THE 9TH OpenTESOL
INTERNATIONAL CONFERENCE 2021

LANGUAGE EDUCATION IN CHALLENGING TIMES: DESIGNING DIGITAL TRANSFORMATIONS

21 - 22 MAY 2021 | VIRTUAL

CONFERENCE PROGRAMS

REGISTER: opentesol.ou.edu.vn/2021conference

ZOOM

OXFORD UNIVERSITY PRESS

REGIONAL ENGLISH LANGUAGE OFFICE
U.S. Embassy, Hanoi

TESOL HCMC
HỘI NGHIÊN CỨU GIẢNG DẠY TIẾNG ANH

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Prof. YILIN SUN
Seattle Colleges

Assoc. Prof. ANDY GAO
University of New South Wales

NICKY HOCKLY
The Consultants-E

THUY TRAN
Duc Hop High School

AN DINH
Center for Service Learning (UEF)

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WELCOME MESSAGE

Dr. Nga Thuy Nguyen

Chair of OpenTESOL Organizing Committee

Ho Chi Minh City Open University, Vietnam

The 9th OpenTESOL International Conference 2021

We are in a difficult time: The Covid-19 pandemic is here to stay. Many of our colleagues and students in Vietnam and worldwide are dealing with a disastrous Covid wave. Amid the pandemic, we are committed to sustaining teacher learning to organize this year's virtual 2021 conference. From 21 to 31 May 2021, 800+ ELT professionals in Vietnam, Asia, and the world will gather virtually in the 9th OpenTESOL International Conference 2021 on Zoom, Padlet, YouTube, and Facebook. Under the theme of *Language Education in Challenging Times: Designing Digital Transformations*, the keynote presentations will tap into learner resilience, agency and engagement. OpenTESOL 2021 is honored to host keynote sessions by Prof. Yilin Sun (Seatle Colleges), Assoc. Prof. Andy Gao (University of New South Wales), and Nicky Hockly (The Consultants-E), and featured sessions by Thuy Tran (Duc Hop High School), and An Dinh (Center for Service Learning, UEF).

This year, OpenTESOL is honored to receive sponsorship from the Regional English Language Office (RELO) - U.S. Embassy Hanoi, Oxford University Press, Ho Chi Minh City TESOL Association, HorizonTESOL, Dai Truong Phat Education, and Macmillan Education Vietnam. For the first time, the Tiny Teach Stories and Classroom Support Awards are organized to support senior students, fresh graduates and public school teachers in needs in Vietnam starting and continuing their ELT profession and services.

OpenTESOL showcases 60+ live Zoom sessions and pre-recorded YouTube videos covering the sub-themes of Covid-19 response, 21st-century skills, blended learning, new literacies, assessment, interaction online, learner strategies, speaking and writing, second and foreign language acquisition. Selected sessions will be live-streamed on our Facebook page at https://www.facebook.com/opentesol. We are, therefore, indebted to the local and international presenters' and reviewers' efforts and eagerness to share. Without their giving, we will not be able to make this event happen.

Whether you are a student, a parent, a teacher, a lecturer, a researcher, a coordinator, a manager, a material developer, a curriculum specialist, or a professional who is interested in second language education, we believe that your virtual attendance in our annual May conference will be meaningful for your critical learning.

Warm wishes,

Dr. Nga Thuy Nguyen | Chair of OpenTESOL Organizing Committee

ORGANIZERS

The 9th OpenTESOL International Conference 2021 is organized by the Graduate School and Faculty of Foreign Languages, Ho Chi Minh City Open University, Vietnam

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GUIDELINES FOR ZOOM PARTICIPANTS

Conference Program of Zoom Live Sessions

- This document contains the full conference program of Zoom live sessions. A brief overview can be accessed at: https://tinyurl.com/program2021opentesol

Conference Program of YouTube Presentations

- In addition to Zoom live sessions, participants are welcomed to view YouTube pre-recorded presentations.
- The YouTube video links will be released on 21 May, and can be accessed until 31 May.

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 two keynote/featured sessions, two Zoom live sessions and viewed two YouTube pre-recorded presentations.

Pre-session Engagement Questions and Post-conference Slide Sharing

- Keynote and featured sessions: https://padlet.com/opentesolconference/keynote
- Zoom Sessions 1-4 All rooms: https://padlet.com/opentesolconference/sessions1234
- Zoom Sessions 5-7 All rooms https://padlet.com/opentesolconference/sessions567

GOOD PRACTICES OF ZOOM PARTICIPANTS

- 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 [First Name] + Last name [Country] e.g. *Tam Vietnam*
- 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.
- Be punctual. We will not admit participants in the Zoom room after the session has started for 5 minutes.
- Be prepared.
  - o Make sure you've read the session description (abstract and speaker's profile) *before* you join the session.
  - o Rooms 2-6 are limited to 100 participants. Some selected sessions are live-streamed on Facebook.

- Be sharing. OpenTESOL would love to read about your sharing posts on social media with *#opentesol2021* and *#namesofspeakers* hashtags on Facebook or Twitter.
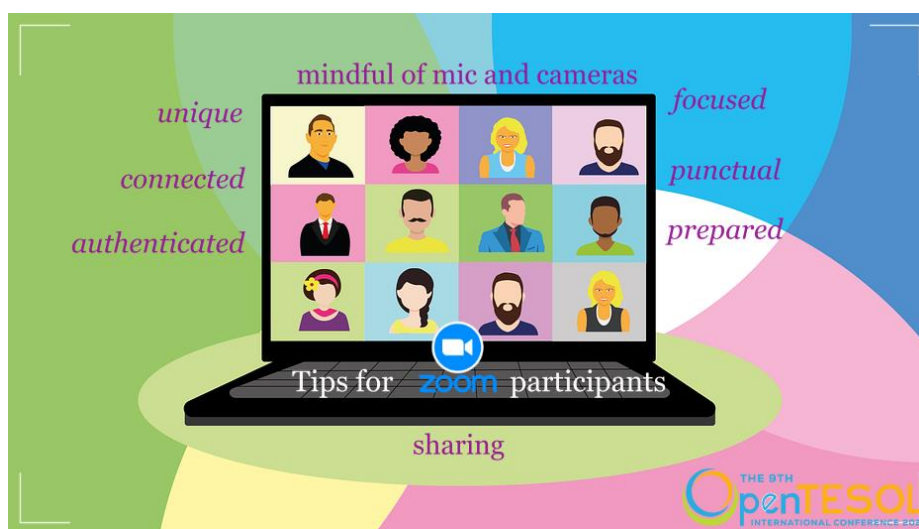
ZOOM LINKS

Pre-conference workshops, Featured and Keynote Presentations

Pre-conference workshops and Featured Speeches
Time: May 21, 2021 08:30-15h10 Vietnam Join Zoom Meeting https://zoom.us/j/93326003782?pwd=bDMvUnN3R21TQlpjLzl6aEhTcjdPUT09 Meeting ID: 933 2600 3782 Passcode: 680332
Opening Ceremony | Keynote Speech 1: Prof. Yilin Sun
Time: May 22, 2021 08:00 AM Vietnam Join Zoom Meeting https://zoom.us/j/92082471853?pwd=VGVjT1BVbzVIK2tQTW9OeEtTbEtsUT09 Meeting ID: 920 8247 1853 Passcode: 115641
Keynote Speech 2: Assoc. Prof. Andy Gao
Time: May 22, 2021 13:30 PM Vietnam https://zoom.us/j/95670963004?pwd=U256eWMwcTJhbnU1SWxoZVlmQWJ5QT09 Meeting ID: 956 7096 3004 Passcode: 077785
Closing Keynote: Nicky Hockly
Time: May 22, 2021 16:00 Vietnam https://zoom.us/j/97205776788?pwd=bTZNT2FoUUpzb3FRNzcvczBzaE16QT09 Meeting ID: 972 0577 6788 Passcode: 240341

Parallel Zoom Sessions 1-4: 9:30 – 11:40

	Sessions 1-4 | 9:30 – 11:40
Room 1	**Covid-19 Response** Time: May 22, 2021 09:30-11:40 AM Vietnam https://zoom.us/j/92817829086?pwd=REZRSGxhWVM4UU5PS3NvaXJQUU50dz09 Meeting ID: 928 1782 9086 Passcode: 217519
Room 2	**21st Century Skills** Time: May 22, 2021 09:30-11:40 AM Vietnam https://zoom.us/j/98433703279?pwd=UEhLUmJXbklaaXpTY2lHMDZUR1Z4dz09 Meeting ID: 984 3370 3279 Passcode: 531529
Room 3	**Learner Strategies** Time: May 22, 2021 09:30-11:40 AM Vietnam https://zoom.us/j/91452033737?pwd=bEkzQzNBNlp3ek9OZkp1NG1Kd2xRQT09 Meeting ID: 914 5203 3737 Passcode: 142793
Room 4	**Interaction Online** Time: May 22, 2021 09:30-11:40 AM Vietnam https://zoom.us/j/94934494918?pwd=UVpaUWRtT1daZzMyT1pZcGt0RlAvdz09 Meeting ID: 949 3449 4918 Passcode: 847645
Room 5	**Teaching Writing** Time: May 22, 2021 09:30-11:40 AM Vietnam https://zoom.us/j/93681293246?pwd=TGVsU05qaTlScW5hU2NUVngxVXhldz09 Meeting ID: 936 8129 3246 Passcode: 317512
Room 6	**Foreign Language Education** Time: May 22, 2021 09:30-11:40 AM Vietnam https://zoom.us/j/97423195473?pwd=emNxYTM5WExXSEdKZEJzV1VDemtoZz09 Meeting ID: 974 2319 5473 Passcode: 962193

Parallel Zoom Sessions 5-7: 14:30 – 16:00

	Sessions 5-7 | 14:30 – 16:00
Room 1	**Research on Covid-19 Response** Time: May 22, 2021 14:30 – 16:00 Vietnam https://zoom.us/j/97332712568?pwd=N1YzWkZEeEhqSk9XQVY4Rk9XVHVrZz09 Meeting ID: 973 3271 2568 Passcode: 716862
Room 2	**Assessment** Time: May 22, 2021 14:30 – 16:00 PM Vietnam https://zoom.us/j/95855580362?pwd=YkxSeGdCbWVGZWhVT2dNaUkyR1Eydz09 Meeting ID: 958 5558 0362 Passcode: 615598
Room 3	**Blended Learning** https://zoom.us/j/93814997095?pwd=NnAvK3IyRjZUdWxzQ2xGVmNSZHRDQT09 Meeting ID: 938 1499 7095 asscode: 601731
Room 4	**Second Language Acquisition** Time: May 22, 2021 14:30 – 16:00 Vietnam Join Zoom Meeting https://zoom.us/j/92335628903?pwd=dk44YmJQRHdxRXBkWE9CNHBkYjNlQT09 Meeting ID: 923 3562 8903 Passcode: 255960
Room 5	**Teaching Speaking** Time: May 22, 2021 14:30 – 16:00 Vietnam https://zoom.us/j/93476795363?pwd=UkNiYkNVYWpDa1NHU2QvMWJndEIvdz09 Meeting ID: 934 7679 5363 Passcode: 613045

KEYNOTE SPEECH

Prof. Yilin Sun

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Director, Faculty Development

Seattle Colleges, Seattle, USA

[8:30-9:20 | *Prof. Yilin Sun* | Opening Keynote]
Cultivating resilient and innovative ELT educators during challenging times

Our life and work as TESOL educators have been changed significantly due to the COVID-19 pandemic. As we cope with the many pandemic disruptions and fight against Coronavirus fatigue, educators must build confidence, skills, and strategies to face new challenges and continue our actions and innovations to be successful in the new realities that define our professional and social lives. The speaker, who has a strong research background and extensive teacher education experience in ESL and EFL settings, will discuss these questions: what are the perspectives and directions for ELT and professional development during and beyond Pandemic Times? What are the critical skills and strategies that we need to effectively serve our students and develop professionally? She will also share practices and applicable strategies to help ELT educators broaden professional horizon and deepen our understanding of those essential teaching strategies and skills during challenging times.

Dr. Yilin Sun is a tenured professor who directs Faculty Development Programs at Seattle Colleges (USA). She is a former president of TESOL International Association (2014-15) and the founding president of MAAL (Macau Assn. for Applied Linguistics). Dr. Sun has extensive experience in teacher education and professional development. She has authored and coauthored books, book chapters, and journal articles. She is also serving as Chief Editor of the series *Foreign Language Teacher Education and Development: Selected Works of Renowned TESOL Experts* published by Shanghai Foreign Language Education Press. Over the years, Dr Sun has given numerous keynote/plenary and featured presentations at international professional conferences.

Assoc. Prof. Andy Gao

Language Teacher Educator

University of New South Wales, Australia

[13:30-14:20 | *Assoc. Prof. Andy Gao* | Keynote]

Language learner agency as a pedagogical focus for language teachers

In this talk, I argue that English language teachers should commit ourselves to helping students to become lifelong learners who believe they can learn English and are able to take charge of their learning. For this reason, I present language learner agency, which is defined as 'the feeling of ownership and sense of control that a learner has concerning their learning', as a key focus for language teachers when preparing learners for the challenges and opportunities beyond the classroom in teaching. Drawing on a recently published position paper I contributed to with a team of experts, I will outline what learner agency means for language teachers, how it is different from other related self-concepts (such as autonomy, self-regulation) and how it operates. I shall also contextualize the relevant discussion of learner agency within an ecological perspective on language education. I shall consider the challenges that language teachers may have in promoting learner agency before I suggest some possible solutions based on what good language teachers have been doing in teaching.

Xuesong (Andy) Gao is a language teacher educator at the School of Education, University of New South Wales, Australia. He has been involved in language teacher education in Hong Kong, mainland China, and Taiwan. His research interests include language learner autonomy, language education policy, and language teacher education. His research has been funded by Research Grants Council (Hong Kong), Sumitomo Foundation (Japan), and the Standing Committee for Language Education and Research (Hong Kong). He has published widely in international journals, including *ELT Journal, TESOL Quarterly, Modern Language Journal, and Teaching and Teacher Education.* He is a co-editor of *System: An International Journal of Educational Technology and Applied Linguistics, International Review of Applied Linguistics in Language Teaching*, and co-editor of the English Language Education book series, published by Springer. He also sits on the editorial boards of a number of international journals in applied linguistics and language education including *Applied Linguistics Review, International Journal of Bilingual Education and Bilingualism, Language Awareness*, and *Journal of Language, Identity and Education*.

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Nicky Hockly

Director of Pedagogy

The Consultants-E (TCE)

[16h10-17h00 | *Nicky Hockly* | Closing Keynote]
Engaging and motivating students in live online classes

The Covid-19 pandemic saw teachers all over the world suddenly having to teach English online. Although videoconferencing platforms are easily accessible these days, it can be challenging for teachers to engage and motivate students in live online (i.e. videoconference) classes. In this talk, we examine activities and strategies that teachers can use to engage learners and help them practice their English in live online classes, including at lower levels. We look at how to design motivating live online tasks, review key online teaching skills, and consider how to structure engaging online classes. You will leave this session with ideas you can try out in your own videoconference classes with your own learners.

Nicky Hockly is Director of Pedagogy of The Consultants-E (TCE), a highly-respected and award-winning online training and development organisation. She has worked in the field of English Language Teaching since 1987, is an international plenary speaker, and gives workshops and training courses for teachers all over the world. She has written several prize-winning methodology books about new technologies in language teaching, the most recent of which are *Focus on Learning Technologies* (2016), and *ETpedia Technology* (2017). She is currently writing a new methodology book for Cambridge University Press (forthcoming 2022), and also working with co-authors Gavin Dudeney and Mark Pegrum on a second edition of *Digital Literacies* (2013; forthcoming 2022). Her research interests include blended, hybrid and online learning, as well as the integration of learning technologies in the English language classroom.

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PRE-CONFERENCE WORKSHOPS

Prof. Yilin Sun

Director, Faculty Development

Seattle Colleges, Seattle, USA

[8:30-9:20 | *Prof. Yilin Sun* | Pre-conference Workshops]
Digital Project-based Learning activities for engagement and success

The facilitator for this workshop will engage participants in exploring the following questions: what are the major principles on how to design an effective digital PBL project? What are the strategies and resources to utilize to actively engage students in the PBL learning process to develop 21st century skills? She'll also share samples and engage participants in drafting their own digital PBL project during the workshop. Handouts and resources will be provided, and active participation is expected.

Dr. Yilin Sun is a tenured professor who directs Faculty Development Programs at Seattle Colleges (USA). She is a former president of TESOL International Association (2014-15) and the founding president of MAAL (Macau Assn. for Applied Linguistics). Dr. Sun has extensive experience in teacher education and professional development. She has authored and coauthored books, book chapters, and journal articles. She is also serving as Chief Editor of the series *Foreign Language Teacher Education and Development: Selected Works of Renowned TESOL Experts* published by Shanghai Foreign Language Education Press. Over the years, Dr Sun has given numerous keynote/plenary and featured presentations at international professional conferences.

Thuy Tran

Teacher

Duc Hop High School, Vietnam

[13h30-14h10 | *Thuy Tran* | Featured Speech]
Redesigning online teaching in rural schools during the pandemic

The Covid-19 pandemic challenges teachers, especially those who are in rural public schools. In response to the challenges, the speaker will share her experience and approach in four parts. The first part is concerned with the current situation of online teaching setting that the speaker has experienced. The second part investigates the nature of the learning process, learners' outcomes, and learner autonomy in online lessons. The third part provides the audience with practical teaching approaches and tools to redesign online learning environments. The fourth part concludes with evaluations and recommendations to motivate students for better online lessons.

Thuy Tran is an English teacher at Duc Hop High School, Hung Yen Province, Vietnam, where she has devoted eleven years of using technology in the classroom to improve students' outcomes. She has overcome difficulties in teaching conditions and brought the Internet to the classroom. She represented Vietnam at the global *Education Exchange Toronto* in 2017 and won the overall prize for innovative use of technology. She was selected to be Top 50 Finalists *Global Teacher Prize* 2019 by Varkey Foundation for making the impact and changing for a better community. She uses Skype in the classroom to connect classrooms internationally and builds her students' global citizenship. From her viewpoint, technology cannot replace teachers but makes them much more important in a constantly changing world. She believes that learning English is like creating a human named English. She is interested in nurturing that human, and that is the art of an English teacher. She loves sharing and learning from other educators.

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An Dinh

Deputy Director

Center for Service Learning
(UEF), Vietnam

[14h30-15h10 | *An Dinh* | Featured Speech]
Integrating community-engaged learning into higher education courses: Lessons from a translation inclusive project

Service learning is an evidence-based, pedagogical approach that empowers students and practitioners to understand and deal with issues in local communities. Service learning helps efficiently transfer academic knowledge into real-life experiences, adequately preparing learners for real work in the future. It also can support local communities by meeting their specific needs. With the efforts of cultivating such experiences, the Center for Service Learning at Ho Chi Minh City University of Economics and Finance (UEF) was established in 2018 to incorporate service learning into academic courses and proactively engage students and lecturers in community work. In this presentation, An will introduce a model of community-engaged learning and analyze a case study that has successfully integrated community-based practices in a translation course supporting Cerebral Palsy Family Association Vietnam. This session can benefit both lecturers in universities and teachers in schools who are eagerly seeking an approach to design learner-centered, community-based courses.

An Dinh is a community-engaged practitioner who has completed a service learning design course provided by the Hong Kong Polytechnic University. She has 5-year experience working for Friends for Street Children, a local non-profit educational organization. Currently, she is Deputy Director at Center for Service Learning at Ho Chi Minh City University of Economics and Finance (UEF), integrating critical community work into core courses at UEF. An is passionate about youth development, social work, and education. She values human dignity, sustainable development, and the love of humankind.

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RESEARCH ON COVID-19 RESPONSE

Assoc. Prof. Ma. Joahna M. Estacio

De La Salle University, Phillipines

[Room 1 | 9:30-9:55 | *Assoc. Prof. Ma. Joahna M. Estacio*]
Redesigning ELT during the pandemic: A thematic analysis of teachers' beliefs

What adjustments and changes are needed to effectively teach English as a second language now that teachers and learners are in the pandemic? is an essential question that warrants a timely discussion. Among the stakeholders, the teachers are the ones who are accountable in ensuring that English learning still thrives; therefore, their sentiments and proposals related to the topic need to be heard. With this background, the study aims to present the beliefs of the teacher-participants on how English teaching should be executed during the pandemic. Defined by Borg (2011) as "propositions consider(ed) to be true, have a strong evaluative and affective component, are resistant to change (p.370), teachers' beliefs need to be understood especially now in order to assist them in their present enormous task. Thematic analysis with open coding strategy (Strauss & Corbin, 1998) was employed to identify and report emerging patterns from the participants' written reflections for their Graduate class requirement. Results reveal seven themes under the three main factors of language learning (learner, language, context) underlying the teachers' beliefs on what adjustments are necessary to make English language learning as effective as possible in the current teaching and learning set-up. Examples of the themes identified are: *Affective factors take the major importance now that we are trying to teach during the pandemic*, *There is no excuse in not attempting to develop reflective and metacognitive learners*, and *More than ever, the home environment, especially the parents, play a crucial role in English language learning*.

Assoc. Prof. Dr. Ma. Joahna M. Estacio is currently the College Assistant Dean for Research and Advanced Studies, De La Salle University. She teaches English courses in the senior high school, undergraduate, and graduate levels.

Duong Thuy Le

University of Languages and
International Studies, VNU, Vietnam

[Room 1 | 10:05-10:30 | *Duong Thuy Le*]
The use of ICT-assisted role-play project in developing learner autonomy during COVID 19

This study aims to examine the efforts from one teacher and students to adapt to the COVID 19 situation by digitalizing role-play performances as part of the program as well as their effectiveness in fostering Learner Autonomy. It also investigates the potential challenges and suggest relevant solutions. In this study, quantitative data was gathered from 87 university English majors who experienced the ICT-assisted Role-play Project version adapted by their teacher in the researched English faculty. Besides, qualitative data was collected through interviews with both the teacher and students. It was shown in the results that with the integration of ICT tools, the modified version of Role-play Project was reflected to foster more autonomous learning than the traditional one by expanding students' roles and helping students utilize more learning strategies. Some difficulties are seen to be necessary by both stakeholders in creating learning opportunities for students to improve their independence, but some in grading and task allocation still hindered students' progress and even made some group members more dependent on others. From the findings, some pedagogical implications related to choices of ICT tools, teacher's instructions and final product assessment are proposed to support teachers and students to make some adjustments to their current curriculum and create a more effective learning environment during COVID 19.

Duong Thuy Le is currently a lecturer at Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University, Hanoi. Having worked as an English lecturer for 4 years, her research spans the applied areas of English Teaching (Learner Motivation, Schema Theory, and Differentiated Instruction), teacher training, curriculum design and material development.

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Quang Tan Nguyen

University of Economics Ho Chi Minh
City, Vietnam

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[Room 1 | 10:40-11:05 | *Quang Tan Nguyen*]
Nudging in education: Field interventions in HCMC universities to enhance students engagement and motivation in the classroom and online activities

The paper aims to investigate the effect of nudging in education on enhancing students' engagement and motivation in the classroom and online activities in the context of Ho Chi Minh City, Vietnam. A field intervention was conducted with two nudging approaches: loss aversion and temptation. There were 2 phases in the experiments: phase 1 and phase 2. There were 3 groups of students in phase 1: intent-to-test group, loss-aversion/malus group and temptation/bonus group whereas in phase 2, students were divided into control group, loss-aversion/malus group and temptation/bonus group. Due to the outbreak of Sars-cov-2 virus, the experiment in phase 2 had to switch to online instead of offline as initially intended. The result shows that loss aversion has more effect on students' engagement and testing result than temptation. Besides, the gap of final test result in the malus treatment group and bonus treatment group in online classroom is higher than that of offline classroom. Besides, whereas it is clearly that in offline classrooms, students in the temptation group had better result than in the intent-to-treat group, the situation is not the same as that in online classroom. However, the number of students achieving higher than average scores in online classrooms of treatment group (bonus and malus groups) is higher than that of non-treatment group.

Quang Tan Nguyen is now a lecturer in International Business Faculty and Foreign Languages Faculty of University of Economics Ho Chi Minh City.

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Hue Nguyen

An Giang University, VNU-HCMC, Vietnam

[Room 1 | 11:15-11:40| *Hue Nguyen*]
**Applying technological communication tools in Teaching English Online:
A solution to cope with the Covid-19 crisis**

In recent years, e-learning has been applied in several institutions in Vietnam. Especially in the time of Covid-19 crisis, e-learning becomes an emergent learning method. Many higher educational institutions have implemented full-time online education to meet students' learning demands. This article focuses on the usefulness of technological tools and associated factors that keep students engaged in e-learning, and evaluates An Giang University students' willingness towards e-learning. The questionnaires are randomly collected from students via Google Form and the result shows the differences in students' satisfactory levels and addresses their difficulties when studying online.

Hue Nguyen is currently teaching at An Giang University, Vietnam National University HCM City, Faculty of Foreign Languages. Her main interests have always been social and intercultural issues. In 2008, she had a great chance to become a member of YSEALI in the program 'Fulbright Foreign Exchange Student'. Her experiences in California State University, Dominguez Hills enriched her knowledge and skills that encouraged her to conduct more researches on social matters and organize more intercultural activities for local students to involve more young people in making the community better as well as adapting with global changes. She is also an active member in many planning teams of lots of regional and international conferences about education, environment, community development.

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Dr Tue Hoang - Hai Ngo - Hanh Le

Hanoi University of Industry, Vietnam

[Room 1 | 14:30-14:55 | *Dr. Tue Hoang, Hanh Le and Hai Ngo***]**
ESL teachers' perceptions and challenges on online classroom management during Covid19 pandemic

Coronavirus outbreaks have brought enormous effects on all aspects of our life. In response to the school closures, education itself had to explore state-of-the-art and versatile approaches to keep learning continued during Covid19 pandemic. Online teaching has not only become the ultimate solution but also caused significant challenges for all the educational stakeholders. Among those, teachers, who have always been considered as the key to effective implementation, play a critical role in the new mode of teaching delivery. Although there has been considerable research on online teaching activities and applications, there is still a dearth of studies on online classroom management. This research aims to explore the ESL teachers' perceptions about online classroom management and their challenges in managing their online classrooms during the Covid19 pandemic. This study collected data from a questionnaire survey to 25 teachers and in-depth interviews with eight teachers in a public university in Vietnam, which required their teachers to implement online teaching delivery mode during the period of social distancing and school closures. The findings would be presented to firstly identify the ESL teachers' perceptions of online classroom management. Then, the research also revealed the challenges of managing online classrooms, ranging from technology competence of teachers and students, students' engagements, students' expectations, teacher-student interactions, and distraction minimizing in the online teaching environment.

The presentation would also recommend some practical solutions on how to manage online classrooms effectively, especially during and post Covid19 period, which may be effective for educators and teachers to apply in their own context.

Dr. Tue Hoang is the Dean of the Faculty of Foreign Languages, Hanoi University of Industry, Vietnam. He has been working as an English teacher and an educational administrator for more than 15 years. He has conducted many studies and projects to improve the quality of English language education at tertiary level. He received his Doctor of Education degree from Queensland University of Technology, Australia in 2015. His research interests include ICT in education, blended learning, English for Occupational Purposes, and Teacher Professional Development.

Ms. Hanh Le has been working as an English lecturer at the Faculty of Foreign Languages, Hanoi University of Industry, Vietnam since 2007. She currently works as a team leader of designing EAP blended materials. She also takes responsibilities of designing, teaching EOP blended program for technical students. Her areas of professional interest include EMI and blended learning. She can be reached at *leduchanh.haui@gmail.com*.

Ms. Hai Ngo has more than 10-year teaching experience at University of Languages and International Studies, Vietnam National University and Hanoi University of Industry. She is currently teaching interpreting skills for English-majored students and Business English for business majors at Hanoi University of Industry. Her areas of professional interest include learners' autonomy and blended learning. She can be reached at *haintm@dhcnhn.edu.vn*.

PARALLEL ZOOM PRESENTATIONS | SATURDAY, 22 MAY 2021
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Dr. Prajna Pani

Centurion University of Technology
and Management, Odisha (India)

[Room 1 | 15:05-15:30 | *Dr. Prajna Pani*]

Multi-pronged Approach to English Language Teaching and Learning amid the COVID -19 Pandemic

This paper analyses the multi-pronged approach amid the COVID -19 pandemic and the changes that crept into English language teaching and learning practices in a state private university in Odisha, India. It endeavours to answer two research questions: *What were the various approaches to English language teaching and learning amid COVID -19 pandemic? What were the successful factors?* In this study, around two thousand students of a state private university were on-boarded to the English language teaching and learning program in the virtual learning environment. The study was limited to five campuses of the university in Odisha. A future longitudinal study exploring the best practices in English teaching and learning would be more meaningful. Using a mixed-methods approach, data was gathered from mail communications, faculty development programs, reports, student interactions, online surveys, and assessments. At the initial stage of implementation of the ELT program, the digital divide, resistance to adapt to the online mode of teaching and learning, online examination phobia and assessments, fear, anxiety, slow-paced adopters were the obstacles in the teaching and learning process. The paper shows how the participants of the program rapidly adopted and adapted to the challenging demands of the difficult time to revamp curriculum, embrace technology, promote self-learning, collaborate with industry and skill-based communities, and implement job-embedded professional learning to prepare the students for the future. The paper describes the implementation of learning management systems like Impartus, EnglishScore App, and open-source platforms such as https://ieltsonlinetests.com/, and evidence-based best pedagogical practices during COVID -19.

Prajna Pani is working as a Professor of English at Centurion University of Technology and Management, Odisha (India). She has 21 years' experience in teaching, mentoring, training and development. She has specialised in English language teaching and linguistics. Prof. Pani is passionate about empowering people to succeed in their lives by enhancing their soft skills. She is drawn to exploring the innovative teaching methods using Moodle Software, Learning Apps, Blogs, Canva, ELT 4.0 tools and technology. She is Moodle certified, and an instructor at Udemy.

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Assist. Prof. Jiby Jose E   **Jince George**

Christ University,
India

Christ College of Science
and Management, India

[Room 1 | 15:35-16:00 | *Assist. Prof. Jiby Jose E and Jince George*]
**Student participation and satisfaction on emergency remote teaching:
Restructuring the current praxis**

Educators worldwide rushed amid the COVID-19 outbreak to change their training to remote teaching within a short period. This global epidemic revealed a significant gap in teacher preparedness and preparation for remote emergency teaching, including technology assisted teaching. This paper examined and focused on students' perceptions and perspectives on emergency remote teaching and the problems they encountered during remote teaching. The researchers used descriptive research to understand the nuances of the online teaching and learning process. The respondents of the research were chosen through the purposive sampling technique, and the data was collected from 500 college students in the outskirts of Bangalore, India. A questionnaire based on student happiness and frustration with emergency remote instruction was circulated online, and the student responses were analyzed using statistical tools. Students also acknowledged comfortable learning conditions, seamless communications, and effective time management, while network volatility, unilateral interactions, and decreased focus had been found to be the source of student grievances. Based on the findings of this report, an enhanced and reliable emergency teaching method with an instructional output comparable to classroom learning might be devised in readiness for any potential emergencies, such as COVID 19.

Jiby Jose E is Research Scholar at Hindustan Institute of Technology and Science, Chennai, and Assistant Professor at Department of English Studies at Christ University, Bengaluru, India. His area of specialization is English language and literature.
Jince George is Research Scholar at Christ University, Bangalore, and a Principal of Christ College of Science and Management, Malur, Karnataka, India. His areas of specialization are social work and sociology.

Hue Nguyen

An Giang University, VNU-HCMC,
Vietnam

[Room 2 | 9:30-9:55 | *Hue Nguyen*]
Improving students' interests, critical thinking and creativity in learning literature in an EFL program

Literature is one of the core subjects in English-major curriculum at the researched university and many others in Vietnam. Teaching and learning Literature in EFL environment seems challenging as the students may be unable to unpack meaning of literary texts, which demotivates them and further prevents their engagement in learning literature. To increase students' learning interests, their understanding of how to analyse literary texts, and their creativity and critical thinking, this study reports my teaching experience of Literature courses to English-major students in a university in Vietnam. I focused on explaining (i) how a literary text could be analysed to support students' understanding and (ii) how students' creativity and critical thinking could be activated through classroom activities and assessment forms. In addition to reporting my teaching experience and strategies through my teaching journals, parts of 20 students' written reports and videos of their literary analyses would be included as evidence of their advanced subject-related understanding, learning interests, critical thinking, and creativity. In these written and oral reports, I assessed how they presented their understanding of literary work, how they convinced the audience of the quality of their claims, and how they organised the reports. The findings could be helpful for implications in other teaching contexts to improve the effectiveness of teaching and learning literature.

Hue Nguyen is currently teaching at An Giang University, Vietnam National University HCM City, Faculty of Foreign Languages. Her main interests have always been social and intercultural issues. In 2008, she had a great chance to become a member of YSEALI in the program 'Fulbright Foreign Exchange Student'. Her experiences in California State University, Dominguez Hills enriched her knowledge and skills that encouraged her to conduct more researches on social matters and organize more intercultural activities for local students to involve more young people in making the community better as well as adapting with global changes. She is also an active member in many planning teams of lots of regional and international conferences about education, environment, community development.

Lam Nguyen – Linh Ly – Huu Ngoc

People's Security University, Vietnam

[Room 2 | 10:05-10:30 | *Lam Nguyen, Linh Ly & Huu Ngoc*]
Promoting 21st Century Skills through Project-based Learning in an e-learning environment: A case study

Because of the constant innovation of new instructional approaches to language teaching, students have no longer been known as passive knowledge receivers but now take active roles in their self-direct learning. Accordingly, project-based learning (PBL) has been widely applied to education with a view to promoting student-centered learning to the fullest extent. Ton Duc Thang university (TDTU) is not the first educational institution that pioneered the application of PBL for students at the tertiary level. However, under the adverse effects of the Covid-19 pandemic at a global scale, TDTU promptly switched over to the implementation of online projects with the use of technology. This paper aims to explore how PBL has been conducted in an e-learning environment as well as to indicate students' perception toward its effects on the development of students' 21st century skills. The case study employed a series of periodic observations, students' in-depth interview and questionnaire with the participation of 94 first-year non-English major students and three English teachers in three separate classes respectively. It was revealed that there were four main phases of PBL conducted online during the English courses, namely Preparation, Realization, Presentation and Evaluation. In these four stages, there were a variety of activities carried out by the participants to facilitate students' execution of PBL. Moreover, after finishing the group projects, the students had positive perceptions toward their significant development of certain 21st century skills such as creativity, collaboration, critical thinking and communication. The findings of this study contribute to further research on PBL as a kind of technology-mediated learning.

Lam Nguyen is an MA student at University of Social Sciences and Humanities. She has also been working as a teacher of Faculty of Foreign Languages & Informatics at University of People's Security. She has taught English courses for non-majored English students for over five years. Her interests are English teaching methodologies and applied language.

Linh Ly is an MA student at University of Social Sciences and Humanities. She has also been working as an English teacher at Hoàng Hoa Thám High School. She has taught English to 10-grade, 11-grade, 12-grade students for about ten years. Her interests are web-based learning and applied language.

Huu Ngoc is an MA student at University of Social Sciences and Humanities. He has also been working as a teacher of Faculty of Foreign Languages at Tôn Đức Thắng University. He has taught English courses for non-majored English students for over five years. He is interested in E-learning teaching.

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Debjani Sarkar

The English and Foreign Languages University, Hyderabad, India

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[Room 2 | 10:40-11:05 | *Debjani Sarkar*]

Multidimensional eduscape and remote learning: Analysis of the impact of print media and digital social media platforms on critical thinking skills

Learning during the pandemic has been transitional in nature and the digital divide is inescapable. Contrastingly, for those who have available resources free online materials and social media platforms have emerged as engaging learning environments. Zoomification and Google meeting has replaced the conventional classroom to a digital screen. This transition has emphasized the role of critical thinking and the multidimensional nature of the process of learning. This paper focuses on the multidimensional nature of critical thinking in reading texts. India is a multicultural and multilingual country while the textbooks and the content of syllabus followed in the classrooms are culturally different which interferes with learning engagement with the learning materials. While there has been extensive research in the area of ICT and its impact on language learning there is scope for research in integrating critical thinking skills in language learning (in this paper ICT will refer to Integrating Critical Thinking). Due to the onset of the pandemic the uses of Internet for academic purposes has become ubiquitous. While parents and teachers complain that netizens don't read; an analysis of literacy practices in both academic and non-academic spaces would suggest contrasting results. In this age of multimodality the nature, purpose, text type used for reading has changed. Language discourse, reading performance, critical thinking in English as a Second Language context of remote learning are some of the topics which will be discussed in detail in this paper.

Debjani Sarkar is Research Scholar at The English and Foreign Languages University, Hyderabad, India. Her research interests include reading performance, multidimensional engagement, critical thinking, 21st century skills, literacy practices, English as a second language. At present she is reading in these areas and working on theoretical framework, research methodology and tools required for data collection. She has taught English before she began my research and prepared multiple choice question items for assessment.

Malavath Nikhil Naik

The English and Foreign Languages University, India

[Room 2 | 11:15-11:40 | *Malavath Nikhil Naik*]

Multimodal literacy in English language classroom: A way forward

The way we view and define literacy has changed radically with the advent of information and communication technologies. In the 21st century multicultural and multilingual world the increasing use of these technologies and the diversity it offers in knowledge construction requires a new kind of literacy which is dynamic and inclusive in nature. Multimodal literacy is a concept which proposes to make use of different modes like visual, tactile, gestural, spatial and written to construct meaning. Multimodal literacy provides our learners with multiple semiotic systems to become better knowledge creators and active designers of meaning. To be better contributors of the next generation social world our learners should be competent in using different modes for creating texts. This paper tries to explore 1) how multimodal literacy can be seen as a way forward from the existing traditional classroom literacy practices in India 2) how alternative modes of engagement and communication provides our learners with better opportunity to develop higher order thinking skills.

Malavath Nikhil Naik is a Doctoral Student at the school of English language education, The English and Foreign Languages University, India. He has published the article entitled *Using learner-centred approaches to enhance the status of tribal learner*' in Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed) International Journal with Impact Factor 6.8992 (ICI). His research interests include information and communication technology (ICT) in education, multimodal learning, mother tounge based multilingualism (MTE-MLE), collaborative learning, language assessment and ESL writing.

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Phuong Dang

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

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[Room 2 | 14:30-14:55 | *Phuong Dang*]
Online language assessment in the time of Covid-19

As the global pandemic of Covid-19 continues to cause crisis and still shows no sign of coming to an end, education has been facing unprecedented big challenges. Schools are closed in many countries and parts of the world, and many teaching and learning activities including testing and assessment have to be conducted online. Remote assessment, however, is still a fairly novel concept for educational institutes; as a consequence, such institutes have to experience a number of struggles in their evaluation processes. Taking those into consideration, this study revisits the literature of online testing and assessment in general, looking particularly into major concerns which make remote testing challenging. Related papers are also examined in an effort to present an overview of strategies leveraged by schools and universities to adapt and administer evaluation activities during the time of Covid-19. Finally, implications for online testing and assessment in the context of Vietnam are elaborated.

Ms. Dang Thi Phuong is currently a lecturer at Faculty of English Language Teacher Education, University of Languages and International Studies.

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Van Lai

International School-Vietnam National
University, Vietnam

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A comparison between teachers' perceptions on using Microsoft Teams for formative assessment at two universities in Vietnam and Thailand

Since the outbreak of COVID-19 pandemic all over the world, the traditional face-to-face classroom has been replaced by face-to-screen one, especially in Vietnam and Thailand universities. It is undeniable that assessment is an integral part of the teaching and learning process; therefore, online assessment obviously has also been adapted quickly to meet the global demand of teachers and students. Formative assessment and feedback help to provide a great opportunity to assist and boost student learning. The paper would share how Vietnamese and Thai lecturers experienced using Microsoft Teams for formative assessment by using semi-structured interviews with 10 lecturers from both universities. The qualitative collected data provided an insight into a variety of benefits that Teams can support the efficiency and convenience of online formative assessment, while there were several challenges that still occurred. It concluded with a summary and recommendations to be taken up in subsequent efforts.

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.

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Prof. Lina Mukhopadhyay

International School-Vietnam National University, Vietnam

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[Room 2 | 15:35-16:00 | *Prof. Lina Mukhopadhyay*]

Using technology as a social process to develop and self assess college academic writing: Applying principles of Task-based Language Assessment

Success in higher academia is incumbent on lexical coverage, as a combination of general BNC words (K1 to K5 levels) and academic word list (AWL) (Coxhead 2000), and academic writing skills, a higher order and multi-trait cognitive-linguistic skill. In the current times of the pandemic, ESL learners need to work with the assistance of technology, as face-to-face classrooms remain largely unavailable. While physical classes give a natural scope for peer learning and assessment, learners can be given this condition of 'assessment for learning' if they are trained to use technology like Web 2.0 tools and automated writing evaluators to develop writing skills within the framework of TBLA and become more ready to enter the workforce. This workshop will demonstrate how adult ESL learners can be motivated to use academic language as a social process for college writing to complete a variety of tasks such as essays, assignments, and reports. The workshop will be presented in three parts: first it will discuss the CEFR based global standards of development of this skill at the threshold (B1) and vantage (B2) levels for lexical coverage and writing to communicate; second it will show how through the use of Web 2.0 tools learners can practise collaborative writing and complete writing assignments by engaging with social writing tools like wikis, meeting spaces and chatboxes; and conclude with a discussion on how to dynamically self-assess collaborative writing using technology or automatic writing evaluator (AWE) to get feedback on writing to develop the skill.

Dr. Lina Mukhopadhyay is Professor and Head, Department of Training & Development at The English and Foreign Languages University, India. She is currently working on two projects, multiliteracy and education (MultiLiLa) and reading development intervention led by the University of Cambridge and funded by ESRC-DFID and British Academy respectively. She also researches in language assessment and evaluation, second language acquisition, academic writing and bi/multilingual education and has over 30 research publications in these areas.

Ande Pradeep

English and Foreign Languages
University, Hyderabad, India

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[Room 3 | 9:30-9:55 | *Ande Pradeep*]

Promoting Learner Metacognition and understanding its role among Indian young ESL learners

The term Metacognition was coined by John H. Flavell in 1976 which in simple terms is "knowing about knowing" or "thinking about thinking". And further research on metacognition helps us realize the extended definition of it which is getting aware of being able to manage thoughts, plan while learning something, and being able to evaluate what is learnt. These processes that happen within thinking are not consciously taught in most of the Indian language classrooms. If they are taught, it raises self-awareness which also helps learners understand and perform the task better in the process of learning a language. Highlighting the learner goals explicitly, encouraging self assessment, Think-aloud are few best ways for teachers to practically implement and improve learners metacognition.This paper sheds light on the importance of teaching Metacognitive skills to young ESL learners in India to enable them overcome language anxiety and also to help them confront alternate views on a particular task or idea and to reflect on their understanding.

Ande Pradeep is Research scholar from the school of English language Education, English and Foreign Languages University, Hyderabad, India.

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Chelsy Selvan

The English and Foreign Languages University, India

[Room 3 | 10:05-10:30 | *Chelsy Selvan***]**

Using classroom transcripts to analyse translanguaging strategies in Indian multilingual classrooms

Indian classrooms are multilingual by default (Mohanty, 2015). Learners from diverse language backgrounds exist and interact in the classrooms. Yet in Indian classrooms the transactions are mainly encouraged in English (L2), which often result in poor academic performance of learners from lower SES backgrounds. In this context, translanguaging can be perceived as a transformative pedagogy, since it acknowledges bilinguals' full language practices with all its complexity (Garcia, 2011). The studies have proven that translanguaging offers an enhanced content and language learning experiences for bilingual students (Garcia et.al, 2011, Lin, 2016). The study conceptualizes translanguaging as a dynamic bilingual pedagogy challenging the normative traits of bilingualism which separates languages (García, 2011; García & Wei, 2014). This paper tries to integrate the existing theorization and findings on 'teachable' translanguaging strategies available in pedagogy to analyse two classroom observation transcripts to explain the key role played by translanguaging in teacher transaction of content knowledge and how it can be used as a transaction tool to co-construct meaning. The teacher transactions are interpreted using Sinclair and Coulthard' s model (1975). The data is collected from two Ninth standard Indian classrooms and the recorded data was transcribed for analysis. By reviewing the existing scholarship in the area and analysing two classroom transcripts the study tries to assess the scope of translanguaging strategies for effective teacher transactions in multilingual classrooms.

Chelsy SELVAN, a doctoral scholar currently doing her PhD in English language education from English and Foreign Languages University, Hyderabad. My areas of interest include multilingual education, teaching practices and teacher proficiency. I have previously worked in material development for E-learning platforms. My current research work aspires to develop effective translanguaging pedagogies for multilingual classrooms. Teaching practices in both content and ESL classrooms in Indian multilingual contexts are explored in detail to include the translingual pedagogies into it.

My Ly - Dung Dang - Thuy Hang - Hiep Mai - Thao Ngo

Tay Do University, Vietnam

[Room 3 | 10:40-11:05 | *My Ly et al.*]

An investigation into English-majored students' perception about the effects of the project-based learning through the field trip at a Mekong Delta University

The recognition on the potential benefits that the project-based learning approach (PBL) may bring to language learning and teaching urged the researchers to carry out this study to investigate the perceptions of English – majored students of a university in Mekong Delta about the effects of the PBL employment in their fieldtrip. The data were collected through a questionnaire, interviews and observation. The findings indicated that PBL brought many benefits to language learning including an improvement of language skills, an enhancement of students' learning autonomy, self-esteem, learning motivation, and a development of interpersonal relations, IT skills and soft skills as well. However, the PBL approach still had drawbacks such as time consuming issue, an issue of PBL resources, group work conflicts, a requirement of high IT skills and finally budget problems. Pedagogical implications were also presented that first PBL should be used more often in English learning in specific and in other specializations in general; second the PBL employment in field trips would bring positive effects on students' learning results and hence it was suggested that teachers apply this method more often in their classroom.

My Ly, M.A., is a lecturer of English at Tay Do University, Viet Nam. She is interested in classroom practices, teachers-students mutual influences, and teaching methodology.

Dung Dang, M.A, is currently a lecturer at Tay Do University, Vietnam. She is interested in problem-based learning, project-based learning and political discourse.

Thuy Hang, M.A., is a lecturer at Tay Do University, Viet Nam. She is interested in teaching reflection, and teaching methods.

Hiep Mai, M.A., is a lecturer of English at Tay Do University, Viet Nam. He is interested in classroom practices, and co-working with colleagues.

Thao Ngo, M.A., is a lecturer at Tay Do University. Her major academic interests include reflexive teaching, and teaching methodology.

LEARNER STRATEGIES

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Sonali Priyadarsini Sahoo

The English and Foreign Languages University, India

[Room 3 | 11:15-11:40 | *Sonali Priyadarsini Sahoo*]

Social Emotional Learning in ESL classrooms: Ensuring mental well-being in language classrooms during shifting times

The unpredictable clutch of COVID-19 revealed, among many other things, the crucial significance of mental and emotional well-being of the learners for a comprehensive learning experience. As the learners as well as teachers have to resort to remote learning as the only available option, it becomes even more important for teachers to invest into approaches that could help the learners not just with their curricular content, but also to cope up with the unfamiliar facets of the pandemic. Social-Emotional Learning framework with its focus on both individual as well as the social dimension of human personality makes it possible to help the learners in their mental and emotional well-being. A language classroom is a potential space to make constructive use of the personal and real life experiences of the learners; and SEL offers the approach to sustain this aim in a wholesome manner. This paper aims to explore how SEL can be invested in ESL classrooms to humanize the nature of language learning experience for ESL learners in lieu of the Pandemic.

Ms. Sonali Priyadarsini Sahoo currently works as a junior researcher in English Language Education in The English and Foreign Languages University, Hyderabad, India. Her study focuses on Social Emotional Learning in ESL classrooms in the Indian context. Prior to this, she has completed her Masters in English and Comparative Literature in Pondicherry University. She has also graduated in Education (English Language Teaching) from The EFL University. The researcher holds experience in teaching upper primary and secondary ESL learners and also takes a keen interest in designing mindful and innovative learning content for SLL. As an educator and researcher, she strives for a humanized pedagogy where learners get to invest their multilayered personalities and be the active co-constructors of knowledge.

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Dr. Huyen Phan

An Giang University, Vietnam

[Room 3 | 14:30-14:55 | *Dr. Huyen Phan*]

Blended Learning in transition: Student voices from an under-resourced higher education context

Blended learning has emerged in Vietnam's higher education as an efficient and hydrid approach combining online and traditional campus-based learning, especially after Covid-19 pandemic restrictions occurred. This approach allows flexible personalized ways of knowledge acquisition. Although it has been well-researched in education contexts globally, it has flourished in Vietnam only since the pademic outbreak. This study explores how undergraduate English-majored students understand, perceive and are ready for blended learning in an under-resourced university setting. Under the lens of Cultural Historical Activity Theory, the research focuses on how students perceive their online learning experience and how they can cope with rapid technological infusion in a reading classroom. It draws on data collected from survey questionnaire and in-depth interviews with students. The findings suggest that while students are eager to make use of technologies to improve reading skills, some find it challenging to take charge of their online learning because of limited access to high-tech devices, slow Internet connection and breakdown, and inadequate knowledge and skills required for online learning. This study thus gives voice to the disadvantaged students and clarify how they strive for learning while significantly challenged in post-pandemic higher education in Vietnam.

Dr. Huyen Phan works at An Giang University, Vietnam. She is Vice Dean of Faculty of Foreign Languages.

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Nga Phan

Ho Chi Minh City Open University, Vietnam

[Room 3 | 14:30-14:55 | *Dr. Huyen Phan*]
Student-Teachers' satisfaction of blended learning in a TESOL foundation course

One of the most influential definitions of blended learning in literature was that of Graham (2006), who proposed that Blended learning systems combine face-to-face instruction with computer-mediated instruction. Krasnova (2016) defined blended learning as a method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, and both constitute a system that functions in constant correlation and forms a single whole. These two definitions have been considered the theoretical background of the investigation on student-teachers' satisfaction from blended learning. The participants are 71 student-teachers in the TESOL Foundation course which started in October, 2020 and finished by the end of December. In this course, students have to attend seven face-to-face class meetings, and the rest time (less than 30 % out of the total periods of the whole course) is for online learning. Students had to submit seven group assignments on LMS (Learning Management System), attend three Video Conferences and take part in three discussion boards on LMS. Student's satisfaction has been examined in four dimensions (1) perceived ease of use of resources and tools; (2) perceived value (relevant and interesting contents on discussion boards); (3) positive learning climate; and (4) student-instructor interaction (Video conferences and feedback on assignments). Besides these, student-teachers' satisfaction on formative assessment methods were examined. The findings have revealed very positive indicators about student-teachers' satisfaction on blended learning and some relevant issues for further research in the future.

Nga Phan worked as a lecturer of English in Cantho University from 1995 to 2004 and has been working as an English Teacher Trainer in Ho Chi Minh City Open University, Vietnam since 2005. Her research interests include using technology in teaching English and in English teacher training.

Vy Nguyen – Huong Ngo

Vietnam USA Society (VUS), Vietnam

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[Room 3 | 15:35-16:00 | *Vy Nguyen and Huong Ngo*]
Using Kahoot! to enhance students' motivation in distance-learning classroom during COVID-19 break

This research studied the effect of Kahoot! on students' motivation in the quarantine time during which the interactions between teachers and students, students and students are limited. As students were forced to study online using online conference-based applications such as Zoom or Google Meet, they were more likely to lose focus, which led to the reduction of teaching quality. In order to maintain students' interests and engage them in the lessons, teachers have applied the use of an online game platform in the process of teaching. These applications have been proven to be effective in traditional classrooms, however, no research has been conducted to look into the effects it has on students in online classrooms. The students in the survey are teenagers whose ages ranging from twelve to fifteen. The study investigated students' motivation before and after Kahoot! was applied in online lessons with a qualitative approach using surveys and observation to collect data about students' motivation. Overall, the findings suggested that students were more willing to engage and invest themselves in the lessons when Kahoot! was used. We also learned that Kahoot! helped reduce distracting behaviors in students and improved the dynamics of the lesson in general.

Vy Nguyen and Huong Ngo are teachers who have been working in language teaching for more than 3 years at Vietnam-USA Society language center. Their students' ages range from three and a half to fifty and the students are in different levels and from different backgrounds. As young teachers, they would love to be able to apply new technology and teaching methods to improve the quality of teaching.

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Eric Hagley

Hosei University, Japan

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[Room 4 | 9:30-9:55 | *Eric Hagley*]

Students using English for international online communication: The IVEProject

Since 2015, over 25,000 students and 400 teachers have participated in the IVEProject, an international online exchange where students use the English they are studying in class to interact with peers around the world. This paper will showcase the exchange: the research that shows its benefits to developing linguistic, intercultural and communicative competence; the ways it can be incorporated into your syllabus; and the joy it can bring to students who participate. Participants will get a hands-on introduction to how they, as teachers, can incorporate the free-of-charge IVEProject into their classes.

Virtual Exchange (VE) has been shown to have many benefits (O'Dowd & Lewis, 2016; Hagley, 2020) for students studying English with intercultural competency being an important skill students can develop via participation therein. Indeed Keidanren, the Japan Business Federation, recently placed intercultural understanding as being a more desirable skill than English competency for new employees in Japan. Accessing an environment where there are people from numerous countries to interact with is impossible for all students to physically do but through the IVEProject it becomes easy to do virtually. Students interact in English as lingua franca with peers in many countries in both small group activities and large group interaction. Participants will be able to see how this is done and do it themselves too.

Eric Hagley is a visiting fellow at Hosei University in Japan. He created the large scale Virtual Exchange (VE) called the IVEProject. He is the Chair of the Asia Pacific Virtual Exchange Association (APVEA) and in this position is trying to ensure VE can become mainstream in language classes everywhere.

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An Le

Ho Chi Minh City Open University, Vietnam

[Room 4 | 10:05-10:30 | *An Le*]

Online teaching activities to maintain non- majored English students' motivation

The world has been suffering a lot from the spread of the Covid-19 pandemic. Not only in Vietnam but also worldwide, education has transformed beyond the fear of the pandemic thanks to the advance in technology. Under the policy of the Vietnamese Ministry of Education and Training (MOET), teaching online appears to be the most outstanding way in the lockdown period in Vietnam. Thus, how to maintain students engaged when teaching online at the tertiary level turns out to be a vital issue facing many teachers. This research with the participants of 27 teachers investigates how teacher carried out their virtual teaching activities to have students' retention. Data were systemized and analyzed. The results showed that teachers used various teaching platforms, online tools as well as teaching methods to gain students' satisfaction, but failed to push their confidence and attention. Implications for teachers and educational institutions were also discussed.

An Le is a full-time lecturer working at the Faculty of Foreign Languages of Ho Chi Minh City Open University. He is interested in TESOL, blended learning, and teacher training as well.

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Dr. Anh Le

Dong Thap University, Vietnam

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[Room 4 | 10:40-11:05 | *Dr. Anh Le*]
Interaction and evaluation of teaching and learning English online: challenges and solution

It is widely acknowledged that learning online contributes substantially to academic achievements across learners of all disciplines in COVID-19 epidemic period. Thus, exploring teachers' and students' interaction and evaluation in teaching and learning online is necessary, especially in the local contexts, to provide more insights into the field. Although quite a number of studies have been conducted on learning online in learning English as a foreign language (EFL) internationally and locally, this article reports 138 EFL students' voices via exclusively narrative questionnaire on this topic at a local university of Vietnam. The findings showed that students held positive attitude of the related aspects of learning English online. However, they had many difficulties in learning online, and some of them felt bored. Thus, these students showed their hope as well as their suggestions of improving the effectiveness of teaching and learning English online in the distant future.

Anh Le is a lecturer of English in Foreign Languages Faculty at Dong Thap University. She has taught English for 21 years. Her research fields are teaching methodology and learner autonomy.

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Vo Chau

Banking University of Ho Chi Minh City, Vietnam

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Interactively and meaningfully *Zoom* in pronunciation lessons

As a result of school closures to slow the spread of COVID-19 in Vietnam and many other countries, the shift to online learning seems to be the only way to maintain continuity of learning. Online English classes have presented an enormous challenge to teachers who have to adapt their lessons to ensure the interactivity and meaningfulness of tasks conducted online, lesson outcomes, and learners' interest and attentiveness. The job is even more demanding when it comes to teaching pronunciation, which requires much modeling, practice, and feedback. This workshop aims at presenting attendees practical tips and ideas for designing and conducting engaging, interactive, context-based pair and group work activities and games, making the best use of available pronunciation course books and game books and basic user-friendly tools on Zoom and MS Teams. Besides, the fact that learners support each other and do peer review during pair and group work could compensate for teachers being unable to supervise all students at the same time during an online meeting. What is more, the presenter will share her experience of having students do a voiceover project in groups with the demonstration of steps from providing guidelines and technical supports with Camtasia 9 and YouTube to offering feedback. The project requires students to work on segmental as well as suprasegmental features of their pronunciation and, at the same time, deal with other issues of delivery.

Thi Bao Chau Vo obtained her Master in Applied Linguistics in 2013 at Curtin University, Australia. She has been working as an English lecturer at the Faculty of Foreign Languages, Banking University of Ho Chi Minh City (BUH) in Vietnam since 2004. Her research interest focuses on Pronunciation, Applied Linguistics, and Language Assessment.

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Sy Truong

Van Lang University, Vietnam

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[Room 4 | 14:30-14:55 | *Sy Truong*]

Using English discourse markers to enhance speaking skill: A case study at Van Lang university

Although English discourse markers (DMs) play an important part in speech of native speakers of English, little attention has been paid to DMs by Vietnamese learners of English. Moreover, few studies have been done on this topic related to the Vietnamese learners. This paper identifies the students' perceptions towards using DMs in English conversations and how they use DMs in their conversations as a first step in preparing an action plan for them that might fill this gap. Through audio recording analysis and questionnaires with 30 participants in a first-year English majored class at Van Lang University, this study finds that majority of the students acknowledge the important roles of DMs in conversations such as displaying the speaker's attitude, facilitating the communication in general or resulting in a softening and facilitative effect when showing responses with DMs. The study also indicates that most of the participants are fairly limited in the use of DMs in their conversations. It is recommended that DMs instructions should be included in speaking courses. These findings contribute to further research on how to teach DMs in conversations in order to enhance speaking skill of Vietnamese students of English at the university first.

Truong Phu Sy is a lecturer of English, Faculty of Foreign Languages, Van Lang University, Vietnam, and he mainly teaches 4 language skills. He holds an M.A in TESOL from Victoria University, Melbourne, Australia. He has 17 years of teaching English to Vietnamese learners of many levels. His research interests include teaching language skills, discourse analysis and business English.

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Sreelekshmi S Pillai

The English and Foreign Languages University, India

[Room 4 | 15:05-15:30 | *Sreelekshmi S Pillai*]

An inquiry into pre-service ESL teachers' content knowledge using verbal protocol data

A teacher's ability to transact knowledge in the classroom hinges on their content knowledge. In ESL classrooms, English is both the medium as well as the content. The content knowledge in ESL classrooms involves the teachers' knowledge of linguistics, knowledge of second language acquisition, and discourse analysis abilities. A teacher's content knowledge determines the 'how and what' of classroom transactions. ESL teachers' content knowledge is especially important in Indian ESL classrooms as teachers are a major source of comprehensible input to language learners.

The present paper discusses a study conducted on five pre-service ESL teachers, to understand their content knowledge as exhibited through lesson plans. The participants later described their decisions about micro aspects of lesson plans through verbal protocol interviews. Data was collected using the tool of the verbal protocol. The verbal data were coded and analyzed to understand the participants' content knowledge, pedagogic knowledge, and pedagogic content knowledge (PCK), which translates as measures of teaching ability. The theoretical framework provided by Shulman is used to analyze the participants' verbal data.

Sreelekshmi S Pillai is a doctoral researcher at the English and Foreign Languages University. Her research interest include ESL teacher's cognition and their proficiency.

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Dr. Vy Luu

University of Economics and Finance, Vietnam

[Room 4 | 15:35-16:00 | *Dr. Vy Luu*]

Implementing modified input in teaching pronunciation for EFL learners

In recent years, more attention has been given to global instructions in Second Language (L2) pronunciation teaching. This kind of instruction, emphasizing suprasegmental features such as stress, rhythm, and intonation, is considered to be consistent with a more communicative perspective in language teaching because it focuses on how speakers achieve meaning in discourse. This top-down instruction can help students not only transfer their learning to a spontaneous production but also enhance their intelligibility and fluency. Therefore, based on the principles of this approach, the present paper attempts to propose a technique for sensitizing students with the suprasegmental features by using modified input through lowpass filtering which refers to the process of removing lexical and syntactic information from an utterance while retaining its melody (Snel & Cullen, 2013). The purpose of this paper is three-fold: (1) to present the underlying reasons for choosing filtered input as an awareness-raising activity; (2) to give a step-by-step guide to creating a filtered input and how to implement it in classroom-based teaching as well as in a self-directed learning environment; (3) to discuss some pedagogical implications in terms of its significance in teaching pronunciation as well as in language learning and teaching.

Luu Thi Mai Vy just received her Doctor of Philosophy in English Language Studies at Suranaree University of Technology in Thailand. Her research interests include Theories in Language Learning and Teaching, Listening Skill, Pronunciation and Prosody.

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Duong Thuy Le

University of Languages and International Studies, VNU, Vietnam

[Room 5 | 9:30-9:55 | *Duong Le*]

The co-construction of writing checklist between university English majors and Lecturers for essay writing self-regulation

Along with the trend towards a more learner-centered teaching and learning environment, educating students about how they are assessed and making them able to self-assess their performances have been the focus of modern teaching practices. One of the most effective ways is to use rubrics and checklists for students to evaluate the quality of their works before submission and after feedback reception. This study reports the co-construction of an essay writing checklist between one lecturer and university English majors as a tool for self-assessment, which includes the requirements from the program, the student expected competency levels and the teacher's important guidelines during the teaching process. In the study, the researcher employs case study as the research design with the use of qualitative methods on the teacher and 10 students. Data were collected from students' writing samples and interviews for both the teacher and students to explore the research questions from different aspects. The results reveal that the use of co-contructed writing checklists helped students make significant improvements in their writing quality, evidenced in the feedback from the teacher. With the iterative use of writing checklist, students became aware of the purposes and the roles of the assessment criteria as well as grew more motivated in essay writing, thereby creating an autonomous learning environment. The findings suggest that similar self-regulating and self-assessment tools should be integrated in the curriculum where students have the chance to partake in the tool designing process in the effort to improve learner engagement and study efficiency.

Duong Le is currently a lecturer at Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University, Hanoi, from which she received a bachelor honors degree in TESOL/TEFL with high distinction in 2017. Having worked as an English lecturer for 3 years, her research spans the applied areas of English Teaching (Learner Motivation, Schema Theory, and Differentiated Instruction), teacher training, curriculum design and material development.

My Nguyen

University of Languages and International Studies, VNU, Vietnam

[Room 5 | 10:05-10:30 | *My Nguyen*]
Using Padlet to engage university students in online academic reading-writing class

The Covid-19 pandemic has resulted in dramatic changes in education, with the distinctive rise of e-learning, whereby teaching and learning are undertaken remotely and on digital platforms. Online learning, whether synchronous or asynchronous, requires adequate infrastructure and user-friendly applications for successful implementation. Furthermore, another challenge facing educators when class is conducted online is improving students' interaction and maintaining their engagement in the lesson. In response to the mentioned difficulties, Padlet was incorporated in teaching academic reading-writing skills online to first-year university English majors in the researched context. It functions like a big classroom bulletin board whose interface and layout are user-friendly and can be modified for various purposes such as timelines, conversations or groups. Padlet was adopted during the online course for different writing practice, pre- and post-reading activities. Students' performance on Padlet and survey questionnaire among 48 participants indicated that students were engaged in reading and writing activities on Padlet both in class and out of class. Despite their reluctance to switch to online learning in general and their initial unfamiliarity with the chosen platform in particular, the participants mentioned effects such as helpful technology exposure, easy-to-use interfaces, multimedia maps allowing posting personal or favorite pictures and videos, mutual learning and helpful teachers' and peer's feedback. The results suggest that teachers in the studied context should attach more importance to Padlet as an interactive online platform which makes reading-writing lessons more creative and engaging for students.

My 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 three years. Her professional interests focus on learners' proficiency development, learners' autonomy, authentic materials in EFL context and teaching English to young learners.

Dr. Duc Dao

Banking University of Ho Chi Minh City, Vietnam

[Room 5 | 10:40-11:05 | *Dr. Duc Dao*]

Teaching writing as a process with the aid of technologies: Reflections on learning experience

According to Professor Elena Cotos, University of Iowa, in teaching writing, teachers need to be aware of three critical aspects: register variation, process orientation and interpersonal function. In other words, writing skills require the ability to effectively use writing strategies and conventions determined by different contexts, purposes and audience. Multiple drafting and iterative revisions are needed before the final product is available. Finally, writing happens in the midst of social relationships, and people write for a variety of purposes.

Online or off-line, the teaching of writing skills can be greatly facilitated by a number of technologies which can help teachers address all the three aspects mentioned above. The presenter, a recipient of the sponsorship by the U.S. Department of State for the Online Professional English Network (OPEN) Program, participated in the course on Using Educational Technology in the English Language Classroom delivered by the Iowa State University. She had hands-on experience working on a collaborative writing project in which a number of technological tools were utilized. As a commitment to participating in the program, she would like to share useful tips for teaching writing using technology, with implications drawn from personal learning experience. Specifically, some word processing software and collaboration programs will be presented together with pedagogical guidance for their effective use in the classroom to enhance the learning outcome. The participants are expected to bring home some practical ideas for organizing writing projects either in their physical or virtual classrooms.

Duc Dao has been teaching English for more than fifteen years and is currently a lecturer at Banking University of Ho Chi Minh City, Vietnam. She earned her Ph.D. from the University of Nottingham, Malaysia campus. She also holds an MA in TESOL Studies from the University of Queensland, Australia, and an MBA from Bolton University, UK. Her research interests are pronunciation, phonetics, phonology, and teaching methodology. She has presented papers at local and international conferences and published in a journal as well as several conference proceedings.

Khoi Nguyen – Nhi Nguyen – Son Nguyen – Nguyen Pham – Binh Nguyen

Foreign Trade University (HCMC Campus) - University of Social Sciences and Humanities (Vietnam National University HCMC) - Nguyen Tat Thanh University - Dong An Polytechnic

[Room 5 | 11:15-11:40 | *Khoi Nguyen et al.*]

The effectiveness of teacher's feedback on students' IELTS writing task 2: An action research

Teaching the IELTS writing task effectively has always been a challenge for English teachers. Though the teacher's feedback does carry some weight, its contribution is vague at best in terms of immediate effect on revision and long-term development of the general writing skills. This action research is aimed at exploring the effectiveness of the endeavor in teaching writing. To this end, data was collected from ten non-native, intermediate-leveled student participants between the age of 16 and 32 through teaching and learning experience and three semi-structured interviews. To gain insight on the students' perspectives regarding the teacher's feedback on their IELTS writing task 2, they were asked to attend an IELTS Writing Course within ten weeks, which were further divided into two reflective cycles for the sake of the action research. There were three lessons per week with an allotted time of 2.5 hours for each session, whose data was obtained and decrypted via thematic analysis. The action research managed to prove that feedback given by the teachers on the students' IELTS writing task 2 is effective to some extent. The action research framework was deemed ideal for teaching progressing academic writing; via a series of actions, feedback, and handling out instructional tasks based on the former, a standardized, well-laid writing format without trivial errors can be reached by the student participants.

Khoi Duy Nguyen is an English instructor at Foreign Trade University – Ho Chi Minh City Campus. He also teaches IELTS at IPP language center while pursuing ELT mastery. It is sufficient to say that one would have a hard time differentiating between his classrooms and a live-action circus since all the cues from which they manage to retrieve are joy and laughter thanks to an entertaining approach to teaching English.

Nhi Ho Y Nguyen is an English teacher at the Vietnam USA Society English center. She is also working at the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities as a staff supporting academic and research endeavors. She is known as a person who is interested in the second language acquisition aspects of ESL learners.

Son Hong Nguyen is an English instructor at Nguyen Tat Thanh University. He also teaches IELTS at ALES language center while gaining his grasp on ELT on a daily basis. He is particularly interested in teaching and wants to help his students conquer English successfully in earnest.

Nguyen Ngoc Khoi Pham is an English instructor at Dong An Polytechnic. He loves applying the skills and knowledge he has acquired from his M.A. classroom to master the roles of a teacher. He excels in interacting and supporting students with a range of abilities in their lessons and activities thanks to his behavior management strategies.

Binh Thanh Nguyen is an English language teacher while studying for a master's degree in TESOL. He also works as a translator-editor of academic papers hailing from diverse backgrounds. His research interests involve linguistics, teaching writing, and lecturing on and on about translation-interpretation.

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My Nguyen

University of Languages and International Studies, VNU,
Vietnam

[Room 5 | 14:30-14:55 | *My Nguyen*]
The use of lexical phrases by first-year maintream English majors in speaking class

Lexical phrases are unanalysed chunks that play a significant role in language acquisition. However, it is believed that the use of lexical phrases by learners of English as a foreign language like Vietnamese students is limited and ineffective. Therefore, this paper is expected to investigate typical categories of lexical phrases used by first-year mainstream English majors in speaking classes and their attitudes towards using them. Additionally, the paper also offers several pedagogical suggestions for more effective and diverse use of lexical phrases in speaking classes. In order to accomplish these purposes, 48 first-year mainstream students were chosen as study participants. By employing class observation, questionnaire, interview as tools for collecting data, this study revealed fifteen typical categories of lexical phrases used by the students in their speaking classes, of which signals for their presentations are the most frequently used. It was also indicated that the more important the phrases were, the more frequently the students used them. However, the range of lexical phrases used by the surveyed students was restricted, and the students did not grasp the functions of these phrases. Therefore, based on the findings, teachers and students will be more aware of students' limited use of lexical phrases. Lastly, with pedagogical suggestions of teaching lexical phrases in this research, teachers can take their own initiatives to effectively exploit lexical phrases speaking lessons.

My 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 three years. Her professional interests focus on learners' proficiency development, learners' autonomy, authentic materials in EFL context and teaching English to young learners.

Huyen Pham

University of Languages and International Studies, VNU, Vietnam

[Room 5 | 15:05-15:30 | *Huyen Pham*]

Digital storytelling for the enhancement of students' speaking skill in an online classroom

This research aims to examine the effects of digital storytelling on college EFL students' speaking skill in an online classroom during the Covid-19 pandemic. The researcher followed the action research design and applied the random sampling technique. The research sample was 37 second-year students majoring in English language education. The findings showed that there were sheer differences between the control group (n=18) and the experimental group (n=19). The research reveals that digital storytelling can be exploited as an effective teaching tool to improve college EFL students' speaking skill in case of online classroom platform. Furthermore, digital storytelling was proved to assist the teacher in encouraging students' critical thinking skill, creativeness, teamwork skill and self-confidence not only in terms of English education but also in the field of technology competence development. The study also identified the conditions of an online classroom in which digital storytelling can be successfully applied to promote and develop students' speaking ability.

Huyen Pham has been teaching English language skills, Critical Thinking and Language and Media at the University of Languages and International Studies – Vietnam National University, the Faculty of English Teacher Education for more than 10 years. Her research interests include English language policy, teacher professional development and teacher identity.

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Hoang Nguyen

University of Languages and International Studies, VNU, Vietnam

[Room 5 | 15:35-16:00 | *Hoang Nguyen*]
Using Tiktok to improve speaking performance at an Academy of Journalism and Communication EFL class

Being influenced by the Covid-19 pandemic, the education systems all over the world have switched from physical classes to online ones. Schools are forced to find out the proper teaching and studying methods in which Mobile-Assisted Language Learning (MALL) is one of their choices. Although there are a large number of studies on the effectiveness of social media on language learning, applying the new type of social media, Tiktok, to the educational purposes is not commonly known. Therefore, the aim of this study is to fill in this gap by examining how positively Tiktok influences on the speaking skills of the students in an EFL class at Academy of Journalism and Communication (AJC). 30 freshmen of Faculty of History of Vietnamese Communist Party volunteered to participate in the quantitative research. The researcher collected the data by utilizing semi-structure interview, focus group and observation in the class for one month. The findings showed that the students' speaking performance was enhanced in the lively and entertaining learning platform, Tiktok.

Hoang Nguyen works at Faculty of Foreign Languages, Academy of Journalism and Communication, Vietnam.

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Assoc. Prof. Clay Williams

Akita International University, Japan

[Room 6 | 9:30-9:55 | *Assoc. Prof. Clay Williams*]
L3 immersion acquisition in a post-graduate program: Practices and attitudes that lead to success

The number of non-Japanese, non-native speakers of English (hereafter NJNE) enrolled in a graduate-level English Language Teaching program in Northern Japan has been increasing in recent years. Incoming students universally express interest in staying and teaching in Japan after graduation; however in the case of NJNE, attaining fluency in Japanese is crucial to finding and maintaining employment. The results of their Japanese study – both formal and informal – vary wildly, with some succeeding in attaining a high degree of Japanese language proficiency within the period of graduate study, whereas others seem to give up early on. While all of these students are extremely high-level speakers of English (thereby indicating that they can become highly proficient in a foreign language), their previously successful L2 learning experiences are not predictive of their success in learning Japanese as an L3. The following case study surveys 5 NJNE, attempting to elucidate affective factors, learning methods, and social habits that correlate with successful L3 acquisition. The results suggest that positive affective orientation towards Japan and early social integration (i.e., making friends with Japanese speakers) were the most predictive factors for successful language acquisition.

Dr. Clay Williams is an associate professor at Akita International University, where he teaches in a graduate-level English language teacher training program and researches cross-linguistic word identification process development.

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Mai Nguyen

Ho Chi Minh City Open University, Vietnam

[Room 6 | 10:05-10:30 | *Mai Nguyen*]

Using *Notion* workspace to boost learners' collaborative writing and editing skills

There are many different online tools and applications in the information age to support online teaching and learning. When it comes to collaborative writing, Google Docs is a typical application that many teachers are using. If writing teachers search for an alternative that can be used to edit and integrated with Google Docs and other practical tools, *Notion* (https://www.notion.so/) is the convincing answer. This research suggests steps utilizing *Notion* – a mobile web application to maximize students' work and group work online. More importantly, with this all-in-one application, *Notion* can be a multi-purpose tool for teachers to manage the writing activities effectively and create an interactive lesson there. Designed for the academic writing class, the suggestions in this research can also be carried in other language skills. Surprisingly, some tertiary students in the research start to build a habit of writing and taking notes after using Notion.

Mai Mguyen, M.A., has been teaching tertiary level since 2012 after her Master graduation from Curtin University. Since then, she has been an English lecturer of the Faculty of Foreign Languages of Ho Chi Minh City Open University and majoring in teaching Listening and Speaking skills. She is now the headteacher of the Listening and Speaking Division. Her research interests include TESOL, lifelong learning, learner– autonomy, classroom management, distance learning, online learning, and international English tests such as IELTS or TOEFL.

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Dr. Quyen Truong

Ho Chi Minh City Open University, Vietnam

[Room 6 | 10:40-11:05 | *Dr. Quyen Truong***]**
Applying Task-based language teaching and process writing to enhance writing instruction in Chinese language classrooms
[Language of Session: Chinese and Vietnamese]

Theories of language teaching and learning only work in practice when they are applied within specific contexts, considering appropriate learners' needs. The presenter would like to explore the application of Task-based language learning and process writing to enhance writing instruction in Chinese language classrooms. The presenter also suggests useful textbook selection guidelines to help develop learners' writing skills as well as other skills, enhancing learners' engagement, creativity and active learning while dealing with problems of written discourse production.

Dr. Quyen Truong works at Faculty of Foreign Languages, Ho Chi Minh City Open University. He teaches Chinese-majored students.

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Dr. Chau Le

Nha Trang University, Vietnam

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[Room 6 | 11:15-11:40 | *Dr. Chau Le*]

Online teaching of Vietnamese for foreigners: Communication, cultures, comparisons, connections, and communities

In the context of the world facing many challenges and with the rapid development of information technology, online teaching of foreign languages has become an increasingly urgent need. In particular, online teaching of Vietnamese for foreigners is also gradually becoming a global trend. Therefore, study of online teaching of Vietnamese for foreigners is necessary. This study was conducted based on a process of online-teaching of Vietnamese for a group of Taiwanese students with intermediate or higher levels using the Zoom app. The teaching method was applied according to the 5C concept, including Communication, Cultures, Comparisons, Connections, and Communities. The application of the 5C concept in the online-teaching of Vietnamese is demonstrated by developing the learning objectives for each topic and designing the teaching activities, including classroom interaction, homework, and multiple-choice tests. The results showed that Communication, Cultures, Comparisons had been remarkably effective. Meanwhile, Connections and Communities had not been effective yet. This probably happened due to the limitations of topics, teaching activities, as well as teaching time and space. Suggestions are also proposed to improve the quality of teaching of Vietnamese for foreigners.

Dr. Chau Le is a lecturer of the Faculty of Foreign Languages at Nha Trang University, Vietnam. She received her Ph.D. in Teaching Chinese as a Second Language from the Taiwan National Chengchi University (NCCU) in 2020. She has been working at the Nha Trang University as a lecturer since 2011. Her major research of interest is teaching Chinese and Vietnamese to foreigners.

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