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Empowering Educators: Integrating AI Tools
for Personalized Language Instruction

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Contents

AsiaCALL-Keynote Address.....- 1 -

IN THE AGE OF AI WHAT DOES THE FUTURE HOLD FOR LANGUAGE EDUCATION?

PROFESSOR DR. ANDREW LIAN

President of AsiaCALL

AsiaCALL-Keynote 1- 3 -

IMMERSIVE LANGUAGE LEARNING WITH VIRTUAL REALITY

DR REGINA KAPLAN-RAKOWSKI

University of North Texas, USA

Vice President of the Computer-Assisted Language Instruction Consortium (CALICO)

AsiaCALL-Keynote 2- 4 -

FROM CALL TO ICALL: WE HAVE COME A LONG WAY; STILL, WE HAVE A LONG WAY TO GO

ASSOCIATE PROFESSOR DR. LE VAN CANH

Industrial University of Ho Chi Minh City, Vietnam

AsiaCALL-Keynote 3- 5 -

ADVANCING LITERACY THROUGH CHATGPT AND THE READING FOR EMOTION MODEL

DR. ANIA LIAN

Charles Darwin University

Vice president of AsiaCALL

AsiaCALL-Feature Talk.....- 7 -

AI IN ACTION: ENHANCING ENGLISH LEARNING EXPERIENCES AT HUFLIT UNIVERSITY

ASSOC. PROF. DR. NGUYỄN NGỌC VŨ

Ho Chi Minh City University of Foreign Languages – Information Technology

AsiaCALL-Feature Talk.....- 9 -

LET’S /SPI:X/ : VR AS THE MEDIUM FOR TBLT IN ENHANCING INTERVIEW EXPERIENCE

ASSOC. PROF. DR NIK ALOESNITA NIK MOHD ALWI

Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia

AsiaCALL-Feature Talk.....- 10 -

CREATING SMART REALLYBOTS: A NO-CODE/LOW-CODE APPROACH TO REVOLUTIONIZING LEARNING AND PERFORMANCE IN HIGHER EDUCATION

DR. MICHAEL CHOY,

Institute for Adult Learning, Singapore University of Social Sciences

AsiaCALL-Feature Talk.....- 12 -

BOOSTING LANGUAGE LEARNING MOTIVATION: E-LEARNING, MENTORSHIP, AND FLIPPED CLASSROOMS

DR. LE ANH THU

OneStopNest Academy

AsiaCALL-Feature Talk.....- 14 -

TRANSFORMING EDUCATIONAL RESOURCES: THE ROLE OF AI IN MODERN TEACHING MATERIAL DESIGN

TRUONG KIEU OANH (MS.) AND VO VAN TRI (MR.)

A Chau English Centers System

AsiaCALL-Feature Talk.....- 16 -

TECHNOLOGY "TEACHER" FOR THE JOURNEY TO CONQUER FOREIGN LANGUAGES

DOAN DIEM TRANG

Sao Mai Education

AsiaCALL-04.....- 17 -

AI FOR WRITING FEEDBACK: DO'S, DON'TS, AND PRACTICAL APPLICATION

KEVIN GLEN FRANKLIN

RMIT (Royal Melbourne Institute of Technology)

AsiaCALL-05.....- 18 -

ENHANCING EFL TEACHERS' CONFIDENCE WITH ZOOM-AIDED LESSON STUDY

LE MINH THU & NGUYEN BUU HUAN

Can Tho University

AsiaCALL-06.....- 19 -

UTILIZING COLLABORATIVE VIDEO PROJECTS IN INTERPRETER TRAINING: ENGLISH-MAJORED STUDENTS' PERCEPTIONS AND EXPERIENCES

PHAM MANH TRI & CAO THI XUAN TU

Van Lang University

AsiaCALL-07.....- 21 -

USING CHATGPT FOR ENHANCING ENGLISH LISTENING SKILLS

DOAN QUOC VINH & LUU THI MAI VY

HCMC University of Economics and Finance

AsiaCALL-09.....- 22 -

THE UTILIZATION OF CHAT-GPT 3.5 FOR VOCABULARY LEARNING: A STUDY ON STUDENTS' ATTITUDES

LUU DANG KIM CUC & BUI DIEM BICH HUYEN

International University - Vietnam National University Ho Chi Minh City

AsiaCALL-10.....- 24 -

USING COMPUTER-ASSISTED LANGUAGE LEARNING TO IMPROVE INTERPRETATION SKILLS FOR FOURTH-YEAR ENGLISH MAJORS AT HANOI OPEN UNIVERSITY

NGUYEN THI KIM CHI, LE PHUONG THAO, NGUYEN THI THU HUONG, NGUYEN THI MAI HUONG

Hanoi Open University

AsiaCALL-11.....- 26 -

PRACTICAL TEACHING STRATEGIES TO SAVE THE LMS - A CASE STUDY FROM AN ENGLISH LANGUAGE CENTER IN VIETNAM

AsiaCALL-15.....- 27 -

AI-POWERED TOOLS IN LESSON PLANNING PROCESS: VOICES FROM EFL NOVICE TEACHERS

HOANG NGOC QUYNH NHU, NGUYEN TRUONG SA, DOAN MINH HUE, VO NHAT SINH Industrial University of Ho Chi Minh City

AsiaCALL-16.....- 29 -

AI AND NATIVE SPEAKER INTERACTION FOR ENHANCING LANGUAGE PROFICIENCY AND CROSS-CULTURAL INTELLIGENCE

HIROYUKI OBARI

Globiz Professional University

AsiaCALL-17.....- 30 -

COMPLAINING FROM THE ANGLE OF A FACE-THREATENING ACT

LE HUU LOC

Quy Nhon University

AsiaCALL-18.....- 31 -

STUDENTS' PERCEPTIONS ABOUT THE EFFECT OF BLENDED LEARNING ON THEIR LEARNING AUTONOMY

PHAN THI NGOC LE

VNU University of Languages and International Studies, Vietnam National University

AsiaCALL-20.....- 32 -

THE POSITION OF ADVERBIALS OF TIME IN DISCOURSES WITH CONCEPTUAL METAPHOR THEORY

PHAN THANH TAM

University of Social Sciences and Humanities

AsiaCALL-21.....- 33 -

THEMATIC PROGRESSION IN ARGUMENTATIVE ESSAYS BY SECOND YEAR ENGLISH-MAJORED STUDENTS AT A UNIVERSITY IN VIETNAM

PHAM PHUC THANH

Hanoi University of Industry

AsiaCALL-22.....- 34 -

EMPOWERING INSTRUCTORS: INTEGRATING TPACK FOR QUALITY ASSURANCE IN TEACHING GENERAL ENGLISH AT HIGHER EDUCATION INSTITUTIONS

QUACH THI TO NU^{1,2*}, LE VAN CAN¹, NGUYEN THI VIET¹, PHAM PHONG PHU¹, DINH THI HOA¹, NGUYEN THI THANH XUAN¹

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²Ho Chi Minh City University of Social Sciences and Humanities

AsiaCALL-24.....- 36 -

EFFECTS OF COGNITIVE READING STRATEGY TRAINING ON READING PERFORMANCE OF NON-ENGLISH MAJOR STUDENTS: A CASE AT UNIVERSITY OF SAI GON

NGUYEN QUANG MINH TRIET & NGUYEN THI THANH THUY

Saigon University

AsiaCALL-26.....- 37 -

ENHANCE INTERACTIVITY FOR TEACHING VIETNAMESE LANGUAGE LISTENING TO FOREIGNERS

PHUONG NGUYEN HOANG

University of Social Sciences and Humanities, Vietnam National University

AsiaCALL-27.....- 38 -

AN INVESTIGATION INTO THIRD-YEAR STUDENTS' PERCEPTIONS OF THE FIRST ENGLISH TEACHING PRACTICE

TRAN KIEU MY AN

Industrial University of Ho Chi Minh City

AsiaCALL-29.....- 39 -

AN INVESTIGATION ON THE APPLICATION OF WORDWALL TO PROMOTE LEARNER AUTONOMY IN EFL CLASSES AT A UNIVERSITY

NGUYEN THI LAM

People's Security University

AsiaCALL-30.....- 41 -

MOBILE-ASSISTED LANGUAGE LEARNING (MALL) IN EFL SOPHOMORES' AUTONOMOUS LEARNING

NGUYEN THI DIEM THI

Industrial University of Ho Chi Minh City

AsiaCALL-31.....- 42 -

A STUDY INTO HOW ENGLISH MAJOR STUDENTS UNDERSTAND INTERCULTURAL COMMUNICATION IN LANGUAGE LEARNING

NGUYEN THI HA

Sai Gon University

AsiaCALL-32.....- 43 -

ON THE DEVELOPMENT OF MEDICAL ENGLISH ESP LEARNING MODEL USING VR SPACE IN COLLABORATION WITH FINLAND

IWAO YAMASHITA¹ & KARI VEHMASKOSKI²

¹Juntendon University, Faculty of health Science and Nursing ²Jamk University of Applied Sciences

AsiaCALL-37.....- 44 -

ENGLISH-MAJOR STUDENTS' PERSPECTIVES ON USING AI IN LEGAL TRANSLATION COURSE

NGUYEN HUY KHAI

Ho Chi Minh City University of Foreign Languages and Information Technology

AsiaCALL-40.....- 45 -

AN INVESTIGATION OF USING CHATGPT TO PERSONALIZE STUDENT’S LEARNING PROCESS IN EFL WRITING CLASSES

NGUYEN HUU NGOC¹ & NGUYEN THI LAM²

¹Nguyen Tat Thanh University

²People's Security University

AsiaCALL-42.....- 46 -

TEACHER TALK TIME VS. STUDENT TALK TIME: BALANCING VOICES IN EFL CLASSROOMS

LE THI NGAN VANG & LE THI TIEU PHUONG

Nong Lam University

AsiaCALL-44.....- 48 -

AN INVESTIGATION INTO THE EFFECT OF USING DUOLINGO TO ENHANCE STUDENTS’ VOCABULARY

NGUYEN THI QUYEN

Foreign Trade University in Hanoi

AsiaCALL-46.....- 49 -

SEMATIC FEATURES OF SELECTED CULTURAL WORDS IN SOME EFL COURSEBOOKS

PHAM THI THANH THUY & HA HONG NGA

Hanoi National University of Education

AsiaCALL-48.....- 51 -

RE-DEFINING THE BOTTOM LEVELS OF A RUBRIC TO DISCOURAGE INAPPROPRIATE AI USE IN ACADEMIC WRITING BY INVERTING THE CONCEPT OF A MINIMALLY QUALIFIED CANDIDATE

MARK CARVER

University of St Andrews

AsiaCALL-49.....- 52 -

UNDERGRADUATE STUDENTS’ PERSPECTIVES ON THE IMPACT OF OVERSEAS STUDY TRIPS ON THEIR AWARENESS OF INTERCULTURAL COMMUNICATION

LUU BICH NGOC

University of Warwick - UK, Can Tho University

AsiaCALL-50.....- 53 -

TRANSITIONING TO UNIVERSITY: THE ROLE OF EMOTION REGULATIONS AND IDENTITIES IN ENGLISH LANGUAGE LEARNING

LE THANH HA

Foreign Trade University

AsiaCALL-51.....- 54 -

UTILIZING ARTIFICIAL INTELLIGENCE IN WRITING FEEDBACK: EXPLORING POTENTIAL AND CHALLENGES FOR FIRST-YEAR STUDENTS AT HANOI UNIVERSITY OF INDUSTRY

DUONG THI KIM HUE & LE THI THU HUONG _____

AsiaCALL-53.....- 56 -

THE IMPACT OF AI WRITING TOOLS ON ACADEMIC INTEGRITY: UNVEILING ENGLISH-MAJORED STUDENTS' PERCEPTIONS AND PRACTICAL SOLUTIONS

BUI THI THAO UYEN & TONG TAN VINH AN

HCMC University of Foreign Languages - Information Technology

AsiaCALL-54.....- 57 -

EFL STUDENTS' PERCEPTIONS OF AI-POWERED LEARNING IN ENGLISH CLASSROOMS IN VIETNAMESE HIGHER EDUCATION

THI NGUYET LE & THI THU PHUONG LE

People's Security University

AsiaCALL-55.....- 59 -

APPLYING BLENDED LEARNING IN TEACHING ENGLISH WRITING SKILLS AT AN ENGLISH CENTER IN VIETNAM

THE NHAT CAO¹ & THI NGUYET LE²

¹HUTECH University ²People's Security University

AsiaCALL-58.....- 60 -

EFFECTS OF AI APPLICATIONS ON STUDENT EMOTIONAL ENGAGEMENT DURING ENGLISH SPEAKING LESSONS: INSIGHTS FROM CALL ANNIE

NGUYEN LAM ANH DUONG & LE THI THIEN PHUOC

Industrial University of Ho Chi Minh City

AsiaCALL-60.....- 61 -

INTEGRATING CHATGPT INTO BUSINESS ENGLISH WRITING PORTFOLIO: INSIGHTS FROM VIETNAMESE EFL LEARNERS

TRAN THI MINH THU

Ho Chi Minh University of Foreign Languages and Information Technology

AsiaCALL-61.....- 62 -

ENGLISH NON-MAJORED STUDENTS' LEXICAL COLLOCATION ERRORS IN ESP CLASSROOMS

TRAN THI CUC¹ & DO MANH CUONG²

¹Saigon University

²Ho Chi Minh City University of Technology (HUTECH)

AsiaCALL-62.....- 64 -

USING TEXT-MINING TECHNIQUES FOR LITERARY TEXT ANALYSIS

EUNJEONG PARK

Sunchon National University

AsiaCALL-64.....- 65 -

GAMIFIED LEARNING: IMPACT ON EFL SPEAKING PROFICIENCY IN TAIWANESE HIGH SCHOOL STUDENTS

AsiaCALL 21 – Abstract Proceedings

LOI PHAT HAU

Tunghai University, Taiwan

AsiaCALL-66.....- 66 -

THE USE OF ELECTRONIC MIND MAPS TO DEVELOP EFL STUDENTS' VOCABULARY

TRAN THI NAM PHUONG, NGO THI BICH NGOC, NGUYEN THI HANH PHUC

Faculty of Foreign Languages, Thai Nguyen University of Education

AsiaCALL-67.....- 68 -

A COMPARATIVE STUDY OF ONLINE ACADEMIC LITERACY SUPPORT METHODS

MENGLY KY & ANIA LIAN

Charles Darwin University, Australia

AsiaCALL-68.....- 70 -

THE APPLICATION AI AND DID WEBSITE FOR ENHANCING NATIVE-LIKE ENGLISH SPEAKING

MY TRAN

Bac Lieu High school

AsiaCALL-69.....- 71 -

GENRE ANALYSIS OF LAW RESEARCH ARTICLE ABSTRACTS AND APPLICATIONS IN LEGAL WRITING TEACHING

NGUYEN THI NHAT LINH

Nong Lam University, HCM City

AsiaCALL-70.....- 72 -

INVESTIGATING THE PROMISES AND PERILS OF GENERATIVE AI IN EFL LEARNING IN HIGHER EDUCATION: A LITERATURE REVIEW

NGUYEN THANH HUYEN¹ & HOANG THI NGOC HIEN²

¹HCMC University of Industry and Trade

²HCMC University of Economics and Finance

AsiaCALL-71.....- 74 -

A STITCH IN TIME: HOW THE PORO APP. PERFECTS GRAMMAR LEARNING

PHAN THI ANH NGA¹ & LE HUONG HOA², PHAN GIA ANH VU³

¹HUFLIT, ²People's Police University, ³HCMC University of Education and Technology

AsiaCALL-72.....- 75 -

UTILIZING SOCIAL NETWORKING SITES TO FACILITATE INCIDENTAL VOCABULARY LEARNING AND LEARNERS' ATTITUDE

DUONG THI BICH TRAM & LE NGUYEN NHU ANH

Ho Chi Minh University of Education

AsiaCALL-73.....- 77 -

HOW VOICE RECOGNITION AND ANALYZER FUNCTIONED BY AI HAVE SUPPORTED PRONUNCIATION COMPETENCE AMONG EFL UNIVERSITY LEARNERS

NGUYEN TRUONG SA, NGUYEN THI DIEM THI, HOANG NGOC QUYNH NHU, DO THI KIM HIEU

- AsiaCALL-74.....- 79 -**
EXPLORING THE CHATGPT FEEDBACK AND HUMAN FEEDBACK ON LEARNERS’ WRITING: A COMPARATIVE STUDY
NGUYEN THI THANH TAM
Ho Chi Minh City University of Agriculture and Forestry
- AsiaCALL-75.....- 80 -**
THE IMPACT OF IMPLEMENTING AI-GENERATED AUDIO TRANSCRIPTIONS ON ENGLISH MAJORS’ COGNITIVE LOAD
NGUYỄN NGỌC LY & NGUYỄN THỊ PHƯỚC LỘC
Faculty of Foreign Languages - Ho Chi Minh City Open University
- AsiaCALL-78.....- 81 -**
NON-NATIVE ENGLISH TEACHERS’ PERSPECTIVES AT A UNIVERSITY IN SOUTHERN VIETNAM ON LARRY SMITH’S ASSUMPTIONS ABOUT GLOBAL ENGLISH
PHAM THI NGOC MAI¹ & NGO HUU HOANG
¹Long An University of Economics and Industry
- AsiaCALL-80.....- 83 -**
THE INTERPLAY BETWEEN L2 MOTIVATION AND ARTIFICIAL INTELLIGENCE: WHAT AND HOW
DIAN TOAR Y. G. SUMAKUL
Universitas Kristen Satya Wacana
- AsiaCALL-83.....- 84 -**
EXPLORING FACTORS INFLUENCING THE ADOPTION OF CHAT GPT AS A SUPPORTIVE TOOL IN EFL LESSON CREATION
DIEP MINH CHAU & DANG MINH HUY
Ho Chi Minh City University of Foreign Languages – Information Technology (HUFLIT),
- AsiaCALL-86.....- 85 -**
BENEFITS AND CHALLENGES OF INTEGRATION OF AI TECHNOLOGY AND TRANSLATION PRACTICE FOR THE MULTIMEDIA PROJECT IN INTERPRETING EDUCATION
NGUYEN THI NHU NGOC
University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City
- AsiaCALL-87.....- 87 -**
APPLYING GENERATIVE AI FOR PERSONALIZED LANGUAGE LEARNING: INNOVATIONS AND IMPACTS ON PEDAGOGICAL STRATEGIES
TRAN TIN NGHI
Ho Chi Minh City University of Industry and Trade
- AsiaCALL-88.....- 88 -**
EXPLORING THE EFFICACY OF CHATGPT INTEGRATION ON EFL WRITING: A STUDY WITH VIETNAMESE UNDERGRADUATE STUDENTS

AsiaCALL 21 – Abstract Proceedings
HO THI THU TRANG¹ & DUONG NGUYEN²

¹The University of Economics, Danang University

²Iowa State University

AsiaCALL-91.....- 90 -

A CASE STUDY OF INTEGRATING AI TOOL IN AN IELTS WRITING COURSE FROM THE TEACHERS' PERSPECTIVE

NGUYEN LE NGOC ANH¹ & PHAM THANH DIEU², NGUYEN TAN LOI³

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²Active Learning Center

³Can Tho University

AsiaCALL-93.....- 91 -

HOW TO TALK TO YOUR IELTS STUDENTS ABOUT AI

KEVIN GLEN FRANKLIN

RMIT (Royal Melbourne Institute of Technology)

AsiaCALL-94.....- 92 -

DECODING SCHOLARCY WEBSITE: A STUDY ON ITS RESEARCH SUMMARIZATION EFFICIENCY

BÙI THỊ XUÂN HƯƠNG & BÙI VĂN HIẾU

FPT Polytechnic, Hanoi

AsiaCALL-95.....- 94 -

EPISTEMIC VALUE AND INTENTION TO USE ARTIFICIAL INTELLIGENCE IN SCIENTIFIC RESEARCH ACTIVITIES OF FOREIGN LANGUAGE LECTURERS

NGUYEN NGUYEN PHUONG & NGUYEN TRUONG SA

Industrial University of Ho Chi Minh City

AsiaCALL-96.....- 96 -

AN INVESTIGATION INTO TEACHERS' USE OF AI PLATFORMS TO DESIGN PPP LESSON PLANS FOR YOUNG EFL LEARNERS

NGUYỄN THỊ TRÂM ANH

Faculty of Foreign Languages - Industrial University of Ho Chi Minh City

AsiaCALL-99.....- 97 -

A LITERATURE REVIEW OF HOW CHATGPT IS PERCEIVED AND UTILIZED IN EFL WRITING CLASSES: IMPLICATIONS FOR VIETNAM

LE THI THIEN-PHUOC¹, QUACH THI TO NU¹, NGUYEN DINH LUAT¹, PHAM THI XUAN TRINH¹, RAY ZHU², MASON LAU²

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AsiaCALL-103.....- 99 -

ONLINE ASSESSMENT AND STUDENTS' UNFAIR ATTITUDE DURING ONLINE TESTS

NUJHAT NUARI ISLAM¹, SHAFAT MOBAROK ABDUL JABBER²

¹The English and Foreign Languages University, Hyderabad and Hamdard University Bangladesh

²The English and Foreign Languages University, Hyderabad

AsiaCALL-105.....- 100 -

AI TOOLS AS FACILITATORS OR THREATS TO VIETNAMESE STUDENTS' ACADEMIC INTEGRITY IN RESEARCH WRITING

LÊ THỊ THIÊN PHƯỚC, ĐỖ ĐĂNG KHÔI, NGUYỄN XUÂN HỒNG, HOÀNG THỊ HẢI ĐƯỜNG

Industrial University of Ho Chi Minh City

AsiaCALL-106.....- 102 -

TECHNOLOGY INTEGRATION IN EMI ECONOMICS COURSES: INSIGHTS FROM SUBJECT TEACHERS IN A VIETNAMESE UNIVERSITY

VO DOAN THO

University of Economics Ho Chi Minh City

AsiaCALL-107.....- 103 -

EMPIRICAL RESEARCH TRENDS IN THE USE OF AI CHATBOTS IN EFL TEACHING AND LEARNING IN VIETNAM

DANG THI PHUONG

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

AsiaCALL-109.....- 104 -

THE IMPACT OF AI ON TRANSLATION: A PARADIGM SHIFT IN THE LANGUAGE INDUSTRY

HỒ NGUYỆT THANH, TRẦN THỊ XUÂN THUY, NGUYỄN THỊ TUYẾT HẠNH

Industrial University of Ho Chi Minh City

AsiaCALL-110.....- 105 -

USING GRAMMARLY IN ENHANCING STUDENTS' GRAMMATICAL ACCURACY IN WRITING: A CASE AT A PRIVATE COLLEGE IN HANOI

VŨ PHƯƠNG THẢO

FPT Polytechnic College

AsiaCALL-111.....- 106 -

EVALUATING HUFLIT LECTURERS' PERSPECTIVES ON CHATGPT'S CAPABILITIES IN DESIGNING ENGLISH TESTING AND ASSESSMENT

LÊ THỊ THU HƯỜNG

Ho Chi Minh City University of Foreign Languages and Information Technology

AsiaCALL-112.....- 108 -

ENHANCING LANGUAGE LEARNING THROUGH AI-GENERATED FEEDBACK ON PICTURE-CUED WRITING

PHILIP L. H. YU, YIPENG ZHUANG, ZHIWEI XIE, RUIBIN ZHAO

The Education University of Hong Kong

AsiaCALL-114.....- 109 -

THE IMPACTS OF THE FLIPPED CLASSROOM APPROACH ON GRAMMAR KNOWLEDGE OF STUDENTS IN A HIGH SCHOOL IN HO CHI MINH CITY – VIETNAM

DANG NGUYEN THUY VY¹, LE VAN THINH², LAN THI XUAN NGUYEN³

¹Ho Chi Minh City Open University

AsiaCALL-115..... - 111 -

A STUDY OF VIETNAMESE EFL TEACHERS' AND STUDENTS' PERCEPTIONS ON USING GOOGLE TRANSLATE IN THE CLASSROOMS

HONG CAM NGAN¹ & LE THI HONG VAN²

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²Tay Nguyen University

AsiaCALL-117..... - 113 -

UTILIZING CHATGPT IN CHECKING ACADEMIC WRITING FOR POSTGRADUATE STUDENTS

DUONG NGOC HAN¹ & TONG MAI HUONG²

¹FPT University, ²Hanoi University of Industry

AsiaCALL-119..... - 114 -

EVALUATING ENGLISH MAJORS' RESEARCH PROPOSALS USING CHATGPT: AN EXPERIMENTAL STUDY ON METHODOLOGICAL COMPONENTS AT SAIGON UNIVERSITY

TRAN THE PHI & NGUYEN THI HOANG LAN

Saigon University

AsiaCALL-121..... - 116 -

EFL STUDENTS' ACCEPTANCE OF BLENDED LEARNING FOR WRITING: EXAMINING THE ROLE OF INFORMATION AND TECHNOLOGY SKILLS AND ACADEMIC PERFORMANCE

CHU QUANG PHE

University of Finance-Marketing

EFL THIRD-YEAR STUDENTS' ENGAGEMENT OUTSIDE CLASSROOM WITH AUTOMATED WRITTEN CORRECTIVE FEEDBACK PROVIDED BY CHATGPT

NGUYEN THI PHUONG NHUNG; PHAM THI THU HA; LUU THI HUONG & LE VAN TUONG

Hanoi Pedagogical University 2

AsiaCALL-125..... - 119 -

USING GEMINI FOR FORMATIVE ASSESSMENT IN ENGLISH ACADEMIC WRITING - CRITICAL INSIGHTS INTO ITS EFFICACY

LE PHAM THIEN THU, NGUYEN DINH LUAT, LE THI THUY

Industrial University of Hochiminh City

AsiaCALL-126..... - 120 -

EXPLORING THE IMPACT OF SPEECHACE ON IMPROVING PRONUNCIATION FOR NON-ENGLISH-MAJORED STUDENTS

HOÀNG THỊ HOÀI & HỒ KHÁNH HUYỀN

FPT Polytechnique College

AsiaCALL-128..... - 122 -

AN INVESTIGATION INTO STUDENTS' PERCEPTIONS OF USING PADLET AS A DISCUSSION BOARD AT SAIGON UNIVERSITY

AsiaCALL-129.....- 124 -

EXPLORING VOCATIONAL STUDENTS' PERCEPTIONS TOWARDS LANGUAGE HUB IN ENHANCING AUTONOMY

HỒ KHÁNH HUYỀN & HOÀNG THỊ HOÀI

FPT Polytechnic College

AsiaCALL-132.....- 125 -

INVESTIGATING LEARNERS' PERSPECTIVES ON ELSA SPEAK INTEGRATION TO ENHANCE AUTONOMY AND ORAL LANGUAGE PROFICIENCY IN ENGLISH CLASSES

TRAN DANG KHOI & VU THI KIM CHI

Sai Gon University

AsiaCALL-135.....- 127 -

PERCEPTIONS OF POSTGRADUATES TOWARDS USING CITATION MANAGEMENT SOFTWARE IN ACADEMIC WRITING: A CASE STUDY IN A VIETNAMESE UNIVERSITY

NGUYEN HAI LINH¹, LE DUC HANH², NGUYEN THI LUONG¹, PHAM THUY QUYNH³

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AsiaCALL-137.....- 128 -

EXAMINING ENGLISH-MAJORED STUDENTS' PERFORMANCE AND ATTITUDES IN USING AI CHATBOTS AND ELECTRONIC DICTIONARIES FOR WORD LOOKUP

MAI HOANG VIET & TRAN THE PHI

Saigon University

AsiaCALL-139.....- 130 -

THE IMPACT OF CHATGPT VOICE ON NON-MAJORED STUDENTS' WILLINGNESS TO COMMUNICATE IN A VIETNAMESE UNIVERSITY

PHẠM HUỠNH THÚY UYÊN¹, ĐINH TRẦN THÚY LIỄU², TRẦN XUÂN TRANG², LÊ THỊ HUYỀN TRANG³

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AsiaCALL-141.....- 132 -

AN INVESTIGATION OF THE USE OF STUDENT-GENERATED DIGITAL VIDEO TO PROMOTE STUDENTS' ENGAGEMENT IN PBL AT SAIGON UNIVERSITY

NGUYEN HOANG THANH TAM, DANG VU MINH THU, VU THI KIM CHI

Saigon University

AsiaCALL-143.....- 134 -

LEVERAGING ARTIFICIAL INTELLIGENCE TO ENHANCE ENGLISH FOR ACCOUNTING (EFA) PEDAGOGY IN TBD UNIVERSITY, VIETNAM: A CASE STUDY OF 35 SECOND-YEAR ACCOUNTING STUDENTS

TRẦN DUY BẢO¹ & TRẦN DUY KHIÊM²

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²University of Finance & Marketing, Ho Chi Minh City

AsiaCALL-145.....- 136 -

IMPACT OF AI TOOLS ON SELF-STUDY BY ENGLISH-MAJORED STUDENTS AT QUANG NAM UNIVERSITY

DOAN PHAN ANH TRUC, NGUYEN THI HUE, TRAN NGOC QUE CHAU Quang Nam University

AsiaCALL-146.....- 137 -

UTM SUMMER SCHOOL: JOURNAL WRITING AND VOCABULARY ENRICHMENT AMONG LOW PROFICIENCY JAPANESE EFL STUDENTS

ABID ZULFADHLI RAZALI, MAHANI STAPA, SITI KHADIJAH ABDUL WAHAB, NURHIDAYAH MOHD SHARIF, FARAHA HAMIDI, ATIQAHA SHAHARUDDIN

Universiti Teknologi Malaysia

AsiaCALL-147.....- 139 -

STUDENTS' PERCEPTION OF THE ROLE OF USING SELF-ASSESSMENT AND PEER-ASSESSMENT IN PROMOTING LEARNER AUTONOMY IN SPEAKING SKILLS

THAO PHAN THI MINH

VNUHCM-University of Science

AsiaCALL-149.....- 140 -

ADJECTIVE USE IN LANGUAGE LEARNERS: A STUDY ON THE IMPACT OF JOURNAL WRITING AMONG JAPANESE SUMMER SCHOOL STUDENTS

FARAHA BINTI HAMIDI, ABID ZULFADHLI BIN RAZALI, MAHANI BINTI STAPA, SITI KHADIJAH BINTI ABDUL WAHAB, NURHIDAYAH BINTI MOHD SHARIF, ATIQAHA BINTI SHAHARUDDIN

Universiti Teknologi Malaysia

AsiaCALL-150.....- 142 -

CULTURALLY RESPONSIVE PEDAGOGY IN AN IMMERSIVE CLASSROOM: A CASE STUDY OF CHINESE VOCABULARY ACQUISITION BY VIETNAMESE STUDENTS IN TAIWAN

PHAT HAU LOI¹ & GIA DAT TANG²

¹Tunghai University, Taiwan

²National Sun Yat-sen University, Taiwan

AsiaCALL-153.....- 144 -

APPLYING EFL COLLABORATIVE LEARNING WITH AI TEACHING MATERIAL FOR ENGLISH TERTIA

NGUYEN THI BICH THUY & NGUYEN VAN LONG

University of Foreign Language Studies, The University of Danang

AsiaCALL-154.....- 145 -

AN INVESTIGATION ON EFL STUDENTS' REFLECTION OF USING EDPUZZLE AN INTERPRETING COURSE

FENTY LIDYA SIREGAR

Universitas Kristen Maranatha (Maranatha Christian University), Indonesia

AsiaCALL-160.....- 146 -

LEARNERS' PERCEPTIONS ON THE INTEGRATION OF AI IN ENGLISH LANGUAGE EDUCATION

RANY SAM*, HAK YOENG, MORIN TIENG, SARITH CHIV

AsiaCALL-162.....- 147 -

**THE IMPACT OF COMPUTER-BASED ACTIVITIES AND NON-COMPUTER-BASED
ACTIVITIES ON COLLEGE STUDENTS’ LEARNING ENGAGEMENT IN ENGLISH LESSONS**

MAI THỊ DINH

FPT University, Vietnam

AsiaCALL-163.....- 148 -

**EFL HIGH SCHOOL TEACHERS’ CHALLENGES IN INTEGRATING ARTIFICIAL
INTELLIGENCE INTO TEACHING**

YEN NGUYEN

Hoa An High School, Hau Giang

AsiaCALL-165.....- 149 -

**THE USES OF AI TOOLS IN EFL TEACHING AND LEARNING IN HIGHER EDUCATION:
CAMBODIA’S EXPERIENCES**

SAM RANY & HAK YOENG

National University of Battambang, Cambodia

AsiaCALL-166.....- 150 -

HOANG-MAI DANG & ANH-DUONG NGUYEN

Industrial University of Ho Chi Minh City, Vietnam

AsiaCALL-167.....- 151 -

**AN INVESTIGATION INTO STUDENTS’ PERCEPTION OF USING AN AI CHATBOT AS A
VIRTUAL CONVERSATIONAL PARTNER**

NGUYỄN LÂM ÁNH DƯƠNG¹, ĐẶNG VŨ MINH THU², LÊ MAI THY²

¹Industrial University of Ho Chi Minh City, Vietnam ²Sai Gon University, Vietnam

AsiaCALL-168.....- 153 -

**EMPOWERING EFL STUDENTS’ ACADEMIC WRITING SKILLS AND SELF-REGULATED
LEARNING THROUGH CHATGPT**

SUKSAN SUPPASETSEEE¹ & TAM DUONG²

¹School of Foreign Languages, Suranaree University of Technology, Thailand ²English Language Department, FPT
University, Vietnam

AsiaCALL-170.....- 154 -

**VIETNAMESE COLLEGE STUDENTS’ PERCEPTION TOWARDS USING TIKTOK FOR
INDEPENDENT ENGLISH SPEAKING PRACTICE**

NGÔ THANH TÂM

FPT Polytechnic College - FPT University, Vietnam

AsiaCALL-171.....- 155 -

**SYNCHRONOUS ONLINE ENGLISH COURSES: A PATHWAY TO B2 PROFICIENCY ON THE
VIETNAMESE STANDARDIZED TEST**

TRAN THI THANH HUONG

Faculty of English, Phenikaa University, Hanoi, Vietnam

THE PEDAGOGIC APPROACH OF AN EFL TEXTBOOK: TEACHERS' EXPERIENCES AND INSIGHTS

NGUYEN DANG THI CUC HUYEN¹, LE THI THIEN PHUOC², LE THI TIEU PHUONG³, DOAN KIM KHOA⁴, NGUYEN THI NGOC TRAN⁵

¹Nong Lam University Ho Chi Minh City, ²Industrial University of Ho Chi Minh City, ³Nong Lam University Ho Chi Minh City, ⁴Ho Chi Minh City Open University, ⁵Ho Chi Minh City University of Industry and Trade

A BLENDED LANGUAGE LEARNING MODEL THROUGH DESIGNING ENGAGING ONLINE AND FACE-TO-FACE LEARNING EXPERIENCES WITH ARTIFICIAL INTELLIGENCE TOOLS

LINH NGUYEN

English4us - Linh Sarah (A Private English Class), Vietnam

Abstract

EFL STUDENTS' PERCEPTIONS OF PROJECT-BASED LEARNING: IMPACT ON ENGAGEMENT AND SPOKEN ENGLISH SKILLS

NGUYEN THI DIEM

University of Finance - Marketing

EXPLORING THE IMPACT OF CHATGPT ON NON-NATIVE LEARNERS OF ARABIC LANGUAGE: CHALLENGES AND OPPORTUNITIES

MUHAMAD ALIF HAJI SISMAT, HAJAH RAFIDAH HAJI ABDULLAH, KUJAIMAH HAJI ABDUL KAHAR, HAJAH RAFIZAH HAJI ABDULLAH, HAJAH AMALENA HAJI JARUDIN

Universiti Islam Sultan Sharif Ali, Brunei Darussalam

TECHNOLOGY TOOLS AFFECTING ENGLISH SELF-REGULATED AMONG STUDENTS IN INTERNATIONAL PROGRAMS IN BANGKOK THAILAND

LE NGUYEN NHU Y; NGUYEN PHAN NHU QUYNH; NGUYEN TRUONG SA

Industrial University of Ho Chi Minh City

IDENTIFYING SENTIMENTS ON TWITTER: A MACHINE LEARNING APPROACH

TIRTHA PRASAD MUKHOPADHYAY¹; RAFAEL GUZMAN¹; JOSE CARMEN MORALES CASTRO¹; JOHN R. BAKER²

¹Universidad de Guanajuato, Mexico

²University of Economics and Finance, Ho Chi Minh City

FACTORS AFFECTING UNIVERSITY STUDENTS' PREFERENCES FOR ONLINE TOOLS FOR VOCABULARY ACQUISITION

BICH-TUYEN NGUYEN & NHON DANG

Tan Tao University

**AI ACCEPTANCE AMONG VIETNAMESE UNIVERSITY STUDENTS: KEY INFLUENCERS
AND PERSPECTIVES**

NHON DANG & TIEN-DUNG CAO

Tan Tao University

IN THE AGE OF AI WHAT DOES THE FUTURE HOLD FOR LANGUAGE EDUCATION?

PROFESSOR DR. ANDREW LIAN

President of AsiaCALL

Abstract:

AI continues to advance and the way we approach language education is set to transform dramatically. In an era where machines can often outperform humans, what skills should we prioritize in teaching? This keynote will explore the future of language education in light of this question.

Keywords: AI, Language education, machines

Biodata



Professor Dr. Andrew Lian, Suranaree University of Technology, Thailand; Ho Chi Minh City Open University, Vietnam; Emeritus Professor University of Canberra, Australia. Andrew Lian is Professor of Foreign Language Studies, School of Foreign Languages, Suranaree University of Technology, Thailand, He specializes in the methodology of teaching foreign/second languages and has had a special interest in the uses of modern technology to enhance learning since the late 1970s. He is one of the pioneers of Technology-Enhanced Language-Learning in Australia. Previous to this appointment, he was Professor and Chair of the Department of Foreign Languages and Literatures at Western Illinois University in the United States. Prior to that, he had been Professor of Humanities and Director of the Center for the Study of Languages at Rice University, Houston, TX, the USA, and Professor and Head of the School of Languages and International Education at the University

of Canberra in Australia. He has held further Professorial appointments and been Head of Department in two other universities in Australia (James Cook University and Bond University). His current research interests are in the area of self-adjusting and self-organizing (language/culture-)learning environments based on rhizomatic approaches to (language/culture-)learning and the generation of personal learning environments within a 21st-century perspective. As a consequence, he is also interested in the development and use of multimedia databases in (language/culture)-teaching and learning. More details can be found at <https://andrewlian.com/new> and <https://andrewlian.com>. He can be reached as President at AsiaCALL.

AsiaCALL-Keynote 1

IMMERSIVE LANGUAGE LEARNING WITH VIRTUAL REALITY

DR REGINA KAPLAN-RAKOWSKI

University of North Texas, USA

Vice President of the Computer-Assisted Language Instruction Consortium (CALICO)

Abstract

High-immersion virtual reality (VR) is an emerging technology that enables personalized, adaptive language learning. This immersive technology offers omnidirectional, sensory-rich experiences, allowing learners to practice languages in realistic, interactive, and safe spaces. This keynote will overview recent research on the role of VR in developing language skills and competencies, while also addressing the challenges of integrating VR into language curricula. Practical examples of VR language learning applications, along with their benefits and limitations, will be highlighted. The audience will gain a deeper understanding of the potential of VR in language education and its future pedagogical implications.

Keywords: virtual reality, Immersive Language Learning, immersive technology

Biodata



Dr Regina Kaplan-Rakowski is an Assistant Professor of Learning Technologies at the University of North Texas. She is also Vice President of the Computer-Assisted Language Instruction Consortium (CALICO). Her research interests include immersive learning technologies (e.g., virtual reality, augmented reality, mixed reality), emotional responses to learning technologies, and computer-assisted language learning. She serves on the Editorial Board of *Educational Technology & Society* (ET&S) and the *Journal of Technology and Teacher Education* (JTATE).

AsiaCALL-Keynote 2

FROM CALL TO ICALL: WE HAVE COME A LONG WAY; STILL, WE HAVE A LONG WAY TO GO

ASSOCIATE PROFESSOR DR. LE VAN CANH

Industrial University of Ho Chi Minh City, Vietnam

Abstract

In this talk, I will, first of all, take the audience on a short journey from CALL to ICALL in an attempt to highlight the research gaps or unanswered questions related to AI in language education that are critical to effective integration of AI-powered tools into ELT. Then I will present my suggestions on how those gaps should be filled in the Vietnamese context and beyond through bottom-up approaches. The talk is a stop-gap that can facilitate scholarly discussion of how it is possible for teachers to achieve a happy collaboration between human intelligence and artificial intelligence in order to make ELT more relevant to learners' needs in an increasingly digitalized world.

Keywords: CALL, ICALL, AI

Biodata



Associate Professor Le Van Canh is currently working as a visiting professor at the Industrial University of Ho Chi Minh City (IUH), Vietnam. Before moving to IUH, he had worked as an English language teacher, a teacher educator, and a teacher education researcher at ULIS-Vietnam National University, Hanoi for more than 40 years. His research interest is teacher education and teacher professional development. His research is published in international journals and edited volumes published by leading international publishers. He is the leading editor of *Building Teacher Capacity in English Language Teaching in Vietnam* (Routledge 2020), and a co-editor of *Situating Moral and Cultural Values in ELT Materials: The Southeast Asian Context* (Springer 2018). He is a frequent invited keynote speaker at several international professional conferences within and outside Vietnam. He also serves as a reviewer for numerous international journals.

AsiaCALL-Keynote 3

**ADVANCING LITERACY THROUGH CHATGPT AND THE READING
FOR EMOTION MODEL**

DR. ANIA LIAN

Charles Darwin University

Vice president of AsiaCALL

Abstract

Contemporary neuroscience, particularly the work of Panksepp, Damasio, Immordino-Yang, and Solms, has fundamentally reshaped our understanding of the brain by emphasizing its affective nature, thereby challenging the traditional view of the brain as primarily a cognitive processor. As Gotlieb et al. (2022) assert, "There is no cognitive brain system that is not also involved in social and emotional processing, and vice versa". Emotional processes are deeply interwoven with memory and comprehension, playing a crucial role in tagging experiences with significance, which directly impacts how memories are formed, stored, and retrieved. Despite these insights from neuroscience, current models of literacy fail to account for emotions as foundational to text comprehension and analysis. Traditionally, literacy pedagogies have relied on linguistics to understand texts. However, emotions fall outside the scope of linguistic categories, yet they cannot be treated as an 'extra' or supplementary aspect of reading, as if the reader's role in the process were merely peripheral to linguistic analysis. This omission disregards the active role that emotions play in how readers construct meaning, leaving a crucial gap in our understanding of text comprehension. While linguistics offers models for describing language structures, it lacks strategies for supporting emotional analysis or understanding emotions as a vehicle for comprehension. The Reading for Emotion (RfE) approach addresses this gap by offering processes that integrate emotional engagement into text analysis, enabling the reader to reclaim his or her central role in the reading process, moving beyond the constraints of linguistic models. In this keynote, the core principles of the Reading for Emotion (RfE) model will be introduced, with its techniques outlined and the advantages of integrating AI, particularly

ChatGPT, in enhancing vocabulary and providing real-time, personalized text analysis support demonstrated. The presentation will focus on two key areas: (a) how ChatGPT can be trained to apply the RfE model, and (b) how the capabilities of ChatGPT can be utilized by language and literacy teachers to implement the RfE model, enriching instructional strategies and improving student outcomes.

Keywords: ChatGPT, Emotion Model, Reading for Emotion

Biodata



Dr. Ania Lian, Senior Lecturer (eq. Associate Professor) in Education (Teaching and Learning), Charles Darwin University, Australia. Since 1993, Ania has held positions at various universities in Australia, with her work focusing on the uses of technology in second language learning and in education in general, including software development. She

has also worked at the National Policy Office of the Council on the Ageing in Canberra and has a history of working on a voluntary basis with the wider community on sustainability projects within the framework of the Queanbeyan Business Council, NSW. Ania has been a keynote speaker at a number of academic conferences both in Australia and in Asia, where she engages in building collaborative networks between CDU and other universities, with the aim of expanding the international focus of all involved. The leading objective of her teaching and research is to explore the concept of inclusive learning environments, with a specific focus on learner-centredness. Her recent interest in graduate attributes developed from these concerns which form the framework of her approach. Her professional portfolio can be found by clicking [HERE](#). As Vice-President, AsiaCALL (Research and Innovation) Ania has created the AsiaCALL Professional Learning Community (<https://sites.google.com/site/asiacallplc/>) and, on Facebook, The AsiaCALL Ph.D. and Research Chat Page <http://www.facebook.com/AsiaCallPhdAndResearchChat>. All members of AsiaCALL are invited to join. She can be reached at **VPResearch** at <https://asiacall.info>.

AsiaCALL-Feature Talk

**AI IN ACTION: ENHANCING ENGLISH LEARNING EXPERIENCES AT
HUFLIT UNIVERSITY**

ASSOC. PROF. DR. NGUYỄN NGỌC VŨ

Ho Chi Minh City University of Foreign Languages – Information Technology

Email: vunn@huflit.edu.vn - Mobile: +84918025951

Abstract

This presentation explores the impact of Artificial Intelligence (AI) on English language education in Vietnam, with a focus on HUFLIT University's implementation of TARI AI tools. These cutting-edge technologies facilitate personalized, immersive learning experiences, transitioning students from basic grammar instruction to advanced conversational simulations. We discuss how AI breaks traditional educational barriers, offering flexible, accessible, and tailored learning solutions. Learner feedback underscores AI's role in enhancing engagement, efficiency, and motivation compared to conventional approaches, despite ethical concerns and integration challenges. Insights from Computational Linguistics training highlight the importance of incorporating computational and corpus linguistics into TEFL teacher training programs. Drawing from recent data, the presentation advocates for ethical AI application and envisions future innovations, offering recommendations for policymakers.

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

Biodata statement



Assoc. Prof. Dr. Nguyen Ngoc Vu is currently Vice-President of Ho Chi Minh City University of Foreign Languages - Information Technology (HUFLIT), 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 latest book “Computational Linguistics: From Theory to Practice”, released in March 2024, focused on the practical applications of AI technologies for language education.

Note: The big size version of the biophoto (9Mb) is available at this link:

<https://www.dropbox.com/s/w48duih84ip57pd/BIGSIZE%20NNVU.png?dl=0>

AsiaCALL-Feature Talk

**LET'S /spi:x/ : VR AS THE MEDIUM FOR TBLT IN ENHANCING
INTERVIEW EXPERIENCE**

ASSOC. PROF. DR NIK ALOESNITA NIK MOHD ALWI

Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia

Abstract

Performing real world tasks is the core of task-based language learning and teaching (TBLT). Virtual reality (VR) holds the potential to reinforce the strength of TBLT by serving as the medium to stimulate the authentic setting facilitative to language learning. VR-driven TBLT is also perceived as highly effective in promoting learner-centred and self-paced learning. Learners' presence in the real-world induced environment means learning can happen anytime, anywhere. The aim of this talk is to describe the use of /spi:x/, a virtual reality application designed to assist learners in improving interview performance while reducing anxiety. Undergraduate learners majoring in engineering, technical and sciences enrolling in English for Professional Communication course at a tertiary education institution participated in the study. Key finding indicated that reduction in anxiety during the /spi:x/ simulated interview was experienced by the learners. The study indicates that exploiting VR in TBLT is beneficial in enhancing meaningful interview learning experiences for the learners.

AsiaCALL-Feature Talk

**CREATING SMART REALLYBOTS: A NO-CODE/LOW-CODE
APPROACH TO REVOLUTIONIZING
LEARNING AND PERFORMANCE IN HIGHER EDUCATION**

DR. MICHAEL CHOY,

Institute for Adult Learning, Singapore University of Social Sciences

Abstract

This article explores the transformative potential of utilising intelligent virtual assistants, termed ‘ReallyBots’, designed to enhance learning and performance monitoring in educational environments. The rapid evolution of chatbot creation technologies has democratized the development of customized tech-enabled learning solutions, enabling educators to develop bespoke ReallyBots without extensive programming knowledge. This paper presents an analysis of the capabilities and potential of these platforms in creating intelligent bots that can adapt to individual learning needs, provide real-time feedback, and track performance metrics efficiently.

The paper addresses the responses of Industrial University of Ho Chi Minh City students’ perceptions to using ReallyBot for learning. Challenges associated with implementing these technologies, such as data security, privacy concerns, and the need for ongoing maintenance and updates will also be mentioned. Despite these challenges, the use of ReallyBots developed through no-code and low-code approaches to fundamentally shift the paradigms of teaching, learning, and performance monitoring is evident. This article concludes with future research directions in enhancing the capabilities of ReallyBots to ensure they meet the evolving needs of the students in higher education sector.

Bio-data of Michael Choy, Ed.D



Michael Choy is an experienced educator and researcher in the area of pedagogy, workforce development, facilitation, learning design and development. Having been a trained teacher and a psychologist in the Ministry of Education in Singapore, he has experience in working with students with learning difficulties. He has also trained more than 10,000 adult educators and teachers across Vietnam, China, Indonesia, Malaysia and Singapore in the area of instruction, learning styles, design skills and pedagogy over the past 25 years. When he was Assistant Director and Head, Design and Development Unit at the Institute for Adult Learning, WDA, he was managing curriculum and MOOC (Massive Online Open Courseware) development. He was also managing and mentoring the 70 adult educators at IAL.

Currently, Michael is running Tech Tree Pte Ltd, his own research, consulting and e-learning company, designing and developing online courses and working with enterprises such as Lazada, Ministry of Social and Family Development and Piaggio to facilitate their online learning transformation. On the community front, his team partnered UNESCO to bring Reallybots for learning to the Thai and Myanmar children, to learn English and digital literacies. He was also part of the 3-time winning team for the InnovPlus Nov 2017, InnovPlus Nov 2018 and InnovPlus 2019 competitions organised by the Institute for Adult Learning, with the development of Chatbot for Learning underpinned by innovative pedagogies. At the same time, he is consulting for training organisations (e.g. Chandler Institute of Governance) and research institutions (Institute for Adult Learning, Singapore University of Social Sciences) to inform policies and strategic developments.

Besides practical experience, Michael has also published numerous articles in academic journals and conference publications. His most recent articles in Medium, Robotics Tomorrow, Educational Media International and Cogent Education discussed the impact of pedagogical beliefs of teachers on technology adoption in the classroom and the advent of Artificial Intelligence and Automation on the future of work and learning (see [link](#) for his latest articles).

AsiaCALL-Feature Talk

**BOOSTING LANGUAGE LEARNING MOTIVATION: E-LEARNING,
MENTORSHIP, AND FLIPPED CLASSROOMS**

DR. LE ANH THU

OneStopNest Academy

Abstract

The lack of motivation in language learning often leads to high dropout rates and poor academic results. Traditional classroom methods struggle to engage students effectively. This presentation proposes a solution that combines e-learning, mentorship, and the flipped classroom model. E-learning provides flexibility for diverse learning styles, mentorship offers personalized support, and the flipped classroom enhances engagement by focusing on practical application during class. This hybrid approach fosters greater learner motivation and participation, as shown by case studies and data, suggesting it can overcome motivational challenges and improve language learning outcomes.

Keywords: Motivation, e-learning, flipped classrooms

Biodata



Dr. Le Anh Thu is an edupreneuer starting up her own business in English language and soft skills training. With two master’s degrees in international business administration and digital marketing from La Trobe University (Australia) and a PhD in Marketing Management from the University of Oregon (USA), she brings a unique blend of academic rigor and real-world experience to her teaching. With nearly 20 years of international experience, Dr. Thu understands the

nuances of cross-cultural communication and effective strategies for language acquisition. Her

15 years of experience teaching IELTS have allowed her to successfully guide over 1800 students towards their language goals. As the founder of the pioneer IELTS boarding school in HCMC with 7 training centers, Dr. Thu has created an immersive English-speaking environment that fosters rapid language development. Recently, Dr. Thu received the “Kindness and Leadership” award in APAC from Women of the Future, UK. This recognition earned her a £300,000 EMBA scholarship from London Business School.

AsiaCALL-Feature Talk

**TRANSFORMING EDUCATIONAL RESOURCES: THE ROLE OF AI IN
MODERN TEACHING MATERIAL DESIGN**

TRUONG KIEU OANH (MS.) AND VO VAN TRI (MR.)

A Chau English Centers System

Abstract

The integration of Artificial Intelligence (AI) in education has become increasingly important in the modern era, particularly in the design of teaching materials. This project, conducted at A Chau English Centers System (ACE), focuses on the implementation of AI to assist teachers in designing English language teaching materials. ACE guides its teachers in creating resources for both main language skills (listening, speaking, reading, and writing) and sub-skills (grammar, pronunciation, vocabulary). The project aims to explore how AI can enhance the preparation of lesson plans and materials, making the process more efficient, engaging, and aligned with contemporary language teaching methodologies, including Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT).

This project highlights the practical implications of AI for teachers, including the potential for professional development, the need for AI literacy, and the shift in the teacher's role from content creator to facilitator. The study concludes that integrating AI into material design can enhance the quality and efficiency of English language teaching, ultimately improving learning outcomes and teacher satisfaction.

Keywords: AI, Modern Teaching, Material Designs

Biodata:

Ms. Truong Kieu Oanh, a Master of Education graduate from Southern Queensland University, Australia, is the CEO of A Chau English Centers System (ACE). She is dedicated to fostering a positive working environment that allows teachers to thrive and develop professionally. With a strong passion for teacher professional development (PD), she has led thousands of training



courses across the A Chau English Centers System to guide teachers in their continuous growth. Ms. Truong Kieu Oanh is currently working on several key projects, including the implementation of Learning Management Systems (LMS) in classrooms and material management at ACE, computer-assisted teaching for young learners, and the development of the ACE app for improving home-school connections. As the leader of the Academic Department, she is also responsible for delivering initial, follow-up, and periodic training courses for teachers to enhance their teaching skills and knowledge within ACE. Additionally, she has co-organized academic visits for various well-known universities at ACE,.... . She delivers speeches, shares her teaching experiences, and discusses her research interests.



Mr. Vo Van Tri, a master's student at the University of Social Sciences and Humanities (USSH), is currently serving as an Academic Executive and Teacher Trainer at the A Chau English Centers System (ACE). He delivers training courses focused on teaching methodology and the integration of AI into teaching practices. In addition to his training role, he is responsible for syllabus design and material development. His primary interests lie in innovative teaching methodologies and the application of AI in

modern English language education. Mr. Vo Van Tri is also actively involved in projects centered around teaching listening skills using note-taking strategies, implementing Communicative Language Teaching (CLT) in the classroom, and helping English teachers apply motivational strategies to engage their students effectively.

AsiaCALL-Feature Talk

**TECHNOLOGY "TEACHER" FOR THE JOURNEY TO CONQUER
FOREIGN LANGUAGES**

DOAN DIEM TRANG

Sao Mai Education

Abstract

The digital era presents several benefits while necessitating rapid improvement of foreign language skills. Recognizing this, incorporating technology into education, particularly selecting proper software to help foreign language teaching and learning, becomes an important key to success.

This essay provides extensive evaluation criteria for selecting successful foreign language teaching assistance software, ensuring your journey to conquer foreign languages becomes smooth and enjoyable.

Choosing appropriate foreign language teaching assistance software is the "guideline" that leads to success on the path to mastering foreign languages. This essay provides realistic evaluation criteria to help you select an appropriate "assistant", optimize learning efficiency, and achieve your intended foreign language goals.

Explore the vast collection of tools to help foreign language teaching and learning, making it easier and more successful than ever before, opening the door to a wide-open world and new prospects in life!

AsiaCALL-04

AI FOR WRITING FEEDBACK: DO'S, DON'TS, AND PRACTICAL APPLICATION

KEVIN GLEN FRANKLIN

RMIT (Royal Melbourne Institute of Technology)

Abstract

Artificial Intelligence (AI) has emerged as a promising tool for providing students with feedback on their writing. In our presentation, we will explore the topic of using AI for writing feedback and explore practical applications of this technology in the classroom. Our main objective is to demonstrate the benefits of using AI in providing students with timely and personalized feedback, while also acknowledging the potential limitations of this approach.

The use of AI in writing feedback can provide students with individualized and instantaneous feedback, which is not always possible with traditional methods. AI can also identify patterns in students' writing and provide feedback on grammar, spelling, and syntax errors, allowing teachers to focus on higher-order concerns. However, there are also concerns about the reliability and accuracy of AI feedback and the potential for students to become too reliant on technology.

Through this presentation, we will encourage educators to adopt this technology in their own teaching practices. By demonstrating the potential of AI in enhancing student learning, attendees will gain insight into how AI can transform the writing feedback process and improve learning outcomes, while exploring need for a balanced approach that combines the benefits of AI feedback with teacher-led feedback.

Biodata:



Kevin Franklin (BA, CELTA, MSW) has been working as an ESL educator since 2008, teaching in South Korea, China, Ecuador, the USA, and Vietnam. He currently teaches at RMIT, primarily as a specialist in the New Initiatives and corporate English programs. Kevin is an experienced teacher trainer and manager, and has presented at several national education conferences, including the COABE (Coalition on Adult Basic Education), VietTESOL, LaoTesol, CamTESOL, and JALT. He is primarily interested in exploring avenues for developing students' self-study skills, and classroom hybridization.

AsiaCALL-05

ENHANCING EFL TEACHERS' CONFIDENCE WITH ZOOM-AIDED LESSON STUDY

LE MINH THU & NGUYEN BUU HUAN

Can Tho University

Abstract

This research presents a case study of six Vietnamese teachers of English at a university in the Mekong Delta working in a Zoom-aided lesson study group that prepared them for teacher development in teaching English as a foreign language. Qualitative data from interviews, reflective writing, and observation were analyzed using thematic analysis. By conducting lesson study and using Zoom for discussions, the teachers indicated they were fully aware of the important roles of lesson study in their professional development strategies. They declaimed lesson study, involving a small group of teachers collaboratively designing, teaching, and refining a single lesson could provide a platform for mutual learning, collaboratively designing more effective lesson plans that focus on learning goals and rendering timid teachers more confident in having their teaching observed by colleagues. As a result, they improved their self-efficacy in instructional strategies, classroom management, and student engagement. However,

some constraints faced by the teachers were identified, which may undermine the benefits of lesson study.

Biodata:



Le Minh Thu – Mr. is currently a Ph.D. candidate conducting his Ph.D. thesis about exploring the perceived effects of lesson study on EFL teachers’ efficacy and their practices. He has been an EFL lecturer at the Center for Foreign Languages at Can Tho University for more than a decade. During his teaching career, he has been interested in researching English teaching and methodology, cultivating strategies for professional development, and conducting action research to get insight into learners. His research focuses on learning styles, lesson study, and professional learning communities. He has published his work in national journals.

AsiaCALL-06

**UTILIZING COLLABORATIVE VIDEO PROJECTS IN INTERPRETER
TRAINING: ENGLISH-MAJORED STUDENTS’ PERCEPTIONS AND
EXPERIENCES**

PHAM MANH TRI & CAO THI XUAN TU

Van Lang University

Abstract

This research presents a case study of six Vietnamese teachers of English at a university in the Mekong Delta working in a Zoom-aided lesson study group that prepared them for teacher development in teaching English as a foreign language. Qualitative data from interviews, reflective writing, and observation were analyzed using thematic analysis. By conducting lesson study and using Zoom for discussions, the teachers indicated they were fully aware of the important roles of lesson study in their professional development strategies. They declaimed

lesson study, involving a small group of teachers collaboratively designing, teaching, and refining a single lesson could provide a platform for mutual learning, collaboratively designing more effective lesson plans that focus on learning goals and rendering timid teachers more confident in having their teaching observed by colleagues. As a result, they improved their self-efficacy in instructional strategies, classroom management, and student engagement. However, some constraints faced by the teachers were identified, which may undermine the benefits of lesson study.

Biodata:



Mr. Pham Manh Tri - Faculty of Foreign Languages, Van Lang University. Pham Manh Tri received his bachelor's degree in English Language from Van Lang University and is currently pursuing a Master's degree at the same institution. He works as an English teacher for children, teenagers, and adults and a Vietnamese teacher for English speakers. He has presented his research papers at numerous international conferences and published several articles in international peer-reviewed journals. Additionally, he serves as a peer reviewer for an international journal. His research interests include online education, language skills, TESOL, interpreter training, and technology integration in language education.



Ms. Cao Thi Xuan Tu - Faculty of Foreign Languages, Van Lang University. Cao Thi Xuan Tu works as a lecturer at the Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam. She has taught English for more than eight years and has experience in teaching English to a variety of learners ranging from young learners to undergraduate students. She evaluates and designs teaching materials and courses for English-majored students, such as Phonetics and Phonology, Writing, Listening, and Interpretation. She is also a reviewer of the International Journal of TESOL & Education. She is implementing studies on Task-based Language Teaching (TBLT), computer-mediated tasks, and collaborative writing.

AsiaCALL-07

USING CHATGPT FOR ENHANCING ENGLISH LISTENING SKILLS

DOAN QUOC VINH & LUU THI MAI VY

HCMC University of Economics and Finance

Abstract

The integration of technology has become significantly important in the field of EFL. ChatGPT, an AI chatbot developed by OpenAI, has garnered prominence among EFL learners due to its impressive ability to understand and interpret human textual language across various disciplines. It can generate diverse types of text, summarize and analyze written input, and provide quick translations, rendering it a valuable tool for language learners. However, despite acknowledging the benefits of ChatGPT for general language learning within the EFL field, there has been limited discussion about its impact on listening comprehension. Given the multifaceted influence of listening on language acquisition, leveraging the benefits of ChatGPT to assist EFL learners in enhancing their listening skills is imperative. Therefore, the aim of this paper is to explore the advantages of ChatGPT in second language learning, particularly in developing listening skills in a self-regulated learning environment based on a review of related literature. The paper also proposes implications for future pedagogical approaches in technology-enhanced language learning settings.

Biodata:



Doan Quoc Vinh - Master's student at HCMC University of Economics and Finance (UEF)



Luu Thi Mai Vy - Lecturer at HCMC University of Economics and Finance (UEF)

AsiaCALL-09

**THE UTILIZATION OF CHAT-GPT 3.5 FOR VOCABULARY
LEARNING: A STUDY ON STUDENTS' ATTITUDES**

LUU DANG KIM CUC & BUI DIEM BICH HUYEN

International University - Vietnam National University Ho Chi Minh City

Abstract

Vocabulary plays a fundamental role in language acquisition and communication; however, learning vocabulary effectively can be challenging due to learners' diverse needs and learning styles, as well as lack of motivation. With the emergence of artificial intelligence (AI), numerous opportunities exist to leverage technology in language instruction, including vocabulary learning. This research explores students' attitudes towards using Chat-GPT 3.5 to improve vocabulary acquisition beyond the classroom. The study employed a mixed-methods approach, administering a survey with Likert-scale and open-ended questions based on the Technology Acceptance Model to 60 intermediate-level freshmen in university academic classes. Results from the Likert-scale section indicate the potential for learners to use Chat-GPT 3.5 for self-directed vocabulary learning after class. Findings in the open-ended parts reveal that Chat-GPT 3.5 can provide significant support to learners in terms of learning vocabulary for both meanings and usage in the relevant contexts if they can have enough guidance and scaffolding from teachers or peers. Therefore, it is crucial to raise awareness about organizing relevant training

for English teachers on technological knowledge, especially on how to use Chat-GPT, and ensuring sufficient scaffolding for learners. This approach will help guide learners on the right path to independent vocabulary learning.

Biodata:

Corresponding Author: Bui Diem Bich Huyen



I am currently a full-time lecturer at School of Languages, International University. My main responsibilities involve teaching intensive and academic English for IU freshmen as well as TESOL courses for English Linguistics students. My research interests include teaching methodologies, skills development, technology enhances language learning, peer and self-assessment, autonomy development and peer & self-assessment.



First Author: Luu Dang Kim Cuc

I recently completed my undergraduate studies in English Linguistics & Literature at International University. Currently, I work as a young-learner teacher at an English center. I have a passion for research and my academic pursuits recently concentrate on technology enhances language learning.

AsiaCALL-10

**USING COMPUTER-ASSISTED LANGUAGE LEARNING TO IMPROVE
INTERPRETATION SKILLS FOR FOURTH-YEAR ENGLISH MAJORS
AT HANOI OPEN UNIVERSITY**

**NGUYEN THI KIM CHI, LE PHUONG THAO, NGUYEN THI THU HUONG,
NGUYEN THI MAI HUONG**

Hanoi Open University

Abstract

The purpose of the study is to investigate the fourth-year English majors' perceptions of using computer-assisted language learning and their practices in learning interpretation skills at the Faculty of English, Hanoi Open University. A questionnaire survey was employed to gather data for the study. The structured questionnaire was administered to 226 participants from class K27. The survey results from the quantitative research revealed that almost all students were aware of the roles of computer-assisted language learning. The findings also showed the problems faced by fourth-year students in learning interpretation skills. These challenges were mostly characterized by fear of making mistakes, linguistic proficiency, a lack of cultural background, a lack of interpreting abilities, and other factors. In addition, the results indicated that using computer-assisted language learning would bring several benefits to improve interpretation skills. Qualitative research from interviews with teachers has also been utilized to determine the most effective teaching technique. As a result, some strategies were provided to help the students achieve their learning outcomes of the interpretation module and improve their learner autonomy.

Biodata:



Thi Kim Chi Nguyen is a lecturer at the Faculty of English, Hanoi Open University, Vietnam. She has been teaching English communicative skills, presentation skills and translation skills for more than 20 years and she is interested in finding out the effective suggestions on online language learning via computer technology and especially exploring artificial intelligence for language learning.



Phuong Thao Le has been working as a lecturer at the Faculty of English, Hanoi Open University, Vietnam for more than 20 years. Her research interests are investigating second language acquisition which focuses on how individuals learn a second language and practical applications of linguistic research to real-world issues such as language teaching, language assessment, and language in professional contexts.



Huong Nguyen Thi Thu has been teaching English at Hanoi Open University in Vietnam for over 25 years. Her research interests cover translation theory and practice, contrastive analysis in linguistics and factors affecting second language acquisition. She also has great concern about the use of technology in class as an active teaching strategy.

AsiaCALL-11

PRACTICAL TEACHING STRATEGIES TO SAVE THE LMS - A CASE STUDY FROM AN ENGLISH LANGUAGE CENTER IN VIETNAM

DUY KHANG NGUYEN¹ & NGOC CHAU PHAM²

¹VUS - The English Center

²Swinburne Vietnam - Alliance Program with FPT

Abstract

Learning management systems (LMS) have been rolled out at top-notch English language centers in Vietnam since the Covid-19 breakdown and become marketing competitiveness. At a leading English language center in Ho Chi Minh City, the LMS has been deployed for years with the aim of providing their learners with more streamlined learning experience for efficient English language acquisition. Such objectives are guaranteed by not only the effective design of the LMS but teachers' pedagogical approaches that underscore the importance of the LMS in the language learning process. However, the center's recent LMS report displays analytics that confirms undesired access rate, thus might undermine the center's huge investment in launching and further developing the LMS. To determine room for improvement, the LMS design was reviewed and teacher's pedagogical strategies to use the LMS for effective learning and teaching practice were surveyed through a questionnaire. This study first determines room for improving the LMS design such as fostering more communication and collaboration and allowing students and staff to access appropriate data. Secondly, it is found that students' LMS access rate for learning correlates with teacher competence in employing strategies to motivate, guide, and support their learners in accessing the LMS.

Biodata:



First author: DUY-KHANG NGUYEN is a full-time teacher at VUS, an English language center in Vietnam. He graduated from Hoa Sen University with a Bachelor's Degree in English Language Study. His research interests include the effectiveness of the learning management system (LMS), learners' autonomy, and the perceptions of teachers about the LMS.



Co-author: NGOC-CHAU PHAM is a full-time faculty member of the Department of Media & Communication at Swinburne Vietnam, an Alliance Program with FPT Education. He holds a Master's Degree in TESOL from the University of Melbourne, Australia. His research interests include curriculum development, quality assurance, blended learning, and teacher training.

AsiaCALL-15

AI-POWERED TOOLS IN LESSON PLANNING PROCESS: VOICES FROM EFL NOVICE TEACHERS

HOANG NGOC QUYNH NHU, NGUYEN TRUONG SA, DOAN MINH HUE, VO NHAT SINH

Industrial University of Ho Chi Minh City

Abstract

It is undeniable that novice teachers, lack of experience and guidance, undergo a crisis of investing most of their time in designing lesson plans. However, in the present day, with the assistance of Artificial Technology (AI)'s applications they can optimize their lesson planning process, hence reducing their workload. These AI-powered tools only serve as a premise, every teacher then harness the power in their own ways. As such, the impetus of this study is to unpack how IUH's lecturers are leveraging these tools to create lesson plans. A set of data was collected through a questionnaire designed to seek for aptitude and readiness in incorporating AI to

prepare lesson plans from fifty novice teachers. Furthermore, interviews focused on their lesson plans will also be conducted to assess whether the outcome is satisfying. The obtained result showcases an array of noteworthy methods applied to revolutionize lesson planning process as well as struggles in selecting and familiarizing with the right AI tools. This paper hopes to shed a fascinating light on transformative applications of AI, their significant potential and drawbacks, the result being, enhancing the quality of education in an ever-changing world.

Keywords: AI-power tools, lesson planning, novice teachers, ...

Biodata: -



Dr. Nguyen Truong Sa is working as a lecturer for undergraduate and graduate English Applied Linguistics Program in Industrial University of Ho Chi Minh City. He got his Doctorate in Language Education from Leicester University in 2013. His favorite research topics are language learning motivation and belief, language teacher education, quality assurance in language teaching, and mobile assisted language learning.

- Doan Minh Hue is working as a lecturer for graduate English Applied Linguistics Program in Industrial University of Ho Chi Minh City for ten years. Her favorite research topics are language teacher education and mobile assisted language teaching and learning.

- Hoang Ngoc Quynh Nhu, 1-year experience of teaching English communication for kids and teenagers, 2-year experience of teaching tertiary students at Industrial university of Ho chi minh city. Favorite research topics are: pedagogical strategies, language assessment, collaborative learning, technology for teacher education.

AsiaCALL-16

**AI AND NATIVE SPEAKER INTERACTION FOR ENHANCING
LANGUAGE PROFICIENCY AND CROSS-CULTURAL INTELLIGENCE**

HIROYUKI OBARI

Globiz Professional University

Abstract

This study examines the integration of AI and human interaction to enhance language proficiency and develop cross-cultural intelligence (CQ) in 16 graduate students participating in a 14-week program. The program, led by an American professor, focused on teaching CQ, global leadership, and worldview development, with an emphasis on 1-to-1 interactions. Students engaged in 8 weeks of small-group discussions (1 vs. 1) with 13 native English speakers, providing real-world conversational practice while broadening their global perspectives.

To assess language progress, the Progos Speaking Test was administered both pre- and post-program, while Scribo Writing Software was used to monitor writing improvements. The program integrated AI tools like ChatGPT to offer iterative speaking and writing practice, allowing students to refine their language skills. However, the 1-to-1 interactions with native speakers played a crucial role in improving students' real-time communication skills and CQ, as they adapted to different perspectives and developed deeper intercultural understanding.

Results showed notable improvements in Fluency and Range, with average gains of +1.31 points and +1.25 points, respectively. The AI tools were instrumental in developing expressive fluency, while the human interaction fostered growth in conversational confidence and adaptability. Students also reported changes in their worldviews, influenced by the diverse perspectives encountered during the native speaker interactions. Additionally, CQ saw significant improvement through consistent engagement with native speakers, helping students develop the skills necessary for global leadership.

In conclusion, the integration of AI and human interaction was found to be effective in enhancing both language proficiency and cross-cultural competence. The combination of AI for practice and native speaker interaction for real-time application provided a balanced approach, fostering deeper communication skills and global awareness. **Biodata:** OBARI Hiroyuki is a professor at Globiz Professional University and holds the **Title** of Professor Emeritus at Aoyama Gakuin University. Additionally, he is a part-time lecturer at the Tokyo Institute of Technology graduate school. He is a visiting researcher at the National Institute of Advanced Industrial Science and Technology (AIST). He received his M.A. from Columbia University and his Ph.D. from the University of Tsukuba (Computer Science). He was a visiting researcher at the University of Oxford (1998–1999, 2018–2020). He specializes in CALL, TESOL, Worldview Studies, and EdTech. <https://researchmap.jp/read0044220>

AsiaCALL-17

COMPLAINING FROM THE ANGLE OF A FACE-THREATENING ACT

LE HUU LOC

Quy Nhon University

Abstract

This paper aims to review complaining as a speech act that is inherently face-threatening. First, an overview of various ways of interpreting the act of complaining is provided. Then, the common division of complaints into direct and indirect ones is introduced, supplemented by the third type of hybrid complaints. Next, the author continues to elaborate on complaining in terms of a speech act that is highly threatening to the interactants' face. As a result, the complaining realizing strategies are discussed according to the degree of directness. The final section of the paper is devoted to surveying previous studies on the act of complaining, pointing out the research gaps to be filled.

Biodata:



Loc is currently a lecturer of English in the Department of Foreign Languages, at Quy Nhon University, Vietnam. He has taught university courses in English language skills (separate and integrated skills) and English linguistic theory, including English Phonetics and Phonology, and English Semantics. His research interests cover Cross-Cultural Pragmatics, Linguistic Politeness Theory, Appraisal Theory (Language of Evaluation), and Teaching and Learning English as a Foreign Language. He has also been passionate about studying the Vietnamese language and culture to pinpoint the similarities and discrepancies between Vietnamese and other languages, including English, Chinese, and French.

AsiaCALL-18

**STUDENTS' PERCEPTIONS ABOUT THE EFFECT OF BLENDED
LEARNING ON THEIR LEARNING AUTONOMY**

PHAN THINGOC LE

VNU University of Languages and International Studies, Vietnam National University

Abstract

Learning autonomy is a critical skill that has a significant impact on students' success or failure both in the classroom and in their pursuit of lifelong learning. Today, learning autonomy is simpler than ever due to the rapid advancement of information technology. From these perspectives, the purpose of this study is to investigate students' perceptions about the effect of blended learning (combining traditional teaching and online teaching) on their learning autonomy. With the participation of 120 students, the study combined both quantitative and qualitative methods through questionnaires and interviews. The results show that blended learning had the largest impact on learners' motivation, self-assessment, and acquiring teachers' requirements. Besides, the research also revealed some elements of blended learning that have

not really enhanced learner autonomy such as establishing study goals, and implementing learning strategy. I hope this study can provide teachers with an overview of blended learning model, and offer some suggestions to improve the effectiveness of this model when applied to teaching in Vietnam universities.

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.

AsiaCALL-20

THE POSITION OF ADVERBIALS OF TIME IN DISCOURSES WITH CONCEPTUAL METAPHOR THEORY

PHAN THANH TAM

University of Social Sciences and Humanities

Abstract

This article, applying Lakoff and Johnson's (1980) Conceptual Metaphor Theory with bodily experiences to conceptualize metaphorical expressions from discourses onto the source domain and map those onto the target domain, and Lakoff and Johnson's (1999) Time Metaphor Theory with languages which have "tenses" and those that are "tenseless", examines the difference in the position of adverbials of time in the syntactic structure of the sentence through conceptual metaphor mappings to discover the root of the difference. Analyzing the conceptualization process with conceptual metaphor mappings, the article finds that with S-time languages, in which the time-event relationship is established, when no appropriate "time marker" to be established at the beginning of the sentence, the process of conceptualizing time will be broken when no concept is perceived from the lexical or syntactic constructional levels of the sentence

onto the source domain and time-information recipients have no appropriate “time marker” to establish a relationship with the events mentioned and, thus, the discourse becomes nonsense.

Keywords: time cognition; time positioning; adverbs of time; range topic of time; conceptual metaphors

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-Research orientations: Linguistics, Vietnamese Studies

AsiaCALL-21

**THEMATIC PROGRESSION IN ARGUMENTATIVE ESSAYS BY
SECOND YEAR ENGLISH-MAJORED STUDENTS AT A UNIVERSITY
IN VIETNAM**

PHAM PHUC THANH

Hanoi University of Industry

Abstract

Text coherence remains a challenge for both teachers and students in an ESL/EFL writing course. However, thematic progression can help teachers and students understand how coherence is manifested in students' essays, because coherence is closely linked with thematic progression (Danes, 1974). In the article, the theory of thematic progression proposed by Danes (1974) is employed to analyze the students' texts. The results aim to contribute as a reference for teaching academic writing to English-majored students at tertiary level in Vietnam.

Keywords. Thematic progression, argumentative essays, English-majored students

Biodata: I have a Master's degree in English Language Teacher Education. With over four years of experience in teaching English, I have demonstrated a strong passion for language instruction and a commitment to fostering a dynamic learning environment. My research interests include English language teaching methodology, assessment and phonetics.

AsiaCALL-22

EMPOWERING INSTRUCTORS: INTEGRATING TPACK FOR QUALITY ASSURANCE IN TEACHING GENERAL ENGLISH AT HIGHER EDUCATION INSTITUTIONS

**QUACH THI TO NU^{1,2*}, LE VAN CAN¹, NGUYEN THI VIET¹, PHAM PHONG PHU¹,
DINH THI HOA¹, NGUYEN THI THANH XUAN¹**

¹Industrial University of Ho Chi Minh City

²Ho Chi Minh City University of Social Sciences and Humanities

Abstract

This paper explored the integration of Technological Pedagogical Content Knowledge (TPACK) as a means to enhance the quality assurance of General English instruction in higher education settings. Despite the recognized significance of TPACK for ESL teachers, scant research exists

on its application specifically in ensuring the quality of General English teaching. Conducted within the context of a public university, the study focused on the division of General English comprising 45 lecturers. Data collection involved both quantitative and qualitative approaches, utilizing a questionnaire adapted from Schmidt et al. (2009). Findings revealed that most lecturers assessed their TPACK proficiency to be relatively high (mean = 3.35), with lessons characterized by dynamic integration of technology into English instruction. Recommendations withdrawn from the findings included fostering peer observation to facilitate knowledge sharing among lecturers proficient in TPACK, organizing internal workshops to update TPACK competencies, participating in external workshops on AI applications in TESOL, and attending diverse TESOL conferences to enhance pedagogical skills. Moreover, it is suggested that TPACK competencies be integrated into teacher evaluation criteria, particularly within observation strategies, to further incentivize and recognize effective instructional practices. These efforts promise to assure General English teaching quality in the technology era.

Biodata:



Author 1: She is a lecturer at Industrial University of Ho Chi Minh City and a PhD student at VNU-HCMUSSH, Vietnam. Experienced in teaching English to diverse students, her research focuses on quality assurance in education and language teaching. She actively contributes to academia through writing, presenting workshops, and peer editing.

Author 2: He is a lecturer at the Industrial University of Ho Chi Minh City. His responsibilities include teaching in the English Language Bachelor program and General English to non-English major students, and guiding students in writing graduation theses. His research interests encompass English teaching skills and technology in language education.

Author 3: With over 25 years of experience, she specializes in teaching General English. Her research pursuits revolve around English teaching methodologies and the application of educational technology tools.

Author 4: He serves as a lecturer at the Industrial University of Ho Chi Minh City, instructing in the English Language Bachelor program and offering IELTS courses to the public.

Additionally, he works as an examiner for Cambridge and VSTEP exams. His research focuses on English teaching methodologies.

Author 5: As a senior faculty member at the Industrial University of Ho Chi Minh City, she brings 19 years of experience in teaching General English. Her research focuses on English teaching skills, curriculum development, and language education for young learners.

Author 6: As a senior faculty member at the Industrial University of Ho Chi Minh City, she boasts 19 years of teaching experience in General English. Her research encompasses English teaching skills, pedagogy, curriculum development, and the application of Edtech tools for pre-service students.

AsiaCALL-24

EFFECTS OF COGNITIVE READING STRATEGY TRAINING ON READING PERFORMANCE OF NON-ENGLISH MAJOR STUDENTS: A CASE AT UNIVERSITY OF SAI GON

NGUYEN QUANG MINH TRIET & NGUYEN THI THANH THUY

Saigon University

Abstract

Reading is a significant important verbal skill that learners need to be achieved so that they can explore knowledge thoroughly. However, reading nervousness is a common issue in process of learning English for many students, especially for non-Englishmajor students, which prevents them from acquiring foreign language effectively. For years, various conducted research has pointed out the effectiveness of using cognitive reading strategies and the reading strategy instruction to improve students'performance in class. The present study then sets out to shed light on the effects of cognitive reading strategy training on non-English-major students' reading

performance in a university in Vietnam. Also, this study aims to find out students' perception about the training for using cognitive reading strategies after a short period of training.

Biodata: I am teaching at the Foreign Languages Department of Saigon University. I have been teaching general and specialized English for undergraduate classes and at the same time teaching Master's classes as well as guiding graduation theses and Master's students. Language research is one of my favorite fields.

AsiaCALL-26

ENHANCE INTERACTIVITY FOR TEACHING VIETNAMESE LANGUAGE LISTENING TO FOREIGNERS

PHUONG NGUYEN HOANG

University of Social Sciences and Humanities, Vietnam National University

Abstract

Language activities in real life are mostly interactive. This has been proven in many scientific works by researchers around the world. Test sets to assess foreign language proficiency around the world have also paid a lot of attention to assessing learners' ability to interact in each language practical skill because interaction is the essential basis of second language acquisition. A corpus alone is not enough for the development of language skills (Vygotsky, 1987; Artigal, 1992; Lantolf and Thorne, 2006; Swain, 2000; Gass, Behney and Plonsky, 2013). Researches on interactive learning have also shown that learners who participate in interactive groups tend to have higher academic scores, better social skills, are more open-minded, and often have a better grasp of the materials and subject matters. topics to be studied. In issues related to teaching and learning of Vietnamese language listening for foreigners, interactive factors have not been paid explicit attention and are mostly left to teachers to perceive the importance. and arbitrarily design their own teaching activities. Therefore, in this research, we reassess the interactive

elements of current materials for teaching and assessing Vietnamese language listening skills for foreigners and at the same time propose some possibilities to enhance the interactivity for the activities of teaching Vietnamese language listening to foreigners.

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.

AsiaCALL-27

**AN INVESTIGATION INTO THIRD-YEAR STUDENTS' PERCEPTIONS
OF THE FIRST ENGLISH TEACHING PRACTICE**

TRAN KIEU MY AN

Industrial University of Ho Chi Minh City

Abstract

Language teaching methodology, which involves a dynamic interplay between teacher-led activities and learner engagement, serves as the framework through which teachers and learners collaborate to acquire knowledge, skills, and critical thinking abilities. Nonetheless, during teaching practice sessions, a lot of students run into a variety of difficulties. In order to solve this problem, this study looks into the perceptions of junior English majors while taking the first teaching practice in language teaching methodology classes. The goal of the study is to pinpoint these issues and provide workable fixes to improve instruction. A combination of quantitative and qualitative methodology, such as close-ended and open-ended questionnaires, was used to collect data from 150 junior English students. The results show that during class, students face difficulties resulting from both internal and external sources. As a result, the study provides

useful advice to assist students in overcoming these challenges and enhancing their teaching skills now and in the future.

Biodata:



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

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

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

AsiaCALL-29

**AN INVESTIGATION ON THE APPLICATION OF WORDWALL TO
PROMOTE LEARNER AUTONOMY IN EFL CLASSES AT A
UNIVERSITY**

NGUYEN THI LAM

People's Security University

Abstract

The use of game-based learning platforms has significantly contributed to learners' improvements in autonomous learning. This mixed methods research aimed to investigate how Wordwall, one of the game-based learning platforms, promoted learner autonomy in EFL classes. To serve the research purposes, the study conducted a two-month experimental teaching, class observations, a questionnaire and semi-structured interviews. The findings indicated that students showed their dynamic engagement, motivation and responsibility during their learning process. Moreover, students expressed their purposeful selection of learning content and learning templates aligned with their ability and preference, resulting in better learning outcomes. Most of them shared their positive and in-depth perceptions toward the use of Wordwall. However, the students still showed that some limitations of templates in the free learning platform and teachers' immediate feedback cause certain hindrances to interact with this platform. Therefore, some pedagogical implications were highly recommended to help students mitigate some barriers and drawbacks, thereby optimizing the effectiveness of using Wordwall in EFL classes.

Key words: learner autonomy; perceptions; Wordwall.

Biodata: Thi Lam NGUYEN has been working as a lecturer of English language at People's Security University, Vietnam for 10 years. She achieved a Master in TESOL at University of Social Sciences and Humanities - HCMC National University. She has revealed a strong passion for scientific research in the fields of learning skills, mobile-assisted language learning, Game-Based Language Learning and AI, and learner autonomy.



MOBILE-ASSISTED LANGUAGE LEARNING (MALL) IN EFL SOPHOMORES' AUTONOMOUS LEARNING

NGUYEN THI DIEM THI

Industrial University of Ho Chi Minh City

Abstract

Mobile-assisted language learning (MALL), a subset of mobile and computer-assisted language learning, has been increasingly popular with its benefits in creating more learning opportunities, increasing motivation, minimizing anxiety and promoting learning autonomy. Studies have been conducted on the use MALL in improving English proficiency and knowledge. However, in the context of a university post-pandemic situation with great technological advancements, in which learning autonomy is very emphasized, this study was conducted to investigate the students' engagement and perception of using MALL to specifically find out the current use of mobile affordances in developing students' English proficiency and their evaluation of such application. The findings of the study have contributed to the theoretical literature and raised more awareness on the necessity of including modern technological factors in English language learning and teaching. Quantitative data were collected from 150 sophomore English majors at a Vietnam university through a questionnaire. The results show that most students use mobile resources with their mobile phones to take advantage of such applications as Duolingo, Cakes and Elsa Speak and YouTube website. Students mainly aim at improving vocabulary and listening skills, spending quite a sufficient time on MALL because of such benefits as easy accessibility, wide availability and free of charge. Although there are drawbacks of MALL, the benefits have far outweighed them. Therefore, MALL has been positively perceived by the students for their usefulness. Educators should include more MALL activities in teacher-led and self-study learning of their students.

Biodata: The author Thi Nguyen has been lecturing at IUH, Vietnam for 14 years on courses related to English pronunciation, speaking skill, and teaching methodology. Currently, she is conducting her PhD study at Hue University, and her research interests are on mobile-assisted/ technology-assisted language learning, autonomous and self-directed/ self-regulated learning.

AsiaCALL-31

**A STUDY INTO HOW ENGLISH MAJOR STUDENTS
UNDERSTAND INTERCULTURAL COMMUNICATION IN LANGUAGE
LEARNING**

NGUYEN THI HA

Sai Gon University

Abstract

Language and culture are strongly interconnected, and their absence can lead to misunderstandings in communication. Understanding the importance of integrating English language learning with culture is crucial for effective communication. Despite the recognized importance of language and culture integration in communication, there is a gap in understanding whether Sai Gon University students realize the significance of this integration. The aim of this study was to determine whether Sai Gon University students recognize the importance of incorporating English language learning into culture learning simultaneously. The participants of the study were intentionally selected, particularly focusing on third-year and fourth-year students. Questionnaires were given to 100 EFL learners at Sai Gon University. The findings show that the majority of the students perceived it as extremely problematic to learn the English language when they were apart from the English culture. Thus, it is vitally important for them to be immersed in English culture while acquiring the English language. In order to learn English efficiently, ESL learners should enroll in courses specializing in "culture learning" or read books regarding "culture."

Biodata: Nguyen Thi Ha, a university lecturer with 14 years of experience, is deeply passionate about language and research. Her academic focus includes translanguaging, globalization, and English language studies. Committed to student autonomy, she creates dynamic learning environments and contributes to the academic community through research and teaching.

AsiaCALL-32

**ON THE DEVELOPMENT OF MEDICAL ENGLISH ESP LEARNING
MODEL USING VR SPACE IN COLLABORATION WITH FINLAND**

IWAO YAMASHITA¹ & KARI VEHMASKOSKI²

¹Juntendon University, Faculty of health Science and Nursing

²Jamk University of Applied Sciences

Abstract

Since its inception in 2017, our research initiative at Jamk University of Applied Sciences in Finland has aimed to create an interactive learning environment for nursing students. By integrating Zoom, we've connected students with international faculty and peers, enhancing global communication and English proficiency. However, traditional web conferencing tools have limited interactive engagement. To address this, we're exploring 3D virtual spaces. We're using "CORE" on the AVR Japan platform to host English Communication II courses in collaboration with Jamk's Nursing Department. Themes include aging and related topics like robotics in elderly care, dietary habits, and community health initiatives. This approach fosters deeper student engagement and discourse.

Biodata: Iwao Yamashita

Academic History

In 1981: graduated from Tokyo University of Foreign Studies (BA in Linguistics)

In 1991: completed MA in TESL/TEFL at University of Birmingham in UK (MA in TESL/TEFL)

Teaching Experience

from 1981 to 2006: Secondary school English teacher in Shizuoka Prefecture

from 2006 to 2010: Associate Professor of English Language at Chukyo Women's University

from 2010 to 2022: Professor of English Language at Juntendo University

from 2022 to the Present: Specially Appointed Professor of English Language at Juntendo University

AsiaCALL-37

ENGLISH-MAJOR STUDENTS' PERSPECTIVES ON USING AI IN LEGAL TRANSLATION COURSE

NGUYEN HUY KHAI

Ho Chi Minh City University of Foreign Languages and Information Technology

Abstract

This study investigates English-majored students' perspectives on using Artificial Intelligence (AI) translation tools in a legal translation course at Ho Chi Minh City University of Foreign Languages and Information Technology. A mixed-method approach was employed, utilizing a 20-question survey distributed via Google Forms to 98 students. The survey included 15 multiple-choice questions to collect quantitative data on student's attitudes regarding using AI translation tools in their study. Additionally, 5 open-ended questions explored their views on application of AI tools into the translation course of legal documents and their perspectives on the role of human legal translators in the age of AI. The findings revealed AI translation tools improved students' knowledge and skills in translating legal documents and potential areas for improvement in legal translation curriculum design.

Biodata: Mr. Nguyen Huy Khai is an English lecturer at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). He obtained his Master's Degree in TESOL from Australian University of Southern Queensland. His research interests include corpus linguistics, discourse analysis, and interpreting and translation.

AsiaCALL-40

AN INVESTIGATION OF USING CHATGPT TO PERSONALIZE STUDENT'S LEARNING PROCESS IN EFL WRITING CLASSES

NGUYEN HUU NGOC¹ & NGUYEN THI LAM²

¹Nguyen Tat Thanh University

²People's Security University

Abstract

The application of ChatGPT has been considered a powerful tool to facilitate students in simplifying writing tasks. Students have indeed utilized the benefits of ChatGPT to personalize their writing learning process more effectively, leading to the ultimate goal of developing writing capacity. The case study, employing both quantitative and qualitative research aimed to explore how effectively ChatGPT promotes students' personalization in learning writing. To achieve the purpose of the inquiry, the study utilized pre-test and post-test analysis, a questionnaire and document analysis after conducting a two-month experimental teaching period. The findings revealed that students expressed their dynamic engagement and preferences with ChatGPT during their writing learning process. Additionally, students demonstrated their purposeful selection of ideas that suited their writing requirements and level. Furthermore, using ChatGPT assisted them in identifying various writing mistakes in terms of expression and word usage; thereby, students boosted their critical thinking skills in adjusting and revising their writing for improvement. However, the students still pointed out some limitations in using ChatGPT during their learning process, including accessibility issues, initial familiarization with ChatGPT

integration in their learning, the slight overwhelm of ideas and suggestions generated by the tool and gaining prompt feedback from their teachers outside the classroom. Accordingly, some pedagogical implications were highly recommended to help students make full use of the benefits of ChatGPT in learning writing.

Key words: ChatGPT; Learning process; Personalize; Writing.

Biodata:



Huu Ngoc Nguyen has been a lecturer of English language at Nguyen Tat Thanh University, Vietnam for nearly 5 years. He achieved a Master in TESOL at University of Social Sciences and Humanities - HCMC National University. He has expressed his interests in researching various fields, including AI for Language Learning, Computer-Assisted Language Learning, and blended learning.



Thi Lam NGUYEN has been working as a lecturer of English language at People's Security University, Vietnam for 10 years. She achieved a Master in TESOL at University of Social Sciences and Humanities - HCMC National University. She has revealed a strong passion for scientific research in the fields of learning skills, mobile-assisted language learning, Game-Based Language Learning and AI, and learner autonomy.

AsiaCALL-42

TEACHER TALK TIME VS. STUDENT TALK TIME: BALANCING VOICES IN EFL CLASSROOMS

LE THI NGAN VANG & LE THI TIEU PHUONG

Nong Lam University

Abstract

It has been noticed that achieving the right balance between teacher talk time (TTT) and student talk time (STT) in the EFL classroom is crucial for effective language learning. While TTT can

facilitate the introduction of new content, excessive use may limit students' opportunities to practice spoken English. This study explored the actual amount of TTT and STT in ten EFL classes at a public university and then investigated the perceptions of both teachers and students regarding the balance of TTT and STT, focusing on the obstacles that prevent reducing TTT. Data was collected from 364 non-English major students and ten teachers via direct classroom observations, questionnaires, and semi-structured interviews. The findings revealed that despite a general agreement among the teachers on the need to reduce TTT, the amount of TTT still exceeded STT (61.2% versus 38.7%) due to the combination of a series of factors such as teachers' practice in giving instruction and questioning techniques, students' low-level English proficiency, and students' reluctance in communicating in English. Then, some recommendations were given with the hope of improving student engagement and reducing TTT at this research site as well as other institutions with similar contexts.

Keywords: teacher talk time, student talk time, EFL classrooms, student engagement

Biodata: Le Thi Ngan Vang, M.A. in TESOL, has worked for nearly twenty years as a lecturer of English at Nong Lam University where she deals with English Language Teaching on language skills as well as English teaching methodology. Her main interests are in the field of English teaching methodology and teacher education.

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Le Thi Tieu Phuong, M.A. in TESOL, has held a lecturing position at Nong Lam University since 2005. She has taught courses on American Literature, American Studies and English language skills. Her research interests include American literature and culture as well as English teaching methodology.

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AsiaCALL-44

**AN INVESTIGATION INTO THE EFFECT OF USING DUOLINGO TO
ENHANCE STUDENTS' VOCABULARY**

NGUYEN THI QUYEN

Foreign Trade University in Hanoi

Abstract

This study aims to investigate whether the implementation of Duolingo can enhance students' English vocabulary. It focused on students in Hanoi who learn English as a second language. The researcher adopted a mixed method for data collection and analysis. For data collection, a questionnaire was administered to one hundred five (105) Hanoi students, then, the researcher conducted semi-structured interviews with eight (8) students who learned English with Duolingo, selected based on convenience sampling. Concerning data analysis, the computer program Statistical Package for Social Sciences (SPSS) is used to analyze numerical data, and the interview results are used to support the analysis process. Overall, the study results illustrated that Hanoi students have positive attitudes toward using Duolingo to learn vocabulary, indicating that Duolingo can indeed be utilized to enhance students' vocabulary. Despite several advantages such as gamification features and contextual learning, this application has some disadvantages that unsatisfying users' learning process, including the lack of speaking practice and depth in certain vocabulary areas. As a result, the researcher suggests English teachers integrate the Duolingo application into the Teaching-learning process because it makes English learning more enjoyable. Moreover, Duolingo's designers should add more speaking exercises and specialized vocabulary to broaden students' experiences.

Biodata:

Currently, I am a final-year student of the Faculty of Business English at Foreign Trade University in Hanoi, Vietnam. During my time at FTU, I have been equipping myself with lots of valuable knowledge in both business and language, especially English. This is my first time doing research and I chose this topic because I believe it can support my future career as an English teacher.

AsiaCALL-46

**SEMANTIC FEATURES OF SELECTED CULTURAL WORDS IN SOME
EFL COURSEBOOKS**

PHAM THI THANH THUY & HA HONG NGA

Hanoi National University of Education

Abstract.

Cultural words occupy a comparatively large number among the vocabulary in EFL coursebooks. Semantic features of these special words have been recently concerned by linguistic researchers. The study aims at investigating the features of selected cultural words found in some EFL coursebooks for English-majored students. Research results revealed that some words possessed one cultural meaning; several others had different meanings for varied circumstances; the rest couldn't be directly translated into the target language as for their typical meaning in the source language. By the end of the research, pedagogical implications are going to be proposed in language teaching and learning.



Keywords: cultural words, EFL coursebooks, meaning, pedagogical implications

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 57th RELC International Conference 2023 in Singapore 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!”

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Ha Hong Nga, MA used to be the Vice-Dean of English Faculty, Hanoi National University of Education. She has worked as a teacher-trainer in English teaching since she graduated from Hanoi University – Viet Nam in 1990. Her major interests include linguistics, 4 skills of English, ESP, English teaching and studying methodology. She has attended many training courses and conferences in Viet Nam and overseas.

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AsiaCALL-48

**RE-DEFINING THE BOTTOM LEVELS OF A RUBRIC TO
DISCOURAGE INAPPROPRIATE AI USE IN ACADEMIC WRITING BY
INVERTING THE CONCEPT OF A MINIMALLY QUALIFIED
CANDIDATE**

MARK CARVER

University of St Andrews

Abstract

In 2024, I ran a series of consensus-forming 'Nominal Group Technique' workshops in the UK and China to identify and classify lecturers' concerns about AI use in academic writing. This led to recommendations for writing rubrics that would avoid the question of detecting AI, and rather help explain to students where the quality of their work is undermined by inappropriate AI use



(Carver, 2024). To complement this work, I have conducted further focus groups to develop rubrics for postgraduate level work which focus on the highest levels of work that can be achieved through effective AI-assisted research. By synthesising these insights from a range of lecturers and researchers, I hope to more clearly articulate what high-level post-graduate work might look like in a future where AI can be used to support

research, while keeping open the flexibility to still reward students who produce excellent work without AI. The talk is especially aimed at anyone responsible for assessing masters and doctoral students, but should also be useful to those working on pre-sessional or in-sessional support at universities.

Biodata:

Mark Carver is the Director of Postgraduate Research at the University of St Andrews, UK, where he runs the professional doctorate in TESOL. He supervises and examines doctoral students in the areas of assessment, professional learning, and programme evaluation.

AsiaCALL-49

**UNDERGRADUATE STUDENTS' PERSPECTIVES ON THE IMPACT OF
OVERSEAS STUDY TRIPS ON THEIR AWARENESS OF
INTERCULTURAL COMMUNICATION**

LUU BICH NGOC

University of Warwick - UK, Can Tho University

Abstract

Intercultural communication competence is a crucial element that students should obtain to enhance their employability in the global market. The fundamental way to improve competence is through practice. However, undergraduate students in the Mekong River Delta do not often have opportunities to practice communication in intercultural or international contexts to enhance their intercultural communication awareness. This study investigates the perspectives of students majoring in foreign languages on the impact of overseas study trips organised by their university on their awareness of intercultural communication. The investigation is conducted through questionnaires on the foreign language major students who have participated in outbound study trips in the last two years after the COVID-19 pandemic. The result of the study provides the perspectives of students in the Mekong River Delta on overseas study trips regarding enhancing their awareness of intercultural communication. It can be used as a reference for developing and improving the quality of overseas student exchange activities for undergraduate students to meet their needs and the objective of the international integration of Vietnamese MOET.

Biodata: Ngoc Luu is a lecturer at the School of Foreign Languages, Can Tho University. She has taught various modules, including intercultural communication, cultures of English-speaking countries, and courses in English skills. She is currently a PhD student at the University of Warwick, UK. Her main research interests are intercultural communication, internationalisation in higher education, and applied linguistics.

**TRANSITIONING TO UNIVERSITY: THE ROLE OF EMOTION
REGULATIONS AND IDENTITIES IN ENGLISH LANGUAGE
LEARNING**

LE THANH HA

Foreign Trade University

Abstract

Research has shown that diverse factors contribute to the shaping of learner identity, encompassing from macro and micro contexts to temporal context change and personal factors. Emotions, in particular, emerge as a pivotal informational source in the cultivation of an individual's perception of oneself. Our study is contextualized in the emotion-packed transition from rural high schools to a major urban university of language learners. This can be even more intense as participants engaged in English as Medium Instruction (EMI) settings. This study, therefore, seeks understanding of processes of L2-related identity construction and how emotions are mediated in that formation process. Seven students participated in interviews designed to understand their past, present and future dimensions of English learning experiences and how these dimensions are intertwined through the process of narrative construction in participants' retrospective reflection of their learning experiences and emotions. We demonstrate that it is not their proficiency in English that plays the pivotal role in shaping EFL personal orientations to English and their identity as English learners, but their emotions, social and environmental affordances, and individuals' agency. On the other hand, language users and successful multilingual learners construct and negotiate between achievement emotions, micro-social practices, and future goals. The study also provides insights to the understanding of the interplay between learner's identity and emotion and calls for social-emotional teaching and learning across educational levels.

Biodata:



Thanh Ha, Le is currently working at Foreign Trade University in Vietnam, Hochiminh Campus. She completed her Master of Education in University of Hull, UK. Ha is now a PhD Candidate at Hanoi University of Languages and International studies, Vietnam (VNU). Her research interest includes teacher professional development, language and identity, and student engagement.

AsiaCALL-51

**UTILIZING ARTIFICIAL INTELLIGENCE IN WRITING FEEDBACK:
EXPLORING POTENTIAL AND CHALLENGES FOR FIRST-YEAR
STUDENTS AT HANOI UNIVERSITY OF INDUSTRY**

DUONG THI KIM HUE & LE THI THU HUONG

Hanoi University of Industry

Abstract

This article explores the integration of artificial intelligence (AI) technology into the process of providing writing feedback for first-year students at Hanoi University of Industry. With the increasing demand for personalized and efficient learning experiences, AI presents a promising solution for enhancing writing skills. The article explores the opportunities offered by AI in improving feedback quality, timeliness, and scalability. It investigates various AI-powered tools and platforms tailored to address the specific needs of novice writers, considering their effectiveness in fostering skill development and academic growth. Additionally, the article discusses the considerations and challenges associated with implementing AI-driven feedback systems in the educational context, including issues related to data privacy, algorithmic bias, and technological accessibility. Drawing on insights from pedagogical research and practical experiences, this article offers recommendations for educators and administrators seeking to use AI technology effectively in supporting writing instruction for first-year students. By critically

examining both the potential benefits and limitations of AI in this context, this article contributes to the ongoing discussion surrounding the intersection of technology and education, particularly in the realm of writing pedagogy.

Biodata:



Le Thi Thu Huong is currently a lecturer at Faculty of English Language, School of Languages and Tourism, Hanoi University of Industry, Vietnam. She has been teaching English for adult learners for more than 20 years now. She has actively engaged in designing and developing EOP curriculum and materials especially in the areas of Business as well as Tourism and Hospitality. She received her MA degree in English Language Teaching from University of Languages and International Studies, Vietnam National University in 2006. Her research interests include English teaching methodology, English for Occupational Purposes and curriculum design and development.



Duong Thi Kim Hue is now working as a lecturer at Faculty of English Language, School of Languages and Tourism, Hanoi University of Industry. She fulfilled the requirements of Victoria University and admitted to the Master of Teaching English to Speakers of Other Languages in 2015. She has been teaching English for non-majored English students for 12 years. She is keen on designing and developing EOP curriculum and materials for Business students.

AsiaCALL-53

**THE IMPACT OF AI WRITING TOOLS ON ACADEMIC INTEGRITY:
UNVEILING ENGLISH-MAJORED STUDENTS' PERCEPTIONS AND
PRACTICAL SOLUTIONS**

BUI THI THAO UYEN & TONG TAN VINH AN

HCMC University of Foreign Languages - Information Technology

Abstract

The emergence of artificial intelligence (AI) tools has brought a multitude of benefits to many academic practices, particularly in the field of English Language Teaching. Nonetheless, they also present concerns regarding academic integrity. This research aims to explore how English-majored students at Ho Chi Minh University of Foreign Languages – Information Technology (HUFLIT) perceive the influence of AI writing tools on their academic honesty. This study also proposes some practical solutions that students might employ to maintain their authenticity of their work. The participants were 100 English-majored seniors at HUFLIT. Through mixed-methods approach, including surveys, observations, and semi-structured interviews, data was evaluated for this issue. The findings indicated that there was a broad spectrum of students' perceptions towards the given concern, emphasizing that comprehensive guidelines and educational programs are of importance to implement AI writing tools responsibly. Additionally, some practical solutions, entailing institutional support, plagiarism checker, and ethical writing practices were identified at the end of the paper.

Key words: AI writing tools, academic integrity, perceptions, solutions

Biodata:



Uyen Bui is an experienced English lecturer with over 10 years of experience. She earned her Master’s degree in Education at University of Southern Queensland in 2013, gaining immense specialist knowledge and practical teaching experience. Currently, she is working as a lecturer at HCMC University of Foreign Languages - Information Technology (HUFLIT). She has attended lots of seminars and workshops for the purpose of obtaining precious teaching experience and updating new methodologies. Her research areas of interest are mainly in Task and Project-Based Language Teaching (TBLT/PBLT), Learning Motivation, Engagement, and Learner Autonomy. Passionate about creating a positive learning environment, she empowers students to become active learners. Her motto is ‘work smarter, not harder’.



An Tong, from Vietnam, is presently an English lecturer at HCMC University of Foreign Languages and Information Technology. Earned a TESOL MA degree in 2016. Proficient in English language instruction with over 7 years of teaching across all levels. Having research interests of English Language Learning Methodologies, Language Assessment and Evaluation, Technology Integration in Language Education. Aim at creating engaging learning environments and optimizing students' performance.

AsiaCALL-54

EFL STUDENTS’ PERCEPTIONS OF AI-POWERED LEARNING IN ENGLISH CLASSROOMS IN VIETNAMESE HIGHER EDUCATION

THI NGUYET LE & THI THU PHUONG LE

People's Security University

Abstract

Since the COVID-19 pandemic, AI-powered learning has emerged as a trend in English

education at Vietnamese universities. However, insufficient understanding of benefits and barriers to AI technologies has resulted in limited practical application. Thus, this study investigated how Vietnamese university students perceived purposes and benefits of using AI technologies in their English learning and explored major barriers that hindered the implementation of AI-powered learning. To collect data, the study employed a survey questionnaire to 109 EFL students from various Vietnamese universities and interviews to 20 of them. The results revealed that (i) there still existed a small number of students who did not know the concept of AI technologies; (ii) the students used a wide range of AI technologies in their English learning; (iii) the students mainly used AI applications to self-study English, search information, and translate texts; (iv) the students could perceive many benefits of AI-powered learning to themselves, EFL lecturers and universities; and (v) the students realized four groups of barriers to the use of AI technologies in English classrooms. Finally, some implications were made to contribute to better understanding and practice of AI-powered learning in English education in Vietnamese universities.

Key words: AI-powered learning, EFL students, English learning, Vietnamese higher education

Biodata:

• Author 1



Thi Nguyet LE has been a senior EFL lecturer at People’s Security University, Vietnam for over 20 years. She has achieved a doctorate in Education at Edith Cowan University, Australia. Her research interests focus on TESOL, blended learning, AI-powered learning, ESP and EMI.

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Thi Thu Phuong LE has been working as a senior EFL lecturer at People’s Security University, Vietnam. She is currently a PhD candidate at Ho Chi Minh City Open University. Her research interests are TESOL, Materials Design, Educational Technology, and EMI.

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AsiaCALL-55

**APPLYING BLENDED LEARNING IN TEACHING ENGLISH WRITING
SKILLS AT AN ENGLISH CENTER IN VIETNAM**

THE NHAT CAO¹ & THI NGUYET LE²

¹HUTECH University

²People's Security University

Abstract

The rapid growth of online technologies has been increasingly incorporated into English language teaching and learning in Vietnamese educational contexts including schools, colleges, universities as well as English centers. This study investigated the impact of implementing blended learning (BL) in teaching English writing skills to EFL students at an English center in Vietnam. It also explored major factors affecting the results of the implementation. An experimental teaching was conducted during 12 class sessions, and a mixture of pre-tests, post-tests, and two sets of survey questionnaire were employed to collect data from 19 EFL students at the English center. The findings revealed that the use of BL could help the students improve their English writing ability, and the students could significantly benefit from the implementation of this approach in their English writing class. Moreover, the study also indicated three groups including 16 influential factors affecting the quality of applying BL. Finally, some recommendations were made with the aim to enhance the effectiveness of implementing BL in practice, contributing to better English writing competence for the EFL students.

Key words: blended learning, EFL students, English center, English writing skills

Biodata:

- Author 1

The Nhat CAO has been working as an English teacher at Ly Tu Trong College and some English centers in Ho Chi Minh city, Vietnam. He is currently a Master candidate at HUTECH University. His research interests are blended learning and TESOL.

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Thi Nguyet LE has been a senior EFL lecturer at People's Security University, Vietnam for over 20 years. She has achieved a doctorate in Education at Edith Cowan University, Australia. Her research interests focus on TESOL, blended learning, AI-powered learning, ESP and EMI.

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AsiaCALL-58

EFFECTS OF AI APPLICATIONS ON STUDENT EMOTIONAL ENGAGEMENT DURING ENGLISH SPEAKING LESSONS: INSIGHTS FROM CALL ANNIE

NGUYEN LAM ANH DUONG & LE THI THIEN PHUOC

Industrial University of Ho Chi Minh City

Abstract

The application of AI tools in language teaching has garnered the attention of scholars worldwide. Existing literature suggests the positive impacts of using AI applications in classroom projects on students' engagement during speaking lessons. In this study, 85 English-major students participated by utilizing Call Annie as a virtual conversational partner over a three-week project. Questionnaires were distributed twice: after the first speaking task in week one and after the last speaking task in week three of the project. A paired-samples t-test was used to measure and compare student emotional engagement levels while utilizing this app. The findings indicate a significant positive impact of Call Annie on affective factors, including

enhanced confidence in speaking English, increased willingness to communicate, and reduced anxiety when using the application. These results recognize the potential of AI applications as conversational partners in fostering emotional engagement and enriching language learning experiences, providing valuable insights for educators and developers aiming to optimize personalized language learning tools.

Biodata:



Anh-Duong Nguyen 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.

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

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AsiaCALL-60

INTEGRATING CHATGPT INTO BUSINESS ENGLISH WRITING PORTFOLIO: INSIGHTS FROM VIETNAMESE EFL LEARNERS

TRAN THI MINH THU

Ho Chi Minh University of Foreign Languages and Information Technology

Abstract

Finding portfolio assessment for large-size classes challenging and providing more workloads

for teachers, the idea of collaborating AI tools into portfolio writing to support teachers and enhance students' writing skills is suggested in this article. This paper focuses on how Vietnamese EFL learners improve their Business English writing skills through portfolio assessment from ChatGPT. Qualitative and quantitative data collected from 74 university sophomores were analyzed to determine whether students could learn to write letters, emails, or reports, and acquire business writing structures or business English vocabulary in use with weekly support from ChatGPT. Text analysis was employed to identify business English lexical items, phrases, and grammar structures that students have learned and used in their writing after four-week trial. Results of the study show that most learners picked up language items provided by ChatGPT and applied them in their writing. Interestingly, the majority of students reported that not only did they find ChatGPT written feedback useful and applicable, but its evaluation criteria also assisted them in developing their business writing skills. Although implementing ChatGPT in portfolio assessment can foster students' business writing skills, some limitations associated with this AI tool need considering, and further research should be carried out to offer appropriate suggestions in the field.

Biodata: Minh Thu Tran is currently an English lecturer at Ho Chi Minh City University of Foreign Languages and Technology. She finished her Master Degree specialized in TESOL at Victoria University of Wellington. As her interests are primarily concerned with ELT, she conducts research for further development in this field.

AsiaCALL-61

ENGLISH NON-MAJORED STUDENTS' LEXICAL COLLOCATION ERRORS IN ESP CLASSROOMS

TRAN THI CUC¹ & DO MANH CUONG²

¹Saigon University

²Ho Chi Minh City University of Technology (HUTECH)

Abstract

Collocation is defined as the combination of words formed when two or more words are often used together in a way that sounds correct and natural. As considered a crucial part of learners' proficiency and language acquisition, collocations still challenging and problematic towards learners. This paper aimed to investigate the English non-majored students' lexical collocation errors in ESP classes at Saigon University. As mentioned, collocations are analyzed in the broad category of lexical and grammatical combinations. This paper, however, only focused on the lexical collocation errors that those students made in terms of lexical collocations. This paper found that the students used English collocations at a considerate level of frequency in the ESP non-majored students' argumentative essays. The participants were forty-five third-year students in International Relations at Saigon University. It was seen that the errors in Verb-Noun took up the highest percent and followed up by the Verb-Adverb collocation errors if compared to the other lexical collocation errors. From the findings, hence, some pedagogical recommendations can be suggested in this paper.

Biodata:

BIODATA OF TRAN THI CUC



Tran Thi Cuc, a lecturer at the Faculty of Foreign Languages, Saigon University, graduated with master degrees in English Linguistics from Ho Chi Minh City University of Technology, and in International Business and Finance from De Montfort University, UK. Besides the higher-education teaching and doing research works on teaching-learning English methodology, and translation, she has published the research articles on Journal of Language and Life with ISSN 0868-3409, ICTE Conference Proceedings 2023, and proceedings of the international conferences held in Vietnam.

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Do Manh Cuong is currently a lecturer of English linguistics at the Faculty of English language, Ho Chi Minh City University of Technology (HUTECH), Vietnam. He obtained his MA in TESOL from Victoria University, Australia. He has been teaching English as a foreign language and for specific purposes at universities in Ho Chi Minh City for nearly 20 years. With his passion for doing research in the field of teaching and learning English, the research areas of interest are mainly in EFL teaching methodology, intercultural communicative competence in ELT, discourse analysis, and translation.

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AsiaCALL-62

USING TEXT-MINING TECHNIQUES FOR LITERARY TEXT ANALYSIS

EUNJEONG PARK

Sunchon National University

Abstract

This study delves into an examination of the musical *Wicked* through the application of text mining. Utilizing a text analysis tool empowers us to traverse beyond the superficial layers of the narrative, meticulously scrutinizing the subtleties within characters' dialogues, actions, and relationships. Through the adept utilization of this state-of-the-art technology, the aim of the study is to unearth concealed patterns, discern underlying attitudes, and unravel thematic threads interwoven within the characters' interactions throughout the entirety of the literary work. This endeavor not only seeks to illuminate a profound understanding of literature but also ventures to provide fresh insights into its acclaim and popularity. The findings reveal protagonists, their characteristics, and main themes within predicate structures. This article suggests that text-

mining techniques can provide invaluable insight and perspectives into literary techniques and facilitate the development of a semantic mark-up for literary works.

Biodata: Eunjeong Park is an Associate Professor in the Department of English Language Education in College of Education at Sunchon National University. Her research interests include language learning and teaching in teacher education and the interdisciplinarity of research in education.

AsiaCALL-64

GAMIFIED LEARNING: IMPACT ON EFL SPEAKING PROFICIENCY IN TAIWANESE HIGH SCHOOL STUDENTS

LOI PHAT HAU

Tunghai University, Taiwan

Abstract

This experimental study investigates the efficacy of integrating gamification techniques to enhance English as a Foreign Language (EFL) speaking proficiency among 10th-grade students. Anchored within constructivist pedagogy, the study aims to examine the impact of gamified language learning activities on students' speaking competence, motivational orientation, and levels of engagement. Employing a pre- and post-test control group design, participants from an affiliated high school in Taiwan are closely allocated to either experimental or control groups. While the experimental group immerses in gamified speaking exercises, the control group receives traditional teaching approaches. Data collection encompasses pre- and post-intervention speaking proficiency assessments, motivational inquiries, and detailed observations of student participation. Initial findings indicate noteworthy enhancements in speaking proficiency and heightened motivational states among participants in the experimental group. These preliminary outcomes underscore the promising potential of gamification as a potent

pedagogical strategy for fostering language acquisition and bolstering learning outcomes in secondary education contexts.

Keywords: EFL speaking proficiency, gamification, constructivist pedagogy, motivation, engagement

Biodata:



LOI PHAT HAU (利發後) from Tunghai University, Taiwan is a researcher and educator in the fields of linguistics and translation studies. With a focus on innovative pedagogical approaches, he has dedicated his career to enhancing student learning experiences through research and teaching. His expertise includes cooperative learning, active learning strategies, multicultural approaches, and the integration of technology in language education. Through research projects, LOI PHAT HAU continues to inspire and empower students, contributing significantly to the advancement of translation education.

AsiaCALL-66

THE USE OF ELECTRONIC MIND MAPS TO DEVELOP EFL STUDENTS' VOCABULARY

TRAN THI NAM PHUONG, NGO THI BICH NGOC, NGUYEN THI HANH PHUC

Faculty of Foreign Languages, Thai Nguyen University of Education

Abstract

Vocabulary is one of the most essential aspects of English learning because the shortage of vocabulary possibly hinders the communication process of EFL learners. Mind mapping is a technique that assists learners in understanding topics by building the relationship between them and prior knowledge which maximizes the possibility of remembering the ideas in a longer term. These days, the advancement of technology allows mind map creation on mobile apps or online

platforms which saves time and creates enjoyment for users. With the use of Coggle – an online mind map creator, this study aimed to explore the influence of electronic mind maps on the English vocabulary of non-English major students. There were 36 students from different majors participated in this action research that lasted for 12 weeks. The data collected from pre-test, post-test, and questionnaire were analyzed quantitatively by SPSS. The results revealed that electronic mind maps not only significantly increased the students' vocabulary but also developed their autonomy. It is suggested that mind-mapping software should be used more in the future to help EFL learners develop their language skills.

Biodata:

Tran Thi Nam Phuong is currently a lecturer at the Faculty of Foreign Languages at Thai Nguyen University of Education. She has a year of experience in teaching secondary students and four years of experience in teaching tertiary students. She is interested in English teaching methodology and the application of technology in assessment and teaching.

Ngo Thi Bich Ngoc is the vice dean of the Faculty of Foreign Languages at Thai Nguyen University of Education. She has 16 years of teaching experience. Her interests are teaching methodology and English teaching.

Nguyen Thi Hanh Phuc is a lecturer at the Faculty of Foreign Languages at Thai Nguyen University of Education. She has been working at her school for 17 years. She is interested in English and Chinese teaching.

A COMPARATIVE STUDY OF ONLINE ACADEMIC LITERACY SUPPORT METHODS

MENGLY KY & ANIA LIAN

Charles Darwin University, Australia

Abstract

The study explores the efficacy of three academic support models—Charles Darwin University Language and Learning's (CDU L&L's) critical reading questions, ChatGPT PDF AI, and mentor's analytical steps—in fostering self-regulated learning (SRL) behaviours among students. Using a qualitative self-study approach, it examines a novice researcher's interactions with these tools during an academic literature review. The research is centred around four questions aimed at enhancing critical reading and independent learning. The initial question explores necessary updates for CDU L&L unit to support SRL better, highlighting the need for more interactive and clearer reading questions. The second question identifies the mentor's method as the most effective due to its structured guidance that facilitates deeper literature analysis. Further, enhancements for CDU L&L's online resources are suggested, proposing integrating interactive features like those in ChatGPT PDF AI and the mentor's model to enrich the learning experience. The final question discusses refining the use of ChatGPT for academic literacy, emphasising the use of reflective, theoretically-driven questions to maximise its utility. The findings advocate a hybrid approach combining ChatGPT's interactive capabilities with the mentor's reflective depth, aiming to improve the support provided to students for independent learning and effective literature analysis.

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Mengly Ky is a postgraduate student pursuing a Master's in education at Charles Darwin University, Australia. Hailing from Cambodia, English is his second language. With years of English teaching experience, he has been pursuing research interest in leveraging digital tools to enhance English learning and academic literacy.

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Dr. Ania Lian teaches at Charles Darwin University, Australia, focusing on language teaching, literacy, and educational neuroscience. She coordinates the Master of Education course, develops research supervision culture, and fosters international ties, particularly with Cambodia and Indonesia. Additionally, she serves as a Senior Education Adviser to Cambodia's Ministry of Education.

AsiaCALL-68

**THE APPLICATION AI AND DID WEBSITE FOR ENHANCING
NATIVE-LIKE ENGLISH SPEAKING**

MY TRAN

Bac Lieu High school

Abstract:

This paper explores the application of artificial intelligence (AI) and the DiD website in supporting non-native English speakers to achieve native-like proficiency in spoken English. This research paper was conducted with 90 students in classes 11A4 and 11A6. Through an interest-based analysis of AI language learning tools and the DiD website, the study assesses their impact on student engagement and tone improvement. The findings reveal that students demonstrate heightened enthusiasm towards learning English and exhibit noticeable enhancements in their speaking tone. The integration of AI technologies and the DiD website offers modified learning experiences, real-time feedback, and interactive practice sessions, fostering a conducive environment for language acquisition. These results emphasize the potential of AI in revolutionizing language education, particularly in promoting native-like proficiency in spoken English among students. Moreover, participants demonstrate distinguished improvements in voice modulation and intonation, likely native speaker patterns. These findings emphasize the effectiveness of combining AI technologies and DiD platforms in fostering authentic language acquisition experiences, particularly in achieving native-like proficiency in spoken English.

Biodata:



Ms. Tran, Thi My was born on December 1st, 1974 in Vietnam. She got B.A in TESOL from Ho Chi Minh City Pedagogical University, Vietnam in 1997. She has worked as an English teacher in Bac Lieu High school since then. She received her M.A in TESOL from the University of Southern Queensland, Australia in 2014. She has also a strong interest in doing research on the application of educational technology tools in teaching and learning. Moreover, she has been a Microsoft Innovative Educator Expert and a Microsoft Innovative Educator Trainer since 2019. She is interested in training and motivating the academic staff and other teachers in the implement of technology tools for teaching. She was also a presenter at EdMedia+INNOVATE LEARNING, in Amsterdam, Netherlands in 2019, E-LEARN in New Orleans, Louisiana, The United States in 2019, - VIC 2020 in Danang, Vietnam, VIC 2021 in Vinh, VIC 2022 in Nha Trang, TESOL 22 in SEAMEO, VIC 23 in Hanoi. Her email is mytran313@gmail.com.

AsiaCALL-69

GENRE ANALYSIS OF LAW RESEARCH ARTICLE ABSTRACTS AND APPLICATIONS IN LEGAL WRITING TEACHING

NGUYEN THI NHAT LINH

Nong Lam University, HCM City

Abstract

The investigation of rhetorical structure of law research articles (RAs) has been playing such an essential role for both researchers and instructors in the field of legal writing. Despite the significance of abstracts in academic discourse, there remains a gap in understanding the specific rhetorical strategies employed in law RA abstracts. This study investigates the rhetorical moves present in English law RA abstracts, utilizing Hyland's framework. A selection of 50 law RA abstracts from prominent law journals will be extracted to serve as the corpus for analysis. The anticipated results of the study are expected to be beneficial for law researchers who desire to

publish their papers in this international journal about law. By examining the rhetorical strategies employed in these abstracts, researchers can better understand the expectations and conventions of the genre, thereby enhancing their own scholarly writing. Additionally, the study is hoped to have pedagogical implications for instructors in teaching legal writing, providing them with valuable insights into how to effectively teach the rhetorical conventions of legal discourse. Ultimately, this research contributes to the broader understanding of genre analysis within legal writing and offers practical implications for both scholars and educators in the field.



Biodata: Nguyen Thi Nhat Linh is currently a lecturer at Nong Lam University, HCM City and a PhD student at University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City. Her major is in Comparative & Contrastive Linguistics.

AsiaCALL-70

INVESTIGATING THE PROMISES AND PERILS OF GENERATIVE AI IN EFL LEARNING IN HIGHER EDUCATION: A LITERATURE REVIEW

NGUYEN THANH HUYEN¹ & HOANG THI NGOC HIEN²

¹HCMC University of Industry and Trade

²HCMC University of Economics and Finance

Abstract

In most disciplines, especially education, the spread of Generative Artificial Intelligence (GenAI) has been a hot topic. Since OpenAI launched ChatGPT (generative pre-trained transformer) in 2022, GenAI has garnered worldwide interest; as a result, the advent of GenAI

has had significant applications for a number of fields, including language instruction. The teaching and learning of English as a foreign language (EFL) in higher education could be greatly improved by GenAI. This study investigates how GenAI can improve learner motivation, tailor instruction, personalize learning experiences, and enhance vocabulary, grammar, reading, writing, speaking, and listening skills. However, there could be negative effects as well, such as partiality, worries about plagiarism, and a reduction in critical thinking due to over-reliance. In conclusion, this study looks at both the advantages and disadvantages of GenAI, thereby identifying research gaps and future directions in this emerging topic in order to better prepare EFL instructors and students to use it to create more successful and interesting learning environments.

Keywords: generative artificial intelligence, GenAI, EFL, benefits, drawbacks

Biodata:



Huyen Nguyen Thanh has been a lecturer of HCMC University of Food Industry since January 2021. She graduated from HCMC University of Pedagogy, Vietnam, majored in English Language Teaching. She has been teaching English for nearly 10 years, with students varying from different levels and ages. Currently, she is showing her interests in the field of education and English language teaching at universities.



Hoang Thi Ngoc Hien, a lecturer and Assistant Dean at HCMC University of Economics and Finance (UEF) for 5 years, holds a BA from HCMC University of Pedagogy and an MA in Applied Linguistics from University of Curtin. With prior experience at HCMC University of Technology and Ton Duc Thang University, her teaching career emphasizes innovation and student success. Her research interests span language acquisition, English language teaching (ELT) methodologies including AI tools, task-based learning, drama techniques, and service-learning. She actively participates in professional development workshops and international conferences.

AsiaCALL-71

**A STITCH IN TIME: HOW THE PORO APP. PERFECTS GRAMMAR
LEARNING**

PHAN THI ANH NGA¹ & LE HUONG HOA², PHAN GIA ANH VU³

¹HUFLIT , ²People’s Police University, ^{1,3}HCMC University of Education and Technology

Abstract

“The use of mobile phones and apps in education offers unprecedented opportunities to provide educational access to learners everywhere” (Michael Trucano). Embracing this notion, this study endeavors to explore the integration of the Poro language learning application as a pedagogical instrument aimed at bolstering grammar instruction within a state college situated in the Southern region of Vietnam. Employing a rigorous research framework, the study gauges students' progress in grammar through a pre-test and post-test after the intervention. In order to investigate the app's effectiveness, 15 post-intervention questionnaires were delivered to the 25 participants constituting the experimental group. The questionnaire result analysis with SPSS 26 also provided qualitative data on the social dynamics among Vietnamese students. Furthermore, qualitative data taken from the interview with some random respondents was used to make the results clearer and more reliable. Findings indicate that the Poro app. not only aids in the understanding of complex grammatical concepts but also increases student motivation and participation. The findings suggest that incorporating mobile applications like Poro can significantly enrich the grammar learning experience, offering a more interactive and personalized educational environment.

Biodata:



Ms. Phan Thi Anh Nga is a peripatetic teacher, prolific writer, and eloquent speaker who empowers educators to think outside the box and critically examine their established practices by asking, “What is best for my students?” For the past fifteen years, she has inspired researchers and teachers at all levels

with her passion and joy for the teaching and learning process. Phan began her teaching career at Hue University of Foreign Languages and International Studies (HUFLIS) in 2005 and is now a full-time teacher at the HCMC University of Foreign Languages - Information Technology (HUFLIT), Vietnam. Her interests include Professional Development, English for Specific Purposes, and Technology in Teaching and Learning English, all of which demand genuinely creative thinking. Furthermore, she actively participates in presenting and writing articles for numerous national and international conferences, showcasing her commitment to advancing educational practices.

AsiaCALL-72

UTILIZING SOCIAL NETWORKING SITES TO FACILITATE INCIDENTAL VOCABULARY LEARNING AND LEARNERS' ATTITUDE

DUONG THI BICH TRAM & LE NGUYEN NHU ANH

Ho Chi Minh University of Education

Abstract

The official transition in Vietnam's General Education English Curriculum from emphasizing linguistic knowledge to prioritizing communicative competence marks a significant advancement in EFL education. However, research indicates insufficient alignment with this approach, as many EFL classrooms continue to focus predominantly on form-focused vocabulary instruction, which may not adequately support the development of both lexical and communicative competence. This study examines the effectiveness of social networking sites in facilitating incidental vocabulary learning and explores learners' attitudes towards integrating these platforms to balance the core strands of language activities. A mixed-methods approach is utilized with an explanatory sequential design, consisting of quantitative and qualitative phases. Quantitative data, including participants' score of the updated Vocabulary Levels Test, pre-tests,

post-tests and questionnaire responses were analyzed alongside qualitative data from transcriptions of semi-structured interviews. Results indicate that social media significantly contributes to L2 incidental vocabulary learning due to its multimodality, interactivity, and tailored content for learners' preferences. Additionally, learners exhibit positive attitudes, considering social media as valuable supplementary tools for language acquisition. These findings suggest that social media should be integrated into the language learning course to facilitate vocabulary development by creating a relaxing environment for learners to engage with the language.

Keywords: incidental vocabulary learning, social networking sites, extensive viewing, vocabulary development

Biodata:

Duong Thi Bich Tram, BA

Duong Thi Bich Tram is a distinguished graduate from Ho Chi Minh University of Education. With a keen interest in computer-assisted language teaching, her research focuses on integrating technology into language learning to enhance educational outcomes and foster effective communication skills.

Le Nguyen Nhu Anh, MA

Le Nguyen Nhu Anh is a lecturer at Ho Chi Minh City University of Education, specializing in linguistics, English skills, and e-learning. He is an advocate for technology in language teaching, an active researcher, and an author of English textbooks for Vietnamese students, including the Explore English series.

AsiaCALL-73

**HOW VOICE RECOGNITION AND ANALYZER FUNCTIONED BY AI
HAVE SUPPORTED PRONUNCIATION COMPETENCE AMONG EFL
UNIVERSITY LEARNERS**

**NGUYEN TRUONG SA, NGUYEN THI DIEM THI, HOANG NGOC QUYNH NHU,
DO THI KIM HIEU**

Industrial University of Ho Chi Minh City

Abstract

This experiment study examined how new technology of voice recognition and analyzer provided by ELSA Speak, an English Language Speech Assistant, supported pronunciation progress for a group of EFL learners. The latest ELSA's AI was employed to introduce more practice and assessment at both segmental and suprasegmental levels for 37 year-1 English majored learners in a 4-month pronunciation course. The teacher made use of ELSA in some classroom activities and self-study to practice the sounds, pronunciation, stress and intonation with a given personal accounts after class. Students' progress was recorded and evaluated automatically based on their pre-test, post-test and daily-practice scores. After the course, the learners gave their feedback to a questionnaire developed and validated by the researchers about their experiences with the method. Results from SPSS Pearson correlation analysis showed that students' progress in their pronunciation competence was closely related to their amount of practice with ELSA. However, the practice frequency and teacher's supervision appeared to play a crucial role in the recorded progress. Despite some challenges on the part of the learners, the convenience of the current AI generation, and the class operation, most of the participants recommended employing ELSA's technology to support pronunciation practice.

Biodata:



1. Doctor Nguyen Truong Sa got his Master in Applied Linguistics Degree from Latrobe University and Doctor of Education Degree specifying in English language teaching from Leicester University. Doctor Sa is now the Dean of Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Vietnam. His teaching and research favorites and publication are related to quality assurance in language teacher education, English as a medium of instruction, and applied technology in language teaching.

2. Ms. Thi Nguyen has been lecturing at Industrial University of Ho Chi Minh City for 14 years for courses related to English pronunciation, English speaking skill, and foreign language teaching methodology. Currently, she is conducting her PhD training at Hue University, and her research interests are mobile-assisted/ technology-assisted language learning, autonomous and self-directed/ self-regulated learning and mobile learning resources.

3. Ms. Hoang Ngoc Quynh Nhu is an M.A. in language teaching; she is currently teaching courses in Translation, Research Writing Skills, and pronunciation in a Bachelor in English language program.

4. Ms. Do Thi Kim Hieu is an M.A. in language teaching. Ms. Hieu has spent over 15 years teaching courses in English phonetics and phonology, pronunciation to undergraduate students in English language.

AsiaCALL-74

**EXPLORING THE CHATGPT FEEDBACK AND HUMAN FEEDBACK
ON LEARNERS' WRITING: A COMPARATIVE STUDY**

NGUYEN THI THANH TAM

Ho Chi Minh City University of Agriculture and Forestry

Abstract

The use of artificial intelligence (AI) tools for giving feedback on learners' compositions has gained its popularity recently, reducing the burden on teachers to provide feedback for large classes. This paper aimed to explore the ability of ChatGPT to give feedback on writing in comparison with that of humans based on the provided assessment criteria. Fifty samples of



essays on the same topic written by fifty Vietnamese non-English major freshmen at a university were evaluated by six English instructors and ChatGPT separately. The collected data was analyzed using descriptive statistics and then run through a one-way analysis of variance (ANOVA) to determine whether the ChatGPT-generated feedback and human feedback

differed in terms of the accuracy, use of supportive tone and direction for further improvement. The findings revealed that human feedback surpassed ChatGPT-generated feedback with respect to the use of supportive tone and direction for further improvement and differences between human feedback and ChatGPT-generated feedback were insignificant when it comes to the accuracy. The study likewise indicates that ChatGPT was an essential evaluative tool to enhance learners' writing skills and assist teachers with assessing writing, but it could not replace humans completely in providing feedback on learners' writing performance.

Biodata:

Nguyen Thi Thanh Tam is currently working as a visiting English lecturer at Ho Chi Minh City University of Agriculture and Forestry. She holds a Master's Degree in TESOL from Victoria University of Wellington, New Zealand. She is now teaching Intensive English courses for first-

year students. Her research interest includes English language teaching methodology and second language acquisition.

AsiaCALL-75

**THE IMPACT OF IMPLEMENTING AI-GENERATED AUDIO
TRANSCRIPTIONS ON ENGLISH MAJORS' COGNITIVE LOAD**

NGUYỄN NGỌC LY & NGUYỄN THỊ PHƯỚC LỘC

Faculty of Foreign Languages - Ho Chi Minh City Open University

Abstract

AI has become a daily personal tutoring system to address the needs of English majors, particularly those seeking a revolution in listening methods. Automatic AI-Generated Audio transcriptions (AIGATs) can improve learners' listening comprehension (Cao, Yamashita, & Ishida, 2018); however, there are concerns that if AI transcriptions lack thoroughness, it may negatively affect learners' cognition. Within the confines of this study, we delve into the investigation of how AIGATs engender a profound impact on 86 English majors' cognitive load (CogL) and their perspectives towards the applications of AIGATs. The participants were divided into two groups: one was exposed to the listening practice sessions with AIGATs and the rest with their own transcriptions (PTs). Data is collected through CogL scales on AIGATs and PTs groups, respectively. A semi-structured interview was conducted to examine the AIGATs group' perspectives. The findings revealed statistically significant differences in the two groups' CogL test scores. Using AIGATs helps students lower their CogL test scores and enhance their cognitive abilities in handling task complexity. This research provides valuable insights for integrating AI into language education, helping educators create more efficient language instruction methods for English learners in the digital age.

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, technology in education, and teaching writing.



Nguyen Thi Phuoc Loc received her Master of Arts in Linguistics from Benedictine University, USA. She is currently a full-time lecturer at the Foreign Language Faculty of Ho Chi Minh City Open University. Her areas of research interest are learning variables, academic writing, and teaching methodology.

AsiaCALL-78

**NON-NATIVE ENGLISH TEACHERS' PERSPECTIVES AT A
UNIVERSITY IN SOUTHERN VIETNAM ON LARRY SMITH'S
ASSUMPTIONS ABOUT GLOBAL ENGLISH**

PHAM THI NGOC MAI¹ & NGO HUU HOANG

¹Long An University of Economics and Industry

Abstract

This study investigates the perspectives of non-native English teachers at a university in Southern Việt Nam regarding their agreement and disagreement to Larry Smith's three assumptions of English as a global lingua franca: 1) Learners do not need to internalize the cultural norms of native speakers of English, 2) The ownership of English as an international language becomes "de-nationalized," and 3) The educational goal of learning English is to enable learners to communicate their ideas and cultures to others. It adopts survey questionnaires

and semi-structured interviews to the informants. The findings indicate a cognitive controversy of English teaching as a global lingua franca of today. Consequently, the study highlights the complexity of resolving the native-global dichotomy in English language teaching and underscore the need for flexible pedagogical frameworks that prepare learners for the realities of global communication.

Biodata:



Phạm Thị Ngọc Mai is a lecturer at Long An University of Economics and Industry for 17 years with a M. Ed in TESOL from Ho Chi Minh Open University. I am now a doctoral student at the Hanoi Open University. Her interests include teaching methods and exploring cultures. Apart from teaching and research, she loves traveling, reading. My passion for traveling allows me to discover new places, immerse myself in varieties cultures, and widen my perspectives. Reading is my gateway to acquiring knowledge and nurturing my soul. Cultural exploration deepens my understanding of people and society.



Ngô Hữu Hoàng is an Associate Professor in Applied Linguistics, Ex-lecturer of English and Linguistics, Ex-Fulbrighter

THE INTERPLAY BETWEEN L2 MOTIVATION AND ARTIFICIAL INTELLIGENCE: WHAT AND HOW

DIAN TOAR Y. G. SUMAKUL

Universitas Kristen Satya Wacana

Abstract

L2 motivation is an important requirement for the success of EFL learning, and technology could also have a crucial role in the development of L2 motivation. However, there have been only a few studies that looked at technology and L2 motivation, and the number is even lower when it comes to the most trending and prevalent technology now: artificial intelligence (AI). Correspondingly, this study investigated the factors affecting EFL learners' L2 motivation when learning with AI and how those factors affect L2 motivation. Equipped with Self Determination Theory (SDT), this study looked at two classrooms in a university in Indonesia where AI apps were utilized. After analysing the data from app evaluation, interviews, and FGDs with the learners, this study found that localisation, valuableness, and engagingness (L-VE) were three factors that greatly influenced the EFL learners' L2 motivation. Localisation could be approached using pedagogical views, while valuableness and engagingness could be viewed from psychological perspectives. The results of this study could provide new insights into the discussion of L2 motivation and technology, particularly in the field of Computer Assisted Language Learning (CALL).

Key words: L2 motivation, artificial intelligence, EFL learners, SDT, CALL

Biodata: Dian Toar Y. G. Sumakul is a lecturer at Universitas Kristen Satya Wacana. He is also the co-founder and secretary of Indonesia Technology Enhanced Language Learning (iTELL). His research interest is primarily on the use of digital technologies in language teaching and learning.

EXPLORING FACTORS INFLUENCING THE ADOPTION OF CHAT GPT AS A SUPPORTIVE TOOL IN EFL LESSON CREATION

DIỆP MINH CHAU & DANG MINH HUY

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

Abstract

In the area of English as a Foreign Language (EFL) teaching, the integration of technology has become rapidly prevalent. Chat GPT, an advanced language processing chatbot, offers promising opportunities for EFL teachers to enhance their lesson creation. This study aims to investigate the factors that impact EFL teachers' adoption of Chat GPT as a supportive tool in lesson creation. It also explores the ways that EFL teachers integrate Chat GPT in their language teaching as well as challenges hindering the adoption of this powerful device. Data collection involves a mixed-methods approach, utilizing survey questionnaires and interviews. Preliminary findings suggest that perceived benefits of Chat GPT encompass a wide range of its abilities to enhance lesson creativity, efficiency, and adaptability. EFL teachers could utilize Chat GPT primarily for generating teaching materials, providing feedback, and facilitating student engagement. However, challenges such as technical constraints, integration complexities, and pedagogical alignment issues emerge as barriers to adoption. Based on the findings, recommendations include providing some suggested lesson plans for specific skills and stages for EFL teachers and developing user-friendly interfaces tailored to EFL teachers' needs. Additionally, collaboration between educators and developers is essential to address challenges and optimize Chat GPT for EFL lesson creation.

Biodata:



1. Ms. Diep Minh Chau currently works as a lecturer at the Faculty of Foreign Languages, Ho Chi Minh City University of Foreign Languages – Information Technology (HUFLIT), Vietnam. Her interest lies in teachers training in ELT programs and English programs to young learners. Additionally, she fulfills the role of an academic advisor for students majoring in pedagogy at HUFLIT, guiding them through their pedagogical internships in high schools.

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2. Co-author: Mr. Dang Minh Huy is a lecturer at the Faculty of Foreign Languages, Ho Chi Minh City University of Foreign Languages and Information Technology. His work involves teaching Linguistic courses and general English skills to undergraduates, as well as preparing them for standardized tests such as the IELTS examination. He is fascinated by how educational technology will revolutionize both the ESL field and theoretical linguistics.

Dang Minh Huy, email: ma.huy.dang@gmail.com

AsiaCALL-86

**BENEFITS AND CHALLENGES OF INTEGRATION OF AI
TECHNOLOGY AND TRANSLATION PRACTICE FOR THE
MULTIMEDIA PROJECT IN INTERPRETING EDUCATION**

NGUYEN THI NHU NGOC

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

Abstract

With the increasing incorporation of technological advancements in interpreting courses, understanding the advantages and challenges faced by students in the integration of technology and translation practice is crucial for enhancing students' competencies. This research study aims to explore students' perspectives on the use of AI technology and translation practice in the multimedia project, i.e., producing bilingual videos as an innovative activity for interpreting education. The study employs a mixed-methods approach, using a student questionnaire with both five-Likert-scale and open questions, to investigate the perceived benefits and difficulties encountered by students in their projects, which involve rewriting, dubbing, and subtitling videos with meaningful content. The primary areas of focus include learning outcomes, engagement, and skill development. Based on initial findings, it appears that this integration has the potential to enhance students' translation and interpreter competencies. However, it also presents challenges related to technology overreliance, technical complexity and threats to traditional interpreting techniques. This paper contributes to the ongoing literature about the integration of AI technology in translation education, offering valuable insights into the effective utilization of these technologies to enhance interpreting courses.

pham



Biodata: Nguyen Thi Nhu Ngoc, PhD., is currently Vice-dean cum Chair of the Department of Translation and Interpreting at the Faculty of English Linguistics and Literature, USSH- VNUHCM. She has been an English teacher and a part-time translator since 1997. She was also a co-author of some ESP internal-used textbooks. Her main research interests are English Teaching, Translation Studies, Comparative Linguistics, and Intercultural Communication.

AsiaCALL-87

**APPLYING GENERATIVE AI FOR PERSONALIZED LANGUAGE
LEARNING: INNOVATIONS AND IMPACTS ON PEDAGOGICAL
STRATEGIES**

TRAN TIN NGHI

Ho Chi Minh City University of Industry and Trade

Abstract

The advances in Artificial Intelligence (AI) have made a remarkable impact on education technology in language learning, which basically helps in real-time feedback that notionally lends a hand to the proficiency of a language. The aim of this study is to compare AI-driven real time feedback systems and their role in language training where learners' abilities and motivation are treated as primary aspects. A mixed-methods methodology for the study was chosen. By engaging in a case analysis, participants were given the opportunity to interact with an AI-powered language learning tool in a controlled learning environment that permits the gathering of both qualitative and quantitative data. From the values displayed in quantitative form the pre- and post-test results, the author concluded the improvements in language skills as well as by the qualitative values obtained from learner surveys and interviews gave us better understanding into the learner perceptions and the practical usability of AI feedback. The author was trying to support development of pedagogical practices by providing real data about pros and cons of digital methodology in teaching languages. While the main goal to validate the effectiveness of immediate interaction is the subject of the research, the study also examined possible pathways for personalized learning and approaches to modern language teaching.

Biodata: Dr. Tran Tin Nghi is an experienced educator and researcher interested in second language acquisition and pedagogy. His work focuses on developing and implementing effective teaching methodologies, using corpus-based techniques in language teaching, AI in Education, and the role of literacy in second language learning. He has a strong record of scholarly

publications in prestigious Scopus-indexed journals. His commitment to ongoing professional development is evident through his active involvement in leading organizations like VietTESOL, STESOL, and VietCALL. Nghi Tran can be contacted at nghitt@huit.edu.vn.

AsiaCALL-88

EXPLORING THE EFFICACY OF CHATGPT INTEGRATION ON EFL WRITING: A STUDY WITH VIETNAMESE UNDERGRADUATE STUDENTS

HO THI THU TRANG¹ & DUONG NGUYEN²

¹The University of Economics, Danang University

²Iowa State University

Abstract

Research exploring the integration of ChatGPT in L2 teaching and learning has proliferated. As technology continues to shape language education, there is a growing need to critically examine how innovative tools like ChatGPT contribute to the linguistic development of second language (L2) learners. While existing studies have offered insights into learners' perceptions of ChatGPT in writing classrooms (e.g., Yan, 2023; Kwon et al., 2023), questions persist regarding concrete assessments of its impact on L2 writing development. To fill this gap, this study aims to investigate how ChatGPT enhances EFL undergraduate students' academic writing abilities at a university in Central Vietnam.

A mixed-methods quasi-experimental study (Creswell & Clark, 2011) with the pretest, posttest, and delayed posttest design, involving 60 Vietnamese undergraduate students, was conducted to explore the impact of using ChatGPT 3.5 for feedback and revision on their writing performance. Their writing development was measured by syntactic and lexical complexity and fluency over three stages. Furthermore, a questionnaire examining the participants' perceptions of ChatGPT

was conducted. Semi-structured interviews and screen recordings of students' interaction with ChatGPT were analyzed for qualitative data.

The preliminary findings suggest an improvement in lexical rather than syntactic complexity and a generally positive attitude towards the use of ChatGPT in feedback and revision processes.

Biodata:

1. Trang Ho: Trang Ho is a dedicated researcher in the field of Language Education. She works as a lecturer at the University of Economics, Danang University. Trang completed her Master's in TESOL at Michigan State University, which laid the foundation for her scholarly journey. Her research focuses on understanding the impact of AI on teaching and learning English as a foreign language (EFL). Trang has shown a keen interest in exploring innovative approaches to teaching and learning EFL. She is excited to engage with the scholarly community, seeking feedback and collaboration to refine her understanding and make meaningful contributions to the language education field.
2. Duong Nguyen: Duong Nguyen is a Ph.D. student in the Applied Linguistics and Technology program at Iowa State University. She holds a Master degree in TESOL from Michigan State University. As a devoted English teacher, she aspires to incorporate innovative teaching methodologies into language classrooms. Concurrently, as a researcher, she wants to use her first-hand experience in classroom settings to motivate her studies, seeking to contribute meaningful implications for language learning and teaching practices. With a desire to bridge the gap between theoretical research and teaching practices, she actively participates in language education conferences like AAAL and TSLL, engaging in collaborative research with fellow researchers and educators. Contact information: duongn@iastate.edu

A CASE STUDY OF INTEGRATING AI TOOL IN AN IELTS WRITING COURSE FROM THE TEACHERS' PERSPECTIVE

NGUYEN LE NGOC ANH¹ & PHAM THANH DIEU², NGUYEN TAN LOI³

¹University of Social Sciences and Humanities - HCMC

²Active Learning Center

³Can Tho University

Abstract

With the popularity of AI tools, it is easy to see that there will be an application of these in teaching languages. Many studies have proved the effectiveness of AI tools in improving students' writing performance and the positive attitude of students toward these in their study. In contrast to students, a part of language teachers view AI tools as a form of cheating, claiming that they help students to avoid hard work and harbor negative perceptions for these. This study aims to clarify whether integrating AI tools into teaching and learning languages is beneficial or detrimental by using Google Bard in teaching an IELTS writing course at a language center. An experimental research design has been conducted to compare two groups of students: one studying IELTS writing with the assistance of AI tools and the other without. The stages of gathering information, error correction, and providing feedback were analyzed. The results indicate that students in the group utilizing AI tools in IELTS writing exhibited better writing performance in the final tests. The study also explores the receptivity of teachers to using AI tools in their teaching and examines their perspectives on how language teachers should integrate these tools into their teaching practices. The findings underscore that using AI Tools for teaching language represents a future trend that teachers should accept and endeavor to learn how to effectively utilize.

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.

Miss Pham Thanh Dieu is a teacher in Can Tho City, Vietnam. She currently works at Active Learning Center, Can Tho City, Vietnam. Her main research interests are teaching methods for learning English. She has been an English teacher for more than three years.

Mr. Nguyen Tan Loi is a teacher in Can Tho City, Vietnam. He currently works at Active Learning Center, Can Tho City, Vietnam. His main research interests are teaching methods for learning English. He has been an English teacher for more than one years.

AsiaCALL-93

HOW TO TALK TO YOUR IELTS STUDENTS ABOUT AI

KEVIN GLEN FRANKLIN

RMIT (Royal Melbourne Institute of Technology)

Abstract

This 25-minute, practice-oriented workshop provides a comprehensive guide for ESL educators on how to effectively introduce the concept of Artificial Intelligence (AI) to their students. In this session, we will provide strategies for engaging students in meaningful discussions about the productive use of AI. Grounded in theory that centers student motivation, promoting teachers as facilitators and student autonomy, this workshop aims to shift perceptions of AI as a tool merely for cheating or plagiarism, to being recognized as a powerful resource for learning and innovation. We hope to equip educators with the knowledge and tools to foster a more nuanced

understanding of AI among their students, highlighting its potential for enhancing student autonomy rather than undermining it. Attendees will leave the session with techniques to address this emerging technology and its implications among students and methods to foster critical thinking around its use. It prepares educators for an AI-influenced future, making AI a relevant and engaging part of ESL instruction, thereby enhancing the student learning experience and preparing them for the technological advancements they will encounter in their academic and professional lives.

Biodata:



Kevin Franklin (BA, CELTA, MSW) has been working as an ESL educator since 2008, teaching in South Korea, China, Ecuador, the USA, and Vietnam. He currently teaches at RMIT, primarily as a specialist in the New Initiatives and corporate English programs. Kevin is an experienced teacher trainer and manager, and has presented at several national education conferences, including the COABE (Coalition on Adult Basic Education), VietTESOL, LaoTesol, CamTESOL, and JALT. He is primarily interested in exploring avenues for developing students’ self-study skills, and classroom hybridization.

AsiaCALL-94

**DECODING SCHOLARCY WEBSITE: A STUDY ON ITS RESEARCH
SUMMARIZATION EFFICIENCY**

BÙI THỊ XUÂN HƯƠNG & BÙI VĂN HIẾU

FPT Polytechnic, Hanoi

Abstract

The development of artificial intelligence (AI) has revolutionized various facets of education, particularly the research domain. With the rapid growth of scholarly literature, the need for an

efficient tool for summarization has become increasingly paramount. This study proposes a quantitative investigation into the efficiency of Scholarcy (www.scholarcy.com), an AI-powered summarizer used to aid researchers in summarizing academic literature. Thirty-five postgraduate students were involved in a survey research design. After five weeks of using Scholarcy, participants were asked to complete a survey questionnaire via their email addresses to give feedback on this tool. The results indicated a positive reception when postgraduates found this AI summarizer convenient and useful for reading academic papers. On the other hand, the participants identified several drawbacks when using it including concerns about summary quality, the absence of a mobile application, and high cost, along with suggestions for further application. With the highlights of both benefits and limitations, the study hopes to contribute valuable insights into the development of AI-powered summarization tools in the future.

Keywords: AI-powered summarization, academic literature, research efficiency, Scholarcy.

CCS CONCEPTS • Human-centered computing • Information systems

Additional Keywords and Phrases: scholarly literature, summarization tool, postgraduate students, summary quality

Biodata:



1. Author: My name is Bui Thi Xuan Huong. Currently, I am a lecturer of English language at FPT Polytechnic in Hanoi, Vietnam. With a focus on communicative English for vocational school students, I am keen on strategies to enhance students' language skills for real-world applications. Although I am new to the research domain, I am trying to explore new knowledge from research to learn more innovative strategies, methodologies, and helpful tools that facilitate learning and teaching to

foster effective educational practices.



2. Co-author: I am Bui Van Hieu, an English instructor with four years of teaching background at FPT Polytechnic College in Hanoi, Vietnam. I am committed to continual learning and exploring innovative teaching approaches to enhance the effectiveness and engagement of my lessons. My primary interests lie in student cognitive development and language acquisition. Hopefully, through doing research and self-improvement, I can refine my teaching methods to optimize student learning outcomes.

AsiaCALL-95

EPISTEMIC VALUE AND INTENTION TO USE ARTIFICIAL INTELLIGENCE IN SCIENTIFIC RESEARCH ACTIVITIES OF FOREIGN LANGUAGE LECTURERS

NGUYEN NGUYEN PHUONG & NGUYEN TRUONG SA

Industrial University of Ho Chi Minh City

Abstract:

Scientific research plays a vital role in the work of foreign language lecturers at universities thanks to its contribution to knowledge, professional development, pedagogical improvement, and publication as well. Becoming increasingly relevant in various aspects of research, including the work of lecturers, artificial intelligence (AI) is considered as a supportive tool that complements enhances their research capabilities in lecturers' research endeavors. This study aims to examine the relationship between epistemic value and intention to use AI in scientific research of foreign language lecturers among universities in Ho Chi Minh city. These relationships are verified through 375 lecturers with intention to use AI in scientific research. Cronbach's alpha and confirmatory factor analysis (CFA) tests are applied to examine the reliability and validity of the scale. Structural Equation Modeling (SEM) is also adopted to test hypotheses. The finding shows that epistemic value had a positive effect on intention to use AI

in scientific research through the meditating role of lecturers' researching motivation. As the result, some managerial implications for lecturers' scientific research activities are proposed to identify the unique epistemic value of using AI in scientific research to increase the lecturers' researching motivation. Finally, limitations and the next research direction are discussed.

Biodata:



First Author: Nguyen Nguyen Phuong Ph.D

Education and Work experience: Ms. Nguyen Nguyen Phuong has been working as lecturer of Faculty of Commerce and Tourism at Industrial University of Ho Chi Minh city for 13 years. She got her Bachelor of Art in English and Business Administration. Ms. Phuong is a PhD, majored in Economics.

Areas of Expertise: human resources development, marketing, tourism, customer services, language teaching, English for specific purposes

Co-author: Nguyen Truong Sa, PhD



Education and Work experience: Mr. Nguyen Truong Sa has been working as lecturer at Industrial University of Ho Chi Minh city for over 15 years. He is currently the Dean of Faculty of Foreign Languages, Industrial University of Ho Chi Minh City.

Areas of Expertise: language teaching, English for specific purposes, educational management.

AN INVESTIGATION INTO TEACHERS' USE OF AI PLATFORMS TO DESIGN PPP LESSON PLANS FOR YOUNG EFL LEARNERS

NGUYỄN THỊ TRÂM ANH

Faculty of Foreign Languages - Industrial University of Ho Chi Minh City

Abstract

Designing a comprehensive PPP (Presentation – Practice – Production) lesson plan for young EFL learners might be time-consuming, particularly without the aid of the teacher's book. This results from the fact that activities in a lesson for young EFL learners need to be engaging enough to attract these learners' attention. Thanks to the advancement of AI (Artificial Intelligence) platforms, lesson planning might no longer be such a hardship. This study investigated how Vietnamese English teachers at an English language center in Ho Chi Minh City utilized AI platforms to create effective PPP lesson plans for young EFL learners. Based on the analysis of these teachers' responses in the interviews and questionnaires, this study highlighted common problems the teachers faced when designing PPP lesson plans and explored how they used AI platforms to tackle these problems. The findings from this study might offer valuable insights for educators and researchers seeking to optimize lesson planning processes using AI platforms, not only within young EFL learners' classes but also in the broader EFL context.

Biodata: The author is a Vietnamese English lecturer at the Faculty of Foreign Languages (Industrial University of Ho Chi Minh City, Vietnam). She specializes in teaching general English courses to non-English major students. Driven by the interest in English language teaching and learning, she seeks to research innovative methods for effective English instruction within EFL classrooms.

A LITERATURE REVIEW OF HOW CHATGPT IS PERCEIVED AND UTILIZED IN EFL WRITING CLASSES: IMPLICATIONS FOR VIETNAM

LE THI THIEN-PHUOC¹, QUACH THI TO NU¹, NGUYEN DINH LUAT¹, PHAM THI XUAN TRINH¹, RAY ZHU², MASON LAU²

¹Industrial University of Ho Chi Minh City, ²University of Waterloo, Waterloo, Canada

Abstract

ChatGPT, since its debut, has emerged in heated discussions among language teachers and educators. This paper presents a systematic literature review of papers published on teachers' perception and integration of ChatGPT, an OpenAI-developed large-scale generative language model, in English as a Foreign Language (EFL) writing classes in higher education. The study aims to provide a comprehensive overview of the current state of research on how ChatGPT is perceived and utilized in writing classes. For the systematic review, a total of 118 research articles published from November 2022 to April 2024 were collected based on specific keywords. After applying inclusion and exclusion criteria, 36 publications were selected for review. Findings indicate diverse perspectives among higher education teachers regarding ChatGPT's utility. Additionally, its integration in higher education EFL writing classes is still in its early stages, with the current emphasis on content revision, proofreading, prompt creation, idea generation, and providing personalized feedback. These results underscore the need for ongoing research, urging Vietnamese teachers to carefully consider ChatGPT's integration. There is a pressing demand for training for both teachers and students in higher education in the Vietnamese EFL context to address issues such as academic integrity, critical thinking, and the challenges associated with home-based assessments.

Key words: ChatGPT, AI, systematic review, perception, integration, digital pedagogy

Biodata:



Le Thi Thien-Phuoc, a lecturer at the Industrial University of Ho Chi Minh City, has been passionate about language teaching and digital technology. She is currently working on a project focusing on student engagement through project-based language learning, students' lifelong learning abilities, and digital pedagogy for sustainable learning.



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

Nguyen Dinh Luat is a lecturer at the Industrial University of Ho Chi Minh City, Vietnam. He has been teaching English macro skills, pronunciation, linguistics, and translation to a diverse range of learners. His research interests include technology application in language teaching, language skill development, linguistics, and language testing.

Pham Thi Xuan Trinh is a lecturer in the Faculty of Foreign Languages at the Industrial University of Ho Chi Minh City in Vietnam. She specializes in teaching reading and writing skills, with research interests focused on the impact of new technology on language skills and innovative assessment methods.

Ray Zhu is a student at the University of Waterloo, Waterloo, Canada, majoring in Environment, Resources, and Sustainability. He worked at the Industrial University of Ho Chi Minh City as a teaching assistant from January to April 2024. He is interested in behavioral ecology research and AI technology advancement.

Mason Lau is a physics and astronomy student at the University of Waterloo, Waterloo, Canada. From January to April 2024, he worked as an English teaching assistant at the Industrial

University of Ho Chi Minh City. Some of his interests include calculus, language learning, and research about AI development.

AsiaCALL-103

**ONLINE ASSESSMENT AND STUDENTS' UNFAIR ATTITUDE DURING
ONLINE TESTS**

NUJHAT NUARI ISLAM¹, SHAFAT MOBAROK ABDUL JABBER²

¹The English and Foreign Languages University, Hyderabad and Hamdard University
Bangladesh

²The English and Foreign Languages University, Hyderabad

Abstract

All the public and private universities went online for classes and assessment system since May 2019 in Bangladesh. At that time, due to Corona pandemic the physical classroom has become online. However, the teachers and the students are still utilizing the benefit of online classes all over the world. The teachers use different platforms to keep the students engage in the study online. Some teachers used Facebook, some Zoom, and some teachers used Google Classroom as free teaching mediums. In this study, the researchers have done experiment on one private university. The sampling is convenient. The university is using G-Suite for Education for email service and online teaching, testing and assessment. This article shows the prospects and challenges of online assessment using Google Form. The research is online classroom-based. It has followed the mixed method to collect data. The data has been collected from 68 students' online assessment. The data has been evaluated and analyzed from the Google Form as an assessment tool for this study. After the data analysis, the researchers have found out that the teachers can assess and stop plagiarism by implementing some conditions while using G_ Suite for Education.

Biodata: Ms. Nujhat Nuari Islam is an ICCR research scholar doing PhD at The English and Foreign Languages University, Hyderabad, India. Her research interests are Comparative Literature, Children's Literature, Sociolinguistics, Language and Technology, Fantasy, and Film Studies. After completing her PhD study, she wants to work on AI use in literary studies.

Mr. Shafaat Mobarok Abdul Jabber is an ICCR research scholar at The English and Foreign Languages University, Hyderabad, India. His research interests are sociolinguistics, technology in education, and phonetics.

AsiaCALL-105

AI TOOLS AS FACILITATORS OR THREATS TO VIETNAMESE STUDENTS' ACADEMIC INTEGRITY IN RESEARCH WRITING

LÊ THỊ THIÊN PHƯỚC, ĐỖ ĐĂNG KHÔI, NGUYỄN XUÂN HỒNG, HOÀNG THỊ HẢI ĐƯỜNG

Industrial University of Ho Chi Minh City

Abstract

Artificial Intelligence (AI) has captured the world's imagination and sparked endless debates among educators. Among the discussions is the ethical use of AI for academic purposes. Existing literature indicates that, besides offering significant benefits, AI tools also raise concerns about ethical issues. Several studies have explored ethical use of AI in higher education contexts. However, the impacts of AI tools on the academic integrity of Vietnamese English-major students' research paper writing activities remains relatively unexplored. This paper aims to address this gap by investigating how final-year English-majored Vietnamese students perceive and utilize AI tools in their research paper writing. The study employed a mixed-methods design, comprising a survey with 152 students and in-depth interviews with 11 students to gather insightful data. Findings revealed that AI Tools were generally perceived positively

and were widely used in students' research paper writing process. However, ethical issues were not seriously taken as a major concern among the participants. The research highlights the need to regulate the use of AI among students and integrate these tools into academic writing contexts effectively. Urgent interventions are necessary to ensure that AI tools serve as facilitators rather than threats to academic integrity in Vietnamese students' research writing activities.

Keywords: Artificial Intelligence, AI, academic integrity, research integrity, research writing

Biodata:



Le Thi Thien-Phuoc, a lecturer at the Industrial University of Ho Chi Minh City, Vietnam, has been passionate about language teaching and digital technology. She is currently working on a project focusing on student engagement through project-based language learning, students' lifelong learning abilities, and digital pedagogy for sustainable learning.

Do Dang Khoi is presently a lecturer at the Industrial University of Ho Chi Minh City, Vietnam, where he has accumulated five years of experience teaching English and English linguistics. His research interests lie in the integration of AI into language teaching and learning. His attention also focuses on the dynamic of utilizing AI in the future.

Hoang Thi Hai Duong is a lecturer at the Industrial University of Ho Chi Minh City, Vietnam. She has more than twenty years of experience teaching English to adult learners. Her research interests include language teaching & learning and how to apply technology in an EFL context.

Dinh Thi Hoa is a lecturer at the Industrial University of Ho Chi Minh City, Vietnam. She has fifteen years of experience teaching English to adult learners. Her research interests include language teaching & learning and how to apply technology in an EFL context.

AsiaCALL-106

**TECHNOLOGY INTEGRATION IN EMI ECONOMICS COURSES:
INSIGHTS FROM SUBJECT TEACHERS IN A VIETNAMESE
UNIVERSITY**

VO DOAN THO

University of Economics Ho Chi Minh City

Abstract

This multiple case study investigates how subject teachers of economics in a Vietnamese university integrate technology to address challenges encountered in teaching through English as a Medium of Instruction (EMI) courses. Data were gathered through semi-structured interviews and classroom observations with four economics teachers. The analysis reveals that while these teachers attempted to incorporate technology into their pedagogical practices, its utilization remained constrained, primarily serving logistical functions rather than substantively transforming their teaching methods. The study underscores the complexity and nuances of technology integration within EMI contexts, pointing towards the need for more comprehensive support and strategies to enhance effective technology adoption among subject teachers in higher education settings.



Biodata: Tho D. Vo is an English lecturer at the University of Economics Ho Chi Minh City (Vietnam). He has obtained his Ph.D in Education at Victoria University of Wellington (New Zealand) where he worked on the teachers' and students' use of digital technologies in the English-medium context of Vietnamese higher education. His research interests are in the areas of technology in language education and English-medium education.

AsiaCALL-107

**EMPIRICAL RESEARCH TRENDS IN THE USE OF AI CHATBOTS IN
EFL TEACHING AND LEARNING IN VIETNAM**

DANG THI PHUONG

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

Abstract

The history of AI Chatbots dates back to 1966 when the first Chatbot named ELIZA was developed; however, it was not until October 2022 that AI Chatbots began to shake the whole world with the birth of ChatGPT. Since then, similar and even more advanced Chatbots have been created, and AI Chatbots have been used in various professional domains including English language education. Accordingly, a plethora of studies have been conducted to investigate issues surrounding this application of AI Chatbots. This current paper aims to review empirical studies concerning the integration of AI Chatbots in EFL teaching and learning within Vietnam. It adopts the systematic-narrative hybrid approach (Turnbull et al., 2023) and follows the PRISMA flowchart model (Moher et al., 2009) to collect relevant articles, employing thematic analysis of patterns and trends for data analysis. The research is expected to bridge the gap in the literature by presenting the first systematic-narrative review on the topic in the context of Vietnam, and pedagogical implications are made for EFL learners, teachers, and researchers.

Keywords: Empirical research trends, AI Chatbots in EFL classrooms, Vietnam, narrative-systematic review

Biodata:



Dang Thi Phuong (MA) is working as a lecturer at University of Languages and International Studies, Vietnam National University, Hanoi. In addition to teaching, she has been conducting studies on English language teaching and related disciplines. Her research interests include ELT/ESP teacher training and professional development and the application of technology in English teaching and learning.

AsiaCALL-109

THE IMPACT OF AI ON TRANSLATION: A PARADIGM SHIFT IN THE LANGUAGE INDUSTRY

HỒ NGUYỆT THANH, TRẦN THỊ XUÂN THỦY, NGUYỄN THỊ TUYẾT HẠNH

Industrial University of Ho Chi Minh City

Abstract

This study investigates the evolving landscape of translation with the emergence of artificial intelligence (AI). Set in an industrial university in Ho Chi Minh City, Vietnam, the research explores how AI is perceived by second-year translation students ($n = 100$) in relation to their translation workflow and the quality of the final product. While existing research explores the technical advancements of AI translation tools, a gap exists in understanding how future translators view this technology's impact on their profession. This study aims to bridge this gap by employing a mixed-methods approach, combining surveys and classroom observations. The findings will shed light on student perceptions of AI's influence on their translation process and the final version's accuracy. Additionally, the research will explore potential avenues for collaboration between AI and human translators to achieve optimal outcomes. The results of this study can offer valuable insights for educators and industry professionals alike, paving the way for a future where AI complements and empowers human translators.

Key words: translation, artificial intelligence (AI), translation studies, human-AI collaboration, translation industry

Biodata:



Lecturer; IUH, Vietnam; linguistics and teaching English; linguistics, bilingual, teaching English, technological-intergrated pedagogy, curriculum studies

AsiaCALL-110

USING GRAMMARLY IN ENHANCING STUDENTS' GRAMMATICAL ACCURACY IN WRITING: A CASE AT A PRIVATE COLLEGE IN HANOI

VŨ PHƯƠNG THẢO

FPT Polytechnic College

Abstract

Writing is undeniably regarded as a hard-to-deal skill, and achieving grammatical accuracy in writing is considered challenging for most English learners. As technologies advance, AI-powered tools have been increasingly implemented in English Language teaching and learning to enhance learning outcomes. Among the tools, Grammarly, an online writing assistant, has been found beneficial in improving English learners' writing skills. This study aimed to investigate the effectiveness of using Grammarly in improving learners' grammatical accuracy in writing. The study utilized a case study design with qualitative and quantitative data collected from thirty-two second-year college students. After six weeks of using Grammarly, learners' writing assignments were analyzed using a surface strategy approach to get quantitative data for the research. Qualitative data was provided through a survey questionnaire followed by a focus

group interview. The findings revealed a significant reduction in learners' grammatical errors in writing after Grammarly intervention and their positive attitude toward the use of Grammarly in improving their English writing. Afterward, there were several recommendations for teachers and learners to foster English writing skills.

Biodata:



Author: Vũ Phương Thảo (Email: phuongthaoulis123@gmail.com)

Vu Phuong Thao finished her Master's degree in English Language Teaching Methodology in 2023. She is currently working as an English lecturer at FPT Polytechnic College, Hanoi, teaching General English to non-English-majored students. Her fields of interest include applying technology in English teaching and learning and investigating innovative teaching techniques in teaching English skills.

AsiaCALL-111

EVALUATING HUFLIT LECTURERS' PERSPECTIVES ON CHATGPT'S CAPABILITIES IN DESIGNING ENGLISH TESTING AND ASSESSMENT

LÊ THỊ THU HƯỜNG

Ho Chi Minh City University of Foreign Languages and Information Technology

Abstract

Education has been undergoing a dramatic transformation in numerous facets since the proliferation of ChatGPT, a powerful AI assistant tool. Despite its adoption across a wide diversity of disciplines, the capabilities of ChatGPT in English language teaching and learning, especially in testing and assessment design, still remain understudied. This paper seeks to

investigate lecturers' perspectives on the capabilities of ChatGPT in designing English testing and assessment at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). A mixed-methods approach consisting of a questionnaire and a semi-structured interview was employed as the main research instrument, with the participation of thirty lecturers of the Faculty of Foreign Languages. The findings suggest that ChatGPT has been perceived as a promising tool for designing English testing and assessment owing to its versatility in drafting quicker, more diverse, and detailed types of questions, which results in enhanced time efficiency and reduced efforts in test design. The greatest areas of concern, however, lie in ChatGPT's inability to generate more interesting, less repetitive questions which match the specific learning outcomes and students' linguistic abilities. Lecturers at HUFLIT agreed on the critical employment of ChatGPT, emphasizing the provision of specific and precise prompts with varying degrees of rewording, the input of challenging questions, along with the adjustment of ChatGPT-produced content to suit students' language competency.

Key words: ChatGPT's capabilities, testing and assessment, lecturers' perspectives, HUFLIT

Biodata:



Huong Thi Thu Le is currently an experienced lecturer working for the Faculty of Foreign Languages, HUFLIT, Vietnam with more than twelve years of teaching experience. She earned a Bachelor's Degree from Ho Chi Minh University of Education and holds a Master's Degree in TESOL from Victoria University. Her interests are primarily novel methodologies to enhance students' learning and achievement, AI tools, and how these can make radical improvements in learners.

AsiaCALL-112

**ENHANCING LANGUAGE LEARNING THROUGH AI-GENERATED
FEEDBACK ON PICTURE-CUED WRITING**

PHILIP L. H. YU, YIPENG ZHUANG, ZHIWEI XIE, RUIBIN ZHAO

The Education University of Hong Kong

Abstract

This study introduces a novel AI-assisted language learning method that provides personalized feedback on picture-cued writing tasks. Picture-cued writing is a common language instruction and assessment approach, that requires students to describe visual prompts in text. Our system employs a fine-tuned generative AI model to automatically assess the connection between the visual pictures and the student's textual descriptions, then generate targeted comments and modification suggestions to help students improve their descriptive abilities. Over 340 middle school students participated in a picture-cued writing task, and our system analyzed more than 5,000 student responses. The results demonstrate significant improvements in students' writing skills after receiving the AI-generated feedback, with average scores increasing from 6.23 to 7.63 out of 10. Furthermore, about 70% of the questionnaire responses stated that our fine-tuned GAI model provided very useful feedback and suggestions.

These findings suggest that integrating dynamic assessment through automated writing feedback can be an effective strategy for enhancing language learning. The proposed AI-assisted approach offers a promising way to provide personalized support and guidance to students engaged in picture-cued writing activities.

Biodata: Yipeng Zhuang is a Ph.D. candidate at the Department of Mathematics and Information Technology of The Education University of Hong Kong. His research focuses on high-dimensional preference learning and AI-powered language learning. He is expected to

graduate with a PhD Thesis entitled “High Dimensional Data Analytics and AI-driven Language Learning” in 2024.

Zhiwei Xie is a Ph.D. candidate at the Department of Mathematics and Information Technology of The Education University of Hong Kong. He possesses web development expertise and a strong interest in exploring the intersection of AI and education. His research focuses on AI-assisted language learning and AI in education.

Ruibin Zhao received the M.S. and Ph.D. degrees in educational technology from Nanjing Normal University in 2009 and 2019, respectively. He is currently a postdoctoral researcher at the Department of Mathematics and Information Technology, The Education University of Hong Kong. His research interests include artificial intelligence, virtual reality, and technology-supported language learning.

Philip L.H. Yu is a Professor at The Education University of Hong Kong and an Honorary Professor at The University of Hong Kong. He is the Associate Director of the University Research Facility of Data Science and AI. His research focuses on preference learning, data analytics and AI. He has over 140 publications.

AsiaCALL-114

THE IMPACTS OF THE FLIPPED CLASSROOM APPROACH ON GRAMMAR KNOWLEDGE OF STUDENTS IN A HIGH SCHOOL IN HO CHI MINH CITY – VIETNAM

DANG NGUYEN THUY VY¹, LE VAN THINH², LAN THI XUAN NGUYEN³

¹Ho Chi Minh City Open University

²Banking Academy of Vietnam - Phu Yen campus

³Ho Chi Minh Open University

Abstract

Teachers in Vietnam tend to focus on forms when teaching grammar, and often lack sufficient time for communicative activities. To address this time constraint, a flipped classroom model

has been employed to allocate more class time for communicative activities in the production stage. This study aims to examine the effects of the flipped classroom approach on the grammar performance of high school students and their attitudes toward the experience of this learning approach. Participants were 48 students, divided into a control group and an experimental group. These students were taught in a 10-week grammar course adapted from the main course book. The experimental group engaged in prerequisite grammar-explanation videos and did some controlled exercises before in-class sessions, where they focused on communicative tasks. The control group, on the other hand, studied grammar with explicit instructions and did controlled drills in class. The study employed pre- and post-tests to assess grammar retention and conducted semi-structured interviews to explore students' experiences with the flipped classroom. Results indicated that adopting flipped classrooms led to improved students' grammar knowledge. These findings suggest pedagogical implications and further research for teachers, administrators, and policy-makers.

Biodata:

First author: Dang Nguyen Thuy Vy

Dang Nguyen Thuy Vy is an M.A. student majoring in TESOL at Ho Chi Minh City Open University. She is currently teaching English at a public high school in Ho Chi Minh City – Vietnam. Her research interests mainly include Teaching Grammar, CALL, Technology in English Language Teaching.

Second author: Le Van Think

Think Van Le is an English lecturer at Banking Academy of Vietnam, Phu Yen Campus. He has published a number of articles relating to computer-assisted language learning (CALL). His research interests are CALL, second language acquisition, and AI in language teaching and learning.

Third author: Dr. Lan Thi Xuan Nguyen

Dr. Nguyen is an educator and academic leader with extensive experience in language education and educational management. She holds a PhD in Education from the University of Newcastle,

Australia, specializing in Instructional Technology. Currently serving as the Director of the Centre for Educational Research and Innovation at Ho Chi Minh City Open University, Dr. Nguyen has played pivotal roles in academic governance, program development, and quality assurance. Her research focuses on collaborative learning, technology integration, and online education.

AsiaCALL-115

A STUDY OF VIETNAMESE EFL TEACHERS' AND STUDENTS' PERCEPTIONS ON USING GOOGLE TRANSLATE IN THE CLASSROOMS

HONG CAM NGAN¹ & LE THI HONG VAN²

¹Nam Can Tho University

²Tay Nguyen University

Abstract

Using Google Translate (GT) is as a free online machine translation tool gives many benefits for teaching and learning activities. Almost teachers and students believe GT is helpful for their learning. Nearly all students and most of teachers have used GT language learning at varying frequencies as a dictionary. However, using GT in EFL learning also has negative effects on learners' outcome learning. Many Vietnamese students and teachers also use GT in EFL classrooms but there are few published studies related to this issue. There has been a gap in the literature investigating how machine translation in general and GT in particular are used and effective in practice despite their increasingly important role in social, business, and academic fields. This study aimed to find out EFL teachers' and students' perceptions on using GT in classrooms. Based on Appraisal theory and Ecological System theory, research design included cross-sectional survey and semi-structured individual interview. Upon the collected data from

450 students and 12 teachers, the findings clarified what kind of practices, awareness and evaluations of using GT in classrooms of teachers and students. The results could inform educators, policymakers, and researchers about the role and perception of Google Translate in EFL education, and led to more effective language instruction and ethical technology integration in the field of language education.

Biodata:



Hong Cam Ngan, M.Sc, is a lecturer in Environmental Management at Nam Can Tho University, Vietnam. She is also a master candidate at Can Tho University majoring in Principles and Methodology of English language teaching. Her research interest includes EFL teaching and learning, ICT, Environmental Strategies, waste recycling and management. She can be reached with hcngan@nctu.edu.vn.

Dr. Le Thi Hong Van is a senior English lecturer in Tay Nguyen University. She received her Doctoral degree in TESOL from University of Central Florida, USA in 2021. Her research interests involve strength-based teaching, oral communication, instructional technology, language skill development for English learners, and ESL/EFL teacher education. Her email address is lthvan@ttn.edu.vn.

UTILIZING CHATGPT IN CHECKING ACADEMIC WRITING FOR POSTGRADUATE STUDENTS

DUONG NGOC HAN¹ & TONG MAI HUONG²

¹FPT University, ²Hanoi University of Industry

Abstract

Although artificial intelligence has long been a controversial topic, there is no doubt about its enormous impact on language education. This study investigates the potential utility of ChatGPT in assisting postgraduate students enrolled in academic writing courses at a public university in Southeast Asia in terms of grammar, vocabulary, coherence, and cohesiveness. We used both quantitative and qualitative data analysis to examine the results from an internet-based questionnaire that was completed by 18 postgraduate students, accompanied by semi-structured interviews with five participants, who had used Chatbot for one month. The findings indicate that ChatGPT can improve students' writing competency, minimize grammatical and lexical mistakes, and reduce writing time. Nevertheless, some obstacles related to ChatGPT's implementation arose, including concerns about using a copyrighted chatbot and the cost of utilization. Overall, our research highlights the potential of ChatGPT as an educational tool for language program designers, and researchers working in similar contexts.

Keywords: AI, academic writing, ChatGPT, postgraduate

Biodata:

Duong Ngoc Han

She 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.

Tong Mai Huong

Tong Thi Mai Huong is an enthusiastic lecturer at Hanoi University of Industry. She received a Master's degree in English Language at the School of Languages and Tourism, Hanoi University of Industry, Vietnam. She has interest in teaching English and would like to devote for national education.

AsiaCALL-119

**EVALUATING ENGLISH MAJORS' RESEARCH PROPOSALS USING
CHATGPT: AN EXPERIMENTAL STUDY ON METHODOLOGICAL
COMPONENTS AT SAIGON UNIVERSITY**

TRAN THE PHI & NGUYEN THI HOANG LAN

Saigon University

Abstract

AI has been extensively applied across various tasks, including educational purposes. Prior research has explored the use of AI in assessing research papers in terms of citation counts and score predictions, and tools have been developed to aid in pre-submission reviews. However, there is limited research on AI in assessing research methodologies using modifiable criteria. Hence, this study aims to utilize ChatGPT, a form of generative AI, to evaluate certain sections of the Methodology in 37 research proposals composed by Saigon University's English majors in partial fulfillment of the Research Method module. This research involves an experiment enabling ChatGPT-4o to recognize and evaluate the Title, Question or Hypothesis, Design and Method sections of research proposals based on a specific set of criteria inputted. The ChatGPT-generated evaluation is then compared with the human evaluation to identify any discrepancies between the two methods, with the view to determining if AI can assist or potentially replace human evaluation processes. Future research should expand this procedure to other sections of research papers. In addition, utilizing a larger database could enhance the model's ability to

provide standardized evaluations across various fields, thereby improving the rigor and consistency of AI-assisted research assessments.

Biodata:



Dr. Tran The Phi currently works as Dean of Faculty of Foreign Languages, Saigon University, Vice President of South Vietnam Teaching English to Speakers of Other Languages (STESOL) under Association of Vietnam Universities and Colleges (AVU&C). He has been teaching English for over 20 years. His research interests are in cognitive linguistics, curriculum development and English teaching methods.



Nguyen Thi Hoang Lan currently works as a lecturer at Saigon University, Vietnam, in the Department of Foreign Languages. With expertise in TESOL, she instructs a range of subjects pertaining to English linguistics and education, including research writing. Her research interests are centered on the pedagogy and acquisition of research writing skills.

AsiaCALL-121

**EFL STUDENTS' ACCEPTANCE OF BLENDED LEARNING FOR
WRITING: EXAMINING THE ROLE OF INFORMATION AND
TECHNOLOGY SKILLS AND ACADEMIC PERFORMANCE**

CHU QUANG PHE

University of Finance-Marketing

Abstract

Blended learning (BL) is not a new term in the world's education; however, its implementation in Asian countries have robusted for about 10 years now, notably after the Covid_19 Pandemic in 2019. It has recently been considered a “hot topic” in education, and researchers have called for the degrowth of this learning model. In response, this paper aims to examine the BL factor that affects EFL student's willingness to use BL for writing. The study relies on a survey questionnaire supported by Venkatesh et al.'s UTAUT2 (2013) and Bandura's social cognitive learning theory (1989) to estimate the varying causal effects of attitude towards BL, self - efficacy, and behavioral intention on use behavior of BL. The calculation of the effect is then differentiated by EFL students' information and technology (ICT) skills and academic performance. The survey involves about 150 EFL students, and data interpretation is mostly based on the multigroup analysis of the measurement and structure models. The findings are supposed to provide a deep insight of how EFL students of different groups of ICT skills and academic performance use BL for writing.

Biodata: The author holds an MA degree in TESOL and is currently doing a PhD in TESOL at Ho Chi Minh City Open University. He has been teaching English for about 20 years and has been working as a lecturer of English at the University of Finance -Marketing for about 16 years. In research interest involves writing, policy making and educational technology. He has published 5 journal articles and six papers in national and international conference on ELT in Vietnam.

**EFL THIRD-YEAR STUDENTS' ENGAGEMENT OUTSIDE
CLASSROOM WITH AUTOMATED WRITTEN CORRECTIVE
FEEDBACK PROVIDED BY CHATGPT**

**NGUYEN THI PHUONG NHUNG; PHAM THI THU HA; LUU THI HUONG & LE
VAN TUONG**

Hanoi Pedagogical University 2

Abstract

With the increasing popularity of AI-driven technologies like ChatGPT in language learning contexts, there is a growing interest in understanding how EFL students interact with such tools and the efficacy of their engagement. This study investigated the engagement of 10 EFL third-year students at Hanoi Pedagogical University 2 with the automated written corrective feedback (AWCF) provided by ChatGPT outside the classroom. To explore this engagement comprehensively, we employed a combination of screen-recording videos, the thinking-aloud technique, and semi-structured interviews, examining behavioral, cognitive, and affective dimensions of interaction with ChatGPT's feedback. The results of this study revealed varying levels of engagement among the students. Specifically, lower-proficiency English students tended to overly rely on ChatGPT's suggestion, which limited their critical thinking. Conversely, higher-level ones often questioned the accuracy and helpfulness of the AI-generated feedback, demonstrating a more discerning approach. These insights can inform educators to better support EFL learners in integrating AI feedback into their self-study process.

Biodata:

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Nguyen Thi Phuong Nhung is a dedicated student currently pursuing a degree in English Language Teaching at Hanoi Pedagogical University 2. She has a keen interest in exploring innovative teaching methodologies and techniques to enhance the effectiveness of language

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Pham Thi Thu Ha is currently studying as a sophomore at Hanoi Pedagogical University 2. With a passion for language acquisition, her research interests lie in exploring effective methods for learning English. Through her academic pursuits, she aims to contribute to the advancement of language education and facilitate enhanced language learning experiences for learners of all backgrounds.

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Luu Thi Huong (M.A) began her teaching journey at Hanoi Pedagogical University 2 as an English teacher in 2016. She has been actively involved in a wide range of national and international professional development activities for teachers and researchers. She is genuinely enthusiastic in doing research on language learning motivation and engagement, language testing and assessment and innovative pedagogies.

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Le Van Tuong is currently working as an English teacher at the Faculty of English, Hanoi Pedagogical University 2 (HPU2), Vietnam. Majoring in English Language Teaching, she experiences assisting and instructing for university students in over 2 years involving four-skill set and using CALL in learning and teaching. Her research interests include translanguaging, teaching and learning methodology, ICT based teaching, evaluation and assessment process.

AsiaCALL-125

**USING GEMINI FOR FORMATIVE ASSESSMENT IN ENGLISH
ACADEMIC WRITING - CRITICAL INSIGHTS INTO ITS EFFICACY**

LE PHAM THIEN THU, NGUYEN DINH LUAT, LE THI THUY

Industrial University of Hochiminh City

Abstract

The emergence of Artificial Intelligence (AI) has triggered revolutionary transformations in language teaching and learning. When it comes to academic writing, current educational practitioners must more than once wonder which AI-powered tools, among an overwhelming number mushrooming recently, can assist their learners' self-study by providing reliable and relevant feedback. This paper explores the effectiveness of Gemini, a large language model (LLM) developed by Google AI, in providing rubric-aligned commentary on student essays. Through the critical analysis of the comments provided by Gemini on fifty students' essays, against the IELTS Writing task 2 band descriptors, Gemini's feedback on grammatical range and accuracy was found to be partially aligned with the descriptors. This finding lays a foundation for language educators to evaluate the efficacy of LLM-assisted learning tools in academic writing education, paving the way for their future application.

Biodata



1. Nguyen Dinh Luat is a lecturer at the Industrial University of Ho Chi Minh City, Vietnam. He has been teaching English macro skills, pronunciation, linguistics and translation to a diverse range of learners. His research interests include technology application in language teaching, language skill development, linguistics and language testing.

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AsiaCALL-126

EXPLORING THE IMPACT OF SPEECHACE ON IMPROVING PRONUNCIATION FOR NON-ENGLISH-MAJORED STUDENTS

HOÀNG THỊ HOÀI & HỒ KHÁNH HUYỀN

FPT Polytechnique College

Abstract

Pronunciation plays a crucial role in mastering effective communication but often becomes a challenge for students, particularly for non-English-majored students. This study aims to explore the effectiveness of Speechace in enhancing students' pronunciation and to examine students' attitudes toward the use of Speechace in their language learning process. The research involves 70 students currently enrolled in an A2 English course. Over a six-week intervention period, Speechace was utilized as the primary tool for class wrap-up and homework activities. Data were collected through pre- and post-tests conducted via Speechace to assess pronunciation

improvements, and questionnaires were administered to evaluate changes in students' attitudes toward English pronunciation and the use of Speechace. The findings indicate a significant improvement in students' pronunciation scores as measured by Speechace. Participants also expressed positive attitudes towards English pronunciation, highlighting the potential of integrating Speechace as an additional resource in English lessons. The study recommends further research to explore the long-term impacts of Speechace on language development, particularly in speaking skills.

Biodata

Ms. Hoang Thi Hoai is an English teacher at FPT Polytechnic College, Vietnam and IIG Academy Vietnam. Prior to this, she conducted research on the effectiveness of teaching non-English majors reading and speaking abilities through the use of strategies like Jigsaw and Story Telling. Moreover, her scholarly interests are deeply rooted in the integration of technology in language education, aiming to leverage digital tools to facilitate and enrich the learning experience.

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AsiaCALL-128

**AN INVESTIGATION INTO STUDENTS' PERCEPTIONS OF USING
PADLET AS A DISCUSSION BOARD AT SAIGON UNIVERSITY**

VU THI KIM CHI, NGUYEN HOANG THANH TAM, DANG VU MINH THU

Saigon University

Abstract

Padlet.com is a cutting-edge platform that enables learners to collaborate online effortlessly by posting their work on a digital wall. Integrating Padlet into language teaching is thought to enhance remote learning, collaboration, and access to diverse language learning resources, making the learning experience more accessible, flexible, and interactive. In this context, the study aims to explore the perceptions of students at Saigon University regarding the use of Padlet as a discussion board in their learning process. The research included 150 students studying General English at Saigon University. Both quantitative and qualitative methods were used to gather data through questionnaires and reflections. According to the results, the students acknowledge that the integration of Padlet enables them to create their responses in different forms (text sites, sounds and pictures), identify spelling mistakes and grammatical errors, as well as giving peer assessments and comments. Additionally, most students agree that Padlet create an enjoyable environment for productive and collaborative practice, which encourages active participation and engagement in their language learning classes. On the other hand, they admit that the greatest limitation is the Internet connection stability during the learning practice using Padlet.

Biodata:



¹ Vu Thi Kim Chi is currently a full-time lecturer at the Faculty of Foreign Languages - Saigon University. She received Master's degree in TESOL from Victoria University, Australia in 2017. Her teaching practice involves in language skills courses attended by non-English major students. She has aimed to apply technological innovation into the classroom in order to

improve the teaching and learning outcomes.



² M.Ed in TESOL

Tam Nguyen has been working as a lecturer at the Department of Foreign Language at Saigon University for over six years. She achieved a Master's Degree in TESOL acknowledged by University of Southern Queensland, Australia. She is enthusiastic about English teaching and learning methodology and English learner's attitudes in learning progress.



³ Dang Vu Minh Thu is a full-time lecturer at Saigon University, HCMC. With more than 8 years of teaching experience at many universities and institutions, her specialization is teaching courses of English for academic purposes and English-language certificates including IELTS and VSTEP. In 2020, she received a Master's degree in TESOL from

Open University, HCMC and she is specifically interested in the research of technological applications in English teaching context and teacher professional development.

EXPLORING VOCATIONAL STUDENTS' PERCEPTIONS TOWARDS LANGUAGE HUB IN ENHANCING AUTONOMY

HỒ KHÁNH HUYỀN & HOÀNG THỊ HOÀI

FPT Polytechnic College

Abstract

As the world grows, the development of increasingly advanced artificial intelligence also expands. This study investigates the role of the Language Hub program, an AI-driven platform, in enhancing autonomy among vocational students in language learning. Despite numerous efforts to improve language proficiency, vocational students often face challenges in achieving autonomy in their learning process. The aim of this research is to address this gap by exploring students' perceptions towards the Language Hub and its impact on fostering autonomy. It has been established that learner autonomy effectively promotes learning. The study was conducted with 80 students from a vocational school. Both qualitative and quantitative data were collected through a single source student questionnaire, and student interviews. The findings of this study are expected to contribute significantly to the body of knowledge surrounding the efficacy of AI-driven platforms in promoting learner autonomy within language education contexts

The findings reveal significant improvements in students' autonomy, motivation, and language skills facilitated by the Language Hub program.

It is recommended that future research focuses on long-term impacts and adaptability of AI-driven platforms within diverse educational environments. This research underscores the importance of AI-driven platforms in advancing autonomy and meeting learners' evolving needs in language education.

Biodata: Ms. Ho Khanh Huyen is an English lecturer at FPT Polytechnic College, Hanoi, Vietnam. She is interested in applying technology in teaching and classroom management. 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. Hoang Thi Hoai is an English teacher at FPT Polytechnic College, Vietnam and IIG Academy Vietnam. Prior to this, she conducted research on the effectiveness of teaching non-English majors reading and speaking abilities through the use of strategies like Jigsaw and Story Telling. Moreover, her scholarly interests are deeply rooted in the integration of technology in language education, aiming to leverage digital tools to facilitate and enrich the learning experience.

Ms. Nghi Thị Thu is an English lecturer at FPT Polytechnic Master of Science in Teaching English as a Foreign Language (MSc in TEFL)

AsiaCALL-132

INVESTIGATING LEARNERS' PERSPECTIVES ON ELSA SPEAK INTEGRATION TO ENHANCE AUTONOMY AND ORAL LANGUAGE PROFICIENCY IN ENGLISH CLASSES

TRAN DANG KHOI & VU THI KIM CHI

Sai Gon University

Abstract

The study highlights the integration of the ELSA Speak application, regarded as a MALL – Mobile-Assisted Language Learning tool, in a general English course for fostering learner autonomy. Initially, the application is built wholly based on the speech recognition function, which allows it to receive oral inputs from users and provide them with feedback. This paper employs both qualitative and quantitative methods to examine the potential of the app in bolstering learner autonomy and how learners' oral language proficiency is related to their

degree of autonomy. The participants are 50 sophomores from Sai Gon University whose majors are not English Linguistics. The findings highlight the significance of providing an outstanding self-access learning space, a learning environment allowing learners to take control of their learning process, and deliver critical reflections. These findings also emphasize the playfulness of the experience and the potential to eliminate limited opportunities to find conversation partners and negative feelings of social judgment. All of these elements forge great motivation and stimulus, which greatly enhance the degree of autonomy. Consequently, participants with a greater level of autonomy also demonstrate better speaking competence.

Biodata:



Tran Dang Khoi currently works as a full-time lecturer at Faculty of Foreign Languages - Sai Gon University. He achieved his M.A. degree from Victoria University of Wellington in 2021. His teaching expertise includes English language skills and linguistics courses namely morphology, syntax and semantics. He's always focused on the application of technological innovations and theoretical knowledge of linguistics in classroom to boost the English competency of learners in both daily conversations and professional communications.



Vu Thi Kim Chi is currently a full-time lecturer at the Faculty of Foreign Languages - Saigon University. She received Master's degree in TESOL from Victoria University, Australia in 2017. Her teaching practice involves in language skills courses attended by non-English major students. She has aimed to apply technological innovation into the classroom in order to improve the teaching and learning outcomes.

AsiaCALL-135

**PERCEPTIONS OF POSTGRADUATES TOWARDS USING CITATION
MANAGEMENT SOFTWARE IN ACADEMIC WRITING: A CASE
STUDY IN A VIETNAMESE UNIVERSITY**

**NGUYEN HAI LINH¹, LE DUC HANH², NGUYEN THI LUONG¹, PHAM THUY
QUYNH³**

¹FPT University, ²Hanoi University of Industry, ³Hanoi University of Industry

Abstract

Citation management software (CMS), especially Mendeley, has been suggested for researchers to automatically manage bibliographic information thanks to its complementary version with significant space for data storage. However, little research has been conducted regarding the applicability of Mendeley to the academic writing of postgraduates, especially in Vietnam. This study examines postgraduates' perspectives toward utilizing Mendeley in academic writing during their language master's programs at a public university in Vietnam using a mixed method. Data was collected through pre- and post-survey questionnaires of 45 postgraduates majoring in foreign languages and in-depth interviews for a thorough investigation. The findings indicate that Mendeley enhances the participants' research productivity and quality, but technological issues and a lack of training limit its use. Also, the study recommends that the institution organize workshops, seminars, and fundamental training courses in Mendeley for postgraduates to use it efficiently.

Key words: Citation management software, Mendeley, academic writing, perception, bibliographic information

Biodata:

1. Ms. Nguyen Hai-Linh 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.

2. 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.

3. Ms. Nguyen Thi-Luong is an English lecturer at Hanoi University of Industry and FPT Polytechnic College, Hanoi, Vietnam. She is interested in applying technology in teaching and classroom management.

4. Ms. Pham Thuy-Quynh is currently a lecturer working for EMI group, Faculty of English Language at School of Languages and Tourism, Hanoi University of Industry. She has been involved in developing syllabus and teaching materials for EMI courses. Her professional interests include English for Occupational Purposes, English as the medium instruction and ICT in Language Teaching and Learning

AsiaCALL-137

EXAMINING ENGLISH-MAJORED STUDENTS' PERFORMANCE AND ATTITUDES IN USING AI CHATBOTS AND ELECTRONIC DICTIONARIES FOR WORD LOOKUP

MAI HOANG VIET & TRAN THE PHI

Saigon University

Abstract

It is true that the recent boom of artificial intelligence (AI), together with generative AI, has substantially transformed language education in myriad facets. In this context, powerful AI chatbots like ChatGPT, Bing AI, or Gemini have become worthy competitors to printed or even electronic dictionaries. Hence, the aims of this study were to (1) compare the performance of

English-majored students in the process of word lookup when using AI chatbots and electronic dictionaries and (2) investigate their attitudes towards these two tools. A quasi-experiment was conducted with 30 Vietnamese English-majored undergraduate students at Saigon University. Regarding data collection procedure, the participants completed a pre-test and a post-test in the form of standardized vocabulary tests, followed by a questionnaire and a semi-structured interview. The results revealed that AI chatbots were able to better assist the students in choosing appropriate words in the standardized vocabulary tests compared to electronic dictionaries. In addition, the students also showed a slight preference for the AI tool over electronic dictionaries when looking up lexical information but praised electronic dictionaries for their positive learning outcome. These findings can provide valuable insights for lecturers or teachers who want to integrate AI-based tools into their language classroom.

Biodata

Mai Hoang Viet: I have been working for the Faculty of Foreign Languages, Saigon University since 2023. I received my Master's degree in English Language at Ho Chi Minh City University of Technology (HUTECH) in 2022. My research interest mainly relates to English language skills and teaching development.



Tran The Phi: I have been working for the Faculty of Foreign Languages, Saigon University since 2010. I received a doctorate in Linguistics and Literature from the University of Social Sciences and Humanities, VNUHCM. My research interests are in cognitive semantics, curriculum development and English teaching methods.

AsiaCALL-139

THE IMPACT OF CHATGPT VOICE ON NON-MAJORED STUDENTS' WILLINGNESS TO COMMUNICATE IN A VIETNAMESE UNIVERSITY

**PHẠM HUỲNH THÚY UYÊN¹, ĐINH TRẦN THÚY LIỄU², TRẦN XUÂN TRANG²,
LÊ THỊ HUYỀN TRANG³**

¹Đồng Tháp University, ²Ho Chi Minh City Open University, ³Duc Linh High School

Abstract

ChatGPT represents a significant advancement in language education because it engages in natural and contextually appropriate conversations. This technology offers EFL students enhanced opportunities to practice speaking English in a relaxed environment. While most studies on AI-powered chatbots in higher education have demonstrated their positive effects on students' willingness to communicate (WTC), there has been a lack of research specifically focusing on ChatGPT Voice (CV) in Vietnamese universities. This study explores the impact of ChatGPT's conversational interface on the WTC of EFL students at a university in the Mekong Delta region of Vietnam. In three months, 30 non-English major students participated in ten speaking activities facilitated by CV, supplemented by ten worksheets. These activities were conducted in various formats: group work (four activities), pair work (four activities), and individual sessions (two activities). The impact of CV on students' WTC was assessed using a mixed-methods approach, including a questionnaire and semi-structured interview with six students. Preliminary findings are expected that the use of ChatGPT significantly enhances students' WTC. Among the factors influencing WTC, "communicative confidence" emerged as the most significant, surpassing "behavior" and "self-perceived competence." The study recommends the integration of CV in EFL classrooms to stimulate students' motivation and improve their speaking skills.

Biodata

Pham Huynh Thuy Uyen, completing her MA in TESOL from Ho Chi Minh City Open University in 2023, currently serve as a lecturer at Dong Thap University. Her interests extend to exploring the adaptability of educational models for pre-service teachers in modern classrooms and evaluating their use of technology in learning, as well as their technological skills in future English instruction. These pursuits underscore her dedication to ensuring that teaching methodologies align with the dynamic needs of 21st-century pre-service learners.

Ms Dinh Tran Thuy Lieu is currently a visiting English teacher at Ho Chi Minh City Open University and Saigon College, Ho Chi Minh City, Vietnam. She obtained an MA Degree in TESOL from Ho Chi Minh City Open University and has over 8 years of experience in teaching English as a foreign language. Her research interests involve CALL, MALL, TELL, Computational Linguistics, Blended and Online Language Learning, AI for Language Learning, as well as ELT Methodology.

Ms. Tran Xuan Trang is currently serving as a visiting English lecturer at Ho Chi Minh City Open University since 2020 and at Van Hien University since 2024, both located in Vietnam. She earned her MA Degree from Ho Chi Minh City Open University in 2022 and possesses extensive experience in teaching English to both non-majored and majored English students. Additionally, she has a keen interest in conducting research in various fields, including second language acquisition, English for specific purposes, Task-Based Language Teaching (TBLT), Blended and Online Language Learning, as well as ELT Methodology.

Le Thi Huyen Trang, M.A., serves as an English teacher at Duc Linh High School in Binh Thuan Province, Vietnam. She has 12 years of experience in teaching English as a foreign language and has an MA in TESOL from Ho Chi Minh City Open University. Her interests are in second language acquisition, ELT Methodology, CALL, MALL, online learning, blended learning, and flipped learning.

AsiaCALL-141

**AN INVESTIGATION OF THE USE OF STUDENT-GENERATED
DIGITAL VIDEO TO PROMOTE STUDENTS' ENGAGEMENT IN PBL
AT SAIGON UNIVERSITY**

NGUYEN HOANG THANH TAM, DANG VU MINH THU, VU THI KIM CHI

Saigon University

Abstract

Digital video is a promising technology that can be utilized in schools to support, expand, or transform teaching methods and curriculum results. Particularly, student-created digital video has the potential to enhance or modify pedagogy. The aim of this paper is to focus on presenting findings relevant to the employment of student-created video in Project-based learning (PBL) in order to explore its effects on English-majored students' motivation and engagement. A mixed method approach, incorporating two data collection instruments: questionnaires, and interviews was employed. The research participants were sophomores studying English linguistics and English pedagogy at Saigon University. The results confirmed that video-creating activity integrated in PBL was a meaningful and intriguing learning practices that can boost students' engagement and motivation in their English learning journey. Hence, it is recommended that student-generated digital video should be applied more broadly and thoroughly, investing significant time and effort to make it a pedagogical models.

Key words: student-created video, Project-based learning (PBL), students' motivation and engagement, pedagogical models, learning practices

Biodata:

1. Tam Nguyen has been working as a lecturer at the Department of Foreign Language at Saigon University for over six years. She achieved a Master's Degree in TESOL acknowledged by University of Southern Queensland, Australia. She is enthusiastic about English teaching and learning methodology and English learner's attitudes in learning progress.



It was her honour to become a presenter at Language Teaching and Learning Today 2019 at Ho Chi Minh City University of Technology and Education (HCMUTE). She put all her heart and soul into her work about “Using Poster presentation as a promotion of learner autonomy at Saigon University” to investigate whether this application could cultivate students’ learning autonomy and propitiously most of her students were eagerly engaged in this poster presentation activity. In 2022, she conducted an action research with another co-worker on “Project-based learning through travel vlogs in the field trip as a promotional of learner autonomy at Saigon University” and this research was published in National Seminar Proceedings of Danang University about “Nghiên cứu và giảng dạy Ngoại ngữ, Bản ngữ và Quốc tế học trong thời kỳ hội nhập”.



2. Dang Vu Minh Thu is a full-time lecturer at Saigon University, HCMC. With more than 8 years of teaching experience at many universities and institutions, her specialization is teaching courses of English for academic purposes and English-language certificates including IELTS and VSTEP. In 2020, she received a Master’s degree in TESOL from Open University,

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



3. Vu Thi Kim Chi is currently a full-time lecturer at the Faculty of Foreign Languages - Sai Gon University. She received Master's degree in TESOL from Victoria University, Australia in 2017. Her teaching practice involves in language skills courses attended by non-English major students. She has aimed to apply technological innovation into the classroom in order to

improve the teaching and learning outcomes.

AsiaCALL-143

**LEVERAGING ARTIFICIAL INTELLIGENCE TO ENHANCE ENGLISH
FOR ACCOUNTING (EFA) PEDAGOGY IN TBD UNIVERSITY,
VIETNAM: A CASE STUDY OF 35 SECOND-YEAR ACCOUNTING
STUDENTS**

TRẦN DUY BẢO¹ & TRẦN DUY KHIÊM²

¹Thai Binh Duong university, Nha Trang

²University of Finance & Marketing, Ho Chi Minh City

Abstract

In the rapidly evolving field of the economy, proficiency in English for Specific Purposes (ESP) is essential for university students to effectively communicate and collaborate with colleagues and clients in a globalized business environment. Artificial intelligence (AI) has emerged as a promising tool to enhance ESP pedagogy and address the challenges of teaching ESP English to non-native speakers. This case study was aimed (1) to investigate the impact of AI-powered tools and methodologies (application of ChatGPT) on vocabulary knowledge and writing skills of accounting students in a university in Nha Trang, Viet Nam and (2) to explore students' perceptions of the effectiveness of ChatGPT application. The study adopted mixed method design, employing observation, pretest and posttest and open-ended questionnaires for data collection. The findings demonstrate that the utilization of ChatGPT can significantly improve retention of accounting terminology and writing performance. Additionally, the study reveals that students find AI to be a valuable tool for consolidating their knowledge, widening their horizons, and meeting the requirements of assignments. Overall, the study underscores the potential of AI to transform ESP pedagogy in accounting education and contribute to the professional development of accounting students.

Biodata:



Tran Duy Bao has had many years in teaching English as ESL from general English (Flyers, KET, PET, TOEIC, Communication) and Academic English (IELTS) courses at many English centers in HCM city, Dong Nai and Nha Trang province. In tertiary education, He used to work at Ton Duc Thang University at Nha Trang, and currently is an English lecturer of Thai Binh Duong university. Regarding teaching approach, He emphasizes on the motivation of learners through the methodology which combines theoretical knowledge and real-life situation via activities like Role play, jigsaw, puzzle solving, not to mention the fact the application of technology is invariably embedded in lessons with the hope to give learners profound understanding and inspire them to broaden their horizons. Since he would experience the hardship of learning English at the beginning which was not his strength but Maths, he always keeps in mind that patience and determination are the keys to help his students gradually acquire this language. His interest in researches involves motivation, implicit learning, Task-based language teaching and teaching applied with technology at different ESL learning level ranging from teenagers to adults, especially higher education.



Tran Duy Khiem, M.A. is a lecturer in English at University of Finance & Marketing, Ho Chi Minh City. He received his bachelor's degree in English Language from University of Social Sciences and Humanities, Ho Chi Minh City, and his master's degree in Applied Linguistics from Curtin University, Perth, Australia. His research interests lie in Second Language Acquisition, Digital Game-Based Language Learning, Task- Based Language Learning and Sociolinguistics.

AsiaCALL-145

**IMPACT OF AI TOOLS ON SELF-STUDY BY ENGLISH-MAJORED
STUDENTS AT QUANG NAM UNIVERSITY**

DOAN PHAN ANH TRUC, NGUYEN THI HUE, TRAN NGOC QUE CHAU

Quang Nam University

Abstract:

Today, the rapid development of science and technology has created a series of AI tools used for various purposes. It is undeniable that AI tools have great contributions to fields in society such as medicine, business, education, etc. To know how IA tools affect people's activities, some surveys on the impacts of AI have been done, especially on education or on learning and teaching. However, in this paper we would like to find out how our students benefit from IA tools. We also want to know whether there is any obstacle that they face with using IA tools, at the same time, we intend to suggest some orientations to teachers in the digital age. The survey was carried out using a questionnaire for 150 English-majored students at Quang Nam University, and one for the teachers. The findings hope to make a certain contribution to English teaching-learning with AI tools, and show their obstacles to the students' self-study.

Key words: AI tools, self-study, English-majored students at Quang Nam University

Biodata:



Doan Phan Anh Truc, Ph.D.

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Nguyen Thi Hue, M.A.

Her teaching subjects are grammar, translation, listening skill, English for specific purposes



Tran Ngoc Que Chau, M.A

Her teaching subjects are grammar, reading skill, English for specific purposes

AsiaCALL-146

UTM SUMMER SCHOOL: JOURNAL WRITING AND VOCABULARY ENRICHMENT AMONG LOW PROFICIENCY JAPANESE EFL STUDENTS

ABID ZULFADHLI RAZALI, MAHANI STAPA, SITI KHADIJAH ABDUL WAHAB, NURHIDAYAH MOHD SHARIF, FARAHA HAMIDI, ATIQAHA SHAHARUDDIN

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Abstract

Enhancing students' vocabulary is essential to ensure success in English as a Foreign Language (EFL) learning. However, students with elementary proficiency often find this challenging due to their limited vocabulary repertoire. Therefore, the Language Academy Summer School Programme incorporates journal writing to promote vocabulary enrichment among students. A total of 40 Japanese students from a private university in Japan participated in a two-week Summer School programme at Universiti Teknologi Malaysia (UTM) and were selected as participants for this study. Each student was required to write eight journals throughout the programme, resulting in a total of 320 journals. Textual analysis was conducted on these journals to examine the use of vocabulary, particularly focusing on the accuracy and complexity of

vocabulary used. The findings indicated that students demonstrated an increased variation in vocabulary choices and an overall improvement in vocabulary use. This suggests that journal writing could be an effective method for promoting vocabulary enrichment among low proficiency EFL learners. The results highlight the potential of journal writing as a practical and engaging tool for language teachers to enhance vocabulary learning and support students in overcoming challenges associated with limited vocabulary knowledge.

Keywords: Vocabulary Learning; Vocabulary Enrichment; Journal Writing; EFL Learners; Summer School Programme

Biodata:

Abid Zulfadhli Razali is currently an English Educator at Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor, Malaysia. His research interests include Language and Communication, Inclusive Education, and ELT Methodology.

Mahani Stapa is an Associate Professor at the Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor, Malaysia. Her research interests include Multilingualism/Bilingualism, Translanguaging, ESL Writing and ELT Methodology.

Siti Khadijah Abdul Wahab is a language teacher at the Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia. Her research interest is in English as a Second Language (ESL) and Instructional Technology.

Nurhidayah Mohd Sharif is currently teaching at Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor, Malaysia. Her research interests include Language and Communication, Health Communication, Professional Communication, Discourse Analysis and Qualitative Study.

Faraha Hamidi did her Doctoral Degree in Language and Cultural Studies at Goethe University of Frankfurt, Germany. Her research interests include Language and Literature, Literary Studies, Teaching Literature in Class, Postcolonial Studies, and Gender Studies.

Atiqah Shaharuddin is currently an English Educator at Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor, Malaysia. Her research interests include English Language and Literature.

AsiaCALL-147

STUDENTS' PERCEPTION OF THE ROLE OF USING SELF-ASSESSMENT AND PEER-ASSESSMENT IN PROMOTING LEARNER AUTONOMY IN SPEAKING SKILLS

THAO PHAN THI MINH

VNUHCM-University of Science

Abstract

The effects of self- and peer-assessment on learner autonomy have been researched in EFL education. However, very few studies have been conducted to find out the effects of these two kinds of assessment on each dimension of learner autonomy and compare the effects of these assessment practices on learner autonomy dimensions. The present quasi-experimental study examined (1) the effect of self-assessment on learner autonomy development, (2) the effect of peer-assessment on learner autonomy development and (3) different effects between the two kinds of assessment practices in speaking skills. Eighty-eight first-year non-English majors taking a fifteen-week general English course participated in the study. The participants in the self-assessment group assessed their own work whilst those in the peer-assessment group assessed their peers' work. Quantitative data was collected from students' pre- and post-test questionnaires. Three key findings were revealed in the study. First, through the use of self-assessment, in students' learner autonomy were considerably enhanced. Second, the peer-assessment implementation also significantly promoted students' learner autonomy. Third, although both SA and peer-assessment developed learner autonomy dimensions, there is a small

difference between the two kinds of assessment. The effect of self-assessment on students' learner autonomy surpassed that of peer-assessment on learner autonomy.

Biodata:



Thao Thi Minh Phan

English lecturer, Foreign Language Center,

VNUHCM-University of Science, Ho Chi Minh City, Vietnam

Since joining the VNUHCM-University of Science, Phan has been involved with studies related to English language teaching. Before joining the university, Phan worked as a visiting lecturer of English at several universities. Since 2021 Phan worked as a full-time lecturer of English at VNUHCM-University of Science, Ho Chi Minh City.

AsiaCALL-149

**ADJECTIVE USE IN LANGUAGE LEARNERS: A STUDY ON THE
IMPACT OF JOURNAL WRITING AMONG JAPANESE SUMMER
SCHOOL STUDENTS**

**FARAHA BINTI HAMIDI, ABID ZULFADHLI BIN RAZALI, MAHANI BINTI
STAPA, SITI KHADIJAH BINTI ABDUL WAHAB, NURHIDAYAH BINTI MOHD
SHARIF , ATIQA BINTI SHAHARUDDIN**

Universiti Teknologi Malaysia

Abstract

Learning a foreign language is challenging, especially for low proficiency students who struggle to express emotions and ideas due to limited vocabulary. Hence, the Language Academy of Universiti Teknologi Malaysia, in collaboration with Shibaura Institute of Technology offers a two-week Summer School programme with the intention to provide opportunities for students to enhance their language learning experience through journal writing especially on the use of

adjectives. Forty participants wrote eight journals each during the programme, out of which two were selected for this study. The first one was the journal written at the beginning of the programme and the second one at the end of the programme, making a total of 80 journals. This is to compare how overtime journal writing will help students improve their way of expressing emotions and ideas through the use of adjectives. The data was analysed qualitatively using textual analysis to examine the use of adjectives, mainly focusing on the accuracy and appropriacy of the adjectives used. The findings reveal a greater diversity of adjectives in the journals written at the end of the programme. The study suggests that integrating journal writing into language learning programmes can have a major positive on students' language development especially on the use of adjectives.

Biodata:

Faraha Hamidi did her Doctoral Degree in Language and Cultural Studies at Goethe University of Frankfurt, Germany. Her research interests include Language and Literature, Literary Studies, Teaching Literature in Class, Postcolonial Studies, and Gender Studies.

Abid Zulfadhli Razali is currently an English Educator at Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor, Malaysia. His research interests include Language and Communication, Inclusive Education, and ELT Methodology.

Mahani Stapa is an Associate Professor at the Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor, Malaysia. Her research interests include Multilingualism/Bilingualism, Translanguaging, ESL Writing and ELT Methodology.

Siti Khadijah Abdul Wahab is a language teacher at the Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia. Her research interest is in English as a Second Language (ESL) and Instructional Technology.

Nurhidayah Mohd Sharif is currently teaching at Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor, Malaysia. Her research interests include Language and Communication, Health Communication, Professional Communication, Discourse Analysis and Qualitative Study.

Atiqah Shaharuddin is currently an English Educator at Language Academy, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor, Malaysia. Her research interests include English Language and Literature.

AsiaCALL-150

CULTURALLY RESPONSIVE PEDAGOGY IN AN IMMERSIVE CLASSROOM: A CASE STUDY OF CHINESE VOCABULARY ACQUISITION BY VIETNAMESE STUDENTS IN TAIWAN

PHAT HAU LOI¹ & GIA DAT TANG²

¹Tunghai University, Taiwan

²National Sun Yat-sen University, Taiwan

Abstract

This qualitative case study provides an emic perspective into the lived experiences of three Vietnamese students acquiring Chinese lexical items in an immersive classroom environment in Taiwan. Through a synergistic theoretical framework integrating cognitive load theory, Vygotsky's zone of proximal development, culturally relevant pedagogy, and funds of knowledge principles, the researcher conducted an in-depth examination. Data sources included ethnographic classroom observations, semi-structured learner interviews, vocabulary assessments, and artifacts over one semester. Findings illuminated facilitators and barriers in the participant's vocabulary acquisition process. Linguistic factors like the visual-spatial logographic system imposed substantial cognitive demands. However, instructional supports optimizing germane load through multimodal scaffolds aided mastery. Sociocultural disconnects between curriculum and the learner's lived experiences highlighted opportunities for leveraging cultural funds of knowledge. This exploratory case study yields contextualized understandings to inform asset-based, culturally sustaining vocabulary curriculum for Vietnamese learners of Chinese. Insights chart an empirically-grounded path towards

decolonizing lexical pedagogies through pluralistic linguistic inclusion. Recommendations equip educators to construct identity-affirming vocabulary instruction transcending cross-cultural divides.

Key words: Vocabulary acquisition, culturally responsive pedagogy, cross-cultural education, immersive classroom

Biodata:



LOI PHAT HAU (利發後) is a researcher and educator in the field of education and translation studies. With a focus on innovative pedagogical approaches, he has dedicated his career to enhancing student learning experiences through research and teaching. His expertise includes translation theory, multicultural education, cooperative learning and the integration of technology in language education. Through his publications and research projects, LOI PHAT HAU continues to inspire and empower students, contributing significantly to the advancement of language education.



Tang Gia Dat, from National Sun Yat-Sen University, is a language educator dedicated to advancing language education and intercultural communication. With expertise in curriculum development and pedagogical strategies, he empowers students to navigate language learning and foster cross-cultural understanding.

APPLYING EFL COLLABORATIVE LEARNING WITH AI TEACHING MATERIAL FOR ENGLISH TERTIA

NGUYEN THI BICH THUY & NGUYEN VAN LONG

University of Foreign Language Studies, The University of Danang

Abstract

The global explosion of IT has led to AI appearance in many fields, including education. For English tertiary education in Vietnam, whether AI application is popular and effective or not, how do lecturers and students reflect to AI application, as what EFL teaching methods can be associated with it, are issues of concern. Recent research (Nguyen, 2019, 2023) shows that EFL Collaborative Learning (CoL) can be feasible and useful for English teaching online, and this method includes category of developing teaching materials, thus could be applied to technological teaching tools of AI. This study believes applying EFL CoL with AI support can develop Vietnamese tertiary English education. The study includes 30-teacher- and 100-student-survey-data, and 10-teacher-indepth-interviews. The findings reflect: 1. Whether teachers and students apply AI and whether they do effectively in teaching and learning English, and how AI is applicable to EFL CoL method; 2. Difficulties that they encounter; and 3. Suggested solutions to overcome those difficulties. The research hopes to contribute for better understanding the application, and for the development, of applying AI technology in relation with EFL CoL in English education at Vietnamese universities, further for the innovation and development of TESOL in Vietnam and in the world.

Biodata:

Thuy Nguyen has been a lecturer of English since 1995 (Hue University; then Hanoi University of Science and Technology; and now University of Foreign Language Studies (Danang). She holds a Master (TESOL-International, Monash University) and PhD (Education-University of

Sydney). She presented successfully at 2023AsiaCALL. She can be reached at ntbthuy@ufl.udn.vn.

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

AsiaCALL-154

AN INVESTIGATION ON EFL STUDENTS' REFLECTION OF USING EDPUZZLE AN INTERPRETING COURSE

FENTY LIDYA SIREGAR

Universitas Kristen Maranatha (Maranatha Christian University), Indonesia

Abstract

The growing use of different media in learning a foreign language necessitates strategies to optimize the viewing experience. Edpuzzle is one of platforms that allows teachers to modify and leverage online videos more effectively for their students. A number of research projects have investigated students' perception of using Edpuzzle but they have not examined students in interpreting courses and used students' reflection as data. Thus, to fill the gap, this study explored EFL students' reflection of Edpuzzle in their interpreting courses. A total of 24 students were involved in the study. The data collection was gathered from students' final reflection. The findings show that students increased focus on video content and improved confidence after taking embedded quizzes. The result also points out students' positive engagement with the material. However, the students' reflections also inform that technical and internet problems when using Edpuzzle can make them frustrated and demotivated. Overall, the study indicates that Edpuzzle can be a valuable tool for interpreting courses, but it should be used strategically

to complement other learning activities. This study is expected to encourage teachers to be aware of the potential and limitation of Edpuzzle in their language classes.

Biodata

Fenty Lidya Siregar holds a master's in English Language Education from De La Salle University (the Philippines) and a PhD in Applied Linguistics from Victoria University of Wellington (New Zealand). She currently teaches English at English Department, Universitas Kristen Maranatha (Maranatha Christian University), Indonesia. She is the chair of Indonesian Extensive Reading Association. Her recent research has focused on Extensive Reading, English as a medium of instruction, vocabulary, intercultural language teaching, and taboo topics in English language classroom.

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AsiaCALL-160

LEARNERS' PERCEPTIONS ON THE INTEGRATION OF AI IN ENGLISH LANGUAGE EDUCATION

RANY SAM*, HAK YOENG, MORIN TIENG, SARITH CHIV

National University of Battambang, Cambodia

** Corresponding Author*

Abstract

The integration of Artificial Intelligence (AI) in English as a Foreign Language (EFL) education has gained traction globally, making it essential to explore learners' perceptions, particularly in specific regional contexts. This study investigates the challenges and benefits EFL learners perceive at Cambodian public universities regarding AI-enhanced language education. Addressing a notable research gap, the study focuses on understanding these perceptions within the Cambodian educational framework. The research involved 383 university students from three prominent public universities in Cambodia. A mixed-methods approach was employed for

data collection, including structured surveys and in-depth interviews. The findings indicate that while students appreciate the personalized learning opportunities and increased engagement facilitated by AI, they also voice concerns over the accuracy of AI tools and the potential reduction in teacher-student interaction. Additionally, the study underscores the importance of developing language policies that support the ethical and accessible integration of AI in education. These insights suggest that while AI can significantly enhance EFL education, careful attention to learners' concerns and the establishment of robust policies are imperative for its successful adoption in the Cambodian context.

Keywords: Cambodian Public Universities, AI in English Language Education, Integration, Learners' Perceptions

Biodata:

Rany Sam is a lecturer at National University Battambang, Cambodia

Hak Yoeng is a lecturer at National University Battambang, Cambodia

Morin Tieng is a lecturer at National University Battambang, Cambodia

Ry Hour is a lecturer at National University Battambang, Cambodia

AsiaCALL-162

THE IMPACT OF COMPUTER-BASED ACTIVITIES AND NON-COMPUTER-BASED ACTIVITIES ON COLLEGE STUDENTS' LEARNING ENGAGEMENT IN ENGLISH LESSONS

MAI THỊ DINH

FPT University, Vietnam

Abstract

Promoting students' learning engagement is a significant problem in foreign language education globally, and the utilization of technology is regarded as a successful approach. Several research

have been carried out to demonstrate the impact of computer-based activities in effectively involving students. However, there is a scarcity of research that examines the differential impact of computer-based activities and non-computer-based activities on college students' engagement in English classrooms. The objective of this study is to determine the impact of including computer usage in English classes on the level of students' involvement. A total of 80 college students, who are studying English 2.1 at FPT Polytechnic college, will be required to fill out close-ended questionnaires following their participation in lessons that involve and lack of computers. The results are anticipated to determine the optimal format of classes for enhancing students' engagement in English language learning. These findings may assist to the improvement of activity design in future English lessons, aiding students in engaging with the knowledge. Recommendations will be provided upon the final report of the study, which is expected to occur on August 8th, coinciding with the completion of the English 2.1 course at FPT Polytechnic College.

Biodata

I am an English instructor at FPT Polytechnic College and currently teach English 2.1 at the Hanoi campus. My interest in scientific research was sparked when I started my graduate program in 2022. I have a strong inclination towards areas associated with classroom management.

AsiaCALL-163

EFL HIGH SCHOOL TEACHERS' CHALLENGES IN INTEGRATING ARTIFICIAL INTELLIGENCE INTO TEACHING

YEN NGUYEN

Hoa An High School, Hau Giang

Abstract

Industry 4.0 and Artificial Intelligence (AI) have developed rapidly in the current context and completely changed the way we think, communicate and work. Furthermore, AI has integrated

into numerous teaching products that gradually replace teachers' position in the future. However, integrating AI into teaching has been one of the serious problems of EFL high school teachers in the current context. In this study, it is aimed to investigate the challenges in integrating AI into teaching of EFL high school teachers. The sample consisted of eighty teachers from twenty-four schools in the 2023-2024 academic year. Data collection methods involved questionnaires, classroom observations and semi-structured interviews with the purpose of analyzing the teachers' challenges in integrating AI into teaching. Data were analyzed using descriptive statistics and content analysis. The data obtained showed that the challenges were identified as the teachers' knowledge of AI, time constraints, the budget to invest in AI tools and technology and the neglect of important teaching methods as well as the development of students' critical thinking and problem-solving skills. The implications for future teacher AI professional development activities are proposed.

Biodata

Yen Nuong Thi Nguyen is a teacher of English at Hoa An high school, Vietnam. She is currently an MA student at Can Tho University. Her research interests include reading skills and strategies, and teaching methodologies.

AsiaCALL-165

THE USES OF AI TOOLS IN EFL TEACHING AND LEARNING IN HIGHER EDUCATION: CAMBODIA'S EXPERIENCES

SAM RANY & HAK YOENG

National University of Battambang, Cambodia

Abstract

This paper explores the perspectives of teachers and students on integrating AI tools into English teaching and learning in Cambodian higher education institutions. AI's rapid advancement promises personalized learning and administrative efficiency, yet research gaps remain in its

practical application. The study employs a mixed-methods approach, gathering data from a diverse sample of educators and learners through surveys and interviews. Results indicate a strong enthusiasm for AI's role in enhancing vocabulary, grammar, and pronunciation, with teachers valuing immediate feedback and autonomous learning and students enjoying interactive features. Nonetheless, challenges like limited technology access, insufficient teacher training, over-reliance on AI, data privacy concerns, and cultural relevance persist. The chapter concludes that AI can revolutionize English education in Cambodia if these issues are addressed, and it suggests policymakers and institutions develop strategic, sustainable, and culturally appropriate plans to leverage AI's benefits while mitigating its drawbacks.

Biodata:

Rany Sam is a vice-rector of the National University of Battambang, Cambodia. He teaches academic writing and educational technology, and his research interests are TESOL and legal studies.

Hak Yoeng is Dean of Faculty of Arts, Humanities, and Education, Cambodia. He teaches educational statistics and mathematics, and his research interests are social sciences and business studies.

AsiaCALL-166

**THE USE OF AI (ARTIFICIAL INTELLIGENCE) IN ENGLISH
LEARNING AMONG UNIVERSITY STUDENT: CASE STUDY IN
FACULTY OF FOREIGN LANGUAGES, IUH**

HOANG-MAI DANG & ANH-DUONG NGUYEN

Industrial University of Ho Chi Minh City, Vietnam

Abstract

The use of artificial intelligence is no longer a new concept to students. However, it is difficult to determine the level of use or abuse of artificial intelligence among students. This is essential for teachers to have an insight of the current situation, thereby making appropriate adjustments to their teaching methodology. The study focuses on how English major students at Industrial University of Ho Chi Minh city use artificial intelligence in learning English. Quantitative research was employed to collect data from 100 English majors through interviews. The findings of the study indicated that students used artificial intelligence in learning and self-study a lot. The results showed that artificial intelligence had more or less affected students' learning and teachers should have appropriate measures in the teaching process.

Biodata

Hoang-Mai Dang is currently working as a lecturer in the Faculty of Foreign Languages at the 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.

Anh-Duong Nguyen has obtained ten years of teaching the language to a diverse population of learners in a number of academic contexts (universities, businesses, and language centers). Her research interests are using technologies in teaching English, curriculum designs, and methods in teaching English skills.

AsiaCALL-167

AN INVESTIGATION INTO STUDENTS' PERCEPTION OF USING AN AI CHATBOT AS A VIRTUAL CONVERSATIONAL PARTNER

NGUYỄN LÂM ÁNH DƯƠNG¹, ĐẶNG VŨ MINH THU², LÊ MAI THY²

¹Industrial University of Ho Chi Minh City, Vietnam

²Sai Gon University, Vietnam

Abstract

The integration of AI tools in language education has attracted global scholarly interest. Current research highlights the potential of AI tools in enhancing English language classrooms. In this study, 80 English-major students engaged with the Call Annie chatbot as a virtual conversational partner over a three-week period. Following this period, questionnaires were administered, and a focus group interview was conducted after the students completed their final speaking test. The findings reveal a positive attitude towards using Call Annie for regular conversations, reflecting overall confidence and their readiness for future use in practicing speaking skills. Additionally, the results acknowledge students' concerns and anxiety when using the tool. The future use of AI applications as language partners may offer valuable insights for educators and developers aiming to enhance individualized language learning tools.

Keywords: AI, chatbot, students' perception, virtual conversational partner, behavioral engagement

Biodata



Anh-Duong Nguyen 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.

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Dang Vu Minh Thu is a full-time lecturer at Saigon University, HCMC. With more than 8 years of teaching experience at many universities and institutions, her specialization is teaching courses of English for academic purposes and English-language certificates. She is specifically interested in the research of technological applications in English teaching context and teacher professional development.

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Le Mai Thy has been dedicated to teaching English since 2014, holding a Bachelor's in English Linguistics from Sai Gon University and a Master's in TESOL from the University of Social Sciences and Humanities. With extensive experience across public schools, private institutes, and universities, she has taught students of all ages and proficiency levels. Her research focuses on second language acquisition, intercultural communication, and language assessment.

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AsiaCALL-168

EMPOWERING EFL STUDENTS' ACADEMIC WRITING SKILLS AND SELF-REGULATED LEARNING THROUGH CHATGPT

SUKSAN SUPPASETSEREE¹ & TAM DUONG²

¹School of Foreign Languages, Suranaree University of Technology, Thailand

²English Language Department, FPT University, Vietnam

Abstract

In the digital era, technology has significantly transformed the delivery of learning materials, enhancing learner experiences and promoting self-regulated learning. The integration of artificial intelligence (AI), specifically generative AI like ChatGPT, in education has gained attention for its potential to support English writing skills. While previous studies have demonstrated ChatGPT's positive impact on writing skills, its potential to enhance self-regulated learning remains underexplored. This study investigates this potential using a mixed-methods approach. Over ten weeks, a quasi-experiment was conducted with 60 EFL undergraduate students in Vietnam, divided equally into control and experimental groups. The experimental group used ChatGPT for academic writing practice, while the control group followed traditional methods. Pre- and post-writing tests were administered to both groups, with the experimental

group also completing a questionnaire and participating in semi-structured interviews. A paired sample t-test showed that the experimental group improved their writing skills significantly more than the control group ($p < 0.05$) and students expressed positive opinions about ChatGPT. The findings suggest that using ChatGPT enhances writing skills and promotes self-regulated learning. This study provides guidelines for effectively integrating AI to achieve proficiency in English writing, supported by robust quantitative and qualitative evidence.

Biodata

Suksan Suppasetsee is currently an English lecturer in the School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima, Thailand. His research interests are in the areas of Instructional Systems Design, Technology-enhanced Language Learning, E-learning, M-learning, Artificial Intelligence (AI), Game-based Learning, and Flipped Classroom.

Tam Duong is currently an English lecturer in the English Language Department, Can Tho Campus, FPT University. His research interests include Technology-Enhanced Language Learning (TELL), Artificial Intelligence (AI), Self-Regulated Language Learning, and Digitalization in Education.

AsiaCALL-170

VIETNAMESE COLLEGE STUDENTS' PERCEPTION TOWARDS USING TIKTOK FOR INDEPENDENT ENGLISH SPEAKING PRACTICE

NGÔ THANH TÂM

FPT Polytechnic College - FPT University, Vietnam

Abstract

With the rise of digital platforms, TikTok has emerged as a popular social media platform with potential applications in English language learning. Among its features, TikTok Duet, an engaging feature that allows users to create split-screen videos with others, presents unique

opportunities for practicing speaking skills in an interactive format. However, there is limited research on learners' perceptions regarding the use of this social media platform in language education. This study aims to explore non-English majors' perceptions of using TikTok Duet to improve their English speaking skills independently. Participants were students at elementary at a college in Vietnam, including 9 interviewees and 40 students completing questionnaires. Using descriptive-qualitative methods, the study found that students generally had a positive perception of TikTok Duet, agreeing that it enhances their English speaking skills independently, pronunciation accuracy, and grammar structures. Additionally, this practice can boost students' confidence in speaking English. However, some students expressed reluctance to use TikTok Duet due to shyness about showing their face, privacy, and technical issues. The study suggests implementing technical support, offering privacy protection measures, and confidence-building activities to encourage wider adoption of TikTok Duet in language learning.

Biodata

Ms. Ngo Thanh Tam is a lecturer at FPT Polytechnic College in Hanoi. She holds a CELTA teaching certificate and a BA in English. As a co-founder and coordinator of the Community of English Practice (CEP), she actively organizes professional development workshops for teachers across Vietnam. Her professional interests include continuous professional development and integrating ICT/AI in teaching English.

AsiaCALL-171

SYNCHRONOUS ONLINE ENGLISH COURSES: A PATHWAY TO B2 PROFICIENCY ON THE VIETNAMESE STANDARDIZED TEST

TRAN THI THANH HUONG

Faculty of English, Phenikaa University, Hanoi, Vietnam

Abstract

This research explores the learners' effectiveness of learning English courses in online synchronous settings to target level 4 on Vietnamese Standardized Test of English Proficiency, equivalent to level B2 on the Common European Framework of Reference for Languages (CEFR). Leveraging real-time interaction and collaborative tools, the study aims to address the growing need for flexible yet effective language instruction in the digital age. A quasi-experimental research design was employed, involving a sample of 50 English learners who participated in two 60-credit hour synchronous online courses launched at Centre of Foreign Languages, Informatics and Skills at Phenikaa University in Hanoi, Vietnam during the 4th quarter of 2024. Quantitative data was collected through pre- and post-course assessments, while qualitative insights were garnered from learner feedback and instructor observations. Our study results prove noticeable improvements in learners' language skills, particularly in writing and listening, attributed to the interactive and multi-tasking nature of synchronous online learning. The findings imply great potentials of synchronous online teaching as a prominent alternative to traditional classroom settings, which will be worthwhile for innovating curriculum designs, pedagogical strategies, and future research in language education. This research outcome may contribute to digital education and advancing language proficiency that upholds human contacts via virtual environment.

Biodata

Huong Tran Thi Thanh is at present a vice dean and a lecturer of the Faculty of English, Phenikaa University, concurrently serving as a vice director of the Centre of Foreign Languages, Informatics and Skills at Phenikaa University in Hanoi, Vietnam. Having graduated from the University of Foreign language (ULIS), Vietnam National University (VNU) in Hanoi, as a teacher of English in 1995, she has devoted her life to teaching English at some universities in Hanoi. She completed her research work for an MA degree in English language at ULIS in 2005 and her research career was continued with a PhD degree in linguistics at the University of Social Sciences and Humanities, VNU, in Hanoi. Her research interests include innovative pedagogy of English language, curriculum development and sociolinguistics of English and Vietnamese languages.

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AsiaCALL-172

THE PEDAGOGIC APPROACH OF AN EFL TEXTBOOK: TEACHERS' EXPERIENCES AND INSIGHTS

NGUYEN DANG THI CUC HUYEN¹, LE THI THIEN PHUOC², LE THI TIEU PHUONG³, DOAN KIM KHOA⁴, NGUYEN THI NGOC TRAN⁵

¹Nong Lam University Ho Chi Minh City, ²Industrial University of Ho Chi Minh City, ³Nong Lam University Ho Chi Minh City, ⁴Ho Chi Minh City Open University, ⁵Ho Chi Minh City University of Industry and Trade

Abstract

Evaluating textbooks by revisiting the incorporated pedagogical approaches is essential to determine how they enhance student engagement, personalized learning, and independent learning. Within this scope, the study seeks to explore Vietnamese EFL teachers' perspectives on the pedagogical approach underpinning the "Life Pre-intermediate" textbook by National Geographic Learning. Qualitative data were collected from semi-structured interviews with fourteen Vietnamese EFL teachers who use this textbook in their General English courses. The data were then analyzed using thematic content analysis. Findings from the teachers' viewpoints revealed that the textbook provided numerous activities that personalize tasks for student engagement. It incorporates blended activities that foster students' cultural awareness, stimulate interest, and promote independent learning through MyELT, an online self-regulated learning system. However, the textbook was found to have some limitations in skill coverage, activity diversity, teacher guidance, cultural relevance, and accommodating student preferences and experiences. The findings provide valuable insights for teachers and educators to make necessary adjustments to fit their specific teaching objectives and contexts.

Biodata

Nguyen Dang Thi Cuc Huyen is currently a PhD student in TESOL at HCMC Open University and a lecturer at Nong Lam University-Ho Chi Minh City. Her research interests are technology-based learning and teaching, L2 writing, and digital feedback.

Le Thi Thien Phuoc is a TESOL PhD student who is passionate about language teaching and digital technology. She is currently working on a project focusing on positive psychology and project-based language learning. She is also interested in areas such as students' lifelong learning abilities and digital pedagogy for sustainable learning.

Le Thi Tieu Phuong is a PhD student in TESOL at HCMC Open University and a lecturer at Nong Lam University-Ho Chi Minh City. Her research interests are TESOL methodology, technology in English Language Teaching, and classroom assessment.

Doan Kim Khoa obtained her B.A. degree from University of Education HCMC and M.A. degree in TESOL from University of Canberra. She has experiences in teaching English for Specific Purposes. She is working as an EFL instructor at Ho Chi Minh City Open University. Her interests are technology-enhanced learning, and work readiness preparation.

Nguyen Thi Ngoc Tran has been working as an EFL lecturer at Vietnamese higher education institutions for roughly 17 years. She is currently Vice-head of the Department of Basic English at HCMC University of Industry and Trade. Her research interest includes second language acquisition and learner engagement.

AsiaCALL-174

**A BLENDED LANGUAGE LEARNING MODEL THROUGH DESIGNING
ENGAGING ONLINE AND FACE-TO-FACE LEARNING EXPERIENCES
WITH ARTIFICIAL INTELLIGENCE TOOLS**

LINH NGUYEN

English4us - Linh Sarah (A Private English Class), Vietnam

Abstract

Vietnamese primary students study English as a foreign language (EFL) rather than a second language; hence, they lack many contributing factors to develop their speaking skill in an EFL environment. Among various emerged technology-supported learning models, blended language learning (BLL) is demonstrated as a learning environment which can supplement the missing contributing factors, thereby successfully boost EFL students' speaking competence. This model integrates face-to-face (F2F) and asynchronous online learning into a collaborative and interactive learning environment. However, it is still challenging to design such an environment with a harmonious blending process, blended path, and effective learning experiences, for each F2F and online component. Fortunately, the Before - During - After Framework for Flipped Classroom proposed by Ngo (2022a) provides an insight into how to create engaging and well-structured learning experiences for both F2F and online learning. This article concentrates on only one way to design a blended language learning environment with engaging learning experiences supported by several Artificial Intelligence (AI) tools. However, there are countless teaching and learning circumstances; therefore, this article also aims to raise other educators' interests in trying and conducting studies on BLL.

Keyword: learning experiences, blended language learning (BLL), speaking, EFL primary students, Artificial Intelligent (AI)

Biodata

I am Linh Nguyen, a founder cum English language teacher of my private English class named English4us – Linh Sarah in Hanoi, Vietnam. I have designed various blended language learning

courses for students of all ages such as Cambridge English for Young Learners, English for school exam preparation, and IELTS. I am interested in learning experience design, blended language learning, and educational technology.

AsiaCALL-176

**EFL STUDENTS' PERCEPTIONS OF PROJECT-BASED LEARNING:
IMPACT ON ENGAGEMENT AND SPOKEN ENGLISH SKILLS**

NGUYEN THI DIEM

University of Finance - Marketing

Abstract

This study investigates EFL students' perceptions of the effectiveness of project-based learning in enhancing engagement and spoken English proficiency. A qualitative research design was employed to collect data from 70 English majors enrolled in two speaking classes at the University of Finance – Marketing. Students participated in a ten-week project focused on reducing food waste in the city. Groups collaborated to implement their project, documenting the process through video and culminating in oral presentations comparing expected and actual outcomes. A five-point Likert scale questionnaire assessed students' views on project-based learning. To gain deeper insights, in-depth interviews were conducted with eight randomly selected students. Findings indicate that this approach is a powerful tool for developing students' English speaking skills through increased practice, collaborative learning, authentic communication, and enhanced confidence.

Keywords: EFL Students' perception; project-based learning; English speaking skill

Biodata

Ms. Nguyen Thi Diem is currently a lecturer of English at the University of Finance - Marketing in Vietnam. With over a decade of experience, she has dedicated her career to teaching both general English and English majors, with a particular focus on developing students' reading and

speaking abilities. Her academic interests include assessment methodologies and the exploration of effective EFL teaching approaches.

AsiaCALL-179

EXPLORING THE IMPACT OF CHATGPT ON NON-NATIVE LEARNERS OF ARABIC LANGUAGE: CHALLENGES AND OPPORTUNITIES

MUHAMAD ALIF HAJI SISMAT, HAJAH RAFIDAH HAJI ABDULLAH, KUJAIMAH HAJI ABDUL KAHAR, HAJAH RAFIZAH HAJI ABDULLAH, HAJAH AMALENA HAJI JARUDIN

Universiti Islam Sultan Sharif Ali, Brunei Darussalam

Abstract

Artificial intelligence (AI) based chatbots have been widely used as they offer great potential to enhance the language learning experience. However, most of these chatbots are more likely to be trained using data in the English language. Therefore, this study aims to explore the impact of using ChatGPT on Arabic language learning, primarily focusing on non-native speakers of Arabic. The present study uses a qualitative approach to gathering data. A focus group discussion was conducted with 8 Malay learners of Arabic language at Universiti Islam Sultan Sharif Ali. Before the discussion, the participants completed 8 language exercises using ChatGPT: grammar, morphology, paraphrasing, diacritics, error analysis, sentiment analysis, translation, and summarising. The study addresses the challenges and opportunities of using ChatGPT to complete tasks. The results show positive and negative feedback in different tasks, addressing the importance of exploring and using correct prompts when conversing in ChatGPT. The findings also highlight the great benefits of using ChatGPT in the paraphrasing, summarising and translation tasks, which can give insights for teachers and students to utilise the tool to enhance their learning experience.

Biodata:



Dr Muhamad Alif Haji Sismat is an assistant professor at the Faculty of Arabic Language, Universiti Islam Sultan Sharif Ali (UNISSA). He obtained his PhD from the University of Leeds in the United Kingdom, specialising in applied translation studies. While remaining active in teaching and research, he also holds the position of Director of Strategic Planning and Development Office.



Dr Hajah Rafidah Haji Abdullah is an assistant professor at the Faculty of Arabic Language, Universiti Islam Sultan Sharif Ali (UNISSA). She obtained her PhD from the International Islamic University Malaysia, specialising in Arabic literature. While remaining active in teaching and research, she is also currently the dean at the faculty.



Dr Kujaimah Haji Abdul Kahar is a lecturer at the Faculty of Arabic Language, Universiti Islam Sultan Sharif Ali (UNISSA). She recently obtained her PhD from the International Islamic University Malaysia, specialising in Arabic grammar. While remaining active in teaching and research, she is currently the Head of the Arabic Language Enhancement Programme.



Dr Hajah Rafizah Haji Abdullah is a lecturer at the Faculty of Arabic Language, Universiti Islam Sultan Sharif Ali (UNISSA). She recently obtained her PhD from the International Islamic University Malaysia, specialising in teaching Arabic for speakers of other languages (TASOL). Apart from academic responsibilities, she currently holds the position of deputy director of Centre for Research and Publication at the university.



Hajah Amalena Haji Jarudin is a tutor at the Faculty of Arabic Language, Universiti Islam Sultan Sharif Ali (UNISSA). She obtained her Masters in Arabic language from UNISSA. She currently teaches university-required Arabic language courses.

AsiaCALL-180

**TECHNOLOGY TOOLS AFFECTING ENGLISH SELF-REGULATED
AMONG STUDENTS IN INTERNATIONAL PROGRAMS IN BANGKOK
THAILAND**

LE NGUYEN NHU Y; NGUYEN PHAN NHU QUYNH; NGUYEN TRUONG SA

Industrial University of Ho Chi Minh City

Abstract:

In recent years, the educational landscape has witnessed a significant transformation, largely influenced by technological advancements and the increasing interconnectedness of international communities. Among the various educational programs, the International Student Exchange Program has gained substantial popularity, attracting a growing number of participants. This study aims to explore the impact of technology tools on the self-regulated English learning of students enrolled in international programs in Bangkok, Thailand. The study focuses on understanding the role of technology tools in enhancing students' self-regulated learning strategies, particularly in the context of English language acquisition. By investigating the usage patterns, preferences, and perceived effectiveness of these tools, the research aims to provide insights into how technology can be leveraged to improve English language learning outcomes among international students in Bangkok. A quantitative research approach will be adopted, utilizing a questionnaire survey administered to exactly 214 students enrolled in international programs in Bangkok. The survey will seek to gather data on students' usage of technology tools for English language learning, their perceived benefits and challenges, as well as their overall satisfaction with these tools. The findings of this study are expected to contribute to the existing body of knowledge on technology-enhanced language learning and provide practical recommendations for educators and policymakers in Bangkok, Thailand, to better support students' self-regulated English learning journeys.

Keywords: Technology tools, self-regulated learning, English language learning, international programs, Bangkok, Thailand.

Biodata:

Lê Nguyễn Như Ý: I am currently a fourth-year student at the Industrial University of Ho Chi Minh City, Vietnam, majoring in Language Studies. My research interests focus on the impact of technology and artificial intelligence on modern education. I have completed and defended a thesis in collaboration with two universities in Vietnam and Thailand.

Nguyễn Phan Như Quỳnh: I am currently a fourth-year student at the Industrial University of Ho Chi Minh City, Vietnam, majoring in Language Studies. My research interests focus on the intersection of self-regulated learning (SRL) and technology-enhanced education, particularly in the context of English language acquisition among students in international programs. I am especially interested in exploring how various technology tools can improve SRL strategies, thereby fostering better learning outcomes and contributing to both academic and personal development.

Dr. Nguyen Truong Sa is working as a lecturer for undergraduate and graduate English Applied Linguistics Program in Industrial University of Ho Chi Minh City. He got his Doctorate in Language Education from Leicester University in 2013. His favorite research topics are language learning motivation and belief, language teacher education, quality assurance in language teaching, and mobile assisted language learning.

AsiaCALL-182

IDENTIFYING SENTIMENTS ON TWITTER: A MACHINE LEARNING APPROACH

TIRTHA PRASAD MUKHOPADHYAY¹; RAFAEL GUZMAN¹; JOSE CARMEN MORALES CASTRO¹; JOHN R. BAKER²

¹Universidad de Guanajuato, Mexico

²University of Economics and Finance, Ho Chi Minh City

Abstract:

This work focuses on sentiment analysis using natural language processing and machine learning techniques. It addresses the importance of understanding human expressions in the digital environment, especially on social networks like Twitter, where millions of users share

opinions and emotions in real-time. We propose a methodology that combines base classifiers, linguistic resources, and deep learning techniques to identify and categorize the content of tweets. The results show that using classifiers such as SVMs, naive bayes, and decision trees achieves high levels of accuracy in sentiment classification. This work contributes to the development of automated tools for information extraction from unstructured texts, facilitating decision-making based on relevant and accurate data.

Biodata:

Tirtha Prasad Mukhopadhyay PhD, Senior Professor at the department of Art and Enterprise and Postgraduate Professor of Aesthetics at the Ibero-American Doctoral Program in Aesthetics, at Universidad de Guanajuato. Dr. Mukhopadhyay is Member of National System of Research CONACyT, México. He was Former, Research Fellow, Center for Asian Studies UTD, Texas USA. Fulbright Fellow UC, Santa Cruz, USA. Chief Editor. Rupkatha (Scopus) and former Chair of Language and Literature ., Univ. of Calcutta, India.

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AsiaCALL-183

**FACTORS AFFECTING UNIVERSITY STUDENTS' PREFERENCES
FOR ONLINE TOOLS FOR VOCABULARY ACQUISITION**

BICH-TUYEN NGUYEN & NHON DANG

Tan Tao University

Abstract:

This research investigates the factors influencing university students' preferences for online tools used in vocabulary acquisition. Focusing on intermediate third-year students (n=30)

majoring in English, Information Technology, and Economics at a university in the Mekong Delta of Vietnam, the study examines students' preferences for various attributes of the tools and the key factors influencing their selection. Using a mixed-methods approach that combines surveys, qualitative interviews, and explainable AI techniques with Mutual Information Score and Random Forest Classifier, the research identifies the primary considerations students make when choosing the preferred tools. The findings reveal students favor tools offering flexibility, gamification, audio support, and visual aids, which enhances both vocabulary learning and retention. Understanding how students navigate and select online tools for effective vocabulary acquisition, the study provides valuable insights for educators, application developers, and curriculum designers aiming to align online vocabulary tools with students' preferences, thereby optimizing their learning experience.

Biodata:

1. Ms. Bich-Truyen Nguyen, a senior student of English, School of Languages, Tan Tao University. She is interested in leveraging technological tools and digital resources in creating more effective and engaging learning experiences. She participated in workshops that focus on the intersection of language learning and technology. Bich-Truyen believes that integrating technology and AI into language education can not only improve proficiency but also foster greater motivation for learners. She aspires to conduct research that explores how technological tools can transform traditional language teaching methods and contribute to more personalized learning pathways for students.

2. Dr. Nhon Dang, Dean of the School of Languages, Tan Tao University, earned his Ph.D. in Linguistics from the University of Social Sciences and Humanities, Vietnam National University in HCMC. Dr. Nhon previously received a Fulbright scholarship to pursue a Master's degree in TESOL at Minnesota State University, U.S. While completing his Master's, he was one of several Fulbright students in Southeast Asia to be awarded a grant for educational purposes. In 2023, he led a team that won the US Department of State-sponsored AEIF with their innovative TESOL Unconference project. As a team co-lead, in 2024, his team won another project under the US Department of State-sponsored CDAF about English immersion with

Hands-on Experimentation on Microbial Plastic Degradation in Vietnam. His areas of interest include Linguistics, TESOL, and CALL.

AsiaCALL-184

**AI ACCEPTANCE AMONG VIETNAMESE UNIVERSITY STUDENTS:
KEY INFLUENCERS AND PERSPECTIVES**

NHON DANG & TIEN-DUNG CAO

Tan Tao University

Abstract:

This study investigates Vietnamese university students' perceptions and acceptance of Artificial Intelligence (AI) in higher education, identifying key factors that influence their adoption of such technologies in educational settings. A multifactor-based survey of 757 students across diverse academic disciplines in Southern Vietnam was conducted, focusing on seven key variables: perceived usefulness, understanding, familiarity, accessibility, concerns, barriers, and an overall AI acceptance. The study employed Pearson correlation analysis and explainable AI techniques to obtain feature importance by using Decision Tree Regressor and SHAP Values with XGBoost Regressor. Findings revealed that 75% of respondents recognized AI's potential benefits, and 31% reported high familiarity with AI tools. Moderate AI understanding was reported, with 40% indicating strong comprehension, while 48% found AI tools easily accessible. Concerns about data security, AI errors, technical difficulties, and lack of training emerged as barriers to adoption. Notably, perceived usefulness emerged as the most critically important variable influencing AI acceptance. This research emphasizes the need for targeted interventions to bridge the gap between theoretical understanding and practical application of AI in Vietnamese higher education. It provides empirically grounded recommendations for students, institutions, policymakers, and AI developers to effectively leverage AI. By addressing

student perspectives, the study aligns Vietnam's AI education with global trends, paving the way for AI to assume a more transformative role in Vietnamese higher education landscape.

Biodata:

Dr. Nhon Dang, Dean of the School of Languages, Tan Tao University, earned his Ph.D. in Linguistics from the University of Social Sciences and Humanities, Vietnam National University in HCMC. Dr. Nhon previously received a Fulbright scholarship to pursue a Master's degree in TESOL at Minnesota State University, U.S. While completing his Master's, he was one of several Fulbright students in Southeast Asia to be awarded a grant for educational purposes. In 2023, he led a team that won the US Department of State-sponsored AEIF with their innovative TESOL Unconference project. As a team co-lead, in 2024, his team won another project under the US Department of State-sponsored CDAF about English immersion with Hands-on Experimentation on Microbial Plastic Degradation in Vietnam. His areas of interest include Linguistics, TESOL, and CALL.

Dr. Tien-Dung Cao, currently Dean of the School of Information Technology, Tan Tao University, graduated with a Ph.D. in Computer Science in 2010 from the University of Bordeaux 1, France. Before that, he graduated with a Master's degree from the Francophone Institute of Informatics - Hanoi in 2007. Dr. Dung has many years of experience in the industry, having held various positions at companies such as HTL, Vietsoftware, and Vega Corporation. Besides teaching Computer Science courses at TTU, he also participated in teaching about digital transformation for businesses: VNPT, Mobilephone, State Bank of Vietnam - Ho Chi Minh City. Regarding his research activities, he has more than 20 international scientific articles, receiving grants to participate in a course on Big Data in Beijing, being awarded the Microsoft International Certificate in Data Science, and participating in the review committee for prestigious international scientific journals.