



BLEND INTERNATIONAL CONFERENCE 2026 Bilingualism, Linguistics, Education Nexus Development and English as a Second Language



***Location:** Hanoi University of Industry (No. 298, Cau Dien street, Tay Tuu Ward, Hanoi, Vietnam)
 ***Contact:** Ms. Duong Han | (+84) 795096816
 ***Email:** blendconference.slt@gmail.com

*Scan the QR code to see the Parallel abstract



Time	Event	Venue				
FRIDAY MORNING (April 17, 2026)						
08:00 - 08:30	Registration					
Pre-conference Workshops 1, 2						
08:30 - 09:45	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> Session 1 - Room 401 Dinh Quang Duc Cultivating Student Engagement to Improve Long-Term Learning Outcomes </td> <td style="width: 50%; text-align: center;"> Session 2 - Room 505 Luong Thi Tam Designing a Language-Rich Environment through Multimodal Interaction: From Digital Space (Padlet) to Physical Space (Games) </td> </tr> <tr> <td style="vertical-align: top;"> <p>Student engagement is widely recognized as a critical factor in facilitating meaningful learning and academic achievement. In contemporary digital learning environments, university instructors face increasing challenges in sustaining student attention amid multiple external distractions. This workshop supports educators in transitioning from knowledge transmitters to instructional designers who foster deeper cognitive and affective engagement. Through a practice-oriented 90-minute session, participants will explore the multidimensional nature of engagement, including behavioral, cognitive, affective, and social dimensions. Particular emphasis is placed on the affective domain, highlighting how structured speaking activities can facilitate reflection—an essential process through which learners meaningfully connect with lesson content. Reflection will be scaffolded across multiple levels, ranging from individual thinking tasks to pair and group discussions, ensuring progressive depth and interaction. The session introduces the CLARA framework (Challenging, Learner-centred, Active, Real-world relevant, and Autonomy-rich) as a guide for designing effective learning tasks across disciplines. It also examines strategies for promoting Higher-Order Thinking Skills (HOTS) based on Bloom's Taxonomy, with attention to balancing LOTS and HOTS through appropriate cognitive challenge. Materials from Impact Issues (Pearson) will be used to model and support participants in designing practical activities aligned with these principles. Participants will engage in hands-on tasks to create tools such as choice boards, speaking prompts, and reflection structures that promote autonomy and sustained engagement. By the end of the session, participants will be able to develop actionable strategies for designing engaging, student-centred learning experiences adaptable to their teaching contexts.</p> </td> <td style="vertical-align: top;"> <p>This workshop explores how a language-rich environment can be developed through the integration of digital and physical learning spaces in EFL classrooms. In many contexts, particularly among non-English majors, students have limited opportunities to use English beyond classroom tasks, which leads to low participation and weak language retention. To address this issue, the workshop presents a practical model combining Padlet as a digital classroom board and offline card and board games as structured interaction tasks. Padlet enables students to document both everyday experiences and teacher-guided content, supporting continuous exposure and personalized engagement with language. Through posting and commenting, students participate in low-pressure interaction, which has been shown to facilitate language noticing and engagement in digital environments (Kohnke & Moorhouse, 2020; Dooley & Sadler, 2020). This input is then recycled through offline games, where learners are required to reuse and extend language in meaningful interaction. Such task-based and game-mediated activities have been found to increase student participation and promote active language use. Importantly, the approach supports not only content review but also the development of classroom language, enabling learners to participate more confidently in interaction. The workshop argues that the effectiveness of this model lies not in the tools themselves, but in the design of a continuous cycle of language capture, interaction, and reuse across contexts. Participants will experience sample activities, analyze their pedagogical value, and design adaptable game-based tasks for their own teaching contexts.</p> </td> </tr> </table>	Session 1 - Room 401 Dinh Quang Duc Cultivating Student Engagement to Improve Long-Term Learning Outcomes	Session 2 - Room 505 Luong Thi Tam Designing a Language-Rich Environment through Multimodal Interaction: From Digital Space (Padlet) to Physical Space (Games)	<p>Student engagement is widely recognized as a critical factor in facilitating meaningful learning and academic achievement. In contemporary digital learning environments, university instructors face increasing challenges in sustaining student attention amid multiple external distractions. 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09:45 - 10:00	Tea Break	4F & 5F A1 Building				
Pre-conference Workshops 3, 4						
10:00 - 11:15	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> Session 3 - Room 401 Shidaun Campbell From Materials to Speaking Practice, Feedback, and Revision in ESP </td> <td style="width: 50%; text-align: center;"> Session 4 - Room 505 Melita Fogle A Practical Approach to Critical Language Learning for Non-English Major University Students </td> </tr> <tr> <td style="vertical-align: top;"> <p>This practical workshop shows teachers how to turn ESP materials into speaking tasks while building simple peer and self-assessment into the process from the start. In many ESP classrooms, materials still lean heavily on reading, vocabulary, or controlled written practice, even though students are expected to communicate orally in professional settings. This session demonstrates how teachers can redesign those materials into speaking-first tasks through dialogue building, scaffolding, and personalization. A main focus of the workshop is the feedback loop. Participants will look at how a simple rubric can support peer feedback and self-assessment so students do more than complete a speaking task once and move on. Instead, they learn to notice strengths, identify areas for improvement, and try again with clearer goals. This makes speaking work more focused for students and more manageable for teachers. AI will also be included as a support tool in the materials-design process, for example, to generate dialogue variations, adapt tasks for different proficiency levels, or create follow-up prompts. By the end of the session, participants will leave with a repeatable process for designing ESP speaking tasks, along with a practical approach to feedback and assessment that they can use in their own classrooms.</p> </td> <td style="vertical-align: top;"> <p>This session moves from the theoretical feedback loops framework I established with educators at the VietTESOL International Convention 2025 to a practical hands-on lesson educator can adapt or replicate immediately. The session is designed to demonstrate the principles of AI feedback loops via the structure of Unit 7 "Inspiration for change," from Pre-Intermediate A2-B1 textbook National Geographic Learning: VOICES. Vietnamese university students who are not English majors still take English as a required course—often for all four years. Their teachers carry a dual professional burden: delivering English instruction for majors and non-majors simultaneously, frequently with the same materials, the same preparation time, and managing vastly different student motivation levels. This workshop honors that reality. The ASSESS framework (Ask, Scrutinize, Seek (verification), Evaluate, Synthesize, Self-reflect) and the 4Ps (Prompt, Probe, Push back, Polish) were designed for teachers. However, this session demonstrates what it looks like when students—not just educators—use that framework (ASSESS) and the practical process (4Ps) as active, critical learners. The session places instructors in the role of students, allowing them to consider, first-hand, how incorporating artificial intelligence tools engages students and enriches language learning, elevating it to a critical process rather than a flat experience. *A real-world version of this session could take twice as long, to account for students' longer language and cognitive processing times.</p> </td> </tr> </table>	Session 3 - Room 401 Shidaun Campbell From Materials to Speaking Practice, Feedback, and Revision in ESP	Session 4 - Room 505 Melita Fogle A Practical Approach to Critical Language Learning for Non-English Major University Students	<p>This practical workshop shows teachers how to turn ESP materials into speaking tasks while building simple peer and self-assessment into the process from the start. 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Time	Event				Venue
SATURDAY MORNING (April 18, 2026)					
08:00 - 08:30	Registration				A1 Building
08:30 - 08:50	Opening				
Keynote Speech 1					
08:50 - 09:45	Prof. Dr. Rod Ellis – A short history of SLA: Where have we come from and where are we going? Curtin University (Perth, Australia) and University of Auckland (New Zealand)				401 - A1 Building
09:45 - 10:15	Tea Break				4F & 5F A1 Building
Parallel Session 1					
TECHNOLOGY-ASSISTED LANGUAGE LEARNING		BILINGUALISM, ENGLISH LANGUAGE EDUCATION		LINGUISTICS	
Room 1 - Room 401 Tran Thi Hoang Yen & Tran Thi Thuy Trang Hanoi University of Industry		Room 2 - Room 603 Hoang Thi Quynh Duong & Vu Kim Tuyet Hanoi University of Industry		Room 3 - Room 505 Nguyen Tuan Anh Vietnam Military Medical University	
The Impacts of AI-Integrated Applications on Academic Emotions: Perceptions from Non-English-Major Students		An Analysis of the Effectiveness of Post-Editing Strategies in Improving the Quality of Machine-Translated Texts among English Majors		Analysis of Roles of Multimodal Discourse in Vietnamese medical guidelines and posters based on Systemic Functional Linguistics and visual grammar	
				Room 4 - Room 506 Tran Thi Huyen & Dao Thu Giang Hanoi University of Industry	
				Supervisors' post-observational feedback as a tool of professional development of teachers: Private-sector teachers' perspectives	
Parallel Session 2					
Room 1 - Room 401 Nguyen Thi Thu Trang Banking Academy		Room 2 - Room 603 Nguyen Ha Trang University of Languages and International Studies		Room 3 - Room 505 Nguyen Phuong Thao University of Languages and International Studies	
EFL English Major Students' Experiences of Using Gen-Ai in Academic Writing: A Qualitative Study		Conceptualising Strategic Self-Regulation in EFL Academic Reading		Metapragmatic Expressions and Their Functions in Character Interactions: A Case Study of "Baby Proof" by Emily Giffin	
				Room 4 - Room 506 Vo Duy Quan Pham Van Dong University	
				Integrating Service-Learning into EFL Teacher Education: A Quality-Oriented Case Study at Pham Van Dong University	
Parallel Session 3					
Room 1 - Room 401 Luu Tuan Vu Dai Nam University		Room 2 - Room 603 Nguyen Phuong Thao, Vu Thi Thao & Nguyen Thi Minh Thao Hanoi University of Industry		Room 3 - Room 505 Tran Anh Thu Thuongmai University	
AI-Mediated Speech Practice and Learner Autonomy in Corporate English Training: A Mixed-Methods Study		Peer assessment and speaking performance of English-major and Non-English-major students at a university in Vietnam		Metadiscourse in Research Introductions: A Contrastive Study of Vietnamese and Native English Scholars	
				Room 4 - Room 506 Nguyen Thi Phuong Lan Hanoi University of Industry	
				Reflective Narratives as an Innovative Approach to University Academics' Professional Development: A Self-Study	
11:30 - 13:30	LUNCH				Canteen



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Time	Event								Venue
SATURDAY AFTERNOON (April 18, 2026)									
13:30 – 13:55	Poster Session								4F & 5F A1 Building
	Poster 1 Pham Le Van Hanoi University of Industry Tourism Students' Perceptions of Intercultural Communicative Competence in EMI Contexts	Poster 2 Nguyen Nhu Hue Phan Thuy Trang Hanoi University of Industry Employability-related Skills Developed through English Courses	Poster 3 Nguyen Nam Khanh Hanoi University of Industry Beyond Error Correction: A Linguistic Analysis of Developmental vs. Editorial Feedback in Student Essays	Poster 4 Dong Thi Thu Ngan University of Languages and International Studies Circumstantial Elements in Media Discourse on Hanoi's Historical Relics: A Systemic Functional Grammar Approach	Poster 5 Truong Tuan Minh Ton Duc Thang University Linguistic Creativity and Identity Construction of Vietnamese Gen Z on Social Media	Poster 6 Vu Thi Hoai Thuong Hanoi University of Industry Blending Passive and Active Listening in English Listening Learning: A Survey of English Majors at a Vietnamese University	Poster 7 Tran Trung Dung Thuongmai University Cultural Blend in Vietnamese Doctoral English Linguistics Dissertation Introductions: A Corpus-Based Genre Analysis	Poster 8 Duong Thuy Huong Hanoi University of Mining and Geology Lecturers' perspectives on the alignment between English for Specific Purposes for oil and gas at a technical university and workplace requirements	
14:00 – 14:45	Keynote Speech 2								401 A1 Building
Prof. Dr. THANG Siew Ming – Investigation of children's reading through eye-tracking research President of PacCALL - Previous Professor of HELP University & The National University of Malaysia									
14:45 – 15:00	Tea Break								4F & 5F A1 Building
15:05 – 15:25	Parallel Session 4								A1 Building
	Room 1 - Room 401 Nguyen Thi Bich Lien Electric Power University Face-Saving as a Cultural Filter: GenAI Ethics among Non-English-major Undergraduates at a University in Vietnam	Room 2 - Room 603 Duong Thi Thanh Hoa Banking Academy Performing Learner Identity through Translanguaging: Perspectives from EMI Students	Room 3 - Room 505 Phan Hoang Thuy Linh & Pham Trang Thu University of Languages and International Studies Algorithmic Authority in Language Education: A Critical Discourse Analysis of Standard English Norms and Learner Identity on ELSA Speak	Room 4 - Room 506 Nguyen Thi Trang People's Security Academy The Development of ESP: A Critical Review of Pedagogical Shifts and the Future of Blended Practitioner Identities					
15:30 – 15:50	Parallel Session 5								A1 Building
	Room 1 - Room 401 Ngo Thi Minh Hai & Tran Thi Dung Hanoi University of Industry ChatGPT in EFL Writing Practice: Vietnamese Non-English-Major Learners' Perceptions of Writing Support and Face-Saving	Room 2 - Room 603 Nguyen Thi Minh Chi Hanoi University of Industry Exploring Intercultural Sensitivity among First-Year Students Majoring in Tourism	Room 3 - Room 505 Do Thi Hien University of Languages and International Studies A discursive analysis of two online news articles on teachers' power and ideology	Room 4 - Room 506 Nguyen Thi Van Khanh, Hoang Thi Duong Nguyet Luong Nguyet Nga, Nguyen Vu Chau Giang Hanoi University of Industry Video-making project: A quantitative study on speaking and 4C skills among Vietnamese undergraduates					
15:50 – 16:00	Closing Ceremony								401 A1 Building