

EDITOR'S INTRODUCTION

Artificial Intelligence (AI) has gradually confirmed itself to be a transformative force, reshaping how we interact with language in contemporary life. This is particularly evident in English Language Education, where AI, powered by advanced language models like ChatGPT and Copilot, is revolutionizing students' learning practices of goal setting, management, and self-evaluation. AI is also reshaping teachers' approaches to lesson delivery, activity organization, collaboration facilitation, and the measurements of students' learning achievement.

Advanced language models can now provide learners with personalized tools that can analyze their linguistic strengths and weaknesses, aiding in the formulation of language learning goals. AI-driven systems can also offer tailored exercises and real-time feedback, allowing students to navigate their language acquisition at their own pace efficiently. The transformative impact extends to self-evaluation, where AI-powered assessments provide insightful analyses of language proficiency, guiding students in identifying areas for improvement and celebrating achievements. AI can be employed as a personalized language companion, available round-the-clock to support any self-directed learning initiative. The integration of AI in language education empowers students to take charge of their learning journey, fostering a sense of autonomy and motivation. AI has significantly contributed to the shaping of a dynamic and adaptive educational landscape that caters to the unique needs of each English language learner.

In addition, teaching practices are undergoing a transformative shift. Adaptive learning platforms offer educators tools to tailor content to individual student needs, fostering a more personalized and effective teaching approach. AI-driven systems can assist teachers in creating engaging and dynamic learning experiences. Interactions among

learners are enhanced through AI-powered tools that promote real-time communication and seamless collaboration among students and educators, transcending traditional classroom boundaries. AI also contributes to a paradigm shift in how learning achievements are measured, moving beyond standardized tests to more holistic assessments that consider individual progress, creativity, and critical thinking skills. As AI continues to evolve, its integration into educational practices reshapes the roles of teachers and students, fostering a more adaptive, collaborative, and student-centered learning environment.

This volume documents 21 papers from VietTESOL International Convention 2024 organized by Vietnam Association of English Language Teaching and Research (VietTESOL), in collaboration with the National Foreign Language Project (NFLP) and UEH University. The volume explores the influential role played by AI in the dynamic landscape of formal and informal language learning realms in Vietnam and beyond. It delves into the possibilities and applicability of AI-driven tools in paving the way for immersive and flexible learning experiences, breaking down geographical barriers and providing access to high-quality language education anytime, anywhere. The volume is structured into four sections, namely (1) AI Technology in Language Learning and Assessment, (2) Technology and Pedagogical Innovation, (3) Learner Needs, Perceptions, and Challenges, and (4) Teaching Practices and Teacher Development. The first three sections feature five papers each, and the last section features six papers.

The first section investigates the issue of AI Technology in Language Learning and Assessment. The studies in this category examine how AI is being integrated into formative assessment, IELTS preparation, and student learning outcomes in higher education. The first study explores the relationship between formative assessment and student motivation in a Vietnamese university. It identifies six factors, including AI-supported feedback, teacher roles, and classroom activities, that foster motivation, self-directed learning, and belief in improvement. The second study focuses on the Diplomatic Academy of Vietnam, where AI chatbots

were used in specialized education. Results show significant gains in performance, engagement, and confidence, though challenges such as feedback accuracy, technical constraints, and risks of over-reliance were also noted.

AI tools have also been applied to IELTS instruction in the other two studies. In speaking courses, ChatGPT was used to develop learning materials and support students with vocabulary, outlines, and ideas. Both students and teachers valued its efficiency and responsiveness, while acknowledging the need for careful adaptation to prevent overwhelming learners. A related study highlights the integration of AI tools such as ChatGPT, Quizlet, IdeaGene2, and MarkMyEssay in IELTS writing instruction. These tools enhanced coherence, accuracy, and autonomy through brainstorming and feedback activities, yet concerns remained about over-reliance and the need for critical engagement with AI feedback. The last article of this section is an evaluative study of ChatGPT-generated essays, based on IELTS descriptors, revealing both strengths and weaknesses. The essays were coherent and grammatically accurate, but they lacked lexical variety, originality, and critical thinking. The authors conclude that AI-generated texts should serve as assistance rather than replacements for student writing. These studies together suggest that AI can enrich language learning and assessment when used with balance and critical awareness. They emphasize the role of teachers in adapting AI tools and the need for students to remain active and independent learners.

The second section focuses on Technology and Pedagogical Innovation. The articles in this category explore how AI is reshaping teaching and learning practices, with a strong focus on creativity, customization, and ethics. The first article highlights the transformative potential of AI in education. It examines personalized learning, automated assessment, and the ethical challenges linked to algorithmic bias and data privacy. The discussion emphasizes that while AI can enhance teaching and testing, its use must be guided by ethical frameworks to ensure fairness and inclusiveness. The second article explores practical strategies for

teachers to bridge the material gap in English language classrooms. Using the AI tool Poe, educators can create customized vocabulary and grammar exercises suited to specific class needs. The article provides detailed steps for designing tailored materials and notes that this approach has the potential to address the limitations of generic textbooks.

The use of ChatGPT in supporting writing development is also discussed in two studies. One study shows how the tool assists students in brainstorming, outlining, and revising their work. Based on self-regulated learning theory, it suggests that carefully designed prompts can enhance critical thinking and independence. The tool also provides feedback on vocabulary and grammar. However, the study notes the importance of ethical considerations, especially in relation to over-reliance and responsible usage. Innovation extends beyond text-based tools. Another article examines AI-driven music composition as a means of enhancing English learning for Gen Z students. Through a structured instructional framework, it demonstrates how combining language practice with creative technology fosters engagement, collaboration, and personalized learning. At the same time, it acknowledges the challenges of classroom integration and the importance of ethical safeguards. The last article turns attention to research writing. It explores how AI can automate routine tasks, freeing researchers to focus on analysis and creativity. The paper also highlights the risks of plagiarism and the need to preserve academic integrity. Regulation, AI literacy, and balanced pedagogy are seen as essential to ensuring that AI enriches research without undermining critical thinking.

The third section aims to understand Learner Needs, Perceptions, and Challenges. The articles in this section focus on how students experience language learning, the obstacles they encounter, and the role of both traditional and technological support in addressing these needs. One article examines Japan's long-standing policy of promoting Global Human Resources to strengthen competitiveness. Despite this policy, students still struggle with English proficiency due to a traditional system

that emphasizes memorization rather than communication or critical thinking. The paper argues that teacher training and revised curricula are necessary to foster more communicative and student-centered learning, which would better align with global demands. A related study in Vietnam highlights gaps in English for Academic Purposes (EAP) writing instruction. Students reported limited understanding of academic genres, citation practices, and the relationship between reading and writing. Difficulties with vocabulary, coherence, and idea development were also noted. The study recommends the development of a separate EAP writing course to meet these needs more effectively.

Students' experiences with AI are also explored. In a transnational higher education program in Vietnam, learners used AI tools to practice speaking. They valued AI for its accessibility and its role in compensating for limited teacher feedback. However, students also recognized the tools' limitations, particularly the lack of rich feedback and authentic models. They viewed AI as supportive but not a substitute for teachers. Another study investigates pronunciation difficulties among freshman English majors. Results show both internal and external barriers to mastering pronunciation. Students expressed a desire for more interactive, practice-based instruction to improve their confidence and communicative competence. The study calls for targeted pedagogical approaches to address these specific challenges.

The last article of this section is a research study with logistics students in ESP courses, demonstrating the benefits of AI in supporting independent learning. The use of AI tools led to measurable improvements in performance and was positively received by students as a learning aid rather than a shortcut. The study suggests that AI can foster autonomy and strengthen self-directed learning in specialized domains. In short, these five articles emphasize that students face persistent challenges in academic writing, pronunciation, and communicative skills. They also highlight that AI can provide valuable support, though it must be integrated carefully alongside strong pedagogical design.

The fourth section explores the topic of Teaching Practices and Teacher Development. The articles in this category examine innovations in teaching methods, challenges in classroom practice, and the professional growth required to meet new demands in language education. The first study focuses on online teaching in primary schools. It explores how teachers identify their professional development needs in adapting to digital contexts. Findings reveal that teachers require a deeper understanding of pupils' psychological and behavioral aspects in online environments, as well as strategies for personalization and communication with parents. The study emphasizes the importance of including teachers' voices in training programs and adapting professional development to age-specific learner characteristics. The second article describes the trial of a paired speaking test with Japanese university students that used a pre-discussion monologue task. The aim was to enhance interactional competence by encouraging students to contextualize and expand on each other's ideas. While the monologue stage did not fully achieve its intended purpose, the subsequent discussions provided valuable insights into interactional dynamics and the potential of video-delivered prompts. The study suggests that such diagnostic tools can inform future test design.

The integration of 21st century skills is examined in another article, reflecting on an EFL Business Speaking course. By embedding Critical Thinking, Communication, Collaboration, and Creativity (4Cs) into course activities, students engaged in simulations of real-world business contexts. The study highlights the benefits and challenges of skills-based approaches and offers practical insights for teachers seeking to align language instruction with professional demands. In another article, a study on English for Specific Purposes (ESP) teaching in sports universities reveals challenges in materials, methods, and student vocabulary. Dependence on tools such as Google Translate was noted. Recommendations point to the use of technology, including ChatGPT, to enhance ESP instruction and better support learners' disciplinary needs. Another article reports on a study of the Jigsaw

technique, demonstrating its effectiveness in reducing grammatical errors in EFL writing. Compared to traditional instruction, students in the experimental group showed greater accuracy and engagement. The findings support cooperative learning as a valuable strategy for improving writing performance.

In conclusion, the 21 articles of this volume collectively illustrate the dynamic and evolving landscape of English language teaching and learning in the age of technological innovation and global educational change. The studies highlight how artificial intelligence, pedagogical creativity, learner-centered approaches, and teacher development all converge to shape contemporary TESOL scholarship and practice. They emphasize both the opportunities and the challenges of integrating new tools and approaches, reminding us of the continued need for thoughtful pedagogy, ethical reflection, and professional collaboration. This volume would not have been possible without the dedicated contributions of the authors, who generously shared their insights and findings, and the voluntary reviewers, who provided invaluable feedback to ensure academic rigor and clarity. Their commitment has enriched the quality of this collection and strengthened its relevance to the TESOL community. We look forward to feedback and reflections from colleagues worldwide to advance these dialogues, shape future research, and foster the development of a collaborative academic community in TESOL and beyond. We hope this volume will serve as both a resource and an invitation to further academic engagement.

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Editor-in-Chief

On behalf of the Editorial Board