



Curtin University

*8th International Conference on TESOL:  
ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*

Date: **Thursday, Aug 10, 2017**

Time: **11:35-12:05**

Presenter/s: **Ms. HOANG Thi Hong Hai & Ms. BUI Thi Anh Duong**

**Bio:**

Ms. HOANG Thi Hong Hai is a teacher of English at Faculty of English Language Teacher Education, University of Languages and International Studies, Viet Nam National University, Ha Noi. She has been teaching English since 1998. Her main interests are English teaching methodology and teacher education.

Ms. BUI Thi Anh Duong is a teacher of English at Faculty of English Language Teacher Education, University of Languages and International Studies, Viet Nam National University, Ha Noi. She has been teaching English for 14 years. Her main areas of interest are English teaching methodology and testing and assessment.

Title: **Enhancing ULIS 4th Year Students' Speaking Skills through Using Job Search Simulations**

**Abstract:**

Teaching English speaking skills has always been challenging for language teachers, especially non-native teachers of English. It is even harder when teachers teach more advanced students. This does not only come from the more difficult syllabus requirements for both teachers and students when dealing with more difficult speaking activities but also from the students' need for a more practical and engaging practice that will be of greater use for them when they enter the workforce. Over the years, research on using simulations has been carried out to experience and reflect on the effectiveness of exploiting simulations for class activities (Harmer, 1999; Sam, 1990; and Hyland, 2009). This study, carried out at University of Languages and International Studies, Vietnam during the last semester when students both study a course named Advanced Spoken Language Use and have an internship. The study aims to (a) introduce a model of teaching speaking skills through job search related simulations and (b) explore both teachers' and students' feedback on the effectiveness of this model. A group of 50 students were asked to give feedback on the model that they have experienced. Interviews with six other teachers were also exploited in order to get a deeper understanding. The findings have revealed that both teachers and students enjoy using simulations in classrooms. Their speaking skills and performance have also improved significantly. In addition, these final year students have benefited through the preparation process as well as the final performance sessions because they really find these activities practical and useful for them in their job search for both part-time jobs during their years at university and after their graduation.