AI) is increasingly transforming English language learning and reshaping TESOL practices in the digital age. AI-powered tools such as ChatGPT, Grammarly, Gemini, QuillBot, and Google Translate are widely used by university students to support various language learning activities. However, limited research has examined how Vietnamese EFL students use these tools and how AI use relates to self-regulated learning in higher education contexts. This study investigates the use of AI tools among 138 EFL students from different academic majors at a Vietnamese university. Guided by the Technology Acceptance Model (TAM) and self-regulated learning theory, the study explores students' actual AI use, perceived ease of use,

perceived usefulness, behavioral intention, and self-regulated learning behaviors. Data were collected through a structured questionnaire consisting of demographic, multiple-choice, and Likert-scale items. Preliminary findings indicate that students frequently use AI tools for writing support, grammar checking, vocabulary learning, translation, and idea generation. The findings also suggest positive perceptions toward AI tools, increasing learner autonomy, and the development of strategic learning behaviors in AI-mediated English language learning. The study offers implications for TESOL educators and institutions seeking effective and responsible AI integration in higher education.

## BIOGRAPHY



Dr. Ho Thanh My Phuong got her Doctoral Degree from the University of Southern California, USA. She has worked as a university lecturer and educational leader and manager for over 30 years. She currently teaches graduate courses in TESOL at Curtin University, Australia, and HCMC Open University. She is the supervisor of several master's theses in TESOL and education. Her research interests are innovation in English language teaching, language testing and assessment, curriculum development, and AI in language teaching, learning, and leadership.

# Integrating Artificial Intelligence (AI) Tools to Enhance Reading Comprehension Skills for 12th-Grade Students

Mr. Le Van Chien, Long Khanh High School, Dong Nai City, Vietnam

The integration of Artificial Intelligence (AI) in teaching reading comprehension skills to 12th-grade students has emerged as an innovative and promising approach to improving academic performance, particularly for the National High School Exam. This study explores the effectiveness of AI tools, specifically ChatGPT and ReadTheory, in enhancing students' reading comprehension abilities. By personalizing learning experiences, these tools provide immediate feedback, engage students effectively, and support the development of key reading strategies, including skimming, scanning, and making inferences. Utilizing a mixed-methods approach, data were collected from 100 students and 10 teachers at Long Khanh High School to assess the practical impact of this AI integration. The findings reveal significant improvements in

students' reading comprehension, critical thinking skills, and vocabulary acquisition. Furthermore, the implementation of AI tools enabled teachers to optimize lesson planning time while providing students with engaging, customized practice exercises aligned with the national exam format. Despite these positive outcomes, challenges remain, such as the necessity for teacher training, limited access to technology, and student adaptation to AI-assisted learning environments. This study underscores the critical importance of professional development for educators and highlights the need for a robust infrastructure to fully realize the potential of AI in the classroom. Ultimately, this initiative holds great promise for supporting educational modernization and improving the overall quality of English language teaching and learning.

## BIOGRAPHY



Le Van Chien is a dedicated educator currently teaching English at Long Khanh High School in Dong Nai Province, Vietnam. He earned his Master's degree in English Teaching in 2019 and has been recognized with provincial-level awards for his contributions to educational initiatives and scientific research. His current research focuses on modern language pedagogy, classroom technology integration, and the application of Artificial Intelligence (AI) tools to enhance reading comprehension skills for upper-secondary students.

# Integrating TBLT and Drama-Based Tasks in Interpreting Training for EFL Students

**Ms. Luong Ha Chuc Quynh**, Faculty of Foreign Languages, Dong Nai Technology University, Vietnam

Task-Based Language Teaching (TBLT) and drama-based pedagogy have each demonstrated considerable potential for promoting authentic, contextualized language use. However, empirical evidence regarding their integrated application in interpreter education, particularly within Vietnamese EFL contexts, remains limited. This study investigates the effectiveness of an instructional model integrating TBLT, drama-based performance, and technology-supported reflective learning in an undergraduate interpreting course involving 85 second-year English majors at Dong Nai Technology University. The instructional intervention was grounded in TBLT, drama pedagogy, and experiential learning theories. To evaluate its effectiveness, the study employed a sequential explanatory mixed-methods design over a ten-week period. Quantitative data were collected through a structured questionnaire ( $n = 85$ ), followed by semi-structured interviews with eight students and two

lecturers. Students completed authentic drama-based interpreting tasks, uploaded video-recorded performances to Canvas LMS, and engaged in guided peer feedback and video-supported reflection. Multiple regression analysis identified interactional skills as the sole statistically significant predictor of interpreting competence ( $\beta = .955$ ,  $p < .001$ ). Qualitative findings further indicated that guided peer feedback and video-supported reflection enhanced learners' self-confidence, reflective awareness, and engagement in interpreting practice. Based on these findings, the study proposes an integrated pedagogical framework that combines task-based performance, drama pedagogy, and technology-supported reflection to strengthen interpreting competence. The findings offer practical implications for technology-enhanced interpreter education and TESOL curriculum innovation in the digital era.

## BIOGRAPHY



Luong Ha Chuc Quynh, M.A. is a lecturer at the Faculty of Foreign Languages, Dong Nai Technology University, Vietnam. She specializes in teaching English for specific purposes and language teaching methodology. Her academic and research interests lie in TESOL, applied linguistics, translation and interpreting, and cultural studies. Her work focuses on innovative, technology-enhanced pedagogies in language education, particularly in integrating digital tools to improve teaching effectiveness and student learning outcomes. She is also actively engaged in curriculum development and language assessment in higher education contexts.



# Language Learning Difficulties in Reading and Writing among Adolescents at Ocean Edu, Nguyen Trai Branch, Hanoi, Vietnam

**Mr. Mark Byncent Lynard Mejorada Bayuga**, Ocean Edu, Vietnam

Reading and writing are essential literacy skills that support academic achievement and second language development. However, many Vietnamese adolescent learners continue to experience difficulties in these areas due to linguistic, instructional, and socio-cultural factors. Despite the growing emphasis on English proficiency in Vietnam, limited research has examined the specific reading and writing challenges encountered by adolescent learners in private language schools. Guided by Vygotsky's Sociocultural Theory, this study aimed to identify the language learning difficulties in reading and writing among adolescent students at Ocean Edu Language School, Nguyen Trai Branch, Hanoi, Vietnam, and to develop an intervention program based on the findings.

Using a quantitative descriptive-correlational design, the study involved ninety-six (96) adolescent learners. Data were collected through validated ESL reading and writing assessments administered as pretests and posttests. The reading assessment

examined learners' abilities in identifying main ideas, distinguishing facts from opinions, identifying cause-and-effect relationships, recognizing relevant opinions, and comprehension. The writing assessment evaluated grammar, spelling, punctuation, vocabulary, topic sentences, paragraph organization, cohesion and coherence, and email writing. Data were analyzed using weighted mean, standard deviation, t-test, Pearson product-moment correlation, and ANOVA.

Findings revealed an average level of difficulty in both reading and writing, with writing difficulties showing greater significance than reading difficulties. Significant differences were found between pretest and posttest scores, indicating measurable improvement in learners' performance. The study contributes to ESL literacy research in Vietnam and provides an evidence-based intervention framework for supporting adolescent learners' reading and writing development.

## BIOGRAPHY



Mark Byncent Lynard Bayuga is the Chief Training Officer of Ocean Edu. He has been living and working in Vietnam for over 10 years and holds a Master of Arts in Education major in English Language Teaching (2024). His experience spans classroom teaching and leadership roles, including serving as a Head Teacher and training leader for ESL educators.

# Leveraging Conversational AI for Time Management: Insights from Higher Education ESL Student Perceptions

**Mr. Geoffrey Lim Fu Chien**, English Language Department, IPGK Bahasa Antarabangsa;  
Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

Successful second language acquisition requires sustained engagement in language-learning activities such as reading, writing, vocabulary development, and independent practice. For ESL learners, effective time management is an important component of self-regulated learning, enabling them to allocate sufficient time for language development alongside other academic responsibilities. While conversational AI tools such as ChatGPT and Gemini have gained prominence in educational settings, their potential to support ESL learners' time management and self-regulated language learning remains underexplored. This study investigated ESL students' perceptions of ChatGPT and Gemini as tools for supporting time management in English language learning. Over a four-week period, students used these conversational AI tools to plan learning schedules, set language-learning goals, prioritize English-related tasks, and organize coursework. A quantitative survey design involving 187 ESL foundation students at a Malaysian university was

employed. The instrument comprised ten items adapted from the Technology Acceptance Model (TAM), Unified Theory of Acceptance and Use of Technology (UTAUT), and System Usability Scale (SUS), measuring perceived ease of use, perceived usefulness, and behavioural intention. Results revealed high levels of agreement regarding the usefulness and ease of use of conversational AI, particularly in helping students organize tasks and manage study time. Inferential analysis further indicated that perceived ease of use and perceived usefulness significantly predicted behavioural intention. Students also perceived the tools as helpful for structuring study routines and supporting independent learning practices. The findings highlight the potential of conversational AI as a scaffolding tool for self-regulated language learning and suggest that AI-assisted time management may contribute to greater learner autonomy in ESL contexts.

## BIOGRAPHY



Geoffrey is a passionate researcher and educator specializing in English language acquisition and technology in education. He is currently pursuing a PhD in TESL at Universiti Kebangsaan Malaysia (UKM National University of Malaysia), focusing on an AI-powered personalized learning model for English as a Second Language. He is serving as a TESL lecturer at the Institute of Teacher Education (IPG), International Languages Campus. Throughout his academic journey, he has participated in innovation competitions and published research in English language education. He is also an Apple Learning Coach, Apple Teacher, and Google Educator Level 1 & 2, recognized for integrating technology into teaching and learning.

# Negotiating Multilingual Identities: Language Practices among Subanen Children in Last-Mile Indigenous Schools of Southern Philippines

**Mr. Jayson Antigo Dapiton**, Department of Education- Dipolog City Division, Philippines

This paper explores the process of multilingual identities being negotiated by Subanen children who attend two last-mile Indigenous schools in Dipolog City, Philippines. With a mixed-method design, data on sixty pupil-respondents and six multigrade teachers using a quantitative approach were analyzed together with the observations and interviews in the classrooms. Findings showed that there existed a loud gap between high-pride ( $M = 4.70$ ) and very low use ( $M = 1.03$ ) and ability ( $M = 0.03$ ) of the language among the pupils. There was a uniform use of English as the medium of instruction and constant code-switching to Cebuano but no

use of Subanen. The qualitative data revealed the structural, ideological, and meaningful limitations of the dominance of the English and Cebuano subjugating Subanen in the classroom. The paper comes to the conclusion that Subanen identity is an emotional center of learners but it is linguistically relocated under the existing multilingual-bureaucracies. Results indicate a pressing necessity to use culturally responsive, translanguaging-driven pedagogies to reestablish Indigenous language practices and affirm learner identities in Philippine public education.

## BIOGRAPHY



Jayson Dapiton is a School Principal in the Department of Education (DepEd), Schools Division of Dipolog City, Philippines. A former Master Teacher in English, he holds a Master of Arts in English and graduated Cum Laude as a Commission on Higher Education (CHED) National Scholar. His growing research interests focus on multilingualism, Indigenous Peoples Education (IPEd), and culturally responsive inclusive education.

# Negotiating Teacher Identity, Technology, and Well-Being in Transnational TESOL Contexts: A Critical Autoethnography

**Dr. Jacqueline Elgario Dela Cruz**, Philippine Women's University, Philippines

This study examines the intersection of teacher identity, technology integration, and well-being in transnational TESOL contexts through a critical autoethnographic lens. Situated within the discourse on non-native English-speaking teachers (NNESTs) and teacher identity (Barkhuizen, 2017; Norton, 2013), the study explores how institutional expectations, linguistic ideologies, and digital technologies shape professional practice.

Drawing on reflective journals, critical incidents, and teaching artifacts from two contexts—a Preparatory Year Program in Riyadh, Saudi Arabia, and a teacher education setting in the Philippines—the study employs thematic analysis to examine identity negotiation, technological engagement, and emotional experiences. Findings reveal that teacher identity is fluid and context-dependent, shaped by institutional structures and sociolinguistic

hierarchies. While digital technologies support instructional practices, they also introduce increased expectations for performance and adaptability, contributing to emotional strain.

The study further highlights the role of institutional policy in mediating teacher agency and well-being, particularly in environments characterized by standardization and limited pedagogical flexibility. In response, the paper proposes a TESOL Person-Centered Policy Framework (TCPF) that integrates identity, technology, and well-being as core dimensions of practice.

The study contributes to TESOL scholarship by foregrounding teacher experience in policy discussions and offering a practical framework for more inclusive, ethical, and sustainable language education.

## BIOGRAPHY



With nearly a decade of international academic experience in Saudi Arabia, Dr. Dela Cruz has held key roles including Chief of Academic Affairs and ESL Lecturer at institutions such as Princess Noura University, Al Ghad Medical College, Al Jazeera Academy, Riyadh International School and Palm Crest International School. A Cambridge-trained ESL educator with CELTA certification from New York, she brings deep expertise in ESL/ESP, curriculum design, and evidence-based instructional methodologies. She has been in the academic field for more than 20 years.

A published textbook author, Dr. Dela Cruz wrote *Expanding English Skills for Empowerment: High School English Series* (2004) and *Journey Into the World of English Language for Grade 3* (2008), contributing valuable resources to English language education. She is also actively engaged in educational research, with work focusing on generative AI integration, instructional innovation, and academic leadership. She has presented research papers overseas and has already published SCOPUS indexed papers.

At present, she is the program chair of the school of education of the Philippine Women's University, and has a Post Doctoral Diploma in Quality Management.



# Negotiating Trust and Control: Vietnamese EFL Teachers' Agency in AI-Mediated Feedback for IELTS Writing

**Ms. Nguyen Hong Ha My**, Ho Chi Minh University of Banking, Vietnam

**Ms. Vuong Xuan Quyen**, SchoolUX AI, Vietnam

In language education, the use of artificial intelligence (AI) has rapidly transformed feedback practices, especially in high-stakes test preparation contexts. In IELTS preparation courses, AI-generated feedback has been increasingly used by teachers and language centres to provide immediate assistance to students. This integration, however, raises questions about teachers' trust, control, and professional agency in their own teaching practice. This study explores how Vietnamese EFL teachers negotiate these issues when incorporating AI-generated feedback into their writing instructional practices. Adopting a qualitative design, the study draws on semi-structured interviews with eight Vietnamese EFL teachers experienced in using AI tools for IELTS writing feedback. Thematic analysis was employed to examine teachers' perceptions, decision-making processes, and pedagogical adaptations. Preliminary findings suggest that teachers view AI as both a supportive resource and a source of agency tension. Practical implications from this study includes ethical integration of AI in giving IELTS writing feedback and the necessity of practical training for teachers on AI integration.

## BIOGRAPHY



Nguyen Hong Ha My is an English lecturer at Ho Chi Minh University of Banking, Vietnam, where she teaches first- and second-year English-major students, focusing on the development of core language skills and communicative competence. Her teaching approach emphasizes learner-centered pedagogy and meaningful classroom interaction to support student engagement and autonomy. As an emerging researcher in TESOL, her interests include second language acquisition, task-based language teaching, teacher identity, and learner engagement in EFL contexts. Her work explores the intersection between research innovation and classroom practice to enhance language learning outcomes and support teacher development in language education.

Vuong Xuan Quyen is a seasoned educator and Curriculum Developer, specializing in IELTS preparation courses and material design. She holds a Master of Applied Linguistics from Curtin University and brings over a decade of experience from prestigious institutions, including HCMC University of Technology and VUS. Her professional work focuses on bridging the gap between instructional design and learner outcomes, with a commitment to inspiring both students and fellow teachers.



# Preservice TESOL Teachers' Readiness for CLIL in Vietnam: Dimensions, Profiles, and Implications for Teacher Education

**Dr. Cao Hong Phat**, Ho Chi Minh City University of Education, Vietnam

Content and Language Integrated Learning (CLIL) is increasingly incorporated into pre-tertiary English education across Southeast Asia, yet relatively little is known about preservice teachers' readiness to implement its integrated language and content approach. This study examined CLIL readiness among 96 preservice TESOL teachers at a Vietnamese university using a questionnaire adapted from a validated measure of CLIL instruction. Network analysis, cluster analysis, and ranking analyses were employed to investigate the structure of readiness, variation across participants, and perceived challenges and professional learning needs. Results revealed a coherent readiness structure in which Assessment occupied a particularly influential position, linking linguistic, methodological, resource

related, and collaborative aspects of readiness. Two readiness profiles were identified, differing primarily in their overall level of preparedness rather than in their pattern of priorities. Across profiles, participants consistently identified learner diversity, scaffolding practices, and materials adaptation as central concerns for future CLIL implementation. This study provides empirical implications for CLIL oriented teacher education, particularly in relation to the integration of assessment, differentiation, and materials design within teacher preparation programmes.

## BIOGRAPHY



Dr. Cao Hong Phat is a lecturer at Ho Chi Minh City University of Education where he teaches both undergraduate and postgraduate levels. He received a PhD in Language Assessment from the University of Nottingham, and a MA in TESOL from University College Dublin. His research interests lie in the intersection of language assessment, language policy, and language teacher education. His works have appeared in SSCI- and Scopus-indexed journals.

# Promoting Student Wellbeing in Online Language Learning: Classroom Instruction Inspired by Pestalozzi's Pedagogy

Mr. Nguyen Ngoc Trung, The Yeast Education Company, Vietnam

Online learning has gradually confirmed its position in language education as it allows students to receive synchronous instruction at their own space. However, the limitation in face-to-face interaction with teachers more or less hampers student wellbeing. This retrospective explanatory case study investigates students' experiences with practice-based instruction that effectively promoted their wellbeing in an online EFL classroom setting. Following Pestalozzi's teaching ideal—a pillar of modern education and active pedagogy (Reyes & González-Rivera, 2025), the instruction integrated three teaching strategies: teacher immediacy, interactive learning, and gamification. Five online classes at a Vietnamese university, each including around 40 non-English majored freshmen, were selected for the study. They undertook the same course in the first semester and were taught by the same teacher. Their feedback, originally collected to evaluate and improve instructional quality during the course, was the main source of data. Thematic analysis was employed to identify key patterns in their experiences. The findings explain the mechanism through which the three strategies fostered student wellbeing and reveal teacher roles in facilitating this mechanism. Aside from providing practical suggestions for implementing these strategies in similar settings, the study may also contribute insights to the ongoing discussion about the application of Pestalozzi's pedagogy in current teaching practice. Online learning has gradually

confirmed its position in language education as it allows students to receive synchronous instruction at their own space. However, the limitation in face-to-face interaction with teachers more or less hampers student wellbeing. This retrospective explanatory case study investigates students' experiences with practice-based instruction that effectively promoted their wellbeing in an online EFL classroom setting. Following Pestalozzi's teaching ideal—a pillar of modern education and active pedagogy (Reyes & González-Rivera, 2025), the instruction integrated three teaching strategies: teacher immediacy, interactive learning, and gamification. Five online classes at a Vietnamese university, each including around 40 non-English majored freshmen, were selected for the study. They undertook the same course in the first semester and were taught by the same teacher. Their feedback, originally collected to evaluate and improve instructional quality during the course, was the main source of data. Thematic analysis was employed to identify key patterns in their experiences. The findings explain the mechanism through which the three strategies fostered student wellbeing and reveal teacher roles in facilitating this mechanism. Aside from providing practical suggestions for implementing these strategies in similar settings, the study may also contribute insights to the ongoing discussion about the application of Pestalozzi's pedagogy in current teaching practice.

## BIOGRAPHY



Nguyen Ngoc Trung is a contract lecturer at the Faculty of Foreign Languages, Ho Chi Minh City Open University, Vietnam. His research interests include English teaching methodology, language awareness development, and learner engagement

# Relationship between Machine-rated Lexical Sophistication and Human-rated Overall Lexical Proficiency in L2 Academic Writing

**Dr. Nguyen Chi Duc**, VNU University of Languages and International Studies, Vietnam

**Mr. Pham Xuan Tho**, University of Languages and International Studies, Vietnam

Thanks to recent advancements in corpus linguistics, natural language processing and big data analysis, our measurements of such fine-grained lexical sophistication (LS) indices as word and N-grams frequencies, ranges and their association strengths or their psychological properties have been made possible, which in turn help improve our understanding of specific lexical profiles for each L2 writing proficiency level, thereby critically informing our syllabus design, instructional materials development and especially learning assessment. To justify the incorporation of the above indices into our existing automatic essay scoring (AES) systems, previous research has gauged the predictive power of these indices for human-rated overall writing ability as construct validation evidence, but not overall lexical proficiency – the direct master construct of LS. The present study aimed to fill this gap. To this

end, it first measured 10 representative LS indices for overall lexical proficiency in 120 descriptions of visual data – an underresearched genre in L2 academic writing. Their overall lexical proficiency and overall writing quality were rated by two human experts whose scores were then averaged for regression analyses. Linear mixed-effects regression model was run with each index above as the main predictor and overall lexical proficiency and overall writing quality as the dependent variables. The results showed that most of these LS indices could explain the variance in both dependent measure scores. Overall lexical proficiency was better predicted and predicted by more LS indices than overall writing ability. These findings thus provide further supporting evidence for integrating LS measures into our current AES systems.

## BIOGRAPHY



Nguyen Chi Duc (BA Honor in TESOL, Vietnam National University Hanoi; MA in TESOL and PhD in Applied Linguistics, Victoria University of Wellington, New Zealand) has been an EFL/ESL teacher and an EFL/ESL teacher educator for over twenty years in Vietnam, New Zealand and Singapore. He conducts research in second language acquisition, particularly various learning affordances offered by meaning-focused input, output and interaction activities in the language classroom. His works have appeared in reputed journals in the field such as TESOL, TESOL Quarterly, Language Teaching Research, International Journal of TESOL studies or Reading in a Foreign Language.

Pham Xuan Tho has been a Lecturer of English Linguistics at Faculty of Linguistics and Cultures of English Speaking Countries, University of Languages and International Studies, Vietnam National University, Hanoi for 30 years. Apart from lecturing in English Linguistics, he has a lot of experience teaching TOEFL and IELTS preparation courses. His research interests focus on the interlanguage Phonetics, Syntax and Pragmatics of Vietnamese learners of English as well teacher professional development.





# Seamless Integration of Sustainable Development Goals (SDGs), Volunteerism, and Global Citizenship Education (GCED) in Higher Education Language Instruction: Toward a Balanced Instructional Integration Model

Miss Maria Josefa O. Punongbayan, Romblon State University, Philippines

This study examined the seamless integration of Sustainable Development Goals (SDGs), volunteerism, and Global Citizenship Education (GCED) in language instruction among higher education general and language educators. It specifically investigated the extent of integration across curriculum parameters and tested whether significant differences exist in faculty perceptions when grouped according to demographic variables such as age, sex, highest educational attainment, academic rank, and years of teaching experience. A mixed method research design employing a convergent parallel method was utilized, and multivariate statistical analyses were applied using robust test statistics appropriate for non-normal data distribution.

Findings revealed a consistently high level of integration of SDGs, volunteerism, and GCED across language instruction practices, indicating that educators generally share a strong commitment to embedding global and civic-oriented themes within their teaching. Multivariate test results, particularly

Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root, showed that most demographic variables did not yield statistically significant differences in integration practices ( $p > .05$ ), suggesting a largely uniform implementation across faculty profiles. However, limited evidence from Roy's Largest Root indicated that age and highest educational attainment may have partial influence on certain dimensions of integration, although effect sizes were generally small to moderate.

The results imply that institutional culture and curricular frameworks play a more dominant role than individual demographic characteristics in shaping the integration of SDGs, volunteerism, and GCED in language instruction. This underscores the effectiveness of standardized academic policies and faculty development programs in promoting consistent pedagogical practices aligned with global education priorities. Strengthening capacity-building initiatives may further enhance the depth and sustainability of integration across disciplines.

## BIOGRAPHY



Maria Josefa O. Punongbayan serves as the Head of the University Strategic Communication Office at Romblon State University, where she leads institutional branding, public engagement, and strategic information dissemination. She is also a language educator at RSU's College of Education where she teaches English specialization subjects and general education subjects.

# Silent Speech as Metalanguage beyond Words in ESP Classroom: A Systematic Literature Review

**Miss Huynh Thi Kieu Diem**, Ho Chi Minh University of Banking, Vietnam

**Mr. Le Hoang Nam**, Phuoc Long C Primary School, Vinh Phuoc Commune, Ca Mau Province, Vietnam

Silent language known as metalanguage is a concrete backbone of activating the ESP student's attractions and interests in the classroom. An appropriate use of metalanguage is strongly believed to enhance the quality of ESP teaching and learning. Also, such a language significantly provides several benefits to ESP students. The objective of this study is to explore the full functions the terms and to identify the key dimensions that contribute to the successful language classroom. To gain this, the researchers conducted critical and systematic analysis of available literature of silent speech published between 2015 and 2026 throughout analyzing 87 articles extracted from Google scholar, Scopus and Web of Science, AI, academic documentaries in international and

domestic universities. After following analysis of articles' abstracts in details, a number of the final selection with 79 articles and relevant documents were remained. The findings provide a practical and theoretical framework to help classroom teachers fully understand ESP learners' ways of silent speech used during the educational context. The researchers suggested that a comprehensive overview of the use of silent language should be encouraged to enrich teachers' teaching experience, boost the students' competence and performance, gain learning outcomes; importantly increase the quality of language teaching and learning and cultivate E and I learning, as well as P and D knowledge in pedagogical context.

## BIOGRAPHY



Huynh Thi Kieu Diem, known as a nurse at UMC, is a candidate for a BA in TESOL at Ho Chi Minh University of Banking. She has been studying English for three years. She likes reading research studies in English language for professional development.

Nguyen Ngoc Phuong Dung works as a lecturer of English, Ho Chi Minh University of Banking, Vietnam. She is a Master of Applied Linguistics at La Trobe University, Australia, and a Master of Business Administration at Bolton University, the UK. Her main research interests are ESP, TESOL, and Applied Linguistics.



# Student Perceptions of AI and Instructor Support in EFL Learning: The Role of Usage Frequency

**Mr. Tran Nhat Minh**, Ho Chi Minh City Open University, Vietnam

This study aims to explore perceptions of non-English majors of AI and instructors as two sources of support in learning English, and to examine whether usage frequency has a significant impact on these perceptions. A quantitative approach was employed with 200 students at a university in Ho Chi Minh City, using a five-point Likert scale to collect data on two main variables: perceived support from AI and instructors, as well as usage frequency.

Results showed that students perceived both AI and instructors as important sources of support, but to varying degrees. Notably, the frequency of AI usage was associated with differences in evaluation levels, where participants who used AI more frequently tended to rate it more highly. Instructors, however, still hold a pivotal role in providing orientation and fostering deep learning.

The study contributes to clarifying the relationship between perceptions and AI usage behaviors, and suggests appropriate approaches to integrating AI into foreign language learning contexts.

## BIOGRAPHY



Tran Nhat Minh is a part-time English lecturer at Ho Chi Minh City Open University, where he teaches English to non-English major students. His current interests include exploring how technology, especially AI-powered tools like chatbots, can support language learning. He is particularly keen on understanding how such tools can motivate learners and foster greater autonomy in the EFL classroom.

# Students' Perceptions of Self-Voice Recording as a Tool for Improving English Speaking Fluency

**Ms. Nguyen Hong Quynh Nhu**, Sai Gon university, Vietnam

**Ms. Nguyen Ngoc Thien Tu**, Saigon University, Vietnam

This study investigates students' attitudes toward the perceived effects of self-voice recording on the speaking fluency of intermediate English learners. The participants were 60 Vietnamese university students who identified their English proficiency level as intermediate based on descriptors from the Common European Framework of Reference for Languages (CEFR). They utilized self-voice recording after class with the intention of practicing English speaking skills independently. A self-developed questionnaire with Cronbach's  $\alpha$  of 0.926 was used to collect quantitative data on students' perceptions of how self-voice recording supported their spoken English production, particularly oral fluency, including speech flow, pauses, hesitation, self-correction, and repetition. The results showed that self-voice recording led to greater awareness of fluency issues, and participants subsequently adjusted their performance accordingly, indicating a strong metacognitive benefit in supporting self-assessment

and learning autonomy. The most significant perceived impact on fluency development was the reduction of hesitation and interruptions, as well as improved coherence between ideas after repeated practice. However, improvements in speaking pace and self-correction in word choice were perceived as comparatively less impactful. Teacher support also plays an irreplaceable role as the majority of students agreed that clear instruction and detailed feedback on their recordings helped them utilize the approach more effectively. This implies that self-voice recording should be formally integrated into classroom practice as an after-class assignment, with structured teacher feedback provided thereafter. Overall, the findings suggest that learners view self-voice recording as an accessible digital tool for supporting speaking practice and fluency awareness, offering practical implications for English teachers seeking to foster independent speaking practice both inside and outside the classroom.

## BIOGRAPHY



Nguyen Hong Quynh Nhu has more than five years of teaching experience and is currently a lecturer at Sai Gon university, Ho Chi Minh city, Vietnam. She holds a Master's in TESOL. Her research interest lies in language teaching methodology and the utilisation of AI driven approaches to support language instruction.

Nguyen Ngoc Thien Tu is an early-career researcher and lecturer in the Department of Foreign Languages at Saigon University. She holds a Master's degree in Applied Linguistics and TESOL from Macquarie University. Her research interests focus on Second Language Acquisition, especially English language learning and development. She is passionate about how students acquire language skills through practice, feedback, and meaningful communication. Her current work aims to support more effective English teaching and learning at the tertiary level.





# Task Design with AI to Promote Engagement with Feedback: A Case Study

Dr. Linh Phung, Eduling, US

“Drawing from Reinders et al.’s (2023) systematic framework for self-regulated learning (SRL) and Zhang and Hyland’s (2022) research on student engagement with feedback, this study examines how task design and affordances offered by a specially designed dialog agent scaffolds task completion, promotes attention to feedback, and creates conditions for autonomous learning. The study employed a qualitative case study method involving five Vietnamese learners preparing for the IELTS exam. Participants engaged with EdulingAI, a dialogue agent built for Task-Based Language Teaching, to complete a writing task on the pros and cons of the internet. Guided by EdulingAI, the learners composed a few sentences at a time. Data sources included interactional data obtained through screen shots submitted by the participants and semi-structured interviews conducted in February 2026 to

assess learner perceptions of the AI-mediated task. Findings indicate that the AI provided various learning opportunities through negotiation of meaning, recasts, and explicit corrections. Participants reported that breaking the 250-word essay into segmented, interactive steps significantly reduced cognitive load, making the writing process less overwhelming. Furthermore, the immediate nature of AI feedback and the convenience of mobile access enhanced the potential for autonomous learning. In conclusion, the study demonstrates that when AI is integrated via deliberate task design, it promotes a balance of meaningful output production, engagement with feedback, and attention to form. The research illustrates how aligning task design and technological affordances with learner motivation (e.g., to prepare for an exam) can foster independent, L2 self-regulated writing skills.”

## BIOGRAPHY



Dr. Linh Phung is the Founder of Eduling, an application and technology platform that offers English and teacher development courses as well as content creation tools for the development of communicative tasks and games. As a researcher, she has papers published in high impact journals, including Language Teaching Research and Studies in Second Language Acquisition. Her professional experience also involves working as the Director of the English Language Program at Chatham University for 12 years, teaching graduate courses for universities in the U.S. and Vietnam, and serving as an English Language Specialist with the U.S. Department of State. As an author, she has published several language learning and children’s books.

# Teacher Agency in the AI Age: Novice EFL Teachers' Adoption of AI Tools in Vietnam

**Ms. Pham Thi Khai Hoan**, Ho Chi Minh University of Banking, Vietnam

The emergence of Large Language Models like ChatGPT presents both opportunities and challenges for education, raising concerns about potentially diminishing teacher roles while simultaneously offering new pedagogical possibilities. This study explores how novice English as a Foreign Language (EFL) teachers in Ho Chi Minh City, Vietnam, exercise agency in AI tool adoption decisions, examining their navigation through Rogers' (2003) Diffusion of Innovations theory. Using a cross-sectional survey design with validated DOI instruments adapted for AI contexts, this study investigates factors influencing teachers' progression through four adoption stages: Knowledge, Persuasion, Decision, and Implementation. Importantly, it identifies factors that may predict their future continued use of AI tools. The sample comprises novice EFL

teachers with no more than three years of teaching experience working in Ho Chi Minh City educational institutions. Preliminary findings indicate that novice teachers perceive AI tools as beneficial for supporting their professional agency and report positive attitudes toward AI integration in their teaching practice. Teachers who are currently using AI tools demonstrate high satisfaction levels and strong intentions to continue their usage. Results suggest that perceived usefulness and ease of use are key predictors of continued adoption among novice EFL teachers. These findings contribute to understanding technology adoption in language education contexts and inform institutional support strategies. Future research will employ longitudinal designs to track actual confirmation or discontinuation behaviors over time.

## BIOGRAPHY



Pham Thi Khai Hoan is an English lecturer at the Faculty of Foreign Languages (FFL), Ho Chi Minh University of Banking with over 10 years of teaching experience in higher education. She got her bachelor's degree in TESOL from Ho Chi Minh City University of Education and her MA degree in Applied Linguistics from Curtin University, Australia. She is currently a PhD candidate in TESOL at Ho Chi Minh City Open University. Her academic interests include teaching English for adult learners, teacher agency and professional development, and using technologies in education.

# Teachers' Perspectives on Gamification and Engagement in General English Classrooms of Vietnamese Universities

**Mr. Tran Truong Hai**, Hoa Sen University, Vietnam

**Ms. Nguyen Huynh Khanh Vy**, Ly Tu Trong College, Vietnam

Currently, to value the thinking and problem-solving skills in language learning in an enjoyable way, gamification could be used as one of the alternatives to promote students' active engagement while completing the assigned tasks within the classroom context (Kapp, 2012). Based on students' interactions during classroom activities, four dimensions of engagement, including behavioral, emotional, cognitive (Fredricks et al., 2004), and social dimensions (Philp & Duchesne, 2016), serve as a multidimensional construct, enhancing the learning experience. For that reason, the gamification approach has been well-accepted in English language education. However, in higher education contexts, which prioritize academic settings, the connection between gamification and engagement tends to receive marginal attention from educators, as existing research relies largely within young

learner groups or students' perspectives; while teachers' perceptions remain underexplored, particularly university learners. The purpose of this study is to explore how Vietnamese university lecturers view their students' engagement across the four dimensions during gamified classroom activities. Drawing on qualitative data on teachers' perceptions toward the investigated context, the study was conducted using semi-structured interviews with three Vietnamese lecturers from three different universities. From the analyzed data, certain dimensions of engagement were reported within the intervention of gamification in general English classrooms at the university level. Therefore, this paper suggests that university educators should further consider the use and purpose of gamification in general English classrooms in higher education settings.

## BIOGRAPHY



Tran Truong Hai is currently working in the Institution of English and International Integration of Hoa Sen University. His students are mainly non-major English and the lessons that he has delivered to them are General English. During his teaching career, Tran Truong Hai has gained interest in conducting research regarding how to create a fun and engaging environment by gamifications as well as investigating their interests so that he can further boost their learning motivation.

As a lecturer in the English major at the Faculty of Foreign Languages of Ly Tu Trong College in Ho Chi Minh City, Nguyen Huynh Khanh Vy's teaching mainly focuses on productive skills for English-majored students and general English knowledge for non-English-majored ones. Upon thriving on the educational research path, she is interested in critical thinking enhancement and personal factors that affect people's language acquisition amid the involvement of artificial intelligence.



# The ESP Students' Group-based Learning Activities Affecting their Competence in English Learning at UPT

Dr. Tran Thi Quynh Le, Phan Thiet University, Vietnam

Group-based learning has increasingly been recognized as an effective pedagogical approach in second language education, particularly in English for Specific Purposes (ESP) contexts where communicative competence is essential; however, empirical evidence examining its impact on different dimensions of language competence in Vietnamese higher education remains limited. This study aims to investigate the effects of group-based learning activities, specifically pair work and group work, on the development of English language competence among ESP students at the University of Phan Thiet. Quantitative research design was employed, involving 120 undergraduate students from three academic disciplines. Data was collected through a structured Likert-scale questionnaire and analyzed using the Statistical Package for the Social Sciences (SPSS), with descriptive statistics, Pearson correlation, and multiple regression analyses conducted to examine the relationships among variables. The results showed that there was a positive and statistically significant correlation between group-based learning activities and English language competence at the 0.01 level. Both pair work and group work were found to be significantly associated with cognitive competence and

specialized competence. In addition, the regression results revealed that group-based learning activities were significant positive predictors of English language competence. Specifically, group work was identified as the strongest predictor of cognitive competence ( $B = .348$ ), while pair work also showed a significant positive effect ( $B = .291$ ). Overall, the results of the study indicated that group-based learning activities explained approximately 29.5% of the variability in cognitive competence ( $R^2 = .295$ ), while the remaining 70.5% may be attributed to other variables not included in this study. In addition, the effect sizes of the regression models were found to be at a moderate to large level, indicating meaningful contributions of the independent variables. This suggests that increased participation in collaborative learning activities leads to higher levels of English language competence among ESP learners. Based on the findings, several pedagogical implications are suggested. Teachers should provide students with more opportunities for collaborative practice, design structured pair and group activities, and create supportive classroom environments to promote interaction, engagement, and language development.

## BIOGRAPHY



Dr. Tran Thi Quynh Le holds a Master degree of Contrasting Linguistics from Ho Chi Minh City University of Social Sciences & Humanities, Vietnam and a Ph.D in English Language Studies at North West University, the U.S.A. She works at University of Phan Thiet, Vietnam. Her core interests include Languages for Specific Purposes, Second Language Acquisition; Applied Linguistics Studies; Contrasting Linguistics; Comparative Studies in Bilingualism; Pragmatice and Language Teaching; Grammar, Semantics and Language Learning; Phonology and Oral Language Teaching; Language teaching Strategies; Socio-Psycho Linguistics; Cross-Culture & Inter-Culture in English Language Teaching; Technology-enhanced Language Learning and Artificial Intelligence; Translation and Interpretation Intergrated A.I & VR in Digital Era, Discoure Analysis, American & British Literature.



# The Policy-Practice-Perception Void: Teachers' Translanguaging Realities in a Philippine Public Senior High School

**Mr. Jeffrey E. Iniwan**, Labas Senior High School, Philippines

**Mrs. Shelica Lalucha T. Iniwan**, De La Salle Santiago Zobel School, Philippines

In the Philippine public Senior High School (SHS) context, English medium instruction (EMI) is institutionally privileged despite students' bilingual repertoires. This study examined teachers' classroom language practices, their perceptions of pedagogical translanguaging, and the extent to which these perceptions are reflected in formal instructional planning.

Using a multi-method design, survey data and lesson logs were collected from SHS content area teachers in a public school. Quantitative data were analyzed using JASP, employing weighted means and Spearman's rank order correlation. Qualitative data from open-ended survey responses and lesson logs were examined through content analysis.

Findings revealed that teachers reported a high frequency of English use during instruction ( $M=4.15$ ), alongside positive perceptions of pedagogical translanguaging as a classroom resource ( $M=4.13$ ). A very strong positive relationship was found between teachers' reported frequency of English use and their perceptions of their superiors' expectations regarding English language use ( $p = 0.912$ ), indicating close alignment between institutional expectations and classroom practice. However, analysis of lesson logs showed that instructional plans were consistently written in English, with no explicit provision for translanguaging or flexible language use.

These findings suggest a disjunction between teachers' favorable views of translanguaging and its absence in documented instructional planning. The study contributes to discussions on EMI and multilingual pedagogy by foregrounding lesson planning as a critical site where policy, practice, and perception intersect.

## BIOGRAPHY



Jeffrey E. Iniwan is a Teacher III at Labas Senior High School, where he teaches Language. He previously served as a part-time IB and DP teacher at The Beacon Academy, handling Filipino subjects. Prior to these roles, he was a full-time Language teacher at Caritas Don Bosco School. With diverse teaching experiences in language education across secondary and international school contexts, he continues to dedicate his career to developing students' academic and cultural growth.

Shelica Lalucha T. Iniwan is a faculty member at De La Salle Santiago Zobel School and a graduate student at De La Salle University Manila, where she is pursuing a Master of Arts in English Language Education. She teaches English at the Junior High School level. Her research interests include language policy, psycholinguistics, and discourse analysis. Her studies have explored AI integration, feedback-giving, translanguaging in EMI contexts, and vocabulary profiling. She has presented at local and international conferences and has research work archived in the Animo Repository.



# The Reality of Teacher-Learner Agency in EMI Implementation in Higher Education in Mekong Delta, Vietnam

**Ms. Chau Soryaly**, An Giang University, HCMC-VNU, Vietnam

The implementation of EMI (English as a medium of instruction) has been prevalent in both Western and Asian contexts (Dafouz & Smit, 2016; Macaro et al., 2018), including Vietnam, since the 1990s. Additionally, the theories and frameworks of teacher-learner agency studies (Chen et al., 2020; Gao, 2019; Ngo, 2024) have supported EMI studies related to the role of content teachers in underpinning the teacher-centered approach. While the Vietnamese government, throughout national decrees, circulars, and policies, has updated urgent language policy and planning for developing the teacher resources and learner-centered approach in October 2025. The paper aims to continuously explore the important role of content teachers beyond EMI studies in Vietnam and satisfy with the policies mandated, focusing on the reality of teacher-learner agency regarding the EMI implementation in higher

education. The study employed the qualitative research methodology with the in-depth interviews of seven lecturers and six students at a remote local university. The research used NVivo to code (sub)themes for content analysis after categorizing between the challenges and responses attributed to their engagement with the EMI teacher-learner agency. The findings of the study reveal dimensions: (1) facilitating content lecturers' EMI teaching methods and fostering the EMI learners; (2) bringing them opportunities to communicate with international educators and professors; (3) accessing the teaching curriculum globally; and (4) actively using AI technology 4.0 to improve themselves for a ready future of EMI teaching in the remote area university in Vietnam. The outcomes continuously provide scholars and educational policymakers with EMI research's involvement.

## BIOGRAPHY



Chau Soryaly is a lecturer at AnGiang University, VNU-HCMC. She earned a BA in TESOL in CanTho, Vietnam, and an MA in Educational Administration at the University of Hawaii at Manoa, USA. She is studying for her PhD at the EdUHK, Hong Kong, with research interests in EMI, English language education, language planning, and policy. She has just finished her PhD viva examination in February 2026 at the EdUHK toward the EMI implementation in higher education in Vietnam.

# The Relationship between Foreign Language Anxiety and Academic Performance in ESP Courses among HUB Students

**Mr. Pham Khac Thoi**, Ho Chi Minh University of Banking, Vietnam

Foreign language anxiety has become an increasingly important issue in English as a Foreign Language (EFL) education, especially in English for Specific Purposes (ESP) courses where the use of discipline-specific language is a fundamental requirements. In the digital age, ESP learners may find themselves involved in technology-enhanced learning environments, online presentations, and interactive class-room activities, which may intensify language anxiety. Previous studies have extensively examined foreign language anxiety in general English classrooms; however, limited research has focused on ESP contexts in Vietnamese higher education, especially among students whose major is Banking and Economics.

This study investigated the level of foreign language anxiety among students at Ho Chi Minh University of Banking (HUB) and examined its relationship with

academic performance in ESP courses. Data were collected from 200 HUB students using an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS), students' ESP course scores, and semi-structured interviews. Quantitative data were analyzed using descriptive statistics and Pearson correlation, while interview data were analyzed thematically.

Beyond confirming the negative anxiety-achievement relationship, the study demonstrates that ESP-specific demands, particularly discipline-specific vocabulary and presentation tasks, constitute distinct sources of anxiety that may not be adequately captured in general EFL contexts. These findings contribute to a more context-sensitive understanding of foreign language anxiety in ESP learning.

## BIOGRAPHY



Mr. Pham Khac Thoi is a lecturer at the Faculty of Foreign Languages, Ho Chi Minh University of Banking, Vietnam. His teaching and research interests include TESOL, English for Specific Purposes (ESP), motivation, affective factors, and anxiety. He has experience in curriculum development, English language teaching, and assessment design at tertiary level.

# The Use Of Politeness Strategies In Teacher-Student Interaction In An EFL Speaking Classroom

**Miss Pham Nguyen Giang My - Mr. Nguyen Hoang Dung - Mr. Tran Đang Tien Đạt**

University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City, Vietnam

This study investigates the use of politeness strategies in teacher-student interactions within an EFL speaking classroom in Vietnam. Employing a descriptive qualitative design with an interactional sociolinguistic approach, the research examines how politeness manifests in a Foundation IELTS class at a suburban language center in Ho Chi Minh City. Participants included one instructor and 18 students, with data drawn from a video-recorded 120-minute lesson focused on the EPACT speaking technique. Using Brown and Levinson's (1987) framework, the analysis reveals that bald on-record strategies were the most frequently employed, primarily by the teacher to ensure instructional efficiency and clarity in a time-constrained, exam-

oriented setting. Positive politeness strategies were the second most common, used to build rapport and mitigate the directness of commands through praise and encouragement. Negative politeness appeared less frequently, mainly through indirect requests to minimize imposition, while off-record strategies were entirely absent due to the need for unambiguous communication. The findings suggest that while directness dominates for pedagogical reasons, teachers strategically integrate politeness markers to maintain a supportive learning environment. The study concludes with implications for balancing authority and rapport in Vietnamese EFL contexts, highlighting the need for explicit pragmatic instruction alongside linguistic training.

## BIOGRAPHY



Pham Nguyen Giang My graduated from Hoa Sen University and is currently pursuing a Master of Arts in TESOL at the University of Social Sciences and Humanities. For the past six years, she has worked with young learners, successfully guiding them through the Cambridge YLE (Starters - Movers - Flyers) milestones. While these years have profoundly shaped her pedagogical philosophy, she remains committed to the belief that teaching is a journey of continuous professional development.

Nguyen Hoang Dung graduated as an excellent student from International University (IU - VNUHCM). He has been teaching English for over four years and has worked as an IELTS mentor since his junior year, having achieved an IELTS score of 8.5. He chose VNU-USSH to continue his academic journey due to its rich history and solid background in the field of Linguistics.



Tran Đang Tien Đạt graduated from the Faculty of English Linguistics and Literature at the University of Social Sciences and Humanities (VNU-HCMC). He has been working as an English teacher in Ho Chi Minh City for about five years and decided to pursue a Master's Degree to further develop his knowledge and teaching skills. Throughout his journey, he has had the opportunity to meet inspiring people and learn from their experiences. The challenges he has faced have only strengthened his determination to keep improving and become a more effective, reflective English teacher in the future.



# Translanguaging and the Motives of Being Used: Business-majored Undergraduate Students' Voices

**Ms. Tran Vu Nhat Quynh**, FPT University, Ho Chi Minh City, Vietnam

The trend of internationalization has recently been taken into consideration in higher education. Unsurprisingly, some educational institutions in Vietnam, particularly in Ho Chi Minh City, are implementing English as a Medium of Instruction (EMI) classes across a variety of training programs, including the Business sector. Simultaneously, the concepts of translanguaging and its practices are gradually being recognized and valued, creating space for educators' exploration and utilization in educational settings. In this study, the question "What motives Business-majored undergraduate students use their translanguaging practices?" has been investigated through the qualitative research approach. The data were collected through semi-structured interviews with 10 participants,

conducted under two formats: long-text responses via the Google Form or online interviews via the Google Meet platform. The interview questions emphasized three aspects, including: (1) Educational context and language stance; (2) Language choices and utilization; (3) Motives of language choices and utilization. Two key findings regarding participants' motives for translanguaging practices, which might be beneficial for educators in course and classroom activities design in the future, have been revealed: (1) Translanguaging is considered an assisting tool for knowledge construction; and (2) Translanguaging is a space that enhances students' sense of community.

## BIOGRAPHY



Tran Vu Nhat Quynh is currently working at the Soft Skills Department of FPT University - Ho Chi Minh City Campus. She has got her Master of Education: Specialized in TESOL, which was certified by a joint program between Ho Chi Minh City Open University (Vietnam) and Edith Cowan University (Australia). She has nearly 8 years of experience teaching General English and Business Communication skills for non-English-majored undergraduate students. Her research interests focus on teaching and learning approach, educational internationalization, experiential learning, and self-awareness.

# Understanding EFL Learners' Reluctance to Speak: A Teacher Cognition Perspective

**Ms. Pham Huynh Yen Nhi**, Victoria University of Wellington, Vietnam

Reluctance to speak remains a persistent challenge in EFL classrooms, particularly in Asian educational contexts where fear of making mistakes, peer judgment, and limited communicative opportunities may inhibit oral participation. Previous research has highlighted the role of affective factors and teacher support in shaping learners' willingness to communicate. Drawing on the framework of teacher cognition, this qualitative study explores how experienced Vietnamese EFL teachers perceive and respond to learners' reluctance to speak in speaking classrooms. Data were collected through semi-structured interviews with two experienced IELTS teachers working at private language centers in Vietnam and analyzed using thematic analysis. The findings reveal that teachers perceive speaking reluctance as a multidimensional issue influenced

by linguistic limitations, emotional factors, cultural expectations, and prior learning experiences. The teachers emphasized the importance of creating emotionally supportive learning environments and adopting flexible pedagogical strategies such as scaffolded group work, gamified speaking activities, adaptive feedback practices, and peer interaction to encourage participation. The study also highlights how teachers' classroom experience and reflective practice contribute to the development of responsive teaching approaches. These findings offer practical implications for EFL speaking pedagogy and teacher professional development, particularly in supporting learners' speaking confidence and classroom engagement in Asian EFL contexts.

## BIOGRAPHY



Pham Huynh Yen Nhi completed her M.A. in TESOL at Victoria University of Wellington, New Zealand. She is currently an English teacher at Ms. Hoa Junior in Vietnam and has more than four years of experience in English teaching. Her research interests include corpus linguistics, technology-enhanced language learning, young learner English language teaching, and pragmatic competence in EFL contexts. Her recent research explores teacher cognition towards learner reluctance to speak in Vietnamese EFL classrooms.

# Vietnamese Educational Policy towards the ESL Transformation Strategies in the New Age of AI-assisted Trends

Miss Nguyen Thi Manh Ha, Saigon Information Technology College, Vietnam

Vietnamese English education policy is transitioning from viewing English as a foreign language (EFL) to a second language (ESL) to drive global competitiveness, mandated to become compulsory from Grade 3 (Circular 32/2018/TT-BGDĐT). This meta-synthesis study explores Vietnamese educational policy towards the ESL transformation strategies in the new age of AI-assisted trends nationwide over the last eight years, considering Kachru's 3 Concentric Circles Model of the English language. Using databases and following the PRISMA flow, the selected articles were verified. With Braun and Clarke's thematic analysis steps, key factors influencing ESL transformation strategies were identified from the validated studies: English as crucial for international integration, targeting significant proficiency improvements by 2030; English is compulsory from Grade 3 through university, policy versus practice gap due to lack of qualified teachers and, inadequate infrastructure; the urge to move from rote learning toward functional communicative competence as well as the longing for digital transformation with the empowering by AI-assisted tools and applications in education. Based on these insights, the meta-synthesis proposes a new framework that key reforms emphasize communicative competence, learner-centered approaches, and technology integration AI-generated application and implementation for 2025–2035.

## BIOGRAPHY



Nguyen Thi Manh Ha (Asoko Nguyen) is an English teacher and a book author for children and young adults with elaborative style in her publications. She teaches culture-related topics and English courses at a college in Ho Chi Minh City, Vietnam. Nguyen's research interests focus on Language acquisition, intercultural communication, multilingualism, meta-synthesis, meta-analysis and cultural lingo studies.

# When AI Does the Talking: Rubric Design Strategies for Authentic EFL Speaking Assignments

**Ms. Nguyen Trang Dung**, Ho Chi Minh City University of Technology, Vietnam

**Ms. Nguyen Hong Oanh**, HCMC Banking University, Vietnam

The advent of artificial intelligence (AI)-based systems that facilitate faster learning has generated new challenges in the evaluation of EFL speaking competence. More students take advantage of AI tools to create production-grade scripts, which, having learned these scripts by heart, they present as their own work, turning home-based speaking activities from natural communication into performativity. This classroom-based study uses data from 240 non-English-major students across six intact classes at Ho Chi Minh City University of Technology.

It investigates two questions: (1) To what extent do EFL students report using AI assistance when preparing home video speaking assignments? and (2) whether a differentiated bonus-point rubric that rewards spontaneous, unscripted delivery influences students' reported preparation choices and perceptions of authentic speaking.

Data were collected through an anonymous post-task survey measuring self-reported AI use, preparation strategies, and evaluations of rubric fairness and learning value. The results demonstrate that although the use of AI to prepare a script is common, an explicit focus on designing rubrics with transparent criteria that encourage spontaneity, personal elaboration, and less memorisation can have a significant impact on students' self-reported approaches to speaking tasks. The results demonstrate that rubric design is more than an assessment tool: it is a behavioural signal that guides students in how they approach speaking assignments. The paper concludes with practical principles for rubric design and task scaffolding to guide more authentic oral production in AI-mediated EFL contexts.

## BIOGRAPHY



Nguyen Trang Dung has been a lecturer of English at Ho Chi Minh City University of Technology for 15 years, since graduating from Ho Chi Minh City University of Education in 2008. As a teacher, she is also a source of inspiration, even if not for the actual content of the lesson, but for her attitude. Teaching keeps her brain young, allowing her to continue her own 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 Hong Oanh has been a lecturer of English at the Faculty of Foreign Languages at HCMC Banking University for more than 10 years. Since obtaining her Master's Degree in Applied Linguistics from the University of Curtin, she has been particularly interested in ELT methodology, second language acquisition, and materials development. At present, as a PhD candidate at HCMC University of Social Sciences and Humanities, Department of Linguistics, she has an even greater interest in linguistics and contrastive linguistics (English and Vietnamese) to improve her teaching methodology in translation and interpretation.





# When AI-Enhanced Self-Regulation Fails to Reduce Anxiety: Affective Cost of Digital Transformation in EFL Speaking

Ms. Le Thi My Duyen, Nong Lam University HCMC, Vietnam

As AI-powered tools become increasingly integrated into language learning across Southeast Asian universities, their potential to enhance learner autonomy and reduce affective barriers in speaking practice is widely assumed. However, empirical evidence on whether AI-supported self-regulation actually translates into lower speaking anxiety remains limited, particularly in ASEAN EFL contexts. This cross-sectional study investigated the associations among metacognitive awareness of speaking strategies, self-regulated learning with AI tools, and public speaking anxiety among 230 English-major undergraduates at a Vietnamese university. Three validated scales were administered, and data were analyzed using Pearson correlations and bootstrapped mediation analysis. Results indicated that participants reported frequent use of metacognitive strategies and active AI engagement for speaking practice, yet speaking anxiety remained

moderately high. Metacognitive awareness showed no direct association with anxiety. Instead, higher metacognitive awareness predicted more intensive AI use, which was in turn associated with higher — not lower — speaking anxiety, producing a significant positive indirect effect. This pattern suggests that AI tools, while supporting strategic learning behaviors, may not address the underlying affective roots of speaking anxiety and may even amplify evaluative pressure for self-aware learners. The findings carry pedagogical implications for EFL classrooms across the ASEAN region: integrating AI into speaking curricula requires deliberate attention to learners' emotional experiences. Metacognitive strategy training should be paired with explicit anxiety management to ensure that digital tools function as genuine support rather than additional sources of stress in technology-enhanced English language education.

## BIOGRAPHY



Le Thi My Duyen is a lecturer at the Faculty of Foreign Languages and Technical Education, Nong Lam University, Ho Chi Minh City. With over seven years of EFL teaching experience, she focuses on learner autonomy, technology enhanced language learning, and affective factors such as speaking anxiety. She is keen on exploring practical, classroom informed solutions to support Vietnamese EFL learners. She looks forward to exchanging ideas with fellow educators and gaining insights to further enrich her teaching and research journey.

# When AI Supports Thinking: Guided Use In L2 Reflective Writing

**Miss. Bettizza R. Escueta**, King Mongkut's University of Technology Thonburi, Thailand

The rapid integration of generative artificial intelligence (GenAI) in education is reshaping English language teaching in the digital era. Tools such as ChatGPT offer support for idea generation, linguistic accuracy, and organization in L2 writing. However, concerns remain regarding over-reliance, reduced cognitive engagement, and academic integrity (Bender et al., 2021; UNESCO, 2023). This study addresses the need for pedagogically grounded approaches to integrating AI in TESOL contexts. This paper reports on a classroom-based intervention in university languaging course in an EMI architecture and design program at King Mongkut's University of Technology Thonburi (KMUTT), with learners at approximately IELTS 5.0–5.5. The purpose is to examine how a structured “human–AI–human” model can support reflective writing while maintaining learner agency. Students first generated ideas independently, then used AI with

controlled prompts, and finally revised their texts through critical evaluation. Data sources include student writing samples and worksheet-based responses capturing AI usage patterns and learner perceptions. Drawing on research highlighting both the affordances and risks of AI in education (Dwivedi et al., 2023; Kasneci et al., 2023), this study situates AI use within a guided instructional framework. Preliminary observations suggest that structured AI integration can enhance clarity and learner confidence while supporting ownership of ideas. The findings also indicate the development of emerging AI literacy, as students engage critically with AI-generated suggestions. This study contributes a practical model for TESOL practitioners navigating digital transformation, demonstrating how AI can be integrated to support, rather than replace, cognitive engagement in L2 writing classrooms.

## BIOGRAPHY



Bettizza Escueta is an English language lecturer at King Mongkut's University of Technology Thonburi (KMUTT), Thailand. She teaches academic writing in English-medium instruction (EMI) programs, working with undergraduate students across disciplines, including architecture and design. She also teaches part-time with adult learners in professional contexts. Her current work focuses on how generative AI can be used in writing classrooms in ways that support student thinking rather than replace it. She is also developing research on EMI in higher education, with a study currently under journal review.

# Who Benefits Most? Baseline Anxiety Moderates ChatGPT Voice Effects on Speaking Anxiety in Vietnam

**Mr. Tan Phuong**, Faculty of English Linguistics and Literature, University of Social Sciences and Humanities, VNU-HCM, Vietnam

The integration of ChatGPT Voice into EFL speaking practice raises questions about whether such technology equally benefits all learners, particularly those with high speaking anxiety in face-sensitive cultural contexts. Existing studies on AI-mediated speaking have largely treated learners as a uniform group, overlooking how individual differences, specifically baseline foreign language speaking anxiety (FLSA), may moderate intervention outcomes. This quasi-experimental study investigates whether baseline FLSA moderates the effectiveness of ChatGPT voice feedback in reducing speaking anxiety among adult EFL learners in Vietnam. A 12-week intervention was conducted with 95 adults (A2 level, aged 28-35). The experimental group (n=50) practised speaking with ChatGPT Voice using a structured prompt template, while the control group (n=45) practised without AI. FLSA was measured using the S-FLCAS at pretest and posttest.

Participants will be divided into high- and low-anxiety subgroups based on median pretest scores. A 2x2x2 mixed ANOVA will be performed to test the three-way interaction (time x group x baseline anxiety). Preliminary analysis suggests a potential interaction, indicating that high-anxiety learners in the experimental group may experience greater anxiety reduction than their low-anxiety peers and the control group. This study provides preliminary empirical evidence that baseline anxiety moderates ChatGPT Voice effects on speaking anxiety. Findings are expected to inform personalised AI scaffolding: high-anxiety learners may need explicit affective support, while low-anxiety learners may benefit from minimal, task-oriented feedback. The study contributes to understanding individual differences as moderators in AI-mediated speaking for adult learners in Vietnamese context.

## BIOGRAPHY



Tan Phuong is an English teacher and researcher based in Ho Chi Minh City, Vietnam. He is currently a Master's student in Professional TESOL at the University of Social Sciences and Humanities, VNU-HCM. His primary research interests lie in vocabulary acquisition, educational technology, and computer-assisted language learning. Specifically, his recent academic work focuses on the integration of Artificial Intelligence (AI) and ChatGPT voice feedback in enhancing EFL learners' speaking skills and reducing anxiety.

# Writing Conditions and Source Use: Comparing Individual No-Gadget and Collaborative Digital Writing Tasks in an EAP Classroom

**Dr. Rachel Luna Peralta**, Macao University of Tourism, Macao, China

Source-based writing is a cornerstone of advanced EAP courses, yet little is known about how different task conditions—access to digital tools and collaborative opportunities—affect students' source integration practices. This presentation reports classroom observations from an Advanced English course at the Macao University of Tourism, where students completed two distinct source-based writing tasks under different conditions.

In the first task, students wrote an individual Comparative Analysis Report during a single class session. Conditions were deliberately restricted: no internet access, no personal gadgets, and only three pre-selected, pre-read sources brought to class. In the second task, the same students worked in small groups to write a Policy Brief using Google Docs on their personal gadgets during a subsequent class session, with open access to online sources and peer collaboration.

Observations across two cohorts (N ≈38) revealed notable differences in source use between the two conditions. Under restricted, individual conditions, students relied more heavily on direct quotation and demonstrated limited synthesis. Under collaborative, digital conditions, groups showed greater use of paraphrasing and more varied source integration, though citation accuracy remained inconsistent across both settings.

No causal claims are made; this is a descriptive classroom observation. However, the contrast between the two conditions raises useful questions for L2 English pedagogy. How much does access to digital tools shape source-based writing? Does collaboration support or complicate source integration? This presentation shares anonymized student excerpts illustrating these patterns and invites discussion on designing task conditions that deliberately shape source-based writing behaviors.

## BIOGRAPHY



Dr. Rachel Luna Peralta is an English Lecturer and a cross-disciplinary researcher at the Macao University of Tourism. Her research interests include second language writing, English for Academic Purposes (EAP), English for Specific Purposes (ESP), campus journalism, destination image, intangible cultural heritage, and augmented reality in tourism.



# WORKSHOPS

# Designing for Authentic Language Use: Practical Tasks for AI-Learner and Learner-Learner Interaction

**Dr. Linh Phung**, Eduling, US

Despite educational reforms prioritizing communicative competence, traditional classrooms are often dominated by mechanical grammar and vocabulary drills that fail to bridge the gap between controlled practice and real-world language use.

TBLT is the most theoretically and empirically supported method for second language acquisition that develops communicative competence through authentic language use. TBLT has been shown through a meta-analysis to be more effective than the traditional approach of Present-Practice-Produce with a large effect size in promoting communicative abilities (Bryfonski et al., 2017).

However, due to the lack of task-based course books among other factors, the implementation of TBLT has been limited. This hands-on workshop addresses this challenge by guiding teachers to design diverse and potentially engaging tasks for both peer-to-peer and learner-AI interaction.

Participants will first be introduced to the four criteria for tasks as defined by Ellis (2003, 2013):

1. A primary focus on meaning
2. The presence of a communicative gap
3. Learners using their own linguistic resources
4. A clearly defined communicative outcome

The workshop guides participants through the experience and development of tasks categorized by discourse types and communicative gaps. Participants will also explore implementation factors, such as the various stages of the task cycle.

Drawing from her published works and classroom experience, the presenter will showcase concrete examples ranging from in-person group activities to interactions with a TBLT dialogue agent.

Participants will walk away with a deeper understanding of TBLT and its theoretical foundations, along with a practical framework and fresh ideas to develop engaging tasks for their own classrooms.

## BIOGRAPHY



Dr. Linh Phung is the Founder of Eduling, an application and technology platform that offers English and teacher development courses as well as content creation tools for the development of communicative tasks and games. As a researcher, she has papers published in high impact journals, including *Language Teaching Research* and *Studies in Second Language Acquisition*. Her professional experience also involves working as the Director of the English Language Program at Chatham University for 12 years, teaching graduate courses for universities in the U.S. and Vietnam, and serving as an English Language Specialist with the U.S. Department of State. As an author, she has published several language learning and children's books.

# Enhancing Young Learners' Speaking Through Positive Teaching and Digital Support

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**Mr. Abhishek Rajamanickam**, Lac hong Bilingual kindergarten school, Vietnam

This presentation explores how positive teaching approaches combined with simple digital support can enhance English language enjoyment and speaking skills among kindergarten learners aged 2–6 in Vietnam. In many early years classrooms, students often rely on repetition without meaningful language production, resulting in low engagement and limited speaking development. This study addresses this challenge by integrating songs, Total Physical Response (TPR), structured interaction, and age-appropriate digital tools to promote active language use.

The presentation draws on classroom-based practices implemented at a bilingual school, supported by observational data, lesson recordings, and student performance evidence. Key strategies include transitioning from songs and chants to guided speaking structures, embedding movement and emotions into learning, and using digital resources such as interactive videos and audio tools to reinforce listening and speaking.

The approach is informed by communicative language teaching principles and research on language acquisition through play, engagement, and multimodal input. Findings indicate increased student participation, improved confidence in speaking, and higher levels of classroom enjoyment.

This session will provide practical classroom techniques, sample lesson flows, and real examples that teachers can immediately apply. It contributes to the field of TESOL by demonstrating how low-tech and accessible digital integration, combined with positive pedagogy, can effectively support early language development in the digital age.

## BIOGRAPHY



Abhishek Rajamanickam is a Kindergarten English Team head at Lac Hong Bilingual School, Vietnam, with over eight years of experience in early years English education. He holds an MSED in TESOL and specializes in enhancing young learners' speaking skills through positive teaching approaches and digital tools. He has presented at international conferences and is actively engaged in teacher training and research in early childhood ELT.

# Fostering Self-Regulated Learning in EFL Teenagers: A Tech-Enabled Peer Assessment Model

Mr. Pham Xuan Khang, Freelance, Vietnam

Vietnamese A1/A1+ teenagers frequently face two intersecting barriers during the interactive demands of the Cambridge A2 Key Speaking Part 2: cultural inhibition and cognitive overload. Driven by a collectivist cultural need to “save face,” students experience an intense fear of peer evaluation. When this psychological fear is compounded by the cognitive strain of retrieving spontaneous vocabulary, it severely restricts their ability to sustain collaborative dialogue. To address this, this proposal introduces a Task-Based Language Teaching model that shifts from unstructured speaking to low-threat, collaborative peer assessment. This approach is supported by an automated data-tracking ecosystem designed to foster self-regulated learning. Pedagogically, the framework utilizes a modified Tell-Ask-Give peer-review method. To accommodate device limitations and enhance

fluency, pairs share a single smartphone and must use scaffolded functional language to verbally negotiate and agree upon peer scores, directly practicing A2-aligned interactive communication. Technologically, these scores are submitted via Google Forms and processed through a Google Apps Script architecture. The script automatically routes daily entries into date-specific sub-tabs before aggregating them into a centralized, visual progress tracker dashboard. This provides learners with immediate, measurable milestones aligned with Cambridge criteria without causing cognitive or administrative overload. Initial classroom observations suggest this tech-enabled ecosystem theoretically mitigates speaking anxiety, empowers learner autonomy through visual data, and minimizes teacher administrative burden, offering a scalable, pedagogy-driven blueprint for ESL contexts.

## BIOGRAPHY



Pham Xuan Khang is a certified EFL educator and curriculum designer with over six years of experience. Specializing in Cambridge exam preparation and personalized learning, he holds advanced TESOL credentials and is dedicated to empowering students to achieve exceptional academic and practical language goals.



# Keeping Thinking at the Centre: AI and Reflective Practice in Teacher Development

Mr. Adam Seex, Interlink, UK

With LLM (Large Language Model) AI becoming increasingly prevalent in both personal and professional settings, it is viewed by many as a powerful tool for learning and development, while others warn that overreliance on these systems may reduce critical thinking, metacognitive engagement, and learner autonomy. This session aims to place thinking and guided reflection at the centre of the ideal collaborative relationship between teachers and AI tools.

Key to the session is the idea: How to apply the Gibbs reflective cycle to use the AI tool as an interactive tutor. This particular reflective cycle was chosen because it allows the teacher to reflect, self analyse their lessons and then immediately receive feedback from a non-judgmental digital tutor. Specifically, this session will look at:

- The limitations and dangers of overreliance on AI.
- How to use the LLM for guided reflective practice.
- How to use direct questioning to get feedback on how to different teaching methodology and teaching techniques to lessons.

Participants will leave with a practical process for using Gibbs' reflective cycle with an LLM to analyse lessons and generate actionable improvements

## BIOGRAPHY



Adam has been working in Vietnam for over 16 years and in teacher training for over 10 years. He is passionate about providing both practical solutions to common teacher problems and ensuring that teachers have the necessary toolkit to solve their own problems. Adam's current interests are focused on the evolving use of AI and how to ensure that it continues to be used as a tool for learning rather than for solving problems quickly.

# Rethinking Classroom Engagement with The FLIP Framework

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**Dr. Phan Le Hai Ngan**, TESOL France, France

What does meaningful classroom engagement look like in your classroom? This interactive workshop introduces the FLIP Framework, a practical approach that helps teachers rethink familiar classroom routines and transform predictable lessons into more dynamic, student-centered learning experiences. Through hands-on activities and real classroom examples, participants will explore how small instructional shifts can promote curiosity, participation, and meaningful interaction.

Designed for diverse international teaching contexts, the session offers practical, adaptable strategies that can be applied across age groups, proficiency levels, and online or face-to-face classrooms. Participants will leave with fresh ideas to reimagine engagement in innovative yet realistic ways for everyday teaching.

## BIOGRAPHY



With 28 years of experience teaching English in Vietnam, Australia, and France, Ngan is currently an English teacher and teacher trainer in Lyon, France. She holds a Ph.D. in English as an International Language from Australia and a Master's degree in ESL and Curriculum Development from the USA. Bridging research and classroom practice, she is passionate about innovative and engaging approaches to ELT. A former dean, published author, leadership coach, and Vice President of TESOL France, Ngan actively promotes collaboration, professional growth, and innovation within the ELT community in France and internationally.

# **POSTER PRESENTATIONS**

# AI vs. Teacher Feedback: Student Attitudes and Motivation in Academic Writing

Mrs. Ta Thi Hong Diem, Ton Duc Thang University, Vietnam

This study examines a key tension in language education: the efficiency of AI-generated feedback versus the perceived value of teacher feedback. It investigates the attitudes of 40 Vietnamese university English majors toward two feedback conditions in academic writing—immediate AI-generated corrections and 24-hour delayed teacher feedback. Using a within-subjects design, each student experiences both feedback modes, enabling a direct comparison of their responses. A mixed-methods approach combines quantitative and qualitative data: a Likert-scale questionnaire measures students’ self-reported attitudes toward the efficiency, helpfulness, and motivational impact of each feedback type, while semi-structured

interviews explore the experiences and reasoning behind these attitudes. The study anticipates that students will rate AI feedback more favorably for speed and convenience, whereas delayed teacher feedback will be perceived as more meaningful and supportive of sustained effort. The findings are expected to suggest that although AI feedback offers efficiency and scalability, delayed teacher feedback encourages more reflective engagement with the writing process. The study aims to offer recommendations for curriculum developers seeking to balance the efficiency of AI feedback with the motivating, reflective value of teacher feedback in academic writing instruction.

## BIOGRAPHY



Ta Thi Hong Diem, Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam

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.



# Enhancing IELTS Writing Through Portfolio-Based Instruction in Tertiary EFL Contexts

**Mrs. Nguyen Tuong Vy**, Hung Vuong University, Ho Chi Minh City, Vietnam

In many tertiary EFL contexts, non-English-major students often face considerable challenges in IELTS writing due to limited exposure to academic writing practices and an overreliance on product-oriented, exam-focused instruction. Such approaches, as noted in previous EFL writing research, frequently emphasize model answers and final scores while providing insufficient opportunities for sustained revision, reflection, and learner autonomy. In response to these challenges, this study examines the impact of portfolio-based writing instruction on the development of IELTS writing skills among non-English-major students at Hung Vuong University, Ho Chi Minh City. Adopting an exploratory mixed-methods design combining questionnaire data and reflective portfolio analysis, the research integrates quantitative and qualitative insights into

students' learning processes. The findings indicate that portfolio-based writing instruction supports improvement in key aspects of IELTS writing, including task response, coherence and cohesion, and lexical and grammatical control. Furthermore, the use of portfolios encourages learners to engage more actively in the writing process through goal setting, progress monitoring, and reflection on feedback across multiple drafts. The results also suggest that this approach enhances students' awareness of IELTS writing criteria and promotes greater responsibility for their own learning. The study contributes to the growing body of research on process-oriented writing instruction by demonstrating how portfolio-based approaches can enhance IELTS writing performance and learner autonomy in Vietnamese tertiary EFL contexts.

## BIOGRAPHY



Nguyen Tuong Vy, M.A. is a lecturer at the Faculty of Languages, Hung Vuong University, Ho Chi Minh City, Vietnam. She teaches General English to non-English-major students and speaking and writing skills to English majors. Her professional experience includes teacher training and curriculum development in higher education. Her research interests include learner autonomy, AI-assisted language learning, and pedagogy for enhancing EFL learners' speaking and writing competence.

# From AI-Assisted Lesson Design to Student-Created Content: Practical Innovations in Vietnamese EFL Classrooms

**Ms. Dang Thi Thanh Nga**, Mỹ Đức A High School, Vietnam

In response to the growing demand for innovation in the digital and AI era, this poster presents a set of practical strategies for integrating artificial intelligence (AI) into EFL teaching in a Vietnamese high school context. Rather than treating AI as a standalone tool, the approach aligns AI use with established pedagogical methods and exam-oriented goals.

At the teacher level, AI is used to redesign textbook-based lessons into more engaging and student-centered formats. For example, reading lessons are structured using the SQ3R strategy, while learning materials are transformed into interactive worksheets framed as explorations or investigations, featuring familiar characters such as lawyers or popular cartoon figures. Additionally, AI-generated songs are employed to support grammar and vocabulary acquisition.

At the student level, learners are guided to use AI tools to co-create content, particularly in developing situational drama scripts for speaking activities. Importantly, explicit instruction on responsible and effective AI use is incorporated to help students develop critical awareness, avoid over-reliance, and engage with AI as a supportive learning partner rather than a shortcut. Furthermore, AI is utilized to design advanced exercises aligned with the national high school examination format, enabling students to build test-taking strategies from an early stage.

The findings suggest that AI integration enhances engagement, creativity, and exam readiness. The poster also discusses challenges related to ethical considerations and highlights the teacher's role in ensuring pedagogically meaningful and sustainable implementation.

## BIOGRAPHY



Dang Thi Thanh Nga is an English teacher at My Duc A High School, Hanoi, Vietnam. Working in a suburban public school context, she focuses on innovative, student-centered approaches to English language teaching. Her practice integrates artificial intelligence with task-based and project-based learning to enhance student engagement, creativity, and learning outcomes. She also incorporates sustainability and social issue education into her lessons, raising students' awareness of environmental protection, school violence, and essential soft skills through activities such as AI-assisted content creation, recycled art, and video projects. She has delivered model lessons supporting the implementation of Vietnam's 2018 national curriculum.

# Investigating Students' AI Dependency on Nuance Error-Detection Competence: A Case Study of Non-Language Majors in Vietnam

**Ms. Do Thi Hoa Quyen**, Ton Duc Thang University, Vietnam

While artificial intelligence (AI) enhances educational efficiency, it raises critical questions about learners' escalating reliance on AI. Specifically, concerns emerge regarding "linguistics blindness"- the failure to detect nuanced machine generated errors, especially in English – Vietnamese translation tasks. This mix-methods study investigates how dependence on AI influences the nuanced error-detection competence of third year International Relations students at a prominent university in Ho Chi Minh City, Vietnam. By comparing an AI-assisted group against a traditional control group,

quantitative results show that AI support often miss nuanced linguistic collocations while non – AI group display greater accuracy in detecting subtle mistakes. Qualitative interviews highlight that this dependency stems from linguistic limitations and psychological factors including over-trust in technology and cognitive shortcuts. The study concludes by proposing a "post-editing literacy" framework, designed to equip non-language majors with the evaluative skills to critically assess and refine AI output while sustaining independent error - detection skills.

## BIOGRAPHY



Do Thi Hoa Quyen, Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. Email address: dothihoaquyen@tdtu.edu.vn

Do Thi Hoa Quyen has been an English lecturer at Ton Duc Thang University for more than 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."

# Investigating The Silent Speech Affecting on ESP Students' Academic Performance In Learning English Language: Case Study at the University of Phan Thiet

**Ms. Truong Thanh Hang**, The university of Phan Thiet, Vietnam

**Mr. Phan Chau Thanh**, Duc Binh Secondary School

**Ms. Nguyen Thi Ngoc Vy**, Duc Long Primary School

Silent speech has recently gained attention as a relevant factor in Second Language Acquisition (SLA), particularly in English for Specific Purposes (ESP) contexts. This study investigates the relationship between silent speech and the academic performance of ESP university students. Data were collected from 110 participants using a structured questionnaire, and statistical analyses were conducted using SPSS, including Pearson's correlation and Multiple Regression.

The findings reveal a statistically significant negative correlation between silent speech and academic performance at the 0.01 level. Notably, internalized silent speech behaviors—such as excessive inner speech and limited verbal participation—emerged

as the strongest negative predictors, with regression coefficients ranging from  $B = -.323$  to  $B = -.339$ . Overall, silent speech accounted for approximately 46% of the variance in academic performance, indicating a substantial effect, while the remaining 54% may be influenced by other factors. The regression model also demonstrated a large effect size.

These results suggest that increased reliance on silent speech may hinder students' academic outcomes. Therefore, it is recommended that educators foster interactive and supportive classroom environments to promote active verbal engagement and reduce overdependence on silent cognitive processing.

## BIOGRAPHY



Truong Thanh Hang is an English language educator with over 9 years of experience in the field of education. Her areas of expertise include English teaching, curriculum design, teacher training, and assessment. She has extensive experience teaching young learners, teenagers, ESP students, and adults, with a strong focus on developing speaking skills and communicative confidence, as well as fostering the comprehensive development of all English language skills. She is also involved in training and preparing students for English proficiency examinations. Her research interests lie in Second Language Acquisition and English language teaching.

Phan Chau Thanh, M.A., is an English teacher at Duc Binh Secondary School, Vietnam. He holds a Master's degree in English Language. His professional interests include English language education, innovative teaching methods, and educational technology



Nguyen Thi Ngoc Vy is an English teacher at Duc Long Primary School. She is currently teaching at a primary school in a coastal area, where she is dedicated to helping young learners develop their English language skills. She has completed her Master's degree at Phan Thiet University and is committed to continuously improving her professional knowledge and exploring different cultures and educational practices around the world.



# Navigating Emotions in the Digital Classroom: A Case Study on Teacher Development

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**Mr. Nguyen Thien Khoa**, Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam

The rapid integration of digital tools has significantly transformed technology-enhanced language learning, but it also creates new emotional challenges for educators. Despite the potential benefits of these technologies, there is still limited empirical research on how professional development can support teachers in navigating the emotional complexities during this digital transition. To fill this gap, this qualitative inquiry explored the emotional experiences of an English teacher and his students as they integrated digital technologies into their lessons. Data were collected through observations, interviews, and focus group discussions, which were then analyzed to understand the teacher's emotional journey. The findings reveal that the teacher initially

experienced significant negative emotions, including confusion and frustration, particularly when learning to employ different types of instructional technological tools. However, over time, these feelings developed into satisfaction and confidence as his technological mastery increased. The study also found that emotion-regulation strategies, such as adapting one's mindsets and applying practical problem-solving, were shaped by teacher-student interactions and the teacher's personal beliefs. As for implications, the paper emphasizes the necessity of incorporating emotional support and technological mentoring into teacher development programs to promote resilience and professional well-being in digital environments.

## BIOGRAPHY



Nguyen Thien Khoa 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 language learning outside traditional classrooms, 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 and teaching. Through his work, he strives to bridge the gap between theory and practice, making language learning a dynamic and engaging experience for his students.

# Student Buddy System on EFL Students' Communicative Competence

**Mr. Erwin S. Quiamco**, Lapulapu-Cebu International College, Philippines

This study examined the influence of the Student Buddy System (SBS) on the development of communicative competence among English as a Foreign Language (EFL) students. It aimed to determine the students' communicative competence levels before and after SBS intervention, analyzed significant differences between these levels, explored students' perceptions of the program's effectiveness, assessed the relationship between their competence and perceptions, and provided recommendations to enhance the system. Employing an explanatory sequential approach, the study utilized entry and exit tests, surveys, and Focus Group Discussions involving all EFL students at Lapulapu-Cebu International College participating in the SBS program. Quantitative data analysis included descriptive statistics and Wilcoxon Rank Signed test while qualitative data were thematically analyzed. Findings revealed that students showed improvements in all five communicative competence components such as

in linguistic, sociolinguistic, discourse, strategic, and pragmatic with mean scores rising from fair to good levels post-intervention. Paired t-tests confirmed significant gains. Students' perceptions of the SBS program's effectiveness in enhancing language skills, motivation, and social interaction also increased significantly, though no significant correlation was found between competence levels and perceived effectiveness. Thematic analysis revealed students' understanding of SBS as a peer support system, its positive impact on communication skills and confidence, and challenges like buddy availability, communication barriers, and social anxiety. Based on these results, the study recommends structured scheduling, communication skills training, inclusive peer support practices, institutional backing, and continuous program evaluation. Additionally, to address specific challenges such as difficulties in maintaining conversations, the creation and implementation of a structured Student Buddy Kit is advised.

## BIOGRAPHY



Erwin S. Quiamco, MAEd-ELT, LPT, TM, is an accomplished educator and academic leader with over two decades of extensive experience in English language instruction, teacher development, curriculum management, and academic administration. He presently serves as Academic Manager and Assistant Professor at Lapu-Lapu Cebu International College–Center for English Language Studies (LCIC-CELS). Renowned for his pedagogical expertise and innovative integration of educational technologies, he has consistently demonstrated excellence in fostering learner achievement and professional advancement within diverse academic and multicultural environments.

# Synthesizing Educator Perspectives on Using Generative AI to Scaffold Technical Vocabulary in ESP Classrooms: A Systematic Literature Review

Mrs. Pham Thi Dung Hanh, College of Foreign Economic Relations, Vietnam

As Generative AI (GenAI) becomes a standard tool in digital education, ESP researchers are re-evaluating how to teach technical vocabulary in high-load fields like accounting and logistics. Instead of traditional memorization, educators are now exploring AI as a digital scaffold to simplify complex terms and provide real-time contextual support. This study investigates how ESP researchers and educators perceive the use of GenAI to manage cognitive load during specialized vocabulary instruction.

The research uses a systematic literature review, synthesizing evidence from peer-reviewed journal articles and conference papers published between 2023 and 2026. Through thematic analysis, the study identifies key trends in using AI for linguistic chunking, instant conceptual clarification, and reducing the mental strain of processing specialized discourse. The analysis highlights both the practical

benefits and the pedagogical shifts required for AI-assisted ESP learning.

Theoretically, the study is grounded in Sweller's Cognitive Load Theory and Vygotsky's Zone of Proximal Development. It connects these frameworks with recent research on cognitive offloading (Godwin-Jones, 2023) and established ESP principles regarding vocabulary acquisition (Nation, 2013).

The findings indicate that educators increasingly value GenAI as a tool for deepening technical comprehension rather than just generating answers. By synthesizing findings from recent empirical studies, this paper provides a practical framework for integrating AI-mediated scaffolding into ESP curricula, ensuring more sustainable vocabulary retention for students in demanding professional tracks.

## BIOGRAPHY



Pham Thị Dung Hanh is a lecturer and researcher with over a decade of experience specializing in English for Specific Purposes (ESP). After completing her Bachelor's degree in 2013, she went on to earn a Master of Arts from Curtin University in 2015. Her research interests are rooted in psycholinguistics, with a focus on how cognitive load management and linguistic chunking can improve the way students acquire specialized language. She is particularly interested in bridging the gap between theoretical linguistic frameworks and practical classroom strategies to help learners navigate complex technical discourse.

# Teaching Non-Retaliation Through Storytelling in English Learning: The Law of Ruma

Mr. Jean Nishita, Ruma World Project, Japan

This presentation explores how storytelling can be used in English language learning to teach non-retaliation, emotional reflection, and peaceful communication through an original narrative framework called The Law of Ruma. The Law of Ruma is a story-based ethical concept which suggests that every person is born with “particles of happiness light.” When a person expresses anger, some of this light is released. If the other person retaliates, both sides lose their light through conflict. However, if the receiver does not retaliate, the released light is transformed into an opportunity for patience, dignity, and emotional growth.

The purpose of this study is to examine how this metaphorical framework can support English learners in understanding conflict, practicing non-aggressive responses, and developing both language skills and social-emotional awareness. The presentation connects The Law of Ruma with storytelling by using short English narratives, guided discussion, role-play, reflective writing, and digital storytelling activities. These activities allow learners to engage with moral choices in simple English while practicing vocabulary, speaking, listening, and writing.

The methodology adopts a practice-oriented pedagogical design. First, the story of Ruma is adapted into graded English materials. Second, learners participate in pre-reading vocabulary tasks, storytelling, group discussion, role-play of conflict situations, and short reflective writing. Third, learner responses can be examined through teacher observation, reflection journals, and short questionnaires focusing on language use, emotional understanding, and attitudes toward non-retaliation.

Expected outcomes include improved learner engagement, increased ability to express emotions in English, deeper understanding of peaceful communication, and greater awareness of how storytelling can support values education in TESOL. This presentation contributes to the conference theme by showing how digital and narrative-based English learning can shape not only communicative competence, but also empathy, self-control, and peace-oriented thinking in the digital age.

For further background information on The Law of Ruma, please refer to the official project website:

<https://ruma-world-project.jerryjeanstar.workers.dev/en/>

## BIOGRAPHY



Jean Nishita is a Japanese author, independent philosopher, and founder of RUMA WORLD PROJECT. He is the creator of The Law of Ruma, an original philosophical and educational framework that explores non-retaliation, emotional reflection, quiet strength, and peaceful communication.

His work translates philosophical ideas into accessible stories and educational materials for learners of different ages. Through RUMA WORLD PROJECT, he aims to introduce The Law of Ruma internationally as a framework for peace-oriented emotional education, human development, and the prevention of cycles of anger and retaliation.

Official websites:

Japanese: <https://lawofruma.org/>

English: <https://lawofruma.org/en/>

Vietnamese: <https://lawofruma.org/vi/>



# The Effectiveness of AI-Assisted Vocabulary Instruction in IELTS Preparation: A Mixed-Methods Study

**Ms. Vo Thi Nhu Linh**, Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam

This study employs a mixed-methods design to examine the effectiveness of AI-assisted vocabulary instruction in enhancing the lexical range of fourth-year university students preparing for the International English Language Testing System (IELTS). Although the use of Artificial Intelligence (AI) in education has attracted increasing attention, its application in specific test preparation contexts, such as IELTS, remains underexplored. In addition, limited research has investigated how AI influences learners' lexical development within relatively short periods. To address these gaps, the study involved 50 participants, with proficiency levels ranging from band 5.5 to 6.5. Participants were divided into an experimental and a control group. Quantitative data (Mean and SD) were collected using an institutionally approved and validated

vocabulary test, administered as a pre-test and post-test. The results indicated a statistically significant improvement in the experimental group. In addition, qualitative data obtained from semi-structured interviews revealed three major themes: learners' perceived vocabulary improvement, enhanced engagement and motivation, and difficulties encountered when using AI tools. The findings suggest that AI-assisted vocabulary instruction is effective in promoting vocabulary development and increasing learner motivation, particularly among intermediate-level students. The study also discusses pedagogical implications for IELTS instruction while acknowledging limitations related to sample size, the scope of assessment instruments, and teacher support.

## BIOGRAPHY



As an English teacher, 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.

# Writing Anxiety among EFL Learners: Nature, Effects, Causes, and Suggested Strategies for Alleviation

Mr. Pham Hong Phuc, SEAMEO RETRAC, Vietnam

Foreign language writing anxiety (FLWA) is a prevalent issue among EFL learners, particularly in contexts where writing is closely associated with evaluation and high-stakes testing. This desk study aims to examine the nature, causes, and effects of FLWA among Vietnamese learners of English and to identify feasible pedagogical strategies for its alleviation.

Adopting a qualitative literature review approach, the study synthesizes findings from key works in applied linguistics and language education, drawing on established theories and empirical studies on FLWA, including its cognitive, somatic, and avoidance dimensions.

The review highlights that FLWA negatively affects learners' writing performance, creativity, self-confidence, and academic engagement, often leading to procrastination and writer's block. Major contributing factors include fear of tests and negative evaluation, limited language proficiency, insufficient topical knowledge, low self-efficacy, ineffective

instructional practices, and time constraints. While some studies suggest that moderate anxiety may have facilitative effects, the overall body of literature emphasizes its detrimental impact on learning outcomes.

To address FLWA, the literature proposes a range of pedagogical strategies, including process-oriented writing instruction, multiple-draft approaches, supportive and selective feedback practices, free-writing activities, prewriting techniques, reading-to-write integration, and peer assessment. These strategies aim to reduce learners' fear of evaluation, enhance their confidence, and support the development of both linguistic and cognitive resources for writing.

This study contributes to the field by providing a comprehensive synthesis of FLWA in the Vietnamese EFL context and offering practical implications for language teachers seeking to support anxious writers.

## BIOGRAPHY



Pham Hong Phuc is a lecturer in English language education at SEAMEO RETRAC. He holds a Bachelor's degree in English Linguistics and Literature and a Master's degree in TESOL. His teaching and research interests include EFL writing instruction, language anxiety, and IELTS preparation. He has experience working with learners of various proficiency levels, particularly adult learners and beginner-level students. His current work focuses on developing practical pedagogical strategies to support learners' language development and confidence in English communication.

# **UNFORGETTABLE MOMENTS**



# UNFORGETTABLE MEMORIES OF THE PREVIOUS ANNUAL INTERNATIONAL CONFERENCE ON TESOL

## 2025

16th TESOL International Conference



## 2024

15th TESOL International Conference

## 2023

Unveiling innovative teaching strategies with engaging activities at 14th TESOL International Conference

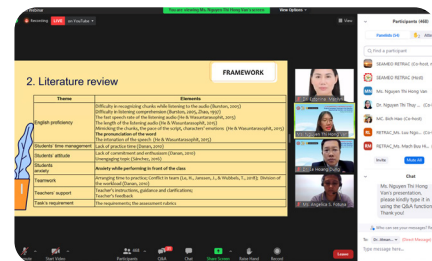
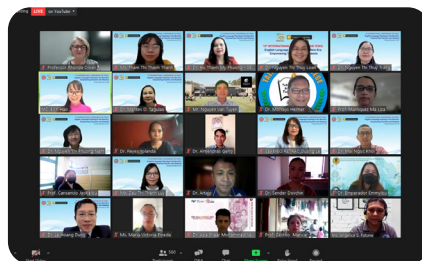


## 2022

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



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



**2019**  
Capturing a remarkable gathering of TESOL advocates at the 10th TESOL International Conference

**2018**  
Exploring new horizons in TESOL with Prof. Dr. Rhonda Oliver at the 9th International Conference



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

**2014** Flashback to 2014, U.S. Consul General, Rena Bitter, delivering inspiring courtesy remarks at the 5th TESOL International Conference



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

**2013**

# **USEFUL INFORMATION**



# Conference Venue

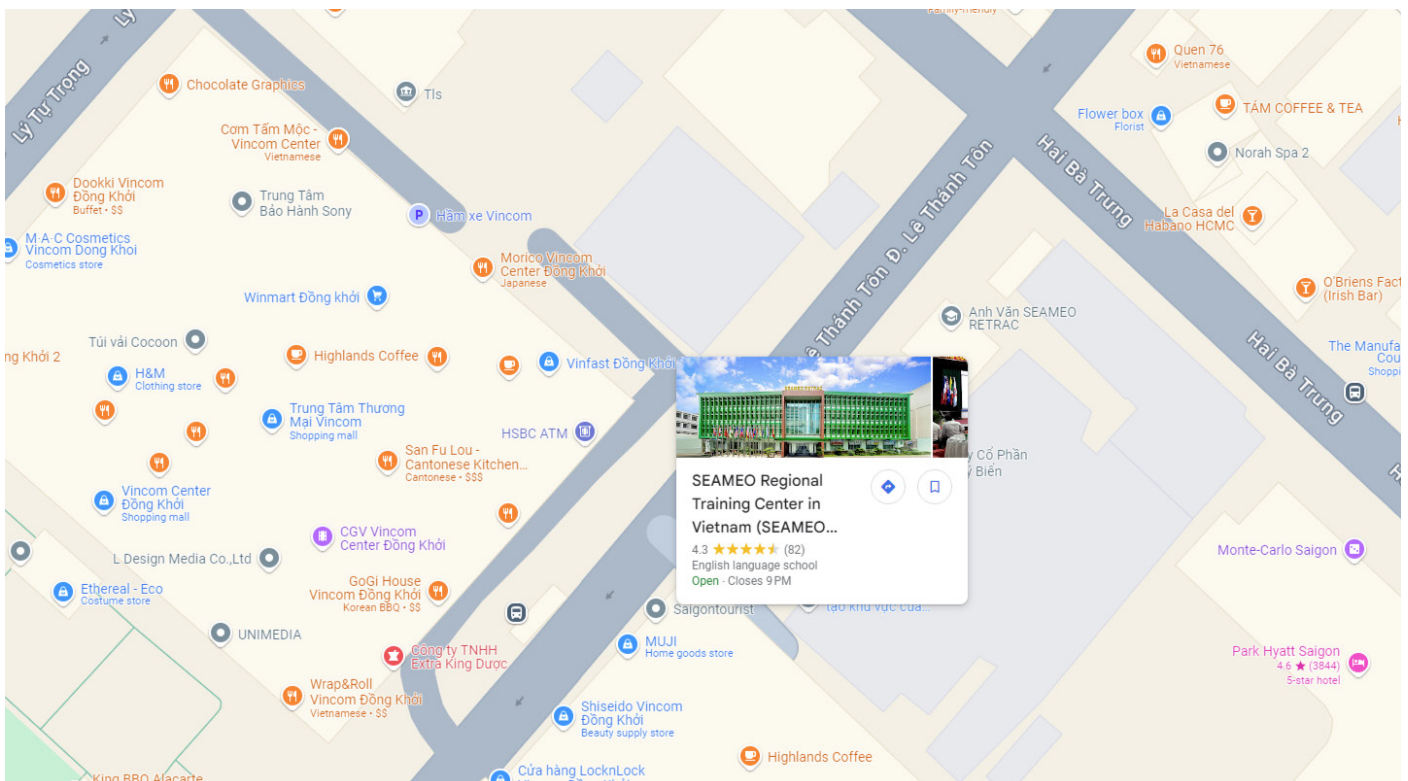


## SEAMEO Regional Training Center (SEAMEO RETRAC)

35 Le Thanh Ton Street, Sai Gon Ward, Ho Chi Minh City, Vietnam

☎ (84-28) 3824 5618    🌐 [www.vnseameo.org](http://www.vnseameo.org)

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

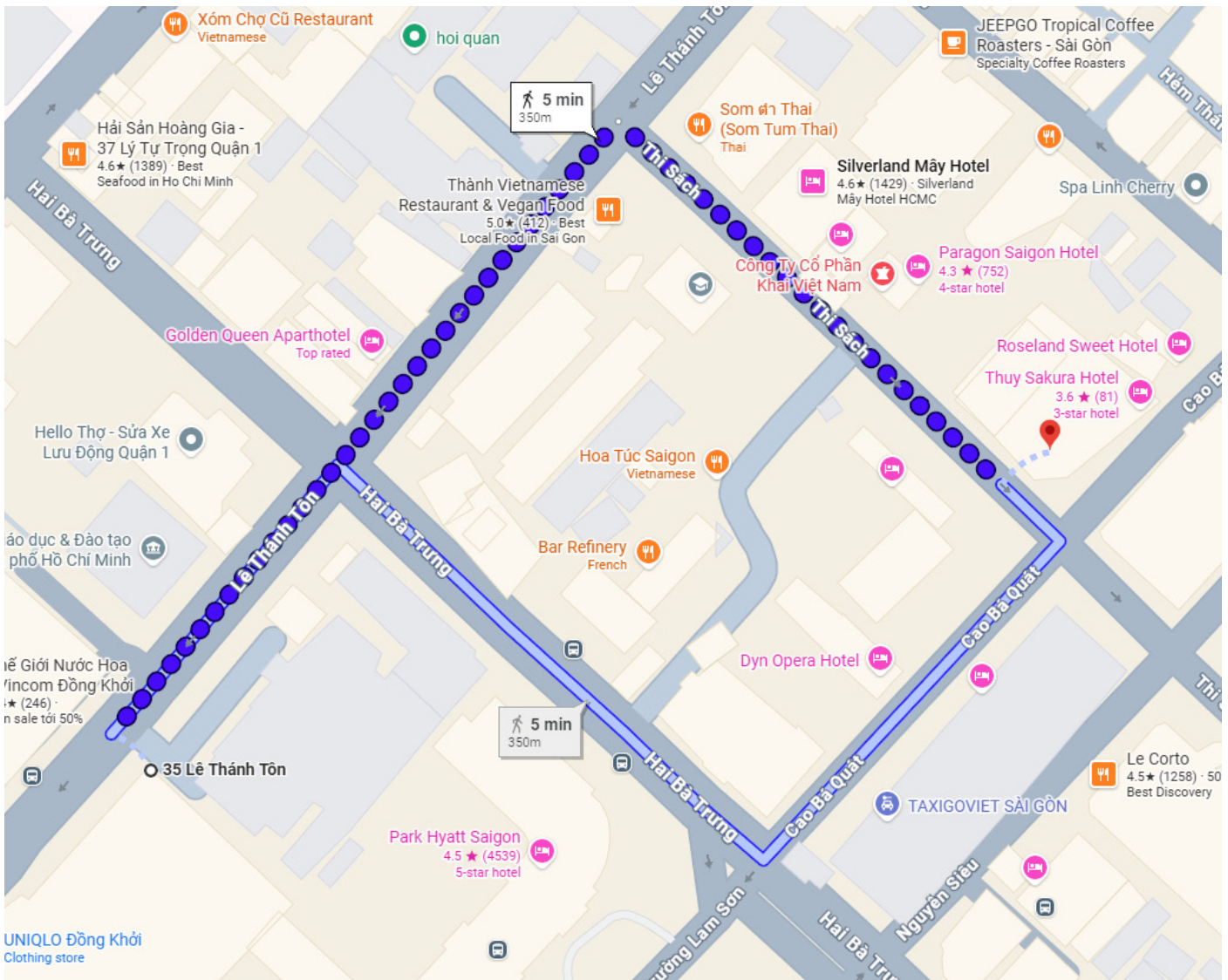


# Lunch Venue

Monday, August 10, 2026

## Nhat Ha L'Opera Hotel

Address: 12-14-16 Cao Ba Quat St., Sai Gon Ward, Ho Chi Minh City, Vietnam



# 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 26,204 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

August 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.

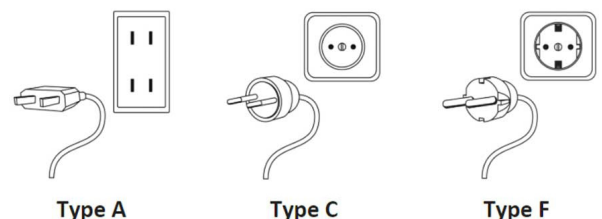
During the Conference, you may wear your national dress or formal attire (suit). All participants, speakers and guests are requested to dress up formally for the event. Please also note that rain is expected at this time in Vietnam and an umbrella will be useful.

## Ho Chi Minh City Weather for August 2026



# 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.



# 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.

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.

## 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 Vietnamese, 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.**

In the lively center of Ho Chi Minh City, a diverse array of coffee shops cater to a wide range of tastes. While some establishments showcase the country's renowned coffee culture with meticulously crafted brews, others offer an eclectic menu of creative beverages and light bites. Housed in charming, modern settings, these coffee shops provide a welcoming escape from the city's vibrant streets. Patrons can sip on innovative specialty drinks, indulge in delectable pastries, and immerse themselves in the vibrant atmosphere that embodies the spirit of Ho Chi Minh City's thriving cafe culture.

### **Trung Nguyen Legend Café**

Add 1: 80 Dong Khoi Street, District 1

Add 2: 240-242 Ly Tu Trong Street, District 1

Add 3: 35 Bui Thi Xuan Street, District 1

Add 4: 19 Nguyen Van Trang Street, District 1

### **Highlands Coffee**

Add 1: 28 Le Duan Street, District 1

Add 2: 27 Nguyen Dinh Chieu Street, District 1

Add 3: 135A Tran Quang Khai Street, District 1

### **Cong Ca Phe**

Add 1: 26/15 Ly Tu Trong Street, District 1

Add 2: 274 Hai Ba Trung Street, District 1

### **The Coffee Bean & Leaf Tea Coffee**

Add: 27 Han Thuyen Street, District 1

### **Egg Coffee 3T**

Add: 1A Ton Duc Thang Street, District 1

### **The Running Bean**

Add 1: 33 Mac Thi Buoi Street, District 1

Add 2: 115 Ho Tung Mau Street, District 1



# 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 Website

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>



**Southeast Asian Ministers of Education Organization**  
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