



CONFERENCE PROCEEDINGS



THE 2nd INTERNATIONAL CONFERENCE ON
LANGUAGE DEVELOPMENT

TRANSFORMING LANGUAGE EDUCATION: WELLNESS, TECHNOLOGY AND BEYOND

Ton Duc Thang University
Ho Chi Minh City, Vietnam | 4-5 July, 2025



**THE 2nd INTERNATIONAL CONFERENCE ON
LANGUAGE DEVELOPMENT
- ICLD 2025 -**

**TRANSFORMING LANGUAGE EDUCATION:
WELLNESS, TECHNOLOGY AND BEYOND**

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Conference Proceedings

The 2nd International Conference on Language Development

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Message from the President of Ton Duc Thang University

It is my pleasure to welcome all participants to the 2nd International Conference on Language Development (ICLD 2025) at Ton Duc Thang University.

ICLD 2025 represents a significant milestone in our University's commitment to fostering international academic collaboration. This conference is organized in partnership with Shanghai Normal University (China), Silpakorn University (Thailand), and Nueva Vizcaya State University (The Philippines). Together, we have created a platform for academics, researchers, educators, and students to share knowledge and experiences in language education.

The conference theme "Transforming Language Education: Wellness, Technology and Beyond" reflects the evolving nature of education in our digital age. We believe that bringing together diverse perspectives from different countries and institutions will generate valuable insights and foster meaningful professional relationships.

As host institution, Ton Duc Thang University is honored to welcome scholars from around the world to Ho Chi Minh City. We are grateful to our Conference Chairs, organizing committee members, keynote speakers, presenters, and all attendees who have made this event possible.

I am confident that the presentations and discussions over these two days will contribute to advancing research and practice in language education. The connections made and ideas shared here will extend far beyond the conference itself.

Dr. Tran Trong Dao
President
Ton Duc Thang University

Message from the Conference Chairs

Welcome to Ton Duc Thang University and to the 2nd International Conference on Language Development (ICLD 2025). Our theme, “Transforming Language Education: Wellness, Technology and Beyond,” addresses critical challenges and opportunities in today’s educational landscape. This year’s gathering brings together 64 presentations from Vietnam and seven countries across the region and beyond, creating a vibrant forum for sharing insights, experiences, and research that will shape the future of language education.

As you explore these proceedings, you will discover how scholars, educators, and practitioners are addressing the multifaceted role of artificial intelligence in language education. The presentations showcase innovative AI-enhanced teaching strategies that create adaptive learning environments responsive to individual student needs. Through AI tools designed for engagement and personalized instruction, educators are developing differentiated learning experiences that have the potential to transform classrooms worldwide.

The conference also highlights the growing field of learning analytics, where AI’s capacity to analyze student data enhances our understanding of academic performance and empowers educators to make informed decisions that improve instructional practices. Our presenters share compelling evidence from their experiences with data-driven applications, offering practical insights into how AI can support more effective teaching and learning.

Central to our discussions is the focus on wellbeing for both teachers and learners. The mental health of educators often receives insufficient attention, yet it remains fundamental to creating thriving educational environments. You will find presentations examining how AI can support teacher wellbeing through intelligent resource management and effective workload distribution. Similarly, we explore how AI technologies can strengthen learner resilience and support student mental health, ensuring that education nurtures the whole person rather than focusing solely on academic achievement.

The integration of AI in educational contexts raises important ethical questions that demand careful consideration. The presentations addressing these concerns are essential as we work toward policies that guide responsible AI usage, particularly in areas such as assignment design and assessment practices. Our conference confronts these challenges directly, fostering comprehensive understanding of how to harness AI’s potential while maintaining ethical standards and academic integrity.

Beyond theoretical discussions, the proceedings feature illuminating case studies and evidence-based practices. These presentations showcase successful implementations of AI technologies within educational settings, allowing us to learn from one another and celebrate measurable outcomes that demonstrate our shared commitment to educational excellence. The diversity of contexts and applications represented here provides valuable insights for educators at all levels.

Looking toward the future, the conference encourages forward-thinking discussions about emerging trends that will influence curricula and educational policies in the years ahead. This represents not merely an opportunity to envision the future of language education but an invitation to actively participate in shaping it through research, practice, and collaboration.

We encourage all participants to engage actively with these proceedings, to question assumptions, and to pursue meaningful dialogue. The insights and collaborations that emerge from this conference have the potential to significantly influence language education in our increasingly digital world. We hope you find these proceedings both enriching and inspiring as they document the innovative work being conducted across our field.

Best regards,

Dat Bao, Nguyen Thanh Phuong and Nguyen Hoa Binh

Conference Chairs



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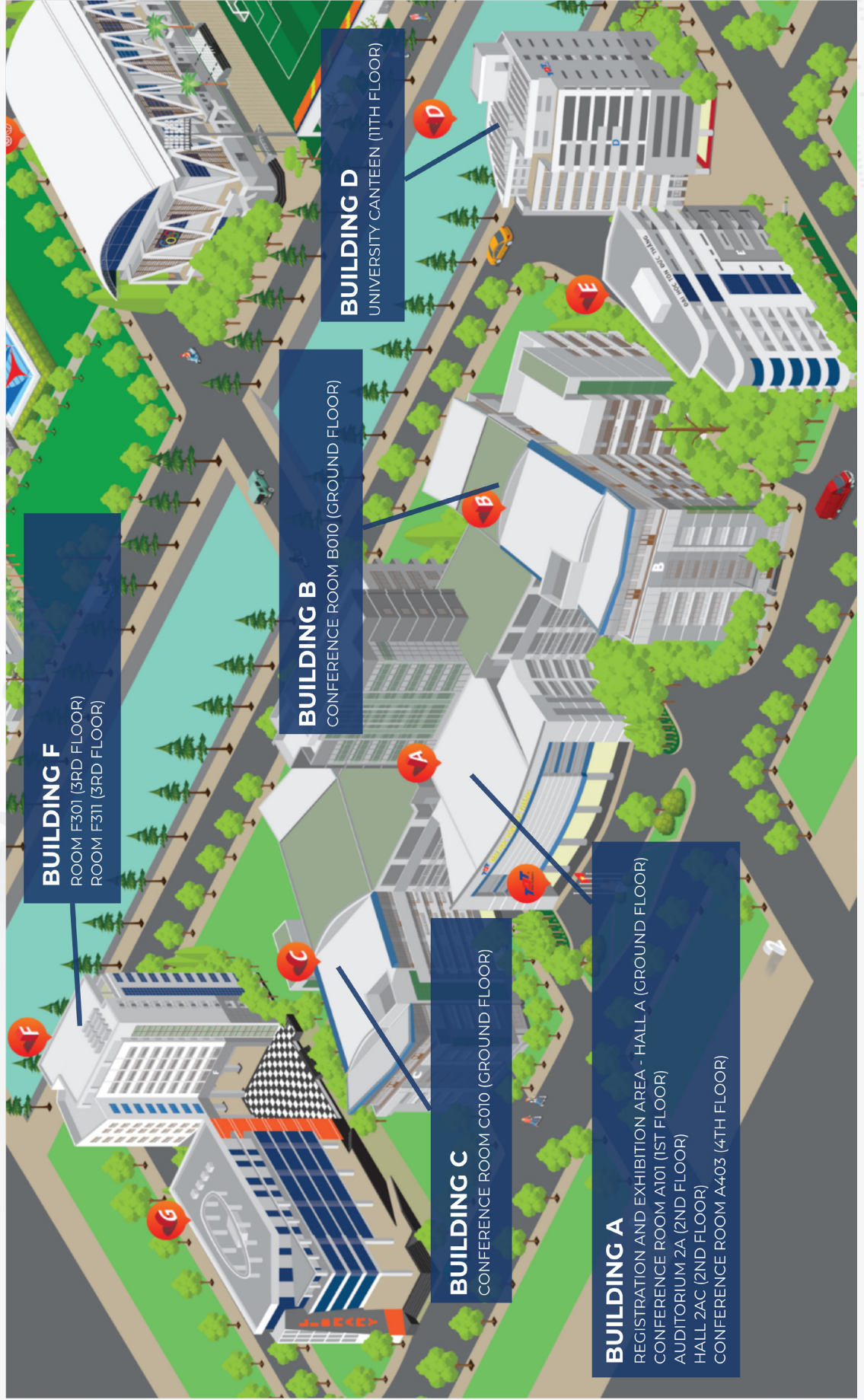
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MAP OF ROOMS







KEYNOTE SPEECHES

Can Technology Improve Language Proficiency?

Willy Adrian Renandya

National Institution of Education - Nanyang Technological University, Singapore

Abstract

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

Keywords

Technology, language proficiency, AR-supported, ELT principles



Author(s) Bio

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

A Cross-Cultural Approach to Teacher Wellbeing: A Dialogue between Positive Psychology and Mindfulness

Le Van Canh

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Abstract

Teacher well-being is a crucial issue for schools and society as it is relating to teaching effectiveness, student outcomes. Unsurprisingly, the topic has recently received increasing attention that has led to a plethora of empirical studies. However, most of these studies were conducted in western educational contexts and dominated by the positive psychology perspective, which emphasises conditions and processes that contribute to the flourishing or optimal functioning of people, groups and institutions. In this talk, I will discuss teacher wellbeing from a new lens, the Buddhist lens. To be specific, I will discuss what constitutes wellbeing, how it is cultivated and enacted with Buddhist insights. My aim in this talk is to highlight the provocative new understandings, powerful practices and possibilities for well being, thereby making a contribution to the decolonised conceptualization and nurturing of wellbeing.

Keywords

Teacher well-being, empirical studies, Buddhist



Author(s) Bio

Le Van Canh is currently working as a visiting professor of Applied Linguistics at the Industrial University of Ho Chi Minh City (IUH). Before this he had worked a lecturer at the graduate level for Vietnam National University, Hanoi and a language teacher education researcher for more than 40 years. He has published widely in the areas of language teacher education and English language education policy and practices in Vietnam. His most recent publications appear in:

- The edited volumes, *The Oxford Handbook of Southeast Asian Englishes* (edited by A.J. Moody, Oxford University Press (2024).
- *The Routledge Handbook of Language Teacher Education Research* (edited by A. Burns & K. Dikilitas, Taylor & Francis (2024).

The Neocolonisation Paradox of AI: Homogenisation of Scholarly Voice and Academic Writing

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Abstract

With the widespread permeation of Artificial Intelligence (AI) in academia, its long-term effects on teaching and learning are yet to be seen. Yet there are early signs of how text-based generative AI are already influencing writing styles, especially towards homogenisation in favour of Western/Anglophone styles. While these tools save time, enhance efficiency and afford greater freedom, paradoxically, they risk diminishing the rich spectrum of individual writing styles that embody diverse cultures and academic traditions. This presentation explores how AI, trained on large language models based on existing academic literature, takes a form of neocolonialism by stifling the development of unique scholarly voices, especially from the peripheries of the Anglosphere. It argues that the current trajectory of AI use can lead to a monoculture in academic discourse, potentially restraining innovation and critical thinking. There is thus need for a nuanced approach, advocating for the responsible integration of AI tools that empower researchers to refine their writing while safeguarding their individuality and enhancing the broader spectrum of academic diversity. This includes fostering critical awareness of AI's limitations and encouraging the development of Vietnamese-language AI models to promote critical digital literacy. Such endeavours will empower Vietnamese scholars to harness AI as a tool for enhancing rather than constricting the diversity of their academic contributions and utilise it in a way that enriches, rather than diminishes, the breadth and uniqueness of their scholarly contributions.

Keywords

Artificial Intelligence, Academic Writing, Style Diversity, English Language, Digital Literacy



Author(s) Bio

Dr. Raqib Chowdhury works in the Faculty of Education at Monash University, Australia and is a Senior Fellow of the UK Higher Education Academy. He started his academic career in 1996 at the University of Dhaka, where he taught until 2004 as Lecturer and Assistant Professor. He then joined the Monash Faculty of Education in 2009 upon completing his PhD at Monash University in 2008. He holds a Bachelors degree in English and Masters degrees in English Literature and in Education (TESOL). Raqib has published extensively in the areas of languages education and TESOL. His latest book is *The Privatisation of Higher Education in Postcolonial Bangladesh: The Politics of Intervention and Control* (Routledge, 2021). Raqib has taught at several universities in Vietnam yearly since 2015. In 2023 he received the Dean's Award for Equity and Inclusion from the Faculty of Education at Monash University, and the Rector's Distinguished Scholar Award from ULIS, VNU, Hanoi. In 2024 he received the resident's Commemorative Medal from VNU, Hanoi.

Navigating the Ethical Minefield: AI in Education and the Future of Assessment

William Ducusin Magday Jr.

College of Teacher Education - Nueva Vizcaya State University, The Philippines

Abstract

Artificial intelligence (AI) is rapidly transforming education, presenting both opportunities and ethical challenges, particularly in Southeast Asian English Language Teaching (ELT). This topic explores the evolving role of ESL/EFL teachers in the AI era, examining how AI tools can enhance language learning while mitigating biases and ensuring equitable access. It shows how teachers can leverage AI to personalize learning, create engaging content, and foster inclusive classrooms, while retaining the irreplaceable value of human interaction and judgment in assessment. Findings from case studies illustrating the impact of AI-driven assessment on English proficiency and teacher experiences will also be shared, emphasizing the crucial role of human engagement in interpreting AI-generated data for fair and accurate evaluations. The goal is to empower teachers to ethically integrate AI, harnessing its potential to improve ELT across the region

Keywords

AI in ELT; Ethical AI Integration; AI-Driven Assessment



Author(s) Bio

Dr. William D. Magday, Jr. is an Associate Professor IV and Dean of the College of Teacher Education at Nueva Vizcaya State University (NVSU) in Bayombong, Nueva Vizcaya, Philippines. He also serves as an Associate Editor for Higher Education at the NVSU Research Journal. Dr. Magday earned his Ph.D. from Suranaree University of Technology (SUT) in Thailand in 2020, through the SUT-PhD Scholarship Program for ASEAN 2016 (Phase II). He is currently enrolled in the Leadership and Management Certificate Program at The Wharton School, University of Pennsylvania, USA under the CHED-HUSAY Scholarship Program. He actively reviews papers for international conferences and peer-reviewed Scopus-indexed journals and has published research and book review articles in scholarly publications. His research interests include educational technology, teacher education, and discourse analysis.

Self-monitoring in Speech Interaction and Its Representation

Cao Xiuling

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Abstract

In language communication, every utterance act involves two levels: the basic utterance level and the meta-discourse level: the basic utterance refers to those utterances that have referential and propositional information; the meta-discourse refers to utterances about basic utterances, which refer to utterances that make statements about propositional attitudes, textual meanings, and interpersonal meanings. The functions of meta-discourse are manifested in the following four aspects: (1) Organizational function, expressing the relationship between an utterance and other utterances (within the text and other texts), and identifying the relevance between the utterance and the context. ((我的意思是) in other words (换句话说), in short (总之) ...); (2) Monitoring function is an important manifestation of the speaker's involvement in the discourse, which supervises and controls the utterance he expresses, and is embodied in annotating, adjusting and predicting the utterance expression. (For example: I mean (我的意思是), then again (话又说回来), so (这么说)); (3) Evaluative function, the expresser's evaluation of the content of the utterance and his own way of speaking. (For example: Say something you shouldn't say (说句不该说的话), to be Frank (坦率地说), to be honest (说实在的)); (4) Function of interaction, which is used to assist the coordination of communicative behavior, to adjust the attitude of communicators according to the various aspects of ongoing communication, and to establish and maintain interpersonal relationships between communicators. (For example: you see/you think (你看/你想), we know (我们知道)). Based on specific language facts, the report focuses on the phenomenon of self-monitoring in speech interaction, and explores the forms of self-monitoring representation by taking meta-discourse markers as examples. The main contents include the structure, function, distribution, semantic orientation and category characteristics of the discourse markers of speech category, and the current situation and existing problems in the second language teaching of the related phenomena.

Keywords

Self-monitoring, Speech interaction, Meta-discourse, Discourse markers, Monitoring function



Author(s) Bio

Cao Xiuling, Professor and Doctoral Tutor, International College of Chinese Studies, Shanghai Normal University. She is also a member of the National Postgraduate Education Steering Committee for Professional Degrees of International Chinese Education, a standing director of the Chinese Linguistic Society, a standing director of the Chinese Language Modernization Society, a Standing Director/Deputy Secretary-General of the Chinese National Language Translation Research Association, a Director of the World Chinese Language Teaching Association/Deputy Secretary-General of the Academic Exchange and Publishing Committee, and a Secretary-General of Shanghai Language Society. CAO Xiuling is mainly engaged in the teaching and research of Chinese grammar, Chinese teaching and acquisition as a second language. She has published more than 70 papers in professional journals such as Chinese Language, World Chinese Language Teaching and Language Teaching and Research, 9 academic monographs, and presided over 3 projects of the National Social Science Fund and other high-level scientific research projects.

Spatial-Schema Analysis of Synonymous Chinese Directional Words: From Cognitive Analysis to Benchmark Construction

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Abstract

Chinese directional words (e.g., 里 *lǐ* ‘in’, 外 *wài* ‘outside’, 上 *shàng* ‘above/on’, 下 *xià* ‘below/under’, 前 *qián* ‘in front’, 后 *hòu* ‘behind’, 旁 *páng* ‘beside’) can convey identical spatial relations in certain contexts (e.g., both “救护车里有病人 *jiùhùchē lǐ yǒu bìngrén*” and “救护车上有人 *jiùhùchē shàng yǒu bìngrén*” mean “There is a patient in the ambulance”). However, in other contexts, these expressions are semantically incompatible (e.g., “工人坐在箱子里 *gōngrén zuò zài xiāngzi lǐ*” / “The worker sits in the box” \neq “工人坐在箱子上 *gōngrén zuò zài xiāngzi shàng*” / “The worker sits on the box”). Explaining this phenomenon is essential to cognitive linguistics, as it touches upon how speakers map perceived spatial configurations onto linguistic categories, and how such mappings are acquired by both native speakers and second-language learners. Equally critical for current generative AI is the construction of a rigorous benchmark that can evaluate whether computational models have truly grasped the underlying spatial semantics. This study addresses both needs. Drawing on the theory of spatial schemas in cognitive linguistics, we systematically construct a representational framework for Chinese directional words based on three semantic dimensions: range, direction, and distance. This framework reveals the cognitive mechanisms underlying synonymous spatial expressions with distinct forms. Furthermore, we demonstrate how this theoretical model guides the construction of a balanced and conceptually grounded sentence-pair dataset, serving as a benchmark for evaluating large language models’ spatial semantic understanding. The resulting dataset has been adopted in the SpaCE2025 evaluation task.

Keywords

AI in ELT; Ethical AI Integration; AI-Driven Assessment



Author(s) Bio

Weidong Zhan is a Professor in the Department of Chinese Language and Literature at Peking University. He serves as Deputy Director of the Center for Chinese Linguistics and Associate Director of the Institute of Computational Linguistics at Peking University. His research focuses on the formal grammar of Modern Chinese, linguistic knowledge engineering, Chinese language processing, and the application of language norms. He is the author of *A Study of Phrase Structure Rules in Modern Chinese for Chinese Language Processing*, and a principal contributor to the national language standard *Guidelines for the Use of Numerals in Publications* and its companion volume *Interpretation of the “Guidelines for the Use of Numerals in Publications”*. He has also co-authored several textbooks, including *Introduction to Computational Linguistics*, *Modern Chinese*, and *Natural Language Processing*, and has published nearly 100 papers in academic journals and conferences. His recent research focuses on developing construction databases for Modern Chinese and creating benchmarks for machine language understanding in cognitive AI systems.

Burnout in Foreign Language Learning: Understanding and Addressing Key Factors in EFL Classrooms

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Abstract

As English as a lingua franca (ELF) continues to shape global communication, learning English as a foreign language (EFL) has become a core component of education worldwide. However, this language learning process places significant cognitive, emotional, and social pressures on learners—pressures that frequently lead to burnout. Burnout in English language learning is increasingly common among EFL learners, often characterised by emotional exhaustion, reduced engagement, and declining self-confidence in their language abilities. Consequently, these issues have become recognised as critical challenges within EFL classrooms globally. In response to these challenges, this keynote addresses burnout in English language learning through an interdisciplinary lens, integrating perspectives from psychology and applied linguistics. Utilising the Maslach Burnout Inventory–Student Survey as a practical framework, the presentation offers a comprehensive understanding of the cognitive, emotional, and motivational dimensions of burnout across personal, environmental, and behavioural domains. Drawing on empirical research and classroom-based evidence, this keynote provides educators with practical strategies to mitigate or reduce burnout, strengthen learner resilience, and foster emotional wellbeing in EFL contexts.

Keywords

Burnout; English language learning burnout; Learner wellbeing



Author(s) Bio

Dr. Apirat is a lecturer in English Language Teaching at the Faculty of Education, Silpakorn University, Thailand. His research focuses on English Language Teaching (ELT), with particular emphasis on curriculum and instruction, psychological factors influencing language learning, and ELT policy, management, and administration.



PRESENTATIONS

Exploring University Lecturers' Trust in Artificial Intelligence-Generated Suggestions in Vietnam: Conditions for Adoption and Sources of Resistance

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Abstract

This study investigates Vietnamese university lecturers' trust in artificial intelligence (AI)-generated suggestions for teaching. As digital transformation accelerates in Vietnam, understanding lecturers' perspectives is critical for effective AI integration. Using a mixed-methods approach, the study surveyed 120 lecturers from public and private universities and conducted follow-up qualitative interviews with 32 of those lecturers. Survey results show that 62% of lecturers are willing to use AI for grading, personalized recommendations, and early alerts, provided human oversight remains. Key factors include workload reduction (71%), accuracy (66%), and institutional support (59%), while barriers include concerns over autonomy (65%), transparency (57%), and rigor (61%). Younger lecturers and those in engineering or IT fields express higher levels of trust. Based on both quantitative and qualitative findings, the study proposes a multidimensional trust framework that includes cognitive, emotional, and institutional dimensions. The data indicate that lecturers' trust in AI is influenced not only by the technical performance of the system but also by emotional security and institutional safeguards. These insights offer valuable guidance for policymakers and institutions aiming to foster AI adoption in Vietnamese higher education.

Keywords

Trust in AI, higher education, technology adoption, Artificial Intelligence, Vietnam

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A Study on the Position of Time Adverbials In ‘Dǎsuàn’-Type Verb Structures: Based on an Investigation of Vietnamese Learners

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Abstract

Time adverbials in Chinese sentences with “dǎsuàn (打算)”-type verbs present significant syntactic challenges for Vietnamese learners of Chinese, as their positioning deviates from standard patterns and often conflicts with L1 word order conventions. While time adverbials typically appear before or after the subject in Chinese, their correct placement with intention verbs requires specialized knowledge that has received limited attention in both research and pedagogy. This study aims to analyze the errors Vietnamese learners make when placing time adverbials in “dǎsuàn”-type structures. Through quantitative analysis of test data from 115 Vietnamese university students majoring in Chinese language, the research identified four distinct error positions, with Position 1 errors (placing time adverbials before the subject) occurring most frequently (mean=7.25±6.21). The error patterns revealed substantial L1 interference and an incomplete understanding of the cognitive distinction between planning and execution stages in Chinese intention verbs. Based on these findings, the study proposes reclassifying “dǎsuàn”-type verbs as a distinct syntactic category and recommends specific teaching strategies including contrastive analysis, cognitive schema enhancement, and chunk-based instruction. This research contributes to both theoretical understanding of Chinese syntax and practical applications in error-based language pedagogy.

Keywords

Time adverbials; Dǎsuàn-type verbs; error analysis; modern Chinese; word order

Author(s) Bio

Dr. Binh Hoa Nguyen is a lecturer in Chinese Language at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. He began teaching Chinese in 1998 and earned both his Master’s (2004) and doctoral degrees (2008) in Modern and Contemporary Chinese Literature from Beijing Normal University, Beijing, China. With over 20 years of experience in teaching Chinese language and literature, he has also been actively involved in academic program management at the university level. His main research interests focus on Chinese character linguistics and Chinese literature.

Language and Culture Focus: Integration Extent of Indigenous Peoples Education in a Private Higher Educational Institution

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Abstract

Integrating Indigenous Peoples Education (IPEd) can address the call for equality and justice. A need for further study on how teachers integrate IPEd in the teaching-learning process of diverse learners is needed. This research determined the extent of IPEd integration evident in the available instructional materials of teachers of a private educational institution, as well as their thoughts in the integration process. The study made use of a modified checklist to determine the extent of IPEd integration in nine general education courses and sourced out thoughts from six instructors of the general education courses. Results reveal that across the six areas, the integration of IPEd is at the minimum. Considerable extent can particularly be observed in materials, but remain minimal in terms of the other five areas. Indicators per area, however, are varied in terms of the extent of IPEd integration. Among the instructors' responses, seven themes arose which can be connected with the six areas. It can be concluded that the findings in terms of the extent of IPEd integration may be related to distinct factors. The study suggests a crafted IPEd Integration Framework (IIF) that can be used in the general courses offered at the tertiary level.

Keywords

Language and culture, indigenous peoples education, instructional materials, curriculum planning

Author(s) Bio

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Online Silence

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Abstract

Drawn extensively from the research discourse on the occurrence and absence of learner participation together with observations, the paper outlines how silence pervades the digital educational space. The discussion first defines the meaning of online silence and examines how online instruction provokes silence. Secondly, the dynamic of silence is unpacked concerning both learning engagement and learning disengagement in cognitive, social, emotional, and technological dimensions. Thirdly, it is argued that online silence exhibits two opposing impacts by being both a barrier to and a condition for learning efficacy. The discussion embraces online silence in language learning and in subject-content education considering that learners need to develop not only language proficiency but also knowledge and skills for real-world communication.

Keywords

Silence, online silence

Author(s) Bio

Dat Bao works at Monash University. He is the editor of the *Journal for Silence Studies in Education*. Engaging in silence studies, creative pedagogy, and curriculum design, Dat has produced over 100 academic publications. Notable works include *Understanding silence and reticence* (Bloomsbury, 2014) and *Silence in English language pedagogy* (CUP, 2023). He has won multiple awards in Australia for excellent teaching, research, and thesis supervision.

Using Technological Language Learning to Improve Chinese Vocabulary Learning in VFIS International School – a Kahoot! Case Study

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Abstract

This paper explores the use of Kahoot!, a game-based technological learning tool, to enhance Chinese vocabulary acquisition among sixth-grade students at VFIS International School in Vietnam. In recent years, technology has become an integral part of language education, offering interactive platforms that boost student motivation and engagement. While extensive research has examined educational technology in English language classrooms, limited studies have addressed its impact on less commonly taught languages such as Chinese, especially in Vietnamese contexts. This quasi-experimental study was conducted over a three-month period using the YCT1 textbook. Participants were beginner-level learners with similar starting proficiency. Two teaching methods were compared: traditional paper-based vocabulary exercises and game-based vocabulary learning using Kahoot!. A sequential mixed-methods approach was used to collect data and evaluate both vocabulary retention and student perceptions. Findings revealed that students using Kahoot! showed better long-term vocabulary retention, greater enthusiasm, and increased confidence in learning Chinese. The study concludes that integrating technological tools like Kahoot! can effectively support vocabulary development in Chinese language instruction and recommends its broader application in international educational settings.

Keywords

Kahoot!, Chinese vocabulary, educational technology, game-based learning

Author(s) Bio

With a postgraduate specialization degree in Chinese Language and a master's degree in TESOL from Open University, Ms. Anh Hoang has a dual expertise in English and Chinese, which empowers her to enhance learners' diverse language skills. Her passion lies in advancing students' acquisition abilities, fostering their effective embrace of new languages.

Unveiling Communication Patterns: A Discourse Analysis of Speech Acts among Filipino College Students

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Abstract

Speech acts, encompassing locutionary, illocutionary, and perlocutionary acts, are fundamental to effective communication, especially in technical-vocational programs like the Bachelor of Technology and Livelihood Education (BTLEd). However, few studies have explored the nuanced impact of speech acts on university settings, particularly within technical-vocational contexts. This qualitative study, using discourse analysis, examined the roles and impact of speech acts on student engagement and learning within the BTLEd program at Quirino State University. All BTLEd freshmen from the Diffun and Maddela campuses enrolled in Purposive Communication, selected through purposive sampling, participated. Data collected through classroom observations, Discourse Completion Tasks, and interviews were analyzed using content and thematic analyses. Findings revealed that locutionary acts (greetings and factual statements) formed the communication foundation, while illocutionary acts (directives) encouraged engagement and critical thinking. Perlocutionary acts (praise) built confidence and an inclusive classroom environment. Eight key themes emerged, emphasizing communication's role in student confidence, effective teacher role modeling, and the need for speech act training and workshops. The study proposes Locutionary, Illocutionary, and Perlocutionary "L.I.P." Training Designs—a series of creative seminars and workshops to improve practical speech act application—for students and teachers. This research underscores the interconnectedness of communication, student well-being, and teacher development in language education.

Keywords

Discourse analysis; speech acts; thematic analysis

Author(s) Bio

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A Correlational Study of Discourse Marker Use and Fluency in EFL Students' Spoken Discourse

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Abstract

Discourse markers (DMs) play a pivotal role in managing spoken interactions and structuring discourse. While native speakers fluidly utilize DMs to enhance fluency, many English as a Foreign Language (EFL) learners either underutilize or misuse these linguistic devices. Despite growing research on the functions of DMs, limited empirical evidence explicitly explores their direct correlation with measurable aspects of spoken fluency, such as speech rate and pauses. Guided by discourse analysis (Schiffrin, 1987) and prior empirical insights (Fung & Carter, 2007; Suryadi et al., 2024), this correlational study examined how the frequency and variety of DMs relate to fluency in spoken discourse. Ninety-nine speech samples from sophomore EFL students at Ton Duc Thang University were analyzed. Results revealed a moderate and statistically significant positive correlation between DM frequency and fluency. However, DM variety showed only a weak, non-significant correlation with fluency. Overuse of fillers like “uh” and “um” was associated with slower speech and less fluid delivery. The study highlights the importance of incorporating frequency-focused DM instruction in EFL pedagogy while recommending further research to explore how specific types and functions of DMs may impact fluency in diverse communicative contexts.

Keywords

Discourse Markers, EFL, Fluency, Spoken Discourse

Author(s) Bio

Le Thi Bao Ngan is a lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. She has six years of experience in teaching English language and linguistics at the undergraduate level. Her teaching portfolio includes courses such as An Introduction to Language, English Syntax, English Semantics, Academic Writing, and Public Speaking. Her research interests include discourse analysis, applied linguistics, corpus linguistics, and English for academic purposes. She enjoys exploring how language is used in academic and professional settings, and how insights from real-world language data can help improve the way we teach and learn English.

Understanding the Relationship between Dialogic Teaching and Students' Self-Efficiency in Learning Mandarin Chinese

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Abstract

In the context of educational innovation and social development in Vietnam today, teaching methods not only aim to impart knowledge but also aim to develop skills and qualities for learners. Among modern methods, Dialogic Teaching stands out as a learner-centered approach, emphasizing interaction, criticism and co-creation of knowledge. In addition, the factor of Self-Efficacy also plays an important role in promoting students to learn actively and proactively. There is a close and mutually supportive relationship between these two factors, contributing to creating an effective and humane learning environment. On that basis, this paper has synthesized and analyzed research documents on Dialogic Teaching and Self-Efficacy, culminating in two main points: (1) Dialogic Teaching and Self-Efficacy are closely interconnected and mutually reinforcing; (2) Dialogic Teaching can be particularly effective in enhancing Self-Efficacy in learning Mandarin Chinese. Hopefully this paper can be a practical reference for lecturers to develop Mandarin Chinese skills for students.

Keywords

Dialogic Teaching, Self-Efficacy, relationship, interaction

Author(s) Bio

Luong Dieu Vinh earned his Doctor in Education Policy and Administration from National Chi Nan University at Taiwan. He is presently working as a full-time lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Viet Nam. His research interests focus on Chinese Language Teaching Methodology, comparative lexicon and semantics of Chinese and Vietnamese.

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The Linguistic Landscape of Pagadian City: A Preliminary Study

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Abstract

The aim of this study is to describe the linguistic landscape in Pagadian City and to achieve this, the following specific objectives will be pursued: First, to identify the types of signage found in public spaces in Pagadian City; second, to determine the languages used in the signage seen in the public spaces of Pagadian. The data for this study were derived from collected images of signage in Pagadian. Furthermore, photographic evidence was used, including language use in public spaces, with a total of 150 signage. Results show that bottom-up signage dominates in Pagadian City, comprising 55.33% (83 signage) compared to 44.67% (67 signage) of top-down signage. This indicates a more liberal regulation by the government and a vibrant commercial development in the city. English remains the leading language (28.66%), though it is lower compared to other cities. A significant portion of bilingual signage includes English-Filipino (23.33%) and English-Cebuano (23.33%). Cebuano (14.67%) and Filipino (4%) follow. Minority languages were also recorded, such as Filipino-Tausug, English-Arabic, Cebuano-Arabic, and English-Korean (each at 0.67%). More bilingual and multilingual signage is found in Pagadian, with 48.67% bilingual and 4% multilingual signage.

Keywords

Linguistic landscape, bottom-up, top-down, signage, multilingual

Author(s) Bio

Mr. Aljhem Magsayo Basis is currently the school principal and NSTP coordinator at St. Vincent's College Incorporated, Dipolog City. He graduated with a Bachelor of Secondary Education Major in Filipino Cum Laude at St. Vincent's College Incorporated in 2017. Also, he obtained the Master of Education in Filipino in 2019 at St. Vincent's College Incorporated. Moreover, he also received a Certificate of Academic Requirements (CAR) for Master of Arts in Educational Management in 2021. He is presently concluding his Doctor of Philosophy in Filipino at Mindanao State University – Iligan Institute of Technology (MSU-IIT).

AI and Writing in EFL: Students' Engagement and Teachers' Evolving Practices

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Abstract

As AI technologies, particularly ChatGPT, increasingly shape university education, the practices and perceptions surrounding writing in English as a Foreign Language (EFL) are undergoing significant changes. This mixed-methods study investigates how both university students and teachers engage with AI. Data were collected through AI engagement questionnaires, students' self-reported writing diaries, and semi-structured focus group interviews. The primary aim of this research is to explore how students interact with generative AI tools at different stages of the writing process and how teachers are adapting to the integration of AI in their classrooms. The findings show that students are engaged and positive about using AI for writing. They benefit from AI in idea generation and editing but struggle with managing information, organizing texts, and assessing the authenticity of AI-generated content. For teachers, the incorporation of AI has prompted a rethinking of pedagogical practices, creating a tension between the loss of traditional learning experiences and the emergence of new educational opportunities. While some teachers take a cautious approach, others have shifted focus toward promoting critical thinking, amplifying student voices, and incorporating real-world scenarios into assessments.

Keywords

Generative AI, EFL writing, engagement, teaching methodology, best practices

Author(s) Bio

Ha Thanh Le is currently working at Foreign Trade University in Vietnam, Ho Chi Minh City 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.

A Critical Discourse Analysis of Gender and Occupations in Generative Artificial Intelligence (AI)'s Monologues

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Abstract

Conversational Artificial Intelligence (AI) becomes increasingly embedded in everyday interactions, through voice assistants, chatbots, and other voice-based agents. It plays a growing role in shaping how users engage with language and identity. These systems, designed to simulate human conversation, are trained on vast datasets that often reproduce dominant social ideologies, including gendered assumptions about occupational roles. While previous research has addressed gender bias in AI-generated texts, relatively little attention has been given to spoken outputs in monologic formats, where AI is prompted to emulate personal storytelling. This study investigates how gender and occupational identities are discursively constructed in AI-generated spoken narratives, using Fairclough's three-dimensional framework of Critical Discourse Analysis. A dataset of 20 simulated spoken narratives was compiled, each based on prompts designed to elicit narrative in the style of class presentation by students. With the help of Sketch Engine, preliminary findings reveal recurring lexical patterns featuring gendered adjectives and over-representational strategies of traditional roles. Despite a few attempts at more balance role assignments, the output reflects and potentially reinforces traditional gender ideologies. The study highlights the need for critical engagement with AI-generated language, particularly in educational contexts where such technologies are used for speaking practice and language learning.

Keywords

Critical discourse analysis, spoken narratives, bias in AI

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A Constructional Perspective on the Semantics and Pragmatic Functions of “Reminder Verbs + Negation + VP” in Chinese

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Abstract

The structure “reminder verbs + negation + VP” is a common and pragmatically rich expression in modern Chinese, typically manifested as patterns like *xiaoxin / zhuyi / dangxin / liushen + bie/buyao/bieran+VP*. This study adopts Construction Grammar and Systemic Functional Grammar as its theoretical framework, drawing primarily on Goldberg’s (1995) constructionist approach, which emphasizes the pairing of form and meaning, as well as Halliday’s theory of register to explore the grammatical form, semantic functions, and pragmatic implications of the structure. Using a combination of descriptive and contrastive analysis methods, this research collects authentic data from the CCL Corpus and BCC Corpus to identify frequent patterns, verb collocations, and semantic developments. The findings reveal that within the “reminder verbs + negation + VP” construction, the reminder verb plays a directive role, the negation reinforces the intention to prevent undesired behavior, and the VP typically denotes sudden or potentially hazardous actions. This construction exhibits strong imperative force, presupposition, and context dependency. Compared with regular negative imperative sentences or direct reminder expressions, it carries a more subjective tone and greater pragmatic tension. This study not only deepens the understanding of verb-based constructions within Construction Grammar but also provides theoretical and pedagogical insights for teaching how to express warning and discouragement in Chinese as a foreign language.

Keywords

Reminder verbs; negation structure; construction grammar; systemic functional grammar; pragmatic functions

Author(s) Bio

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Reflections on Effective Teaching Strategies from the Perspective of an Intern Teacher

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Abstract

This reflective essay explores my own observations, the practical experiences, and my own perspectives, in that I focus in on effective and practical teaching strategies for English majors who are learning Chinese as a foreign second language as an intern teacher in a Chinese extracurricular class. Regarding connection and learning objectives, instructors should engage with learners not only through knowledge content but also by guiding their thinking processes. This approach helps stimulate students's intrinsic motivation for learning. For content design and teaching strategies, instructors need to balance vocabulary and grammar, focusing on the target language to help students understand word usage in real-life communication contexts. For classroom activities, lesson designs should encourage students to actively develop their skills and refine their language thinking rather than merely completing assignments through direct instruction.

Keywords

Reflection; teaching strategy; Chinese as a second foreign language; connection skills; and intern teacher

Author(s) Bio

Dieu Anh Nguyen earned her Master of Curriculum and Instructions at Shanghai Normal University, she works at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City. Her research interests focus on Curriculum and teaching methods, media language, educational communication. For academic correspondence, she can be contacted at nguyendieuanh@tdtu.edu.vn

Exploring Vietnamese EFL Lecturers' Attitudes towards AI Integration: Pedagogical Adaptations, Ethical Concerns, and Teaching Philosophies

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Abstract

This qualitative study investigates how Vietnamese university lecturers of English as a Foreign Language (EFL) respond to the growing integration of Artificial Intelligence (AI) in language education. Based on semi-structured interviews with 14 lecturers, the study explores their attitudes toward AI tools and the factors influencing their decisions to accept, reject, or cautiously engage with them. Using Braun and Clarke's (2006) thematic analysis, findings reveal a spectrum of responses from pragmatic acceptance to ethical caution and partial resistance. Lecturers acknowledged AI's usefulness in saving time and supporting lesson planning, yet expressed concerns about academic integrity, student overreliance, and the erosion of critical thinking and other core human qualities. Their decisions were shaped by not only institutional access or training but also personal teaching philosophies. The study draws on the Technology Acceptance Model (Davis, 1989) and the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) to interpret how adoption is impacted by perceived usefulness and the alignment of AI with pedagogical and content goals. This study highlights the need for teacher-informed policy and belief-sensitive training to support ethical and effective AI integration in Vietnamese tertiary EFL education.

Keywords

Artificial Intelligence, EFL teaching, teacher attitudes, technology acceptance model, TPACK

Author(s) Bio

Mr. Quy Duc Nguyen is an M.A. candidate in English Teaching Methodology at University of Languages and International Studies, Vietnam National University, Hanoi. He works as a freelance English teacher and visiting lecturer at several colleges in Hanoi. His research interests include psycholinguistics, language education, and the integration of educational technology, particularly AI, in EFL contexts. He has published in a university journal and is currently preparing two articles for presentation at national and international conferences on language teaching innovation. Email: 23045122@vnu.edu.vn

English Majored Students' Attitudes towards AI-Based Feedback on Paragraph Writing

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Abstract

The integration of artificial intelligence (AI) in language education has significantly transformed the way writing is taught and assessed. This study investigates the attitudes of English-major students toward AI-based feedback in paragraph writing at Nha Trang University, focusing on their perceptions of its usefulness and the challenges they face when using it. Ten second-year English majors enrolled in a general writing course (CEFR B1–B2 level) participated in semi-structured interviews lasting 20 to 30 minutes. Thematic analysis revealed that most students found AI-based feedback helpful for grammar correction, vocabulary enhancement, sentence structure and coherence, idea generation, content development, and its accessibility and responsiveness, particularly outside classroom hours. However, participants also expressed concerns regarding the inconsistency and unreliability of AI feedback, mismatches in tone and vocabulary, superficial suggestions, dependence on prompts, potential over-reliance leading to skill erosion, and the lack of personalized feedback. These findings underscore the importance of using AI tools as complementary aids rather than substitutes for teacher feedback, and suggest the need for training or workshops to improve students' AI literacy, enabling them to critically evaluate and apply AI-generated feedback effectively.

Keywords

AI-based feedback; paragraph writing; student attitudes; English majors; writing instruction

Author(s) Bio

Linh My Luu is a researcher and lecturer at Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. Her research interests lie at the intersection of applied linguistics, educational technology, and vocabulary instruction. She is particularly dedicated to exploring how digital tools and platforms can enhance vocabulary acquisition, learner engagement, and instructional effectiveness in EFL contexts. Through her works, she aims to bridge theory and practice, promoting innovative, research-informed approaches in language education. For academic correspondence, she can be contacted at luumylinh@tdtu.edu.vn.

Hanh Le My Huynh is a researcher at Nha Trang University with a strong focus on Technology in English teaching. Her work primarily explores the integration of technology into English language teaching, aiming to enhance both teaching effectiveness and learner engagement. She is dedicated to advancing research in applied linguistics and promoting innovative practices in language education. For academic correspondence, she can be contacted at huynhlemyhanh96@gmail.com.

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Phonological Features of Philippine English Varieties: The Case of Three Ethnolinguistic Groups in the Philippines

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Abstract

Philippine English is a nativized variety of English that has features which differentiate it from Standard American English because of the influence of the first language (Bautista, 2000). This paper is an attempt to provide a description of the phonology of Philippine English focusing on three ethnolinguistic groups, namely Ilocano, Ifugao and Gaddang speakers of Nueva Vizcaya, Cagayan Valley, Northern Luzon, Philippines. The data, gathered through audio recording, underwent segmental and suprasegmental analysis to account for both phonological and phonetic properties. Results affirmed the studies of Tayao (2004) and Llamzon (1975) on the phonological features of Philippine English. The respondents have mostly displayed features of the mesolectal and acrolectal varieties yet also showed features of the basilectal variety. Despite their level of education and exposure to the acrolect, English reading materials and the Internet, they still retain features of their native tongue in their phonological attainment of English. The study poses pedagogical implications for the teaching of English in multilingual settings.

Keywords

Philippine English; phonology; multilingual

Author(s) Bio

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The Development of H5P-Enhanced Self-Access Learning Material to Improve English Competency among International Program Students: A Case Study at a State Polytechnic in Indonesia

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Abstract

This study investigates the development and implementation of H5P-enhanced Online Self-Access Learning Material (OSALM) to support English competency improvement among international class students at a state polytechnic in Indonesia. Grounded in a Design Development Research (DDR) framework proposed by Richey and Klein (2007) and informed by theories of self-directed learning and technology-integrated instruction, this research integrates pedagogical design and iterative product development. The project targeted key language competencies — particularly listening and reading — in preparation for the TOEIC exam, with instructional content structured via Moodle LMS and H5P interactive features such as quizzes, drag-and-drop, and embedded multimedia. Participants included 30 local and international students attending international class programs at the state polytechnic. Data collection involved FGD, expert validation, field testing, and survey. The findings demonstrate increased learner engagement and independent study motivation, primarily due to H5P's immediate feedback, multimodal support, and accessibility across devices. However, technical limitations (e.g., LMS server load, UI complexity) and instructional design issues (e.g., lack of adaptive progression control) were observed. Recommendations include enforcing sequential content access, aligning materials with learners' proficiency levels, and expanding media diversity to support learning styles. The OSALM system demonstrates strong potential for enhancing academic English preparation in multilingual higher education settings.

Keywords

International program; H5P; EMI; LMS; English competency

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Vietnamese Learners' Difficulties in Perceiving Chinese Phonetics at the Beginner Level

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Abstract

This study explores the phonetic perception difficulties of Vietnamese learners of Chinese at beginner level, focusing on initials, finals, tones, and syllables. Although Chinese and Vietnamese share certain phonological features - such as tonal systems - the structural differences in initials (e.g., affricates, retroflexion), nasalized or rounded finals, and tone contours present persistent challenges. The research adopts a mixed-method approach based on Anderson's listening comprehension model and contrastive phonetic analysis. Data were collected from 33 Vietnamese learners at HSK levels 1 to 3 through structured listening tasks. Results indicate that syllables with erhua and neutral tones are the most difficult to perceive accurately, followed by affricated initials (e.g., /c/, /q/, /zh/) and unfamiliar finals (e.g., /üe/, /üan/). While higher-level learners demonstrate improved listening comprehension level, errors remain significant, particularly in tone combinations and syllable integration. Finally, the study provides pedagogical implications for Chinese language instructors and suggests targeted training strategies to enhance phonetic perception in beginner learners.

Keywords

Phonetic perception; Chinese-Vietnamese phonetics; phonetic perception; perceptual difficulties; Vietnamese learners of Chinese at beginner level

Author(s) Bio

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An Investigation into the Causes of Students' Anxiety in Foreign Language Classes

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Abstract

Learning a foreign language often poses significant challenges for students, particularly due to the need to adapt to unfamiliar linguistic and cultural contexts. This study investigates the sources of anxiety experienced by learners in foreign language classrooms. A total of 201 respondents from a public university in Vietnam, enrolled in three levels of English courses, participated in the research. Using a survey adapted from Horwitz and Cope (1986), the study examined three essential aspects of language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The results show that all three factors contribute to students' anxiety, with fear of negative evaluation emerging as the most prominent (mean score = 3.20). The results underscore the critical role of educators in addressing and mitigating learner anxiety to support more effective language acquisition and academic success.

Keywords

Foreign language learning, negative evaluation, communication apprehension, fear of foreign language learning, test anxiety

Author(s) Bio

Truong Tuan Minh holds an MA in English Language Arts and he is a lecturer in the Faculty of Foreign Languages at Ton Duc Thang University (TDTU), one of Vietnam's foremost research universities. His research interests are English teaching methodologies, English linguistics, English as a lingua franca, sociolinguistics, and language acquisition. He can be contacted via email: truongtuanminh@tdtu.edu.vn

Disrupting the Rubric: Toward a Holistic Understanding of Teacher Digital Competence Growth

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Abstract

Teacher digital competence (TDC) has become a cornerstone of contemporary education, reflecting the growing integration of digital technologies into pedagogical practices, as required in curriculum reforms happening globally. However, Professional development programs targeting developing TDC for teachers have not yet achieved success as expected, mostly lacking understanding about teachers' perceptions of their TDC development through PD. The body of current research into the field is fragmented due to the lack of a holistic framework analyse TDC development and a simplified view to quantify TDC development into simple measurable items. This study employs the theories of adult learning theories and ecological theory system to explore teachers' perception of their TDC development using a qualitative case study longitudinal design to collect rich data from interviews, reflective journals, professional setting visits, and document analysis. Findings reveal nuanced trajectories of teacher digital competence (TDC) development across individual (self), institutional (micro), and systemic (macro) layers. Emerging themes such as teacher agency, contextual constraints, and policy-practice alignment align closely with the conceptual framework. However, additional themes—emotional labor, resistance strategies, informal peer-led learning, and temporal shifts in digital engagement—also surfaced, suggesting refinements to the framework. These insights underscore the need to reconceptualize TDC as an emotionally situated, socially negotiated, and time-sensitive process, extending beyond formal professional development structures.

Keywords

Professional development; digital competence

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Factors Affecting EFL Students' Acceptance of AI Tools for Writing: Examining the Mediating Effect of Self-efficacy and Writing Performance

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Abstract

With the limited understanding of how collaboration and artificial intelligence (AI) influence EFL students' writing separately and together, the authors targeted 95 students majoring in Business English. The study relied on Vygotsky's (1978) socio-cultural theory and aimed to locate the environmental and behavioral factors that affect EFL students' writing performance. Specifically, the research model included students' interactions with peers and their use of AI tools, which were theorized to impact students' performance. In addition, teacher influences, ease of use, and usefulness were theorized to moderate the relation between behaviors and their writing performance. The study's findings indicate that collaboration affected EFL students' writing more than AI use. Moreover, all three moderators were found to significantly influence WFL writing. Finally, the systems information validated through hypothesis testing helps indicate some crucial implications on how to increase EFL students' writing performance with the intervention of AI technology.

Keywords

Collaboration, artificial intelligence (AI), ease of use, usefulness, writing performance, English as a foreign language (EFL)

Author(s) Bio

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Beyond Linguistic Errors: An Error Analysis of Vietnamese-English Commercial Contract Translation

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Abstract

Current translation pedagogy often prioritizes developing students' linguistic competence and promoting linguistically 'equivalent' or 'faithful' target texts. This approach, however, often contradicts the functional theory of translation, which posits that the translation process should prioritize the prospective functions of the target text over strict linguistic equivalence. This paper examines the linguistic and non-linguistic errors made by students in their Vietnamese-English commercial contract translations, using the Skopos framework which is rooted in the functional theory of translation. It aims to analyze these errors quantitatively and qualitatively, and assess their pedagogical implications. Although the number of linguistic errors is found to exceed that of non-linguistic errors, the latter demonstrates a more profound impact on the meaning and purpose of the target text. The paper argues that translation pedagogy should foster students' translation competence, enabling them to confidently produce and justify their translation choices, even when these choices diverge from strict linguistic equivalence.

Keywords

Error analysis; linguistic and non-linguistic errors; commercial contract translation; translation *competence*

Author(s) Bio

Tran Nguyen has been a teacher to ESOL learners for 6 years. She holds an MA in TESOL from Victoria University of Wellington. She currently works for the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. Her interests include translation studies and English for Special Purposes (ESP).

Analysis of State Complement Acquisition Errors and Teaching Suggestions for Elementary and Intermediate Vietnamese Learners: A Case Study of the Chinese Department at Ho Chi Minh City University of Education

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Abstract

Complements are an important topic in Chinese grammar and can be relatively challenging to learn, especially for Vietnamese students, as there are no similar structures in Vietnamese. This study explores the acquisition challenges faced by elementary and intermediate Vietnamese learners of Chinese in mastering state complements, with a focus on students from the Chinese Department at Ho Chi Minh City University of Education. Adopting a mixed-methods approach, the research integrates error analysis theory, interlanguage theory, and contrastive analysis to examine linguistic data drawn from HSK Standard Courses 2 and 3. Empirical data were collected through structured questionnaires, semi-structured interviews, and corpus-based error analysis. The study systematically categorizes learner errors into five distinct types and investigates both linguistic and psychological factors contributing to these errors, such as negative language transfer and avoidance strategies. The findings underscore the need for pedagogical refinement and inform the development of targeted instructional strategies. By addressing specific learner difficulties and offering evidence-based solutions, this research contributes to the optimization of Chinese grammar instruction for Vietnamese students and provides insights into second language acquisition more broadly.

Keywords

Complements, Chinese grammar, learner errors, second language acquisition

Author(s) Bio

Thao Thanh Thi Tran is a lecturer in Chinese Language at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. She is a dedicated researcher in Chinese language acquisition, especially the acquisition of Chinese resultative complements by beginner and intermediate Vietnamese students. Through error analysis and pedagogical recommendations, Thao aims to optimize teaching methods and curriculum design for Chinese language education in Vietnam. Her work addresses the scarcity of research on Vietnamese learners, contributing to improved learning outcomes and fostering Sino-Vietnamese educational collaboration. She can be reached at tranthithanhthao@tdtu.edu.vn.

Emotional Challenges among Indonesian EFL Freshmen in AI-Enhanced Collaborative Narrative Essay Writing

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Abstract

Despite growing interest in AI-assisted academic writing, little is known about the emotional experiences of EFL freshmen during AI-enhanced collaborative narrative essay writing, especially regarding peer dynamics in each process of writing. Existing research often overlooks the emotional dimensions of writing collaboration, focusing instead on cognitive or linguistic outcomes. This study addresses these gaps by exploring the emotional experiences of EFL freshmen working with both AI tools and peers in narrative writing tasks. Using a phenomenological research design, semi-structured interviews were conducted with 12 EFL freshmen enrolled in an essay writing course. Participants engaged in a series of collaborative writing tasks supported by AI tools, after which their emotional experiences were recorded and analyzed thematically. Findings revealed a range of emotional responses, with frustration, anxiety, and disappointment emerging as dominant negative emotions, particularly about perceived imbalances in peer contributions and misunderstandings intensified by AI suggestions. However, participants also reported feelings of motivation and increased confidence when AI tools provided clarity and enhanced their language accuracy. The study highlights the need for structured collaboration instructions and emotional support strategies in AI-integrated learning environments. Understanding students' lived experiences offers insights into how educators can better facilitate emotionally supportive and pedagogically effective collaborative writing practices.

Keywords

Error analysis; linguistic and non-linguistic errors; commercial contract translation; translation *competence*

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Verbal and Nonverbal Abilities as Predictors of Academic Performance among Teacher Education Students in the Philippines

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Abstract

Philippine English is a nativized variety of English that has features which differentiate it from Standard American English because of the influence of the first language (Bautista, 2000). This paper is an attempt to provide a description of the phonology of Philippine English focusing on three ethnolinguistic groups, namely Ilocano, Ifugao and Gaddang speakers of Nueva Vizcaya, Cagayan Valley, Northern Luzon, Philippines. The data, gathered through audio recording, underwent segmental and suprasegmental analysis to account for both phonological and phonetic properties. Results affirmed the studies of Tayao (2004) and Llamzon (1975) on the phonological features of Philippine English. The respondents have mostly displayed features of the mesolectal and acrolectal varieties yet also showed features of the basilectal variety. Despite their level of education and exposure to the acrolect, English reading materials and the Internet, they still retain features of their native tongue in their phonological attainment of English. The study poses pedagogical implications for the teaching of English in multilingual settings.

Keywords

Verbal ability; nonverbal ability; admission test scores; vocabulary; academic performance

Author(s) Bio

Dr. Juanita B. Pascua is a distinguished professor at the College of Teacher Education, Nueva Vizcaya State University, Philippines. She chairs the Department of Technology and Livelihood Education and teaches graduate and undergraduate courses. A seasoned researcher, Dr. Pascua has published numerous studies, with three of her group research papers cited in 58 other studies. She serves as chair and member of examining committees for research defenses and reviews regional, national, and international research outputs.

Enhancing Collocational Competence through COCA: A Corpus-Based Approach

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Abstract

Mutual Information (MI) score is a key measure of collocational strength, with higher MI scores indicating stronger associations between word pairs. While research highlights the role of collocations with high MI scores in improving writing quality and reducing collocational errors, little attention has been given to their instruction in English language classrooms. This study addresses the gap by integrating the Corpus of Contemporary American English (COCA), an online corpus tool, into a 10-week writing course for seven university students. Learners were trained to use COCA to identify collocations with high MI scores and incorporate them into their essays. A total of 1,420 word combinations were extracted from students' writing and categorized by different MI score bands. Results show notable improvement in collocational usage, with 42.68% of the collocations rated as high-MI. Semi-structured interviews revealed that students perceived several benefits of using COCA, including improved collocational accuracy, appropriacy, and idea generation. However, challenges were also noted, such as the time-consuming nature of searches and difficulties navigating large collocation lists generated by the corpus tool. Findings underscore the potential of online corpus tools in enhancing learners' collocational competence and offer pedagogical implications for integrating technology into writing instruction.

Keywords

COCA; online corpus tool; collocations with high MI scores; writing instruction

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Quy Huynh Phu Pham is a Ph.D. candidate in Applied Linguistics at the University of Queensland, Australia, and a lecturer in the Faculty of Foreign Languages at Ton Duc Thang University in Ho Chi Minh City, Vietnam. He holds an MA in TESOL from Michigan State University in the U.S., where he was a Fulbright scholar. His research interests include learner corpus research, quantitative linguistics, computational linguistics, and second language acquisition. His work has been published in *Innovation in Language Learning and Teaching*, *TESOL Journal*, *RELC Journal*, *Journal of English for Academic Purposes*, and *Research Methods in Applied Linguistics*. He currently serves on the student editorial team of *System*, a leading journal in educational technology and applied linguistics.

Code Glosses – A Communication Strategy in TED Talks

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Abstract

Through the process of popularization, the knowledge generated in academic and specialized fields is transformed into accessible information for the general public. In the form of short, powerful talks (18 minutes or less), TED (acronym of Technology, Entertainment, and Design) Talks are a relatively new subgenre of science popularization. Unlike other popularization subgenres, TED Talks bring the experts directly into contact with the audience. This study aims to investigate how the strategy called ‘code glosses’ helps non-specialist audiences comprehend the specialized information in a corpus of 50 science related TED Talks. Drawing upon Hyland’s (2007) framework on code glosses through the use of WordSmith Tools 8.0, the most frequently used reformulation and exemplification metadiscourse markers, two sub-categories of code glosses were identified. In addition to quantitative method, qualitative method was also employed to analyze the functions of these metadiscourse markers. The findings show that exemplification markers prevail reformulation markers. In terms of functions, explanation is the most common in reformulation, while giving examples of a general category is most frequently used in exemplification. The current study provides insights in teaching and learning public speaking skills at the university.

Keywords

Code glosses; metadiscourse markers; communication strategy; science popularization; TED Talks

Author(s) Bio

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Synergizing Mindfulness, Sustainable Development Goals, and 21st Century Skills: Implications for Transformative Education

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Abstract

This article explores the emerging synergy among mindfulness practices, Education for Sustainable Development (ESD) aligned with the Sustainable Development Goals (SDGs), and the cultivation of 21st Century Skills (21CS) within English Language Teaching (ELT). Drawing on a qualitative synthesis of interdisciplinary literature, it proposes an integrated framework that fosters cognitive, emotional, social, and ethical competencies essential for addressing global challenges in language learning contexts. Mindfulness enhances learners' focus, emotional regulation, empathy, and resilience—key foundations supporting 21CS such as critical thinking, creativity, communication, and collaboration, all vital for effective language acquisition and intercultural competence. Embedding SDGs in ELT situates language learning within authentic sustainability issues, motivating learners toward global citizenship and ethical responsibility. This context promotes critical thinking, problem-solving, and collaborative communication while encouraging emotional and ethical engagement that supports mindfulness. Conversely, 21CS development strengthens mindfulness capacities like self-awareness and reflective thinking, creating a reciprocal cycle that deepens engagement with sustainability through language learning. The framework highlights practical implications for transformative ELT, where SDGs provide meaningful content, mindfulness supports learning processes, and 21CS define desired outcomes. The article also identifies research gaps and calls for further empirical studies on integrating mindfulness, SDGs, and 21CS in ELT to cultivate compassionate, adaptable, and sustainability-oriented language learners.

Keywords

Mindfulness; Sustainable Development Goals (SDGs); 21st Century Skills; transformative education; holistic learning

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The Integration of Voyant Tools to Enhance Phrasing Skills in Academic Writing

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Abstract

This conceptual paper aims to propose the integration of Voyant Tools—a web-based corpus analysis platform—into academic writing classrooms, specifically to enhance learners’ academic writing skills through phrase-level awareness activities. In academic writing, mastery of lexical choice and meaningful phrases structure is essential for achieving coherence, clarity of ideas, language appropriateness, and relevance to the topic. Voyant Tools facilitates language instructors to extract, visualize, and analyze word combinations from a range of authentic texts related to a given topic; therefore helping EFL learners learn natural phrase patterns more easily and effectively. Presented in a step-by-step instruction, the paper begins by outlining the theoretical foundations underlying the use of corpus data in language classrooms. The paper then promotes a practical instructional model—from initial familiarization with the tools’ features, data fetching, keyword and phrase analysis, to implementation in teaching strategies. By introducing this instructional model to classroom practice, I believe Voyant Tools can serve as an alternative, valuable resource for enhancing EFL learners’ exposure to authentic language learning that eventually can contribute to the development of the more natural academic writing skill.

Keywords

Academic writing; technology in language education; corpus-based teaching; Voyant tools

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Attitudes and Challenges toward Research Engagement among University Faculty Members in the Philippines: A Basis for Enhancing Research Productivity

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Abstract

The study established the interaction among the attitudes and challenges toward research engagement of the faculty members. The study was conducted at Nueva Vizcaya State University, Philippines, using a descriptive-correlational research design during the School Year 2023-2024. A total of 206 faculty respondents were selected using the stratified random sampling method. Two validated instruments were used with reliability coefficients of 0.92 and 0.87, respectively. Descriptive statistics were used to measure the levels of attitudes, challenges, and research engagement. Structural Equation Modeling (SEM-AMOS) was used to determine the model that best described faculty members' level of research engagement. Findings showed that faculty members had a moderate level of ability in conducting research and their engagement levels were influenced by personal interest and confidence in research skills. Significant challenges included inadequate training, lack of mentorship, and insufficient funding. A general model revealed direct relationships among faculty profiles (in terms of rank), attitudes, and challenges affecting research engagement. The study recommends institutional strategies such as enhanced mentorship and financial support to promote a strong research culture among faculty members. These efforts would eventually contribute to the institution's research output and align with the national development goals of the Philippines.

Keywords

Research engagement; attitudes; challenges; structural equation modelling

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Move-Step Structure in Business/Start-Up Plans Written by English-Majored Undergraduates: Analysis of an Emerging Genre at a Vietnamese University

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Abstract

Writing a business/start-up plan (BSP) is a typical assignment for business students in pedagogical settings, simulating real-world entrepreneurial challenges. In Vietnam, BSPs composed in English, an emerging genre in English as a Foreign Language (EFL) academic contexts, present significant writing difficulties, as revealed by a preliminary needs analysis survey conducted at a university in southern Vietnam. Despite its pedagogical importance, limited research has explored the rhetorical structure of BSPs in this setting. This study aims to investigate the move-step structure of BSPs among university students. It analyzes 70 texts (3000-5000 words each) collected over three academic years, employing an evidence-based framework derived from BSP-writing guidelines, supplemented by focus-group interviews with ten students and individual interviews with five teachers. The findings outline the move-step structure, highlight specific writing difficulties, and reveal discrepancies in student and teacher perceptions of BSP composition. These results advance Business Discourse, Genre Analysis, and Academic Writing, offering pedagogical implications for improving BSP instruction in EFL tertiary education.

Keywords

Business Start-up plan, Move-Step structure, EFL academic writing, genre analysis, pedagogical implications

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Multimodal Digital Storytelling Project: EFL Secondary Teachers and Students Voices

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Abstract

Digital Storytelling (DST) in language development has been empirically proven to facilitate students learning and enhance their speaking and creative thinking skills. However, investigations of DST projects in EFL secondary education, especially in an extracurricular context, have been scarce. This study, therefore, aims to explore the voices of teachers and students in DST projects within an additional English course (a non-compulsory subject). This study involved two female teachers and 52 Grade 7 students from two secondary schools in Indonesia. Over six weeks, the students explored local folk tales through reading, discussions, and presentations and created digital stories (DSTs) using Book Creator. Data were collected from interviews, observations, and research artifacts. Data were analyzed using inductive thematic analysis. The findings reveal that despite technical challenges and time constraints, DST contributes to the development of teachers' TPACK. The integration of content, language, and technology use in DST, however, presents additional complexities for its wider implementation. The student participants believe that DST promotes collaboration, adaptation, and creativity. They consistently report that DST facilitates the development of their speaking and writing abilities. This study sheds light on the importance of TPACK training for teachers to successfully integrate technology into classroom instructions.

Keywords

Digital storytelling; multimodality; secondary education; TPACK

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The Impact of AI and Teacher Feedback on IELTS Writing Skills

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Abstract

This study investigates the comparative effectiveness of AI-provided versus teacher-provided feedback on enhancing IELTS writing skills among intermediate-level learners. Employing a quasi-experimental design, the research involved 90 intermediate IELTS students, equally distributed across three distinct private classes in Hue City. Participants were systematically divided into three experimental groups (n=30 each): one received AI-only feedback, another teacher-only feedback, and the third a combination of both, throughout a comprehensive 10-week intervention period.

Writing improvement was measured using pre- and post-intervention IELTS writing tasks, which were independently scored by trained interraters adhering strictly to official band descriptors. Quantitative data from these test scores were meticulously analyzed using ANCOVA to ascertain significant differences in progress across the groups. The findings revealed that the combined AI and teacher feedback group demonstrated the most substantial and significant improvement in overall IELTS writing scores. Specifically, AI feedback proved highly effective for precise error correction (e.g., grammar, vocabulary, spelling), while teachers offered invaluable, nuanced guidance on higher-order writing concerns such as task achievement, coherence, cohesion, and sophisticated argumentation. This research offers critical insights for optimizing feedback strategies in IELTS writing instruction, underscoring the powerful, complementary strengths of AI and human educators in fostering advanced language proficiency.

Keywords

IELTS writing, AI feedback, teacher feedback, writing improvement, feedback effectiveness

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From Prompt to Precision: Evaluating AI-Powered Translation in a Pedagogical Context

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Abstract

Despite the widespread use of AI-powered chatbots for translation, few studies have systematically evaluated their accuracy or user interaction patterns, particularly within pedagogical contexts. Existing frameworks often assess translation quality broadly, neglecting accuracy-specific metrics. This study addresses this gap by comparing AI-assisted translations between English majors (n=40) and non-majors (n=40) at a Vietnamese university, all with B2-level English proficiency. Participants translated texts bidirectionally (English ↔ Vietnamese) across three genres (personal letters, administrative notices, informational texts) using AI tools. A novel rubric, focused on equivalent meaning, text organization and grammatical aspects, evaluated outputs. Results revealed: (1) equivalent accuracy for both groups in English-to-Vietnamese tasks and simple genres (personal letters); (2) significantly higher accuracy among English majors for complex Vietnamese-to-English tasks (administrative notices, informational texts), attributed to their strategic post-editing of AI outputs (e.g., glossary verification, clause restructuring). Findings underscore the enduring role of disciplinary training in harnessing AI for accurate translation, proposing a replicable accuracy-centric framework for future research and pedagogy.

Keywords

Accuracy-centric framework; AI-assisted translation; translation accuracy

Author(s) Bio

Nguyen Tran Minh Thu is a senior student at Ho Chi Minh City University of Education, majoring in English Language with a specialization in Translation and Interpretation. Her academic interests include translation studies, English for Specific Purposes (ESP), and the integration of technology in language learning. She is particularly interested in research on translation accuracy and the role of AI-assisted tools in enhancing translation quality. Her work reflects a commitment to bridging academic knowledge and practical application in the evolving field of language services. Her email is 4701751242@student.hcmue.edu.vn.

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Communication Apprehension as Precursor of Interaction Coping Mechanism and Social Literacy: The Case of Teaching and Non-Teaching Employees of Nueva Vizcaya State University

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Abstract

Effective communication is essential for fostering a harmonious and productive work environment in educational institutions. This study explores the phenomenon of communication apprehension among employees at Nueva Vizcaya State University (NVSU) and its potential influence on their interaction coping mechanisms and social literacy. This research investigates how differing levels of communication apprehension among NVSU employees may affect their ability to cope with interaction challenges and enhance their social literacy skills. A descriptive-correlational research study utilizing a four-part instrument was used to gather the data. Findings showed that communication apprehension varies across teaching and non-teaching staff at NVSU. The research also identifies various coping mechanisms employees use to overcome communication apprehension, including avoidance, seeking support, and skill development. Additionally, the study highlights how social literacy, which encompasses a range of interpersonal and intercultural communication competencies, can be influenced by one's level of communication apprehension. This study may offer insights for developing training and support programs to help NVSU employees overcome communication apprehension, enhance their coping skills, and improve their social literacy, ultimately contributing to a more positive and collaborative workplace culture.

Keywords

Communication apprehension; coping mechanism; social literacy

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Blended Learning for Self-Regulated EFL Learner: Model Implementation and Implications for Personal Development

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Abstract

Blended learning (BL) has been shown to positively impact student performance; however, not all learners are equally prepared to succeed in BL. Students' performance is significantly influenced by individual characteristics, particularly self-regulation. Addressing this gap, the present study aimed to implement a blended learning model to facilitate students' self-regulation. Employing a Research and Development (R&D) model from Gall et.al (2003), the blended learning was developed through three main stages: planning, development, and evaluation. The planning stage involved identifying learning needs and proposing pedagogical solutions; the development stage focused on designing the BL model based on theoretical foundations; and the evaluation stage included expert and user validation processes. The novelty of the model lies in the integration of the three core phases of self-regulation—planning, monitoring, and reflecting. Planning phase guided students to set personalized learning goals; monitoring phase encouraged them to track academic progress; and the reflecting phase fostered personal growth through self-evaluation. The blended learning model was implemented in one of theoretical course in university level, involving 42 undergraduate students in one class. To elicit students' perspective toward blended learning implementation, this study provided questionnaires, interviews, and observational. Quantitative data from the questionnaires were analyzed statistically, while qualitative data from interviews and observations were analyzed thematically. Findings indicate that students have a positive acceptance toward model. They request several improvements such as develop additional materials, facilitate individual task, design more practices, and discuss larger issues based on social phenomenon. The findings imply that students recognize their learning needs which leads them to practice their self-regulation in blended environment.

Keywords

Blended learning model, self regulation, personal development

Author(s) Bio

Rizki Farani is a lecturer in the Department of English Language Education at the Islamic University of Indonesia. Her research interests include blended learning, online learning, and technology-enhanced language education. She can be reached via email at rizki.farani@uii.ac.id. She has published several works on the implementation of blended learning in higher education, exploring its relationship with variables such as students' academic performance, the Community of Inquiry framework, and learner readiness. Her research often emphasizes students' personal growth, both as individuals and within collaborative learning contexts.

Virtual Linguistic Landscape: The Language Situation in the Facebook Pages of LGU Iligan City

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Abstract

Virtual Linguistic Landscape is an emerging field in linguistics centering its discussion on the discourse of virtual data. Based on the literature review, Facebook platform has not yet been explored in this field most specifically the pages of the local government units in the Philippines. Thus, this study aims to document and describe the virtual linguistic landscape of LGU-Iligan City from its different departments' Facebook pages. The study seeks to answer what languages were used and how it was utilized by the departments of LGU-Iligan in their Facebook posts. Data used in this study were screenshots taken from the Facebook post of the different departments of LGU-Iligan from January to April 2025. Additionally, this study utilizes a qualitative-descriptive approach. The result shows that there are eleven (11) linguistic compositions that can be observed in the different FB Pages of LGU-Iligan namely: English, Filipino, Cebuano, English-Filipino, Filipino-English, English-Maranao, English-Cebuano, English-Chinese, Cebuano-English, Cebuano-Filipino-English and Cebuano-Chinese. Furthermore, in identifying the communicative function of the languages used in accordance to the classification of Finocchiaro and Broomfit (1983) as elaborated by Tedick (2002), languages in the signs were primarily referential with 109 signs, directive with 62 signs, interpersonal with 26 signs, personal with 11 signs and imaginative with seven (7) signs.

Keywords

Virtual linguistic landscape; Facebook; language planning; discourse

Author(s) Bio

The researcher earned her bachelor's degree majoring in Filipino at MSU-Iligan Institute of Technology and is currently pursuing her master's degree at the same university. She is interested in research areas pertaining to language documentation, language variation and linguistic landscape.

Anonymity as a Catalyst for Knowledge Exchange: Examining Social Connections in Online Teacher Education

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Abstract

This study investigates how anonymity affects knowledge exchange and social connections in a Connectivist Learning Environment (CLE) designed for pre-service English teachers. Using a mixed-methods approach with 40 pre-service teachers and 15 experienced educators, the research employed pre-tests, post-tests, reflective journals, surveys, and interviews over a nine-week intervention period. Results revealed a significant improvement in participants' general pedagogical knowledge, with anonymity emerging as a critical factor in fostering engagement and knowledge exchange. Content analysis of online interactions demonstrated that anonymous participation reduced social barriers, encouraged authentic questioning, facilitated cross-status communication, and increased cognitive engagement. The study concludes that anonymity serves as a powerful catalyst for knowledge exchange in online teacher education, particularly when combined with connectivist principles of autonomy, diversity, connectedness, and openness. These findings provide valuable insights for designing effective online learning environments for teacher education.

Keywords

Anonymity; connectivist learning; teacher education; online learning; knowledge exchange

Author(s) Bio

Thanh Van Nguyen is an English lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. He received an MA in Applied Linguistics from Curtin University of Technology, Australia 2010. He completed his Ph.D. program in Language Studies at Suranaree University of Technology, Thailand, in 2023. His research is grounded in English teaching and learning at the tertiary level. His current research interests include the learning theory of Connectivism, Technology Enhanced Teaching, and Learning, Innovation in English Teaching and Learning, Instructional Design in ELT, student engagement, and classroom diversity.

Sirinthorn Seepho is a lecturer of English at the School of Foreign Languages, Suranaree University of Technology, Thailand. She received her PhD in Foreign Language Education. Her research interests include teacher education, curriculum design, and English language teaching.

The Intelligibility, Comprehensibility, and Academic Acceptability of Native and Non-Native English Accents to English-Majored Listeners at Ton Duc Thang University

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Abstract

As English becomes a global lingua franca, learners are increasingly exposed to a wider range of accents. In Vietnam, while self-assessment methods have been widely used to explore students' attitudes toward diverse English accents, how students actually understand and perceive these accents under authentic listening conditions remains underexplored. This study addresses this gap by examining three constructs—intelligibility, comprehensibility, and academic acceptability—of four English accents: American, British, Philippine, and Vietnamese. Audio samples reflecting typical phonological features of each variety were employed. Intelligibility was measured using cloze exercises with three levels of contextual support, while comprehensibility and acceptability were assessed using rating scales. Results showed that richer contextual support significantly improved intelligibility, and students performed comparably across all four accents in terms of actual understanding. However, transcription analysis revealed frequent listening errors, particularly final sound omissions and segment substitutions. In contrast, comprehensibility and academic acceptability ratings varied significantly, with American English receiving unexpectedly low scores. A strong correlation between comprehensibility and academic acceptability suggests that perceived ease of understanding influences academic acceptability more than actual comprehension. These findings support the integration of diverse English accents into Vietnamese classrooms to promote inclusive listening skills and better prepare learners for global communication.

Keywords

World Englishes (WE), intelligibility, comprehensibility, academic acceptability, diverse English accents

Author(s) Bio

Thi Mai Thi Tran is working as a full-time English lecturer at the Faculty of Foreign Languages, Ton Duc Thang University. She has a deep interest in studying and adopting technology-assisted EFL teaching, particularly in relation to the learners' English productive skills and learning motivation. Her previous publications were related to VAE intelligibility, Vietnamese English textbook's pragmatics, AI tools and EFL learners' language development, and ICC development through authentic learning. She can be reached out at tranthimaiithi@tdtu.edu.vn

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Multimodal Interactive Digital Reading Program

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Abstract

This study investigates the reading performance challenges faced by Vietnamese university students, focusing on English reading topic familiarity, incidental lexical learning, and digital reading attitudes. To unravel the interplay among these variables, a descriptive method was employed, sampling 319 students from Preparatory English classes across three campuses through a four-part survey questionnaire. The analysis revealed no significant differences in reading topic familiarity based on demographic profiles. However, significant differences were found in incidental lexical learning and digital reading attitudes, particularly linked to glossing applications, glossing attitudes, and the number of English courses completed. Notably, students who had passed more than seven English courses demonstrated superior digital reading attitudes. The study identified significant relationships among the three variables, suggesting that enhanced familiarity with reading topics correlates with improved lexical learning and digital attitudes. Recommendations include the development of a multimodal interactive reading program that incorporates diverse reading materials and caters to various learning preferences to optimize student engagement and performance.

Keywords

Multimodal, interactive, digital

Author(s) Bio

Dr. John Michael Villar Faller has degrees in English from Leyte Normal University and Lyceum of the Philippines University, as well as in International Management from the University of Liverpool. With 24 years of academic and administrative experience across multiple countries, including the Philippines, Oman, Bahrain, Mexico, and Vietnam, he is a research enthusiast and an IELTS trainer. Currently, he is the Associate Editor for two international journals and serves on several editorial boards. His research interests encompass language and literature education, technology in teaching, and assessment methods, focusing on innovative approaches to 21st-century learning.

Exploring EFL University Students' Perceptions of Online Long-Form Journalism as a Tool for Extensive Reading Practices

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Abstract

This study investigates the role of online long-form literary journalism as a resource for extensive reading (ER) practices among English as a Foreign Language (EFL) students at Ton Duc Thang University (TDTU). Drawing on quantitative data from surveys and qualitative data from structured interviews, the research explores learners' perceptions of the effectiveness, motivational impact, and challenges associated with using this genre in ER practices. Findings indicate that learners perceived measurable improvements in reading speed, vocabulary acquisition, and contextual inference abilities after engaging with long-form articles over 08 weeks. This material was also found to enhance reading motivation, particularly in terms of attention, relevance, confidence, and satisfaction—key dimensions of the ARCS Model of Motivation. However, learners reported several challenges, including lexical complexity, cultural references, digital distractions, and physical strain from screen reading. The study concludes that online long-form journalism can be a valuable tool for language development in ER practices, provided that learners are supported with appropriate scaffolding, content personalization, and reading strategy instruction. Implications for curriculum design and pedagogical practice are discussed, along with suggestions for future research on text complexity and its long-term effects in EFL settings.

Keywords

Extensive reading; long-form journalism; EFL university students; reading motivation and challenges

Author(s) Bio

Thao P. Ho has been an English lecturer at Ton Duc Thang University for more than 10 years. She works hard and approaches her responsibilities with dedication and confidence. In her teaching practices, she has attached significant importance to modifying the monotonous conventional English teaching strategies. She has introduced educational English movies, lecturing videos, flipped classroom model, and other use of technology in language teaching into her classroom practices to change the conventional passivity in the students' knowledge acquisition. In addition, she has a strong interest in ELT methodologies, curriculum design and materials development.

Vy Le is a third-year English-majored student at Ton Duc Thang University. She takes an interest in extensive reading, online literacy journalism and applying technology in language learning.

Dan Thanh, N. Nguyen is a third-year English-majored student at Ton Duc Thang University. She is interested in doing research related to technology in language learning.

Minh Khang, Le is a first-year English-majored student at Ton Duc Thang University. He is dedicated to doing students' scientific research to gain more research experience.

Ethical and Responsible AI: Frameworks and Challenges in Interdisciplinary Scientific Research

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Abstract

The rapid advancement of Artificial Intelligence (AI) has significantly transformed interdisciplinary scientific research, enabling groundbreaking discoveries across various fields. However, this technological revolution brings forth a range of ethical challenges that must be addressed to ensure responsible AI deployment. This paper explores the ethical dimensions of AI in interdisciplinary research, focusing on key principles such as transparency, fairness, accountability, and privacy. It examines the complexities of integrating AI into diverse fields, highlighting concerns about algorithmic bias, data privacy, and the need for human oversight. Additionally, the paper proposes an ethical framework designed to guide researchers in the responsible use of AI. By analyzing existing literature and ethical guidelines, the study emphasizes the importance of interdisciplinary collaboration, clear governance structures, and continuous education in AI ethics. Ultimately, the paper aims to promote the ethical and equitable use of AI, ensuring that AI technologies contribute positively to scientific progress while upholding societal values.

Keywords

Artificial intelligence; ethical AI; interdisciplinary research; AI ethics framework; privacy and fairness

Author(s) Bio

Mr. Lam Bao Anh is currently lecturer of Faculty of Commerce and Tourism at Industrial University of Ho Chi Minh City (Vietnam). He graduated in 2018 with a good bachelor's degree Demography of Faculty of Geography, University of Social Sciences and Humanities – Vietnam National University, Ho Chi Minh City. He obtained a good master's degree in Sustainable Tourism and Planning from the University of Pau and Adour Country (France) in 2020. He has had some articles published in Tourism and Sustainable Development. His research focuses on Tourism, Restaurant and Hospitality Management, Geography, Demography, Sustainable Development, Gentrification and Urban Planning. Email: lambaoanh@iuh.edu.vn.

The Impact of AI Tools on Enhancing Translation Learning in a Hybrid Learning Environment

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Abstract

This study explores the impacts of AI tools on student performance in a hybrid Vietnamese-English translation course. Conducted within a part-time bachelor's program in English Education, the course integrated online group presentations with onsite learning activities. Students were encouraged to use AI tools during online collaboration, while all formal assessments remained paper-based, without the use of AI or electronic devices. To assess learning development, a diagnostic task was given at the beginning of the course, followed by a midterm test after AI-integrated practice. Survey responses from all 32 students revealed that the majority found AI tools beneficial for enhancing translation skills, understanding context, and boosting confidence. However, some students expressed concerns about overreliance on AI. To gain deeper insights, a qualitative analysis focused on eight students with the lowest diagnostic scores. Comparisons between their initial and midterm translations indicated clear progress in grammatical accuracy, vocabulary use, and overall fluency. These findings suggest that AI tools, when used as a supplement rather than a substitute, can effectively support translation learning in hybrid models.

Keywords

Extensive reading; long-form journalism; EFL university students; reading motivation and challenges

Author(s) Bio

Tran Thao Uyen is a lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. She has over ten years of experience in university-level English instruction and four years specializing in English Language and Literature within the IB MYP program. With dual master's degrees in English Linguistics and Business Administration, her research interests include English linguistics, pedagogical approaches, and English for Specific Purposes (ESP), aiming to bridge theory and practice in contemporary language education. She can be contacted via tranthaouyen@tdtu.edu.vn.

Artificial Intelligence in a Project-Based Learning: How Can It Really Help Students Solve Problems in Their Project?

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Abstract

This research describes Junior high teacher's strategies of integrating AI in their engineering project and students perceptions on the AI integration. One mentor participated in an open-ended interview about their strategies to integrate artificial intelligence in an IoT engineering project to monitor the quality of water in a fish pond. In addition, 12 students sat in an interview about their strategies to use AI to finish the project. A thematic analysis from the students' interview indicated that students used artificial intelligence as intelligent tutors and chatbots and conversational agents to help them overcome problems related to the IoT project. The results from the teacher's answers found that trainings to use AI properly and constant reminders were needed in order to integrate AI effectively in the classroom. The results of this results are of significant contribution to the proper use of AI in the classroom. The practice can be an inspiration for other school to integrate AI in their classroom.

Keywords

Artificial intelligence; inteligent tutors; conversational agents; AI integrations

Author(s) Bio

Puji Rahayu is an English teacher whose interests are on self-regulated learning and technology-enhanced learning.

AI-Powered Bots on Reading Comprehension in a Flipped ESL Classroom: An Interpretative Phenomenological Study

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Abstract

English as a Second Language (ESL) students struggle with reading comprehension due to complex texts, limited vocabulary, and lack of engagement. Literature reveals that traditional methods have not always been effective, prompting teachers to explore AI-powered bots as supplemental tools in Teaching English as a Second Language (TESL). Recognizing AI's potential for personalized learning, this qualitative study used an Interpretative Phenomenological Approach (IPA) to explore Grade 8 students' experiences using AI-powered bots (ChatGPT and Andi) in a flipped ESL classroom. Data were gathered through journal entries and in-depth, one-on-one interviews about the students' use of the AI tools. Interpretative Phenomenological Analysis (IPA) was used to analyze the data. Six themes emerged regarding students' experiences: (1) Emotional Responses to Technology, (2) Flexibility of the Flipped Classroom, (3) Ease of Use, (4) Multilingual Understanding, (5) Engaging Pre-Class AI Activities, and (6) Active Learning and Confidence. Additionally, five themes emerged regarding AI's impact on reading comprehension: (1) Improved Text Understanding, (2) Vocabulary Growth, (3) Increased Confidence, (4) Limited Domain Knowledge, and (5) Time Management. The study recommends Learning Action Cell (LAC) sessions to integrate AI effectively into reading instruction, ensuring technology-driven learning in 21st-century English classrooms.

Keywords

Artificial intelligence; powered bots; flipped classroom; reading comprehension

Author(s) Bio

Alelie Joy L. Marcos is a Licensed Professional Teacher and a Master of Arts in Teaching English student at Nueva Vizcaya State University-Bayombong Campus. She is currently a Teacher I at Cabaruan Integrated School, where she is dedicated to fostering engaging and effective learning experiences for students. With a passion for innovative teaching, she actively develops creative strategies to enhance language acquisition and student engagement. Her research interests include World Englishes, innovative teaching, and AI integration in education.

Dr. William D. Magday, Jr. is an Associate Professor IV and Dean of the College of Teacher Education at Nueva Vizcaya State University (NVSU) in Bayombong, Nueva Vizcaya, Philippines. He also serves as an Associate Editor for Higher Education at the NVSU Research Journal. Dr. Magday earned his Ph.D. from Suranaree University of Technology (SUT) in Thailand in 2020, through the SUT-PhD Scholarship Program for ASEAN 2016 (Phase II). He is currently enrolled in the Leadership and Management Certificate Program at The Wharton School, University of Pennsylvania, USA under the CHED-HUSAY Scholarship Program. He actively reviews papers for international conferences and peer-reviewed Scopus-indexed journals and has published research and book review articles in scholarly publications. His research interests include educational technology, teacher education, and discourse analysis.

EMI Students' Motivation towards Global Englishes through the Lens of 'Good English'

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Abstract

Within the field of English as a Lingua Franca (ELF) research, a substantial body of scholarship has investigated English-medium Instruction (EMI) students' language structures and uses, yet relatively little attention has been paid to their ideological conceptions of such a phenomenon. Dedicated to addressing two objectives: (1) to unveil the language ideologies underpinning International University (IU) English-majored students' conceptualisations of good English and (2) to examine the factors constituting their perceptions, semi-structured interviews with 25 undergraduates majoring in English Linguistics at IU were instrumentalised. A blend of thematic and interpretive analyses was employed along with a conceptual framework underlain by Higgs' (1987) multi-aspects of ideology and Woolard's (2004) ideological dimensions. Three recurring themes among the participants were uncovered, including: normative, equating good English with native-like standards; semi-normative, balancing intelligibility and correctness; and non-normative, prioritising communicative effectiveness. Their ideals were further elaborated via four major perspectives: Materialised Standards of 'Good English' in Academic and Professional Contexts, Native-likeness as an Internalised Prestige Benchmark, Contextual/Ideo-linguistic Meaning Construction, and Exposure to Linguistic Diversity and Alternative English Varieties. The findings from the interviews, along with the undergraduates' underlying ideologies, implied the unconscious transposition of EMI students from the traditional hierarchy of English to global Englishes.

Keywords

Language ideologies; good English; English as the medium of instruction (EMI); correct English; mutual intelligibility; global Englishes

Author(s) Bio

Mr. Hoang Huy Vu is an undergraduate student majoring in English Linguistics and Literature at International University – Vietnam National University in Ho Chi Minh City. His research interests lie in linguistic diversity, the universal construction of languages, and core areas of Linguistics such as Syntax, Semantics, Phonetics & Phonology, and Morphology. He is particularly passionate about exploring how languages vary yet reflect underlying universal patterns, and how linguistic structures interact across different languages and contexts.

Mr. Khanh Hoang Nguyen, M.A., is a lecturer of the School of Languages at the International University, Vietnam National University - Ho Chi Minh City, with a strong passion for phonetics, dedicating his work to exploring the acoustic properties through which the nature of language is revealed. His research interests extend to morphology, etymology, and the processes of first, second, and third language acquisition, as well as speech perception. A multilingual scholar, he has studied a wide range of languages, including Spanish, French, Italian, German, Catalan, Classical Latin, Greek, and Korean. This extensive linguistic background informs and enriches his research, fostering a dynamic interplay between language learning and linguistic inquiry, with a particular focus on gaining deeper insights into the human mind.

Rhetorical Structures and Metadiscourse Markers of Local and International Research Abstracts

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Abstract

Educational mandates promoting a research culture among educators and students emphasize the importance of high-quality research publications. A critical component of this is writing effective research abstracts, a key requirement for journal acceptance. This comparative genre-based study aimed to analyze the macrostructure and linguistic features of 40 local agricultural research abstracts from a state university journal and 40 international abstracts from reputable journals covering 2011-2022. Using Hyland's frameworks, the rhetorical structures, metadiscourse patterns, and communicative functions of the corpora were analyzed. Both local and international abstracts commonly employed moves like Purpose, Method, and Product. Local abstracts considered the Introduction and Conclusion moves as optional, while these moves were conventional in international abstracts. Typical patterns for local abstracts were PMPrC and PMPr, where most international abstracts followed Hyland's IPMPrC framework. Both sets used metadiscourse markers, but international abstracts employed them more frequently, favoring boosters over hedges to emphasize certainty and validation. These findings highlight the importance of adhering to international academic writing norms to enhance research visibility and impact, with implications for teaching academic writing and research.

Keywords

Rhetorical structures; metadiscourse markers; research abstract; agriculture

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Nature and Its Representation in Bukidnon Ecotourism Advertisements: A Multimodal Analysis

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Abstract

This study investigates the representation of nature in eco-advertisements for ecotourism destinations in Bukidnon, the Philippines, highlighting the significance of language and multimodal features in tourism promotion. The study employs a mixed-method research design, combining quantitative data from an online survey of 119 respondents with qualitative analysis of eco-advertisements from nine popular ecotourism sites. The findings reveal that social media, particularly Facebook, is the most utilized channel for advertising, supported by word-of-mouth recommendations. Linguistic analysis indicates the frequent use of direct address, positive adjectives, and imperative constructions to engage potential tourists. Additionally, visual elements complement the textual content, enhancing the persuasive impact of the advertisements. The study underscores the need for further research on multimodal advertising strategies to improve tourism promotion and economic growth in Bukidnon and similar regions.

Keywords

Eco-advertising; multimodality; tourism language

Author(s) Bio

Dr. Alma Cita S. Calimbo is an Associate Professor in the Department of Languages and Literature, College of Arts and Sciences, Central Mindanao University, Musuan, Bukidnon. She finished a Master of Arts in English at this institution and a Doctor of Philosophy in Language Studies at Mindanao State University-Iligan Institute of Technology, Iligan City. She has been teaching GE and major subjects as well as graduate courses and is actively involved in the department research and extension activities. She is active in presenting research outputs in local, national, and international forums and publishing research articles.

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Understanding Student Perceptions and Challenges with Written Feedback: A Study of Sophomore English Majors at Ton Duc Thang University

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Abstract

Effective written feedback plays a crucial role in developing writing competence among EFL learners. This study explores the perceptions and challenges of 67 sophomore English-major students at Ton Duc Thang University in response to teacher written feedback (TWF) provided by their instructor. Using a Likert-scale questionnaire, findings indicate that students generally value teacher comments for helping them identify language errors, revise more effectively, and boost their confidence. However, the study also identified several recurring challenges. Many students struggle with interpreting vague or overly general comments and understanding correction codes or symbols, while a smaller number report difficulty applying the feedback in revision. Interestingly, English language comprehension was not perceived as a significant barrier. The study recommends that instructors prioritize clarity, offer actionable guidance, and consider students' varying proficiency levels when delivering feedback. These insights suggest that writing instructors should focus on providing feedback that is transparent, specific, and supportive of independent learning.

Keywords

EFL writing; student perceptions; teacher written feedback; language learning challenges

Author(s) Bio

Trinh Hoang Dong is a senior lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. He has nearly 15 years of experience in tertiary English language education, with expertise in teaching Writing, Speaking, English Phonetics and Phonology, and Business English. His research interests include academic writing, applied linguistics, and language assessment, with a focus on the pedagogical implications of assessment practices and the development of learners' written proficiency in EFL contexts.

A Comparative Study between Human-Scholarly and ChatGPT-Generated Academic Writings

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Abstract

Touching the hidden corners behind the education industry, numerous AI-driven tools designed to support learning and professional tasks are emerging, such as ChatGPT, which produces outputs that mimic human capabilities. This tool is increasingly used for writing articles and generating content conveniently.

The paper employs discourse analysis and a text evaluation framework to conduct a systematic comparison between academic texts written by human scholars and those generated by ChatGPT. The texts used in the study are in the field of TESOL.

The analysis rests upon criteria drawn from the discourse on academic writing quality. Such criteria will be presented in a chart, which serves as a theoretical framework for the project. The analytical comparison and contrast of texts will rest on four essential dimensions of academic essay qualities: cognition, communication, affect, and linguistics. The project aims to compare the differences and similarities between AI-generated writing and human writing, providing perspectives and insights to assist scholars and learners in understanding the value of AI-assisted academic work. The findings of the study show a series of similarities between AI and human-generated text. Above all, the study highlights the essential weaknesses that ChatGPT still faces. Through a clear understanding the working mechanism of this tool, the study reveals a set of metacognitive strategies for future research papers on the same topic. At the same time, the implication also opens a new door for learners to approach AI more effectively and flexibly in academic writing.

Keywords

ChatGPT; human scholars; academic writing; TESOL; comparison; impact

Author(s) Bio

Tran Thi Hoang Nguyen is a freelance English instructor and a TESOL scholar. She has a bachelor's degree in English and a Master's degree (pending) from Van Lang University. Her major research interests cover generative AI in academic writing, technology in language learning, and intercultural education. Her hobbies include drawing pictures, handicraft making, international travel, and flower arrangement. She is an early-career researcher with several academic articles published in peer-reviewed journals from Vietnam and Indonesia.

The Correlation between EFL Learners' Generative AI Use and Creativity in Academic Writing

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Abstract

The use of generative AI tools in EFL writing has been a debatable topic since the popularity of ChatGPT in late 2022. While these tools appear to help EFL writers improve their language accuracy, clarity, and adherence to writing conventions, their potential impact on the learners' important cognitive capabilities, such as critical thinking and creativity, in the writing process remains under-researched. This current study is among the first attempts to explore EFL university students' AI use patterns and its potential relationship with their creativity in academic EFL writing. The study draws on a sample of 78 undergraduates majoring in English at a university in Vietnam. We assessed students' creativity through a modified Alternative Use Test (AUT) measuring three dimensions: fluency, flexibility, and originality. Students' AI use was examined through a comprehensive questionnaire exploring seven dimensions: tool selection preference, use frequency, purpose of use, context of use, interaction patterns, content management, and technical aspects. Results showed that students primarily used ChatGPT and Grammarly and frequently incorporated these tools for formal assignments such as report writing and e-learning tasks. Students mainly employed AI for grammar checking, word choice improvement, and idea expansion, typically during short, task-focused sessions. They preferred using AI to receive suggestions rather than generate complete content and actively verifying and modifying AI outputs. Correlational analyses revealed weak relationships between specific AI use patterns and creativity measures, particularly originality. These findings suggest that certain AI use patterns may be connected to creativity in academic writing, though not as strongly as anticipated. Pedagogical implications for integrating AI tools in EFL writing instruction are discussed.

Keywords

EFL writing; generative AI use; AI use patterns; creativity in writing

Author(s) Bio

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Exploring AI-Mediated Solutions for Teacher Stress and Job Satisfaction in Vietnamese Education

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Abstract

This systematic review explores AI interventions for teacher stress and job satisfaction in Vietnam. Reforms have increased demands on Vietnamese teachers, leading to stress and attrition intentions. While AI shows promise in supporting wellbeing globally, its efficacy for Vietnamese teachers remains underexplored. An analysis of 26 studies (2005-2025) establishes baseline stress conditions, showing high anxiety (42.4%) and moderate stress levels (60%). Global evidence indicates that AI chatbots and task organizers provide mental health support and reduce administrative burden. However, effectiveness varies by demographics and job characteristics. Urban teachers reported higher satisfaction with AI accessibility, while rural educators faced barriers. Gender and occupational factors influence AI adoption. This review proposes AI strategies for Vietnam's educational context that prioritize mental health, workload management, and rural infrastructure. Policymakers should integrate AI tools into professional development programmes to enhance teacher retention. Future research should examine AI interventions across diverse demographics in Vietnam.

Keywords

Teacher wellbeing; artificial intelligence; job satisfaction; occupational stress

Author(s) Bio

Dr. Nguyen Thi Do Quyen is Head of the Psychology Department at Van Hien University. Her research explores the application of emotional intelligence in education and the workplace, as well as technology integration in teaching and learning. In her counseling practice, she specializes in mindfulness-based cognitive therapy.

English in Ho Chi Minh City's Linguistic Landscape from Translational Views

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Abstract

This study investigated the linguistic landscape of Ho Chi Minh City, Vietnam, with a focus on the use of English in translated texts on public signage. The dataset, drawn from a linguistic landscape corpus of the city, includes 471 items of bilingual and multilingual translated signage. The quantitative analysis represented diverse authorships, discourses, and the language combinations displayed in the city's linguistic landscape. Meanwhile, the qualitative analysis incorporated the categorization methods of Reh (2004), Edelman (2010), and the analytical framework of Koskinen (2012), alongside translation studies concepts, to examine the use of English in signage in greater depth. By combining linguistic landscape analysis with translation models, the study revealed that English was the dominant foreign language in translated signage, primarily serving commercial purposes. The study emphasized the value of a translational perspective in uncovering the sociolinguistic dynamics shaping Ho Chi Minh City's linguistic landscape.

Keywords

English; linguistic landscape; translation; Ho Chi Minh city

Author(s) Bio

Trinh Thi My Le is pursuing a Ph.D in English Philology at the Department of English and American Studies, Faculty of Arts, the University of Ostrava, the Czech Republic. Her doctoral project explores the use of English in the linguistic landscape of Ho Chi Minh City, Vietnam. She teaches English linguistics and literature in the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. Email: trinththimyle@tdtu.edu.vn

Visualizing Global Research Trends in Teachers' Self-Efficacy in Language Learning: A 30-Year Bibliometric Analysis

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Abstract

Research in teachers' self-efficacy in language learning has rapidly increased. Offering an understanding of the scientific knowledge landscape will assist researchers in identifying gaps and generating future research ideas in this field without subjectivity. Thus, overarching structures in Scopus-indexed research related to teachers' self-efficacy in language learning were sought to be analysed. Bibliometric techniques were used to extract documents 471 articles using VOSviewer to conduct analysis and visualization. The number of published articles shows an upward trend; the United States, China, Iran and Turkey occupy the leading position in publication volumes and citations. Savolainen et al. (2012) was reported as a prolific author and influential article in literature. Authors trended to publish from diverse selected sources. Finally, the thematic mapping provided a comprehensive illustration showing significant themes and knowledge gaps, which categorized as four key research clusters: (1) motivation and autonomy, (2) learning methods, (3) individual differences; and (4) professional development. This research explores the role of self-efficacy in English language learning, highlighting the importance of professional development and technology-enhanced teaching methods to bridge the gap between student English proficiency and teacher preparedness. The current findings presented scientific mappings and extensive tables containing information that usefully proposes future directions and the critical broader scope of research related to teachers' self-efficacy in language learning.

Keywords

Global research trends; teachers' self-efficacy; language learning; bibliometric analysis

Analyzing Confusable Informative Verbs in Thai Learners of Chinese: A Proposed Frame Element Teaching Model Based on the Frame Semantics Approach

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Abstract

This study explores the systematic misuse of “informative” verbs and preliminarily proposes a teaching method based on Frame Semantics theory. It focuses on four high-frequency pairs of easily confusable verbs within the “inform” frame: “告诉 (tell) ↔ 通知 (notify)”, “通知 (notify) ↔ 报告 (report)”, “告诉 (tell) → 报告 (report)”, and “告诉 (tell) → 介绍 (introduce)”. A qualitative approach was applied. Data sample included 11598 articles of Thai learners of Chinese from the HSK Dynamic Corpus 2.0 hosted by Beijing Language and Culture University between 2021-2024. Findings reveal consistent misuse patterns primarily centered on the semantic relationships between frame elements such as the “Speaker” and “Addressee”, the semantic types of the “Information” element, and their syntactic realizations. Through Frame Semantic Analysis and confusable verb analysis, four main sources of confusion were identified: (1) incorrect inference of semantic relations within Chinese frame elements; (2) transfer errors from Thai frame elements; (3) interaction between semantic types and syntactic realizations in Thai; and (4) the combined influence of semantic relations and formal markers in Thai. To address these issues, a “Frame Element Teaching Model” is proposed, consisting of three stages: frame element comparison, contextualized training, and reinforcement with corrective feedback. This model enhances Thai learners’ understanding and usage of confusable “informative” verbs. The findings contribute both theoretical insights and practical strategies for teaching verb sense distinctions in Teaching Chinese as a Foreign Language (TCFL), and support broader applications of frame semantics-based instruction in international Chinese language education.

Keywords

Frame semantics; confusable informative verbs; Thai learners; frame element teaching model

Author(s) Bio

Ms. Manintorn Bavornpattanapak is a Chinese Lecturer in the Department of International Language Teaching, Chinese Teaching Program, Faculty of Education at Silpakorn University, where she has served since 2023. She holds a Ph.D. in Linguistics and Applied Linguistics from Beijing Language and Culture University (2016), an M.A. in Teaching Chinese from Chiang Rai Rajabhat University (2012), and a B.A. in English from Prince of Songkla University (2007). Previously, she served as Deputy Head of the M.A. Program in Teaching Chinese and Assistant Dean for Academic Service Affairs at Chiang Rai Rajabhat University from 2017 to 2023.

Mapping Global Research Trends in Inquiry-Based Learning for English Language Teaching: A 38-Year Bibliometric Analysis

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Abstract

Research on inquiry-based learning in teaching English has grown rapidly in recent years. Providing a comprehensive overview of the scientific landscape can help researchers identify gaps and generate future research agendas with greater objectivity. This study aimed to analyze the overarching structures of Scopus-indexed publications related to inquiry-based learning for English language teaching. Using bibliometric techniques, 434 articles were extracted and analyzed with VOSviewer for mapping and visualization using the following terms: 'inquiry based' OR 'inquiry-based' AND 'teaching' AND 'English.' The results revealed an upward trend in publication volume from 1987 to 2025, with the United States, China, the United Kingdom, Canada, and Australia leading in publication output. Doecke, B. emerged as a prolific author with a highly influential contribution to the field. Authors tended to publish across a range of diverse sources. Thematic mapping identified five major research clusters: (1) teacher development in ELT through inquiry-based practices, (2) learning methods, (3) students vs. teachers, (4) diversity in curriculum development, and (5) community of learning. The findings also explored inquiry-based learning in English language teaching, emphasizing the importance of professional development and learning methods for students and teachers. Diversity, including gender differences, presents as a new research trend. This study provides scientific mappings, detailed visualizations, and extensive tables to propose future research directions and highlight broader research opportunities in inquiry-based learning in English language teaching.

Keywords

Global research trend; inquiry-based learning; English language teaching; bibliometric analysis

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The Effect of Kahoot! on Vocabulary Achievement and Students' Attitudes at a Public High School in Lam Dong Province

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Abstract

This study investigated the effect of Kahoot! on vocabulary achievement and students' attitudes among 62 eleventh-grade students at a public high school in Lam Dong Province, Vietnam. Employing a mixed-methods approach, the research utilized questionnaires, semistructured interviews, and an 8-week experimental intervention. Students were randomly assigned to an experimental group, which used Kahoot! for vocabulary practice, or a control group, which received traditional vocabulary instruction. Pretest and posttest results revealed that the experimental group significantly outperformed the control group in vocabulary achievement ($p < 0.05$), with notable improvements in the "fairly good" and "good" performance categories. Qualitative findings indicated positive student attitudes, highlighting increased engagement, motivation, and enjoyment due to Kahoot!'s interactive and gamified features. These results suggest that integrating gamified digital platforms like Kahoot! into teaching methods can enhance vocabulary acquisition, sustain student interest, and foster a more engaging and enjoyable learning experience in English as a Foreign Language (EFL) contexts.

Keywords

Kahoot!, vocabulary acquisition, gamified learning, student motivation, EFL vocabulary instruction, Vietnamese high school

Author(s) Bio

Dr. Tran Tin Nghi currently works as the Dean of Faculty of Foreign Languages, Ho Chi Minh City University of Industry and trade, Ho Chi Minh City, Vietnam.

Impact of Artificial Intelligence on Graduation Project of English-Majored Students at a University in Viet Nam

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Abstract

The integration of Artificial Intelligence (AI) into education has become more and more widespread, posing both opportunities and challenges. At a university in Viet Nam, English-majored students were required to complete a graduation project during their eight-week teaching practice at different high schools in Viet Nam. 467 students participated in different projects in groups with their project report as one of their key outcomes. The study aims to answer two questions: 1) In what ways did students incorporate AI into their projects? 2) How did the use of AI affect their academic performance and perceptions? A mixed-methods approach was adopted with the data collection instruments consisting of a survey questionnaire, interviews and students' project reports. The findings are anticipated to provide valuable insights for students, supervisors, lecturers, educators and university administrators in informing future policies and instructional practices regarding AI use in academic work.

Keywords

AI; graduation project; teaching practice; perceptions; academic performance

Author(s) Bio

Dang Thi Nguyen is currently a Lecturer of English at Foreign Languages Department in Vinh University, Viet Nam. She earned a master degree from University of Languages and International Studies (ULIS)– Vietnam National University. She is doing her Ph.D. course in English Teaching Methodology at ULIS. Her research interests are professional development, AI, teaching methodology, language curriculum and material development. Her institutional email: nguyendt2@vinhuni.edu.vn.

Le Dieu Linh is an English lecturer within the Foreign Languages Department at Vinh University, Vietnam. She is currently pursuing her Ph.D. at the University of Foreign Languages and International Studies, Hue University, specializing in the field. Her primary research interests encompass innovative approaches and methods in English Language Teaching, alongside the integration of technology and its applications in the same domain. She has also contributed to the TESOL field as a speaker at several conferences, including VietTESOL, VinhTESOL, and VLTESOL International Conferences.

Enhancing Listening Skills in Upper-Intermediate Level Classroom Strategies and Technological Tools – A Case Study for Second Year English Major Students at Faculty of Foreign Languages, Ton Duc Thang University

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Abstract

Listening is a foundational communication skill essential for personal, academic, and professional success. However, listening comprehension remains a critical yet challenging skill for English as a Foreign Language (EFL) learners, particularly at the upper-intermediate level. This study aims to explore the effective classroom strategies and technological tools for enhancing listening skills among English major students at Faculty of Foreign Languages, Ton Duc Thang University. A total of 165 English major students were included in the first group, called Intervention group, which was selected using a quasi-experimental design; all participants subsequently completed a questionnaire. Each week, students learned a specific listening skill with lecturer support, followed by three weeks of practice through class tasks, quizzes, and assignments. Feedback was provided in later sessions. Students also used AI tools and authentic materials to practice independently. A mini test assessed their progress at the end of each cycle. This process was repeated for all listening skills throughout the course. The second group (called Conventional group) included 53 high-achieving students who did only receive the structured listening strategy instructions in class and primarily studied independently. All participants completed five listening assessments: Pretest, Progress 1, Midterm, Progress 2, and Progress 3. Descriptive statistics and repeated measures ANOVA were used to analyze the data. Results indicate four main findings: (a) both groups were comparable at baseline; (b) both methods improved listening skills over time; (c) the Intervention group outperformed the Conventional group in later assessments; and (d) this advantage appeared after the midterm, with medium effect sizes showing practical significance. The findings suggest that while both methods support early progress, the Intervention approach is more effective for sustained and advanced listening development, with its benefits emerging after prolonged implementation.

Keywords

Listening; listening comprehension; English listening strategies; English listening majors university students

Author(s) Bio

M.A. Tran Thi Kim Trang is a lecturer in Faculty of Foreign Languages at Ton Duc Thang University, Ho Chi Minh city, Vietnam. She completed her Master of Education with a major in TESOL (Teaching English to Speakers of Other Languages) from The Council of the University of Southern Queensland in Toowoomba, Queensland, Australia. She has a considerable interest in teaching and linguistic issues such as Project Based Learning, Blended Learning, Education Technology and Assessment in Language Teaching

The Impact of One-Word Impromptu Speaking Activities on Vietnamese EFL University Students' Oral Fluency and Speaking Confidence: A Mixed-Methods Investigation

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Abstract

This mixed-methods research examined how one-word impromptu speaking activities impacted oral fluency and speaking confidence among 30 Vietnamese EFL university students during a 10-week intervention period. Quantitative analysis using repeated measures ANOVA revealed significant improvements across all temporal fluency measures, including speech rate, mean length of runs, and substantial reductions in disfluency markers. Qualitative analysis through semi-structured interviews revealed complex confidence development patterns characterized by four distinct phases, namely initial anxiety, gradual adaptation, emerging confidence, and consolidation. The findings demonstrate that carefully structured impromptu speaking activities simultaneously enhance both cognitive processing efficiency and affective readiness for communication through supportive peer environments, optimal time pressure, and progressive challenge structures. The study advances theoretical understanding of fluency-confidence bidirectional interactions in second language acquisition while providing evidence-based pedagogical frameworks that practitioners can directly implement to enhance both cognitive and affective dimensions of oral communication competence in similar EFL contexts.

Keywords

Impromptu speaking, oral fluency, speaking confidence, Vietnamese EFL, mixed-methods

Author(s) Bio

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Thanh Van Nguyen is an English lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Vietnam. He received an MA in Applied Linguistics from Curtin University of Technology, Australia 2010. He completed his Ph.D. program in Language Studies at Suranaree University of Technology, Thailand, in 2023. His research is grounded in English teaching and learning at the tertiary level. His current research interests include the learning theory of Connectivism, Technology Enhanced Teaching, and Learning, Innovation in English Teaching and Learning, Instructional Design in ELT, student engagement, and classroom diversity.

Young EFL Learners' Attitudes towards and Perceived Effects of Game-Based Vocabulary Learning

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Abstract

In recent years, gamification has become increasingly popular in education. Game-based Vocabulary Learning (GVL) seemed to be an effective approach to motivate and engage learners. This mixed-methods study aims to investigate young EFL learners' attitudes and perceived effects of GVL. Data was collected from 70 primary school students who completed a printed questionnaire, and eight learners in this group participated in semi-structured interviews. These findings indicate that young EFL learners perceived GVL as an effective way in vocabulary learning. They believed that GVL not only improved vocabulary learning, but also made it more comfortable and easier for the learners. These attitudes were attributed to factors like enjoyment, concentration, competitiveness, and engagement. It is hoped that these findings will offer valuable insights into young EFL learners' attitudes toward GVL. Furthermore, it also supports more effective teaching strategies for teachers and helps young learners enhance their vocabulary acquisition.

Keywords

Game-based vocabulary learning (GVL); young EFL learners; attitudes

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Cognition and Agency in Practice: EFL Teachers' Professional Development in the Mekong Delta Amid Curriculum Reform

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Abstract

This study investigates how EFL high school teachers in Vietnam's Mekong Delta region perceive and exercise their agency in professional development (PD) within the context of ongoing English language curriculum reform. Framed by Teacher Cognition Theory, Sociocultural Theory, and the Concerns-Based Adoption Model, the research explores the dynamic relationship between teachers' beliefs, classroom practices, and institutional constraints. Using a mixed-methods approach, the study collected survey data from 120 teachers across four provinces and conducted follow-up interviews with 20 participants. Quantitative results indicate that while teachers express strong commitment to PD, actual implementation - particularly in ICT use and assessment reform - remains limited. A significant correlation was found between teachers' cognitions and their enacted practices. Qualitative findings highlight the mediating role of sociocultural and institutional factors, such as access to training and leadership support, in shaping teacher agency. The study contributes to the understanding of how teacher agency manifests in reform-driven environments and underscores the need for context-sensitive PD policies that empower teachers not only to comply with reform but to internalize and adapt it meaningfully in their classrooms.

Keywords

Teacher cognition; professional development; curriculum reform; EFL teachers; Vietnam

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Practicum Insights: Assessing Pre-Service Teacher Readiness in Updated Training Programs

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Abstract

The internship is an extremely valuable period for pre-service teachers to gain practical experience and prepare for their new role as educators. During this time, these future teachers work largely independently with their practice schools and direct supervisors, and the feedback sent back to the university often consists of only very brief reports. Consequently, the effectiveness of this learning period is frequently overlooked. This study aimed to evaluate the impact of the internship on the teaching readiness of 60 final-year students from the English Teaching department at a university, comparing their pre- and post-internship responses to a 31-question survey divided into four areas: professional knowledge, professional engagement, professional practice, and self-management. The findings reported increased confidence in the participants' professional knowledge, indicating an enrichment of their understanding across various teaching aspects after the training. However, they expressed decreased certainty in their professional practice, particularly in explaining learning outcomes to students and encouraging their autonomous learning. They also reported slightly increased confusion regarding professional engagement and self-management. Semi-structured interviews with ten participants following the practicum further explored the reasons for this decline in confidence, revealing that frequent updates to the training programs in recent years have left them feeling inadequately prepared for their upcoming roles as new teachers. These findings underscore the need for greater collaboration between teacher training universities and schools, as well as the timely adoption of governmental updates at institutional, program, and learner levels to make sure they are ready for their job in the near future.

Keywords

Practicum, teaching readiness, updated training programs

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On-the-Job Training Performance of Bachelor of Arts in English Language Students: Foundational Insights for Developing a Comprehensive OJT Plan

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Abstract

This study explores the performance of Bachelor of Arts in English Language (BAEL) students in the On-the-Job Training (OJT) program, emphasizing its role in skill development, professional growth, and career preparedness. Although OJT is widely practiced in higher education, little empirical research investigates its impact on student performance in language-based programs. Addressing this gap, the study assessed students' performance and examined their lived experiences during OJT. Convergent parallel mixed-methods design was used, integrating quantitative and qualitative data for a comprehensive view. Standardized performance assessments provided quantitative data, while reflective journals and semi-structured interviews offered qualitative insights. Descriptive statistics and thematic analysis were employed to interpret the findings. The study highlights the transformative nature of learning through concrete experiences and reflection. Results revealed that students performed very satisfactorily in technical tasks, problem-solving, and adaptability. They also developed essential interpersonal skills, including communication, collaboration, and time management. However, challenges such as inconsistent mentorship, unclear task assignments, and limited access to modern workplace tools were also identified. The study concludes that OJT bridges academic theory and practice. To enhance its effectiveness, the study recommends stronger institutional partnerships, structured mentoring, and continuous feedback systems aligned with industry standards and student development needs.

Keywords

Language Education, On-the-Job Training (OJT), Language Skill Development, Student Performance, OJT Plan

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FULL PAPERS

Exploring University Lecturers' Trust in Artificial Intelligence-Generated Suggestions in Vietnam: Conditions for Adoption and Sources of Resistance

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INTRODUCTION

Artificial intelligence (AI) has rapidly entered higher education, offering tools for grading, personalized recommendations, and early warning systems (Celik et al., 2022). However, successful AI integration relies not just on technical capability, but also on the trust of educators who use these systems. In Vietnam, digital transformation is a national priority, and universities are increasingly adopting AI to enhance teaching and learning efficiency. Yet, technology alone is insufficient; lecturers' trust is pivotal for effective adoption. Without trust, even beneficial AI tools may be rejected by educators, whereas with trust, perceived benefits are more likely to translate into actual use (Aguilar et al., 2024). Therefore, understanding this trust is crucial because it influences how educators balance potential benefits like workload reduction against concerns such as loss of autonomy, transparency, and academic rigor. This study aims to fill this gap by investigating the factors shaping Vietnamese university lecturers' trust in AI, including cognitive, emotional, and institutional dimensions. By identifying these factors, this research provides practical insights for policymakers and university leaders seeking to promote AI adoption while maintaining high educational standards.

LITERATURE REVIEW

Trust in AI and technology adoption

Trust plays a pivotal role in technology adoption in professional settings (Lee & See, 2004). Mayer et al. (1995) define trust as a willingness to be vulnerable based on positive expectations of another's actions. In AI contexts, trust involves users' willingness to rely on systems despite uncertainty (Lee & See, 2004). Particularly in education, teachers act as gatekeepers: without trust, useful AI tools may be rejected; with misplaced trust, over-reliance may occur. Shata and Hartley (2025) found that among U.S. faculty, trust, alongside social influence, mediates the relationship between perceived usefulness and AI adoption (Shata & Hartley, 2025). Thus, even if AI is seen as useful, without trust, adoption remains unlikely.

Conceptualizing trust: cognitive, emotional, and institutional dimensions

Trust is multifaceted, encompassing cognitive trust (rational belief in competence) and emotional trust (feelings of security and goodwill) (McAllister, 1995; Lewis & Weigert, 1985). Riley and Dixon (2024) specify that cognitive trust in AI concerns reliability and predictability, while emotional trust reflects comfort and affective resonance. Institutional trust—trust arising from organizational structures—adds a third dimension (McKnight et al., 1998). In higher education, lecturers' trust is shaped by AI performance, emotional security, and institutional safeguards. Our study adopts this three-dimensional framework to analyze lecturers' trust dynamics.

AI applications in teaching and potential benefits

AI applications in teaching include automated grading, intelligent tutoring, predictive analytics, and generative content tools. Celik et al. (2022) highlight AI's capacity to aid planning, implementation, and assessment phases, such as tailoring lesson plans, providing immediate feedback, and automating grading. These efficiencies can

allow lecturers to focus on creative and interpersonal aspects of teaching. Viberg et al. (2024) found that educators perceiving greater AI benefits and fewer risks reported higher trust, reinforced by greater self-efficacy and understanding of AI mechanisms.

Barriers to trust: Autonomy, transparency, and rigor concerns

Concerns about autonomy, transparency, and academic rigor emerge as major barriers. Loss of professional control was cited by 65% of surveyed lecturers, reflecting fears of diminished authority. This mirrors global fears of AI-induced deskilling (Mayer et al., 1995). Transparency is another challenge; opaque “black-box” algorithms erode trust by making it difficult for lecturers to verify AI decisions (Ericsson, 2023). Furthermore, 61% expressed concerns about AI compromising academic rigor, aligning with warnings that AI may encourage oversimplified, one-size-fits-all teaching approaches (Williamson & Eynon, 2020).

Previous studies on educator trust in AI

Nazaretsky et al. (2022) demonstrated that transparency and framing AI as augmenting—not replacing—teachers improved trust among K-12 educators. Similarly, Shirai et al. (2024) found that self-efficacy and AI understanding, rather than demographic factors, predict trust levels across six countries. Trust grows when educators experience AI as empowering and supportive rather than imposed or punitive (Holstein et al., 2018; Bengtsson, 2021).

Context in Vietnam

Vietnamese universities are increasingly adopting digital tools, but readiness and familiarity with AI vary. Cultural emphasis on teacher autonomy may heighten skepticism toward AI interventions. However, a young, tech-savvy faculty cohort may facilitate openness, especially in fields like Engineering and IT. Calls for ethical frameworks—both locally and internationally (USC, 2024; UNESCO, 2021)—resonate strongly, underscoring that responsible AI use must protect human agency.

Summary of gaps

While global studies emphasize trust’s centrality in AI adoption, research specific to Vietnamese university lecturers remains limited. Cultural, institutional, and infrastructural contexts likely shape trust uniquely. This study addresses that gap by examining how factors such as workload reduction, accuracy, and institutional support promote trust, and how concerns over autonomy, transparency, and academic rigor generate resistance. Based on these insights, we propose a trust framework tailored for AI integration in Vietnamese higher education, thereby highlighting the unique context-specific dynamics of trust in this setting.

METHODS

This study employed a mixed-methods convergent design, integrating quantitative surveys and qualitative interviews to capture a comprehensive view of university lecturers’ trust in AI. The target population included lecturers from three major regions in Vietnam (Ho Chi Minh City, Hanoi, and the Central Highlands), covering both public and private institutions to ensure diversity. The survey sample consisted of 120 lecturers, balanced by gender (52% male, 48% female) and age (mean age ~35), with 45% classified as younger lecturers. Participants represented a wide range of disciplines, including Engineering/IT (25%), Natural Sciences (20%), Social Sciences and Humanities (30%), and Business/Economics (15%). All held at least a master’s degree, and 40% had PhDs. The survey instrument comprised four sections: (1) background information, (2) general trust and willingness toward AI, (3) conditions for adoption (e.g., accuracy, workload reduction, transparency, human oversight, institutional support), and (4) concerns/barriers (e.g., autonomy, academic rigor, privacy, ethical issues).

Survey items were pilot-tested, translated into Vietnamese, and refined for clarity. Quantitative data were analyzed using descriptive statistics and subgroup comparisons (e.g., trust levels by age or discipline) through t-tests and Mann-Whitney U tests ($\alpha=0.05$). To gain deeper insights, 32 lecturers, all of whom had completed the survey, were purposively selected from the initial pool of 120 respondents for follow-up semi-structured interviews.

This selection ensured a diverse representation in terms of age, discipline, region, and trust level, allowing the study to capture a more comprehensive understanding of the factors influencing lecturers' trust in AI. This approach also provided richer context, revealing nuanced concerns that may not have emerged from the quantitative data alone. These interviews, conducted online and lasting 40–60 minutes, included open-ended questions about AI experiences, perceived benefits, concerns, and emotional responses. Thematic analysis was employed, combining deductive coding based on pre-identified themes (e.g., accuracy, autonomy, transparency) and inductive coding for emerging insights. Transcripts were independently coded by multiple researchers to enhance reliability. Ethical protocols, including informed consent, confidentiality assurances, and secure data storage, were implemented to protect participant rights. This approach provided a robust, context-sensitive exploration of lecturers' trust in AI, aligning with global standards for academic research.

RESULTS AND DISCUSSION

General willingness to use AI and trust levels

The survey results indicate a cautiously positive outlook among Vietnamese university lecturers toward using AI in teaching, albeit with important caveats. When asked the direct question “Would you consider using AI tools in your teaching duties if available?”, 62% of respondents answered “Yes” (or agreed/strongly agreed to analogous Likert statements about willingness). This suggests that a majority is open to the idea of AI assistance for tasks like grading, recommendations, or student support. However, very few (only 5%) chose “strongly agree” to blanket statements of trusting AI – most of those 62% fell in the moderate “agree” category. Meanwhile, 38% of lecturers were hesitant or unwilling: they responded negatively or remained neutral, implying they are not ready to embrace AI without reservations. These figures already reflect a theme that would become clearer in the detailed results: conditional trust. Many lecturers are willing to try AI, but only under certain conditions ensuring that it is beneficial and remains under human oversight.

Digging deeper, the survey's Likert-scale trust items reveal the dimensions of trust. We found that about 70% agreed that “AI could be useful for reducing my workload”, and a similar percentage agreed that “I would trust AI if I can verify its results”. However, only 45% agreed that “I trust AI recommendations in education to be as objective as a human's” – indicating a lingering doubt about AI's objectivity or reliability among more than half of respondents. Interestingly, when we split by age group, younger lecturers (below 35) indeed showed somewhat higher trust levels: 68% of younger lecturers said yes to using AI tools, compared to 55% of those 35 and older. The difference in mean trust rating between younger and older groups was statistically significant ($t(118)=2.1, p<0.05$), though the effect size was modest (Cohen's $d \approx 0.4$). This aligns with our expectation that younger faculty, being more digital-native, might be more open to AI. In an interview, one younger lecturer noted, “We grew up with technology, so I feel I can figure out an AI tool. My older colleagues are more skeptical; they think it's too complex or alien.” On the other hand, some senior lecturers expressed that their caution comes from experience: “I have seen many waves of ‘ed-tech’ come and go. I need to be convinced AI isn't just a fad or nuisance before I invest trust in it.” Thus, age correlates with trust to an extent, but it may proxy other factors like exposure and mindset.

Differences by discipline were pronounced: respondents from Engineering/IT fields reported the highest willingness to adopt AI (around 75% willing) whereas those from fields like Social Sciences & Humanities were among the most cautious (only ~50% willing). An IT lecturer in our sample wrote, “I already use AI outside teaching (like coding assistants), so I would welcome it in my classes,” while a humanities lecturer wrote, “AI might be fine for numerical or technical tasks, but I don't believe it can grasp the nuances of my subject.” These perspectives highlight that domain culture and the nature of the subject matter influence trust. STEM educators, who often handle structured problems, might find it easier to trust AI for tasks like automated grading of programming assignments or math problems. In contrast, humanities educators, who deal with subjective interpretations and creativity, might doubt an AI's capability to handle those subtleties.

Despite these variations, a common thread was that virtually all lecturers desired some degree of human oversight over AI. Even among the 62% willing to use AI, most envisioned it as an assistant with them in the loop. For instance, 84% of respondents (across the board) agreed with the statement: “AI should only support decisions, with instructors making final judgments.” This overwhelming consensus suggests that trust does not equate to abdication of control. Instead, lecturers’ trust is tied to having a supervisory role over AI outputs. This finding resonates strongly with the idea of appropriate reliance on automation, where the human remains the ultimate decision-maker – a stance also emphasized in other research (Holstein, McLaren, & Alevan, 2018) that showed teachers trust AI more when they see it as a complement to their expertise, not a replacement.

Conditions for adoption: what increases lecturers’ trust?

Survey respondents rated several proposed conditions that would make them more likely to trust and adopt AI for teaching. Table 1 summarizes the top conditions and the percentage of lecturers who marked each as “important” or “very important” for trusting AI. These results shed light on the cognitive, emotional, and institutional dimensions of trust as perceived by the lecturers.

Condition for Trust in AI	% Marking “Important”/“Very Important”
AI significantly reduces my workload or saves time	71%
AI has proven accuracy in my subject area	66%
I (the human) have final oversight/control	65%
The AI’s recommendations are transparent/explainable	60%
Institution provides support/training for the AI	59%
Positive peer endorsement (colleagues use it successfully)	55%
Formal ethical guidelines are in place	54%
AI is endorsed or provided by my institution	50%

TABLE 1. Key Conditions for Lecturers’ Trust in AI (N = 120)

(Note: Multiple selections allowed; percentages are those rating each factor as at least “important.”)

The top condition for lecturers’ trust was workload reduction (71%), highlighting the pragmatic appeal of AI tools that ease burdens like grading. From a cognitive trust perspective, demonstrable utility is key. One lecturer noted, “My class sizes have grown; if an AI can reliably grade first drafts of essays, I’d trust it because it solves a real pain point for me.” However, this trust presumes proven accuracy, cited by 66% as essential. Lecturers expect AI to correctly handle discipline-specific nuances, with one emphasizing, “If I test it on a few assignments and it matches my grading Ninety percent (90%) of the time, then I’ll trust it”. Human oversight was next (65%), tied to emotional trust. Many lecturers insisted on retaining authority: “I’ll trust the AI’s suggestion for, say, a grade, but I will look at borderline cases myself.” Trust grew when lecturers felt empowered, not displaced.

Transparency was critical for 60%, tying again to cognitive trust. A humanities lecturer shared, “If the AI recommends articles for my course, I want to know why those articles—keyword matching? Citation counts? If I can see the logic and it makes sense, I’ll trust it.” Even small transparency features like confidence scores helped reduce “black box” anxiety.

Institutional support mattered significantly: 59% stressed the need for training and IT assistance. Trust is reinforced when institutions roll out AI responsibly, signaling credibility and offering help. Conversely, unsupported AI tools foster distrust, as several lecturers recalled from past ed-tech failures. Half (50%) preferred institutional endorsement over ad-hoc adoption, although effectiveness still mattered more than official status.

Peer endorsement influenced 55% of respondents. Trust can spread socially when respected colleagues validate AI tools: “If I hear from another teacher in my department that the AI grader really helped and was accurate, I’d try it myself.” Formal ethical guidelines were important for 54%, and 78% agreed there should be policies before deploying AI. Clear rules addressing privacy, fairness, and integrity reassure lecturers that they are protected, especially in a policy-driven environment like Vietnam. Institutional endorsements—such as guidelines from the Ministry of Education and Training—could substantially boost trust. In summary, conditions for adoption align with

the multidimensional trust framework:

Cognitive trust: demands for proven accuracy and transparency.

Emotional trust: need for workload relief, human oversight, and peer reassurance.

Institutional trust: reliance on organizational support, training, and ethical frameworks.

These findings echo global research: teachers trust AI more when transparency, empowerment, and social reinforcement are present. Building trust requires not only good AI tools but also a supportive ecosystem—training, clear policies, and emotional reassurance—to enable trust to flourish.

Barriers and sources of resistance

The flip side of adoption conditions are the barriers or concerns that create resistance. Our survey asked lecturers to rate their level of concern about various issues related to AI in teaching. We first present the most salient concerns identified by the survey, and then provide qualitative insights from the interviews to illustrate why these issues matter to lecturers. Figure 1 (below) illustrates the top-rated barriers by percentage of respondents who indicated each as a “major concern.” This visual highlights the relative weight of each source of resistance.

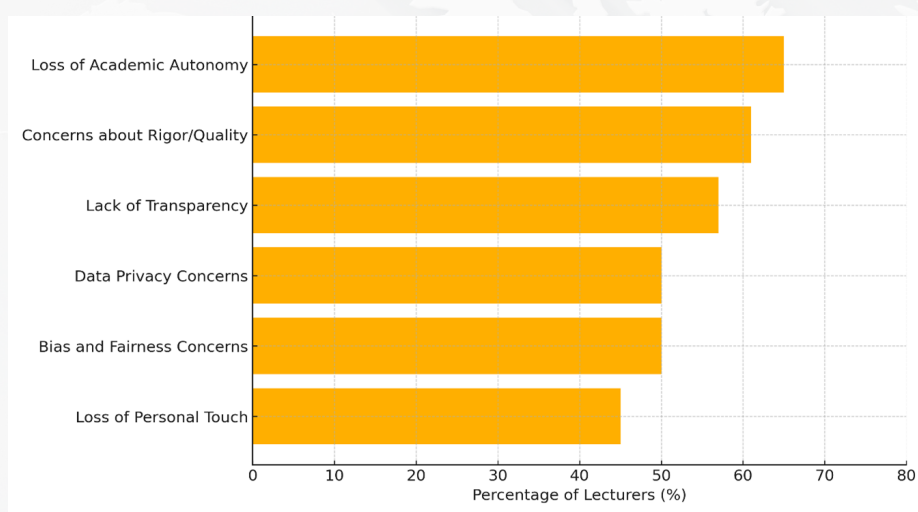


FIGURE 1. Top Barriers to Trusting AI in Teaching – Percentage of lecturers rating each as a major concern (N=120) *Barriers include (from highest to lowest): Loss of autonomy, Rigor/quality concerns, Lack of transparency, Data privacy, Bias/errors, Lack of personal touch.*

Top barriers to trusting AI in teaching among Vietnamese university lecturers (N=120). The most cited concern was “Loss of academic autonomy” (65%), followed by “Concerns about rigor/quality” (61%), “Lack of transparency” (57%), and issues related to “Data privacy” and “Bias/fairness” (approximately 50% each). “Loss of personal touch” was also reported by 45% of respondents.

Loss of academic autonomy (65% major concern)

This was the top barrier: nearly two-thirds feared that adopting AI could erode their autonomy or authority. Lecturers worried that AI systems might shift decision-making power away from them, especially if institutional pressures arise. One respondent wrote, “I didn’t get a PhD just to follow what a machine tells me. I worry that using AI might slowly make the institution expect me to justify myself to the AI, rather than the AI being a tool for me.” This reflects a fear of role reversal. Others noted that widespread AI use might standardize teaching, reducing individual creativity. As one senior lecturer emphasized, “Grading is part of how I teach; if an AI did it all, I’d feel like I’m just there to feed the machine, not to mentor students.” Such concerns are deeply emotional and institutional, tied to professional identity and power dynamics. They underscore why “human oversight” was so important: guaranteeing oversight reassures lecturers that their agency remains intact. Trust requires AI to respect and reinforce, not undermine, educators’ professional judgment.

Concerns about rigor and quality (61% major concern)

The second-highest concern relates to maintaining academic standards. Lecturers fear AI might not uphold the same rigor as human experts. One interviewee shared, “The questions looked okay at first glance, but on closer inspection they were mostly factual recall, not really probing understanding. I fear that if we lean on AI for content, the intellectual challenge might decline.” This reflects worries that AI could promote superficial learning if not carefully curated. Some also mentioned risks of AI errors or “hallucinations” misleading students. The survey’s concern about rigor includes these quality control issues. For trust to form, convenience is insufficient—educators must see that AI preserves rigorous academic expectations. This aligns with cognitive trust boundaries: an intelligent system that occasionally produces poor-quality outputs will quickly lose credibility. Therefore, maintaining high standards—such as confining AI to objective tasks like factual grading, while limiting its role in subjective or interpretive assessments—will be essential to mitigating this barrier and sustaining trust.

Lack of transparency (57% major concern)

More than half of the lecturers identified AI’s opacity as a major concern. This mirrors earlier findings: while transparency builds trust, opacity breeds distrust. One lecturer shared, “I had this dashboard that suddenly marked a student red (at-risk). It didn’t say why – was it grades? attendance? I had to dig around to guess. It made me trust the system less because I wasn’t sure it wasn’t overreacting.” Others voiced fears of “mystery algorithms” making unseen errors. This barrier directly affects cognitive trust—teachers cannot fully trust outcomes they cannot understand. It also raises ethical issues: lack of transparency could hide biases or mistakes. In Vietnam, where many faculty lack deep AI technical knowledge, black-box anxiety may be particularly strong. To counteract this, AI tools should offer explainability, such as clarifying which data points trigger alerts. Notably, some lecturers wanted insight into training data or algorithm limitations, highlighting that trust improves when educators understand the AI’s “pedigree” and reasoning.

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Data privacy and bias (approximately 50% each)

About half of the lecturers expressed strong concerns about student data privacy and potential bias in AI decisions. AI systems often require large student datasets, raising fears about misuse. One lecturer noted, “If we use an AI platform provided by a company, what happens to all the student performance data we feed into it? I need assurance it won’t be misused or leaked.” Given Vietnam’s evolving data protection landscape, institutions must clearly address data security and ownership to build trust. Bias was another significant concern: lecturers feared AI trained on foreign datasets might unfairly assess Vietnamese students. One emphasized, “Imagine an AI that learned from English essays might grade Vietnamese English learners too harshly because of minor grammar issues. That wouldn’t be fair.” Localization and contextual calibration of AI tools are crucial. These concerns reinforce why 78% of respondents stressed the need for formal guidelines and oversight, ensuring that privacy and fairness risks are proactively mitigated through robust institutional frameworks.

Loss of personal touch (around 45% major concern)

Nearly half of lecturers worried that AI could diminish human interaction and empathy in teaching—an emotional concern rooted in the relational nature of education. AI handling routine tasks might reduce direct engagement, weakening teacher-student bonds. One interviewee explained, “Students often open up to me about why they struggled with an assignment. Would an AI catch that context? No, it would just see a wrong answer. The human element is crucial.” This highlights that teaching is mentorship, not just information delivery. Trust in AI depends on its ability to augment, not erode, connection—perhaps by freeing lecturers for more meaningful one-on-one interactions. Thus, even highly efficient AI may face usage limits to preserve human rapport. Maintaining trust requires a balanced approach, ensuring AI enhances rather than distances the educator’s role in fostering student growth and emotional support.

Interplay and synthesis

The top barriers mirror the conditions for trust, but inverted: “accuracy” flips to “quality rigor concerns,” “oversight” to “loss of autonomy,” and “transparency” to “opacity concerns.” This symmetry confirms that trust is conditional and multidimensional: cognitive (rigor, bias), emotional (autonomy), and institutional (privacy guidelines). Many lecturers expressed “cautious optimism” — recognizing AI’s potential but insisting on strict safeguards. As one lecturer stated, “If AI can truly save me time and help catch issues early, I’m for it. But I won’t compromise on quality or let it roam free without my supervision.” Trust, they emphasized, “has to be earned.” Experience also shaped trust: lecturers skeptical at first became more trusting after positive trials, like using an AI plagiarism tool effectively. One reflected, “I realized this AI is like a diligent assistant,” though still emphasized human double-checking. Thus, careful implementation—through pilot use, transparency, and feedback—will critically influence trust trajectories.

Qualitative insights: the role of AI – partner vs. replacement

A dominant theme from the interviews was that AI should support, not replace, the teacher. Lecturers consistently framed AI as a partner assisting with routine tasks while they remained pedagogical leaders. A common analogy compared AI to a co-pilot: valuable for assistance but never replacing the pilot’s authority. Emotional reactions varied: younger lecturers expressed excitement, while older ones showed anxiety or skepticism. Yet even skeptics acknowledged AI’s usefulness for burdensome tasks, provided their autonomy was respected. This suggests emotional resistance can be eased by transparent, well-framed AI integration aligned with teaching styles, while insensitive implementation risks eroding trust. Another major finding was the strong call for clear ethical guidelines. Many lecturers expressed uncertainty about responsibilities when using AI and advocated for national or institution-specific policies shaped by educator input—a participatory approach crucial for building institutional trust. These findings align with prior research highlighting that explaining AI’s workings and positioning it as an assistant, not a replacement, enhances trust. They also echo global calls for ethical frameworks governing AI in education. A few lecturers acted as early adopters, promoting AI through peer influence and demonstrating practical benefits. These cases suggest trust can spread socially when peers showcase successful, supportive AI use. The combined findings support a multidimensional trust framework encompassing cognitive trust (related to AI’s competence and transparency), emotional trust (related to feelings of security and agency), and institutional trust (related to supportive policies and a participatory culture). These dimensions interact: institutional support can strengthen cognitive trust and reduce emotional anxiety. Only when all three dimensions are reinforced can lecturers feel empowered to fully integrate AI into their teaching practices.

CONCLUSION AND RECOMMENDATIONS

This study examined Vietnamese university lecturers' trust in AI-generated suggestions for teaching, identifying conditions for adoption and sources of resistance. While 62% are open to using AI, trust remains conditional on demonstrable accuracy, workload benefits, transparency, human oversight, and institutional support. Without these, resistance arises from fears of lost autonomy, opacity, and compromised rigor. Younger lecturers and those in technology fields show higher initial trust, while experienced, non-technical lecturers are more cautious. Even AI enthusiasts demand safeguards. Qualitative insights reveal that educators envision AI as a "teaching assistant," supporting rather than replacing them. Trust dissolves when AI undermines agency or operates opaquely. A multidimensional trust framework—cognitive, emotional, and institutional—explains these dynamics: trust hinges not only on performance but also on feelings of security and structural assurances. Successful AI integration depends on reinforcing educators' professional agency; thus, trust-building, not mere technological deployment, is decisive for Vietnam's higher education.

To foster trustworthy AI adoption, institutions must establish clear ethical guidelines covering privacy, academic integrity, transparency, and human oversight, with lecturers actively participating in drafting and dissemination. Faculty training, peer mentoring, and gradual rollouts are essential to build confidence. AI systems should prioritize explainability, allowing lecturers to verify outputs and retain authority. Providing documentation about algorithms strengthens cognitive and emotional trust. Reliable infrastructure, localization to Vietnamese contexts, and a non-punitive, feedback-driven culture are foundational. Continuous monitoring and consultation channels will refine AI integration. This participatory approach positions lecturers as co-creators, reinforcing institutional trust and ensuring AI enhances, rather than diminishes, human teaching.

LIMITATIONS AND FUTURE RESEARCH

While offering valuable insights, this study has limitations. The modest sample and self-selection bias may exclude highly resistant voices. Future research should target skeptical educators and track real-world AI use through longitudinal studies. Focusing solely on lecturers' perspectives suggests the need for comparative studies on student trust. As AI evolves, continuous investigation into new concerns is essential. Experimental designs testing interventions could enhance best practices. Nonetheless, this study provides a strong foundation and a multidimensional trust framework for future research.

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The Effect of Kahoot! on Vocabulary Achievement and Students' Attitudes at a Public High School in Lam Dong Province

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INTRODUCTION

English has become a global lingua franca, essential for communication in various domains including business, education, and international relations. In Vietnam, the importance of English proficiency has been increasingly recognized, particularly since the early 1990s when English instruction shifted towards a more learner-centered approach (Folse, 2004). This shift coincided with the rapid advancement of technology, leading to the emergence of interactive educational tools and the concept of gamification in learning (Deterding, Sicart, Nacke, O'Hara, & Dixon, 2011).

The Vietnamese government has emphasized the importance of English proficiency, mandating English education from the third grade onwards as per the 2018 general education curriculum. The National Foreign Language Project 2020 further underscored this commitment by setting specific proficiency targets aligned with the Common European Framework of Reference (CEFR) for different educational levels.

Vocabulary acquisition is a crucial component of language learning. Schmitt and Schmitt (2020) posit that vocabulary acts as a connector among the four primary language skill areas. Without adequate vocabulary, English as a second-language (ESL) learners often struggle to achieve proficiency (Folse, 2004). Recognizing this, educators have explored various methods, strategies, and activities to enhance vocabulary teaching (Hatch & Brown, 1995).

The advent of technology has introduced new possibilities in language education, particularly in vocabulary acquisition. Game-based learning, a product of this technological revolution, has shown promise in engaging students and enhancing their learning experience (Zarzycka-Piskorz, 2016). Research indicates that students across different age groups and proficiency levels respond positively to game-based vocabulary learning, with teachers acknowledging the benefits of online games in instruction (Hasin & Nasir, 2021).

The current generation of students, often referred to as "Gen Z," has grown up with technology integrated into various aspects of their lives, including education. This demographic shift necessitates a reevaluation of traditional teaching methods to align with the technological aptitude and preferences of modern learners.

Statement of the Problem

At Phan Dinh Phung High School (PDPHS) in Lam Dong Province, Vietnam, students are expected to achieve at least a B1 level in English according to the CEFR, as mandated by the National Foreign Language Project 2020. However, limited vocabulary remains a significant barrier to language acquisition for many students at PDPHS, impacting their overall English proficiency.

Traditional vocabulary teaching methods often provide students with extensive freedom in vocabulary expansion, which can lead to difficulties in word selection, identification, and understanding of key linguistic components. This challenge calls for innovative teaching approaches that can motivate students to recognize the benefits of foreign language learning, particularly vocabulary acquisition, which is crucial for both written and oral communication (Berliani & Katemba, 2021).

The integration of technology in classrooms has opened up new avenues for addressing these challenges. Web 2.0 tools, including game-based learning platforms like Kahoot!, have gained popularity, especially in the wake of the COVID-19 pandemic, which necessitated distance learning (Charbonneau, 2018). These tools have proven to be user-friendly and engaging for students, prompting teachers to share their experiences and adopt them more widely.

Kahoot!, a game-based learning platform, allows for the creation and participation in interactive quizzes, surveys, and discussions. It combines elements of gamification with educational content, potentially offering a solution to the vocabulary acquisition challenges faced by students at PDPHS (Alawiyah et al., 2023).

The rationale for this study is threefold:

1. The increasing importance of English instruction in Vietnam and specifically at PDPHS.
2. The recognition that achieving a specific level of English proficiency requires a corresponding level of vocabulary knowledge, despite the challenges in helping students retain and use vocabulary effectively.
3. The potential of modern technology, particularly gamification, as a valuable resource for vocabulary learning and overall English proficiency improvement.

This study aims to investigate the effectiveness of Kahoot! on vocabulary achievement and students' attitudes at PDPHS. By examining whether 11th-grade students can effectively acquire vocabulary through Kahoot!, this research seeks to contribute to the growing body of knowledge on gamified digital platforms in language education. The findings are expected to be valuable for high school EFL students, educators, textbook authors, and other professionals in the field of English teaching and learning.

The study addresses the following research questions:

1. How does Kahoot! influence students' vocabulary achievements?
2. What are PDPHS students' attitudes toward the use of Kahoot! in vocabulary English lessons?
3. Which outcomes (e.g., engagement, motivation, and learning) are experienced by the majority of PDPHS students in Kahoot! vocabulary lessons according to the interview?

By exploring these questions, this study aims to provide insights into the potential of gamification in vocabulary instruction and its impact on student engagement and learning outcomes. The results may inform future pedagogical approaches and contribute to the ongoing evolution of English language teaching in Vietnam and beyond.

LITERATURE REVIEW

Gamification in Education

Gamification provides students with timely and useful feedback, enabling them to monitor their progress (Anderson & Dill, 2000). Deterding, Dixon, et al. (2011) defined gamification as the process of enhancing user engagement, motivation, and learning in nongaming contexts—such as education—by implementing game design elements, mechanics, and concepts. Hamari et al. (2014) noted that gamification sets clear goals and objectives for education that match the learning results. Hung (2018) confirmed that including games is another strategy for increasing learners' motivation to learn English and decreasing their anxiety about learning the language.

The main elements of gamification include badges, leader boards, points and levels and progress tracking (Gibson et al., 2015). Many educators worldwide find gamification fascinating. According to Collins et al. (2002), interactive multimedia resources such as pictures, movies, and interactive exercises became increasingly common in the 1990s as a way to keep students interested. Al-Seghayer (2005) stated that the use of technology in language learning dates back to the early days of multimedia, when audio-visual resources were employed to enhance language acquisition.

Research on the effects of gamification on learning outcomes and student engagement has been conducted. Deterding, Sicart, et al. (2011) focused on the possible effects on motivation and engagement when applying game design elements to nongaming contexts like education. Pamuk, Ergun, Cakir, Yilmaz, and Ayas (2015) found that games are effective and can produce better results than traditional teaching methods. Games feature a psychological theory of gamified education, albeit with an emphasis on changing behavior (Landers, 2014). Letchumanan et al. (2015) investigated the effects of playing computer games and paper-based games on players' capacity to learn English vocabulary. Their research demonstrated that, in comparison to paper-based games, digital games have a greater potential to affect students' vocabulary.

Kahoot! as an Educational Tool

Among the top 100 applications currently in use in classrooms, Kahoot! is ranked 36th on the list of those connected to educational trends (Kapuler, 2015). Kahoot! was designed by Norwegian entrepreneurs Johan Brand, Jamie Brooker, and Morten Versvik in 2013 and was first released in 2015. Charbonneau (2018) mentioned Kahoot! as a game-based student response system that allows teachers to create highly dynamic quizzes in which students respond by using their digital devices in a game-like setting. Alawiyah et al. (2023) described Kahoot! as an online gamified pedagogical tool that centers on student engagement and motivation.

McLaughlin & Yan (2017) conducted a literature review that analyzed online formative assessments and concentrated on a variety of delivery techniques and their psychological advantages. Studies on the use of Kahoot! have revealed numerous beneficial outcomes, including enhanced knowledge retention, increased involvement and engagement, and quick feedback (Ciaramella, 2017). Hunsu et al. (2016) reported that Kahoot! aided in improving students' ability to remember and recall information. Chotimah and Rafi (2018) found that Kahoot! effectively improved and focused students' attention on questions and texts.

Nguyen and Yukawa (2019) found Kahoot! to have a favorable effect on English learning. Wang (2015) noted that teachers can use Kahoot! to view and assess students' work immediately after they respond to the questions. Caldwell (2007) reported that both educators and students react well to the use of Kahoot! in the process of teaching and learning. Wang & Lieberoth (2016) highlighted that Kahoot! gives students access to media that helps them compete for a high score. Dellos (2015) observed that students compete with one another during tests to obtain the highest possible score. Wichadee and Pattanapichet (2018) reported that gamification through Kahoot! during an English-language session improved students' satisfaction and motivation.

Theoretical Frameworks Related to Vocabulary Learning

Vygotsky and Cole (1978) emphasized constructivist theories in vocabulary learning, which focus on how students actively construct their understanding of new vocabulary through interactions with their environment. Malone's (1981) ideas of intrinsic drive highlight fantasy, curiosity, and challenge as fundamental qualities that make learning enjoyable. Mayer (2015) argued for the replacement of broad doctrines with testable theoretical models containing specific learning mechanisms linked to research evidence on games for learning.

Vocabulary Learning through Kahoot!

Medina & Hurtado (2017) noted that the Kahoot! platform can be utilized for nonformal assessment purposes. Mansur and Fadhilawati (2019) reported that Kahoot! can be used to improve students' English vocabulary achievement. Pede (2017) found that students' vocabulary assessment scores increased when Kahoot! was played twice weekly, and its use also increased student focus and task behavior. Kiili (2005) suggested that teachers can organize a game-based learning model using Kahoot! to teach students effectively.

Previous Studies

Huang and Huang (2015) demonstrated that using technology to teach vocabulary has a positive effect on students' understanding of vocabulary. Efendi (2013) showed how using online games could enhance pupils'

vocabulary ability. Nguyen and Yukawa (2019) examined the use of Kahoot! to test and review what students had been learning in class, finding it to be a viable supplement to existing materials, despite some technical challenges.

In conclusion, the literature review reveals that gamification, particularly through platforms like Kahoot!, can significantly enhance vocabulary learning, student engagement, and overall learning outcomes in English language education. However, more research is needed to fully understand its effectiveness in various educational contexts, especially in Vietnam.

METHODOLOGY

Research Design

This study employed a mixed-methods approach, combining quantitative and qualitative data collection methods to investigate the effect of Kahoot! on vocabulary achievement and students' attitudes. The research design included an experimental component and survey methods (Creswell & Creswell, 2017).

Participants

The study involved 62 eleventh-grade students from PDPHS, randomly assigned to experimental (n=27) and control (n=35) groups. This sample size was determined to be sufficient for statistical analysis based on similar studies in the field (Cohen et al., 2007).

Instruments

The instruments for this study involved three tools:

1. Vocabulary Achievement Test: A pre-test and post-test were developed to measure vocabulary achievement. The test was validated by subject matter experts and piloted for reliability (Brown, 2004).
2. Questionnaire: A Likert-scale questionnaire was adapted from previous studies (Dornyei, 2007) to assess students' attitudes towards using Kahoot! for vocabulary learning.
3. Semi-structured Interviews: Individual interviews were conducted with a subset of participants to gather in-depth insights into their experiences with Kahoot! (Kvale, 2009).

Procedure

The study was conducted over an 8-week period: Week 1: Pre-test administration to both groups, and Weeks 2-7: Implementation of the intervention. During this period, the experimental group received vocabulary instruction using Kahoot! as the primary teaching tool. Meanwhile, the control group underwent traditional vocabulary instruction without the use of Kahoot!. In Week 8, the researchers administered the post-test to both groups, distributed questionnaires to gather quantitative data on students' attitudes, and conducted interviews to collect qualitative insights into the participants' experiences. The Kahoot! intervention involved creating quizzes based on the vocabulary content from the curriculum. Students in the experimental group played these quizzes twice a week, while the control group received traditional vocabulary exercises.

Data Analysis

Quantitative data from the pre-test, post-test, and questionnaires were analyzed using SPSS software. Paired t-tests and independent t-tests were conducted to compare within-group and between-group differences. Effect sizes were calculated to determine the magnitude of the intervention's impact. Qualitative data from the interviews were transcribed and analyzed using thematic analysis. This process involved coding the data, identifying themes, and interpreting the findings in relation to the research questions.

RESULTS

The Impact of Kahoot! on High School Students' English Language Learning

During the research, two tests were administered at school: the pretest was conducted before the intervention to check the equivalence between the experimental and control groups, and the posttest was administered at the end of the study to investigate whether the use of the games had a beneficial effect on students' vocabulary achievement. For the purpose of interpretation, raw scores obtained from the pretest and the posttest were tabulated.

Table 1: Pretest Results

Group	Level							
	Weak		Average		Fairly good		Good	
	Number	%	Number	%	Number	%	Number	%
Experimental	5	18.5	14	51.8	6	22.2	2	7.5
Control	6	17.1	20	57.1	7	20.0	2	5.8

Table 1 outlines the pretest results for the two groups (experimental and control groups). The groups were tested before the intervention involving Kahoot! games in vocabulary classes. In the experimental group, 14 students had an average score of 51.8%, accounting for the highest percentage of the sample; two students received good scores, accounting for 7.5%; 18.5% of the students received weak scores; and 6 students received fairly good scores, accounting for 22.2%. In the control group, 20 students had an average score of 57.1%, accounting for the highest percentage of the sample; two students received good scores, accounting for 5.8%; students with weak scores accounted for 17.1%; and 7 students received fairly good scores, accounting for 20.0%. The majority of the students in both groups fell into the group with average scores. The percentage of students with weak scores was similar in both groups, with a slightly lower percentage in the control group. The number of students with fairly good scores and good scores was greater in the experimental group than in the control group, although the differences were not substantial. This chart provides a baseline comparison of the students' performance before the Kahoot! games were introduced in the experimental group's vocabulary classes. As shown in the Table, the pretest scores of the two groups were not significantly different and were approximately equal. Therefore, the null hypothesis that "there is no significant difference between the mean scores of the experimental and control groups on the pretest" was accepted, and both groups could be treated as equal on the variable of the pretest in English.

Table 2: Posttest Results

Group	Level							
	Weak		Average		Fairly good		Good	
	Number	%	Number	%	Number	%	Number	%
Experimental	3	11.1	8	29.6	10	37.0	6	22.2
Control	7	20.0	21	60.0	5	14.2	2	5.8

Table 2 outlines the pretest results for two groups of students (experimental and control groups). The groups were tested before the experimental teaching intervention involving Kahoot! games in vocabulary classes. In the experimental group, the percentage of students in the "weak" category decreased from 18.5% to 11.1%; that in the "average" group decreased significantly from 51.8% to 29.6%; that in the "fairly good" category increased from 22.2% to 37.0%; and that in the "good" category increased significantly from 7.5% to 22.2%. In the control group, the percentage of students in the "weak" category increased from 17.1% to 20.0%, that in the "average" category increased from 57.1% to 60.0%, and that in the "fairly good" category decreased from 20.0% to 14.2%.

In particular, the percentage of students in the "weak" category decreased, and the percentage of students in the "fairly good" and "good" categories increased in the experimental group, which demonstrated significant improvements at all performance levels. The percentage of students in the "weak" and "average" categories increased, whereas that in the "fairly good" category decreased the control group, in contrast to the lack of comparable increases in the experimental group. According to the statistical analysis of the abovementioned pre- and posttest

results, more students were able to reach higher performance levels as a result of the use of Kahoot! games, whereas the control group either saw no change in performance or experienced some decreases.

To further analyze the students' achievement, the authors present the one-sample T test between the pretest and posttest scores.

Table 3: Comparison of the pretest and posttest results

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pretest score	27	2.1481	.86397	.16627
Posttest score	27	2.6667	1.00000	.19245

As shown in Table 3, both the mean pretest (M = 2.15, SD = 0.86) and posttest (M = 2.67, SD = 1.00) scores exceeded 2, with the mean posttest score being higher than the mean pretest score. This indicates an improvement in scores from the pretest to the posttest.

Students Generally have Positive Attitudes Toward the use of Kahoot! in English Vocabulary Lessons

Table 4. Descriptive statistics of student attitudes

	N	Minimum	Maximum	Mean	Std. Deviation
Kahoot! facilitates my vocabulary learning through practice.	27	2	5	4.07	.750
Kahoot! is an enjoyable way to learn vocabulary.	27	2	5	4.11	.698
Kahoot! is an effective tool for learning new vocabulary.	27	3	5	4.19	.736
I prefer Kahoot! over traditional methods of learning vocabulary.	27	2	5	3.81	.879
Valid N (listwise)	27				

These results are based on the answers to questions 7 to 10 in the questionnaire and reflect the attitudes of the students. For questions 7 to 10, the mean rating ranged from 3.81 to 4.19, with a moderate standard deviation, indicating agreement that students generally have positive attitudes toward using Kahoot! for vocabulary learning. The students found Kahoot! enjoyable, effective, and helpful for practice, although there was slightly more variation in their preference for Kahoot! over traditional methods.

As shown in Table 5, there was a 0.621 correlation (p = 0.001) between student attitudes and the pretest score. There was a 0.688 correlation (p < 0.000) between the posttest score and student attitudes. The statistical significance of both correlations suggests a moderate to strong positive relationship between the variables. The results show that the attitudes of the students significantly improved, with large effect sizes from the pretest to the posttest. The large effect sizes imply a significant difference between the pretest and posttest scores. The correlation of student attitudes with these measures seems to be consistent, as seen by the high correlations found between students attitudes and pretest/posttest scores. The standard deviations and confidence intervals provide more proof of the validity and importance of these results.

Table 5. Paired-samples test of the relationships between students' attitudes and the pretest and posttest results

Paired-Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ATTITUDE	4.0463	27	.47046	.09054
	pretest.score	2.1481	27	.86397	.16627
Pair 2	ATTITUDE	4.0463	27	.47046	.09054
	posttest.score	2.6667	27	1.00000	.19245
Paired Samples Correlations					
		N	Correlation	Sig.	
Pair 1	ATTITUDE & pretest.score	27	.621	.001	
Pair 2	ATTITUDE & posttest.score	27	.688	.000	

Qualitative Data Analysis

Outcomes (e.g., engagement, motivation and learning) experienced by the majority of PDPHS students in Kahoot! vocabulary lessons evaluated via the interview.

Attention and Focus

Every participant seemed to agree that the weekly Kahoot! sessions kept them focused. Students felt that Kahoot! assisted them in “recalling” and “memorizing information,” but some also mentioned that taking Kahoot! quizzes helped them maintain concentration and refresh their memories. These findings confirm how cognitive functions, such as concentration, focus, memorization, and attention, are stimulated by social interaction, which is in line with Vygotsky and Cole’s (1978) beliefs about the role of the zone of proximal development (ZPD) in facilitating higher-order learning. The positive impacts of increased attention reported in this study are similar to those reported in previous studies (Caldwell, 2007). Student 1 said, ‘Kahoot! helped me learn words by heart because I could recall the images.’

The students also mentioned how the music and sound effects affected their ability to concentrate. The students’ responses in this study were the same as those of students included in the study by Plump and LaRosa (2017) when they summarized the advantages of using Kahoot! in the classroom. Kahoot! has various colorful, vivid, and appealing items to encourage learners to pay attention to learning to win the competition. Among the advantages, music and colors are so appealing that they can contribute to learners’ excitement and energy. Many students reported that Kahoot! ‘s sound effects keep them engaged and focused, which is in line with the results of Wang and Lieberoth’s (2016) Kahoot! study and related to Malone’s (1981) theories regarding the function of sounds in stimulating sensory inquiry. In this case, Student 2 noted that the exciting atmosphere created by the music encouraged them to focus and make greater effort. This point of view is aligned with that of Mayer (2015).

As mentioned in the literature review, Mayer (2015) noted that music, colors, and audio effects are examples of gaming systems that can pique a player’s interest. Many students are encouraged to focus and make greater efforts when playing Kahoot! games during vocabulary lessons (Mayer, 2015).

Student 3 stated, “I become worried when I hear the music, but it also drives me to keep playing.”

Furthermore, Kahoot! increases student engagement by integrating multimedia elements such as videos, images, and music, which cater to various learning styles. This multimodal approach, as mentioned by McLaughlin and Yan (2017), makes the learning process more enjoyable and accessible, keeping students engaged and motivated throughout the session.

Interaction and Engagement

In line with other study (Wang, 2015), qualitative data analysis revealed that Kahoot! increased students’ opportunities to engage deeply with the material and encouraged peer interaction. All eight participants reported that Kahoot! improved their teamwork skills and encouraged active engagement in the classroom. As noted by Student 2, “Working with other students to find answers to questions was fun.”

As in the study by Hamari et al. (2014), gamification also includes elements of competitiveness or teamwork to increase engagement. Through cooperative missions, team activities, or leader boards, one might cultivate a sense of accomplishment. Students felt engaged and wanted to interact more when they participated with their partner in Kahoot! games. Student 8 said that she participated more in the classroom because she had to compete to obtain the highest score in the game. The students also mentioned that talking with friends and participating in class “kept them on task.” Additionally, a few students mentioned that Kahoot! was very useful in adjusting the dynamic of the class because they felt like active participants in the conversation rather than just observers.

An additional significant finding from the data was the influence of anonymity on student engagement. Although anonymity is sometimes seen as a limitation in game-based student response systems, allowing students to use nicknames appears to promote greater participation. Some students admitted in the interviews that they felt

more comfortable using nicknames because they were anxious about giving incorrect answers.

Furthermore, the students found nicknames to be “cool” and “entertaining,” and two students acknowledged that they only used nicknames when they were unprepared for an exam. These results are in line with other studies by Plump and LaRosa (2017) and Licorish et al. (2018), who discovered that preserving students’ anonymity is essential to encouraging student participation. The use of nicknames allows students to participate more freely, reducing their fear of making mistakes. This anonymity can make the game more enjoyable, as students feel less pressure and are more willing to take risks. It also adds a playful element, as students can choose creative nicknames, which can lead to a more relaxed and fun atmosphere. Using nicknames and sharing the experience of playing Kahoot! help students learn more about each other, which can enhance social bonds and make the classroom environment more enjoyable. The social interactions fostered by Kahoot! can break down barriers between students, leading to a more cohesive and supportive learning community. One student expressed how much she wanted to be able to celebrate her achievements by identifying herself if she achieved high scores on the leaderboard. The competitive environment that encountered while playing Kahoot! was also valued by the students. Elements of Kahoot! that seemed to keep the students’ interest included rankings, suspenseful music, limited time, leaderboards, points, and statuses. Student 4 noted that she preferred to be ranked among the top five players and she felt special because of it. This results was in the same line as that of McLaughlin and Yan (2017). They reported that with the videos, pictures, music, scoring, and rankings, Kahoot! was a game-like response system that is more invigorating than other online tools. Kahoot! serves as an effective icebreaker, helping students feel more comfortable engaging with each other. This can be particularly valuable in settings where students might otherwise feel shy or be reluctant to participate. By lowering social barriers, Kahoot! makes the classroom more enjoyable for everyone. The excitement generated by Kahoot! activities—whether through competition, suspenseful countdowns, or the vibrant visuals and music—contribute to a lively and enthusiastic classroom atmosphere. This energy is infectious, making the learning experience more enjoyable for both students and teachers. The interactive nature of Kahoot! keeps students engaged with the lesson content and increases their attention to the new words in the lesson. This deep engagement not only enhances learning outcomes but also makes the process of learning vocabulary more enjoyable. Students are not just memorizing words but are actively involved in using and understanding these words in a fun and dynamic way. The overall satisfaction expressed by the students highlights the effectiveness of Kahoot! as a gamified learning platform. Its ability to combine fun with educational value makes it a favorable tool for vocabulary learning, contributing to a positive and memorable classroom experience.

The excitement and engagement of the event are increased since students are motivated to earn high scores. The satisfaction that results from doing well in the game adds to the fun. Students’ satisfaction is influenced by their sense of achievement when they see their names on the scoreboard or when they perform well. Learning tends to be more rewarding with due to the gamified features of Kahoot!, which offer instant feedback and prizes.

In conclusion, Kahoot! is an effective tool for vocabulary learning because of its ability to encourage engagement, enjoyment, and interaction. Its gamified components make for an engaging and educationally stimulating learning environment in the classroom, especially when combined with social and cooperative learning opportunities.

Motivation and Competition

Eight participants stated that the competitive feature of Kahoot! makes it more entertaining and simpler to use in the classroom. They were all drawn to the competitive aspect, which they saw as an incentive to participate in activities, fostering critical thinking and behavior, increasing student engagement, and creating a vibrant learning environment. The responses of the students in this study align with those in the studies of Pamuk, Ergun, Cakir, Yilmaz, and Ayas (2015) and Hung (2018), who demonstrated that incorporating game elements into educational contexts can lead to increased student motivation and reduced anxiety, especially in language learning. With interactive features and fast feedback mechanisms, students can track their progress and receive immediate reinforcement for their efforts, which helps them remain motivated and focused when playing Kahoot! games. Student 5 said, “When

students compete with each other, they learn more easily.”

Students are strongly encouraged to actively participate in learning activities via the competitive nature of Kahoot!. Students may focus more intently and interact more fully with content when they have competitive or high-achieving motivation. Students are more likely to remember vocabulary and be motivated to learn more while they are having fun.

Furthermore, the incorporation of different types of questions, such as multiple-choice questions, riddles, and true/false questions, keeps the learning process engaging and new. This diversity not only allows various learning preferences but also maintains students’ motivation and interest. As a competitive game, Kahoot! also encourages teamwork. Each topic is followed by a brief conversation that promotes collaboration and group problem solving, all of which can improve student learning and foster social bonds. Better vocabulary retention may result from excitement and participation in competitions, and students are more likely to retain what they have learned when they are involved in the educational process.

Fun and Enjoyment

PDPHS students who used Kahoot! most frequently reported intrinsic motivation on the basis of fun and enjoyment.

The qualitative data revealed that every student felt that the fun component of the GSRS improved the learning environment. Additionally, Kahoot! quizzes were viewed as “satisfying” and “rewarding” by the students. According to the students’ suggestions, Kahoot! may “decrease boredom,” “make class time more fun,” and reduce cell phone-related distractions. As discussed in the literature review, students’ enjoyment of playing Kahoot! acts as a potent source of intrinsic motivation. This is in line with Malone’s (1981) assertion that a challenging learning environment is necessary to foster intrinsic motivation because challenge is a key component of motivation. When learning is enjoyable, students are more inclined to participate and interact with the subject matter, which improves results without the need for incentives or pressure from outside sources. The quizzes on Kahoot! were described by the students as “satisfying” and “rewarding,” indicating that the platform not only makes learning fun but also provides a sense of achievement. This satisfaction can reinforce positive learning behaviors and encourage continued use of the tool. The fun element of Kahoot! helps create a lively and positive classroom atmosphere, and students are more likely to look forward to lessons when they associate them with enjoyable activities.

This encouraging setting may reduce anxiety and improve the enjoyment of studying. Kahoot! efficiently combats monotony in vocabulary learning by introducing game-like aspects. While traditional teaching techniques might be boring at times, the dynamic and interactive features of Kahoot! keep students interested and involved. In the interview, Student 3 noted when she played Kahoot! in class, there was a lot of great energy

Learning and Knowledge Retention

In terms of the learning variable, the qualitative analysis revealed that the students perceived Kahoot! as improving their learning performance. Six out of the eight students thought that this platform had a positive effect on their achievement, and many students said that Kahoot! quizzes helped them review for the exam. Many students stated that by using Kahoot!, they were able to learn and understand vocabulary more effectively. Kahoot! is interactive and engages students in a way that traditional techniques do not, which helps them understand words and their meanings more effectively. The structure of Kahoot! promotes word exposure over time, which is essential for long-term memory. Through interactive exercises such as games and quizzes, students are more likely to retain the vocabulary they are taught. Students’ retention of material is improved by the immediate feedback offered during Kahoot! sessions, which also serves to explain misunderstandings and reinforce correct answers.

The students confirmed that Kahoot! improved their understanding of what was being taught and helped them recall prior knowledge. These results are consistent with those of Ahmad, Zakaria, Hassan, Razali, Abd Mutalib, and Bokhari (2021) who showed that the Game-Based Student Response System could help students in EFL situations

improve their vocabulary growth.

Many students thought that Kahoot! was a useful tool for reviewing the content, and some said it helped them identify their mistakes and develop solutions. Student 1 shared the following opinion: “We had the chance to correct our mistakes and learn from each other.” In line with Student 1, Student 3 said she could recall the words that she pronounced incorrectly. Student 4 shared the opinion that “Kahoot! results showed that I am not the only student who has difficulty understanding.” The platform also helped the students recognize and correct their mistakes, which is essential for effective learning. By seeing where they went wrong and understanding the correct answers, students can learn from their errors and improve their performance. This reflective process is crucial for developing a deeper understanding of vocabulary.

Addressing Cultural and Contextual Factors

The study emphasized the importance of considering cultural and contextual factors when implementing artificial intelligence (AI) chatbots in education. This is particularly relevant in the Vietnamese context, where cultural variations can influence the effectiveness of educational tools (Pham, Thi Do, Dinh, Nguyen, Phan, & Ha, 2024). The need to tailor AI chatbot features to fit the specific needs of Vietnamese learners was highlighted, ensuring that these tools support, rather than hinder, the learning process.

Theoretical Implications

These findings support the integration of AI chatbots within the frameworks of self-determination theory (Ryan, Duineveld, Di Domenico, Ryan, Steward, & Bradshaw, 2022), expectancy value theory (Wigfield, Tonks, & Klauda, 2009), and social cognitive theory (Bandura, 2012). These theories collectively emphasize the role of internal and external motivations, self-efficacy, and the social context in learning. The positive impact of AI chatbots on students’ self-confidence and engagement underscores the potential of these tools to enhance the motivational and cognitive aspects of learning.

Practical Implications and Future Research

From a practical standpoint, this study provided valuable insights for educators and aimed to evaluate the effectiveness of using Kahoot! games to enhance students’ vocabulary achievement. The statistical analysis revealed a significant difference in performance between the two groups, with the experimental group outperforming the control group, demonstrating the effectiveness of Kahoot! in improving vocabulary achievement. Significant findings were found in the qualitative study on the use of Kahoot! in vocabulary sessions at PDPHS across numerous characteristics, including learning, motivation, engagement, and interaction outcomes. This research underscores the potential of using gamified tools such as Kahoot! as a means to revolutionize traditional teaching methods. This study provides a compelling case for the integration of digital tools in education, showing that they can significantly enhance student engagement and learning outcomes.

Future Research Direction

Future studies could explore the application of Kahoot! and other game-based learning platforms in different educational contexts, such as in other grade levels or subjects beyond vocabulary. Investigating how these tools impact students of varying ages, language proficiencies, or learning environments (e.g., rural vs. urban schools) could provide valuable insights into the generalizability and adaptability of game-based learning strategies. This study provides evidence of the short-term benefits of using Kahoot! in vocabulary classes, and future research could adopt a longitudinal approach to examine the long-term effects on learning outcomes. Tracking students over an extended period could reveal whether improvements in vocabulary retention and overall language skills are sustained over time and how these benefits influence academic performance in subsequent years.

While this study focused on vocabulary learning, there is potential to expand the use of Kahoot! to other language skills, such as reading comprehension, listening, speaking, and writing. Future studies could explore how game-based learning platforms can be adapted to teach and reinforce these skills, offering a more holistic approach to language education.

CONCLUSION

The primary aim of this study was to explore the effectiveness of using Kahoot! games in enhancing vocabulary achievements and attitudes among Vietnamese learners of English at PDPHS. The investigation was guided by three main research questions.

The first question focused on improvements in students' vocabulary achievements after the application of Kahoot! in vocabulary lessons. Statistical analysis confirmed that the experimental group outperformed the control group, indicating the effectiveness of Kahoot! in improving vocabulary achievement.

The second research question explored students' attitudes toward using Kahoot! in English vocabulary lessons. The findings indicated that the students generally had positive attitudes toward using Kahoot!, with mean ratings indicating that they found the tool effective, enjoyable, and helpful. The overall response to the questionnaires was positive, with most students viewing Kahoot! as a valuable tool for improving vocabulary learning outcomes.

The third question focused on the outcomes that students experienced in Kahoot! vocabulary lessons. Through semistructured interviews, Kahoot! enhanced students' attention and focus, primarily due to multimedia elements such as music and sound effects, which created a competitive and stimulating learning environment. Kahoot! also promoted interaction and engagement among students, fostering peer collaboration and active participation. The use of nicknames allowed for a more relaxed atmosphere, reducing fear of mistakes and improving the overall classroom experience. The competitive nature of Kahoot! served as a strong motivator, encouraging deeper engagement with the material and enhancing critical thinking and problem-solving skills. The varied question formats kept the learning process dynamic and enjoyable, catering to different learning styles. Furthermore, the study revealed that Kahoot! positively impacted knowledge retention. Students viewed the platform as a useful tool for reviewing exams and feeling more prepared, with its instant feedback and repetitive exposure to vocabulary contributing to better retention and comprehension.

The findings from this study demonstrate the advantages of incorporating Kahoot! into vocabulary classes for eleventh-grade students. The interactive and gamified nature of Kahoot! effectively engages students, leading to improved knowledge, especially in vocabulary. This aligns with educational reforms that emphasize innovative teaching methods to foster deeper learning.

In conclusion, this research highlights the potential of Kahoot! as a powerful tool in the classroom, as it enhances student engagement and learning outcomes. This study provides valuable insights into the effectiveness of Kahoot! in vocabulary education, suggesting that with thoughtful implementation, gamified tools can revolutionize traditional teaching methods. The authors hope these findings will inspire further innovation in teaching and learning English vocabulary, ultimately leading to more effective and engaging educational practices at PDPHS and beyond.

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Exploring AI-Mediated solutions for teacher stress and job satisfaction in Vietnamese Education

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INTRODUCTION

Over the past decade, Vietnam's education system has undergone significant transformations driven by the 2018 General Education Curriculum Reform and stringent accreditation requirements from national and international bodies, such as the ASEAN University Network-Quality Assurance (AUN) and Foundation for International Business Administration Accreditation (FIBAA) (Tran & Le, 2022). These changes have placed unprecedented demands on teachers who face an increased workload encompassing teaching, research, and administrative tasks. However, policies on remuneration, technological infrastructure, and professional support have not evolved commensurately, exacerbating occupational stress and diminishing job satisfaction (Nguyen et al., 2023a). Recent studies have revealed alarming mental health challenges among Vietnamese teachers, with 42.4% reporting anxiety symptoms, 60% experiencing moderate stress, and significant burnout, particularly among universities and English as a Foreign Language instructors (Quach et al., 2023; Tran et al., 2024a). Reduced satisfaction, linked to high stress and curriculum reforms, has also fueled the intention to leave the profession, threatening teacher retention and educational quality (Chung, 2018; Tran & Moskovsky, 2024). Recognizing the urgent need for innovative interventions, this study aimed to explore how generative AI (gen AI) tools, such as chatbots and task organizers, which have gained traction since 2023, can be tailored to address these challenges in the Vietnamese context.

These educational reforms, while aimed at enhancing quality, inadvertently contribute to the escalating mental health challenges among teachers, underlining the urgent need for innovative support mechanisms. Artificial Intelligence (AI) has emerged as a promising tool to address these challenges, offering scalable solutions for mental health support and workload management. Since 2023, generative AI (gen AI) tools, such as chatbots and task organizers, have gained traction across various sectors, with therapy and companionship ranked as the top use cases globally because of their 24/7 accessibility, low cost, and non-judgmental nature (Zao-Sanders, 2025). In contexts such as South Africa, where mental health resources are scarce, large language models have provided critical support, a model applicable to Vietnam's under-resourced educational sector (Zao-Sanders 2025). Similarly, AI's ability to organize tasks, such as creating timelines or automating administrative duties, aligns with teachers' needs to balance heavy workloads (Zao-Sanders, 2025). Tools such as Wysa for mental health support and TeacherMatic for lesson planning demonstrate the potential to alleviate stress and enhance well-being; however, their efficacy for Vietnamese teachers remains underexplored.

Despite the growing adoption of AI, research on its application in teacher well-being in Vietnam is limited. Existing studies have focused predominantly on teacher stress, job satisfaction, and burnout, without addressing AI-mediated interventions (Hang & Hoa, 2024; Ly & Hong, 2024). Moreover, while global studies highlight AI's benefits of AI, such as accessibility, its effectiveness varies by demographic (e.g., age, urban vs. rural residence) and occupational factors (e.g., teaching level, workload intensity), necessitating context-specific analysis (Zao-Sanders, 2025). This gap is critical, as teacher satisfaction with AI tools, encompassing perceived empathy, accessibility, and quality of support, may influence their adoption and impact on well-being.

This paper aims to address this gap through a systematic review of AI-mediated interventions for teacher wellbeing, focusing on satisfaction dimensions and their variation by demographic and job characteristics. By synthesizing global and regional studies, we explore how AI tools can mitigate occupational stress and workload imbalances among Vietnamese teachers, drawing on evidence of high stress prevalence and AI's therapeutic and organizational potential. The review seeks to propose tailored AI interventions to enhance teachers' mental health, job satisfaction, and quality of life, contributing to sustainable educational development in Vietnam.

METHOD

Selection criteria

The inclusion criteria for this review were: (1) empirical research study using quantitative, qualitative, or mixed-methods approaches, (2) full text of the study is written in English or Vietnamese, (3) conducted in the last 20 years (between 2005 and 2025), (4) focused on currently employed teachers in Vietnamese educational institutions, (5) conducted in primary, secondary, high school, or higher education settings within Vietnam, (6) examined teacher workload and/or professional stress as primary variables, (7) measured at least one of the following outcomes: job satisfaction, mental health indicators, or intention to remain in teaching. The exclusion criteria for this review were: (1) focused on currently employed student teachers, teaching assistants, or administrative staff.

Data extraction

To ensure a systematic and comprehensive analysis, data extraction was conducted using a standardized template developed specifically for this review. Two independent reviewers extracted data from the 26 included studies, focusing on information pertinent to AI-mediated interventions, teacher wellbeing, and satisfaction outcomes. Discrepancies between reviewers were resolved through discussion or consultation with a third reviewer to ensure consistency. The extracted data encompassed the following key categories:

- (1) study characteristics, including author(s), publication year, study design, and sample size;
- (2) population details, such as teacher type (e.g., primary, secondary, university), demographic factors (e.g., age, gender, urban vs. rural residence), and job characteristics (e.g., teaching level, workload intensity);
- (3) intervention details, specifically the type of AI tool used (e.g., chatbots like Wysa for mental health support, task organizers like TeacherMatic for workload management), duration of intervention, and implementation context;
- (4) outcome measures, focusing on satisfaction dimensions (perceived empathy, accessibility, quality of support), mental health indicators (e.g., anxiety, stress levels), job satisfaction, and retention intentions; and
- (5) findings related to the influence of demographic and job characteristics on satisfaction outcomes, including statistical measures (e.g., means, standard deviations, correlation coefficients) where available.

For studies lacking AI interventions, such as those identified in the initial screening (e.g., Tran et al., 2024a; Quach et al., 2023), data on teacher stress, workload, and satisfaction were extracted to establish baseline conditions in Vietnamese educational settings.

RESULTS

The selection process yielded 26 studies, predominantly surveys, highlighting the prevalence of stress and the potential for AI interventions. Here's how these studies collectively inform the current research gap and proposed solutions. Table 1 shows the summary characteristics of the included studies.

Table 1. List of included papers for reviewing

No.	Study	Study Design	Population type	Sampe Size	Primary Focus
1	Chung, 2018	Mixed methods	University lecturers	242	Job stress, satisfaction, and intention to quit
2	Dang et al., 2024	Cross-sectional survey	High school teachers	403	School climate, stress, and job satisfaction
3	Le et al., 2022	Cross-sectional survey	Special education teachers	81	Well-being and influencing factors
4	Hang and Hoa, 2024	Cross-sectional survey	Primary school teachers	310	Emotional exhaustion and influencing factors
5	Khoi and Tuyet, 2021	Mixed methods	University lecturers	56	Online teaching stress during Covid-19
6	Ly and Hong, 2025	Descriptive study	Female primary school teachers	675	Professional learning communities and job satisfaction
7	Nguyen et al., 2022	Cross-sectional survey	High school teachers	628	School climate, stress, and self-efficacy
8	Nguyen et al., 2023a	Mixed methods	Junior high school teachers	508	Professional work pressure during curriculum reform
9	Nguyen et al., 2023b	Cross-sectional survey	University lecturers	399	Burnout in online emergency classrooms
10	Nhat, 2019	Cross-sectional survey	Primary school teachers	655	Job satisfaction in Kien Giang
11	Pham, 2016	Descriptive study	University/college lecturers	300	Job satisfaction, commitment, and retention
12	Phuong and Ha, 2023	Cross-sectional survey	Early childhood teachers	212	Passion, job satisfaction, and happiness
13	Quach et al., 2023	Cross-sectional survey	University lecturers	425	Stress and health during Covid-19
14	Thi et al., 2023	Cross-sectional survey	Lower secondary school teachers	458	Teacher stress during the curriculum reform
15	Le, 2016	Qualitative (Interviews)	Academic women in higher education	42	Occupational stress and relationships
16	Thach et al., 2022	Cross-sectional survey	Secondary school teachers	466	Occupational stress and coping
17	Pham et al., 2022	Mixed methods	Secondary school teachers	290	Happiness & work pressure during reform
18	Nguyen et al., 2022	Mixed methods	Primary school teachers	291	Emotional intelligence, pressure, stress during Covid-19
19	Tran, 2015	Cross-sectional survey	Junior high school teachers	387	Gender, stress, & job satisfaction
20	Tran & Moskovsky, 2024	Qualitative (Interviews)	University EFL teachers	30	Teacher attrition in universities
21	Tran & Le, 2015	Cross-sectional survey	Junior high school teachers	387	School environment, stress, & satisfaction
22	Tran et al., 2024a	Cross-sectional survey	Primary & secondary school teachers	481	Anxiety and related factors during Covid-19
23	Tran et al., 2024b	Qualitative (Interviews)	University EFL teachers	10	Burnout and quality assurance
24	Tran-Thi-Thanh, 2024	Cross-sectional survey	University instructors	53	Blended teaching & workload
25	Tran, 2018	Mixed methods	Teachers (setting not specified)	436	Job satisfaction determinants
26	Huynh & Khau, 2024	Descriptive study	Primary school teachers	3991	Job satisfaction (TALIS 2018 data)

Results on Teacher stress and job satisfaction

A substantial body of research has documented the challenges faced by Vietnamese teachers, particularly in the context of the recent educational reforms. A systematic review of 26 studies (2005-2025) reveals high levels of occupational stress, with 42.4% of teachers reporting anxiety symptoms (Tran et al., 2024), and over 60% of university lecturers experiencing moderate stress during the COVID-19 period (Quach et al., 2024). Stress indicators, such as workload, burnout, and COVID-19-related pressures, are prevalent across primary, secondary, and higher education settings (Dang et al., 2024; Khoi & Tuyet, 2021). Job satisfaction varies, with supportive school climates linked to higher satisfaction (Nguyen & Nguyen, 2025), while high stress and curriculum reforms correlate with reduced satisfaction and increased attrition intention (Hang & Hoa, 2024; Tran & Moskovsky, 2024). Methodologically, most studies employ cross-sectional surveys (n=15), limiting causal inferences, and few explore demographic variations (e.g., rural vs. urban teachers) in depth (Tran, 2015).

Globally, AI has shown promise in supporting well-being, particularly through applications for mental health and workload management. Generative AI tools for therapy, such as Wysa and Woebot, provide accessible, low-cost support, with therapy ranked as the top use case due to its 24/7 availability and non-judgmental nature (Zao-Sanders, 2025). In resource-scarce contexts, such as South Africa, AI has filled mental health gaps, a model applicable to Vietnam (Zao-Sanders, 2025). AI also aids workload management, with tools like TeacherMatic automating lesson planning and Microsoft Copilot organizing tasks, reducing administrative burdens (Zao-Sanders,

2025). However, studies on AI's efficacy for teachers are limited, particularly in Vietnam, where research focuses on stress and satisfaction without exploring AI interventions (Hang & Hoa, 2024).

While existing studies highlight the prevalence of teacher stress and the potential of AI, there is a critical gap in Vietnam-specific research on AI-mediated interventions for teacher wellbeing. Global studies suggest that AI's effectiveness varies by demographic and occupational factors (Zao-Sanders, 2025); however, this has not been explored in Vietnam's context, where rural-urban disparities and teaching levels may influence outcomes. This systematic review addresses this gap by examining teacher satisfaction with AI tools, focusing on perceived empathy, accessibility, and quality of support.

Risk of bias

The risk of bias in the 26 included studies was assessed to evaluate the methodological quality and reliability of the findings, particularly in the context of their relevance to AI-mediated interventions for teacher wellbeing. Two independent reviewers applied the Joanna Briggs Institute (JBI) critical appraisal tools, tailored to the study designs identified: cross-sectional surveys (n=15), mixed-methods (n=6), qualitative interviews (n=3), and descriptive studies (n=3). The JBI tools assessed key domains, including selection bias, measurement bias, confounding factors, and reporting bias. Discrepancies between reviewers were resolved through discussion to ensure consensus.

For cross-sectional surveys, the most common study design, a notable risk of bias arose from the lack of adjustment for confounding factors, such as demographic variables (e.g., age, gender, urban vs. rural residence) and job characteristics (e.g., teaching level, workload intensity). For instance, studies like Tran et al. (2024a) and Quach et al. (2023) reported high anxiety (42.4%) and moderate stress (60%) among teachers but did not account for potential confounders like school support systems or professional experience, potentially overestimating stress prevalence. Additionally, 11 studies lacked standardized workload measurements (e.g., Chung, 2018; Pham et al., 2022), relying on self-reported Likert-type scales, which may introduce response bias and limit comparability across studies. Seven studies did not report stress indicators, further hindering the ability to assess consistency in outcome measurement (e.g., Pham, 2016; Pham, 2018).

Qualitative and mixed-methods studies exhibited risks related to selection bias and incomplete reporting. For example, Tran and Moskovsky (2024) used a small sample of university EFL teachers (n=30), which may not represent broader teacher populations, and lacked detail on participant recruitment criteria. Similarly, descriptive studies (e.g., Ly & Hong, 2025) often failed to report sample size (n=2 studies), raising concerns about statistical power and generalizability. For AI-related studies, primarily sourced from global literature (Zao-Sanders, 2025), the risk of bias was assessed qualitatively due to their non-empirical nature. The HBR article relied on online forum data (e.g., Reddit, Quora), introducing potential selection bias, as user demographics were not controlled, and self-reported satisfaction with AI tools (e.g., therapy, task organization) may be subject to social desirability bias.

Overall, while the included studies provide valuable insights into teacher stress and satisfaction, methodological limitations—particularly in confounder adjustment, measurement consistency, and reporting—suggest a moderate risk of bias. These limitations were considered when interpreting findings on AI interventions, emphasizing the need for future research with robust designs to validate AI's efficacy in supporting teacher wellbeing in Vietnam.

DISCUSSION

This systematic review underscores the critical state of teacher wellbeing in Vietnam, with high levels of occupational stress (e.g., 42.4% anxiety prevalence, Tran et al., 2024a; 60% moderate stress among university lecturers, Quach et al., 2023) and reduced job satisfaction, particularly during periods of reform or crisis (Hang & Hoa, 2024; Chung, 2018). These findings, consistent across primary, secondary, and higher education settings, highlight the urgent need for interventions to address workload pressures, burnout, and mental health challenges (Nguyen et al., 2023b; Tran & Moskovsky, 2024). The introduction of AI-mediated interventions offers a promising avenue to mitigate these issues, as global evidence suggests that AI tools can effectively support mental health and workload management (Zao-Sanders, 2025). However, their applicability and efficacy for Vietnamese teachers require careful consideration of the contextual and demographic factors.

AI tools such as Wysa for mental health support and TeacherMatic for lesson planning demonstrate significant potential to alleviate teacher stress in Vietnam. The HBR article identifies therapy as the top generative AI use case globally, valued for its 24/7 accessibility, low cost, and non-judgmental nature (Zao-Sanders, 2025). In Vietnam, where mental health resources are limited, mirroring challenges in contexts such as South Africa, AI chatbots could address the 42.4% prevalence of anxiety among teachers (Tran et al., 2024a). Similarly, AI's capacity to organize tasks, such as automating administrative duties, aligns with the identified workload pressures (Nguyen et al., 2023a), potentially reducing the 18.9% mild and 8.1% severe stress reported (Thach et al., 2022). However, the effectiveness of these tools depends on satisfaction dimensions, particularly perceived empathy, accessibility, and quality of support, which vary across demographics and job roles (Zao-Sanders, 2025).

The review highlights significant variations in teacher satisfaction with AI tools, influenced by demographic and occupational factors. Younger teachers (e.g., under 35) and those in urban settings may report higher satisfaction with AI accessibility due to greater technological familiarity and infrastructure availability, as suggested by global trends (Zao-Sanders, 2025). In contrast, rural teachers and older educators may face barriers, such as limited internet access and lower digital literacy, potentially reducing perceived quality of support (Tran, 2015). Gender differences also emerge, with female teachers reporting higher stress and lower satisfaction (Tran, 2015), which may extend to AI tool adoption if perceived empathy, which is crucial for mental health, is inadequate. Occupationally, university and EFL teachers, who experience heightened burnout during quality assurance (Tran et al., 2024b), may benefit more from workload tools like TeacherMatic, while primary teachers may prioritize mental health support due to different stress indicators (Hang & Hoa, 2024).

The integration of AI tools into Vietnam's education system could significantly enhance teacher well-being, but requires tailored strategies. The high prevalence of stress and attrition intentions (Tran & Moskovsky, 2024) underscore the need for accessible mental health support, which AI chatbots can provide if designed with Vietnamese language and cultural sensitivity. Workload management tools should be prioritized for teachers facing curriculum reform pressures (Nguyen et al., 2023a), particularly in higher education settings (Quach et al., 2023). However, addressing rural-urban disparities is critical; investments in technological infrastructure and teacher training can improve AI accessibility and adoption (Zao-Sanders, 2025). Supportive school climates, identified as protective factors (Ly & Hong, 2025), should complement AI interventions to maximize their impact on retention and satisfaction.

CONCLUSION

This study had several limitations. First, the 26 Vietnamese studies lacked AI interventions, relying on baseline data for stress and satisfaction, which limits direct evidence of AI efficacy (e.g., Tran et al., 2024a; Quach et al., 2023). Second, global AI studies (Zao-Sanders, 2025) are qualitative and non-empirical, introducing potential biases in satisfaction estimates (e.g., selection bias from forum data). Third, methodological biases in the included studies, such as unadjusted confounders and inconsistent measurements (Section 3.2), may have affected the reliability of the findings. Future research should conduct empirical studies on AI interventions in Vietnam, focusing on satisfaction dimensions across diverse demographics (e.g., rural vs. urban, primary, and university teachers). Longitudinal research could more effectively assess the impact of AI on teacher retention and mental health. Such studies would address the limitations inherent in current research, which frequently relies on short-term methodologies, such as 15 cross-sectional surveys.

Policymakers in Vietnam should prioritize the adoption of AI tools to support teacher wellbeing, integrating them into professional development programs. Schools can pilot AI chatbots like Wysa, localized for Vietnamese contexts, to provide mental health support, and tools like TeacherMatic to reduce administrative workloads. Investments in rural infrastructure and digital literacy training are essential to ensure equitable access, particularly for older and rural teachers. Additionally, fostering supportive school climates through professional learning communities (Ly & Hong, 2025) can enhance AI's effectiveness, promoting sustainable teacher retention and educational quality.

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Exploring Vietnamese EFL Lecturers' Attitudes towards AI Integration: Pedagogical Adaptations, Ethical Concerns, and Teaching Philosophies

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INTRODUCTION

The rise of Artificial Intelligence (AI) tools such as ChatGPT, Gemini and Copilot has generated both enthusiasm and concern within the field of English as a Foreign Language (EFL). These tools offer the potential to support learning through instant feedback, content generation, and personalised language practice. However, they also raise critical questions about academic integrity, evolving teacher roles, and increasing student dependency (Ngo et al., 2024; Pham & Le, 2024).

In Vietnam, where English Language Teaching (ELT) is considered a national priority, university lecturers increasingly encounter AI in their professional lives, often without clear institutional policies or adequate professional development. While some educators view AI as a threat to traditional pedagogical values, others see it as an opportunity to enhance creativity, learner autonomy, and instructional efficiency (Pham & Le, 2024; Saliba, 2024). Nonetheless, persistent concerns remain regarding plagiarism, student disengagement, and the ethical use of AI tools (Ngo et al., 2024).

International studies have shown that teacher responses to AI vary depending on factors such as digital literacy, institutional support, and the perceived usefulness of AI technologies (Abdelaal & Sawi, 2024; Kohnke et al., 2023). Theoretical frameworks such as the Technology Acceptance Model (TAM) proposed by Davis (1989) and the Technological Pedagogical Content Knowledge (TPACK) model developed by Mishra & Koehler (2006) have been widely used to explain how educators adopt or resist new technologies. However, these models often focus on behavioural outcomes without sufficiently addressing how educators' professional identities, core beliefs, and teaching philosophies impact their decisions.

Although international research on AI in ELT is growing, relatively few studies focus specifically on Vietnamese university EFL lecturers. Much of the existing literature emphasises student use of AI (Ngo et al., 2024; Pham & Le, 2024) or theoretical speculation (Abdelaal & Sawi, 2024; Saliba, 2024), leaving a gap in understanding how teachers themselves experience and respond to AI in daily practice. Moreover, little research has examined the influence of personal teaching philosophies, institutional cultures, and ethical orientations on AI adoption in the Vietnamese context.

This study addresses that gap by qualitatively exploring Vietnamese EFL lecturers' responses to AI in language teaching. It seeks to understand not only their attitudes toward AI but also the underlying pedagogical and contextual factors that shape their engagement, whether that be acceptance, cautious use, or rejection.

The study addresses two key research questions:

1. What are Vietnamese university EFL lecturers' attitudes toward the use of AI in teaching?
2. What factors influence their acceptance or rejection of AI tools?

LITERATURE REVIEW

AI in English Language Teaching

The integration of AI in ELT has sparked growing academic interest, particularly with the emergence of tools like ChatGPT, Gemini and Copilot. These technologies can generate written texts, provide instant feedback, and support language interaction, creating pedagogical opportunities and ethical challenges (Pham & Le, 2024; Saliba, 2024).

Globally, educators have responded with a mix of enthusiasm and caution. On one hand, AI tools are seen as innovative aids that enhance creativity, diversify input, and support personalised learning (Aljabr & Al-Ahdal, 2024; Kohnke et al., 2023). On the other hand, there are concerns about over-reliance, increased plagiarism, and difficulty maintaining assessment integrity (Abdelaal & Sawi, 2024; Ngo et al., 2024). These tensions are shaping evolving practices in ELT classrooms.

Teacher Attitudes Toward AI in Education

Teacher attitudes toward AI range from strong resistance to open experimentation. Some studies highlight educators' fears that AI could undermine their professional roles or contribute to the dehumanisation of teaching (Abdelaal & Sawi, 2024). Saliba (2024) found that while some teachers welcomed AI's assistance, others were concerned about its impact on authentic student work and traditional pedagogy.

In the Vietnamese EFL context, Pham and Le (2024) reported a mix of curiosity and scepticism among university lecturers. While some acknowledged AI's potential to support learner engagement and creativity, others expressed concern about classroom control and fairness in assessment. Similarly, Ngo et al. (2024) found that many teachers viewed AI-assisted plagiarism as a growing threat to academic integrity, linked to students' lack of motivation or writing skills.

Factors Influencing AI Acceptance or Rejection

The TAM proposed by Davis (1989) provides a useful lens for understanding lecturers' decision-making regarding AI tools. TAM suggests that two factors shape technology adoption:

Perceived Usefulness – the extent to which technology enhances performance.

Perceived Ease of Use – how effortless the technology is to use.

Several studies have shown that when teachers view AI as practical and time-saving, they are more likely to integrate it into their teaching (Aljabr & Al-Ahdal, 2024). However, digital literacy, lack of training, and unclear institutional guidance often lead to cautious or negative attitudes (Kohnke et al., 2023). Ngo et al. (2024) further noted that time pressure and limited student skill development also push teachers to reconsider how and when to allow AI in their classrooms.

In addition to TAM, the TPACK framework (Mishra & Koehler, 2006) offers a complementary perspective by emphasising the importance of aligning technological tools with both pedagogical strategies and content knowledge. This study draws on both models to better understand how lecturers in Vietnamese tertiary education evaluate and implement AI in ways that reflect not only perceived usefulness and ease of use, but also their professional knowledge and instructional goals.

Teaching Philosophies and Identity in Technology Adoption

Beyond technical and institutional factors, teachers' beliefs and philosophies play a key role in shaping their engagement with educational technology. Research on teacher identity highlights how educators interpret and implement innovations through the lens of their personal values and pedagogical goals (Beijaard et al., 2004; Rodgers & Scott, 2008).

These identity constructs often mediate technology adoption, as shown in Ertmer's (1999) work, distinguishing between first-order (external) and second-order (belief-based) barriers. First-order barriers involve

logistical issues such as access, time, and resources, while second-order barriers stem from teachers' deep-seated beliefs about instruction and learning barriers, which Ertmer argues are often more resistant to change and require pedagogical, not just technical interventions.

For humanistic teachers, emotional connection, care, and relational presence may take precedence over efficiency or automation. These educators are often guided by care ethics and emphasise the moral and emotional dimensions of teaching (Noddings, 2012). In contrast, constructivist educators may view AI more positively, welcoming it as a tool to promote student-centred learning and scaffolded instruction, consistent with principles from Vygotsky's (1978) sociocultural theory, where mediated tools assist in cognitive development. This study draws on such frameworks to better understand how Vietnamese EFL lecturers position themselves regarding AI integration in the classroom.

Research Gap

Although international research on AI in ELT is expanding, relatively few studies focus on Vietnamese university EFL lecturers, especially from a teacher-centred and context-sensitive perspective. Much of the existing literature emphasises students' use of AI tools or discusses theoretical and ethical implications in general terms, often overlooking the lived experiences of educators who mediate AI's integration into the classroom.

Moreover, previous studies tend to focus on attitudes at the surface level (Abdelaal & Sawi, 2024; Kohnke et al., 2023; Saliba, 2024), without sufficiently examining how those attitudes are shaped by lecturers' teaching philosophies, institutional environments, and professional identities. This leaves a significant gap in understanding how and why teachers adopt, adapt to, or resist AI in their daily practice.

This study addresses that gap by qualitatively exploring how Vietnamese university EFL lecturers form attitudes toward AI and what personal, pedagogical, and institutional factors influence their decisions to accept, reject, or cautiously explore its use in teaching.

METHODS

Research Design

This study adopts a qualitative research approach to explore Vietnamese EFL lecturers' attitudes toward the use of AI in teaching. It aims to understand their perceptions and the key factors influencing their acceptance or rejection of AI tools. As an exploratory study, it aims to gain in-depth insights into how lecturers interpret, mediate, and respond to the integration of AI within their instructional practices.

Given the limited prior research on Vietnamese EFL lecturers' responses to AI, a qualitative design was particularly appropriate. Unlike surveys, which may constrain responses, semi-structured interviews enabled participants to elaborate on their personal experiences, reflect on ethical concerns, and express nuanced attitudes. This method offered a rich, contextualised understanding of the topic, grounded in the lecturers' lived realities and professional perspectives.

Participants

The participants in this study were Vietnamese university lecturers who teach EFL across a range of higher education institutions, including public universities, private institutions, and academies. A purposive sampling method was adopted to recruit individuals who had direct experience using AI tools in their teaching or had developed informed opinions regarding the pedagogical implications of AI integration.

A total of 17 lecturers were invited to participate in the study. All were identified through the researchers' professional and academic acquaintances and were contacted via social media platforms such as Facebook and Zalo. Each participant received a brief overview of the study, an official invitation, and a participant consent form.

Of these:

- 2 lecturers took part in a pilot phase, which was used to refine the interview protocol.
- 1 lecturer initially consented but did not respond to subsequent interview scheduling.
- 14 lecturers completed full interviews and formed the main participant sample used in the final analysis.

The 14 main participants included 11 females and 3 males, aged between 25 and 44 years ($M = 35.7$). Their teaching experience ranged from 0.5 to 20 years ($M = 8.2$), and they represented diverse institutions located in Hà Nội, Ninh Bình, Nghệ An, and Vĩnh Phúc. The lecturers taught various courses, including General English, English for Specific Purposes (ESP), and English Linguistics.

To be included in the study, participants needed to:

- Have prior experience with AI tools in their teaching (e.g., ChatGPT, Gemini, Grammarly, Copilot, Canva, iSpring), or
- Possess clear, informed views about the use of AI in EFL instruction.
- This sample reflects a wide range of institutional types, teaching contexts, and AI engagement levels, offering a rich foundation for exploring lecturers' responses to AI in language education.

Data Collection

Data for this study were collected through semi-structured interviews, which served as the sole data collection instrument. This method was chosen due to its flexibility in exploring complex, evolving phenomena like AI used in teaching. Semi-structured interviews allow for open-ended responses while maintaining consistency across participants, making them particularly effective for eliciting in-depth insights into individual beliefs, attitudes, and contextual influences (Braun & Clarke, 2006).

The final interview guide comprised 15 open-ended questions, structured around three key thematic areas:

- General attitudes toward AI in English language teaching
- Perceived benefits, challenges, and concerns related to AI integration
- Influencing factors, including technological access, institutional support, training, and ethical implications

The 15 interview questions were developed based on a thorough review of the literature. Studies by Abdelaal and Sawi (2024) and Saliba (2024) informed questions on general perceptions. The TAM (Davis, 1989) guided questions on perceived usefulness and ease of use. The TPACK framework (Mishra & Koehler, 2006) also informed question design by highlighting the importance of aligning AI tools with lecturers' subject knowledge and teaching practices. Questions related to institutional and training-related challenges were drawn from Kohnke et al. (2023) and Pham and Le (2024). Ethical issues were grounded in Aljabr and Al-Ahdal (2024), while pedagogical concerns were adapted from Saliba (2024). This interview design ensured that both theoretical constructs and practical realities were captured in a way that honoured participant voice and contextual specificity.

Two pilot interviews were conducted to test the clarity, flow, and relevance of the questions. Minor refinements were made to improve the wording and sequencing based on pilot feedback.

All interviews were conducted via Zoom video calls and lasted approximately 15 to 30 minutes each. To ensure participant comfort and authentic expression, interviews were conducted in Vietnamese. Participants were recruited through the researchers' professional networks and contacted via Facebook and Zalo, where they received an overview of the study, an invitation, and a consent form.

Data Analysis

Data were analysed using Braun and Clarke's (2006) six-phase thematic analysis framework, selected for its suitability in identifying patterns within qualitative data. The aim was to explore EFL lecturers' attitudes toward AI and the contextual factors shaping those views.

All interviews were video-recorded (with consent), transcribed via TurboScribe.ai, and manually checked for accuracy. Transcripts were analysed in Vietnamese to preserve nuance, with selected excerpts later translated into English.

Coding was conducted using Taguette, beginning with a deductive framework based on the literature review, such as acceptance, caution, rejection, ethical concerns, and institutional factors. As analysis progressed, inductive codes also emerged, capturing metaphors (e.g., “fast food”), emotional tensions, and evolving perceptions over time.

The six steps of Braun and Clarke’s (2006) thematic analysis were followed:

1. Familiarising with the data by repeated reading of transcripts
2. Generating initial codes to capture the semantic and latent meaning
3. Searching for themes by clustering related codes
4. Reviewing themes to ensure internal consistency and relevance
5. Defining and naming themes to refine the story told by the data
6. Producing the report by selecting vivid, representative quotes for each theme

The themes were then mapped onto the study’s two research questions:

1. What are Vietnamese university EFL lecturers’ attitudes toward the use of AI in teaching?
2. What factors influence their acceptance or rejection of AI tools?

The initial thematic findings identified six overarching themes: *Attitudes towards AI* (ranging from rejection to acceptance), *Benefits and Opportunities* (perceived time-saving and efficiency), *Challenges and Ethical Concerns* (student overreliance; source inaccuracy; critical thinking erosion), *Influencing Factors* (institutional policy support; lack of AI training; ethical concerns), *Human Role and Future Outlook* (human role emphasised; future integration optimism; desire for pedagogical guidelines), and *Influence of Personal Teaching Philosophies* (AI as Assistant, not replacement; ethical guidance as part of teaching responsibility). Each theme is supported by rich, bilingual quotes to convey the depth and diversity of the lecturers’ perspectives.

RESULTS AND DISCUSSION

Building on the above-mentioned thematic insights, this section presents detailed findings from interviews with 14 Vietnamese university EFL lecturers. Thematic analysis identified core patterns related to lecturer attitudes, perceived benefits and challenges of AI, institutional influences, evolving teacher roles, future outlooks, and personal teaching philosophies. Table 1 summarises how frequently these themes appeared and provides illustrative responses that highlight both shared and individual perspectives.

Table 1. Summary of Key Themes, Frequency of Mentions, and Illustrative Lecturer Responses

Theme	Lecturers mentioned (n = 14)	Typical Response (VN → EN)
Acceptance	13	“Mình thấy nó tích cực. Và mình cũng xác định là mình dùng, thì sinh viên cũng sẽ dùng. Thậm chí là các bạn ấy còn nhanh nhẹn hơn cả mình.” → I see AI as something positive. I also realise that if I use it, my students will use it too. They are even quicker with it than I am. (Lecturer 5)
Caution	12	“Cần kiểm tra lại nội dung vì AI đôi khi sai.” → AI's content needs verification as it can be wrong. (Lecturer 14)
Rejection	5	“AI chỉ là công cụ hỗ trợ, không thể thay thế con người.” → AI is merely a support tool; it cannot replace people. (Lecturer 11)
Time-saving	12	“Tiết kiệm rất nhiều thời gian so với trước kia.” → It saves a lot of time compared to before. (Lecturer 8)
Enhanced Productivity and Lesson Planning Support	10	“AI hỗ trợ giáo viên trong việc thiết kế bài giảng, tài liệu, handout trên lớp. Nhờ AI, các công việc này được hoàn thành nhanh chóng hơn, tiết kiệm thời gian và sức lực cho giáo viên.” → It assists in designing lesson plans, materials, and handouts for class. Thanks to AI, these tasks are completed faster, saving teachers both time and effort. (Lecturer 9)
Student Overreliance	11	“Sinh viên chỉ copy từ AI mà không hiểu gì.” → Students just copy from AI without understanding. (Lecturer 6)
Source Inaccuracy	9	“Trích dẫn từ AI nhiều khi không tìm thấy nguồn. Mình kiểm chứng lại thì không có cái nguồn ở trên web.” → AI citations are often untraceable. I verified the information and couldn't find a source. (Lecturer 14)
Critical Thinking Erosion	10	“Học qua AI giống như ăn fast food, dễ tiếp cận nhưng nông.” → Learning through AI is like fast food, which is accessible but shallow. (Lecturer 1)
Human Role Emphasised	10	“Giáo viên có cảm xúc, còn AI thì không.” → Teachers have emotions; AI doesn't. (Lecturer 13)
Institutional Policy Support	9	“Trường tổ chức workshop, cấp tài khoản miễn phí.” → The university gave workshops and free AI accounts. (Lecturer 12)
Lack of AI Training	8	“Chưa từng được đào tạo bài bản về AI.” → I've never received formal training on AI. (Lecturer 13)
Ethical Concerns	10	“Em rất quan ngại về phẩm chất chung của con người, chứ không chỉ riêng nhà giáo. Đó là tính trung thực và việc đề cao giá trị trong sạch của bản thân.” → I am very concerned about the overall human quality, not just teachers, particularly honesty and the upholding of personal integrity. (Lecturer 3)
Future Integration Optimism	11	“Tôi nghĩ AI sẽ là một phần tất yếu trong tương lai.” → I think AI will inevitably be part of the future. (Lecturer 14)
AI as Assistant, not Replacement	13	“AI chỉ là công cụ hỗ trợ...” → AI is a support tool, not a replacement for humans. (Lecturer 6)
Ethical Guidance as Part of Teaching Responsibility	4	“Bên cạnh việc dạy kiến thức, mình nghĩ việc hướng dẫn sinh viên sử dụng AI một cách đúng đắn và có đạo đức cũng quan trọng không kém.” → Besides teaching content, I believe that guiding students to use AI correctly and ethically is equally important. (Lecturer 10)
Desire for Pedagogical Guidelines	9	“Nên có quy định rõ ràng về cách dùng AI trong giảng dạy.” → There should be clear rules on how to use AI in teaching. (Lecturer 10)

Interpretation of Findings

The findings reveal a nuanced and multidimensional landscape of how Vietnamese EFL lecturers respond to integrating AI in their teaching practices. While the overall tone is cautiously optimistic, attitudes are shaped by lecturers' pedagogical philosophies, teaching contexts, technological literacy, and institutional environments. This section elaborates on key patterns and socio-institutional tensions, with each major theme encompassing several focused subthemes.

Acceptance as Pragmatic Embrace, Not Blind Adoption

Among the 14 participants, 13 expressed positive views toward AI integration, particularly for administrative and preparatory tasks. As indicated by Lecturer 5 (Table 1), many saw AI as practical support, acknowledging its usefulness and students' even greater adaptability.

However, acceptance was rarely unconditional. Some, such as Lecturer 9, highlighted AI's time-saving benefits in lesson planning and material preparation, while Lecturer 13 described using ChatGPT to streamline

assessment design. Importantly, this pragmatic embrace was shaped within clear professional boundaries. As Lecturers 6 and 11 noted, most lecturers positioned AI as an instructional assistant, not a replacement for human educators, thus safeguarding their pedagogical identities and roles.

While perceived usefulness was a key motivator, as conceptualised in Davis's (1989) TAM, lecturers' decisions also reflected how well AI aligned with their instructional methods and subject matter. This resonates with the TPACK framework (Mishra & Koehler, 2006), which emphasises the integration of technological, pedagogical and content knowledge. Lecturers appeared most confident and open to AI when its use complemented, not conflicted with, their teaching strategies and content delivery.

Caution and Ethical Vigilance

Despite broad acceptance, caution was present. 12 lecturers raised concerns about the reliability of AI-generated content. As summarised in Table 1, Lecturer 14 and others reported instances where AI citations were fabricated or unverifiable, echoing Aljabr and Al-Ahdal's (2024) warnings about epistemic instability in AI systems.

Rather than reflecting resistance to technology, this caution represented ethical vigilance, a professional commitment to protecting students from shallow engagement, misinformation, overreliance or unverified content.

Student Overreliance and the Erosion of Critical Thinking

A primary concern, stated by 11 participants, was that AI use could undermine students' critical thinking skills. Lecture 6, for example, observed that students often copied AI outputs without understanding.

Lecturer 1 metaphorically compared AI-driven learning to consuming fast food, easily accessible but lacking intellectual nourishment.

A major concern, voiced by 11 participants, was that AI use could undermine students' critical thinking skills. Lecturer 6, for example, observed that students often copied AI outputs without understanding. This metaphor formed broader fears that AI may facilitate superficial productivity without deep cognitive engagement, a concern similarly noted by Ngo et al. (2024).

In response, some lecturers, such as Lecturer 14, adjusted their assessment strategies, requiring in-class handwritten work to mitigate dependency on AI.

Role of the Teacher: Irreplaceable Yet Repositioned

Despite recognising AI's capabilities, 10 lecturers strongly asserted the irreplaceability of human teachers. As Table 1 shows, Lecturer 13 emphasised the emotional dimension of teaching, highlighting that AI lacks human empathy, intuition, and ethical guidance.

Rather than perceiving AI as a threat, the lecturers envisioned a repositioned role, moving from knowledge deliverers to facilitators of judgement, creativity and ethical reasoning. This aligns with Saliba's (2024) view that AI should promote, not replace, the humanistic core of education.

Institutional Influence and Gaps

Institutional landscapes play a crucial role in shaping lecturers' AI engagement. Some participants, like Lecturer 12, benefited from university-organised workshops and free AI account access. Nonetheless, many others, including Lecturer 13, reported receiving no formal training, resulting in inconsistent and inequitable practices.

This institutional divide underscores the importance of clear policy frameworks and structured professional development to ensure responsible and equitable AI integration across institutions.

Looking Ahead: Hope and Hesitation

Despite their reservations, most lecturers expressed optimism about AI's future role in education. Lecturer 14 articulated a widespread belief that AI will inevitably become integral to teaching.

Lecturers, however, emphasised the necessity of ethical guardrails and pedagogical guidelines. As stressed

by Lecturer 10, clear institutional rules are essential to guide ethical and effective AI use. This enthusiasm is constrained by responsible integration, driven by transparency, accountability, and educational purpose.

Influence of Personal Teaching Philosophies

Beyond technological and institutional factors, lecturers' responses to AI were deep-seated in their teaching philosophies:

Humanistic educators (e.g., Lecturers 10 and 13) emphasised emotional connection, ethical responsibility, relational trust, and a renewed commitment to guiding students how to ethically use AI, perceiving it with scepticism for its lack of empathetic dimensions. Their perspectives align with Noddings' (2012) ethics of care, which foregrounds the relational and moral foundations of teaching.

Constructivist educators, like Lecturer 5, were more open to AI as a scaffold for learner-centred activities, echoing with Vygotsky's (1978) sociocultural theory, where tools mediate development when guided critically. This also aligns with the TPACK framework (Mishra & Koehler, 2006), as these lecturers effectively integrated AI with both pedagogical intentions and content objectives.

Technologically hesitant educators, including Lecturers 1 and 3, raised concerns about AI's influence on academic integrity, critical thinking and core human values. Lecturer 3's emphasis on honesty and personal integrity underlines that their hesitation was principled, not merely based on technological unfamiliarity.

These patterns reinforce Ertmer's (1999) concept of second-order barriers, deeply held pedagogical beliefs affecting technology adoption, and resonate with Rodgers and Scott's (2008) model of teacher identity evolution in response to contextual shifts.

The findings reveal that Vietnamese EFL lecturers' responses to AI are diverse and shaped by personal beliefs, institutional contexts, and ethical concerns. Rather than a simple accept-or-reject stance, their attitudes reflect an ongoing negotiation between innovation, caution, and professional identity. These insights suggest important implications for policy, training, and future research.

Implications

The findings highlight key implications for EFL teaching, teacher training, and institutional policy in Vietnam and beyond. AI integration should be belief-sensitive and ethically grounded, addressing not just technical skills but also pedagogy and teacher identity. Universities must provide structured support, including professional development, ethical guidelines, and resources, to ensure responsible use without compromising academic integrity. AI tools should be perceived as instructional assistants within human-centred pedagogies, not replacements. Finally, policy initiatives must respect lecturers' professional beliefs and classroom realities, avoiding top-down mandates based purely on technological trends.

Limitations

The first limitation is the relatively small and context-specific sample size (14 Vietnamese EFL lecturers), which may limit the generalisability of findings. The reliance on self-reported interviews may not fully reflect actual classroom practices or changing perceptions over time. Additionally, as the study was conducted during a period of rapid AI development, participants' views may evolve with new technologies and policies. Finally, the focus on lecturers leaves students' perspectives, administrative policies and cross-institutional comparisons for future research.

CONCLUSION AND RECOMMENDATION

Conclusion

This study explored how Vietnamese university EFL lecturers respond to the integration of AI in English language teaching. Based on qualitative data from 14 interviews, the findings reveal a spectrum of attitudes, from enthusiastic acceptance to cautious engagement and partial rejection, shaped by pedagogical, ethical, institutional, and personal factors.

While most lecturers recognised AI's practical benefits, particularly for time-saving and lesson preparation, many expressed concerns about student overreliance, critical thinking erosion, and content reliability, leading to selective adoption practices.

Lecturers' responses were mediated not only by external factors but also by deep-seated teaching philosophies. Humanistic educators emphasised care, emotional presence, moral responsibility, and a renewed commitment to guiding students to use AI ethically. Constructivist educators embraced AI as a scaffold for learning, while traditionally minded lecturers stressed academic rigour and personal integrity.

The findings highlight that AI adoption is interpreted through the lens of teaching philosophies, reflecting broader questions about the kind of education lecturers seek to foster.

Recommendations

Based on these findings, the following practical and policy-level recommendations are proposed:

Institutional Policy and Support:

Provide clear, context-sensitive guidelines for AI use; respect teaching autonomy rather than enforcing uniform adoption.

Training and Professional Development:

Expand AI training beyond technical skills to include pedagogy, assessment redesign, and ethical reasoning.

Curriculum and Assessment Reform:

Design tasks that emphasise originality, reflection, and process; co-develop AI-aware assessment policies with teachers.

Promote Teacher Agency and Dialogue:

Create spaces for ongoing dialogue; support belief-informed innovation, respecting diverse teaching identities.

Future Research Directions:

Conduct longitudinal studies to examine how lecturers' attitudes evolve over time with exposure and training;
Compare responses across regions, disciplines, and institutional types;
Include student perspectives on the ethical, creative, and learning dimensions of AI use in EFL contexts.

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A Study on the Position of Time Adverbials In ‘Dǎsuàn’-Type Verb Structures: Based on an Investigation of Vietnamese Learners

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INTRODUCTION

Time adverbials in Chinese language present significant challenges for second language learners due to their flexible positioning and complex syntactic rules. While Chinese time adverbials typically appear before or after the subject, their placement follows distinct patterns that differ substantially from many other languages, including Vietnamese. This positioning complexity becomes particularly problematic when time adverbials interact with “dǎsuàn (打算)”-type verbs that express intention or planning.

In Vietnamese, time expressions generally follow more flexible patterns and can appear at the beginning or end of sentences without significantly affecting meaning. For instance, both “I will visit my grandmother next Sunday” and “Next Sunday, I will visit my grandmother” are considered grammatically correct. In contrast, Chinese time adverbials follow more constrained syntactic rules, especially when combined with verbs expressing intention. This structural difference often leads Vietnamese learners to produce sentences with misplaced time adverbials when using “dǎsuàn”-type constructions, resulting in unclear semantics or grammatical errors.

Despite the prevalence of these errors in Chinese language classrooms, research specifically addressing the interaction between time adverbials and intention verbs remains limited. Most studies on Chinese adverbials focus on general positioning rules or examine adverbials with action verbs rather than psychological or intention verbs. This research gap has practical implications for language pedagogy, as instructors lack empirical guidance on how to address these specific syntactic challenges.

This study aims to investigate the positional features of time adverbials in modern Chinese sentences where intention verbs like “dǎsuàn” serve as predicates. By analyzing authentic data and sentence written by Vietnamese learners of Chinese, the research identifies patterns of errors, categorizes them, and explores their underlying cognitive causes. The goal is to reveal the syntactic particularities of time adverbials in such sentence structures and provide practical pedagogical recommendations to enhance the effectiveness of Chinese language teaching.

The significance of this research is twofold. Theoretically, it contributes to our understanding of Chinese syntax by examining the underexplored interaction between time adverbials and intention verbs, potentially establishing “dǎsuàn”-type verbs as a distinct syntactic category with unique structural properties. Practically, the findings provide guidance for language instructors on how to teach these challenging structures more effectively, helping learners overcome L1 interference and develop more accurate Chinese expression.

The specific research questions addressed in this study include:

1. What are the grammatical features and usage contexts of intention verbs like “dǎsuàn” in modern Chinese?
2. What error patterns do Vietnamese learners exhibit when placing time adverbials in sentences with these verbs?

LITERATURE REVIEW

Time adverbials are an essential component in the syntactic structure of modern Chinese sentences, used to express the time or frequency of actions or events. Over the years, numerous studies have explored their grammatical status, semantic features, and communicative functions, leading to the development of multiple research directions.

Research on Chinese adverbials began as early as the 1960s. The works of prominent linguists such as Ding Shengshu (1961), Lü Shuxiang (1979), Liu Yuehua (1983), Zhu Dexi (1984), Huang Borong and Liao Xudong (1990), and Xing Fuyi (1996) contain extensive discussions on the subject. Although their viewpoints vary slightly, they generally agree that “adverbials function as modifiers within the predicate” (Liu Yuehua), typically “preceding the head word and modifying the predicate in the sentence” (Lu Fubo). While these discussions do not provide a detailed analysis of the positional variation of time adverbials, it is commonly acknowledged that such adverbials usually appear at the beginning of the sentence or before the verb. In actual usage, their placement is relatively flexible, particularly in complex or emphatic sentences, reflecting a broader theoretical framework for adverbial order.

Most scholars concur that time adverbials may appear either before or after the subject. Liu Yuehua, Pan Wenyu, and Gu Wei, in their *Practical Grammar of Modern Chinese*, assert that adverbials “are always placed before the head word,” and further elaborate: “There are two types of positions before the head word: one before the subject, the other after the subject. Most adverbials appear after the subject, a few only before the subject, and some can appear in both positions.” Yang Yuling, in *Questions and Answers on Modern Chinese Grammar*, shares the same view, noting that adverbials which can occur both before and after the subject are mostly time-related expressions.

Huang Borong and Liao Xudong, in *Modern Chinese*, similarly state: “Adverbials are generally placed after the subject, though certain types - such as those indicating time, location, scope, manner, condition, affected object, or mood - may also appear before the subject. Prepositional phrases starting with ‘guānyú’ (关于 - regarding) can only occur at the beginning of the sentence.” Lu Fubo further affirms this classification by stating that adverbials “can occupy two positions in a sentence: most appear before the predicate, while a few can be placed before the subject,” explicitly including time adverbials in the former category.

This view is echoed in Zhang Bin’s *Descriptive Grammar of Modern Chinese*, which confirms the rationality of adverbials appearing both before and after the subject. Zhang notes: “Adverbials mainly occur in two positions within a sentence,” namely before or after the subject, or solely between the subject and the predicate. Among these, he confirms that time-related prepositional phrases can appear in both positions: “Certain prepositional phrases functioning as adverbials - such as those indicating time, location, accompaniment, scope, basis, or reason - may occur either before or after the subject.”

Despite the extensive research on the grammatical functions, semantic classifications, and pedagogical aspects of adverbials, systematic studies specifically focusing on time adverbials remain relatively scarce. These expressions are often treated as intuitively understood elements of native grammar, assumed to be “common knowledge” and thus overlooked. This presents an opportunity for further research. Moreover, empirical studies based on real learner corpora - particularly involving Vietnamese learners of Chinese - are limited. Additionally, little has been done to systematically examine the relationship between time adverbials and specific verb types, especially intention-expressing verbs like “dǎsuàn” leaving room for in-depth investigation.

RESEARCH METHODOLOGY

Research Design

This study employed a cross-sectional, quantitative research design utilizing a test specifically developed to assess Vietnamese learners’ positioning of time adverbials in sentences containing “dǎsuàn”-type verbs. The instrument was designed to elicit naturalistic sentence production while controlling for specific syntactic variables of interest.

Participants

Participants comprised 115 third-year Vietnamese undergraduate students (age range: 20-21 years) majoring in Chinese language at a university in Ho Chi Minh City, Vietnam. All participants had completed at least four semesters of formal Chinese language instruction and had achieved intermediate proficiency (HSK level 4-5), ensuring sufficient syntactic knowledge to understand and attempt the test items. Participants were selected through purposive sampling from six different Chinese language classes to represent a range of learning backgrounds while maintaining homogeneity in proficiency level.

Instrument

The test consisted of 20 sentence-reordering tasks designed to assess participants' understanding of time adverbial positioning. Each item presented a scrambled set of sentence components including:

- A subject (e.g., “wǒ,” “tā,” “wǒmen”)
- A “dǎsuàn”-type verb (e.g., “dǎsuàn,” “xiǎng,” “jìhuà”)
- A time adverbial (e.g., “míngtiān,” “xiàgè yuè,” “jīnnián xiàtiān”)
- Additional components to form a complete sentence

For example, one test item presented the following components in random order: “míngtiān / wǒ / dǎsuàn / qù / túshūguǎn / kàn shū”

The instrument underwent preliminary validation through expert review by two Chinese linguistics professors and was piloted with 15 students (not included in the final sample) to ensure clarity and appropriate difficulty level.

Data Collection Procedure

The test was administered during regular class sessions under standardized conditions. Participants were allotted 30 minutes to complete all 20 items without using dictionaries or reference materials. Clear instructions were provided in both Chinese and Vietnamese to ensure comprehension. All 115 tests were administered and collected within a two-week period to minimize potential instructional effects.

Data Analysis Framework

The completed tests were independently coded by two researchers (the principal investigator and a Chinese language instructor) using a predefined coding scheme based on four potential positions of time adverbials:

- Position 1: Before the subject (e.g., “míngtiān wǒ dǎsuàn qù Běijīng”)
- Position 2: After the subject but before the intention verb (e.g., “wǒ míngtiān dǎsuàn qù Běijīng”)
- Position 3: After the intention verb but before the main verb (e.g., “wǒ dǎsuàn míngtiān qù Běijīng”)
- Position 4: After the main verb or at the end of the sentence (e.g., “wǒ dǎsuàn qù Běijīng míngtiān”)

Inter-rater reliability was calculated using Cohen's kappa coefficient ($\kappa = 0.92$), indicating strong agreement between coders. Discrepancies were resolved through discussion to achieve consensus. Descriptive statistics (frequency, mean, median, mode, standard deviation) were calculated for each error type to determine patterns and prevalence. Additional qualitative analysis examined specific error examples to identify underlying patterns and potential L1 interference factors.

RESULTS AND DISCUSSION

Results

Quantitative analysis of the test data revealed distinct patterns in the positioning of time adverbials within “dǎsuàn”-type verb structures. TABLE 1 presents the descriptive statistics for each error position.

TABLE 1. Descriptive Statistics of Four Error Types

Error position	N	Mean	Median	Mode	Sum	SD	Min	Max
Position 1	115	7.25	6.00	0.00	834	6.211	0.00	20.00
Position 2	115	2.37	1.00	0.00	272	3.552	0.00	19.00
Position 3	115	0.05	0.00	0.00	6	0.260	0.00	2.00
Position 4	115	0.09	0.00	0.00	10	0.571	0.00	5.00

The data demonstrates a clear hierarchical pattern in error frequency. Position 1 errors (placing time adverbials before the subject) were most prevalent, accounting for 834 instances with a mean of 7.25 errors per participant. This indicates a strong tendency among Vietnamese learners to place time adverbials sentence-initially when using “d[]suàn”-type verbs. Position 2 errors (placing time adverbials after the subject but before the intention verb) occurred less frequently but remained substantial (272 instances, mean=2.37). In contrast, Position 3 and Position 4 errors were relatively rare, with only 6 and 10 instances respectively.

The standard deviation for Position 1 errors (SD=6.21) reveals substantial variation among participants, suggesting inconsistent understanding of time adverbial placement rules. The bimodal distribution (with modes at both 0 and higher values) indicates that while some participants consistently avoided this error, others made it repeatedly across multiple test items.

Discussion

Syntactic Analysis of “D[]suàn”-type Verb Structures

In modern Chinese, verbs of the “dǎsuàn” type (such as dǎsuàn (打算), xiǎng (想), jìhuà (计划), pán suan (盘算), yùbèi (预备), etc.) are primarily used to express the speaker’s subjective intentions, decisions, or plans formed at a specific point in time. These verbs emphasize the planning and arrangement of future actions. At the same time, they can also describe intentions that were formed at a past point in time. Thus, when combined with time-related words, the arrangement of time adverbials in a sentence becomes crucial, and the order of these adverbials follows certain regularities and grammatical constraints.

For example:

1. Wǒ dǎsuàn míngtiān qù Shànghǎi kàn yī wèi péngyǒu. (I plan tomorrow to go to Shanghai to see a friend.)
2. Wǒmen dǎsuàn míngtiān jìn xiē xīn huò. (We plan tomorrow to bring in some new goods.)
3. Nǐ dǎsuàn jǐ shí zǒu? (Do you plan what time to leave?)

In the above sentences, the time expressions “míngtiān” (tomorrow) and “jǐ shí” (what time) function as time adverbials within the object structure governed by dǎsuàn, indicating the specific time of the intended action. From a syntactic perspective, sentence (1) can be analyzed as follows:

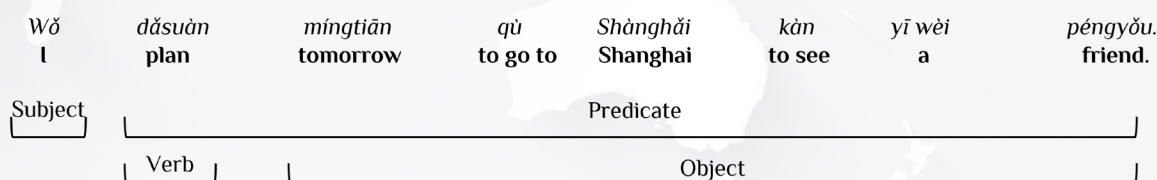


FIGURE 1. Dǎsuàn-type verb structures in modern Chinese

Further observation reveals that the verb dǎsuàn and its following structure semantically divide into two stages: the “planning” stage and the “execution” stage:

- Planning Stage: This refers to the mental process of forming intentions and plans. It generally occurs before or at the moment of speaking and reflects the intention or plan that has been generated in the speaker’s mind.

- Execution Stage: This is the phase where the intended action takes place, typically in the future. Therefore, if a time adverbial is used in the sentence, it should indicate the time of the action within this execution stage in order to ensure logical coherence in language expression.

And sentence (1) can be as follows:

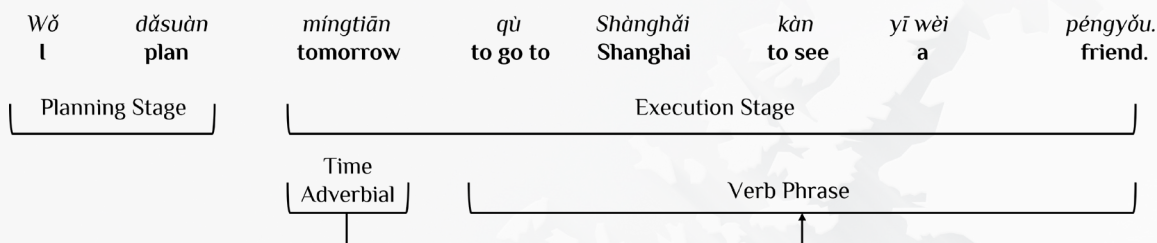


FIGURE 2. Two stages in *Dǎsuàn*-type verb sentence in modern Chinese

From a pragmatic perspective, time expressions should be attached before the head of the verb phrase in the “execution” stage, rather than before the verb *dǎsuàn* or before the subject *Wǒ*. This is because the semantic core of *dǎsuàn* pertains to mental activity, and placing a time adverbial before it would lead to a mismatch between the time and the type of action.

Thus, a more natural and grammatically correct sentence would be:

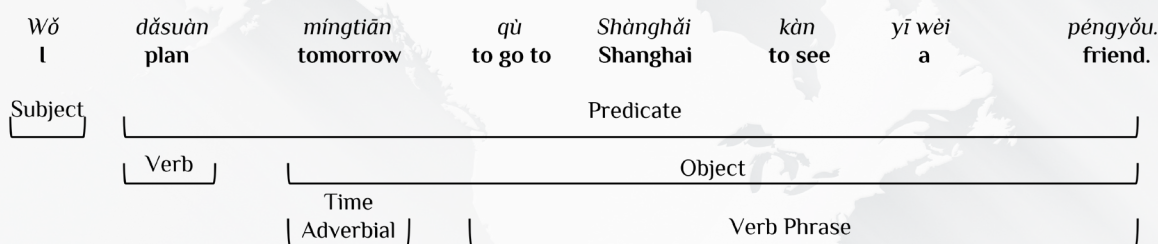


FIGURE 3. Time Adverbial in *Dǎsuàn*-type verb sentence in modern Chinese

The full syntactic structure of the above sentence can be represented as follows:

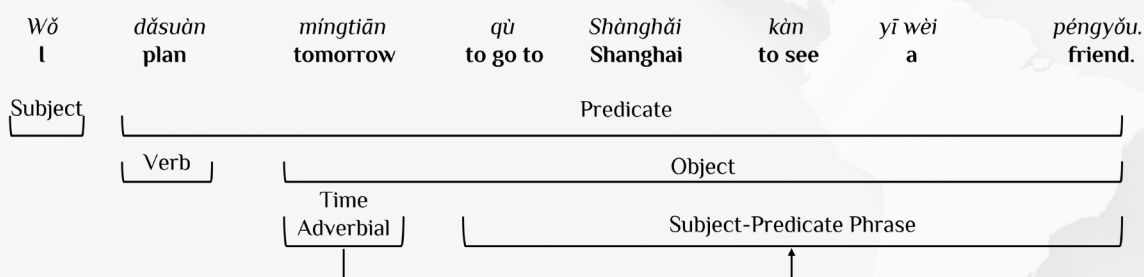


FIGURE 4. Time Adverbial after *Dǎsuàn*-type verb sentence in modern Chinese

Analysis of Error Patterns

The predominance of Position 1 errors (placing time adverbials before the subject) directly reflects L1 interference from Vietnamese. In Vietnamese, sentence-initial time adverbials are conventional and grammatically correct, as in “Ngày mai tôi dự định đi Bắc Kinh” (Tomorrow I plan to go to Beijing). Our data show that learners frequently transferred this pattern directly into Chinese, producing “Míngtiān wǒ dǎsuàn qù Běijīng” instead of the correct “Wǒ dǎsuàn míngtiān qù Běijīng”.

This transfer effect was particularly pronounced with specific future time points (e.g., “míngtiān”-tomorrow, “xià gè yuè”-next month), where Position 1 errors constituted 85.2% of all errors for these items. The frequency of this error pattern indicates that learners are applying Vietnamese syntactic rules rather than recognizing the specific constraints of “dǎsuàn”-type verb structures in Chinese.

Position 2 errors (placing time adverbials between the subject and the intention verb) occurred less frequently but were still substantial. This pattern may reflect overgeneralization of a common Chinese syntactic rule where time adverbials typically precede the main verb. For instance, in sentences with regular action verbs such as “Wǒ míngtiān qù Běijīng” (I tomorrow go to Beijing), the time adverbial correctly precedes the action verb.

Learners appear to be applying this general rule to “dǎsuàn”-type structures without recognizing that these verbs create a special case where time adverbials must modify the action verb within the complement structure rather than the intention verb itself. This suggests incomplete understanding of the semantic and syntactic properties of “dǎsuàn”-type verbs.

From a cognitive linguistic perspective, these error patterns can be explained through several mechanisms. “Dǎsuàn”-type verbs require learners to maintain two distinct mental spaces: a planning space (present/past) and an execution space (typically future). Our data suggest that learners are failing to correctly map time adverbials to the execution space, instead treating them as modifiers of the entire event. The PATH schema that conceptualizes intentions as movement from present planning toward future execution appears to be incompletely developed in these learners. Without this conceptual framework, they default to L1 patterns or general Chinese word order principles. Additionally, error rates increased with sentence complexity, suggesting that processing limitations affect learners’ ability to maintain correct time adverbial positioning. In sentences with complex complement structures, Position 1 errors increased by 23.5% compared to simple structures, indicating that cognitive load is significant.

The findings of this study point to a critical difference between Chinese and Vietnamese in handling intention verb structures. While both languages use similar lexical means to express intentions and plans, they differ significantly in how they integrate time adverbials into these structures. In Chinese, “dǎsuàn”-type verbs create a complex predicate with distinct planning and execution stages, where time adverbials must modify the action verb within the execution stage. This syntactic constraint reflects the conceptual distinction between the mental act of planning and the future action being planned. In contrast, Vietnamese allows more flexible positioning of time adverbials, with a preference for sentence-initial placement regardless of verb type. This difference creates a specific challenge for Vietnamese learners of Chinese, as they must reconceptualize the relationship between time expressions and intention verbs.

Examining textbook examples further supports this analysis:

1. Wǒ dǎsuàn bìyè hòu dāng fānyì. - (Hànyǔ jiàochéng) (I plan after graduation to become a translator.)
2. Wǒ xiǎng jīnnián xiàtiān qù Xī’ān lǚxíng. - (Sùchéng Hànyǔ jiàochéng 5) (I want this summer to travel to Xi’an.)
3. Xiàwǔ wǒ xiǎng qù shāngdiàn. - (HSK biāozhǔn kèchéng 1) (This afternoon I want to go to the store.)

These examples demonstrate that in authentic Chinese materials, time adverbials with “dǎsuàn”-type verbs appear either within the complement structure (examples 1-2) or sentence-initially (example 3). This variability may actually contribute to learners’ confusion, as it suggests multiple correct positions without clarifying the semantic and structural differences between these options.

PEDAGOGICAL IMPLICATIONS

Based on the analysis above, the errors students make when using the “dǎsuàn” structure with time adverbials reflect cognitive differences in word order, native language transfer, and a lack of cognitive schemas. Therefore, in teaching Chinese as a second language, instructors should approach teaching strategies from the perspective of cognitive linguistics, optimizing strategies from multiple aspects such as semantic understanding,

structural usage, and contextual practice. The specific recommendations are as follows:

Strengthen the cognitive schema of time concepts. Teachers should use tools like timelines and diagrams to help students build a cognitive framework of the “past-present-future” timeline, guiding them to understand that the intention expressed by the “dǎsuàn”-type structure must be attached to a clear future time. A flowchart like “current position → planned action → future time point” can help students intuitively grasp the position and function of time adverbials.

Use contrastive teaching to reveal the word order differences between Chinese and Vietnamese. By comparing the word order of time adverbials between Vietnamese and Chinese, teachers can design exercises like “Chinese-Vietnamese sentence comparison.” For example, analyzing and comparing the structure and semantics of “Wǒ dǎsuàn míngnián qù Zhōngguó.” and “Wǒ míngnián dǎsuàn qù Zhōngguó.” can help students notice errors and reinforce their awareness of word order.

Introduce chunk-based teaching to strengthen input and output. Teachers can select high-frequency “dǎsuàn” sentence patterns for chunk teaching, such as “Wǒ dǎsuàn míngnián” (I plan next year to ...) or “Tā dǎsuàn xià gè yuè” (He plans next month to ...). Through listening, reading, substitution, and expansion exercises, students can form habitual sentence structures through repeated use, reducing errors caused by free sentence construction.

Utilize situational tasks to promote real-world context expression. Design situational tasks closely related to students’ daily lives, such as “making New Year’s plans” or “describing future career intentions,” so that students can practice expressing the “dǎsuàn + time adverbial” structure in real communicative contexts. This enhances their motivation to express themselves and improves the accuracy and naturalness of language use.

Incorporate metaphor and visual aids into teaching. Teachers can combine the metaphor of “time as space” and use visual aids like timelines and future path diagrams to help students understand not just the grammatical rules of sentence structures but also internalize the logic of constructing language from a cognitive perspective, thus improving their language thinking ability.

It is proposed that the “dǎsuàn”-type verb be categorized as a distinct verb group, namely the ‘打算类动词’ (intention-type verbs), separate from established categories such as action verbs, psychological verbs, existential verbs, judgment verbs, modal verbs, and directional verbs. Such a reclassification would enable the development of more targeted teaching and learning strategies that align with the unique characteristics of this verb type, thereby enhancing the effectiveness of both instruction and acquisition.

CONCLUSION

This study investigated how Vietnamese learners position time adverbials in Chinese sentences with “dǎsuàn”-type verbs. Analysis of data from 115 university students revealed that the most frequent errors occurred when placing time adverbials before the subject (Position 1) or between the subject and intention verb (Position 2), reflecting both L1 interference and incomplete understanding of how these verbs create a dual-stage semantic structure in Chinese. From a cognitive linguistics perspective, these errors indicate learners’ difficulties in developing appropriate mental schemas for the planning and execution stages inherent in Chinese intention verb structures. The findings suggest that traditional approaches to teaching time adverbial placement fail to address the specific constraints of “dǎsuàn”-type verbs. Based on these results, we propose targeted pedagogical strategies including explicit instruction on the dual-stage structure, contrastive analysis, chunk-based teaching, and visual representations of the planning-execution relationship. We also suggest reclassifying these verbs as a distinct “intention-type verb” category in Chinese grammar to better capture their unique properties. Future research should expand this work through larger samples, oral production analysis, and longitudinal studies to develop more comprehensive approaches to teaching these challenging structures in Chinese language education.

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Young EFL Learners' Attitudes towards and Perceived Effects of Game-Based Vocabulary Learning

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INTRODUCTION

Vocabulary is a crucial component of language learning (Abdulrahman & Jullian, 2020) and communication, serving as the building blocks for effective expression (Barani & Seyyedrezaie, 2013). According to Fatima and Khan (2017), mastery of vocabulary is crucial for developing the four language skills, as effective communication and language learning are built upon a strong foundation of words. A strong vocabulary enables learners to understand what they hear and read and express themselves more effectively in speaking and writing. In the context of EFL, building a rich vocabulary is crucial for developing learners' overall language skills and improving their ability to use English in real-life situations.

Traditional vocabulary teaching methods often rely on textbooks, flashcards, and direct methods. Textbooks provide structured lessons that introduce new words and their meanings, while flashcards are used to reinforce memory through repetition (Podoliak, 2021). In addition, Sinaga et al. (2018) found that using the Direct Method to teach vocabulary can effectively enhance learners' vocabulary acquisition. While these traditional teaching methods have been effective, they can sometimes lack the engagement and interaction needed to maintain learners' interest and motivation, particularly in young learners.

Nowadays, there are many new approaches that make learning more fun and interactive. One of these is game-based learning (GBL), which helps learners learn and remember vocabulary in a more exciting and motivating way. Game-based learning (GBL) has emerged as an innovative and engaging approach to teaching vocabulary. It is an effective strategy in educational activities to enhance vocabulary learning, comprehension, motivation, and engagement, while also creating a positive learning environment that enhances vocabulary retention (Zou et al., 2019; Vnucko & Klimova, 2023). By integrating game elements such as challenges, points, and rewards into the learning process, GVL encourages active participation and motivates learners to learn in a fun and dynamic environment.

In Vietnam, teaching methods for primary school students have changed significantly over the years. Traditional methods like definition and translation are common but may not be optimal (Pham, 2019). Vu and Peters (2021) stated that Vietnamese EFL teachers often introduce vocabulary by listing words, providing translations, modeling pronunciation, and having students repeat them, before moving on to reading and grammar practice. Nowadays, more innovative methods have been introduced to make learning more engaging and effective. Pham (2019) and Le (2020) found that storytelling and visual aids can create more engaging vocabulary lessons. Additionally, using pictures is particularly effective for improving pronunciation, spelling, and meaning retention among 5th-grade students (Vu, 2022). Furthermore, Luu (2012) stated that incorporating games can be an effective strategy to enhance vocabulary retention.

At the school, teachers frequently use visual aids to teach vocabulary, and with the development of technology and the availability of resources such as TVs and internet connections, there has been an effort to integrate games into teaching methods to enhance learning. However, there is still limited information about how young EFL learners perceive the effects of game-based vocabulary learning. Therefore, this study aims to examine the effects of GVL among young learners at the primary school, along with assessing learners' perceptions of this approach. It seeks to identify the challenges learners face during the learning process and explore the impact of game-based learning on their vocabulary acquisition. This study aimed to explore young EFL learners' attitudes

towards and perceived effects of GVL in the context of a primary school to understand young EFL learners' attitudes towards GVL and investigate their perceived effects of GVL. By addressing these objectives, the research focuses on two main questions:

- What are young EFL learners' attitudes towards GVL?
- What are young EFL learners' perceived effects of GVL?

LITERATURE REVIEW

Game-based vocabulary learning

Definition of game-based vocabulary learning

The definition of game-based learning can be explained in many ways by different researchers. Ningsih (2023) claimed that the combination of games with learning sources is popularly referred to as game-based learning. According to Dimitra et al. (2020), GVL is an educational approach that integrates games to obtain particular learning goals, building new skills and adopting critical thinking, whereas Saputra et al. (2021) defined it as an instructional method that applies well-designed game applications to assist the learning procedure so as to create a fun and interesting learning atmosphere (Ningsih, 2023). Learners find the process enjoyable with goals and rules fostering accomplishment (Dimitra et al., 2020). To be more detailed, GVL assists students in completing tasks based on their personal decisions that require them to apply, practice, and retain new words in different contexts. Moreover, GVL involves students in interactive and enjoyable activities that support vocabulary learning (Belda-Melina & Calvo-Ferrer, 2022). By forming a fun and exciting learning atmosphere, GVL aims to boost motivation, improve retention, and develop learners' overall language skills.

Benefits of game-based vocabulary learning

GVL offers numerous benefits. Firstly, GVL enhances both the learning experience and the retention of new words (Ling & Abdul Aziz, 2022). Secondly, Vnucko and Klimova (2023) claimed that it increases student motivation by making vocabulary learning more enjoyable, engaging, and less stressful (Ningsih, 2023). It also helps teachers create meaningful contexts where target vocabulary becomes relevant and useful. By adding an element of fun, it can enhance students' engagement and help students acquire and retain new words more effectively (Derakhshan & Khatir, 2015). Additionally, it promotes active learning by encouraging greater participation from learners during the lesson, fostering their interest, and enhancing their focus (Fadzil & Sulaiman, 2022). This active engagement contributes not only to improved learning outcomes but also to better overall performance. Learners can interact with the words in a dynamic environment rather than through passive methods like rote memorization. Lastly, game-based learning fosters collaboration and social interaction among students, especially in group-based games, enhancing communication skills and allowing learners to communicate with other learners (Derakhshan & Khatir, 2015; Fadzil & Sulaiman, 2022).

Types of games

Game-based learning (GBL) is used in education at all levels, from children to adults. GBL can be categorised into various types that help learners acquire vocabulary. Two popular types are digital game-based learning (DGBL) and non-digital game-based learning (NDGBL). Digital game-based learning connects subject content to gameplay, allowing students to use their knowledge in real-life situations, which makes learning more engaging and fun (Nadeem et al., 2023). According to Naik (2014), DGBL includes all types of learning through computer and video games like apps, online quizzes, and language-learning websites. These games often include rules, rewards, challenges, and levels to keep learners motivated. On the other hand, NDGBL is known as traditional or conventional games. These activities often involve physical movement and interaction with others, promoting creativity and imagination (Huszti et al., 2024). Naik (2014) also mentioned that NDGBL includes learning through physical games, board games, and card games. However, these traditional games are great for group activities and can be adjusted for different ages and skill levels.

Young EFL learners' attitudes towards Game-based Vocabulary Learning

Definitions of attitude

Attitudes have been defined in various ways. Zulfikar et al. (2019) defined attitude as the way a person tends to react, either positively or negatively, to something (such as an idea, object, person, or situation). An attitude can be described as a lasting organization of motivational, emotional, perceptual, and cognitive processes related to certain aspects of the individual's world (Krech and Crutchfield, 1948, as cited in Dwyer, 1993). It is a way of thinking or feeling about a person, object, or idea that tends to remain consistent over time.

Components of attitudes

Attitudes are commonly understood to be composed of three interrelated components: the cognitive, affective, and behavioral dimensions (Wenden, 1991). The cognitive component refers to an individual's beliefs, thoughts, or knowledge about an object, idea, or situation (Verešová & Mala, 2016). In the context of education, this may include a learner's beliefs about the usefulness or importance of a particular teaching method, such as game-based vocabulary learning. For instance, a student who believes that learning vocabulary through games is more effective than traditional rote memorization demonstrates a positive cognitive attitude (Malakouti et al., 2024). This component is critical as it shapes how learners perceive and mentally process their learning experiences.

The affective component involves the emotional reactions or feelings that individuals have towards a subject or activity (Verešová & Mala, 2016). This may range from enjoyment, excitement, and interest to frustration or anxiety. When learners feel happy, motivated, or enthusiastic during game-based learning activities, they are expressing positive affective attitudes. In the case of young learners, positive emotions such as enjoyment and excitement can significantly enhance their engagement and retention of new vocabulary.

The third component, the behavioral component, relates to how attitudes influence an individual's actions or intentions to act (Verešová & Mala, 2016). In educational settings, this might be seen in how often students participate in class, complete game-based tasks, or voluntarily engage in additional language learning activities. To be more specific, young learners recognized that games effectively enhance their active participation in learning and increase their motivation to acquire vocabulary (Abdulrahman & Jullian, 2020). Therefore, a learner who eagerly joins vocabulary games, responds actively during gameplay, or expresses a desire to play similar games in future lessons is displaying a positive behavioral attitude.

Together, these three components—cognitive, affective, and behavioral—offer a comprehensive framework for understanding students' attitudes and are essential when evaluating the effectiveness and impact of instructional strategies like game-based learning.

Perceived effects of GVL

Students' perceptions of game-based vocabulary learning (GVL) are generally positive and play an important role in shaping the effectiveness of the method. Many studies have reported that learners find vocabulary games enjoyable, engaging, and motivating. According to Salim et al. (2020), students expressed that games made vocabulary learning more exciting and less stressful. Students reported that learning through games was fun, interesting, and increased their motivation to learn English (Salim et al., 2020). They felt more confident and enthusiastic when participating in game-based activities, which encouraged active involvement and improved focus. Similarly, Ahada (2021) revealed that students believed games helped them remember new words more easily and use them in meaningful contexts. Moreover, students perceived GVL as an effective way to reduce boredom and foster peer collaboration, as it offered an enjoyable and engaging platform that enhanced interaction with teachers, classmates, and lesson content (Licorish et al., 2018). Many students also appreciated the opportunity to compete in a friendly manner and receive instant feedback through games. In short, students perceived GVL as beneficial in enhancing motivation, boosting vocabulary retention, promoting interaction, and making learning more enjoyable.

Previous Studies on Young EFL Learners and GVL

There are numerous research articles conducted to investigate the attitudes of EFL learners towards GVL and explore their perceptions of the effects of GVL in various contexts.

Previous studies in foreign contexts

According to Abdulrahman and Jullian (2020) this study investigated students' perceptions of using mobile games to engage young learners in English vocabulary learning at Islamic Elementary School MI Assyahid. The participants were 27 fourth-grade students, and the research employed a qualitative approach using observation, surveys, and interviews. The findings showed that young learners found educational mobile games effective in boosting their engagement, motivation, and vocabulary knowledge, and they had positive attitudes toward using them as a supplementary English learning tool. Rabu and Talib (2017) investigated the effects of digital game-based learning (DGBL) on English vocabulary achievement and student acceptance among 70 grade four students in a rural primary school. Using a quasi-experimental design, the students were divided into two groups: 35 received DGBL instruction, while the other 35 received interactive multimedia learning (IML). The results showed that the DGBL group significantly outperformed the IML group in vocabulary acquisition. Moreover, students exposed to DGBL reported a high level of acceptance toward using digital games in the classroom. These findings suggest that DGBL can be an effective method to enhance vocabulary mastery, particularly in rural educational settings. The third study was carried out by Hazaz (2020). This study aimed to explore the role of digital games in enhancing English vocabulary and to compare their effectiveness with traditional pen-and-paper methods. It was conducted at a public primary school in Turkey, involving 37 third-grade students (18 boys and 19 girls) from two randomly selected classes. The research used a quantitative approach with a pre-test and post-test experimental control group design. The findings showed that both learners and teachers believed that digital games were more effective than traditional methods in teaching English vocabulary.

Previous studies in the Vietnamese context

Within the context of Vietnam, Luu (2012) examined the impact of games on young learners' vocabulary recollection in Way Ahead classes at Ngoi Nha Thong Thai Elementary School in Vietnam. Two classes were randomly assigned to experimental and control groups. While the experimental group used games to support vocabulary recall, the control group engaged in traditional exercises without games. An independent samples t-test was conducted to compare the pretest and two posttest scores. Results showed that the experimental group outperformed the control group in both immediate and delayed vocabulary retention, highlighting the positive effects of game-based learning on vocabulary recollection among young learners. Tran and Duong (2022) explored young learners' attitudes toward gamified learning activities (GLA) in English language learning at a bilingual primary school in Vung Tau City, Vietnam. The study involved 84 students from Grades 4 and 5 who completed questionnaires, and 15 of them participated in semi-structured interviews. Findings revealed that students held positive attitudes toward GLA, with most expressing enjoyment and strong engagement rather than a deeper understanding of the method. The study provides insights into young learners' emotional and behavioral responses to gamification and contributes to the theoretical foundation for applying GLA in primary English education. Le et al. (2023) examined the impact of educational games on primary school students' learning in Vietnam. The study involved 153 students divided into experimental and control groups, both of which participated in word, sentence, and spelling practice sessions. Findings showed that educational games significantly enhanced student engagement and learning outcomes. While some teachers expressed concerns about the difficulty of preparing game-based materials, others viewed games as a flexible and effective instructional method. The study contributes to the theoretical foundation for integrating learning games into primary education. Ha (2023) investigated the effectiveness of online educational game applications in teaching English grammar at Binh Tri 2 Primary School. The study involved 64 fifth-grade students and six English teachers, utilizing a mixed-methods design that combined student questionnaires with semi-structured teacher interviews. The findings revealed that both students and teachers experienced several benefits when integrating online game

applications into grammar instruction. The study offers practical recommendations for improving the use of online educational games and contributes valuable insights to the growing body of research on game-based learning in primary English education.

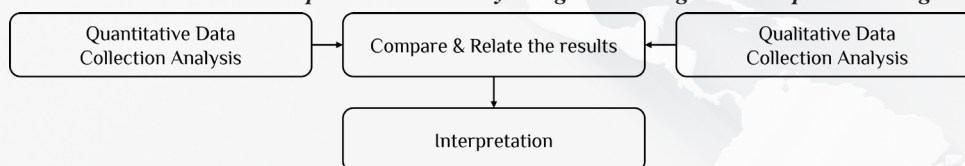
While previous studies have widely explored the effectiveness of game-based vocabulary learning (GVL) in enhancing vocabulary acquisition, most have concentrated on measurable academic outcomes such as test scores and vocabulary retention. However, there remains a limited focus on how young EFL learners in primary schools perceive GVL and how it affects their learning experience beyond academic performance. Specifically, there is a lack of research examining learners' attitudes toward GVL and its impact on key affective and cognitive factors, including competitiveness, concentration, engagement, and enjoyment. These elements play a critical role in fostering motivation, sustaining attention, and promoting active participation in the learning process. Addressing this gap is essential for developing more learner-centered and emotionally responsive instructional strategies. Therefore, this study seeks to investigate the attitudes of young EFL learners in primary school toward GVL and explore their perceptions of its effects on their vocabulary learning experience through these dimensions.

METHODS

Research design

The research used a convergent parallel mixed methods design, combining quantitative and qualitative methods to examine the attitudes towards GVL and perceived effects of GVL among young EFL learners at the primary school. The convergent parallel design is a mixed-methods approach in which the researcher collects and analyzes quantitative and qualitative data separately, and then merges the results to compare or integrate the findings (Adhikari & Timsina, 2024). A key reason for using the convergent design is its efficiency under time constraints. It allows researchers to collect both quantitative and qualitative data. It is especially useful when the researcher needs both types of data from each participant. (Creswell & Plano Clark, 2018). To achieve corroboration and validation, the researcher triangulated the methods by directly comparing the quantitative statistical results with the qualitative findings. In this study, two datasets were collected, analyzed separately, and then compared. The research process is illustrated in Figure 1.

FIGURE 1. The Research process in this study using the convergent mixed-paralled design



Research participants

The participants of this study were a group of 70 students from Grade 4 at the primary school, specifically from two classes: 4/1 and 4/2, for the academic year 2024–2025. The participants were between 9 and 10 years old. All participants had previously studied English for at least two years and followed the national curriculum using the I-learn Smart Start 4 textbook. The students came from diverse backgrounds, ensuring a representative sample of the school's population. They were taught vocabulary through games in English lessons during 8 weeks in the second semester at the primary school.

Research instruments

Two main instruments were used to gather comprehensive data: a questionnaire and semi-structured interviews. The questionnaire collected quantitative data on learners' attitudes toward game-based learning and their perceived effects of GVL. The questionnaire consists of three main parts: Part A seeks the background information of the research participants; Part B asks for participants' attitudes toward GVL. Part B includes 16 items divided into three sections: Affective attitudes (6 items), Behavioral attitudes (6 items), and Cognitive attitudes (4 items). Part C consists of 12 items, which were separated into four sections: Competitiveness (3 items), Enjoyment (3 items),

Concentration (3 items), and Engagement (3 items). All items were designed with a five-point Likert-like scale form, ranging from Strongly Disagree to Strongly Agree. Additionally, the reliability of the questionnaire was very high as its Cronbach's alpha was .88. The questionnaire was translated from English into the respondents' native language to help them in completing it without any language barriers.

The semi-structured interview was written based on the questionnaire and research purpose, and it consists of two main parts: Part 1 asks about the background of the interviewees, and Part 2 includes seven questions seeking participants' attitudes towards GVL and perceived effects of GVL. The interview questions were also translated into the interviewees' mother tongue to ensure they could express their ideas clearly without any language obstacles.

Data collection

The researcher obtained permission from the principal of the primary school and the parents of students in two Grade 4 classes to conduct the research. In the second semester, both classes were taught the same vocabulary units, incorporating GVL into the lessons. After eight weeks, the questionnaire was printed on paper and distributed to students after the game-based vocabulary learning sessions to assess their attitudes towards GVL. It took learners approximately 20 minutes to complete the questionnaire. All responses were reviewed, resulting in 70 valid responses. Regarding the semi-structured interview, the researcher selected 8 students based on criteria of diversity in proficiency, participation, and learning experience to ensure that the interviews captured a wide range of attitudes within the total group of 70 students. Each student was interviewed one by one by the teacher. The interviews were conducted in class, each interview lasted approximately 10 to 15 minutes.

Data analysis

After collecting the data, the researcher began the process of data analysis. The questionnaire was processed using SPSS software. Specifically, the quantitative data obtained from the completed questionnaires were calculated using SPSS. The researcher used descriptive statistics, including Mean (M), Standard Deviation (SD), to analyze the questionnaire data to explore young EFL learners' attitudes towards GVL. Additionally, the researcher conducted the data analysis of the semi-structured interviews. The researcher used content analysis to gain a deeper understanding of the interviews by identifying the presence of certain words that were related to concentration, competitiveness, enjoyment, and engagement in the responses. Each interview was assigned a code from S1 to S8 and was reviewed and categorized according to the objectives of the study.

Reliability and Validity of the research instrument and results

Validity

To ensure the validity of the instruments, the first version of the questionnaire and interview were designed and sent to the supervisor. Based on the supervisor's suggestions, the researcher revised or replaced the complex items. The language was simplified to match the grade four students' level. Then, the instruments were translated into Vietnamese to ensure better comprehension. In addition, the translation of the questionnaire items was also reviewed and validated by the head of the English department and colleagues at the same school. Notably, the researcher used two types of instruments: a questionnaire and semi-structured interviews conducted with student focus group interviews.

Reliability

As for the questionnaire, the items were designed using a Likert scale, which allowed students to indicate their level of agreement or disagreement with each statement. To evaluate the reliability and internal consistency of the questionnaire, the Cronbach's Alpha of the questionnaire was analyzed by using SPSS 20.0. As aforementioned, the researcher ran Cronbach's Alpha data of parts A and B. As can be seen from Table 3.6, the items used in the questionnaire for the students were so highly reliable, with their Cronbach's alpha of each component more than .700.

TABLE 1. Reliability Statistics

Part A	Cronbach's Alpha	N of Items
Affective attitudes	.754	6
Behavioral attitudes	.755	6
Cognitive attitudes	.764	4
Part B	Cronbach's Alpha	N of Items
Competitiveness	.796	3
Enjoyment	.785	3
Concentration	.708	3
Engagement	.735	3

RESULTS AND DISCUSSION

Results

Young EFL learners' attitudes towards GVL

Affective attitudes.

Table 1 shows that EFL learners had positive attitudes towards GVL, with mean scores (M) ranging from 4.29 to 4.47. In particular, games were highly appreciated in creating a relaxing learning environment (AA6: M = 4.47, SD = .68) and making vocabulary learning more fun (AA3: M = 4.43, SD = .75). In addition, other factors such as enjoying learning vocabulary through games (AA1: M = 4.37, SD = .66), reducing stress (AA2: M = 4.36, SD = .80), increasing motivation (AA4: M = 4.30, SD = .64), and making vocabulary lessons more interesting (AA5: M = 4.29, SD = .74) were also positively evaluated.

TABLE 2. Descriptive statistics of young EFL learners' affective attitudes

No.	Affective attitudes	N = 70	
		M	SD
AA1	I enjoy learning vocabulary through games.	4.37	.66
AA2	Learning vocabulary in the classroom using games can reduce my stress.	4.36	.80
AA3	GVL is a way to make learning vocabulary more fun.	4.43	.75
AA4	I am more motivated to learn vocabulary by playing games.	4.30	.64
AA5	GVL makes vocabulary lessons more interesting.	4.29	.74
AA6	GVL creates a more relaxing classroom environment.	4.47	.68

The semi-structured interview data also showed that young EFL learners had positive affective attitudes towards GVL. All respondents agreed that GVL increased enjoyment and fun in learning, were demonstrated as follows:

- "I like playing games in English classes because it makes me feel relaxed. It doesn't make me stressed like regular lessons, and I can learn without feeling nervous." (S3);
- "I like learning with games because it doesn't feel as difficult as usual studying. When I play games, I still learn. It feels easier and more fun, not too serious." (S4);
- "I like playing games when I learn vocabulary in my English classes because it is fun to play games while learning. I enjoy the activities. I think I learn better when I have a good time." (S5)

Behavioral attitudes.

Table 2 presents descriptive statistics on EFL learners' behavioral attitudes towards GVL. The results indicate that the participants responded positively to this method, with mean scores (M) ranging from 4.37 to 4.57. The desire to continue learning vocabulary through games in the future (BA3: M = 4.57, SD = .55) is the highest. In addition, GVL helped them interact more with their friends in class and participate in vocabulary learning games also have high scores (BA2 & BA6: M = 4.54, SD = .58). Additionally, wanting teachers to use games in teaching (BA4: M = 4.50, SD = .70), practicing learned knowledge (BA1: M = 4.37, SD = .68), and trying to spend more time learning vocabulary when there are games (BA5: M = 4.46, SD = .67) were also recorded.

TABLE 3. Descriptive statistics of young EFL learners' behavioral attitudes

No.	Affective Attitudes	N = 70	
		M	SD
BA1	I enjoy learning vocabulary through games	4.37	.66
BA2	Learning vocabulary in the classroom using games can reduce my stress	4.36	.80
BA3	GVL is a way to make learning vocabulary more fun	4.43	.75
BA4	I am more motivated to learn vocabulary by playing games	4.30	.64
BA5	GVL makes vocabulary lessons more interesting	4.29	.74
BA6	GVL creates a more relaxing classroom environment	4.47	.68

Along with quantitative findings, the qualitative data from the interviews indicated that EFL learners' behavioral attitudes towards GVL were very positive. All participants agreed that the game made them feel more excited and motivated in learning vocabulary. Here is some evidence collected from the participants.

- *"I like participating in vocabulary lessons through games because I want to win and collect points. It makes me try harder and pay more attention, so I can do well in the game."* (S2)
- *"I like studying vocabulary through games because I can play and learn at the same time. It's fun and I don't feel like I'm studying. I think I remember things better when I play games, and I want to study like this more in the future."* (S4)
- *"I feel really happy when I win the game. It makes me proud of myself, and I want to keep playing and learning more."* (S5)

Cognitive attitude.

As shown in Table 3, most young EFL learners believed that GVL helped learners "recall the vocabulary more effectively at the end of the lesson" (CA4: M = 4.53, SD = .61) and "learn vocabulary better when [their] teacher used games to teach vocabulary" (CA1: M = 4.44, SD = .65). Additionally, they also thought that GVL could "help [them] learn vocabulary more effectively" (CA2: M = 4.41, SD = .65) and "retain vocabulary longer" (CA4: M = 4.30, SD = .67).

TABLE 4. Descriptive statistics of young EFL learners' cognitive attitudes

No.	Cognitive Attitudes	N = 70	
		M	SD
CA1	I learn vocabulary better when my teacher uses games to teach vocabulary.	4.44	.65
CA2	GVL helps me learn vocabulary more effectively.	4.41	.65
CA3	GVL helps to retain vocabulary longer.	4.30	.67
CA4	GVL helps me recall the vocabulary more effectively at the end of the lesson.	4.53	.61

In addition, the results of qualitative data are like the results collected from the semi-structured interview with 8 students. According to them, games helped students learn and remember vocabulary more effectively. All learners said that games made memorizing vocabulary easier and more fun. In addition, the visual and audio elements in the game also played an important role, helping learners memorize vocabulary more easily. Games also created opportunities for learners to practice vocabulary. Some learners stated as follows:

- *"I remember words better when I play games. Games make the vocabulary lessons more interesting. It feels like I'm learning without trying too hard."* (S2)
- *"I can learn new words faster when I play games. The games help me practice and repeat the words, so I remember them better. It's quicker and more enjoyable."* (S3)
- *"I learn vocabulary better because the games give me more chances to practice the words. I can repeat them many times during the game, which helps me remember them and use them in different ways."* (S7)

Young EFL learners' perceived effects of GVL

Competitiveness.

Table 4 presents descriptive statistics on competition in GVL. The results showed that participants perceived increased competition in the classroom “when games [were] used in vocabulary lessons” (COM1: $M = 4.10$, $SD = .57$), especially when “games can report scores and progress” (COM2: $M = 4.21$, $SD = .59$). The strongest level of competition was recorded when participants “[attempted] to best the opponents in games” (COM3: $M = 4.41$, $SD = .65$).

TABLE 5. Descriptive statistics of competitiveness in GVL

No.	Competitiveness	N = 70	
		M	SD
COM1	English class becomes more competitive when games are used in vocabulary lessons.	4.10	.57
COM2	English class becomes more competitive because games can report scores and progress throughout the game.	4.21	.59
COM3	English class becomes competitive as participants attempt to best the opponents in games.	4.41	.65

Considering the findings from semi-structured interviews, it is found that learners' competitiveness towards GVL was quite diverse. Some learners felt competitive because they wanted to win and be the best in class. In addition, some learners felt less competitive because they just wanted to participate in games for fun or wanted to play with their friends without caring about competition.

- “When I learn vocabulary through games, I always try my hardest to get the highest score in the game. I want to be the best in the class because I feel proud when I win.” (S1)
- “I want to beat my friends when playing games, because it's fun to win, and winning makes the game more exciting. I like the feeling when I do better than my friends.” (S7)
- “I don't care about winning. I just want to have fun with my friends while we play. It's more fun when we laugh and enjoy the game together.” (S8)

Enjoyment.

It can be seen from the data in Table 4.7, the participants highly appreciated the positive impact of GVL on enjoyment in the classroom. Specifically, the participants responded that “GVL makes English classes joyful” (ENJ1: $M = 4.67$, $SD = .58$). The other two aspects, “GVL makes English classes comfortable” (ENJ2: $M = 4.56$, $SD = .63$) and “GVL makes English classes enjoyable” (ENJ3: $M = 4.56$, $SD = .65$), also received strong agreement.

TABLE 6. Descriptive statistics of enjoyment in GVL

No.	Enjoyment	N = 70	
		M	SD
ENJ1	GVL makes English classes joyful	4.67	.58
ENJ2	GVL makes English classes comfortable.	4.56	.63
ENJ3	GVL makes English classes enjoyable.	4.56	.65

Corresponding to the quantitative findings, the qualitative findings from semi-structured interviews revealed that learners enjoy learning vocabulary through games. In specific,

- “I like playing games in class. I think games make the vocabulary lesson more enjoyable. I can have fun while still learning.” (S4)
- “I enjoy learning vocabulary through games because it doesn't feel like normal studying. It feels more like playing than learning. It makes learning more comfortable.” (S1)
- “I enjoy playing games when I learn vocabulary in my English class because it's comfortable and less tiring.” (S5)

Concentration.

As shown in Table 6, the concentration level of EFL learners in GVL was clarified. To be more specific, the learners thought that GVL helped maintain learners' concentration during English class. Firstly, English class could "stimulate [their] attention through games" (CON1: M = 4.51, SD = .68) and "ensure an adequate workload by using games in vocabulary lessons" (CON3: M = 4.66, SD = .59). In addition, learners agreed that they could increase their concentration because "English class [incorporated] points and audio" in vocabulary lessons (CON2: M = 4.53, SD = .63).

TABLE 7. Descriptive statistics of concentration in GVL

No.	Concentration	N = 70	
		M	SD
CON1	English class provides content that stimulates my attention through games.	4.51	.68
CON2	English class incorporates points and audio to enhance concentration in vocabulary lessons.	4.53	.63
CON3	English class ensures an adequate workload by using games in vocabulary lessons.	4.66	.59

To supplement the quantitative data that emerged from the questionnaire, the qualitative data from the semi-structured interview were put to use. Most learners said they focused better when playing games, as well as maintained their attention for a longer time. For example,

- "I like learning with games because it is more interesting than reading or writing. The activities catch my attention and make me want to keep learning." (S1)
- "I focus more when I play games because I want to do my best to win. This helps me concentrate better on the task." (S8)
- "I can pay attention for a longer time when we play games because games make the lessons more exciting. I don't get bored, and I can stay focused longer." (S2)

Engagement.

Table 7 illustrates that participants had a high level of engagement in GVL. All factors had an average score above 4.4. To be more specific, most participants believed that they felt more engaged when "incorporating games with images, sounds, and colors" (ENG3: M = 4.61, SD = .62) and "using game elements like points to give instant feedback" (ENG1: M = 4.44, SD = .71) in English class. Besides, they were also engaged when they took part in "group activities when participating in games" (ENG2: M = 4.53, SD = .65)

TABLE 8. Descriptive statistics of engagement in GVL

No.	Engagement	N = 70	
		M	SD
ENG1	English class becomes more engaging by using game elements like points to give instant feedback.	4.44	.71
ENG2	English class promotes engagement through group activities when participating in games.	4.53	.65
ENG3	English class is more engaging when incorporating games with images, sounds, and colors.	4.61	.62

In addition to quantitative data, all 8 interviewees affirmed that integrating games into teaching helped increase interest and active participation in the classroom. To be more specific,

- "I feel very happy and excited whenever I score points in vocabulary games. Getting many points makes me feel good, and I enjoy participating every time because it makes learning so much fun." (S4)
- "I feel much more active and excited because I like the pictures and sounds in the games. When I see the images and hear the words, this makes English class more engaging. The combination of visual and audio helps me learn faster." (S5)

Discussion

The results are discussed to address the first research question regarding young EFL learners' attitudes towards GVL. Drawing from the collected data, including questionnaires and semi-structured interviews, it is evident that primary school students demonstrated positive attitudes towards GVL. These attitudes were reflected across three major components: affective, behavioral, and cognitive.

In terms of affective attitudes, young EFL learners expressed highly positive affective attitudes towards GVL. They perceived that learning vocabulary through games was enjoyable, relaxing, and fun. Most learners believed that games helped reduce stress. Moreover, they showed motivation and interest when they were taught vocabulary through games. These responses indicate that GVL made the learning process more enjoyable and helped create a relaxing classroom environment. That may be the reason why learners were more enthusiastic, attentive, and actively involved in vocabulary learning activities during GVL lessons. This is consistent with Abdulrahman & Jullian's (2020) study, which found that younger learners had positive attitudes towards the use of games in language lessons, especially regarding engagement, motivation, and vocabulary learning support.

Regarding behavioral attitudes, young EFL learners showed strong behavioral engagement and willingness to continue using GVL in the future. Many learners reported that GVL helped them practice what they had learned and promoted more interaction with their classmates during learning activities. Moreover, learners expressed a desire to continue studying vocabulary through games and wanted their teachers to incorporate games into vocabulary instruction. They also made efforts to spend more time learning vocabulary and actively participated in playing games when GVL was used. It seems that GVL increased their classroom engagement and encouraged more consistent vocabulary practice. This finding is consistent with Nguyen and Do (2023), who reported that interactive games fostered an engaging and supportive environment, helping learners find vocabulary learning both interesting and useful.

Learners perceived GVL as beneficial to their cognitive development. They believed that they could learn vocabulary better and more effectively when games were used in teaching. Moreover, they believed that games helped them retain vocabulary longer and recall it more easily by the end of the lesson. One possible explanation is that they felt more confident in remembering and using the vocabulary they had learned when games were integrated into the lesson. These findings align with Alhebshi and Gamlo (2022) who noted that learners retained vocabulary better when the game format resembled real test settings. Similarly, Vo and Nguyen (2023) reported that students felt games helped them significantly improve their vocabulary knowledge.

Additionally, the quantitative and qualitative data collectively revealed that GVL had several positive effects across four dimensions: enjoyment, concentration, engagement, and competitiveness.

Firstly, learners believed that GVL contributed to making English classes more joyful, comfortable, and enjoyable. They perceived that the use of games created a positive classroom atmosphere which enhanced their engagement in learning. This can be explained by the fact that games provided opportunities for learners to relax, have fun, and reduce classroom anxiety while they still focus on learning vocabulary. These findings are in line with Wulandari (2021), who reported that learners perceived games as a learning tool that creates a fun classroom environment. Her study also highlighted that games could make learners feel more relaxed and happier in the process of learning.

Secondly, learners believed that GVL helped stimulate their attention and maintain their concentration during vocabulary lessons. They reported that English classes provided stimulating content through games, incorporated features like points and audio to enhance engagement, and ensured an adequate workload. Learners' responses suggest that games created an interactive learning environment, which helped learners stay focused and actively involved in the vocabulary learning process. These findings suggest that GVL is effective in sustaining learners' attention, which is crucial for vocabulary retention. This result is consistent with Wang and Lieberoth (2016), who found that the use of features like points and audio in games significantly improved learners' concentration during lessons.

Thirdly, learners believed that incorporating game elements into English classes helped make the lessons more interactive, engaging, and stimulating. They perceived that using points and instant feedback through games fostered a positive learning environment, which enhanced their participation and focus. It is possibly due to games offering instant feedback, fostering collaboration through group work, and providing an immersive learning experience, which helps reduce boredom and maintain focus while learning English. These findings align with Kusumayanthi and Rusmiyati (2021), whose classroom observations showed that digital games encouraged learners to actively participate in vocabulary learning, thereby enhancing both motivation and classroom enjoyment.

Finally, learners believed that English class became more competitive when games were incorporated into vocabulary lessons. They believed that scoring and progress tracking during games enhanced the competitive spirit in the classroom. This can be explained by the fact that learners were motivated to outperform their peers as they attempted to win the games and achieve higher scores. This result is consistent with findings by Ramadan El Sayed (2022) reported that the use of competitive digital games led to higher vocabulary retention. It also suggested that competitiveness can positively influence learning outcomes.

CONCLUSION AND RECOMMENDATION

Conclusion

The results showed that young learners positively expressed three components of attitudes towards GVL: affective, cognitive, and behavioral. First and foremost, most learners expressed that GVL enhanced their interest in learning English as it was more enjoyable than the current approaches. They experienced a sense of anticipation towards GVL and felt happy when winning or making progress. GVL also eased boredom and anxiety when learners played games. Next, the cognitive attitudes of young EFL learners were captured, indicating that they considered GVL a supportive resource for vocabulary learning. It is clear that learners believed games helped improve their memory of new words and made it easier to understand their meanings. Some learners asserted that the visual and interactive features of the games enhanced their comprehension and retention of vocabulary, thereby significantly bolstering learning. Lastly, GVL helped learners actively participate in the activities, which influenced behavioral attitudes. Most learners demonstrated greater enthusiasm to learn vocabulary, as they completed assigned tasks with excitement. This showed engagement and interest in GVL.

The findings also highlighted the following perceived effects of GVL, regarding engagement, competitiveness, concentration, and enjoyment. According to the findings, participants found GVL activities engaging, which led to increased interest in vocabulary learning. They stated that they felt more involved in classroom activities and more motivated when they were taught through games. Some competitive features in GVL, like earning points or winning rounds, also enhanced the learning experience, contributed to a positive environment. Additionally, competition did not induce stress but served as a motivating factor for learners to work harder and perform better. A great number of learners mentioned that GVL aided them in concentrating. They responded that it was easier for them to concentrate during game-based activities as they had to focus on the activities in the games to achieve points or to best their components. Learners pointed out enjoyment as one of the most common answers. Due to integrating games in teaching vocabulary, they did not feel tedious, but they felt excited when taking part in vocabulary lessons. Therefore, it could make learners more willing to use new vocabulary in class, enhancing class retention.

Recommendation

This study investigated young EFL learners' attitudes towards and perceived effects of game-based vocabulary learning (GVL). Based on the findings, several pedagogical implications for teachers are suggested. Firstly, the affective attitudes of learners show that GVL makes the process of studying vocabulary more fun, less stressful, and more motivating. As a result, many learners mentioned feeling excited, joyful, and curious, which means that using games can eliminate the feeling of anxiety and increase learners' emotional comfort. Therefore,

teachers should create a positive and emotionally supportive environment for language learning, especially for young learners. Secondly, the results indicated that learners were more active, participatory, and had a better intention to learning vocabulary through games. It indicates that GVL may generate enduring interest in vocabulary learning. Thus, teachers can utilize games as motivational sources for classroom involvement as well. To be more specific, teachers can encourage cooperative learning through games. Organizing play activities in pairs or groups not only helps learners practice their communication and collaboration skills, but also provides opportunities for them to support each other and practice language in real-life situations. This can be particularly helpful for younger learners who may be able to learn better in an environment where they can engage with their fellow learners in a safe and productive learning environment. Last but not least, learners believed that GVL helped them retain vocabulary more effectively and recall words more easily, which reflects the deeper processing and reinforcement of learning that games can provide. As a result, teachers should be encouraged to select or design games that support specific learning objectives. A balance between educational content and entertainment is essential to ensure that games are not merely entertaining but also serve as effective learning aids. Teachers should also flexibly use both digital and non-digital games to accommodate a variety of learning styles and classroom facilities.

This study has certain limitations that should be addressed in further research. Firstly, although a mixed-methods design was employed to explore young learners' attitudes and perceived effects of game-based vocabulary learning (GVL), the findings were mainly derived from self-reported data collected through questionnaires and semi-structured interviews. Therefore, learners' actual vocabulary improvement was not measured directly. Concerning this issue, future researches may consider to use some additional research instruments like pre- and post-tests, classroom observation and learners' reflections to gather more comprehensive and objective data.

In addition, it is also worth noting that this study only concentrated on learners' perceptions; it is recommended for future research to investigate the attitude and experiences of teachers and parents towards the use of games for teaching vocabulary. Research on the realistic difficulties teachers encounter when using games in their teaching might result in better strategies to implement games. Additionally, comparative studies examining the effects of digital versus non-digital games, or competitive versus collaborative game formats, would offer deeper insights into which game features are most beneficial for young EFL learners.

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Reflections on Effective Teaching Strategies from the Perspective of an Intern Teacher

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INTRODUCTION

In the field of Chinese language teaching methodology, studies exploring various learning approaches in language classrooms indicate that no single teaching method is universally effective. Instead, student learning outcomes are closely tied to their motivation and autonomy in the learning process.

This study reflects my insights into effective teaching strategies and the challenge of inspiring students to engage in self-directed learning in Chinese language classrooms for English majors learning Chinese as a second foreign language. It examines these aspects through research on situational teaching methods and real-world classroom experiences gained during my internship as a teacher. My reflective journal focuses on two key areas: effective teaching strategies and the role of an inspirational teacher.

The challenges faced by the intern teachers may be similar, but addressing these challenges depends on the specific students being taught. Through this reflective teaching strategies, I aim to share my experiences as the intern teacher to support others entering the field of language teaching.

REVIEW OF THE RESEARCH PROCESS

Pre-Internship Experience

I started my career in education as an intern teacher in the Chinese Language Department at a public university, a position I've been in for six months. Even though I have taught at a language center and finished an internship at a pedagogical university while working on my thesis research, I still view myself as a novice in higher education. Throughout my internship, I helped in teaching and tutoring Chinese Language 2, a class intended for English majors studying Chinese as a second foreign language. During my graduate studies in Curriculum and Instruction, along with insights from working with seasoned lecturers, I gained a greater understanding of effective teaching methods throughout my tutoring experiences. Through examining my teaching techniques and evaluating student feedback, I discovered insightful elements of language education that transformed my views on successful teaching approaches. These findings resolved a persistent question from my earlier research and sparked many ideas for improving my teaching techniques.

Reflection on existing Models of Chinese Teaching Methods

The main objective is to allow students to communicate fluently, making ideas and feelings successful. In the course, especially for English majors studying Chinese as a second foreign language in Vietnam, skill development is generally categorized into beginner, intermediate, and advanced levels, with educational content adapted to the specific traits of each stage.

In the initial phase, the instructor's role is crucial. Educators need to evaluate students' learning environments and the advancement of their coursework to determine essential teaching priorities and individual instructional objectives (Zhou, 2003). During this stage, teachers typically guide the sharing of knowledge, helping students develop a solid base in vocabulary, pronunciation, writing, and fundamental structures. Nonetheless, this instructor-focused method, prevalent in introductory Chinese teaching, has drawbacks. 'Students who learn through conventional approaches that emphasize passive absorption of knowledge might lose control over their learning journey' (Liu Q. Xuan, 2021, P.92:93).

To tackle the issue of teaching Chinese effectively while encouraging student independence and motivation

for self-directed learning, researchers have investigated different instructional techniques, which can be grouped into three primary methods (Nguyen, 2024,P.11:13):

Instruction Focused on Form

- Highlights the organization and structure of language.
- Includes activities and exercises to enhance study skills.
- Aims to facilitate structured proficiency in the language.

Instruction Based on Communication

- Emphasizes engagement and dialogue with students.
- Incorporates various language abilities into lesson planning.
- 'Allows students to implement their knowledge in practical situations' (Liu X. Yu, 2005, P.21:23).

Learning through Experience

- Concentrates on language immersion in real-life situations.
- Promotes interaction with the language via genuine experiences.
- Employ multimedia tools to improve understanding and usage.

Every method provides unique advantages, and a successful teaching strategy frequently integrates aspects of these techniques to enhance student involvement and educational results.

However, existing research also indicates that no teaching method is especially effective. To motivate students and enhance learning outcomes, instructors must understand their learners' characteristics, adhere to essential teaching principles, and carefully consider three key factors in lesson design and delivery: what to teach, how to teach, and how to deliver content.

Review of research issues

Reflection on the Situation Teaching Method

The situational teaching method, originally developed for English language teaching, emphasizes diverse teaching strategies in lesson design. It creates contextual scenarios to introduce lesson content, engage learners, and enhance comprehension. In research on Chinese language teaching, particularly for Chinese as a second foreign language in Vietnam, scholars have widely adopted this method for classroom studies.

Previous research on the situational teaching method in Chinese language classrooms spans various formats, including oral communication, listening-speaking classes, and comprehensive courses, applied across beginner to advanced levels. Findings highlight the method's focus on context in developing lesson content and instructional design. Teachers play a critical role in creating tailored situations that stimulate learners' engagement and desire for self-expression. In the teaching process, instructors must foster both language skills and linguistic sensitivity to encourage active participation in classroom activities.

Through a case study I conducted in 2024 titled "Applying the Situational Teaching Method in Chinese Language Classes", I identified key strategies employed by instructors: utilizing gestures, images, and multimedia to introduce situations; explaining vocabulary within specific contexts to clarify usage; engaging students through interactive questioning to build communication scenarios; and incorporating games to promote oral communication (Nguyen, 2024, P.69).

Despite employing diverse methods to foster communication and support acquisition of vocabulary, sentence patterns, and conversational skills, learning outcomes remain uncertain. The main challenges in these classrooms include:

Varied Proficiency Levels: Differences in students' language proficiency impact their participation in situational activities.

Cultural Misalignment: Textbooks, primarily sourced from Taiwan or Mainland China, reflect cultural contexts unfamiliar to Vietnamese students, requiring significant time to design lessons that incorporate local cultural backgrounds for meaningful engagement.

Lesson Design Complexity: Creating flexible lessons that accommodate individual abilities and promote active learning remains a significant challenge, which cannot be fully addressed by integrating multiple teaching methods.

Insights from a Intern teacher's Classroom Experience

As I embarked on my journey as an intern teacher in the Chinese Language Department at a public university, my prior experiences, combined with observed teaching hours, prompted structured reflections on Chinese language instruction for English majors learning Chinese as a second foreign language. My insights centered on three key aspects: teaching methods, textbooks, and instructional approaches.

Firstly, beginner students face challenges with pronunciation and memorizing Chinese characters. Northern Vietnamese students often struggle with the first and fourth tones, while Southern students find the second and third tones more difficult. Secondly, as noted previously, most textbooks used in Vietnam originate from Taiwan or Mainland China. Consequently, teaching content relies heavily on these materials, which can be rigid and sometimes misaligned with the cultural backgrounds of Vietnamese learners. Thirdly, the use of illustrative resources and multimedia—such as images, videos, and audio—helps explain content and provide examples. However, while these tools capture students' short-term attention, they do not always facilitate deep understanding or flexible application of knowledge in expressing personal thoughts.

Additionally, through recorded lectures observed during my internship, I noted that teachers employ varied teaching methods but follow a common framework for skill-based subjects. This framework involves explaining new vocabulary and its Vietnamese translations, presenting sentence structures, and providing example sentences. When this process is followed, the structure and usage of Chinese are grasped by students. From that, they can communicate in common situations. However, the approach is teacher-centered, which will limit student autonomy, fostering over-reliance on instructors. If teachers provide effective guidance, students perform well; if guidance is lacking knowledge or the method is not clear, students struggle to learn independently, making the effectiveness of active and self-directed learning unpredictable.

METHOD

Research steps

This research integrates personal reflections with a literature review and practical classroom experiences to explore effective teaching strategies for Chinese as a second foreign language for English majors in Vietnam. Relevant materials were collected, synthesized, and analyzed from sources such as the Digital Library of Vietnam Ha Noi National University and the China National Knowledge Infrastructure (CNKI).

First stage of writing this reflective paper, I reviewed existing Chinese language teaching methods through a literature review and connected these findings with my experiences to identify key issues requiring clarification regarding effective teaching strategies for Chinese as a second foreign language in the classroom. Subsequently, I categorized specific challenges associated with current teaching methods based on my real-world experiences.

Second stage, with the second foreign language course, I created a teaching plan with objectives and strategies tailored to students' proficiency levels, enabling the collection of real-time classroom feedback. Third stage, I analyzed learning outcomes and student feedback, categorizing the results and linking them to the previously identified issues to address the question of how to develop an effective teaching strategy for Chinese as a second foreign language.

As the intern teacher, I engaged in deeper discussions and reflections on how novice teachers can address the challenge of building effective teaching strategies, proposing actionable recommendations for enhancing Chinese language instruction.

Research object: The extra-class that I teach

Following the course, the aspects are knowledge and attitude were observed among three student groups. There are noticeable differences as below:

Knowledge Aspect:

Group 1 (Score ≤ 7 and ≥ 5): Recognizes basic vocabulary, writes simple, low-stroke Chinese characters, and understands simple conversations.

Group 2 (Score ≥ 3.5 and < 5): Recognizes basic vocabulary in familiar contexts but struggles to write characters independently. Understand simple conversations by identifying key words.

Group 3 (Score < 3.5): Struggles to recognize vocabulary and cannot write characters independently. Can infer the meaning of basic conversations by catching key words.

Attitude Aspect:

Group 1 (Score ≤ 7 and ≥ 5): Attends class regularly, completes assignments, and actively participates in answering instructor questions.

Group 2 (Score ≥ 3.5 and < 5): Frequently arrives late, inconsistently reviews previous lessons, and participates in class only with instructor encouragement.

Group 3 (Score < 3.5): Students’ attendance in class is not consistent, they do not practice the last lessons, and they often quit after the second session.

Practical Teaching Design

Lesson distribution and specific content for Chinese as a second foreign language focus on listening, reading, repetition, and writing, as summarized in the table:

TABLE 1. Teaching Design

Lesson	Content	Description	Purpose
1	Vocab + Grammar	1. Check students' Vocab and grammar. 2. Follow topics, students are studying vocabulary and pronunciation. 3. Guide students to feel familiar with basic grammar.	1. Assess the current proficiency level of students. 2. Review vocabulary and correct pronunciation for vocabulary already learned in various subjects. 3. Start the basic Chinese grammar and sentence structures, forming a relationship with Vietnamese grammar.
2	Vocal + Listening	1. Review the vocabulary from the previous text through a sentence formation. 2. Teach listening skills based on subjects in the textbook and workbook. 3. Listening to guide techniques and testing strategies.	1. Students test to understand saffron-stand and lessons. 2. Test students listening understanding. 3. Provide listening strategy for different types of questions
3	Vocab + Grammar	1. Review grammar through sentence structure analysis. 2. Vocabulary teaching according to the subject of lesson. 3. Introduce grammar points by the subject and give examples.	1. Display performance to recognize sentences and remember new words. 2. Review vocabulary and word usage. 3. Learn new grammar points and hang their use
4	Vocal + Listening	1. Review vocabulary and grammar learned in previous lessons. 2. Practice listening and analyze sentences by the subject. 3. Summary of issues learned.	1. Test students to remember the vocabulary and apply sentences. 2. Practice listening and practicing listening strategies. 3. Review the knowledge learned through lessons so that learners can remember knowledge.

RESULTS AND DISCUSSION

Classroom Situations and Feedback

In the first session, regarding vocabulary, when students’ vocabulary was tested, their vocabulary was quite limited. Most Chinese characters could be recognized by the students if they were written in a sentence with a specific context by the instructor, but they could not be written independently when requested.¹

Regarding grammar, that only the most basic sentences memorized from Chinese Language 1 could be produced by the students. The fundamental grammar points were systematized using the most basic sentence structures in modern Chinese: the verb-predicate sentence “S + V + O” and the adjective-predicate sentence “S + Adj.” These sentences were then expanded by incorporating question words such as “who, what, where, how, and

why?”

From this teaching approach, I identified the first major issue among these students: their ability to distinguish word types when encountering new vocabulary and their unstable use of Vietnamese sentence structures. This made me reconsider whether I should connect Vietnamese and Chinese sentence structures when teaching grammar.

In the second session, I began the lesson by checking new vocabulary and sentence formation before moving on to listening exercises and answering strategies. Through the test, two main situations emerged in the class.

- Students in Groups 1 and 2 were able to form sentences but made errors in structures that differ from Vietnamese, such as using 的 and asking about time.
- Students in Group 3 could not form sentences because they were unable to write new words and did not fully remember grammatical structures.

Regarding listening, students in Groups 1 and 2 could answer correctly 2/3 of the given questions and repeat the listening content. Students in Group 3 could not repeat full sentences but managed to catch certain key words and still answered correctly 1/3 of the questions.

In the second session, I applied a sentence translation strategy and asked small questions for each part of the sentence structure. In the second session, I used a sentence translation method and asked some questions about each part of the sentence structure. I found that students took notice to grammar corrections when I used the translation method before analyzing the sentence structure. During the listening exercises, they actively shared what they heard when prompted by the instructor. This made me so proud of them and helped me see that students become more engaged when they truly understand the topic and can attend it.

In the third session, the class rolled back to learning new vocabulary and grammar. Based on the vocabulary test, there was a new word 菜, meaning “dish” or “food.” One student said they couldn’t write the word but would recognize it if the teacher provided options. I gave four choices to them for selecting: 菜, 采, 米, 採 and required the student to select the correct one. The student chose the wrong answer, but another student selected the correct one and the student asked me:

Student: “Teacher, besides 菜 for ‘dish,’ is there another word to refer to food? For instance, relates to the Chinese food, how do I say?”

Teacher: “Yes, we can also use 餐 to refer to meals, like 中餐 for Chinese food and 西餐 for Western food. But that character is difficult to write, and it’s not included in this course.”

Student: (Come to the board and write 餐) “Is this the correct way to describe it?”

Teacher: “Yes, that’s right! Well done! Hard work truly leads to progress.”

Through these sessions, I realized that the encouragement I provided in the first two sessions had a positive impact. Students became more proactive in memorizing and expanding their vocabulary, as well as actively engaging with both the instructor and their peers.

In this session, I tried to explain word meanings in detail and link to side stories to introduce the lesson, aiming to evaluate the results in the next session. In the final session, I achieved several points as below:

Firstly, related to the vocabulary test part, students largely couldn’t write newly learned words independently; they could only recognize them when the instructor wrote them. I asked why they couldn’t remember the vocabulary despite having learned and practiced writing it in previous sessions.

Their response prompted deep reflection: the words are saved in their brain as short-term memorization. This meant that if they prepared before class, they could write the words correctly. By contrast, if they didn’t review the vocabulary after class, those words essentially became “new” again. When they faced a sentence, they embarked on guessing from the situation rather than recalling the words themselves.

The second key observation also came during the vocabulary test. I was particularly impressed by one case where a student couldn't remember how to write the word 懂. At that moment, we had a short conversation:

Teacher: "Do you know what 懂 means?"

Student 1: "Yes, it means 'to understand,' but I can't write it."

Teacher: "Do you understand what 'understand' truly means? People care deeply about something, so they focus on it, and because they want to understand, they eventually do. That's why the Chinese character for 'understand' (懂) has the 忄 (heart) radical and the character 重 (meaning heavy or important). If you truly focus on learning Chinese, you will get better. If you don't, even I can't force you to improve. So, keep going!"

Student 2: "Is this the right character, teacher?"

To my surprise, Student 2 (who was also struggling to write new vocabulary on the board) had correctly written 懂. This was unexpected because in non-specialized Chinese language courses, radical meanings are usually only briefly introduced.

At that moment, I wondered: would it be feasible to teach modern Chinese by incorporating stroke structure and radical composition for non-major students? Since they are learning Chinese as a second foreign language, the expectations can't be too high, but perhaps this approach could enhance their retention and understanding.

However, there was a remarkable highlight during the grammar practice. After requiring students to reread the textbook passage and complete sentence-matching exercises in the workbook to reinforce grammar before moving on to listening practice, we encountered the sentence: “这件白的有点儿长，那件黑的有点儿贵。”

After saying the correct answer and providing a translated equivalent before summarizing the grammar, a student from Group 3—who had previously been disengaged in class—asked me a grammar-related question:

Student: "Teacher, if a sentence uses the structure 有点儿 + adjective, does it usually carry a negative connotation?"

Teacher: "What makes you think?"

Student: "According to the textbook and workbook, I realized that the structure seems to have a little issue."

Teacher: "Alright! You found it out—that's really impressive!"

That moment made me realize that if a teacher uses the right teaching approach and students are attentive to the session, they can have meaningful conclusions by themselves even before the instructor formally summarizes the lesson.

After the remedial sessions, although the students didn't show drastic improvements in proficiency, as the intern teacher, I could clearly sense an attending interest in learning Chinese and a significant increase in classroom initiative.

My Reflections on effective teaching strategies Through Real Classroom Experience

The results obtained during the Chinese tutoring process for students have provided me with valuable insights into teaching Chinese in the classroom.

First, to help students understand Chinese grammar, we must first ensure they have a sufficient vocabulary. If we teach grammar solely by analyzing sentence structures, students may grasp the structure but lack the necessary vocabulary to form their own sentences. In the process of teaching vocabulary, instructors should pay attention to word classification, usage contexts, and the corresponding Chinese character writing, rather than simply providing vocabulary with its Vietnamese equivalent. This approach will help students truly acquire vocabulary, preventing the issue of recognizing characters but being unable to naturally speak or write them.

Regarding all of the things above, a question was raised: how can we encourage students to actively dedicate time to practice, and is there a more effective way to help them remember the writing and meaning of vocabulary, especially for second-language learners?

Secondly, as regards grammar instruction, translating sentences first and then analyzing grammar through structure allows students to understand grammar more quickly due to their native language intuition. However, for sentence patterns with structures opposite to their native language or complex sentence components, students often become confused when comparing the target language with their native language. In this case, native language intuition does not necessarily help students think logically or provide a clear perspective to avoid mistakes. Instead, it can lead to more defects in usage.

This makes a question for me: when students are learning Chinese as a second foreign language, should we relate grammar explanations to their native language, or should we simply emphasize its usage in the target language and require students to apply it directly?

For students learning Chinese as a second foreign language, their study approach is often focused on merely passing the course through rote memorization rather than deeply understanding the language. So how can we help them learn Chinese effectively? This issue is closely tied to learning purpose and motivation—we need to make students feel that learning Chinese is an exploration and a necessity rather than just a matter of grades.

From my concerns about the real challenges observed in class, I also recognize some positive aspects that emerged.

During the sessions, students tend to remember Chinese characters better when they are introduced with deep meanings or when they can personally relate to them by labeling and associating them with their own experiences and surroundings.

Additionally, students interact more positively with the teacher when they feel a certain level of familiarity with the instructor. They are also more engaged in class discussions when guided through structured thinking and provided with a clear learning objective. Moreover, personalized encouragement—acknowledging individual efforts rather than giving generic praise to the whole class—proves to be more effective.

I realize that my students have a strong desire to be understood and to have their abilities recognized by their teacher compared to their peers.

Furthermore, during skill reinforcement exercises, if the instructor creates clear situations with a specific context, students can independently think through and analyze the scenario along with the appropriate expressions needed. This allows learners to anchor their understanding before the instructor finalizes the key takeaways.

It is evident that in the teaching process, instructors should avoid doing the work for students or rushing to provide detailed instructions on vocabulary and grammar points. Students are fully capable of figuring these out on their own.

CONCLUSION AND RECOMMENDATION

My internship as a teacher has provided invaluable insights into educational styles and effective teaching methods in Chinese language education. Observing experienced teachers and gaining experience on hands in a supplement Chinese course helps me refine my own teaching attitude.

First, the objectives of connection and learning: I have felt that teaching should not only focus on knowledge transfer but also pay attention to understanding and addressing students' learning needs. Establishing meaningful connections with students and determining the obvious, level-appropriate learning objectives can promote internal motivation to learn, beyond obtaining good grades only.

Second, material design and teaching strategies: When teaching Chinese as a second language, it is important to balance the vocabulary and grammar instructions. Emphasis should be laid on relevant use rather than excessive sentence translation or elaborate grammatical analysis.

Third, developing linguistic thinking on completion of work: Effective conditional teaching using visual aids,

video, music, or interactive games to attract students. These demands creating an environment where students feel valued and actively contribute to knowledge-making. This approach encourages independent skill development rather than completion of passive tasks.

Finally, I inspire fellow teachers to teach Chinese as a shared learning journey with my students, instead of imparting knowledge only. Currently, avoid getting out of anxiety for those who are running or preparing for their teaching internships, which students cannot understand—that makes them confused. Thus, we should motivate them to make conclusions by themselves. To sum up, I prefer to make learning meaningful and accessible to everyone.

FOOTNOTE

¹ Liu.q.Xuan.(2021), chapter 2, to indicate that the traditional method will be become passive method to students in the class.

² Liu.x.Yu(2005), chapter 2, to be clearly for the subject: “Instruction Based on Communication”

³ Nguyen Dieu Anh (2024), chapter 2, from author’s perspective that related to the previous research on the Teaching method and Teaching strategy .

⁴ Zhoumei(2010), chapter 2, to describe for the content “Reflection on existing Models of Chinese Teaching Methods”

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Vietnamese Learners' Difficulties in Perceiving Chinese Phonetics at the Beginner Level

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INTRODUCTION

Amid the increasing economic, trade, and cultural exchanges between Vietnam and China, the number of Vietnamese learners studying Chinese has grown significantly. Among these learners, beginners constitute a substantial proportion, forming the foundation of Chinese language education in Vietnam. However, many beginners experience considerable difficulties in perceiving and distinguishing Chinese phonetics, directly impacting their basic listening, comprehension, and communication skills. Consequently, researching the difficulties encountered by Vietnamese learners of Chinese at beginner level in the process of acquiring Chinese phonetic perception is of significant theoretical and practical importance.

In practical linguistic interactions, the accurate perception and comprehension of the Chinese phonetic system is essential for effective communication. Thus, listening skills are not only one of the foundational skills prioritized during Chinese language learning but also constitute the core of communicative competence in Chinese. Within listening instruction, apart from vocabulary and grammar, phoneme perception ability is a critical objective, as it underpins the efficient execution of the “phoneme reception–information processing–judgment” process. Numerous studies indicate that learners’ difficulties primarily occur in the “perception” stage of the “perception–analysis–application” chain, manifesting specifically as challenges in syllable segmentation, syllable discrimination, and semantic encoding.

Based on a comparative analysis of Chinese and Vietnamese phonetics and applying theoretical models of listening comprehension, this study investigates the difficulties beginner learners encounter in perceiving Chinese phonetics, identifies underlying causes and proposes appropriate pedagogical and learning strategies aimed at supporting beginners in enhancing their phonetic perception abilities.

LITERATURE REVIEW

Chinese Syllable Structure and Complexity

The number of syllables in Mandarin Chinese has been subject to scholarly debate, with various studies yielding differing results. Jin, H. (1993, 1995) contends that such variation arises from differing statistical criteria and methods applied by researchers. These discrepancies are often influenced by factors such as dialectal interference, onomatopoeic expressions, interjections, and syllables with neutral tones. Based on strict statistical standards and the inclusion of meaningful, tonal syllables, Jin estimates that Mandarin contains approximately 1,200 syllables in total, with over 400 being considered basic syllables.

Tang, Y. (1995) classifies Mandarin phonology into five major components: initials (consonants), finals (vowels), tones, syllables, and Pinyin. He identifies over 1,300 tonal syllables and 410 basic syllables, noting that the most frequently used include *de*, *yī*, *shì*, *zài*, *bù*, *le*, *yǒu*, *hé*, *rén*, and *zhè*. Furthermore, the basic syllables with the widest lexical distribution include *yī*, *jī*, *xī*, *fū*, *qī*, *lǐ*, *jiàn*, *wéi*, *ju*, and *bì*. Tang also observes that while each character typically corresponds to one syllable, disyllabic words more often carry semantic meaning, which complicates syllable-level differentiation in real-time comprehension.

Su, X., & Lin, J. (2005, 2006) conducted a statistical analysis of the *Xiandai Hanyu Cidian* (Modern Chinese Dictionary), revealing that it contains between 1,257 and 1,298 tonal syllables and between 414 and 418 non-tonal syllables, depending on whether strict or broad criteria are applied. They suggest that a more comprehensive analysis of Mandarin syllables should include historical syllables, dialectal variation, and lexical monosyllables.

Xu, C. (2007) compared syllable inventories across five editions of the *Xiandai Hanyu Cidian* (1978, 1983, 1996, 2002, and 2005). He found 15 differences, mostly attributable to the inclusion or exclusion of particles, interjections, and dialectal expressions. Xu concludes that, excluding syllables with neutral tones, Mandarin contains approximately 1,205 tonal syllables and 409 syllable forms without tone. He emphasizes that the *Xiandai Hanyu Cidian* reflects not only standard Mandarin but also regional and literary usages, although the overall variation between editions is minimal.

Zhang, Y., & Lin, J. (2011), using data from the National Language Committee's Large-Scale Modern Chinese Balanced Corpus, report that Mandarin contains 1,319 tonal syllables and 400 non-tonal syllables in the context of language instruction in Hong Kong. These differences in reported syllable counts may stem from varying criteria—such as distinctions between full syllables, basic syllables, and phonetic forms—as well as methodological differences in statistical calculation and corpus selection.

Despite these discrepancies, there is general scholarly consensus that Mandarin comprises over 400 basic syllables, formed systematically by combining 21 initials and 37 finals according to specific phonotactic principles.

Cross-linguistic Comparison: Chinese vs. Vietnamese

Chinese belongs to the Sino-Tibetan language family, whereas Vietnamese is a member of the Austroasiatic family. Although the two languages are not genetically related, both are tonal languages. In both systems, syllables function as basic phonological and semantic units, each typically comprising three components: an initial, a final, and a tone. According to phonological analyses, Vietnamese features 22 consonantal initials, 183 finals (including glides, main vowels, and codas), and six tones: level, falling-rising, rising, dipping, high-rising, and heavy.

Chen, X. (2011) noted that Vietnamese has a larger inventory of initials, finals, and tones compared to Chinese, yet Mandarin exhibits greater diversity in syllable structure. Similarly, Tran, T. T. T. (2021) examined 403 Mandarin syllables listed in the *Xiandai Hanyu Cidian* and their Vietnamese equivalents. She observed that vowels serve as the syllabic nucleus in both languages, and that a typical syllable consists of at least a vowel and a tone. Furthermore, a syllable in either language may contain up to two consonants—one in the onset and one in the coda—but never consonant clusters. Consonants must co-occur with vowels, and the overall number of structural elements per syllable does not exceed four.

In summary, while both Chinese and Vietnamese share a tripartite syllable structure—initial, final, and tone—Vietnamese syllables are generally more complex in terms of finals due to the inclusion of glides and also possess a greater tonal inventory than their Mandarin counterparts.

Speech Perception and Cognitive Factors

Speech perception refers to the auditory processing of spoken language. Wang, Y. (2001), Dai, X. (2016), Wang, H. (2018) suggest that Chinese language learners from different linguistic backgrounds display significant variation in the perception and cognitive processing of Mandarin speech sounds. These differences are evident not only in the perception of vowels and consonants but are particularly pronounced in tone recognition and processing. Learners' native language backgrounds, learning stages, and proficiency levels significantly affect both the accuracy and strategies employed in phonetic perception. Lv, H. (2014), An, R., & Zhang, S. (2006, 2007), Wu, F. (2016), Kang, X., & Wu, H. (2021) has highlighted the inherent complexity of Chinese speech perception, posing substantial challenges to learners. This underscores the necessity for explicit instructional goals and methods aimed at enhancing phonetic perception in Chinese language education.

Anderson's Listening Comprehension Model

According to Anderson, J. R. (1996), the process of listening comprehension consists of three closely related and recursive stages: perception, parsing (analysis), and utilization (application).

Numerous researchers have adopted Anderson's three-stage model to investigate common difficulties encountered during listening comprehension, many of whom agree that challenges are most prominent during the perception stage. Jiang, W. (2006) argued that these difficulties primarily occur during syllable perception and are closely associated with word recognition and attention. During the parsing and application stages, a frequently reported issue is the listener's inability to grasp the speaker's intended message, often due to limited memory and inferential capacity. Therefore, effective training methods for listening and memory are needed, as well as appropriate resources to expand learners' vocabulary. Wang, Y. (2008) identified perceptual challenges as stemming from problems with sound recognition (e.g., speech rate, rhythm), lexical activation, and attentional focus. Parsing difficulties, on the other hand, were linked to limitations in information processing, memory capacity, and inferencing ability, while problems in the application stage were associated with the absence of visual imagery to support comprehension. Sun, L., & Li, J. (2008), using college-level English majors as subjects, concluded that difficulties in English listening comprehension are mainly concentrated in the perception stage. Hu, X. (2009), through listening tests and cognitive psychological analysis, also found that difficulties appear across all three stages but are most acute during perception. She emphasized that psychological and emotional factors significantly affect listening comprehension performance. Zeng, Y. (2009) suggested that the main difficulties occur during the cognitive stage and include issues such as speech rate, mismatch between spoken and written forms, unfamiliar vocabulary, omissions, nervousness, sentence complexity, and background knowledge. Yan, H., Li, Y., & Liu, H. (2016) also pointed to the cognitive stage as the most challenging. Their research emphasized phonological knowledge, vocabulary, and input type as key variables at the perception stage; the role of working memory in the parsing stage; and background knowledge in the application stage. Zheng, X. (2017) identified five major perceptual problems in listening comprehension: unrecognized familiar words, inability to extract useful information despite word recognition, excessive speech speed, lack of focus or hyper-focus, and rapid forgetting of just-heard content.

However, some scholars argue that the main difficulties lie in the parsing stage. Zhang, Z., Lv, L., & Tan, X. (2010), in analyzing the relationship between language proficiency and difficulty in English listening comprehension, concluded that challenges for low-proficiency learners are mostly perceptual, whereas more advanced learners struggle primarily during parsing. Zhu, Z., & Fan, K. (2001) explored the complex mechanisms involved in listening comprehension and its use, categorizing listening skills into lower-level auditory skills and higher-order cognitive skills. From the perspective of communicative listening ability assessment, and in alignment with the Hanyu Shuiping Kaoshi (HSK) testing framework, they proposed a cognitive model of listening comprehension that supports more accurate assessment and training of listening skills.

In summary, most studies have applied Anderson's three-stage model, with a broad consensus that listening comprehension difficulties are primarily concentrated in the cognitive (perception) stage, while challenges in the parsing and application stages tend to be less pronounced.

METHODOLOGY

Participants

33 Vietnamese learners of Chinese at beginner level participated in the study, regardless of age or gender. All were active language learners using Chinese for study, work, or everyday communication. Proficiency levels were categorized according to HSK levels (HSK1–HSK3), the most widely recognized Chinese language proficiency standard globally.

Instrument Design

A two-part questionnaire was developed:

- Part I: Demographic and language background (e.g., years of learning, proficiency level, learning environment).
- Part II: Phonetic perception tasks involving syllables, initials, finals, and tones.

The survey was administered via Google Forms. Audio prompts were recorded by a certified native Mandarin speaker and embedded as clickable links.

Task Description

- Syllables (20 items): Identify correct pinyin of multi-syllabic words.
- Initials (15 items): Listen and input initial consonants.
- Finals (15 items): Identify final vowels.
- Tones (15 items): Choose the correct tone via multiple choice.

Minor pinyin spelling errors (e.g., misplaced tone marks) were not penalized if comprehension was evident.

TABLE 1. Survey Results on Learning Duration and Proficiency Level

Question	Option	Number of Participants	Percentage
What is your current HSK level?	HSK1	9	27.3%
	HSK2	10	30.3%
	HSK3	14	42.4%

RESULTS

Analysis of Phonetic Perception by Proficiency Level

This section presents a comparative analysis of learners at HSK1, HSK2, and HSK3 levels, focusing on four phonological dimensions: initials, finals, tones, and syllables.

TABLE 2. Phonetic Perception Errors of HSK1-Level Learners

Task Type	Students								
	①	②	③	④	⑤	⑥	⑦	⑧	⑨
Initials (15 items)	7	12	11	8	1	2	0	4	0
Finals (15 items)	10	14	12	6	4	3	3	4	4
Tones (15 items)	4	13	8	6	0	0	1	0	0
Syllables (20 items)	19	19	20	18	7	12	9	10	4

TABLE 3. Phonetic Perception Errors of HSK2-Level Learners

Task Type	Students									
	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
Initials (15 items)	6	6	8	12	11	8	8	4	1	1
Finals (15 items)	7	8	8	6	6	11	10	9	5	6
Tones (15 items)	0	8	7	9	0	1	5	9	0	4
Syllables (20 items)	14	18	18	19	13	18	17	14	9	10

TABLE 4. Phonetic Perception Errors of HSK3-Level Learners

Task Type	Students													
	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭
Initials (15 items)	7	6	12	9	8	5	6	4	9	1	5	4	9	1
Finals (15 items)	5	7	12	8	11	3	5	5	5	2	6	7	7	2
Tones (15 items)	1	2	14	7	0	0	1	5	9	2	5	7	5	3
Syllables (20 items)	16	16	19	19	13	11	14	14	16	10	19	15	16	11

Data presented in Tables 2, 3, and 4 reveal a consistent pattern in the phonetic perception performance of Vietnamese learners of Chinese at beginner level across HSK1, HSK2, and HSK3: syllables emerge as the most challenging phonological component, followed by finals and initials, while tones are generally perceived with greater accuracy, particularly among more proficient learners.

HSK1 learners exhibited the highest error rates across all categories, particularly in syllables—where one learner failed completely—and in finals. Only a few learners showed basic accuracy with initials and tones, indicating limited exposure and undeveloped phonological awareness.

HSK2 learners performed better overall, but still struggled with syllable perception. Finals and initials had similar error rates, while tone recognition showed marked improvement, with some learners achieving perfect scores.

HSK3 learners demonstrated increased accuracy, particularly in tone and initial perception. However, syllables remained problematic, with multiple learners making more than 75% errors. The persistent difficulties in syllable formation reflect challenges in integrating phonetic elements into coherent auditory units.

Overall, the findings highlight that syllable-level processing remains the primary phonological barrier for Vietnamese learners of Chinese at beginner level, and targeted pedagogical strategies are necessary to address this issue.

Analysis of Different Question Types

The four phonological dimensions examined in this study include initial consonants, finals (rhymes), tones, and syllables.

(1) Perception of Initial Consonants

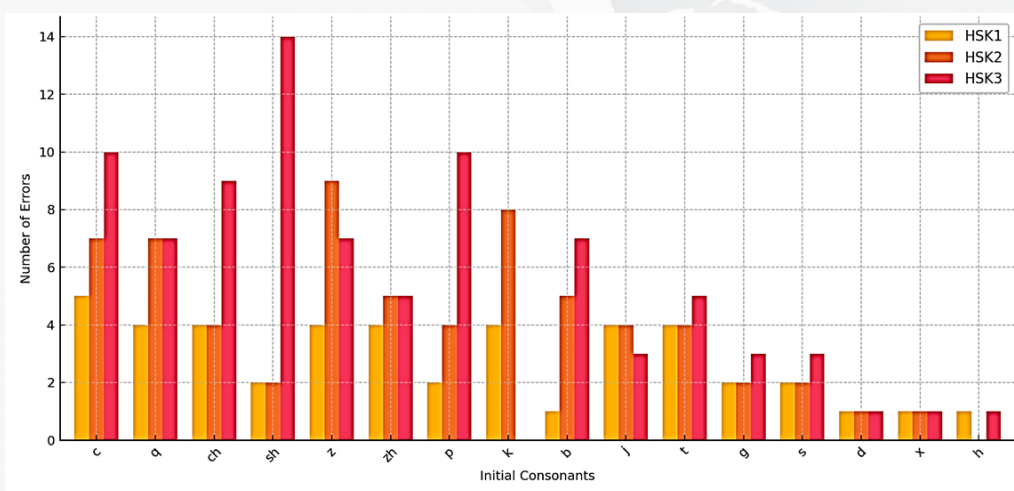


FIGURE 1. Errors in the Perception of Initial Consonants

Figure 1 shows that affricated and aspirated consonants such as /c/, /q/, /ch/, /zh/, /z/, /p/, and /t/ yielded the highest error rates across all levels. These segments, absent in Vietnamese phonology, pose a significant challenge for accurate auditory discrimination. Although learners at the HSK2 and HSK3 levels exhibited improved performance, confusion with these complex onsets persisted, suggesting the need for targeted auditory training and articulatory instruction.

(2) Perception of Finals

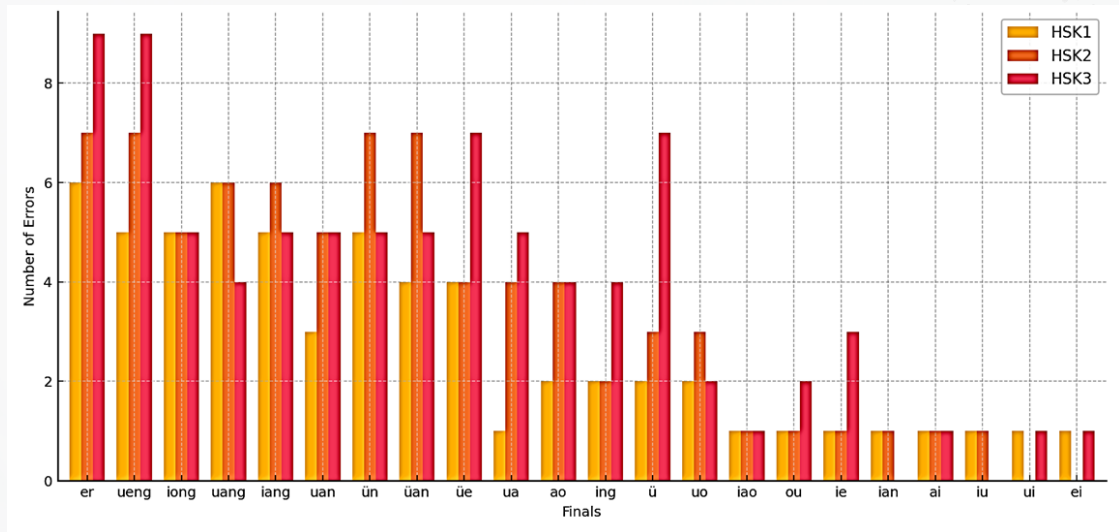


FIGURE 2. Errors in the Perception of Finals

As demonstrated in Figure 2, learners struggled most with retroflex and compound nasal finals, including /er/, /ü/, /üe/, /ün/, /ueng/, /uan/, and /iang/. These sounds often lack direct equivalents in Vietnamese, which increases their perceptual difficulty. While learners at higher levels (e.g., HSK3) showed greater accuracy with simpler finals such as /ian/ and /iu/, complex nasalized or high-front rounded vowels remained consistently error-prone.

(3) Perception of Tones

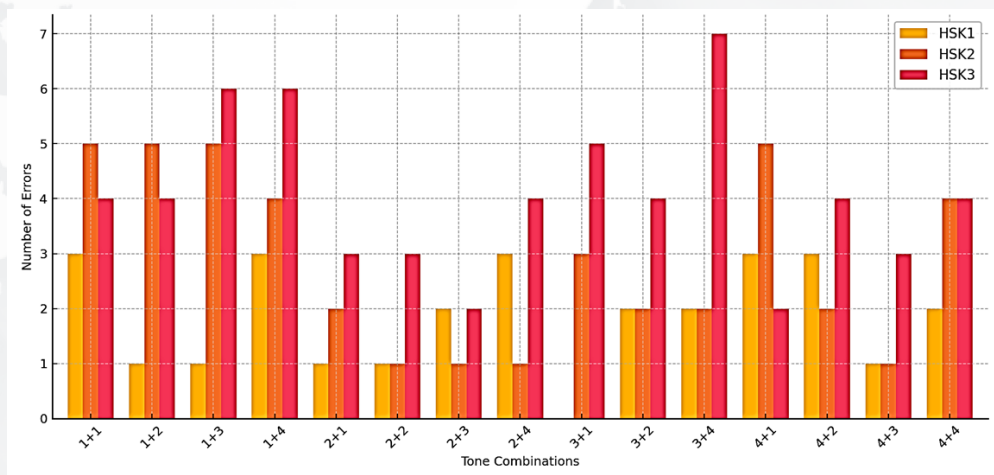


FIGURE 3. Errors in the Perception of Tones

Figure 3 reveals common errors in distinguishing tone combinations such as Tone 1 + Tone 3, Tone 3 + Tone 4, and Tone 4 + Tone 4. Despite overall improvement among more advanced learners, tonal pairs involving abrupt pitch changes (e.g., Tone 4) continue to present perceptual challenges. These findings align with cross-linguistic tonal differences between Mandarin and Vietnamese, particularly in pitch height and contour complexity.

(4) Perception of Syllables

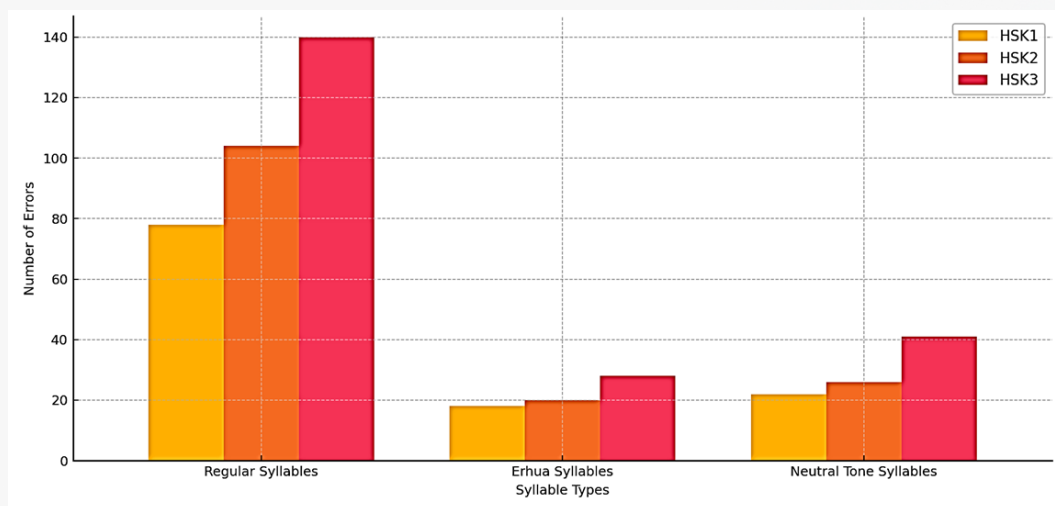


FIGURE 4. Errors in the Perception of Syllables

Figure 4 indicates that syllables containing erhua (retroflex suffixation) and neutral tones were the most error-prone, with all groups showing extremely high error rates. Even HSK3 learners made 41 out of 42 errors in neutral-tone syllables. Regular syllables were better perceived but still exhibited a substantial number of errors, especially among lower-level learners. These results underscore the cognitive complexity of integrating initials, finals, and tones into a unified syllable, particularly when suprasegmental features are involved.

As illustrated in Figures 1 through 4, the data reveal the primary phonological challenges encountered by Vietnamese learners of Chinese at beginner level across HSK1, HSK2, and HSK3 proficiency levels. While a general decline in error rates is evident as proficiency increases, certain phonetic segments—such as affricated initials, diphthongal and nasalized finals, complex tone combinations, and syllables containing suprasegmental or morphophonemic features (e.g., erhua, neutral tones)—remain consistently difficult across all levels. Notably, syllable-level perception emerges as the most persistent area of difficulty. These findings underscore the cognitive demands of integrating multiple phonological components and highlight the need for pedagogical interventions that explicitly target L1–L2 phonetic contrasts. Effective instructional design should emphasize auditory discrimination through structured, repetitive input and promote phonological awareness to facilitate accurate perception and production in the early stages of acquisition.

DISCUSSION

This study reveals that beginning-level Vietnamese learners of Chinese face persistent difficulties in perceiving phonetic elements, notably initials, finals, tones, and syllables. The findings align with Anderson's (1996) three-stage listening comprehension model, which emphasizes the perception phase as a fundamental bottleneck in L2 auditory processing. Consistent with prior research (Jiang, W., 2006; Hu, X., 2009; Yan, H., Li, Y., & Liu, H., 2016; Zheng, X., 2017) our results indicate that learners' perceptual challenges mainly arise during the initial processing of phonological input, particularly in syllable and segmental discrimination.

The data reveal that learners' struggles with affricated and aspirated initials—/c/, /q/, /ch/, /zh/, /z/, and /sh/—are not merely surface-level errors but reflect deeper phonological restructuring challenges. According to Chen, X. (2011) and Tran, T. T. T. (2021), the absence of these consonantal categories in Vietnamese phonology means learners must develop entirely novel phonemic representations. This process implicates both auditory discrimination mechanisms and articulatory motor learning, as learners attempt to reconcile conflicting L1 phonological templates with the novel L2 input. Such demands increase cognitive load Wang, Y. (2008), particularly in the early perceptual stage where limited working memory and attentional resources constrain the formation of stable phonetic categories (Zhang, Z., Lv, L., & Tan, X., 2010).

Finals pose a similarly intricate challenge. The frequent misperception of retroflex finals (/er/) and nasal

codas (/ueng/, /uang/, /iang/, /üan/) aligns with Wu, F. (2016) findings that these articulatory features, rare or absent in Vietnamese, require sophisticated auditory and articulatory adaptation. From a phonological perspective, this difficulty stems from the learners' need to encode both segmental and suprasegmental information, with nasal codas adding an additional layer of complexity due to their acoustic subtlety and coarticulatory variability. The mismatch in vowel inventories across the two languages exacerbates this issue, demanding not only perceptual but also phonetic flexibility (Chen, X., 2011).

Tone perception emerges as a particularly salient domain of difficulty despite Vietnamese being a tonal language. The disjunction between the tonal systems—most notably in pitch height, contour complexity, and tone sandhi phenomena—challenges learners' auditory processing and cognitive categorization (Wang, Y., 2008; Zheng, X., 2017). Mandarin's extensive use of pitch range and dynamic contour shifts, especially in tone combinations such as Tone 1 + Tone 4 and Tone 3 + Tone 4, contrasts sharply with Vietnamese's comparatively limited tonal contrasts and pitch modulation (Zhang, Z., Lv, L., & Tan, X., 2010). This cross-linguistic divergence results in frequent misclassification and blurred tonal boundaries, impeding lexical access and comprehension.

Moreover, the integration of these phonological elements into coherent syllables encapsulates a higher-order cognitive operation. The study's findings highlight persistent difficulties with syllables exhibiting erhua and neutral tone characteristics, which are morphophonemically complex and require learners to process tonal and segmental information simultaneously. This concurs with Anderson's (1996) assertion that perception is not a discrete event but an iterative, integrative cognitive function. The suprasegmental features present additional perceptual demands due to their variable acoustic cues and context-dependent realizations, posing an advanced challenge that transcends simple phoneme recognition (Zheng, X., 2017).

From a second language acquisition standpoint, these results underscore the profound impact of L1 transfer effects and phonological distance between the native and target languages. Vietnamese learners' difficulty in discriminating phonemes absent from their L1 inventory and in processing unfamiliar suprasegmental features validates the cross-linguistic influence theory and highlights the necessity for explicit contrastive phonetics instruction. Pedagogical models must therefore incorporate targeted auditory discrimination training, leveraging multimodal resources such as acoustic visualization and immersive listening to scaffold learners' perceptual development (Hu, X., 2009; Yan, H., Li, Y., & Liu, H., 2016).

Furthermore, the study implicates working memory capacity, attentional control, and metacognitive listening strategies as mediating factors in successful phonetic perception. In summary, this investigation substantiates the intricate interplay between phonetic complexity, L1 phonological transfer, and cognitive processing constraints in shaping beginning Vietnamese learners' perception of Chinese.

CONCLUSION

This study examined phonetic perception difficulties among Vietnamese learners of Chinese at beginner level, focusing on initials, finals, tones, and syllables. The findings indicate that affricates, aspirated sounds, complex finals, and tonal distinctions remain challenging, particularly due to cross-linguistic differences and limited exposure. Syllable-level integration emerged as the most difficult area across all proficiency levels.

Effective teaching should integrate contrastive phonetics, listening-pronunciation training, and learner-specific strategies. Learners are encouraged to enhance metacognitive awareness and engage in regular auditory practice. These insights offer practical implications for curriculum design and contribute to second language phonological acquisition research.

Future research should adopt longitudinal or experimental designs to evaluate instructional interventions and track learner progress. Investigating individual learner variables (e.g., motivation, auditory skills) and sociolinguistic factors (e.g., learning context) would provide deeper insight. Cross-linguistic comparisons with learners from other language backgrounds may also enrich our understanding of L1 influence in tonal language acquisition.

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Ethical and Responsible AI: Frameworks and Challenges in Interdisciplinary Scientific Research

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INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has ushered in a new era of transformative possibilities in interdisciplinary scientific research, leading to unprecedented breakthroughs in how researchers' approach and tackle the complex challenges of the 21st century. Over the past decade, AI has evolved from being an experimental technology confined to laboratory settings into an indispensable tool in research, fundamentally altering scientific methodologies across various disciplines. This revolution has been driven by significant improvements in computational power, data storage capabilities, and AI algorithms, enabling researchers to process and analyze vast datasets with unparalleled speed and accuracy. Notably, the advent of deep learning models has achieved remarkable success in detecting intricate patterns that traditional statistical methods could not uncover, paving the way for entirely new lines of inquiry and challenging long-established assumptions across scientific fields.

Deep learning, machine learning, and natural language processing models are now widely applied across a broad spectrum of scientific research, ranging from fundamental studies to practical applications. For example, in environmental science, AI models are aiding in climate change monitoring, extreme weather forecasting, and resource optimization through satellite data analysis and environmental sensors. Physicists are leveraging AI to analyze data from particle accelerators, helping to discover new elementary particles and test complex physical theories. Meanwhile, astronomers are applying AI to search for and classify galaxies from the massive datasets collected by telescopes. The convergence of AI with these diverse research fields has created new interdisciplinary spaces, where scientists from varied expertise collaborate to address complex challenges that no single discipline could solve alone.

AI not only broadens the scope of research questions that scientists can pose but also fundamentally transforms the way research is conducted. Researchers are increasingly utilizing AI to automate laboratory experiments, from designing and optimizing experiments to analyzing results, significantly reducing the time and resources required. In many fields, AI supports the hypothesis generation process, suggesting new theories based on data analysis that might be overlooked by human researchers. Advanced language models are assisting scientists in synthesizing and evaluating scientific literature, helping them stay current with the growing volume of academic publications. AI is even being used to simulate complex and expensive experiments that are impractical in the real world, opening new possibilities for theoretical science. With the continuous advancement of AI algorithms and computational capacity, the potential of AI to accelerate scientific discovery remains immense, promising a new era of innovation and progress in interdisciplinary research.

However, alongside these extraordinary advancements, the application of AI in interdisciplinary scientific research raises urgent ethical and responsibility concerns. As AI becomes increasingly prevalent within the scientific community, concerns about the integrity and reliability of research are becoming more pronounced. Intellectual property issues and contributions raise questions about whether AI models should be recognized as co-authors when they make substantial contributions to the research process. Additionally, data privacy issues are becoming more complex as researchers use sensitive data to train AI algorithms, particularly in studies involving health data or personal information. Bias in AI is also a growing concern, as algorithms can unintentionally amplify existing societal

biases when trained on datasets that lack representativeness or contain implicit biases. This is particularly critical in interdisciplinary research where data from multiple sources are integrated, amplifying the risks of bias and inequity.

In this context, ethical guidelines from research organizations, professional bodies, academic journals, and government regulatory agencies are still emerging and remain limited. Unlike other applied fields of AI such as clinical healthcare or automated systems, AI usage in scientific research lacks a universally accepted, comprehensive ethical framework. Traditional research ethics committees often lack the expertise to fully assess the risks and impacts of AI use in research projects. Furthermore, the fragmentation of guidelines across different fields and countries creates challenges in establishing consistent ethical standards for interdisciplinary research. Existing guidelines often focus on specific aspects such as algorithmic transparency or data management, without providing a comprehensive ethical framework for the entire AI research lifecycle.

This paper aims to analyze the ethical and responsibility dimensions in the application of AI to interdisciplinary scientific research, with a focus on core ethical principles and challenges in deploying AI responsibly. The study's objective is to propose a comprehensive ethical and responsibility framework to guide interdisciplinary researchers in using AI in an ethical, effective manner that aligns with societal values.

This research employs a documentary analysis combined with a synthesis of existing studies to explore the ethical and responsibility concerns surrounding AI's application in interdisciplinary scientific research. This method is chosen as it enables a thorough synthesis of existing literature on the topic and helps identify emerging trends, challenges, and potential solutions.

Data for this paper were gathered from various sources, including: (i) the latest ethical guidelines (2024 - 2025) on AI use in research, (ii) academic papers on AI ethics and interdisciplinary research, (iii) reports and documents from conferences on AI ethics in research, and (iv) case studies of ethical AI deployment in various scientific research contexts.

THEORETICAL BASIS AND LITERATURE REVIEW

The application of Artificial Intelligence (AI) in interdisciplinary scientific research presents a powerful tool for advancing discovery, yet it also introduces ethical challenges that demand careful consideration. This section explores the theoretical foundations and literature surrounding AI ethics in interdisciplinary research, focusing on key ethical principles, challenges, and recommendations.

Theoretical Foundations of AI Ethics in Interdisciplinary Research

The theoretical basis for AI ethics in interdisciplinary research stems from the intersection of technology, law, and social sciences. AI systems, with their capacity to process vast amounts of data and identify patterns, have revolutionized various scientific fields, from healthcare to environmental science. However, their implementation raises critical ethical concerns about fairness, privacy, accountability, and transparency. These concerns are compounded in interdisciplinary settings, where the integration of AI across multiple domains can result in diverse ethical expectations and interpretations.

AI ethics as a discipline draws heavily from ethical theories such as deontological ethics, which emphasizes duties and rights, and utilitarianism, which focuses on outcomes and the greater good. In the context of interdisciplinary research, these ethical frameworks must be adapted to address the specific challenges posed by AI technologies. For example, while deontological ethics might stress the right to privacy, utilitarianism may justify the use of personal data if it leads to significant societal benefits. Thus, a balanced approach that considers both individual rights and societal benefits is essential in guiding AI use in research.

Key Ethical Principles in AI Research

The ethical principles guiding AI research are well-established but need to be tailored to interdisciplinary research contexts. Transparency, fairness, accountability, and human oversight are foundational to the responsible deployment of AI technologies.

- Transparency refers to the clarity with which AI systems' functions, decision-making processes, and data usage are disclosed to stakeholders. In interdisciplinary research, where expertise across fields varies, ensuring transparency helps mitigate misunderstandings and fosters trust in AI systems.
- Fairness ensures that AI systems do not exacerbate existing biases or inequalities. In interdisciplinary settings, fairness is particularly critical as data may come from various disciplines with different standards for equity and representation. Biases in AI can perpetuate or even magnify social disparities, especially in fields like healthcare, criminal justice, and education.
- Accountability demands that those who develop and deploy AI systems take responsibility for their outcomes. This is especially relevant in interdisciplinary research, where different stakeholders may share responsibility for AI projects. Clear accountability mechanisms must be established to prevent harmful consequences, such as data misuse or unethical applications of AI.
- Human oversight is vital to ensure that AI decisions are not made autonomously in critical areas, particularly in research that impacts human lives. This principle underscores the need for a regulatory framework that allows human experts to intervene in AI-driven processes when necessary.

Literature Review on Ethical Challenges in AI-Driven Research

A growing body of literature has highlighted several challenges in applying AI ethically across interdisciplinary research projects. Key studies emphasize the complexity of AI systems, which are often based on advanced algorithms that are difficult to understand, even for experts in the field. This complexity leads to the challenge of ensuring that interdisciplinary researchers - especially those without a background in AI - can properly evaluate and use AI tools responsibly.

Research by Wang, J., Mao, W., and Wenjie, W. (2023) on the socio-political and legal dimensions of AI ethics identifies privacy, data governance, bias, discrimination, and job displacement as pressing ethical issues. The authors argue for the need to establish clear ethical guidelines to govern AI development and deployment, particularly in sectors where AI has significant societal impacts.

In a similar vein, Huriye, A. Z. (2023) emphasizes the ethical concerns of bias, privacy, accountability, and transparency in AI technologies. The study also highlights the importance of collaborative efforts among policymakers, researchers, and local communities to create ethical guidelines that reflect the cultural, political, and economic contexts of AI applications.

Furthermore, Khadake, V. (2024) in their work on responsible AI development stresses the importance of human-centered values and safety in AI research. The author calls for the development of AI systems that prioritize human rights and safety, proposing frameworks that include ongoing assessments of potential risks and harms.

One of the critical themes emerging from literature is the challenge of integrating interdisciplinary perspectives into AI research. Willem et al. (2024) introduce the concept of "Embedded Ethics" as an approach to incorporating ethical and social issues into AI research, specifically in healthcare, and suggest that this method can be applied across various research domains. The concept emphasizes the importance of embedding ethical considerations into the entire lifecycle of AI systems, from design to deployment, to prevent unforeseen ethical issues from arising.

Ethical and Practical Implications for Interdisciplinary Research

AI's application in interdisciplinary research carries profound ethical implications. These implications are compounded by the complexity of AI systems, diverse disciplinary norms, and the rapidly evolving nature of AI

technology. As AI tools become more integrated into research workflows, ensuring that ethical principles such as transparency, fairness, accountability, and human oversight are maintained is critical. The literature suggests that multidisciplinary collaboration, clear governance structures, and ongoing education in AI ethics are vital in ensuring the responsible use of AI in research.

AI ethics frameworks must also address the social and cultural dimensions of technology use. The integration of diverse perspectives, particularly in global and cross-cultural research settings, will ensure that AI technologies do not disproportionately harm vulnerable groups. The application of AI in sectors such as healthcare, education, and criminal justice, where the consequences of algorithmic decisions are profound, demands the highest ethical standards.

In conclusion, the theoretical foundations and literature reviewed highlight the critical need for an interdisciplinary approach to AI ethics in research. By integrating AI ethics from the design phase, ensuring broad stakeholder involvement, and adopting inclusive and transparent frameworks, the research community can harness the full potential of AI while mitigating its risks. The future of AI in interdisciplinary research hinges on its ethical deployment, guided by clear principles and robust governance mechanisms.

METHODOLOGY

This paper employs a qualitative research methodology to explore the ethical and responsibility aspects associated with the application of Artificial Intelligence (AI) in interdisciplinary scientific research. The study follows a multi-step approach, integrating documentary analysis with a synthesis of existing literature to provide a comprehensive understanding of the current ethical challenges, frameworks, and recommendations for responsible AI use in research.

Research Design

The research design for this study is primarily qualitative, as it seeks to explore the underlying ethical and practical issues associated with AI in interdisciplinary research. Qualitative research is particularly well-suited for this investigation because it allows for an in-depth analysis of complex ethical concerns that do not easily lend themselves to quantitative measurement. The research is designed to identify key themes and patterns in the literature, analyze the existing ethical frameworks, and propose solutions based on the findings.

Literature Review and Documentary Analysis

The first phase of the methodology involves a comprehensive literature review, focusing on scholarly articles, ethical guidelines, policy reports, and case studies related to AI ethics in interdisciplinary research. This phase aims to identify:

- Existing ethical principles that govern the use of AI in research across different disciplines.
- Challenges and barriers that researchers face when applying AI in interdisciplinary settings.
- Current frameworks and guidelines developed to address these ethical concerns.
- Best practices and case studies where AI has been deployed ethically in scientific research.

This literature was sourced from leading academic databases, including Google Scholar, IEEE Xplore, and SpringerLink, among others. Key themes in the literature include transparency, fairness, privacy, accountability, and the social implications of AI technologies.

The documentary analysis draws from the latest publications (2023-2025) to ensure that the findings reflect current trends, regulations, and technological advancements in the field of AI and its ethical implications. Special attention is given to studies that highlight the intersection of AI and interdisciplinary research, as well as reports from international organizations and conferences that focus on AI ethics.

Ethical Frameworks and Guideline Analysis

An essential component of the methodology involves analyzing existing AI ethics frameworks and guidelines.

This step focuses on identifying how these frameworks address the unique challenges faced by interdisciplinary research teams. Various interdisciplinary guidelines and ethical standards proposed by organizations such as the IEEE, the EU High-Level Expert Group on AI, and national AI ethics bodies were reviewed to evaluate their applicability to interdisciplinary scientific contexts.

This analysis aims to uncover both strengths and gaps in current ethical guidelines, with a focus on:

- **Comprehensiveness:** Whether the frameworks provide comprehensive ethical guidance for all stages of AI research, from data collection to AI deployment.
- **Interdisciplinary applicability:** Whether the guidelines are flexible enough to account for the diversity of disciplines and research methods involved in interdisciplinary research.
- **Practicality:** The feasibility of applying these frameworks in real-world interdisciplinary settings.

Synthesis of Ethical Issues and Proposed Solutions

Based on the literature review and ethical framework analysis, the study synthesizes key ethical issues that emerge in interdisciplinary AI research. These issues include, but are not limited to, data privacy concerns, the risk of algorithmic bias, the need for human oversight, and the challenge of ensuring fairness in AI systems. By synthesizing insights from multiple disciplines, the study develops a comprehensive understanding of the ethical implications of AI in interdisciplinary research.

This synthesis also extends to practical solutions for mitigating these ethical challenges. The proposed solutions draw from the best practices identified in the literature and seek to offer actionable recommendations for researchers, policymakers, and AI developers. The study emphasizes the need for interdisciplinary collaboration, robust governance structures, and the integration of ethical principles into every stage of AI research.

Data Collection and Case Study Selection

While the study is primarily based on secondary data from existing literature, select case studies are used to illustrate key ethical issues and their resolution in practice. These case studies include interdisciplinary research projects where AI technologies have been applied, and the ethical challenges faced in those projects. The case studies were selected based on their relevance to the themes of AI ethics and their contribution to understanding the practical implications of AI deployment in interdisciplinary contexts.

The case studies are reviewed for:

- Ethical decision-making processes employed in the research.
- Challenges faced in terms of data privacy, bias, fairness, and transparency.
- Solutions implemented to mitigate ethical risks.
- Outcomes of the research, particularly regarding ethical compliance and societal impact.

Data Analysis and Interpretation

The collected data - comprising the literature reviewed, ethical frameworks analyzed, and case study insights - are analyzed through thematic analysis. Thematic analysis involves identifying and interpreting patterns, themes, and categories within the data. This approach allows for a comprehensive understanding of the ethical challenges in AI research and the implications of current ethical guidelines.

The analysis also involves comparing the findings from different sources to ensure consistency and uncover any discrepancies. The final synthesis presents a holistic view of the ethical considerations and offers practical, evidence-based recommendations for the responsible use of AI in interdisciplinary scientific research.

Limitations and Future Research Directions

While this study provides a comprehensive analysis of the ethical issues surrounding AI in interdisciplinary research, there are limitations to the methodology. The primary limitation is the reliance on secondary data sources, which may not fully capture the latest developments in AI ethics and governance. Future research could benefit from empirical studies that directly engage with interdisciplinary research teams to gather first-hand accounts of the

challenges they face in implementing AI ethically. Additionally, further research could explore the practical application of the proposed ethical frameworks in different cultural and regulatory contexts to assess their effectiveness on a global scale.

RESULTS AND ANALYSIS

Diverse Approaches to Ethics and Responsibility in AI in Interdisciplinary Scientific Research

Ethics and responsibility in AI can be understood as a set of principles and practices designed to ensure the responsible development, deployment, and use of AI technologies. A prominent approach in AI ethics and responsibility involves integrating ethical considerations from the outset of AI development and deployment. This approach requires interdisciplinary collaboration among computer scientists, ethicists, legal experts, and other stakeholders to ensure that AI systems are developed in alignment with fundamental ethical principles. A study published in the *Interdisciplinary Studies in Society, Law, and Politics* journal by Wang, J., Mao, W., and Wenjie, W. (2023) extensively analyzed the socio-political and legal dimensions of AI ethics. The study conducted semi-structured interviews with 22 multidisciplinary experts, including technology ethicists, legal researchers, AI developers, policymakers, and advocacy group representatives. The study identified two primary dimensions: the socio-political dimension, which includes privacy and data governance, bias and discrimination, AI and employment, the digital divide, and AI in governance; and the legal dimension, which encompasses intellectual property rights, legal accountability, regulatory frameworks, the integration of AI ethics and law, and human rights and AI. This research emphasizes the complex relationship between AI technology and ethical considerations, advocating for the development of comprehensive, equitable, and responsive frameworks to mitigate risks and foster the beneficial potential of AI, ensuring that technological advancements align with societal values and legal standards.

According to Huriye, A. Z. (2023) in the study *The Ethics of Artificial Intelligence: Examining the Ethical Considerations Surrounding the Development and Use of AI*, published in the *American Journal of Technology*, four main ethical issues related to AI were identified: bias, privacy, accountability, and transparency. The study also highlighted the importance of ethical guidelines for AI, particularly in high-impact sectors such as healthcare and finance. The authors call for collaboration among stakeholders, including policymakers, researchers, and local communities, to ensure that ethical guidelines are developed and implemented in a manner that is contextually appropriate to specific cultural, political, and economic environments.

In the research by Khadake, V. (2024), AI ethics has become increasingly important in the context of rapidly evolving AI technologies with far-reaching societal impacts. The study identified core ethical issues such as bias, privacy, accountability, and transparency, emphasizing the need for responsible AI development based on human-centered values and safety. In the same vein, Willem et al.(2024) introduced the concept of “Embedded Ethics” as an approach to integrate ethical analysis and social science inquiry into AI research. This research provides a toolkit with proven methods for embedding ethical considerations into AI projects in healthcare, though it can be applied broadly across other fields. The study shows that the application of Embedded Ethics fosters critical thinking, proactively predicts social and ethical concerns, and encourages interdisciplinary investigation into those concerns at every stage of technological development. This approach can help shape responsible, inclusive, and ethically aware technology.

Another study, conducted by a team of 18 experts, published as *The Generative AI Ethics Playbook*, was developed over 16 months and involves numerous interdisciplinary AI ethics experts. The playbook provides comprehensive guidance for identifying and mitigating the risks of machine learning systems in various fields, including natural language processing, computer vision, and generative AI. This playbook aims to help practitioners diagnose potential harms that may arise during the design, development, and deployment of AI datasets and models. It includes checklists on transparency/documentation, areas of concern, frequently asked questions, examples of harm through case studies, and resources and strategies to mitigate harm throughout the AI lifecycle.

From analyzing the relevant studies, it is evident that AI ethics and responsibility is a multifaceted, interdisciplinary field that demands collaboration among experts from diverse domains. Core principles such as transparency, fairness, accountability, and human oversight must be integrated throughout the AI lifecycle, from design and development to deployment and usage. This integration ensures that ethical considerations are embedded in the development and deployment of AI from the outset.

Despite the identification of core ethical principles, the implementation of ethical AI in interdisciplinary scientific research continues to face significant challenges:

Technical Complexity and Lack of Expertise

Modern AI systems are often designed with complex architectures and sophisticated algorithms, making it difficult even for experts to fully understand their operation. For instance, in a study of intelligent care systems, medical experts on the oversight team faced substantial difficulties in understanding how AI algorithms analyze activity patterns and issue alerts. This issue is exacerbated in interdisciplinary research teams, where many members may lack a solid technical foundation in machine learning or data science. As a result, decisions regarding the deployment and use of AI are often made without a complete understanding of its inner workings, leading to unforeseen ethical issues.

Data Limitations and Privacy Challenges

AI models require vast amounts of high-quality data to function effectively; however, access to appropriate data is often restricted by privacy, security, and ownership concerns. In interdisciplinary research, this issue becomes even more complex when different fields may have varying standards and regulations regarding data privacy and protection. For example, in a healthcare research project using AI to analyze patient data, researchers must navigate strict regulations governing the protection of personal health information, while fields like computer science may operate under different standards for using and sharing data. Additionally, available data often contains implicit biases that reflect existing social inequalities, and if not addressed, AI models trained on such data could reproduce and even amplify these biases.

Differences in Terminology and Ethical Standards Across Disciplines

Each academic field and profession often develop its own language, terminology, and ethical frameworks, leading to misunderstandings and communication difficulties when experts from different backgrounds collaborate. For example, the concept of “fairness” may be interpreted differently by AI engineers, ethicists, and healthcare professionals. The absence of a common language hinders the ability of research teams to effectively address the ethical challenges that arise during the development and deployment of AI systems.

Lack of Adequate Governance and Oversight Mechanisms

Many research organizations lack clear governance frameworks to monitor the use of AI, leading to uncertainty about who is responsible for ensuring that AI systems are developed and used ethically. This issue is even more pronounced in interdisciplinary contexts, where different fields may have varying governance standards and practices. Moreover, existing oversight mechanisms are often not designed to address the specific challenges associated with AI, such as algorithmic transparency and the interpretability of decisions, leading to significant gaps in governance frameworks.

Unequal Impact of AI on Different Social Groups

In interdisciplinary research, it is crucial to consider how AI systems might impact different social groups and ensure that the benefits of AI are distributed equitably within society, preventing the reinforcement of existing inequalities. This requires careful attention to the social implications of AI technologies, ensuring that their deployment does not exacerbate disparities but instead contributes to a more inclusive and fair society.

Proposed Ethical and Responsibility Framework for the Application of Artificial Intelligence (AI) in Interdisciplinary Scientific Research

Based on recent studies and the identified challenges, this paper proposes an ethical and responsibility framework for the application of Artificial Intelligence (AI) in interdisciplinary scientific research:

Establishment of Specialized AI Training Programs for Researchers from Diverse Fields, Particularly Those Without a Computer Science or Engineering Background

These programs should provide foundational knowledge on how AI algorithms work and the practical skills required to evaluate AI models. Additionally, accessible learning materials and resources should be developed, specifically designed for non-technical audiences, to help them understand the core concepts of AI without delving into complex details. Regular workshops and short-term courses should be organized to keep researchers updated on the latest advancements in AI technologies and their applications. Especially, the formation of interdisciplinary research teams involving both AI experts and specialists from other fields will foster knowledge exchange and build mutual understanding. Finally, the development of tools and visualization interfaces should be prioritized to help non-technical researchers better understand and interact with AI models, thereby reducing technical barriers and enhancing the adoption of AI in interdisciplinary research.

Integration of Privacy Considerations in AI Development from the Outset

Privacy-preserving machine learning techniques should be prioritized when working with sensitive data. Research organizations must establish clear data-sharing protocols, specifying the types of data that can be shared, the entities that can access it, and the necessary protective measures. Furthermore, the development of synthetic datasets that simulate real data characteristics without containing sensitive personal information is an effective solution. Researchers should also adopt the “Data Minimization” approach, collecting and using only the minimum amount of data necessary for the research, and conducting Privacy Impact Assessments (PIAs) before starting any AI-based research projects.

Development of an Interdisciplinary AI Ethics Terminology Dictionary

Clearly defining key concepts and how they are understood across different disciplines will help minimize misunderstandings and facilitate effective communication. Additionally, creating interdisciplinary working groups on AI ethics, with representatives from various fields, will help develop widely accepted ethical guidelines that can be applied across various research contexts. Moreover, developing multicultural approaches to AI ethics, integrating perspectives from different cultural and traditional backgrounds, will ensure that the developed ethical principles are inclusive and respect cultural diversity.

Establishment of Multilevel Governance Structures, from Organizational to National and International Levels

At the organizational level, interdisciplinary AI ethics committees should be established with clear authority to oversee and approve AI-based research projects. These committees should include representatives from diverse fields as well as stakeholders from the community and civil society. Developing standardized Ethical Impact Assessment (EIA) tools for AI research projects is a key part of the governance framework, helping to identify and mitigate potential risks before a project is undertaken. Establishing clear feedback and grievance channels will allow those affected by AI systems to raise concerns and seek corrective actions when necessary. Additionally, clear policies and procedures for managing risks and responding to AI-related incidents should be developed, ensuring that research organizations can react swiftly and effectively when problems arise.

Emphasis on Fairness and Inclusivity Across All Stages of the AI Research Process

Promoting diversity in research teams is not only a fundamental ethical principle but also an essential strategy to enhance the quality and fairness of AI systems developed in interdisciplinary research contexts. By bringing together scientists from diverse social, cultural, gender, racial, and geographical backgrounds, research teams can approach problems from multiple perspectives, helping to identify and address potential biases that a homogeneous group may overlook. Along with diversifying research teams, scientists need to play an active role in shaping legal frameworks and standards for fair AI by participating in national and international technical committees, contributing expertise to public consultations, and engaging in professional associations that are developing ethical principles and guidelines. This will help build a global, diverse AI research community capable of addressing the complex ethical challenges in the age of AI.

Interdisciplinary scientific research plays a critical role in solving the complex challenges of the modern world, transcending traditional boundaries between fields and opening new frontiers for understanding and innovation. In this context, AI has become a powerful tool for advancing scientific progress but also raises profound questions about ethics and responsibility. Ensuring transparency, fairness, accountability, and human oversight in the application of AI is not only an ethical requirement but also an essential condition for the sustainable development of science. By applying the proposed ethical and responsibility framework, the research community can harness AI's vast potential to advance interdisciplinary scientific exploration, while ensuring that these advancements are made responsibly, fairly, and in the best interests of society, shaping a future where technology, ethics, and responsibility evolve harmoniously.

DISCUSSION AND IMPLICATIONS

The application of Artificial Intelligence (AI) in interdisciplinary scientific research presents immense opportunities for advancing knowledge and tackling complex global challenges. However, as this paper highlights, the ethical and responsible use of AI remains fraught with challenges that need to be carefully addressed. This section discusses the key implications of these challenges and the proposed framework for ensuring the ethical application of AI.

Ethical and Technical Complexity

One of the foremost challenges in the integration of AI into interdisciplinary research is the technical complexity of AI systems. The intricate algorithms and architectures that underlie these systems often make it difficult for non-experts to understand their full functioning. This knowledge gap poses significant risks in the responsible use of AI, especially when decisions regarding data analysis and AI deployment are made without adequate understanding. The interdisciplinary nature of modern research projects further exacerbates this issue, as diverse teams may lack the technical expertise needed to assess AI models effectively. Consequently, a significant ethical concern arises: the unanticipated consequences of AI deployment that could have been avoided with better technical understanding and interdisciplinary communication. This underlines the importance of establishing robust training programs that demystify AI for researchers from non-technical backgrounds, ensuring that they can assess, critique, and utilize AI tools in an ethically sound manner.

Privacy and Data Concerns

Privacy concerns, particularly with sensitive data, are central to the ethical deployment of AI in research. As AI systems often rely on large datasets, the handling of personal and confidential information is a critical issue. In interdisciplinary contexts, where data may come from various fields with differing privacy standards, ensuring that privacy is maintained across all levels of research becomes more challenging. The ethical risks related to data privacy are compounded when AI models are trained on datasets that may contain biases or sensitive personal information. This necessitates the adoption of privacy-preserving methods and clear data-sharing protocols that uphold ethical standards across diverse research fields. Furthermore, the development of synthetic datasets offers a potential solution by enabling the creation of data that mimics real-world scenarios without compromising personal privacy. These measures not only help mitigate privacy concerns but also ensure that AI research adheres to ethical principles that protect individuals' rights.

Defining Ethical Terminology Across Disciplines

A major barrier to the ethical application of AI in interdisciplinary research is the lack of a unified ethical framework. Different fields of research have their own terminologies, ethical standards, and ways of conceptualizing key issues, such as fairness and transparency. This divergence in understanding can lead to miscommunication and hinder the development of comprehensive ethical guidelines for AI research. To address this, it is essential to create interdisciplinary ethics committees that include representatives from various disciplines, as well as stakeholders from civil society, to develop a common ethical lexicon. These committees should also engage in discussions that integrate

diverse cultural and societal values, ensuring that AI ethics are globally relevant and culturally sensitive. Developing a common ethical framework that transcends disciplinary boundaries will be vital in reducing misunderstandings and improving the overall ethical governance of AI research.

Governance and Accountability Mechanisms

The current lack of effective governance frameworks for AI research is another critical issue. Research organizations and institutions often lack clear mechanisms to oversee the ethical implications of AI deployment. This issue is particularly challenging in interdisciplinary research, where different fields may have different standards of governance. Without clear accountability structures, AI systems may be deployed irresponsibly, resulting in unintended ethical and societal consequences. Establishing multi-level governance structures, from organizational to national and international levels, is necessary to address these concerns. These structures should include ethical oversight bodies with the authority to monitor and approve AI-based research projects, ensuring that AI systems are developed and implemented responsibly. Additionally, standardized Ethical Impact Assessments should be introduced to help researchers identify and mitigate potential risks at every stage of the research process. These measures will help create a more structured and accountable approach to AI governance, ensuring that ethical considerations are embedded in the entire research lifecycle.

Ensuring Fairness and Inclusivity

AI's impact on various social groups is a major ethical concern, especially when technology has the potential to exacerbate existing inequalities. In interdisciplinary research, where diverse data from multiple fields are integrated, it is essential to consider how AI systems might disproportionately affect different social groups. Ethical AI deployment must ensure that its benefits are distributed equitably, without reinforcing societal disparities. The promotion of diversity within research teams is crucial to improving the fairness and inclusivity of AI systems. By assembling teams of scientists from varied backgrounds, including different social, cultural, and geographical perspectives, research can be enriched, enabling the identification and mitigation of biases that homogeneous teams might overlook. Furthermore, researchers should actively contribute to shaping fair AI policies through their involvement in technical committees, public consultations, and professional associations, ensuring that AI research adheres to ethical standards that prioritize inclusivity and equity.

The growing use of AI in interdisciplinary research holds great potential for scientific advancement, but it must be accompanied by a strong ethical framework to avoid the risks associated with biased, opaque, or harmful AI applications. By focusing on transparency, accountability, fairness, and inclusivity, interdisciplinary research teams can harness the benefits of AI while mitigating its risks. The proposed ethical framework - emphasizing interdisciplinary collaboration, privacy protection, clear ethical guidelines, robust governance, and social equity - provides a solid foundation for responsible AI research. Ensuring that AI is developed and deployed in a manner that aligns with social values and legal norms will be essential for the sustainable and ethical progression of scientific research in the AI era.

CONCLUSION AND RECOMMENDATIONS

The application of Artificial Intelligence (AI) in interdisciplinary scientific research represents a paradigm shift, offering vast potential for advancing knowledge, solving complex global challenges, and improving research efficiency. However, as this paper has highlighted, the ethical deployment of AI in such research presents significant challenges that require thoughtful and comprehensive strategies to mitigate potential risks. The interdisciplinary nature of modern scientific inquiry brings together diverse expertise but also introduces complexity, especially when addressing ethical concerns related to AI. It is therefore crucial to establish robust frameworks that ensure AI is applied in a way that is transparent, responsible, and equitable.

Conclusion

The integration of AI into interdisciplinary research offers immense promise, from enhancing data analysis capabilities to providing insights into phenomena that were previously inaccessible. However, as AI technology continues to evolve, so too must our approaches to managing its ethical, social, and legal implications. The challenges identified in this paper - such as the technical complexity of AI systems, privacy and data protection concerns, the need for common ethical terminology, governance and accountability issues, and the risks of reinforcing societal inequalities - underscore the importance of creating a comprehensive ethical framework for AI research.

Ethical considerations must not be an afterthought in the development and deployment of AI systems; rather, they should be integrated into the research process from the very beginning. This paper has proposed a framework that addresses these challenges by focusing on education, privacy, governance, and inclusiveness. By fostering a culture of ethical AI research, we can ensure that AI technologies contribute to the advancement of science in a way that aligns with societal values, respects human rights, and promotes the common good.

Recommendations

Establish Interdisciplinary AI Training Programs

To address the technical complexity of AI systems, it is essential to establish specialized training programs tailored for researchers from diverse disciplines, especially those without a solid background in computer science or engineering. These programs should cover the fundamental principles of AI algorithms and provide practical skills for evaluating AI models. In addition, offering accessible resources and visual tools will help bridge the knowledge gap, empowering non-technical researchers to engage with AI systems meaningfully. Periodic workshops and short-term courses should also be implemented to keep researchers updated on the latest advancements in AI.

Prioritize Privacy-Preserving AI Development

As AI systems rely heavily on large datasets, including sensitive personal information, research institutions must prioritize privacy-preserving methods in AI development. The integration of privacy by design in AI research is vital to ensuring compliance with data protection laws and safeguarding individuals' rights. Establishing clear data-sharing protocols, promoting data minimization practices, and developing synthetic datasets that protect privacy are practical measures to mitigate privacy risks. Furthermore, conducting Privacy Impact Assessments (PIAs) before initiating AI-based research projects will provide an additional layer of protection.

Develop a Unified Ethical Terminology for AI Research

To facilitate effective communication and reduce misunderstandings, it is essential to create a unified ethical lexicon for AI research that can be applied across disciplines. This lexicon should be developed by interdisciplinary ethics committees comprising representatives from various fields, including computer science, law, healthcare, and social sciences. These committees will work towards standardizing ethical concepts such as fairness, transparency, and accountability, ensuring that all stakeholders have a shared understanding of these critical issues. Moreover, the incorporation of diverse cultural perspectives will help develop ethical guidelines that are globally applicable and culturally sensitive.

Establish Strong Governance and Accountability Structures

The governance of AI research must be robust, transparent, and accountable. Research organizations should establish interdisciplinary ethics committees with clear authority to oversee AI research projects. These committees should be responsible for conducting Ethical Impact Assessments (EIAs) and monitoring the implementation of AI projects to ensure they align with ethical standards. In addition, organizations should develop policies and procedures for risk management and incident response, enabling quick and effective action when ethical concerns arise. Clear feedback and grievance mechanisms must be established to allow stakeholders to voice concerns and seek remedial actions.

Promote Fairness and Inclusivity in AI Research

The fairness and inclusivity of AI systems must be a priority throughout the research process. Research teams should prioritize diversity in their composition, bringing together individuals from different cultural, social, and geographical backgrounds. This diversity will help ensure that AI systems are developed with a broader range of perspectives, allowing for the identification and mitigation of biases that may otherwise go unnoticed. Furthermore, researchers should engage in shaping policies and regulations related to AI fairness through participation in national and international technical committees, public consultations, and professional organizations.

Encourage Ongoing Collaboration and Knowledge Exchange

As AI research and applications evolve, ongoing collaboration across disciplines will be essential. Interdisciplinary research teams should foster knowledge exchange between AI specialists and domain experts from other fields, ensuring that the deployment of AI systems is informed by the specific needs and contexts of different disciplines. This collaborative approach will also help mitigate the risks associated with AI's technical complexity and improve the overall effectiveness of AI systems in addressing scientific challenges.

In conclusion, while the application of AI in interdisciplinary scientific research holds immense potential, its ethical implications must be carefully considered and addressed. The proposed ethical framework emphasizes the importance of education, privacy, governance, inclusivity, and accountability in ensuring that AI is used responsibly and ethically. By adhering to these principles, the research community can harness AI's transformative potential while safeguarding societal values and promoting public good. The future of interdisciplinary research lies in the responsible integration of AI, which will not only enhance scientific discovery but also ensure that progress is made in an ethically sound and socially responsible manner.

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Analysis of State Complement Acquisition Errors and Teaching Suggestions for Elementary and Intermediate Vietnamese Learners: A Case Study of the Chinese Department at Ho Chi Minh City University of Education

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INTRODUCTION

This study focuses on the acquisition errors of state complements among students in the Chinese Department of Ho Chi Minh City University of Education. Through systematic analysis and theoretical support, it aims to investigate the learning difficulties faced by students and propose teaching improvement strategies. The details are as follows:

Research Background and Motivation

With the deepening of globalization, language learning has become increasingly widespread, and the popularity of Chinese in Vietnam continues to grow. In addition to English, Chinese has become a primary foreign language choice for students and is now offered as a second foreign language in many schools. Among Chinese grammatical structures, state complements - unique to modern Chinese - pose significant challenges for Vietnamese learners due to the absence of comparable structures in Vietnamese, as well as their diverse forms and complex functions. Therefore, it is highly meaningful to explore how teaching methods and textbook design can assist learners in mastering state complements.

As a major university in southern Vietnam and an official test center for the HSK (Chinese Proficiency Test), Ho Chi Minh City University of Education has trained numerous talents in Chinese education. The researcher hopes that this study will contribute to the development of Chinese language teaching in Vietnam and fulfill the aspiration of becoming a Chinese language teacher at the university. Moreover, there is currently limited research on Vietnamese learners' acquisition errors concerning state complements. This study seeks to fill this gap by addressing practical teaching issues.

Research Objectives and Significance

The primary objective of this study is to analyze the acquisition errors made by Vietnamese learners of Chinese in their use of state complements, identify learning difficulties, and offer targeted pedagogical suggestions. It aims to reduce the difficulty of this grammatical point, enhance students' proficiency in Chinese, and help learners not only understand the structure of state complements but also accurately use vocabulary and grammar according to native Chinese expressions in daily communication, thereby improving their communicative competence.

It is expected that the findings of this study will offer valuable insights into Chinese grammar instruction, improve teaching effectiveness, reduce teacher workload, and lessen students' learning difficulties. Furthermore, the research findings are anticipated to inform textbook compilation, guide teaching practices, and contribute positively to Chinese language education in Vietnam as well as the development of China - Vietnam cultural relations.

These two textbooks are chosen because *HSK Standard Course 2* introduces complement structures, while *HSK Standard Course 3* expands into more complex usages. This progression allows for tracing error patterns and improving teaching approaches accordingly.

Innovative Aspects

Building upon previous research, this study offers the following innovations:

1. It focuses specifically on the acquisition errors of resultative complements among Vietnamese learners, a relatively under-researched area, with the goal of applying more scientifically informed teaching methods.
2. The study scope is clearly defined by the resultative complements outlined in the HSK Standard Course, aligning closely with standardized test requirements, enhancing the study's relevance and originality.
3. By targeting the teaching context of Ho Chi Minh City University of Education - a prominent institution in Vietnam - the study contributes to improving teaching quality and nurturing Chinese language talent in the country.

Through a systematic analysis of Vietnamese learners' errors in acquiring resultative complements, the study integrates theory with pedagogical practice and offers suggestions for improving Chinese language instruction. It aims to reduce learners' difficulties and enhance teaching effectiveness, providing valuable insights for strengthening Sino-Vietnamese educational ties. The researcher also hopes to explore more suitable learning strategies for Vietnamese students in future studies, further advancing the development of Chinese language education.

LITERATURE REVIEW

This study focuses on the acquisition of resultative complements in the context of international Chinese language teaching. It covers several key areas: error analysis, studies on the particle “得”, comparative analyses with other types of complements, research on complements in the HSK Standard Course, and studies on Vietnamese learners' acquisition of resultative complements.

Error analysis research utilizing methods such as questionnaires and case studies has identified common types of learner errors among students from countries such as Japan, Italy, and Indonesia. These include the omission, misordering, and confusion of the structural particle “得.” The causes of these errors are attributed to negative transfer from learners' native languages, as well as inappropriate learning strategies. In response, researchers have proposed instructional approaches such as contrastive teaching and context-based instruction.

Studies specifically focusing on the “得” particle examine its syntactic and semantic functions within resultative complements. Drawing from rich corpora, these studies explore the underlying causes of learner errors and recommend effective pedagogical strategies.

Research comparing resultative complements with other types of complements - such as potential complements and degree complements - uses structural, semantic, and pragmatic analyses to inform syllabus design and contextual differentiation strategies in teaching.

Studies based on the HSK Standard Course have mostly centered on directional and resultative complements. They assess the rationality of textbook content arrangement and suggest improvements such as optimizing exercise design and diversifying instructional formats. However, resultative complements, specifically those involving “得,” remain underexplored.

Research on Vietnamese learners' acquisition of resultative complements highlights the current learning situation and the types of errors commonly made, such as incorrect use of structural particles and simplification of sentence components. These issues stem from negative transfer from Vietnamese and overgeneralization of Chinese grammatical rules. Recommended strategies include making use of positive transfer and strengthening explicit grammar instruction.

As a leading institution in southern Vietnam, Ho Chi Minh City University of Education has limited research dedicated to Chinese language instruction, particularly in the area of error analysis related to resultative complements. This study aims to fill this research gap by examining learners at this university, providing evidence-

based teaching suggestions, and ultimately contributing to the advancement of Chinese language education in Vietnam and the promotion of Sino-Vietnamese educational cooperation.

This study systematically explores the research on resultative complements in international Chinese language teaching, focusing on five key areas: error analysis, studies related to the structural particle “得”, comparisons between resultative complements and other types of complements, research based on the HSK Standard Course, and the current situation and challenges regarding Vietnamese learners’ acquisition of resultative complements. The aim is to provide both theoretical support and practical teaching recommendations for Chinese language instruction at Ho Chi Minh City University of Education.

Error Analysis of Resultative Complements

Error analysis enhances learning and teaching by categorizing types of learner errors, identifying their causes, and offering targeted instructional strategies.

- Yu Lili (2016) studied Japanese learners and identified common errors such as omission of “得”, verb omission, and word misordering. She recommended strengthening structural exercises.
- Dong Jiaqi (2020) examined heritage learners of Chinese in Italy and analyzed the syntactic positions where errors occurred.
- Chen Juntian (2021) focused on Indonesian students, identifying errors like omission and redundancy, and proposed contrastive teaching and scenario-based practice as effective strategies.

Studies on the Particle “得” in Resultative Complements

The particle “得” is a core grammatical marker of resultative complements.

- Yang Wenjuan (2011) proposed a comprehensive grammatical framework based on a rich corpus.
- Tian Shuangting (2011) analyzed student compositions, focusing on issues related to adverbials and negative structures.
- Li Gaoen (2011) conducted a contrastive analysis between Korean and Chinese, emphasizing the influence of negative language transfer.

Comparative Studies between Resultative and Other Complements

Scholars have compared resultative complements with potential and degree complements, providing pedagogical strategies.

- Wang Yazhao (2016), Huo Yuren (2007), and Peng Haiming (2019) conducted comparative studies, proposing methods such as context differentiation and curriculum design to help learners use complements more accurately.

Studies on Complements in the HSK Standard Course

Research based on the HSK Standard Course has mainly focused on directional and resultative complements:

- Wang Linghuan (2020), Sun Huilin (2021), Wan Jiazu (2022), and Chen Yongxia (2020) analyzed the arrangement of directional and resultative complements in the textbooks and suggested improvements to exercise design and instructional approaches. However, none of these studies addressed resultative complements involving “得.”

Research on Vietnamese Learners’ Acquisition of Resultative Complements

Studies on Vietnamese learners have revealed specific types of errors and their causes:

- Yang Cuiming (2014), Zhang Yinqiong (2019), and Liu Juan (2006) highlighted error types such as misuse of structural particles and sentence simplification. These were attributed to negative transfer from Vietnamese and overgeneralization of Chinese grammar rules. The studies recommend promoting positive transfer and enhanced grammar instruction.

Chinese Language Teaching Research at Ho Chi Minh City University of Education

- Chen Kaichun and Zhu Yahui (2018) have explored how blended learning enhances student motivation, and
- Nguyen Van Nhat (2013) proposed strategies for optimizing cultural instruction, none have specifically addressed resultative complements or error analysis in this area.

CONCLUSION AND INNOVATIONS

This study focuses on learners at Ho Chi Minh City University of Education, using the HSK Standard Course as a foundation. Through methods such as error analysis, it offers practical teaching suggestions to address gaps in current research on Vietnamese learners' acquisition of resultative complements. The findings aim to enhance Chinese language instruction and foster stronger Sino-Vietnamese educational exchange.

This paper discusses the definition of resultative complements, the corresponding expressions in Chinese and Vietnamese, and the application of the “three-tier” linguistic framework. A resultative complement refers to a complement that follows a predicate verb or adjective and is typically composed of an adjectival or verbal element, used to describe the state of an action or quality of the subject. It is commonly marked by the structural particle “得” in Chinese.

According to Lu Jianji (1993), resultative complements can be categorized into four types: those that evaluate an action, indicate a result, describe the patient subject, and those that appear in “ba”-construction sentences. Cao Chunmei (2005) emphasized the contextual function of resultative complements in depicting ongoing actions. Scholars such as Yang Wenjuan (2011) and Peng Haiming (2019) further classified resultative complements into verbal, adjectival, subject-predicate structures, and fixed phrases, highlighting the syntactic role of “得” as a linking marker and its semantic diversity.

Although Vietnamese lacks a grammatical structure equivalent to the Chinese resultative complement, it expresses similar meanings using adjectives, verbal/adjectival phrases, and subject-predicate phrases. In simple resultative constructions (Subject + Verb + Complement), Vietnamese lacks a counterpart to the “得” construction. However, in complex structures (Subject + Verb + “đến mức” / “đến nỗi mà” + Complement), the functional equivalence to the Chinese “得” construction becomes more apparent. Vietnamese has more flexibility in the placement of adverbials but does not match the structural richness of Chinese in this domain.

The three-tier framework - syntax, semantics, and pragmatics - proposed by Hu Yushu (1981) and Fan Xiao (1999), emphasizes the integration of form and meaning. On the syntactic level, studies on resultative complements focus on their position (post-verbal), word order, grammatical functions (such as attributives and predicates), coordination of multiple complements, syntactic tree analysis, and theoretical models such as generative grammar. These analyses uncover the interactive relationships between the resultative complement and sentence constituents like the subject and object, thereby providing a theoretical foundation for both grammatical analysis and contrastive analysis and contrastive teaching between Chinese and Vietnamese.

This paper explores the study of resultative complements on both the semantic and pragmatic levels.

Research at the semantic level focuses on the contribution of resultative complements to sentence meaning and their role in describing the state or quality of the subject. Key areas of investigation include:

- the relationship between resultative complements and the semantic roles of subjects,
- distinctions between specific and generic reference,
- the modification by degree adverbs,
- the expression of subjectivity and objectivity,
- semantic consistency, and
- interactions with tense and aspectual continuity.

These aspects deepen our understanding of resultative complements from a semantic perspective.

At the pragmatic level, research examines the communicative functions of resultative complements. This includes their role in:

- information structure (focus, topic, background),
- the speaker's intentions, and
- the influence of context.

Interpretation often relies on pragmatic inference to complete or clarify the intended meaning, though such reliance may occasionally lead to misunderstandings. The context, speaker intent, and listener interpretation all affect the use and comprehension of resultative complements.

This study reveals how resultative complements enrich sentence meaning, fulfill pragmatic functions, and enhance communicative effectiveness.

METHODOLOGY

This study employs a mixed-methods approach to investigate the acquisition and common error patterns of Chinese state complements among Vietnamese learners at Ho Chi Minh City University of Education. Focusing on elementary and intermediate-level students, it explores the challenges posed by state complements - grammatical structures that differ significantly from Vietnamese syntax.

The research combines quantitative data from a survey of 119 undergraduate students with qualitative data from semi-structured interviews involving selected students and instructors. The survey, based on the HSK Standard Course series, assessed learners' comprehension and usage of state complements across various contexts. Interviews further explored learner cognition, instructional exposure, and production-related difficulties.

Error analysis revealed 4 main types of errors: omission of the particle “得,” omission of verbs, incorrect word order, and inappropriate verb-complement collocations. These were examined in relation to interlingual and intralingual factors. Key causes included negative transfer from Vietnamese, overgeneralization of Chinese rules, limited authentic input, and insufficient metalinguistic awareness. The findings also highlighted the influence of individual learner differences such as motivation, learning strategies, and self-monitoring on error occurrence.

Based on these insights, the study offers pedagogical recommendations to enhance teaching effectiveness. These include explicit instruction on state complements, development of targeted teaching materials, and adoption of learner-centered approaches. Emphasis is placed on promoting active learning and providing meaningful communicative opportunities for output.

This research contributes to the field of Teaching Chinese as a Foreign Language (TCFL) by addressing an underexplored learner group and offering evidence-based strategies to improve the teaching and learning of complex syntactic structures. It provides practical implications for language educators, curriculum developers, and future research in second language acquisition.

RESULTS AND DISCUSSION

Statistical Results and Analysis

Based on the data analysis, the average error rate among elementary and intermediate Chinese learners at Ho Chi Minh City University of Education is 36.4%. Specifically, the error rate in the multiple-choice section (selecting the correct answer) is 23.7%, the error rate in the fill-in-the-blank section is 49.5%, and the error rate in the translation section is 42.4%.

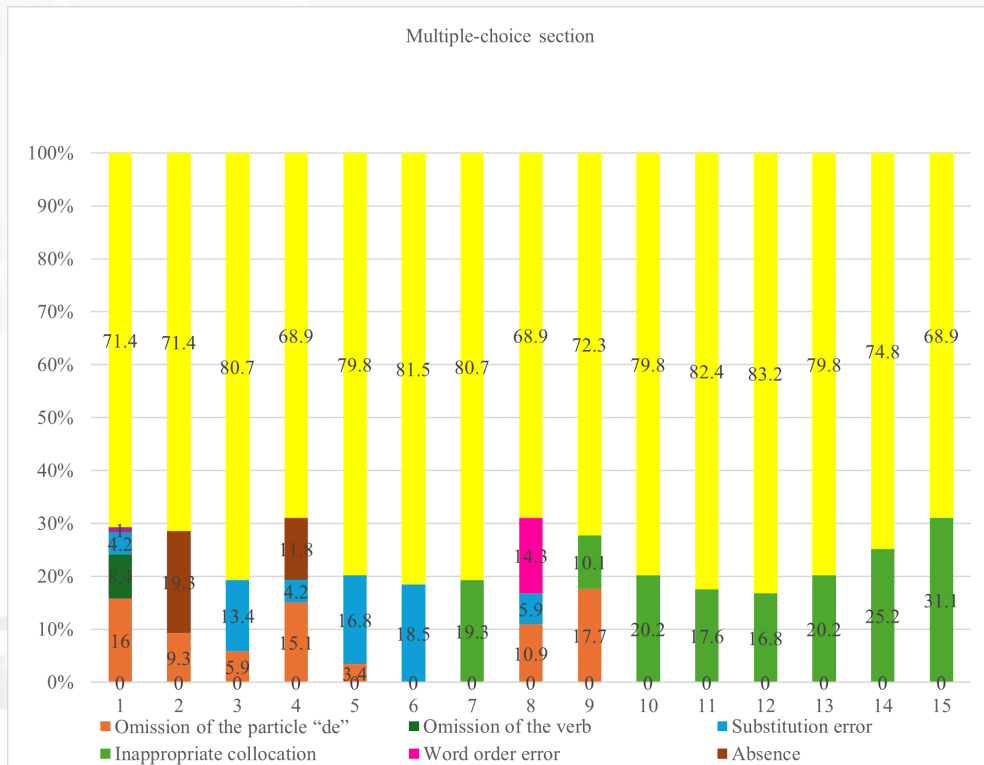


Figure 1. Error rate in the multiple-choice section

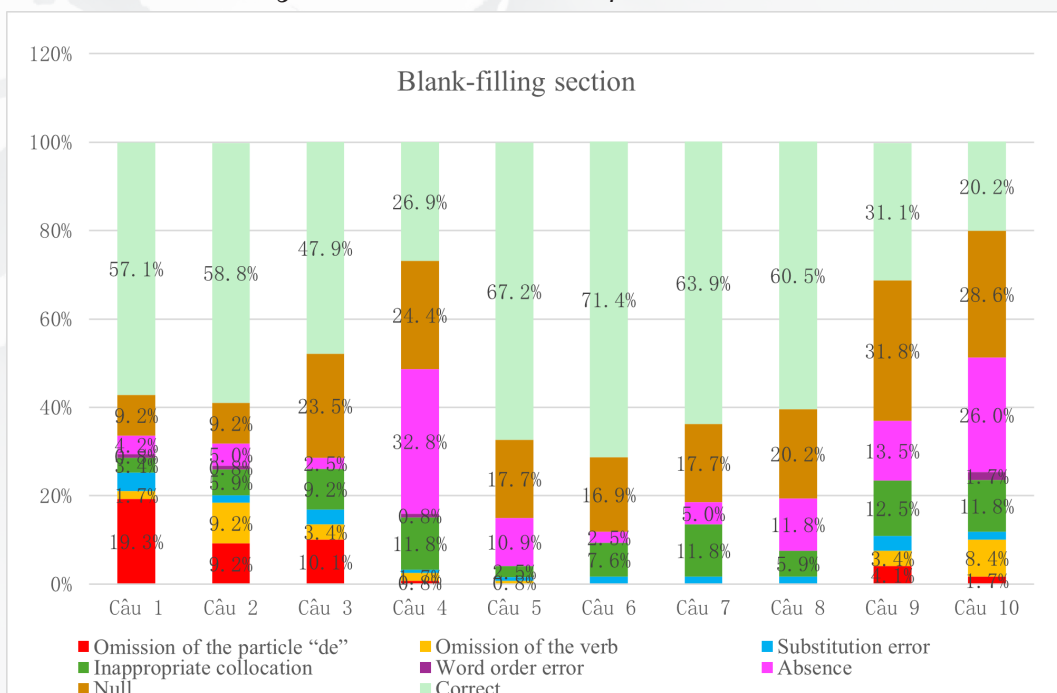


Figure 2. Error frequency in the blank-filling component

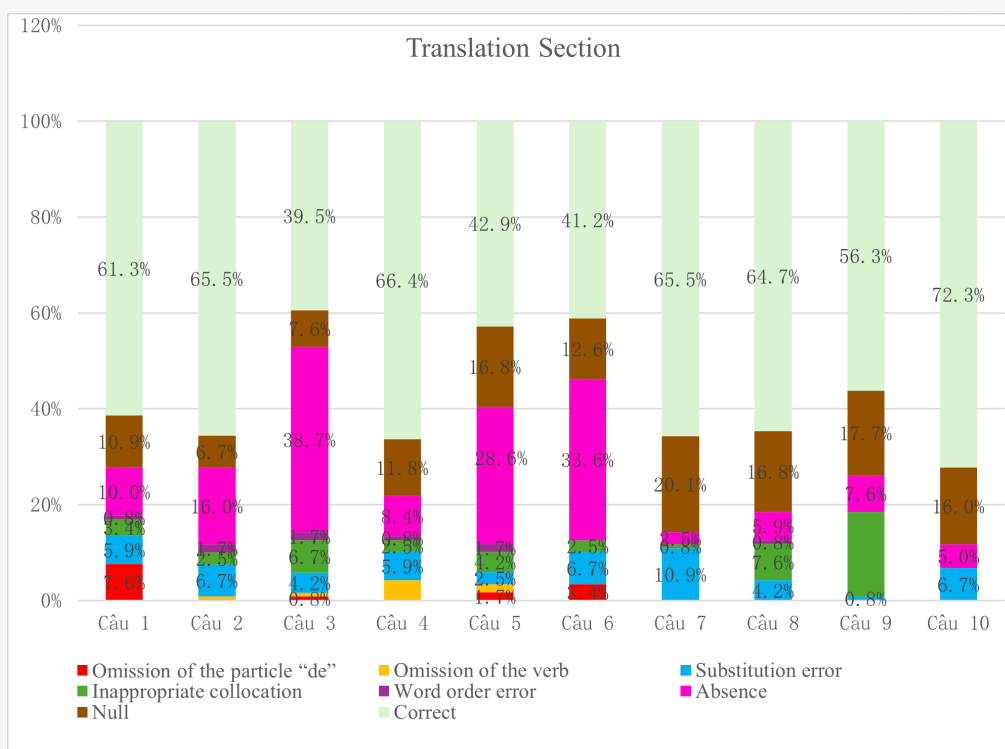


Figure 3. Error rate in the translation section

Based on statistical and data analysis, although each section of the questionnaire was designed with distinct and independent investigative items, several common error patterns emerged across all parts. These included omissions, inappropriate collocations, omission of the particle “得,” and mis-substitution. In Part I, inappropriate collocations accounted for 10.7% of the errors, omission of “得” for 5.3%, and mis-substitution for 2.9%. In Part II, omissions constituted 11.4%, inappropriate collocations 8.2%, and omission of “得” 4.5%. In Part III, omissions were the most frequent at 15.6%, followed by inappropriate collocations at 4.9% and mis-substitution at 4.6%. Furthermore, a notable portion of respondents left questions unanswered, indicating a lack of understanding of how to approach the tasks. The proportion of unanswered items reached 19.9% in Part II and 13.7% in Part III. These findings suggest that learners experience considerable difficulty with the syntactic and semantic use of state complements, which is reflected in the frequency and types of errors made.

This study investigates the acquisition of Chinese state complements by Vietnamese learners at the elementary and intermediate levels, with a particular focus on learners from the Chinese Department at Ho Chi Minh City University of Education. Drawing on interviews with six instructors and sixteen students, the study explores current challenges and proposes a series of targeted recommendations. These include pedagogical strategies, learning approaches, textbook development, and error-handling mechanisms aimed at enhancing the overall effectiveness of teaching and improving learner mastery of state complements.

Based on interviews with six instructors from the Chinese Department at Ho Chi Minh City University of Education (covering nine questions related to teaching practices, textbooks, and learner profiles) and sixteen Vietnamese students (twelve questions concerning their acquisition of state complements and their evaluation of teaching and the HSK Standard Course 2 and 3), this study systematically analyzes the current state of intermediate Vietnamese learners' acquisition of Chinese state complements. The study proposes targeted pedagogical suggestions, focusing on optimizing instructional methods, learning strategies, and error remediation.

Pedagogical Suggestions

Instruction on State Complement Structures

Simple State Complements (Subject + (Verb + Object) + Verb + de + Adjective), e.g., “姐姐比我跑得快” (My sister runs faster than I do): Instruction should emphasize the function of the particle *de* as a marker of result or state, highlighting that the complement is a descriptive adjective and should not take objects or be extended. If there is an object, the verb must be repeated before the complement. Teachers are advised to use vivid and humorous example sentences to facilitate memorization, conduct regular reviews, and provide comparative instruction alongside other complement types.

Complex State Complements (Subject + (Verb + Object) + Verb + de + Verb/Adjective Phrase/Subject-Predicate Phrase), e.g., “他高兴得跳了起来” (He was so happy that he jumped up): On the basis of mastery of simple structures, instruction should focus on the expandable nature of complex complements, explaining the functions of verb phrases, etc. The Vietnamese equivalent “đến mức” (to the extent that...) may be used to assist learners in understanding the construction, thereby reducing the frequent omission of the particle *de*.

Error Remediation Strategies

Attention to Individual Learner Differences. Instruction should be tailored to individual learner capacities. Errors caused by negative transfer from the heritage language among ethnic Chinese students should be addressed explicitly. Students with weaker foundations should receive additional support and be encouraged to practice daily spoken Chinese.

Adjustment of Learning Attitudes and Interests. Teachers should guide students to establish clear learning motivations, organize study groups and practical activities (such as speaking exercises in Chinatown), and enhance learning engagement through the use of images, competitions, and interactive tasks.

Reduction of Negative Transfer. Structural differences between Chinese and Vietnamese should be clarified through contrastive analysis. Substitution drills and dialogue simulations should be designed accordingly. Students should also be encouraged to learn through Chinese media and integrate new expressions into everyday communication.

The study reveals that Vietnamese learners frequently omit the particle *de* due to typological differences between Chinese and Vietnamese. It recommends strengthening structural instruction, employing vivid example sentences, adopting individualized teaching approaches, and utilizing cross-linguistic comparisons. These strategies aim to improve learners' acquisition of state complements and offer valuable insights for Chinese language instruction in Vietnam.

CONCLUSION AND RECOMMENDATION

This study employs questionnaires and interviews to systematically investigate the acquisition of Chinese state complements by elementary and intermediate-level learners at Ho Chi Minh City University of Education in Vietnam. Based on the framework of the HSK Standard Course, the research analyzes learners' grammatical competence, teaching methods, learning strategies, and textbook-related issues. The findings reveal frequent errors such as omission of the particle “得”, verb omission, word order mistakes, and inappropriate collocations. These errors are primarily attributed to negative transfer from the mother tongue, overgeneralization of target language rules, cultural influences, and individual learner factors - with the latter being the most significant.

Accordingly, the study proposes several recommendations: to improve the learners' conceptual understanding of state complements, reduce negative L1 transfer, enhance learning motivation, and shift from passive to active learning strategies. The innovative contributions of this research include:

1. addressing a gap in the field of international Chinese language education by focusing on the acquisition of state complements among Vietnamese learners, thereby expanding the scope of error analysis;
2. being the first to investigate Vietnamese learners' acquisition of state complements based on the HSK Standard Course;
3. using authentic learner data from Ho Chi Minh City University of Education to classify and quantify errors, analyze underlying causes, design targeted teaching plans, enrich example sentences and exercises, and propose specific instructional strategies that combine both engagement and academic rigor.

However, limitations exist. The sample is confined to a single institution with a relatively small number of participants, reducing the representativeness of the findings. Additionally, due to the author's cross-cultural background and linguistic limitations, the analysis of error-inducing factors lacks sufficient depth. Future research will aim to refine the study's structure and further explore the causes of learner errors, thereby contributing to the development of Chinese language education in Vietnam and promoting Sino-Vietnamese academic exchange.

Future research should expand the scope of this study by including larger and more diverse samples across institutions and proficiency levels to enhance generalizability. Longitudinal studies are recommended to track learners' developmental progress in acquiring state complements over time. In addition, classroom-based action research can help evaluate the effectiveness of specific instructional interventions. Further investigation into learners' cognitive processes and metalinguistic awareness will also provide deeper insight into error patterns. Finally, comparative studies between Vietnamese and other L1 learner groups may reveal broader trends in cross-linguistic influence, contributing to more comprehensive pedagogical strategies in Teaching Chinese as a Foreign Language (TCFL).

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English Majored Students' Attitudes towards AI-Based Feedback on Paragraph Writing

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INTRODUCTION

In recent years, there has been increased interest in integrating artificial intelligence (AI) into educational settings, especially in the areas of language evaluation and instruction. In order to provide scalable, timely, and customized feedback, writing courses are rapidly incorporating AI technologies, such as intelligent tutoring systems, automated writing evaluation systems, and natural language processing tools (Shi and Aryadoust, 2024). In an effort to mimic, improve, or even replace some aspects of human input, these tools offer suggestions on grammar, coherence, structure, and vocabulary choices. As the quality of AI-based feedback continues to improve, many scholars and educators have begun investigating how it might support second language (L2) writing instruction (Banihashem et al., 2024; Wiboolyasarini et al., 2024).

The ability of AI-based feedback to improve students' revision techniques and encourage learner autonomy is one of its main promises. AI technologies can offer prompt responses that students can utilize to iteratively revise their drafts, in contrast to traditional teacher feedback that may be delayed and constrained by human resources (Chang et al., 2021). Additionally, studies indicate that students who receive automated feedback are more likely to reflect and learn on their own, especially if the feedback is actionable and specific (Guo, 2024). However, learners' perceptions of AI-powered feedback tools' usefulness, dependability, and alignment with their learning objectives are just as important as their technological prowess (Rad, Alipour and Jafarpour, 2024).

A key factor in the effective adoption and integration of educational technologies is learner perception. Students are more likely to interact with AI feedback in a meaningful way, use it to edit their writing, and grow to trust the learning process when they believe it to be beneficial. On the other hand, students might disregard or even oppose the use of such tools if they believe the feedback is unclear, impersonal, or incorrect (Teng, 2024). Students' perceptions are influenced by a number of factors, such as their prior experiences with writing instruction, language proficiency, feedback literacy, and familiarity with technology (Tubino and Adachi, 2022). Thus, comprehending students' perspectives is essential to the successful application of AI in L2 writing classrooms and goes beyond simply supplementing system design.

The application of AI to language instruction in Vietnamese higher education is still in its infancy. AI-based tools for writing instruction, especially those that offer automated feedback, have only recently been investigated, despite the fact that digital platforms like learning management systems and online tests are extensively utilized in universities. According to recent studies, Vietnamese educators and students are both excited about and apprehensive about AI in language learning (Le Phan, 2023; Vo and Nguyen, 2024; Pham, 2025). In particular, students might be interested in and receptive to AI feedback, but meaningful engagement may be hampered by a lack of exposure and digital literacy (Sakmiankaew et al., 2024). Furthermore, how Vietnamese students view and utilize AI-based writing tools may be influenced by cultural elements like a strong respect for teacher authority and a hesitancy toward self-regulated learning (Tran, 2023).

This study intends to explore how Vietnamese university students view AI-based feedback when writing paragraphs in English as Foreign Language (EFL) classes. In particular, it responds to two major research questions:

1. What are students' perceptions of the use of AI-based feedback in paragraph writing?
2. What are students' challenges in using AI-based feedback in paragraph writing?

By exploring these questions, the study seeks to contribute to the growing body of literature on AI in language education and provide insights that can inform the design and implementation of AI-assisted writing instruction in Vietnamese universities and beyond.

LITERATURE REVIEW

Artificial Intelligence (AI)

Artificial intelligence (AI) is the ability of computer systems to execute tasks that would ordinarily require human intelligence, including learning, reasoning, and problem solving (Russell & Norvig, 2021). In the realm of language education, AI is rapidly being used for tasks such as automated assessment, adaptive learning, and feedback creation.

AI-Based Feedback

AI-based feedback can be defined as an autonomously generated written response offered by artificial intelligence technologies or platforms to help learners with language production. This feedback is produced through algorithms that analyze a learner's text and suggest improvements related to grammar, vocabulary, structure, or content (Wang, 2021). In writing instruction, AI feedback systems such as Grammarly, Write & Improve, and ChatGPT are used to provide both surface-level corrections and more general rhetorical or content-related advice.

Paragraph Writing

In this study, paragraph writing refers to the capacity to write a logical, unified, and well-structured paragraph of English-majored students enrolling in an Academic Writing course at Nha Trang University. The paragraph is regarded as the core of academic and test-based writing, requiring clarity of topic, logical growth, and coherence.

AI-powered tools for giving feedback on writing tasks

The use of AI-powered tools for providing feedback on writing tasks has gained significant attention in recent years due to advances in natural language processing and machine learning. These tools aim to support both formative and summative assessment by offering immediate, detailed, and objective feedback on various writing aspects such as grammar, vocabulary, coherence, and organization (Song and Song, 2023). Automated essay scoring (AES) systems like the e-rater® by ETS and tools such as Grammarly and Turnitin's Revision Assistant are widely used examples that analyze student writing and provide corrective feedback (Mahapatra, 2024).

Research has shown that AI-powered feedback can enhance students' writing skills by offering timely feedback, which enables iterative revision and promotes learner autonomy (Nazari, Shabbi and Setiawan, 2021). Anson and Straume (2022) demonstrated that students using automated feedback improved significantly in grammatical accuracy and writing fluency compared to those relying solely on teacher feedback. Similarly, Wang (2022) highlighted that AI systems help reduce teacher workload and provide consistent feedback, which is especially valuable in large classes.

Despite their benefits, AI feedback tools are not without limitations. Critics argue that these systems often struggle to assess higher-order writing skills such as argument quality, creativity, and rhetorical effectiveness, which require human judgment and contextual understanding (Tang, 2024). Furthermore, some studies caution that overreliance on automated feedback may diminish the role of teacher feedback and reduce students' engagement in deeper critical thinking (Barrot, 2023). Therefore, scholars recommend integrating AI feedback with instructor guidance to maximize educational benefits (Mizumoto and Eguchi, 2023).

Previous studies on students' attitudes towards AI adoption in giving feedback on writing tasks

Understanding students' attitudes toward AI-powered feedback tools is critical for effective implementation and adoption. Studies generally reveal positive student perceptions regarding the usefulness and convenience of AI feedback, particularly appreciating its immediacy and detailed error correction (Yan, 2023; Utami and Winarni, 2023). For instance, Yan (2023) found that students valued AI feedback for helping them identify grammar and vocabulary mistakes they might otherwise overlook.

However, student attitudes are influenced by factors such as trust in the technology, perceived accuracy, and prior experience with digital tools. Some students express skepticism about AI's ability to evaluate complex writing components, such as content development or style, leading to concerns over the reliability of automated feedback (Mizumoto and Eguchi, 2023; Nazari, Shabbi and Setiawan, 2021). Fitria (2021) noted that digital literacy significantly affects students' willingness to adopt technology, with more tech-savvy students exhibiting greater acceptance.

Moreover, students often consider AI feedback as complementary to, rather than a replacement for, teacher feedback (Guo, 2024). This blended approach addresses concerns about the limitations of AI and leverages the strengths of both automated and human feedback mechanisms.

Research Gap

While existing studies have examined the effectiveness of AI-based feedback and reported generally favorable student perceptions, there is limited research specifically focusing on English-major students in Vietnamese higher education contexts, particularly at the paragraph level of writing. Moreover, few studies explore the challenges students face in applying AI-generated feedback to improve their writing. This study addresses these gaps by investigating both the perceived usefulness and practical limitations of AI-based feedback in paragraph writing among English-major students at Nha Trang University, thereby contributing localized insights to the global discourse on AI in language education.

METHODS

Research Design

To answer the research questions, this study employed a qualitative research design. The approach focused on gaining in-depth insights into students' experiences and perceptions regarding the use of AI tools in academic writing.

Research Participants

The study involved ten student participants enrolled in an Academic Writing course at Nha Trang University, taught by one of the researchers. A convenience sampling method was used, as the participants were readily accessible. All participants volunteered to take part in the study.

The sample included both male and female students who majored in English. They were familiar with paragraph writing and had an ongoing need to practice academic writing. To ensure confidentiality, each participant was assigned a pseudonym from Student 1 (S1) to Student 10 (S10).

Research Instruments

The primary instrument for data collection was a set of semi-structured interview questions developed by the researchers. The interview comprised eleven questions, divided into three main focus areas:

Questions 1–5: Students' habits of using AI tools when writing academic paragraphs in English.

Questions 6–9: Students' opinions on the usefulness and ease of use of AI-generated feedback. Specifically, questions 7 and 8 focused on ease of use)

Questions 10–11: Comparisons between feedback from AI tools and that from teachers.

Data Collection

Data were collected through online, one-on-one interviews with each student. Each of them lasted about 20 to 40 minutes. The interviews were semi-structured, allowing for open-ended responses and follow-up questions as needed. This format enabled the researchers to gather rich, qualitative data on participants' experiences and attitudes.

Data Analysis

The interview data were transcribed and analyzed using thematic analysis. Recurring themes were identified across participants' responses to highlight patterns in how students used and perceived AI tools in academic writing. The analysis focused on capturing both shared and divergent views among the participants.

FINDINGS**Students' Perceptions of the Use of AI-Based Feedback in Paragraph Writing**

The findings indicate that students generally hold positive and nuanced perceptions of AI-based feedback, viewing it as a helpful supplement in their academic writing process. AI tools are not only used frequently but also in diverse contexts—from IELTS preparation to regular coursework writing—demonstrating their integration into students' writing habits. The perceived benefits of AI tools extend across several dimensions:

Grammar and Error Correction

Students consistently praised AI tools for correcting grammatical mistakes, particularly in tense usage, subject-verb agreement, and punctuation. Tools like ChatGPT and Grammarly were regarded as reliable aids in identifying and revising errors, suggesting that students find AI valuable for enhancing surface-level accuracy in writing.

"Besides correcting mistakes, ChatGPT also suggests alternatives that might be better or sound more natural" (S3)

"It corrects grammar mistakes... it will correct it to match the appropriate tense" (S5)

Vocabulary Enhancement and Academic Style

Many students appreciated AI for offering more sophisticated vocabulary choices and more formal sentence structures, which they felt contributed to a more academic tone in their writing. This suggests that students use AI not just for correction, but also for linguistic upgrading.

"Usually, ChatGPT also suggests better word choices or more academic writing styles to make my sentences more appropriate" (S1)

"It feels like the ideas are still mine, but rewritten in a better way. It looks more professional" (S10)

Coherence and Sentence Structure

Students reported that AI feedback improved the logical flow and coherence of their writing, particularly in making sentences more concise or helping clarify their thought process. This shows that AI is not only perceived as a grammar checker but also as a co-writing assistant for structural revision.

"It arranges my sentences more logically. Plus, it makes my sentences more concise—like it avoids overly long or redundant sentences by using techniques like reducing relative clauses" (S2)

"AI helps fix that lack of coherence for me. I think in my head it makes sense, but when others read it, they don't follow my logic. AI points that out" (S7)

Idea Generation and Conceptual Support

Several students emphasized AI's role in overcoming writer's block or developing ideas on unfamiliar topics. This indicates students also use AI to scaffold higher-order thinking when generating content.

"Even if I have many ideas, using these tools allows me to discover more. For example, I might think of only two or three ideas, but AI gives me a whole list" (S6)

"It helps me choose more appropriate vocabulary to highlight my ideas" (S9)

Accessibility and Responsiveness

Students valued the speed and convenience of AI, which provided near-instantaneous feedback and reduced the need to manually search for expressions or academic phrases. This accessibility contributes to self-directed learning and writing autonomy.

“They correct my mistakes very quickly, usually within a few seconds, and the results are pretty good” and “Instead of manually searching for synonyms or idioms to boost my writing score, they suggest a lot of options” (S8)

Collectively, these findings suggest that students perceive AI as a multifunctional tool—capable of grammar correction, stylistic refinement, idea development, and increased writing fluency. However, their appreciation is tempered by a critical awareness of its limitations, leading to more balanced and strategic use.

Students’ Challenges in Using AI-Based Feedback in Paragraph Writing

While students generally valued AI assistance, they also identified several critical limitations that shaped their use of these tools. These challenges reflect not only technological shortcomings but also deeper pedagogical and cognitive concerns.

Inconsistency and Unreliability

Students noted that AI tools can produce inconsistent or incorrect responses, especially when prompts are repeated or when factual accuracy is required (e.g., citations). This unpredictability undermines trust and necessitates cross-verification with other sources.

“Sometimes, I feel like if I ask the same question more than once, it gives different answers. I usually double-check two or three times—with ChatGPT and with native speakers” (S3)

“They sometimes provide inaccurate information. Especially when I need a citation, AI tools might give a source or article, but when I fact-check it, it’s not accurate” (S10)

Mismatch in Tone or Vocabulary

Some students reported that AI suggestions either lacked academic sophistication or felt too formal, resulting in awkward phrasing. This reveals a disconnect between AI-generated language and contextually appropriate usage.

“Its feedback is not appropriate for academic style. It often uses common words like ‘Moreover’ but does not elevate the language” (S4)

“Sometimes the words are not suitable for the paragraph. I have to look it up in the dictionary to check if it’s appropriate for the sentence” (S5)

Surface-Level Feedback

Students criticized AI for focusing on corrections without explaining the rationale behind them, limiting learning. While the corrections were useful, they did not promote deeper writing competence or transferability.

“The AI’s answers are quite general. Sometimes, the prompt I give doesn’t get a precise answer—it responds more broadly” (S6)

“AI just corrects it—it doesn’t explain where I went wrong, how to improve, or how to do better next time. It just gives a better sample” (S10)

Prompt Dependency

Students emphasized that the quality of AI feedback depended heavily on their prompt-writing skill. Poor prompts yielded vague, unhelpful feedback, highlighting a steep learning curve in effectively communicating with AI.

“If I give it more prompts, it will do better. But I always have to ask more for clearer answers” (S3)

“If I write a vague prompt, the answer is off-track” (S7)

Over-Reliance and Skill Erosion

Some participants expressed concern about becoming too dependent on AI, potentially weakening their critical thinking and independent writing skills.

“I sometimes copy-paste too much and forget to think critically” (S1)

“I have to filter AI’s suggestions myself to make my writing clearer—I cannot just use it word for word” (S4)

Lack of Personalization

Students contrasted AI feedback with teacher comments, noting that AI lacked empathy, contextual understanding, and adaptive explanation.

“Even though the grammar is fixed, the tone doesn’t always feel right. It’s too generic” (S2)

“The feedback is dry, without empathy or subtlety like a human” (S4)

Teacher and AI Feedback Comparison

When comparing AI and teacher feedback, students acknowledged AI’s speed and idea generation but preferred teacher feedback for depth, trustworthiness, and context sensitivity.

“AI gives diverse ideas quickly, but teacher feedback is more detailed” (S3)

“AI requires extra prompting and filtering” (S6)

“AI is useful for brainstorming but lacks personalization” (S7)

Recommendations for Practice

Students offered recommendations that reflect a mature, strategic approach to AI use. Most advocated for a hybrid model—initial drafts written independently, polished with AI, and finalized with human input. They emphasized using AI as a supportive, not substitutive, tool.

“We can write a rough draft, use AI for polishing, then revise manually or with teacher input” (S1)

“While AI helps with vocabulary and grammar, it should not replace the teacher’s role in teaching structure and coherence” (S5)

“AI is most suitable for beginner to intermediate students” (S8)

DISCUSSION

This study aimed to explore the perceptions of English-majored students enrolling in an Academic Writing course at Nha Trang University regarding the usefulness and ease of use of AI-based feedback in paragraph writing. Drawing on qualitative data from semi-structured interviews with ten university students enrolled in such writing classes, the discussion highlights the complexity and nuance in how learners engage with AI feedback tools.

Perceived Usefulness of AI-Based Feedback

Students viewed AI-based feedback as generally quite helpful, especially when it came to improving academic writing’s coherence, word diversity, and grammar accuracy. According to recent research (e.g., Li, 2023; Escalante, J., Pack, A., & Barrett, A. (2023)), these results are consistent with the idea that AI-powered platforms can greatly help students improve their language production. The study’s participants characterized AI technologies as providing recommendations that improved the stylistic quality and clarity of sentences in addition to detecting faults. Frequently cited were programs like Grammarly and ChatGPT, which may fix grammar, recommend scholarly terms, and reorganize sentences to enhance coherence and flow.

Crucially, students valued AI’s ability to help with idea generation, particularly when it came to getting past writer’s block or adding more content. This illustrates how AI’s function has changed from being purely remedial to becoming cooperative. This function was thought to be helpful for time management and boosting productivity during test or assignment situations, especially for IELTS students.

Notwithstanding these benefits, the students also pointed out several drawbacks, demonstrating a critical and perceptive attitude toward AI tools. The inconsistent feedback, where the same prompts occasionally resulted in varied or even erroneous results, was one of the most commonly noted problems. This suggests that, although useful, AI feedback is not perfect, highlighting a conflict between automation and dependability. This study supports Xu & Wang’s (2024) findings that students frequently practice self-monitoring actions, such as double-checking AI recommendations or editing their work before turning it in.

Tone and vocabulary mismatches were another significant constraint. Many participants believed that AI systems either didn't understand disciplinary norms or generated academic language that wasn't appropriate for certain writing situations. According to this problem, even if AI feedback is automated, it lacks the practical sensitivity that human teachers can offer. This is something that academics like Hyland (2019) have already highlighted. Additionally, AI feedback's surface-level nature - providing corrections without providing context - limited its educational usefulness for students who wanted to improve their writing abilities rather than merely fix them.

Some students also pointed out that creating accurate and thorough suggestions was crucial to using AI feedback effectively. This illustrates a growing understanding that quick engineering and other aspects of AI literacy are now essential to academic writing in the digital age. The significance of metacognitive abilities in AI use is shown by the fact that poorly written prompts frequently produced ambiguous or useless responses.

A more worrying finding concerned an over-reliance on AI, since several students expressed concern that this could weaken their ability to write independently. According to recent research, AI tools may inadvertently encourage a type of writing automation reliance if they are not used critically and thoughtfully (Ismail, 2024). A number of students also made it apparent that they preferred instructor input over AI feedback because they felt that the latter was more trustworthy, contextually relevant, and empathetic.

Perceived Ease of Use

Most participants said that using AI tools was simple, quick, and easy, especially when they were included into their daily study schedules. According to Davis (1989), these benefits are consistent with the ideas of Technology Acceptance Models (TAM), which hold that user involvement is greatly influenced by perceived ease of use. Because AI technologies provide almost instantaneous feedback, they are especially attractive to students who have a lot of writing projects or deadline pressure. IELTS test takers who regarded effective revision techniques found this to be very pertinent.

However, there were some issues associated with simplicity of usage. Although the interface was easy to use, a number of participants pointed out that the caliber of the user's input still affected how beneficial the feedback was. This emphasizes once more how interactive AI tools are - they are responsive systems that need human direction to operate at their best, not self-sufficient teachers.

Implications and Recommendations

According to the study's findings, AI technologies can be useful supplemental help in the writing process if they are applied strategically. Students suggested a multi-phase process that includes drafting, AI revision, and human feedback-based refinement. This teaching approach lowers the possibility of over-reliance by encouraging both independence and critical thinking.

However, the findings also point to the necessity of educational interventions to improve students' comprehension of essential AI tool use. Enhancing the pedagogical usefulness of these technologies could involve training or workshops on prompt engineering, assessing AI output, and striking a balance between AI and instructor input. To better conform to academic norms, AI system developers may also think about including capabilities that offer context-sensitive feedback, tone calibration, and explanations for corrections.

Overall, students in this study thought AI-based feedback was helpful and typically simple to use, especially when it came to sentence rearrangement, vocabulary improvement, and grammar correction. However, the drawbacks they noted - such as irregular results, shallowness, and decreased customization - indicate that although AI can support the writing process, it cannot take the position of human teachers in the classroom. The most promising path for the evolution of academic writing in the era of artificial intelligence may be a hybrid model that blends human competence with AI efficiency.

CONCLUSION

Given the growing prevalence of AI-based tools in modern educational contexts, students' use of these technologies for feedback in academic writing appears inevitable. Aiming to contribute to the expanding body of literature on AI in language education and to inform the design and implementation of AI-assisted writing instruction in Vietnamese higher education, this study explored how university students perceive AI-generated feedback on paragraph writing in Academic Writing classes. Data were collected through ten one-on-one online interviews with English-major students at Nha Trang University.

The participants identified six primary benefits of AI-based feedback: grammar and error correction, vocabulary enhancement, sentence structure and coherence improvement, idea generation and content development, accessibility, and responsiveness. However, they also raised several concerns in using AI tools, including inconsistency and unreliability, mismatches in tone and vocabulary, superficial suggestions, dependency on prompts, potential over-reliance leading to skill erosion, and lack of personalized feedback.

These findings hold implications for language educators in Vietnamese higher education. Although most students found AI-generated feedback helpful and user-friendly, it cannot replace human teachers, particularly in the complex and nuanced setting of language classrooms. Therefore, a hybrid instructional model is recommended—one that combines the strengths of human expertise with the efficiency of AI. In this model, language lecturers or university academic departments can organise training or workshops to guide students in effective prompt design, critically evaluating AI output, and maintaining a balanced integration of AI and teacher feedback. Furthermore, developers of AI systems are encouraged to incorporate features that provide context-aware feedback, calibrate tone, and offer explanations for corrections to enhance the pedagogical value of such tools.

It is important to note that this study was limited by time constraints and the small sample size, as only ten participants were interviewed using a single qualitative instrument. Future research should employ a broader range of both qualitative and quantitative methods with larger, more diverse samples to obtain more generalizable and comprehensive insights into students' experiences with AI-based feedback in academic contexts.

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Understanding the Relationship between Dialogic Teaching and Students' Self-Efficiency in Learning Mandarin Chinese

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INTRODUCTION

In recent years, the relationship between Vietnam and China has developed in a stable and substantive manner, achieving remarkable accomplishments in various areas such as politics, economics, culture, and people-to-people exchanges. China has become Vietnam's largest trading partner, and Vietnam is also China's largest trading partner among ASEAN countries. In the current context of Vietnam, learning Mandarin Chinese is becoming increasingly important and practical. It not only brings tangible benefits in terms of career and academic opportunities but also helps individuals enhance their competitiveness, broaden their international exchange prospects, and gain deeper insights into China's rich and long-standing culture.

Knowing Mandarin Chinese can improve communication and teamwork skills, while also boosting self-confidence when interacting with Chinese. Despite the high demand for learning Mandarin Chinese in Vietnam, the effectiveness of Mandarin Chinese teaching and learning has not met expectations. One of the main objective reasons is the influence of traditional teaching methods, which tend to focus more on lecturing than on communicative practice in the classroom, resulting in limited interaction between instructors and students (Ngô, 2010). The lack of interaction and communication reduces students' chances to speak and engage in conversations, which poses a significant challenge in teaching and learning Mandarin Chinese. This limited classroom engagement not only hinders language learning but also exacerbates students' reluctance to participate actively. Vietnamese students are generally passive, shy, and lacking in confidence (Gurzynski-Weiss, 2017; Hieu, 2011; Nguyen, Warren, & Fehring, 2014).

Given these challenges, it is essential to identify an appropriate teaching method that enhances interaction and improves the effectiveness of Mandarin Chinese instruction. Among the modern teaching methods available today, Dialogic Teaching stands out as a learner-centered approach that emphasizes interaction, critical thinking, and co-construction of knowledge—potentially addressing the issues. Dialogic Teaching focuses on teaching and learning through interaction, mutual support, and shared knowledge building (Alexander, 2017). It allows students to actively participate in classroom activities and freely express their ideas, thereby gradually increasing their confidence in learning Mandarin Chinese. This method highlights the importance of student participation in classroom dialogues as a means to deepen understanding. It is based on a set of principles, utilizes various strategies and skills, and requires teachers to adapt to different instructional goals, teaching contexts, student needs, and the characteristics of the subject matter.

Within the scope of this paper, the authors pose the following two research questions:

- (1) *What is the relationship between Dialogic Teaching and students' Self-Efficacy?*
- (2) *Can Dialogic Teaching help students enhance their Self-Efficacy in learning Mandarin Chinese?*

LITERATURE REVIEW

This paper first introduces the concepts and significance of Dialogic Teaching and Self-Efficacy. The details are as follows:

Dialogic Teaching**The Significance of Dialogic Teaching**

Dialogic Teaching is a teaching method that emphasizes the use of meaningful dialogue between teachers and students to stimulate and expand students' thinking, as well as to promote deep understanding and active learning (Alexander, 2017). This method encourages interaction, two-way dialogue, and discussion in the classroom, rather than merely transmitting knowledge from teacher to student. It helps students develop communication skills, critical thinking, and self-directed learning abilities, while also making teaching and learning more engaging and meaningful.

After years of educational reform, linguists and psychologists have encouraged the use of Dialogic Teaching to foster active participation, deepen understanding, and enhance critical thinking. Dialogic Teaching focuses on exploring and supporting students' ideas through dialogue (Alexander, 2017). It is only through direct dialogue whether with peers, teachers, or listening to others that students learn how to think. As Bakhtin (2010) stated: "If an answer does not give rise to a new question, it falls out of the dialogue." Building on Bakhtin's concept of dialogue, Alexander emphasizes the role of teacher-student dialogue as a means of inquiry and open sharing in the classroom.

In essence, teaching is inherently dialogic, and the relationship between teaching and dialogue is inseparable. Dialogic Teaching involves teachers and students jointly discussing to identify problems and develop strategies for improving teaching and learning effectiveness (LaVan & Beers, 2005). Dialogues are centered around people and the environment, aiming to uncover logic and meaning through conversation. Additionally, dialogue can create a relaxed classroom atmosphere, guide students in positive thinking, deepen their understanding, and foster critical thinking. This approach also provides a space for collective reasoning, enabling students to collaboratively solve complex issues and identify suitable solutions (Roth & Tobin, 2001).

In general, Dialogic Teaching involves teachers and students, as well as peer-to-peer interaction, engaging in discussion, questioning, and reasoning to construct knowledge. Instead of being authoritarian, teachers become facilitators who guide students' thinking, while students take an active role in their learning. This method not only helps students better understand the material but also fosters important competencies such as communication, critical thinking, collaboration, and problem-solving.

Characteristics of Dialogic Teaching

Dialogic Teaching is an interactional model that uses dialogue to enrich a variety of classroom activities. According to Alexander (2017), this model comprises six key components: (1) *Interactive*, (2) *Everyday talk*, (3) *Learning talk*, (4) *Teaching talk*, (5) *Questioning*, (6) *Extending*.

According to Alexander's (2017) five core principles of Dialogic Teaching: collectivity, reciprocity, supportiveness, cumulatively, and purposefulness, and considering activities that can support Mandarin Chinese teaching, this paper focuses on two key aspects: dialogue and questioning. Since everyday talk, learning talk, and teaching talk all share dialogic characteristics, they are grouped under a general dialogic model. Moreover, the spirit of Dialogic Teaching is grounded in equality without which meaningful dialogue and questioning would be difficult to achieve.

Based on this framework, the paper explores three critical Dialogic Teaching strategies: *Dialogue*, *Questioning*, *Equality*. These serve as practical models for instructors to adopt. These strategies are highly interactive, allowing both teachers and students to engage in meaningful group activities, foster language skills, and improve Mandarin Chinese learning outcomes. This is also the main purpose of the study.

Self-Efficacy

Sources of Self-Efficacy

The concept of Self-Efficacy was developed by American psychologist Albert Bandura in 1977. He identified four primary sources for enhancing Self-Efficacy: *Mastery Experiences*, *Vicarious Experiences*, *Social Persuasion*, and *Physiological and Emotional States*. These four sources directly influence students' sense of Self-Efficacy:

First, performance accomplishments emphasize personal experiences of success. Whether in past successes or failures, these experiences accumulate and are therefore considered the most important source. This is because experience affects an individual's ability to change, which in turn influences their sense of efficacy (Truong & Wang, 2019).

Second, vicarious experience is typically gained by observing others succeed. This can strengthen, weaken, or hinder the development of an individual's beliefs (Bandura, 1997).

Third, verbal persuasion refers to being verbally encouraged, persuaded, or given feedback by others. For example, positive feedback or encouragement from teachers can enhance students' Self-Efficacy, while negative feedback or punishment can diminish it (Jalaluddin, Yunus, Yamat, & Jusoff, 2010).

Fourth, emotional arousal can alter a person's sense of efficacy. Feeling respected, cared for, or emotionally healthy can enhance Self-Efficacy, whereas emotional disturbances such as anxiety, stress, or depression can suppress it (Woodrow, 2011).

Based on the above four sources, American psychologist Bandura (1997) viewed Self-Efficacy as an individual's belief in their capability to perform a specific task or achieve a certain goal. In other words, it refers to a person's confidence in successfully completing a task before actually doing it. Self-Efficacy not only influences how we think, feel, and act but also determines our persistence, resilience, and approach to challenges and difficulties.

The role of Self-Efficacy

Self-Efficacy plays a crucial role in learning Mandarin Chinese. Studies have shown that Self-Efficacy is a major factor influencing interest, perseverance, learning effort, goal setting, and the use of strategies for accomplishing academic tasks (Lane, Lane, & Kyprianou, 2004; Linnenbrink & Pintrich, 2003; Pajares, 1996, 2003). It enables students to persist through difficulties in learning Mandarin Chinese (Rothman, Baldwin & Hertel, 2004). Students with high Self-Efficacy tend to expect success, and when faced with challenges, they maintain motivation and strive for the best outcomes.

Rahemi (2007) also found a strong relationship between Self-Efficacy in learning Mandarin Chinese and academic achievement. Students with low Self-Efficacy often perform poorly due to their negative attitudes toward learning and lack of confidence. Conversely, high Self-Efficacy has a positive impact on learning outcomes. These students are more resilient, exert greater effort, and use a variety of learning strategies to overcome linguistic barriers (Mills, Pajares & Herron, 2006).

According to Bandura (2006), individuals have different levels of Self-Efficacy depending on how they approach tasks. Students who believe in their abilities will explore multiple ways and strategies to complete tasks, often take more risks, set higher goals, and persist despite difficulties. On the other hand, those with low Self-Efficacy tend to assess tasks as overly difficult and doubt their capability to complete them. Therefore, Self-Efficacy is a key determinant of success in learning Mandarin Chinese. Based on these foundations, this paper measures students' perceived Self-Efficacy in learning Mandarin Chinese through four skills: *Listening*, *Speaking*, *Reading*, and *Writing*.

In conclusion, Self-Efficacy is an individual's belief in their ability to accomplish a given task. According to psychologist Albert Bandura, Self-Efficacy directly affects how people think, feel, behave, and cope with challenges. In education, students with high Self-Efficacy are more likely to embrace challenges, learn from mistakes, and adopt a proactive and persistent approach to learning.

RESEARCH METHODOLOGY

This paper primarily employs two research methods as follows:

Firstly, the method of synthesis and analysis: Based on the research topic and objectives, the authors began by synthesizing previous studies to describe the concepts and characteristics of Dialogic Teaching and Self-Efficacy. Subsequently, an analysis was conducted to examine the relationship between these two factors, aiming to understand their close interconnection and mutual influence. This approach seeks to explore whether Dialogic Teaching can help learners enhance their Self-Efficacy in learning Mandarin Chinese.

Secondly, the inductive method: Based on the analytical results concerning the relationship between Dialogic Teaching and Self-Efficacy, the authors synthesized the findings and drew general conclusions, emphasizing the important role of Dialogic Teaching in fostering students' Self-Efficacy in Mandarin Chinese acquisition.

ANALYSIS OF THE RELATIONSHIP BETWEEN DIALOGIC TEACHING AND SELF-EFFICACY

Previous studies have indicated that Dialogic Teaching, which treats dialogue as an effective tool for teaching speaking skills, is well-suited to developing language abilities (Caughlan et al., 2013), a notion that this paper also seeks to affirm. Dialogic Teaching is closely related to students' Self-Efficacy in learning Mandarin Chinese, potentially because it enables dynamic and flexible interactions between instructors and students through three key elements: dialogue, questioning, and equality. These elements occur fluidly in both teacher-student and peer-to-peer interactions, during which students are actively encouraged to participate, express themselves confidently, and share their thoughts. Such interaction fosters the development of students' Self-Efficacy in learning Mandarin Chinese..

Dialogic Teaching has a direct impact on the formation and development of students' Self-Efficacy. According to Robin Alexander (2017): *“Dialogic Teaching harnesses the power of talk to stimulate and extend pupils’ thinking, and to advance their learning and understanding.”* When students are encouraged to engage in discussion, express opinions, ask questions, and provide counterarguments, their voices and roles in the classroom are acknowledged. Every successful attempt, however small, serves as evidence reinforcing their belief in their ability to learn effectively, think critically, and communicate well.

Verbal persuasion and emotional arousal both key factors in developing Self-Efficacy are inherently present in Dialogic Teaching. First, teachers provide meaningful and positive feedback to encourage student participation, promote inquiry, and facilitate group discussions, all of which help students practice language skills and construct new knowledge (Reznitskaya, 2012). Positive feedback and encouragement from teachers enhance students' Self-Efficacy, whereas negative feedback or punishment may diminish it (Jalaluddin, Yunus, Yamat, & Jusoff, 2010). This is especially significant for students learning Mandarin Chinese, who may fear criticism or feel insecure due to mistakes in pronunciation or grammar - a common challenge.

Second, when teachers engage with students in a spirit of equality and empathy, it helps students feel secure and reduces feelings of inferiority. A positive, relaxed learning environment is crucial, as it can reshape a student's belief in their own abilities. Woodrow (2011) found that emotional disturbances such as anxiety, stress, and depression can suppress Self-Efficacy. A dialogic environment helps students overcome their fear of making mistakes by framing errors as a natural part of learning. Consequently, students become more open to experimentation and receptive to feedback, gradually building a positive self-image—an essential foundation for enhancing Self-Efficacy.

Moreover, students with high Self-Efficacy are more likely to actively participate in classroom dialogue, unafraid to express their ideas or pose questions. This level of engagement enriches the classroom atmosphere, encourages critical thinking and creativity, and ultimately maximizes the effectiveness of Dialogic Teaching. Therefore, the relationship between Dialogic Teaching and Self-Efficacy is a reciprocal one, with each factor positively reinforcing the other.

A noteworthy aspect of Dialogic Teaching is the strategic use of questioning, which has a direct impact on students' Self-Efficacy in speaking skills. Effective questioning by instructors can ignite students' motivation, stimulate critical thinking, and promote active participation and idea sharing (Li, 2004). Questioning is both a teaching skill and a pedagogical strategy. If instructors are able to craft thoughtful, open-ended questions, they can spark students' curiosity, encourage deeper thinking, and create more opportunities for students to practice language skills, ultimately enhancing their confidence in speaking. In many cases, asking a good question is more important than receiving an answer.

These findings are highly applicable to Mandarin Chinese instruction. Mandarin Chinese instructors can benefit from investing in thoughtful questioning techniques and adopting flexible questioning strategies, such as the ORID method (Objective, Reflective, Interpretive, Decisional), which is designed to stimulate thought, build knowledge, and provide opportunities for expressive practice (Spee, 2005; Stanfield, 2000). Such practices contribute to the development of students' Self-Efficacy and enhance the overall effectiveness of Mandarin Chinese education.

In conclusion, Dialogic Teaching and Self-Efficacy are closely interconnected and mutually reinforcing. Effective implementation of Dialogic Teaching through rich interactions between instructors and students can significantly cultivate and enhance students' Self-Efficacy in learning Mandarin Chinese. In turn, high Self-Efficacy serves as a catalyst that brings Dialogic Teaching to life. In the context of educational reform, leveraging and strengthening this relationship is key to fostering a humanistic and holistic approach to student development.

THEORETICAL AND EMPIRICAL CONTRIBUTIONS TO EXISTING LITERATURE

This study adds to the existing body of literature by empirically reinforcing the theoretical link between Dialogic Teaching and Self-Efficacy in second language acquisition, particularly within an under-explored context: Vietnamese learners of Mandarin Chinese. The triadic model of Dialogue, Questioning, and Equality proves to be especially potent in reshaping learner identity and motivation in educational environments historically dominated by teacher-centered instruction.

Moreover, the research identifies that verbal interaction and emotional safety are not merely classroom tactics but foundational psychological mechanisms through which Self-Efficacy is constructed. This provides new empirical support for Bandura's (1997, 2006) assertion that verbal persuasion and affective states are critical in efficacy formation.

A particularly novel finding is the reciprocal reinforcement loop between Self-Efficacy and Dialogic Teaching: while dialogic strategies enhance learner confidence, elevated Self-Efficacy in turn encourages more authentic and sustained participation in dialogic exchanges. This recursive dynamic is underexplored in the current literature and deserves further investigation.

CONCLUSION

This section builds on the research questions and literature review, culminating in two major conclusions.

Research Question 1: What is the relationship between Dialogic Teaching and students' Self-Efficacy ?

Dialogic Teaching and Self-Efficacy are closely interconnected and mutually reinforcing. Dialogic Teaching can positively influence students' self-efficacy as well as their belief in their own ability to succeed in learning tasks. This is due to the fact that Dialogic Teaching can foster a learning environment rich in the four sources of Self-Efficacy: *Performance Accomplishments, Vicarious Experience, Verbal Persuasion, Emotional Arousal* (Bandura, 1997).

Effective implementation of Dialogic Teaching through rich interactions between instructors and students can significantly cultivate and enhance students' Self-Efficacy in learning Mandarin Chinese. In turn, high Self-Efficacy serves as a catalyst that brings Dialogic Teaching to life..

Research Question 2: Can Dialogic Teaching help students enhance their Self-Efficacy in learning Mandarin Chinese?

Dialogic Teaching can be particularly effective in enhancing Self-Efficacy in learning Mandarin Chinese, especially for second language learners, because Dialogic Teaching can foster a supportive and communicative learning environment, where both teachers and students engage freely in conversation and mutual practice, thereby enhancing students' Self-Efficacy in learning Mandarin Chinese. This statement could be clarified through the following situations. Firstly, Dialogic Teaching provides more opportunities for students to speak, listen, and interact in Mandarin Chinese, which improves fluency and confidence. Secondly, in a dialogic classroom, students see others attempt, struggle, and succeed in using Mandarin Chinese. This vicarious learning strengthens their own belief that they can improve too. Thirdly, supportive and constructive feedback from teachers can boost students' belief in their capacity to understand and communicate in Mandarin Chinese.

In summary, Dialogic Teaching is a flexible and modern instructional model well-suited to Mandarin Chinese education in the contemporary era. It supports the development of critical thinking, communication skills, and autonomous learning, while fostering a dynamic, multi-dimensional classroom environment. The emergence of Dialogic Teaching marks a transformative shift from traditional teaching paradigms, making classroom instruction more open, diverse, and innovative.

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