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CONFERENCE PROGRAM PART II: VIDEOS PRESENTATION | AVAILABLE ON YOUTUBE UNTIL 31 MAY 2021

Rezwana Islam

University of Liberal Arts Bangladesh, Bangladesh

Measuring Psychological Well-being in Digital Environment: Preparing the Tool

Video Link: https://youtu.be/hnlJ-_O_leY | *Rezwana Islam*

Nowadays, quality of online learning is being questioned in terms of content, teaching style and technique. Both experienced and newly appointed educators are rethinking their entire approach and coming up with the technologically sound pedagogical content. However, this attempt will be futile if learners do not feel safe and confident about attending an online class in Google meet, submit an assignment in Google classroom or even pressured by the distraction of covid-19 related reality. To create a meaningful impact among the learners, their present mental well-being in virtual learning environment need to be assessed. In this study, the six dimensions in Ryff's (1995) psychological well-being were analyzed to prepare an initial questionnaire in order to identify learner mental health and cognitive effort in online classroom. Semi-structured interviews were also conducted to get an idea about learner's personalized experience. 80 undergraduate EAP learners from first and second semester of two universities participated in the study. Based on the result of learner's responses percentages and views from interviews, some questions were added and omitted from the initial questionnaire. Finally, this study proposes a version of Ryff's (1995) scale which can be applied for measuring psychological well-being in of tertiary learners in digital EAP (Online English for Academic Purpose) classes.

Rezwana Islam is currently working as a lecturer, University of Liberal Arts Bangladesh. Her experience as a teacher at British Council has equipped her with both IELTS and EFL teaching strategies at different levels. Her research interest involve: Educational technology, learner well-being and learner cognition Details about her previous presentations and other works can be found at https://orcid.org/0000-0001-6749-2837

Thuy Pham

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

Job Interview Simulation: An Example of Turning Assignments from Offline to Online Mode
Video Link: https://youtu.be/2H8BHqOI2W8 | *Thuy Pham*

Job interview simulation is a speaking assignment in which a group of four to five students act as a company's board of leaders to recruit new staff, and the pool of applicants is their classmates. This activity is often used for upper-intermediate students with the aim of improving not only their English proficiency but also their practical application of the language in real life. It is conducted in class in the form of workstations each of which involves one mock interviewer and two mock interviewees. However, due to the impact of Covid-19, this assignment has also been digitized in accordance with the transformation from face-to-face to online mode of teaching. This study sought to report on the teacher's adaptation of the assignment guidelines and requirements to suit the online settings, students' changes in designing their mock company, approaching applicants, and implementing pre-, while-, and post-interview procedures, and their reflection on the whole process. With the triangulation of video recording, written report and in-depth interview, it has been found out that the switch from offline to online mode has several benefits such as involving larger number of participants, facilitating better peer feedback and self-reflection, and increasing students' creativity and digital literacy; however, the students' lack of responsibility and independence as well as copyright violation are among the concerns. From this example assignment, the findings can be applied for digitizing other kinds of assignments and tasks.

Thuy Pham is a lecturer of Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University (Hanoi). She obtained her Master of Education, TESOL International degree from Monash University, Australia. Her research interests include Learners' autonomy and English Language Teaching methodology.

Dammu Betty Beaulah

The English and Foreign Languages University,
Hyderabad, India

Ubiquitous Collaborative Writing: Engagement through Blog Creation during Pandemic among Under-resourced Tertiary Learners

Video Link: https://youtu.be/Z2Vv0aZkH7Y | *Dammu Betty Beaulah*

Online education is the new normal in the midst of prevailing chaotic situation. In spite of a major disparity in access to online education, especially in the urban and rural areas in India, teachers are adapting innovative methods bridge this gap. This exploratory study investigated the effect of ubiquitous collaborative writing on learners' writing skills through creating blogs and the perceptions of learners towards it. There were 123 participants from B.E. (C.S) II year, Malla Reddy Engineering College, Telangana and Questionnaires, interviews and feedback forms were used as tools. Video posts were used to encourage descriptive writing and visual posts were used to encourage analytical writing. Verbal prompts were given to encourage creative writing. A video was posted with the aim of analyzing learners' evaluative writing skills, story prompt was given to enhance the argumentative writing skill of learners, news article post was also provided to apply elements of reasoning. The study found that Ubiquitous Collaborative writing gave better scaffolding than classroom writing. Multimedia prompts encouraged and engaged learner participation by giving access to a platform that provides a sense of anonymity. Limitations of the study was that the academic schedule was too tight and students could not blog on a daily basis.

Dammu Betty Beaulah worked as an Assistant Professor of English in Malla Reddy Engineering College, Hyderabad and Usha Rama College of Engineering, Vijayawada for seven years and also worked as an English Lecturer in Priyadarsini Degree College, Khammam and AMG Degree College, Guntur for six years. Currently, she is pursuing Ph.D. from The English and Foreign Languages University, Hyderabad. Her research interests include educational technology, intercultural communication, digital literacy, collaborative and autonomous language learning.

Dr. Nhu Ho

Hue Industrial College, Vietnam

Innovating an EOP Curriculum under the Impact of COVID-19 Pandemic: a Case Study in Vietnam

Video Link: https://www.youtube.com/watch?v=O0JuNaTzxiY | *Dr Nhu Ho*

The covid-19 pandemic has interrupted the teachers' traditional face-to-face classrooms and shifted into e-learning settings. Therefore, adjusting the curricula to sustain the quality of teaching and learning becomes an urgent need in most countries. This paper briefly reports the key findings of reality analysis and needs analysis as the main issue in the innovation of an English for occupational purposes (EOP) course for vocational students in Vietnam. The research methodology was constructed with the main use of questionnaire survey and semi-structure interviews with EOP teachers and students at Hue Industrial College where online teaching and learning has been undertaken on digital platforms during the first waves of coronavirus. The triangulation of data collection instruments and sources of information helped to sort out important considerations taken into a valid proposal for a new EOP curriculum of the setting under research in terms of course framework, teaching methodology, teaching materials, testing and assessment. This study was done as a response to the urgent demand originated from the worldwide serious pandemic of COVID-19. The outcome of the current research enables the language educators and learners' readiness against a possible coronavirus wave in Vietnam.

Dr. Nhu Ho is now working as a lecturer of ESP/EOP courses, Translation courses and English language skills at Hue Industrial College. She is interested in English teaching methodology and language course/curriculum development. She has published a number of articles within her research areas.

Nhung Cam Nguyen

University of Languages and International Studies,
Vietnam National University, Hanoi, Vietnam
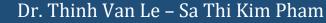
A Case Study on a Vietnamese EFL Teacher's Response to Emergency Remote Teaching during the Covid-19 Pandemic
Video Link: https://youtu.be/QscNLCSxj4o | *Nhung Cam Nguyen*

The global COVID-19 pandemic has had an enormous influence on teaching and learning across the world, including teaching and learning English as a foreign language (EFL). Many schools, colleges, and universities worldwide have to switch to remote teaching in replacement of traditional face-to-face classes. This study aimed at shedding light on how Vietnamese EFL teachers respond to remote teaching during the COVID-19 pandemic. Data were obtained from classroom recordings and in-depth follow-up semi-structured interviews with one Vietnamese EFL teacher over one semester. The classroom recordings revealed a number of challenges the teacher encountered in adapting to remote teaching, such as technological issues, classroom management, and material adaptation. The results also showed the techniques employed to address those challenges. In addition, the teacher's perspectives obtained from the follow-up interviews provided a further insight into her pedagogical beliefs behind her decisions in synchronous online classes. Implications about EFL teaching as well as teacher education will be drawn for relevant stakeholders.

Nhung Cam Nguyen is a Lecturer in English at Vietnam National University (Hanoi) where she teaches English to undergraduates. She holds an MA degree (with Distinction) from the University of Hull (United Kingdom). Her primary research interests include teacher education and language teaching.

Dr. Thinh Van Le – Sa Thi Kim Pham

Banking Academy - Phu Yen Branch, Vietnam

Applications for Young Learners to Acquire English Beyond the Classroom
Video Link: https://youtu.be/McQw4W030PY | *Dr. Thinh Le – Sa Pham*

Because English is a foreign language in Vietnam, language learners especially young learners do not have many opportunities to have language exposure. It is not easy for teachers to engage students especially young learners to have more input, interaction, and output to acquire language beyond the classroom. The presentation will enable teachers to install and use the application like *Khan Academy Kids* to improve their language skills. This application helps students not only expose themselves to English but also study other subjects and digital skills at the same time. Experiences and strategies about how to use these applications effectively will be discussed and shared.

Thinh Van Le holds a PhD degree from the University of Canterbury. He has taught English for international students for more than 10 years. He has employed different digital tools to enable students to have extensive practice outside classroom. His research interest is computer-assisted language learning (CALL) and second language acquisition.

Pham Thi Kim Sa is currently a lecturer of English at Banking Academy - Phu Yen Branch. She obtained her Master of Arts at the University of Da Nang, Viet Nam in 2009. She has taught general and business English for over 10 years. Her research interests lie in applied linguistics and task-based teaching.

Reynald Alfred Sy

FEU CAVITE, Philippines

Classroom Innovation: Addressing English Language Classroom Needs through Design Thinking

Video Link: https://youtu.be/Z5OssyV1H-0 | *Reynald Alfred Sy*

In response to the challenges faced by the Department of Education, this study was aimed to provide innovative solutions in addressing English classroom needs. To arrive at similar results by those who have used the Design Thinking approach, the study specifically utilized Design Thinking to address English language classroom needs in the Secondary Level vis-a-vis open possibilities of using the said approach in addressing problems. The researcher made use of the qualitative research method as a research design. Specifically, this research used a single case study that aimed at developing at explaining an existing problem. The study, likewise, had six students and four teacher discussants from the junior high school equally representing the private and public schools' sector. The results of the Focus Group Discussion (FGD) presented that students identified specific problems that they encountered in an English Language classroom at the secondary level.

Such problems were identified as needs and became the starting point of the teacher discussants in their Design Thinking orientation and workshop. In the process, Design thinking provides promising innovative solutions in addressing problems in the classroom and may be utilized as a process in improving academic learning.

Reynald Alfred Sy obtained his Bachelor of Secondary Education major in English from Adamson University and his Master of Arts in English Language Teaching at St. Paul University Manila. At present he is the Program Coordinator for the General Education Curriculum, the National Service Training Program, and Wellness and Recreation Program of FEU Cavite Higher Education Department.

Huyen D. T. C. Nguyen

Ho Chi Minh City Nong Lam University, Vietnam

The Role of Learner Autonomy and the Use of Self-regulated Learning Strategies: University Students' Voice
Video Link: https://youtu.be/TNZKdCgpXlU | *Huyen D. T. C. Nguyen*

Learner autonomy plays a pivotal role in language teaching and learning in the 21st century. This qualitative study aimed to get insights into first-year English majors' perceptions of the significance of learner autonomy within the shifting landscape of English language teaching and learning in the digital era and their use of self-regulated learning strategies. The research was conducted at a Ho Chi Minh City-based university with the participation of ten students who were conveniently selected for the semi-structured interviews. The findings indicated that most of the participants recognized the role of learner autonomy in terms of initiating, monitoring-organizing, and evaluating. In particular, they attributed their success in learning to proactively accessing the internet, setting learning goals, selecting learning activities, creating a study plan, and conducting peer assessment. In addition, the participants revealed underlying reasons for the use of cognitive strategies (e.g., making mind maps, listing main points, connecting related concepts from other documents to link old and new knowledge), metacognitive strategies (e.g., doing tests, changing reading habits, setting short-term and long-term learning goals), and resource management strategies (e.g., learning environment, interacting with peers, interacting with teachers). The preliminary findings may practically contribute to English language education at the research setting as well as similar EFL contexts.

Huyen Dang Thi Cuc Nguyen is a lecturer at Faculty of Foreign Languages and Pedagogy, Nong Lam University-Ho Chi Minh City. She holds her Master's degree in TESOL from University of Social Sciences and Humanities. Her research interests are TESOL methodology, English language skills, and linguistics.

Thu Thi Le Tran

Reflex English Center, Vietnam

The Effects of Digital Storytelling on English Learning: An Action Research from Learners' and Teachers' Perceptions
Video Link: https://youtu.be/ppZFaH20frI | *Thu Thi Le Tran*

In Vietnam's classrooms, textbooks are the primary learning material, but not enough for learners' engagement and motivation. Digital storytelling is a modern teaching material and method to supplement the textbook. Digital storytelling contains many potential features that align with Tomlinson's (2011) material developing principles that enhance learners' ability and engage learners' interest. This project investigates learners' perceptions about this novel approach, the effects of digital storytelling on learning results and teachers' perspectives on its teaching practice in the Vietnamese language centre setting. In this action research, 11 nine-to-twelve-year-old learners participated in the project at a private language centre in Vietnam with the other two teachers. The main instruments to collect data are peer observation, self-observation, interview, flow survey, and class documents. From the collected findings, learners found the innovative approach interesting, achievable, and approachable. The observing teachers also evaluated this approach potential for teaching practice. This approach also allowed learners to develop their creativity and digital skills. Although digital storytelling positively influences learners' linguistic skills and knowledge, teachers should consider some limitations related to time management, facility deficiency, centre regulation, and learners' remote connection. This paper offers a comprehensive view for teachers looking for a detailed picture of applying digital storytelling in a classroom teaching context.

Thu Thi Le Tran is a teacher at an English centre for five years in Binh Duong province in Vietnam. Most of her students are young learners. She has a Master of Education degree specialising in TESOL from Edith Cowan University, Australia. Her research interests are teaching methodology, phonology, sociolinguistics, and language variation.

Dr. Lan To Luong

University of Languages and International Studies, Vietnam National University, Hanoi (ULIS - VNUH), Vietnam

English through Coaching with Online Materials - A Promising Approach for Vietnamese Adult Learners
Video Link: https://youtu.be/sZO1_4HoirM | *Dr. Lan To Luong*

After years of learning English the traditional way, many adult Vietnamese learners do not seem to make as much progress in acquiring language skills as they wish to. Various approaches have been employed to tackle this problem, but not much attention has been paid to fulfilling learners' psychological need for competence. According to self-determination theory, when this basic need is met, learners' motivation will be enhanced, resulting in better outcomes. A new 'English through Coaching' online course is designed specifically to help low-level adult learners build up their sense of being competent and improve various aspects of their learning. Course materials are online videos and resources that can be publicly accessed. There are distinct phases which learners are guided through: (1) coaching on learning; (2) exploration of important features of English in comparison with Vietnamese; (3) intensive practice to improve learners' ability to hear and recognize sounds in English; (4) intensive practice to improve learners' pronunciation skills at the sentence, the phrase, and the word levels; (5) practice listening and speaking skills using conversations, paragraphs or short talks. This course has been implemented with over 70 adults learners and results have been very positive. Some gains from the course as reported by learners include no more fear of English, ability to recognize/hear more words than before, better control of breathe and thus longer durations of speaking in English , and ability to make themselves understood more when speaking with foreigners.

Dr. Lan To Luong taught both general English and English for specific purposes at University of Languages and International Studies (ULIS) for nine years before she undertook her doctoral research in educational psychology at Griffith University, Australia. Since 2018 she has been incorporating her knowledge and skills in psychology in her English teaching, especially with adult learners. This has brought about significant results for the learners. She has also contributed in developing and delivering the new course on academic skills at her institution. Her interests are applied psychology in language learning and personal development.

Nga Hong Ha   Thuy Thi Thanh Pham

Hanoi National University of Education, Vietnam

Students' Self-directed English Learning during 1st Year at University
Video Link: https://youtu.be/fhcQtoUb_Us | *Thuy Pham – Nga Ha*

The year 2020 witnessed a different circumstance related to 1st-year students because of COVID 19 pandemic. From taking the special entrance exam to becoming freshmen at university, the experience is memorized deeply in each student's mind. This research paper investigates the comprehensive techniques these students applied to self-direct their English learning including picking up vocabulary for the subject English 1 at their tertiary institution while COVID 19 pandemic still continues to exist worldwide. Success in mastering a foreign language is partly because of developing effective techniques of self-directed vocabulary accumulation. Key research methods are semester-2 class observation (school year 2020-2021) and direct interviews for students at the beginning and the end of semester (or qualitative methodology). After that, major findings are going to be discussed thoroughly for final conclusion and pedagogical implications in language teaching and learning.

Nga Hong Ha, M.A is currently a Vice-Dean (since 2013) of Faculty of English, Hanoi National University of Education and is responsible for: directly selecting and training young teachers of English, planning, designing and implementing the syllabuses for bachelor courses in Teacher Education and English Linguistics, directly involved in Classroom Observation and Teacher Evaluation, coordinating and Organizing Teacher Training workshops, and teaching English Language Methodology to Teachers of Primary, Junior High School and High Schools in Hanoi and other provinces such as Ha Nam, Yen Bai, Cao Bang, Lang Son, Lao Cai, Son La etc. Her major interests include linguistics, four major language skills of English, E.S.P., and English methodology.

Thuy Thanh Thi Pham, M.A, Ph.D Student, started her career of teaching English in 2004 at Hanoi National University of Education. She earned her M.A degree in University of Languages and International Studies - Hanoi National University in 2008. At present, she is taking 3-year Ph.D course on Linguistics in Hanoi. She majors in 4 skills of English, vocabulary, linguistics and methods of teaching and learning English. She has attended a number of conferences in Vietnam and overseas. Her slogan is "You cannot live the 2nd time, so live and work with love at your fullest effort!"

Quyen Ha To Le

Saigon University

Vietnam

Dr. Tin Tan Dang

Ho Chi Minh City University of Technology and Education, Vietnam

LEARNING MANAGEMENT SYSTEMS

The Effectiveness of Moodle as a Virtual Learning Place in Web-Enhanced University Courses

Video Link: https://youtu.be/3sPxiTL3Wbc | *Quyen Le – Dr. Tin Dang*

The pandemic of COVID-19 has brought a lot changes to teaching and learning process in Vietnam. Many universities in Ho Chi Minh City, Vietnam have invested to set up the infrastructure for online education. To guarantee students to be able to track their learning along with synchronous online classes, Learning Management System platforms are quickly brought into use. This research collects the reflections of 210 students and 20 lecturers of Foreign Languages Department of a public university about the effectiveness of using Moodle as a support for course content delivery as well as self-directed learning space, both during the online period and when they have returned to offline classes. Follow-up group interviews with 10 students and 5 lecturers were conducted after that. The results point out that even though both the teachers and the students appreciated the use of LMSs as a systematic place to post and access class' resources and activities, there were still mismatches between lecturers' expectations and students' real activities on those platforms. As a result, the platforms' benefits as a potential tool to increase the interaction between students – students –lecturers as well as a virtual learning place for students to promote their learner autonomy outside the classroom are still under-exploited. The implications about the need for training both lecturers and students on using Moodle and autonomous learning strategies for students are then discussed to make the use of Moodle more beneficial.

Quyen Ha To Le is currently a PhD student at HCMC Open University. She has been teaching EFL for more than eighteen years. Her main interest goes with how to support students to become more autonomous on their language learning journey.

Dr Tin Tan Dang is an EFL and TESOL lecturer at both undergraduate and postgraduate levels in Vietnam. He has published in *TESOL in Context, The Journal of Asia TEFL, The Asian EFL Journal*, and a few others. He has chaired Language Teaching and Learning Today Conference in 2017, 2018, and 2019.

Phuong Thanh Tran - Quynh Phuong Nhat Ngo

Van Lang University, Vietnam

Implementing Moodle to Develop English-majored Freshmen's Listening Skill at Van Lang University
Video Link: https://youtu.be/Mf_ZEu65TI | *Phuong Tran – Quynh Ngo*

With the development of digital transformation and the emergence of the Covid-19 pandemic, language learning worldwide is moving towards the E-learning including the popular use of Moodle, a web-based learning platform at universities. Previous studies in the effects of implementing Moodle on university students' listening skills have only been carried out in a small number of areas in Vietnam. This indicates a need to adhere the various English majors' perceptions of acquiring English listening skills through Moodle. Therefore, the aim of this study is to explore the effectiveness of employing Moodle to develop English-majored freshmen's listening skills from their perceptions at Van Lang University. For this study, the quantitative approach was used to investigate the students' perceptions of applying Moodle to the development of their listening skills. To collect data for the study, 80 first-year English majors participated in the online questionnaire. The findings reflected that the majority of the students believed that using Moodle platform was effective in enhancing their English listening competences. Another integral finding was that most of the research participants positively evaluated the use of Moodle for soaring their autonomy in the learning process. Nevertheless, some of the responders indicated that the inadequate technical support from school caused them several difficulties in acquiring listening skills. Some of the issues emerging from the findings have crucial implications for implementing Moodle platform more effectively in language teaching and learning in the future.

Phuong Thanh Tran is an English lecturer at Van Lang University. She holds a M.A in TESOL from Edith Cowan University. She has taught English for 5 years. Her areas of interests are blended learning in Listening and Reading.

Quynh Phuong Nhat Ngo is an English lecturer at Van Lang University. She holds a M.A in TESOL and Linguistics from Benedictine University. She has taught English for 7 years. Her areas of interests are blended learning in Listening and Reading.

Lien Xuan Thi Cao

University of Foreign Languages, Hue University, Vietnam

The Use of LMS in Online Learning: Vietnamese EFL Teachers and Students' Perspectives
Video Link: https://youtu.be/Lz4VeWDkbaw | *Lien Xuan Thi Cao*

Recent years has witnessed the increasing popularity of online learning, especially in the Covid-19 pandemic. One of the technological tools which facilitate the Internet-based teaching and learning process is learning management system, or LMS for short. This study examines how an LMS built on Moodle was used by the EFL teachers and students at a university in the central of Vietnam to assist emergent online learning in response to the social distance nationwide. Besides, the study also tries to figure out the benefits which teachers and students received and the challenges which they faced when using the LMS in their teaching and learning. Data were collected from 14 EFL teachers and 130 students through a survey including both close-ending and open-ending questions. The findings show that although there were slight similarities in teachers and students' log-in habit to the LMS, they were different in terms of frequently-used activities on the LMS. It is also found out that both teachers and students highly agreed on some advantages that the LMS offers such as clear content organization and management, convenient test and feedback delivery, and its flexibility. Regarding the challenges of using LMS, the unstable Internet access, time consumption and lack of technical support were the top concerns which teachers and students commonly indicated.

Ms. Lien Thi Xuan Cao is currently working as a lecturer at the Faculty of English, University of Foreign Languages, Hue University. She obtained a BA degree in English Language Teaching from University of Foreign Languages, Hue University in 2012 and an MA degree in TESOL from the University of Hull, the United Kingdom in 2016. Her research interests include computer-assisted language learning, technology in language teaching, online learning, blended learning and so on.

Van Bich Minh Nguyen

University of Social Sciences and Humanities Ho Chi Minh City, Vietnam

The Interference of First Language Literacy in Second Language Literacy: A Case Study of an International Student in Australia
Video Link: https://youtu.be/vt2RzmxED2Q | *Van Bich Minh Nguyen*

In Kaplan's contrastive rhetoric research (1966), the negative transfer or interference of first language writing to second language writing is focused. It sets out the hypothesis that each language has a distinctive rhetorical convention, and that they leave a negative interference in second language writing. By following this approach, this paper aims to contribute to the research of contrastive rhetoric by exploring the question 'Could Vietnamese rhetoric obstruct the development of English writing literacy for students at tertiary level?' by conducting semi-structured interview with the participant. The major findings of this research show the challenges Vietnamese students face in academic writing due to not only the interference of L1 to L2 in the process of second language acquisition, but also the current writing instruction. Some pedagogical implications for both teachers and students to improve their writing teaching and learning are proposed.

Van Bich Minh Nguyen is a lecturer at University of Social Sciences and Humanities - Vietnam National University Ho Chi Minh city. Her research mainly focuses on bilingualism, contrastive rhetoric, and English for Specific Purposes (ESP). She is a passionate teacher of English who wants to learn and shares ideas with other educators.

Phuong Thi Pham

Thuongmai University, Vietnam

Semantic Features of Household Items in English and Vietnamese Dictionaries and a Flipgrid Activity
Video Link: https://youtu.be/1z-ckP2QOno | *Phuong Thi Pham*

Accompanied with syntax awareness, lexicon knowledge plays a paramount role in the acquisition of a language. For elementary and pre-intermediate level, household item vocabulary is among the basic that learners need to acquire to communicate effectively. A number of students, however, usually just know the name of a limited quantity of items in their homes and hardly know how to use them efficiently in their speech. This is often due to their lack of knowledge of the semantic features of such items. This study, therefore, aims at activating students' knowledge of the semantic features of household items by informing them of these features and creating an activity for them to incorporate such features in their speech via an online website. This study was based on a contrastive analysis and self-directed learning. First, a contrastive analysis of semantic features of common household items was conducted (with materials taken from English and Vietnamese dictionaries). Second, findings from the contrastive analysis were used to provide a comprehensive knowledge on household items for the students and the students were then asked to post their videos on Flipgrid - an online video discussion platform to empower students. In their videos, they introduced their houses and how to use the items in their houses to a foreign friend who was going to stay with them during his/her holiday. Focus group interviews with the students proved the positive impact of their knowledge of semantic features of household items on their speaking skill.

Ms. Pham Thi Phuong is currently a lecturer of Thuongmai University. She obtained an M.A in Theory and Methodology in teaching English at University of Languages and International Studies - Vietnam National University in 2011, and a B.A in Business Administration at Thuongmai University in 2015. She has more than 10 years of experience in teaching English to non-native speakers at various levels of education. Her research interests are teaching techniques and methods for four skills, autonomy, technology in teaching English, and lexicography.

Dr. Yolanda Joy Calvo Benzies

University of the Balearic Islands, Spain

Adapting Face-to-Face Business Meeting Simulations to Virtual Format: A Case Study with ESP Tourism Undergraduates
Video Link: https://youtu.be/QyUl7F_JzQc | *Dr. Yolanda Joy Calvo Benzies*

Tourism graduates are highly-likely to attend staff meetings held in English when they enter the professional world. Consequently, one of the tasks we have been using to assess our ESP students´ spoken skills has been the recording of group videos simulating business-meetings to decide the design and theme of a stand to take to several trade fairs. In previous years, the groups of students would meet face-to-face to record the videos; in contrast, this year they were required to use videoconferencing systems instead due to the pandemic and the social restrictions in Spain.

The aims of this study are hence two-fold: a) to describe and show examples of the creative ideas these students had to disguise some meeting-scenes and make them look like face-to-face ones; and, b) to analyse their opinions regarding this group-project. In order to fulfil the second aim, a questionnaire with Likert scale and multiple-choice items was administered to the students taking the subject English 3 this academic year. It was divided into several sections: a) general opinions (usefulness, team-work…); b) improvement of language skills; and, c) COVID-related questions (design and recording process, time-consumption…).

Broadly speaking, the students had positive feelings towards the project: they rated it as useful and entertaining, enjoyed working in groups, believe it enhanced their spoken skills, vocabulary and grammar… Moreover, the results obtained indicate that the change from face-to-face to virtual meetings both helped them save time recording the videos and allowed them to acquire some digital skills like using group videoconferencing-systems and video-editing.

Dr Yolanda Joy Calvo Benzies is a Tenure-Track Lecturer at the University of the Balearic Islands (Spain) where she has been teaching English for Tourism for the last five years. She defended her PhD at the University of Santiago de Compostela in 2016 on the role of pronunciation in EFL classes and teaching materials. Her research interests include the teaching of spoken skills, the teaching and learning of English pronunciation by Spanish students, the use of ICTs in the language classroom and the teaching of ESP.

Linh Thi Thao Le

University of Economics HCMC, Vietnam

The Attitudes of First-Year Students at University of Economics and Finance towards the Use of Peer Review Using Facebook to Enhance Their Writing Performance

Video Link: https://youtu.be/u2gZVQr_jBQ?t=186 | *Linh Thi Thao Le*

One constraint in teaching writing faced by several teachers is the provision of timely and effective feedback to students. In this scenario, peer review has been found to be beneficial in various ways such as lessening teacher's burden of massive workload, developing learners' autonomy, creating a friendly and social learning atmosphere as well as having students develop multiple writing skills at the same time. Besides, the application of Facebook as a platform for peer feedback to take place is also regarded to add further advantages, mostly in terms of its convenience and effectiveness. Trained peer feedback via Facebook use could greatly support teachers in providing students chance to practice giving and receiving comments for their pieces of writing at various stages. The process is expected to improve the quality of their written performance. This paper aims at scrutinizing participants' attitudes towards online peer feedback activity. Furthermore, the project took one step further by examining aspect of the extent to which they incorporate those received feedback into revising their drafts with a view to shedding light on the bridge between students' perceptions and their practice. Data collection includes informal observations and focus group interviews. Overall, the detailed analysis of data supports the application of online peer feedback in motivating learners and gradually enhancing their writing quality altogether.

Linh Thi Thao Le is a lecturer at the School of Foreign Languages, University of Economics - Ho Chi Minh City.

Trung Thi Nguyen

Quang Nam University, Vietnam

English Majored Students' Difficulties in IELTS Academic Writing Task 1 Accomplishment

Video Link: https://youtu.be/2bhF9ZOtAv4 | *Trung Thi Nguyen*

Among the four language skills of English assessed by the International English Language Testing System (IELTS), academic writing is viewed the most challenging by many test-takers in their efforts to gain high scores. English majored students at Quang Nam university are known to have such hindrances in completing academic writing, especially IELTS Task 1 as identifying key features of the graph, providing adequate data given in the task to support statements, making the comparison between the figures which relevant, using paragraphing sufficiently and properly, logically arranging information and ideas, using a wide range of cohesive devices appropriately, or having enough lexis for describing data. The study is aimed at investigating the students' perception of academic writing Task 1 and identifying their challenges in Task 1 accomplishment. 43 fourth- year English majored students participated in this study. Data were collected through questionnaires and then quantitatively and qualitatively analyzed. Based on the difficulties the students face, this paper presents some practical strategies of which English majored students at Quang Nam University in particular and IELTS candidates in general can make good use to highly accomplish the IELTS academic writing Task 1.

Trung Thi Nguyen- Dean of Faculty of Foreign Languages, Quang Nam University. She received her BA degree in English from Hue University in 2001, MA in English Linguistics from Danang University in 2008. She attended a course in English Language and Teaching Methods for International English Teachers at Carleton University, Canada in 2006. She is a Ph.D student in English linguistics at Danang University. Her research interests involve Teaching Methodology, Curriculum Design, Discourse Analysis and Functional Grammar.

Tri Minh Nguyen   **Truc Thanh Do**

The V Language, Vietnam

An Application of Content-based Instruction to Enhance IELTS Learners' Academic Writing Performance
Video Link: https://youtu.be/auXgR7_FR_8 | *Truc Do – Tri Nguyen*

The recent decades have witnessed the transformation from teacher-centered teaching approaches to learner-centered modes of teaching in the field of English language teaching. Meanwhile, the growth in popularity of the IELTS test has shown its significance in the current social demand as a requirement for academic and career purposes. However, IELTS writing is deemed to the most difficult skill to achieve with a large volume of linguistic components (Brown, 2000). As a low vision of CLT, Content-based Instruction (CBI) is supposed to benefit the mastery of syntactic and semantic competence for IELTS learners (Rico, 2014). The study aimed to investigate the effectiveness of CBI in enhancing learners' academic performance in IELTS writing thanks to the integration of content and language. The study applied a quasi-experiment inclusive of both qualitative and quantitative approaches for 50 learners at The V Language during a period of 12 weeks. The data were collected via a questionnaire and a semi-structured interview. The findings revealed that CBI model was beneficial to empower learners' academic writing competence in terms of inherent synergy, critical thinking skills, motivation, and autonomy with minor limitations of time management and extensive reading.

Truc Thanh Do is currently an IELTS instructor at The V Language English center. She is interested in the teaching methodology field.

Tri Minh Nguyen is a Master Candidate in TESOL at Edith Cowan University. He is also an Academic Director at The V Language. His research interests cover discourse analysis, intercultural communication, and translation and interpretation.

Tri Minh Nguyen   Dr. Trang Xuan Phuong Dao

The V Language,
Vietnam

Ho Chi Minh University
of Education, Vietnam

Translators' Intercultural Communicative Competence in Translation Quality Assessment: A Perspective from Functionalism
Video Link: https://youtu.be/LTSVQT8fFtw | *Tri Nguyen – Dr. Trang Dao*

In contrast to the previous assumption of the mastery in the source language and the target language in terms of linguistic competence, the current context of internationalization of various fields has increasingly been demanding for higher degree of ability to synthesize and modify the translation process with cultural appropriateness (Munday, 2016). Translation quality assessment plays a crucial role as a post-translation process to evaluate the acceptability of translated versions in the target language (House, 2015). The perspective of functionalism in House's (2015) revisited model focuses not only on what it means in language but also what a language can do in reality. The idea of functionalism contributes to ensure the quality of translation in the reality of translaboration in translation procedure with the responsibility of self-assessment and peer assessment in the target culture (Bittner, 2020; House, 2016; Maitland, 2019). Therefore, this chapter aims to investigate the significance of translators' intercultural communicative competence in the process of translation and in translation quality assessment from the perspective of functionalism. This paper will provide more insights for the target audience to re-think of the new characteristics for a competent translator in the context of globalization to successfully convey the meaning from the source text to the target language text with cultural awareness and acceptability. This paper also proposes some strategies for the translators to enhance their intercultural communicative competence in translation quality assessment to maximize the translation professionalism across cultures.

Tri Minh Nguyen is a Master Candidate in TESOL at Edith Cowan University. He is also an Academic Director at The V Language. His research interests cover discourse analysis, intercultural communication, and translation and interpretation.

Dr. Trang Xuan Phuong Dao is currently a lecturer at English Department, Ho Chi Minh University of Education. She is also a General Director of ESTAR Center. Her research interests cover teaching methodology, assessment and CALL.

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