



Navigating the New Normal in Language Education

Date: 27 - 28 May 2022 • via



Organized by:

Ho Chi Minh City Open University, Viet Nam

Official website:

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WELCOME MESSAGE

Dr. Nga Thuy Nguyen



Chair of OpenTESOL Organizing Committee
Ho Chi Minh City Open University, Vietnam



The 10th OpenTESOL International Conference 2022

Established in 2012 as a forum for postgraduate research at Ho Chi Minh City Open University, OpenTESOL has made its impact on ELT professionals and friends within and beyond Vietnam. Friends of OpenTESOL are diverse participants who engage in enhancing their professional development experiences in a friendly, supportive environment. Celebrating its 10th anniversary, OpenTESOL is honored to host featured and keynote sessions by Dr. Luciana C. de Oliveira (Virginia Commonwealth University, USA), Prof. Tammy Gregersen (American University of Sharjah in the United Arab Emirates), Mr. Andy Duenas (National Geographic Learning), Dr. Phung Dao, and Dr. Mai Nguyen (Manchester Metropolitan University, UK). OpenTESOL Organizing Committee is grateful for the sponsorship and support of Regional English Language Office - U.S Embassy Hanoi, Vietnam, Oxford University Press, and National Geographic Learning.

With an aim to navigate the new normal in second and foreign language education, this year's virtual conference welcomes more than 650 registered participants who are administrators, researchers, lecturers, teachers, and postgraduate students of second and foreign language education. The conference program features 50 presentations via Zoom and YouTube covering themes related to COVID-19 response and recovery, blended learning, online interaction, digital literacies, approaches, EAP, language skills instruction, assessment, teaching Chinese and Japanese.

We are all looking forward to your virtual engagement at the 10th OpenTESOL International Conference 2022!

With a joyful heart,

Dr. Nga Thuy Nguyen, Chair of OpenTESOL Organizing Committee



CONFERENCE PROGRAM PART II



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The 10th OpenTESOL International Conference 2022 is organized by the Graduate School and Faculty of Foreign Languages, Ho Chi Minh City Open University, Vietnam

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CONFERENCE PROGRAM PART II: PRESENTATIONS VIA YOUTUBE





Michael McLean - David On



Educator
RMIT Vietnam



Michael McLean - David On

Electronic Pegs in Round Holes: Digital Confidence in Online Learning

As schools adopted online learning during the pandemic, it was noticeable that many educators were struggling with this transition to a more synchronous mode of e-learning. This was due to a lack of computer skills or problems with managing student productivity in the online class. Through review of the current literature (Chiu, et al., 2021) I surmised that knowledge of tech was a major advantage to lowering stress levels for the teacher and improving student engagement. The presentation will explore the current trends in digital landscapes, examining the obstacles, limitations, and potentiality of current best practices in online learning. This will be achieved through reviewing current methodologies then exploring the student's perspective of online learning and conclude with a review of some of the current best practices of online pedagogy.

Through using the technological tools available to integrate self-reflection in teaching as well as explore how online learning affects the student, the workshop will provide an opportunity for participants to discuss challenges that they have encountered in online learning and will present workable solutions to these problems. Participants will be able to use our research to build their confidence in the digital spaces.

Michael McLean is currently an English Language educator at RMIT university in Ho Chi Minh City. Hailing from Canada, Michael graduated from the University of Ottawa with an undergraduate in Psychology. Having a long-time interest in designing classrooms materials he has become interested in adapting to tried and tested and emerging methodologies into digital formats.

David On is an Educator at RMIT, SGS, School of English and University Pathways. He graduated from The University of Nottingham with an M.A. in Education in 2019 and has recently presented at the Teacher Talks conference 2021 on the topic of "Material Light Teaching in The Online Classroom". As a long time educator, David On is interested in the long term pedagogical potential of technology in both the online and face to face classroom.

YouTube Link



<https://youtu.be/-NfZf6HDqZA>



Lecturer

University of the Balearic
Islands, Spain

Naara Queiruga Domínguez - Dr. Yolanda Joy Calvo Benzies
Using Social Networks with Tourism Students to Develop Productive Skills

Two important transversal skills recruiters within the Tourism and Business fields look for in possible candidates are the availability to work in teams and a good digital competence. A technological resource Spanish tourism undergraduates use daily are social networks like Whatsapp, Facebook, Youtube, Twitter or Instagram to communicate both orally and in written format with friends, relatives and/or complete strangers. These interactions are generally produced in their native language (Spanish) but very rarely in the main foreign language they study (English). This is surprising as these future graduates will most-likely have to communicate in English for professional reasons, for example, to talk with some clients or customers.

In this paper, we will exhaustively describe some activities we have created that entail the use of social networks and emphasise working in teams. Attention will be especially paid to the development of productive skills. Furthermore, they will imply the practising of the authentic language these students will use in professional contexts like complaints, bookings or offering tourist services (accommodation, transport, sightseeing...). Although these tasks have been specifically created for tourism students, we believe most of them can be perfectly adapted for other English for Specific Purposes (ESP) or Foreign Language learners (EFL).

Naara Queiruga is a part-time English Language Lecturer at the University of the Balearic Islands (Spain) where she teaches several ESP and EFL subjects (English for tourism, English for Health, English for Legal Purposes, English Language VIII). She is currently doing her PhD dissertation on the use of social networks in higher education English language learning classes. Her research interests include teaching speaking and grammar, and the incorporation of social media in EFL and ESP classrooms.

Dr. Yolanda Joy Calvo Benzies is a full-time English Language Tenure Contract Lecturer at the University of the Balearic Islands (Spain) where she mainly teaches English for Tourism. She defended her PhD in 2016 on the role of pronunciation in several proficiency-level EFL classes and teaching materials. Her research interests include the teaching of speaking and pronunciation (in EFL and ESP contexts), the use of ICTs in the language classroom. She is a mobility coordinator at the Faculty of Tourism.



YouTube Link

https://youtu.be/MjUx_RfjUcE



Lecturer

Ho Chi Minh City Open University, Vietnam

**Khoa Kim Doan**

A Study into How High-school Students Use the Media to Learn English Outside Their Class

Thanks to the advanced development of the mass media, learners nowadays have many more opportunities to acquire English proficiency, even when they live in a non-English speaking environment. The media offers abundant learning resources, which provide lots of information beyond a classroom context. Therefore, the study aims to investigate how students take advantage of the media for their English learning. It specifically explores the frequency of using media, the students' preferences, and their major obstacles. The subjects in the questionnaires and interviews were thirty eleventh-graders of a high school in Ho Chi Minh City, Vietnam. The results reveal these students spend a significant amount of time on the media. They are aware of what benefits they can get. They know how to use the media for their studies to some extent. Overall, the expected outcomes of the study are to motivate the students' autonomous learning as well as to help the teachers determine appropriate guidance for their students.

Khoa Kim Doan obtained her B.A. degree from HCMC University of Education (Vietnam) and M.A. degree in TESOL from University of Canberra (Australia). She has had experiences in teaching English for Specific Purposes. She is currently working as an EFL teacher at HCMC Open University. Her particular interest is intercultural communication and technology-enhanced learning. Besides, she is a qualified international speaking examiner, which helps her recognize the common difficulties of learners in oral communication.

**YouTube Link**
<https://youtu.be/VYQ0MN1aGo0>

Dr. Yolanda Joy Calvo Benzies



Lecturer

University of the Balearic Islands, Spain



Dr. Yolanda Joy Calvo Benzies

Repetitive Task-Formats and Enhancement of Receptive Skills: A Critical Review of Pronunciation Learning Mobile Apps

In my PhD dissertation (Calvo-Benzies, 2016), I found that the pronunciation activities present in EFL textbooks addressed to Spanish learners: a) lack a communicative function, b) follow a repetitive format of drills and discriminations and, c) focus on receptive more than on productive skills.

Nowadays, there are many language-learning mobile apps that allow EFL learners to autonomously practise pronunciation outside the classroom without the help of a teacher. However, are these apps really changing the way pronunciation can be learnt or are they simply an alternative technological way of presenting information but by still using the same type of materials as in textbooks?

In this paper, I will critically review some mobile apps specifically addressed to help learners of English improve their pronunciation. Attention will be paid not only to the content (aspects such as title transparency, productive versus receptive skills, type of tasks, theory versus practice, etc) but also to form (adverts, type of menu, personalisation features or registration of individual progress). Preliminary results obtained so far indicate that: 1) more attention continues to be paid to receptive skills and 2) there is still little variation in the format of tasks included in these apps.

Dr. Yolanda Joy Calvo Benzies is a full-time English Language Tenure Contract Lecturer at the University of the Balearic Islands (Spain) where she mainly teaches English for Tourism. She defended her PhD in 2016 on the role of pronunciation in several proficiency-level EFL classes and teaching materials. Her research interests include the teaching of speaking and pronunciation (in EFL and ESP contexts), the use of ICTs in the language classroom. She is a mobility coordinator at the Faculty of Tourism.



YouTube Link

https://youtu.be/pp_NgUSsjAk



Lecturer
University of Languages
and International Studies
Vietnam



Thuy Thanh Pham - Hoang Huy Nguyen

Student Assessment in Online Learning: Opportunities and Challenges

Due to the COVID-19 pandemic, many English classrooms have been switched from the traditional offline mode to online teaching mode. This change has brought about both opportunities and challenges to teachers and learners, not only in the delivery of the lessons but also in the accompanying assessment processes. This research aims to investigate opportunities and challenges faced by lecturers of English at different higher education institutions in conducting online student assessment, with the participation of more than 140 English lecturers from various institutions, including private or international ones. Data collection instruments included survey questionnaires and in-depth interviews. The findings reveal some significant information regarding (1) lecturers' preference for techniques and methods in online assessment; (2) lecturers' ratings of the benefits of online assessment; and (3) lecturers' perceptions of challenges in carrying out online assessment. Suitable comparison with related studies worldwide was also included, and implications were drawn for stakeholders in order to provide better support for lecturers and learners.

Thuy Thanh 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.

Hoang Huy Nguyen is a lecturer at University of Languages and International Studies, Vietnam National University (ULIS – VNU), Hanoi. He obtained his Master of TESOL degree from Victoria University, Australia. His research interests include teaching methodology, learning strategies, syllabus design, and professional development.



YouTube Link

<https://youtu.be/RnlxSQAQBB8>

BLENDED LEARNING



Tram Huyen Kieu – Dr. Tho Doan Vo



Lecturer

University of Economics Ho
Chi Minh City, Vietnam



Tram Huyen Kieu – Dr. Tho Doan Vo

Teachers' Concerns Towards Blended Learning Adoption: A Vietnamese Perspective

Blended learning has been increasingly implemented in higher education with the desire to transform teaching and learning. While much of extant literature shows noticeable findings on students' acceptance of blended learning, little focuses on the perspectives of teachers who are one of the crucial change agents in the process of adopting blended learning. This mixed-methods study utilized the Concerns-Based Adoption Model (CBAM) (Hall, 1973) to investigate how teachers were concerned about the top-down decision to adopt blended learning in a Vietnamese higher education institution. The Stages of Concerns Questionnaire was administered to 165 academic staff to explore their concern profiles, and follow-up semi-structured interviews were then conducted with 16 teachers to delve into their specific concerns about the implementation of blended learning at the university. The findings showed that the teachers' concerns were most intense in the informational, awareness and personal stages respectively, and lowest at the consequence and collaboration levels. These findings not only inform policy makers of the teachers' apprehension and voices but also raise significant implications for them in providing teachers with sufficient professional development to ensure the successful promotion of blended learning at the institution.

Tram Huyen Kieu is currently a PhD candidate at the University of Nottingham (UK). She also works as an English lecturer at the University of Economics Ho Chi Minh City (Vietnam). Her research interests are in the fields of blended learning, flipped learning, and professional development in language education.

Tho Doan Vo is an English lecturer at the University of Economics Ho Chi Minh City (Vietnam). He has obtained his Ph.D in Education at Victoria University of Wellington (New Zealand) where he worked on the teachers' and students' use of digital technologies in the English-medium context of Vietnamese higher education. His research interests are in the areas of technology in language education and English-medium education.



YouTube Link

<https://youtu.be/rYQamw6yJNo>

Linh Thao Thi Le



Lecturer

University of Economics Ho Chi Minh City
Vietnam



Linh Thao Thi Le

*Students' Perceptions Towards the Flipped Classroom Model and
Factors That Affect Their Preferences for Implementation*

Numerous teachers and educators worldwide have embraced the flipped classroom approach as an alternative to traditional classroom practice. During the past few years, the flipped classroom model has emerged as a cutting-edge teaching technique that piques the interest of Vietnamese teachers. As this classroom model is still growing in popularity and actually quite novel in Vietnamese context, it is necessary to examine teachers' and learners' perceptions prior its widespread application. This study aims to investigate students' attitudes towards flipped classroom as well as the factors that influence their preferences for future implementation. A total of 102 students majoring in Business English of University of Economics Ho Chi Minh City participated in an online open-ended questionnaire survey. The study has revealed that the participants had positive attitudes towards the use of flipped classroom model and felt enthusiastic about its future implementation. Besides, learner autonomy and technological facilitation were also discovered to be the two most influential factors concerning students' preferences for flipped classroom. In light of the findings, this paper suggests a procedure for implementing flipped classroom model in teaching and learning the English subject.

Linh Thao Thi Le has been teaching for approximately 7 years and now has been working at University of Economics, Ho Chi Minh City in Vietnam. She specializes in teaching general English courses and English skills and she is really keen on action research as well as qualitative research.



YouTube Link

<https://youtu.be/YNFDp7F2xYM>

AUTONOMY & MOTIVATION





Lecturer

Ho Chi Minh City Open University, Vietnam



Loc Phuoc Thi Nguyen

Language Learning Motivation of Vietnamese EFL Students and Their Attitudes Toward Classroom Factors

Motivation has long been considered as a significant factor, remarkably contributing to the success of second language acquisition. The current study focuses on investigating the socio-psychological orientations of Vietnamese-speaking English learners. A survey was administered to 74 non-English majoring undergraduates in four IELTS preparation courses at the pre-intermediate and intermediate levels. The questionnaire included ten statements on the students' integrative and instrumental motivations for language learning, as well as ten questions about their attitudes towards four classroom factors: physical conditions, teaching styles, teachers, and success. SPSS was utilized to analyze the collected data by percentage, mean of frequency, and standard deviation. The statistics revealed that participants were generally motivated at a high level with an inclination towards instrumental motivation. Additionally, the participants of the study expressed a high level of satisfaction with the variables in their classrooms, which significantly influenced their decision to enroll in English classes. The study's findings were used to generate discussion and pedagogical implications concerning approaches for increasing students' enthusiasm to learn a foreign language. Some recommendations were made for further research on what motivates people to learn a foreign language.

Loc Phuoc Thi Nguyen holds an M.A in Linguistics from Benedictine University, Lisle, Illinois, USA. She is currently a full-time lecturer at Ho Chi Minh City Open University. She is a dedicated university lecturer who is interested in adapting the learning process and tailoring motivational techniques to effectively engage students. She is recognized as effective and enthusiastic lecturer by students and faculty. Her research interests include learning strategies, learning motivation factors, and teaching methodologies.



YouTube Link

<https://youtu.be/E0FTNm-uCHc>

Ngan Kim Hoang Vo – Hang Thu Thi Vo



Lecturer



Ho Chi Minh City
Open University
Vietnam

Van Lang
University
Vietnam



Ngan Kim Hoang Vo – Hang Thu Thi Vo

Applying Padlet to Enhance Non-majored English Students' Motivation and Speaking Performance

After nearly two years continuously switching from physical classes to online ones due to Covid-19 pandemic, schools and universities are now coming back to teach and learn under a “new normal” situation. At this time, taking advantage of students’ and teachers’ familiarities with using technological tools when learning and teaching, a number of applications and softwares have been significantly adopted in offline English classes in order to boost students’ acquisition and motivation. Therefore, the aim of this study is to introduce Padlet and examine its positive impacts on developing students’ motivation and their speaking skills. 40 freshmen in a public university are participants of this study. Data in this qualitative research was collected using semi-structure interview and observation in a class of General English at pre-intermediate level for 5 weeks. The findings suggested that students’ speaking performance and their motivation in learning English were noticeably enhanced after a course utilizing Padlet.

Ngan Kim Hoang Vo is currently working as an English Lecturer at Ho Chi Minh City Open University. Her research interests cover second language acquisition, teaching methodologies.

Hang Vo has been committed to teaching English in several institutions in Vietnam including onsite and online English coaching and training for more than 8 years. She did her postgraduate diploma in TESOL from Open University and holds a Master degree in TESOL from Victoria University, Australia. Currently she is an EFL lecturer in Faculty of Foreign Languages at Van Lang University, HCMC. Her research interests include teacher professional development, learners ‘autonomy, teaching integrated skills and CALL.



YouTube Link

<https://youtu.be/MfKAIScrHwz>

Van Thuy Nguyen



Lecturer

Ho Chi Minh City Open University, Vietnam



Van Thuy Nguyen

An Investigation into the Variability of Learners' Motivation in Two Linguistic Environments: Classroom and Outdoor Settings

The aim of this research is to examine the variability of learners' motivation in different linguistic environments. The comparison of the changes of learners' attitude and behavior when participating in learning activities in classroom (learning with teachers) and in natural environment (learning with foreigners outside of the classroom) is taken into consideration. The researcher sets forward to figure out which learning style is favored by most learners suggest better teaching styles for teachers. The research was conducted via a questionnaire to collect data from 25 participants in a language center. The participants, aged from 18 years old to over 40 years old, are from the beginning to pre-intermediate level. The result indicate that a number of students prefer studying with foreigners outside of the classroom because of several benefits. The findings may shed lights on further profound and potential studies.

Van Thuy Nguyen is a lecturer at Faculty of Foreign Languages, Ho Chi Minh City Open University. She enjoys initiating, facilitating, moderating classroom discussions and collaborating with colleagues to address teaching and research issues. She would love to conduct research and publish findings in scholarly journals, books or electronic media.



YouTube Link

<https://youtu.be/ouATx63wplM>

Huong Thanh Luong - Hoa Mai Thi Nguyen



Lecturer

Banking Academy of Vietnam



Huong Thanh Luong - Hoa Mai Thi Nguyen

The Investigation of Language Learner Autonomy in Higher Education during and post the Covid-19 Pandemic

Many educational institutions were switched to online learning instead of face-to-face classrooms due to the global pandemic Covid-19. This change requires students to be more autonomous. This paper investigates whether there is any difference in language learner autonomy of EFL students during the online and traditional learning periods. 247 English-majored students divided into three groups, including the first-year, second-year, and third-year at Banking Academy of Vietnam, participated in the study. The three groups attended online English classes in the first semester and face-to-face English classes in the second semester. After each semester, they were asked to complete the same questionnaire (5-Point Likert scale) involving four aspects of learner autonomy, including how students implement learning strategies, plan, monitor and organize, and evaluate their learning. Data collected from the questionnaire were analyzed by ANOVA (SPSS). The results show that there was no significant difference in language learner autonomy level of the three groups during the face-to-face learning period, while the online learning period witnessed a disparity in autonomy levels among the first-year, second-year, and third-year EFL students. Besides the significant differences of language learner autonomy were found in the first-year and second-year students over the two learning periods; there was no significant difference in that of the third-year students.

Huong Thanh Luong graduated from the University of Language and International Studies, Vietnam National University, Hanoi. She obtained her master degree of Applied Linguistics in the University of Queensland, Australia. She has been working as an English teacher at the Faculty of Foreign Languages in the Banking Academy of Vietnam for 11 years. She is responsible for teaching non-English-major and English-major students.

Hoa Mai Thi Nguyen graduated from Hanoi National University of Education. She obtained a Master degree of TESOL at Hanoi University. She was an English teacher at the Faculty of English & Modern Languages, Hanoi Open University. Now she is an English lecturer at Faculty of Foreign Languages, Banking Academy of Vietnam.



YouTube Link

<https://youtu.be/fAnnFmxrguk>

Xuan Khai Tran - Hieu Ngoc Le



Lecturer



Ho Chi Minh
City University
of Education
Vietnam

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Xuan Khai Tran - Hieu Ngoc Le

Using LiveWorksheets to Design a Self-Assessment System for Chinese Learners

In teaching Chinese, testing and assessment are traditional and systematic activities to measure or check the level of grasping linguistic knowledge, language skills, or language proficiency abilities that learners achieve in their learning processes. These help Chinese teachers detect deviations in the teaching process or knowledge that learners have not yet gained. Therefore, we can adjust teaching methods and activities to align with the teaching objectives. Through testing and assessment, we not only want to encourage and direct learners to the right objectives, but also aim to get better feedback from learners. Therefore, in the processing assessment, we pay more attention to learners' self-assessment. The self-assessment results will help learners track progress in achieving the goals during their learning process. To develop self-assessment habits, we would propose an approach to designing and building a self-assessment system based on the Liveworksheet platform to support Chinese learners in self-study, self-assessment, and gradually forming lifelong learning habits. With this proposal, we created some assignments and tests on LiveWorksheets and carried them out with 2 courses of Chinese elementary learners at HCMUE. After the courses were finished, we let the students do the survey and give feedback. The results are quite good and positive, and they provide a great potential self-assessment for developing Chinese learning.

Xuan Tran Khai is a Lecturer at Ho Chi Minh University of Education (HCMUE). Her research interest is mainly about education, applied linguistics, curriculum development, and Chinese language.

Hieu Le Ngoc has been working in IT industry as an IT System Architect since 2010. He is working as an IT lecturer for HCMC Open University (Vietnam). His major study is about cloud computing and cloud efficiency for better service; minor studies are education, education in IT, language teaching (Chinese & English), business and economics. More info <https://www.researchgate.net/profile/Hieu-Le-24>



YouTube Link

<https://youtu.be/iQWGVkpxtmY>



Student
Ho Chi Minh
City Open
University

Lecturer
Ho Chi Minh
City Open
University



Linh Le Khanh Dang – Dr. Quyen Thi Thuc Bui
The Challenges Faced by Students in Doing Scientific Research

This study was conducted in order to investigate the difficulties encountered by university students when carrying out scientific research. A case study served as the research design. There were 220 participants chosen randomly at the School of Advanced Study, Ho Chi Minh City Open University. The study was designed as a quantitative method. According to the findings, there are four major factors that the students face when conducting research: personal problems, problems related to lecturers, and problems related to the university. There are five differences in academic year and four differences in majors among the 20 difficulties mentioned. Suggestions for future research are also mentioned.

Linh Le Khanh Dang is a current student in the School of Advanced Study at Ho Chi Minh City Open University, Vietnam. Her interests include English language studies and research.

Dr. Quyen Thi Thuc Bui holds a Master's degree in TESOL from California State University, Fullerton and a Ph.D in English Language Studies with a concentration in TESOL from Suranaree University of Technology. With many years teaching students of undergraduate and graduate levels, Dr. Bui is currently a full-time lecturer and the Head of the General English Division of the Faculty of Foreign Languages, Ho Chi Minh City Open University, Vietnam. Her research interests include but not limited to Teaching methodology, Teaching language skills, Learning strategies, Communication strategies, and Discourse analysis. Her works have been published in Vietnamese and international specialized journals.



YouTube Link

https://youtu.be/AA_XmsXmEZk

APPROACHES





Lecturer

Hue Industrial College, Vietnam

**Dr. Nhu Quynh Thi Ho**

Computer-mediated Communication as an Alternative Approach to English Language Education

The covid-19 crisis, which dramatically impacts education, has highlighted the critical role of Computer-mediated Communication (CMC) as a prominent channel in education, especially in language teaching and learning. This significant function of computer-supported communication draws the attention of educators, researchers, and practitioners. Existing empirical and non-empirical research in CMC in education tends to focus on finding out how CMC takes place and how to effectively use web-based technologies in teaching and learning in general. However, there is little evidence that researchers have approached the application of CMC in English teaching. Therefore, this study addresses English language educational issues as a platform in CMC. It draws on reviewing over fifty recent research articles from journals, conference proceedings, and book chapters. The findings concentrate on describing: the role of CMC in English language education and the factors impacting the use of CMC in English language education. This article implies guidelines for educators' preparation for CMC application and it concludes with future trends of CMC as an alternative approach to English language classrooms.

Dr. Nhu Quynh Thi Ho achieved the Degree of Doctor of Philosophy in English Language Education from Hue University of Foreign Languages in 2019. She is now working as a lecturer of translation courses, ESP courses, and English language skills at Hue Industrial College. She is interested in ESP/EOP, translation, English teaching methodology, language course/curriculum development, Computer-assisted language learning (CALL), and Mobile-assisted language learning (MALL). She has published several articles on her research areas. She can be reached at: Dept. Fundamental Sciences, Hue Industrial College, 70 Nguyen Hue Street, Hue City, Vietnam; email: htqnhu@hueic.edu.vn

**YouTube Link**<https://youtu.be/XP7aP5Eomso>



Student
Ho Chi Minh City
Open University,
Vietnam

Lecturer
Ho Chi Minh City
Open University,
Vietnam



Trang Nguyen et al. – Dr. Luan Nguyen

Groupwork: Voices and Practices of Vietnamese Tertiary EFL Teachers and Students

Groupwork (GW) has come to be recognized as one of effective methods in innovative education to improve the quality of English as a foreign language (EFL) teaching and learning. The quality of English teaching pedagogy and students' English language proficiency (ELP) are at the core of education reforms on English language education policy outlined in the Vietnam National Foreign Language Project 2020 and recently adjusted and extended to 2025. Limited research has been conducted on the implementation of GW in EFL classroom in the context of Vietnam. The presentation reports the results of a study that explored EFL students' perceptions of GW in their EFL classrooms. Using a mixed methods research design, the study examined 150 EFL students and 2 lecturers at a university in the southern region of Vietnam. Results reveal ample students' opportunity to learn participating in the current practices of GW in tertiary EFL teaching and learning. The results further highlight challenges that EFL students and lecturers may have in deploying and engaging with GW-deployed EFL pedagogies. The study valued the significance and essence of GW in EFL teaching and learning. Pedagogical implications are discussed.

Trang Nguyen, Minh Tran, Thu Nguyen, Linh Dang, and Tin Phan are current students in the School of Advanced Study at Ho Chi Minh City Open University, Vietnam. Their interests include English language studies and research.

Dr. Luan Nguyen is currently a lecturer at Ho Chi Minh City Open University, Vietnam. His research interests include teacher education and professional development, CALL and educational technologies.



YouTube Link

https://youtu.be/fn3qZ_81qn0



Teacher

Tra Vinh University, Vietnam

**Tran Bao Lien – Dr. Hoa Hoang Thi Chau**

Vietnamese EFL Teachers' Perceptions towards and Strategies for Teaching Culture during the COVID-19 Pandemic

A number of studies reported that although EFL teachers consider teaching cultural knowledge important, they tend to put priority on teaching language skills rather than cultural contents due to various reasons (Czura, 2016; Ghavamnia, 2020; Nguyen, 2016; Stapleton, 2000; Zhou, 2011). To date, little research has been conducted to explore how Vietnamese EFL teachers perceive the teaching cultural knowledge during the COVID-19 pandemic. To fill such gaps in the literature, the current paper explored Vietnamese EFL high school teachers' perspectives on and strategies for the teaching of cultural knowledge in their lessons, especially when there is a reduction in the contents of the required lesson plans. A mixed method approach was applied to answer our research questions. Findings from descriptive analysis of survey questionnaires and interviews with Vietnamese high school EFL teachers revealed that teachers still have a positive view on the role of cultural teaching in EFL classrooms, and they still teach cultural knowledge despite the reduction of contents in English textbooks. Effective strategies applied by high school EFL teachers when teaching online were also revealed. These outcomes may contribute to resolve issues associating with the teaching of cultural knowledge in Vietnamese EFL context, especially in the new normal.

Bao Tran Lien is a high school English teacher at Laboratory School, Tra Vinh University. She has almost 10 years' seniority in teaching English for upper-secondary and for gifted students. Currently, she is an MA candidate in TEFL (Teaching English as Foreign Language) at Tra Vinh University, Vietnam. Her interests are researching on educational methods and exploring inter-culture in EFL classroom.

Dr. Hoa Hoang Thi Chau (PhD) is an EFL teacher of Tra Vinh University, Vietnam. Her research interests are teaching EFF in general education, teachers' education, and integrating cultures into teaching EFF. She is especially interested in studying a diversity of strategies to integrate culture into teaching EFL in upper secondary education in Vietnam to build learners' intercultural communicative competence.



YouTube Link

<https://youtu.be/G7Rt2TDaPyU>



Lecturer

Ho Chi Minh City Open University, Vietnam



Tuyen Bich Chau Nguyen

Applying Project-Based Learning to Improve English Speaking Skills of Remote Learners at Tertiary Education

English speaking skills play important roles in global communication and interaction. To acquire these skills at an acceptable level of a non-native speaker, numerous sub-skills considered including the ways of representing speaker's thoughts, fulfilled ideas, sufficient lexical resources, appropriate grammatical structures, good pronunciation, rhythm, intonation, listening ability, and the like. Nevertheless, when participating in online learning system at Ho Chi Minh City Open University, learners seemed not to represent their thoughts effectively. They even had problems of other speaking sub-skills and lacked communicative and interactive environments. Thus, this study aims to explore the challenges encountered of remote learners, the effectiveness of project-based learning (PBL) applied in teaching speaking skills online, and learners' attitudes towards the applied project. To do this, a mixed research method was used. Thirty remote learners participated in responding to the survey questionnaire, and five of them were randomly selected for interviewing in depth. The finding shows most of remote learners had the problems of speaking sub-skills, inadequate environments for speaking practice, communication, and interaction. Also, PBL is found as a unique method that enables to solve such existing problems and all remote learners expressed their positive attitudes of towards PBL applied in their learning process.

Tuyen Chau Bich Nguyen is currently working as a lecturer of Faculty of Foreign Languages at Ho Chi Minh City Open University. After obtaining a master's degree of Education in TESOL at University of Southern Queensland, Australia in 2013, she has had a strong passion for English teaching and doing research related to online training, teaching methods, education psychology. She never stops looking for more chances to gain more knowledges and experiences in English teaching and conducting research papers.



YouTube Link

<https://youtu.be/JvnWl0op8TM>



Lecturer

Ho Chi Minh City Open University, Vietnam

**An Truong Le*****What are Teachers' Perceptions of Applying Role-Play Technique in Teaching English Speaking Skills?***

English is an international language. Hence, it is important for learners of the English language to communicate with others. Non-English-majored students at HCMC OU are those whose major is not English language and Academic English classes are compulsory. English speaking skills are considered one of the challenges for these English learners (Thao & Nguyet, 2019). Thus, this investigation explores the perceptions of teachers of non-English-majored students on the application of role-play technique in teaching English speaking skills. The research with the participation of ten teachers at the HCMC OU participated in a questionnaire and interviews. The results of this research suggest that teachers mostly employ role-play techniques when teaching speaking skills, and students of non-English classes are challenged with their skills of language and lack motivation as well. In terms of teachers' perceptions, the role-play technique enriches students' language and motivates them in speaking skills. The researcher also figures out some limitations and draws recommendations for future research.

An Truong Le is an M.A holder in Education specialisation in TESOL. He is working at the Faculty of Foreign Languages of the HCMC OU. He is interested in TESOL, blended learning, and teacher training as well.

**YouTube Link**<https://youtu.be/LbHDXVBN2b0>



Ly Ngoc Nguyen



Lecturer

Ho Chi Minh City Open University, Vietnam



Ly Ngoc Nguyen

***Applying Online Peer Feedback via Google Classroom Peer Review
Application in English Academic Writing***

Writing is highly regarded as a challenging skill since most beginners or even high-level students have found many problems somewhat occupying teachers' time to help them overcome. Peer feedback which requires students to analyze and then give suggestions for revising their partners' works (Sukumaran & Dass, 2014) is considered a worthwhile alternative to teacher-based feedback and its benefits for English academic writing have been extensively examined. With great convenience, Google Classroom Peer Review (version 1.0.2) recently begins to capture teachers' attention as an innovative online peer feedback tool. Hence, this mixed-method study aims to conduct a quasi-experiment to investigate the effects of online peer feedback (OPFB) in an experimental group with 32 mainstream students and their attitudes towards OPFB. The data was collected from four writing assignments and the questionnaire including closed-ended and open-ended questions. The findings show the experimental group generally improves their writing significantly as compared with 32 students in the control group. The experimental group had positive perspectives on OPFB, in terms of free selection and assigned-pair feedback. In addition, they did share certain problems and suggestions that have substantially contributed to the improvement of applying OPFB. Thanks to its practical effectiveness, the researcher aspires to propose recommendations for enhancing learners' academic writing competence in future studies.

Ly Ngoc Nguyen is currently working at the Faculty of Foreign Languages, Ho Chi Minh City Open University. She holds a master's degree in Teaching English to Speakers of Other Languages by Ho Chi Minh City Open University. She has been teaching English since 2015 at The Asia International School. Her research interests are in the areas of comparative linguistics, language teaching methods, and educational administration.



YouTube Link

<https://youtu.be/l6D-mrX1C1I>



Lecturer
Van Lang University, Vietnam



Phuong Thanh Tran – Quynh Phuong Nhat Ngo
The Effects of Video Clips on Boosting Freshmen's Reading Skill

Previous studies in the effects of implementing video clips on boosting university students' reading skill have only been carried out in a small number of areas in Vietnam. Therefore, this study aimed at exploring the effects of employing video clips in reading improvement of English-majored freshmen. What is crucial here is whether applying video clips to teaching and can boost the learners' reading performance or not as well as how profound their upgrade in reading is. For this study, the quantitative approach as well as accumulating data were applied to investigate the students' perceptions regarding the cons occurred when applying video clips to the development of their reading skill. To collect data for the study, 50 first-year English majors took part in the online questionnaire regarding the reading performance after reading period by video clip assistance. The findings reflected that the majority of the students manifest their own opinions regarding applying video clips in learning reading skill.

Phuong Thanh Tran is an English lecturer at Van Lang University. She holds an M.A in TESOL from Edith Cowan University. She has taught English for 6 years. Her areas of interests are blended learning in Listening and Reading. Email: ptran0701@gmail.com

Quynh Phuong Nhat Ngo is an English lecturer at Van Lang University. She holds an M.A in TESOL and Linguistics from Benedictine University. She has taught English for 8 years. Her areas of interests are blended learning in Listening and Reading. Email: quynhquynh.nn56@gmail.com



YouTube Link
<https://youtu.be/nlxd2ZOXEsc>

Tien Minh Mai



Lecturer

Ho Chi Minh City Open University, Vietnam



Tien Minh Mai

Facilitating Tasks for Digital Multimodal Composing in Reading and Writing Courses

Digital Multimodal Composing (DMC) refers to students' textual production enhanced with image, sound, video, hyperlinks and other modes (Hafner, 2020; Jiang, 2017). E-poster designing, video composing and audio podcasting are common DMC practices. In various contexts, learners become a better communicator of knowledge and express their personal identities when DMC is implemented (Shin & Cimasko, 2008). While the use of video composing as DMC into academic writing and speaking has been widely explored, little attention is paid to other DMC designs and implementations for reading comprehension lessons. This practice-based presentation, therefore, aims to transform the traditional post-reading discussion sessions into meaningful real life scenarios drawing on DMC principles and affordances. Aligning with the curriculum objectives, it takes the audience into the presenter's from-reading-to-writing classroom in which English majors are profiled as (1) timeline makers charting life events with <https://time.graphics/>; (2) science communicators with Canva; (3) and applicants in a simulated job fair on Padlet. The presenter also illustrates two scaffolding strategies in hybrid settings, namely modeling and exhibition. The audience will walk away with an understanding of three DMC-driven tasks that can be transferred to their own classrooms.

Tien Minh Mai is a Lecturer in the Faculty of Foreign Languages at Ho Chi Minh City Open University (HCMCOU), Vietnam. He holds an M.A in Applied Linguistics from Curtin University, Australia. He is also a national TESOL/CALL/CLIL Teacher Trainer at SEAMEO RETRAC and Viet Nam National University, HCMC. Working at the intersection of pedagogy, technology, and creativity, he has achieved professional development and research funding awards granted by IATEFL, IDP Australia, RELO (U.S Embassy in Hanoi), and HCMCOU. His classroom-based and case study research articles can be found at [English Teaching professional](#), [CALL-EJ](#), and <http://thethankfulteacher.com/>.



YouTube Link

<https://youtu.be/q8tqgf2hm2k>

YOUNG LEARNERS



Thao Phuong Thi Doan Vu



Lecturer

University of Languages and International Studies
(ULIS) - Vietnam National University, Hanoi (VNU)**Thao Phuong Thi Doan Vu*****Storytelling and Young Learners' 21st Century Skill Development***

Storytelling has proved to have positive impacts on L1 students' development in their childhood via empirical research on children's behaviors and investigations into brain react. In the context of ESL in Viet Nam, storytelling has recently received increasing attention in certain young learners' English programs, and reportedly improved language skills significantly. It is worth noting that learning a language should also help students become more culture aware and build characters or personalities, which can be seen in the embedment of 21st century skills in the curriculum. Unfortunately, this part of research is still limited in the literature of young learners in Viet Nam, which leaves a gap for this study to investigate the influences of storytelling as a compulsory component of the Oxford International Curriculum (OIC) in 2 first authorized piloting schools in Hanoi, Viet Nam, proudly among the first 20 OIC institutions worldwide since 2020. Class observations, examination of class works by around 100 OIC students of grades 1 and 2, and in-depth interviews with the 4 teachers revealed kids' significant establishment and improvement of 4 out 6Cs, namely Critical thinking, Collaboration, Communication, Creativity. Simultaneously, those very young students only began to be aware of Citizenship and Character.

Thao Phuong Thi Doan Vu has been working as a lecturer/ researcher at ULIS, VNU. Her expertise is SLA, language testing and assessment, in which she has conducted a number of research projects on institutional and national scale as the main author or a co-researcher. Her research interest and working field is curriculum development, material development, as well as international relations.

**YouTube Link**<https://youtu.be/Ocbdfb2YWXY>



Student
Ho Chi Minh
City Open
University

Lecturer
Ho Chi Minh
City Open
University



Doan Van Tran – Dr. Quyen Thi Thuc Bui

Difficulties Encountered by Teachers in Using Storytelling to Teach Very Young Learners

Storytelling is widely applied in second language teaching, especially to very young learners (VYLs), as this teaching technique is believed to be highly effective. However, storytelling application in VYLs classrooms may be challenging since these learners possess unique characteristics in terms of second language acquisition, which might cause a variety of difficulties to teachers. This paper examines the difficulties VUS English center's teachers encounter during their storytelling application to teach VYLs. To this end, 60 teachers at the language school, who were selected based on their teaching experience, participated in the study. An online survey was carried out in order to find out the participants' opinions on storytelling application challenges regarding the teaching method, the learners' characteristics and the materials. Additionally, in-depth interviews were conducted with twelve randomly chosen teachers to better understand their rationale and suggestions for those difficulties. For data analysis, descriptive statistics were calculated for questionnaire information while the qualitative responses were transcribed and put into themes. The results revealed that the participants encountered certain challenges with this lesson which stemmed from the three subjects of teachers, students and materials. The findings from this study may help teacher to mitigate the challenges of the storytelling lesson.

Doan Van Tran is a part-time lecturer at HCMC Open University. He is also working as an English teacher at VUS English center. He is currently a Master's student at University of Social Sciences and Humanities. His main interest is to study about second language acquisition, especially language teaching to very young learners.

Dr. Quyen Thi Thuc Bui holds a Master's degree in TESOL from California State University, Fullerton and a Ph.D in English Language Studies with a concentration in TESOL from Suranaree University of Technology. With many years teaching students of undergraduate and graduate levels, Dr. Bui is currently a full-time lecturer and the Head of the General English Division of the Faculty of Foreign Languages, Ho Chi Minh City Open University, Vietnam. Her research interests include but not limited to Teaching methodology, Teaching language skills, Learning strategies, Communication strategies, and Discourse analysis. Her works have been published in Vietnamese and international specialized journals.



YouTube Link

<https://youtu.be/Wg2zutu0cug>



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