TRƯỜNG ĐẠI HỌC MỞ TP. HỒ CHÍ MINH
HO CHI MINH CITY OPEN UNIVERSITY

Saturday, 23 May, 2020

8:15-16:45 (GMT+7)
Online Conference

25 live presentations
50 recorded videos

THE 8TH

OpenTESOL

INTERNATIONAL CONFERENCE 2020
ONLINE CONFERENCE

LANGUAGE EDUCATION FOR GLOBAL COMPETENCE:
FINDING AUTHENTIC VOICES
AND EMBRACING MEANINGFUL PRACTICES

CONFERENCE PROGRAM

INVITED SPEAKERS

Dr Dat Bao
Monash University

Dr Maggie McAlinden
Edith Cowan University

Mr Will Laschet
National Geographic
Learning

opentesol.ou.edu.vn/2020conference

Ho Chi Minh City Open University, Viet Nam

Contents

KEYNOTE AND FEATURED PRESENTATIONS

Dr. Maggie McAlinden

TESOL Program Leader
Edith Cowan University, Australia

Affective pedagogies in language education: Is there anything more authentic or meaningful?
[Dr Maggie McAlinden | Opening Keynote | 8:30-9:20]

As language teachers we want to embrace and enact authentic and meaningful practices in our classrooms. But how can we do this when *the affective* is invisible to ourselves, our learners and the field? In this session, we will explore what emotion can teach us and how affective pedagogical practices are at the heart of meaningful and authentic learning experiences in language education.

Maggie is the current TESOL program leader at the School of Education, Edith Cowan University in Perth, WA where she teaches on postgraduate courses and conducts research into empathy and emotion in intercultural language education. She is an experienced language teacher and teacher educator. She has previously worked at Curtin University where was also the Director of Studies at the English Language Centre and Coordinator of English Language Development in the Faculty of Health Sciences. She started teaching English in 1995 and has taught across all ages and levels, including working for the British Council in Cairo where she was the Young Learner Coordinator. She was born and educated in the UK and moved to Australia in the early 2000s because it was far too cold and rainy in the UK! Her teaching and research is informed by ideas from critical post-structural feminism particularly how power, discourse, and difference influences what can be known and how we come to know in Western academia.

Mr. Will Laschet

Teacher and Trainer
National Geographic Learning, Singapore

You don't have to change your *Life* to teach online
[Mr. Will Laschet | Featured Speech | 13:30-14:20]

Teaching online. Everybody's doing it, and there are 1001 apps, games and websites that you can use to dazzle your students. However, what if we simply want to teach our students from the coursebook without having to remember a plethora of internet login details? National Geographic Learning's best-selling adult series Life has integrated digital components that make teaching easy and effective and learning engaging and interactive - whether it is online or face-to-face. In this session we will look at how we can use digital elements such as the CPT, LMS, e-book and online workbook to complement and enhance learning with a printed textbook. Join Will Laschet in bringing your textbook to Life with simple steps and ideas.

Will Laschet is a DELTA qualified teacher and trainer from the UK. He is the Teacher Trainer for Asia at National Geographic Learning and is based in Singapore. He has been teaching English since 2001 and has experience in private language schools, British and Korean Universities and the British Council Singapore. He has conducted teacher training sessions in Malaysia, Cambodia, Vietnam, Indonesia and Thailand. His interests include facilitating student engagement, increasing motivation, encouraging self-study and using technology as a learning tool.

Dr. Dat Bao

Senior Lecturer

Monash University, Australia

How Tasks Influence Talk and Silence
[Dr. Dat Bao | Closing Keynote | 16:15-16:55]

Although it is sometimes believed that the more challenging a classroom task is, the more silent students might become, this could be a simplistic, over-generalising observation. Recent discourse on silence points out that students are inherently diverse in their preferred modes of learning. Some tend to quietly process thoughts; others are prone to thinking out loud. Some enjoy sharing ideas with peers; others are situationally changeable in their learning behaviour. Such inclinations, however, are not exercised independently but in many cases emerge as a response to the design of every task. The discussion shares several preliminary discoveries developed from an empirical research project on a community of East-Asian students in Australia.

Dat Bao, Ph.D. is a senior lecturer at Monash University, Australia. He has previously worked with Leeds Beckett University (UK), Cornell University (USA), the National University of Singapore, and the Assumption University of Thailand. His expertise includes curriculum design, intercultural communication, materials development, literacy development, creative pedagogy and visual pedagogy in language education. He is the author of *Understanding Silence and Reticence: Nonverbal participation in Second Language Acquisition* (Bloomsbury, 2014), *Poetry for Education. Classroom Ideas that Inspire Creativity* (Xlibris, 2017), *Creativity and Innovations in ELT Material Development: Looking beyond the Current Design* (Multilingual Matters, 2018).

LIVE PRESENTATIONS (Zoom Video Conferencing)

Assoc. Prof. Yukie Saito

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Reflecting Mediation of CEFR/CV to Learn English a Tool for Global Communication
[Ms. Yukie Saito | Room 1 | 9:30-9:55]

The Council of Europe announced CEFR Company Volume(CV) in 2017 and one of the key components of CEFR/ CV is mediation. In this global society, being able to play an active role in mediating communication, concepts, and texts using English among different people will be an important skill. The presenter makes a report of classroom practice in which I defined English as a tool for global communication reflecting the concept of mediation, made an e-portfolio with Can-do of mediation from CEFR/CV and implemented classes to help university students to use English as a tool for global communication with the portfolio. The e-portfolio also functions as a tool to help students to become self-regulated leaners by setting goals, monitor their learning, and evaluate their learning as well as a tool to help students to be able to use PCs efficiently, which is one of the important skills to study and work globally. To sum up, based on results of a questionnaire survey collected from students, pedagogical implications about how the concept of mediation of CEFR/CV can be integrated to teach English as a tool for global communication will be presented.

Yukie Saito has been working as an assistant professor at the faculty of global informatics of Chuo University located in the center of Japan. Her research areas are English language policy and its implementation, English teachers' cognition and classroom practice, CEFR and its application, and pragmatics. She has taught classes of four skills of English, presentations, and English tests such as TOEIC. She has also taught a range of students from primary school students to business people.

Dr. Phung Ha Thanh

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Connecting the Persons, the Classroom and the Public: Teaching Globalization through Authentic Tasks
[*Dr. Phung Ha Thanh | Room 1| 10:05-10:30*]

While authenticity has long been considered an important criterion of language education tasks, what it means and how it can be actualized in the age of globalization is open for discussion and creativity. This paper proposes a conception of authentic tasks as those that mobilize the whole person and allow for the language classroom's direct contribution to public socio-political processes. To illustrate, the paper describes two systems of tasks that have been implemented in a course on globalization for English majors at a university in Vietnam. One aims to enable students to be aware of their self-formation and connect with other members as persons whereas the other asks them to participate in public meaning-making through producing intellectually stimulating media products that respond to social issues and attract audiences. As the teacher of the course, the author offers reflections on the difficulties and rewards in implementing these tasks.

Establishing an International Studies Curriculum for English Majors: A New Direction of English Language Education in Vietnam
[*Dr. Phung Ha Thanh | Room 1 | 10:40-11:05*]

The age of globalization has posed many challenges to as well as generated opportunities for the education of English majors in Vietnam. While the standards of English have been diversified, a curriculum focusing on building nativelike English technical quality is inadequate. Intercultural competence is emphasized in the new context, but it is not enough to distinguish majors from non-majors. In giving English majors an advantage, apart from training professional skills such as teaching English to speakers of other languages, translation and interpretation, marketing, etc., one possible path is to develop a kind of English education equal to English education in English-speaking countries, which highlights not technical skills but intellectual capacities. Incorporating cultural studies and elements from other academic disciplines into English language education, during the last years, a program in international studies has been established for English majors at VNU University of Languages and International Studies. This paper elaborates on the history, educational philosophy and practices of the program.

Dr. Phung Ha Thanh is a lecturer and Head of Division of Country Studies at Faculty of Linguistics & Cultures of English-speaking Countries, University of Languages & International Studies, Vietnam National University Hanoi, where she is teaching courses on approaches to research, globalization, education, human geography, British and American studies. Her current research projects study paradigms of education in Vietnam, modern Vietnamese intellectuals, the development of international studies in Vietnam, spatial relations in globalization, and aesthetics of intimacy.

Ms. Pham Thi Thu Huyen

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Developing the Growth Mindset of University Students' English Speaking Skill through Family Environment Mode Approach
[*Ms. Pham Thi Thu Huyen | Room 2 | 9:30-9:55*]

This study investigates Vietnamese university students' mindset about their learning of English speaking skill. A survey was carried out to 119 students at a university in Hanoi, Vietnam. The findings showed that 69% of participants seemed to have a fixed mindset with a small degree of growth mindset while 18% had a tendency to embrace a growth mindset with certain degree of fixed mindset, 8% with a strong fixed mindset, and 5% with a strong growth mindset. This implies that the students need to be encouraged to be more pro-failure and mistake-tolerant in order to develop their English speaking skill. During the study, the researcher applied the Family Environment Mode Approach (FEMA) (Ocampo, 2015) when delivering 15 English speaking lessons to the participants in 15 successive weeks. The study proved that the FEMA approach stimulated a stress-free learning environment in 57% of the participants during in-class speaking activities, despite the fact that they were under a great deal of pressure due to the end-of-term speaking test and VSTEP (Vietnamese Standardized Test of English Proficiency) examination. Also, 90% of these students confirmed to be extrinsically motivated in developing their English speaking skill.

Pham Thi Thu Huyen has been teaching English language at the University of Languages and International Studies – Vietnam National University, Hanoi for 12 years. She was awarded the Australian Leadership Award in 2012, which enabled her to complete her Master's degree of Educational Studies at the University of Queensland, Australia in 2014. Her research interests include teaching English language skills, English language policy, teacher professional development and teacher identity.

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Utilizing Local Cultural-intellectual Resources to Improve Students' Writing Skills

[*Ms. Pham Thi Thu Huyen & Ms. Pham Thanh Thuy | Room 2 | 10:05-10:30*]

As English is used in a wide range of contexts on a global scale, the place of culture in English Language Teaching practices has been an increasing concern. According to Shin, Eslami & Chen (2011), although language is context-dependent and diverse cultural contexts are included in textbook and curriculum development, inner cultural content is still dominant. Also, Forman (2013) has found out that textbooks are often misleading in their cultural assumptions, lexical accuracy and presentation of decontextualized grammar. Taking these gaps into consideration and looking at the issue from a sociocultural perspective, this presentation argues that local cultural and intellectual resources can be utilized to boost students' language skills in general and writing skills in particular. Simultaneously, learners' identity, autonomy and confidence can also be fostered. By adopting the qualitative approach and triangulating the data from students' self-reflection diaries, in-depth interviews and observations, the research confirms that effort to exploit socially-contextualized resources can contribute to increasing students 'writing competence, which is often defined as the developmental level of the writer and the complexity of the given writing task (Mosenthal, 1983).

Pham Thi Thu Huyen has been teaching English language at the University of Languages and International Studies – Vietnam National University, Hanoi for 12 years. She was awarded the Australian Leadership Award in 2012, which enabled her to complete her Master's degree of Educational Studies at the University of Queensland, Australia in 2014. Her research interests include teaching English language skills, English language policy, teacher professional development and teacher identity.

Pham Thanh Thuy has taught English and developed the curriculum for undergraduate students majored in English Language Teaching and Translation/Interpretation at Vietnam National University (Hanoi) for over ten years. Her academic interests include Language, Culture and Identity; Teacher Education; Translation Technology and teaching methodology in language education.

Ms. Pham Thanh Thuy

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Using Design Thinking Techniques to Improve Students' Persuasive Speaking Skills
[*Ms. Pham Thanh Thuy | Room 2 | 10:40-11:05*]

Design Thinking is a design methodology which can help solving complex problems. It involves five stages: empathizing (understanding the problem), defining (identifying the core problem), ideating (brainstorming ideas), prototyping (finding and analyzing solutions), and testing (testing the best solution). This is a non-linear process of finding solutions to problems as any of these steps may be repeated if the best solution is not confirmed after the testing stage. This process has been applied with English-majored students to foster their persuasive speaking skills, which are fundamental in their achieving their oral competency. Specifically, students were guided to use Design Thinking in their preparation for two assignments namely Inspirational Speech and Debate. The presentation shares insights into specific steps employed by the author, from which practical benefits as well as arising challenges are concluded on the basis of the teacher's and students' reflections and observations.

Pham Thanh Thuy has taught English and developed the curriculum for undergraduate students majored in English Language Teaching and Translation/Interpretation at Vietnam National University (Hanoi) for over ten years. Her academic interests include Language, Culture and Identity; Teacher Education; Translation Technology and teaching methodology in language education.

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Using Mind Mapping Strategy to Enhance Information Retention among Mainstream First-year Students
[*Ms. Nguyen Thi Le My | Room 3 | 9:30-9:55*]

Reading is one of the four skills that should be mastered by students of all levels. At the researched context where the four skills are taught integratedly, ULIS mainstream first-year students are exposed to texts of academic genres with deductive or inductive organizations that suit their levels and provide learners with lexical, structural and content input for productive skills. However, it is common that students do not pay much attention to the structure of the texts and develop suitable reading strategies accordingly, nor record ideas effectively for further production. The objective of this research is to find out whether using mind mapping technique can increase students' ability in understanding the text and retaining information. By studying students' mind mapped notes, reflection journals and interviews, it is indicated that students were increasingly engaged in mind mapping activities both in class and out of class. The participants mentioned effects such as clear note-book organization, effective memorizing methods, easy content reconstruction and understanding of academic writing layout. The results suggest that teachers in the studied context should attach more importance to mind mapping as a technique which makes reading lessons creative and facilitate students in skill-integrated lessons.

Code Switching Used by First-year Students in Group Discussion Activities in Speaking Lessons
[*Ms. Nguyen Thi Le My | Room 3 | 10:05-10:30*]

Cooperative learning, which is believed to boost interaction among students, has become integral in EFL classroom contexts. During discussions when teachers have less control over students' language use, code switching typically occurs as, on the one hand, a communicative strategy for learners to achieve the outcome and, on the other hand, a source of concern for teachers. This language contact phenomenon can be classified as inter-sentential and intra-sentential from grammatical perspective. By utilizing classroom observations and interviews, this study of six mainstream first-year students of three proficiency levels reveals a reverse ratio between learners' proficiency and their frequency of code switching. Also, intra-sentential code switching was used more often by students of higher level while the other type was preferred by those of low level. Reasons for using code switching include meaning explanation, vocabulary insufficiency, brainstorming, and the desire to join group discussions. The results suggested that teachers should offer sufficient input including useful structures and topic-related vocabulary at the outset of the discussion and have more support during the activity. Moreover, the purposes of code-switching be revealed, teachers are

advised to provide orientation to students' use of their first language so as not to hinder English proficiency development.

Nguyen Thi Le My 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.

Ms. Le Thuy Duong

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Primary English teachers' use of tiered lessons for differentiated instruction.
[*Ms. Le Thuy Duong | Room 3 | 10:40-11:05*]

In modern teaching practices, differentiation has been discussed as an effective approach for teachers to foster learner authenticity and originality as well as maximize their learning capacity. One of the most powerful differentiated instruction strategies is the use of tiered lessons, which allows variation in content, procedure, and products while the core values of the lessons are still maintained. This study aims to examine the implementation of tiered lessons in primary English classes at a renowned educational institution, together with its successes and challenges. To reach the aim, the researcher employs multiple case studies as the research design with the use of qualitative methods on three experienced and competent primary English teachers and their three corresponding classes. Data are collected from document analysis, observations, and interviews to explore the research questions from different aspects. The results reveal the teachers frequently choose to tier the lessons by products, outcomes or complexity to instruct, evaluate and motivate students. Their use of tiered lessons shows some certain successes in improving students' competences, increasing students' engagement and boosting their confidence, but constrains remain in low-resource situations, the continuity of the activities and the misconceptions of the stakeholders towards the approach.

Le Thuy Duong 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.

Mr. Le Tri Thien

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Applying ASEAN University Network-Quality Assurance for Assessing the Course of English for Tourism at Ho Chi Minh City Open University
[*Mr. Le Tri Thien | Room 4 | 9:30-9:55*]

With the expansion of English as a lingua franca, various newborn English variants have taken their roots in many non-native speaking countries, thus not only challenges the teaching and learning English practice suiting the development of global tourism, but also invokes a shift in teaching and learning English paradigm working beyond the native-speaking model with emphasis on English as medium of instruction. To ensure the quality of tertiary education programme in the region of Southeast Asia, ASEAN University Network has adopted the AUN-Quality Assurance for Programme Level concerning various aspects of an institute. By employing five factors in the standards of AUN-QA with further emphasis on a specific course of English for Tourism at Ho Chi Minh City Open University, especially in the contents, the materials, and the teaching methods, the author aims to discover its effectiveness concerning the satisfaction of lecturers and students enrolling in. It is hypothesised that the results will address necessary adjustments in the materials, the teaching methods and the assessment of the course, thus contribute into the process of continuous improvement as recommended by AUN.

Le Tri Thien is a graduate student who is now currently working at the Graduate School of Ho Chi Minh City Open University while pursuing his career in the field of education and translation. His favourite subjects include education assessment and quality assurance, teaching methodologies, teaching and learning methodologies, and translation theories and using CAT in translation field.

Mr Geffrey Ty Heathman

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Close Encounters of the Personal Kind: Conducting Effective Student and Teacher Consultations through Understanding Expectations
[*Mr Geffrey Ty Heathman | Room 4 | 10:05-10:30*]

Providing oral feedback through student consultations can provide students with focused individualized instruction that should match their individual needs. However, students and teachers may have different expectations regarding their respective roles in the consultation process. A greater understanding of both student and teacher expectations within the consultation process would help enhance the effectiveness of consultations. The purpose of this study is to investigate student and teacher expectations and perspectives regarding consultations. A questionnaire and focus groups were used in this study. The findings reveal slight discrepancies in the students' and teachers' expectations regarding their respective roles in the consultation process. Students seem to be more dependent upon input from the teacher, while teachers want more independent students. Thus, understanding the role expectations may allow students and teachers to prepare effectively for the consultation process. Pedagogical implications for conducting personal student consultations will be presented based upon the research findings.

Geff Heathman is a Language Instructor at the Hong Kong Polytechnic University. His current interests include professional development, technology and language learning, assessment, and process writing. His past research has focused on fostering learner autonomy, multimedia design and communication, and collaborative learning environments.

Ms. Nguyen Kieu Oanh

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Complementing Teacher Feedback with Automated Rating of Students' Writings: An Action Research
[Ms. Nguyen Kieu Oanh | Room 4 | 10:40-11:05]

It is undeniable that writing is one of the most challenging skills to be mastered and teachers of writing skills have been facing numerous difficulties coming from programs, students and teachers themselves. Teachers' lack of time and resources to comment on students' writings as well as the subjectivity of human feedback are believed to reduce the effectiveness of the writing syllabus. Thanks to the exponential growth of technology, ample opportunities for integrating advanced educational tools into conventional foreign language classroom practices may compensate for such shortcomings of traditional human commenting process. As an action research in nature, this research aims to investigate the efficiency of a hybrid course model complementing teacher feedback with automated rating by using Criterion® Online Writing Evaluation Service to evaluate students' writings. The progress of A2 students after this writing course was seen in the upgrading of their writing scores at the end of the course. Less grammatical errors, more systematic use of punctuation and especially considerable improvement in coherence and cohesion in students' writings are preliminary findings of the research. The study, therefore, yielded initial evidence justifying the complementary effect of incorporating human scoring and automated scoring. Also, the teacher's own feedback and further follow-up questionnaires with the students reveal more insightful data about the pros and cons of each scoring method and how to balance each other. Findings from the study are of help to teachers, course designers and policy makers alike in developing writing courses and modifying testing and assessment methods in Vietnam.

The researcher has done her Master of Teaching English to Speakers of Other Languages from Victoria University, Australia. She has done her Bachelor degree in English Language Teacher Education from University of Languages and International Studies – Vietnam National University where she has been working as Lecturer since 2009. Her areas of interests are Teacher Education and Professional Learning; Glocalised Curriculum and Materials Development as well as Assessment & Program Management.

Ms. Dang Thi Phuong

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The Influence of Teachers' Charisma on Students' Learning Motivation
[*Ms. Dang Thi Phuong | Room 1 | 14:30-14:55*]

Motivation is a key factor keeping students engaged in the learning process, and thus plays an important role in boosting students' performances. Among the aspects affecting students' motivation is teachers' charisma. Conducted in the context of EFL university classrooms, this study purports to measure the extent to which each classification of teachers' charisma influences students' learning interest. Research tools include the adapted version of a questionnaire developed by Lee, Lu, Mao, Ling, Yeh and Hsieh (2013) based on the Taxonomy of Personal and Situational Interest devised by Krapp, Hidi, & Renninger (1992) and Schraw & Lehman (2001) and semi-structured interviews. The results indicate significant and different impacts of all four categories of teachers' charisma, namely personality, knowledge, humor, and teaching methods, suggesting possible implications.

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

Dr. K. Akbar Hussain

Sr. Teacher Trainer
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Effective Teaching Skills to Inspire the Students to Learn English Effectively
[*Dr. K. Akbar Hussain | Room 1 | 15:05-15:30*]

In this workshop we will explore the important skills to inspire the students. It's widely accepted that the responsibility to motivate students rests with the teacher. The quality of our teaching is associated with higher levels of student motivation. Almost everything that we do in the classroom has a motivating or de-motivating effect. The aim of this workshop is to explore practical strategies that teachers can use to foster motivation in the classroom. I will focus on five areas.

1. Body Language - students' attention can be grasped quickly by appropriate body language
2. Communication Skills – voice modulation and discussing energy levels
3. Creative thinking – A teacher should be creative to inspire the students
4. Handling difficult students – simple techniques to solve the problem
5. Stress Management – teachers are stressed nowadays as they have to face the pressure, simple techniques to help the overcome the stress

Dr. K . Akbar Hussain is a Teacher Trainer at Limra Aademy for Excellence , India. He holds a Masters in Psychology and is honored with Doctorate by World Tamil University, USA. He has presented at various conferences in India and Vietnam. He has also conducted Trainings for Teachers in Dubai, Malaysia and Sri Lanka.

Ms. Le Ha To Quyen

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An Introductory Research into the Spatial Dimension of Learner Autonomy for Students at Tertiary Level
[*Ms. Le Ha To Quyen | Room 1 | 15:40-16:05*]

Learners in modern times tend to move from space to space all the time and learning does not only take place in the classroom as before. However, to transform a learning space into a place of learning, they need to ascribe meanings to those spaces. This study involved 226 students in different years at a university to find out the learning spaces that they usually occupy, the spaces which they have changed into learning places because learning occurs, actions that have been done for that transformation and how their learner autonomy is developed there. The finding indicates that students have different learning spaces which they have given various meanings to change into their learning places. The majority of students considered that the physical classrooms, which they go to every day, are not the place that learning takes place for various reasons. A virtual platform that teachers create along with their physical classroom is believed to be helpful for students in the age of technology and that potential learning space needs to meet certain requirements to be effective.

I obtained my M.A. in TESOL from University of Social Science and Humanities, Vietnam National University in 2009. I am currently a student of PhD program in TESOL at HCMC Open University, Vietnam. I work as a full-time lecturer at Faculty of Foreign Languages, Saigon University and a teacher at Vietnam-USA Society English Center. With more than fifteen-year experience in language teaching, my teaching involves a wide range of subject matters such as English skills, Teaching Methodology, Tourism Geography, Phonetics, and Test preparation courses. My main interest goes with how to support Vietnamese students to become autonomous on their language learning journey.

Mr. Leong Mingjian Edmen

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Effect of Social Power on Politeness in Requests by Thai EFL Learners
[*Mr. Leong Mingjian Edmen | Room 2 | 14:30-14:55*]

Cooperative learning, which is believed to boost interaction among students, has become integral in EFL classroom contexts. During discussions when teachers have less control over students' language use, code switching typically occurs as, on the one hand, a communicative strategy for learners to achieve the outcome and, on the other hand, a source of concern for teachers. This language contact phenomenon can be classified as inter-sentential and intra-sentential from grammatical perspective. By utilizing classroom observations and interviews, this study of six mainstream first-year students of three proficiency levels reveals a reverse ratio between learners' proficiency and their frequency of code switching. Also, intra-sentential code switching was used more often by students of higher level while the other type was preferred by those of low level. Reasons for using code switching include meaning explanation, vocabulary insufficiency, brainstorming, and the desire to join group discussions. The results suggested that teachers should offer sufficient input including useful structures and topic-related vocabulary at the outset of the discussion and have more support during the activity. Moreover, the purposes of code-switching be revealed, teachers are advised to provide orientation to students' use of their first language so as not to hinder English proficiency development.

Edmen is the Director of Specialised Educational Services (SES) with the Dyslexia Association of Singapore. He has been teaching literacy to learners with dyslexia and volunteering as an English teacher in Thailand since 2010. Edmen is currently overseeing a range of programmes catered to learners with dyslexia. Edmen is also a current PhD student who is interested in exploring strategies to motivate learners with dyslexia to read extensively.

Ms. Pham Thi Thanh Thuy | Ms. Chu Thi Thu Huyen

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Techniques for Teachers to Teach and Learners to Learn Cultural Words from ELT Textbooks

[*Ms. Pham Thi Thanh Thuy & Ms. Chu Thi Thu Huyen | Room 2 | 15:05-15:30*]

Learning and memorizing vocabulary for a long time has popularly considered a considerable issue among foreign language learners, including English ones. Students at Hanoi National University of Education (HNUE) have made their hardest effort to memorize a variety of new words, in general and cultural words, in particular from ELT textbooks in order to accomplish English tasks as well as possible. This brief research investigates several techniques utilized by English teachers to teach and by students to learn a large number of cultural words taken out from ELT textbooks chosen for the subject English at their tertiary institution. Such methods as in-depth interviews and online questionnaires for both lecturers of English and learners from different faculties all over the university are implemented effectively so that the research paper is profoundly written and analyzed in details.

Pham Thi Thanh Thuy (M.A and Ph.D Student) started her career of teaching English in 2004 at Hanoi National University of Education. She earned her M.A degree in University of Languages and International Studies - Hanoi National University in 2008. She majors in 4 skills of English, linguistics and E.S.P. She has attended a number of conferences in Vietnam and overseas, including 4th Viettesol International Conference 2018 and 15th CamTESOL International Conference 2019.

Chu Thi Thu Huyen, M.A, has been working as a lecturer of English at Hanoi National University of Education for 9 years. She is an enthusiastic teacher who has great interest in teaching English, especially for young learners, and always seeks for innovative teaching techniques.

Dr. Clay Williams

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Concrete Imageability Effects on Young Learner Vocabulary Retention
[*Dr. Clay Williams | Room 2 | 15:40-16:05*]

This research report presentation will detail the effects that imagability have on elementary school aged learners' ability to retain and recognize L2 vocabulary items. During the course of a study (supported by the Japan Society for the Promotion of Science) investigating young learners' ability to establish direct connections between mental concepts and L2 vocabulary, an additional effect was discovered wherein item imagability correlated with a higher degree of retention (as measured by correct identification) and faster response. Japanese 4th through 6th graders were taught a list of English vocabulary words over a 20-minute period, and then tested for retention/recognition via a computer test the next day. Some students were taught in an all-English (i.e. no Japanese) format using pictures and images to establish meaning, and others were taught by providing L1 equivalents to new L2 vocabulary. The results suggest that students taught with the use of concrete images (i.e., pictures) retained the new vocabulary more effectively than those who were taught via L1 translation. The ramifications for vocabulary instruction and textbook presentation will be discussed within the presentation.

Clay WILLIAMS is an associate professor in the graduate-level English Language Teaching Practices department at Akita International University. He holds a PhD degree in Second Language Acquisition and Teaching (SLAT) from the University of Arizona. His research interests include psycholinguistic properties of reading, cross-script impacts of L2 literacy acquisition, and cross-cultural pedagogical adaptation. He is the author of "Teaching English Reading in the Chinese-speaking World: Building Strategies Across Scripts" and "Teaching English in East Asia: A Teacher's Guide to Chinese, Japanese, and Korean Learners" (both published by Springer Science & Business Media).

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Study on the Methods of Interactive English Language Teaching in an e-Learning Platform
[*Mr. Jozua F. Palandi & Ms. Zusana E. Pudyastuti | Room 3 | 14:30-14:55*]

Embracing technology in the teaching of English has become a necessity following the rapid growth of technology, including the mushrooming of the use of e-learning in ELT context. It has been known that traditional classroom facilitates and enhances interactive language teaching effectively as the students can communicate with their teacher and classmates through face-to-face meeting. In the era of e-learning, developing an interactive language teaching becomes the challenge of English teachers. Because e-learning requires the students to be more independent in learning, they do not have to study in the class with their friends and their teacher. On the other hand, students need to have interactions with others in order to use English for communication successfully. This research reviews some concepts to find out suitable methods on how e-learning can accommodate ELT as effective and interactive as traditional classroom because finding suitable e-learning methods is important for enabling the students to use English Successfully. Finding the best e-learning applications that support e-learning interactive in ELT is another objective of this paper. Moreover, it is expected that the paper will contribute in the developing an e-learning English course as interactive as the teaching of English in the traditional classroom.

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Zusana E. Pudyastuti, S.S., M.Pd is a permanent English lecturer at STIKI Malang, Indonesia. She obtained her Master Degree on English Language Teaching from Universitas Negeri Malang, Indonesia. Her area of interests are education, ELT, linguistics, and literature. She has conducted some research in these areas and its relation to other disciplines, such as computer technology. She has been presented in national and international conferences and published her papers in proceedings and academic journals. Her papers can also be found online in ResearchGate and Academia.

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Customizing English Course Syllabus for the Needs of Visual Communication Design Students in Indonesia
[*Ms. Zusana E. Pudyastuti | Room 3 | 15:05-15:30*]

In the curriculum of non-English department, the number of credits of the English course is limited. In the context of Visual Communication Design Department, unfortunately, there are some courses that cannot be accommodated in the curriculum. The Copywriting course is one of them. Since these two courses are important for the students, neglecting these courses might affect the students' academic performance. Then, the purpose of this project is to develop the syllabus of English course which integrates or accommodates the Copywriting course. By doing so, the teaching of English will be authentic as it is taught according to its function for the visual communication design students and following the needs of the users. In developing the syllabus, the frameworks of Borg and Gall (2003) is being referred for developing the syllabus. Out of ten major steps, the first three steps have been conducted, e.g. need analysis, planning and developing preliminary form of product. Some topics related to copywriting and the core area of the department are included in the syllabus. It is expected that the syllabus development can be continued to the next steps and becomes the most useful syllabus for enabling the students to have the best learning outcome.

Zusana E. Pudyastuti, S.S., M.Pd is a permanent English lecturer at STIKI Malang, Indonesia. She obtained her Master Degree on English Language Teaching from Universitas Negeri Malang, Indonesia. Her area of interests are education, ELT, linguistics, and literature. She has conducted some research in these areas and its relation to other disciplines, such as computer technology. She has been presented in national and international conferences and published her papers in proceedings and academic journals. Her papers can also be found online in ResearchGate and Academia.

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Effects of Genre-Based Instruction on Reading Comprehension for Students at Tertiary Level- Practical Experiences
[*Mr. Do Huy Liem | Room 3 | 15:40-16:05*]

The research is aimed to look into the possible effects of using genre-based instruction in teaching reading comprehension on students at tertiary level at a private university in Ho Chi Minh City. Subjects of the study involve 40 second-year English-majored students. They were divided into two groups- experimental and control group, each group has 20 students-10 males and 10 females. Reading passages/texts comprehension exercises were assigned to the selected subjects during their thirty hours of reading class. The experimental group was given genre-based instruction and the control group was given the traditional approach in teaching reading comprehension. The results of the research show that students of the experimental group who received a genre-based instruction performed better than those students taught reading
 based on traditional reading. In terms of gender, the study did not reveal any significant differences between the performances of the two groups. It can be said that the students of the experimental group had a greater control over their language processing, broadened their reading experiences and increased their conceptual development in reading.

Liem Do Huy got an M.A from KMUTT in Bangkok, Thailand. He is currently a lecturer at the Faculty of Foreign Languages- Van Lang University in Ho Chi Minh City. His research interests include, but not limited to teaching reading and writing, learners' autonomy, translation and text comparison.