



THE 20<sup>TH</sup>

# AsiaCALL 2023

INTERNATIONAL CONFERENCE

Artificial Intelligence and Critical Digital Literacies in Language Learning

*Da Nang, November 24 - 26, 2023*

# CONFERENCE BOOKLET

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**THE 20TH ASIACALL INTERNATIONAL CONFERENCE  
(ASIACALL2023)**

**November 24-26, 2023 /Danang, Vietnam**

**EDITORS**

**Associate Professor Dr. Pham Vu Phi Ho**

**Professor Dr. Andrew Lian**

**Dr. Ania Lian**

**CONFERENCE BOOKLET**

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**CONGRESS TITLE**  
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**(ASIACALL2023)**

**DATE AND PLACE**  
**November 24-26, 2023 /Danang, Vietnam**

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**Professor Dr. Andrew Lian**  
**Dr. Ania Lian**

**PARTICIPANTS COUNTRY (17 countries)**  
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Iceland, Japan, Italy, Canada, Indonesia, Bangladesh, India, Malaysia, and  
Vietnam

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## CONFERENCE AGENDA

### The 20th AsiaCALL International Conference (AsiaCALL2023)

#### Friday, 24<sup>th</sup> November 2023 - Pre-Conference Workshop (HC303)

##### Welcoming Remarks

13:30 - 13:40 Leader of University of Foreign Language Studies, The University of Danang

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##### Session 1

13:40 - 14:25 **Professor Robert Godwin-Jones**, Virginia Commonwealth University, USA  
Language teacher preparation for an AI world

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14:25 - 14:35 **Q & A**

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##### Session 2

14:35 - 15:20 **Dr. Ania Lian**, Charles Darwin University, Australia  
Chat GPT in L2-contexts: A great social equaliser

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15:20 - 15:30 **Q & A**

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15:30 - 15:45 **Coffee break**

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##### Session 3

15:45 - 16:30 **Professor Andrew Lian**, Suranaree University of Technology, Thailand, President of AsiaCALL  
Brainstorming generative approaches to CALL

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16:30 - 16:40 **Q & A**

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## CONFERENCE AGENDA

### The 20th AsiaCALL International Conference (AsiaCALL2023)

Saturday, 25<sup>th</sup> November 2023

7:30 - 8:05	<b>Check-in &amp; Intro Videos</b>
8:05 - 8:15	<b>Musical Performance</b>
8:15 - 8:20	<b>Professor Andrew P. Lian</b> AsiaCALL President Greetings
8:20 - 8:30	<b>Welcoming Remarks</b> <b>Assoc. Prof. Dr. Tran Huu Phuc</b> Rector of University of Foreign Language Studies, The University of Da Nang, Vietnam
8:30 - 8:35	<b>Welcoming Remarks</b> <b>Assoc. Prof. Dr. Le Quang Son</b> Vice-President of The University of Da Nang, Vietnam
8:35 - 8:40	<b>Welcoming Remarks</b> <b>Dr. Nguyen Thi Mai Huu</b> Director of the National Foreign Languages Project, Ministry of Education and Training
8:40 - 8:50	<b>Appreciation to Sponsors</b>
8:50 - 9:30	<b>Presidential Keynote Address</b> <b>Professor Andrew P. Lian,</b> CALL in Hyperdrive: Moore's Law hits language education Suranaree University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia
9:30 - 10:10	<b>Larry Chong Keynote Address</b> <b>Professor Hayo Reinders</b> TESOL Professor and Director of the doctoral programme at Anaheim University, USA Editor-in-chief of the journal Innovation in Language Learning and Teaching "POSITIVE TECHNOLOGY: A New Paradigm for Language Learning & Teaching"
10:10 - 10:50	<b>Keynote Address</b> <b>Dr. Dung Quoc Nguyen,</b> Van Lang University, Vietnam "AI as A Personal Tutor for Students"
10:50 - 11:00	<b>Photo session</b>
11:00 - 11:10	<b>Teabreak</b>

11:10 - 12:15	<b>Parallel Sessions</b>
12:15 - 13:30	<b>Lunch break</b>
13:30 - 14:05	<b>Keynote Address</b> <b>Professor Dr. Robert Godwin-Jones</b> , Virginia Commonwealth University, USA In an AI world, why learn another language?
14:10 - 17:00	<b>Parallel Sessions</b>
18:00 - 20:00	<b>Gala Dinner</b>

**Sunday, 26<sup>th</sup> November 2023**

8:00 - 8:35	<b>Keynote Address</b> <b>Dr. Ania Lian</b> , Charles Darwin University, Australia Integrating ChatGPT into L2-Learning: Implications for research, policy and practice	
8:40 - 9:15	<b>Featured Talk (Hall A)</b> <b>Assoc. Prof. Dr. Nguyen Van Long</b> , University of Foreign Language Studies, The University of Danang, Vietnam AI tools for language research: A Hands-on Practice for Apprentice	<b>Featured Talk (Hall C303)</b> <b>Assoc. Prof. Dr. Nguyen Ngoc Vu</b> , Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT), Vietnam Hands-on with Python and ChatGPT: Empowering Language Education through AI
9:20 - 9:35	<b>Teabreak</b>	
9:40 - 12:05	<b>Parallel Sessions</b>	
12:05 - 13:30	<b>Lunch break</b>	
13:30 - 14:05	<b>Featured Talk (Hall A)</b> <b>Mikle Ledgerwood</b> , Samford University, Birmingham, USA <b>Yim San Ng</b> , Universiti Sains Malaysia, Malaysia Artificial Intelligence and Language Learning: A Longitudinal Approach	<b>Featured Talk (Hall C303)</b> <b>Jeremy White</b> , Ritsumeikan University, Japan Language Learning in the Digital Game Minecraft: A Mixed Methods Study of Japanese EFL Learners
14:10 - 16:05	<b>Parallel Sessions</b>	
16:05 - 16:10	<b>Teabreak</b>	
16:10 - 16:50	<b>Featured Talk (Hall A)</b> <b>Assoc. Prof. Dr. Pham Vu Phi Ho</b> , Van Lang University, Vietnam	<b>Featured Talk (Hall C303)</b> <b>Doan Thi Diem Trang</b> , Sao Mai Education Group

	ChatGPT in Language Teaching and Learning: A Literature Review and Student Perceptions	Computer Assisted Language Learning
16:50 - 17:00	<b>Closing session</b>	
17:00 - 17:30	<b>AsiaCALL Annual General Meeting (AGM)</b> All participants are invited.	



## ROOM 1

**Moderator:** Assoc. Prof. Dr. Phan Van Hoa & Ngo Thi Hien Trang (M.A.)

### Saturday, 25<sup>th</sup> November 2023 - EXPLORATION OF AI TOOLS

ChatGPT as a writing aid: Voices from undergraduate students' experiences

11:10 - 11:35 **Anuncius Gumawang Jati, Finita Dewi**

Institut Teknologi Bandung & Universitas Pendidikan Indonesia, Indonesia

The impact of the ELSA Speak mobile application on motivating students to improve their English pronunciation

11:35 - 12:00 **Duong Ngoc Han**, Hanoi FPT Polytechnic College, Hanoi

University of Industry's School of Languages

**Do Thi Thuong**, Dich Vong Middle School

Exploring Student Engagement in Vocabulary Learning Projects Through the Use of an AI Tool

12:00 - 12:25 **Pham Thi Thu, Le Thi Thien Phuoc, Hoang Mai Dang, &**

**Nguyen Lam Anh Duong**, Industrial University of Ho Chi Minh City

12:25 - 13:30 **Lunch Break**

13:30 - 14:05 **Keynote Address**

Exploring the Efficacy of AI (ChatGPT) in Language Teaching and Assessment

14:10 - 14:35 **Nguyen Thi Hoang Bau, Tran Thi Dieu Hien**

University of Foreign Languages Studies, the University of Da Nang

Effectiveness of AI-Based Web Tools in Improving Reading Comprehension Skills

14:40 - 15:05 **Rahul Gabriel Roy**

The English and Foreign Languages University Hyderabad, India

AI and plagiarism: Opinions from teachers, administrators and policymakers

15:10 - 15:35 **Nguyen Quynh Hoa**

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

15:40 - 16:00 **Teabreak**

Exploring Chatbot AI in Improving Vocational Students' English Pronunciation

**Hoang Ngoc Tue**, School of Languages and Tourism, Hanoi

16:05 - 16:30 University of Industry, Vietnam

**Duong Ngoc Han**, Hanoi FPT Polytechnic College

**Le Duc Hanh**, School of Languages and Tourism, Hanoi University of Industry, Vietnam

16:35 - 17:00	Teachers and Students' Voices on the Use of AI in English Teaching and Learning <b>Tran Thi Thu Hien, Nguyen Thi Quynh Yen, &amp; Nguyen Thi Bich Ngoc</b> University of Languages and International Studies, Vietnam National University, Hanoi (ULIS-VNU)
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18:00 - 20:00 **Gala Dinner**

**Sunday, 26<sup>th</sup> November 2023 - EXPLORATION OF AI TOOLS**

8:00 - 8:35	<b>Keynote Address</b>
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8:40 - 9:15	<b>Featured Talk (Hall A)</b>	<b>Featured Talk (Hall C303)</b>
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9:20 - 9:35	<b>Teabreak</b>
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9:40 - 10:05	Empowering Critical Thinking through AI Chatbot-Assisted Learning: A Case Study with Undergraduate English Teaching Students <b>Nguyen Thi Lan Anh</b> University of Foreign Language Studies - The University of Da Nang
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10:10 - 10:35	The Impact of ChatGPT on Autonomy and Writing Improvement for University of Information Technology Students <b>Nguyen Thi Mong Thy</b> University of Information Technology - Vietnam National University - Ho Chi Minh City
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10:40 - 11:05	Students' Perceptions of AI Technology Application in English Writing Classes <b>Phan Thi Ngoc Le</b> VNU University of Languages and International Studies, Vietnam National University, Hanoi
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11:10 - 11:35	Book-Creator-Powered Visual English-Vietnamese Dictionary of Airport Terms: A Pilot Project <b>Tran Van Phuoc, Phan Thi Anh Nga, Do Nguyen Dang Khoa, Nguyen Khanh Huyen, Truong Hoang Phuc, Nguyen Thi Hong Den, Le Thi Nhu Y, Nguyen Xuan Duong, Nguyen Thi Hong Van</b> University of Foreign Languages and International Studies, Hue University, Vietnam Aviation Academy, The National College of Education, Ho Chi Minh City, Vietnam Aviation Academy
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11:40 - 12:05	Using Artificial Intelligence Applications in Teaching English Speaking to Students in a Vietnamese University <b>Le Thi Nguyet, Nguyen Thi Lam</b> People's Security University
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12:05 - 13:30	<b>Lunch break</b>
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13:30 - 14:05	<b>Featured Talk (Hall A)</b>	<b>Featured Talk (Hall C303)</b>
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14:10 - 14:35	Understanding EFL Writing Teachers' Construction of their Professional Identity with the Rise of Artificial Intelligence
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**Tran Thi Thanh Huyen, Dinh Anh Duc, Tran Thi Hong Nhung,  
Tran Huynh Thinh, & Bui Nguyen Dan Chi**  
Hoa Sen University

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14:40 - 15:05 The role of technology in learning English: A case study at Nguyen Tat Thanh University  
**Tran Ngoc Ha**, Nguyen Tat Thanh University  
**Tran Thu Thuy**, HCMC College of Economics

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15:10 - 15:35 The Effectiveness of Padriseup as a Collaborating Tool in Enhancing Writing Skills Among Non-English Major Students  
**Vo Nguyen Thuy Trang, Nguyen Van Long**  
University of Foreign Language Studies - The University of DaNang

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15:40 - 16:05 Leveraging AI-driven Platforms for Enhancing Student Engagement and Satisfaction in Learning English at AIU  
**Nguyen Thi Thanh Vy**  
Asia-Pacific International University

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16:05 - 16:10 **Teabreak**

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16:10 - 16:50 **Featured Talk (Hall A)** | **Featured Talk (Hall C303)**

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16:50 - 17:00 **Closing session**

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17:00 - 17:30 **AsiaCALL Annual General Meeting (AGM)**  
All participants are invited.

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## ROOM 2

**Moderator:** Assoc. Prof. Dr. Nguyen Thi Quynh Hoa & Doan Thanh Xuan Loan (M.A.)

### Saturday, 25<sup>th</sup> November 2023 - CHATGPT FOR LANGUAGE TEACHING

11:10 - 11:35 Exploring the Role of ChatGPT in Developing Critical Digital Literacies in Language Learning: A Qualitative Study  
**Tran Tin Nghi**, Ho Chi Minh City University of Food Industry,  
**Tran Huu Phuc**, University of Foreign languages, The Da Nang University

11:35 - 12:00 Promoting learner autonomy in learning English listening skills through mobile-assisted applications  
**Nguyen Thi Lam, Le Thi Nguyet**, People's Security University

12:00 - 12:25 Revisiting AI in an English Classroom  
**Mary Joy Vailoces Sienes, Jane Carla S. Sarsale**, Vinschool Times City

12:25 - 13:30 **Lunch Break**

13:30 - 14:05 **Keynote Address**

14:10 - 14:35 An investigation into the effectiveness of ChatGPT in reading text adaptation  
**Nguyen Thi Quynh Yen**, The Center for Language Testing and Assessment, the University of Languages and International Studies, Vietnam National University – Hanoi (ULIS-VNU)

14:40 - 15:05 AI Tools in Teaching and Learning English Writing Skills  
**Tran Thi Thu Hien**  
University of Languages and International Studies, Vietnam National University, Hanoi (ULIS-VNU)

15:10 - 15:35 **Teabreak**

15:40 - 16:00 The Application of ChatGPT in Language Test Design – The What And How  
**Nguyen Thi Phuong Thao**  
University of Languages and International Studies, Vietnam National University

16:05 - 16:30 University Teachers' Perceptions about Using ChatGPT in Language Teaching and Assessment  
**Nguyen Thi Chi**, University of Languages and International Studies, Vietnam National University, Hanoi

16:35 - 17:00 Enhancing Vietnamese Students' Interaction Applying EFL Online Collaborative Learning in Cases such as Social-distancing due to Pandemic

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**Nguyen Thi Bich Thuy**, University of Foreign Language Studies,  
The University of Danang, Vietnam

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**18:00 - 20:00 Gala Dinner**

**Sunday, 26<sup>th</sup> November 2023 - CHATGPT FOR LANGUAGE TEACHING**

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**8:00 - 8:35 Keynote Address**

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**8:40 - 9:15 Featured Talk (Hall A) | Featured Talk (Hall C303)**

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**9:20 - 9:35 Teabreak**

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**9:40 - 10:05** Employing AI in ESL Classrooms: Assumptions, Development and the Use of AI-Integrated Writing Tasks  
**Simon Peter, Murshid V. H.**  
English and Foreign Languages University, India

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**10:10 - 10:35** Harnessing Customized ChatGPT for Enhanced Language Learning  
**Simon Wang, Mable Chan**, Hong Kong Baptist University, China

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**10:40 - 11:05** Using ChatGPT as a Supporting Tool for EFL Language Assessment: What do Teachers Say?  
**Hoang Yen Phuong, Huynh Thi Anh Thu, Nguyen Thi Anh, Le Thanh Thao**, Can Tho University

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**11:10 - 11:35** Conversation Design as a Pedagogical Strategy in ESL Classrooms: Co-creation of a Chatbot by Beginner-level Learners in India  
**Harshitha H.**, The English and Foreign Languages University, Hyderabad, India

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**11:40 - 12:05** Thai EFL Students' Perceptions of Using ChatGPT in Learning: An Exploratory Mixed-Method Design  
**Intira Sakmiankaew** (Virtual presentation)  
Sisaket Rajabhat University, Thailand

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**12:05 - 13:30 Lunch break**

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**13:30 - 14:05 Featured Talk (Hall A) | Featured Talk (Hall C303)**

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**14: 10 - 14: 35** Contextualising Global Textbooks for the ESL Classroom with ChatGPT  
**Murshid V. H., Simon Peter**  
English and Foreign Languages University, India

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**14:40 - 15:05** Mediated SLA through the Guise of TikTok Subtitles: A Discourse Error Analysis  
**Myco Leo B. Pacamalan, Joseph P. Casibual Jr.**  
Western Mindanao State University, Philippines

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**15:10 - 15:35** Towards a Practical Framework for Integrating Artificial Intelligence in Writing Instruction  
**Tran Hong Lien**, Intertu Education

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**15:40 - 16:05** The Impact of IDDIRR Model-based in ICT Training Workshop on In-serviced Teachers in Vietnam during time of Covid-19 Outbreak

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**Pham Thi To Nhu**

University of Foreign Language Studies, the University of Danang

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**16:05 - 16:10 Teabreak**

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**16:10 - 16:50 Featured Talk (Hall A)**

**Featured Talk (Hall C303)**

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**16:50 - 17:00 Closing session**

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**17:00 - 17:30 AsiaCALL Annual General Meeting (AGM)**  
All participants are invited.

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## ROOM 3

**Moderator:** Dr. Le Thi Giao Chi & Duong Quang Trung (M.A.)

### Saturday, 25<sup>th</sup> November 2023 - DIGITAL TOOLS AND SOFTWARE FOR E-LEARNING

11:10 - 11:35	Exploring the Impact of Synchronous and Asynchronous Online Communication on Second Language Speaking Skills <b>Nami Takase</b> , Shizuoka University, Japan
11:35 - 12:00	Exploring the impact of digital applications in developing cognitive skills for language learners <b>Huynh Ngoc Mai Kha</b> University of Foreign Language Studies, The University of Danang
12:00 - 12:25	Applying digital collaborative writing to foster learners' writing performance at higher education <b>Andy Tri Nguyen</b> , TESOL International Academy <b>Dinh Nguyen Do</b> , FPT University
12:25 - 13:30	<b>Lunch Break</b>
13:30 - 14:05	<b>Keynote Address</b>
14:10 - 14:35	E-exams in Vietnam: Students' Computer-Efficacy, and Attitudes <b>Vo Thi Kim Anh</b> University of Foreign Language Studies, The University of Danang
14:40 - 15:05	The Impact of Technology on Student Engagement in English Language Acquisition Through E-Learning Platforms <b>Nguyen Thi Hong Phuong, Tran Duy Bao</b> Thai Binh Duong University - Nha Trang
15:10 - 15:35	Using Video-based Learning to Improve Presentation Skills for fourth-year English Majors at Hanoi Open University <b>Nguyen Thi Kim Chi, Le Phuong Thao</b> Hanoi Open University, Ha Noi, Vietnam
15:40 - 16:00	<b>Teabreak</b>
16:05 - 16:30	Implementing Mobile Mediated Collaborative Writing (MMCW) to Empower Self-Regulated Learning in EFL Classroom <b>Ratnawati, Nur Mukminatien, Yazid Basthomi, Ekaning Dewanti Laksmi</b> Universitas Negeri Malang, East Java, Indonesia
16:35 - 17:00	Online Language Learning in Areas with Limited Connectivity: Philippine-based ESL Learners' Motivation, Anxiety, and Technological Access <b>Ericson O. Alieto, Lovelle Diocess S. Lauzon, Manuel R. Tanpoco, Edison S. Estigoy, Marisol D. Tubo, Rodita C. Silva, Bernadeth T. Abequibel</b>



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Western Mindanao State University Philippines  
Mindanao State University, Philippines  
Xi'an University of Technology, China

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**18:00 - 20:00 Gala Dinner**

**Sunday, 26<sup>th</sup> November 2023 - LINGUISTICS & DISCOURSE ANALYSIS**

8:00 - 8:35 **Keynote Address**

8:40 - 9:15 **Featured Talk (Hall A)** | **Featured Talk (Hall C303)**

9:20 - 9:35 **Teabreak**

9:40 - 10:05 From Swatch to Yassdt: Morphological Structure and Discursiveness of Filipino Beauty Slangs  
**June Mark B. Cruz, Joseph P. Casibual Jr.**  
Western Mindanao State University, Philippines

10:10 - 10:35 Teaching and Learning Collocations in the Vietnamese Context: Teachers' Voices  
**Nguyen Hoang Xuan Chieu**  
University of Social Sciences and Humanities Ho Chi Minh City

10:40 - 11:05 An Investigation into the Phenomena of Meaning Making and Wording in Non-Fiction Novel from Systemic Functional Linguistics  
**Gia Thi Tuyet Nhung, Phan Van Hoa**  
the University of Foreign Language Studies – Danang University

11:10 - 11:35 Applying Extensive Listening via TED Talks to Enhance English Majors' Vocabulary Knowledge  
**Nguyen Ngoc Ly**, Ho Chi Minh City Open University

11:40 - 12:05 Conversing with LLMs: Prompt Engineering, the Future of Education, and the Importance of H.E.A.L.E.R  
**Vy Nguyen**, Asia-Pacific International University

**12:05 - 13:30 Lunch break**

13:30 - 14:05 **Featured Talk (Hall A)** | **Featured Talk (Hall C303)**

14:10 - 14:35 Conceptual Metaphor "Media is Fire" in Vietnamese and English  
**Nguyen Luu Diep Anh**  
University of Foreign Studies, the University of Da Nang

14:40 - 15:05 An approach to tackle pronunciation errors in Thai language among Vietnamese learners by linguistic theory and speech recognition  
**Nguyen Kieu Yen**  
University of Foreign Language Studies-The University of Danang

15:10 - 15:35 Applying ICTs to improve language skills to English major students at UFLS – UDN, Vietnam  
**Tran Thi Thuy Oanh**  
University of Foreign Language Studies - The University of DaNang

15:40 - 16:05 Translanguaging in Academic Discourse: A Content Discourse Analysis

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**Felwyn Lovely R. Natividad, Joseph P. Casibual Jr.**  
Western Mindanao State University, Philippines

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**16:05 - 16:10 Teabreak**

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**16:10 - 16:50 Featured Talk (Hall A)**

**Featured Talk (Hall C303)**

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**16:50 - 17:00 Closing session**

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**17:00 - 17:30 AsiaCALL Annual General Meeting (AGM)**  
All participants are invited.

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## ROOM 4

**Moderator:** Dr. Nguyen Huu Quy & Tran Nguyen Uyen Nhi (M.A.)

### Saturday, 25<sup>th</sup> November 2023 - VIRTUAL TEACHING & ONLINE PLATFORMS

11:10 - 11:35	Investigating the Transition to Online Teaching Platforms: Language Teachers' Anxiety and Satisfaction Levels <b>Ericson O. Alieto, Criselda D. Ricohermoso, Bernadeth A. Encarnacion, Michelle A. Helar, Jerry James C. Deran</b> Western Mindanao State University, Philippines
11:35 - 12:00	Reframing Speech Anxiety: A Comparative Study between Face-to-Face and Online Setting <b>Noel V. Pugosa, Joseph P. Casibual Jr.</b> Western Mindanao State University, Philippines
12:00 - 12:25	The Importance of Teachers' Social Engagement (TSE) in an Online English Training System and Suggestions for TSE Development <b>Nguyen Chau Bich Tuyen</b> , Ho Chi Minh City Open University
12:15 - 13:30	<b>Lunch Break</b>
13:30 - 14:05	<b>Keynote Address</b>
14:10 - 14:35	Using Google Classroom to Teach IELTS Online: A Case Study <b>Nguyen Hoang Vy</b> , Simply English, Da Nang
14:40 - 15:05	The Implementation of Blended Learning for English Courses in Higher Education in Vietnam: Teachers' Perceptions <b>Dinh Tran Thuy Lieu, Tran Xuan Trang</b> , Ho Chi Minh City Open University <b>Le Thi Huyen Trang</b> , Duc Linh High School & <b>Pham Huynh Thuy Uyen</b> , Thong Linh High School
15:10 - 15:35	Language Teachers' Adapting to Digital Transformation: Online Assessment Practices in Higher Education <b>Tran T. T. Truc</b> , University of Social Sciences and Humanities – VNU Ho Chi Minh City <b>Huong T. T. Nguyen</b> , Foreign Languages Department, Vietnam Aviation Academy <b>Van T.N. Nguyen</b> , Tra Vinh University
15:40 - 16:00	<b>Teabreak</b>
16:05 - 16:30	Simschool - A Dynamic Online Simulated Teaching Environment For Teacher Education <b>Dang Thi Nguyet</b> , Hong Duc University
16:35 - 17:00	Application of Project-based learning to improve the learning styles of tourism students at Hanoi Open University <b>Pham Dieu Ly, Nguyen Thi Thao, Phan Thi Phuong Mai</b> Hanoi Open University, Ha Noi, VN

18:00 - 20:00 **Gala Dinner**

**Sunday, 26<sup>th</sup> November 2023 - WRITING & LISTENING SKILLS**

8:00 - 8:35 **Keynote Address**

8:40 - 9:15 **Featured Talk (Hall A)**

**Featured Talk (Hall C303)**

9:20 - 9:35 **Teabreak**

9:40 - 10:05 Redesigning Essays: Engaging Learners in Multimodal Writing to Develop Compositional Skills

**Malavath Nikhil Naik**

The English and Foreign Languages University, India

10:10 - 10:35 Investigating How Adjectives are used in Vietnamese EFL Students' Online English Writings

**Pham Thi Thu Huong**

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

10:40 - 11:05 Interactive Criteria and Methods for Teaching Vietnamese Writing to Foreigners

**Nguyen Hoang Phuong**

University of Social Sciences and Humanities, HCMC

11:10 - 11:35 Difficulties in Listening Skill Encountered by Second -year Students and Applying Effortless Listening Techniques to Improve Students' Skill

**Pham Thi Tai, Nguyen Van Long**

University of Foreign Language Studies - The University of Danang

11:40 - 12:05 CLT Approach in Teaching Reading Effectiveness Among Out of School Youth ( OSY ) For Literacy Program Innovations in Graduate School

**Dr. Rodita C.Silva,**

Western Mindanao State University, Philippines

12:05 - 13:30 **Lunch break**

13:30 - 14:05 **Featured Talk (Hall A)**

**Featured Talk (Hall C303)**

The Effectiveness of Simulated Conference in Teaching Interpretation in Classroom Context

14:10 - 14:35 **Vu Thi Kim Lien**

University of Foreign Language and International Studies, The University of Danang

14:40 - 15:05 Understanding Pedagogical Translanguaging and the Role of L1 in learning a second Language

**Ande Pradeep**

The English and Foreign languages University, India

15:10 - 15:35 Exploring the Relationship between Self-Regulated Learning and Online Formative Assessment: A Case Study at a Technical University

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**Hoang Ngoc Tue, Le Duc-Hanh, Nguyen Thi Thu Hien**  
School of Languages and Tourism, Hanoi University of Industry

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Levels of Teacher Questions and Student Critical Thinking Skill in  
Tertiary Classes: Basis for AI Application and Digitalized Language

15:40 - 16:05 Instructions

**Dr. Rodita C.Silva,**  
Western Mindanao State University, Philippines

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**16:05 - 16:10 Teabreak**

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16:10 - 16:50 **Featured Talk (Hall A)**

**Featured Talk (Hall C303)**

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**16:50 - 17:00 Closing session**

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17:00 - 17:30 **AsiaCALL Annual General Meeting (AGM)**  
All participants are invited.

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## ROOM 5

**Moderator:** Dr. Nguyen Thi Huynh Loc & Vo Nguyen Thuy Trang (M.A.)

### Saturday, 25<sup>th</sup> November 2023 - PERSPECTIVES AND PERCEPTIONS ON LANGUAGE TEACHING

11:10 - 11:35	Innovative Practices in ENL Teacher Education Practices Post-Pandemic <b>Virak Chan</b> Purdue University, USA
11:35 - 12:00	Exploring University Student's Perspectives on E-portfolio Assessment in English Speaking <b>Ngô Nguyễn Thiên Duyen, Luu Thi Mai Vy</b> Ho Chi Minh University of Economics and Finance
12:00 - 12:25	Breaking Barriers in ESL Learning: Unveiling Flip's Potential for Communication Skills Development <b>Ana Maria Flores</b> Nanzan University, Japan
12:25 - 13:30	<b>Lunch Break</b>
13:30 - 14:05	<b>Keynote Address</b>
14:10 - 14:35	Vietnamese EFL students' perception of using Dictogloss in Listening and Note-taking Classes <b>Nguyen Le Bao Ngoc, Nguyen Hoang Phuong Mai</b> International University, Vietnam National University, HCMC
14:40 - 15:05	Students' ability to Identify Errors from Grammarly <b>Trinh Hoai Thuong, Vu Huynh Thao Quyen, &amp; Hoang Le Gia Bao</b> Ho Chi Minh International University
15:10 - 15:35	Non-English-majored Freshmen's Investigating Perspectives and Attitudes towards Intonation Through Podcast Integration in a Vietnamese University <b>Nguyen Hai Linh, Nguyen Thi Luong</b> , Hanoi University of Industry and FPT Polytechnic College, Vietnam; & <b>Le Duc Hanh</b> , Hanoi University of Industry
15:40 - 16:00	<b>Teabreak</b>
16:05 - 16:30	Perspectives of Students on Integrating a Corpus for Learning and Researching English Language <b>Phiphawin Suphawat Srikrai</b> , Khon Kaen University, Thailand
16:35 - 17:00	The Intercultural Communication Analysis of Conversations in the Project 'My Hanoi' by Faculty of Tourism, Hanoi Open University <b>Nguyen Thi Thao, Hoang Thi Thanh, Pham Dieu Ly, Phan Thi Phuong Mai</b> , Hanoi Open University, Ha Noi, VN

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18:00 - 20:00 **Gala Dinner**

**Sunday, 26<sup>th</sup> November 2023 - CULTURES AND COMMUNICATION**

8:00 - 8:35 **Keynote Address**

8:40 - 9:15 **Featured Talk (Hall A)**

**Featured Talk (Hall C303)**

9:20 - 9:35 **Teabreak**

9:40 - 10:05 Foster Intercultural Competence in English for Tourism Courses  
Utilizing Online Learning Materials: A Practical Case at Van Lang University

**Do Huy Liem**, Van Lang University, HCMC, VN

10:05 - 10:35 A Study of Satisfaction with the Learning Management of Regional Literature by Applying Story Maps through Padlet

**Por Prapassanan Ruangjan**

**Pakkapon Khamnoy**

Naresuan University, Thailand

10:35 - 10:55 Integrating Information Literacy into an English for Specific Purposes course: empirical results and recommendations for practice

**Nguyen Le Ngoc Anh**

University of Social Sciences and Humanities (HCMUSSH) - HCMC National University

10:55 - 11:20 Initial Understanding of Cultural Words' Meaning from Selected EFL Textbooks

**Pham Thi Thanh Thuy, Do Thi Phi Nga**

Hanoi National University of Education

11:20 - 11:45 Vietnamese EFL Teachers' Views and Practice of Using Chat GPT in Teaching and Working

**Nguyen Thi Hong Nhat, Nguyen Thi Ha Anh, Hoang Phuong Thao, Le Van Tuong, Nguyen Trang Nhung**

Hanoi Pedagogical University 2

11:45 - 12:10 Self-regulated English Learning with Sleeklingo: Vietnamese EFL learners' experiences and perspectives

**Nguyen Thi Hong Nhat**

Hanoi Pedagogical University 2

12:10 - 13:30 **Lunch break**

13:30 - 14:05 **Featured Talk (Hall A)**

**Featured Talk (Hall C303)**

14:10 - 14:35 Teaching Critical Thinking to English-Majored Students through the Pathways Coursebooks (2nd edition) at UFLS-UD: Challenges and Solutions

**Nguyen Thi Quynh Hoa, Nguyen Doan Thao Chi, Nguyen Thi Huynh Loc**

University of Foreign Language Studies - The University of Da Nang

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14:40 - 15:05	Translation in language teaching-the need for redefinition of translation <b>Nguyen Thi Thu Huong</b> The University of Foreign Language Studies, University of Da Nang	
15:10 - 15:35	Investigating EFL Adult Non-Majored Learners' Perceptions Toward Using The Flipped Classroom Model In Grammar Lessons <b>Nguyen Thuy An</b> , Thay Vinh IELTS Centre - Hanoi	
15:40 - 16:05	Spelling During the Netspeak Era: An Attitudinal Investigation toward English Spelling and Writing <b>Reenchiel Macario, Ericson Alieto</b> Western Mindanao State University, Philippines	
16:05 - 16:10	<b>Teabreak</b>	
16:10 - 16:50	<b>Featured Talk (Hall A)</b>	<b>Featured Talk (Hall C303)</b>
16:50 - 17:00	<b>Closing session</b>	
17:00 - 17:30	<b>AsiaCALL Annual General Meeting (AGM)</b> All participants are invited.	

## TABLE OF CONTENTS

CALL IN HYPERDRIVE: MOORE'S LAW HITS LANGUAGE EDUCATION PROF. ANDREW P. LIAN Suranaree University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia	2
POSITIVE TECHNOLOGY: A NEW PARADIGM FOR LANGUAGE LEARNING & TEACHING PROF. HAYO REINDERS TESOL Professor and Director of the doctoral programme at Anaheim University, USA Editor-in-chief of the journal Innovation in Language Learning and Teaching	4
AI AS A PERSONAL TUTOR FOR STUDENTS DR. DUNG QUOC NGUYEN Van Lang University, Vietnam	5
IN AN AI WORLD, WHY LEARN ANOTHER LANGUAGE? PROF. ROBERT GODWIN-JONES Virginia Commonwealth University	6
INTEGRATING CHATGPT INTO L2-LEARNING: IMPLICATIONS FOR RESEARCH, POLICY AND PRACTICE DR. ANIA LIAN Charles Darwin University, Australia	7
AI TOOLS FOR LANGUAGE RESEARCH: A HANDS-ON PRACTICE FOR APPRENTICE ASSOC.PROF.DR. NGUYEN VAN LONG The University of Danang - University of Foreign Language Studies	9
ARTIFICIAL INTELLIGENCE AND LANGUAGE LEARNING: A LONGITUDINAL APPROACH MIKLE LEDGERWOOD <sup>1</sup> & YIM SAN NG <sup>2</sup> <sup>1</sup> Samford University, Birmingham, USA <sup>2</sup> Universiti Sains Malaysia	10
CHATGPT IN LANGUAGE TEACHING AND LEARNING: A LITERATURE REVIEW AND STUDENT PERCEPTIONS PHAM VU PHI HO Van Lang University	11
HANDS-ON WITH PYTHON AND CHATGPT: EMPOWERING LANGUAGE EDUCATION THROUGH AND AI ASSOC.PROF.DR. NGUYEN NGOC VU Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT)	13

LANGUAGE LEARNING IN THE DIGITAL GAME MINECRAFT: A MIXED METHODS STUDY OF JAPANESE EFL LEARNERS JEREMY WHITE Ritsumeikan University	14
COMPUTER ASSISTED LANGUAGE LEARNING DOAN DIEM TRANG Sao Mai Education Group	15
CHATGPT AS A WRITING AID: VOICES FROM UNDERGRADUATE STUDENTS' EXPERIENCES ANUNCIUS GUMAWANG JATI <sup>1</sup> , FINITA DEWI <sup>2</sup> <sup>1</sup> Institut Teknologi Bandung, <sup>2</sup> Universitas Pendidikan Indonesia	20
THE IMPACT OF THE ELSA SPEAK MOBILE APPLICATION ON MOTIVATING STUDENTS TO IMPROVE THEIR ENGLISH PRONUNCIATION HAN DUONG NGOC <sup>1</sup> & THUONG DO THI <sup>2</sup> <sup>1</sup> Hanoi FPT Polytechnic College and the Hanoi University of Industry's School of Languages and Tourism in Vietnam <sup>2</sup> Dich Vong Middle School	21
EXPLORING STUDENT ENGAGEMENT IN VOCABULARY LEARNING PROJECTS THROUGH THE USE OF AN AI TOOL PHAM THI THU, LE THI THIEN PHUOC, HOANG MAI DANG, NGUYEN LAM ANH DUONG Can Tho University	22
EXPLORING THE EFFICACY OF AI (CHATGPT) IN LANGUAGE TEACHING AND ASSESSMENT NGUYEN THI HOANG BAU & TRAN THI DIEU HIEN Danang of Foreign Language Studies, Danang University	24
EFFECTIVENESS OF AI-BASED WEB TOOLS IN IMPROVING READING COMPREHENSIVE SKILLS RAHUL GABRIEL ROY The English and Foreign Languages University Hyderabad	26
AI AND PLAGIARISM: OPINION FROM TEACHERS, ADMINISTRATORS AND POLICYMAKERS NGUYEN QUYNH HOA University of Languages and International Studies, Vietnam National University, Hanoi	27
EXPLORING CHATBOT AI IN IMPROVING VOCATIONAL STUDENTS' ENGLISH PRONUNCIATION HOANG NGOC TUE, DUONG NGOC HAN, LE DUC HANH Hanoi University of Industry	28
TEACHERS AND STUDENTS' VOICES ON THE USE OF AI IN ENGLISH TEACHING AND LEARNING	30

TRAN THI THU HIEN, NGUYEN THI QUYNH YEN, NGUYEN THI BICH NGOC University of Languages and International Studies, Vietnam National University	
EMPOWERING CRITICAL THINKING THROUGH AI CHATBOT-ASSISTED LEARNING: A CASE STUDY WITH UNDERGRADUATE ENGLISH TEACHING STUDENTS NGUYEN THI LAN ANH University of Foreign Language Studies - The University of Da Nang	33
THE IMPACT OF CHATGPT ON AUTONOMY AND WRITING IMPROVEMENT FOR UNIVERSITY OF INFORMATION TECHNOLOGY STUDENTS NGUYỄN THỊ MỘNG THY University of Information Technology - Vietnam National University - Ho Chi Minh City	34
STUDENTS' PERCEPTIONS OF THE AI TECHNOLOGY APPLICATION IN ENGLISH WRITING CLASSES PHAN THI NGOC LE VNU University of Languages and International Studies, Vietnam National University, Hanoi	35
BOOK-CREATOR-POWERED VISUAL ENGLISH-VIETNAMESE DICTIONARY OF AIRPORT TERMS: A PILOT PROJECT TRAN VAN PHUOC <sup>1</sup> , PHAN THI ANH NGA <sup>2</sup> , DO NGUYEN ĐANG KHOA <sup>3</sup> , NGUYEN KHANH HUYEN <sup>4</sup> , TRUONG HOANG PHUC <sup>5</sup> , NGUYEN THI HONG DEN <sup>6</sup> , LE THI NHU Y <sup>7</sup> , NGUYEN XUAN DUONG <sup>8</sup> , NGUYEN THI HONG VAN <sup>9</sup> <sup>1</sup> University of Foreign Languages and International Studies, Hue University, Viet Nam <sup>2,3,4,5,6,7,8</sup> Vietnam Aviation Academy, Ho Chi Minh City, Viet Nam <sup>9</sup> The National College of Education, Ho Chi Minh City, Viet Nam	36
USING ARTIFICIAL INTELLIGENCE APPLICATIONS IN TEACHING ENGLISH SPEAKING TO STUDENTS IN A VIETNAMESE UNIVERSITY LE THI NGUYET & NGUYEN THI LAM People's Security University	38
UNDERSTANDING EFL WRITING TEACHERS' CONSTRUCTION OF THEIR PROFESSIONAL IDENTITY WITH THE RISE OF ARTIFICIAL INTELLIGENCE TRAN THI THANH HUYEN, DINH ANH DUC, TRAN THI HONG NHUNG, TRAN HUYNH THINH, BUI NGUYEN DAN CHI Hoa Sen University, Hoa Sen University, Sai Gon University, Hoangology English Language Center in Hanoi City, Sai Gon University	39
THE ROLE OF TECHNOLOGY IN LEARNING ENGLISH: A CASE STUDY AT NGUYEN TAT THANH UNIVERSITY TRAN NGOC HA <sup>1</sup> , TRAN THU THUY <sup>2</sup> <sup>1</sup> Nguyen Tat Thanh University <sup>2</sup> Ho Chi Minh City College of Economics	41

THE EFFECTIVENESS OF PADRISEUP AS A COLLABORATING TOOL IN ENHANCING WRITING SKILLS AMONG NON-ENGLISH MAJOR STUDENTS NGUYEN VAN LONG & VO NGUYEN THUY TRANG University of Foreign Language Studies - The University of Da Nang	42
LEVERAGING AI-DRIVEN PLATFORMS FOR ENHANCING STUDENT ENGAGEMENT AND SATISFACTION IN LEARNING ENGLISH AT AIU NGUYEN THI THANH VY Asia-Pacific International University	43
EXPLORING THE ROLE OF CHATGPT IN DEVELOPING CRITICAL DIGITAL LITERACIES IN LANGUAGE LEARNING: A QUALITATIVE STUDY TRAN TIN NGHI <sup>1</sup> , TRAN HUU PHUC <sup>2</sup> <sup>1</sup> Ho Chi Minh City University of Food Industry <sup>2</sup> University of Foreign languages, The Da Nang University	46
PROMOTING LEARNER AUTONOMY IN LEARNING ENGLISH LISTENING SKILLS THROUGH MOBILE-ASSISTED APPLICATIONS NGUYEN THI LAM & LE THI NGUYET People's Security University	47
REVISITING AI IN AN ENGLISH CLASSROOM MARY JOY V. SIENES & JANE CARLA S. SARSALE ESL Department, Vinschool Times City (T37)	49
AN INVESTIGATION INTO THE EFFECTIVENESS OF CHATGPT IN READING TEXT ADAPTATION NGUYEN THI QUYNH YEN The Center for Language Testing and Assessment, the University of Languages and International Studies, Vietnam National University – Hanoi (ULIS-VNU)	50
AI TOOLS IN TEACHING AND LEARNING ENGLISH WRITING SKILLS TRAN THI THU HIEN University of Languages and International Studies, Vietnam National University	51
THE APPLICATION OF CHATGPT IN LANGUAGE TEST DESIGN – THE WHAT AND HOW NGUYEN THI PHUONG THAO University of Languages and International Studies, Vietnam National University	52
UNIVERSITY TEACHERS' PERCEPTIONS ABOUT USING CHATGPT IN LANGUAGE TEACHING AND ASSESSMENT NGUYEN THI CHI University of Languages and International Studies, Vietnam National University, Hanoi	53
ENHANCING VIETNAMESE STUDENTS' INTERACTION APPLYING EFL ONLINE COLLABORATIVE LEARNING IN CASES SUCH AS SOCIAL-DISTANCING DUE TO PANDEMIC	54

DR NGUYEN THI BICH THUY	
University of Foreign Language Studies, The University of Danang	
EMPLOYING AI IN ESL CLASSROOMS: ASSUMPTIONS, DEVELOPMENT AND THE USE OF AI-INTERGRATED WRITING TASKS	56
SIMON PETER, MURSHID V. H.	
English and Foreign Languages University, India	
HARNESSING CUSTOMIZED CHATGPT FOR ENHANCED LANGUAGE LEARNING	57
SIMON WANG & MABLE CHAN	
Hong Kong Baptist University	
USING CHATGPT AS A SUPPORTING TOOL FOR EFL LANGUAGE ASSESSMENT: WHAT DO TEACHERS SAY?	57
HOANG YEN PHUONG, THI ANH THU HUYNH, ANH THI NGUYEN, THANH THAO LE	
Can Tho University, Vietnam	
CONVERSATION DESIGN AS A PEDAGOGICAL STRATEGY IN ESL CLASSROOMS: CO-CREATION OF A CHATBOT BY BEGINNER-LEVEL LEARNERS IN INDIA	60
HARSHITHA H	
The English and Foreign Languages University, Hyderabad	
THAI EFL STUDENTS' PERCEPTIONS OF USING CHATGPT IN LEARNING: AN EXPLORATORY MIXED-METHOD DESIGN	61
INTIRA SAKMIANKAEW	
Sisaket Rajabhat University	
CONTEXTUALISING GLOBAL TEXTBOOKS FOR THE ESL CLASSROOM WITH CHATGPT	62
MURSHID V H & SIMON PETER	
English and Foreign Languages University, India	
MEDIATED SLA THROUGH THE GUISE OF TIKTOK SUBTITLES: A DISCOURSE ERROR ANALYSIS	63
MYCO LEO B. PACAMALAN & JOSEPH P. CASIBUAL JR.	
Western Mindanao State University, Philippines	
TOWARDS A PRACTICAL FRAMEWORK FOR INTEGRATING ARTIFICIAL INTELLIGENCE IN WRITING INSTRUCTION	64
TRAN HONG LIEN	
Intertu Education	
THE IMPACT OF IDDIRR MODEL-BASED IN ICT TRAINING WORKSHOP ON IN-SERVICED TEACHERS IN VIETNAM DURING TIME OF COVID-19 OUTBREAK	65
PHAM THI TO NHU	

---

EXPLORING THE IMPACT OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE COMMUNICATION ON SECOND LANGUAGE SPEAKING SKILLS NAMI TAKASE Shizuoka University	68
EXPLORING THE IMPACT OF DIGITAL APPLICATIONS IN DEVELOPING COGNITIVE SKILLS FOR LANGUAGE LEARNERS HUYNH NGOC MAI KHA University of Foreign Language Studies, The University of Danang	69
EXPLORING THE IMPACT OF SYNCHRONOUS AND ASYNCHRONOUS ONLINE COMMUNICATION ON SECOND LANGUAGE SPEAKING SKILLS ANDY TRI NGUYEN & NGUYEN DO DINH TESOL International Academy FPT University	71
E-EXAMS IN VIETNAM: STUDENTS' COMPUTER-EFFICACY, AND ATTITUDES VO THI KIM ANH University of Foreign Language Studies, The University of Danang	72
THE IMPACT OF TECHNOLOGY ON STUDENT ENGAGEMENT IN ENGLISH LANGUAGE ACQUISITION THROUGH E-LEARNING PLATFORMS NGUYEN THI HONG PHUONG Thai Binh Duong University	73
USING VIDEO-BASED LEARNING TO IMPROVE LISTENING SKILLS FOR FIRST YEAR ENGLISH MAJORS AT HANOI OPEN UNIVERSITY NGUYEN THI KIM CHI Hanoi Open University	74
IMPLEMENTING MOBILE MEDIATED COLLABORATIVE WRITING (MMCW) TO EMPOWER SELF-REGULATED LEARNING IN EFL CLASSROOM RATNAWATI, NUR MUKMINATIEN, YAZID BASTHOMI, EKANING DEWANTI LAKSMI Universitas Negeri Malang, East Java, Indonesia	75
ONLINE LANGUAGE LEARNING IN AREAS WITH LIMITED CONNECTIVITY: PHILIPPINE-BASED ESL LEARNERS' MOTIVATION, ANXIETY, AND TECHNOLOGICAL ACCESS ERICSON ALIETO <sup>1</sup> , LOVELLE DIOCESS S. LAUZON <sup>2</sup> , MANUEL R. TANPOCO <sup>3</sup> , EDISON S. ESTIGOY <sup>4</sup> , MARISOL D. TUBO <sup>5</sup> , RODITA C. SILVA <sup>6</sup> , BERNADETH T. ABEQUIBEL <sup>7</sup> <sup>1</sup> Western Mindanao State University, <sup>2</sup> Mindanao State University, <sup>4</sup> Xi'an University of Technology	77

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FROM SWATCH TO YASSDT: MORPHOLOGICAL STRUCTURE AND DISCURSIVENESS OF FILIPPINO BEAUTY SLANGS JUNE MARK B. CRUZ & JOSEPH P. CASIBUAL JR. Western Mindanao State University	79
TEACHING AND LEARNING COLLOCATIONS IN THE VIETNAMESE CONTEXT: TEACHERS' VOICES NGUYỄN HOÀNG XUÂN CHIÊU University of Social Sciences and Humanities Ho Chi Minh City	80
AN INVESTIGATION INTO THE PHENOMENA OF MEANING MAKING AND WORDING IN NON-FICTION NOVEL FROM SYSTEMIC FUNCTIONAL LINGUISTICS GIA THI TUYET NHUNG <sup>1</sup> , PHAN VAN HOA <sup>2</sup> <sup>1</sup> University of Science and Education, The University of Danang <sup>2</sup> University of Foreign Language Studies, The University of Danang	81
APPLYING EXTENSIVE LISTENING VIA TED TALKS TO ENHANCE ENGLISH MAJORS' VOACABULARY KNOWLEDGE NGUYEN NGOC LY Ho Chi Minh City Open University	83
CONVERSING WITH LLMS: PROMPT ENGINEERING, THE FUTURE OF EDUCATION, AND THE IMPORTANCE OF H.E.A.L.E.R VY NGUYEN Asia-Pacific International University	84
CONCEPTUAL METAPHOR "MEDIA IS FIRE" IN VIETNAMESE AND ENGLISH NGUYEN LUU DIEP ANH University of Foreign Language Studies, The University of Da Nang	85
AN APPROACH TO TACKLE PRONUNCIATION ERRORS IN THAI LANGUAGE AMONG VIETNAMESE LEARNERS BY LINGUISTIC THEORY AND SPEECH RECOGNITION NGUYEN KIEU YEN University of Foreign Language Studies - The University of Da Nang	86
APPLYING ICTS TO IMPROVE LANGUGAGE SKILLS TO ENGLISH MAJOR STUDENTS AT UFLS – UDN, VIETNAM TRAN THI THUY OANH University of Foreign Language Studies, The University of Da Nang	87
TRANSLANGUAGING IN ACADEMIC DISCOURSE: A CONTENT DISCOURSE ANALYSIS FELWYN LOVELY R. NATIVIDAD & JOSEPH P. CASIBUAL JR. Western Mindanao State University	88



INVESTIGATING THE TRANSITION TO ONLINE TEACHING PLATFORMS: LANGUAGE TEACHERS' ANXIETY AND SATISFACTION LEVELS ERICSON O. ALIETO*, CRISELDA D. RICOHERMOSO, BERNADETH A. ENCARNACION, MICHELLE A. HELAR, JERRY JAMES C. DERAN Western Mindanao State University	91
REFRAMING SPEECH ANXIETY: A COMPARATIVE STUDY BETWEEN FACE- TO-FACE AND ONLINE SETTING NOEL V. PUGOSA & JOSEPH P. CASIBUAL JR Western Mindanao State University	92
THE IMPORTANCE OF TEACHERS' SOCIAL ENGAGEMENT (TSE) IN ONLINE ENGLISH TRAINING SYSTEM AND SUGGESTIONS FOR TSE DEVELOPMENT NGUYEN CHAU BICH TUYEN <sup>1</sup> & LE THI BICH TRAM <sup>2</sup> <sup>1</sup> Ho Chi Minh City Open University <sup>2</sup> Bosworth School	93
USING GOOGLE CLASSROOM TO TEACH IELTS ONLINE: A CASE STUDY NGUYỄN HOÀNG VY Simply English	94
THE IMPLEMENTATION OF BLENDED LEARNING FOR ENGLISH COURSES AT HIGHER EDUCATION IN VIETNAM: TEACHERS' PERCEPTIONS DINH TRAN THUY LIEU, TRAN XUAN TRANG, LE THI HUYEN TRANG, PHAM HUYNH THUY UYEN Ho Chi Minh City Open University	95
LANGUAGE TEACHERS' ADAPTING TO DIGITAL TRANSFORMATION: ONLINE ASSESSMENT PRACTICES IN HIGHER EDUCATION TRAN THI THANH TRUC <sup>1</sup> , HUONG T.T. NGUYEN <sup>2</sup> , VAN T.N. NGUYEN <sup>3</sup> <sup>1</sup> University of Social Sciences and Humanities – Vietnam National University Ho Chi Minh City <sup>2</sup> Vietnam Aviation Academy <sup>3</sup> Tra Vinh University	97
SIMSCHOOL – A DYNAMIC ONLINE SIMULATED TEACHING ENVIRONMENT FOR TEACHER EDUCATION DANG THI NGUYET Hong Duc University	99
A PROPOSAL FOR THE EFFECTIVENESS STYLES OF LEARNING PROFESSIONAL ENGLISH AT FACULTY OF TOURISM – HANOI OPEN UNIVERSITY PHAM DIEU LY, NGUYEN THI THAO, PHAN THI PHUONG MAI	100

REDESIGNING ESSAYS: ENGAGING LEARNERS IN MULTIMODAL WRITING TO DEVELOP COMPOSITIONAL SKILLS MALAVATH NIKHIL NAIK The English and Foreign Languages University, India	102
INVESTIGATING HOW ADJECTIVES ARE USED IN VIETNAMESE EFL STUDENTS' ONLINE ENGLISH WRITINGS PHẠM THỊ THU HƯƠNG University of Foreign Language Studies - The University of Da Nang	103
INTERACTIVE CRITERIA AND METHODS FOR TEACHING VIETNAMESE WRITING TO FOREIGNERS NGUYEN HOANG PHUONG University of Social Sciences and Humanities, Vietnam National University – Hochiminh City	104
DIFFICULTIES IN LISTENING SKILL ENCOUNTERED BY SECOND -YEAR STUDENTS AND APPLYING EFFORTLESS LISTENING TECHNIQUES TO IMPROVE STUDENTS' SKILL *NGUYEN VAN LONG, **PHAM THI TAI University of Foreign Language Studies - The University of Da Nang	105
CLT APPROACH IN TEACHING READING EFFECTIVENESS AMONG OUT OF SCHOOL YOUTH ( OSY ) FOR LITERACY PROGRAM INNOVATIONS IN GRADUATE SCHOOL RODITA C.SILVA, ELORA CAYA A. JALDON, KAREN L. FALCASANTOS Western Mindanao State University, Philippines	107
THE EFFECTIVENESS OF SIMULATED CONFERENCE IN TEACHING INTERPRETATION IN CLASSROOM CONTEXT VU THI KIM LIEN University of Languages and International Studies	108
UNDERSTANDING PEDAGOGICAL TRANSLANGUAGING AND THE ROLE OF L1 IN LEARNING SECOND LANGUAGE ANDE PRADEEP English and Foreign Languages University, India	109
EXPLORING THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND ONLINE FORMATIVE ASSESSMENT: A CASE STUDY AT A TECHNICAL UNIVERSITY HOANG NGOC TUE, LE DUC HANH, NGUYEN THI THU HIEN Hanoi University of Industry	110
LEVELS OF TEACHER QUESTIONS AND STUDENT CRITICAL THINKING SKILL IN TERTIARY CLASSES: BASIS FOR AI APPLICATION AND DIGITALIZED LANGUAGE INSTRUCTIONS DR. RODITA C.SILVA, Western Mindanao State University, Philippines	111

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INNOVATIVE PRACTICES IN ENL TEACHER EDUCATION PRACTICES POST-PANDEMIC	114
VIRAK CHAN Purdue University	
EXPLORING UNIVERSITY STUDENT'S PERSPECTIVES ON E-PORTFOLIO ASSESSMENT IN ENGLISH SPEAKING	115
NGO NGUYEN THIEN DUYEN & LUU THI MAI VY Ho Chi Minh City University of Economics and Finance	
BREAKING BARRIERS IN ESL LEARNING: UNVEILING FLIP'S POTENTIAL FOR COMMUNICATION SKILLS DEVELOPMENT	116
ANA MARIA FLORES Nanzan University	
VIETNAMESE EFL STUDENTS' PERCEPTION OF USING DICTOGLOSS IN LISTENING AND NOTE-TAKING CLASSES	117
NGUYEN LE BAO NGOC & NGUYEN HOANG PHUONG MAI International University, Vietnam National University, HCMC	
STUDENTS' ABILITY TO IDENTIFY ERRORS FROM GRAMMARLY	118
TRINH HOAI THUONG, VU HUYNH THAO QUYEN, & HOANG LE GIA BAO Ho Chi Minh International University	
NON-ENGLISH-MAJORED FRESHMEN'S INVESTIGATING PERSPECTIVES AND ATTITUDES TOWARDS INTONATION THROUGH PODCAST INTEGRATION IN A VIETNAMESE UNIVERSITY	119
NGUYEN HAI LINH, NGUYEN THI LUONG & LE DUC HANH FPT Polytechnic College, Vietnam Hanoi University of Industry	
PERSPECTIVES OF STUDENTS ON INTEGRATING A CORPUS FOR LEARNING AND RESEARCHING ENGLISH LANGUAGE	121
PHIPHAWIN SUPHAWAT SRIKRAI Khon Kaen University, Thailand	
THE INTERCULTURAL COMMUNICATION ANALYSIS OF CONVERSATIONS IN THE PROJECT 'MY HANOI' BY FACULTY OF TOURISM, HANOI OPEN UNIVERSITY	122
NGUYEN THI THAO, HOANG THI THANH, PHAM DIEU LY, PHAN THI PHUONG MAI Hanoi Open University	
FOSTER INTERCULTURAL COMPETENCE IN ENGLISH FOR TOURISM COURSES UTILIZING ONLINE LEARNING MATERIALS: A PRACTICAL CASE AT VAN LANG UNIVERSITY	124
DO HUY LIEM Van Lang University	

---

A STUDY OF SATISFACTION WITH THE LEARNING MANAGEMENT OF REGIONAL LITERATURE BY APPLYING STORY MAP THROUGH PADLET PAKKAPON KHAMNOY, POR PRAPASSANAN RUANGJAN Naresuan University	124
INTEGRATING INFORMATION LITERACY INTO AN ENGLISH FOR SPECIFIC PURPOSES COURSE: EMPIRICAL RESULTS AND RECOMMENDATIONS FOR PRACTICE NGUYEN LE NGOC ANH University of Social Sciences and Humanities - HCMC National University	126
INITIAL UNDERSTANDING OF CULTURAL WORDS' MEANING FROM SELECTED EFL TEXTBOOKS PHAM THI THANH THUY & DO THI PHI NGA Hanoi National University of Education	127
VIETNAMESE EFL TEACHERS' VIEWS AND PRACTICE OF USING CHAT GPT IN TEACHING AND WORKING NGUYEN THI HONG NHAT, NGUYEN THI HA ANH, HOANG PHUONG THAO, LE VAN TUONG, NGUYEN TRANG NHUNG Hanoi Pedagogical University 2	128
TEACHING CRITICAL THINKING TO ENGLISH-MAJORED STUDENTS THROUGH THE PATHWAYS COURSEBOOKS (2ND EDITION) AT UFLS-UD: CHALLENGES AND SOLUTIONS NGUYEN THI QUYNH HOA, NGUYEN DOAN THAO CHI, NGUYEN THI HUYNH LOC University of Foreign Language Studies - The University of Da Nang	130
TRANSLATION IN LANGUAGE TEACHING-THE NEED FOR REDEFINITION OF TRANSLATION HUONG THI THU NGUYEN University of Foreign Language Studies - The University of Da Nang	132
INVESTIGATING EFL ADULT NON-MAJORED LEARNERS' PERCEPTIONS TOWARD USING THE FLIPPED CLASSROOM MODEL IN GRAMMAR LESSONS AN THUY NGUYEN Thay Vinh IELTS Centre	133
SPELLING DURING THE NETSPEAK ERA: AN ATTITUDINAL INVESTIGATION TOWARD ENGLISH SPELLING AND WRITING REENCHIEL R. MACARIO & ERICSON O. ALIETO Western Mindanao State University	134
SELF-REGULATED ENGLISH LEARNING WITH SLEEKLINGO: VIETNAMESE EFL LEARNERS' EXPERIENCES AND PERSPECTIVES Nguyen Thi Hong Nhat, Hanoi Pedagogical University 2	135



## The 20th AsiaCALL International Conference (AsiaCALL2023)

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# Keynote Address



## CALL IN HYPERDRIVE: MOORE'S LAW HITS LANGUAGE EDUCATION

**PROF. ANDREW P. LIAN**

Suranaree University of Technology, Thailand, Ho Chi Minh City Open University,  
Vietnam and University of Canberra, Australia

### **Abstract**

When modern CALL began in the late 70s and early 80s, the concept of language learning was often limited in scope to a strong focus on “words” and “grammar” although work was also being done in more complex areas such as listening comprehension. At that time, and even today, the people involved in CALL, using the technology of the times, were language enthusiasts. They loved language and wanted others to share that joy. As a consequence, “Language” was, and in some cases still is, owned by Linguistics and its intellectual paradigms. Now things are changing as

(a) the technology is expanding at an unprecedented rate in both hardware and software and

(b) the concept and locus of language learning is also moving forward also, arguably, at an unprecedented rate.

Even the most ardent lovers of Linguistics are beginning to realize that the focus of language learning must be learning rather than language, that language is a special case of learning, and that the concept of language learning is much more complex than originally conceptualized.

It is as if Moore’s Law now extends beyond the hardware area into the educational area where people are struggling to keep up with all the changes that are occurring. Yet, keeping up with change is our obligation as intellectuals. Nevertheless, this is placing significant pressure on language education, especially those of us who are working in the dual field of technology and learning. Thankfully, technology itself can help us to deal with some of these new areas.

These issues will be discussed briefly, and some examples provided to illustrate some of the changes that are occurring now and may occur in the future. While the future of CALL is clearly very bright because of these changes we must be prepared to embrace the change afforded to us by the dual challenge of technological change and intellectual progress if we are to be successful in the future. We will also need to be prepared to understand that the definition of CALL will need to be adjusted to progress as it occurs. Nevertheless we might be able to agree on some ground rules for moving forward without which the potential of the field may never be realized..



## Biodata



Andrew Lian is Professor of Foreign Language Studies, School of Foreign Languages, Suranaree University of Technology, Nakhon Ratchasima, Thailand. He is also Professor of Postgraduate Studies in English Language Education at Ho Chi Minh City Open University, HCMC, Vietnam and Professor Emeritus of Languages and Second Language Education at the University of Canberra, Canberra, ACT, Australia. He is the current President of AsiaCALL, the Asia Association of Computer-Assisted Language-Learning, a research and professional association focusing on the uses of

technology to enhance second/foreign language learning in Asian contexts.

Andrew Lian specialises in issues of knowledge and meaning-construction as well as postmodern approaches to learning and teaching (languages). He is one of the pioneers of Technology-Enhanced Language-Learning in Australia, beginning his work in the area in the early 1980s. Prior to coming to Thailand, he held five (full) professorial appointments and department headships in Australia (Bond University, James Cook University, University of Canberra) and the United States (Rice University, Western Illinois University). He is on the advisory or editorial boards of eight international peer-reviewed journals. Current research interests include the development of rhizomatic, technology-supported self-regulating language-learning environments (including personal learning environments), especially the uses of multimedia databases and the conceptualisation and construction of awareness-raising tools for language learners. His latest interests include the scanning of brain activity during the processes of listening in a foreign language and the enhancement of pronunciation.

Specialties: Pedagogy; verbotonalism; neuroscience; Foreign/Second Language Pedagogy; TESOL; Technology-Enhanced Language Learning, CALL.



## POSITIVE TECHNOLOGY: A NEW PARADIGM FOR LANGUAGE LEARNING & TEACHING

### PROF. HAYO REINDERS

TESOL Professor and Director of the doctoral programme at Anaheim University, USA  
Editor-in-chief of the journal Innovation in Language Learning and Teaching

#### Abstract

What stays the same when everything changes? Technological developments, in particular in AI, present us with challenging and urgent questions. However, these are often prompted by the technology, rather than by us. As a result, we may end up looking for answers to questions that are not relevant to us. In this presentation I want to bring the conversation back to where it belongs: with us teachers and our learners.

For this, I introduce the concept of Positive CALL (Reinders, forthcoming), or a values-based-approach to the use of technology that aims to enhance learner and teacher wellbeing and thriving. This is a humanistic perspective that places personal growth at the heart of our conversations about technology and that fosters educational sustainability.

At a practical level, I present ways in which teachers can (help their learners to) take a more constructive and agentic approach to technology. I give examples of ways in which technology has served the educational needs and goals of communities, not the other way around. I show everyday strategies that can help us develop digital wellbeing and demonstrate how teachers can exert leadership to maintain control over their professional identity and aspirations. The aim of the presentation is to imagine new, human-centred opportunities for the role of technology in education.

#### Biodata



Dr. Hayo Reinders ([www.innovationinteaching.org](http://www.innovationinteaching.org)) is TESOL Professor and Director of the doctoral programme at Anaheim University in the USA as well as Professor of Applied Linguistics at KMUTT in Thailand. Hayo is Editor of the journal Innovation in Language Learning and Teaching and edits a book series on “New Language Learning and Teaching Environments”. He founded the Institute for Teacher Leadership. He has published 30 books and over 200 articles on such topics as teacher leadership, learner autonomy, and educational technology. He is a speaker for the Royal Society of New Zealand.





## AI AS A PERSONAL TUTOR FOR STUDENTS

**DR. DUNG QUOC NGUYEN**  
Van Lang University, Vietnam

### Abstract

It is shown that students who were individually tutored and taught under mastery learning performed better than those who would have in a classroom in the two-sigma study. With the accelerating integration of artificial intelligence (AI) in our lives, work, and education, most educators and students agree that AI is changing the way we learn and do things in the modern world. In this presentation, we briefly review the history of AI and the latest AI technologies and innovations. Next, we present the prompt science and the trend of emerging prompt-based development for building and deploying AI models simply and quickly. We will introduce prompt-based AI tools like ChatGPT, Bard, ELSA Speak, Stable Diffusion, and Landing AI, etc. and discuss their applications in supporting and meeting students' various learning needs such as language learning, language understanding and generation, reasoning, audio and image generation, 3D graphics generation, advanced math problem solving, and coding.

### Biodata



Dr. Dung Quoc Nguyen received the B.Eng. degree from the Posts and Telecommunications Institute of Technology, Vietnam, in 2003, the M.Eng. degree from the Catholic University of Leuven, Belgium, in 2010, and the Ph.D. degree in computer science from the VSB-Technical University of Ostrava, Czech Republic, in 2022. He has over 15 years of experience in leadership at a variety of academic and industrial projects in software engineering and data science. He is currently a lecturer at Van Lang University, Vietnam. His research interests include natural language processing, data science, deep learning, and evolutionary computation.



IN AN AI WORLD, WHY LEARN ANOTHER LANGUAGE?

**PROF. ROBERT GODWIN-JONES**

Virginia Commonwealth University

**Abstract**

The rapid developments today in artificial intelligence (AI), supported by massive language data collection, are resulting in ever better digital language assistance/translation. Advances in the capabilities of intelligent services and digital devices lead naturally to envisioning a future where there might be a quite different context for second language (L2) use and therefore for second language acquisition (SLA). A central aspect of that future will be the respective contributions of formal, institutional language learning and informal, largely autonomous language development. While a number of future scenarios can be imagined, I will be arguing in favor of a framework of “structured unpredictability” (Little & Thorne, 2017) as the optimal future pathway for L2 development, with the guidance and self-reflective possibilities of formal instruction (face-to-face or online) combined with the cultural and pragmatic learning available from online encounters and exchanges. In such a vision, AI-powered tools will enhance individual learning but are not likely to replace the essentially human character of person-to-person communication.

**Biodata**



Professor Dr. Robert Godwin-Jones writes a regular column for the journal *Language Learning & Technology* (LLT) and regularly presents at major conferences in the field. Currently, he teaches principally in the areas of international studies and the German language, but he has considerable experience as an English language teacher abroad. He also directed the English Language Program at Virginia Commonwealth University (VCU). He had hands-on technology experience through his own teaching and through workshops he has given, especially as the former Director of the Instructional Development Center at VCU.



## INTEGRATING CHATGPT INTO L2-LEARNING: IMPLICATIONS FOR RESEARCH, POLICY AND PRACTICE

**DR. ANIA LIAN**

Charles Darwin University, Australia

### **Abstract**

By leveraging the capabilities of ChatGPT, it is suspected that second language students may gain access to unprecedented information, resources and learning support, unlike any other before. However, the manner and impact of AI integration on traditional educational institutions and pedagogical approaches remains uncertain. There is a need for informed, evidence-based research to provide institutions with sound and forward-looking ideas and directions. Doing more of the same is not an option if education institutions aim to remain relevant and scholars to contribute to the growing body of knowledge of second language learning. Drawing on the ‘Reading for Emotion’ approach developed by Ania Lian (2017) and subsequent research by L. Sudamantara (2020) and L. Baehaqi (2023), the keynote will propose, and demonstrate examples of, breakthrough strategies for working with, and further investigating, the capacity of the ChatGPT in the context of English literacy pedagogy.

### **Biodata**



Dr Ania Lian is one of the senior staff in the International Graduate Centre of Education, College of Education.

Dr Lian coordinates the Master’s in Education (International) course and the development of Higher Degree Research supervision culture, which builds Higher Degree Research students’ capacity. Dr Lian also develops international links with South-East Asian countries, especially Cambodia, Vietnam and Indonesia.

Dr Lian has a high international profile in the areas of Computer Assisted-Language Learning (CALL), student-centred second and foreign language pedagogies, and English literacy and academic writing.



## The 20th AsiaCALL International Conference (AsiaCALL2023)

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# Featured Talk (Hall A)



## AI TOOLS FOR LANGUAGE RESEARCH: A HANDS-ON PRACTICE FOR APPRENTICE

**ASSOC.PROF.DR. NGUYEN VAN LONG**

The University of Danang - University of Foreign Language Studies

### **Abstract**

The exponential growth of knowledge in the fast-changing world calls for a continuous learning and adapting approach. AI tools offer great opportunities for language research, but the abundance of available tools can be overwhelming. This workshop will explore AI tools that can help with research, such as ChatGPT, Google Scholar, Semantic Scholar, and many others. The focus will also be on popular AIChat tools like ChatGPT, ChatEveryWhere, MicrosoftBingChat, and many more. Participants will learn how to use ChatGPT, including creating an account, making specific requests, using an iterative approach, and validating its responses. The workshop will also provide examples of prompts that participants can use for brainstorming research topics, generating research questions, conducting literature reviews, and managing citations and time. Finally, participants will discuss the opportunities and threads of AI tools in language research and explore the potential of GPT in writing research papers, offering advice, providing feedback, and keeping up-to-date."

**Keywords:** *AI, AI Tools, ChatGPT.*

### **Biodata**



Long V Nguyen, is currently Vice Rector in The University of Danang - University of Foreign Language Studies, where he has been working as a lecturer since late 90s. Recently, he has actively participated in various activities of National Foreign Languages Project as CALL specialist and VietCALL president. Long received his MA in TESOL Studies from the University of Queensland in 2005 and his PhD in Applied Linguistics (Specialized in Computer-Assisted Language Learning - CALL) at Massey University. Long has been Microsoft MIE and PIL since 2012 and received a number of outstanding grants for his contributions in research. He has published widely in the areas of educational technology and communication in foreign language learning and teaching, sociocultural perspectives in language education, digital literacy, collaborative learning, and language teacher education.

Google Scholar: [Long V Nguyen - Google Scholar](#)



## ARTIFICIAL INTELLIGENCE AND LANGUAGE LEARNING: A LONGITUDINAL APPROACH

MIKLE LEDGERWOOD<sup>1</sup> & YIM SAN NG<sup>2</sup>

<sup>1</sup>Samford University, Birmingham, USA

<sup>2</sup>Universiti Sains Malaysia

### Abstract

Technology has been utilized for language learning from the late nineteenth and early twentieth centuries, with considerable success. Artificial intelligence (AI) advancements have spurred a new look at technology and language learning. The researchers intend to explore the history of language learning and technology, focusing on its role as a guide in the language learning process, and then move to the present day utilizing the program “Chat GPT” as a focus for analysis. The researchers will examine the different ways to use this program in their analysis, looking at both positive and negative ways this program (and other AI) have been or are being used for language learning. The researchers will review the published work on this broad topic and introduce recent work, including other presentations, from groups such as Teachers of English as a Second Language (TESL), the Computer Assisted Language Instruction Consortium (CALICO), and the International Association for Language Learning Technology (IALLT), as well as personal experience and the experiences of colleagues. It is not the intent of the researchers to prescribe a positive or negative viewpoint concerning current technology, especially AI, for language learning, but rather to provide users a window from which they can judge its utility for their own purposes.

### Biodata

1. **Mikle D. (Mike) Ledgerwood** is a retired full professor of Romance Languages and Linguistics. His publications are in the areas of semiotics, literature, and language learning with technology. He had been a keynote speaker at AsiaCALL in India, and his new research area is the use of AI, specifically ChatGPT, in language learning.
2. **Ng Yim San** is a retired senior English language teacher at Universiti Sains Malaysia. She is currently a part-time TEFL teacher at Dunville International Training Centre Pte. Ltd. She has taught the language at various levels in Malaysian primary schools, secondary schools and university for 34 years. She holds a B.A. in English Language and Literature Studies and an M.A. in Linguistics and English Language. Her areas of interest are learner autonomy, blended learning and e-learning.





## CHATGPT IN LANGUAGE TEACHING AND LEARNING: A LITERATURE REVIEW AND STUDENT PERCEPTIONS

**PHAM VU PHI HO**  
Van Lang University

### **Abstract**

The purpose of this paper is to examine the incorporation of ChatGPT into language instruction and provides a concise summary of pertinent scholarly works. The perceptions of MA students regarding ChatGPT as a learning support tool are the subject of this study. By Utilising qualitative research methodologies, this paper investigates the attitudes, preferences, and difficulties that students face while interacting with ChatGPT. The results of this study provide significant contributions to the body of knowledge regarding the pragmatic consequences of integrating ChatGPT into language instruction, encompassing both advantages and obstacles. By providing educators and policymakers with information regarding the changing dynamics of technology in language learning environments, this study contributes to the ongoing dialogue surrounding the convergence of artificial intelligence and pedagogy. With the continuous evolution of educational environments, this study offers pertinent insights into the complex interplay between technology and language education, thereby providing direction for forthcoming developments in the domain.

### **Biodata**



Assoc. Prof. Pham Vu Phi Ho, Ph.D., Assoc. Dean of the Faculty of Foreign Languages, Van Lang University, Vietnam. He used to be a Vice-President of Ba Ria – Vung Tau University and Vice-President at Van Hien University, Vietnam. Pham has published 64 research articles in both local and International Journals (ISI/Scopus-indexed), and 9 books and course-books, 3-course books were used for both the undergraduate and graduate levels at Van Lang University, HCMC Open University, Vietnam, and Lourdes College, Higher

Education Department, Cagayan de Oro City, Philippines. He has international experience in teaching English at Suranaree University of Technology, Thailand, and Gyeongju University, South Korea. He is the Vice President for Administrative Affairs of AsiaCALL and the managing editor of its Online Journal. He is now the Editor-in-chief of the International Journal of TESOL & Education. He is a peer reviewer for some international Journals indexed in ISI/Scopus such as Computer Assisted Language Learning, Open Sage... His main interests include Academic Writing, peer responses, translation, Teaching methodologies, and Technology-enhanced learning.



## The 20th AsiaCALL International Conference (AsiaCALL2023)

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# Featured Talk (Hall C303)





## HANDS-ON WITH PYTHON AND CHATGPT: EMPOWERING LANGUAGE EDUCATION THROUGH AND AI

**ASSOC.PROF.DR. NGUYEN NGOC VU**

Ho Chi Minh City University of Foreign Languages - Information Technology  
(HUFLIT)

### **Abstract**

This hands-on workshop will guide participants through the process of integrating artificial intelligence (AI) into the Teaching English to Speakers of Other Languages (TESOL) domain using Python and ChatGPT. Attendees will learn how to harness the power of AI-driven technologies to improve pedagogical effectiveness and enhance language education experiences. The session begins with a brief introduction to AI applications in TESOL, followed by a step-by-step tutorial on implementing Python and ChatGPT in language teaching scenarios.

Throughout the workshop, participants will engage in practical activities to develop their understanding of the technology and its applications, while also discussing the challenges and opportunities associated with AI adoption. The ethical aspects of using AI in language education, such as privacy, security, and equitable access, will be considered as well. By the end of the session, participants will be equipped with the knowledge and skills necessary to leverage AI for TESOL, as well as strategies for continued professional development and policy recommendations to foster responsible integration of AI in language instruction.

**Keywords:** *Artificial intelligence, Python, ChatGPT, Educational technology, TESOL, Hands-on workshop, Pedagogical effectiveness, Ethical considerations.*

### **Biodata**



Assoc.Prof.Dr. Nguyen Ngoc Vu is currently Vice-President of Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT), and Chairman of STESOL founded by Association of Vietnamese Universities and Colleges. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation services to higher education institutions and businesses across Vietnam. He won Vietnam Technology

Innovation Award in 2012 and got recognized as Vietnam Microsoft Innovative Educator (MIE) Master Trainer in 2014. His research interests include Computational Linguistics, Cognitive Linguistics, Computer Assisted Language Learning and ELT Methodology.



LANGUAGE LEARNING IN THE DIGITAL GAME MINECRAFT: A  
MIXED METHODS STUDY OF JAPANESE EFL LEARNERS

**JEREMY WHITE**

Ritsumeikan University

**Abstract**

As online language learning expands, practitioners are exploring the potential of digital games as tools for SLA. This presentation will discuss a case study research project which incorporated mixed methods and drew on the social constructivist conception of SLA to investigate the task-based interaction of EFL learners in Minecraft. This study investigated beginner and lower intermediate-level Japanese university English language learners. The written chat discourse elicited when playing this game in English was analyzed with the goal of establishing how vocabulary learning and fluency development were facilitated through play and interaction. The presentation will show that in a positive finding, discourse analysis demonstrated the communication environment provided by the game and the tasks elicited TL use that enabled students to engage in meaningful social interaction involving collaboration. Participants were consistently able to come to a shared understanding regarding the tasks (achieve intersubjectivity) and experienced zones of proximal development (ZPD), overcoming issues involving usage and unknown TL vocabulary. The presentation will conclude with a discussion on how the positive findings indicate the operation of learner autonomy and highlight the feasibility of a move away from the teacher-dominated forms of instruction that prevail in many language classrooms.

**Biodata**

**Jeremy White** is a Professor at the College of Information Science and Engineering at Ritsumeikan University in Japan. He has a variety of research interests, including CALL, MALL, and digital game-based language learning. Jeremy recently graduated from his Ph.D. program at Kyoto University, where he wrote his thesis on the use of Minecraft to facilitate language learning



## COMPUTER ASSISTED LANGUAGE LEARNING

**DOAN DIEM TRANG**

Sao Mai Education Group

### Abstract

In the current economic context, technology is developing very quickly, forcing all professions to use and apply technology in their work. Foreign language teaching is also one of the areas where technology is widely applied to help teachers better, faster, more convenient, and more useful teaching tools. At the same time, language teachers also encounter many difficulties and challenges in the process of applying technology. To help teachers better understand the application of technology in teaching, the report outlines challenges and difficulties and answers them with technology applications. Issues that teachers can apply very quickly, not only support teachers but can also help students quickly apply, deeply understand the lesson, and practice skills quickly.

### Biodata



**SAO MAI EDUCATION GROUP**

DISTRIBUTOR & INTEGRATOR OF SMART EDUCATION SOLUTIONS

- ★ Ms. Doan Diem Trang is an Executive Assistant at Sao Mai Education Group, working to drive the success all levels of the organization.
- ★ Participate in domestic and international training courses on technology and smart solutions specifically for education and library.
- ★ Responsible for leading the Research and Development on topics and innovative solutions to improve school quality.
- ★ More than 4 years of experience in presenting research topics at scientific conferences specializing in education and library.
- ★ Be a professional consultant in supporting schools in applying technology to teaching and learning.



# Pre-Conference Workshop

## Session 1

Professor Robert Godwin-Jones

Language teacher preparation for an AI world

### Abstract

With the wave of generative AI that began in 2022, systems like ChatGPT, built on large language models, have begun to bring significant change to many aspects of our lives, including education. The availability of sophisticated AI tools will mean that teachers and teacher training programs will need to consider a variety of revised practices. A start is to have teachers themselves explore the capabilities of such systems. As informed consumers, teachers will be able to share their knowledge with students in ways that fit the instructional context. That will likely involve both demonstrating what such systems can do, as well as discussing their limitations. Students will need to understand that while a generated text may be well written, the output can vary significantly in accuracy and appropriateness. Thoughtful classroom integration of AI can follow examples of successful use of machine translation in second language acquisition. That could include tasks which actually mandate the use of an AI tool. In addition to rethinking assignments, teachers may want to assign tasks such as post-editing or media-enhanced projects. Collaborative tasks can be beneficial in encouraging peer interactions and discussion around the use of AI. Educators will need to accept that we are increasingly living in a pervasive AI world and find means to integrate AI tools and services in a purposeful way into instruction. The workshop will explore practical aspects of doing that in the classroom.

## Session 2

Dr. Ania Lian

Chat GPT in L2-contexts: a great social equaliser

## Session 3

Professor Andrew Lian, Suranaree University of Technology, Thailand  
President of AsiaCALL



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# Parallel Sessions



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# Room 1



**The 20th AsiaCALL International  
Conference (AsiaCALL2023)**

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**Saturday, 25<sup>th</sup> November 2023**  
**Exploration of AI Tools**



## CHATGPT AS A WRITING AID: VOICES FROM UNDERGRADUATE STUDENTS' EXPERIENCES

ANUNCIUS GUMAWANG JATI<sup>1</sup>, FINITA DEWI<sup>2</sup>

<sup>1</sup>Institut Teknologi Bandung, <sup>2</sup>Universitas Pendidikan Indonesia

### Abstract

With an increasing reliance on digital tools for academic tasks, including artificial intelligence (AI), understanding how such technologies impact students' writing processes and outcomes is crucial. This study examines the experiences of undergraduate students who utilized ChatGPT, an AI-powered language model, as a writing aid. Through a survey-based approach, this research investigated different roles of ChatGPT in assisting students' writing process. Findings from the study revealed that most undergraduate students had prior experience utilizing ChatGPT for writing assistance, with a significant proportion utilizing it frequently. Students consistently favored ChatGPT over other writing tools, highlighting the precision and usefulness of its suggestions. Remarkably, students reported that ChatGPT's benefits extended across various forms of writing, indicating its versatility as a writing aid. While some minor technical issues were reported, overall, students expressed increased confidence in their writing skills due to using ChatGPT and indicated a willingness to recommend it to their peers. This research sheds light on the experiences and perspectives of undergraduate students using ChatGPT as a writing aid, contributing to the growing body of knowledge on integrating AI technologies in educational contexts.

**Keywords:** *ChatGPT, Writing assistance, student experiences, perceptions, effectiveness*

### Biodata

**Gumawang Jati** is a lecturer at Institut Teknologi Bandung and the president of Indonesia Technology Enhanced Language Learning (iTELL). His research area is in the fields of Artificial Intelligence and language learning.

**Finita Dewi** is a lecturer at Universitas Pendidikan Indonesia and the Director of Teacher Professional Development at the Indonesia Technology-Enhanced Language Learning Association. Her area of research is in technology-focused TPD and English Language Teaching





THE IMPACT OF THE ELSA SPEAK MOBILE APPLICATION ON  
MOTIVATING STUDENTS TO IMPROVE THEIR ENGLISH  
PRONUNCIATION

HAN DUONG NGOC<sup>1</sup> & THUONG DO THI<sup>2</sup>

<sup>1</sup>Hanoi FPT Polytechnic College and the Hanoi University of Industry's School  
of Languages and Tourism in Vietnam

<sup>2</sup>Dich Vong Middle School

**Abstract**

Smartphones have received extensive publicity all across the world. As a result, the creation and use of mobile applications to benefit life in general and education, in particular, is of significant importance. This study aims to determine the impact of ELSA Speak, a mobile application designed and created in Vietnam, on motivating students at a Southeast Asian college. The study used a mixed method approach, collecting data via an online survey of 24 students at the same level and semi-structured interviews with 5 representatives after a month of using this mobile app. The results demonstrate that ELSA Speak can assist students in enhancing their pronunciation, eliminating grammar errors, and expanding their vocabulary. Nevertheless, several obstacles emerged in connection with the introduction of ELSA Speak, including concerns about the central account registration to use and the cost of use. Our research generally emphasizes ELSA SPEAK's potential as an educational tool for language program designers and researchers in similar circumstances.

**Keywords:** *impact, motivation, pronunciation, mobile applications, ELSA Speak*

**Biodata**

**Han Duong Ngoc**

Han is an English lecturer at Hanoi FPT Polytechnic College and the Hanoi University of Industry's School of Languages and Tourism in Vietnam. In 2021, she graduated from Hanoi University with a Bachelor's degree. Her preferred career is using ICT technologies to learn and teach English. Her phone number is 0859549469, and her email address is ngochan99yc@gmail.com.

**Thuong Do Thi**

Ms. Thuong is a middle school teacher at Dich Vong Middle School in Cau Giay, Hanoi, with over ten years of experience. She received her bachelor's degree from Hanoi University of Foreign Languages and is currently pursuing a master's degree in English language at Hanoi University of Industry. Her contact number is 0904813686, email address: [thuongthuongdo@gmail.com](mailto:thuongthuongdo@gmail.com)



EXPLORING STUDENT ENGAGEMENT IN VOCABULARY  
LEARNING PROJECTS THROUGH THE USE OF AN AI TOOL

PHAM THI THU, LE THI THIEN PHUOC, HOANG MAI DANG,  
NGUYEN LAM ANH DUONG  
Can Tho University

**Abstract**

The utilization of AI tools in language teaching is increasingly popular worldwide. Existing literature suggests that educators have integrated AI tools into their teaching methodologies to enhance student learning. Some studies have focused on examining the implementation of a recently emerged AI tool - Chat GPT. However, to the best of the researchers' knowledge, none have mentioned a new AI chatbot app called POE, which is currently being used by several Vietnamese ESL teachers. Hence, this research was carried out with an aim to assess student engagement in utilizing this AI tool chatbot app for vocabulary learning. With a mixed-method approach, the study was conducted at a public university in Vietnam with a sample of 55 English-majored students. Data were collected through questionnaires and interviews, with quantitative data analyzed using repeated measures ANOVA, and qualitative data analyzed following thematic analysis guidelines. The findings revealed that the majority of the participants found the tool useful and they were actively engaged in learning vocabulary. The research outcomes propose valuable insights for language centers, educational institutions, and policymakers regarding the integration of AI tools like POE into curricula to optimize students' learning experiences with innovative language instruction.

**Biodata**

**Pham Thi Thu** is currently working as a lecturer at the Faculty of Foreign Languages, Industrial University of Ho Chi Minh City. She has also been teaching part-time at some other universities and English centers for almost 10 years. Her research direction involves language teaching, language assessment, task-based language teaching and technology enhanced language teaching and learning.

**Le Thi Thien Phuoc** is an English lecturer at the Industrial University of Ho Chi Minh City, Vietnam. She is a PhD candidate in TESOL. She has fifteen years of teaching experience in linguistics and language skills. Her research interests include lifelong learning, project-based learning, and technology for sustainable



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learning.

**Hoang Mai Dang** is currently working as a lecturer in Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam. She has been teaching English since 2013. Her research interests are teaching methodology and applying information technology in teaching.

Being an English language lover, **Ms Nguyen Lam Anh Duong** has obtained 10 years of teaching the language to a diverse population of learners in a number of academic contexts (universities, businesses, language centers) until now. The areas of her research interests are using technologies in teaching English, curriculum designs and methods in teaching English skills.



## EXPLORING THE EFFICACY OF AI (CHATGPT) IN LANGUAGE TEACHING AND ASSESSMENT

**NGUYEN THI HOANG BAU & TRAN THI DIEU HIEN**

Danang of Foreign Language Studies, Danang University

### **Abstract**

This study examines the potential of using AI, specifically ChatGPT, for language teaching and assessment. As AI technology continues to advance and be integrated into education, there is growing interest in its role in improving language learning and evaluation. The research aims to evaluate the effectiveness of ChatGPT as a tool for teaching and assessing language skills.

The study follows a qualitative approach, conducting in-depth interviews with an experienced senior teacher who specializes in advanced English writing. Both the teacher and ChatGPT assess 10 writing essays from advanced English students, providing detailed feedback and assigning grades based on established criteria. A comparative analysis is conducted to compare the grades given by the teacher and ChatGPT. The interviews with the teacher explore her perspective on the reliability, validity, and effectiveness of ChatGPT's assessment.

The findings show a significant similarity between the grades assigned by the teacher and ChatGPT for the set of writing essays. The interviews with the teacher provide valuable insights into their perception of ChatGPT's assessment, including its strengths and limitations. ChatGPT is found to be a useful tool for reducing teachers' workload but cannot replace human teachers entirely.

This study contributes to existing research by focusing specifically on advanced writing skills and demonstrating the similarity between ChatGPT and human teacher assessment. It supports the idea that AI can be an alternative or complement to human assessment in certain contexts. The research highlights the importance of human expertise in providing comprehensive feedback and contextual insights, suggesting the potential for collaboration between AI and human teachers to optimize writing instruction and evaluation.

**Keywords:** *Artificial Intelligence, ChatGPT, language assessment, writing skills, language teaching, qualitative research.*

### **Biodata**

**Nguyen Thi Hoang Bau** received the M.S of Tourism Management from Chinese Culture University, Taiwan in 2015. and M.A of Applied Linguistics



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from the University of Melbourne, Australia in 2018. In 2016, she became a lecturer at the Faculty of English for Specific Purposes, University of Foreign Languages Studies, the University of Da Nang where she got Bachelor of Business English in 2012. She is the author of some local papers and presenter of some international conferences. She has also tutored many of her students in doing research papers. Her research interests cover several aspects across tourism and linguistics.

**Tran Thi Dieu Hien** hold an M.A of Applied Linguistics from Curtin University, Australia in 2010. She received a bachelor's degree in English linguistics and literature from University of Social Sciences and Humanities, Ho Chi Minh City. She's currently a lecturer at the Faculty of English for Specific Purposes, University of Foreign Languages Studies, the University of Da Nang. Her work focuses mainly in Business English and English for Tourism. She has also tutored many of her students in doing research papers. Her research interests cover several aspects across language teaching and assessment.



## EFFECTIVENESS OF AI-BASED WEB TOOLS IN IMPROVING READING COMPREHENSIVE SKILLS

**RAHUL GABRIEL ROY**

The English and Foreign Languages University Hyderabad

### **Abstract**

This study aims to determine the effect of AI web tools in improving elementary school students' reading comprehension skills. Most studies, involving AI integration, are aimed at the higher secondary levels and higher education. This is based on the assumption that teachers and students of these levels (secondary level or tertiary level) are more aware and equipped to avail the benefits of AI integration. This study attempts to understand the limitations of using AI in an elementary-level classroom and the perks of enabling students from a very young age to use the AI web tools available, through a language learning beyond the classroom method. The students are given tasks that require them to use AI-based web tools such as [tome.ai](https://tome.ai) and create a PowerPoint Presentation or other materials based on their understanding of the topic, theme or concept taught in class. A group of 20 students would be assigned homework involving AI web tools, once a week, for four weeks and another group would be given writing tasks that do not involve AI tools. A pre-test and post-test would be conducted before and after the intervention to determine the effectiveness of AI-based web tools in improving reading comprehension skills. This study presents the potential benefits and challenges of educational applications of AI-based Web Tools, from student and teacher perspectives.

**Keywords:** *AI Based Web Tools, Elementary Education, Reading Comprehension Skills, Language Learning Beyond the Classroom.*

### **Biodata**

I'm a research scholar at EFLU, Hyderabad in the Department of English Language Education. I have had experience teaching at the school level and post-graduate level. My thesis, which I'm currently working on, is titled AI-integrated TBLT in Developing Reading Skills in Undergraduate Students. I'm keen on finding understanding the effects of AI in the field of education and the effectiveness of beyond-the-classroom language learning programmes.



AI AND PLAGIARISM: OPINION FROM TEACHERS,  
ADMINISTRATORS AND POLICYMAKERS

NGUYEN QUYNH HOA

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

**Abstract**

The emergence of AI applications like ChatGPT is becoming a big concern in recent times. In the field of education, AI promises to bring important breakthroughs to improve teaching and learning efficiency, but also raises great concerns. Teachers fear that learners may turn to ChatGPT or other AI applications to generate ideas, correct mistakes, or even write complete essays. The educational forums have also revolved around how to accurately assess learners' competence when they currently have too many support tools from AI applications. Teachers, administrators, and policymakers themselves have divergent views on whether the use of AI applications in academic writing is plagiarism. This study focuses on understanding the views of teachers, administrators, and policymakers around the issue of AI and plagiarism. The research instrument is a questionnaire designed to clarify their acceptance or disapproval of learners' use of AI applications in academic writing and the extent of acceptable use. The research data will be aggregated to develop or adjust legal documents in the field of education to keep them updated with the actual situation.

**Biodata**

**Nguyen Quynh Hoa** (also known as Hoa Nguyen) is the Deputy director of Academic Affairs Department, University of Languages and International Studies, Vietnam National University – Hanoi (ULIS-VNU). She holds an MA in Teaching English as a Second Language. Her research interests include professional development, curriculum development, and language assessment.





EXPLORING CHATBOT AI IN IMPROVING VOCATIONAL  
STUDENTS' ENGLISH PRONUNCIATION

HOANG NGOC TUE, DUONG NGOC HAN, LE DUC HANH

Hanoi University of Industry

**Abstract**

With the expanding world, artificial intelligence has made significant progress. Despite ongoing debates, its impact on education is undeniable. This study examines the effectiveness of Chatbot Englishflow, an AI chatbot, in improving English pronunciation among vocational students in a Hanoi college. A quasi-experimental research design involved 60 participants at level A1. Survey questionnaires and interviews were used to gather their perceptions and experiences with the chatbot AI intervention. The results showed significant improvements in the experimental group's English pronunciation compared to the control group. This research contributes to the limited literature on using chatbot AI in vocational education, specifically for enhancing English pronunciation. It highlights the potential benefits of chatbot AI as a tool for improving vocational students' English pronunciation skills. However, challenges related to Englishflow's usage and finances were identified. Overall, this study underscores the importance of integrating innovative technologies into vocational language learning programs, emphasizing the value of chatbot AI technology in enhancing vocational students' English pronunciation abilities. Keywords: Chatbot AI, vocational education, English pronunciation, quasi-experimental, surveys, A1 level.

**Biodata**

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

**Ms. Duong Ngoc Han** is an English lecturer at Hanoi FPT Polytechnic College and the Hanoi University of Industry's School of Languages and Tourism in Vietnam. In 2021, she graduated from Hanoi University with a Bachelor's degree. Her preferred career is using ICT technologies to learn and teach English. Her





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phone number is 0859549469, and her email address is [ngoChan99yc@gmail.com](mailto:ngoChan99yc@gmail.com).

**Ms. Le Duc-Hanh** has been working as an English lecturer at School of Languages and Tourism, Hanoi University of Industry, Vietnam since 2007. Besides teaching, she currently works as the deputy director of center of training and partnership development at her school. She has taken responsibilities of designing, teaching EOP blended program for technical students. Her areas of professional interest include professional development, EMI, and ICTs in education.



TEACHERS AND STUDENTS' VOICES ON THE USE OF AI IN  
ENGLISH TEACHING AND LEARNING

**TRAN THI THU HIEN, NGUYEN THI QUYNH YEN, NGUYEN THI  
BICH NGOC**

University of Languages and International Studies, Vietnam National  
University

**Abstract**

Recently, Artificial Intelligence (AI) has become increasingly popular in every aspect of life, particularly in language education. This study aims to determine teachers' and students' opinions on the use and effectiveness of AI in language classrooms. Surveys were conducted with both teachers and students at the University of Languages and International Studies, Vietnam National University, Hanoi, and the obtained qualitative data were analyzed using SPSS version 25.0. In-depth interviews were employed as supplementary data collection instruments to clarify the information obtained from the survey questionnaires. The research findings suggest that AI solutions are promising for language classrooms. AI has transformed language teaching and learning significantly. However, the participants are adaptable and willing to incorporate the changes and challenges brought about by these technological advances. Teachers and students also stated their concerns related to the negative side of technological-advanced utilization. The study can be a good source of reference for teachers and students in the same context, as well as for people who hope to apply new technology to their life and work.

**Key words:** *Technology, artificial intelligence, language learning*

**Biodata**

**Tran Thi Thu Hien** (also known as Hien Tran) is the Deputy Director of Center for Language Testing and Assessment, University of Languages and International Studies, VNU (ULIS-VNU). In this role, she leads a training team that provides professional development courses related to language testing and assessment. Hien has a BA in English Pedagogy, an MA in Applied Linguistics from ULIS-VNU, an MEd in Leadership and Management from RMIT University, and a PhD in Applied Linguistics from the Graduate Academy of Social Sciences. Her interests vary with ESP, CLIL, applied linguistics, teaching methodology, language testing and assessment.

**Nguyen Thi Quynh Yen** (also known as Yen Nguyen) is the Director of the



## The 20th AsiaCALL International Conference (AsiaCALL2023)

Center for Language Testing and Assessment, the University of Languages and International Studies, Vietnam National University – Hanoi (ULIS-VNU). She holds an MA in Teaching English as a Second Language and holds a PhD in English Language Teacher Education. Her research interests include English linguistics, teaching methodology and language assessment.

**Nguyen Thi Bich Ngoc** (also known as Ngoc Nguyen), is a lecturer-researcher at the University of Languages and International Studies, Vietnam National University, Hanoi. Her authored works are mainly in applied linguistics and language teaching. Her interests include applied linguistics, teaching methodology and professional development.



## The 20th AsiaCALL International Conference (AsiaCALL2023)

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**Sunday, 26<sup>th</sup> November 2023**  
**Exploration of AI Tools**



EMPOWERING CRITICAL THINKING THROUGH AI CHATBOT-  
ASSISTED LEARNING: A CASE STUDY WITH UNDERGRADUATE  
ENGLISH TEACHING STUDENTS

NGUYEN THI LAN ANH

University of Foreign Language Studies - The University of Da Nang

**Abstract**

In the digital era, critical thinking (CT) has become an essential skill for students, given the abundance of information and technology. In higher education, students are expected to demonstrate proficiency in critical thinking both in their academic performance and their work. To equip them with the ability to harness the potential of AI in education, this study explores the use of AI chatbots to support critical reading of academic articles. Twenty-four undergraduate English teaching students were instructed to interact with an AI chatbot to seek assistance when encountering difficulties in comprehending complex academic articles. The evaluation of their interactions revealed that the AI chatbot significantly enhanced their understanding of the articles' arguments, enabling them to develop their own critical perspectives on the discussed issues. Interviews with some of the students further highlighted the profound impact of conversing with the AI chatbot in deepening their thinking and analysis of complex subjects.

**Biodata**

**Nguyen Thi Lan Anh** received her master's degree in applied Linguistics (TESOL) at the University of Melbourne in 2015. Currently, she is working as a lecturer at University of Foreign Language Studies - The University of Da Nang. Besides teaching, she has been engaged in different research and community projects. Her main research interests are language teaching methodology, teacher agency, teacher professional development, technology in teaching and learning and teacher training.



THE IMPACT OF CHATGPT ON AUTONOMY AND WRITING  
IMPROVEMENT FOR UNIVERSITY OF INFORMATION  
TECHNOLOGY STUDENTS

NGUYỄN THỊ MỘNG THY

University of Information Technology - Vietnam National University - Ho Chi  
Minh City

**Abstract**

With the recent surge in popularity of AI-powered language models, such as ChatGPT, there is a growing interest in exploring their impact as writing tools in educational settings, yet a lack of comprehensive research examining their specific implications for university students remains. This study focuses on investigating the effectiveness of ChatGPT on the autonomy and writing improvement of University of Information Technology (UIT) students. A total of 200 students participated in the study and completed a questionnaire consisting of 12 close-ended questions. The quantitative data was collected through Google Forms and analyzed using Microsoft Excel. The questionnaire focused on students' perceptions of ChatGPT, the extent to which it improved their writing skills and their autonomy in utilizing ChatGPT. The findings suggest that ChatGPT is generally perceived positively as a writing tool, with students reporting improvement in their writing skills. Additionally, ChatGPT was found to moderately empower students to take ownership of their writing process. The study highlights the importance of encouraging independent writing practice and further investigation into the long-term effects of ChatGPT. The results provide insights into the potential benefits of integrating ChatGPT into writing instruction, contributing to the broader understanding of AI-powered tools in education.

**Biodata**

As an English language lecturer at the University of Information Technology with over 8 years of experience, I bring a wealth of knowledge and expertise to my role. Combined with my Master's degree in TESOL concentration, my experience has equipped me with the skills to design and implement effective language curricula, engage students of diverse backgrounds, and provide individualized support to help learners achieve their goals.



## STUDENTS' PERCEPTIONS OF THE AI TECHNOLOGY APPLICATION IN ENGLISH WRITING CLASSES

**PHAN THI NGOC LE**

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

### **Abstract**

With the rapid advancement of information technology, numerous cutting-edge techniques and technologies have been developed to improve learning generally and English learning specifically. The utilization of artificial intelligence (AI) technology in teaching and learning at universities is an inevitable trend in the 4.0 era. This paper aims to investigate students' perceptions of AI technology application in English writing classes. 100 students from four General English classes at Vietnam National University (VNU) took part in this study. To achieve the research purpose, I combined quantitative and qualitative research methods through questionnaires and in-depth interviews. The findings of the study indicate that students' attitudes regarding AI writing tools were favorable in terms of their accessibility, adaptability, and simplicity. However, some challenges are unavoidable when employing these tools, resulting from factors like learners' technology anxiety and lack of tool variety. I hope the research can be a useful resource for teachers to diversify their teaching activities and for students to increase their interest and motivation in using AI tools in English learning.

### **Biodata**



Dr. Phan Thi Ngoc Le is currently an English lecturer at VNU University of Languages and International Studies, Vietnam National University, Hanoi. Her research interests include English Linguistics, World Englishes, L1 transfer to L2, Language and Technology, English for specific purposes, Peer assessment, and Academic writing.



## BOOK-CREATOR-POWERED VISUAL ENGLISH-VIETNAMESE DICTIONARY OF AIRPORT TERMS: A PILOT PROJECT

**TRAN VAN PHUOC<sup>1</sup>, PHAN THI ANH NGA<sup>2</sup>, DO NGUYEN ĐANG KHOA<sup>3</sup>,  
NGUYEN KHANH HUYEN<sup>4</sup>, TRUONG HOANG PHUC<sup>5</sup>, NGUYEN THI  
HONG DEN<sup>6</sup>, LE THI NHU Y<sup>7</sup>, NGUYEN XUAN DUONG<sup>8</sup>, NGUYEN THI  
HONG VAN<sup>9</sup>**

<sup>1</sup>University of Foreign Languages and International Studies, Hue University, Viet Nam

<sup>2,3,4,5,6,7,8</sup>Vietnam Aviation Academy, Ho Chi Minh City, Viet Nam

<sup>9</sup>The National College of Education, Ho Chi Minh City, Viet Nam

### Abstract

The findings of this research are based on the results of a rigorous investigation conducted with 30 undergraduate students from a state university in the South of Vietnam. Research into online dictionaries is generally insufficient (Müller-Spitzer, 2014), and there are even fewer works on the effectiveness of dictionaries in the field of Aviation. This method achieves a balance between quantitative and qualitative research methods. The research used a comprehensive survey, face-to-face interviews, and documents to gather data from a cohort of EFL university students. The case was described, documented, and interpreted from the participants' emic perspective. The data collection methods employed included questionnaires, semi-structured interviews, student-made artifacts, and online student comments. The results generally indicate a favorable attitude towards the integration of a Book-Creator-Powered visual English-Vietnamese dictionary of Airport terms into language teaching, which reflects the considerable needs and marked preferences of the majority of students. Furthermore, the results indicated that the students greatly appreciated the project and greatly benefited from using this dictionary for self-study and self-research.

**Keywords:** *Book Creator app, visual English-Vietnamese dictionary, Aviation Terms*

### Biodata



A peripatetic teacher, prolific writer, and good speaker, **Ms. Phan Thi Anh Nga** empowers educators to think outside the box and critically examine their established practices by asking, “What is best for my students?” For over fifteen years, she has been inspiring researchers and teachers of all levels with the enormous power and real joy in the teaching and learning process. Phan began her career as a university-level teacher at





## The 20th AsiaCALL International Conference (AsiaCALL2023)

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the Hue University of Foreign Languages and International Studies (HUFLIS) from 2005 to 2016. Now a classroom teacher at the Vietnam Aviation Academy, HCM city, Vietnam. Her many interests include Professional Development, English for Specific Purposes, and Technology in Teaching and Learning English and all of which require genuinely creative thinking. She has taught students of all mixed language backgrounds and abilities.



## USING ARTIFICIAL INTELLIGENCE APPLICATIONS IN TEACHING ENGLISH SPEAKING TO STUDENTS IN A VIETNAMESE UNIVERSITY

**LE THI NGUYET & NGUYEN THI LAM**

People's Security University

### **Abstract**

The emergence of artificial intelligence (AI) applications has made a significant impact on English teaching and learning in higher education. This study investigated the use of AI applications in teaching English speaking to in-service students in a Vietnamese university. An experiment teaching with the use of AI applications was delivered to 36 in-service students whose English levels were quite low. After that, an online survey was conducted to those students to collect the data. A document analysis with students' English oral tests was also employed. The findings revealed that (i) AI applications could improve the students' English-speaking outcomes; and (ii) the AI applications helped to increase students' confidence, motivation and autonomy in English speaking classrooms. However, the use of AI applications was still hindered by some factors. Finally, some recommendations were proposed to maximize the effectiveness of applying AI applications in teaching English speaking to low-level students in Vietnamese universities.

### **Biodata**

**Thi Nguyet LE** has been working as a senior lecturer of English language at People's Security University, Vietnam for 20 years. She achieved a PhD in Education at School of Education, Edith Cowan University, Australia. She has revealed a strong passion for scientific research in the fields of TESOL methodology, blended learning, CLIL, EMI, ESP and learner autonomy.

**Thi Lam NGUYEN** has been working as an English teacher at People's Security University, Vietnam for seven years. She achieved a Master in TESOL at University of Social Sciences and Humanities - HCMC National University. Her research interests are the teaching of listening skills, mobile-assisted language learning and learner autonomy.



UNDERSTANDING EFL WRITING TEACHERS' CONSTRUCTION  
OF THEIR PROFESSIONAL IDENTITY WITH THE RISE OF  
ARTIFICIAL INTELLIGENCE

TRAN THI THANH HUYEN, DINH ANH DUC, TRAN THI HONG  
NHUNG, TRAN HUYNH THINH, BUI NGUYEN DAN CHI

Hoa Sen University, Hoa Sen University, Sai Gon University, Hoangology  
English Language Center in Hanoi City, Sai Gon University

**Abstract**

The integration of generative artificial intelligence (GenAI) tools in L2 writing instruction has resulted in many writing teachers' reconstruction of their professional identity in response to this changing landscape. Despite the increasing salience of this matter, limited research exists on this topic, especially in the context of Vietnam. This study seeks to address this gap by exploring how L2 Vietnamese writing teachers transform their beliefs and perceptions as they use AI in their teaching practices. Semi-structured interviews were conducted via Zoom meetings with 12 participants individually, including eight female and five male EFL writing teachers, with interview questions adapted from Cheung's model (2016). The findings revealed in-depth insights into how EFL writing teachers negotiate the interconnection between GenAI tools and their roles as educators, informing teacher training programs and professional adaptation. The findings also shed light on how EFL writing teachers handle the ever-changing relationship between GenAI and their teaching professions, prompting further studies.

**Biodata**

**Tran Thi Thanh Huyen** has been teaching and working as an English educator for over five years. She graduated from Benedictine University (USA) with a Master's in Applied Linguistics, specializing in Teaching English to Speakers of Other Languages. Her main areas of interest in research are ESL/EFL curriculum design and the integration of CALL and AI in the classroom. Currently a Visiting Lecturer at prestigious universities in Ho Chi Minh City, Vietnam, such as Van Lang University, University of Science, and University of Social Sciences and Humanities, Huyen is committed to advancing language education through innovative pedagogical approaches and state-of-the-art technological tools.

**Dinh Anh Duc** is currently a senior majoring in English Language Teacher Education at Sai Gon University, Ho Chi Minh City, Vietnam (Current GPA: 3.76/4.00). He is also a part-time IELTS teacher at ZIM Academy in Ho Chi Minh



## The 20th AsiaCALL International Conference (AsiaCALL2023)

City, Vietnam. He is a training assistant of TESOL Research Collaboration Network, which is an educational research center based in Ho Chi Minh City, Vietnam. His research interests are mainly teacher career development, teacher identity and English language teaching. He has completed several research courses, one of which is "Quantitative Methods" offered by the University of Amsterdam in the Netherlands (Grade received: 93.83%).

**Tran Thi Hong Nhung** is currently a full-time teacher at the Hoangology English Language Center in Hanoi City, Vietnam. She has nearly 5 years of experience in teaching English to diverse groups of learners, ranging from young children to working professionals. Her main areas of interest in research are learner autonomy, teaching methodology and the integration of CALL and AI in the classroom.

**Trần Huỳnh Thịnh** is currently a senior majoring in English Language Teacher Education at Sai Gon University, Ho Chi Minh City, Vietnam (Current GPA: 3.84/4.00). He is also a freelance IELTS teacher in Binh Duong province, Vietnam. His research interests are professional development, curriculum evaluation, teacher identity and English language teaching; therefore, he has implemented some research related to these fields.

**Bui Nguyen Dan Chi** is a master's student at Hoa Sen University, Ho Chi Minh City, Vietnam, and her current main research interest is teaching writing and written corrective feedback. Dan Chi is also an IELTS teacher with 7-year experience and the founder of DLC IELTS, an online language center. Her teaching philosophy is grounded in the belief in learners' sustainable language development and she is also passionate about research into enhancing learner autonomy and learning experiences through technologies and learning strategies.



THE ROLE OF TECHNOLOGY IN LEARNING ENGLISH: A CASE  
STUDY AT NGUYEN TAT THANH UNIVERSITY

TRAN NGOC HA<sup>1</sup>, TRAN THU THUY<sup>2</sup>

<sup>1</sup>Nguyen Tat Thanh University

<sup>2</sup> Ho Chi Minh City College of Economics

**Abstract:** This study investigates the evolving landscape of English language education at Nguyen Tat Thanh University (NTTU) in Vietnam and its dynamic relationship with technology. By employing quantitative methods and analyzing data from 220 students and 11 educators at NTTU, the research highlights the intricate interplay between technology and English language learning at the university level. The findings underscore technology's role as a catalyst for enhancing English learning experiences and bridging the gap between traditional and contemporary teaching methods, emphasizing its pivotal role in shaping the future of language education. This research provides valuable insights for educators, administrators, and policymakers, advocating for the integration of technology as a cornerstone in modern language education.

**Keywords:** Technology in English learning, Nguyen Tat Thanh University, Language education in Vietnam, Technology-enhanced learning, Integration of technology in education.

**Biodata**

Tran Ngoc Ha has a Master's degree in Education, currently a Doctor's student in Cultural Studies at Ho Chi Minh City University of Social Sciences and Humanities, and a Master's student in English at Nguyen Tat Thanh University. Currently, she is Head of the Vietnamese Department - Vietnamese Language and Vietnamese Culture - Faculty of Foreign Languages - Nguyen Tat Thanh University. Loves teaching and scientific research, has a number of articles published in Education Magazines, Literature and Youth Magazines since 2012.



Tran Thu Thuy has a Master's degree in Public Administration. Currently serving as the Deputy Manager of the Students' Affairs Department at Ho Chi Minh City College of Economics, she concurrently pursues a Master's degree in English at Nguyen Tat Thanh University. With a keen interest in scientific research and teaching, she dedicates herself to addressing the challenges students encounter. Trần Thu Thủy particularly enjoys undertaking projects focused on students' issues, allowing her to provide them with meticulous and attentive assistance.



THE EFFECTIVENESS OF PADRISEUP AS A COLLABORATING  
TOOL IN ENHANCING WRITING SKILLS AMONG NON-ENGLISH  
MAJOR STUDENTS

NGUYEN VAN LONG & VO NGUYEN THUY TRANG

University of Foreign Language Studies - The University of Da Nang

**Abstract**

Learning has become more fascinating and engaging as a result of the integration of cutting-edge technologies. This study investigated the effectiveness of using an online collaborative writing tool in enhancing the writing skills of non-English major students as well as how they see this mode of instruction. The study made use of both qualitative and quantitative research method employing quasi-experimental design. 36 University of Da Nang-based students who did not major in English participated in the study by writing with Padriseup in a group setting throughout the English course of 15 weeks. Before collaborating in groups to develop a letter outline, they were first told to individually brainstorm the key ideas, vocabulary, and sentence patterns required for a letter. While the students were composing their letters, the lecturer served as a facilitator, assigning tasks to each group, supervising, and giving immediate feedback. Pre-test, post-test, and questionnaire data were collected, and then were analyzed systematically. The findings revealed that most participants improved their writing skills and tended to have a favorable attitude toward this novel approach. This study has offered a thorough grasp of how educational technology might enhance learning outcomes.

**Biodata**

**Nguyen Van Long** - An associate professor of Applied Linguistics, is working as a vice rector of University of Foreign Language Studies - The University of Da Nang, Viet Nam. His research interests are related to Application of information technology in research and teaching-learning foreign languages; and teaching methods. He was the first Vietnamese teacher receiving the Microsoft Innovative Educator award in 2011. Email: [nvlong@ufl.udn.vn](mailto:nvlong@ufl.udn.vn)



**Vo Nguyen Thuy Trang** is a lecturer at University of Foreign Language Studies - the University of Da Nang, Viet Nam. Her thematic areas of interest include Teaching language skills, Applied Linguistics and Technology Application in Teaching Foreign languages. She is taking a doctoral training course, and working on some personal research. Email: [vntrang@ufl.udn.vn](mailto:vntrang@ufl.udn.vn)





LEVERAGING AI-DRIVEN PLATFORMS FOR ENHANCING  
STUDENT ENGAGEMENT AND SATISFACTION IN LEARNING  
ENGLISH AT AIU

NGUYEN THI THANH VY

Asia-Pacific International University

**Abstract**

The integration of Artificial Intelligence (AI) in education has revolutionized the learning process, particularly in the field of Academic English. However, there exists a gap in understanding how AI-driven tools can enhance language learning efficiency while ensuring their ethical and responsible use. This study is set in a 6-week Academic English course, involving senior students in Education Department at AIU, designed to incorporate AI tools into the teaching and learning process. The students' interaction with these AI tools will be meticulously observed and data will be collected through questionnaires, tool analytics, and assessments. The course aimed to improve skills such as advanced reading, vocabulary building, writing, research, listening, and speaking. The findings will clarify to what degree the inclusion of AI in the course improved the students' engagement and performance. More importantly, the course aims to cultivate in students a sense of responsibility and critical thinking toward the data that AI tools provide. This study highlights the potential of AI tools in enhancing the learning experience while simultaneously instilling a sense of ethical awareness in students.

**Biodata**

I am an MBA student and a volunteer teacher in the Education Department at AIU. I've had 7+ years of teaching experience. I hold a BA in Business Administration, an English International Teacher License, and a Professional TESOL Diploma. I'm passionate about utilizing AI-driven tools to boost student engagement and satisfaction and foster a sense of responsibility, fact-checking habits, and critical thinking in my students as they use these tools to learn and work.



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# Room 2





**The 20th AsiaCALL International  
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**Saturday, 25<sup>th</sup> November 2023**  
**ChatGPT for Language Teaching**



## EXPLORING THE ROLE OF CHATGPT IN DEVELOPING CRITICAL DIGITAL LITERACIES IN LANGUAGE LEARNING: A QUALITATIVE STUDY

TRAN TIN NGHI<sup>1</sup>, TRAN HUU PHUC<sup>2</sup>

<sup>1</sup>Ho Chi Minh City University of Food Industry

<sup>2</sup> University of Foreign languages, The Da Nang University

### Abstract

This qualitative research study aims to investigate the role of ChatGPT in developing critical digital literacies in language learning. As artificial intelligence (AI) technology, including ChatGPT, has become increasingly prevalent in language education, it is crucial to explore how this technology can be utilized to promote critical digital literacies in language learning. Through a series of in-depth interviews with 8 language learners and 3 teachers, this study examines how ChatGPT can enhance language learners' critical thinking skills, media literacy, and ability to navigate digital environments. The study also explores the challenges and opportunities of integrating ChatGPT into language learning pedagogy, as well as the ethical and social issues related to its use. This research aims to contribute to the advancement of knowledge and understanding of the role of AI in language learning and to promote the development of critical digital literacies among language learners.

**Keywords:** *ChatGPT; Artificial Intelligence; Learner Autonomy; Online Language Learning; Critical Digital Literacies*

### Biodata

**Dr. Tran Tin Nghi** currently works as the Dean of Faculty of Foreign Languages, Ho Chi Minh City University of Food Industry, Ho Chi Minh City, Vietnam. He is interested in second language learning and teaching, corpus studies, literacy studies, and cognitive linguistics.



**Assoc. Prof. Tran Huu Phuc** is currently the Rector of University of Foreign Language Studies – The University of Danang. He is also the Chairman of the CTESOL, a part of the Association of Vietnam Universities and Colleges. He holds a PhD in Applied Linguistics, granted by University of the West of England, Bristol, UK in 2013.



His research interests are Teaching English as a Foreign Language, Corpus linguistics, and Cognitive Linguistics.



PROMOTING LEARNER AUTONOMY IN LEARNING ENGLISH  
LISTENING SKILLS THROUGH MOBILE-ASSISTED  
APPLICATIONS

NGUYEN THI LAM & LE THI NGUYET

People's Security University

**Abstract**

The use of mobile-assisted applications such as Listening English Daily Practice, LearnEnglish Podcasts, VOA Learning English, 6 Minute English has significantly contributed to learners' improvements in English skills. This mixed methods research aimed to investigate how the mobile-assisted applications promote learner autonomy in English listening classes. To serve the research purposes, the study employed a two-month experimental teaching, class observations, two sets of questionnaires, and a document analysis. The findings revealed that students showed their higher level of engagement, motivation and responsibility in their learning. Moreover, students expressed their purposeful selection of learning content and effective use of their learning strategies, resulting in better listening competence. Most of them shared their positive attitudes toward the use of mobile-assisted applications. However, the students still revealed some difficulties such as the insufficiency of teachers' supervision and feedback as well as the gradual decrease of students' persistence and commitment in using those applications. Therefore, some pedagogical implications were suggested to help students mitigate some barriers and drawbacks; as a result, to maximize the quality of learning English listening using mobile-assisted applications.

**Biodata**

**Thi Lam NGUYEN** has been working as an English teacher at People's Security University, Vietnam for seven years. She achieved a Master in TESOL at University of Social Sciences and Humanities - HCMC National University. Her research interests are the teaching of listening skills, mobile-assisted language learning and learner autonomy.

**Thi Nguyet LE** has been working as a senior lecturer of English language at People's Security University, Vietnam for 20 years. She achieved a PhD in Education at School of Education, Edith Cowan University, Australia. She has revealed a strong passion for scientific research in the fields of TESOL methodology, blended learning, CLIL, EMI, ESP and learner autonomy.



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## REVISITING AI IN AN ENGLISH CLASSROOM

**MARY JOY V. SIENES & JANE CARLA S. SARSALE**

ESL Department, Vinschool Times City (T37)

### **Abstract**

The emergence of science and technology has brought changes to humanity. In the academe, the era of 'sage on stage' has been pragmatically replaced by 'AI on the side.' Technology, especially AI, which simulates and sometimes works even faster and more accurately than a human brain, has contributed to the advancement of English language learning and acquisition. However, it has also brought professional and ethical threats to the students, the teachers, and the teaching-learning process. Meanwhile, it is important to understand and evaluate the status quo of the ESL teaching-learning process in relation to AI at Vinschool. In an informal survey conducted among 84 ESL students, results showed that most students use AI applications like Google translate, speech-to-text translation, and paraphrasing apps like Quillbot in doing their writing tasks at home. Another survey among ESL teachers was conducted via Google form, and follow-up questions and clarifications were communicated through an interview. By employing thematic content analysis (TCA), the students' and teachers' responses were coded, which were categorized into themes. These themes will be utilized in the identification and discussion of best practices as well as the affordances and constraints of AI in ESL classrooms. In this way, it is hoped that the results of this research can spark a dialogue that will revisit the practices and policies of using technology and AI in the classroom.

### **Biodata**

**Mary Joy Vailoces Sienes** is an ESL Teacher at Vinschool Secondary School, Times City, Hanoi, Vietnam. She has more than 12 years of experience as an English teacher and as a university lecturer in the Philippines, Bahrain, and Vietnam. She is a Ph. D in TESOL candidate at Silliman University, Dumaguete City, Philippines. Her interest includes qualitative research especially in the line of pragmatics and discourse analysis.



## AN INVESTIGATION INTO THE EFFECTIVENESS OF CHATGPT IN READING TEXT ADAPTATION

**NGUYEN THI QUYNH YEN**

The Center for Language Testing and Assessment, the University of Languages and International Studies, Vietnam National University – Hanoi (ULIS-VNU)

### **Abstract**

ChatGPT is a conversational AI model trained on a vast corpus of internet text, designed to generate human-like responses. Due to its variety of abilities, ChatGPT has been increasingly applied in language education. This research investigates the effectiveness of ChatGPT in reading text adaptation. The primary objective of this study is to examine ChatGPT's ability to adapt to different styles and topics of text, with a focus on its contextual understanding and limitations. Using a mixed-methods approach, the research combines quantitative analysis and qualitative evaluation. Qualitative measures assess the coherence, relevance, and consistency of ChatGPT's responses across various text adaptation scenarios whereas qualitative evaluations involve language experts and educators who assess the appropriateness, factual accuracy, and naturalness of ChatGPT's responses. Ethical considerations pertaining to potential biases and misinformation in the model's output are also discussed. The outcomes of this investigation contribute to understanding ChatGPT's strengths and limitations in reading text adaptation. The research has practical implications for domains such as language education, content creation, and information retrieval, where accurate and adaptable text comprehension is crucial.

### **Biodata**

**Nguyen Thi Quynh Yen** (also known as Yen Nguyen) is the director of the Center for Language Testing and Assessment, the University of Languages and International Studies, Vietnam National University – Hanoi (ULIS-VNU). She holds an MA in Teaching English as a Second Language and holds a PhD in English Language Teacher Education. Her research interests include English linguistics, teaching methodology and language assessment.



## AI TOOLS IN TEACHING AND LEARNING ENGLISH WRITING SKILLS

**TRAN THI THU HIEN**

University of Languages and International Studies, Vietnam National  
University

### **Abstract**

Recently, the application of advanced technological solutions has revolutionized various aspects of our lives, and education is no exception. The integration of artificial intelligence (AI) into educational settings has resulted in significant improvements in teaching and learning processes. One particular area that has benefited impressively from the use of AI tools is writing skills. This study investigated the use of AI-powered tools and their effects on teaching and learning writing skills. The research was conducted with the participation of teachers and students five academic writing classes in Hanoi. The data were collected through survey questionnaires, students' writing portfolios, and in-depth interviews. The findings show that using AI tools is becoming increasingly popular among teachers and students, and AI tools are greatly beneficial to the participants in terms of grammar, vocabulary, paraphrasing, and formality. AI tools also help to save teachers' time and encourage learner autonomy. The study can be considered an informative source of reference for teachers and students who are teaching and learning academic writing, especially prospective candidates for the TOEFL-iBT and IELTS tests.

**Key words:** *Technology, artificial intelligence, AI tools, language learning, writing skills*

### **Biodata**

**Tran Thi Thu Hien** (also known as Hien Tran) is the Deputy Director of Center for Language Testing and Assessment, University of Languages and International Studies, VNU (ULIS-VNU). In this role, she leads a training team that provides professional development courses related to language testing and assessment. Hien has a BA in English Pedagogy, an MA in Applied Linguistics from ULIS-VNU, an MEd in Leadership and Management from RMIT University, and a PhD in Applied Linguistics from the Graduate Academy of Social Sciences. Her interests vary with ESP, CLIL, applied linguistics, teaching methodology, language testing and assessment.





## THE APPLICATION OF CHATGPT IN LANGUAGE TEST DESIGN – THE WHAT AND HOW

**NGUYEN THI PHUONG THAO**

University of Languages and International Studies, Vietnam National  
University

### **Abstract**

ChatGPT, an artificial intelligence-based chatbot, has recently become immensely popular thanks to its ability to create human-like interactive experiences. It is now common to make use of this artificial intelligence (AI) tool in different fields of language education, including language testing and assessment. To better understand the potentials and challenges of applying ChatGPT in designing language tests, this study has made an investigation into the current use of the chatbot among university lecturers at a language university in Hanoi, Vietnam. Participants are expected to share their experiences in utilizing the chatbot in assessing their learners. Data from a survey and interviews will reveal initial findings to answer three questions: how widely ChatGPT is used among teachers, what aspects of language test design the chatbot can assist teachers in, and how effective the tool is in its application. Following the results, the presentation concludes with some implications for language teachers on how to make the most of their future use of ChatGPT in the field of language testing.

### **Biodata**

**Nguyen Thi Phuong Thao** (Thao Nguyen) is a lecturer and researcher at VNU University of Languages and International Studies. She earned a Master's degree in English Language Teaching from the University of Southampton, UK. She has participated in research projects on test development and examiner training. Her research interests include teacher education, professional development, testing and assessment.





## UNIVERSITY TEACHERS' PERCEPTIONS ABOUT USING CHATGPT IN LANGUAGE TEACHING AND ASSESSMENT

**NGUYEN THI CHI**

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

### **Abstract**

ChatGPT, known as an artificial intelligence (AI) chatbot, has gained its popularity in various fields, including language education, since the launch in 2022. Accordingly, a growing concern about its potential and challenges has been voiced by the stakeholders in different areas. In such a context, the present study investigates teacher perceptions about using ChatGPT in language teaching and assessment. The data were collected from the teachers working in a university specialized in teaching language in Vietnam via a questionnaire survey. They were asked about their knowledge and concerns relating to the use of this conversational AI tool in their teaching and assessment activities as well as the challenges they might face. The outcomes of this research are likely to play a part in understanding how the university teachers access and apply the new technological development to their current work, how they perceive its appropriateness, as well as how they handle its impacts. In essence, the investigation has practical implications for providing teachers with professional assistance in managing AI models.

**Key words:** *ChatGPT, teacher perceptions, university teachers*

### **Biodata**

**Nguyen Thi Chi** (also known as Chi Nguyen) has been working in the University of Languages and International Studies, Vietnam National University, Hanoi (ULIS-VNU). She holds a PhD in English teaching methodology. Her research interests include teacher professional development, and testing and assessment.



**ENHANCING VIETNAMESE STUDENTS' INTERACTION APPLYING  
EFL ONLINE COLLABORATIVE LEARNING IN CASES SUCH AS  
SOCIAL-DISTANCING DUE TO PANDEMIC**

**DR NGUYEN THI BICH THUY**

University of Foreign Language Studies, The University of Danang

**Abstract**

During the recent years, Covid-19 outbreak has attacked mostly all over the world, thus led to significant changes in almost fields including education, particularly English language teaching. Such a situation has insisted online teaching and learning to help teachers and students deal with protecting themselves against the pandemic. However, online EFL teaching in Vietnam has encountered many difficulties especially the limited interaction among students.

This qualitative and quantitative study, with questionnaire- and survey-data of teacher-participants (20-30) and student-participants (200-300) from many universities in Vietnam (Northern, Southern, Centre) who have been teaching and learning English, aims to investigate how students perform with and benefit from EFL Collaborative Learning (CoL), especially in online classes. EFL CoL is believed to help each learner “interacts with others”, and it “can be seen as the instructional approach in which students work in pairs, groups/teams in order to promote their interaction, caring for, and helping each other to enhance each other’s optimal learning” and promoting “not only communication skills but also language skills and knowledge acquisition”. These could provide an insightful view of an effective EFL CoL application, to enhance students’ interaction and communicative ability in English tertiary education in Vietnam, and further in Asian countries.

**Biodata**



**Dr. Thuy Nguyen** is a lecturer of English at University of Foreign Language Studies - The University of Danang, Vietnam. She has got PhD (with Australian Leadership Awards Scholarship for her PhD study) of Education, TESOL from The University of Sydney (graduated in 2020). She has recently presented successfully several research papers at many international and regional conferences, in various fields of TESOL, ELT, Education and Applied Linguistics, and successfully published her articles nationally, regionally and internationally over many past years - These fields belong to her teaching experience and research interests. Dr. Thuy Nguyen has honorably received The CamTESOL Regional ELT Research Grant by IDP and UECA - University English Centres Australia, awarded by CamTESOL Organization (2013), and Small Grants by Australian Embassy in Vietnam (2015, 2016, May & June 2018).



**The 20th AsiaCALL International  
Conference (AsiaCALL2023)**

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**Sunday, 26<sup>th</sup> November 2023**  
**ChatGPT for Language Teaching**



EMPLOYING AI IN ESL CLASSROOMS: ASSUMPTIONS,  
DEVELOPMENT AND THE USE OF AI-INTEGRATED WRITING  
TASKS

**SIMON PETER, MURSHID V. H.**

English and Foreign Languages University, India

**Abstract**

As AI becomes increasingly inevitable in educational settings, understanding its effective implementation becomes paramount. This paper is based on a study that investigates the potential benefits and underlying assumption of AI integrated writing tasks in the second language classroom. The study explores the effectiveness of an adapted version of a picture description writing task employing AI image generation in terms of learner engagement, affective factors, and language enrichment.

In addition, the paper will gauge the prerequisite knowledge and competencies required by teachers to bring AI into the classroom. The writing task will be administered to two groups of intermediate ESL learners with different pre-task stages. Data will be collected using the individual performance of each learner during the task. Perceptions and attitudes will also be collected through questionnaires and semi-structured interviews with the students and teachers after the intervention. The results are expected to reveal the feasibility, reception, and the technical knowledge required to use AI integrated tasks in the second language classroom.

**Biodata**

1. **Simon Peter** is a Junior research fellow at the English and Foreign Languages University, Hyderabad, India. His research interests include technology mediated learning, material development and vocational education. As a CELTA qualified teacher with an experience of 2 years he is passionate about designing state of the art learner-centred classrooms.
2. **Murshid V. H.** is a Junior Research Fellow at the English and Foreign Languages University, Hyderabad, India. His research interests are in ICT for Language Learning and Reflective Teaching, Affordances of ICT tools, and AI for language Education. Currently, he is working on his mini-thesis proposal in the second semester of the PhD English Language Education course in the university.



## HARNESSING CUSTOMIZED CHATGPT FOR ENHANCED LANGUAGE LEARNING

**SIMON WANG & MABLE CHAN**

Hong Kong Baptist University

### **Abstract**

AI's role in language learning is rapidly evolving, with ChatGPT emerging as a promising yet challenging tool due to risks like plagiarism, bias, and job security threats for language educators. While resources guide users in prompt writing and chatbot automation, research on chatbot customization remains limited.

Addressing this gap, our study explores a customized ChatGPT in a Freshman English course. Using OpenAI APIs, we developed a tailored chatbot for a group of five freshmen. Through interviews and chat record analysis, we found that the chatbot significantly assisted students in learning, skill development, drafting, and revision by providing personalized feedback.

Our findings suggest that chatbot customization can harness the potential of Generative AI technologies in personalized education. We advocate for its promotion among language educators to fully utilize AI while mitigating inherent challenges. This study underscores the importance of critical digital literacies in optimizing the power of AI in education.

### **Biodata**

1. **Dr. Simon Wang** is a Lecturer in English at Hong Kong Baptist University, China. He possesses expertise in the areas of Advanced Academic Writing, Text Analysis, and Critical Thinking. His research interests include Computer-Assisted Language Learning, Discourse Analysis, Sustainable Development Goals (SDG), and Public Policies. He serves as an Editorial Board Member for the English for Specific Purposes Journal. Dr. Wang's contributions aim to promote effective communication and critical thinking skills among students, and advance language learning and teaching practices that align with global sustainability goals.
2. **Mable Chan** is currently serving as an Associate Head (Scholarship and development) at the Language Centre, Hong Kong Baptist University. Prior to joining the university, she dedicated nearly two decades to teaching in in the Department of English of The Hong Kong Polytechnic University. Her main research interests lie in second language acquisition (SLA) at the interface with language education, as well as professional/workplace communication[CM1].

USING CHATGPT AS A SUPPORTING TOOL FOR EFL LANGUAGE



## ASSESSMENT: WHAT DO TEACHERS SAY?

**HOANG YEN PHUONG, THI ANH THU HUYNH, ANH THI NGUYEN,  
THANH THAO LE**

Can Tho University, Vietnam

### **Abstract**

With the recent popularity of different AI tools, teachers around the world are using them as a useful supporting tool for their teaching and assessing practice. The current qualitative study employs semi-structure interviews with six English lecturers from a university in the Mekong Delta of Vietnam to explore their perceptions of using ChatGPT, one of the most common AI tools used in Vietnam, in their assessment practices. Using thematic analyses of data gained from the participants of various age groups, teaching experiences and technological use frequency, we discover interesting findings regarding how these teachers employ ChatGPT in their assessment, what their concerns are, and which strategies they have adapted in dealing with the rapid development of this AI tool as well as its popularity among EFL students. Pedagogical implications are suggested to make good use of ChatGPT in English language teaching context in Vietnam and elsewhere.

### **Biodata**

**Yen H. Phuong** is currently an associate professor at the School of Foreign Languages, Can Tho University, Vietnam. She carries studies on language teaching approaches, students' learning autonomy, self-regulated learning strategies and teachers' professional development. She published articles in different journals and is the editor of one Scopus-indexed book on alternative assessment in language teaching.

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**Anh-Thu T. Huynh** is an English lecturer with a passion for language and literature. She holds a Master's degree in TESOL from Can Tho University, Vietnam, and has extensive experience teaching English to university students. She is committed to helping her students improve their language proficiency and develop their critical thinking skills.

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**Thi A. Nguyen** is currently a lecturer of English at Can Tho University, Vietnam. His main research interests involve pre/in-service teacher training, teacher education and language teaching methodology, particularly in the field of Task-



## The 20th AsiaCALL International Conference (AsiaCALL2023)

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based Language Teaching (TBLT). Most of his publications on TBLT and English language teaching were oriented towards the development of a researched-pedagogy. An overarching goal of his research is to promote positive educational practices and experience exchange among researchers, teachers, and the like.

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**Thao T. Le** is a lecturer at Can Tho University, specializing in language skills courses. He also serves as an editor for Jurnal Komunikasi Pendidikan, an international journal managed by Universitas Veteran Bangun Nusantara. LE's research interests include TESOL, educational policies, and classroom-based studies.

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CONVERSATION DESIGN AS A PEDAGOGICAL STRATEGY IN ESL  
CLASSROOMS: CO-CREATION OF A CHATBOT BY BEGINNER-  
LEVEL LEARNERS IN INDIA

**HARSHITHA H**

The English and Foreign Languages University, Hyderabad

**Abstract**

This study explores the use of conversation design as a pedagogical strategy in an ESL (English as a Second Language) classroom. The participants of the study are 14-year-old beginner-level learners of English who speak Hindi and reside in Hyderabad, India. Learners are tasked with collaboratively designing, creating, and testing a chatbot. Before attempting the task, learners are provided with a foundational knowledge of Artificial Intelligence (AI), conversation design principles, and the use of a no-code development platform that uses a GUI (Graphical User Interface) to design and test chatbots. The learners are allowed to make use of their own language, i.e. Hindi, to carry out discussions and design the English-speaking chatbot. They are also required to test their chatbot by having conversations with it. While several studies look into the use of chatbots of various kinds in language education, there is a significant gap in research related to the use of conversational user interface (CUI) design in language classrooms. The study demonstrates that integrating conversation design into a multilingual ESL classroom promotes engagement, contextual relevance, and personalized learning experiences, allowing learners to participate actively and take ownership of their language acquisition process.

**Keywords:** *Artificial Intelligence, Chatbots, Conversation Design.*

**Biodata**

**Harshitha H** is a Research Scholar pursuing a PhD in English Language Education at the English and Foreign Languages University, Hyderabad, India. Her primary research interests include the Use of Artificial Intelligence in Education, Digital literacy, and English language learning in multilingual contexts.





THAI EFL STUDENTS' PERCEPTIONS OF USING CHATGPT IN  
LEARNING: AN EXPLORATORY MIXED-METHOD DESIGN

**INTIRA SAKMIANKAEW**

Sisaket Rajabhat University

**Abstract**

ChatGPT, the revolutionized and powerful tool, has transformed language learning by providing an interactive learning experience for learners and overcoming traditional and rigid learning materials. The ability to assess its potential and challenges depends on understanding how students perceive it. Towards this, this study delved into the perceptions of language learners who have experienced the power of ChatGPT to provide valuable insights for educators and curriculum developers. An exploratory sequential mixed-method design was conducted with 60 EFL students enrolled at a university in Thailand selected through purposive sampling. After collecting data from the qualitative phase with semi-structured interviews, the quantitative phase with a survey questionnaire was employed to gather participants' perceptions, challenges, and advantages using closed-ended and Likert-scale items. The findings revealed that Thai EFL students have largely positive perceptions of using ChatGPT in learning English and its benefits as a supplementary resource. However, concerns arose regarding the tool's accuracy, ethical implications, and potential hindrance to deep learning. These insights provide implications for students to be more cautious and critical when using ChatGPT as well as the ethical consideration issue. Educators and stakeholders may maximize the advantages and address the challenges associated with integrating ChatGPT effectively in EFL instruction.

**Biodata**

**Intira Sakmiankaew** is a lecturer at Sisaket Rajabhat University, Thailand. She is also a Ph.D. student in the School of Foreign Languages at Suranaree University of Technology, Thailand. Her research interests encompass Second Language Acquisition, Psycholinguistics, and English for Specific Purposes.



CONTEXTUALISING GLOBAL TEXTBOOKS FOR THE ESL  
CLASSROOM WITH CHATGPT

MURSHID V H & SIMON PETER

English and Foreign Languages University, India

**Abstract**

The present study delves into the innovative use of ChatGPT to address the challenges of adapting global textbooks to make them more relevant and accessible to language learners in a regional context. With informed prompt engineering, GPT 3.5 can contextualise instructional materials to situations and settings that resonate with the learners' everyday lives, providing them with a more personalised and effective language learning experience. Global textbooks often present content entrenched in the culture and contexts of native speakers, making it challenging for non-native learners to relate to and produce the language with confidence. By leveraging AI-powered ChatGPT, teachers can customise and localise the textbook materials, ensuring that learners encounter familiar scenarios that encourage seamless language application. The paper addresses the competencies required by teachers to use the technology for this particular purpose. The effect of these adapted materials on learners' motivation, engagement, and attitudes is measured using data collected through semi-structured interviews and classroom observations. Using AI to democratise the process of adapting textbooks promises a viable method for teachers to contribute to designing learning materials.

**Biodata**

1. **Murshid V H** is a Junior Research Fellow at the English and Foreign Languages University, Hyderabad, India. His research interests include ICT for language learning and reflective teaching, affordances of ICT tools, and AI for language education. Currently, he is working on his mini-thesis proposal in the second semester of the PhD English Language Education program at the university.
2. **Simon Peter** is a Junior Research Fellow at the English and Foreign Languages University, Hyderabad, India. His research interests include technology-mediated learning, material development and vocational education. As a CELTA-qualified teacher with an experience of 2 years, he is passionate about designing progressive learner-centred classrooms.



**MEDIATED SLA THROUGH THE GUISE OF TIKTOK SUBTITLES:  
A DISCOURSE ERROR ANALYSIS**

**MYCO LEO B. PACAMALAN & JOSEPH P. CASIBUAL JR.**

Western Mindanao State University, Philippines

**Abstract**

Technology has impacted and has expanded opportunities for communication and learning and that includes learning language through video viewing across social media platforms via subtitles or close captions. This paper heeds to discourse how TikTok functions as a tool in language learning. The primary goal of this study is to determine how closed captioning on TikTok can affect second language acquisition through mediated form. It aims to identify the linguistic functions, forms and the extensive use of close captions an integrative extensive tool towards second language acquisition. Through employing content discourse analysis, it revealed that TikTok made use of Automated Speech Recognition (ASR) that transforms spoken words from an audio stream into written texts leading to obvious flaws in the closed captions. It was also revealed that the common linguistic feature errors present in the data of this study falls under the lexical, grammatical, and orthographic features. Additionally, language functions that are evident in the selected TikTok videos are phatic, expressive, directive, and referential. Furthermore, it is recommended that a comparative study should be done towards the effectiveness of closed-captioning for learners studying different target languages, considering factors such as language structure, orthography, and linguistic complexity.

**Keywords:** *SLA, TikTok, discourse analysis, subtitles.*

**Biodata**

**Myco Leo B. Pacamalan** is a dedicated and accomplished professional with a diverse background in healthcare and education. He has a passion for teaching and has been actively involved in academia for many years where he was affiliated with Western Mindanao State University for eight years and also served as a part-time college instructor at a private higher education institution, sharing his knowledge and expertise with aspiring healthcare professionals. Myco has actively participated in various research conferences. He has presented his research findings in both local and national forums, as well as on the international stage, further establishing himself as a respected contributor to the academic and healthcare communities.



**TOWARDS A PRACTICAL FRAMEWORK FOR INTEGRATING  
ARTIFICIAL INTELLIGENCE IN WRITING INSTRUCTION**

**TRAN HONG LIEN**

Intertu Education

**Abstract**

In this paper, the researchers propose a comprehensive framework to integrate Artificial Intelligence (AI) in teaching writing to students, addressing the imperative for a practical basis to leverage AI's potential. The framework encompasses two interconnected strands: first, the researchers categorize AI-enabled text generation types, ranging from grammar and style-checking tools to advanced natural language processing models, elucidating how they contribute to students' production of coherent and compelling written content. Second, the researchers focus on nurturing essential writing virtues, such as integrity and critical thinking, through AI integration. By offering a practical guide for educators, this study aims to empower them in effectively leveraging AI in teaching writing and promoting ethical AI usage, thus striking a balance between AI assistance and independent writing skills. Embracing this AI-supported approach in teaching writing empowers educators to navigate the dynamic AI-powered landscape, fostering a generation of adaptable writers who are well-equipped to flourish in an AI-augmented world.

**Biodata**

As Deputy Academic Manager at Intertu Education in Vietnam, I have extensive experience in education and online learning. With a TEFL Bachelor's from Ho Chi Minh University of Education and a Master's in Applied Linguistics from Curtin University, my research interests include World Englishes, Computer-mediated Language Learning, and Intercultural Communication. My focus is on promoting effective language education and cultural understanding in a connected world.



THE IMPACT OF IDDIRR MODEL-BASED IN ICT TRAINING  
WORKSHOP ON IN-SERVICED TEACHERS IN VIETNAM DURING  
TIME OF COVID-19 OUTBREAK

**PHAM THI TO NHU**

University of Foreign Language Studies - The University of Da Nang

**Abstract**

Covid 19-outbreak outspread in Vietnam 2 times. The first time was at the beginning of the year 2020. It was the time when students just finished their Tet holiday, the most important traditional holiday of Vietnamese and they were about to come back to school to study. At that time, the teachers were encouraged or even forced to shift from traditional teaching, i.e. face to face teaching into online teaching. This was really a challenge for teachers whose ICT capacity was not good enough. This study was aimed at investigating whether a new approach of training using IDDIRR model-based one in ICT training workshop provided by Ministry of Training and Education (MOET) of Vietnam had good effect on in-serviced teachers during time of Covid-19 outbreak by means of a case study with variety of instrumentations. Also, the study would launch out some recommendations to better the workshop so as to maximise its objectives.

**Key words:** *Covid-19 outbreak, ICT, training workshop, IDDIRR model-based approach, impact.*

**Biodata**

**Dr Pham Thi To Nhu** is the Head of Testing and Quality Assurance Department, University of Foreign Language Studies - The University of Da Nang, Vietnam. Her majors are TESL, ICT, testing and quality assurance.



## The 20th AsiaCALL International Conference (AsiaCALL2023)

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# Room 3



**The 20th AsiaCALL International  
Conference (AsiaCALL2023)**

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**Saturday, 25<sup>th</sup> November 2023**  
**Digital Tools and Software for**  
**E-learning**



EXPLORING THE IMPACT OF SYNCHRONOUS AND  
ASYNCHRONOUS ONLINE COMMUNICATION ON SECOND  
LANGUAGE SPEAKING SKILLS

**NAMI TAKASE**

Shizuoka University

**Abstract**

The current study examined the effects of synchronous and asynchronous online communication using video conferences and video letters (VLs) on the development of second language speaking skills of Common European Framework of Reference for Languages (CEFR) A1 and CEFR B2 level learners of English as a foreign language. Two groups, one in VLs and the other group using video conferencing were formed to compare the impact of the mode. Both groups were given the same topic, and each group worked with a native English-speaking university student from the United States of America. Pre- and post-tests were conducted to examine the effects of each practice mode. The results showed that the non-VL group experienced an increase in basic-level vocabulary while sentence complexity decreased. The VL group showed no difference in word level and maintained sentence complexity. The survey indicated that VLs provided an opportunity for beginner learners to interact with native English speakers and practice speaking in an authentic communication activity. The study emphasized the impact of VLs on vocabulary and sentence structure for basic-level learners and highlighted the influence of different CMC approaches on speaking performance.

**Biodata**

**Nami Takase** is a dedicated English teacher with over 15 years of experience. Her professional interests revolve around leveraging computer-mediated communication for foreign language learning, as well as implementing task-based language learning approaches. Currently, she is actively seeking a class or school to engage in online exchanges in English or Japanese.





EXPLORING THE IMPACT OF DIGITAL APPLICATIONS IN  
DEVELOPING COGNITIVE SKILLS FOR LANGUAGE LEARNERS

**HUYNH NGOC MAI KHA**

University of Foreign Language Studies, The University of Danang

**Abstract**

In the rapidly advancing era of information technology, the characteristics of digital educational technology have the potential to significantly impact student development, the educational system, and teaching methods. These features include collaboration between humans and machines, integration across borders, and collective creation. Numerous studies worldwide have demonstrated the importance of educational technology in improving students' learning outcomes, such as fostering enthusiasm for learning, enhancing cognitive understanding of knowledge, and improving advanced thinking abilities. However, there are ongoing debates among researchers regarding the effects of digital education technologies on students' cognitive abilities. For instance, George (2015) suggests that continuous multitasking using digital devices may impair adolescents' cognitive abilities, while others acknowledge the benefits outweigh the challenges brought by digital learning. Consequently, further research is needed to gain a comprehensive understanding of the interaction and correlation between learning effectiveness and the application of technology. Considering recent global events, such as the Covid-19 pandemic, and theoretical concerns, this study aims to explore the impact of digital applications on the development of cognitive skills in language learners. Specifically, the study will investigate the use of digital applications (such as Padlet, Kahoot, Canva, etc.) in a training course for English language teachers in the central region of Vietnam. It will examine how these applications influence the development of critical thinking, problem-solving, and creativity skills in learners. Critical thinking is defined as the ability to assess issues logically, using information, situations, and experiences to make informed conclusions and decisions. Problem-solving refers to the utilization of behavioral patterns, methods, and procedures to analyze problems and achieve desired goals. Creativity involves the capacity to imagine, think beyond conventional boundaries, and generate novel ideas to create or solve problems. The study employs a mixed-method approach, including surveys, interviews, and classroom observations. Survey data will be collected from 120 English teachers currently participating in a training course organized by the University of Foreign Language Studies, the University of Danang, and the National Project of Foreign Languages in central Vietnam. In addition, the researcher will conduct individual and focus group interviews with a randomly



selected group of 10 teachers to gather diverse opinions on the use of digital applications in their courses. Classroom observations will also play a significant role in understanding how these digital applications are utilized and how learners perform in a digital learning environment.

### **Biodata**

My name is **Huynh Ngoc Mai Kha**. I hold the position of Vice Rector at the University of Foreign Language Studies, The University of Danang. In 2015, I obtained my doctoral degree in comparative linguistics and have been actively involved in research within my field of interest ever since. Over the years, I have successfully completed two scientific research projects at the ministry level, in addition to several projects at the institutional level. My research work has led to numerous publications both nationally and internationally. The focus of my publications primarily revolves around two significant topics: cognitive linguistics and the application of information and communication technology (ICT) in language learning.

As an experienced researcher and teacher trainer for over ten years, I have had opportunities to work with trainees and gain insights into the local teaching context and expectations in Vietnam, which makes me accessible to the reality of language teaching in the locality.

Remarkably, with the launch of the National Foreign Language Project in 2018, I played a crucial role in the deployment of teacher training activities in various topics such as Teaching Methodology, Creating a Learning Environment, Testing and Assessment, and Using Technology in Language Teaching, in many central highland provinces in Vietnam. The COVID-19 pandemic outbreak has brought about various challenges to every aspect of life, including education accessibility. However, I and my colleagues persevered with our teacher training courses in the summer with the help of digital tools. From that context, I feel more and more interested in conducting research on factors influencing learning performance; and digital application is one of the arising issues that attract my concern a lot. Exploring this area can indeed provide valuable insights and suggestions for practical application in language teaching and learning in Vietnam. The evolving role of digital technology in education has the potential to greatly impact the learning outcomes of students. By investigating the factors that influence learning performance, especially in relation to digital applications, my research can contribute to the development of effective strategies and approaches for language teachers and learners in Vietnam. By bridging the gap between theory and practice, my work can help optimize the use of digital tools to enhance language learning experiences and outcomes, hopefully.



EXPLORING THE IMPACT OF SYNCHRONOUS AND  
ASYNCHRONOUS ONLINE COMMUNICATION ON SECOND  
LANGUAGE SPEAKING SKILLS

ANDY TRI NGUYEN & NGUYEN DO DINH

TESOL International Academy

FPT University

**Abstract**

The IELTS test has grown in popularity across the globe as one of the most reliable international test to assessment learners' English proficiency. Hence, the test has been introduced to different institutions in the context of Vietnam. Among the skills, writing can be considered the most complicated skill due to the challenges of language exposure, linguistic barriers, and social cultural knowledge, which causes certain difficulties for the learners to complete the writing paper on an individual basis (Ellis, 2019). This action research attempts to explore the impact of collaborative writing on 29 learners' IELTS writing task 2 performance. The study adopted the mixed method design via the test and questionnaire at the International School of Business, Banking University, Ho Chi Minh city. The findings reveals that the use of digital collaborative writing could enhance learners' IELTS writing performance, especially in terms of task response and lexical resource thanks to the presence of continuous reflection and the enhancement of personal sense of autonomy. Moreover, the participants in the study expressed positive perceptions towards the implementation as a source of motivation and interaction through technological enhancement.

**Key words:** *collaborative writing, writing performance, constructive learning*

**Biodata**

**Andy Tri Nguyen** is currently a Founder and Course Director at TESOL International Academy. He is also a university lecturer in English majors. He holds a Master of Education in TESOL, Australia. He is an author and reviewer of different Scopus-indexed international journals. His research interests cover translation, TESOL methodology, writing, and professional development.

After obtaining a Bachelor's Degree in Business English at Foreign Trade University (Vietnam) in 2019, on account of his interest in English Language and Teaching, **Nguyen Do Dinh** continued his further study in the UK with his major of English Language Teaching at the University of Northampton and earned his Master's Degree in 2021. Currently, he is an enthusiastic English Lecturer and Researcher at FPT Education. His areas of interest include Linguistics, English Language Teaching Methodologies and Learners' Psychology.



## E-EXAMS IN VIETNAM: STUDENTS' COMPUTER-EFFICACY, AND ATTITUDES

**VO THI KIM ANH**

University of Foreign Language Studies, The University of Danang

### **Abstract**

The COVID-19 pandemic has brought enormous changes to the educational systems worldwide. Due to the serious COVID-19 situation in Vietnam, most universities moved from offline exams to e-exams. The study was conducted in Vietnam to investigate EFL students' computer efficacy, and attitudes towards e-exams. The research employed the mixed method with an in-depth interview and a questionnaire. The number of participants was 1,099 students. The quantitative data were processed using SPSS. Descriptive statistics, independent sample T Test, and MANOVA were calculated for the quantitative data analysis. Furthermore, themes and codes were utilized for the qualitative data. As shown from the study, students generally had good computer efficacy to perform e-exams, and they also had positive attitudes toward e-exams. Yet, students found it stressed to take e-exams due to problems such as cheating, plagiarism, and testing conditions that may arise during the online tests. Specific recommendations like appropriate supporting platforms for e-exams, the consideration of cost, timeliness, the quality of platforms, the combination between the use of e-exams and formative assessment, and what support the university needs to provide for students and lecturers are suggested.

### **Biodata**

**Vo Thi Kim Anh** is a main lecturer of University of Foreign Language Studies, one university member of The University of Danang. She earned her Master of Linguistics from The University of Danang in 2002 and her second Master degree is Master of TESOL offered by The University of Queensland in 2006. She obtained her Ph.D degree in Universiti Malaysia Sabah in 2020. Currently, she is the Acting Dean of Faculty of English, University of Foreign Language Studies, The University of Danang. Her fields of research are TESOL and Evaluation in Education.



THE IMPACT OF TECHNOLOGY ON STUDENT ENGAGEMENT IN  
ENGLISH LANGUAGE ACQUISITION THROUGH E-LEARNING  
PLATFORMS

NGUYEN THI HONG PHUONG

Thai Binh Duong University

**Abstract**

Technology is now being used more and more frequently in English language acquisition (ELA). This is partly attributable to the expansion of e-learning platforms, which include a range of features that can support student engagement and enhance learning results.

Through e-learning platforms, a study was conducted to figure out how technology affects students' involvement in ELA. In the study, 100 ELA students from Thai Binh Duong University who had utilized the mobile apps ElsaSpeak, Wordwall, and Quizlet as well as the e-learning sites Google Classroom were questioned.

According to the survey's findings, e-learning platform users were more likely than non-users to be involved in their studies. This was made possible in part by the interactive elements of the platforms, which let students engage in tasks and exercises that were customized to meet their particular requirements. Furthermore, the platforms gave students access to a range of materials like films, podcasts, and online discussion boards, which helped to keep them motivated and involved.

The results of this study indicate that technology may be a useful tool for raising ELA student involvement. Not all e-learning systems, it is crucial to remember, are created equal. The platform's features and resources will have a substantial impact on student involvement. More research is required to assess the long-term influence of technology on student engagement in ELA, as well as how technology might be tailored to fit the requirements of diverse learners.

**Biodata**

Position: English lecturer

Institution: Thai Binh Duong University- Nha Trang city- Vietnam

Skills taught: TESOL

Research interests and experiences: English methodology, CALL



USING VIDEO-BASED LEARNING TO IMPROVE LISTENING  
SKILLS FOR FIRST YEAR ENGLISH MAJORS AT HANOI OPEN  
UNIVERSITY

NGUYEN THI KIM CHI

Hanoi Open University

**Abstract**

In recent years, with the rapid development of information technology infrastructure, learning by E-Learning method has become very popular in Vietnam. Learners can be more active to develop their self-study by accessing information technology. The study aims at investigating the first-year English majored students' perceptions of using video based learning and their practices in learning English listening skills at Faculty of English, Hanoi Open University. A quantitative research has been employed in this study. The structured questionnaire for collecting data was administered to 116 participants from class K29X,Y,Z,Y. The results of the survey reveal that almost students are aware of the roles of video based learning. In addition, the results also indicate that the students really want to improve their autonomous learning by using video based learning. They also agree that blended learning, a way of learning that combines traditional classroom lessons with lessons that use computer technology should be applied. Therefore, teachers should create favorable learning environment and strategies to facilitate learner autonomy in learning English listening skills and motivate them to use listening sub-skills by using video based learning effectively.

**Biodata**

I have been an English teacher at Faculty of English, Hanoi Open University for 20 years. I have been teaching English listening skills. Definitely, I would like to find out the effective suggestions on blended and online language learning via computer-assisted language learning and especially explore artificial intelligence for language learning.





IMPLEMENTING MOBILE MEDIATED COLLABORATIVE  
WRITING (MMCW) TO EMPOWER SELF-REGULATED  
LEARNING IN EFL CLASSROOM

**RATNAWATI, NUR MUKMINATIEN, YAZID BASTHOMI, EKANING  
DEWANTI LAKSMI**

Universitas Negeri Malang, East Java, Indonesia

**Abstract**

Writing in EFL classes needs multidimensional capacities including cognitive, metacognitive, socio-affective, and motivational aspects in the whole process. Unfortunately, previous studies have been focused more on writing products, cognitive aspects, and individual types. Therefore, to fill in the need, the aims of this study are twofold: (1) to provide a model of Mobile Mediated Collaborative Writing (MMCW) within the framework of self-regulated learning, and (2) to find out the learners' opinions of their new experiences in MMCW practices. This is a case study involving an EFL teacher and 20 junior students in a private university in West Java, Indonesia. Classroom observation will be conducted in the MMCW process and followed by a semi-structured interview with the EFL teacher and six selected students. The data will be collected and analyzed thematically. The findings of the study would be beneficial for EFL teachers and students to provide pedagogical practices of MMCW in self-regulated writing activities. In addition, EFL teachers and students will build their viewpoints on practicing MMCW in self-regulated writing activities. The conclusion would share implications for EFL teaching and learning and provide recommendations for future practices and research in writing classes.

**Biodata**

**Ratnawati** is a doctorate student of Department of English in Universitas Negeri Malang and full time lecturer at Universitas Galuh, Ciamis, Indonesia. Her current areas of research are Teaching English as a Foreign Language (TEFL), Academic writing, and Technology Enhanced Language Learning (TELL).

**Nur Mukminatien** is a professor in ELT at Universitas Negeri Malang (UM), Indonesia. Her research interests are the teaching and assessment of writing, syllabus development, and lesson planning. She spends her time assisting junior lecturers and post graduate students in research, and article publication for their professional development.

**Yazid Basthomi** is Professor of Applied Linguistics at the Department of



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English, Universitas Negeri Malang, Indonesia. He was once appointed Adjunct Lecturer at the University of New England. In 2019, he was a visiting professor at Linnaeus University. Since recently, he has also been co-supervising two PhD students at CDU, Australia

**Ekaning Dewanti Laksmi** is a teaching staff member of the Department of English of the Faculty of Letters of Universitas Negeri Malang. Her areas of specialization and research interest include English Skill Courses, English Learning-Teaching, Early Literacy, and Teaching Practicum. She has disseminated her ideas in EFL Writing and ELT in national and international seminars.





ONLINE LANGUAGE LEARNING IN AREAS WITH LIMITED  
CONNECTIVITY: PHILIPPINE-BASED ESL LEARNERS'  
MOTIVATION, ANXIETY, AND TECHNOLOGICAL ACCESS

ERICSON ALIETO<sup>1</sup>, LOVELLE DIOCESS S. LAUZON<sup>2</sup>, MANUEL R.  
TANPOCO<sup>3</sup>, EDISON S. ESTIGOY<sup>4</sup>, MARISOL D. TUBO<sup>5</sup>, RODITA C.  
SILVA<sup>6</sup>, BERNADETH T. ABEQUIBEL<sup>7</sup>

<sup>1</sup>Western Mindanao State University, <sup>2</sup>Mindanao State University, <sup>4</sup>Xi'an  
University of Technology

### Abstract

This shift from face-to-face setups to digital or online ones has provided the premise for the alteration of classroom dynamics. It is, therefore, interesting to determine language learners' motivation and anxiety in the context of online learning, especially among ESL learners with no prior online learning experience and at the same time set in areas with limited connectivity. Hence, this study surveyed 526 senior high school students sampled across 6 state-managed basic learning institutions to descriptively characterize their online language learning anxiety, language learning motivation, and technological access. Interestingly, despite experiencing limited connectivity, ESL learners manifest high language learning motivation when attending their online language classes. On another note, the respondents, in general, possess a high level of online language learning anxiety, and their technological access is described as 'limited'. Additionally, the study disclosed the existence of significant relationships between ESL learners' level of online language learning anxiety and their extent of language learning motivation (p- value = 0.000, r-value = 0.283) and the respondents' extent of language learning motivation and extent of technological access (p- value = 0.000, r-value = 0.157). However, no significant relationship was found between the respondents' level of online language learning anxiety and their extent of technological access.

**Keywords:** *Motivation, Anxiety, Technological Access, Language Learning, ESL*

### Biodata

**Dr. Ericson Alieto** is the Research Director of the Research Utilization, Publication and Information Dissemination Center of the Western Mindanao State University, Philippines.



**The 20th AsiaCALL International  
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**Sunday, 26<sup>th</sup> November 2023**  
**Linguistics & Discourse Analysis**



FROM SWATCH TO YASSDT: MORPHOLOGICAL STRUCTURE  
AND DISCURSIVENESS OF FILIPPINO BEAUTY SLANGS

**JUNE MARK B. CRUZ & JOSEPH P. CASIBUAL JR.**

Western Mindanao State University

**Abstract**

Language enables people to convey thoughts and feelings, exchange information, where its functions are diverse, and t depend on the context and the communicative goal of individuals. This study looks at the use of language in an online discourse particularly among community of Filipino beauty influencers by specifically identifying emerging morphological structures prevalent in the slangs used in the platform. Employing content discourse analysis, this study is geared towards addressing the gap surrounding the transfer of learning from a medium to a language user via influencer vis-à-vis social media users. The study considered five (5) Filipino beauty influencers where terms and its morphological structure was analyzed and framed its discursiveness in context(s) where the terms were used. The findings revealed that Conyo Slang, Variant Spelling, and Onomatopoeic Word formation were among the prevalent morphological processes that describe the morphology of the slangs used by the beauty influencers. It was also revealed that the beauty influencers use slang in different contexts from which viewers can learn to use in that way, thus enforcing the role of the beauty influencer as mediator and expresses their sexual identity making it discursive in some way. Furthermore, it is recommended that future researches should compare slangs across beauty communities other social media platforms for a more diverse findings.

**Keywords:** *CDA, beauty influencers, slangs, YouTube, morphology.*

**Biodata**

**June-Mark B. Cruz**, MAEd is an Instructor teaching language and general education core courses at Western Mindanao State University - Philippines. He is a Community Lead Program of Online Professional English Network (OPEN) - Community of Practice and a Facilitator of Massive Open Online Course provided by the United States Department of States through the Regional English Language Office (RELO). He has been a university instructor for the past eight years, including five years as a full-time visiting lecturer. His areas of expertise include General Education and Linguistics. He has shared his expertise in linguistics with private colleges offering Bachelor of Arts in English Language Studies programs.



TEACHING AND LEARNING COLLOCATIONS IN THE  
VIETNAMESE CONTEXT: TEACHERS' VOICES

NGUYỄN HOÀNG XUÂN CHIÊU

University of Social Sciences and Humanities Ho Chi Minh City

**Abstract**

This primary research focuses on teachers' perceptions of the teaching and learning of collocations in English as a Foreign Language (EFL) classrooms in the context of Vietnam. The study involves four teachers currently teaching in different educational settings in Ho Chi Minh City. Purposeful sampling technique is adopted to select the participants. The findings from semi-interviews can shed light on how teachers teach collocations to EFL learners, whether they apply technological applications or web-based platforms in teaching collocations and assisting learners to acquire collocations, as well as possible causes for some of learners' collocation errors. Teachers' sharing about the procedure of teaching collocations in different classroom settings, including public schools, private classes in either secondary level or universities is provided. Moreover, challenges during the process of conducting such practices based on the teachers' perspectives are discussed. As a result, suggestions for teachers and learners can be made in order to facilitate Vietnamese EFL learners' acquisition of collocations, in a number of cases, with the assistance of technology.

**Biodata**

**Nguyễn Hoàng Xuân Chiêu**, MA student in TESOL, has been teaching part-time at a public secondary school in Ho Chi Minh City since 2020. She is also a private tutor, providing courses in Cambridge Young Learners Tests and IELTS. Her research interests are English teaching methodology, second language acquisition, corpus-based study and professional development.



AN INVESTIGATION INTO THE PHENOMENA OF MEANING  
MAKING AND WORDING IN NON-FICTION NOVEL FROM  
SYSTEMIC FUNCTIONAL LINGUISTICS

GIA THI TUYET NHUNG<sup>1</sup>, PHAN VAN HOA<sup>2</sup>

<sup>1</sup>University of Science and Education, The University of Danang

<sup>2</sup>University of Foreign Language Studies, The University of Danang

**Abstract**

In the light of Systemic Functional Linguistics, language is both a source of meaning- making and also a source of modes of wording in texts. In order to further clarify this ideology, the article describes and analyzes the phenomenon of wording in the non-fiction novel "Silent Spring" by Carson - the world's most famous female writer for her environmental protection works. First, the article briefly introduces the theory of Systemic Functional Linguistics including Grammatical metaphor. Next, descriptive, qualitative and quantitative methods are used with more than 200 samples selected to determine the relationship between the lexicogrammatical and semantic aspects in the impact of the context. In addition, the article pays special attention to congruent expressions and metaphorical expressions. Finally, on the basis of data description, analysis and discussion, the writers will present research results, namely the phenomena of meaning- making and wording in a given text. The conclusion consists of application suggestions in terms of language research and language education such as reading, understanding, evaluating and building relevant types of text in English.

**Keywords:** *Meaning- making resource; wording; text; application.*

**Biodata**

1. **Ms. Gia Thi Tuyet Nhung** has been teaching English for 12 years in Kon Tum, Viet Nam. She received her MA degree in English linguistics from the University of Foreign Language Studies – Danang University. She is now a Ph.D candidate at the University of Science and Education – Danang University. She has focused her researches on Grammatical Metaphor in SFL in English and Vietnamese and how to applied linguistics advances to teaching Vietnamese learners effectively.
2. **Assoc. Prof. Dr. Phan Van Hoa** is currently a Meritorious lecturer at the University of Foreign Language Studies – Danang University. He has taught and researched in language education and linguistics, especially for BA, MA and Ph.D programmes. He used to be Rector of the University of Foreign Language Studies (2004- 2014) and Dean of International Education (2014 – 2016) - The



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University of Danang. His over 100 scientific papers were published in national and international journals and conferences. English education for young learners is one of the priority topics in his research at present. He is also a visiting professional member for the 2020 National Foreign Language Project, Ministry of Education & Training. For forty years of working as a teacher and researcher, his ‘ambition’ is, together with colleagues, trying to create a national and international network of English teachers and researchers for the purpose of more effective teaching & learning English. It seems that for this reason, he is appointed as a vice president of VietTESOL Association (VTA).



APPLYING EXTENSIVE LISTENING VIA TED TALKS TO  
ENHANCE ENGLISH MAJORS' VOACABULARY KNOWLEDGE

NGUYEN NGOC LY

Ho Chi Minh City Open University

**Abstract**

Engaging English majors in extensively listening to TED Talks (ELTED) could enhance their vocabulary and language competence as well as provide diverse insights for academic growth. However, most previous research focused only on the relationship between extensive listening (EL) on receptive vocabulary knowledge (ReVK) and lacked a thorough investigation into the influences of EL on learners' productive vocabulary knowledge (ProVK) over the years. Hence, this research initiates on enhancing English majors' vocabulary knowledge through ELTED, in terms of both ReVK and ProVK. In addition, this study also examines the effects of ELTED on learners' listening and speaking competence and their attitudes towards ELTED. Using a mixed-methods approach, 124 English majors from 3 intact classes are divided into an experimental and a control group. Pre- and post-tests measure aural ReVK through the Listening Vocabulary Levels Test (LVLT), listening competence by IELTS, and oral ProVK by analyzing accurate word usage and word levels. Additionally, a survey is conducted to gather both quantitative and qualitative data on their ELTED practicing experience and a speaking examination is organized to examine their speaking competence. The results reveal that ELTED improves ReVK significantly, leading to some increase in ProVK, listening, and speaking abilities. Learners with larger ReVK tend to have better ProVK, listening, and speaking competence compared to those with lower ReVK. Overall, learners generally had positive attitudes toward ELTED, strongly suggesting ELTED's potential for inspiring future research in this field.

**Biodata**

**Nguyen Ngoc Ly** is a full-time lecturer at the Foreign Language Faculty of Ho Chi Minh City Open University. She earned her master's degree at Ho Chi Minh City Open University, Vietnam. Her main research interests revolve around the areas of extensive listening & reading, academic writing, and educational technology.





CONVERSING WITH LLMS: PROMPT ENGINEERING, THE  
FUTURE OF EDUCATION, AND THE IMPORTANCE OF H.E.A.L.E.R

VY NGUYEN

Asia-Pacific International University

**Abstract**

Prompt engineering, the deliberate design and implementation of prompts in education, holds transformative potential for shaping the future of learning. This systematic review explores prompt engineering's significance, advocating for its adoption as a primary subject that aligns with what should be the central goals of education: H.E.A.L.E.R qualities (Holistic, Empathetic, Adaptable, Logical, Ethical, and Resilient). These qualities are vital for preparing the next generation of workers, who will frequently engage with Large Language Models (LLMs) in their professional lives.

This paper presents five compelling reasons why prompt engineering, coupled with a focus on cultivating H.E.A.L.E.R qualities, is essential. Firstly, personalized prompts enhance engagement and motivation, capturing learners' attention and tailoring experiences. Secondly, individualized learning through prompt engineering ensures education meets diverse learners needs.

Moreover, prompt engineering fosters higher-order thinking skills, such as critical thinking and problem-solving. It also cultivates creativity and innovation by acting as a catalyst for originality and fresh ideas. Lastly, prompts facilitate effective assessment and timely feedback, aiding accurate evaluation.

By embracing prompt engineering and focusing on the cultivation of H.E.A.L.E.R qualities, education can foster a workforce ready to thrive in a world driven by AI collaboration.

**Biodata**

I am an MBA student and a volunteer teacher in the Education Department at AIU. I've had 7+ years of teaching experience. I hold a BA in Business Administration, an English International Teacher License, and a Professional TESOL Diploma. I'm passionate about utilizing AI-driven tools to boost student engagement and satisfaction and foster a sense of responsibility, fact-checking habits, and critical thinking in my students as they use these tools to learn and work.





CONCEPTUAL METAPHOR “MEDIA IS FIRE” IN VIETNAMESE  
AND ENGLISH

NGUYEN LUU DIEP ANH

University of Foreign Language Studies, The University of Da Nang

**Abstract**

This paper analyzes the metaphorical concept of MEDIA AS FIRE in Vietnamese and English. The study employs the theory of conceptual metaphor in cognitive linguistics along with descriptive and semantic analysis methods, as well as statistical and classification techniques to establish and analyze the mapping from the source domain of FIRE to the target domain of MEDIA. Based on the metaphorical model of MEDIA IS FIRE, the article surveyed 150 samples of metaphorical expressions related to press texts used in media discourse (100 expressions in Vietnamese and 50 expressions in English). Based on the metaphorical model of "MEDIA IS FIRE," the study has discovered four basic cognitive models, including: The heat of Media is temperature; the ability to transmit energy of Media is the ability to transmit energy of Fire; Human Activity Related to Media is Human Activity Related to Fire; Media is Fire. Research also identifies the similarities and differences of Metaphor in Media between these two languages, while providing explanations for the similarities and differences from a cultural perspective, including the experiences and living environments of individuals.

**Biodata**

I am currently the Deputy Director of the Center for Information Technology & Learning Resources at University of Foreign Language Studies - The University of Da Nang. I hold a Master's degree in English Language (2005) and I am pursuing a PhD at University of Education - The University of Da Nang. My interests include Media, English language teaching at all levels, and Communication/Linguistics.



AN APPROACH TO TACKLE PRONUNCIATION ERRORS IN THAI  
LANGUAGE AMONG VIETNAMESE LEARNERS BY LINGUISTIC  
THEORY AND SPEECH RECOGNITION

NGUYEN KIEU YEN

University of Foreign Language Studies - The University of Da Nang

**Abstract**

The purpose of this study is to present a solution to solve the problem of Thai pronunciation among Vietnamese learners learning Thai in UFLS. The pronunciations of Thai and Vietnamese differ in initial consonants, vowels, final consonants, and tone. Throughout this research, the researcher conducted a survey of learners' Thai pronunciation. The findings revealed that they produced incorrect pronunciation of initial consonants, vowels, final consonants and tone. To address these linguistic difficulties effectively, the researcher created 13 sets of electronic word cards. Each card contained 10 pair of similar words to point out the pronouncing differences. Linguistic methods and speech recognition were therefore taken in a thorough usage. As a result, the learners showed a significant improvement in their pronunciations, more accurate and clear by applying the method above.

**Keywords:** *Thai pronunciation, linguistic methods, speech recognition, electronic word card.*

**Biodata**

**Nguyen Kieu Yen** holds a master's degree in Teaching Thai as a foreign language from Srinakharinwirot University. She now is a lecturer in Thai Division, University of Foreign Language Studies - The University of Da Nang, Vietnam. She has compiled Thai books for Vietnamese students such as: Thai life in Khun chang Khun Phaen for Vietnamese students, Thai culture for Vietnamese students, learning Thai through songs for Vietnamese students.



APPLYING ICTS TO IMPROVE LANGUAGE SKILLS TO  
ENGLISH MAJOR STUDENTS AT UFLS – UDN, VIETNAM

**TRAN THI THUY OANH**

University of Foreign Language Studies, The University of Da Nang

**Abstract**

The development of digital technology 4.0 has impacted many different fields, including education, especially language classes. Indeed, technology has really opened a new door in which traditional teaching methods have been changing with strong access to information and communication technologies (ICTs). It can bring many opportunities to language learners, especially in real-time interactions through language skills which is extremely important for learners, through which learners not only acquire knowledge but also practice confidence and identity of language users. The study referred to the application of information technology in teaching as an appropriate method to encourage learners to participate in learning activities. We used technology tools in English major classes such as Ideaboardz, Quizizz, Bamboozle, Padlet, Kahoot, Classdojo, Liveworksheets, Canva... which brought effective results aiming to develop interaction in the English classrooms, thereby helping learners develop English skills. We conducted a survey of 100 first-year English majors students. The results show that the students have positive feedback on using technology tools into the English lectures which help to bring excitement to students and increase interoperability work in class.

**Biodata**

**Tran Thi Thuy Oanh, Ph.D.:** She is a lecturer of University of Foreign Language Studies - The University of Da Nang, Vietnam. Tran Thi Thuy Oanh is a Ph.D. on English linguistics. Her research areas are the cognitive linguistics. She has performed some scientific papers published in the special journals of science - technology - education. In addition, she has joined and presented in some national and international science education workshops.



**TRANSLANGUAGING IN ACADEMIC DISCOURSE: A CONTENT  
DISCOURSE ANALYSIS**

**FELWYN LOVELY R. NATIVIDAD & JOSEPH P. CASIBUAL JR.**

Western Mindanao State University

**Abstract**

The migration of learning modality from face to face to virtual platform has largely contributed students' exposure to internet where they learn and acquire a set of lexical units. This paper aims to discourse on the employment of translanguaging within the context of academic writing during the course of modular distance learning. Using politics as the topic of discourse, this study specifically aims to (a) identify forms of internet slang used in students' essays; (b) determine factors contributing to employment of internet slang; and (c) evaluate areas and aspects influenced by internet slang. Leaning on a qualitative design, it employed content and error analysis since internet slangs are framed as errors within formal and academic writing conventions. The analysis revealed that translanguaging was largely exhibited in students' essays in a form of acronyms, emojis, and colloquial terms that only make sense in a community of internet users. Factors like personalizing terms for expressive and expository purposes was relevant in political discourse which consequently has led to subconscious use of profanity, wrong use of capitalization and punctuations. Furthermore, translanguaging in a form of internet slang enhances students' understanding of the subject matter hence making them feel comfortable in expressing their ideas in a given discourse and further recommended and encouraged to be incorporated in academic discourses.

**Biodata**

**Felwyn Lovely R. Natividad**, MAEd serves as an instructor at Western Mindanao State University in the Philippines, where she imparts knowledge in the fields of major education, professional education, and research-related subjects. She has accumulated nine years of experience as an elementary education teacher, as well as five years as a university lecturer. The area in which she specializes is teacher education and educational management. She has engaged in research activities within the field of Social Sciences and has delivered presentations at regional research conferences. She is presently pursuing an EdD degree in Educational Management, with her research efforts centered on examining the workload and ancillary assignments of public school teachers.



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# Room 4



**The 20th AsiaCALL International  
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**Saturday, 25<sup>th</sup> November 2023**  
**Virtual Teaching & Online**  
**Platforms**



INVESTIGATING THE TRANSITION TO ONLINE TEACHING  
PLATFORMS: LANGUAGE TEACHERS' ANXIETY AND  
SATISFACTION LEVELS

ERICSON O. ALIETO\*, CRISELDA D. RICOHERMOSO,  
BERNADETH A. ENCARNACION, MICHELLE A. HELAR, JERRY  
JAMES C. DERAN

Western Mindanao State University

**Abstract**

As the use of digital platforms for teaching continues to grow, educators face a multitude of challenges in delivering effective online language instruction. They must adjust to new pedagogies and navigate the unfamiliar terrain of virtual classrooms, where traditional teaching techniques may not be as effective. Therefore, it is crucial to examine the anxiety and level of satisfaction experienced by language teachers in this new teaching environment. To achieve this, a descriptive quantitative survey design was used to investigate the levels of online language teaching anxiety and satisfaction among English as a Second Language teachers in secondary and tertiary education. The survey involved 98 participants and utilized two highly reliable research tools. The study's results are significant and provide implications for the development of 21st-century language teaching practices.

**Keywords:** *Online Language Teaching, Anxiety, Satisfaction, English Language Teachers,*

*English Teaching*

**Biodata**

**Dr. Ericson Alieto** is the Research Director of the Western Mindanao State University - a premiere state university in Mindanao, Philippines. Dr. Alieto has taught research for about five years. Moreover, he is an h-10 index in Scopus.



REFRAMING SPEECH ANXIETY: A COMPARATIVE STUDY  
BETWEEN FACE-TO-FACE AND ONLINE SETTING

NOEL V. PUGOSA & JOSEPH P. CASIBUAL JR

Western Mindanao State University

**Abstract**

The ability to communicate effectively is a vital skill that aids all aspects of life. The transitioning of learning from face to face to online setting has redefined conventions and dynamics in improving communication skills among students. This paper intends to delineate how anxiety operates within two learning settings- face-to-face and online. It made use of mixed method design since it utilizes both rater scale and semi-structured survey as tools for data gathering. Employing total population sampling, it specifically aims to (a) identify factors contributing towards online speech anxiety; (b) frame online speech anxiety in terms of fluency, delivery and confidence; and (c) juxtapose speech anxiety in both face-to-face and online setting. It can be gleaned from the results with a mean score of 2.14 students tend to become more fluent in online setting compared to face to face set up. Additionally in terms of delivery, students are more apt to communicate spontaneously in online setting leading to higher confidence in the delivery of speech with a 2.95 mean score and a 3.14 confidence mean score respectively. This significantly reveals that anxiety in an online setting is not too far-fetched as juxtaposed with face-to-face set up only that it lessens the amount of anxiety that the students feel as revealed in the study's findings. Furthermore, it is suggested that a further study with an increased number of population size should be conducted with emphasis on salient aspects of both learning scheme.

**Keywords:** *speech anxiety, face-to-face, online learning, communication skills, comparative study*

**Biodata**

**Noel V. Pugosa**, MAEd is an instructor at Western Mindanao State University-Philippines teaching Literature, Professional Education and General Education courses. He has been an instructor of the said university for three years already. His field of specialization is in Literature. He has been doing research on Literary Studies and has presented in local research conferences.





THE IMPORTANCE OF TEACHERS' SOCIAL ENGAGEMENT (TSE)  
IN ONLINE ENGLISH TRAINING SYSTEM AND SUGGESTIONS  
FOR TSE DEVELOPMENT

NGUYEN CHAU BICH TUYEN<sup>1</sup> & LE THI BICH TRAM<sup>2</sup>

<sup>1</sup>Ho Chi Minh City Open University

<sup>2</sup>Bosworth School

**Abstract**

Online training system highlights the vital role of learner-centered, teacher-facilitated. It means that learners must be more active and autonomous in their learning process and just getting support from the teachers whenever needed. This illustrates teachers are not important in learners' learning process. However, many previous studies show that most of online learners feel lonely, lose their learning inspiration and even have negative learning outcomes due to lack of teachers' social engagement (TSE). Thus, this study aimed to test whether TSE is important in online English training system at Ho Chi Minh City Open University (HCMCOU) or not. It also focused on seeking some ways to develop TSE to help online learners more successful in their learning journey at HCMCOU. To carry out this study, a quantitative research method with a survey questionnaire was sent to 100 online learners, and a semi-structure interview was employed to interview 5 teachers for quantitative data collection. The findings showed that online English learners highly appreciate the value of TSE for reasons of decreasing learners' loneliness, and increasing learners' learning motivations and learning outcomes. Also, there were various methods that help to improve TSE in a such online training condition.

**Biodata**

**Ms Nguyen Chau Bich Tuyen** is currently working as a lecturer of Faculty of Foreign Languages at Ho Chi Minh City Open University. After obtaining a master's degree of Education in TESOL at University of Southern Queensland, Australia, she has had a strong passion for English teaching and studying on online training, teaching methods, education psychology. She never stops looking for more chances to gain more knowledges and experiences in English teaching and doing research. Her contact email is [tuyen.ncb@ou.edu.vn](mailto:tuyen.ncb@ou.edu.vn).



## USING GOOGLE CLASSROOM TO TEACH IELTS ONLINE: A CASE STUDY

**NGUYỄN HOÀNG VY**  
Simply English

### **Abstract**

Research on the use of Google Classroom to teach English online in Vietnam, especially post-COVID-19 era, remains limited. This study attempts to fill in this gap by exploring (a) novice IELTS teachers' perceptions of the use of Google Classroom for teaching students online, and (b) what these teachers need to use the platform effectively. The study used the Technological Acceptance Model (Davis, 1989) as its theoretical framework. With three participants, the study employed a qualitative approach including a case study and narrative inquiry design. Semi-structured interviews and teaching journals were utilised as data collection methods. Data analysis entailed coding and thematic analysis. Results indicated that all participants viewed this platform positively and found it useful for various aspects, such as its user-friendly interface, cost-effectiveness, learner autonomy, out-of-class communication, time efficiency, classroom differentiation and learning assessment. However, there were some drawbacks identified including technical issues, the platform's technological complexity, its dependence on other Google products and its lower usefulness for teaching certain skills. Moreover, several necessary factors for successful implementation were identified, including a profound understanding of the platform's features, regular training and students' acceptance towards using it. Some implications were drawn from the findings for teachers, teacher trainers, and employers.

### **Biodata**

**Vy Nguyen** is the Co-founder and the Training Director of Simply English, a private English centre in Danang, Vietnam. She has been teaching EAP and ESP courses since 2013. Vy holds a BA in English and MA in TESOL. Her research interests include CALL, Teacher Education, and ESP.



THE IMPLEMENTATION OF BLENDED LEARNING FOR ENGLISH  
COURSES AT HIGHER EDUCATION IN VIETNAM: TEACHERS'  
PERCEPTIONS

**DINH TRAN THUY LIEU, TRAN XUAN TRANG, LE THI HUYEN TRANG,  
PHAM HUYNH THUY UYEN**  
Ho Chi Minh City Open University

### Abstract

The current scenario of English teaching and learning is characterized by advancements in technology and the internet. In this trend, the issue of blending face-to-face and online learning into English learning and teaching has drawn significant attention from teachers, researchers, and educators worldwide, including Vietnam, especially after the Covid-19 pandemic. Although this mode has been applied widely and shown its noticeable benefits, there have been relatively few studies regarding the perceptions of English lecturers at the tertiary level in the Vietnamese EFL context. Therefore, the objectives of this research are to (1) critically review knowledge of blended learning (BL); (2) investigate the tertiary level English lecturers' perceptions of the blended learning model implementation in a college in Ho Chi Minh City, Vietnam; (3) provide some practical recommendations for future research and implementations. Online questionnaires and interviews with English lecturers in the Summer 2023 semester will be used to collect qualitative and quantitative data. At the end of the paper, EFL lecturers' perceptions will be revealed. Several educational implications and practical recommendations will be suggested as well. The research findings are expected to contribute to a complete picture of blended learning in higher education in Vietnam.

### Biodata

**Dinh Tran Thuy Lieu** is currently a visiting English teacher at Ho Chi Minh City Open University and SaigonTech College, Ho Chi Minh City, Vietnam. She obtained an MA Degree in TESOL from Ho Chi Minh City Open University and has over 7 years of experience in teaching English as a foreign language. Her research interests involve CALL, MALL, Blended and Online Language Learning, AI for Language Learning, Teaching Language Skills, and Language Teaching Methodology.

**Tran Xuan Trang** has been teaching at Ho Chi Minh City Open University since 2020. She prefers teaching both young learners and adults. Besides that, she is



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interested in doing research in fields such as second language acquisition; English for specific purposes; TBLT; online learning. She would like to have more contact and interact with teachers who share the same interests.

**Le Thi Huyen Trang** serves as an English teacher at Duc Linh High School in Binh Thuan Province, Vietnam. She has 13 years of experience in teaching English as foreign language. Her interests are in second language acquisition, ELT Methodology, CALL, MALL, online learning, blended learning, and flipped learning.

**Pham Huynh Thuy Uyen** is Thong Linh High School's English teacher in Dong Thap Province. She graduated with a TESOL master's degree from Ho Chi Minh Open University in 2023. Her favourite strands are technology, project-based learning, and blended learning in ELT.



LANGUAGE TEACHERS' ADAPTING TO DIGITAL  
TRANSFORMATION: ONLINE ASSESSMENT PRACTICES IN  
HIGHER EDUCATION

TRAN THI THANH TRUC<sup>1</sup>, HUONG T.T. NGUYEN<sup>2</sup>, VAN T.N. NGUYEN<sup>3</sup>

<sup>1</sup>University of Social Sciences and Humanities – Vietnam National University  
Ho Chi Minh City

<sup>2</sup>Vietnam Aviation Academy

<sup>3</sup>Tra Vinh University

### Abstract

This qualitative study conducts three in-depth interviews with language educators representing the Faculties of Chinese, English, and Russian Linguistics at a university in Vietnam. The research aims to explore their experiences and perspectives amid the rapid digital transformation catalyzed by the post COVID-19 pandemic, with a particular focus on their adaptation to online assessment. Utilizing a semi-structured interview format with open-ended questions, the study comprehensively examines various aspects of online assessment techniques, the challenges faced during the pandemic, and the future implications of blended learning in higher education. The findings highlight the remarkable adaptability and resilience of language educators in responding to the multifaceted challenges. Despite the abrupt shift to online assessment methods, these educators effectively embraced innovative approaches, reflecting their commitment to upholding academic standards amidst adversity. The research underscores the critical importance of higher education institutions prioritizing investments in the professional development of educators and equipping students with essential digital skills. Beyond preserving the educational advancements made during the pandemic, it positions higher education for a future in which technology drives profound transformations in learning and assessment methodologies. In essence, this study offers valuable insights into the adaptability and resilience of language educators, illuminating the path forward for higher education in an increasingly digital landscape.

**Keywords:** *Digital Transformation; Adaptation; Online Assessment; Higher Education*

### Biodata

**Truc T.T. Tran** earned her Ph.D. in Comparative Linguistics and has worked as a lecturer at the University of Social Sciences and Humanities – Vietnam National



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University Ho Chi Minh City (USSH-VNU-HCM) since 2003. Her primary research interests encompass cognitive linguistics, conceptual metaphors, intercultural communication, TESOL, and computer-assisted language learning.

**Huong T.T. Nguyen** is currently a lecturer at the Foreign Languages Department, Vietnam Aviation Academy (VAA). With a Master's degree in English Language, she has more than 20 years of experience in teaching English. Her research areas encompass linguistics, ESP in Aviation, and intercultural studies.

**Van T.N Nguyen** brings 16 years of English teaching experience at Tra Vinh University. She holds two Master's degrees, one in TESOL and the other in International Tourism and Hospitality Management, and is currently pursuing her Ph.D. in Applied Linguistics. Her research focuses on English Language Skills, Intercultural Communicative Competence, TESOL, and the Tourism Industry.



**SIMSCHOOL – A DYNAMIC ONLINE SIMULATED TEACHING  
ENVIRONMENT FOR TEACHER EDUCATION**

**DANG THI NGUYET**

Hong Duc University

**Abstract**

Even though there are many AI applications designed to assist pre-service teachers to improve their subject knowledge, only a few aim to improve their pedagogy skills and teaching experience. This way, simSchool which provides users a digital environment to practice teaching appeared as an important tool for teacher education. A 12-week project at Hong Duc university in Vietnam was initiated on simSchool to enhance pre-service teachers' teaching methodology. The participants of the research project were 25 students majoring in English teacher education who were free to register for a student account (role-playing as teachers of simClasses) and use them in one year. This study investigated the effectiveness of Simschool on their teaching methodology through a comparison of pre- and post-test and questionnaire and interview data analysis. The findings demonstrated that using Simschool improved their achievements of teaching methodology tests from the mean score of 6.1 (pre-test) to 7.5 (post-test). Additionally, the results from questionnaire and interviews illustrated that although there were some minor problems with Simschool modules, the participants generally responded positively to the implementation of Simschool. It was concluded that Simschool provides a dynamic online teaching platform for teacher education to improve their teaching practices.

**Biodata**

**MA. Dang Thi Nguyet** achieved her MA degree in applied linguistics at the University of Adelaide in Australia. She is currently working as a head of English skill division at Faculty of Foreign languages, Hong Duc University in Vietnam. She has over 13-year experience in English language teaching. Her research interests are language teaching methodology, language assessment and testing and Technology and AI in language teaching and assessment.





**A PROPOSAL FOR THE EFFECTIVENESS STYLES OF LEARNING  
PROFESSIONAL ENGLISH AT FACULTY OF TOURISM – HANOI  
OPEN UNIVERSITY**

**PHAM DIEU LY, NGUYEN THI THAO, PHAN THI PHUONG MAI**

**Abstract**

The study aims to identifying individual learning styles of students at Faculty of Tourism, Hanoi Open University; thereby proposing appropriate ways to improve styles of learning professional English for tourism. The subjects of the study were 205 students; divided into three groups of academic performance, excellent, good and average. Through a survey based on the questionnaire of Honey & Mumford (2000) and the self-esteem scale of Bloom (2001), the main learning styles of students in all three groups were analyzed and the effectiveness of those styles was also measured. The results have determined that the effective style for learning tourism English at Faculty of Tourism - Hanoi Open University is the combination of all four learning styles (theory, practice, reflection, and reality). Solutions are also suggested to help the students approach and improve their self-study capacity for learning tourism English in the most effective way have been proposed as well.

**Biodata**

**Ms. Pham Dieu Ly**, Head of English Department, Faculty of Tourism - Hanoi Open University - Vietnam, has been teaching speaking and presenting skills for tourism students for 17 years. Her main interests include Curriculum Development; Material Designing and ESP. She has published 6 ESP textbooks in tourism, 4 of which by The Gioi Publishers. She was one of the speakers at the National Conference UNC 2022 held by National University and also abstract reviewer to VietTESOL International Convention 2022.





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Conference (AsiaCALL2023)**

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**Sunday, 26<sup>th</sup> November 2023**  
**Writing & Listening Skills**



**REDESIGNING ESSAYS: ENGAGING LEARNERS IN  
MULTIMODAL WRITING TO DEVELOP COMPOSITIONAL SKILLS**

**MALAVATH NIKHIL NAIK**

The English and Foreign Languages University, India

**Abstract**

Writing is not just linguistic (alphabetic symbols) text anymore, the new age of composing requires the selection and use of resources from the plethora of available media elements and modes (visual, linguistic, aural, spatial, and gestural) to create texts that are multimodal in nature. Creating multimodal texts has become easier than ever with the availability of various word-processing software and media technologies. Therefore, multimodal composing should be incorporated into English language curricula to better prepare our learners for their social futures.

There are many studies that discuss how multimodal composing caters to a diverse set of learners and assists in developing compositional skills. But there is a dearth of ethnographic evidences to corroborate how multimodal composing aids in academic contexts.

The current study tries to fill in the gap by exploring and examining the multimodal compositions created by undergraduate university students in an academic writing course. The study looks at how students are redesigning their mono-modal essays into multimodal ones and how inviting students to draw upon various modes of communication helps develop their compositional skills. Data were collected from multiple sources like classroom observations, semi-structured interviews, student reflections, and student multimodal compositions.

The presentation will discuss how the process-based (planning, revising, and editing) approach of converting monomodal essays into multimodal ones helped students in enhancing their academic writing with respect to organization, content, and genre knowledge.

**Biodata**

Malavath Nikhil Naik is a Doctoral student at The English and Foreign Languages University, Hyderabad, India. He has a strong background in English language education. He is also a Teaching Assistant at EFL University where he teaches courses related to English language Teaching, academic writing, and proficiency in English communication. His research interests include multimodal education, multiliteracy pedagogy framework, and translanguaging.



INVESTIGATING HOW ADJECTIVES ARE USED IN VIETNAMESE  
EFL STUDENTS' ONLINE ENGLISH WRITINGS

**PHẠM THỊ THU HƯƠNG**

University of Foreign Language Studies - The University of Da Nang

**Abstract**

The rapid development of high technology and the Internet has made potential contributions to English language education for the past few decades. Many linguistic experts have conducted intriguing research on online English writings abroad. Still, there have been few studies of online English essays in the Vietnamese higher education context so far. This study investigates adjectives in one hundred thirty-five online English students' EFL writings at the University of Da Nang, Vietnam. It finds two kinds of adjectives, including attributive and predicative, used in these online writings remarkably. Both tend to increase in terms of the typed-word quantity and frequency in the second writing version due to the typical characteristics of asynchronous online writing. In addition, this study reveals that the students' English levels and the topics significantly influence employing two types of adjectives in the students' online English writings. The more specialized the topic is, and the higher the learner's English level is, the more appropriately they use distributive adjectives in their papers.

**Biodata**

**Phạm Thị Thu Hương**, English teacher of ESP Faculty at University of Foreign Language Studies - The University of Da Nang, Viet Nam. I've worked at this University for over twenty years and finished my Ph.D. program in 2023. I am interested in researching applied linguistics, ICT in language learning and teaching, and TESOL. I've published about ten articles in local and International journals, three of which are Scopus-indexed.



## INTERACTIVE CRITERIA AND METHODS FOR TEACHING VIETNAMESE WRITING TO FOREIGNERS

**NGUYEN HOANG PHUONG**

University of Social Sciences and Humanities, Vietnam National University –  
Hochiminh City

### **Abstract**

In social interaction theories on discourse, meaning is a social construct negotiated by writers and readers through the textual medium, which uniquely shapes their respective purposes. Within the communication process, writers and readers are said to make various "moves", aimed at achieving progressive and continuous understanding "states" between them. Research on everyday conversations (Staton, Shuy, Peyton & Reed, 1988), collaborative writing groups (Gere & Stevens, 1985) reinforce the view that writing is an interaction process between writers and readers. Increasingly, the nature of writing is seen as inherently interactive and social. Writing theorists recognized that it is more than just initiating, organizing, transferring ideas into writing texts. Essentially, each writing act is an interactive phase, embodying the intertextuality (Porter, 1986). Therefore, we research on applying interactive perspectives to teaching Vietnamese writing to foreigners. We have conducted researches from surveying research works on interactive writing in the world, interactive writing test sets in English and Vietnamese. And from those results, interactive criteria and teaching methods are applied in teaching Vietnamese writing to foreigners. This research helps define the interactive writing concept, the interactive criteria in writing activities, and the methods for teaching interactive Vietnamese writing to foreigners.

**Keywords:** *interaction, interactive communication, interactive criteria, interactive writing, methods for teaching interactive writing.*

### **Biodata**

**Nguyen Hoang Phuong**, PhD. is a lecturer and Vice Dean of Faculty of Vietnamese Studies, University of Social Sciences and Humanities, Vietnam National University – Hochiminh City, Vietnam. His majors for teaching and research are linguistics, English, Vietnamese for foreigners. He has been teaching for many universities in Vietnam and Korea.



**DIFFICULTIES IN LISTENING SKILL ENCOUNTERED BY  
SECOND -YEAR STUDENTS AND APPLYING EFFORTLESS  
LISTENING TECHNIQUES TO IMPROVE STUDENTS' SKILL**

**\*NGUYEN VAN LONG, \*\*PHAM THI TAI**

University of Foreign Language Studies - The University of Da Nang

**Abstract**

One of the four talents that is essential to language acquisition, especially in English, is listening skill. Listening skill aids students in developing clear pronunciation and effective communication techniques. Listening, speaking and reading skills are the three skills that non-English majors consistently rank as being the most difficult. A routine of diligent effort, frequent practice, and sustained effort is necessary to achieve good results. Data from the experimental study with 100 second-year students and semi-structured interviews with 20 of these students, from FE-UFLS-UD, were collected to address the research questions. The data was analyzed both quantitatively and qualitatively. The purpose of this research is to find out the difficulties in listening skills of second-year students of FE-UFLS-UD, thereby proposing for effortless listening method as a recommendation for second -year students' amendment.

**Biodata**

\*Assoc. Prof. Nguyễn Văn Long Long V Nguyen, is currently Vice Rector in the University of Foreign Language Studies - The University of Da Nang, where he has been working as a lecturer since late 90s. Recently, he has actively participated in various activities of National Foreign Languages Project as CALL specialist and VietCALL president. Long received his MA in TESOL



Studies from the University of Queensland in 2005 and his PhD in Applied Linguistics (Specialized in Computer-Assisted Language Learning-CALL) at Massey University. Long has been Microsoft MIE and PIL since 2012 and received a number of outstanding grants for his contributions in research. He has published widely in the areas of educational technology and communication in foreign language learning and teaching, sociocultural perspectives in language education, digital literacy, collaborative learning, and language teacher education.



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**\*\*Phạm Thị Tài** had received her Master's degree in Applied Linguistics in 2013. She has been working as an English teacher in University of Foreign Language Studies - The University of Da Nang in Vietnam for 12 years now. Her research interests include Teacher Professional Development, English Language Teaching and Second Language Acquisition. For more than ten years of working as a teacher and researcher, her 'ambition' is, together with colleagues, trying to create a national and international network of English teachers and researchers for the purpose of more effective teaching and learning English. She can be reached at [pttai@ufl.udn.vn](mailto:pttai@ufl.udn.vn)



**CLT APPROACH IN TEACHING READING EFFECTIVENESS  
AMONG OUT OF SCHOOL YOUTH ( OSY ) FOR LITERACY  
PROGRAM INNOVATIONS IN GRADUATE SCHOOL**

**RODITA C.SILVA, ELORA CAYA A. JALDON, KAREN L.  
FALCASANTOS**

Western Mindanao State University, Philippines

This study aimed to explore the reading skill of Out -of- School Youth (OSY). Specifically, it sought answers to the following objectives: (1.) To determine the factors why the Out-of-School Youth are unable to read; ( 2.) To look into the effectivity of Communicative Language Teaching (CLT) Approach in teaching reading to the OSY;( 3.) To identify efficient reading interventions for OSY. Descriptive Qualitative Research Design was employed to Ten (10) OSY who were selected as respondents using purposive sampling technique. Interview guide questions and video recordings to back up the FGD and KI interviews were used as research instruments. The data gathered were transcribed and interpreted using thematic coding to determine whether CLT Approach is effective among OSY as far as Reading Skill is concerned.

Results revealed that OSY learners were inclined to be “Collaborative” in their learning styles than to be “Traditional” in learning reading. Also, reasons of not coming back to school were as follows: Lack of financial support from parents, parents have no work which can sustain their children’s educational needs.

Data also showed that the OSY are willing to continue their education and want to know how to read. Results also revealed, after introducing the CLT approach to the ESL learner that they liked the CLT in learning reading. Furthermore, it was discovered that learning reading among the respondents happened naturally after they were given set of activities to do. They were indeed engaging and interactive. Communicative Learning Approach by Canale and Swain (1984) proved to be effective in teaching reading among the respondents Out -of-School Youth (OSY). To replicate this study for the future researchers, it was recommended that digitalized reading instructions shall be introduced to the ESL learners as well as the knowledge on AI, specifically, in utilizing AI in teaching reading to abreast learners to latest trends and innovations in teaching reading skill.





THE EFFECTIVENESS OF SIMULATED CONFERENCE  
IN TEACHING INTERPRETATION IN CLASSROOM CONTEXT

VU THI KIM LIEN

University of Languages and International Studies

**Abstract**

In recent years, interpretation teaching in the context of approaching real labor market has posed numerous challenges to interpretation training institutions. In order to address that demand, Translation and Interpretation Division, Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University has researched and applied mock-conference-based interpretation training method. Through this model, students have the chance to experience real practices by role-modelling different people in a real conference such as chairperson, speakers, interpreters and audiences. The results showed that the majority of students were engaged in the simulated conference as they see that this activity is really beneficial to them, helping them gain real-life skills and knowledge. At the same time, students also gave some recommendations to improve the mock-conference.

**Key words:** *Interpretation teaching, Mock-conference, Simulated conference.*

**Biodata**

**Vu Thi Kim Lien**, MA. is currently teaching at Faculty of English Language Teacher Education, University of Languages and International Studies. She achieved a Master Degree in TESOL at Hanoi University. With ten-year teaching experience, she has specialized in teaching and researching on teaching methods and translation studies. Email: [yukimlien.ulis@gmail.com](mailto:yukimlien.ulis@gmail.com)





UNDERSTANDING PEDAGOGICAL TRANSLANGUAGING AND  
THE ROLE OF L1 IN LEARNING SECOND LANGUAGE

ANDE PRADEEP

English and Foreign Languages University, India

**Abstract**

The integration of a student's first language (L1) into foreign language learning has been proven to be a beneficial tool in promoting a holistic and meaningful learning experience. Such integration can tap into students' background knowledge and personal experiences while learning a second language. This approach, known as "translanguaging," acknowledges the fluid and dynamic nature of language use and highlights the interconnectedness of languages in the learner. Practically, a translanguaging classroom allows students to utilize all available linguistic resources, such as their home language and existing knowledge, to communicate effectively. This can be done by incorporating L1 into various classroom activities, such as brainstorming, peer review, and classroom reflection, so teachers can tap into students' entire linguistic repertoire. On a similar note, a study was conducted with 25 young learners in Andhra Pradesh, India, where the students were divided into groups based on their language profiles and instructed to write a narrative essay, making use of their L1 at the brainstorming stage. This task involved both writing and speaking components. The results of the study showed that the use of L1 lowered the students' language anxiety levels and was overall beneficial to their language learning experience. This paper aims to examine the concept of pedagogical translanguaging as discussed above and the role of using L1 as a scaffold in the teaching-learning process.

**Keywords:** *Translanguaging; Pedagogical Translanguaging; First Language.*

**Biodata**

Author is a Research scholar from the School of English Language Education, English and Foreign Languages University, Hyderabad, India. Research interests include bilingual pedagogies, translanguaging, role of mother tongue in second language learning, learner anxiety, teaching speaking, task based teaching and learning, metacognition and teaching second language to young learners.



EXPLORING THE RELATIONSHIP BETWEEN SELF-  
REGULATED LEARNING AND ONLINE FORMATIVE  
ASSESSMENT: A CASE STUDY AT A TECHNICAL UNIVERSITY

HOANG NGOC TUE, LE DUC HANH, NGUYEN THI THU HIEN

Hanoi University of Industry

**Abstract**

The emergence of AI-generated tools has raised numerous concerns among researchers and educators in foreign language learning and teaching. Despite certain drawbacks and challenges that AI tools may present for teachers, they prove to be of great help in assessment, which is increasingly being integrated into online platforms. On the positive side, the use of technology in online formative and summative assessment is believed to assist students in regulating their self-study more effectively, while the negative aspect may involve their over-reliance on computer-mediated content. However, a demotivating factor for language students exists due to their level of digital literacy. The study employed a questionnaire to examine students' perceptions of the effects of online assessment forms on their self-regulated learning. The participants included 135 students from various majors at a publicly-funded university in Vietnam. After collecting quantitative data, the researchers conducted a focus-group interview to gain deeper insights into the arising issues. The findings suggested that, thanks to online formative and summative assessments in English courses, students were more motivated to learn and self-regulated more effectively. However, they also highlighted the need for a better application of online assessment forms to address technological problems. Students' voices also drew attention to the risk of cheating and unfair assessment in the digital era. The implications for educators and teachers are significant and should be carefully considered.

**Biodata**

Ms. Le Duc-Hanh has been working as an English lecturer at School of Languages and Tourism, Hanoi University of Industry, Vietnam since 2007. Besides teaching, she currently works as the Deputy Director of Center of Training and Partnership Development at her school. She has taken responsibilities of designing, teaching EOP blended program for technical students. Her areas of professional interest include professional development, EMI, and ICTs in education.



LEVELS OF TEACHER QUESTIONS AND STUDENT CRITICAL  
THINKING SKILL IN TERTIARY CLASSES: BASIS FOR AI  
APPLICATION AND DIGITALIZED LANGUAGE INSTRUCTIONS

**DR. RODITA C.SILVA,**

Western Mindanao State University, Philippines

**Abstract**

This study was conducted to determine the types of questions asked by college teachers and the types of responses given by their students during classroom interactions. Descriptive quantitative - Correlation research design with the use of the classroom observation and survey questionnaire was used to gather the data. Pearson's  $r$ , T-test, and One-Way ANOVA results revealed that there was a significant relationship between teachers' types of questions and students' types of responses. There were no significant differences in the teachers' types of questions when data were grouped according to sex, educational attainment, and length of service. The study concluded that teachers using lower-level questions showed that there was a significant correlation between teachers' types of questions and students' responses at  $p < .05$ .

The study concluded that low-level questioning came out as a major result among the levels of questioning used. The teachers mostly used knowledge-level questions in their discussions, which was shown in the responses of the students which were also mostly knowledge-based responses. Lambert and Pearl (1986), asserted that effective questioning yields effective responses (Rosaldo 2002). Hence, high-level questioning (HOTS) yields high-level responses, and likewise, low-level questioning yields low-level responses. This finding supported the theory of Martin, et al. (1988) that indeed asking questions at a certain level will elicit a response at the same level of questioning. in order to develop critical thinking skill among ESL learners, teachers are encouraged to use Bloom's Taxonomy on Levels of questioning as guide. Moreso, to be updated to latest innovation on language acquisition, ESL teachers have to equip themselves with digitalized language instructions as well as the trending AI application.





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# Room 5



**The 20th AsiaCALL International  
Conference (AsiaCALL2023)**

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**Saturday, 25<sup>th</sup> November 2023**  
**Perspectives & Perceptions on**  
**Language Teaching**



INNOVATIVE PRACTICES IN ENL TEACHER EDUCATION  
PRACTICES POST-PANDEMIC

**VIRAK CHAN**  
Purdue University

**Abstract:**

In 2020, the COVID-19 pandemic forced teachers to recreate a learning environment that is 100 percent virtual, hybrid/hy-flex, or fully face to face with required health precautions. These varied instructional models usually adopt a resilient pedagogy with ability to withstand or recover quickly from difficult conditions. Also they have increasingly been employed by different English as a New Language (ENL) teacher education courses and their field experience components. This paper critically examines the challenges and opportunities emerged in the course work and field experiences of one ENL teacher education course in a mid-western university in the U.S. Data for this study include the course syllabi, a survey of 100 teacher candidates and 11 follow-up interviews. A simple descriptive statistic was used with the survey result, and NVivo 12 was used to organize and analyze the interview data. Results have shown many challenges and opportunities emerged from different innovations in terms of the relationship among the field experience supervisors, the in-service host teachers, and the pre-service teachers, and in terms of the collaborative nature among these ENL practitioners. Implications are drawn for best policies and practices for a more inclusive education of future ENL teachers.

**Biodata**

**Virak Chan** is currently a Clinical Assistant Professor in literacy and language at Purdue University, U.S.A. He obtained a Ph.D. in Culture, Literacy, and Language at the University of Texas at San Antonio, Texas, and a master's in TESOL at San Jose State University, California. Dr. Chan has extensive English language teaching and research experience, and has published in the areas of language planning and policies, linguistic landscape, and teaching writing. He has also facilitated professional development activities for English language teachers, and developing and coordinating educational programs at universities in Cambodia, California, Texas, and Indiana.



## EXPLORING UNIVERSITY STUDENT'S PERSPECTIVES ON E- PORTFOLIO ASSESSMENT IN ENGLISH SPEAKING

**NGO NGUYEN THIEN DUYEN & LUU THI MAI VY**

Ho Chi Minh City University of Economics and Finance

### **Abstract**

English speaking proficiency is an essential skill that university students need to develop, particularly those studying in non-native English-speaking countries. However, traditional assessment methods such as standardized tests and oral exams may not always accurately capture students' speaking ability, which highlights the need for alternative assessment methods that can better evaluate students' language proficiency. E-portfolio assessment is one such alternative that has emerged as a promising method. Therefore, this study seeks to explore the perspectives of 300 Vietnamese university students on the use of e-portfolios for English speaking assessment through survey questionnaire. The findings reveal students' positive attitude towards the application of e-portfolio in speaking assessment in terms of washback and self-regulated learning. The study also delves deeper into the potential of e-portfolio assessment for English speaking proficiency in Vietnamese higher education. It hopes to contribute to pedagogical implications to improve the efficacy of teaching and learning English speaking in Vietnamese higher education with regard to the use of e-portfolios.

**Keyword:** *student's perspectives, e-portfolio, speaking skills, washback, self-regulated learning.*

### **Biodata**

**Ngo Nguyen Thien Duyen** is currently a lecturer at Ho Chi Minh University of Economics and Finance. She completed her Master Degree in Applied Linguistics and TESOL at Macquarie University in Vietnam. She has published multiple articles in local and international journals. Her research interests include but are not limited to learner autonomy, CALL, assessment, and intercultural competence in language learning and teaching.

**Luu Thi Mai Vy** is currently a lecturer at Ho Chi Minh University of Economics and Finance. She completed her Ph.D. in English Language Studies at Suranaree University of Technology in Thailand. She has published multiple articles in local and international journals. Her research interests include but are not limited to listening skills, CALL, pronunciation, and neuroscience in language learning and teaching.





**BREAKING BARRIERS IN ESL LEARNING: UNVEILING FLIP'S  
POTENTIAL FOR COMMUNICATION SKILLS DEVELOPMENT**

**ANA MARIA FLORES**

Nanzan University

**Abstract**

With the increasing integration of technology in educational settings, it is crucial to investigate the effectiveness of digital tools and platforms in supporting language learning processes. This presentation will explore the pedagogical potential of Flip, a video-based social learning platform, in enhancing language education in ESL (English as a Second Language) classrooms. The author will talk about ways in which Flip can be used as a pedagogical tool to enhance language acquisition, communication skills, and student engagement in ESL classrooms. This presentation will also give a brief discussion about the theoretical foundations of technology-enhanced language education and highlight the unique features of Flip that make it suitable for language learning. In addition, it will present empirical evidence from other research that has explored the implementation of Flip in ESL contexts, demonstrating Flip positive impacts on student motivation, speaking proficiency, and interaction. Likewise, the presentation will also address the potential challenges and limitations associated with the implementation of Flip and will suggest recommendations for successful integration into ESL curricula. By emphasizing the pedagogical potential of Flip, this research aims to contribute to the ongoing efforts in leveraging technology to improve language education and foster effective language communication skills in ESL classrooms.

**Biodata**

**Ana Maria Flores** (MA Education with Specialization in Curriculum and Instructions, CELTA) is an experienced EFL instructor in Japan, specializing in teaching English as a Foreign Language (EFL) at the university level. She obtained her Master's Degree in Education with Specialization in Curriculum and Instruction from the University of Phoenix, Arizona, USA, in 2013. In 2016, she received the Best of JALT award for her extensive reading pedagogies in EFL classrooms. Ana Maria has authored and presented on topics including culture-specific schemata, content-based instruction, online collaborative learning, and instructional scaffolding in ESL contexts. Her latest publication can be found in "Teaching and Learning English in Japanese Classrooms: Teacher's Perspectives" published by Cambridge Scholars Publishing. She can be reached via email at flores@nanzan-u.ac.jp and floresanamaria@yahoo.com.





## VIETNAMESE EFL STUDENTS' PERCEPTION OF USING DICTOGLOSS IN LISTENING AND NOTE-TAKING CLASSES

NGUYEN LE BAO NGOC & NGUYEN HOANG PHUONG MAI

International University, Vietnam National University, HCMC

### Abstract

This study investigates the use of dictogloss as a method for improving listening and note-taking skills for Vietnamese EFL learners. The study was conducted in two Listening AE1 classes at International University, VNU-HCMC, with 47 students over a period of 15 weeks. The dictogloss method, which involved the teacher reading a short text out loud and the students working in groups to recreate the text, was employed from week 2 to week 14. The purpose of the study was to explore the effectiveness of the dictogloss method through the students' perception. The results showed that the majority of students found the dictogloss method to be effective in improving their listening skills as well as enhancing their engagement with peers and teachers. However, some students reported experiencing stress and anxiety when using this method. Overall, this study suggests that dictogloss can be an effective method for improving listening skills, yet teachers should be aware of students' anxiety levels. Further solutions regarding the teacher's speed of speech and delivery method were also reported.

**Keywords:** *dictogloss, listening and note-taking, perception*

### Biodata

**Ngoc Nguyen** holds a Master degree in Applied Linguistics from Macquarie University, Sydney. She has great interest in the study of linguistics, especially in semantics and pragmatics. She has many years teaching experience in Academic English, Phonetics and Phonology, Morphology, Semantics and Syntax. Besides linguistics, she has conducted a number of studies related to enhancing students' motivation and performance in skills classes. She is now working as a full time lecturer in International University, Vietnam National University HCMC.

**Nguyen Hoang Phuong Mai** is currently a lecturer at International University, Vietnam National University - Ho Chi Minh City. She holds a Master Degree in TESOL from University of Queensland, Australia. Having more than 10 years experience in teaching English to Vietnamese students at all levels, she has great interest in carrying out research on Affective Filter in Second Language Acquisition and Innovative Approaches in Language Teaching with the intention of continually improving her teaching quality.



## STUDENTS' ABILITY TO IDENTIFY ERRORS FROM GRAMMARLY

**TRINH HOAI THUONG, VU HUYNH THAO QUYEN, & HOANG LE  
GIA BAO**

Ho Chi Minh International University

### **Abstract**

In recent years, artificial intelligence (AI) has been regularly used in educational settings, which has brought a range of benefits to students' academic performance and learning experiences. AI tools, such as Grammarly - and Writing AI assistance, can support them in having mistake-free essays. However, there is a concern that students might rely too much on Grammarly that they automatically accept its suggestions without carefully examining them. This study, thus, attempts to investigate undergraduates' ability to identify errors in Grammarly and point out what are the most and least common types of errors that they can recognize. The data will be collected from nearly 100 essays of students whose levels range from pre-intermediate A2 to B1. The identified errors will be classified into separated categories, illustrating the most and the least recognized errors. The participants are expected to recognize most of the errors in Grammarly, punctuation and wrong word use has the highest and lowest percentage of errors discovered by students, respectively. The findings of this study are expected to contribute to the existing literature on the impact of AI on educational practices. Moreover, the research outcomes can inform educators and policymakers about potential challenges associated with AI integration in classrooms. Understanding the extent to which students rely on AI and their ability to recognize errors independently will facilitate the development of appropriate strategies to ensure well-rounded learning experiences.

### **Biodata**

Job position: Ms. Thuong (Teacher)

Institution: CIE Việt Nam

Country: Vietnam

Research interests: silence in teaching and CALL



NON-ENGLISH-MAJORED FRESHMEN'S INVESTIGATING  
PERSPECTIVES AND ATTITUDES TOWARDS INTONATION  
THROUGH PODCAST INTEGRATION IN A VIETNAMESE  
UNIVERSITY

NGUYEN HAI LINH, NGUYEN THI LUONG & LE DUC HANH

FPT Polytechnic College, Vietnam

Hanoi University of Industry

### Abstract

Intonation is a vital aspect of effective communication, yet it is often underemphasized in language education, particularly for non-English-majored students. The study investigates students' background knowledge, challenges, and perceptions related to intonation before podcast utilization. Also, the effectiveness of podcast integration in improving intonation understanding and application is examined. The research involved 28 freshmen at a Vietnamese university enrolled in a listening-speaking course, where they were introduced to podcast-based exercises. Pre-intervention questionnaires assess their initial knowledge and attitudes, along with a short dialogue practice to evaluate intonation skills. A post-intervention survey and a second round of dialogue practice gauge changes in students' attitudes and intonation proficiency. Results indicate that prior to the intervention, students had limited knowledge and faced challenges with intonation. However, after the podcast integration, participants displayed enhanced attitudes and intonation. The study highlights the potential of using podcasts as a supplementary tool in teaching intonation to foster performance and motivation among non-English-majored students. Educators are encouraged to incorporate podcast materials to address intonation-related gaps in language instruction and enhance English communication skills. Future research could further investigate the long-term impact of podcast integration on language proficiency.

### Biodata

**Ms. Linh Nguyen** is an English teacher for non-English-majored students at Hanoi University of Industry and FPT Polytechnic College, Vietnam. Her research interest is language teaching methodology, especially for teaching listening and speaking skills. She always tries her best to help non-English-majored students enhance their English competency.

**Ms. Luong Nguyen** is an English lecturer at Hanoi University of Industry and



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FPT Polytechnic College, Hanoi, Vietnam. She is interested in applying technology in teaching and classroom management.

**Ms. Hanh Le** has been working as an English lecturer at School of Languages and Tourism, Hanoi University of Industry, Vietnam since 2007. Besides teaching, she currently works as the deputy director of center of training and partnership development at her school. She has taken responsibilities of designing, teaching EOP blended program for technical students. Her areas of professional interest include professional development, EMI, and ICTs in education.



PERSPECTIVES OF STUDENTS ON INTEGRATING A CORPUS  
FOR LEARNING AND RESEARCHING ENGLISH LANGUAGE

**PHIPHAWIN SUPHAWAT SRIKRAI**

Khon Kaen University, Thailand

**Abstract**

After a corpus is included as a tool for conducting a senior project, the students were first reluctant. However, they soon realized the manifold advantages offered by this particular corpus. Recognizing the remarkable advantages it held for both learners and researchers, the instructor introduced the Corpus of Contemporary American English (COCA) to English major students. Before embarking on their project of COCA, students received comprehensive training from an expert user. Then they were given choices for their research topics. Throughout the project, the instructor provided two additional consultations outside of the regular class hours. Upon completing their projects, students presented their work to the class, and they were encouraged to reflect on the roles and responsibilities they had undertaken. To gather valuable insights into their experience of learning and researching English words using COCA, a questionnaire divided into two main sections - one focusing on learning English words and the other on researching English language words - was administered to the 21 students. As a result, this presentation is aimed at sharing the outcomes of this questionnaire and hopes to uncover pedagogical insights that can be beneficial for course development.

**Biodata**

Phiphawin Suphawatt Srikrai is an assistant professor at the English Department of Khon Kaen University, Thailand. She received her Ph.D. in English Language Studies from Suranaree University of Technology, Thailand. Her academic interests are on computer-assisted language learning, project-based learning, and English as a lingua franca



THE INTERCULTURAL COMMUNICATION ANALYSIS OF  
CONVERSATIONS IN THE PROJECT 'MY HANOI' BY FACULTY  
OF TOURISM, HANOI OPEN UNIVERSITY

NGUYEN THI THAO, HOANG THI THANH, PHAM DIEU LY,  
PHAN THI PHUONG MAI  
Hanoi Open University

**Abstract**

Culture is significant in the process of creating communication, and language is both a key element of a cultural community and a means of connecting and expressing cultural values. More than ever, English as an international language and tourism has created opportunities for people from different cultures to directly exchange and share their cultural values. The intercultural communication skill or the ability to comprehend and adapt to different cultural situations and perspectives is highlighted in the context of the thriving global tourism industry. When a group of 20 junior students from Faculty of Tourism, Hanoi Open University took 5 foreign guests on food tours funded by the project 'My Hanoi' to improve their communicative competence in English, the researchers had a great chance to observe such interesting modes of intercultural communication. Together with the observation method, the recordings of their conversations were transcribed for more reliable data. Those modes were then analyzed for indicating the strengths and weaknesses of our students in communicating with people from other cultures. Some strategies to enhance this fundamental skill will be recommended for appropriate modification in our English training program or also for students' personal development.

**Biodata**

**Ms. Nguyen Thi Thao, Ms. Hoang Thi Thanh, Ms. Pham Dieu Ly, and Ms. Phan Thi Phuong Mai** are English lecturers at Faculty of Tourism, Hanoi Open University, Vietnam. They all have master's degrees in English Teaching Methodology and English Linguistics. With their experience teaching professional and specialized English for tourism and hospitality to not only university students but also tourism employees, they have conducted a number of research on teaching and learning strategies as well as the evaluation of training programs.



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**Sunday, 26<sup>th</sup> November 2023  
Cultures and Communication**





**FOSTER INTERCULTURAL COMPETENCE IN ENGLISH FOR  
TOURISM COURSES UTILIZING ONLINE LEARNING  
MATERIALS: A PRACTICAL CASE AT VAN LANG UNIVERSITY**

**DO HUY LIEM**

Van Lang University

**Abstract**

Traditional English for Tourism teaching methods often focus on linguistic competence, neglecting the vital aspect of intercultural communication, which can lead to misunderstandings, cultural clashes, and ultimately hinder effective communication. Educators are turning to online learning materials and e-learning platforms such as videos, simulations, and real-life scenarios as potential resources to help learners exposed to authentic cross-cultural encounters, fostering their empathy and sensitivity towards diverse cultural norms, practices, and perspectives. This study aims to explore the practical implementation of using online learning materials to enhance intercultural awareness in English for Tourism at Van Lang University. The research delved into the potential benefits of incorporating intercultural content within the ESP curriculum and assessed the impact of utilizing online learning materials to foster intercultural competence. Subjects of the study involve 100 sophomores majored in English for Tourism. To assess the effectiveness of using online learning materials, a mixed-methods approach was employed. The data collection process included both quantitative and qualitative methods to gain comprehensive insights into the research topic. A number of data collection tools were used: Surveys and Questionnaires, Observations, Focus Group Discussions. Overall, the research aims to contribute some knowledge to ESP education by demonstrating the practical benefits of integrating online learning materials to enhance intercultural awareness, fostering culturally competent graduates who can thrive in the global tourism industry.

**Keywords:** *cultural competence, online learning materials, English for Tourism, intercultural contents.*

**Biodata**

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Country: Việt Nam

**A STUDY OF SATISFACTION WITH THE LEARNING**





## MANAGEMENT OF REGIONAL LITERATURE BY APPLYING STORY MAP THROUGH PADLET

**PAKKAPON KHAMNOY, POR PRAPASSANAN RUANGJAN**

Naresuan University

### **Abstract**

Regional literature is an important cultural heritage of the nation. The Ministry of Education of Thailand has emphasized its importance by providing a national curriculum that encourages students to learn Thai regional literature. Faculty of Education, Naresuan University has long had a commitment to produce teachers with the quality and potential to meet the goals of the country. Accordingly, students majoring in Thai language need to have the skills and ability to teach the literature in a creative and modern way for preventing such valuable literature from disappearing in the modern world that is undeniably driven by information technology. Padlet is a platform that has many features and is easy to use. For that reason, it could be an appropriate choice to be used in the teaching and learning of regional literature. Therefore, this article aims to study the satisfaction of those students mentioned on the use of story map in Padlet in teaching and learning regional literature. The result indicates that the students were satisfied with the learning management at the highest level. Additionally, the satisfaction is divided into 5 aspects, namely the composition of the pattern, learning objectives, content, pedagogical materials, and assessment and evaluation.

### **Biodata**

- 1. Pakkapon Khamnoy:** Lecturer of Department of Education, Faculty of Education, Naresuan University, Thailand
- 2. Por Prapassanan Ruangjan:** Lecturer of Educational Administration, Research and Innovation Development, Faculty of Education, Naresuan University, Thailand



INTEGRATING INFORMATION LITERACY INTO AN ENGLISH  
FOR SPECIFIC PURPOSES COURSE: EMPIRICAL RESULTS AND  
RECOMMENDATIONS FOR PRACTICE

NGUYEN LE NGOC ANH

University of Social Sciences and Humanities - HCMC National University

**Abstract**

Teaching English course for specific (ESP) purposes is not only about the skills in reading or speaking about a specific field, the task requires teachers to deliver heavily on knowledge as well as practical and professional skills in the discipline. With tradition language teaching methods, the results in ESP courses cannot be fulfill, therefore, a new teaching approach need to be developed. In the recent years, integrating information literacy into university curricula to improve students' performance have been proved to be the one of the best solutions. Some research about embedded it into language teaching has also showed positive results. However, there is no study about the effects of integrating information literacy into an ESP course. This paper therefore fills a gap in the research, as it tries to investigate the empirical results and recommendations for practice. This study was conducted using mixed method approach, including questionnaires and semi-structured interviews. The data was collected from 103 students and 4 teachers participating in an experimental course integrating information literacy. The findings show that leaners and teachers have a great satisfaction about this integrated teaching method after the course. Key issues about training provision in this area were examined, and options of developing information literacy support for EFL learners were also discussed.

**Biodata**

**Miss Nguyen Le Ngoc Anh** is the manager of Active Learning Center, Can Tho City, Vietnam. She is currently a PhD. Candidate of the Library Department in University of Social Sciences and Humanities - HCMC. Her main research interests are teaching methods and the importance of the library in learning English. She has been an English teacher for more than seven years.



## INITIAL UNDERSTANDING OF CULTURAL WORDS' MEANING FROM SELECTED EFL TEXTBOOKS

**PHAM THI THANH THUY & DO THI PHI NGA**

Hanoi National University of Education

### **Abstract**

For language learners, in order to accomplish reading tasks with good results, they are required to own a comparatively adequate number of vocabulary including cultural words. Reading tasks in EFL textbooks are a must to finish for students. As far as the study is concerned, the authors are going to investigate tertiary students' initial understanding of cultural words' meanings in several EFL textbooks. The cultural words are taken from reading passages in the books based on theories of cultural words and their classification. Findings showed that students initially comprehended the meaning of this special type of words in some EFL textbooks. However, they still found it troublesome to figure out the semantic features of idiomatic expressions or collocations utilized by native speakers. By the end of the research, pedagogical implications in language teaching and learning are going to be proposed in detail.

**Keywords:** *cultural words, initial understanding, meaning, EFL textbooks.*

### **Biodata**

**Pham Thi Thanh Thuy**, Ph.D Candidate, is teaching English at Hanoi National University of Education. She earned her MA degree in University of Languages and International Studies-Vietnam National University, Hanoi. She majors in 4 skills of English, vocabulary, linguistics, and methods of teaching and learning English. She has attended many conferences including Engaging Vietnam International Conference 2022 and 19th CamTESOL International Conference 2023. Her slogan is: "You cannot live the 2nd time, so live and work with love at your fullest effort!"

**Do Thi Phi Nga**, M.A. is a senior lecturer at Faculty of English at Hanoi National University of Education. She has been working at her university since 1992. Besides being in charge of delivering lectures on 4 interesting subjects: British-American Studies, English-American Literature, Asian Studies, and Intercultural Communication, she is also willing to work with students who are both English majors and non-English majors to develop their basic language skills. She has always been interested in carrying out research on linguistic issues and new teaching methods, especially those to improve her professional development and her teaching experiences as well.



## VIETNAMESE EFL TEACHERS' VIEWS AND PRACTICE OF USING CHAT GPT IN TEACHING AND WORKING

**NGUYEN THI HONG NHAT, NGUYEN THI HA ANH, HOANG  
PHUONG THAO, LE VAN TUONG, NGUYEN TRANG NHUNG**

Hanoi Pedagogical University 2

### Abstract

Since the release of generative AI tool-ChatGPT (based on GPT-3.5 architecture) in September 2021, researchers and practitioners have been actively studying and exploring its potentials and drawbacks within the field of education. However, the research to date has tended to focus on description of the tool rather than examining contextual understanding of users in various contexts (e.g., Kohnke, Moorhouse & Zou, 2023). This qualitative research study aims to explore Vietnamese EFL teachers' views and practices of using Chat GPT in their teaching and working environments. The participants are five university teachers who use Chat GPT in their teaching and working. The data are collected from teacher diaries of Chat GPT usage in a period of 5 months and semi-structured interviews. Initial findings have shown that the teachers valued potential abilities of Chat GPT and used it in various teaching, researching and administrative tasks. However, they expressed their concern related to accuracy, ethics, originality and social interaction of Chat GPT's responses. The findings will provide valuable insights into the acceptance, challenges, and benefits of integrating Chat GPT, leading to practical recommendations for its effective implementation into Vietnamese educational settings and similar contexts.

### Biodata



**Nguyen Thi Hong Nhat** is the Dean of Faculty of English, a teacher educator and a lecturer of English at Hanoi Pedagogical University 2, Vietnam. She holds a Doctor degree from the University of Queensland. Her research interest is in the teaching of listening as a foreign language skill, EFL materials development, textbooks, curriculum development, teacher education, Computer-Assisted Language Learning and educational change.



**Nguyen Thi Ha Anh** has her PhD degree from the School of Education, Macquarie University, Australia. She works as an English teacher at the Faculty of English, Hanoi Pedagogical University 2, Vietnam. Her research interests include English-medium instruction, translanguaging, informal language learning, language learning ecology, learning and technologies.

**Hoang Phuong Thao** graduated from Hanoi Pedagogical University No2 (HPU2), Vietnam. She is now working as a teacher at the Faculty of English, HPU2. In terms of research, she is interested in teaching methodology, language skills and computer-assisted language learning.

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TEACHING CRITICAL THINKING TO ENGLISH-MAJORED  
STUDENTS THROUGH THE PATHWAYS COURSEBOOKS (2ND  
EDITION) AT UFLS-UD: CHALLENGES AND SOLUTIONS

NGUYEN THI QUYNH HOA, NGUYEN DOAN THAO CHI, NGUYEN  
THI HUYNH LOC

University of Foreign Language Studies - The University of Da Nang

### Abstract

Critical thinking (CT), one of the 21st-century skills, not only plays a crucial role in students' academic success but is also a fundamental capacity increasingly looked for in the competitive global job market. However, there has been limited research in Vietnam on how to foster CT through English language teaching in higher education. This study fills in the gap by investigating the challenges of teaching CT through the teaching of the four English practical skills at the University of Foreign Language Studies - the University of Da Nang (UFLS-UD) via the Pathways Listening, Speaking, and Critical Thinking (2nd edition), which is global, innovative academic English coursebook series carefully designed to develop English language skills and CT integrated. The coursebooks have been used in the curriculum at the Faculty of English and the Faculty of Foreign Language Teacher Education since 2021, yet how to effectively explore the coursebooks' resources to develop students' critical thinking skill has not been investigated. With the employment of research methods namely survey questionnaire, intensive interview, and class observation, our study is an attempt to identify the above-mentioned challenges, thereby suggesting solutions to enhance the quality of teaching CT combined with language skills for English-majored students.

### Biodata

1. **Nguyen Thi Quynh Hoa** is an Assoc. Prof., Ph.D. in Linguistics, M.A. in the English language. Her main areas of interest are English, linguistics, translation, discourse analysis, EMI, language and culture. She was the first Dean of the Faculty of International Studies, University of Foreign Language Studies - The University of Da Nang (UFLS-UD) from 2006 to 2014. Now she is a senior lecturer at the Faculty of English, UFLS-UD, and Vice-Dean in charge of academic affairs.
2. **Nguyen Doan Thao Chi** is a lecturer of the Faculty of Foreign Language Teacher Education, University of Foreign Language Studies - The University of Da Nang (UFLS-UD). She has been teaching at UFLS-UD for 12 years. She received her



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Master's Degree in Teaching English to Speakers of Other Languages (TESOL) from the University of Huddersfield, England. Her research interests include English language teaching, testing and assessment, translation, and teacher education.

3. **Nguyen Thi Huynh Loc** is a lecturer at the Faculty of English. She got her Ph.D. from Victoria University of Wellington, New Zealand. Her research interests include language testing and assessment, project-based learning, and global citizenship skills.





TRANSLATION IN LANGUAGE TEACHING-THE NEED FOR  
REDEFINITION OF TRANSLATION

**HUONG THI THU NGUYEN**

University of Foreign Language Studies - The University of Da Nang

**Abstract**

Translation has been long excluded from language classes due to its association with the drawbacks of Grammar Translation Method (GTM). However, in recent years, translation has made a comeback with its positive impact on students' language performance. The effect of translation on the learner's language knowledge has been finite compared with other language activities. The paper presents a critical analysis of research on translation in language teaching and makes implications to the use of translation in language learning. It is found that the limited results of studies on the impact of translation may involve linguistic focus. Generally, most of the studies did not focus on the meaningfulness of linguistic items which can only be achieved by placing them in contexts. In other words, the linguistic view of translation is still common in studies supporting translation. The redefinition of translation should incorporate communicative aspects of translation and the function of translation in a communicative context. The paper reinstates the importance of a communicative view of translation in language teaching and introduces the use of the functional approach to translation in language teaching.

**Biodata**

**Huong Thi Thu Nguyen**, Ph.D, is a lecturer and a Vice Dean of the Faculty of English, University of Foreign Language Studies - The University of Da Nang (UFLS-UD). Her research interests include translation, translation in language teaching, teaching translation, translation strategies, reader's reactions, and second language acquisition.





INVESTIGATING EFL ADULT NON-MAJORED LEARNERS'  
PERCEPTIONS TOWARD USING THE FLIPPED CLASSROOM  
MODEL IN GRAMMAR LESSONS

AN THUY NGUYEN

Thay Vinh IELTS Centre

**Abstract**

The dominance of technology and the Covid-19 pandemic have paved the way for online education to thrive in English language training. In Vietnam, many online learning models have been adopted, one of which is the flipped classroom (FC) model. This qualitative study investigates non-majored learners' perceptions of the advantages and disadvantages of this learning approach in their grammar lessons. To answer the research questions, one-on-one semi-structured interviews were conducted with five learners who had completed the course. Thematic analysis was used to identify significant benefits and drawbacks suggested by learners. The advantages include active learning, consolidating grammar knowledge and convenience in learning. Meanwhile, the students pointed out some disadvantages of this model, such as difficulty in self-regulation, distraction and technological issues. The results offer valuable pedagogical implications to enhance the efficacy of the FC model in the language learning classroom in the future. Despite these implications, the scope of the study was small since it investigated the learners' perceptions at a private centre. Therefore, research should be conducted in a broader context to provide a more comprehensive understanding.

**Keywords:** *technology, flipped classroom, teaching grammar.*

**Biodata**

I hold a Master's Degree in TESOL and FLT from University of Canberra. Furthermore, I have a 5-year-experience in teaching language knowledge, particularly at the foundation level. I am interested in flipped learning and CALL. This study has received a High Distinction result from my Master's program.



**SPELLING DURING THE NETSPEAK ERA: AN ATTITUDINAL  
INVESTIGATION TOWARD ENGLISH SPELLING AND WRITING**

**REENCHIEL R. MACARIO & ERICSON O. ALIETO**

Western Mindanao State University

**Abstract**

In today's era, social media and technology have given rise to new varieties of words and terms in regard to language forms. For as long as message is conveyed, adherence to the norms, and aspects of spelling and writing in its profundity are not observed and practiced. However, this creates mishaps and doubts about the ability of an individual to be equated and linked to their outputs. Especially as students who are instructors to be of the succeeding years with English as a subject to be taught, it is timely and imperative to determine the status quo of students' attitudes in English spelling and writing. This investigation gathered data from 102 education students with a secondary education major in English and elementary education course, with the utilization of an adapted questionnaire developed by Al-Sobhi et al. (2018). This study found that the students have a positive attitude toward English spelling and writing, and a significant relationship exists between their attitude on both aspects. Moreover, based on the attitude of students in spelling, specifically in regard to their course, no significant difference was yielded from the result. However, in writing, a significant difference exists.

**Keywords:** *Spelling, Writing, Attitude, English, Netspeak Era.*

**Biodata**

**Reenchiel R. Macario** is taking a Bachelor of Secondary Education specializing in English language from the College of Teacher Education at Western Mindanao State University, Philippines. Her research interests are in the fields of second language learning, language and gender, language policy and planning.

**Dr. Ericson Alieto** is the Research Director of the Research Utilization, Publication and Information Dissemination Center of the Western Mindanao State University, Philippines.



## SELF-REGULATED ENGLISH LEARNING WITH SLEEKLINGO: VIETNAMESE EFL LEARNERS' EXPERIENCES AND PERSPECTIVES

By Nguyen Thi Hong Nhat, Hanoi Pedagogical University 2

### Abstract

This qualitative research study explores the attitudes and experiences of English L2 learners in Vietnam towards a cutting-edge technology-based language learning platform, Sleeklingo, and its impact on their out-of-class study, specifically for IELTS preparation. The study was conducted among 20 EFL learners in Vietnam, who engaged with Sleeklingo as a supplementary learning tool outside their formal classroom setting. Employing a qualitative research design, data was gathered through a questionnaire, in-depth interviews and diaries. The findings revealed that Sleeklingo was generally well-received by the participants, who appreciated its user-friendly interface and personalized learning content tailored to IELTS exam requirements. Learners reported increased motivation and self-directed learning practices due to the platform's interactive features and instant AI conversations. Moreover, they expressed positive sentiments towards the convenience of accessing Sleeklingo anytime and anywhere, enabling flexible and independent study opportunities. The participants also recognized the platform's effectiveness in improving various language skills, including listening, speaking, reading, and writing, which ultimately contributed to enhanced IELTS test performance. The findings may assist educators and developers in optimizing the design and implementation of technology-enhanced language learning tools to better meet the needs of learners worldwide.

### Biodata



Nguyen Thi Hong Nhat is the Dean of Faculty of English, a teacher educator and a lecturer at Hanoi Pedagogical University 2, Vietnam. She holds a Doctor degree from the University of Queensland. She has received several scholarships from Vietnamese, Australian and the US governments to complete her higher education study and other professional development courses. She has published research articles in both local and international journals, one book and 5 locally-used course-books. She has been a peer reviewer for some international journals and conferences such as TESOL International Convention 2022, AsiaCALL Online Journal 2021, RELO Vietnam Fullbright TEA Alumni Conference, LLCE 2020 Conference, Vietnam Education Symposium. She has run several projects with UK partners to develop training courses for Vietnamese teachers. She has also actively contributed to VietTESOL's professional development for K-12 to organize and deliver PD trainings for many English teachers in Vietnam. Her research interest is in the teaching of listening as a foreign language skill, EFL materials development, textbooks, curriculum development, teacher education, Computer-Assisted Language Learning and educational change.