



# 2026 OPEN FORUM

## TOWARDS PRACTICAL EFL LEARNING OUTCOMES: PROFICIENT USERS OF ENGLISH IN ESL-LIKE CONTEXTS

Chủ đề Diễn đàn: **Hướng tới Kết quả Học tập TA Thiết thực: Sử Dụng Tiếng Anh Thành Thạo trong Bối Cảnh “TA như ngôn ngữ thứ 2 trong trường học”**

The Vietnamese Government’s Decision 2371 (October 2025) proposes the creation of an “*English-rich environment*” (hệ sinh thái ngôn ngữ tiếng Anh trong trường học) in order to improve English learning outcomes for Vietnamese learners. Vietnam is traditionally considered an EFL context. According to Kachru’s model of Three Circles of English (1985), English in such contexts is typically taught in schools and rarely used outside the classroom. Consequently, learning outcomes have often focused more on knowledge about English than on the proficient use of the language in communication.

Quyết định 2371 của Chính phủ Việt Nam (tháng 10 năm 2025) đề xuất xây dựng một “*môi trường giàu tiếng Anh*” (hệ sinh thái ngôn ngữ tiếng Anh trong trường học) nhằm nâng cao kết quả học tập tiếng Anh của người học Việt Nam. Việt Nam từ lâu được xem là một quốc gia sử dụng tiếng Anh như một ngoại ngữ. Theo mô hình Ba Vòng tròn của Kachru (1985), tiếng Anh ở VN chủ yếu được giảng dạy trong nhà trường và ít khi được sử dụng ngoài lớp học. Vì vậy, kết quả học tập thường thiên về kiến thức ngôn ngữ hơn là khả năng sử dụng tiếng Anh một cách thành thạo trong giao tiếp.

The new policy has raised public concerns about its feasibility, given that English does not yet function widely in official or institutional domains in Vietnam, and that the supply of qualified TESOL staff remains limited in some regions. This forum therefore proposes a practical perspective that focuses on classroom practice, particularly teachers’ ability to create and sustain a language-rich or ESL-like learning environment in which meaningful input, interactive teacher talk, and input–output-based activities support the development of learners’ communicative proficiency in English.

Chính sách mới này đã làm dấy lên những băn khoăn về tính khả thi, khi tiếng Anh hiện vẫn chưa được sử dụng rộng rãi như một ngôn ngữ chính thức trong và ngoài nhà trường

và một số địa phương vẫn đang thiếu một đội ngũ giáo viên có trình độ. Trước thực tế đó, diễn đàn này đề xuất một cách tiếp cận mang tính thực tiễn, tập trung vào thực hành lớp học, đặc biệt là năng lực của giáo viên trong việc tạo dựng và duy trì một môi trường học tập giàu ngôn ngữ đúng như ý nghĩa “*ngôn ngữ 2 trong trường học*”, một môi trường ngôn ngữ giao tiếp, tương tác và các hoạt động tiếp nhận – sử dụng ngôn ngữ luôn hỗ trợ sự phát triển năng lực giao tiếp bằng tiếng Anh của người học.

The forum will present practical strategies, classroom techniques, activities, and AI-supported tools for building such an environment. Speakers include experienced researchers, managers, and classroom teachers from various language education institutions across Vietnam (e.g., Nghe An, Ho Chi Minh City, Da Nang, and Khanh Hoa). As in previous forums, a mangagement session will also provide an opportunity for administrators and educators from English language centres and schools nationwide to share both successful practices and ongoing challenges related to improving learners’ English learning outcomes.

Diễn đàn sẽ giới thiệu các chiến lược, kỹ thuật giảng dạy, hoạt động lớp học, cũng như các công cụ hỗ trợ bởi AI nhằm xây dựng môi trường học tập như vậy. Diễn giả là các nhà nghiên cứu, quản lý và giáo viên giàu kinh nghiệm đến từ nhiều cơ sở giáo dục như Nghệ An, TP Hồ Chí Minh, Đà Nẵng, Khánh Hòa. Tương tự như các diễn đàn trước đây, Diễn đàn có một phiên làm việc dành riêng cho các nhà quản lý trung tâm trên toàn quốc chia sẻ những thành công cũng như những thách thức trong việc nâng cao kết quả học tập tiếng Anh của người học tại đơn vị.

## FORUM SCHEDULE - CHƯƠNG TRÌNH LÀM VIỆC

<p>June 22 - Morning (8:00 – 12:00) <b><i>ELT Forum</i></b></p>	<ul style="list-style-type: none"> <li>• 3 plenary &amp; 15 parralell sessions (presentations, workshops)</li> <li>• Dành cho tất cả giáo viên</li> <li>• Ngôn ngữ: tiếng Anh</li> </ul>
<p>June 22 - Afternoon (13:00 – 15:00) <b><i>Management Forum</i></b></p>	<ul style="list-style-type: none"> <li>• Diễn đàn Giám đốc các trung tâm</li> <li>• Dành cho Giám đốc/Quản lý các trung tâm Anh ngữ</li> <li>• Ngôn ngữ: tiếng Việt</li> </ul>

## TENTATIVE FORUM AGENDA

### Programs

07:30 – 07:45	Check-in
07:50 – 08:00	<b>PTC Director’s Opening Session</b>
08:00 – 08:40	<p><b>Plenary 1</b> <i>Navigating the Transition from EFL to ESL: Implications for Teaching and Mindset</i> <b>Linh Tran, PhD (Lecturer, Monash University, Australia)</b></p>
08:45 – 09:20 Concurrent workshops/presentations	<ol style="list-style-type: none"> <li>1. <i>Guest speaker</i> <i>Bridging the Gap Between Classroom Learning and Real-World Communication: Promoting Practical English Use in Vietnamese EFL Classrooms</i> <b>Quan Nguyen, MSc &amp; Quynh Dao, MA (FND Education Company, HCM)</b></li> <li>2. <i>Guest speaker</i> <i>From Objectives to Evidence: Using the O–A–E Framework for Practical EFL Outcomes</i> <b>Duc Hoang, MA (Openland, Nghe An)</b></li> <li>3. <i>PTC speaker</i> <i>How Translanguaging and Translation Can Enhance Language Learning in an English-rich Classroom Environment</i> <b>Duyen Vo (PTC)</b></li> <li>4. <i>PTC speaker</i> <i>Enhancing the English Learning Environment through Effective Vocabulary Instruction for A2-Level Students</i> <b>Hanh Nguyen (PTC)</b></li> <li>5. <i>PTC speaker</i> <i>Making Writing Meaningful: The RAFT Technique for B1 EFL Students</i> <b>Tran Nguyen (PTC)</b></li> </ol>
09:25 – 09:40	<b>TEA-BREAK &amp; NETWORKING</b>
09:45 – 10:20 Concurrent workshops/presentations	<ol style="list-style-type: none"> <li>6. <i>Guest speaker</i> <i>Enhancing Students' Speaking Performance with Project-Based Learning</i> <b>Phan Kim Khanh, MA (Sandy Training, Danang)</b></li> <li>7. <i>Guest speaker</i> <i>Boosting Communication Through Card &amp; Board Games</i> <b>Tam Luong, MA (ELT Trainer, Nghe An)</b></li> <li>8. <i>PTC Speaker</i> <i>From Exposure To Proficiency: How English-Rich Classroom Practices Improve Learning Outcomes in EFL Settings</i> <b>Quyen Vo (PTC)</b></li> <li>9. <i>PTC speaker</i> <i>Using Monica AI to provide feedback on KET writing via the Zalo platform for A2 level students</i> <b>An Huynh (PTC)</b></li> <li>10. <i>PTC speaker</i> <i>Maximizing L2 Output: Balancing the English-Only Policy with Strategic L1 Scaffolding</i> <b>An Dinh (PTC)</b></li> </ol>
10:25 – 11:00 Concurrent workshops/presentations	<ol style="list-style-type: none"> <li>11. <i>Guest speaker</i> <i>Using website-based tools for sourcing authentic materials to facilitate an ESL-like classroom</i> <b>Linh Ngô, MA (English with Ms Linh, Nha Trang)</b></li> <li>12. <i>PTC speaker</i> <i>Scaffolding the Dictogloss Technique through Digital Integration</i> <b>Trang Nguyen, MA (PTC)</b></li> <li>13. <i>PTC speaker</i> <i>Making English a Habit: <b>Building and Maintaining an English-Rich Environment for Young Learners</b></i> <b>Thi Vo (PTC)</b></li> <li>14. <i>PTC speaker</i> <i>Teaching Smarter: How AI Can Streamline Your ELT Workflow</i> <b>Huy Nguyen (PTC)</b></li> </ol>

	<b>15. PTC speaker</b> <i>Enhancing instructional talk for an EFL language-rich environment</i> <b>Dr Sinh Ha (PTC)</b>
<b>11:05 – 11:45</b>	<b>Plenary 2</b> <i>Learners at the Heart of Learning: Rethinking Student-Centeredness, AI, and Teacher CPD</i> <b>Quoc Le, EdD (Pro.Ed Education Solutions, HCMC)</b>
<b>11:45 – 12:00</b>	<b>Closing &amp; Lucky Draw</b>
<b>12:00 – 12:45</b>	<b>Lunch break</b>
<b>13:00 – 15:00</b>	<b>MANAGEMENT FORUM “Effective Management for Successful Learning Outcomes – Quản lý hiệu quả để có kết quả học tập thành công”</b> Chair/Chủ trì: <i>Dr. Sinh Ha</i> Participants/Thành phần tham dự: <i>Directors from Language/English centers</i>

### Plenary 1

#### Navigating the Transition from EFL to ESL: Implications for Teaching and Mindset Presenter: **Dr Linh Tran, PhD**

#### ABSTRACT

Transitioning from EFL to ESL teaching involves more than a change in context; it requires a fundamental shift in pedagogical mindset. While EFL settings often prioritise standardized language proficiency, ESL contexts demand the integration of language and content to support learners’ academic participation within target communities. This workshop examines how such a shift calls for moving beyond monoglossic perspectives of bilingualism towards a heteroglossic, asset-based view that recognises learners’ full linguistic repertoires as resources for meaning-making. We reconceptualise proficiency as the ability to mobilise both the language of ideas (for understanding and meaning-making) and the language of display (for academic expression). Translanguaging is positioned as a key pedagogical practice that enables this integration, supporting emergent bi- and multilingual learners in accessing and demonstrating knowledge. Drawing on frameworks commonly used in content and language integrated learning, including the 4Cs framework and the Language Triptych, as well as genre-based pedagogy and the teaching–learning cycle, the workshop provides practical strategies for planning and scaffolding both content and language development. Participants will leave with concrete approaches to designing learning experiences that integrate cognition, communication, and culture, and with strategies to foster classroom environments where diverse linguistic resources are legitimised as essential tools for academic success.



**Dr Linh Tran** is a lecturer at Monash University, Australia, specialising in initial teacher education and master’s-level coursework. With extensive experience in Vietnam and Australia, she focuses on TESOL/EAL and adult education across higher education, AMEP, and ELICOS contexts. A three-time recipient of the Monash Education Faculty Dean’s Teaching Excellence Award, Dr Tran is recognised for her impact on student learning and unit quality. Her teaching and research explore TESOL/EAL approaches, language assessment, plurilingual strategies, and teachers’ and learners’ experiences, drawing on affordance and situative perspectives within Sociocultural Theory.

## Plenary 2

### Learners at the Heart of Learning: Rethinking Student-Centeredness, AI, and Teacher CPD

Presenter: Dr Quoc Le, EdD.

#### ABSTRACT

In many EFL contexts, where authentic input is limited and teacher-centered practices still prevail, the challenge remains: how do we truly develop confident, capable users of English? This keynote invites a rethinking of what it means to be *student-centered*. Moving beyond methodology, it places learners at the heart of learning through agency, meaningful interaction, and purposeful output—shifting the focus from what is taught to what is genuinely learned. It explores **AI-human harmony**, where technology enhances learning while teachers remain central to motivation and guidance. It also calls for a renewed vision of **teacher professional development (CPD)** – one that moves beyond compliance and content, and instead aligns deeply with student learning outcomes.

Grounded in real teaching and training experiences, this session offers not just strategies, but a shift in mindset – inviting educators, leaders, and trainers to reimagine how we can create more meaningful, sustainable learning for the learners at the center of it all.



**Dr Le Dinh Bao Quoc (EdD)** is an author and educator with over 20 years of experience advancing English language teaching and educational leadership across Vietnam and the region. As Founder of Pro.Ed Education Solutions, he leads initiatives in curriculum design, leadership coaching, and teacher development for schools and organizations. He is also Head of EduVerse, a global professional development network promoting future-ready education practices, and the creator of EDU361 Expo, the world's first 48-hour non-stop immersive 3D virtual conference featuring 120+ global speakers. As a Pearson GSE Ambassador, Quoc advocates for using the Global Scale of English to inspire learners, accelerate progress, and build confidence in communication. His book *The Art and Science of ChatGPT in Education* explores AI's impact on teaching and learning. In 2024, LinkedIn recognized him as a Top Voice in Educational Leadership.

Profile: <https://www.linkedin.com/in/le-quoc/>

## Concurrent workshop/ presentation 1

Presenters: Mr. Quan Nguyen, MSc & Ms. Quynh Dao (MA)

### Bridging the Gap Between Classroom Learning and Real-World Communication: Promoting Practical English Use in Vietnamese EFL Classrooms

#### ABSTRACT:

In many EFL contexts, learners spend years studying English but still encounter difficulties using the language effectively in real-life communication. This gap between classroom learning and practical language use remains a persistent challenge, particularly in environments where opportunities for authentic English interaction outside the classroom are limited. Therefore,

language instruction needs to move beyond knowledge transmission and focus on developing learners' ability to use English meaningfully in communicative situations. This presentation discusses practical classroom strategies that support the development of communicative competence in Vietnamese EFL classrooms. It highlights how task-based activities, collaborative learning, and contextualized language use can encourage learners to actively engage in meaningful communication. Drawing on classroom practices and teacher experiences in Vietnamese language centers, the session demonstrates how teachers can design interactive tasks that promote learner participation, confidence, and authentic language use. The presentation also addresses common challenges teachers face when implementing communicative activities and offers practical suggestions for adapting classroom instruction to better support the development of proficient English users in EFL contexts. (167)

**Keywords:**

Communicative competence, Practical EFL learning, Task-based language teaching, Vietnamese EFL classrooms, Authentic communication



**Mr. Nguyen Minh Quan** lives in Ho Chi Minh City, has 13 years of experience in teaching English to varied levels of students and holds a Master's degree in TESOL and Applied Linguistics at the American University of Science. He is currently a visiting lecturer at Ho Chi Minh City Open University and also the Academic Director at FND Education company. Email: [quannguyenminh2212@gmail.com](mailto:quannguyenminh2212@gmail.com)



Co-Presenter: Dao Quynh Dao Bio:

**Mrs. Dao Quynh Dao** has more than 10 years of teaching English to varied levels, especially for young learners and also lives in Ho Chi Minh City, where she holds a Master's degree in English Language at Ho Chi Minh City University of Technology. She is currently the CEO and the founder of FND Education Company.

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**Concurrent workshop/ presentation 2**

**Presenter: Mr. Duc Hoang, MA**

**From Objectives to Evidence: Using the O–A–E Framework for Practical EFL Outcomes**

**ABSTRACT**

This workshop introduces the Outcome–Activity–Evidence (O–A–E) framework as a practical approach to designing outcome-oriented EFL lessons. While classroom activities are often engaging, they do not always lead to measurable learning. The session addresses this gap by guiding teachers to align learning objectives with purposeful activities and observable evidence of student performance.

Through a clear model and a concrete example, participants will examine how to move from activity-based teaching to evidence-based learning. A short guided task will allow teachers to

apply the O–A–E framework to a familiar classroom activity and refine it into a more effective, outcome-driven design.

The workshop aims to support teachers in making learning outcomes visible, measurable, and achievable, thereby contributing to the development of proficient English users in EFL contexts.



**Hoang Tang Duc** holds an MA in International Education Development from Teachers College, Columbia University, USA, and currently serves as an English lecturer at Vinh University and Director of Training at Openland International English Center. He is the lead editor of a nationwide English textbook series (Grades 1–12) adapted from Macmillan Education. His work focuses on outcome-based curriculum design, assessment, and teacher professional development aligned with Vietnam’s 2018 General Education Curriculum. He has trained hundreds of teachers nationwide and is leading large-scale initiatives to promote practical, evidence-based English learning.

### Concurrent workshop/ presentation 3

**Presenter: Ms. Duyen Vo**

#### **How Translanguaging and Translation Can Enhance Language Learning in an English-rich Classroom Environment**

##### **ABSTRACT**

The increasing presence of multilingual and bilingual students in today’s world has led to a rise of a new pedagogical strategy called “translanguaging”. Many empirical studies also show its implications in enhancing language learning in foreign language classrooms. Besides, the use of translation, which has a close link to translanguaging, has been discussed as “continues to be widely acknowledged in both theory and practice as a natural process for “multicompetent” individuals whether classroom rules permit its use or not” (Cook, 2008). However, these approaches do entail a prevalent challenge of overreliance on native language if not used strategically, especially in the context of The Vietnam Government’s Decision 2371 (Oct. 2025) suggesting a targeted “English-rich environment” (*hệ sinh thái ngôn ngữ tiếng Anh trong trường học*) to enhance Vietnamese EFL learners’ learning outcomes. This presentation aims to explore a balanced and strategic use of translanguaging and translation to mitigate their drawbacks while enhancing language learning in EFL classrooms, as well as sharing some personal experiences of the teacher in her own classroom with translanguaging and translation.



**Vo Ngoc Ky Duyen** holds a BA in English Language Teaching from Ho Chi Minh City University of Education. She has over six years of experience teaching English as a Foreign Language to young learners, teenagers and adults. Currently, she is an English teacher at PTC Language Center, where she is dedicated to delivering interactive, student-centered, and meaningful learning experiences. She is particularly interested in combining the “evergreen gems” of ELT literature with innovative teaching methodologies to enhance students’ language learning and confidence. In this presentation, she will share her insights into implementing a new pedagogical approach

called “translanguaging” and the seemingly “old-school” translation method to improve language learning while still creating an English-rich classroom environment.

#### Concurrent workshop/ presentation 4

Presenter: Ms. Hanh Nguyen

### Enhancing the English Learning Environment through Effective Vocabulary Instruction for A2-Level Students

#### ABSTRACT

Teaching vocabulary plays a central role in English language instruction, particularly at the A2 level where learners are developing foundational communicative competence. Wilkins (1972) stated that no meaning can be communicated without vocabulary, highlighting the essential role of lexical knowledge in communication. In addition, Nation (2001) emphasizes that vocabulary knowledge is a key component of language proficiency and contributes significantly to learners’ ability to use language meaningfully. Therefore, creating a rich English environment may facilitate vocabulary acquisition by providing meaningful input and opportunities for authentic language use, rather than limiting learners to isolated word memorization.

This presentation explores strategies for introducing vocabulary through thematic organization, visual support, and familiar real-life contexts such as school life, hobbies, and daily routines. Interactive strategies including games, collaborative tasks, role-plays, and project-based activities promote active vocabulary use and enhance learner engagement. **Furthermore**, the integration of the four language skills strengthens retention and supports balanced language development. **In addition**, an English-rich classroom environment, fostered through consistent target-language use, purposeful displays, and level-appropriate authentic materials, further reinforces learning. **Taken together**, these practices contribute positively to A2 learners’ motivation, confidence, and communicative competence.



**Ms. Nguyen Thi My Hanh** is a highly experienced and dedicated English teacher with over 13 years of teaching students ranging from children to young adults. She holds a Bachelor’s degree in English from Nha Trang University and has developed a strong track record for delivering effective, student-centered instruction that drives measurable language improvement. Passionate about innovation in education, she designs engaging and dynamic lessons that move beyond traditional textbooks to enhance learner engagement and real-world communication skills.

With particular expertise in teaching vocabulary effectively, Ms. My Hanh employs meaningful context, interactive activities, and practical application to help students retain and use new language with confidence and accuracy. Her teaching approach not only strengthens linguistic competence but also encourages critical thinking and active participation. Committed to excellence, she strives to empower her students to achieve their full potential while fostering a lasting interest and confidence in using English.

## Concurrent workshop/ presentation 5

Presenter: Ms. Tran Nguyen

### Making Writing Meaningful: The RAFT Technique for B1 EFL Students

#### ABSTRACT

Writing can be a demanding skill for B1-level EFL learners, as it requires time, linguistic control, and the ability to develop ideas. Process writing research (Flower & Hayes, 1981) suggests that these demands may result in limited content and reliance on familiar or formulaic language, a pattern that is also frequently seen in classroom practice. This workshop presents the RAFT technique (Role, Audience, Format, Topic) as a practical way to help students write with a clearer sense of purpose and context. Drawing on process writing theory and communicative language teaching (Richards, 2016), the workshop shares classroom procedures, sample tasks, and suggestions for adapting RAFT in mixed-ability B1 classes.



**Ms. Nguyen Thi Thanh Tran** holds a BA in English Language Teacher Education from Quy Nhon University. She has over eight years of experience teaching English as a Second Language to young learners and teenagers. Currently, she is an English teacher at PTC Language Center, where she is committed to creating engaging, student-centered, and meaningful learning experiences. She is particularly interested in applying innovative teaching approaches to support students' language development and confidence. In this workshop, she will share practical ways to implement the RAFT technique to increase student engagement and improve writing performance in the English classroom.

## Concurrent workshops/ presentation 6

Presenter: Ms. Khanh Pham, MA

### Enhancing Students' Speaking Performance with Project-Based Learning

#### ABSTRACT

Project-Based Learning (PBL) is a powerful approach to activating students' speaking performance by creating meaningful opportunities for real communication. Instead of practicing isolated language, students engage in purposeful tasks that require them to express ideas, ask questions, and collaborate to complete a project.

This session focuses on how teachers can use PBL to develop students' speaking skills in a structured yet flexible way. Participants will explore how to design speaking-focused projects with clear outcomes, integrate target vocabulary and grammar naturally, and scaffold language to support students at different proficiency levels.

Practical strategies will be introduced to encourage student interaction, including pair and group discussions, role-plays, and presentation tasks. The session also highlights how to build students' confidence and fluency through repeated speaking opportunities within a project cycle.

By the end of the session, teachers will be able to design simple, effective projects that promote active participation and help students use English more confidently and meaningfully in real-life contexts.

**Keywords:** project-based learning, speaking skills, teamwork

**Pham Kim Khanh – Ms. Sandy** - Founder & Head Trainer, Sandy Training

- Certified TESOL Trainer at Glenn College Canada
- Master of TESOL, SIMI Swiss (Switzerland)
- OTHM Level 7 Certificate – UK National Qualification Framework
- Official Speaking Examiner for Cambridge English Language Assessment
- Academic Consultant & Textbook Trainer for Pearson (Vietnam National Curriculum 2018 – Public Schools)
- 14 years of experience in English language teaching and teacher training, mentoring over 5,000 teachers
- Designed and delivered English programs for more than 30 language centers nationwide
- Former Head of Training & Quality Assurance – Popodoo English System



### Concurrent workshop/ presentation 7

**Presenter: Ms. Tam Luong, MA**

#### **Play to Speak: Boosting Communication Through Card & Board Games**

#### **ABSTRACT**

While AI-powered tools are transforming language teaching, there remains a critical need for authentic, face-to-face interaction in the classroom. This interactive workshop introduces English teachers to engaging, low-prep card and board games designed to enhance classroom communication. Research suggests that games can promote spontaneous language use and increase learner engagement (Wright, Betteridge & Buckby, 2006), while task-based interaction supports the development of meaningful communication (Willis & Willis, 2007). In addition, communicative activities can foster learner autonomy by encouraging active participation and decision-making (Nunan, 2003). We will model several adaptable games for different age groups and CEFR levels, then collaboratively design variations suited to participants' teaching contexts. Through reflection and practice, attendees will leave equipped with ready-to-use activities and a framework for creating their own communicative games. This session is ideal for teachers seeking practical ways to enrich speaking time without relying on technology.



**Luong Thi Tam (Alice)**, M.A. in TESOL, is a freelance teacher trainer and visiting lecturer at Vinh University. She specializes in ICT integration, CLIL, and innovative approaches to English language teaching. Since 2018, she has led the non-profit project “*Being English Teachers for Kids*,” organizing over 60 in-person and 200 online workshops for under-resourced teachers across Vietnam. Alice has presented at major ELT events, including CamTESOL, VietTESOL webinars, British Council seminars, and VUS TESOL. Her professional mission is to empower teachers through practical, research-informed practices and to build a supportive, collaborative teaching community.

## Concurrent workshop/ presentation 8

**Presenter: Ms. Quyen Vo**

### **From Exposure to Proficiency: How English-Rich Classroom Practices Improve Learning Outcomes in EFL Settings**

#### **ABSTRACT**

In EFL contexts such as Vietnam, English exposure is largely confined to the classroom, and learning outcomes are often measured through grammar accuracy and test performance. Yet prolonged exposure does not necessarily result in communicative proficiency. Grounded in established theories of comprehensible input (Krashen, 1985), interaction (Long, 1996), and pushed output (Swain, 1985), this presentation proposes a contextualized classroom framework - the E.P.P. model (Exposure-Participation-Proficiency) as a micro-ecosystem approach to sustainable learning outcomes. The model argues that proficiency emerges when structured input is intentionally transformed into engineered participation and repeated output cycles. Beyond linguistic accuracy, learning outcomes are expanded to include psychological safety, communicative identity formation, and the development of English-speaking habits. By reframing the classroom as a pedagogically designed micro-ESL space, this presentation offers a theoretically informed yet practice-driven pathway for realizing English-rich environments within EFL constraints.



**Ms Vo Thi Diem Quyen** is dedicated to turning classrooms into spaces where students don't just learn English, they live it. With over five years of experience teaching learners across proficiency levels, she focuses on building safe, engaging environments where learners find their voice and develop lasting communication habits.

## Concurrent workshop/ presentation 9

**Presenter: Mr. An Huynh**

### **Using Monica AI to provide feedback on KET writing via the Zalo platform for A2 level students**

#### **ABSTRACT**

This presentation highlights the implementation of Monica AI for providing automatic feedback on KET writing skills for A2 level students at the PTC Center. Feedback is delivered through the Zalo platform after class, enabling students to identify and correct their mistakes. The process includes students receiving feedback, noting their errors, and rewriting their work in their notebooks. In subsequent lessons, completed writing is reviewed, and new writing tasks are assigned for submission via Zalo. This repetitive process fosters good writing habits and improves overall writing quality. A blended learning model that integrates face-to-face and online learning is also discussed, facilitating instant feedback through Zalo. This approach enhances students' self-study time and reduces the grading workload for teachers. In the context of this study, effective feedback is recognized as a critical element in language learning. According to Hattie and Timperley (2007), it is one of the most powerful influences on student

achievement. Therefore, for A2-level learners preparing for the KET exam, receiving timely and accurate corrections is essential to their progress (Hyland, 2006). Outcomes include improved writing skills and a framework for effectively integrating AI technology in education.



Currently an MA student in Theory and Methodology of English Language Teaching at Hue University of Foreign Languages, **Huynh Ngoc An** has over seven years of experience teaching at PTC Language Center across various proficiency levels. Passionate about English language education, he specializes in integrating technology into the classroom, with a particular focus on the application of artificial intelligence to enhance learning outcomes. An advocate for innovative teaching practices, Ngoc An is committed to fostering engaging and interactive learning environments that empower students to become confident users of English.

### **Concurrent workshop/ presentation 10**

**Presenter: Mr. An Dinh**

#### **Maximizing L2 Output: Balancing the English-Only Policy with Strategic L1 Scaffolding**

##### **ABSTRACT**

Creating and sustaining a "Total English" environment is challenging, especially when intermediate (B1+) learners face complex tasks like critical thinking or debates. Strictly banning the mother tongue often leads to silence or simplified answers. This workshop argues that instead of viewing the first language (L1) as a barrier, teachers can use it as a strategic tool to enhance English performance. Grounded in Vygotsky's (1978) Zone of Proximal Development and drawing on Swain and Lapkin's (2000) concept of L1 as a cognitive tool, this session delineates a structured approach to scaffolding. Allowing students to use a little Vietnamese while brainstorming reduces cognitive overload. By using L1 as a temporary bridge, not a crutch, teachers can help students produce English sentences that are much longer, more complex, and more accurate than what they could do if they were forced to "think in English" right away.

Participants will learn practical strategies used in real classrooms, such as the "Traffic Light" rule to control when to speak Vietnamese and the "2-Minute Brainstorm" for debates. Teachers will leave the workshop with a new perspective and a clear set of tools to keep the class in English without silencing their students. Ultimately, this approach shows how using the mother tongue wisely can actually help build a stronger, more active English environment.

**Keywords:** Strategic Scaffolding, English-Only Environment, Output Hypothesis, Critical Thinking, L1 as a Cognitive Tool.



**Mr. Đinh Văn An** holds a BA in English Teacher Education from Phu Yen University. Over the past seven years, he has enjoyed teaching English to students of all ages, from young learners to adults. He also actively shares his ideas and experiences as a presenter at PTC workshops, Open Forums and other TESOL conferences. As a lifelong learner, he is always exploring new and creative ways to teach. He is always looking for innovative ways to teach and is currently very interested in using Artificial Intelligence (AI) to create more personal and effective learning experiences for his students.

### **Concurrent workshop/ presentation 11**

**Presenter: Ms. Linh Ngo, MA**

#### **Using website-based tools for sourcing authentic materials to facilitate an ESL-like classroom**

##### **ABSTRACT**

Decision 2371 of the Ministry of Education and Training highlights the need to strengthen Vietnamese students' communicative competence in an English-rich environment. This requires learners to be exposed to real-world language use, which relates to the importance of using resources that represent language in communicative contexts. In Vietnamese public schools, English has been taught mostly through the use of text books, listening recording in audio files or cds. However, Gilmore (2007) believed that there was a great gap between authentic and text books discourse. Therefore, real-life resources such as conversations and speech are greater sources of authentic material as contexts and practical use of language features are more explicit and applicable for learners.

This session aims to introduce some tools to quickly navigate and look for videos, interview extracts or even songs or movie episodes that contain specific words or targeted language expressions. These sources of material will not only provide learners with the actual use of specific terms but also their precise pronunciation within the original contexts. Some specific websites include youglish, filmot, voicetube and playphrase.me, each of which will be suitable for certain lesson plans (preferably speaking and listening).



**Ngo Thi Cam Linh** holds an MA in TESOL from Edith Cowan University. After graduating from Ho Chi Minh University of Education, she had several years teaching English to learners of different levels in language centers. She applied various teaching methods and gamification in lessons to get students engaged in lessons actively. Since she got her MA degree, her teaching philosophy has focused more on developing students' motivation, autonomy and the ability to communicate in English and use it in academic contexts. She now runs her own private classes specialising in IELTS and tutoring secondary and high school students.

## Concurrent workshop/ presentation 12

Presenter: Ms. Trang Nguyen, MA

### Scaffolding the Dictogloss Technique through Digital Integration

#### ABSTRACT

This presentation demonstrates a tech-enabled implementation of the "Dictogloss" technique (Wajnryb, 1990) to move students beyond passive reception toward holistic linguistic awareness. By contrasting this method with traditional dictation, which Newman (2012) identifies as mere copying, the practitioner emphasizes a collaborative reconstruction process that integrates listening, note-taking, and communicative negotiation to foster true student autonomy.

Grounded in Bruner's (1978) framework for peer scaffolding and Cardoso's (2009) focus on multi-skill development, the approach utilizes digitally-driven pedagogical preparation as a "behind-the-scenes" assistant to curate source-grounded scripts and design precise scaffolds. By creating a "Human-Technology Loop" aligned with Vasiljevic's (2010) framework for balancing meaning and form across listening, speaking, and writing, this method allows for targeted linguistic feedback and efficient real-time error analysis. Attendees will discover a comprehensive instructional framework for the entire Dictogloss cycle, incorporating Jacobs' (2003) variations to demonstrate how integrated digital preparation empowers students to lead the discovery of language through active, multi-modal collaboration during the pivotal stages of the lesson.



Holding an MA in Theory and Methodology of English Language Teaching from Hue University of Foreign Languages, **Nguyen Thi Hoai Trang** has over 20 years of experience teaching across a wide range of English programs at PTC Language Center. Being a strong advocate for lifelong learning, Ms. Hoai Trang specializes in creating supportive, tech-integrated environments that empower students to become confident, independent users of English. She is passionate about peer collaboration and frequently shares innovative, evidence-based practices to enhance the modern language classroom.

## Concurrent workshop/ presentation 13

Presenter: Ms. Thi Vo

### Making English a habit: Building and maintaining an English-Rich Environment for Young Learners

#### ABSTRACT

It is a common phenomenon that young learners tend to use their mother tongue in the classroom, as they often lack sufficient vocabulary and structures to express themselves, or fear making mistakes and being laughed at. This can hinder their development of spoken English. From a theoretical perspective, Krashen (1985) emphasizes the importance of **comprehensible input** in language acquisition, while Vygotsky (1978) highlights the role of **social interaction** in learning. In addition, habit formation theory (Clear, 2018) suggests that consistent routines can foster sustainable learning behaviors. In response to the issue, this workshop focuses on practical strategies for creating an English-rich classroom, including the use of routines, clear

rules supported by ClassDojo, and positive reinforcement to promote target language use. It also demonstrates how activities such as an “English corner,” “Let’s Talk” sessions, guided imitation, and “voice-over” tasks within a blended learning model can enhance input and extend language use beyond the classroom.



**Ms. Vo T. Nhat Thi** has been an English teacher at PTC Language Center for nearly 12 years with a strong interest in young learner pedagogy and communicative language teaching. Her teaching focuses on building sustainable learning habits and creating English-rich classroom environments that promote active language use. She is particularly interested in integrating theory-informed practices, including input-based learning, interaction, and habit formation, into practical classroom contexts. Through her work, she aims to help learners develop confidence and consistency in using English.

#### Concurrent workshop/ presentation 14

**Presenter: Mr. Huy Nguyen**

#### **Teaching Smarter: How AI Can Streamline Your ELT Workflow**

#### **ABSTRACT**

Grounded in the work of Holmes et al. (2019) and Luckin (2018), this presentation argues that AI should be used to empower teachers, not replace them, while preserving the essential human and pedagogical dimensions of learning. It demonstrates how AI tools—including ChatGPT, Gemini, NotebookLM, and Google AI Studio—can support teachers in marking, providing feedback, correcting errors, improving learners’ pronunciation, and developing materials.

By combining practical demonstrations with ready-to-use strategies, this session equips teachers to integrate AI meaningfully into their practice. Participants will gain hands-on experience using these tools to reduce workload by automating time-consuming tasks, allowing more time to enhance student engagement and improve learning outcomes.



With over 20 years of teaching at PTC, **Nguyen Hong Nhat Huy** value the centre’s strong culture of professionalism, collaboration, and mutual support. This environment has encouraged the sharing of ideas and resources, inspiring creativity and innovation in his teaching practice. In recent years, he has focused on integrating AI and other educational technologies to enhance learning, streamline teachers’ workload, and create language-rich environments with meaningful, interactive classroom activities. Throughout this process, he continues to emphasise the irreplaceable role of the teacher in guiding, interpreting, and personalising instruction and feedback. He looks forward to sharing these practical, hands-on strategies with fellow educators.

## Concurrent workshop/ presentation 15

Presenter: Dr. Sinh Ha, EdD.

### Enhancing instructional talk for an EFL language-rich environment

#### ABSTRACT

This presentation reconceptualises EFL classroom instructions as an integral component of teacher talk that supports language acquisition within a language-rich environment. Drawing on insights from Second Language Acquisition (SLA) and classroom discourse research (e.g., Krashen's Input Hypothesis, Long's Interaction Hypothesis, Vygotsky's Sociocultural Theory, and Sinclair and Coulthard's discourse framework), it argues that instructional talk should not be viewed as one-way procedural delivery, but as a dynamic, interactional process co-constructed in real-time classroom communication.

From this perspective, effective instructions function simultaneously as sources of comprehensible input, triggers for learner interaction, and tools for scaffolding participation. Their effectiveness depends not only on clarity and procedural accuracy, but also on teachers' language proficiency, language awareness, and pedagogical content knowledge, including an understanding of curriculum frameworks such as the CEFR.

The presentation further situates instructional talk within the broader concept of a language-rich classroom environment, in which English is used consistently and meaningfully as the primary medium of communication. It demonstrates how teachers can enhance their instructional practices through strategies such as modelling, graded language use, interactional prompts, and instruction-checking techniques.



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**MANAGEMENT FORUM**  
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Quản lý hiệu quả để có kết quả học tập thành công ”**

*Chair/Chủ trì: Dr. Sinh Ha*

**DIỄN ĐÀN GIÁM ĐỐC TRUNG TÂM ANH NGỮ**

Kết quả học tập của người học luôn là mục tiêu “tối thượng” của bất kỳ chương trình ngoại ngữ nào vì đó là lý do người học tìm đến các trung tâm có chất lượng giảng dạy hiệu quả và các ban quản lý – điều hành trung tâm phải luôn trăn trở với một chương trình học hợp lý, một đội ngũ nhân viên – giáo viên có trình độ và những chế độ chính sách phù hợp.

Diễn đàn này sẽ là cơ hội chia sẻ những kinh nghiệm quý báu từ các nhà quản lý trung tâm, giúp chúng ta thấy được những thực tế đa dạng và những bài học quản lý thành công. Một khảo sát trước Diễn đàn (tháng 5) sẽ giúp chúng ta có một cái nhìn toàn cảnh về thực tế quản lý và chất lượng, và những chia sẻ tiếp theo tại Diễn đàn sẽ là những bài học kinh nghiệm quý báu cho tất cả chúng ta.

Diễn đàn còn là cơ hội giao lưu, kết nối để những kinh nghiệm hay được lan tỏa và những trăn trở được giải tỏa vì người học và vì sự phát triển của các trung tâm.