

**THE 3<sup>rd</sup> INTERNATIONAL CONFERENCE ON TESOL  
“ENGLISH LEARNING: A FOCUS ON ENGLISH USE”**

# Conference Booklet

**DA NANG City  
09-11 AUGUST 2012**

## Preface

Welcome to the 3<sup>rd</sup> International Conference on English Language Teaching in Da Nang City!

The conference is jointly organized by the Southeast Asian Ministers of Education Organization Regional Training Center (SEAMEO RETRAC), the Association of Teaching English to Speakers of Other Languages, Ho Chi Minh City (TESOL-HCMC), Curtin University, and the University of Foreign Language Studies, University of Da Nang (UFLSUD), at 131 Luong Nhu Hoc, Cam Le, Da Nang City, Vietnam, on August 09-11, 2012

The conference “*English Learning: A Focus on English Use*” is aimed to create an inspiring forum for the speakers and participants to explore, identify and address the many issues related to English learning, focusing on English use. The event is also hoped to promote collaboration and cooperation among educational institutions at national, regional, and global levels through networking activities at the conference.

This booklet contains the abstracts of all speeches, presentations and workshops to be presented at the conference. In addition, the biodata of all presenters and speakers are included. Other information about co-organizers, sponsors, Da Nang City and conference venue is available.

It is hoped that all participants in this Conference will find the event informative, productive, interesting and enjoyable.

**Conference Organizing Committee**

**TESOL Conference 2012**

## Table of Contents

<b>PREFACE</b> .....	<b>1</b>
<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>ABSTRACTS</b> .....	<b>3</b>
KEYNOTE SPEECHES .....	3
ENGLISH FOR YOUNG LEARNERS.....	4
LANGUAGE SKILLS.....	4
LANGUAGE ASPECTS & RELATED ISSUES .....	8
ELT METHODOLOGY & SLA .....	10
MEDIA & TECHNOLOGY IN LANGUAGE EDUCATION .....	13
CULTURE & LITERATURE .....	14
TESTING & ASSESSMENT .....	16
ESP .....	18
CURRICULA AND MATERIALS.....	19
PROFESSIONAL DEVELOPMENT & RELATED ISSUES .....	20
<b>BIODATA OF SPEAKERS &amp; PRESENTERS</b> .....	<b>21</b>
<b>CONFERENCE COMMITTEE</b> .....	<b>26</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>27</b>
<b>ORGANIZING INSTITUTIONS &amp; ASSOCIATIONS</b> .....	<b>27</b>
TESOL-HCMC .....	27
UFLSUD .....	29
CURTIN UNIVERSITY.....	32
SEAMEO RETRAC .....	34
<b>INFORMATION FOR VISITORS</b> .....	<b>36</b>
<b>TESOL CONFERENCE VENUE</b> .....	<b>37</b>

## Abstracts

### KEYNOTE SPEECHES

#### ASIAN ENGLISH IN USE: IMPLICATIONS FOR ELT

**Andy KIRKPATRICK**

*Department of Languages and Linguistics, Griffith University & School of Education, Curtin University*

Drawing on data collected in the Asian Corpus of English (ACE)\*, this presentation will describe and exemplify the spoken English of Asian multilinguals using English as a lingua franca in Asian settings. The presentation will focus on three particular aspects of language use. First, the use of certain non-standard grammatical forms will be described and exemplified. These non-standard forms will be compared with non-standard forms which occur in other varieties of English, and their significance will be discussed. Second, the communicative strategies adopted by Asian multilinguals using English as a lingua franca will be identified and exemplified. Third, the topics these Asian multilinguals routinely discuss while using English as a lingua franca will be illustrated. The implications of the findings of these three aspects of language use for English language teaching – in particular the English language teacher - will then be considered.

(\*ACE is a corpus of naturally occurring spoken English as used by Asians as a lingua franca in Asian settings. A number of research teams across East and Southeast Asia – including one based at SEAMEO RETRAC - are involved in collecting and transcribing ACE, under the overall direction of the presenter.)

## ENGLISH FOR YOUNG LEARNERS

### TEACHING CHILDREN ENGLISH WITH CHANTS

**HOANG Tang Duc**

*Nghe An Teacher Training College, Vietnam*

Children seem to be creative and talented in their oral skills with musical and visual support. They probably feel easy to learn a new language through different activities with rhythmical sounds and physical movements. Therefore, using chants and songs in English classrooms has clear advantages for language learning. It motivates children, especially younger children not only to acquire new vocabulary and grammatical structures in an enjoyable way, but also to use body language or gestures to illustrate meaning. The workshop aims to provide teachers of English and those who are keen on teaching English to children with techniques necessary for conducting chants in classes. Participants will also have a chance to observe various demonstrations, to practice, and to create their own chants suitable for their kids. The workshop will partly meet the demands of teaching method innovation and the implementation of the new English curriculum and textbooks at primary schools in Vietnam.

## LANGUAGE SKILLS

### GETTING THE MESSAGE FROM THE MIDDLE OF THE TEXT

**Nilufer OZGUR**

*School of Foreign Languages, Anadolu University, Turkey*

Since listening is a stressful activity for beginning language learners, teachers should help them by making them aware of some strategies. Among many strategies, “listening from the middle” plays an important role to help students overcome their anxiety.

For the current study, the students were asked to listen to 8 different listening texts from the middle. While listening to the first 4 texts, students listened to the beginning of the text. After each text students were asked questions about its end, the characters’ reactions. For the other 4 texts the students listened to the end of the text and they were asked questions about the title and about the events. This method aimed not only to encourage students to understand the listening text without hearing the whole one but also to help them make analysis and synthesis, and think critically, which plays a vital role in students’ meta cognitive development. At the end of the 8 listening texts, the students were asked about their perceptions of their progress in answering the related questions without hearing the whole text.

Based on the students’ answers, the result is that in order to comprehend a text they do not need the whole text.

### EFFECTS OF SUPRASEGMENTAL AWARENESS (STRESS AND INTONATION) ON LISTENING COMPREHENSION

**VO Son Ca & NGUYEN Giao**

*Da Nang University, Vietnam*

The purpose of this study is to determine how suprasegmentals awareness in an EFL setting relates to overall listening comprehension. To be precise, the study examined the association between EFL learners' scores in their ability to recognize stress and intonation and their actual performance in a listening comprehension test. Scholars (e.g. Avery and Ehrlich, 1992) in the field of second language acquisition have posited that suprasegmentals awareness plays a critical role in overall EFL listening. This study was aimed at ascertaining this view. Participants were 149 EFL second year students of the University of Foreign Language Studies - Danang University. While English is the medium of instruction at the school, learners in such schools are, in most cases, taught by non-native speakers of English and some have never been exposed to the native accent of the language and are; therefore, deprived of any opportunity to develop their suprasegmentals ability. The participants took a suprasegmentals awareness test prior to a comprehensive listening ability test. The results suggest that the association between suprasegmentals awareness and listening comprehension was significantly strong. Features identified in this study can be useful both in pronunciation teaching and in the communicative situations in which learners need to function.

## HOW TO MOTIVATE STUDENTS TO LEARN LISTENING EFFECTIVELY?

**LE Huong Hoa**

*Police University, HCM City, Vietnam*

This paper reports a study that used a matched-pair pre-test, post-test control group design to compare the impacts of Intensive Listening program and Extensive Listening program on the learners' listening proficiency based on the 30-day experiment. It is hoped that the study can help Vietnamese learners who study English as a foreign language develop a positive attitude towards extensive listening on one hand and may motivate them to listen for pleasure on the other hand. This study may shed light on how to introduce extensive listening into English foreign language classroom practice and how to maximize the students' exposure to suitable listening materials, which has been effectively adapted and reproduced, for the real classroom practice.

*Key words:* motivate, intensive listening, extensive listening

## STUDY OF DIFFICULTIES FACED BY EFL TEACHERS IN TEACHING LISTENING AT HIGH SCHOOLS IN NGHE AN PROVINCE, VIETNAM (A CASE STUDY WITH CURRENTLY USED TEXTBOOK "TIENG ANH 11")

**LUU Quy Khuong**

*University of Foreign Language Studies, Da Nang University, Vietnam*

**PHUNG Nguyen Quynh Nga**

*Nam Dan 2 High School, Nghe An Province*

This study was conducted to investigate difficulties faced by EFL teachers in teaching listening sections in "Tieng Anh 11" at high schools in Nghe An. To collect relatively objective information, a combination of both qualitative and quantitative approaches was used. Data collection instruments consisted of *questionnaires, interviews and class observations*. The data for the research was collected from two groups: EFL teachers and 11<sup>th</sup> form students at high schools in Nghe An. The first group involves 18 female teachers and 2 male ones who have been teaching listening skills in "Tieng Anh 11" to 11<sup>th</sup> grade students in Nghe An high schools. The second one comprises of 100 grade 11 students who are using "Tieng Anh 11" as their official English textbook at school. The findings indicate that EFL teachers at high schools in Nghe An were encountering many difficulties in teaching listening skills in general, teaching listening sections in "Tieng Anh 11" in particular. From the findings, the following implications were suggested: providing key words with their pronunciation before listening; guiding students what and how to do without understanding all the text; adapting listening tasks to suit students' ability and using more interesting materials beside the textbook.

*Key words:* EFL teachers; difficulties; teaching listening; high schools; Tieng Anh 11.

## FLASHCARD ACTIVITY FOR PROMOTING CIRCUMLOCUTION SPEAKING SKILLS

**Charles MCHUGH**

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English learners often become 'stuck' or silent when they lack the necessary vocabulary to express themselves. By wisely using flashcards, students develop good circumlocution speaking skills, while promoting both speaking and listening fluency in an active and focussed game-like task.

In this activity, students describe sizes, shapes, colors, materials and special characteristics of various objects, along with using relative clauses, by viewing and explaining individual flashcards. The speaking aim is to logically reduce the number of possible choices so that the listener can soon guess the object on the flashcard. The speaker initially says three sentences to describe the object. After an incorrect answer, the speaker continues explaining the object while the listener reacts by asking a question or asking for clarification.

Using flashcards in a timed setting pushes students to quickly express themselves. This practice not only displays their level of English fluency but it also acts as a means to motivate them.

This talk explains some attributes of 'good' and 'bad' flashcards and it offers ways to use them in a class lesson to create a challenging but exciting activity that promotes fluency in both speaking and listening.

## **APPLYING REALITY-BASED SPEAKING ACTIVITIES FOR IN-SERVICE ADULT LEARNERS OF ENGLISH AT THE UNIVERSITY OF SECURITY, HCM CITY**

***LE Thi Nguyet***

*University of Security, Ho Chi Minh City, Vietnam*

There is an increasing number of in-service adult learners of English at the University of Security every year, whereas how to help them meet the requirements of English input and output level is a controversial issue. In fact, few researches have been done on solutions for adult learners of in-service training to reach Common European Framework of Reference (CEFR) - level B1 for English writing, listening, speaking and reading skills as the demand of our Ministry of Education and Training. To this type of English learners, speaking is always one of the most difficult skills under the influence of psychological characteristics and age factor.

So far the reality-based learning method has been considered as a simple method for keeping teaching activities relevant and effective, especially for in-service adult learners who have accumulated enough real-life experience to solve problems or make good decisions. Therefore, a study about how to improve speaking level of those adult learners using reality-based activities is called for in the area of the University of Security.

This paper addresses problems of in-service adult learners in learning English speaking. Also, contributing factors on their learning results will be mentioned and discussed. Finally, a series of guidelines for applying effective reality-based speaking activities will be presented for teachers to better serve their adult learners in English classroom.

*Key Words:* reality-based, speaking activities, in-service, adult learner, CEF

## **READING ALOUD: AN APPROACH TO IMPROVING STUDENTS' ORAL ENGLISH**

***LUONG Thi Phuong Nhi***

*Foreign Trade University, Hanoi, Vietnam*

'Reading aloud' plays an essential part in the English learning process. It is argued that reading aloud functions as a kind of all-encompassing pronunciation practice and a way of enhancing students' oral English (Huang, 2010). This paper therefore illustrates the use of 'reading aloud' for improving students' pronunciation and oral English.

The paper first describes the procedure of conducting a five-week blended course of pronunciation for second year students at Foreign Trade University (FTU). This blended course, a course conducted both online and in-class using the MOODLE system, offers students a chance to practice pronunciation daily as well as to gain more confidence to practice spoken English. The paper then discusses how the blended course assists students to prevail over such faults as disfluency, inaccuracy, improper pause or incorrect stress patterns. It also highlights some implications for developing students' pronunciation through the use of 'reading aloud' approach to teaching and learning English speaking skills.

## **USING RECORDING TECHNIQUE FOR ERROR CORRECTION IN TEACHING SPEAKING SKILL FOR FIRST-YEAR STUDENTS AT THE UNIVERSITY OF FOREIGN LANGUAGE STUDIES, UNIVERSITY OF DANANG**

***NGUYEN Ngoc Nhat Minh***

*University of Foreign Language Studies, Da Nang University, Vietnam*

This study attempts to investigate the use of recording technique (RT) for error correction in teaching speaking skill for first year-students at English Department, University of Foreign Language Studies. From the pilot research, some findings about the effectiveness of using RT to correct errors and typical types of errors made by students in speaking tasks are revealed. In addition, students and teachers' opinions towards the issues involved in using Recording technique are also identified. Lastly, the study closes with some recommendations to teaching and learning activities to enhance students' speaking performance.

## **THE DIALECTIC OF TEXTUAL ENLIGHTENMENT: IMPROVING READING ABILITY IN ADVANCED ENGLISH LEARNERS**

***Peter MCDOWELL***

*Charles Darwin University, Australia*

This paper presents a set of teaching strategies for developing reading ability in advanced 'English as an Additional Language' (EAL) learners: specifically in EAL learners preparing to teach both 'mother tongue' and bilingual/multilingual English students in mainstream school settings.

The presentation is illustrated using practical examples drawn from the author's experience teaching a large Australian pre-service teacher education course with significant EAL enrolments.

A noticeable interdependency between the teaching strategies is then rationalized using a four-stage 'dialectic of textual enlightenment', thus creating a dialectical model of reading.

At each stage in the dialectic, reading ability is able to progress qualitatively only after learners have come to recognize a certain inescapable contradiction within their current reading practices, and then only after suspending this recognition through a thorough reorientation of their approaches to written text.

Borrowing some terminology from theoretical computer science (optimizing compilers), the four reading stages are labeled suggestively as 'peephole reading', 'coalescent reading', 'pipeline reading', and 'fission reading'. Each stage is further differentiated by the number of reading streams concurrently in operation, and the number of information threads active within each reading stream.

Several points of comparison and contrast are made with contemporary models of reading, especially socio-cultural models.

## **TOWARDS WRITING A BETTER REPORT**

***Dr. PHAM Huu Duc***

*International University - VNU-HCMC, Vietnam*

The purpose of this paper is to present the application of grammatical metaphor (nominalization) in written texts, which are formal reports or research papers. The paper begins by presenting the definition of a formal report as a written text and categorizing them as more complex than the oral discourse of word-of-mouth conversations. It next reviews the concepts of systemic functional theory by which the oral communication form is transformed from speech to literature. It then provides the nominalization in details, considering some aspects of systemic functional theory such as discourse makers, meta-functions and information packing. It concludes with suggestions for further research using the application to investigate gaps in knowledge of computer-based natural language processing.

## **ROLE PLAY AND SIMULATION IN TEACHING INTERPRETATION**

***LE Thi Giao Chi***

*University of Foreign Language Studies, Da Nang University, Vietnam*

Innovation in foreign language teaching for enhanced quality is always a matter of concern for language teachers and educators. The aim of teaching a foreign language at university is to equip students with knowledge and skills needed to fully enter the labor market upon graduation. Innovative methods are crucial for the teaching of Interpreting so that breakthroughs can be seen in the delivery of both content and methodology. This paper looks at a pedagogical tool for teaching interpreting - Role Play. It attempts to give an overview of the situation of teaching Interpreting under the Bachelor of English training program at College of Foreign Languages. It then states the importance of Role Play, and finally introduces some role play simulated situations which have been used at the College to enhance these aforementioned skills, thus the quality of teaching and learning of interpreting.



## LANGUAGE ASPECTS & RELATED ISSUES

### CONSTRUCTING AND UTILIZING WORD LISTS FOR THE COMMUNICATIVE CLASSROOM

**TRAN Hoai Giang & NGO Xuan Minh**

*ULIS, Vietnam National University, Hanoi, Vietnam*

Despite the vital role of vocabulary in the language learning process as informed by research (Thornbury, 2002), the learning and teaching of vocabulary have, for quite a while, been neglected as the TESOL practice shifted away from the Grammar-Translation method to the Communicative Language Teaching Approach. Nevertheless, as the positive link between vocabulary knowledge and success in reading comprehension as well as academic achievement (Nation, 1990) is confirmed, there has recently been a renewed interest in the field. A central question emerging is how vocabulary can be acquired in a communicative way and best serve as the basis for promoting students' communicative competence. To this, the word list, though originating in the heyday of the Grammar-Translation method, seems a promising answer.

In an attempt to assist the use of this valuable instrument, the authors will first provide a succinct review of key concepts and then a demonstration on how a word list can be created thanks to advances in text analysis technology and corpus linguistics. Subsequently, several classroom-tested activities will be introduced to illustrate the potential of applying the word list in an array of learning and teaching contexts including Vietnamese English classrooms at all levels.

### COLLOCATIONS: AN ANALYSIS OF VIETNAMESE EFL LEARNERS

**TRAN Thi Chau Pha & NGUYEN Thi Ha**

*School of Education, Can Tho University, Vietnam*

The issues of EFL students' uses of collocation have gained much interest of researchers and educators (Baker, 1992; Bahns, 1993; Hussein, 1998; Mongkolchai, 2000; Ying, 2009; Yan, 2010). Available literature indicated some influential factors such as limited knowledge of cultural-specific collocations and L1 transfer had impact on students' ability in using English collocations. This paper reports the results of an investigation into students' knowledge of English collocations and collocational mistakes they made. The paper also focuses on factors that affected their misuses of collocations. Quantitative methods were used in this study. Data were collected from questionnaires and collocation tests. The subjects were fifty-nine English-majored students from a university in the Mekong Delta in Vietnam. Results showed that Adv+Adj and Noun+Noun were the two most difficult collocation types for the participants. It was also found that semantic field and culture competence were the two crucial aspects affecting EFL students' use of collocations.

*Keywords:* English collocations, Collocational mistakes, EFL learning.

### THE USE OF INDUCTIVE CONSCIOUSNESS-RAISING ACTIVITIES IN PROMOTING ENGLISH USE AND IMPROVING GRAMMATICAL KNOWLEDGE

**TA Thanh Binh & NGUYEN Thi Huong Lan**

*Hanoi National University of Education, Vietnam*

This workshop purports to introduce the concept of inductive Consciousness-Raising and demonstrate the use of Consciousness-Raising activities to promote learners' English use and improve the retention of grammatical knowledge.

The approach to grammar teaching that has been favored by most Vietnamese teachers of English is the deductive one, where teachers play the role of knowledge presenters and learners' role is limited to receivers. Such way of teaching grammar is tiring for teachers for they have to spend most of lesson time presenting and explaining grammatical knowledge, at the expense of little time for learners to use English. Using inductive consciousness-raising activities is a good solution to relieve teachers from the burden of talking and enhance learner talk because in an inductive Consciousness-Raising grammar activity, learners have to interact with their partners most of the time to work out the target grammatical rule, and the teacher just interferes when help is needed. In addition, inductive Consciousness-Raising activities require learners to be actively engaged in the meaning-making process, which means they have to make greater mental effort, consequently being more attentive and attaining greater retention of the target knowledge.

## **A STUDY OF POLITENESS STRATEGIES FOR MAINTAINING ENGLISH AND VIETNAMESE CONVERSATIONS**

**NGUYEN Thi My Phuong & DANG Thi Chung Thuy**

*University of Foreign Language Studies, Da Nang University, Vietnam*

This paper deals with the politeness strategies for maintaining English and Vietnamese conversations, especially on pragmatic, cultural and sociolinguistic aspects. It attempts to explore all the strategies used for prolonging a conversation in English and Vietnamese based on a number of conversation samples collected from many books, stories, novels, the Internet, audio, and video tapes in both languages. The most important and significant aspects of the study is the similarities and differences between English-speaking people and the Vietnamese in the ways of using typical politeness strategies for maintaining their conversations in the light of politeness theory of Brown and Levinson (1987). In addition, social factors such as age, gender, social status, etc. which affect the choice of politeness strategies will be investigated. The study also puts forward some implications for teaching and learning English conversations

## **A PRAGMATIC ANALYSIS OF POLITENESS IN EMAILS IN THE WORKPLACE**

**Elineth Elizabeth L. SUAREZ**

*Miriam College, Ateneo de Manila University, Philippines*

“How to do things with words” (Austin, 1955) or “what do people do with words in a context is the primary interest of this paper. This study focuses on a pragmatic analysis of politeness in emails in the workplace particularly in an academic institution. The study hopes to give a qualitative description of the politeness strategies employed by interlocutors in their emails: 1) by/from supervisors to their subordinates, 2) by/from subordinates to their supervisors, and 3) by/from interlocutors to their colleagues of similar rank/position. This also seeks to characterize the structure/format of the emails used by each group of participants and the linguistic structures that the emails employ to effect specific functions or goals such as imposition, apology, request, etc. The study is guided by the theories proposed and discussed by Leech (1980), Brown and Levinson (1987), Fraser (1990), and Spencer-Oatey (1992) in the field of pragmatics.

*Key Words:* Pragmatics, Pragmatic Analysis, Politeness, Theory, Emails

## **AN INVESTIGATION INTO THE APPLICATION OF CORPUS-BASED APPROACHES TO ANALYSING ENGLISH DISCOURSE**

**TRAN Huu Phuc**

*Da Nang University, Vietnam*

Language researchers, over the last three decades, have been interested in the investigation into features of natural language. Consequently, there have been a wide range of studies not only on how language works but also on applications of knowledge about language in real-life situations. The matter of concern is how linguists can get accurate results in searching for linguistic issues in real-life situations. To answer this question, several studies have frequently been conducted via the use of corpus-based methods. Data used for illustration in most research are often collected from written and spoken texts with naturally used wording, without linguists' intervention. As such, corpus linguistics, with the method of discourse analysis based on authentic data collected from actual use of language, has become a popular approach in a range of research on English discourse. This paper presents the general view on corpus linguistics, methods of collecting and building a corpus; introduces tools for discourse analysis such as key words, frequency list and concordance lines; and illustrates ways of using software packages to analyze specific issues in an English discourse under the umbrella of corpus-based approach.

## **THE APPLICATION OF MOODLE'S GLOSSARY ACTIVITY IN BUILDING LEARNERS' BASIC UNDERSTANDING OF CONTRASTIVE ANALYSIS**

**LE Nguyen Nhu Anh**

*Ho Chi Minh City University of Education, Vietnam*

E-learning has recently become a trend in Vietnam's education due to its flexibility and rich interaction. One of the most commonly used system in e-learning is MOODLE, a free web application that can be used to create effective online learning sites. MOODLE helps educators organize content or learning into courses. Courses can

have files, discussions, writing assignments, tests, and other specific learning activities. MOODLE is useful for educators because it has very specific activity types, such as "assignment," "forum," and "glossary" that were designed with education in mind. Glossary is an online dictionary that is quite powerful for a number of subject areas. In this kind of activity, learners are encouraged to contribute their understandings and definitions of different concepts in one subject. This article will address some techniques in utilizing the glossary feature to help learners build basic understanding of the subject Contrastive Analysis, which is an obligatory linguistic subject for all mainstream students of English Department, Ho Chi Minh City University of Education, and suggest further implications for other subjects in different disciplines.

## **LANGUAGE TRANSFER IN CLASSROOM COMMUNICATION AND LANGUAGE LEARNING**

***HOANG Thi Thu Ha***

*Foreign Trade University, Vietnam*

While communicating with people from other languages rather than the mother tongue, when language fails to do its task, speakers tend to use some techniques including verbal and non-verbal ones. In the latter case, speakers use body language such as gestures and facial expressions to convey their emotion and information. In the former case, people sometimes create new words, use their native language to replace its equivalence in the target one, paraphrase or translate word for word. Among these verbal techniques used by low-proficiency students, replacing the target language with a native one, known as language switch, and translating word for word, or so-called literal translation are frequently used. Despite the mistakes and errors the speakers make in terms of linguistics, they are successful in terms of communication.

This research, which is based on a similar one conducted by Shamala Paramasivam in Malaysia and my own M.A thesis, uses a variety of speaking and writing activities together with classroom observation of some first year English students at Foreign Trade University and some primary pupils at Wellspring International School to investigate the use of language transfer in their English classes.

## **TRANSLATION CRITICISM AS AN EFFECTIVE TOOL IN ENHANCING CRITICAL THINKING**

***NGUYEN Thi Thu Huong***

*University of Foreign Language Studies, Da Nang University, Vietnam*

In the era of globalization, the need for information exchange is inevitable. However, there exist obvious barriers to the mutual understanding among people with different languages and cultures, which gives birth to translation, a science functioning as a bridge among languages. In international integration, to become an active member of a range of international organizations, Vietnam has made great demands on a large number of translators and interpreters and as a consequence translation has been introduced into the university level English training programs. Such translators' training curricula provides courses of translation ranging from basic to advanced level but translation criticism is largely ignored. Newmark (1995) emphasized the necessity of translation criticism in a translation course since it is "an essential link between translation theory and its practice" and it brings many benefits. Besides expanding students' background knowledge and improving their understanding of their own and the foreign language, this kind of activity helps develop their critical thinking. The paper illustrates some advantages of translation criticism before proposals are made on effective ways to use translation criticism in translation classes.

## **ELT METHODOLOGY & SLA**

### **USING GAMES AS A MOTIVATION IN EFL CLASSROOMS**

***TRAN Dinh Trong***

*Dong Nai College of Decorative Arts and Lac Hong University, Vietnam*

A number of students (especially the ones in Vietnam) find it boring to learn English because they mostly work with dry forms and structures in their classrooms. So as to bring something interesting, relaxing and enjoyable to the classrooms, I choose to use language games in which students have more chances to use their English comfortably and communicatively.

At the beginning of the presentation, I will have audiences discuss and point out what it means by games and the benefits that games bring to EFL classrooms. I will then suggest to the audiences some language games that have been used successfully in my classrooms. At the end of this presentation, some useful websites, books for games will also be suggested.

### **MOTIVATION AND ATTITUDE OF TERTIARY STUDENTS LEARNING EFL IN VIETNAM: A CASE STUDY OF DANANG UNIVERSITY**

***HO Vu Khue Ngoc***

*University of Foreign Language Studies, Da Nang University, Vietnam*

In the field of Second Language Teaching and Learning (ESL), motivation is of great importance. By understanding learner motivation and attitudes, ESL teachers can design and carry out lessons that nourish and capitalize on the motivation of each student to learn English.

The central concern of this study is the motivation and attitudes of Vietnamese tertiary students toward learning English. The study seeks to determine what makes tertiary students in a Vietnam university learn English and how they think about the current English teaching and learning processes at their institution.

Subjects for this study are 240 students from three member Colleges and Universities of Da Nang University, Vietnam. A questionnaire, an adapted version of Gardner's Attitude and Motivation Test Battery (1985a) is translated into Vietnamese and administered to the students to collect data. Classroom observations and focused interviews are also conducted to better interpret the data. The study is predicted to reveals 1) The motivation is more instrumental than integrative; 2) A range of attitudes towards teaching and learning English is evident and 3) Students' suggestions for improvement in English teaching at their institutions are worth considering.

*Key words:* attitude, motivation, English as a Foreign language, Vietnam, tertiary students

### **PRACTICES THAT ENSURE LEARNING CONTINUES OUTSIDE OF THE CLASSROOM TRAINING LEARNERS FOR INCREASED AUTONOMY**

***William C. COLE-FRENCH, & Fresley MCFADDEN***

*Hanoi University, Vietnam*

Asked directly about the importance of self-study skills, almost any educator would affirm their desire to see students take a greater responsibility for their learning process and outcomes. Certainly most of us have had such students in our classes and we can readily attest to the positive effects learner autonomy had upon the attitude and the approach of the student towards language learning. Yet, what is it exactly that allows students to operate with a greater degree of motivation and responsibility – are students like these simply born or can they be made? Specifically, what are ways that we as instructors can foster self-study skills and direct our students to explore English more productively on their own?

This session will review current research on this topic that highlights the relevance of learner autonomy across ages and cultures as well as pinpointing specific factors that help its development. Furthermore, the workshop will introduce specific practices and resources that can train students to operate with a greater degree of motivation and responsibility. Our goal is to explore a variety of approaches that strengthen the capacity of our students to study English for themselves.

### **VIETNAMESE ENGLISH LANGUAGE TEACHERS' PERSPECTIVES ON TEACHING AND LEARNING IN THE ASIA PACIFIC REGION**

***Toni DOBINSON***

*Curtin University, Australia*

Much has been written about approaches to teaching and learning, the 'good' teacher, the 'good' learner and in particular how notions of these may differ regionally. Even more focus has been placed upon the links between culture, pedagogy and learning practices especially with learners from Asian backgrounds.

This presentation documents responses, reflections and narratives collected from 10 Vietnamese English language teachers onsite in Ho Chi Min City, Vietnam in an interpretivist- interactionist study which was qualitative in its approach. Through the use of semi-structured interviews, participants reflected upon what made a 'good' teacher and a 'good' learner concluding, on the whole, that personal characteristics are as

important as technique or strategy . Some participants also reported having mixed feelings about Western educational theory and related teaching practices and were either critical of notions of Asians as reproductive, passive and uncritical in their learning approach or offered considered reasons for this approach to learning.

## **MEDIA & TECHNOLOGY IN LANGUAGE EDUCATION**

### **SMART LEARNING: PREPARING FOR 21ST CENTURY ENGLISH EDUCATION**

**James HALL**  
*Compass Media*

With technology and traditional methods of education converging what will our classrooms look like in the 21<sup>st</sup> century? Compass Media invites presenter James Hall to discuss this issue and offer insight into global technological trends in English education. This presentation will focus on current trends in the ESL/EFL industry with Smart Learning technologies and highlight the benefits for both teachers and students in the 21<sup>st</sup> century classroom.

### **FREE TELECOLLABORATION 2.0 FOR ONLINE INTERCULTURAL EXCHANGES: SOME INSIGHTS FOR ENGLISH LANGUAGE EDUCATION IN VIETNAM**

**BUI Thi Khoi Nguyen**  
*An Giang University, Vietnam*

Rapid evolution of modern technologies has facilitated virtual communications across boundaries; however, not all of these technologies are free and useful for English language education. This presentation addresses this issue by introducing some free tele-collaboration 2.0 tools and activities that can be used to engage English language learners in online exchanges.

The presenter will show specific examples of using such free technologies as Webs, ThinkFree, Jing, Skype, Dropbox, YouTube and Google Docs in facilitating the online exchange between students of Eastern Michigan University in the United States and Tan Tao University in Vietnam. Web links and guidelines for using these technologies in the discussion forums, blogging, podcasting, collaborative group projects, virtual presentations and video sharing of the so-called IT-HELPS activities will also be mentioned. Finally, the presenter will suggest some effective ways for using these tools and activities in Vietnam.

It would be suggested that using such free tele-collaboration 2.0 tools and activities is an effective and economical way to improve the quality of English language education in Vietnam. Therefore, this presentation is useful for those who are interested in using free technological tools for enhancing English language learners' interlingual and intercultural competence via online exchanges.

### **EXPLORING SECONDARY STUDENTS' USE OF A WEB-BASED 2.0 TOOL TO CREATE GRAPHIC NOVELS: A CASE STUDY**

**TRUONG Tuan**  
*University of Missouri, USA*

Arts, multimodality, and new literacy have been drawing attention from both English teachers and researchers. In this case study, the use of a web-based 2.0 graphic novel making tool was explored among five students of English at a Midwest secondary school, USA . These young learners used this online graphic novel making tool to compose graphic stories for a period of six weeks. Various types of data collected for the current study included face-to-face interviews, graphic stories, students' self-reflections, and the class teacher and researcher's observation notes. Constant comparative method was applied to analyze the data before three preliminary findings were reported: (i) using the online graphic novel making tool, the students tended to combine both words and images to tell stories, (ii) the students showed their positive feedback to the tool as they believed it was motivating and facilitating, and (iii) concerns were found among the students as far as limitations and technical issues associated with the tool were discussed. The findings of the current study suggested a number of implications for teachers of English who were attempting to use networked technologies in the classrooms and to develop more engaging teaching materials for improvement of their English lessons.

*Key words:* Graphic novels, new literacy, web-based 2.0 tool, teaching material, classroom technology

## CULTURE & LITERATURE

### MAKING STUDENTS' VOICES HEARD IN A LITERATURE CLASS

**LE Thi Anh Phuong**

*Nha Trang Education College, Vietnam*

Literature has been recognized as a valuable source of EFL teaching materials ([Khatib, Rezaei & Derakhshan, 2011](#)). However, Vietnamese students often find this subject daunting for its difficulties regarding language use, cultural and literary implications (Baurain, 2000) and effective student assessment is a challenge for the teacher. Therefore, it is essential to make literature teaching more relevant and appealing to EFL students (Cope, 1998) so that it can manifest its benefits.

My research lasted for 15 weeks with a class of 50 final- year college students who studied American literature. During the course, students were introduced to selected 20th century short stories and poetry. Instead of lecturing, pictures and questions were used to guide students' learning while their teamwork and independence was promoted. On-going assessment was conducted with students sharing their understandings and personal experiences (Knoeller, 2003) via their poems, journals, minidramas and storytelling, apart from a written test.

My presentation would clarify the teaching materials, teaching and assessment methods adopted during the course. Research findings from students' questionnaires, together with the poems students made and pictures of their drama performances would be vivid manifestations of the course success. Suggestions are also given to teaching literature in similar Vietnamese contexts

### THE USE OF FIGURATIVE LANGUAGE IN ENGLISH LITERATURE

**TRUONG Thuy Duong & LE Thi Yen Nhu**

*HCMC University of Education, Vietnam*

All the world's a stage  
And all the men and women merely players  
They have their exits and their entrances  
And one man in his time plays many parts.

(“As you like it” - Shakespeare)

This is a well-known example of extended metaphor found in Shakespeare's work. Figurative language is a type of language that is intended to create pictures in the reader's mind. These images help to convey the undertone of literary texts faster and more vividly than words alone do. Figures of speech are indispensable tools for rhetorical purposes in literary works. They are ubiquitous, from classical works like in Shakespeare's masterpieces or in the Bible to modern pieces of writing. They are utilized pervasively because they add interest, color and zest to break up the tedium of prose as well as arouse readers' imagination. Hence, this paper attempts to look at the use of figurative language in English literature through close scrutiny into some quintessence so as to help teachers assist their students in not only gaining true and in-depth understanding but also appreciating the beauty.

### TEACHERS' PERCEPTIONS TOWARD CULTURE INCLUDING IN ENGLISH LANGUAGE TEACHING AND THEIR CLASSROOM PRACTICES

**TRAN Quoc Thao**

*Freelance teacher of English, HCMC, Vietnam*

As language and culture are strongly interrelated, culture including in language education is an indispensable component. However, the perception of culture including in language education varies from one teacher to another. Therefore, this study aims at exploring English language (EL) teachers' perceptions toward culture including in English language teaching (ELT) and their classroom practices at junior high schools in Dak Lak, Viet Nam. It involves sixty-six EL teachers answering a questionnaire. The results show that most of these EL teachers believe that culture including is important and is a vital part in ELT. They state that the foremost objective of culture including is to provide cultural skills. It is also found that EL teachers' classroom practices, to some extent, correspond to their perceptions and they employ teacher-centered activities most frequently.

However, a small gap seems to exist between EL teachers' defining the goals of culture including and realizing them.

*Key words:* Teachers' perceptions; culture including; English language (EL); English language teaching (ELT)

### **A 'FAIR GO' FOR MULTILINGUAL LEARNERS: CULTURALLY RESPONSIVE PEDAGOGICAL PRACTICES**

***Geoff MUNNS, Margery Hertzberg MUNNS***

*University of Western Sydney, Australia*

This presentation takes a pedagogical approach to the teaching of multilingual students. It examines how teachers can acknowledge and use the diversity of all learners in their classrooms as a genuine and essential resource, and at the same time extend learning to enable all students to access the language and culture of power. It draws on research undertaken in the University of Western Sydney's Fair Go Project. This is Australian Government funded research into the classroom practices of teachers who strongly engage their students and bring about enhanced academic outcomes. The presentation's specific focus is on the nature of these teachers' culturally responsive pedagogies, and the ways they address the specific needs of students who are multilingual speakers of language/s and/or dialect/s.

### **CRITICAL INTERCULTURAL LITERACY, THIRD SPACES, IDENTITY AND MOTIVATION: IMPLICATIONS FOR THE LANGUAGE CLASSROOM AND BEYOND**

***Paul MERCIECA***

*School of Education, Curtin University, Australia*

Narrower definitions of cultural literacy have focused on understanding of a range of canonical texts in dominant cultures. This paper draws on a study of an isolated migrant group in Australia to affirm the value of secure but flexible identities in developing a wider and more inclusive form of cultural literacy. Wider perceptions of such literacy, drawing on sociocultural perspectives, now present it as a critical 'feel' for negotiating between cultural rules and practices. Also, both reaffirmation and redefinition of identity appear to be inseparable from any serious development of literacy. The presentation will explore ways in which intercultural literacy can be re-envisioned as not merely a set of skills, but rather as a deeper set of understandings. It is suggested that such intercultural literacy can be acquired not inside classrooms alone, but outside classrooms, in 'third' spaces between the familiar and the new, in the same way that bars and coffee shops help manage daily transitions between home and work cultures. The study underpinning this paper looked at continuity and change in cultural practices and identity, in particular at how cultural shape-shifting or 'lability', can co-exist with other characteristics of identity. The study took an emic perspective and a syndetic approach, adapting procedures such as participant observation, semi-structured interviews and narrative analysis. It will be argued that, for successful language learning and social interaction, the development of intercultural literacy should now overarch the narrower concepts of communicative competence and cultural literacy.

### **INTEGRATION OF CULTURAL FACTORS IN THE TEACHING OF ENGLISH AT THE PEOPLE'S POLICE UNIVERSITY – A STRATEGY FOR IMPROVING STUDENTS' USE OF ENGLISH IN REAL COMMUNICATION**

***NGUYEN Thi Thu***

*The People's Police University, HCMC, Vietnam*

Culture is such a crucial concept in language teaching that it cannot be separated from language teaching and is now considered as the fifth language skill. However, cultural factors are still neglected in the teaching of English the People's Police University (PPU). This is one of the main causes for the lack of cultural awareness which often results in students' limited use of English in real communication. This article explores how culture awareness affects English competence and use and brings together the most specific ideas and techniques to integrate culture into the teaching of English at the PPU where the author is employed.



## TESTING & ASSESSMENT

### **COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR) AND THE ASSESSMENT OF SCHOOL TEACHERS' LEVELS OF ENGLISH IN CENTRAL VIETNAM: EFFECTS AND AFFECTS**

**NGUYEN Van Long**

*University of Foreign Language Studies, Da Nang University, Vietnam*

The paper reports a practical situation of testing and assessing the levels of English for school teachers of English in Central Vietnam, which is part of the project 2020 aiming at upgrading English level of competence of both teachers and students of English in the whole country. The paper starts with a brief presentation of the Common European Framework of Reference, or CEFR, as a standard framework for language evaluation. Following is a full report of the process of assessing the English level of English teachers of the three levels of secondary education, i.e. primary, junior secondary and secondary from various provinces and cities in Central Vietnam. This includes the presentation of results, the discussion of advantages as well as drawbacks, and the analysis of the impacts of the evaluation policy on learners, teachers, and administrators. The paper ends with several comprehensive conclusions and suggestions for further investigations.

### **BUILDING AN ASSESSMENT COMPETENCE FRAMEWORK FOR PRE-SERVICE AND IN-SERVICE ELT TEACHERS IN VIETNAM**

**DUONG Thu Mai, PHAM Thi Thu Ha & THAI Ha Lam Thuy**

*ULIS, Vietnam National University, Hanoi, Vietnam*

Without plenty of doubt, low assessment literacy by teachers, or their inadequate competence in educational assessment, has been a popular topic for discussion in English language teaching (ELT) in recent years and also a popular explanation for ineffective ELT programs in many countries in the world. The teaching of English in Vietnam is not an exception. Recognizing this situation, educational policy makers in those countries, including Vietnam, are sharing a critical interest in the improvement of assessment competence to all educational stakeholders. This paper attempts to present an initiative for the improvement process with the construction of an assessment competence framework which pre-service and in-service ELT teachers need for their profession. Specifically, a cognitive model by Singer (2006) has been employed to suggest a competence-based assessment framework for pre-service and in-service ELT teachers in Vietnam, consisting of knowledge, skills and attitudes in the field of educational assessment and evaluation. Assessment competence has been developed according to six levels of Singer's model, including perceiving, primary processing, constructing mental structures, expressing through language, secondary processing and transferring. It is hoped that this framework can be used as a good source of professional development materials not only for the named targeted users but also for education policy makers and ELT postgraduate students specializing in assessment.

### **AN OFFLINE ASSESSMENT OF SPEAKING SKILL WITH HELP OF MODERN TECHNOLOGY**

**TRAN Le Nghi Tran**

*Banking Academy – Phu Yen Branch, Vietnam*

In large various English classes with different language backgrounds, students cannot have enough time to practice and get proper correction and feedback from the teacher. To solve the problem, this offline language assessing method has been developed at the Banking Academy - Phu Yen Branch for classes of 60-90 students and proved to be extremely useful in language learning, practising and evaluating outside the classroom. It involves the whole procedure of preparing and assessing oral presentations from data collection, content building, mistake correction, spell check and rehearsal to evaluation. The differences lie in the use of common search engines and related sites, mistake correction utilities, language learning softwares such as text-to-speech converters and recording devices and the offline evaluation of presentations in form of video clips which must be uploaded to file sharing or storing websites or sent to the teacher through e-mails, removable drives or CDs. This procedure, with help of popular, available everywhere technological applications, can be carried out totally outside the class boundary and saves both the teacher and students plenty of time in class for other activities. Besides, it also helps students practise not only their speaking but also their pronunciation, grammar and writing.

## **LINGUISTIC KNOWLEDGE FOR TEST TAKERS OF TOEFL IBT IN READING AND LISTENING TESTS**

***NGU Thien Hung***

*University of Foreign Language Studies, Da Nang University, Vietnam*

This article addresses the question of applying semantic and pragmatic knowledge that the Vietnamese students of English have acquired in their linguistic courses to dealing with questions in reading and listening tests of TOEFL iBT. The data was collected from two sources: (1) the 3rd year students of English at the University of Foreign Language Studies (UFLS), the University of Danang (UD), and (2) the material for the preparation of TOEFL iBT: Building skills for the TOEFL iBT, Developing skills for the TOEFL iBT and Mastering skills for the TOEFL iBT, Compass Publishing. Semantic facts about sense relations and pragmatic information about illocutionary forces along with discourse markers are used to clarify the techniques or tips in helping the 3rd year students as potential test takers to make the right choice. The article will provide an initial list of techniques for guessing the meaning of new words in the test and deriving the relevant implication in some questions concerning the writer and speaker meaning in reading and listening passages.

## **IELTS SELF-STUDY ASSESSMENT OF HIGH QUALITY 1<sup>ST</sup> YEAR STUDENTS THROUGH ASSIGNMENT PORTFOLIOS**

***TRAN Thi Trung Hieu***

*Foreign Trade University, Hanoi, Vietnam*

It is vital to ascertain student views around the predictive nature of IELTS scores in relation to the linguistic demands of university study, for this has potential to tell much about validity of the test. Due to the broad use and attributions regarding an IELTS score and ensuing academic progress, the appropriateness of university IELTS score levels – is of great interest. Teaching IELTS is a combination of English language training and IELTS examination requirements and procedures in order that when students take this exam they are better able to produce their best results. There is no magic remedy for getting a high band in the exam. Students themselves will have to have a good knowledge of English to achieve a band score which will make them eligible to follow high-quality curriculum in Foreign Trade University. This paper aims to authentically assess self-study of gifted first-year students through portfolios. If we consider assessing as gathering of knowledge for skill achievement, then a portfolio is a type of assessment, in which I would like to convey listening and reading skill achievements. Students are asked to reflect on their work, to engage in self-assessment and goal-setting. I hope teachers and educators will certainly make a little use of my contribution.

## **CLASSROOM-BASED ASSESSMENT IN THE ENGLISH TEACHING CONTEXT OF VIETNAM**

***HUYNH Ngoc Mai Kha***

*University of Foreign Language Studies, Da Nang University, Vietnam*

The term classroom based assessment is not new to educational researchers. This kind of assessment has been applied and widely used in many countries with educational development. However, to practically and effectively bring it into the context of teaching English in Vietnam schools requires approval from many different agents, from the state to local authorities and school leaders. Difficult as it is, the meaning and efficiency of classroom-based assessment's application is thoroughly recognized by teachers and educational researchers locally and regionally. From the fact and significance of classroom based assessment, the paper suggests some solutions to the application of this model into the teaching context of Vietnam.

## ESP

### **"MAY I HELP YOU?": INVESTIGATING ENGLISH USE IN THE HOSPITALITY INDUSTRY IN VIETNAM**

**VU Thi Hong Van & Katie DUNWORTH**

*Curtin University, Australia*

Within the tourism and hospitality industry in Vietnam, in which communication plays an important role in facilitating business, English is used widely as the dominant medium of communication. As a consequence, the language of hospitality and tourism is widely taught in Vietnamese educational institutions.

This paper reports on a study which investigated the extent to which the English spoken within the hospitality industry in Vietnam has its own characteristics, and examined the implications of this for the teaching of English for specific purposes (ESP) in Vietnam. The study involved the exploration of hundreds of authentic oral interactions between guests and staff recorded in 2011 during the high season at four different hotels in different regions of Vietnam. Conversation analysis, a research approach which focuses on identifying the organization, forms and meanings of spoken interaction, was used to analyze the data from this study.

The paper will describe the initial findings from the study with regard to features of 'hospitality English', and consider the implications of the results for the teaching of ESP in Vietnam.

### **APPLYING LEARNER-CENTERED APPROACH TO TEACH ESP FOR THE ADULT LEARNERS**

**NGUYEN Huong Giang**

*Foreign Trade University, Hanoi, Vietnam*

The role of the teacher as seen through the actual teaching process in facilitating students to develop their own learning strategies which are appropriate to the requirements of the subject and their individual learning needs remains limited. There have been some teaching methods regarding this issue suggested, in which the learner-centered approach in language teaching that involves the change of attitudes towards learning and the roles of teachers and learners in language learning has been applied effectively in many parts of the world. However, it is not very popular in Vietnam, especially at the universities where all learners are adult. The situation of ESP teaching and learning at Foreign Trade University (FTU), where I am working as an ESP teacher, and the gap of knowledge related to research work in this area have aroused my interest and made me dedicate all my efforts to determine ESP teaching methodologies which are well-matched to the objectives of the course and the needs of the students; and offering recommendations on some specific applicable techniques in order to raise the efficiency of ESP teaching as well as students' awareness of their role as active subjects of their own learning.

## CURRICULA AND MATERIALS

### DESIGNING A SYLLABUS FOR TEACHING ESP TO INTERNATIONAL STUDIES MAJORS AT UNIVERSITY OF FOREIGN LANGUAGE STUDIES, THE UNIVERSITY OF DANANG

**NGUYEN Thi Quynh Hoa**

*University of Foreign Language Studies, Da Nang University, Vietnam*

The paper is aimed to present some issues related to the designing of a syllabus for teaching ESP to International Studies Majors at University of Foreign Language Studies (CFL), The University of Danang. As a matter of fact, International Studies is the only non-language major at CFL, which has been in operation since 2006. The goal of this major is to equip students with knowledge of International Studies and skills in the English language. For students majoring in International Studies, English is an indispensable tool in their future jobs, since their work will be closely associated with matters in international relations, law and foreign policies, etc.

In the most recently updated curriculum for International Studies at our Department, which was first implemented in the academic year 2011-2012, "Advanced English", which consists of 4 credits, is an important subject whose content is oriented towards International Studies. The subject is to be taught to 151 students in the 2nd semester of the academic year 2012-2013. Hence, the designing of a syllabus for this subject is a crucial task which must be carried out as soon as possible. This paper is an attempt to figure out a process-oriented syllabus for teaching the above-mentioned subject.

### HOW TO INCORPORATE CONTENT AND ACADEMIC VOCABULARY OF PSYCHOLOGY INTO ON-LINE AND OFF-LINE GRADED SELF-LEARNING MATERIALS DEVELOPMENT

**Helen Hendaria KAMANDHARI**

*Ubaya Language Center, University of Surabaya, Indonesia*

Financial problems oftentimes pose hindrances for students in learning English. Students from the Faculty of Psychology at the University of Surabaya (<http://www.ubaya.ac.id>) also experience financial problems deterring them from taking English courses at Ubaya Language Center. The only way these students can learn English to improve their content subject literacy is through Self-Access Center by paying for only USD 5 annually. Based on the survey questionnaires distributed among the students, the researcher obtained preliminary information that they are willing to join Self-Access to improve their content subject literacy. However, currently, the self-learning materials both on-line and off-line tailored to those students have not been made available yet.

To produce these learning materials, a preliminary process is conducted to decide which content and academic vocabulary of psychology to include in both on-line and off-line self-learning materials design. This process is done through the subsequent procedures, first, *selecting* the most frequently used content and academic vocabulary from general, clinical, and industrial psychology from the curriculum-based psychology textbooks from semesters 1 through 8; and second, *assigning* levels to vocabulary selected. From there, the learning materials are drafted by employing the vocabulary previously selected and assigned.

*Key words:* content literacy, off-line, on-line, self-learning materials development

### TASKS IN ESL CLASSROOMS: TEACHER PERCEPTIONS

**Rhonda OLIVER & Tatiana BOGACHENKO**

*Curtin University, Australia*

Although tasks for language teaching are rising to prominence internationally, teachers' perceptions and understanding of tasks have received scant attention in the literature. Given that perceptions about 'task' influence pedagogy, not only in terms of syllabus design, but also with respect to classroom approaches, teaching style, assessment methods and ultimately even learning outcomes, there is a real need to investigate these.

This paper will present the findings of a research study that attempted to reveal teachers' perceptions about task in ESL classrooms. Teachers were surveyed and written samples of their tasks were collected and analysed to reveal the ways teachers design tasks, define their aims and assess students' performance. The results indicate that there is little consistency among teachers regarding task definition and design. Whilst the position of some participants is in line with TBLT literature, others indicated their understanding and approach are contradictory to current theory.

**TEACHING EFL CLASSES WITH ENGLISH AS THE MEDIUM: A FOCUS ON UNIVERSITY STUDENTS' ATTITUDES TOWARD THE TEACHER'S ENGLISH USE**

***Koji UENISHI***

*Institute of Foreign Language Research and Education, Hiroshima University, Japan*

To explore students' attitudes toward the teacher's English use in the English language classes in tertiary education, this paper reports the results of a survey about 15 teaching contexts in class. Also, data analysis of self-awareness of English ability improvement and preference for English use was performed. Students tend to prefer the teacher who uses the English as the medium in these tertiary language teaching settings. Specifically, the students prefer that English should be spoken and written by the teacher in almost all the contexts except grammar instruction. Furthermore, the relationship between 'self-awareness of English ability improvement' and 'preference for English use' shows a correlation between the two items ( $p < .05$ ). The results of 15 teaching contexts in class and students' attitudes are described in the presentation.

**TEACHER'S VERBAL USE AND CLASSROOM INTERACTION: ASSESSMENT AND IMPROVEMENT**

***PHAN Thi Van Anh***

*Foreign Trade University, Vietnam*

Teacher verbal behavior is a decisive factor to form patterns of classroom interaction and create positive learning atmosphere. For junior teachers, who are young and inexperienced, the use of English as a major medium of instruction to encourage interaction in classroom reveals some problems.

The assumption is that if these teachers are provided a chance to understand their own teaching verbal behavior and try out a variety of teaching behaviors at classroom, this would possible lead to the improvement in their performance and classroom interaction. Based on this, two cases of investigation will be done. First, a young teaching group will be observed and receive feedback while the other group will be observed without later comments. Afterwards, the second investigation into two groups' classes will show the changes and improvement.

In this presentation, the answer to the following questions will be addressed:

- How to categorize and assess pattern of verbal interaction in EFL classes?
- What differences and similarities in verbal behavior are there between teachers who receive interaction analysis feedback and those who do not?
- What is the relation between teacher's verbal interaction and students' learning interest?

## Biodata of Speakers & Presenters

**Tatiana BOGACHENKO (Ms)** holds Bachelor degrees in Education and Linguistics. She originates from Ukraine where she works in the sphere of education and translation. She is actively engaged in EFL and ESL research work with the overarching aim to provide better opportunities for underprivileged and challenged communities around the world.

**BUI Thi Khoi Nguyen (Ms)**, a Vietnamese Fulbright grantee, is currently a lecturer of English at An Giang University. With the Master of Arts in TESOL awarded by Eastern Michigan University (The United States), the Master of Arts in Applied Linguistics by Curtin University of Technology (Australia) and a postgraduate diploma in TESOL by SEAMEO RELC (Singapore), Ms. Bui has explored many TESOL issues through her active participation in some exchange programs and language projects in Vietnam as well as her presentations at the TESOL international conferences in Michigan, New Orleans and Philadelphia in the United States.

**William C. COLE-FRENCH (Mr.)** has been working at Hanoi University for the past seven years through a cooperative agreement between HANU and REI Vietnam. During this time, his priorities have been teacher training and curriculum development within the Intensive English Language Program of the Foundation Studies Department. In 2009, William's university-level reading textbook, *Reading the Daily News from Vietnam*, was published for distribution in Vietnam. William C. Cole-French graduated from Boston University (USA) with his Master's of Education in TESOL in 2004. He and his family moved to Vietnam in 2005.

**Toni DOBINSON (Ms)** is a lecturer at Curtin University in Perth, Western Australia. She has travelled widely and lived overseas for many years teaching English as a second language in Egypt, Oman, the United Kingdom and Australia. She is currently involved with delivery of the MA Applied Linguistics onshore in Western Australia and offshore in Vietnam as well as teaching units designed to raise meta-cultural sensitivity at the Perth campus. Her areas of research interest are critical education and inter-cultural competence.

**Katie DUNWORTH (Assoc. Prof.)** is an Associate Professor in the School of Education at Curtin University, specialising in issues related to language proficiency.

**DUONG Thu Mai (Dr.)** is working at School of Language Skills 2, Faculty of English Teacher Education, University of Languages and International Studies/Vietnam National University, Hanoi, VN. She received her PhD in Education from the University of Melbourne, Australia.

**James HALL (Mr.)** is a graduate of the University of British Columbia's English Department & Sejong-Syracuse's Global MBA program. Focusing on early-childhood education from Kindergarten to Primary School, Mr. Hall has worked as an education professional in the roles of teaching, writing, and publishing in East Asia for the past 10 years. Currently, Mr. Hall's focus is in developing smart learning systems for global classrooms and in integrating classrooms with print and technology to prepare them for 21<sup>st</sup> Century learning methodology.

**HO Vu Khue Ngoc (Dr.)** was a senior lecturer at the English Department, Danang University of Foreign Language Studies before taking up the job as the Vice-Dean of the International Studies Department in the same institution, where teaching the English language and developing the English proficiency of the students is her interest and concern. She got a TESOL Master degree from the University of Queensland in Australia and a Ph.D degree in Asia Pacific Studies from Ritsumeikan Asia Pacific University in Japan.

**HOANG Tang Duc (Mr.)** is Vice Dean of Foreign Language Department, Nghe An Teacher Training College. He graduated from Teacher College, Columbia University in 2008 with a Master's degree in International Educational Development. He loves teaching English to children and currently works as a teacher trainer for Oxford University Press in Vietnam.

**HUYNH Ngoc Mai Kha (Ms)** is currently working at Da Nang University of Foreign Language Studies. She got her M.Ed at University of Foreign Language Studies, University of Da Nang

**Helen Hendaria KAMANDHARI (Ms)** is Partnership and Professional Services Manager/Full-time Lecturer (English and Economics) at Ubaya Language Center – the University of Surabaya, Surabaya, Indonesia.

**Andy KIRKPATRICK (Prof.)** is Professor in the Department of Languages and Linguistics at Griffith University and a member of the School of Education at Curtin University. He has worked in tertiary institutions across Asia, including in Burma, China, Hong Kong and Singapore. He is the author of *English as a Lingua Franca in ASEAN: A Multilingual Model* (HKUP 2010) and the editor of *The Routledge Handbook of World Englishes* (2010). He is co-editor, with Roly Sussex, of *English as an International Language in Asia*, published this year by Springer as part of the book series, *Multilingual Education*, of which he is the chief editor.

**LE Huong Hoa (Ms.)** is a Ph.D candidate at University of Languages and International Studies – Hanoi National University. She is Deputy Chief of the Foreign Languages Department, Police University, in Ho Chi Minh City.

**LE Nguyen Nhu Anh (Mr.)** is responsible for training language teachers in the Southern part of Vietnam. He has taken part in several Microsoft projects including “Integrate Multimedia and Moodle into 21st Century Learning” and Microsoft Asia-Pacific Summit “Innovate@Good”. Mr. Le is an innovative lecturer with lots of experience in integrating ICT in classrooms. His professional goal is to promote ICT integration in teaching.

**LE Thi Anh Phuong (Dr.)** is a former Fulbright scholar (USA); her qualifications include Ed.D.; M.A. in Applied Linguistics and Graduate Diploma in TESOL (Australia); B.A.in TESOL (Vietnam). Based at Nha Trang Education College in Vietnam for over 30 years, Dr. Le has been a TESOL educator and teacher for various national projects. She has published and presented extensively on TESOL issues both in Vietnam and overseas. Her major research interests include syllabus design, assessment, intercultural communication and discourse analysis.

**LE Thi Giao Chi (Ms)** is Vice Dean of English Department, University of Foreign Language Studies, University of Da Nang. She got her MA in Linguistics in 1999 and M.Ed in 2002. Currently she is a Ph.D student. Her areas of interest include Discourse Analysis and Translation.

**LE Thi Nguyet (Ms)** is a full-time lecturer of English at University of Security. She has been teaching for more than 10 years. She earned her Master degree in TESOL from HCMC University of Social Sciences and Humanities.

**NGUYEN Thi Thu (Ms)** is a full-time lecturer of English at University of Security. She has been teaching for more than 10 years. She earned her Master degree in TESOL from HCMC University of Social Sciences and Humanities.

**NGUYEN Van Long (Dr.)** is currently Head of Academic Affairs in the University of Foreign Language Studies, University of Da Nang, where he has been working as a lecturer since late 90s. He received his MA in TESOL Studies from the University of Queensland in 2005 and his PhD in Applied Linguistics at Massey University. Long has received a number of outstanding grants for his contributions in research. He has published widely in the areas of educational technology and communication in foreign language learning and teaching, sociocultural perspectives in language education, digital literacy, collaborative learning, and language teacher education.

**LUONG Thi Phuong Nhi (Ms)** obtained her Master degree in TESOL studies from the University of Melbourne and is presently an English language lecturer at Foreign Trade University, Hanoi, Vietnam. She teaches General Business English and Business English. Working as the Head of General English Division at ESP Department, she has been so far in charge of syllabus design, end-term English tests, and English supplementary materials for ESP students. Her research interests include Language Assessment and Curriculum Design, ELT Methodology, Teacher Professional Development and IT application for ELT teaching and learning.

**LUU Quy Khuong (Assoc. Prof. Dr.)** is Senior Lecturer of English and Head of Dept. Research, Postgraduate Studies & Inte'l Cooperation, University of Foreign Language Studies, Danang University. He received his MEd in TESOL in 1997, and PhD in Linguistics in 2004. He was awarded the title of Associate Professor in Linguistics in 2009. His area of interest includes Applied Linguistics, Semantics, Psycholinguistics and Discourse Analysis.

**Peter MCDOWELL, (Mr.)** is a lecturer in Education at Charles Darwin University (CDU). He recently taught on CDU's master's-level applied linguistics program (language teaching methods, English grammar and discourse), and currently teaches literacy and numeracy across the curriculum to graduate-entry pre-service teachers. His current research is investigating the nexus between discipline formation, technology, and course design. Peter holds a Master of Applied Linguistics, TESOL specialization, which he obtained from CDU with a maximum possible grade-point-average.

**Presley Doyal MCFADDEN (Mr.)** has been working at Hanoi University for almost four years through a cooperative agreement between HANU and REI Vietnam. During this time, his priorities have been teaching first year students and judicial officials speaking and pronunciation skills within the English Department. Presley's Master's thesis at the University of Texas, Arlington focused primarily on research gathered from Hanoi University where Vietnamese students offered perspectives on use of their L1 by the teacher for classroom instruction. In 2009, Presley McFadden graduated the University of Texas-Arlington (UTA) with his Master's in TESOL. He and his family returned to Vietnam in 2011.

**Charles MCHUGH (Mr.)** is on the Faculty of Foreign Languages at Setsunan University, Osaka, Japan. He is keenly interested in comparing Western and Eastern behavioral patterns, such as cultural expectations in interpersonal interactions. He also develops materials and methods for teaching elementary-level English learners in Japan.

**Paul MERCIÉCA (Dr.)** co-ordinates the MA Applied Linguistics program at Curtin University in Western Australia. He completed doctoral research into migrant musical subcultures in 2010. Currently, he is the Executive Editor of the English Australia Journal and his research interests include teacher education, intercultural literacy, cultural identity and orientalism.

**Geoff MUNNS (Assoc. Prof.)** Associate Professor Munns' research focuses on ways to improve social and academic outcomes for educationally disadvantaged students. As leader of the Fair Go Project, Geoff Munns has developed the most significant and productive research activity around engagement for students in poverty in Australia. It is the major research project for the NSW DET's Priority Schools Programs, has had active research and professional development involvement in educationally disadvantaged schools over 12 year period and has a national and international publication reputation. Before working at UWS, Geoff Munns had 25 years experience in schools serving poor communities as a classroom teacher, school executive and Principal. His doctoral studies (case study methodology) were undertaken while he was Assistant Principal and then Principal of one of the most disadvantaged schools in NSW. It brought new and important insights into the nature of classroom relationships between the students and their teachers. As a university researcher his research has continued this strongly focused commitment to making schools and classrooms more productive for poor students.

**Margery Hertzberg MUNNS (Dr.)** is an Adjunct Fellow in the School of Education at the University of Western Sydney and an independent literacy consultant. She is especially committed to working with students from socio-economically disadvantaged communities. She is the author of *Teaching English language learners in mainstream classes* which was published in 2012.

**NGU Thien Hung (Dr.)** is Vice Dean of English Department, Da Nang University of Foreign Language Studies, Da Nang University. He got his MA in the English Language in 1996 and PhD in Linguistics in 2004. His areas of interest include Semantics and Pragmatics.

**NGUYEN Dinh Thu (Dr.)** has been working in the field of TEFL for more than 3 decades, commencing with preparing teachers of English for middle schools in Da Nang, and later teachers of English for high schools in Central Vietnam. Currently employed by University of Technical Education, Ho Chi Minh City, he gets involved in training ESP teachers for vocational high schools in Ho Chi Minh City and other neighboring provinces. Dr. Nguyen holds a PhD in TESOL from University of South Australia. He shows a special interest in Pragmatics, Language Curriculum Design, and Theories of Language Teaching and Learning.

**NGUYEN Giao (Mr.)** is a final year student of a Bachelor program in English at Danang University of Foreign Language Studies, Vietnam.

**NGUYEN Huong Giang (Ms)** is a lecturer of ESP at the Faculty of English for Specific Purposes, Hanoi Foreign Trade University. She got a Master degree and is now a PhD candidate in Applied Linguistics at Hanoi National University. She is interested in language teaching methodologies in general and in English teaching in particular.

**NGUYEN Ngoc Nhat Minh (Ms)** – is a lecturer of the English Department, University of Foreign Language Studies, Da Nang University. She received her BA in the English Language in 2011. Her area of interest includes Language Acquisition.

**NGUYEN Thi Huong Lan (Ms)** gained her MA in English language teaching from College of Foreign Languages, Hanoi National University in 2003. She is now a lecturer at ELT Methodology Division, Hanoi National University of Education. She has had several presentations both in national and international settings like in Cambodia and Thailand. Her professional interests include language teaching methodology, material development, language assessment and intercultural communication.

**NGUYEN Thi My Phuong (Ms)** is now working as Deputy Head of Dept. of Research, Postgraduate Studies & Int'l Cooperation, University of Foreign Language Studies, Danang University. Meanwhile, she is also a senior lecturer of English participating in teaching and curriculum development at the College. She got an M.A. in the English Language from Vietnam National University, Hanoi - Vietnam in 2000 and an M.A. in Educational Leadership from the University of Queensland, Australia in 2005. Her major areas of study are the English Language and Educational Management.



**NGUYEN Thi Quynh Hoa (Dr.)** is the Dean of the Department of International Studies, University of Foreign Language Studies, University of Da Nang. She has been working at Da Nang University as a lecturer since 1992. Her qualifications include a B.A. in the English Language, Danang Foreign Languages Teachers' Training College (1992); an M.A. in the English Language, Hanoi Foreign Languages Teachers' Training College, Vietnam National University - Hanoi (VNU-Hanoi) (1996); and a Ph.D in Linguistics, University of Social Sciences and Humanities, VNU-Hanoi (2004).

**NGUYEN Thi Thu Huong (Ms)** is a lecturer at the University of Foreign Language Studies, Da Nang University. She earned her MA degree in TESOL from the University of Queensland, Australia in 2006.

**Rhonda OLIVER (Dr.)** works in the School of Education at Curtin University. She is an active researcher and her work has appeared in a number of international journals. Her research focuses on studies of second language acquisition, particularly for child learners and more recently has involved Task Based Language Teaching for indigenous learners in Australia.

**Nilufer OZGUR (Ms.)** is a lecturer at Anadolu University School of Foreign Languages in Turkey. He has been teaching English for 12 years in the same school. He finished his MA degree in the same department and his thesis was about teachers' questions and critical thinking.

**PHAM Huu Duc (Dr.)** is a lecturer at the International University - VNU-HCMC, Vietnam. He received his BA in ELT from HCMC University of Education in 1991; MA in TESOL from the University of Canberra, Australia in 2001; and PhD in Linguistics & Literature from the University of Humanities & Social Sciences, VNU-HCMC in 2008. He was a visiting scholar to UCLA in the USA in 2010-2011. His areas of Teaching include English language skills; academic English writing to undergraduate and graduate; linguistics and cultural studies; and advanced business courses. Computer-assisted instruction and teaching writing through computer-based natural language processing are his areas of research.

**PHAM Thi Thu Ha (Ms)** is working at the Division of English Language Teaching Methodology, Faculty of English Teacher Education, University of Languages and International Studies/ Vietnam National University, Hanoi, VN. Ms Pham has earned two MA degrees from the University of Leuven, Belgium.

**PHAM Thi To Nhu (Ms)** is a lecturer of the Department of English, University of Foreign Language Studies, Da Nang University. She received her MA in Linguistics in 2000 and MA in TESOL in 2006. Her areas of interest include Semantics and Language Acquisition.

**PHAN Thi Van Anh (Ms)** holds a Master Degree in TEFL from University of Languages and International Studies, VNU. She has been teaching English for 5 years and working as the Head of Junior Teaching Group for freshmen in the ESP Faculty, Foreign Trade University. Her research interests include teacher collaborative activities, classroom interaction, and young teacher training.

**PHUNG Nguyen Quynh Nga (Ms)** is a teacher of English of Nam Dan 2 High School, Nghe An Province. She received her MEd Degree in TESOL in 2011.

**TA Thanh Binh (Ms)** works at the Faculty of English, Hanoi National University of Education. She did her Master degree at the University of Cambridge, UK. Her three most recent research studies are on Consciousness-Raising in grammar teaching, the role of L1 in L2 instruction, and the use of collaborative interaction in EFL teacher education.

**THAI Ha Lam Thuy (Ms)** is working at the Division of Academic Development, Faculty of English Teacher Education, University of Languages and International Studies, Vietnam National University, Hanoi, VN. She got her MA degree in TESOL from the University of Adelaide, Australia.

**TRAN Quoc Thao (Mr.)** is a freelance teacher of English. He has been teaching English for ten years. He is now holding an MA in TESOL degree. His research interest is in the relationship between language and culture, language learning strategies, co-teaching in a language class, and language teaching methodology.

**TRAN Dinh Trong (Mr.)** (M.A.University Of Curtin, Australia) has been involved in ELT since 2002. He is working as a lecturer in Dong Nai College Of Decorative Arts, a visiting lecture in Lac Hong University as well as an examiner for Cambridge ESOL. His interest includes meeting and sharing experience with colleagues through seminars, conferences, workshops.

**TRAN Hoai Giang (Mr.)** and **NGO Xuan Minh (Mr.)** have been teaching language skills and research methodology to TESOL and Translation – Interpretation majors for the past three years at University of Languages and International Studies, Vietnam National University, Hanoi. Their research interests include vocabulary acquisition, extensive reading and corpus linguistics

**TRAN Huu Phuc (Mr.)** is Director of Administrative Department, Da Nang University. He got his Master of English Linguistics in 1998. He is currently doing research on issues in relation to modality and politeness strategies in speech communication. He is interested in corpus linguistics.

**TRAN Le Nghi Tran (Ms)** graduated from Da Nang Teacher Training College in 2001 and got her M.A in English at Da Nang University in 2005. After 7 years as a Vietnamese, English and Japanese speaking tour guide all over Vietnam, now she is a full time teacher of English at the Banking Academy – Phu Yen Branch with five years of experience. Her proficiency in English is proved through a TOEIC test result of 990/990, a TOEFL ITP 633/677 and an IELTS Academic 8.0/9.0 band score, all obtained in 2011.

**TRAN Thi Trung Hieu (Ms)** is presently an English language lecturer in Faculty of English for Special Purposes, Foreign Trade University, Hanoi, Vietnam. She is teaching General Business English and developing her language and pedagogical competence. Besides, she is an assistant of the English for Life Journal in her Faculty as well. Her field of interest lies in TESOL, language assessment, and IT application for ELT teaching and learning.

**TRUONG Thuy Duong (Ms) & LE Thi Yen Nhu (Ms)** are very young and energetic lecturers from English Department, HCMC University of Education. They have a zeal for doing research on English use in different contexts. In this conference, it is their pleasure to share academic knowledge and sharpen critical thinking about the use of figurative language in English literature. Through this paper, they want to contribute to a more professional and effective English teaching and learning in terms of analyzing the literary text and catching the essence that the literature carries.

**TRUONG Tuan (Mr.)** is a PhD student and a research assistant in English Education. He is also the Associate Editor, ECV Journal ([www.ecv.missouri.edu](http://www.ecv.missouri.edu)), Teaching, Learning, and Curriculum, at the University of Missouri, USA.

**Koji UEISHI (Mr.)** is a professor at the Institute of Foreign Language Research and Education, Hiroshima University in Japan. He is interested in development of English materials, teacher education and foreign language education in several Asian countries, such as comparison among English textbooks in the countries.

**VO Son Ca (Ms)** was a Fulbright recipient and received her MA in TESL from Northern Arizona University, USA in 2011. She is currently teaching English at Danang University. She is also an administrator of E-center for Professional Development (<http://etesol.edu.vn/>). Her research interests include curriculum and materials development, assessment, and research methods.

**VO Thi Kim Thoa (Ms)** gained her BA in English language teaching from Da Nang University of Pedagogy in 1992 and completed her MA at the University of Foreign Language Studies, the University of Da Nang in 2008. She has been working as an EFL lecturer at the Foreign Language Department in Phu Yen University for 20 years. She has a great interest in the teaching of grammar, writing skills and translation.

**VU Thi Hong Van (Ms)** is a teacher of English in Vietnam, specialising in teaching the language of hospitality. She is also a PhD student at Curtin University.

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## Organizing Institutions & Associations

### TESOL-HCMC



### **The Association of Teaching English to Speakers of Other Languages,**

#### **Ho Chi Minh City (TESOL–HCMC)**

The Association of Teaching English to Speakers of Other Languages, Ho Chi Minh City, or, has been in existence for the purpose of gathering professionals in the field of English teaching, updating new achievements in the region and the world, helping TESOL members innovate the curricula, syllabus, assessment and teaching methods, and, in the end, improve the quality of studying and teaching English. Over the past few years, TESOL – HCMC has developed its network through the connection with other TESOL chapters in the Ho Chi Minh City, and the southern provinces.

Since its inception in 2006, TESOL – HCMC has built 15 chapters, conducted international conferences, seminars and workshops, cooperated with international organizations to develop a variety of activities and services in the field of English teaching.

In particular, TESOL-HCMC has developed partnerships from time to time with RELO (Regional English Language Office, US Embassy, Thailand), SEAMEO RELC (Regional English Language Training Center –

Singapore) the British Council, the Cambridge University Press Publishers and other organizations. Topics of interest include Teaching ESP (English for Specific Purposes) Preparing Students for Academic Success, Critical Thinking, Assessment and Testing, Action Research, Professional Development, Teaching and Evaluating Public Speaking, Classroom Management, Group Techniques, Teaching English to Children, to name but a few.

Heading to the future, TESOL – HCMC is proud to connect and join with other local and international associations to achieve excellence in English language teaching and learning. TESOL–HCMC aims to be a flagship model in Vietnam which helps make its own environment a place for training and research, exchanging knowledge and skills, and attracting local and international professionals and experts in the field to build a forum for discussion and opinion and experience sharing.

## UFLSUD



### UNIVERSITY OF FOREIGN LANGUAGE STUDIES UNIVERSITY OF DANANG

Addr: Luong Nhu Hoc Street – Khue Trung Ward - Cam Le District - Danang City  
Tel: 84 - 511 - 3 699 333, 3 699 340 - Fax: 84 - 511 – 3 699 338  
Website: www.cfldn.edu.vn - E- mail: dhnn@ud.edu.vn

University of Foreign Language Studies, University of Da Nang (UFLSUD) whose precursor was Da Nang Foreign Language Teacher Training College established in 1985, is one of the 7 member universities of the University of Da Nang, founded by the Vietnamese Government in accordance with the Decree 709/QĐ-TTg dated on August 26th, 2002.

#### **UFLSUD consists of**

- two campuses: the CFL campus at 41 Le Duan Street, Da Nang City and the CFL main campus at 131 Luong Nhu Hoc Street, Da Nang City;
- seven training departments: English Department, Department of English for Special Purposes, Russian Department, French Department, Chinese Department, Japanese - Korean - Thai Department, and International Study Department;
- six administrative departments and offices: Administration Department, Academic Affair Department, Student Affair Department, Department of Research, Postgraduate Studies and International Cooperation, Treasury Office and Quality Assurance Office;
- four affiliate centers: Centre of Translation, Centre of Foreign Languages, Centre of Language and Culture Studies, Centre of Student Support and Enterprise Relation;

Nowadays, UFLSUD is one of the four higher education institutions in the whole countries specialized in researching and teaching cultures and some popular languages in the world and the regions which are English, Russian, French, Chinese, Japanese, Korean, Thai and Vietnamese as a foreign language. After nearly a quarter of century of building and development, UFLSUD has a staff of 218 lecturers (2 associate professors, 22 doctors, 158 masters, 51 senior lecturers) and over 8,300 students of all training forms.

#### **Vision**

UFLSUD aims to become an excellent university in teacher training, scientific research and social services in fields of foreign languages and cultures with a high rank in Vietnam and in the South East Asian Region. In addition, UFLSUD will become a research university in 2020.

#### **Mission**

UFLSUD is a centre for training foreign language teachers and staffs of all levels in the national education system, a centre for doing research in languages and foreign cultures, training high quality human resources for socio-economic development, providing high quality foreign language services in the provinces of the Central Area, Western Highlands and of the whole country.

#### **Functions**

In cooperation with local and international organizations, UFLSUD:

- offers graduate courses for B.A. degrees in 7 foreign languages, International Studies and Vietnamese Language and Culture for Foreigners and postgraduate courses for M.A. degrees in the English and French Languages;
- provides basic courses of foreign languages especially ESP for non-English major students in other member colleges of UD and staffs of mainstream schools in the Central Area and Highlands of the country;

- provides high quality services in foreign languages such as translation, conference interpretation, consultancy, tour guides...;
- does scientific research in foreign languages and cultures;
- develops international collaborations and cultural exchange with international institutes and universities.

### **Training Approaches**

- Critical thinking and creative problem solving
- Interactive, informal and based on experience sharing, practical learning and case studies.
- Innovative learner-centered
- Flexible and cost-effective

### **Training Programs**

#### ***02 Master programs***

1. The English Language
2. The French Language

#### ***19 Undergraduate programs:***

1. BA in International Studies
2. BA in English
3. BA in Business English
4. BA in Korean
5. BA in Russian
6. BA in Japanese
7. BA in French
8. BA in French for Tourism
9. BA in Thai
10. BA in Chinese
11. BA in Business Chinese
12. BA in TEFL
13. BA in TEFL for Primary Education
14. BA in Russian Education
15. BA in French Education
16. BA in Chinese Education
17. BA in the Vietnamese Language and Culture for Foreigners
18. BA in English for Tourism
19. BA in Russian for Tourism

#### ***03 collaboration programs:***

1. 3+1 programs of Vietnamese (China)
2. 3+1 and 2+2 programs of Chinese (China)
3. Vietnamese as a Foreign Language (Thailand)

#### ***International Certificates:***

TOEFL, IELTS, TOEIC...

### **Facilities**

Located in Cam Le District, eight km southward from Da Nang centre, Viet Nam, the main UFLSUD campus is surrounded by many universities, colleges and important cultural, sport, commercial and entertainment works of Da Nang city such as Tuyen Son Sports Village, High Record Swimming Pool, Metro Shopping Mall, Da Nang Conference and Exhibition Centre. It is the ideal venue to host a wide range of programs and events. It is well-equipped with wireless access for 40 spacious lecture rooms many of which are air-conditioned, meeting rooms, multimedia computer labs, modern audio visual rooms, a library opening from 7.30am to 8 pm on working days, and a 300-seat conference hall.





**School of Education, Faculty of Humanities**

**Background**

Curtin University is Western Australia's largest university. Around 40,000 students attend a total of 16 Curtin locations including campuses in Sydney, Singapore and East Malaysia. The School of Education at Curtin has served Western Australia's education community through its leadership in teaching, scholarship and research since 1974. The School prepares professionals for practice in a wide range of education-related fields and is known throughout Australia for the quality of its programs, excellent teaching and the success of its graduates. It also enjoys a strong research record as shown by research grants, staff publications and conference presentations and by the high number of postgraduate research students.

**Vision**

To be an international leader shaping the future through our graduates and research, and positioned among the top 20 universities in Asia by 2020.

The Vision of The School of Education is to be a leader in teaching and learning and educational research through the use of innovative technologies to enhance teacher knowledge, skills and professional commitment.

**Mission**

Curtin is committed to innovation and excellence in teaching and research, for the benefit of our students and the wider community.

**Values**

Integrity - being consistently honest and trustworthy in all activities;

Respect - having regard for self and others;

Fairness - ensuring just decisions through open decision-making;

Care - acting to ensure the welfare of others.

**Operations**

**Research**

*Areas of strength*

Curtin's research strengths are concentrated around four broad themes. It is in these areas that we will continue to concentrate our research efforts: [Minerals and energy](#); [ICT and emerging technologies](#); [Health](#); and [Sustainable development](#).

Curtin's School of Education has made a significant impact in research and consultancy both locally and worldwide. Staff from the School currently hold national competitive grants in the areas of student participation and retention, learning technologies, teacher attraction and retention, ICT and mathematics education for rural and regional Australia, applied linguistics, TESOL, indigenous education and education for sustainability.

**Key Research Themes – School of Education**

- Animations and learning
- Computer assisted learning
- Curriculum development and implementation
- Educational change
- Educational leadership and teacher change
- Language and literacy development
- Learning environments
- Policy development and mapping
- Special education
- Mathematics education and numeracy development
- Student retention
- Sustainability

- Science, mathematics and ICT in rural locations

### ***Teaching and Learning***

At Curtin, excellent teaching and learning is founded on and aspires to:

1. Student learning through an outcomes-focused approach;
2. Flexibility and innovation;
3. Creative and appropriate applications of technology;
4. Appreciation of cultural diversity; and
5. Research-based pedagogical practices.

Our educational and research programs are divided across five teaching areas: [Centre for Aboriginal Studies](#); [Curtin Business School](#); [Health Sciences](#); [Science and Engineering](#); and [Humanities](#).

### ***SCHOOL OF EDUCATION (FACULTY OF HUMANITIES) COURSE OFFERINGS***

<b>Teaching Degrees</b>	<b>Non-Teaching Degrees</b>	<b>Higher Degrees by Research</b>
Bachelor of Arts (Early Education)	Graduate Certificate in TESOL	Master of Philosophy (Education)
Bachelor of Education - Early Childhood, Primary and Secondary Education	Postgraduate Diploma in Education	Doctor of Education
Bachelor of Education (Conversion)	Master of Arts (Applied Linguistics)	Doctor of Philosophy (Education)
Graduate Diploma in Secondary Education	Master of Education	

Curtin was the first university in the world to offer the International Baccalaureate option at an undergraduate level.

## SEAMEO RETRAC



### Southeast Asian Ministers of Education Organization Regional Training Center

#### SEAMEO

The Southeast Asian Ministers of Education Organization (SEAMEO) is a regional intergovernmental organization established in 1965 among governments of Southeast Asian countries to promote regional cooperation in education, science and culture in the region.

As an organization that has continued to nurture human capacities and explored the peoples' fullest potential, the SEAMEO maintains its work and aspirations for development with peoples of the region to make lives better in quality and equity in education, preventive health education, culture and tradition, information and communication technology, languages, poverty alleviation and agriculture and natural resources.

The organization's highest policy-making body is the SEAMEO Council, which comprises the 11 Southeast Asian education ministers. The SEAMEO Secretariat is located in Bangkok, Thailand. (For further information, go to <http://www.seameo.org/>)

#### SEAMEO RETRAC

Vietnam, re-admitted as a SEAMEO Member State on February 10, 1992, by the SEAMEO Council, hosts the SEAMEO Regional Training Center (SEAMEO RETRAC) in Ho Chi Minh City. The Center started its very first operations in October, 1996.

#### Vision

Through the pursuit of excellence and the development of expertise, SEAMEO RETRAC aims to become a leading regional center in the field of educational leadership and management, serving all SEAMEO Member Countries and enhancing international cooperation and partnership.

#### Mission

To assist SEAMEO Member Countries to identify and address issues of educational leadership and management by providing such services as research, training, consultancy, information dissemination, community service, networking and partnership.

#### Functions

In cooperation with local, foreign and international organizations, SEAMEO RETRAC conducts:

- Training courses, workshops and conferences;
- Research, consultancy, project development and information dissemination; and,
- Study tours, personnel and student recruitment and exchange for educational, scientific and cultural purposes.

#### Operations

SEAMEO RETRAC assists SEAMEO Member Countries, especially Cambodia, Lao PDR, Myanmar and Vietnam, to identify and tackle problems of leadership and management in education at all levels. SEAMEO RETRAC directs its efforts on educational issues by undertaking innovative, relevant programs through research, training, consultancy, and staff exchanges and by fostering regional and international partnerships and by engaging in other related activities within and outside the region. In addition, SEAMEO RETRAC offers language training, teacher training, information communication and technology (ICT) and other training programs customized to the learners' needs.

#### Training approaches

- Critical thinking and creative problem solving;
- Interactive, informal and based on experience sharing and practical learning;
- Innovative learner-centered; and,
- Flexible and cost-effective.

#### **Future activities**

SEAMEO RETRAC focuses on upgrading its educational programs and services to a high-level standard in connection with local and foreign institutions, and on expanding the participation of learners and practitioners within and outside the region. To this end, activities will include:

1. Disseminating the use and management of ICT and new approaches to teaching and learning in education, particularly basic education;
2. Evaluating educational management needs of the region through fact-finding from needs and analysis surveys;
3. Designing creative and adaptable training programs, courses and conferences to bring to wider visibility identified issues in current education management theories, practices and policies, on a regional and international scale; and,
4. Assisting educational administrators, researchers and practitioners in the development and implementation of improved educational management policies and practices.

Furthermore, SEAMEO RETRAC will continue to assist in human resource development of the region and foster mutual cooperation and partnership with the wider world by:

- Researching and surveying educational management issues;
- Conducting seminars, workshops and conferences on regionally specific issues related to SEAMEO RETRAC core thrust in educational leadership and management;
- Networking with related organizations/agencies and establishing linkages to serve the aforementioned goals and objectives; and,
- Developing a series of customized training courses for human resource development in various sectors.

#### **Facilities**

Located in the heart of Ho Chi Minh City, Vietnam, SEAMEO RETRAC is the ideal venue for local and international events for all the educational activities. It is well-equipped with over 40 spacious, air-conditioned lecture and meeting rooms. In addition, it is also furnished with language labs, an advanced computer lab, an audio visual room, a library and an international conference hall which houses up to 150 people. Recently, SEAMEO RETRAC has installed and put in use a video teleconferencing network to develop e-Learning activities. Accommodations are provided upon request.

#### **Contact**

*Address:* SEAMEO RETRAC, 35 Le Thanh Ton, Dist. 1, HCMC, Vietnam

*Email:* [contact@vnseameo.org](mailto:contact@vnseameo.org)

*Tel:* (84-8) 3824 5618

*Fax:* (84-8) 3823 2175

*Website:* <http://www.vnseameo.org>

## Information for Visitors

### General Information

- **Currency:** Vietnam's currency issued by the Vietnam State Bank is the Dong (VND). Vietnamese use both coins and paper notes. Paper notes include VND 500,000; 200,000; 100,000; 50,000; 20,000; 10,000. Coins include VND 5,000; 2,000; 1,000; 500 and 200.  
*The exchange rate* is 1 USD to approximately 20,800 VND.  
You can exchange your money at the airport before leaving, or at banks and official exchange centers in Vietnam. It is strongly recommended that you do not exchange money in the black market.
- **Language:** Vietnamese is the official language; English is spoken in major tourist areas.
- **Vietnam time:** GMT plus 7 hours
- **Electric power:** Electric power in Vietnam is mostly 220 Volts, but 110 Volts system is still in use.
- **Useful websites:**

### Da Nang City

<http://www.ubnd.danang.gov.vn/TabID/70/default.aspx>

### Da Nang Tourism

[http://www.danangtourism.gov.vn/portal/page/portal/dulich\\_en](http://www.danangtourism.gov.vn/portal/page/portal/dulich_en)

### The University of Da Nang

<http://www.ud.edu.vn/english>

