

INTRODUCTION

International conventions play a crucial role in the field of TESOL (Teaching English to Speakers of Other Languages) and applied linguistics, particularly in the context of Vietnam-based language teaching and learning practices. These conventions provide a platform for educators, researchers, and policymakers to exchange ideas, share research findings, and discuss innovative teaching methodologies. This exchange is vital for the continuous improvement and adaptation of English language teaching practices in Vietnam, a country that has experienced growing demand for English proficiency in both academic and professional settings.

One significant benefit of international conventions is the exposure to global trends and best practices in TESOL and applied linguistics. For Vietnamese educators, attending these events can lead to the adoption of more effective and culturally appropriate teaching methods. For instance, insights gained from international peers about the integration of technology in language teaching can help Vietnamese teachers enhance their instructional strategies. Moreover, international conventions facilitate professional development and networking opportunities. Vietnamese teachers and researchers can collaborate with their counterparts from different countries, leading to the development of joint research projects and new educational materials. This collaboration can result in tailored solutions that address the unique challenges faced by Vietnamese learners. Furthermore, these conventions often feature workshops and seminars that focus on specific areas of interest, such as applied linguistics theory and practice. For instance, sessions on “Approaches to Embedding Speech Act Theory in English Instruction for College Students” can provide Vietnamese educators with practical tools to enhance their teaching effectiveness.

In summary, international conventions are instrumental in advancing TESOL and applied linguistics in Vietnam. They offer a valuable forum for knowledge exchange, professional development, and collaboration, ultimately leading to improved language teaching and learning outcomes in the Vietnamese context.

CONTEXT OF THE VIETTESOL INTERNATIONAL CONVENTION 2023

Established in 2014, the VietTESOL International Convention is an annual professional development event initiated by the Vietnam Association of English Language Teaching and Research (VietTESOL Association). The VietTESOL International Convention 2023 took place in Hanoi from August 25 to August 27, 2023, hosted by the Ministry of Public Security’s People’s Security Academy in partnership with the Ministry of Education and Training (MOET)’s National Foreign Language Project (NFLP) and the VietTESOL Association. This convention focuses on contemporary approaches to innovating English language curricula, teaching methods, testing and assessment, professional development, and the use of technology in language teaching and learning. This year’s theme is “**English Language Teaching (ELT) for 21st Century Excellence**”.

International conventions are indispensable for advancing the fields of technology in English Language Teaching (ELT), applied linguistics, and teacher professional development (PD) and education. These conventions serve as crucial platforms for educators, researchers, and policymakers to converge and exchange cutting-edge ideas, best practices, and innovative methodologies. For instance, the integration of technology in ELT, a theme explored in numerous studies, benefits immensely from global insights on digital tools that enhance language acquisition. Applied linguistics, with its focus on practical applications of linguistic theories, gains from international discourse. Such forums provide invaluable perspectives on how theoretical insights can be effectively translated into teaching practices. Furthermore, teacher education and professional development are critically supported by these conventions, which offer opportunities for professional growth, collaboration, and exposure to new pedagogical strategies, exemplified by studies on innovative grammar instruction and non-verbal communication in the classroom. The collective knowledge and shared experiences at international conventions empower educators to adopt more effective, research-backed practices, ultimately enhancing language education quality worldwide.

In these proceedings, we extend our profound gratitude to the authors, advisors, editorial members, and voluntary reviewers. Their collective efforts have significantly enhanced the impact of this publication, ensuring a diverse representation of voices from a broad spectrum of stakeholders, including researchers, scholars, educators, teachers, practitioners, and instructors.

THE PROCEEDINGS' AGENDA

Theme 1: Technology in English Language Teaching

The integration of technology in English language teaching has revolutionized educational practices, providing innovative tools and methodologies to enhance both teaching and learning experiences. Titles such as *“Pre-service Teachers’ Experience of Technology-Enhanced Project-Based Learning”* underscore the transformative potential of technology in educational settings, illustrating how project-based learning platforms can facilitate a more interactive and engaging learning environment. Similarly, *“Exploring Students’ Perceptions towards MindMeister to Improve Speaking Skills: The Case of Saigon University.”* highlights the efficacy of digital mind mapping tools in improving students’ speaking skills by promoting active learning and critical thinking. The study on *“Students’ Perceptions of the Effectiveness of Self-Recording Videos in Developing Students’ Speaking Skills”* further exemplifies the role of technology in fostering autonomous learning, allowing students to self-assess and improve their speaking proficiency through digital recordings.

Another significant contribution is the *“Moodle-based English for Specific Purposes Teaching at Ho Chi Minh City University of Technology and Education,”* which showcases the adaptability of Learning Management Systems (LMS) in catering to specific educational needs, thereby enhancing the overall learning experience. Additionally, the investigation into *“An Investigation into Students’ Perception of Using Google Translate as a Learning Aid in Writing Lessons”* provides valuable insights into the practical use of automated translation tools, revealing both their benefits and limitations in supporting language learning. The use of technology is further explored in *“YouGlish as a Tool of Improving English Pronunciation,”* demonstrating how digital platforms can aid in the accurate pronunciation of English words through extensive audio-visual resources.

The study *“A Study on The Effectiveness of Creating English News Videos To Enhance Speaking Skills for English Club Members at Hung Yen University of Technology and Education”* emphasizes the creative use of video production in language learning, enabling students to practice and refine their speaking skills in a practical context. Similarly, the research on *“Uncloaking IELTS – International Test or Exclusion Threat?”* delves into the implications of standardized testing in the digital age, exploring how technology can both support and challenge traditional assessment methods. Collectively, these studies highlight the indispensable role of technology in modern English language teaching, fostering a more dynamic, interactive, and personalized learning environment.

Theme 2: Applied Linguistics Theory and Practice

Applied linguistics bridges the gap between linguistic theory and practical application, offering critical insights and methodologies to enhance language teaching and learning. The title *“Applying Critical Discourse Analysis in Translation of Political Speeches: A Focus on Non-defining Modifiers”* exemplifies this by demonstrating how discourse analysis can improve the accuracy and depth of translation, particularly in politically sensitive texts. *“Approaches to Embedding Speech Act Theory in English Instruction for College Students”* further illustrates the practical application of theoretical concepts, enhancing students’ communicative competence by integrating speech act theory into instructional practices.

The research *“Markers of Importance Used in Lectures from TOEFL iBT”* provides a comprehensive analysis of how linguistic markers can be effectively taught to improve students’ comprehension and performance in standardized tests, offering practical strategies for educators. Similarly, *“The Realization of Thematic Progression in Academic Writing in Global Citizenship Program: A Case Study”* underscores the importance of thematic progression in structuring academic writing, highlighting its critical role in achieving coherence and cohesion in scholarly work. This study provides practical insights for educators to help students develop effective writing skills necessary for academic success.

In *“Indonesian University Students’ Grammarly Independent Appropriation: Motivation and Perception,”* the focus is on students’ engagement with digital grammar tools, exploring their motivations and perceptions towards the use of Grammarly for independent learning. This research sheds light on the practical applications of digital aids in enhancing students’ writing accuracy and autonomy. The study *“Difficulties and Strategies in Learning English and French Medical Terminology: A Survey Study of First-Year Students at a Medical University in Vietnam”* addresses the challenges faced by students in mastering specialized vocabulary, providing practical strategies to overcome these difficulties and improve linguistic proficiency in medical contexts.

The title *“Exploring the Effectiveness of Extensive Reading on the Incidental Vocabulary Acquisition of EFL Learners”* investigates the role of extensive reading in vocabulary acquisition, offering evidence-based practices to enhance language learning through increased exposure to written texts. Additionally, *“The Use of Connected Speech in English Speaking Classes of EFL Students at Thai Binh Duong University”* examines the practical application of phonological theories in teaching connected speech, providing strategies to improve students’ fluency and naturalness in spoken

English. These studies collectively highlight the essential role of applied linguistics in developing effective teaching methodologies and enhancing linguistic skills in various educational contexts.

Theme 3: Teacher Education and Professional Development

Teacher education and professional development are critical components for ensuring high-quality language instruction and continuous improvement in teaching practices. The study “*EFL Teacher’s Identity Negotiation Process: A Case Study in Hanoi*” provides an in-depth exploration of the personal and professional identity formation of teachers, emphasizing the importance of reflective practices and identity negotiation in professional development. This research underscores the complex interplay between personal beliefs and professional practices, highlighting the need for supportive environments that foster teacher growth.

In “*Embedding Dramas in English Grammar Lessons for English-Majored Students: Practice and Suggestions*,” practical strategies for incorporating drama into grammar instruction are discussed, illustrating how creative teaching methods can make learning more engaging and effective. This study provides valuable insights into innovative pedagogical approaches that can enhance students’ understanding and retention of grammatical concepts. The research “*Teacher Ideologies of English in the 21st Century: The People’s Police Academy and New Directions for English Language Teaching*” reflects on how evolving educational philosophies and policies impact teaching practices, offering new directions for English language instruction in contemporary settings.

“*Non-Verbal Interaction in ELT Class Setting: Teachers’ and Students’ Perception and Advancement*” emphasizes the significance of non-verbal communication in enhancing the teaching and learning experience, providing practical strategies for educators to effectively incorporate non-verbal cues into their teaching practices. The study “*Factors that Cause EFL Learners’ English-Speaking Anxiety: A Case Study of Three Cambodian Rural Universities*” explores the causes of speaking anxiety among students, offering practical solutions to create supportive and anxiety-free learning environments. This research highlights the importance of understanding and addressing students’ emotional and psychological needs in language learning.

The title “*TESOL: Reflecting on the Precariousness of the Profession*” provides a critical examination of the challenges and uncertainties faced by TESOL professionals, advocating for better support systems and professional development opportunities to enhance job security and satisfaction. The study “*Dictation as a Self-teaching Technique to Improve Listening Skills for Freshmen at SOFL – HUST*” explores the efficacy of dictation as a self-teaching tool, providing practical insights for educators to help students improve their listening skills through self-directed learning.

Finally, “*Students’ Attitudes towards Online English Learning to Prepare for High School Exam*” investigates students’ perceptions of online learning, providing evidence-based recommendations for effective online instruction. This study highlights the growing importance of digital literacy and online teaching skills in contemporary education. Collectively, these studies underscore the necessity for continuous professional development and the adoption of innovative and reflective practices among educators to meet the dynamic needs of language learners and enhance the overall quality of language instruction.

CONCLUDING REMARKS

As we conclude this year's proceedings, we extend our heartfelt gratitude to everyone who has contributed to making this event a success. The authors, whose insightful research and dedication to the field have been the cornerstone of these proceedings, deserve our deepest appreciation. Their hard work and scholarly contributions have enriched our understanding and advanced the field of TESOL and applied linguistics.

We also owe a great debt of gratitude to the advisors and editorial members whose meticulous attention to detail and unwavering commitment have ensured the high quality and integrity of this publication. Their expertise has been instrumental in shaping these proceedings into a valuable resource for educators, researchers, and practitioners worldwide.

A special thanks goes out to our voluntary reviewers. Your time and effort in providing thoughtful and constructive feedback have been invaluable. Your contributions have not only enhanced the quality of the papers but also supported the professional development of the authors.

We are also grateful to the Ministry of Public Security's People's Security Academy, the Ministry of Education and Training's National Foreign Language Project 2020, and the VietTESOL Association for their collaboration and support. Their joint efforts have been pivotal in organizing this convention and fostering an environment conducive to academic exchange and professional growth.

Furthermore, we extend our thanks to all the presenters, attendees, and participants. Your engagement, questions, and discussions have made this convention a vibrant and dynamic forum for learning and networking. Your passion for advancing English language teaching and learning inspires us all.

As we look to the future, we are excited to announce that the next VietTESOL International Convention will be held in 2024 at the University of Economics Ho Chi Minh City. We eagerly anticipate your participation in what promises to be another enriching and inspiring event. The upcoming convention will continue our tradition of exploring cutting-edge research, innovative teaching practices, and the latest developments in TESOL and applied linguistics.

We invite researchers, educators, and practitioners from around the globe to join us at the University of Economics Ho Chi Minh City in 2024. Your continued support and participation are vital to the ongoing success of VietTESOL. Together, we will continue to push the boundaries of knowledge, share valuable insights, and contribute to the global discourse on English language education.

Thank you once again for your dedication and contributions. We look forward to seeing you in Ho Chi Minh City next year for another outstanding convention.

VietTESOL International Convention 2023

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