10TH

OPENTESOL
INTERNATIONAL CONFERENCE

Navigating the New Normal in Language Education

Date: 27 - 28 May 2022 • via ZOOM

Organized by:

Ho Chi Minh City Open University, Viet Nam
Official website:
opentesol.ou.edu.vn/2022conference

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WELCOME MESSAGE

Dr. Nga Thuy Nguyen

Chair of OpenTESOL Organizing Committee

Ho Chi Minh City Open University, Vietnam

The 10th OpenTESOL International Conference 2022

Established in 2012 as a forum for postgraduate research at Ho Chi Minh City Open University, OpenTESOL has made its impact on ELT professionals and friends within and beyond Vietnam. Friends of OpenTESOL are diverse participants who engage in enhancing their professional development experiences in a friendly, supportive environment. Celebrating its 10th anniversary, OpenTESOL is honored to host featured and keynote sessions by Dr. Luciana C. de Oliveira (Virginia Commonwealth University, USA), Prof. Tammy Gregersen (American University of Sharjah in the United Arab Emirates), Mr. Andy Duenas (National Geographic Learning), Dr. Phung Dao, and Dr. Mai Nguyen (Manchester Metropolitan University, UK). OpenTESOL Organizing Committee is grateful for the sponsorship and support of Regional English Language Office - U.S Embassy Hanoi, Vietnam, Oxford University Press, and National Geographic Learning.

With an aim to navigate the new normal in second and foreign language education, this year's virtual conference welcomes more than 650 registered participants who are administrators, researchers, lecturers, teachers, and postgraduate students of second and foreign language education. The conference program features 50 presentations via Zoom and YouTube covering themes related to COVID-19 response and recovery, blended learning, online interaction, digital literacies, approaches, EAP, language skills instruction, assessment, teaching Chinese and Japansese.

We are all looking forward to your virtual engagement at the 10th OpenTESOL International Conference 2022!

With a joyful heart,

Dr. Nga Thuy Nguyen, Chair of OpenTESOL Organizing Committee

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GUIDELINES FOR ZOOM PARTICIPANTS

Conference Program Part I: Brief Versions

A brief version of the **pre-conference program on 27 May** can be accessed [here](#).
A brief version of the **main conference program on 28 May** can be accessed [here](#).

Conference Program Part II: YouTube Presentations

In addition to Zoom live sessions, OpenTESOL features YouTube pre-recorded presentations. The YouTube video links will be released on 28 May, and can be accessed until 1 June 2022.

E-Certificates

Participants are encouraged to interact with the speakers by responding to their prompts in the chat box, polling or other digital platforms.

Around mid-June, e-certificates will be emailed to participants who are willing to complete a post-conference feedback form and will have attended at least one keynote/featured sessions, one Zoom live sessions and viewed one YouTube pre-recorded presentations.

Good Practices of Zoom Participants

- Change your Zoom background: Download [here](#).

- Be authenticated. You must sign in to your Zoom account to join the conference via OpenTESOL's Zoom links. Please do not share the Zoom links publicly, especially on social media.
- Be connected. Check your Internet connection. In case you experience technical difficulties, you can reconnect clicking the same link.
- Be unique.
  - o Upload a headshot profile photo to your Zoom account.
  - o Change your Zoom name to: *First name + Last name*
- Be mindful of your mic and cameras.
  - o Mute your microphone in all sessions. OpenTESOL hosts might remove you from the meeting room if you're in a loud area with your mic on.
  - o For the better quality of the presentation, keep your cameras off. We would love to just view your profile photo.
- Be focused. Avoid multitasking when you can.

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- Be punctual. We will not admit participants in the Zoom room after the session has started for 5 minutes.
- Be prepared.
  - Make sure you've read the session description (abstract and speaker's profile) *before* you join the session.
- Rooms 1-4 are limited to 100 participants.
- Be sharing. OpenTESOL would love to read about your sharing posts on social media with *#opentesol2022* and *#namesofspeakers* hashtags on Facebook or Twitter.
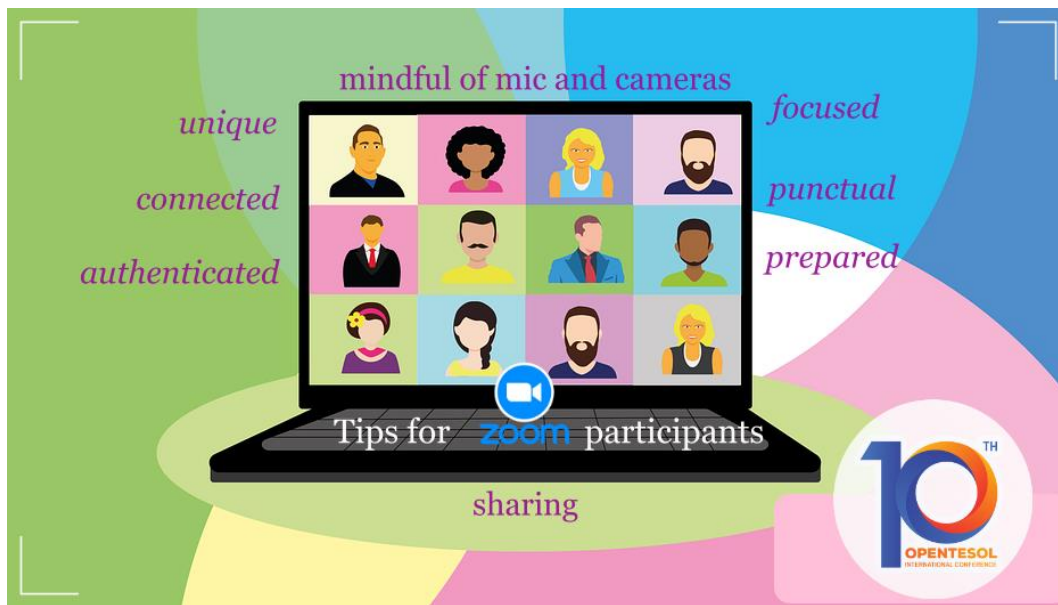
CONFERENCE PROGRAM PART I: ZOOM LIVE PRESENTATIONS

Dr. Luciana C. de Oliveira

OpenTESOL

Associate Dean for Academic Affairs & Graduate Studies

Virginia Commonwealth University, Virginia, USA

8:30-9:20 | Dr. Luciana C. de Oliveira
A Genre-based Approach to Writing Instruction for Multilingual Learners

This workshop presents a genre-based approach to writing instruction for multilingual learners, drawing on work in systemic-functional linguistics. This approach emphasizes an apprenticeship model – the *Teaching and Learning Cycle* - based on detailed reading, deconstruction, joint construction, and independent construction. The presenter highlights some challenges a genre approach can address and shows how teachers can assist second language writers in the context of the classroom.

Dr. Luciana C. de Oliveira (Ph.D.) is Associate Dean for Academic Affairs and Graduate Studies in the School of Education and a Professor in the Department of Teaching and Learning at Virginia Commonwealth University, Richmond, Virginia, USA. Her research focuses on issues related to teaching multilingual learners at the elementary and secondary levels, including the role of language in learning the content areas, multiliteracies, and teacher education. Currently, Dr. de Oliveira's research examines scaffolding in elementary classrooms. She has authored or edited 27 books and has over 200 publications in various outlets. She has delivered plenary and keynote presentations in 30 U.S. states and several countries such as Australia, Bolivia, Brazil, Canada, Chile, China, Costa Rica, Croatia, Honduras, Greece, Russia, United Arab Emirates, and Uruguay. Dr. de Oliveira served in the presidential line (2017-2020), was President (2018-2019), and was a member of the Board of Directors (2013-2016) of TESOL International Association, the largest international organization for English language teachers worldwide with over 17,000 members as of 2022.

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Mr. Andy Duenas

Senior Teacher Trainer

National Geographic Learning

13:30-14:10 | Mr. Andy Duenas
Policy, Language Learning, and Writing: Is There a Case for Keyboarding?

Writing is a multi-level process requiring the use of motor skills, memory, and meta-cognitive processes. However, many English-language instructional materials do not include an explicit focus on keyboarding. For older learners with keyboarding experience in their first language, this skill may or may not transfer to their L2, and it may be enhanced with explicit instruction and practice. For younger learners who are in the stages of developing their literacy skills in L1 and L2, the appropriate place, time, and method of keyboarding instruction is less clear. This talk will consider the fundamentals of writing instruction in relation to developing writing skills with the aim of directing policy makers and materials designers to the appropriate research when considering whether or not they should include explicit keyboarding instruction and practice in L2 English language classes.

Mr. Andy Duenas is the Senior Teacher Trainer and Academic Consultant for National Geographic Learning Vietnam. He has been teaching English language to children and adults since 2008 in both South Korea and Vietnam. Experienced in teaching Vietnamese students in a variety of contexts, his professional interests focus on helping teachers maximize opportunities for speaking, participation, and collaboration, and his academic interest lie in corpus linguistics and language assessment.

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KEYNOTE | SATURDAY, 28 MAY 2022 | GMT+7 (Vietnam Time): Convert Time Zone

Dr. Luciana C. de Oliveira

OpenTESOL

Associate Dean for Academic Affairs & Graduate Studies
Virginia Commonwealth University, Virginia, USA

10TH OPENTESOL INTERNATIONAL CONFERENCE

8:30-9:20 | Dr. Luciana C. de Oliveira
A Pedagogy of Multiliteracies for English as an Additional Language Classrooms

This keynote presents a *pedagogy of multiliteracies* framework, including strategies, tools, and resources for teaching and learning 21st century literacies. In today's world, language is often combined with other semiotic modes in meaning-making. Using language alone in teaching and learning does not address the increasing needs of students learning English as an additional language (EAL). A pedagogy of multiliteracies connects language, content, and other modes and includes principles to guide pedagogical practices. I will describe the potential of this framework for EAL classrooms and examine implications of this framework for teacher education.

Dr. Luciana C. de Oliveira (Ph.D.) is Associate Dean for Academic Affairs and Graduate Studies in the School of Education and a Professor in the Department of Teaching and Learning at Virginia Commonwealth University, Richmond, Virginia, USA. Her research focuses on issues related to teaching multilingual learners at the elementary and secondary levels, including the role of language in learning the content areas, multiliteracies, and teacher education. Currently, Dr. de Oliveira's research examines scaffolding in elementary classrooms. She has authored or edited 27 books and has over 200 publications in various outlets. She has delivered plenary and keynote presentations in 30 U.S. states and several countries such as Australia, Bolivia, Brazil, Canada, Chile, China, Costa Rica, Croatia, Honduras, Greece, Russia, United Arab Emirates, and Uruguay. Dr. de Oliveira served in the presidential line (2017-2020), was President (2018-2019), and was a member of the Board of Directors (2013-2016) of TESOL International Association, the largest international organization for English language teachers worldwide with over 17,000 members as of 2022.

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Prof. Tammy Sue Gregersen

OpenTESOL

Professor

American University of Sharjah

13:30-14:20 | Prof. Tammy Sue Gregersen
On the Road to Recovery: Cultivating Language Learners' Digital Wellbeing

The onslaught of Covid accelerated the use of digital resources for educational purposes and although most parts of the world are now moving from response to recovery, wellbeing-concerned language teachers will be keeping in mind not only measures to sustain their learners' mental and emotional health but also actions they can take to secure learners' digital wellbeing. This webinar will begin by exploring ideas for linking language instruction to learners' back-to-class mental and emotional welfare. However, because online learning is most likely here to stay, we will also delve into the notion of "digital wellbeing" and ways that language teachers can mitigate the negative impact of digitalization while intensifying the positive power of technology. Particular attention will be focused on finding balance through creating boundaries.

Tammy Gregersen is a professor of TESOL at the American University of Sharjah in the United Arab Emirates. First and foremost, though, she is a teacher. She is co-author, with Sarah Mercer on *Teacher Wellbeing* and the *Routledge Handbook of the Psychology of Language Learning and Teaching* and with Peter MacIntyre, on *Capitalizing on Language Learner Individuality* and *Optimizing Language Learners' Nonverbal Communication in the Language Classroom.* She is also a co-editor with Peter and Sarah on *Positive Psychology in SLA* and *Innovations in Language Teacher Education*. She has published extensively on individual differences, teacher education, language teaching methodology, positive psychology and nonverbal communication in language classrooms.

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Dr. Phung Dao - Dr. Mai Nguyen

OpenTESOL

Lecturer

Manchester Metropolitan University, UK

16:10-17:00 | Dr. Phung Dao – Dr. Mai Nguyen
Learner Engagement in Second Language Classrooms:
Connecting Research and Practice

In second language (L2) classrooms, one of teachers' frequent concerns is how to engage learners in learning activities. The general assumption is that when learner engagement in L2 task-based interactions is high, it is likely to result in greater learning outcomes. The construct of L2 learner engagement has therefore gained increased attention from L2 researchers. However, what L2 learner engagement refers to, what subcomponents it entails, and how it is operationalised are still under discussion. In this talk, we will probe this construct by 1) discussing its theoretical, conceptual, and operationalisation issues and 2) connecting it to classroom teaching practices. More specifically, in the first part of the talk, we will explore various theoretical models of L2 learner engagement and present an overview of recent research findings on L2 learner engagement. In the second part of the talk, we will focus on discussing pedagogical implications drawn from L2 engagement research. We then propose ways of applying these techniques into classroom practices by considering teachers' personal practical knowledge and teacher and learner identity.

Phung Dao is a lecturer in Applied Linguistics and TESOL at the Department of Languages, Information and Communications, Manchester Metropolitan University, UK, where he teaches undergraduate and postgraduate courses and supervises PhD students in TESOL/Applied Linguistics. His research interests focus on technology for language teaching, instructed second language acquisition (ISLA), learner engagement in second language (L2) face-to-face and online classes, and Task-Based Language Teaching (TBLT). His publications appear in multiple Applied Linguistic journals such as Modern Language Journal, TESOL Quarterly, Studies in Second Language Acquisition, Language Teaching, Computer Assisted Language Learning, Language Teaching Research, and System, among others. His current research projects, funded by British Council and IELTS IDP Australia, investigate online English language teaching in Vietnamese public schools, IELTS impacts on stakeholders, and young learners' engagement L2 learning tasks.

Mai Nguyen is a lecturer in Applied Linguistics and TESOL at the Department of Languages, Information and Communications, Manchester Metropolitan University, UK. She has had 12 years' experience in teaching English and training second language teachers in Vietnam, Australia, and the UK. Her main research interests are centred around aspects of teacher learning and professional development within and beyond teacher education programs, such as teacher identity, autonomy, and research engagement. Her research work has appeared in Teaching and Teacher Education, TESOL Quarterly, TESOL Journal, Modern Language Journal, Computer Assisted Language Learning, RELC Journal, Innovation in Language Learning and Teaching, among others. Her current teacher development project, funded by the British Council Vietnam, aims to develop English language teachers' understanding of three key aspects of their professional identity: their being (perceptions of who they are and aspire to be as language teachers), their doing (pedagogy), and their feeling[s] (attitudes and emotional responses to teaching and learning events).

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PARALLEL PRESENTATIONS | SATURDAY, 28 MAY 2022 | GMT+7 (Vietnam Time): Convert Time Zone

Dr. Jeremy Koay

Sessional Academic

The Australian Catholic University, Australia

Room 1 - 9:30-9:55 | Dr. Jeremy Koay
Challenges of Teaching Adult Migrant Learners Online During the COVID-19 Pandemic: An Autoethnography

This paper investigates challenges of online teaching and learning in the Adult Migrant English Programme (AMEP) in New South Wales, Australia, and strategies for adapting to the rapid shift during the 2021 lockdown. While studies on emergency remote teaching and learning during the COVID-19 pandemic have investigated experiences of K-12 teachers (Trust & Whalen, 2020), university faculty members and administrators (Johnson et al., 2020), university students (Shim & Lee, 2020), and first-generation migrant ESOL learners and their teachers (Xu & Buckingham, 2021), little attention has been paid to challenges that teachers of adult migrant learners encounter.

Taking the form of an autoethnography, this study draws on my reflection and storytelling of my experience as a new AMEP teacher. My reflection draws on relevant artifacts, such as my lesson plans, class WhatsApp messages, and email exchanges with my co-teachers. The challenges that I have identified include students' lack of access to technology, their limited IT literacy skills, and assessment-related complications. The strategies that helped me cope with the rapid shift to online teaching include maintaining personal wellbeing, consulting teachers with remote teaching experience, communicating realistic expectations to the students, and observing and reflecting on my classes.

Jeremy Koay is a part-time casual teacher on the Adult Migrant English Programme at TAFE (Technical and Further Education) New South Wales, Australia. He also teaches Academic Literacy at the Australian Catholic University and Macquarie University. He has taught Academic Writing in Australia, Malaysia and New Zealand. He received his PhD in Applied Linguistics at Victoria University of Wellington, New Zealand. His research interests include TESOL, teacher professional development, genre studies, and discourse analysis.

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Dr. Clay Williams

OpenTESOL

Professor

Akita International University, Japan

Room 1 - 10:05-10:30 | Dr. Clay Williams
Online Foreign Language Learning: Measuring Efficacy vs. Traditional Classroom Study

The COVID-19 pandemic necessitated a mass transfer of educational activity to the online space in many countries. While technological advances in video conferencing have allowed many educational activities to continue throughout periods of closure of traditional classroom environments, the change necessitated a sizeable shift in terms of actual language pedagogy and learning strategies. Simply put, FLA through online activities is *different* from traditional face-to-face learning (e.g., Chun, Kern, & Smith, 2016); however, while research can point to relative advantages and disadvantages of online vs. face-to-face L2 study, whether online study can completely replace traditional means and achieve a similar or even greater level of proficiency gains.

The presenter will present a longitudinal case study of an adult learner progressing from an absolute beginner level to an intermediate level of proficiency (CEF B1/B2) through purely online, (one hour) weekly instruction over the course of two years. The presenter will elucidate the learner's perceived differences between online and in-person language instruction. The results suggest that, while each approach has its own merits, the online instruction yielded more opportunity for productive conversational use of the TL, thus enabling the faster development of basic conversational competence compared to traditional classroom instruction.

Dr. Clay Williams is a professor in the English Language Teaching Practices program at Akita International University, a graduate-level training program for English language teachers in Japan, where he teaches courses on Linguistics, Applied Linguistics, Psycholinguistics, and Research Methods. He completed his Ph.D. in Second Language Acquisition and Teaching at the University of Arizona. His research interests include cross-script literacy acquisition, cross-cultural teacher training, the genesis of language development in the human species, and technology for foreign language acquisition.

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Ms. Huyen Pham - Mr. Hoang Nguyen

OpenTESOL

Lecturer

University of Languages and International Studies – Vietnam National University, Hanoi

Room 1 - 10:40-11:05 | Ms. Huyen Pham - Mr. Hoang Nguyen
"What do my emotions say?": Self Stories of EFL Teachers During the COVID-19 Pandemic

The teaching profession has always required teachers to exercise a tremendous volume of positive emotional regulation in their classrooms. This is even more important for teachers of English as a foreign language (EFL) when they are suddenly forced to deliver online instruction during the COVID-19 pandemic. The rapid change from traditional face-to-face form of education to electronic delivery mode has led to various emotional challenges reported among both teachers and students worldwide. However, merely a modest body of literature has been found to address the significance of EFL teachers' regulation of complex emotions in their online teaching practices. As an attempt to fill in this research gap, the current study applied the qualitative data collection method of in-depth interviews in order to gain insights into the understanding and perceptions of four EFL teachers at a university in Hanoi, Vietnam regarding their experiences and navigation of multifaceted emotions towards the new teaching environment. The study also explores the particular strategies employed by the language teachers to channel positive emotions into their virtual classrooms. The researchers call for more deliberate efforts on the part of language teachers and prompt attention from institutional management levels to enhance teachers' positive emotional regulation and well-being.

Huyen T. T. Pham is a full-time lecturer at University of Languages and International Studies – Vietnam National University, Hanoi. She completed her masters of Educational Leadership at the University of Queensland, Australia as an ALA awardee in 2014. She has been involved in the teaching career for 14 years, teaching a wide range of subjects and skills such as English language, critical thinking, public speaking, language and media. Her research interests include teacher leadership, teacher development, learner autonomy, critical thinking and language planning.

Hoang H. Nguyen is a lecturer at University of Languages and International Studies, Vietnam National University (ULIS – VNU), Hanoi. His research interests include teaching methodology, learning strategies, syllabus design, and professional development.

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Ms. Rahmila Murtiana

OpenTESOL

PhD student

Swinburne University of Technology

Room 1 - 14:30-14:55 | Ms. Rahmila Murtiana
Emergency Remote Teaching: What is Needed Beyond Teachers' Digital Skills?

The abrupt shift from face-to-face into online mode, known as emergency remote teaching (ERT), has generated a considerable number of research during the past two years. However, there were still few studies that addressed what is needed beyond teachers' digital skills in the implementation of ERT. In this presentation, I will share some findings of my doctoral study that seeks to understand how English teachers in Indonesia navigated into their early career and encountered the challenges of ERT. Employing narrative inquiry, I conducted in-depth interviews with a cohort of English beginning teachers in one region of Indonesia. The participants' narratives indicated that they went through a great deal of emotional labor and tensions during ERT. Despite the availability of various online platforms, they were not always able to create engaging online activities. The participants reported the issue of digital inequalities that hindered the smooth process of teaching and learning. The implication of this study is that in navigating into the new normal, having digital skills alone is not sufficient. Teachers need to be flexible, adjust their teaching approach, consider the social condition, and develop digital empathy and care toward their students.

Rahmila Murtiana is originally from Indonesia and works as an English lecturer at Antasari State Islamic University. Currently she is a PhD student at Department of Education Swinburne University of Technology Melbourne Australia. She is undertaking a research project that looks into the identity construction of EFL beginning teachers in the digital era. Her research interests range from teacher development, culture, identity, and narrative inquiry methodology.

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Ms. Mai Thi Xuan Nguyen

Lecturer

Ho Chi Minh City Open University, Vietnam

Room 1 - 15:05-15:30 | Ms. Mai Thi Xuan Nguyen
The Impacts of Distance Learning During the Pandemic on the Mental Health of English Major Students

The Covid-19 outbreak has disrupted the educational system all over the world. With social distancing, university students have to study online via many platforms. This immediate change has caused students distress, anxiety, and mental problems, especially English-major ones, who need significant interactions when learning a new language. Those mental problems during the pandemic might even lead to some pressures causing some suicides in the youth to increase these days. However, a limited amount of research has been conducted to examine these issues and suggest some solutions for them. Therefore, this paper aims to explore the main influences of distance learning on students' mental health, especially those majoring in English. This paper uses the online survey to question university students from different classes to determine what difficulties they have faced, how they felt, and find some learning activities they enjoyed the most during distance learning. Therefore, based on these findings, the paper aims to propose strategies for teachers and students to improve this experience.

Mai Thi Xuan Nguyen, M.A., Applied Linguistics, has been teaching tertiary level since 2012 after her Master's graduation. Since then, she has been an English lecturer at the Faculty of Foreign Languages of Ho Chi Minh City, Open University Ho Chi Minh City, and majors in teaching Listening and Speaking skills. Her research interests include TESOL, lifelong learning, learner–autonomy, classroom management, distance learning, online learning, international English tests such as IELTS, TOEFL.

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Ms. Huyen Pham

OpenTESOL

Lecturer

University of Languages and International Studies – Vietnam National University, Hanoi

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Room 2 - 9:30-9:55 | Ms. Huyen Pham
The Hybrid Learning Model: An Effective Navigation Tool in the New Normal

Robust educational transformations have been globally seen as responses to the Covid-19 pandemic in various aspects, from reimagining learning environments, redefining roles and responsibilities of teachers and learners, to adopting novel teaching methods. In the world of English language education, the application of recent learning technologies and diverse teaching platforms has proved to significantly improve the quality of English teaching practices in different settings. One of the effective learning approach solutions to the challenges posed by the era of new normal is to exploit the Hybrid Learning model, which allows both face-to-face learning and online learning to occur synchronously in English language classrooms. Using the mixed methods research design, this study investigated the implementation of Hybrid Learning as an adaptive learning model on 87 second-year students majoring in English language at a university in Hanoi, Vietnam for a semester duration of 15 weeks. The findings of the study showed that 90.8% of the students preferred Hybrid Learning to full online learning or purely face to face learning and that 82.7% believed Hybrid Learning was an effective learning method. The research also suggested some practical implications for both teachers and institution administrators to guarantee a successful implementation of Hybrid Learning model.

Huyen T. T. Pham is a full-time lecturer at University of Languages and International Studies – Vietnam National University, Hanoi. She completed her masters of Educational Leadership at the University of Queensland, Australia as an ALA awardee in 2014. She has been involved in the teaching career for 14 years, teaching a wide range of subjects and skills such as English language, critical thinking, public speaking, language and media. Her research interests include teacher leadership, teacher development, learner autonomy, critical thinking and language planning.

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Mr. Minh Xuan Nguyen

OpenTESOL

Lecturer

Ho Chi Minh City Open University, Vietnam

Room 2 - 10:05-10:30 | Mr. Minh Xuan Nguyen
Flipping an IELTS Writing Class: Vietnamese Learners' Perception and Problems

The paradox between limited class time and colossal course demand is common in short courses of IELTS writing compared to other skills. This paper will suggest a solution to alleviate that problem by introducing the flipped classroom in an Academic Module IELTS writing class of 19 learners at SEAMEO RETRAC to investigate learners' perceptions of flipped IELTS writing classroom, the relationship between students' learning before class with their lesson objective completion as well as their lesson understanding, and problems in the transition from a traditional class to a flipped class. The research instruments comprised a questionnaire, daily meeting surveys, and a post-course interview. The results showed that most learners felt positive about this teaching approach and advocated its efficiency in inverted time allotment for lectures and homework although they did not have much independent and active learning. Additionally, their exposure to lecture-like learning materials at different levels before class differently improved their rates of lesson objective completion and understanding of the content of the day. However, introducing different perspectives in approaching the same writing question seemed counterproductive when it somehow confused learners. Also, problems of learners were identified and pedagogical suggestions were made for the flipped class of IELTS writing.

Minh Xuan Nguyen is a lecturer at Ho Chi Minh City Open University. His interest is ICT in teaching and learning, and IELTS teaching. He has had 15 years of experience in teaching IELTS.

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Ms. My Thi Le Nguyen

OpenTESOL

Lecturer

University of Languages and International Studies, Vietnam National University, Hanoi

Room 2 - 10:40-11:05 | Ms. My Thi Le Nguyen
Using Flipgrid to Engage First-year Mainstream Students in Online Academic Listening-Speaking Class

The era of digital transformation has brought about major changes in education, with a strong emphasis on students' technical competence and preference for social networks, whereby lecturers should innovate their instruction. Moreover, online teaching in recent years has also led to the issue of inadequate interaction among students or between lecturers and students. In response to those challenges, Flipgrid was used in the studied context as one form of asynchronous learning activity. Students were asked to video record themselves answering guided questions, posted it on Flipgrid and then gave comments on their peers' videos, which was believed to not only encourage students to interact with one another but also assist them in summarizing information of the topics learnt through the semester and developing their presentation skills. Flipgrid videos and survey questionnaires conducted among 30 students revealed their high level of engagement. The participants expressed no reluctance to participate in the activity and enjoyed constructive peer feedback, interaction outside the classroom and the opportunity to practice their speaking skills. Considering the significant benefits of implementing Flipgrid videos, lecturers in the studied context can exploit it as one interactive online platform which enhances students' participation in speaking activities.

My Thi Le Nguyen is a lecturer at Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University, Hanoi. She graduated from University of Languages and International Studies in 2012 and did a Masters in TESOL in 2014. She has been teaching four skills of Academic English to mainstream first-year students for four years. Her professional interests focus on learners' proficiency development, learners' autonomy, authentic materials in EFL context and teaching English to young learners.

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Meeting ID: 919 5835 8986 Passcode: 717858

Ms. Ha Nguyen - Ms Hanh Tran

OpenTESOL

Lecturer

University of Languages and International Studies – Vietnam National University, Hanoi

Room 3 - 9:30-9:55 | Ms. Ha Nguyen - Ms Hanh Tran
Improving Students' Communication Skills through Peer Assessment at a Vietnamese University

The study aimed to improve student's communication skills. To achieve this objective, peer assessment activities were added in every lesson, in which students gave comments on and marks to their peers' presentations. 226 students at University of Languages and International Studies, who were taking the course named "Skills for University Success", participated in this study in 10 weeks. At the end of the semester, to investigate the perceptions of students towards the effects of peer assessment on the development and enforcement of students' communication skills, a survey was delivered to all the students. The analyzed data showed that students highly valued the benefits of giving and receiving peer assessment. Specifically, the majority of students agreed through this activity, they could learn and improve their ability to convey the ideas, listen to others, and create a friendly atmosphere while giving comments. The study suggested that lecturers or curriculum organizers should consider making this activity compulsory in their courses so that students can boost their communication skills.

Ha Nguyen is now a lecturer at University of Languages and International Studies, Vietnam National University, Hanoi. She has been teaching English here for more than 10 years. She teaches English skills to students who do not major in English language. She is interested in language teaching methodology, testing and assessment, and educational psychology. So far, she has some articles published and participated in international as well as national conferences in Vietnam.

Hanh Tran (MA in Linguistics at Vietnam National University) is now a 10-year experience lecturer of English language and study skills at the University of Languages and International Studies, Vietnam National University. She has been working with students from multiple backgrounds and involved in some teacher training projects from National Foreign Language Project, MOET. Her main interests are project-based learning, and interdisciplinary research in language education. Her current research focuses on employability skills of college students.

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Ms. Anh Phuong Nguyen

OpenTESOL

Lecturer

University of Languages and International Studies, Vietnam National University Hanoi

Room 3 - 10:05-10:30 | Ms. Anh Phuong Nguyen
Epistemic Modality in Argumentative Writing Among Vietnamese First-year Students

Epistemic modality aids in differentiating writers' claims from facts and assigning the degree of certainty to their propositions, which is an essential feature in qualified academic writing. Previous studies have looked into how English-as-a-foreign-language (EFL) learners worldwide employ epistemic modality in their writing. However, little research has been conducted in the setting of Vietnamese EFL learners. This study seeks to examine the use of epistemic modality markers (EMMs) in 27 argumentative writing compositions by first-year language-major university students. Both quantitative and qualitative approaches were employed to determine the extent of EMMs use and the diversity of epistemic modality types in writing. The results demonstrate the students' clear tendency to make strong statements by utilizing a limited number of EMMs in sentences with stance, which are meant to show tentativeness. Furthermore, most of the used EMMs convey possibility, with only a few denoting certainty. The types of EMMs used in the written discourse also reveal that these students only relied on a narrow range of epistemic modality types, showing a significant preference for epistemic modal verbs. These findings emphasize the implications of providing instructions on using epistemic modality in argumentative writing to improve students' writing quality.

Anh Phuong Nguyen is a lecturer at Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi. She graduated from University of Languages and International Studies in 2018 and is pursuing a Masters in TESOL. She has been teaching English for Academic purposes to first-year English-major students for four years. Her professional interests include material development, proficiency development, and learner's identity in EFL context.

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Ms. Anh P. Nguyen – Ms. My T. L. Nguyen

OpenTESOL

Lecturer

University of Languages and International Studies, Vietnam National University Hanoi

Room 4 - 9:30-9:55 | Ms. Anh P. Nguyen – Ms. My T. L. Nguyen
An Investigation into First-Year Mainstream Students' Perception of Their Academic Listening and Note-Taking Skills

Note taking while listening is an essential academic skill which generally includes decoding, comprehending, identifying main points, deciding when to write, writing quickly and clearly, and can be used to enhance oral comprehension and information retrieval later in the lesson. Important as the skill is for EFL learners aiming to use English for academic purposes, few studies have been conducted on listening and note-taking skills in the context of second language learning and teaching. This research aims to explore the perception of 52 first-year students who participated in listening and note-taking activity as part of a course assignment. Their performance and survey questionnaires were used to gather information regarding the perceived importance and achievements after the activity. The results show that the majority of students recognized the significance of note taking while listening. These students also reported their overall progress in their oral comprehension, especially in dealing with main ideas, examples, and discourse markers, and attributed their progress to the given note-taking instruction and personal practice. Difficulties in writing shorthand, using students' own words and identifying indirectly related information were also noticed from the students' perspectives. These findings suggest implications for effective instructions on note-taking techniques and classroom practice.

Anh P. Nguyen is a lecturer at Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi. She graduated from University of Languages and International Studies in 2018 and is pursuing a Masters in TESOL. She has been teaching English for Academic purposes to first-year English-major students for four years. Her professional interests include material development, proficiency development, and learner's identity in EFL context.

My Thi Le Nguyen is a lecturer at Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University, Hanoi. She graduated from University of Languages and International Studies in 2012 and did a Masters in TESOL in 2014. She has been teaching four skills of Academic English to mainstream first-year students for four years. Her professional interests focus on learners' proficiency development, learners' autonomy, authentic materials in EFL context and teaching English to young learners.

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Asst. Prof. Azran Azmee Kafia

OpenTESOL

Assistant Professor

Islamic University, Kushtia, Bangladesh

Room 4 - 10:05-10:30 | Asst. Prof. Azran Azmee Kafia
Metacognitive Pedagogical Sequence in Raising Metacognitive Awareness of Bangladeshi EFL Learners' L2 Listening Performance

Grounded in Vandergrift and Goh's (2012) theory of metacognitive instruction, this study proposed the metacognitive pedagogical sequence for developing Bangladeshi undergraduate EFL learners' L2 listening performance by raising metacognitive awareness. The purpose of the study was to investigate if metacognitive pedagogical sequence activities helped them raise their metacognitive awareness and increase their L2 listening performance. To apprehend the research objectives, forty Bangladeshi undergraduate learners of the department of English of a private university in the treatment group (n = 20) and control group (n = 20) received metacognitive instruction and a product-oriented instruction for nine weeks respectively using audio news texts Voice of America (VOA). They attended a pre-test and post-test followed by the metacognitive awareness listening questionnaire (MALQ) and structured interviews. The mixed-method research embodied the notion of triangulation for this study. The result revealed that the experimental group learners outperformed the control group learners statistically, and the overall MALQ scores and the listening performance had a strong positive correlation where mental translation had no significant correlation. Hence, this study implied that metacognitive pedagogical sequence could solicit Bangladeshi undergraduate EFL learners' L2 listening performance by raising their metacognitive awareness.

Azran Azmee Kafia who is currently a Research Scholar at The English and Foreign Languages University, Hyderabad, India, is an Assistant Professor, Department of English, Islamic University, Bangladesh. She has completed Masters of Arts in TESL and in English literature. Her research interest includes metacognition, self-regulation, listening skill; learner autonomy and Ed-techs in alignment with learning pedagogies. She has over 15 research publications both nationally and internationally on various genres of literature and language.

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Ms. My Thi Tra Ly

OpenTESOL

Lecturer

Tay Do University

Room 4 - 10:40-11:05 | Ms. My Thi Tra Ly
Using Active Learning Techniques to Enhance EFL Students' Engagement in Speaking Practice

In this practice-based session, the author addressed the issue of creating a comfortable learning atmosphere to encourage EFL students to practice speaking English in the classroom. The instruments included a collection of different active learning techniques e.g. holding an in-class birthday party, one in-class sale market, one scenario referring to restaurant talks, different topics for monologues and group videos, a small questionnaire and observation to assess the effectiveness of the techniques and students' engagement. The participants were about 120 freshmen of English at TDU. The outcomes indicated that students participated actively in the activities, and were eager to speak in English. Aside from that, students admitted that these activities helped them increase their learning motivation, engage them in study and provide them opportunities to practice the language in such a natural way. The rewarding results really encouraged the multiplication of these techniques application amongst other English speaking classes.

My Thi Tra Ly, M.A. is a lecturer of English at Tay Do University, Viet Nam. Throughout her teaching job in the institution, she has been specialized in teaching Listening/Speaking skills, Phonetics and Phonology, Presentation skills, Translation and other ESP courses. She is always interested in classroom practices, teaching methodology, cross-cultural studies and professional development. Her publications include works on teaching methods, EFL learning methods, and students' learning creativity.

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Ms. Anh Vuong Hoang Nguyen

Lecturer

Ho Chi Minh City University Of Foreign Languages - Information Technology (HUFLIT)

OpenTESOL

10TH OPENTESOL INTERNATIONAL CONFERENCE

Room 2 - 14:30-14:55 | Ms. Anh Vuong Hoang Nguyen
The Importance of Role-Play in Teaching Intercultural Communication

This study provides an approach to English cultures via some typical activities to help learners change their perception of the current communication context and thereby conduct more effective communication at work in the future. The research question arises whether integrated learning activities, especially role-play can have considerable effects on teaching intercultural communication. To find out the answer, this presentation firstly discusses the interrelationship between language and culture in intercultural communication. Then, some major obstacles that Vietnamese teachers and students have in terms of language as well as its culture are given. Finally, the presentation comes with the analysis and the discussion of the data collected by using a questionnaire and observation methods to explore how role-play is necessary for English teachers to integrate language and culture in intercultural communication classroom. Two types of data collection instruments, which are employed from eight teachers and 200 students' responses, include direct observation of teacher respondents to explore their teaching methods towards combining role-play in intercultural communication classroom and questionnaire about learners' attitudes towards the integration of culture and language leaning activity.

Anh Vuong Hoang Nguyen received the Master of Education with a major in TESOL at the University of Southern Queensland, Australia, in 2013. During 2010-2020, she has obtained Certificates of Achievement including "Predoctoral Training Program", "Graduate Diploma in TESOL", "Training-of-trainers program in Action Research & Language Testing and Assessment", and "Empowering Teachers of English in Vietnam with Intercultural Communicative competence in Curriculum Evaluation, Materials Design and Teaching Techniques". Her major research interests are language, cultures, teaching methodology, sociolinguistics, nonverbal communication.

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Ms. Hanh Duc Le – Ms. Thuy Le Thi Nguyen

OpenTESOL

Lecturer

School of Languages and Tourism, Hanoi University of Industry

Room 2 - 15:05-15:30 | Ms. Hanh Duc Le – Ms. Thuy Le Thi Nguyen
Enhancing Learner Autonomy for Students by Organizing Consecutive Group-work Activities in English Lessons

Group-work has been known as an effective learning activity at all educational levels. In particular, group-work activities could enhance not only students' team working skills but also their learning autonomy and motivation. However, the success of a group-work depends on many factors, among which the teacher plays the crucial role as the designer, organizer and facilitator of the activity. This presentation will illustrate a particular way of grouping students once and setting regulations so that the students can work in the same groups for all activities at classrooms in the whole semester effectively which was constructed based on five major variables in social interdependence theory (Johnson & Johnson, 2009). The technique has been implemented many times by the presenters and the results are really positive as indicated by the students' feedback and their learning behaviors. Attending the presentation, participants will have the opportunities to learn how to organize group-work activities and how to encourage and enhance students' participation in group-work activities in English lessons.

Ms. Hanh Duc Le has been working as an English lecturer at School of Languages and Tourism, Hanoi University of Industry, Vietnam for more than 10 years. She has taken responsibilities of designing and teaching English for Occupational Purposes and English for Academic Purposes blended programs in the blended learning project at her university. Her areas of professional interest include ICT in education, blended learning, English as medium of instructions. She can be reached at leduchanh_knn@haui.edu.vn.

Ms. Thuy Le Thi Nguyen has been teaching English for nearly 30 years at School of Languages and Tourism, Hanoi University of Industry, Vietnam. She received her Master of English Linguistics at Hanoi University at 2010. She has participated in designing materials and teaching English for the university's blended learning project for more than five years. Her area interests are blended learning and teaching methods. She can be reached at thuycunhb@gmail.com.

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Ms. Long Dieu Thi Tran

Lecturer

Ho Chi Minh City Open University, Vietnam

Room 2 - 15:35-16:00 | Ms. Long Dieu Thi Tran
Implementing Virtual Exchange Lessons in CLIL Approach: Opportunities and Challenges

In recent years, virtual exchange which is also considered a pedagogical approach has made a noticeable impact on language education practices (Dooly & Vinagre, 2021). It benefits both high-level and low-level English learners in terms of increasing intercultural sensitivity, interactional confidence, and motivation in learning the language (Hagley, 2020). A five-week virtual exchange project was conducted in a culture course for English-majored students at Ho Chi Minh City Open University in the code of practice in American culture and cultural understanding. The project was sponsored by The Regional English Language Office, which sends qualified U.S educators to engage in fellowships at schools across the globe. Positive feedback from the students and valuable lessons regarding lesson designs and social interaction have been obtained and discussed. Challenges to the implementation of virtual exchange within the scope of teaching culture will also be mentioned in this paper.

Ms. Long Thi Dieu Tran holds a Master's degree in TESOL from Huddersfield University, the United Kingdom. She is currently teaching the four skills in English, research methodology, and British American culture. Her research interests include language acquisition, technology in language teaching, teaching culture, and collaborative learning.

Ms. Nga Thi Anh Phan

OpenTESOL

Lecturer

Vietnam Aviation Academy

Room 3 - 14:30-14:55 | Ms. Nga Thi Anh Phan
Judicious Uses of Digital Storytelling in Language Education

While the notion of digital storytelling may not be familiar to all readers today in its heyday in schools, over the past twenty years, a growth in numbers of educators, students and others around the world have cleverly designed short movies by satisfactorily incorporating some basic multimedia tools with consummate skills (Robin 2005). Recently, staff and students from the Faculty of Aviation Technology of the Vietnam Aviation Academy have been systematically and experimentally exploring the use of digital storytelling to support both teaching and learning. The purpose of this study is threefold: Firstly, this paper highlights (1) an overview of how DST has and continues to be used to support teaching and learning activities in the new context of Vietnamese tertiary education. Secondly, (2) wide-ranging word-of-mouth recommendations, practical planning guidelines and specific technical intructions are presented for educators who would like to use DST as an educational endeavor. Thirdly, the paper ends with (3) a set of fundamental guiding principles and inspirational constructive ideas on how DST can be used in various ways including sample projects and beyond, based on the author's experimentation and reflection with students from the Vietnam Aviation Academy.

A peripatetic teacher, prolific writer, and good speaker, **Nga Thi Anh Phan** empowers educators to think outside the box and critically examine their established practices by asking, "*What is best for my students?*" For over fifteen years, she has inspired researchers and teachers of all levels with the enormous power and real joy of the teaching and learning process. Phan began her career as a university-level teacher at the Hue University of Foreign Languages from 2005-2017. Now a classroom teacher at the Vietnam Aviation Academy - HCM city. Her many interests include Professional Development, English for Specific Purposes, and Technology in teaching and learning English and all of which require genuinely creative thinking. She taught students of all mixed language backgrounds and abilities.

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Ms. Van Thanh Lai – Mr. Duong Hoang Le

OpenTESOL

Lecturer

International School, Vietnam
National University

Room 3 - 15:35-16:00 | Ms. Van Thanh Lai – Mr. Duong Hoang Le
Exploring the Students' Perception of the Use of Mobile Assisted
Language Learning in the Context of English Learning at a Vietnamese
University

Over the last few decades, as a result of massive technological advancements, there has been an unprecedented proliferation of portable smart devices, as well as an explosion in mobile applications, particularly for language learning purposes. Despite the abundance of research on mobile assisted language learning (MALL), there is a dearth of research on non-English major students' perceptions toward the use of MALL in Vietnamese universities. As such, this study examines the perceptions of non-English major university students at a Vietnamese university regarding the utility and ease of use of MALL in English learning based on the Technology Acceptance Model (TAM). The data was gathered through the use of a questionnaire administered to 300 first- and second-year students and was then critically analyzed and discussed. The findings indicate that the majority of students believe MALL is beneficial to the process of language learning, particularly vocabulary acquisition, and that the majority also find MALL simple to operate.

Van Thanh Lai is currently Lecturer of English at International School, VNU. She received a bachelor's degree in English Language Teaching from University of Language and International Studies (2015), then a master's degree in TESOL from Victoria University (2017). She has worked at British Council, Victoria University, Walailak University and various English centers around Hanoi, which has molded her beliefs in equity, celebrating diversity, and developing positive English language teaching for students of all ages. Her research interests are in the areas of teacher professional development, English Language Teaching, and applied linguistics.

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Ms. Tuyet Thi Le Pham

OpenTESOL

Lecturer

Vietnam National University Hanoi (VNUH)

Room 4 - 14:30-14:55 | Ms. Tuyet Thi Le Pham
The Use of Nearpod as an Interactive Learning Tool to Enhance Students' Engagement in Online Lessons

The purpose of this research is to explore Nearpod as a tool to promote students' participation in online lectures, the encountered problems and their perceptions on its effects. In this study, Nearpod is regarded as a tool that can be utilised to enhance teaching and learning an English-for-exams course for 60 English-major sophomores, who have been taking their full-time online courses due to Covid – 19 pandemics. During the 15 – week course, Nearpod is integrated with Zoom, a video-conferencing platform, which enables the teacher to deliver instant guidance and feedback to her students. To collect the data from these 60 students, the author used a quantitative research method and designed an electronic questionnaire of 25 questions. The findings of this study show that despite several obstacles, the application of Nearpod has significantly enhanced learners' engagement in English-for-exam online lessons in different ways. Also, there has been a high number of students who were fairly satisfied with online lessons given via Nearpod, and expected this virtual learning platform to be employed as a teaching and learning tool in all online courses.

Ms. Tuyet Thi Le Pham is currently working as an English lecturer at University of Languages and International Studies, VNUH, Vietnam. As a teacher and a researcher, all of her studies have focused primarily on learner autonomy, teacher training, and teaching speaking. Her recent research explores teachers' multiple roles in fostering students' autonomous learning in integrated lessons, which inspires and motivates her to conduct more in-depth investigations into different methods supporting students' self – learning process.

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Mr. Hoang Huy Huynh

OpenTESOL

Recent Graduate

Monash University

Room 4 - 15:05-15:30 | Mr. Hoang Huy Huynh
Examining English Learners' Needs Through the Online Engagement Lens: An Online English-speaking Club Case Study

Exploring learners' needs in connection to speaking skills is critical for teachers of English as a Foreign Language (EFL) to obtain more successful outcomes during online learning. Research suggests that such needs can be investigated through understanding learners' experiences when they communicate in English with other peers via virtual interactions. However, an under-researched topic in Vietnam is how English learners' needs in non-formal settings can be understood and interpreted through live-virtual interactions, especially amidst the pandemic. This study utilised a conceptual model of online engagement, considering cognitive, behavioural, and emotional components to investigate EFL learners' needs when participating in ZOOM sessions of the Sunday Talk event, an English-speaking club for non-formal learning. Using a case study approach, the researcher gathered and analysed data thematically through participants' written feedback, the researcher's observations, and notes from session recordings. The study discovered that learners' needs for effective engagement are substantially related to the cognitive demands of tasks, meaningful relationships among participants, the moderator's emotional understanding, and an inclusive attitude towards participants' online presence. Although the study examines a non-formal context, its findings shed light on important implications for EFL teachers who aim to improve their online teaching methods to enhance student engagement.

Hoang Huynh is a recent graduate of the Master of TESOL programme in the Faculty of Education at Monash University. His prior teaching experience focuses on IELTS training and teaching English for communication purposes. Throughout his academic career, he has established a deep grasp of a variety of essential principles of practise in English language teaching and learning. His major research interests are teacher professional development, teacher identity, student engagement in various learning contexts, and silence-related issues in learning.

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Mr. Tan Thanh Tran - Mr. Thach Duc Bao Nguyen

OpenTESOL

Visiting Lecturer

Ho Chi Minh City Open University

Room 4 - 15:35-16:00 | Mr. Tan T. Tran - Mr. Thach D.B. Nguyen
Using Mural to Engage Students in Online Learning Participation

The infusion of websites into the online classroom potentially facilitates language learners' collaboration. Wiske et al. (2005) posit that effective collaboration possibly involves interactions among other people with reciprocal exchanges of support, ideas, and joint work on the evolution of performances. Mural is an online interactive whiteboard with numerous facilitation features (e.g. creative sample templates, extensive icon library and frameworks, file import permission, and timer) which can kickstart learners' innovative ideas and elevate their engagement in real-time collaboration. Mural is beneficial for teacher to conduct online learning tasks such as writing brainstorming activities and personalization exercises in speaking ones.This research aims to investigate HCMOU students' perception and engagement after utilizing Mural whenever they have online English classes. For this purpose, the quantitative method is used and the "Language Attitudes Questionnaire for Language Learners (LAQ-LL)" survey is adapted in order to measure 150 non-English major undergraduates' perceptions at HCMOU in Vietnam. The result presents a moderately strong correlation between students' perception and their excitement and Mural use. In other words, most of them eagerly participate in learning English thanks to the possibilities to interact with their classmates to perform tasks and activities. Pedagogical implications are stated for further research and use.

Tan Thanh Tran is currently serving as a visiting English lecturer at Ho Chi Minh City Open University. Besides, he is a master's student of TESOL at HCMC Open University in Vietnam. He has been teaching from children to adults English for three years. His interest is mainly in teaching learners English as a second language and test preparation courses for standardized tests. Regarding his research interest, he puts an emphasis to work on teaching strategies, second language acquisition, and skills embedded in standardized tests (e.g. IELTS, TOEIC).

Thanh Duc Bao Nguyen has been involved in English language teaching for more or less 10 years. Currently, he is working as a visiting lecturer at Ho Chi Minh city Open University and also a curriculum developer at SITC, and a teacher trainer. He used to be a training executive at VPBOX. He has also participated in training workshop as a trainer regionally. His areas of interest are primarily about second language learning motivation. In addition, he is a master's student at HCMOU and University of People. He also holds Advanced Teaching Diploma from HCMOU, and Teaching certification from Edith Cowan University.

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Dr. Quyen Vi Truong

Lecturer

Ho Chi Minh City Open University

Room 5 - 9:30-9:50 | Dr. Quyen Vi Truong
Applying Blended Learning to Improve the Quality of Teaching and Learning of Chinese Language Majors

Because of the Covid-19 pandemic, we are forced to recognize the need to change our teaching methods in order to sustain our instruction and improve students' learning quality. Blended learning methods have gained popularity recently, but its application in the training of Chinese language arts at Ho Chi Minh City Open University has not been properly implemented yet. This presentation explores and compares the advantages of blended learning models, combined with the analysis of the current context of teaching and learning, especially the specialized subjects of the language arts major to provide practical solutions to improve the quality of teaching and learning specialized subjects in Chinese.

Quyen Vi Truong holds a Ph.D. degree in Chinese literature. He has been involved in teaching Chinese as a foreign language. His research interests include teaching language skills and applying new methods into Chinese language teaching.

Session in Vietnamese | Join Zoom Link
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Dr. Hien Thuy La

OpenTESOL

Lecturer

Ho Chi Minh City Open University

Room 5 - 9:55-10:15 | Dr. Hien Thuy La
Vietnamese Descriptive Adjectives and Effective Ways of Translation into Chinese

Adjectives are one of three types of parts of speech that appear frequently in sentences, which can act as a predicate, a complement, or a subject component in a sentence. In this session, two types of adjectives – proper and descriptive - will be discussed, with a focus on the latter. Descriptive adjectives in Vietnamese have many forms, so there are many ways to translate them into Chinese. Therefore, this presentation outlines some ways of translations of descriptive adjectives from Vietnamese to Chinese in order to help learners and translators to be aware of several effective methods in learning as well as translation techniques.

La Thuy Hien holds a Ph.D. degree in Chinese language. Currently she is a lectuer of Chinese at the Faculty of Foreign Languages, Ho Chi Minh City Open University. Her research and professional interests include Chinese listening, speaking, reading, writing, translation theory and skills.

Session in Vietnamese | Join Zoom Link
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Dr. Han Ly Uy Nguyen

OpenTESOL

Lecturer

Ho Chi Minh City Open University

Room 5 - 10:20-10:40 | Dr. Han Ly Uy Nguyen
Separable Words: From Ontological to Applied Research

The session explores the properties, types and characteristics of Separable Words (*từ li hợp*) from perspectives of ontological and applied research. While ontological research relies on small sample studies, individual researcher's perspective, applied research applies linguistic theories, take advantage of corpus to contduct large sample analysis. One of the effective approaches is that instructors should create a pathway for Chinese Language major students to acquire the use of Separable Words adapted to each stage of their language skill development. The presenter would make some recommendations in teaching Separable Words for Chinese Language major students.

Han Ly Uy Nguyen holds a Ph.D. degree in Chinese language. He is Head of the Chinese Language Department of the Faculty of Foreign Languages, Ho Chi Minh City Open University.

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Ms. Nguyen Nhu Vu Chu

OpenTESOL

Lecturer

Ho Chi Minh City Open University

Room 5 - 10:45-11:05 | Ms. Nguyen Nhu Vu Chu
Exploring Group Work in Teaching and Learning Japanese Translation

Currently, in many schools, group work is included in different subjects to help students to share their concerns, experiences and build skills together. In a group activity, students can speak their ideas confidently and learn from their peers. Compared to a traditional teaching method, this is an active process of self-study and mutual learning. Group work has been applied for subjects in Japanese Linguistics at Ho Chi Minh City Open University as well. When using group work for Translation, we identified some strengths and weaknesses. In order to promote the advantages and overcome the challenges, we carried out a research project to investigate whether we should apply the group work activity in teaching and learning Japanese Translation. After surveying students' opinions about performing group work in Japanese translation courses, we analyze, synthesize, summarize and offer appropriate teaching and learning methods of the group work activity to improve the Japanese translation competence in the Japanese translation courses of the Japanese majors.

Nguyen Nhu Vu Chu studies Japanese and Oriental Studies. She enjoys reading books about Japanese culture and Japanese teaching methods. She studies MA courses of Asian Studies and Ho Chi Minh City University of Social Sciences and Humanities. She has many experience teaching Japanese language and is confident in her works. Currently, she is a Lecturer of Japanese Language at Faculty of Foreign Languages, Ho Chi Minh City Open University.

Session in Vietnamese | Join Zoom Link
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Ms. Linh Phuong Vo Le

OpenTESOL

Lecturer

Ho Chi Minh City Open University

Room 5 - 11:10-11:30 | Ms. Linh Vo Phuong Le
Anlyzing and Comparing Additive Conjunctions "Soshite" and "Sorekara" in Japanese

Additive conjunctions connect words, phrases, clauses or sentences and add more information to what is already there. In Japanese, additive conjunctions are one of the most popular categories of conjunctions, which are commonly used and has been taught to Japanese learners at the elementary level. Because Vietnamese learners of Japanese are often confused by the use of these conjuntions, this session puts the emphasis on analyzing and comparing *Sorekara* and *Soshite,* which are two distinguished additive conjunctions with basically similar usage. The sharing of this session offers useful recommendations for the teaching and learning of additive Japanese conjunctions.

Linh Phuong Vo Le is a lecturer at Faculty of Foreign Languages, Ho Chi Minh City Open University. Her research interests include Japanese Language and comparative linguistics.

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