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Comparative Analysis of Syntactic Construction of Nominalization Used in Applied Linguistics Research Articles by Native English Writers and Vietnamese Counterparts

Dr. Duong My Tham & Mr. Nguyen Ngoc Anh Thi | Video Link:
<https://youtu.be/oACxchvIZo4>

Nominalization is widely acknowledged as one of the most distinctive linguistic features of academic writing. Consequently, different aspects of nominalization have been addressed in research; however, there have been few studies exploring the use of state nominalization in Applied Linguistics research articles (RAs). The present study aimed to examine the similarities and differences in syntactic construction of nominalization in Applied Linguistics RAs written by Vietnamese and native English writers. This paper was a corpus-based comparative analysis of English state nominalization. The corpus consisted of 30 Applied Linguistics research articles written by Vietnamese researchers (VNRAs) and 30 research articles written by native English counterparts (NERAs), with a total of 322,763 running words and 10,830 tokens of state nominalization. The findings showed the significant differences in syntactic construction between two groups of writers. In particular, the native English writers have tended to employ modified nominalization in the head position of nouns, in subjective positions and in preverbal positions of passive constructions, which strongly establishes grammatical metaphor in academic writing. In contrast, Vietnamese writers have had a tendency to use nominalization in complement position of a noun phrase, in that-clause post-verbal position and in predicative positions, which express the lexical meanings of the words, not to establish grammatical metaphor.

Dr. Duong My Tham is working at Nong Lam University-Ho Chi Minh City, Vietnam. Her academic areas of interest predominantly lie in learner autonomy, TESOL methodology, language skills, CLIL, qualitative research, discourse analysis, and task-based learning.

Mr. Nguyen Ngoc Anh Thi is working at Quang Trung Secondary School, Dalat City, Vietnam. He earned his MA degree in English Language at Ho Chi Minh City University of Technology (HUTECH). His areas of research interest lie primarily in the field of discourse analysis, language skills, and English language teaching.

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Using Quizlet to Enhance Vocabulary Acquisition of Non-English Major Freshmen at Van Lang University

Ho Dinh Van | Pham Thi Song Thuyet | Huynh Ngoc Thanh | Video Link:
<https://youtu.be/7aD7Ctpn4Kk>

Among numerous applications which have been developed to help students improve their vocabulary, Quizlet is a useful tool which students can use on their laptops or download freely on their phones. This paper aims to find out whether Quizlet can enhance the vocabulary acquisition of non-English major freshmen at Van Lang university and what their attitudes towards this tool are. The study involved 60 students which were selected as a Two-group Quasi-Experimental Design: experimental and control groups. A regular teaching approach was applied to both groups for the first 5 weeks, then Quizlet was presented to experimental students while no change of teaching method was given to those in the control group for the next 5 weeks. A pretest and post-test were carried out to compare the students' performance in two groups before and after using Quizlet. At the end of the course, a survey was conducted to experimental students to learn their views of Quizlet. Some pedagogical recommendations for teaching vocabulary with Quizlet were also provided.

Mr. Ho Dinh Van is a teacher of English at Foreign Languages Faculty, Van Lang university, Ho Chi Minh city. He got his MA degree in Applied Linguistics from Curtin University 2014. He specializes in teaching General English to non-English major students. He is interested in applying technology in foreign language teaching and learning.

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Teacher Beliefs and Practices Regarding Learner Autonomy and Critical Thinking Skills in Vietnamese Classrooms

Mr. Patrick Flynn & Ms. Nguyen Le My Linh | Video Link:

<https://youtu.be/om8Xiz7yW8M>

In a survey of Vietnamese university students, Tran (2013) noted that while the students often adopt a passive approach to learning, they would prefer to adopt a more autonomous style. According to Tran, the cause of this passiveness is rooted in Vietnam's educational system. Tran's paper raises the question as to the extent to which such passivity is encouraged in the context of primary and secondary classrooms in Vietnam. The researchers address this question through a comparative analysis of foreign and Vietnamese teachers in Vietnam, who answered a questionnaire to assess their personal beliefs about helping students develop learner autonomy and critical thinking skills, the extent to which these beliefs inform their classroom practice, and the degree to which their institutions encourage such development. The questionnaire also included comment boxes, and individual teachers were interviewed in order to gain deeper insight about their beliefs and practices.

Patrick Flynn holds a Master of Arts in Applied Linguistics from University of Massachusetts Boston, and a Juris Doctor from St. John's University School of Law. He works as a Teacher of English for the British Council Vietnam.

Nguyen Le My Linh is currently enrolled at University of Languages and International Studies, VNU. She's interested in the concept of educationalization and has been devoting a majority of her time to social work. Some programs she's successfully organized are "Gieo" - a workshop about EQ (2019), "Uom mam lanh dao tre" - a critical thinking summer camp at Hung Vuong High school for gifted students, Phu Tho (2018) and "Project 60Days" - a tutoring program at Ly Son High school, Quang Ngai (2017& 2018).

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Using E-Portfolio to Assess Teenage Learners' Autonomy in Writing Classes

Mr. Nguyen Trong Nhan & Mr. Nguyen Minh Tri | Video Link:

<https://youtu.be/fBXMv8UgZDs>

The popularity of information and communication technology (ICT) in the current digital era has witnessed the transformation from teacher-centered approach to student-centered one in pedagogical context. Learners are supposed to be the dominant factor that determines the success of the process of knowledge delivery in language teaching. In particular, learner autonomy is considered to contribute to the effectiveness of knowledge acquisition thanks to their involvement in self-study, self-preparation and exploration, especially in writing, the most complicated language skill. Writing required learners to be in possession of a huge volume of background knowledge, language competency, and critical analysis to produce a concise and concrete version of academic writing. In addition, the modern teaching methods are utilizing electronic portfolio (E-Portfolio) as the proof of learners' progression, self-assessment and accomplishment. This paper aims to apply E-portfolio to grade the level of autonomy in language acquisition among teenage learners at a VUS Center in Vietnam. The data was collected through E-portfolio, classroom observation and researcher's critical analysis in the presence of qualitative approach. The findings revealed E-portfolio showed its effectiveness in encouraging learners' motivation in language learning. Learners' competency, assignment completion and classroom participations were shown on the E-portfolio that was available for students to keep track.

Mr. Nguyen Trong Nhan is currently an English lecturer at VUS English Center. He is also a MA candidate at Ho Chi Minh University of Technology (HUTECH). His research interests cover academic writing, teaching young learners, and language assessment

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Constructive Alignment in Teaching English at Tertiary Level: An Insight into an AUN-Designed Course

Mr. Nguyen Thanh Minh / Video Link: <https://youtu.be/u5QK0m6tnAE>

In recent years, the issue of improving teaching and learning quality in higher education has been a concern of stakeholders. An example of this phenomenon is the trend of registering for different kinds of quality accreditation such as National Standard Accreditation, and Asian University Network Quality Assurance. Following up this trend, constructive alignment has arisen as an effective tool as well as a “must” in the process of quality assurance. This study examines a course designed under the format of Asian University Network Quality Assurance: a speaking class for English majors at Van Lang University. To address this issue, a small-scale qualitative case study was conducted over 10 weeks in order to answer the question of whether constructive alignment exists in the real classroom situation. A class of 30 students and their lecturer were involved in the study. After analyzing the data from both classroom observations and interviews, the researchers found that constructive alignment is not fully implemented in the speaking class for English majors at Van Lang University. Specifically, there are some misalignments between intended learning outcomes, teaching and learning activities and assessment tasks, which negatively affects the implementation.

Mr. Nguyen Thanh Minh is a lecturer at Van Lang University, Ho Chi Minh, Vietnam. He has attended some conferences in the field of language learning and teaching. His recent paper was “Applying Blended Learning into Teaching English at Van Lang University” which was published in 2019. He has been participated in teaching both English and Non-English majors. His interests are Curriculum Development and Language Assessment.

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Workplace English Needs for Globalization – Industry Voices to the Development of Authentic Vocational English Curricula

Dr. Ho Thi Quynh Nhu / Video Link: <https://youtu.be/F0R3K6jHxvE>

This study aimed to examine industry needs concerning English language competence in the context of widespread globalization. This paper analyzes how English language was actually used at work and what the employers expected from their employees' English competence. The empirical data were collected from document analysis, questionnaire survey and interviews with key stakeholders including 126 employees and employers from 11 corporates in Vietnam. The findings from the triangulation of multiple sources of information and various investigated locations helped to raise the awareness of the college administrators, EFL curriculum practitioners and language educators about developing authentic English curricula in orientation to the industry needs. Several limitations such as theory-based contents, lack of real-life English skills, unsuitable teaching methods and loose connection with the industry needs have been found in the English programs at vocational institutions, especially those in Central Vietnam. Consequently, the graduates' English competence was likely to be far from the industries' expectation. The results of this research sorted out the factors raised by the industries to consider in the colleges' development of vocational English curricula to prepare for skillful and qualified labor force responsive to the impacts of glocalization and internalization.

Developing an Industry-oriented EOP curriculum in alignment to the Vietnam's Framework of Reference for Languages

Dr. Ho Thi Quynh Nhu / Video Link: <https://youtu.be/5DTco4d1llw>

This presentation describes the development of an English for occupational purposes (EOP) curriculum with reference to the six-level Vietnam's Framework of Reference for Languages. In particular, this paper briefly reports the findings of English language needs analysis as the main issue in the design of an English for Specific Purposes (ESP) course which aims to equip vocational students with global English competence for the purpose of integration. With this objective, the data was collected from document analysis, placement testing, questionnaire survey and interviews with both insiders and outsiders including 114 vocational students, 7 ESP teachers and 5 content teachers from Hue Industrial College (HUEIC), 126 employees and employers from 11 corporates in Vietnam. The findings revealed the current needs of workplace English as required by the graduates majoring in business administration (BA). Then, the framework for the whole curriculum of English for BA was presented. This study was done as a response to the fast economic integration and to the national project 'Teaching and learning foreign languages in the national educational system for 2017-2025 period'. It was also an attempt to bring more insights into the EOP/ESP curriculum development and the implementation of the six-level Vietnam's Framework at tertiary level.

Dr. Ho Thi Quynh Nhu is now working as a lecturer of ESP courses and English language skills at Hue Industrial College. She is interested in English teaching methodology and language curriculum development. She has published several articles within her research areas. She can be reached at: Dept. Economics -Foreign Languages – Tourism, Hue Industrial College, 70 Nguyen Hue Street, Hue City, Vietnam.

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Teachers' Perceptions of the Policy of Teaching English to Young Learners
Mr. Tran Quang Hai / Video Link: <https://youtu.be/D6ZTwbK5TMM>

Like other countries in Association of Southeast Asian Nations, in Vietnam, English teaching at primary level has been boosted through implementing educational reforms. In the case of Vietnam, the latest reform is the National Foreign Languages Project 2008–2020. As part of this language reform, language policy has been officially released, which has aroused considerable public concern. This paper analyses and evaluates that policy as well as the primary English language teaching situation in Vietnam and makes some recommendations for improvements in teaching English to young learners. This paper analyses and evaluates the current national language policy adopted at the Vietnamese primary education level and its implementation in classroom practice. The study was conducted to explore how well the language policy is enacted in state schools in Vietnam. The findings reveal that the policy has brought considerable benefits to Vietnamese educational stakeholders. Vietnam has witnessed many responses to this national language policy, such as restructuring the English programs, writing a new series of textbooks, and training and retraining English primary school teachers. However, the policy also shows a lack of alignment with its implementation due to poor planning.

Mr. Tran Quang Hai is a lecturer at Hoa Sen University, Ho Chi Minh City, Vietnam. He has attended some conferences in the field of language learning and teaching. His recent paper was “Students’ perceptions on e-learning and the challenges in university online education” published in the proceeding of ICOE2019 (hold by HCMC Open University). He has participated in teaching both English and Non-English majors. His interests are Curriculum Development and Language Assessment.

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*lethanhhuyen0609@gmail.com***Organizing English Clubs in Remote Mountainous Areas: MEC - A Model to Share***Ms. Le Thanh Huyen / Video Link: <https://youtu.be/k5Kz-pLPolq>*

English clubs as an extracurricular activity can be considered a channel to help improve the English language proficiency of students of different levels. Taking place in a relaxing environment, the club encourages students to use English as naturally as possible while bringing about the excitement and enjoyment. However, the organization of such clubs in a remote mountainous area often face various difficulties from planning, promoting to operating due to the lack of financial support and limited human resource. The poster shares the experience of MEC or Mini English Corner - MEC, an English club in a mountainous area in the North-west of Vietnam. Established in October, 2019, the club has both adequately addressed these problems in organizing English activities in a disadvantaged province and successfully supported 13 secondary students to improve their English. It features the participants of nine high school students as key members who directly involve in the club organization and also receive huge benefits from the club. Detailed plans, methods and activities are presented to help guide and instruct similar club activities in the future in a less advantaged area.

Key words: English club, Mini English Corner - MEC, remote mountainous area" Key words: primary school, National Foreign Languages Project, perceptions, challenges, policy.

Ms. Le Thanh Huyen is currently a lecturer of English, Dien Bien Teachers' Training College, Dien Bien Phu city, Dien Bien Province for ten years. Her main interests include teaching English for young learners, teaching English in remote mountainous area and English homeschooling.

Mr. Le Van Manh

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levanmanh2904@gmail.com**Tips to Learn English Grammar, Pronunciation and Vocabulary at High School***Mr. Le Van Manh / Video Link: <https://youtu.be/IWeQnTEJ0Hg>*

Nowadays, teaching and learning with “tips” is considered as an effective method which helps students absorb knowledge more easily. Thanks to this method, the knowledge becomes lively and flexible. Compared to other subjects; however, “tips” are not widely used to teach and learn English. The authors believe that this teaching and learning method will support students in releasing the stress and pressure when learning and revising English knowledge, especially for students who are about to take the National High-school Graduation Examination. The research is based on the authentic tests of the National High-school Graduation Examination from 2015 to 2019, then the authors analyze and synthesize the grammar points, pronunciation rules, and vocabulary points which can be of great help in creating “tips”.

Key words: tips, grammar, pronunciation, vocabulary, the National High-school Graduation Examination

Le Van Manh works at Saigon University. His research Interests are Teaching Methodology, Applied Linguistics, and Translation.

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Exploring Extensive Reading and L2 Writing in a Vietnamese Elementary Setting
Mr. Chau Nguyen / Video Link: <https://youtu.be/sq2CDLbB3eg>

Extensive reading with adults and young learners in L1 and L2 contexts regarding extensive reading has received considerable attention the literature. However, research into the effect extensive reading has on L2 writing has received markedly less, and this relationship with Vietnamese younger learners has been much understudied. To address this, this poster session will present a graduate study (MA thesis) that is underway at Ton Duc Thang University (TDTU). This study explores the effect of extensive reading on elementary students' writing in a Vietnamese elementary school setting. The thesis's background, purpose, significance, organization, methods, and possible results will be presented. As research with extensive reading and the reading-writing relationship is needed with younger learners in this region, this paper is given in the hopes of promoting future research in this area. The paper also discusses the paper's relevancy to the field of second language writing with younger learners and provides suggestions for future study.

Nguyen Minh Chau has been working as an EFL teacher for the last 3 years. His teaching area includes a teaching English for primary level, and teaching communicative English for adults. His interest area of research is extensive reading and its relation to writing, as well as other skills.

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Using Authentic Interview Simulations to Improve Students' Social Skills in ESL Classrooms

Mr. Do Trong Hoang / Video Link: <https://youtu.be/WmBUGbbYiw0>

Social skills have been considered among the most significant skills of 21st century. However, it is challenging to improve those skills in academic contexts of many universities. With its emergence, project-based learning is considered as one of the methods to help students gain social skills. This paper was an action research to identify how “Interview Simulation” project fostered students’ social skills. Fifty students, who were supposed to be at upper-intermediate level, participated in the project. In groups of five, students were required to act as recruiters and prepare a poster of job description, and a list of questions for an interview session. Other class members were as job applicants to prepare their curriculum vitae for the jobs. On the due date, the recruiters made a 10-minute presentation about the company, career positions, and then conducted an interview session for each candidate. Observation and semi-structured interviews were utilized to collect the data. The results show that the use of the project enhances students’ cooperation, interview, problem-solving and decision-making skills through each stage. Several pedagogical implications such as choice of career positions, criteria for choosing candidates and timeline for the project were included at the end of this study for future work.

Enhancing Students’ Technical Vocabulary by Using the News Media in an ESP classroom

Mr. Do Trong Hoang / Video Link: <https://youtu.be/qFp0X8Q3LHI>

English for Specific Purposes (ESP) has been considered as a mandatory course for English-major students in tertiary education. The knowledge learnt from this course improves learners’ ability to apply their English in professional environment in the future. This action research was conducted to investigate the effectiveness of news media on students’ technical terms in an ESP classroom. This task was designed for 40 third-year students, who were supposed to be at C1 level (CEFR) to develop students’ specific vocabulary as well as knowledge in Business and Economics. In order to do so, students worked in groups of three, searched for two articles related to the weekly topics, made and sent a glossary of new words from the articles to the whole class members. They also prepared a vocabulary game based on the glossary and summarized the main information for in-class presentation. In the delivery phase, students introduced the information from the

news media and organized vocabulary games for other members to recycle vocabulary. Data through questionnaire and semi-structured interviews revealed that 95 percent of students surveyed were engrossed in this activity, and students' language, especially technical terms, was reported to improve noticeably.

Hoang Do holds Master's Degree in TESOL (Victoria University), and is currently working as an EFL lecturer, materials writer, IELTS trainer at Faculty of English Language Teacher Education, ULIS, VNU. His research interest includes ELT methodology, ESP, and culture studies. He would like to study more on blended learning in ELT and learner autonomy.

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Interpreting Vietnamese Picturebooks with a Western Semiotic Framework

Mr. Ngoc Tai Huynh / Video Link: <https://youtu.be/Lk6ISuNvMq4>

In contemporary Western culture, picturebooks are mainstream means for young children first to attend and start learning to read. Additionally, the use of children's picturebooks has been reported as supporting both cultural and intercultural awareness in children. One of the well-known theories accounting for contemporary analysis of visual meaning, including picturebooks is the social semiotics. Yet the research on intercultural awareness to date has not examined the ways in which non-Western picturebooks can be interpreted by Western semiotic frameworks. The primary aim of this paper is to demonstrate how images in East Asian picturebooks can be interpreted by a Western semiotic framework. To do this, we analyzed several selected double-page openings in one Vietnamese picturebook with a framework developed by Painter, Martin, and Unsworth (2013). The usefulness and points of contestation when applying this framework for interpreting Vietnamese picturebooks are reported in this paper. More specifically, the general meanings of the selected images can be interpreted with the proposed Western framework. However, the cultural meanings of these images are not revealed by using this framework. Moreover, some analytical systems of the proposed framework can't fully account for specific meanings of selected images. An alternative framework for interpreting East Asian images in picturebooks is recommended in the conclusion section of this paper. Findings and suggestions from this paper also provide helpful references to non-Western teachers, particularly Vietnamese teachers of English, to apply picturebooks in their classrooms.

Mr. Ngoc Tai Huynh is a PhD candidate working on a project on Australian Curriculum and Vietnamese culture at the University of Tasmania, Australia. He was previously employed as a full-time lecturer at School of Foreign Languages, Tra Vinh University, Vietnam. He has presented at international conferences and published papers in journals such as Asian EFL Journal, Australian Journal of Teacher Education, and Journal of Early Childhood Teacher Education, and IGI Global.

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Promoting Students' Meaningful Study Through Service Learning Project
Ms. Tran Thi Thanh Mai / Video Link: <https://youtu.be/5uUTRexiGVA>

Out-of-school learning activities such as community service, mentoring, study clubs, etc. which facilitate learners to expand their perceptions and situate experiences (Pugh, 2004) in daily life are not a new pedagogical concept. Specifically, as Pugh (2009) once emphasized the role of service learning as an extremely goal-oriented leaning activity with remarkable opportunities for deep learning and active reflection as well as interests and curiosities arousing. The aim of this phenomenological study was to better understand the service learning project experience employed by the third-year English majors at Thu Dau Mot University, especially exploring their personal and professional outcomes. The study used in-depth interviews to gather data. The findings of the study indicated that students were highly motivated to reflect on their beliefs, attitudes and relationships with the people in need. More importantly, the data gathered greatly supported for the expansion of service learning project among tertiary education.

Ms. Tran Thi Thanh Mai, an EFL lecturer at Van Lang University, has been teaching for more than ten years. She has extensive experience of teaching both English-majored and non-English majored students. She holds a MA in TESOL with a focus on teaching EFL methodology. AS an EFL lecturer and a material writer, she has published extensively on various EFL issues both nationally and internationally. Her current professional interests include techniques and approaches in teaching, literature learning and play activities.

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Applying Theory -of- Change Approach to Build up Portfolio to Improve Self-study for English-major Students

Ms. Ngo Thi Cam Thuy / Video Link: <https://youtu.be/0vRz3fP2n0g>

These days, there has been an increasingly warning “down mood” trend among students, which can lead to their infrequent class attendance and low academic performance at school. This negative attitude is believed to be the result of a lack of motivation and goals for their own learning and job prospects. Moreover, the negative feelings can be from their disappointing academic scores which prevent them from picking themselves up and getting started again. In order to keep students on track of their learning, much attention from lecturers and tutors should be given to the spiritual and emotional well-being of those affected. In reality, regular encouragement with motivational and competitive activities have been organized alongside the academic term to bring their mood up. However, this may not be possible. The purpose of this study is to investigate the effectiveness of portfolios in improving students’ moods by applying the Theory of Change (ToC). The students are advised to build up their own profile by using ToC during their 10-week term. The result of the study indicates that students’ profile with regular assessments from teachers and students’ reflection on their continual progress can enable them to reflect their learning activities step by step in a more reliable and effective way. Moreover, the habit of working on a portfolio can be applied well in other aspects of life on students’ daily basis in order to help them keep track of their work as well as cope up with any possible pressure effectively.

Ms. Ngo Thi Cam Thuy, M.A. in TESOL, is a teacher of Van Lang University, Ho Chi Minh City. She has had more than 20 years teaching English- majoring students. Her scientific research in 2015 - “The efficiency of English Speaking Club for English-majoring students at Van Lang University” - has been applied successfully into the extra-curriculum activities for students in English Department. Moreover, proceedings of The Conference hosted by VanHien University “The Teaching and Learning of Foreign Languages as Job requirements in the modern age” - “Public speaking skill with English major students - difficulties and ways for improvement” - July 2018 – pp77 – 83 – ISBN 978-604-922-659-5 has also helped her improved the efficiency of teaching Public Speaking Skill. She also presented her Research at GloCALL 2019 and AALA 2019. Her main interests include Public Speaking, Methodology, Learner Autonomy and Language Assessment.

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The effect of Employment of Metacognitive Note-taking Skills in Speaking Practice on Critical Thinking

Ms. Phan Pham Kieu Mi | Video Link: <https://youtu.be/FdAWEBJkqW0>

Critical thinking skills are acknowledged as indispensable ones in the modern education. Critical learners can improve skills in communication, creativity and collaboration. Despite experiencing some reforms of curricula, innovative teaching methods and English course length at Binh Dinh College, students have still been mainly engaged in mastering lesson contents for their exams in a passive manner, not for taking control of their study in a long run. This study examined students' awareness of critical thinking skills and their perceptions on the integration of Metacognitive Note-taking Skills (MNT) into communication English periods. MNT included the combination of the fire-up questions of metacognitive strategies. Twenty-six students from Tourism Management Faculty took a pre-test and a post-test measuring their awareness of critical thinking before and after ten-week interventions of MNT. The findings reported remarkable changes in the awareness level of critical thinking. Also, the study indicated the participants' positive perceptions on the use MTN in speaking practice. The study might expectantly encourage instructors to care for fostering learners' motivation and self-regulation and other indispensable lifelong learning skills.

Ms. 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. My email is miphan86@gmail.com.

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Sources of Vietnamese Teachers' Sense of Efficacy in Teaching English
Ms. Pham Thi Thuy Linh / Video Link: <https://youtu.be/XmMYlx867xM>

The purpose of this study was to investigate the sources of English teachers' self-efficacy in a Vietnamese tertiary context. 70 participants were first screened quantitatively using the Teachers Sense of Efficacy Scale of Tschannen-Moran & Woolfolk Hoy. A sampling of 6 high and 7 low self-efficacy respondents were then selected for semi-structured interviews. The resultant data set was then coded against Bandura's four sources of self-efficacy with an additional other sources category for extraneous results. Results revealed a rich variety of sources that for the most part fell within Bandura's existing categories. A number of extraneous sources were identified concerning relational factors, feelings of inferiority with higher status students and environmental conditions. These extraneous sources are clearly linked to a number of impacting systemic conditions, specific to the teaching context. Special effort was made to identify any hindering sources and suggestions for their overcoming or modification made. Lastly, data showed high interrelatedness between many of the identified sources. This is not surprising as it is a consistent finding in the self-efficacy literature that two sources often work mutually to reinforce one another.

Ms. Pham Thi Thuy Linh is an English lecturer in the Faculty of English Language Teacher Education (FELTE), University of Languages and International Studies (ULIS) since 2011. She earned her Master of Education degree in Australia in 2016. She is teaching English skills and research methodology courses at her university for students as prospect English teachers in Vietnam. Her research interests are teaching methodology and educational psychology.

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"Making Vlog" As A Motivating Activity to Enhance Second-Year Students' Speaking Skill

Ms. Nguyen Phuong Nhung / Video Link: <https://youtu.be/PDI83xbN5j8>

After 2 first semesters experiencing several tradition speaking tasks such as recording, presentation and impromptu many second-year students express a desire of having a more authentic and communicative activity which not only allows them to practice speaking skills but also promote their critical thinking as well as real-life experience. In an attempt to satisfy the students' needs, the researcher decided to implement "Making VLOG" in the specific context of one second-year Social Speaking classrooms and applied method of Action research to investigate the effectiveness of this implementation. The activity is carried out once a week through out one semester. During and after "Making VLOG", students' responses toward the activity (including quality of preparation and performance, self-perception of improvement and level of satisfaction) is collected and analysed using means of questionnaire, interview and observation. The findings will benefit not only researchers and teachers interested in the topic, but also students who want to improve their Speaking skill.

Ms. Nguyen Phuong Nhung is now a lecturer at University of Languages and International Studies, National University of Vietnam, Hanoi. Her teaching major is practical English including 4 basic skills: listening, speaking, reading and writing for social purpose for second-year university students. Her research interests lie on the fields of Speaking skill, the CEFR, Pronunciation and Testing.

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Enhancing Pronunciation for Non-English Major Students by Employing Hybrid Learning from Students' Perspective

Ms. Huynh Ngoc Thanh / Video Link: <https://youtu.be/WQKCajVvwSo>

Blended learning has been well-recognized in language learning and teaching as it brings abundant opportunities for language practice, especially in higher education. At tertiary level, learners still face challenges and anxiety regarding pronunciation. Therefore, the research aimed to explore learner's perceptions after experiencing blended learning in learning and practicing pronunciation. Semi-structured questionnaire and in-depth interview were employed in this research to discover the attitude of 58 students, regarding to their behavioral engagement and emotional engagement. Besides, benefits and challenges emerged in the process of blending learning were also examined. According to the result, a large number of learners expressed a very positive attitude towards blended learning, confirming the gain in their engagement. Some benefits and challenges of blended learning was also discussed through the eyes of learners

Speaking English well is one of the ultimate goals for EFL learners; however, many EFL learners in Vietnamese context still face a number of difficulties when speaking English. Therefore, this study, a case study, aims at exploring English speaking difficulties in terms of linguistics related difficulties, psychology related difficulties and environment related difficulties encountered by non-English majors. It involved 110 non-English majors at Ho Chi Minh City Industry and Trade college in answering a questionnaire. The results revealed that the most serious group of English speaking difficulties from which research participants suffered was linguistics related difficulties, followed by psychology related difficulties, but they did not encounter any environment related difficulties when speaking English. The results further indicated that female students endured from the psychology related difficulties significantly more than their male counterparts, but both female and male students faced linguistics related difficulties and environment related difficulties at a similar extent. Such preliminary findings are hoped to contribute to a better understanding of non-English majors' speaking difficulties in an EFL context and other similar ones.

Ms. Huynh Ngoc Thanh is an English teacher at Van Lang University, Vietnam. She has had 10-year experience of teaching non-major English students at tertiary level. She got a Master's degree in TESOL at Victoria University (Australia) in 2013. She has also attended several educational workshops and conferences in Vietnam. She finds her interests in technology for education, teaching innovations, learners' motivation and engagement, and ELT methodology.

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Non-English Majors' English Speaking Difficulties

Ms. Tran Ngoc Thuy Duong & Dr. Tran Quoc Thao / Video Link:

<https://youtu.be/rBKu3fnU7H8>

Speaking English well is one of the ultimate goals for EFL learners; however, many EFL learners in Vietnamese context still face a number of difficulties when speaking English. Therefore, this study, a case study, aims at exploring English speaking difficulties in terms of linguistics related difficulties, psychology related difficulties and environment related difficulties encountered by non-English majors. It involved 110 non-English majors at Ho Chi Minh City Industry and Trade college in answering a questionnaire. The results revealed that the most serious group of English speaking difficulties from which research participants suffered was linguistics related difficulties, followed by psychology related difficulties, but they did not encounter any environment related difficulties when speaking English. The results further indicated that female students endured from the psychology related difficulties significantly more than their male counterparts, but both female and male students faced linguistics related difficulties and environment related difficulties at a similar extent. Such preliminary findings are hoped to contribute to a better understanding of non-English majors' speaking difficulties in an EFL context and other similar ones.

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 Ph.D. in English language studies from Suranaree University of Technology, Thailand. His research areas of interest are mainly in English as a Foreign Language (EFL) teaching methodology, intercultural communicative competence in English Language Teaching (ELT), and discourse analysis. He has a wide range of research papers published and presented in both national and international journals and conferences.

Ms. Tran Ngoc Thuy Duong is now a full-time lecturer at Ho Chi Minh City Industry and Trade College and a part-time lecturer at Ho Chi Minh City University of Technology. She has over 1-year experience in teaching English skills to English majors and Non-English majors at university and college. She earned her Bachelor's Degree in English Major at Banking University of Ho Chi Minh City in 2017. She is expecting to earn her Master Degree at Ho Chi Minh City University of Technology in June 2020. Her academic areas of interest mostly lie in TESOL methodologies and language skills.

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A Collaborative Teaching Model for Heterogeneous Class in Computer-Assisted Listening Course

Mr. Luu Dinh Bao & Ms. Vo Thu Hang/ Video Link: <https://youtu.be/9HrORw3AKY4>

Collaborative teaching (CT) has long been considered as an effective teaching paradigm in English language teaching (ELT) domain. However, few studies showed how co-teachers could provide additional support for lower-level students in heterogeneous CALL classes. This study aims at proposing a co-teaching model in the computer-assisted listening course, in which deficient students received a 15-minute intervention every teaching session to help them catch up with the pace of the class. The quasi-experimental research design was employed with control and experimental groups. Thirty-nine Vietnamese English-major freshmen, from two intact classes at Van Lang University, and two EFL lecturers participated in the study. The 10-week listening course was implemented with similar procedures for both groups except the fact that only deficient students in the experimental group received additional support with 15-minute interventions. The collected data from the pre-test and post-test were analyzed by t-test using SPSS software. The yielded result of the experimental group outweighed that of the control group which confirmed the effectiveness of the investigated CT model for supporting lower-level students of a diverse level class in the computer-assisted environment.

Mr, Lu Dinh Bao is an EFL lecturer in the Faculty of Foreign Languages at Van Lang University, HCMC. He did his undergraduate studies in English Language and Literature from University of Social Sciences and Humanities (VNU-HCM) and holds a Master of Education in TESOL from Edith Cowan University, Western Australia. His research interests include teacher professional development, e-learning, collaborative teaching, content and project-based learning.

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Helping Vietnamese Students with No Interest in Western Culture Improve English Speaking Skill: Practical Techniques

Ms. Le Thi Trung Dinh / Video Link: <https://youtu.be/tdzeDaq1ZQQ>

It is undeniable that language learning has to be accompanied by cultural acknowledgement. However, not all language learners, especially Vietnamese students, are fond of Western culture, not mentioning some even dislike the culture of native English speakers. This leads to numerous obstacles for English teachers to overcome to help their students acquire the language, including how to apply authentic materials in teaching speaking skill for Vietnamese students while they have no interest in an unfamiliar culture. Confronted with a post-elementary speaking class including some students with no interest in Western culture, I decided to adopt and modify authentic materials based on their cultural interests and their major at university, and apply proper communicative activities to help them feel comfortable with their original fondness. After 3 months, positive outcome was witnessed, as the students could make small talks to express their own perspectives in English, which had been impossible for them to complete before. Some even reached intermediate level of English speaking although their attitude towards British and American culture has not changed much. This has paved a path for future study whether language teachers should utilise course books, or they should compile the authentic materials based on students' penchant and majors.

Le Thi Trung Dinh, M.A. is a lecturer of Faculty of Foreign Language, Van Lang University, HCMC, Vietnam. She has been teaching for more than 5 years, specializing in teaching speaking and listening skill. Her research interests include teaching language skills, authentic material application, learners' motivation, culture and language

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Empowering ESP Learners' Listening Skills through Needs Analysis and Technology Application

Ms. Duong Thi Kim Huong & Ms. Do Chau Cuc Phuong / Video Link:

<https://youtu.be/1ez0NboNe6w>

Needs analysis is considered to be a cornerstone for lecturers of English for specific purposes (ESP) when teaching listening-comprehension skills at tertiary level to identify the learners' needs. Thereby, they can assess, and build up a program appropriate to ESP learners such as developing curriculum content, teaching materials and methods that can lead to increase their motivation and success. This research aims to find out the learning needs and difficulties that first-year students may face when practicing listening skills in the Business English program at the University of Economics and Law. 137 respondents were requested to answer an online survey questionnaire. The results showed that the majority of students had obstacles in listening and understanding in class such as not keeping up with the speed, the speakers' intonation, and the inappropriateness of listening tasks in the textbooks. The survey also displayed an interest in the listening practices that combine the main curriculum with the online learning resources, and the interaction with native speakers to increase social interaction and efficiency in the training process. The paper concludes with recommendations to empower ESP students' listening skill through innovative teaching methodology and the integration between technology applications and learners' listening needs analysis.

Ms. Duong Thi Kim Huong and Ms. Do Chau Cuc Phuong are lecturers of English Faculty at the University of Economics and Law - HCMC- Vietnam National University. They're in charge of four skills of Business English. Their research interests include Learners' Needs Analysis, Curriculum and Material Development. They have had more than 20 years' experience in teaching English as a foreign language.

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Teaching and Learning English Final Sounds for IELTS Learners in Hue City

Ms Le Nguyen Thuy Huong & Ms Le Thi Diep Huong / Video Link:

<https://youtu.be/MZ0REuP1VWg>

IELTS nowadays is considered as a powerful tool for students as it is a pre-requisite in many institutions and organizations all over the world. Among 4 skills, Vietnamese students speaking score is not as good as 3 other skills and pronunciation is also essential as it is one of 4 marking criteria in IELTS speaking test. Among many factors contributing to good pronunciation ability, English final sound is an important aspect. This research investigates the teaching and learning of English final sounds in some IELTS centers in Hue city. Specifically, the study aims to examine the attitude of teachers and students towards teaching and learning English final sounds, the methods used to teach and learn English final sounds as well as the difficulty they face when teaching and learning English final sounds. IELTS teachers and IELTS learners from different IELTS centers in Hue city participated in this research by completing the interview checklist and questionnaires. The researchers also took some class observation to evaluate the real situation in teaching final sounds for IELTS learners when they are not in English speaking environment. This study will benefit for teachers who are considering the solution to overcome difficulties when teaching English final sounds for not only students who learn IELTS but also who learn English.

Ms. Le Nguyen Thuy Huong is the Academic Manager at TestPrep IELTS center in Hue, Vietnam. She has been teaching IELTS for both teenagers and adult learners for nearly 5 years. Her teaching and research interests are English skills, methodology, and particularly testing and assessment as her job involves coaching students to get the best possible score in IELTS within the shortest time.

Ms. Le Thi Diep Huong is an English lecturer at Hue Industrial College, Vietnam. She has some experience in teaching English for low-performance learners and teaching English for staff. She is interested in curriculum development and pedagogy specifically adapting new techniques in teaching English at vocational colleges in Vietnam. She has contributed some research in her research interest since she was a undergraduate student till now.

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Prosody-based Techniques for Enhancing EFL Learners' Listening Skills

Ms. Luu Thi Mai Vy / Video Link: <https://youtu.be/XLoi3XqZ0Ko>

Prosody, which refers to the stress, rhythm and intonation of utterances, is central to aural comprehension as it increases the intelligibility of spoken language. Listeners often rely on prosodic cues for deriving information such as emotion, word/sentences boundaries, speaker characteristics and language features (Mary, 2019,p.2). However, little attention has been paid to prosody in the domain of teaching of listening. For this reason, the purpose of this paper is first to present a comprehensive review of research into the relationship between prosody and listening skills, and then to provide a full description of some prosody-based techniques for improving EFL learners' listening skills.

Luu Thi Mai Vy is a PhD candidate at Suranaree University of Technology in Thailand. She is a Lecturer in English at Ho Chi Minh Technical Economic College. Her research interests include Language Teaching, Listening Comprehension.

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The utilization of cognitive and meta-cognitive views to teach reading skills to second-year English majors

Mr. Pham Dong Quan / Video Link: <https://youtu.be/2XuE07Qv3p8>

The aim of this paper is to have a deep insight into reading comprehension problems that second-year English majors encounter and propose some solutions for those problems in HOU context. The data of this study is collected through the questionnaire and interview. 100 second-year English majors partook in answering the questionnaire to give a snapshot about their reading problems in practice. An experienced teacher in teaching reading comprehension is interviewed to unveil the obstacles in teaching reading skills and suggest some solutions to such problems. The data from the questionnaire shows that the traditional view of reading highly influences the students, and the lack of prior knowledge is the main reason for the problems. The interview results also align with the pivotal role of prior-knowledge, revealing that different learners' needs may hinder teachers from delivering reading comprehension lessons. Also, these findings indicate that activating and building prior knowledge gives the students a reason to read. Therefore, integrated and content-based teaching methods should be considered as remedial action against students' reading comprehension problems.

Mr, Pham Dong Quan. As an English major at the Faculty of Foreign Languages, Mr. Quan Pham has developed his passion for not only English language but also Teaching Methodology. In terms of English language instructions, his areas of interest include Language curriculum and material development, CALL, Teaching methods, and Classroom management. He has partaken in several ELT workshops to enrich his knowledge as a trainee teacher, namely Asia CALL conference (2017), The 6th International Open TESOL conference (2018), ICT Applications in Creating Dynamic Lecture Presentation (SEAMEO RETRAC) (2018), and the annual VUS TESOL conference (2019).

Mr. Bui Do Cong Thanh. Working as a full-time lecturer at the Faculty of Foreign Languages, Ho Chi Minh City Open University, Mr. Thanh Bui evinces a deep interest in Teaching Methodology, CALL, Business English Studies and Academic Writing. His published articles and presentations involve learners' communication strategies, teachers' adoption of computer network technology to enhance students' intercultural awareness, developing students' critical thinking skills through photo-based activities, and so forth. Recently, he has embarked on research into English as a medium of instruction (EMI), especially in business studies.

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Lecturers' Perceptions and Practices of EFL Writing Assessment
Ms. Nguyen Thi Tuyet Nhung / Video Link: <https://youtu.be/4Ychkcl63U0>

The study aims at exploring perceptions and practices of lecturers towards writing assessment in terms of how writing assessment tasks were designed and how students' writing papers were graded. This paper also aims to discover a correlation between lecturers' perceptions and their practices of writing assessment. Both quantitative and qualitative methods, including a questionnaire and an interview for data collection, were used in the study. Twenty-eight lecturers teaching academic writing for English majors in a university located in the Mekong Delta participated in this study. Major findings of the study indicated that the participants had positive perceptions towards the basic issues in designing writing assessment tasks and an analytic scoring method. In addition, the study revealed the correlation between lecturers' perceptions and practices of the basic issues in designing tasks. The interview data supported the questionnaire's findings. Based on the findings, the study draws out some possible pedagogical implication of this study which is lecturers' growing awareness of scrutinizing various aspects of writing task design and grading students' writing products with an analytic scoring method.

Ms. Nguyen Thi Tuyet Nhung has been working as an EFL teacher at Tra Vinh University in Vietnam since 2009. She obtained a Master's degree in TESOL in 2015. Her email address is nttuyetnhung@tvu.edu.vn. She enjoys teaching English language skills, especially reading and writing. More importantly, she has experience in teaching research methodology as well as American literature for English majors. Her research interests include language teaching and learning, testing and assessment, literature and culture in language learning.

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Blended learning in English teaching at Van Lang University: a reading course on Moodle

Ms. Nguyen Thi Huynh Loc & Ms. Vo Thi Xuan Anh / Video Link:
https://youtu.be/ffgHJsmr_9A

In the era of technology blooming, education has witnessed substantial changes in teaching methods when teaching and learning process is not much influenced by in-class activities. Technology advances offer a wonderful opportunity for learners to learn not only in the classroom but also outside. Blended learning with a combination of E-learning and face-to-face learning has prevailed among universities. However, there has been much research on learners' perceptions towards such new teaching method. This study aims to dig deep in to underlying obstacles learners may confront as well as benefits they could gain from the usage of blended learning along with Moodle platform. 100 first-year non-English major students from Van Lang University were randomly selected for the research. A questionnaire was generated to collect data at the end of 15-week course. The results showed that learners have positive attitudes towards the reading course on Moodle related to flexible learning time and geographical convenience. However, they also faced some problems about technical knowledge and WiFi connection interruption. In parallel with the findings, many recommendations have been made.

Key words: Blended learning, Moodle platform, reading skill, Non English major students

Recorded video presentation:

Nguyen Thi Huynh Loc is teaching at Van Lang University. She graduated from Ho Chi Minh City University of Pedagogy. She started teaching English for non-major students at Van Lang University. She gained her Master of Arts in Applied Linguistics of Curtin University. She became interested in educational research 2 years ago when she attended a conference at Open University. Her research interest has been for teaching methodology and the application of technology in English teaching.

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EFL Learner's Perceptions and Achievement of Learning English Writing via Edmodo in Higher Education

Ms. Pham Thi Hoai & Ms. Vo Thi Xuan Anh / Video Link:
<https://youtu.be/rmv5mcl6Jyc>

Writing, a productive skill, seems difficult to a majority of EFL learners. Finding an effective way to enhance learners' English writing competence obsesses many EFL teachers. In teaching writing, the challenges to teachers are how to motivate students to write and spending enough time giving feedback on students' paper. In the world of technology blooming, a wide range of technological tools bring feasible solutions for teachers in teaching English in general and writing in particular. Edmodo, a free and secure learning platform, is believed to create an interactive space for students to improve writing skill without any face-to-face meeting with their teacher. This study aimed to investigate learner's perceptions and achievement of learning writing via Edmodo at a higher education institution in Vietnam. Questionnaire was employed in the research to dig deep into the attitude and thoughts of 150 students. Pre-test and post-test were designed to examine learners' achievement. The findings revealed that students showed positive attitude towards Edmodo. They found it familiar and friendly-user tool. Besides, the most challenging issue of learners was the unfamiliarity of self-motivation and management. The study also showed that students made progress on their writing skill thanks to Edmodo.

Hoai Pham graduated from University of Education in 2009. After graduating, she taught TOIEC, IELTS for some language centers in HCM city in 2 years. At the same time, she started teaching English for non-major students at Van Lang University. In 2014, she gained her Master degree in TESOL of Victoria University. She became interested in educational research 2 years ago when she attended a conference at Open University. Her research interest has been for teaching methodology and the application of technology in English teaching.

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Using Seminars on Current Event Topics as a Teaching Method in an English Course

Dr. Dang Ngoc Sinh / Video Link: <https://youtu.be/W6jsdjBKRk>

Seminars as a teaching and assessment method could be used to promote active, meaningful and deep learning. Using seminar method to teach English language could be effective since it integrates skills of speaking, reading and writing tasks with presentation skills. Topics of current events such as the trade war between the United States and China or the Brexit help to connect students with situations that are authentic and could be great sources for the seminar method. The purpose of this study is to investigate the use of seminars on current event topics as a teaching and assessment method in the course: Introduction to British and American Studies for students of English language. Specifically, the study discusses the preparation, implementation and limitations of using seminar method on current event topics. The study also examines how the use of the seminar method on current event topics could strengthen learners' knowledge of the real world. Finally, the paper presents the students' perceptions of using seminars as a teaching and assessment method in the above-mentioned English course.

Mr. Sinh Ngoc Dang (Ph.D) is a lecturer of English and International Studies at Hanoi University of Foreign Languages and International Studies – Vietnam National University. Mr. Dang received his BA in English Language Education from Vietnam National University and his MA in American Studies from the University of Antwerp. He holds a Ph.D. Degree in Economics from Texas Tech University. His research interests focus on CLIL and Economics.

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Exploring Vietnamese EFL Students' Perceptions of Using YouTube Videos for ELL

Mr. Pham Minh Huy | <https://youtu.be/T 21glcqb2E>

The literature which explores students' perceptions of using Youtube for ELL learning is growing. However, this area has received markedly little attention in the Vietnamese region. In response, this poster session will present a graduate study (MA thesis) that is underway at Ton Duc Thang University (TDTU). This mixed-methods study will explore the perceptions of non-English majors at TDTU's Creative Language Center regarding implementing YouTube-based videos as a source of teaching and learning EFL. The background, purpose, relevance, literature, and methods of the study will be presented and the author will be available for questions. As prior research specific to students' perceptions of YouTube use in EFL is noticeably absent in this region, this session is also offered as a starting point for future investigations and discussions. The session will additionally present the topic and potential results' relevancy to the larger Asian context as well as suggestions for further study.

Mr. Pham Minh Huy has been working as an EFL teacher for the last 5 years. His teaching area covers a variety of interests such as English for Communication, English for Special Purposes, English for Testing. He is currently an Academic Manager at Horizon TESOL whose job involves in designing training syllabus and controlling course quality. His interest area of research is Computer Assisted Language Learning (CALL), Information and Communication Tools in teaching (ICT).

Mr. Khau Hoang Anh | Ms. Vo Thi Hong Y



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Strategies for Translating English Idioms into Vietnamese: An Analytical Approach

Mr. Khau Hoang Anh & Ms. Ms. Vo Thi Hong Y / Video Link:

<https://youtu.be/yrDOLgpewlw>

Idioms have been considered as a common form of language containing wisdom, experiences, and valuable educational lessons that have been passed from generation to generation. In today's globalized Vietnam, English idioms have become necessary in cross-cultural communication, but their Vietnamese translated versions receive little attention. In order to examine which translation strategy, formal equivalence or dynamic equivalence and what linguistic and cultural features were used by the final-year English majors studying English as a foreign language at Tra Vinh University in translating English idioms, the study used the sources from the two educational websites: elight.edu.vn and iyoloenglish.edu.vn for collecting the data. The result showed that the participants gave priority to the use of the dynamic equivalence (accounting for 70%) and formal equivalence in their translation (accounting for 30%) to translate the English idioms into Vietnamese. At the same time, the majority of the participants could use correct or acceptable Vietnamese linguistic and cultural aspects in their Vietnamese translation. Besides, the study also proposed some implications for foreign language pedagogy and for further studies.

Mr. Khau Hoang Anh is English lecturer and the Deputy - Head of the English Department, School of Foreign Languages, Tra Vinh University. His interests are looking at language skills, translation and teaching methodology. Some of his works were also published in the symposium and conference proceedings and some journals.

Ms. Nguyen Thi Yen Nhung | Ms. Le Huynh Ha Van | Ms. Doan Thi Kieu Oanh



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Improving Freshmen's Pronunciation by Moodle – based Activities

Ms. Nguyen Thi Yen Nhung | Ms. Le Huynh Ha Van | Ms. Doan Thi Kieu Oanh | Video

Link: <https://youtu.be/A6e 1TLCMXA>

Good pronunciation enhances both the intelligibility and the effectiveness of speech, so how to teach pronunciation has received great attention from teachers and researchers. Among a wide variety of methods, Moodle has emerged as an efficiently potential tool to assist students in acquiring an intelligible pronunciation. Pronunciation courses can be built on a Moodle site where teachers upload and share the designed materials with their students. Despite various advantages of Moodle courses, not many studies offered empirical evaluation of the efficiency of Moodle projects on improving students' pronunciation in Vietnam's EFL context. Therefore, this study aimed to find out how using Moodle-based activity can improve freshmen's pronunciation. The project consisted of 80 Van Lang University freshmen (Vietnam), who were organized into two different groups: the control group and the experimental group. Mixed method was used in combination with various tools for data collection such as pre- and post-test, questionnaire and semi-structured interview. The data collected showed that there was a sharp improvement in the experimental group's pronunciation. In the hope of bettering students' pronunciation of other areas, some suggestions for optimizing Moodle-based activities are also mentioned at the end of this research paper.

Nguyen Thi Yen Nhung (M.A in TESOL) is a lecturer at Foreign Language Department at Van Lang University in Vietnam. Her interest is in finding solutions to language teaching and learning.

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Attitudes Towards Facebook-Based Activities for English Language Learning Among Non-English Majors

Dr. Tran Quoc Thao & Mr. Ngo Xuan Dieu / Video Link:
<https://youtu.be/kwQnf2bhy4s>

The emergence of Facebook, a type of social networking site, has great impacts on education in general and English language education in specific. Facebook enhanced language learning activities have been widely used in many ESL/EFL contexts. In the context of Vietnam, however, Facebook-based activities (FBA) for English language learning (ELL) seem controversial. This paper, therefore, endeavors to explore the attitudes towards FBA for English language learning of non-English majors at Ho Chi Minh City University of Transport. This study involved 232 non-English majors in answering questionnaires. The results revealed that although research participants were aware of the benefits in learning English and showed positive affection for FBA, but they still faced a dilemma about FBA for English language learning. This study further found out that both male students and female counterparts shared similar positive attitudes towards FBA for English language learning. Such preliminary findings are hoped to contribute to a better understanding of the influence of FBA for English language learning and shed light on further research in the current context and other similar ones.

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 Ph.D. in English language studies from Suranaree University of Technology, Thailand. His research areas of interest are mainly in English as a Foreign Language (EFL) teaching methodology, intercultural communicative competence in English Language Teaching (ELT), and discourse analysis. He has a wide range of research papers published and presented in both national and international journals and conferences.

Ngo Xuan Dieu is currently an English-majored postgraduate at Ho Chi Minh City University of Technology (HUTECH) and an Officer of Department of Academic Affairs at Ho Chi Minh City University of Transport (UT-HCMC), Vietnam. His research interests are English language skills, teacher professional development and instructional design model.

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Tertiary English Majored Students' Perceptions of Learning English Grammar Communicatively

Dr. Tran Quoc Thao & Ms. Nguyen Thi Thuy Linh / Video Link:
<https://youtu.be/OTnAYSQJ-6I>

Grammar, part of a language, plays a pivotal role in the process of ESL/EFL learning, but how it is taught and learned effectively is always a hot issue. It is observed, nonetheless, that a great number of EFL learners in different contexts can master English grammar well, but they fail to communicate in English well. Therefore, this paper endeavors to explore English-majored students' perceptions of learning English grammar communicatively (EGC) at University of Phan Thiet. This mixed-methods study employed a questionnaire and a semi-structured interview to collect the data from 136 English-majored students. The findings indicated that English-majored students perceived that learning EGC plays an important role in developing their communication competence. It is further found that students had similar perceptions of learning EGC regardless of levels of academic study. Such preliminary findings may contribute their part to assisting ESL/EFL teachers to choose appropriate teaching approaches in teaching English grammar effectively.

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 Ph.D. in English language studies from Suranaree University of Technology, Thailand. His research areas of interest are mainly in English as a Foreign Language (EFL) teaching methodology, intercultural communicative competence in English Language Teaching (ELT), and discourse analysis. He has a wide range of research papers published and presented in both national and international journals and conferences.

Nguyen Thi Thuy Linh is currently an MA student in the English language at the Ho Chi Minh City University of Technology, Vietnam. She has been working as an officer at the Human Resources Development Center, University of Phan Thiet (UPT), Binh Thuan province for four years. Recently, she has also been a novice lecturer of the Faculty of Foreign Languages, UPT. She is on a probation period. She loves teaching, organizing and managing classes. Her research areas include teaching and learning English grammar communicatively, communicative competence and EFL teaching and learning.

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The Formation of Chinese Homophonic

Ms. Thu Chau Nguyen / Video Link: https://youtu.be/OMKw_sqW500

Chinese homophonic is a linguistic phenomenon. It is a special approach representing language. There are many kinds of Chinese homophonic, and its content is rich and widely used in real life. Studying the basis of the homophonic formation, allows Chinese learners to deeply understand the rich connotations of national cultures.

Keywords: homophonic, basis of the formation, association

Nguyen Chau Minh Thu is a lecturer at Dong Thap University. She teaches Chinese and English.



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