THE 7TH OPENTESOL INTERNATIONAL CONFERENCE 2019

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INNOVATION AND INSPIRATION: BUILDING THE FUTURE OF LANGUAGE EDUCATION

CONFERENCE BOOKLET

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ABOUT OPENTESOL

Welcome to Ho Chi Minh City Open University,

The **OpenTESOL** International Conference series was established in 2012 by The Faculty of Foreign Languages and The Graduate School of Ho Chi Minh City Open University, a higher education institution offering a variety of programs ranging from on-site to distance learning and learning at satellite academic centers and aiming to meet various learning needs of society and to contribute to enriching the country's human resources.

OpenTESOL is a conference for local and international professionals in the field of Foreign Languages Teaching and Learning. OpenTESOL has been recognized as a valuable professional development forum for practitioners and researchers in the region.

Since 2016, OpenTESOL has also published its conference proceedings. All presenters are encouraged to submit their papers for consideration in this publication.

OpenTESOL honors the following groups:

- Classroom teachers and teacher educators;
- Ph.D. students and researchers in the fields of foreign language teaching and learning and applied linguistics;
- English language school's managers and tertiary education administrators.
- Foreign experts or researchers who wish to network within the foreign language communities in the region.
  OpenTESOL aims to:
- Establish a quality hub for sharing ideas of appropriate pedagogies in different teaching and learning contexts;
- Provide an opportunity for building a network of teachers and those professionals involved in language teaching;
- Strengthen the ties between the foreign language teaching communities in Vietnam and other nations;
- Connect local communities with international language education institutions or associations;
- Present state-of-the-art research into language and language education.

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WELCOME SPEECH

Distinguished guests,
Ladies and gentlemen,

On behalf of Ho Chi Minh City Open University, I am greatly honored to welcome you to the 7th Open TESOL International Conference 2019 on Innovation and Inspiration: Building the Future of Language Education. We are delighted with the attendance of more than 200 participants, who are administrators, university lecturers, high school teachers, postgraduate and undergraduate students from different international organizations and institutions.

A quick look at the list of presentations shows the amazing diversity of presenters' teaching contexts and the topics they bring to us. We are sure that this conference will be a memorable, highly educational, and "not-to-be-missed" event in language learning and teaching beyond Ho Chi Minh City.

We take this opportunity to share our expertise, experience, research findings and practices, and to talk about something we really care about. We will discuss what works, what does not work, and what can be done to inspire teachers and learners to have new ideas, and to implement new ways for better learning and teaching experience.

It is our great pleasure and privilege to have our special scholars: Prof. Richmond Stroupe, President of The Japan Association for Language Teaching (JALT), Head of Master of TESOL program, World Language Center, SOKA University Japan; Prof. John Macalister, Dean of Faculty of Language and Applied Linguistics, Victoria University of Wellington, New Zealand; Dr. Renandya Willy Ardian, Admin of Teacher Voices: Professional Development, Senior Lecturer, National Institute of Education, Nanyang Technological University, Singapore; Assoc. Prof. Supong Tangkiengsirisin, President of ThaiTESOL, Thammasat University, Thailand, and all international and local presenters to give their presentations at this conference.

We would like to express our appreciation for the keynote speakers' and presenters' hard work in preparing their presentations and arranging their time to be with us at this important event.

We would like to send our thanks to our sponsors, National Geographic Learning, Macmillan Vietnam, Pearson Education, Oxford University Press, TESOL Ho Chi Minh City Association, U.S. Consulate Ho Chi Minh for their supports, and their contributions to the conference. We also want to thank you all, the conference organizing committee members for your endless efforts and support to make this event possible. To all conference participants, we truly value your participation and engagement in this conference, and really hope that this conference will promote friendship and cooperation among the conference participants.

Thank you again for your meaningful presence and participation.

I wish all the presenters and participants very pleasant, fruitful and rewarding exchanges at this conference.

Dr. Nguyen Thuy Nga
Chair, OpenTESOL Conference Organizing Committee

PRE-CONFERENCE WORKSHOPS

Promoting Meaning Focused Output Through Extensive Reading

Prof. John Macalister
Victoria University of Wellington, New Zealand

Abstract

One of the criticisms of extensive reading is that it can exist as an isolated component of a language learning programme. Teachers who are concerned about this criticism need to think of ways in which they can integrate extensive reading into the rest of the programme. One possibility is to link this type of reading to other tasks. This workshop will begin with a brief overview of extensive reading, followed by a discussion of meaning focused output. Participants will then experience an output activity (the Say It activity) and consider the features of this activity as they design their own example based on a short text.

Developing Students' Autonomy Through Professional Development for Instructors

Prof. Richmond Stroupe
SOKA University, Japan

Abstract

The development of student autonomy results in benefits for students far beyond the classroom. Yet many instructors at the secondary and tertiary level do little to develop this characteristic of their students, and in some cases, are skeptical that such development is even possible. Based on the literature examining teachers' beliefs and how they impact what happens in the learning environment, this workshop will provide the participants opportunities to examine their own beliefs about the feasibility and usefulness of developing student autonomy. In addition, participants will examine definitions of student autonomy, and how they can be practically applied to the development of educational activities. Participants will also have the opportunity to discuss strategies to overcoming cultural and institutional obstacles to developing student autonomy in their contexts. This collaborative workshop will provide the participants with multiple opportunities to compare their experiences with their colleagues, express their concerns, and receive recommendations on how to successfully implement the development of student autonomy in their home teaching environments.

KEYNOTE PRESENTATIONS

The Role of Language Educators in the Development of Learners' "Global" Competencies

As we move through the 21st century, developing "global citizens" is increasingly becoming a focus at tertiary, secondary, and even primary levels of education systems. In Japan, this has been manifested through a number of "global" initiatives at both the secondary and tertiary levels. Post-graduation, prospective employers of our graduates are also no longer satisfied with solely higher levels of English language proficiency, but also require additional skills that shape a well-rounded "global citizen."

As part of the global community, our learners will be required to learn autonomously and be able to think critically. In addition, our learners need to be able to manage large amounts of information effectively, use technology appropriately, understand the cultural perspectives of others, and work collaboratively and in leadership positions. All of these skills are more increasingly being incorporated into educational programs that are often providing content through English medium instruction, increasing the expectations placed on students and instructors alike.

This presentation will provide opportunities for teachers at the primary, secondary and tertiary levels to consider the obstacles they face when trying to support learners as they develop these skills. Specific strategies and effective suggestions that teachers can use on a daily basis to overcome some of these obstacles will be presented. These suggestions can be used within any curriculum with students at any level to help them achieve the skills necessary for success within the global community.

Prof. Richmond Stroupe

Prof. Richmond Stroupe has worked with university and professional language learners from Asia since 1989. He received his Bachelor of Arts from Wake Forest University (USA) and has a Master of Science from Florida State University (USA). He received a PhD in International Comparative Education (Administrative Policy and Planning) from the University of Southern California (USA).

Richmond is currently the Chair of the Master's Program in International Language Education: TESOL at Soka University, Japan. He is professionally active in Japan, with the Japan Association for Language Teaching as the Chair of the association's International Affairs Committee, and internationally, with TESOL Organization in the United States, as the outgoing Chair of the Standing Committee on Standards, and in Cambodia with CamTESOL, as a member of the international mentor group and Conference Planning Committee. Also, he is the Editor-in-Chief of the IDP Education sponsored Language Education in Asia publication, an internationally peer-reviewed online journal focusing on language education research and practice in the region.

He actively conducts workshops, publishes and presents on professional activities and research projects, which currently include the use of international standards as internal evaluative tools, teacher collaboration, and the investigation of student expectations, motivation and perceptions of language learning in varying national contexts in Asia. His research interests also include teacher education practices, curriculum and professional development, and developing learners' critical thinking skills.

Creating Dissonance, Restoring Balance: Preparing Teachers for The Future

The 'apprenticeship of observation' is a well-known concept in teacher education. It refers to the fact that before we begin learning to become a teacher, we have already spent many years in the classroom as a learner observing our own teachers. As a result, we enter a teacher education
programme with existing beliefs about learning and teaching. These beliefs have to a large extent been formed by our own experience as learners.

During the teacher education programme, there is an expectation that change, and development will occur, and part of this is an expectation that existing beliefs will be challenged. Much of the research suggests, however, that very often this does not happen to any meaningful extent. This talk begins by drawing on data from a multi-year longitudinal research project in order to illustrate the journey we take as we become language teachers. The factors that shape language teacher cognition will emerge from this data.

The talk will then present an approach to language teacher education that actively challenges existing beliefs, by promoting reflection both on past and current learning experiences and on future teaching scenarios – in other words, "creating dissonance". At the same time, this approach provides a new framework for classroom decision-making and programme design – thus "restoring balance" – so that new teachers can enter the classroom with confidence.

Prof. John Macalister

John Macalister is Professor in Applied Linguistics at Victoria University of Wellington, New Zealand. He has worked in ELT as a teacher, teacher educator, and research-active academic in many parts of the world, including Thailand, Cambodia, Singapore, Malaysia, Kiribati, Namibia, and New Zealand. His chief interests are in language teaching methodology and language curriculum design, and he has published (with Professor Paul Nation) two books in this field: Language Curriculum Design, and Case Studies in Language Curriculum Design, both with Routledge.

John is also Associate Dean (International) in the Faculty of Humanities and Social Sciences, and in this role works closely with universities and language education providers in Vietnam.

Second Language Writing: Current Practices and Future Directions in Research and Instruction

Teaching and researching Second Language Writing (SLW) have received continued interest and attention from EFL/ESL practitioners and researchers in diverse settings. As writing is an essential but very challenging skill for students, its development can be discouraging to both students and teachers. So that L2 writing performance can be enhanced and evaluated more effectively, different topics and issues regarding SLW research and instruction need to be properly addressed.

This talk provides an overview of contributions to current SLW practices and studies ranging from disciplinary to interdisciplinary and meta-disciplinary field of inquiry. It also presents approaches to teaching writing including product-oriented, process-oriented, and post-process approaches. In addition, different types of feedback in writing and writing assessment will be introduced and discussed.

With respect to SLW research and its future directions, this talk will present various topics relevant to theoretical orientations, contexts, and methodologies. Insights from literature are expected to help writing teachers and researchers redefine their goals with a clearer focus and improve their pedagogical practices in a more productive way.

Assoc. Prof. Supong Tangkiengsirisin

Supong Tangkiengsirisin, Ph.D. is an Associate Professor in Applied Linguistics at the Language Institute of Thammasat University, where he currently serves as Director. With over 30 years of teaching experience at the tertiary level, he has covered a wide range of areas in his teaching including academic writing, written business communication, English for Specific Purposes, and career-related English skills, both in the undergraduate and graduate levels. He also specializes in teacher training in Thai contexts with a focus on English teachers' language skills and professional development for primary and secondary education. His research interests involve second language writing, written discourse analysis, ESP, and ELF. He is now President-elect of Thailand TESOL Organization and serves on review boards of several ELT-related journals.

The Head, Heart and Hands of an Effective Language Teacher

Language teaching is a highly complex human activity that requires us to take into account a host of factors in order to bring about quality student learning. We need to consult and interpret the curriculum, develop a student-centred lesson plan, employ appropriate teaching strategies to deliver the lesson and assess student learning. Despite the multifaceted nature of teaching, there are teachers who are able to deliver their lessons efficiently and effectively. However, there are those who continue to struggle in their job and need ongoing support. What then are the qualities of an effective language teacher? What does it take to become a professionally competent language teacher? In my presentation, I will draw on research into effecting teaching and organize my talk around the Three Hs (Head, Heart and Hands) of effective language teachers:

• The Head: What kinds of knowledge bases do effective language teachers have?
• The Heart: What kinds of affective dispositions do they possess?
• The Hands: What kinds of practical teaching skills do they have?

I will argue that when the three H's work in harmony, we can expect language teachers to deliver an engaging and impactful lesson in the classroom.

Dr. Willy Ardian Renandya

Dr. Willy A Renandya is a Principal Lecturer at the ELL Department, National Institute of Education, Singapore. Prior to his current position, he taught at SEAMEO RELC, Singapore, where he also served as Head of the Department of Language Education and Research. He has taught in many parts of Asia, including Singapore, Malaysia, Indonesia, the Philippines, and Vietnam. He is a frequent speaker at language conferences in the Asian region.

He holds an MA in TESL and a PhD in Educational Psychology. His teaching and research interests include second and foreign language pedagogy, extensive reading, language testing and curriculum development. He has published research articles in various journals, authored an ESL textbook, and edited numerous books and anthologies. His latest publications include Motivation in the language classroom (2014, TESOL International), Simple, powerful strategies for Student Centered Learning with George Jacobs and Michael Power (2016, Springer International), and English language teaching today: Linking theory and practice with Handoyo P Widodo (2016, Springer International).

MAIN CONFERENCE: ABSTRACTS

Gender and Second Language Tolerance of Ambiguity of Grade 9 ESL Learners

Prof. Maria Leonora Dualan Guerrero
Cavite State University Naic, The Philippines

Abstract
This descriptive, quantitative study aimed to determine if there was any significant difference in the level of Grade 9 ESL learners' second language tolerance of ambiguity in terms of gender. Data were gathered using Christopher Ely's Tolerance of Ambiguity Scale which covers language areas including reading, writing, speaking, and grammar. In terms of gender, the findings revealed that both males and females fell under a moderate level of ambiguity tolerance in all language areas. Using two-tailed, t-test analysis of independent means, results showed that there was no significant difference between the level of ambiguity tolerance between males and females. Males got an overall mean of 3.33 which is interpreted as moderate while females obtained an overall mean of 3.35 which also falls under a moderate level. It can, therefore, be inferred that regardless of gender, the participants in this study showed a moderate level of ambiguity tolerance. It is then recommended that teaching methodologies be adjusted to the students' learning preferences or where students are more adept at which at this time and age would be something digital to further alleviate ambiguity.

Keywords: Gender, Second Language Tolerance of Ambiguity

The Presenter
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Leveraging Technology-enhanced Personalized Learning to Empower a Student with Autism Spectrum Disorder

Lemmuela Alvita Kurniawati
Universitas Kristen Duta Wacana, Indonesia

Abstract

The fourth industrial revolution sets forth more elaborate challenges in education practices. This paper explicates how technology-enhanced personalized learning approach is implemented in Basic Grammar course to empower the student with autism spectrum disorder (ASD) in taking the ownership of learning and meeting his learning needs based on his personal strengths, weaknesses, and interests. The technology-enhanced personalized learning detailed in this paper facilitates student to take more control of his learning, facilitate decision-making and communication skills, and engage in the learning process. This paper aims to invite educators to integrate technology in personalized learning and to provide new insights on how to implement technology-enhanced personalized learning in inclusive classrooms. Further, it is expected that the idea of equity in inclusive education could become an omnipresent practice in the effort of improving Indonesian education-for-all quality.

Keywords: technology-enhanced personalized learning, autism spectrum disorder (ASD), inclusive education

The Presenter
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Alternative Reading Instruction for Adolescent Learners with Reading Difficulties

Edmen Mingjian Leong

Dyslexia Association of Singapore, Singapore

Abstract

Learners with reading difficulties such as dyslexia primarily struggle with decoding, that would lead to difficulties in reading and comprehension. Reading instruction for such learners typically address the primary decoding difficulties. Higher order reading comprehension struggles however, are difficult to address since it requires learners to be competent in decoding on top of several other complex skills. A proposed alternative reading instruction aims to provide learners with exposure to inferential reading comprehension skills by presenting them with stories in the form of pictures. Results from the study revealed that these learners were able to comprehend stories when not impeded by the inability to decode text. The study also revealed that these students were motivated and enjoyed reading the stories they are given. This suggests future possibilities of providing learners with dyslexia opportunities to learn higher order reading comprehension strategies they did not have access to in the past. This also shapes future pedagogical practices on reading strategies for such learners with reading difficulties.

Keywords: Dyslexia, Comprehension, Reading Motivation

The Presenter

Edmen is the Director of Specialised Educational Services (SES) with the Dyslexia Association of Singapore. He has been teaching literacy to learners with dyslexia since 2010 and 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. Email: *edmen@das.org.sg*

Under–Resourced and Large Classrooms: Challenges and Suggested Solutions for Language Educators at Mien Tay Construction University

Nguyen Thi Kim Hien
Mien Tay Construction University, Vietnam

Abstract

Under-resourced and large classrooms are currently considered as the vast difficulties in language teaching performance at university levels for language educators. It is quite challenging for EFL learners and educators to run through during their learning and teaching process nowadays. In current teaching and learning context, it can be found that EFL educators have been encountering lots of difficulties in classes because there are various types of insufficient learning and teaching resources described in course outlines as well as language educators have to deal with crowded and mixed-level classes. Because of these, this article presents language educators' challenges in dealing with under-resourced and large classrooms. Then, it discusses some suggested learning and teaching approaches.

Keywords: under-resourced and large classrooms, challenges and solutions, language educators

The Presenter

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Teaching English for Young Language Learner at Grade 5: Teachers' Beliefs in Two Contrasting National Approaches Compared, and Pedagogical Implications

Dr. Vi Thanh Son

Lund University, Sweden

Abstract

The aim of the paper was to investigate EFL (English as a foreign language) primary school teachers' beliefs regarding their teaching methods used in English at grade 5 in the classroom, which was a part of my PhD research (Son, 2018). Interviews (teachers at Grade 5 observed classes; Responses *N*=2, Sweden and *N*=3, Vietnam) and questionnaires to English teachers at grade 5 in Swedish and Vietnamese primary schools (additional teachers at Grade 5; Responses *N*=10, Sweden and *N*=52, Vietnam) were used. The content of the questionnaire was based on the COLT observation scheme (Spada & Fröhlich, 1995) and adapted to be suitable to the study (Son, 2018) of teaching methods at Grade 5. The teachers' answers showed the major different degree of focusing on communication and grammar in teaching English classes at primary level between the groups, in spite of some similarities regarding classroom activities (group work), source of material and the languages used in the classroom. The results not only casted light on teachers' beliefs in two contrasting national approaches in their English teaching methods for young language learners but also led the author to discuss further pedagogical implications.

Keywords: Teachers' beliefs, English, Primary school, Communicative language teaching, Grammar, Focus on forms

The Presenter

Dr. Vi Thanh Son holds a PhD in general linguistics from Lund University, Sweden and Masters degrees from Linköping University, Sweden (MA in Language and Culture) and Kassel University, Germany (MA in Higher Education Research and Development). Her BA in English Pedagogy was obtained from Cantho University, Vietnam. Her research interests include English linguistics, first and second language acquisition, language didactics, language and culture, language policy and corpora in language learning and teaching. She is an affiliated researcher at the Linguistics Department, Lund University, and a lecturer in English language education at Malmö University, Sweden. She also supervises degree projects in English subject in the subject-teacher program at Malmö University and Örebro University, Sweden. Email: *vi_thanh.son@ling.lu.se*

Are you listening? Integrating Extensive Listening into Your Curriculum

Jamie Clayton – James Barnett

RMIT Vietnam

Abstract

Listening is often said by students to be one of the most difficult aspects of English. In class, teachers spend a lot of time doing intensive listening practice based around fixed course book topics. These procedures and activities are valuable for students and important to get them ready for listening exams. However, we feel that students are neither encouraged nor given the tools to build extensive listening habits away from the classroom. An optional Extensive Listening (EL) component with accompanying resources can provide a way for students to listen to a considerably larger quantity of English during their English course than they otherwise would. Our EL procedures have many plus points:

- Improve listening processing speed and accuracy.
- Build confidence in listening by convincing students that understanding every word is not always essential.
- Foster a listening habit and increase learner autonomy.
- Give students exposure to a range of accents, native and non-native.
- Provide interesting content and ideas to build students general knowledge.
- Help students learn new vocabulary.
- Provide a platform for classroom speaking activities.
- Provide an opportunity to practice note-taking and summarizing skills.

This session will outline the procedure and provide the resources for setting up and running an EL curriculum component with your students.

Keywords: listening, extensive listening, technology, autonomy, activities

The Presenters
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Teaching English Skills Integratedly: Textbook Use and Teaching Methods

Phan Thi Minh Tuyen - Nguyen Thi Xuan Hue - Chi Do Na
An Giang University, Vietnam

Abstract

One of the ultimate concerns in teaching English is how to help learners acquire the language well, which motivates EFL educators and researchers to find a variety of teaching methods and materials to support EFL learners' language development. In contrast to traditional methods in which English skills are taught separately, innovative EFL education confirms the benefits of teaching English skills integratedly. Along with teaching methods, materials that support this integration have been also developed. This paper aims to investigate the use of integrated skill textbooks and the practice of teaching English Reading–Writing skills integratedly at a university in Southern Vietnam. Through classroom observations and informal interviews with the instructors, the findings reveal that the integration of Reading – Writing skills were not efficiently undertaken due to the limited course duration in contrast to the heavy course content, the instructors' use of textbooks and teaching methods, and the awareness of students in integrating knowledge of the two skills. The paper, therefore, provides suggestions on how to teach Reading-Writing skills integratedly in a more effective way through improving teaching methods, textbook use, and curriculum design to develop the two skills of English-major students.

Key words: integration, English skills, textbook use, teaching methods

The Presenters

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TECHNOLOGY

The Effect of Using Flipped Classroom on Grammar Learning for Non-English Majored Freshmen at FPT University

Van Hong Doan
FPT University Ho Chi Minh City

Abstract

The flipped classroom has become a popular teaching methodology in teaching and learning around the world in the 21st century (Webb & Doman, 2016) because it helps students have more time to practice English. The main purpose of this study was to examine the effect of applying a flipped classroom at FPT University HCMC to non-English majored freshmen's grammar performance. Besides, this study aimed to explore students' perceptions of using that application in the classroom. The flipped classroom was implemented by selecting some online video clips from reliable resources and uploading the videos through Facebook or LMS system- a website of FPT University HCMC to provide opportunities for active learning and learner autonomy outside the classroom. The participants include 59 non-English freshmen students in two different classes of FPT University HCMC. The experimental group class was required to watch the videos at home and ask for clarification at class to maximize the time for students' activities in groups or pairs. Whereas, the control group class received traditional teaching in class and practice at home. The data was collected through the analysis of the post-test results and students' questionnaire. The results showed that the students had considerably positive perceptions towards the flipped classroom and applying flipped classroom enhanced students' grammar performances.

Keywords: teaching grammar, blended learning, flipped classroom, active learning, autonomy learning.

The Presenter

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Digital Leadership in Higher Education

Fidelis Chosa Kastuhandani
Sanata Dharma University, Indonesia

Abstract

Digital – the convergence of social media, mobile and the web – has become a leading player in the knowledge economy at a time of major technology disruption (Minocha & Hirstov, 2017). It is deemed as an essential factor in the fourth industrial revolution (4IR) (Weforum, 2016) and being such a factor, it has been powerful enough to have implications on current and future leadership practices in an education setting. 4IR has provided new urgency in the global education system and, consequently, has gained currency as a buzzword in the Indonesian education system. This qualitative multiple-case study tries to explore the university leaders' role as digital leaders to provide an in-depth description of three Indonesian private universities. The findings show that the university leaders have exhibited the characteristics of being equity and citizenship advocate, visionary planner, empowering leader, system designer, and connected learner. The study concludes that the three Indonesian private university leaders' roles mirror the expected characteristics and roles in facing the ever-changing demands of the fourth industrial revolution. Therefore, the study implicates that in facing 4IR, leaders in higher education are required to be equipped with such characteristics to be more meaningful in their leadership.

Keywords: digital leadership, higher education

The Presenter

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Using Edmodo as a Platform for Writing Courses at Dong Thap University

Bui Thi Cao Nguyen
Dong Thap University, Viet Nam

Abstract

To keep pace with the burst of Information and Communication Technology (ICT), Vietnam is trying to enhance the quality of teaching and learning by applying ICT in education from elementary to higher levels. With directive 55 (MOET,2008), the role of ICT is emphasized to support educational renovation towards a creative learning society with friendly schools and active students, the role of ICT is also supported as an essential component of innovative student-centered pedagogy. To transform it to action, many teachers of English in Vietnam have been trying to apply ICT in teaching, and students have been gradually getting used to online learning – using ICT for English learning. Among the Social Network Sites, Edmodo is a Facebook-like tool that has more educational functions and can be used as a platform for writing courses. This study was conducted in a writing class for the in-service students at Dong Thap University. Findings from the questionnaire and the selected in-depth interviews showed the students' attitudes after joining in a writing class on Edmodo.

Keywords: Edmodo, platform, writing courses, ICT

The Presenter

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Smartphone-Assisted Collaborative Writing: ESL Learners' Attitude and Writing Performance

Michael Cabantac Mauricio - Dr. Cecilia Fortuno Genuino

Philippine Normal University, The Philippines

Abstract

Collaborative writing has been identified as a potential strategy in promoting interaction in the classroom while building ESL learners competence in meaning-making. With the proliferation of state-of-the-art technologies in education, there has been a continuous investigation of integrating these cutting-edge devices in collaborative writing. Of these rapidly evolving technological advances, smartphones have been spotlighted for its considerable contribution in improving learners' writing skills and outputs. This study aims to describe how smartphone-assisted collaborative writing work on the attitude in writing and the writing performance of ESL learners. Ten groups (N=40), each consisting of four gender-mixed students, were involved in the study. After a fifteen-minute orientation, students were instructed to work collaboratively while using their mobile phones to accomplish the writing task with a jointly produced essay. To measure students' writing performance a paragraph rating scale was used focusing on the content, organization, grammar, vocabulary, and mechanics. Immediately after the writing task, a focus group discussion was administered to examine students' attitude towards their writing experience. Results of the study present technological and pedagogical implications to the teaching of writing in ESL classrooms.

Keywords: collaborative writing, mobile learning, smartphones, writing performance

The Presenters

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Dr. Cecilia F. Genuino is a permanent graduate school faculty member of Philippine Normal University, Manila. Likewise, she is affiliated to De La Salle University, Manila and De La Salle University-Dasmarinas as part-time Graduate School Faculty. Her research interests include syntax, language policy and planning, discourse analysis, sociolinguistics, semantics, pragmatics and language teaching. Having conducted her dissertation on language death, maintenance and shift in Chabacano communities in the Philippines, Dr. Genuino is an advocate of language preservation and revitalization.

The Effects of Augmented Reality on EFL Students' Learning Motivation, Speaking Proficiency and Willingness to Communicate

Yi-Ling Sung

National Taiwan University of Science and Technology, Taiwan

Abstract

This study investigates the effects of Augmented Reality on EFL students' speaking proficiency, learning motivation and Willingness to Communicate (WTC). A total of fifty-three EFL students were recruited, divided into a control group and an experimental group. Twenty-nine students in the experimental group were provided with learning materials in AR format. On the other hand, twenty-four students in the control group studied the same materials in the traditional paper-based format. The quantitative data were collected by three instruments:(1) a speaking test on GEPT elementary level as a pre-test, (2) a teacher-developed speaking achievement test as a post-test, (3) an adapted motivation questionnaire and an adapted WTC questionnaire were administered before and after the experiment. To obtain the qualitative data, the semi-structured interviews with the participants were conducted. The results indicated that although participants in the experimental group did not outperform their counterparts in speaking proficiency, their motivation and WTC were significantly higher than their counterparts. Meanwhile, the interview data revealed students' perception of using AR in the classrooms was enjoyable and helpful. Pedagogical implications will be proposed for EFL teachers.

Keywords: speaking proficiency, learning motivation, willingness to communicate

The Presenter

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Skype in Interpreter Training Courses: from Guest Speakers' and Students' Perspectives

Tran Thi Ngan
Hanoi Pedagogical University

Abstract

Skype has long been acknowledged as an effective tool in language teaching and learning with its extraordinary power to connect classrooms with the world outside, to give teachers and students amazing experiences, and to significantly build up students' confidence and foster their language ability. In interpreter training courses, students mainly work with videos or recorded tapes, and the curriculum requires not only students' language competence but also a plenty of real experiences, confidence and interaction with the speakers. Skype is considered to offer a good solution for such those class situations. This paper will discuss the application of Skype in an interpreter training course at Hanoi Pedagogical University 2. The first part of the paper explains how this technological innovation is used to connect students with guest speakers outside the classroom. The second part is about the satisfaction survey conducted with invited speakers and students. With the very positive perception and high percentage of satisfaction from the vast majority of the respondents, Skype is proved to be a very worth-using tool in interpreter training in the context of the study.

Keywords: Skype, interpretation skills, interpreter training, real experiences, guest speakers, connect via Skype.

The Presenter
Tran Thi Ngan (M.A.) is a lecturer of English at Hanoi Pedagogical University. She has been teaching English for nearly 6 years. Her major areas of interest include Teaching Methodology, ICT in English Language Teaching and Learning, and Community Services. She has delivered a number of presentations at national and international conferences focusing on English language teaching and learning, and ITC integration in language teaching. Email: *tranthingan@hpu2.edu.vn*

Applying Flipped Classroom Approach in Business Writing Courses: A Case Study at HCMC University of Education

Nguyen Minh Tri
Cleverlearn Language School, Vietnam
Dr. Dao Xuan Phuong Trang
Ho Chi Minh University of Education, Vietnam

Abstract

In the digital era, IT significantly contributes to fostering students' curiosity and engagement in the ESP classroom, facilitates their performance, and compensates the limitations of traditional classrooms. This paper presents a four-week case study of the new teaching approach of "flipped" or "inverted" classrooms aiming at stimulating students' participation in language acquisition via authentic materials in the business sector at HCMC University of Education. Students worked with video lectures at home while their homework on process writing was done in the class. Data were collected through a survey, a discussion forum and students' portfolios. Results suggested flipped classrooms should be integrated into teaching Business English as they boosted students' performance, increased their motivation and critical thinking, improved learning autonomy and engagement, and developed crucial skills for students such as problem-solving, teamwork, time management and self-evaluation.

Keywords: flipped; integrated; business writing

The Presenters

Nguyen M. Tri, BA is currently an ESP lecturer and IELTS trainer at Cleverlearn Language Center. He has been spending over 3 years in educational sector specializing in ESP teaching of journalism, tourism, and business. His research focuses on contrastive linguistics, translation and interpretation teaching methodology, discourse analysis and academic writing. Email: *tringuyen.eling@gmail.com*

Dao P. X. Trang, PhD is an English lecturer in the Department of English at University of Education and the general manager at ESTAR Language Center in Vietnam. She holds a Master's Degree in TESOL and a Doctor's Degree in Business Administration. She has experience of more than 13 years teaching English and 3 years running businesses regarding language education. Her interested areas of research include curriculum development, online teaching and learning, and culture within the curriculum. Email: *aulac.ngoaingu@gmail.com*

English Teachers' Roles and Identities in The Era of Technology from The Teachers' and Students' Perspectives

Duong Thi Thuy Uyen

University of Economics, Ho Chi Minh City, Viet Nam

Abstract

In the digital era, English teachers' significant roles continue to be confirmed. However, they cannot avoid momentary confusion over their ultimately decisive roles in the process of teaching and learning. The focus of the study was to find out (1) whether there is any mismatch between the students' and teachers' perspectives on the English teachers' roles at the University of Economics, Ho Chi Minh City (UEH) and (2) how the teachers shape and develop their own identities there.

The data were collected from structured interviews with thirty students and nine English teachers of School of Foreign Language for Economics, UEH. The interviews were conducted in Vietnamese to ensure that all the questions and responses were clear and thoroughly understood.

The data analysis revealed that there is a marked difference in the teachers' and students' evaluation of the importance of teacher's roles in the digital era. However, they all highlight the role of a facilitator or tutor. The results also indicated that the teachers have multiple perspectives and varied identities influenced by different factors like ages, experience and technology literacy. They also have to adapt and self-develop professionally to assert their identities in their workplace.

Keywords: teacher identity, teachers' roles, digital era, perspectives

The Presenter

Duong Thi Thuy Uyen is an English teacher at the University of Economics, Ho Chi Minh (HCM) City, Viet Nam. She obtained her bachelor's degree in English from the University of Education, HCM City and her master's degree in TESOL from Hanoi University of Foreign Studies. Her research interests include syllabus design, learner autonomy, and language learning assessment. Email: *thuyuyen@ueh.edu.vn*

Digital Learning: Incorporating Podcasts into an ELT Curriculum

Laura Schlichting
Wenzhou-Kean University, Wenzhou, China

Abstract

This presentation will demonstrate the benefits of employing podcasts in an ELT classroom and offer practical examples of how podcasts can be utilized by the instructor. Sourcing authentic language materials can be a cause of consternation for many teachers who strive to balance the learner's level of English proficiency with exposure to the genuine language. Podcasts can serve as an effective tool in solving this problem by providing authentic language practice that can be tailored for use in an ELT classroom. The variety of podcasts available ensures that English learners at almost any level can benefit from this tool. Visitors to the poster will receive a brief overview on the history of podcasts in the classroom followed by a presentation focusing on two specific areas: student feedback on the implementation of podcasts and techniques on how to best use this medium to improve learner outcomes. Poster visitors should leave with specific examples of how to efficiently add them to an ELT curriculum.

Keywords: digital learning, curriculum, podcasts, ELT

The Presenter

Laura Schlichting is an experienced TESOL instructor with years of international experience. She received her MA in TEFL from the American University in Cairo where she also worked while completing her degree. She spent 6 years at the American University of Iraq, Sulaimani teaching as an English instructor in their Academic Preparatory Program. Currently, she is teaching English to freshmen students at Wenzhou-Kean University in Wenzhou, China. *lschlich@kean.edu*

Use of Information Technology to Promote Autonomous Learning

Tran Thi Huong

Hong Bang International University, Vietnam

Abstract

The field of language education has witnessed many cases where teachers use information technology with the hope to help their learners achieve better learning results. This study was to examine the effect of this tool on the improvement of learners' autonomous learning. It was conducted over 11 weeks with the participation of 22 first-year English majors at a university in Chi Minh City, Vietnam. The students were given a project work in which they had to search for learning sources from the Internet for information to supplement the core textbook. The findings from interviews, classroom observations, and questionnaires showed that the use of information technology in the form of internet learning sources enhanced students' attitude towards and sense of responsibility for their autonomous learning. The study also revealed that advantages in technology, learning strategies, cooperative learning, and teacher's assistance played an important role in such a situation.

Keywords: information technology, autonomous learning, project work, attitude, responsibility.

The Presenter

Tran Thi Huong is a lecturer of English at Hong Bang International University. She received an M.A. degree in TESOL from Victoria University in 2012. She also graduated from Ho Chi Minh Open University with a bachelor's degree in English in 2006 and got a bachelor's degree in French from Hanoi National University of Education in 1998. She is interested in teaching and learning methodology to get students involved in learning activities. Email: *huongtt@hiu.vn*

The Application of Forum Activity to Enhance Speaking Skill of Second-Year Mainstream Students

Nguyen Kieu Oanh

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

Abstract

The emergent need for good English communication skill results in the special emphasis on speaking and teaching speaking skill in most of the ESL classrooms. Though the language competence of English-majored students at Vietnam National University - University of Languages and International Studies – Hanoi (ULIS-VNU) is proved to be of high opinion, they still face great difficulty in dealing with the speaking skill due to the priority of grammar knowledge in their English lessons at their high school classes. With the aim of enhancing students' speaking skill, ULIS – VNU has widely applied Communicative Language Teaching in the teaching curriculum. Forum activity known as a method of helping aid teaching and learning by providing a virtual space to share ideas, opinions related to the subjects in class is a typical case in point. This research aims at investigating the efficiency of this activity in 2nd year mainstream students at ULIS - VNU.

Keywords: forum, forum activity, speaking skills

The Presenter

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News Sharing Sessions: A Case Study in a Reading Class

Le Thi Tuyet Minh
The University of Economics Ho Chi Minh City, Vietnam

Abstract
Using newspapers as a teaching instrument in the classroom has long been exploited. Teachers have used this medium in various ways to complement and supplement their course materials. In this paper, the writer presents her instructional strategy in integrating news into the curriculum of her reading class for the third- year students majoring in Business English at the University of Economics Ho Chi Minh City (UEH). With the implementation of the news sharing sessions, the instructor aims to provide students with meaningful experiences that do not only help them improve their reading skill but also develop communication skills through a broad exposure to live language from media, particularly in this case, utilizing online newspapers. This paper will give an overview of the use of news in education, then reports on the instructor's implementation of the news sharing sessions in class. The students' experiences, as well as the benefits and drawbacks, are analyzed. The writer also provides different instructional designs for carrying out news sharing sessions and potential applications in wide-ranging ESL/EFL classrooms in all four skills.

Key words: news report, reading improvement, news sharing, newspapers

The Presenter
Le Thi Tuyet Minh is an English lecturer at University of Economics HCMC, Vietnam. She holds an M.A. in TESOL. Her main interests are promoting students' motivation and application of ICT. Her belief in teaching is: 'promote students' interest, then language learning will take care of itself.' Email: *snowle@ueh.edu.vn*

SPEAKING INSTRUCTION – READING INSTRUCTION – LEARNER STRATEGIES

An Analysis of an Authentic Casual Conversation and its Implications in Teaching Speaking Skill

Hua Thi Tin
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Abstract

Both written and spoken language can be used to represent the same experience, however, the way they encode meaning are quite different. It is revealed from the 'spoken-written language continuum' introduced by Gerot and Wignell (1994, p. 161) that some spoken genres which are at or near the most-spoken extreme have more typical characteristics of a spoken text than those which are closer to the most-written extreme. Casual conversation - according to Burns, Joyce and Gollin (1996) - is at the most-spoken end of the spoken-written language continuum; therefore, analyzing it would benefit teaching typical characteristics of spoken language. This paper will present an analysis of an authentic casual conversation based on the background theory about characteristic features of spoken texts and afterwards discuss how to apply the results of the analysis to the teaching and learning of speaking skill in the English language classroom.

Keywords: Characteristic features of spoken language, casual conversation, teaching speaking skill

The Presenter

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Exploring Teacher Verbal Feedback on Postgraduate Students' Performance in Presentations in English

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King Mongkut's University of Technology North Bangkok, Thailand
Dr. Yaowaret Tharawoot
King Mongkut's University of Technology North Bangkok, Thailand

Abstract

This study aims to explore teacher verbal feedback content on postgraduate students' presentation performance in English. The participants are a Thai teacher, a Thai student, and two foreign students. The study draws on an observation with audio recording and taking notes focusing on the students' presentations and the teacher's verbal feedback content for the presentations. Moreover, the teacher is interviewed about linkages between verbal feedback content and each student's presentation performance. For analyzing the data, the audio-taped data from the observation and the interview are transcribed and analyzed both quantitatively and qualitatively. The quantitative approach addresses frequencies and percentages of the teacher's verbal feedback content based on eight presentation factors (content, structure, grammar, coherence, vocabulary, speaking skills, involving the audience (including visual aids), and self-presentation). Based on the quantitative data, a qualitative analysis of the transcripts is made to describe several occurrences of the teacher's verbal feedback content and consider differences or similarities of the content for each student's presentation performance. The findings may help teachers to reflect on their verbal feedback content for various students' presentation performance. They also help students with similar presentation performance to the students in this study to improve their performance by applying suitable teacher verbal feedback content for their presentations.

Keywords: presentation factors, presenters' performance, teacher verbal feedback, higher education language

The Presenters
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An ICT Tool Based Teaching-Learning Model
Focuses on Improving English Speaking Skills
Among Technology Students at Van Lang University

Pham Ngoc Duy

Van Lang University, Vietnam

Doan Thi Kieu Oanh

Van Lang University, Vietnam

Abstract

Today English has been playing a crucial role in both daily life and work. People all over the world have learnt it as a foreign language to better their communication. However, teaching and learning English at university might not fully meet the demand because of lack of methodology, time and supporting tools. Teaching experience shows that technology students at Van Lang University (VLU) can read technical documents easily but hesitate to speak out due to low frequent practice and mistake embarrassment. They are always afraid of making wrong pronunciation when speaking. In this paper, the authors present a self-designed model that helps students overcome their problems, then better their speaking and listening skills. In the model, students use ICT tool (named as ReadOut) to self-practice at home, store their own learnt vocabulary list; teachers can give exercises and tests, then track self-study progress of each student via the tool. The strong point of ReadOut is that based on speech recognition engine, the tool can point out which part of students' speaking is incorrect that help themselves make pronunciation improvement. Initially, the research results concluded from the survey, by technology students at VLU, show that the model makes students be interested and helps them a lot on practicing and improving speaking skills, especially pronunciation.

Keywords: teaching English, practice English, listening skill, speaking skill, communication.

The Presenters

Pham Ngoc Duy received a BS degree (with honors) from University of Natural Sciences of Ho Chi Minh City (VNU), Vietnam in 2006. From 2007 to 2009, he was a research student from Networking Laboratory at Graduate School of Information and Communication Engineering of Sungkyunkwan University, Korea. He received an MS in computer science from Sungkyunkwan University in 2009. His research interests include clustering, routing algorithms, service discovery, and data spatiotemporal correlation in wireless ad hoc and sensor networks. Since 2009, he has been with Faculty of Information Technology, Van Lang University, Viet Nam. His research interests include clustering, routing algorithms, service discovery, and data spatiotemporal correlation in wireless ad hoc and sensor networks. Email: *phamngocduy@vanlanguni.edu.vn*

Graduated from University of Foreign Languages, Hue City in 2010 with bachelor's degree in English Teacher Education, Doan Oanh continued her study at University of Social Sciences and Humanities, Ho Chi Minh City to get Master of Arts in TESOL Methodology in 2015. She is really interested in technology and always tries to apply the newest tools in her teaching. In the field of research, she is passionate about some topics related to CALL, learner's motivation, learner's strategies, project-based learning, STEM EDUCATION. Email: *doanthikieuoanh@vanlanguni.edu.vn*

Quick, Cogent Planning for EAP Speaking and Writing Tasks

Jeremy Phillips

Institute for Tourism Studies Macau, China

Abstract

Academic English exams often include real-time assessment tasks for productive skills such as interview-style speaking tests or timed essay writing. Learners have time and resources for pre-task planning in these assignments following research demonstrating that preparation and forethought can improve task performance (Yuan & Ellis, 2003; Wigglesworth, 1997). However, many students are ill-prepared to do effective pre-task planning for academic writing and speaking because of a lack of cognitive strategy training and unfamiliarity with pre-planning immediate communication.

This presentation will look at the characteristics of effective planning in EAP speaking and writing tasks by examining findings on idea generation, notional memory and note-taking styles from cognitive psychology along with an overview of TEFL research classifying and exemplifying what effective EAP planners do before producing spoken and written texts. These findings will be combined with primary data on what planning techniques EAP students prefer when faced with assessed tasks. EAP teachers can prepare learners to make better use of pre-task planning opportunities and thus improve their English productive skills performance in tests and beyond.

Keywords: pre-task planning, IELTS

The Presenter

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Exploring Factors that Affect Grade-IV Pupils' Reading Interest and Attitude: Guide to Formulating Reading Intervention Program

Jade Brylle Timpog Ladia
Philippine Normal University, Philippines

Abstract

The study explored the factors that affect the Grade IV pupils' reading interest and reading attitudes as a guide to formulating reading intervention program to improve reading comprehension of Grade IV pupils of Bagong Pag-asa Elementary School. The study was descriptive correlational in nature. The data was obtained from the questionnaire of the Grade IV pupils of Bagong Pag-asa Elementary School. The data were analyzed and triangulated across sources to ensure its reliability and validity. In terms of significant relationship between the profile of pupils and their reading interest and reading attitude, gender plays an important role on how the Grade IV pupils of Bagong Pag-asa Elementary School select reading text and on how they value reading. On the other hand, socio-economic status has a moderate correlation on the reading interest and reading attitude. Lastly, age has negligible significance on the reading attitude and reading interest of Grade IV pupils of Bagong Pag-asa Elementary School. These leads to concluding that reading text must be appropriate to the gender of the pupils. Moreover, it must be accessible at school in order for the school children to have an optimal opportunity to enhance their reading skills and their reading comprehension as well.

Keywords: reading, reading intervention, reading Interest, reading attitude

The Presenter

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Electronic Media Exposures Vis-À-Vis Reading Comprehension Skills: The Case of Students Who Are Enrolled in A Literature Course

Dr. Kurt Salac Candilas
Lourdes College, Philippines

Abstract

Reading comprehension is a cognitive process that allows readers to understand the written text. This study aimed at identifying the extent of the student-participants' electronic media exposures as a tool in developing their reading comprehension skills. The study used the correlational research design. The participants involved were the two hundred ten (210) students taken from the literature class of a private college in Cagayan de Oro City, Philippines during the School Year 2018-2019. Data were generated through descriptive and inferential statistics. The results confirmed that there is a positive significant relationship between electronic media exposures in science fiction and adventure to student-participants' reading comprehension skills in terms of sequencing events, predicting outcomes, and identifying themes. However, a host of other factors may affect students' reading comprehension skill in noting detail. Based from the findings drawn, the study calls for the need to reinforce the use of electronic media in increasing students' reading comprehension skills. Moreover, the result of this investigation can be used as a baseline data in making instructional materials, which presuppose the integration of electronic media activities.

Keywords: electronic media exposures, reading comprehension skills, literature course

The Presenter

Dr. Kurt S. Candilas is an English Language and Literature Professor and a Research Associate of Lourdes College, Cagayan de Oro City, Philippines. He has been in the field of teaching for almost eight years specializing the field of English classes like Writing for Academic Purposes, World Literature, Philippine Literature, Shakespeare, English for Specific Purposes, Structure of English and the like. Email: *mrkurtz21@gmail.com*

Applying Metacognitive Note-taking Skills in English Reading Lessons to Second-Year English Majors at Binh Dinh College

Phan Pham Kieu Mi
Binh Dinh College, Vietnam

Abstract

Acknowledged as one of the most pivotal elements for successful learning, metacognitive strategies have been encouraged to be widely introduced to students to stimulate their higher level thinking. Metacognitive strategies help students monitor and control their knowledge, skills, emotions and actions effectively. Despite their potential merits, this term seems foreign to students in Binh Dinh province. This study investigated students' awareness of metacognitive strategies during the integration of Metacognitive Note-taking Skills (MNT) and their perceptions on the effects of MNT in English reading lessons. Thirty-five English majors at Binh Dinh College were trained how to use MNT in the pre-, while- and post-reading stages. A pre-test and a post-test on the metacognitive awareness of reading strategies were taken by the students before and after eight-week interventions where the instructions of MNT involved the impressive incorporation of note-taking and metacognitive reading strategies. The study findings indicated that the participants experienced remarkable changes in the use of metacognitive reading strategies. Besides, the results showed the participants' positive perceptions on the use MTN in reading lessons. This study hopefully provides students with innovative instructions not only to gain achievements in language learning but also to build indispensable skills for their lifelong learning.

Keywords: metacognition, note-taking, reading strategies, metacognitive strategies

The Presenter
Phan Pham Kieu Mi is a lecturer on Teaching English to Speakers of Other Languages (TESOL) at Binh Dinh College from the year 2008. She finished Bachelor degree of English teaching at Quy Nhon University, Vietnam and Master Degree in TESOL at Flinders University, Australia. Her areas of research interests are in methods of teaching a foreign language and metacognition. Email: *miphan86@gmail.com*

Exploring the Factorial Structure of the Strategy Inventory for Language Learning: Insights from Validation and Its Correlation with L2 Speaking Skill

Ngo Cong-Lem
Dalat University, Vietnam

Abstract

Language learning strategies (LLSs) have been found to be crucial for developing EFL learners' autonomy and linguistic achievements. The Strategy Inventory of Language Learning by Oxford (1990) can be considered as one of the most popular instruments to assess learners' LLS employment, yet it is far from being uncontroversial due to contradictory findings reported for its validity and reliability (e.g., Park, 2011; Robson & Midorikawa, 2002). As LLS usage is context-dependent and little is known about SILL validation in Vietnamese EFL context, the current study aims to validate the SILL with Vietnamese EFL learners as well as addressing the relationship between LLSs and L2 competence. A hundred twenty-four (124) high school students were recruited for this study purposes. They were administered the SILL by Oxford (1990) and a speaking test. Exploratory factor analysis (EFA) and Pearson correlation were performed utilizing R and SPSS 22.0 software. Findings indicated that while the SILL obtained a high level of internal consistency ($\alpha = 0.94$), its items clustered into four latent factors rather than six as suggested by Oxford (1990). Pearson correlation showed no relation between participants' LLS deployment and their L2 speaking achievement except for a few speaking-related LLSs. Pedagogical implications are discussed.

Keywords: language learning strategies; L2 speaking skill; Vietnamese EFL learners

The Presenter

Ngo Cong-Lem is currently teaching at Dalat University, Vietnam. His research interests include TESOL, educational psychology, educational technology, educational technology and corpus linguistics. He has published research papers in international peer-reviewed journals (e.g., Advances in Languages and Literary Studies, Korea TESOL Journal and VNU Journal of Foreign Studies) and presented at prestigious international conferences in the USA, Taiwan, Thailand, and Vietnam. Email: *ngoconglem@gmail.com*

Perceptions of Non-Major English Students in Hanoi University of Industry About Critical Thinking

Tran Thi Huong
Hanoi University of Industry

Abstract

As an important attribute expected of a global citizen, critical thinking is believed to need more careful attention. This paper looks into university students' self-reports about their critical thinking skills and dispositions after finishing the Business English 3 course at Hanoi University of Industry. It aims to explore how non-major students interpret critical thinking in Vietnamese context and how they rate their abilities. Thirty sophomores in different majors such as Business Administration, Human Resources, Accounting, and Auditing were invited for a questionnaire based on Facione's (2013) framework of critical thinking. As primary analyses, most of the participants showed high confidence in their critical thinking ability but little understanding of what critical thinking really is as well as its sub-skills and dispositions. They also recommended some ways which they assume to enhance critical thinking and therefore, some pedagogical suggestions can be drawn.

Keywords: critical thinking, critical thinking skills, critical thinking dispositions

The Presenter

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Effects of Peer-Assisted Learning Strategy (PALS) on Oral Reading Fluency of Grade V Pupils

Ierrah Mirasol Pascua Villanueva
Philippine Normal University, Philippines

Abstract

The purpose of this study is to determine the effects of Peer-Assisted Learning Strategy (PALS) on Oral Reading Fluency of Grade V pupils. PALS is a version of classwide peer tutoring where teachers evaluate and identify students who need help with specific skills and determine the most appropriate students in the class to assist them with those skills. The students are paired as "coaches" and "players" but rotate roles as activities change and students are required to work on a variety of skills. PALS is designed to complement, not replace, the existing math or reading curriculum by providing opportunities for students to practice what the teacher has taught (Fuchs et al., 2001). The study consisted of 52 grade V pupils, twenty-six (26) undergone the treatment and the other twenty-six (26) became the control group. The quantitative data showed that the WCPM of the PALS students increased after the intervention, their prosody improved as well. The results also indicated that the experimental group got higher WCPM and prosodic performance than the control group. Thus, the oral reading fluency of the students who received the intervention improved better than the control group.

Keywords: PALS

The Presenter

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Cross-evaluation of Gamagree as a Platform in Teaching SVA Rudiments to Grade 7 Students of Talipan National High School

Oscar Jr. Rocafor Duma
Department of Education- Division of Quezon Province, Philippines

Abstract

Teaching grammar to Filipino students who are non-native speakers of English is challenging work for teachers. To be effective in learning, it requires to have a combination among plays, games and constructive occupations anchored on "explicit references to experiential learning" (Ord, 2012, as cited in Smith, 1980, p. 55). Thus, it is advisable to apply a board game called "Gamagree" which was designed and tested on Grade 7 students of Talipan National High School (TNHS).

In this study, a quantitative research with quasi-experimental and descriptive methods was performed. Also, standard statistical tools include percentage rating, Weighted Arithmetic Mean (WAM), and t-test for dependent and independent variables are employed. After the experimentation, results revealed "Satisfactory" at 83.60 for the control group and "Very Satisfactory" at 88.21 for the experimental group at 5% alpha level. Although the Gamagree revealed high levels of acceptability (3.52 and 3.64), there are some aspects of content, clarity, appeal and originality that need to be improved such as: a) sufficiency and organization of game icons; b) responsibility of players and game moderator; c) colors used on the board game; and d) design uniqueness, respectively. As shown in the results, teaching Subject-Verb Agreement (SVA) rudiments using Gamagree as a learning platform is an effective strategy to help students learn better, which can be an alternative of language teachers to break down monotony of board drills and paper tests.

Keywords: Gamagree, Learning Platform, Rudiments, Subject-Verb Agreement

The Presenter

Oscar R. Duma, Jr. is presently working as Senior Education Program Specialist (SEPS) for School Monitoring and Evaluation (SME) under the School Governance and Operations Division (SGOD) of the Department of Education (DepEd)- Division of Quezon Province, Sitio Fori, Talipan, Pagbilao, Philippines. He is a Cordian, finishing his bachelor's degree (Major in English), as well as his Masters (Major in Educational Management), at Sacred Heart College, Lucena City. He is currently finishing his doctorate studies at Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) in Manila. Email: *oscar.duma@deped.gov.ph*

CULTURE – PROJECT-BASED LEARNING – ESP – EMI – APPROACHES

Identifying the Perceptions of EFL Teachers Regarding the Cultivation of Cultural and Intercultural Awareness in Reading Class: An Interview Study

Theerapong Binali
National Taiwan University of Science and Technology, Taiwan

Abstract

When learners have a good knowledge of the cultural differences, they are provided with the opportunity to develop an appreciation of cultural diversity and to be more tolerant of cultures outside their own frame of reference. There has been an increasing amount of research into the question of how much cultural content should be included in English language teaching (ELT) textbooks. To date, however, there has been a scarcity of studies into how teachers perceive the promotion of cultural and intercultural awareness. This study endeavors to fill this gap in knowledge through in-depth interviews with ten senior-high school teachers from Thailand, who not only specialize in teaching English as a foreign language (EFL) but also have extensive experience in the integration of cultural elements into ELT classes. The results of these interviews indicated that every one of the interviewees regards cultural awareness as an essential element of language teaching, for a number of reasons. On the other hand, their views of intercultural awareness were quite different, as they saw this higher level of culturally sensitive behavior as problematic for students whose educational level limited both their linguistic skills and their critical thinking capability.

Keywords: teaching culture, cultural awareness, intercultural awareness.

The Presenter

Theerapong Binali is a doctoral candidate at the Graduate Institute of Digital Learning and Education, National Taiwan University of Science and Technology, Taipei. His research interests include language teaching, epistemic beliefs, learning styles and strategies and web-based learning. Email: *d10411803@mail.ntust.edu.tw*

An Evaluation of Project-Based Learning Designed to Increase Students' English Speaking Fluency at Hong Bang International University

Nguyen Nhu Tung
Hong Bang International University

Abstract

How to increase Vietnamese students' English speaking fluency is a big concern for most English teachers at HIU. Project-based learning (PBL) seems to be an effective way to enhance students' fluency, and the effects of the use of PBL are what the researcher is willing to discover in the study. Instead of learning English in traditional classrooms, fifty-eight freshmen learning English as a Foreign Language were guided to work in groups to create and show their artifacts to their classmates in English. The PBL learners selected their favourite topics, asking questions, looking for information, using materials, and answering the questions. A combination of qualitative and quantitative methods was used to conduct the research at HIU, and the findings show that PBL really enhances the development of students' fluency in speaking English. Some positive effects were found on PBL students: a significant increase in motivation and engagement in English study, and high development of essential skills, such as communication, critical thinking, problem-solving and collaboration. It is hoped that due to the light of findings English teachers at HIU will study further the use of PBL implemented in English teaching in order to improve students' speaking fluency at university in Vietnam.

The Presenter

Nguyen Nhu Tung is an English lecturer at Hong Bang International University. He received a M.A. degree in TESOL from Victoria University in 2014. He also graduated from Ho Chi Minh University of Education with a bachelor's degree in English in 1997. He is both sensitive and supportive of the needs of students. In addition, he is fully aware of the issues facing students in classrooms. Especially, he is passionate about the need to change our teaching methods to make school more engaging and meaningful for students, and more rewarding for teachers. Email: *nguyentung71@gmail.com*

Facebook as a Learning Tool in the Course Cultures of ASEAN Countries

Vu Doan Thi Phuong Thao

University of Languages and International Studies – Vietnam National University (ULIS - VNU), Vietnam

Abstract

As a popular communication means, Facebook has also been improving its popularity in academic purposes. With users ranging from global educational organizations to local groups of students/ private classes, different functions of Facebook have been employed to do numerous tasks which are beneficial for learning and teaching such as sharing resources and improving contacts between teachers and learners. With survey as the main research method, this study aims at investigating the use of Facebook fan pages as a learning platform for 44 English majored students to share posts on a weekly basis and openly discuss in the course of Cultures of ASEAN Countries at ULIS – VNU. The results revealed that when it comes to the students' perceptions of the Facebook fan page, the participants perceived a rise in their knowledge, skills, and attitudes toward the course. Moreover, students reportedly expressed their interest in this learning tool because of its benefits in terms of (1) extensive reading, (2) positive interaction, flexibility and (3) competitiveness. By contrast, difficulties mainly related to maximizing reach and selecting useful information for posts, related to the competition between teams, are shown. With all aspects above considered, the potential of Facebook as a learning tool is also realized.

Keywords: Facebook fan page, learning tool, skills-knowledge-attitudes, Cultures of ASEAN countries.

The Presenter

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The Important Roles of Project-Based Learning in Teaching English to High School Students

Tran Phan Ngoc Tu
Bui Thi Xuan High School Da Lat, Vietnam
Dr. Tran Quoc Thao
Ho Chi Minh City University of Technology, Vietnam

Abstract

It is universally acknowledged that project-based learning (PBL) plays crucial roles in language teaching and learning. In many countries worldwide, especially those with highly advanced education, PBL is widely and effectively applied into English teaching and learning. However, in the context of Vietnam, PBL is an emerging approach in English language learning as it is a vital part in new English high school textbooks. Therefore, this paper aims at discussing the important roles of PBL in teaching English to students and the challenges that teachers and students face during PBL implementation process. Furthermore, pedagogical implications are also made in an attempt to shed light on how to use PBL in teaching English to high school students in the context of Vietnam.

Keywords: English language, high school teachers and students, high school textbook, project-based learning, roles, challenges.

The Presenters

Tran Phan Ngoc Tu is currently an MA student in English language at Ho Chi Minh City University of Technology, Vietnam. She has been working as a teacher of English at Bui Thi Xuan High School in Da Lat for nearly fifteen years. Her research areas include culture in English language education, language skills, project-based learning, and EFL teaching methodology. Email: *ngoctu1406@gmail.com*

Dr. Tran Quoc Thao is currently a lecturer of English linguistics at the Faculty of English language, Ho Chi Minh City University of Technology, Vietnam. He obtained his PhD in English language studies from Suranaree University of Technology, Thailand. His research areas of interest are mainly in EFL teaching methodology, intercultural communicative competence in ELT, and discourse analysis. He has a wide range of research papers published and presented in both national and international journals and conferences.

The Effects of Interactive Classroom Activities in Inspiring English-major Students at Dalat University

Tran Thao Uyen
Dalat University, Vietnam

Abstract

Although Vietnam's National Foreign Language Project 2020 has brought dramatic improvements in language teaching, a great number of students still lack motivation for learning English. In order to sketch a general picture about students' learning attitudes, a questionnaire was sent to 230 students majoring in English Studies at Dalat University. Surprisingly, the survey showed that about half of the informants had unclear motivation for learning English. In an attempt to arouse language learners, this study investigated the effects of interactive classroom activities in inspiring English-major students to acquire knowledge under the condition of large classrooms. The study participants were 242 freshmen and 142 sophomores at the Faculty of Foreign Languages, Dalat University. Questionnaires and interviews played an important role in collecting data which were then analysed statistically and descriptively. The finding results revealed four main effects of interactive classroom activities: make theoretical lessons enjoyable, engaging and simple; stimulate students to work together; encourage students to use four skills in combination; create more opportunities for students to share their knowledge and personal experience.

Keywords: effects, interactive classroom activities, inspiring, English-major students

The Presenter

Tran Thao Uyen is an English lecturer at the Faculty of Foreign Languages, Dalat University, Vietnam. Graduated from Dalat University in 2011, she has been teaching English for eight years. With a Master degree in Applied Linguistics and a TEFL International TESOL Certification, she is interested in English pronunciation matters, cultural features in ELT, student's learning motivation, and English Teaching Methodology. Her recent article appeared in the *Journal of Inquiry into Languages and Cultures* (volume 2, issue 3) published by Hue University of Foreign Languages in October, 2018. Email: *uyentt@dlu.edu.vn*

Increasing Nursing Students', Nurses' and Nurse Educators' Participation in the Development of ESP Materials for the Nursing Program

Yoseph Edmundus Budiyana
Prof. Dr. Januarius Mujiyanto
Dr. Dwi Anggani Linggar Bharati
Semarang State University, Semarang, Indonesia

Abstract

This paper examines nursing students', nurses' and nurse educators' participation in the development of ESP materials for the undergraduate nursing program, in which they were asked to perceive the nursing students' English language needs. It focuses on findings related to the ESP teaching objectives, the topics for the ESP nursing text books, and the sequence of the topics and the skills required for students' academic and clinical communication. A total number of 307 nursing students, 40 nurse educators as well as 30 nurses working abroad and in international hospitals in Indonesia participated in the study. This contributes to the findings of twenty perceived ESP teaching objectives, thirty-three perceived topics for the ESP books for nursing, and the sequenced topics placed in three books. It is based on these findings that books should be developed.

Keywords: ESP, Need Analysis, Nursing

The Presenters

Yoseph Edmundus Budiyana graduated from the English Department of Sanata Dharma Teacher Training Institute, Yogyakarta in 1985 and obtained an MA degree in TESOL from the University of London Institute of Education in 1994. He is currently studying for his doctoral degree in English Language Education, Semarang State University, Semarang, Indonesia. He attended a Sandwich-like Program at the College of Education and Human Ecology, Ohio State University, Columbus from August 21 until December 15, 2013. Email: *yoseph543@gmail.com*

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A Critical Look at the Compatibility of CLIL and ESP at Tertiary Education

Le Dinh Tung

Ho Chi Minh City University of Education, Vietnam

Abstract

This paper is to highlight several remarkable aspects of English for Specific Purposes (ESP) together with Content and Language Integrated Learning (CLIL) in higher education in Vietnamese context. The current convergence of these two linguistic approaches has brought great concerns about each's pedagogical features and the compatibility of ESP and CLIL in curriculum design. Through the study, both content and language were examined through learners' cognition, activeness and co-operative learning. The findings suggested that ESP and CLIL could functionally support one another; however, both teachers and learners had to face tough challenges since neither of the approaches was considered as a panacea.

Keywords: CLIL, ESP, tertiary education, linguistic approaches.

The Presenter

Le Dinh Tung, M.A., has been working at Ho Chi Minh City University of Education in Ho Chi Minh City, Vietnam. His research interests focus on ESP/EAP/EFL, TESOL and Applied Linguistics. He has published some articles and presented at some international conferences as a keynote speaker and oral presenter. Email: *tungld@hcmue.edu.vn*

EFL Vietnamese Learners' Acquisition of Academic Subjects: From English for Specific Purposes to English as A Medium of Instruction

Dr. Pham Huu Duc

International University – Vietnam National University – HCMC, Vietnam

Abstract

Science and technology have recently developed and advanced so fast that they have given rise to the strong demand of the English language as a means of acquiring knowledge in universities in many countries, especially in Vietnam. EFL Vietnamese learners are trying to acquire academic subjects effectively with the use of English for Specific Purposes (ESP) which focuses learners' English in specific contexts. This paper aims at finding out if EFL Vietnamese students at a university in Vietnam can learn content knowledge and communication skills while improving their English through English as medium of instruction (EMI), the proficiency of which is higher than that of ESP. EMI focuses on both language use and communication needs. The investigation used a standardized test and an end-of-course evaluation. The results may contribute to teaching disciplinary knowledge through English. It is hoped that this study will help to utilize EMI in universities more effectively.

Keyword: EMI, ESP, evaluation, goal, standardized test

The Presenter

Dr. Pham Huu Duc is a senior lecturer at the International University – Vietnam National University – HCMC, Vietnam. He received BA in ELT from HCMC University of Education in 1991; MA in TESOL from the University of Canberra, Australia in 2001; PhD in Comparative Linguistics from the USSH, VNU HCMC in 2008; visiting scholar to UCLA, USA in 2010-2011. His areas of teaching consist of language skills, applied linguistics, and translation. He has published some articles in different interdisciplinary and EFL journals. His areas of research are applied linguistics, comparative and contrastive linguistics, computer-based natural language processing, and translation. Email: *phduc@hcmiu.edu.vn*

Is it advisable for Vietnam to apply DLE rather than EMI to enhance university students' learning for professional development and English proficiency?

Assoc. Prof. Dr. Hoang Thi Tuyet
Ho Chi Minh City Open University, Vietnam

Abstract

Using English to teach academic subjects in non-speaking English countries which is termed English as a medium of instruction (EMI) has been increasingly globalized. In addition to the many benefits EMI can offer its stakeholders, a great number of challenges in relation to EMI have been portrayed in the literature. In particular, questions as to whether approaching EMI monolingually is the best way forward have been widely concerned. Whereas, providing students with general academic instruction in two languages is proliferating rapidly in the world. This educational approach is termed as dual-language education (DLE). Evidenced-based research findings have shown that DLE can enhance both students' academic achievement and their bilingual competence. In this sense, the article is building up a rational argument for Vietnam to apply the united development of DLI and EMI to enhance university students' learning for professional development and their English proficiency as well.

Keywords: university students, English as a medium of instruction (EMI), dual-language education (DLE) approach, learning for professional development, English proficiency.

The Presenter

Assoc. Prof. Dr. Hoang Thi Tuyet is now an English lecturer at Open University of HCMC, Vietnam. She obtained her master degree in education at the Flinders University of South Australia with the research focusing on Vietnamese children born Australian's language awareness of language acquisition and on English teaching methodologies. She completed her ED at LaTrobe University, Australia with the research focusing on primary teachers' understanding of the pedagogical approaches in the compulsory textbooks of Vietnam. Her current research interests are the fields of curriculum and teaching material development, teaching methodology for young English learners and bilingual education. Email: *tuyethoang.huongduongviet@gmail.com*

Extensive Listening: Where Listening is not a "Cinderella Skill" Anymore

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Abstract

Compared to other language skills, listening is a language skill that may be ignored in English for academic purposes (EAP) classes. Besides, if a teacher teaches listening, to exposure given in class through intensive listening activities may be too easy or too difficult for some students. As a result, their listening fluency does not improve. Therefore, teachers must give more room towards any attempts of developing listening skills. Maximizing technology development where students can easily access information through the Internet, a program called Extensive Listening (EL) was employed to develop the fluency of the language of the students from an EAP class. This paper shares 18 students' perceptions of an EL program taken from a survey using a questionnaire. Research data showed that most students have positive perceptions of EL. EL provides fun but meaningful activities for students. EL makes students easy to improve listening fluency and vocabulary and exposes them to various English accents. In addition, they stated that EL helped them become more confident to talk to other people in English and they want to do EL in the future although nobody asks them. Therefore, EL is a promising program which makes listening not a "Cinderella Skill" anymore.

Keywords: listening, extensive listening, EAP, listening fluency

The Presenter

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What is Optimal Teaching in SLA?

Nicholas Hugh Bishop
University of Economics and Finance, Vietnam

Abstract

The language teaching divide: interventionist (linguistics and form- focus) vs. non-interventionist (personalized and meaning) positions. The former, synthetic syllabus employs linguistic chunks, but that is incompatible with the natural language-learning process (prevalent in first language acquisition). The natural analytic semantics approach is ineffective in correcting learner errors; and for addressing the necessity of having some intentional learning for "older" learners, who have a reduced capacity for incidental learning. Mike Long has introduced a third way, a hybrid of the two, "Analytic Focus on Form" (content-based; process syllabus), which involves reactive use of teaching procedures to draw attention to linguistic problems in context, as they arise during communication; a symbiotic relationship between explicit and implicit learning. Learner attention is directed to problems with grammar, lexis, collocations, etc. within communication for optimal psychological effect. The methodological procedure for such task-based language teaching follows these 10 principles:

1. Use Task, Not Text, as the Unit of Needs Analysis

2. Promote Learning by Doing

3. Elaborate Input

4. Provide Rich Input

5. Encourage Inductive ("Chunk") Learning

6. Focus on Form

7. Provide Negative Feedback

8. Respect Developmental Processes and "Learner Syllabuses"

9. Promote Co-Operative/Collaborative Learning

10. Individualize Instruction

Keywords: implicit learning, interlanguage, explicit learning, holistic TBL, course-book PPP, Mike Long's TBL principles

The Presenter

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Cohesive Devices in Successful Essays in Writing Task 2 for IELTS

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Ho Chi Minh City Open University, Vietnam

Abstract

This research attempts to investigate grammatical and lexical cohesive devices employed in successful IELTS Task 2 and offers suggestions to enhance learning and teaching practice for IELTS writing skill. Data for the study are primarily collected from the operational versions of IELTS practice test books (Cambridge University Press) and some websites such as www.cambridgeenglish.org, www.ieltsliz.com,www.ielts-blog.com. Methodological approaches employed in the study include both quantitative and qualitative methods within a mixed-method paradigm. In the findings and discussion, we have focused on discussing grammatical and lexical cohesiveness of IELTS writing task 2 essays on band score from 7 to 8. Various sub-types of cohesive devices were found on these essays. It is hoped that results of the study bear beneficial implications for both teachers and students.

Keywords: writing, cohesive devices, IELTS

The Presenter

Ho Le Hang is an English lecturer at the Faculty of Foreign Languages, HCM City Open University, Vietnam. Her research interest includes second language acquisition, listening and reading comprehension, vocabulary learning and language testing. Email: *hang.hl@ou.edu.vn*

PSYCHOLOGY – MOTIVATION

Students' Attitudes Towards the Application of Form-focused Instruction in the Communicative Classroom

Lu Dinh Bao

Binh Duong University, Vietnam

Abstract

Form-focused instruction (FFI) is an effective teaching technique for enhancing learners' accurate oral performance. This action research aims at investigating the impacts of FFI in the communicative teaching context through students' attitude. In order to improve learners' accuracy in using past tenses to communicate, the picture-cued storytelling activity was applied in a 26-EFL-student communicative class of a university in Vietnam. During the treatment activity, either recast or meta-linguistic instructions, two types of FFI techniques, was utilised to highlight the accuracy of learners' oral performance. After one month, investigated students were invited to answer a questionnaire measuring their attitude towards the application of FFI in class. Later on, the follow-up interview was employed to clarify some interesting opinions, identified from the quantitative result. The outcomes of the questionnaire revealed students' positive attitude towards FFI, in terms of emotional, behavioural and cognitive components. However, there came five opposite opinions in class. The yielded data from the interview proposed some recommendations for the second circle of this action research. Also, some considerable suggestions for further research on the application of FFI were put forward.

Keywords: form-focused instruction; Communicative language teaching; English as a foreign language

The Presenter

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Factors Affecting English Learning Motivation of the Finance-Banking Students at Ho Chi Minh City Universities

Dr. Nguyen Kim Phuoc - Nguyen Tran Ai Duy

Ho Chi Minh City Open University, Vietnam

Abstract

Nowadays, foreign languages have become indispensable global integration of all nations in general, and of Vietnam, in particular. Foreign language is compulsory for Vietnamese university students and helpful to their future careers. This study aims to determine the factors which affect English Foreign Language (EFL) Learning and makes recommendations for learning motivation improvement. This study employed questionnaires to directly survey 470 students who are pursuing mainstream programs in the field of Finance-Banking at Ho Chi Minh City Open University (HCMCOU) and Saigon University (SGU). Based on the findings, this paper produces recommendations with regard to the advancement of EFL learning motivation of finance-banking students at Ho Chi Minh city universities.

Keyword: English as Foreign Language (EFL), learning motivation, finance-banking, Ho Chi Minh City Open University, (HCMCOU), Saigon University, (SGU).

The Presenters

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Teaching English for Young Language Learner at Grade 5: Teachers' Beliefs in Two Contrasting National Approaches Compared, and Pedagogical Implications

Dr. Vi Thanh Son

Lund University, Sweden

Abstract

The aim of the paper was to investigate EFL (English as a foreign language) primary school teachers' beliefs regarding their teaching methods used in English at grade 5 in the classroom, which was a part of my PhD research (Son, 2018). Interviews (teachers at Grade 5 observed classes; Responses N=2, Sweden and N=3, Vietnam) and questionnaires to English teachers at grade 5 in Swedish and Vietnamese primary schools (additional teachers at Grade 5; Responses N=10, Sweden and N=52, Vietnam) were used. The content of the questionnaire was based on the COLT observation scheme (Spada & Fröhlich, 1995) and adapted to be suitable to the study (Son, 2018) of teaching methods at Grade 5. The teachers' answers showed the major different degree of focusing on communication and grammar in teaching English classes at primary level between the groups, in spite of some similarities regarding classroom activities (group work), source of material and the languages used in the classroom. The results not only casted light on teachers' beliefs in two contrasting national approaches in their English teaching methods for young language learners but also led the author to discuss further pedagogical implications.

Keywords: Teachers' beliefs, English, Primary school, Communicative language teaching, Grammar, Focus on forms

The Presenter

Dr. Vi Thanh Son holds a PhD in general linguistics from Lund University, Sweden and Masters degrees from Linköping University, Sweden (MA in Language and Culture) and Kassel University, Germany (MA in Higher Education Research and Development). Her BA in English Pedagogy was obtained from Cantho University, Vietnam. Her research interests include English linguistics, first and second language acquisition, language didactics, language and culture, language policy and corpora in language learning and teaching. She is an affiliated researcher at the Linguistics Department, Lund University, and a lecturer in English language education at Malmö University, Sweden. She also supervises degree projects in English subject in the subject-teacher program at Malmö University and Örebro University, Sweden. Email: *vi_thanh.son@ling.lu.se*

English Majors' Anxiety in Writing and Speaking English Classes: A Case of Tra Vinh university

Khau Hoang Anh

Tra Vinh University, Vietnam

Abstract

It has been led to believe that students can become more anxious while asked to speak than to write in foreign language classes. Therefore, many instructors may have a false conception of the issue. In order to test this belief, forty-one second–year English majors are asked to answer the questionnaires on speaking and writing anxiety. The Foreign Language Classroom Anxiety Scale developed by Horwitz, Horwitz & Cope (1986) is used to measure their speaking anxiety while the Daly-Miller Test (1975) is used to measure their writing anxiety. The finding shows no difference in the levels of anxiety in both speaking and writing. The majority of participants show their moderate anxiety during speaking and writing classes, which means they feel normal in language classrooms. Only one participant expresses intensive nervousness in the speaking classes and two of them experience writing apprehension. This finding gives foreign language instructors a new conception of what they used to think about the anxiety in foreign language speaking classes and they will be able to approach their students appropriately for lesson delivery.

The Presenter

Khau Hoang Anh is currently the Deputy-Head of the English Department, School of Foreign Languages, Tra Vinh University. He did his Bachelor's Degree in English Teaching in Can Tho University (1998-2002), Vietnam and Master's Degree in Education (TESOL) in California State University, Fullerton, USA (2009-2011). He has taught for over 15 years. He is interested in conducting research studies in English teaching methodology and language acquisition. His favourite courses are listening and speaking classes and translation classes. Email: *anhkhau@tvu.edu.vn*

Technical Students' Motivation for Learning English: The Case of Thu Duc College of Technology, Ho Chi Minh City

Dr. Le Thi Thuy Nhung
Banking University of Ho Chi Minh City, Vietnam
To Thi Kim Hong
Thu Duc College of Technology in Ho Chi Minh City, Vietnam
Dr. Ong Van Nam
Banking University of Ho Chi Minh City, Vietnam

Abstract

Motivation is a key factor to the success in learning a second language. This paper reports on an investigation into motivation for learning English among technical students at Thu Duc College of Technology (TDC) and examined if there was any gender difference in their motivation. The participants included a total of 355 students of different year groups undertaking different majors at TDC. The students were invited to complete a questionnaire survey and participate in focus group interviews. The findings show that the students had both instrumental and integrative motivation towards learning English and their instrumental motivation was stronger than integrative one. There was no significant gender difference in students' motivation for learning English. Based on the findings, implications are made to improve the quality of English training at the college.

Key words: motivation, gender difference, instrumental motivation, integrative motivation, EFL education

The Presenters

Dr Le Thi Thuy Nhung is Division Head/lecturer of English at Department of Foreign languages, Banking University of Ho Chi Minh City. She completed her Master of Arts (TESOL studies) at the University of Queensland, Australia and her PhD in English language education at the University of Newcastle, Australia. She has involved in postgraduate training at several universities as supervisor, thesis examiner, paper reviewer, and research adviser. Email: *nhungltt@buh.edu.vn*

To Thi Kim Hong is a lecturer of English at Thu Duc College of Technology in Ho Chi Minh city. She is currently working toward her Master thesis at Open University, Ho Chi Minh City. As a language enthusiast, she prefers doing research on EFL, ESP and technology and language education.

Dr Ong Van Nam is currently Head of Quality Assurance Unit, Banking University of Ho Chi Minh City. He holds a Master's and PhD degree in Philosophy obtained from the University of Social Sciences and Humanities in Ho Chi Minh City. His research areas include but are not limited to quality assurance, quality control, accreditation, student experience, and language education.

Boosting Students' Confidence to Speak English

Nguyen Thi Cao Tri
Dai Truong Phat Education Group, Vietnam

Abstract

Lacking confidence, lacking basic elements needed for a conversation and anxieties of making mistakes are some common obstacles that students encounter despite their many years of learning how to speak English. Understanding the top three reasons stop learners from speaking English can help teachers create a "safe" environment for students to speak and enhance their confidence of speaking English not only in class but also in daily conversations. In this practice-based presentation, teachers may have a more specific understanding of their students' difficulties in conquering the skill of speaking English and also some practical ideas to boost students' confidence to speak English.

Keywords: confidence, teacher training

The Presenter

Nguyen Thi Cao Tri received her BA in English Linguistics and Literature from the University of Social Sciences and Humanities in 2004 and her MA in TESOL from Irvine University, USA in 2009. She has 17 years of experience in teaching the English language to all age ranges and levels at prestigious language centers, universities, and companies across Ho Chi Minh City. Furthermore, she has been involved in teacher training for over 10 years with over 100 training workshops conducted in teaching methodology and techniques. She is a strong advocate of hands-on, sharing-based training that gives workshop attendees practical experience as both teachers and learners. Email: *teressnguyen@gmail.com*

Theater in Education in Vietnam: Students' Creativity in Developing Scripts in an English Literature Class

Le Quang Truc

Ho Chi Minh City Open University, Viet Nam

Abstract

This case study is intended to investigate how the students of an English Literature class were motivated and helped to develop their creativity in writing the scripts for their plays based on the literary works they chose to stage in a Theater in Education program at the Drama Theater of Ho Chi Minh City in Vietnam in May 2018. Three script-developing teams of the class were interviewed in March 2019, ten months after the success of the program. The differences and similarities in three different situations of applying the Theater in Education method in the class were revealed from which a working model that was experienced by all the participants is presented for possible reference for those who have been adopting this artistic project-based learning method and those interested in or considering the adoption of it in foreign literature classes at higher education institutions in other parts of the country and across the world.

The Presenter

Le Quang Truc is a lecturer of English at the Faculty of Foreign Languages, Ho Chi Minh City Open University, Vietnam. Email: *truc.leq@ou.edu.vn*

Time-Course Activation of Semantic Primes in L2-English Word Recognition

Assoc. Prof. Clay Hunter Williams
Akita International University, Japan

Abstract

This presentation follows up upon recent studies showing that Chinese and Japanese students of English are uniquely impervious to facilitation effects in masked priming tasks, even at relatively high levels of English proficiency. As English language learners from alphabetically-transcribed L1 backgrounds have been repeatedly shown to yield robust semantic priming facilitation, the lack thereof with East Asian learners suggests a script-specific effect wherein Chinese character learning during L1-literacy instruction leads to the development of qualitatively different lexical retrieval processes from alphabetically-transcribed languages. The following study was undertaken to determine how long words must be presented to enable semantic priming facilitation. The study tested advanced-level Japanese students of English in a lexical decision test with a priming paradigm. Four separate versions of the test using different length of exposure of the primes, from 50milliseconds to over 200 milliseconds, were used in testing, though each subject only took a single version of the test. Through comparison of testing results in the 4 different versions, differences in time course semantic activation became apparent, suggesting that semantic processing of primes only became possible after primes were visible (e.g., primes>80ms), and were most robust as display time neared 200ms.

Keywords: masked priming; semantic primes; Japanese; Chinese

The Presenter

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IRF Patterns Revisited: An Analysis of Classroom Interaction

Assoc. Prof. Antonius Suratno
Soegijapranata Catholic University, Semarang. Indonesia

Abstract

This study concerns the interaction between teachers and students, making it a classroom discourse study. The objective of this study is to find out how Initiation-Response-Feedback (henceforth called IRF) pattern is used and how IRF model by Sinclair and Coulthard may help teacher to deliver the lessons. The writer collected the data by recording the conversations between teachers and students and the result of which were analyzed in terms of the discursive patterns. An interview with a few teachers was conducted to substantiate the IFR patterns analysis. Based on the analysis, the writer found that most of the IRF patterns were used to elicit lessons or teaching materials, despite also finding some other non-IRF patterns, suggesting that they are still relevantly used to deliver teaching materials especially where early learners learning is concerned. The finding is vindicated by the interview responses that generally of agreement that such patterns are useable to assist teachers in delivering materials. This study also managed to disclose that the initiation is not only the domain of teachers, as students' initiation was also a noticeable phenomenon which may characterize an active-learners learning.

Keywords: classroom interaction, discourse, IRF patterns, early learners

Introduction

The Presenter

Antonius Suratno is an Associate Professor at English Letters, Faculty of Language and Arts, Soegijapranata Catholic University, Semarang-Indonesia. He is committed to ongoing research of Media technology for TEFL, Discourse, Translation issues. He is a senior member of the Faculty of Language and Arts. His major research interests are on Media Technology for TEFL, Discourse Analysis, and Translation. His professional career covers the area of module and material development, Language teaching, and Translation. Email: *a.suratno@unika.ac.id*

Discourse Markers and Quality of College Students' Writings in Filipino

Assist. Prof. Leah C. Sambrano
Mariano Marcos State University, Philippines

Abstract

This study aimed to analyze how freshman teacher education students in various Higher Education Institutions (HEIs) in Ilocos Norte who were particularly enrolled in Fil 2, *Pagbasa at Pagsulat Tungo sa Pananaliksik* during the 2nd semester of SY 2014-2015, use discourse markers (DMs) in their 208 compositions in Filipino and how this influences the quality of their writings. It likewise determined the frequency and the types of DMs used by these students. The overall quality of the students` writings was analyzed using Robitaille's and Connelly's (2002) Analytic Assessment Scale for Written Work. Fraser's (1999) taxonomy of DMs served as the instrument in determining the types of DMs used. Moreover, the Pearson r was used to analyze the relationship between and among the variables considered in this study. Findings reveal that students *slightly use* and *overuse* various types of DMs while they neglect other types in both their writings, there is an *overuse* of a very limited set of DMs which makes the students` overall writing quality *fair.* The study also found that there is a positive relationship between the use of DMs and the overall quality of students` writings in Filipino.

Keywords: Discourse Markers, Personal Narratives, Argumentative Writings, Filipino.

The Presenter

Leah Ceredon- Sambrano is an Assistant Professor II of the College of Industrial Technology, Mariano Marcos State University, Philippines and teaches general education courses. She holds a Doctor of Philosophy in Linguistics degree which she earned at MMSU in 2016.
As part of her academic and professional growth, the author has attended and presented her paper in various seminar-workshops, trainings and international conferences. At present, the author is a member and the President of the *Timpuyog Dagiti Mannurat Iti Iluko iti Filipinas (TMIF)/ Iluko Writers Guild of the Philippines, Inc.* – Laoag City, Ilocos Norte Chapter, adviser of *The Frontier*- the college school paper. Email: *leah_sambrano@yahoo.com*

The Translation of Temporal and Aspectual Information in Deictic Mode from English into Vietnamese

Nguyen Dinh Sinh
Hung Yen University of Technology and Education, Vietnam

Abstract

The issue of whether tense and aspect exist in the Vietnamese language has been the matter of debate among researchers and scholars. In reality, the translation of the temporal and aspectual information from English into Vietnamese sometimes causes ambiguity as tense and aspect are compulsory in the English language, however, not usually considered a matter of grammar in the Vietnamese language. This article aims at investigating how the three well-known Vietnamese translators Mac Do, Hoang Cuong and Trinh Lu translated the novel entitled "The Great Gatsby" – a 1925 novel written by the American author F. Scott Fitzgerald into Vietnamese with regard to the rendition of the temporal and aspectual information in deictic mode in English into Vietnamese. Besides, the interpretation of non-tensed elements by the three translators is also analyzed in this article. Through the comparison and assessment of the three translation versions of the novel, it is hoped that the methods used by the three translators to render tense and aspect information from English will be clearly analyzed. The results would be a good reference for translators in their work. Moreover, the results may prove the fact that even Vietnamese has no tense and aspect to some people's views, the translation of a tensed language like English into Vietnamese can still be done with ease.

Key words*: Tense, aspect, translation of temporal and aspectual information, deictic mode

The Presenter

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Thematic Progression Problems in Student Argumentative Research Writing

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Abstract

Research has shown that thematic progression can be a device for analyzing coherence of a written text. This study aims to find problems of thematic progression in students' argumentative research essays. The study analyzed 111 argumentative research essays written by 111 second-year university students enrolling in three different classes of academic writing instructed by three different teachers. The tools used for analysis were Halliday's theme-rheme model and Danes' thematic progression patterns. Five problems of thematic progression that interfered with writing coherence were found, including reversed order of theme-rheme, unidentified thematic progression, overuse of theme iteration, interrupted thematic progression, and inadequately developed thematic progression. On grounds of these results, the study drew practical implications for the teaching and learning of coherence in writing.

Keywords: academic writing, coherence, theme, rheme, thematic progression

The Presenter

Duong Doan Hoang Truc holds an MA in TESOL from the University of York in the UK. She is currently a teacher of English at Ho Chi Minh City Open University in Vietnam. Her research interests include second/ foreign language writing, discourse analysis, and language acquisition. Email: *truc.ddh@ou.edu.vn*

The Use of Translation in Teaching Idioms in University EFL Classrooms

Dang Thi Phuong

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Abstract

There has been much controversy surrounding the role of L1 in EFL classrooms. While some support its inclusion as a practice to facilitate the acquisition of the foreign language, others still hold negative opinions of L1's influence on L2 learning. In the re-emergence of interests in the relationship between L1 and L2 acquisition, this research was conducted investigating the impacts of using translation activities to teach idioms in two university EFL classes. The study involved the participation of 53 English majors with observation, a survey questionnaire and interview being leveraged to collect the data. As the results reveal, the translation activities contributed greatly to boosting the students' engagement in idiom teaching and learning sessions. Learners, in general, believe that the use of translation activities created a positive classroom atmosphere, and thus helped them understand the meaning as well as memorize the idioms more easily.

Keywords: translation as a foreign language learning practice, idiom learning, L1's influence on L2 acquisition

The Presenter

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Assessing EFL Speaking Skills in Vietnamese Tertiary Education: Results from a Cross-institutional Study

Dr. Lam Thanh Nam
Vietnam Aviation Academy, Vietnam

Abstract

Second language testing and assessment are not only a regular school activity performed by language teachers but also a professional science drawing great attention of scholars and researchers. This poster presents partial findings from an investigation conducted between late 2015 and early 2016 at three universities in South Vietnam. The study used a convergent mixed methods design to examine the construct validity and reliability of assessing English as a foreign language (EFL) speaking skills in the context of Vietnamese tertiary education. The results highlight the methodological diversity in oral assessment, which is determined by the constructs to be assessed and the weighting of the speaking component in each training syllabus. Voices from the candidates (second-year English majors) reveal that one-on-one oral interview is their most favourite test format compared with paired or group oral assessment. Quantitative data show the discrepancy in terms of raters' agreement (inter-rater reliability) on scoring candidates' speaking performances across these tertiary educational institutions. The findings suggest that more clearly specified assessment criteria and descriptors in the rating scales provide higher consistency in measuring spoken English abilities.

Key words: English as a foreign language (EFL), language testing, oral assessment

The Presenter

Dr. Lam Thanh Nam is a lecturer of English as a foreign language (EFL) at Vietnam Aviation Academy. He completed his PhD in Education at the University of Newcastle, Australia. His research interests include cooperative learning in EFL/ESL classrooms, and most recently language testing and assessment in tertiary education. Email: *lnam2010@yahoo.com*

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