ELT in the 21st Century: Challenges & Opportunities

8th International Conference TESOL

Curtin University

August 10-11, 2017, Ho Chi Minh City, Vietnam

8th International Conference on TESOL

ELT in the 21st Century: Challenges & Opportunities

August 10-11, 2017
SEAMEO RETRAC
Ho Chi Minh City, Vietnam

PREFACE

Welcome to the 8th International Conference on English Language Teaching! This year's conference is held by SEAMEO Regional Training Center in collaboration with Curtin University, Australia from 10th to 11th of August, 2017 at SEAMEO RETRAC, in Ho Chi Minh City, Vietnam.

The aim of the conference is to bring together academics, researchers, students and professionals in the field of English language education to share and discuss research findings, experiences, and practical and theoretical issues related to the teaching of English to learners of different backgrounds, levels, interests and motives. The event is hoped to promote collaboration and cooperation among individuals as well as educational institutions through networking activities at the conference.

The theme of the conference is *"ELT in the 21st Century: Challenges & Opportunities"*; and following are the thematic areas:

1. Creating an engaging environment in ELT
2. Fostering learner autonomy in ELT
3. Linking English learning in the classroom to the real world
4. Redefining the roles of teacher and learner in ELT

After an initial review of more than 100 submitted abstracts, 52 proposals were accepted for presentation in form of paper presentations, posters and workshops. All the abstracts of all speeches, presentations, posters and workshops together with the biographies of speakers and presenters are included in the proceedings.

We would like to thank the distinguished invited speakers for their acceptance to give keynote speeches; all the interested presenters for their submitted abstracts and their presentations; all the participants for their interest and participation; the abstract reviewers for their help and support; the organizing team for their considerable effort, as well as for their valuable job to make the conference happen; and the sponsors for their continued and substantial support.

The Conference Committee

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ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES

August 10 – 11, 2017
SEAMEO RETRAC, 35 Le Thanh Ton, District 1, Ho Chi Minh City, Vietnam

CONFERENCE PROGRAM

DAY 1: Thursday, August 10, 2017	
8:00–9:00	Registration (Lobby)
PLENARY SESSION: OPENING CEREMONY	
9:00-9:30	Welcome Remarks by Dr. Ho Thanh My Phuong, SEAMEO RETRAC Director
	Courtesy Remarks
	- Associate Professor Anna Parkin, Dean, International and Marketing Office, Faculty of Humanities, Curtin University
	- Ms. Diane Millar, Regional English Language Officer, the U.S. Embassy in Ha Noi, Vietnam
	- Ms. Nguyen Thi Mai Huu, Director of the National Foreign Languages 2020 Project, MOET, Vietnam
	Gift presentation to Distinguished Guests
	Certificate awarding to Sponsors

9:30-10:30	**KEYNOTE SPEECH #1:**
	Title: *Language Learning Environments Inside and Outside Classrooms: Opportunities for Learning and Engagement*
	Speaker: Associate Professor Rita Elaine Silver, National Institute of Education in Singapore
	Moderator: Prof. Rhonda OLIVER, Curtin University
	Group photo

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10:30–11:00 TEA–BREAK

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PARALLEL SESSIONS

	International Hall	Room A101	Room A301	Front Yard
	Moderator: Prof. Rhonda OLIVER	*Moderator:* Dr. Jamie DUNLEA	*Moderator:* Ms. Diane Millar	
11:00–11:30	*Paper Presentation # 1* Bringing the real world to classroom with the use of movies – a case study of culture classes at FTU in Hanoi Ms. NGUYEN Thi Thu Huyen; Foreign Trade University, Vietnam	WORKSHOP # 1 The Five-paragraph Essay: the Crucial First Day of Instruction Mr. Thomas KERNER; Springfield Technical Community College, the USA	*Paper Presentation # 2* The use of case study in Business English Language Teaching: feedback from insiders Ms. PHAM Ngoc Khanh Ly & Ms. HOANG Van Trang, ULIS, Vietnam National University, Vietnam	*Poster #1* *Poster #2* *Poster #3* *Poster #4*

11:35–12:05	*Paper Presentation # 3* Enhancing ULIS 4th year students' speaking skills through using job search simulations Ms. HOANG Thi Hong Hai& Ms. BUI Thi Anh Duong, ULIS, Viet Nam National University, Ha Noi, Vietnam		*Paper Presentation # 4* Textese and Its Influence to English Grammar Ms. Charisma L. ARCHIBIDO & Ms. Raiza E. MONES, Cagayan National High School- Senior High School, the Philippines	*Poster #5* *Poster #6*
12:05–13:30 LUNCH BREAK				
PARALLEL SESSIONS				
	Moderator: Dr. DUONG My Tham	*Moderator:* Mr. Tran Phuoc Linh	*Moderator:* Dr. NGUYEN Dinh Thu	
13:30–14:00	*Paper Presentation # 5* Enhancing EFL Students' 21st-century Skills via Critical Reading Porfolio Ms. NGUYEN Dao Hanh, Hanoi University of Science and Technology, Vietnam	WORKSHOP # 2 Are you stressing the "Active" in "Activities"? Ms. Amy CHRISTENSEN, English Language Specialist, Ms. Amy Christensen, English Language Specialist, Central New Mexico Community College in Albuquerque New Mexico,	*Paper Presentation # 6* Implementing Blended Learning at International School, Vietnam National University, Hanoi: Obstacles on the way, a case study Ms. DUONG Thi Thu Huyen, International School, Vietnam National University, Hanoi, Vietnam	*Poster #7* *Poster #8* *Poster #9* *Poster #10* *Poster #11*

		the USA.	Paper Presentation # 8	Poster #12
14:05–14:35	*Paper Presentation # 7* Student Engagement within the Wider Community Ms. Athanassia IOSIFIDOU, Milner International College of English, Perth, Australia		Engaging Vietnamese Young Learners in Mathematics in English: A Multisemiotic Approach Dr. TON Nu My Nhat, Quy Nhon University, Vietnam	
14:40–15:10	*Paper Presentation # 9* Factors Determining Students' Adoption of Mobile Phones for Language Learning Ms. DOAN Nguyen Thi Le Hang, Binh Dinh College, Vietnam **(CANCELLED)**	*Paper Presentation # 10* Multitask-Based Interpreting Approach on Conference Interpretation in HUFLIT's classroom Dr. NGUYEN Duc Chau, University Lecturer of English in HCMC, Vietnam	*Paper Presentation # 11* Linguistic schoolscape: studying the place of English and Philippine languages in Irosin Secondary School Ms. Susan Fresnido ASTILLERO,Sorsogon State College, Sorsogon City, the Philippines. **(MOVED TO Int'l Hall)**	
15:10–15:40: TEA BREAK				
PARALLEL SESSIONS				
	Moderator: Dr. TON Nu My Nhat	*Moderator:* Dr. Nguyen Duy Khang	*Moderator:* Dr. PHAN Le Hai Ngan	

Time			
15:40–16:10	**Paper Presentation # 12** Using retelling as a listening-based output task to foster L2 listening comprehension and incidental vocabulary uptake Mr. NGUYEN Chi Duc, ULIS, Vietnam National University, Vietnam	WORKSHOP # 3 Designing Tasks for Speaking Tests for University Students Dr. Jamie DUNLEA, Senior Researcher for the Language Assessment Research Group, The British Council, London, the UK	**Paper Presentation #13** Beliefs of students of English major, University of Technical Education, HCMC, in evaluation of lecturer performance Dr. NGUYEN Dinh Thu, University of Technology and Education, HoChiMinh City, Vietnam
16:15–16:45	**Paper Presentation # 14** The impacts of rhetorical schema on English majors' listening comprehension in academic situations at university of technology and education HCMC Ms. LE Thị Kim Thu, Ton Duc Thang University, Vietnam		**Paper Presentation # 15** Authentic Materials in Teaching English: a Reconsideration of Existing Definitions Mr. TRAN Thanh Vu Phu Hoa High School, Ho Chi Minh City, Vietnam

DAY 2: Friday, August 11, 2017	

PLENARY SESSION

8:30-9:30	**KEYNOTE SPEECH # 2**: Title: **Defining, Creating, and Maintaining an Engaging Learning Environment** Speaker: Ms. Amy CHRISTENSEN, English Language Specialist, Central New Mexico Community College in Albuquerque New Mexico, the USA. Moderator: Ms Diane MILLAR, Director, Regional English Language Office, The U.S. Embassy in Ha Noi

9:30-10:00: TEA BREAK	

PARALLEL SESSIONS

	International Hall	Room A101	Room A301	
	Moderator: Dr. Nguyen Thi Thuy Trang	*Moderator:* Ms. MACH Buu Hien	*Moderator:* Mr. NGUYEN Duy Khang	
10:00–10:30	*Paper Presentation # 16* Creating an active environment for students' willingness to communicate in English Dr. BUI Thi Thuc Quyen & Dr. DUONG My Tham; Nong Lam University, Vietnam	WORKSHOP # 4 Teaching Integrated Skills – Making Real-World Connections Ms. TRAN Thi Hieu Thuy, ULIS , Vietnam National University, Ha Noi, Vietnam	*Paper Presentation # 17* An investigation into demotivators in English listening lessons for non-English major students at the People's Police University Ms. LE Huong Hoa, Ms. Pham Thi Cam Tu &	*Poster #13* *Poster #14* *Poster*

			Ms. Nguyen Thi Van Anh, The People's Police University, Ho Chi Minh City	*#15* *Poster #16*
10:35–11:05	*Paper Presentation # 18* Incorporating 21st Century Skills into the Classroom Ms. Monique M. NICASTRO Trainer from National Geographic Learning			*Poster #17* *Poster #18*
11:10-11:40	*Paper Presentation # 19* Engaging Learners in Critical Discourse: A Process-Product Approach for Reading Comprehension Mr. Michael YOSEF, Institute of Global Affairs, Tokyo Medical and Dental University, Japan	*Paper Presentation # 20* Project-based learning in an English for business classroom Mr. DO Chi Na, An Giang University, Vietnam		
11:40 -13:30 LUNCH BREAK				

	PARALLEL SESSIONS			
	Moderator: Dr. BUI Thi Thuc Quyen	*Moderator:* A/Prof. Rita Elaine Silver	*Moderator:*	
13:30–14:00	*Paper Presentation # 21* Challenges/constraints in teaching today's English in Vietnam: teachers' voices. Dr. PHAN Le Hai Ngan Binh Dinh College, Vietnam	WORKSHOP# 5 Making Teachers and Learners in Vietnam Ready to Switch Their Roles in Projects Lessons in the New English Textbook Ms. NGUYEN Hoang Lan, ULIS, Vietnam National University, Ha Noi, Vietnam		*Poster #19* *Poster #20* *Poster #21*
14:05–14:35	*Paper Presentation # 22* ELT teachers' adoption of Fink's taxonomy to facilitate pedagogical students' significant learning Mr. NGUYEN Duy Khang, Vinh Long Community College			
	PLENARY SESSION			
14:40–15:40	KEYNOTE SPEECH # 3: Title: Setting Standards: The Role of Assessment in Implementing the CEFR in Education Reform Speaker: Dr. Jamie DUNLEA Senior Researcher for the Language Assessment Research Group, the British Council, London, the UK Moderator: Ms. Amy CHRISTENSEN, Central New Mexico Community College in Albuquerque New Mexico,			

	USA
	15:40–16:10: TEA BREAK
16:10-16:40	**CLOSING** Conference Wrap-up - Evaluation - Certificate receiving

POSTER PRESENTATION

1. Researching the Effectiveness of Role Play as a Technique for Teaching Speaking Skills to the First-Year Students at the Academy of Policy and Development
2. Using Mind-Maps to Improve Grade-5 Students' Speaking Skills
3. Bringing the Real World into English for Tourism Class
4. The Impacts of the Computer-Aided Instruction Quizlet on English Learning
5. Peer Observation to Enhance Teachers Development: A Case Study
6. Using Visual Aids to Teach Vocabulary to Young Learners
7. Developing Fluency Reading for First Year Major Students at Ha Tinh University
8. Interculturality in Language Learning & Teaching: Students' Intercultural Sensitivity & Writing Motivation Through a W'ebsite On-Line Discussion with Taiwanese Students - A View from School of Foreign Languages, Thai Nguyen University, Vietnam
9. Using Jazz Chants to Review Vocabulary with Young Learners
10. Exploring the Affordance of Voxopop, a Web Tool 2.0 as an Online Supplementary Speaking Tool for Group Practice
11. Large Scale Teacher Development in the 21st Century - Issues and Solutions

ACKNOWLEDGEMENTS

INTRODUCTION TO CURTIN UNIVERSITY

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

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

Teaching Degrees	Non-Teaching Degrees	Higher Degrees by Research
Bachelor of Arts (Early Education)	Graduate Certificate in TESOL (OUA)	Master of Philosophy (Education)
Bachelor of Education - Early Childhood, Primary and Secondary Education	Master of Teaching	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.

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

PLATINUM SPONSOR

The **Regional English Language Office (RELO),** part of the Public Affairs Section at the U.S. Embassy, Hanoi, cooperates with the Ministry of Education, teachers' associations, universities, schools and English language teaching (ELT) professionals on a variety of educational and cultural exchange programs and projects. Some of the programs offered by RELO Hanoi are:

AE E-Teacher – Online Teacher Training Courses offers English teaching professionals in Vietnam the opportunity to take innovative, online, graduate level classes at American universities.

English Teaching Forum is a practical journal for English Teachers. The mission of English Teaching Forum is to contribute to the professional development of its readers around the world by offering articles that reflect

current theory and practice in English language teaching. Readers can access current and past issues of the journal online at AmericanEnglish.State.gov.

American English Website is a resource center for teaching and learning about American English language and culture. This website provides a wide variety of engaging materials and resources for teachers' professional development and for students in the classroom. Both teachers and learners will find new ways to practice English and learn more about the United States.

American English Webinar series is an online professional development program for English teachers, which includes video recordings, downloadable presentations and additional resources on a wide range of topics such as teaching speaking, listening and pronunciation.

American English Massive Open Online Courses (MOOCs) help pre-intermediate to intermediate level learners improve their English skills in five major career fields. Each MOOC is five weeks, and there are different facilitated course start dates for each MOOC.

The **English Language Fellow Program** promotes English language learning and fosters mutual understanding between the people of the United States and Vietnam. The program places talented, highly qualified U.S. educators with Master's degrees in TEFL/TESL or Applied Linguistics at Vietnamese universities.

The **English Language Specialist Program** recruits U.S. academics and professionals in the field of Teaching English to Speakers of Other Languages (TESOL) to come to Vietnam to conduct tailored programs ranging from two weeks to four months. If you have an English Language Specialist proposal, please contact the Regional English Language Office.

For more information about all of these programs please email us at RELOVietnam@state.gov or go to:

https://vn.usembassy.gov/education-culture/relo

https://americanenglish.state.gov/

https://www.facebook.com/AmericanEnglishatState

GOLD SPONSOR

The British Council is the UK's international organization for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. Using the UK's cultural resources we make a positive contribution to the countries we work with – changing lives by creating opportunities, building connections and engendering trust.

We work with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. Each year we reach over 20 million people face-to-face and more than 500 million people online, via broadcasts and publications.

Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body. The majority of our income is raised delivering a range of projects and contracts in English teaching and examinations, education and development contracts and from partnerships with public and private organizations. Eighteen per cent of our funding is received from the UK government.

The British Council has been a world authority in English language teaching and assessment for the past 80 years. We are a co-owner of IELTS, the world's most popular English language proficiency test, and the proud designer and developer of our own test of English ability called Aptis. Every year, over three million people take UK English language, academic and professional qualifications through the British Council.

In Vietnam, one of our key objectives is to respond to the growing demand, and increase opportunities for young Vietnamese people to gain access to internationally recognized qualifications through administering UK examinations such as IELTS and Aptis.

Through our expertise, the British Council East Asia Assessment Team provides innovative end-to-end assessment solutions which include

authoritative consultation, design, development, localization and delivery of quality assessment products and wrap-around services to address the current and future assessment needs of the region. We up-skill and provide career development opportunities for internal and external stakeholders and promote meaningful discussion and best practice in language assessment in East Asia.

GOLD SPONSOR

NATIONAL GEOGRAPHIC
L E A R N I N G

NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning   NGL.Cengage.com

Improving Teaching Quality

National Geographic Learning, part of Cengage Learning is committed to helping teachers in Vietnam develop the skills required to meet the goals of Decision 1400.

Since 2012, National Geographic Learning has worked in cooperation with National Foreign Language Project 2020 and other Vietnamese stakeholders to research, design, and implement classroom English proficiency programs that are scalable, measurable, and effective.

To date nearly 5000 teachers in 56 DoETs, under the supervision of key universities across Vietnam, have successfully completed our programs.

Supporting low resource areas

Between 2012 and 2014, over 900 teachers across 10 DoETs trialed the program including a highly successful implementation under the supervision of Thai Nguyen University's Center for Foreign Language Development (CFORD) in mountainous low resource areas.

Capacity-building

In 2014, 838 Trainers of Teachers (ToT) from 47 DoETs and key universities prepared to implement classroom English proficiency trainings under the guidance of international experts and stakeholders from four Regional Foreign Language Centers.

Sustainability

Using capacity built in 2014, seven Regional Foreign Language Centers have now trained over 2200 teachers from 25 DoETs with new DoETs applying for training each month.

Freeman et al. EL Teach Global Pilot Report, 2012
Freeman, Abott. EL Teach Vietnam Analytics Report Implementation Trial, 2013
Classroom English Proficiency EL Teach Implementation Vietnam, 2014

Fostering International Exchange

National Geographic Learning, part of Cengage Learning supports exchange and development programs through its global network of international experts, learning consultants, and event sponsorship.

By bringing together local, regional, and global talent we believe the sum is truly greater than its parts.

From sponsoring TESOL International's inaugural symposium in Vietnam to inviting leaders from the Ministry of Education & Training to the United States, National Geographic Learning is invested in Vietnam's success.

High-level exchange programs

In 2014 and 2015, delegations from the Ministry of Education & Training and National Geographic Learning visited Hanoi, Singapore, Boston , and Washington DC, culminating in a seven-point Memorandum of Understanding for collaboration.

Expert panels

Global leaders in the field of language education policy have worked hand-in-hand with Vietnamese peers to develop new and innovative tools to meet the goals of Decision 1400 and to support the initiatives of National Foreign Language Project 2020.

Conferences and symposiums

Sponsorship of key academic events in Vietnam and abroad include the launch of the English Teacher Competencies Framework, VietTESOL at Hanoi University of Pedagogy, TESOL© International Symposium at Danang University, and the National Geographic Learning Conference in Singapore.

Investing in Research & Development

National Geographic Learning, part of Cengage Learning collaborates with schools and education authorities that are passionate about equipping their students with 21st Century skills, and view technology as an important tool in preparing students for study, work, and life.

Since 2014, in partnership with National Foreign Language Project 2020 and key universities, we have set up model programs that make the best use of world class content and pedagogical models appropriate for Vietnam.

In 2015 we embarked on a 5-year research and development plan to co-develop world class materials matched to the Vietnam curriculum.

Digital blended learning programs

Following signing of a cooperation agreement between National Geographic Learning and National Foreign Language Project 2020, 26 universities across Vietnam have adopted our resources to upgrade the language skills of non-English majors.

Curriculum & textbooks

Working with curriculum experts in Vietnam, National Geographic Learning has embarked on a 5-year research and development program with the goal of co-developing Vietnam-appropriate resources that take full advantage of world class resources and the latest in pedagogy.

Testing & Assessment

Evaluation of the effectiveness of our programs is important and to that end we have partnered with leaders in the field of testing and program evaluation such at ETS® and the Center for Applied Linguistics (CAL).

STANDARD SPONSORS

INTRODUCTION TO SEAMEO & SEAMEO RETRAC

Southeast Asian Ministers of Education Organization (SEAMEO)
SEAMEO Regional Training Center in Vietnam
(SEAMEO RETRAC)
ISO 9001:2015

BACKGROUND

On 30 November 1965, the Ministers of Education of Southeast Asian countries established the Southeast Asian Ministers of Education Organization (SEAMEO) for the development of the region through regional co-operation in education, science and culture.

SEAMEO consists of:

Eleven Member Countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste and Vietnam

Eight Associate Member Countries: Australia, Canada, France, Germany, New Zealand, the Netherlands, Spain and United Kingdom.

Four Affiliate Members: the International Council for Open and Distance Education (ICDE) and University of Tsukuba (Japan); and the British Council, China Education Association for International Exchange (CEAIE).

One Partner Country: Japan

Vietnam, readmitted as a SEAMEO Member State on February 10, 1992 by the SEAMEO Council, hosts the SEAMEO Regional Training Centre (SEAMEO RETRAC) in Ho Chi Minh City, as one of the 21 SEAMEO Centers in the Region.

VISION

To be a center of excellence in education in Southeast Asia and beyond

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

ORGANIZATIONAL PROFILE

The SEAMEO RETRAC Governing Board is the main policy making body of the Centre. The Governing Board comprises one representative from each of the 11 SEAMEO Member Countries. The Centre is headed by a Vietnamese Director who is nominated by the Ministry of Education and Training of Vietnam, approved by the Governing Board, and officially appointed by the SEAMEO Council President.

The Centre is staffed by qualified professional, administrative and service personnel working in the following divisions and departments:

- Division of Education;
- Division of Foreign Studies;
- Department of International Development;
- Department of Research and Project Development;
- Department of Personnel and Legal Affairs;
- Department of Planning and Finance;
- Department of Administration;
- Annex 2;
- Library and Information Center; and,
- Department of Quality Assurance and Branding.

In addition, experts from donors, governments, international organizations and exchange programs from affiliated countries complement the permanent staff under partnership agreements.

OPERATIONS

SEAMEO RETRAC assists SEAMEO Member Countries, especially Cambodia, Lao PDR 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, staff exchange and fostering of regional and international partnership, and engaging in other related activities within and outside the region. In addition, SEAMEO RETRAC offers language training, teacher training and other training programs in education.

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 & exchange for educational, scientific and cultural purposes.

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.

For more information on SEAMEO RETRAC and its activities, visit vnseameo.org.

WELCOME REMARKS

by Dr. Ho Thanh My Phuong, Director
SEAMEO Regional Training Center in Vietnam
(SEAMEO RETRAC)

Distinguished Guests,

Ladies and Gentlemen,

On behalf of SEAMEO RETRAC, it is my great honor to welcome you to Ho Chi Minh City and to this annual international conference on TESOL. The conference is a joint effort between SEAMEO RETRAC and Curtin University in Australia.

English has become a global language and it has been extensively used as the medium for the world to communicate in different contexts and situations. The increased and diversified use of English has created numerous favorable conditions and advantages for both English teachers and learners. However, English teachers and learners are also challenged by many problems and difficulties that need both short and long-term solutions. To address this issue, the theme of the 8th Conference focuses on *"English Language Teaching in the 21st Century: Challenges and Opportunities".*

I am delighted with the quality and quantity of the presentations that we are able to offer to all the attendees of this year's conference. As you can see in the conference program and proceedings, more than 60 speakers from different countries like Australia, the Philippines, Singapore, the UK, the United States, Vietnam, and so on, contribute to the conference with more than 50 presentations including plenary and parallel papers, workshops and poster presentations addressing key topics such as *fostering learner autonomy in ELT, redefining the roles of teacher and learner in ELT, creating an engaging environment in ELT, and linking English learning in the classroom to the real world.*

As usual, SEAMEO RETRAC international conference on TESOL is a forum for educators to share their ideas, innovations, experience, action research, and research findings in the national, regional and global contexts. I hope this year's conference will pose new intellectual challenges for all of us in the field of English teaching and learning, inspire us to make exciting cross-cultural exchanges, and create dynamic networking opportunities for individuals and institutions.

Distinguished Guests,

Ladies and Gentlemen,

On this occasion, we would like to express our sincere thanks to the Vietnam's Ministry of Education and Training and the National Foreign Languages 2020 Project for their continued guidance and support. Our special appreciation goes to Curtin University for its cooperation in academic and conference activities.

We are very grateful to the dedicated contributions of all the keynote speakers, presenters and moderators. We would like to thank the diplomatic corps and international organizations for their constant support and attendance. We would also like to thank our Platinum Sponsor: *The U.S. Consulate General in Ho Chi Minh City* and *The U.S. Regional English Language Office in the U.S. Embassy in Ha Noi*, our Gold Sponsors: *British Council* and *National Geographic Learning*; and Standard Sponsors: *Cambridge University Press* and *Dai Truong Phat Education Solutions*.

We also highly appreciate the effort and contribution of all the organizing committee members and SEAMEO RETRAC's staff who have been working so hard to make this event happen.

Finally, our special thanks goes to all of you, the participants, who will tentatively listen to presentations and heatedly make questions, discuss and share experiences with one another to make our conference the most successful one.

I hope that you fully enjoy the professional, friendly and festive moments that the Conference will provide.

REMARKS

by Ms. Nguyen Thi Mai Huu, Director,
The National Foreign Languages 2020 Project

Distinguished Guests,

Ladies and Gentlemen,

On behalf of the Managing Board of the National Foreign Languages 2020 Project, I am honored to have the privilege of giving the congratulatory address in front of this array of world-famous invited speakers, diplomatic corps, English language teachers and researchers from Vietnam and abroad. I would like to express my whole-hearted congratulations to SEAMEO RETRAC on hosting the 8th International Conference on TESOL.

I greatly appreciate SEAMEO RETRAC's initiative in organizing annual international conferences on TESOL.Since 2010, the conference has become a major event in the calendar of the English language education in Vietnam, which makes significant contributions to English teachers' professional development and networking.

We all know very well that regional and global integration is an inevitable trend in the 21st century. The integration will encompass not only the economic but also educational, social, cultural, science and technology sectors. The integration will present numerous opportunities, but at the same time, it also creates huge challenges for most countries. Among the challenges, language barrier is often viewed as critical, because language, particularly English, capacity is seen as a key factor in the accomplishment of this integration.

Different countries have different strategies to respond to the challenge of the language barrier. In Vietnam, the Decision No. 1400/QD-TTg, entitled Teaching and Learning Foreign Languages in the National Educational System, Period 2008-2020, issued by the Prime Minister in 2008 is one of the solutions to foreign language capacity. The National Foreign Languages 2020 Project has been established to implement the Decision. Among the foreign languages

taught in Vietnam, emphasis is placed on English and the Project 2020 aims to develop the English capacity of Vietnam's workforce and increase its ability to engage in an integrated world. It is expected that by 2020, most Vietnamese students graduating from secondary and vocational schools, colleges, and universities will be able to use a foreign language, namely English, in their daily communication.

Similarly to the situations in other countries in the region and beyond, English education in Vietnam receives strong commitment from the government, and is inspired by a great demand from families, enterprises and society and by robust international cooperation. It is also significantly facilitated by speedy development of technology and ICT. However, administrators, teachers and students in Vietnam, and I believe in other countries as well, are facing with numerous challenges and difficulties such as teachers' low English proficiency and teaching competence, problems of curriculum design and teaching material development, lack of student motivation, large classes, and so on.

Distinguished Guests,

Ladies and Gentlemen,

I notice that the theme of the conference *"English language teaching in the 21st century: challenges and opportunities"* is of common concern of language educators, researchers and administrators. The conference brings us here as representatives of different institutions and countries to share our experiences and good practices with one another and discuss hot issues in language education. I strongly believe that during the two days of the conference, with more than 50 presentations including plenary and parallel sessions, workshops, and poster presentations, we will have opportunities to get better insight into opportunities and challenges of English language teaching in different contexts, and in various aspects of teaching, learning and management; and identify practical and strategic solutions to the problems. I also hope that this is a chance for us to get connected and to build up a network and cooperation so that we can learn from and help one another for professional development.

May I wish you a great time at the conference and thank you very much for your kind attention?

REMARKS

By Ms Diane Millar,
Regional English Language Officer, The U.S. Embassy in Ha Noi

Dr. Ho Thanh My Phuong, SEAMEO RETRAC Director; Associate Professor Anna Parkin, Dean, International and Marketing Office, Faculty of Humanities, Curtin University; Ms. Nguyen Thi Mai Huu, Director of the National Foreign Languages 2020 Project, MOET, Vietnam; distinguished guests, professors, and participants.

On behalf of the U.S. Consulate, Vietnam, it is my honor to welcome you all to the 8th Annual International Conference on TESOL "*ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*" organized by SEAMEO RETRAC and Curtin University.

At the Regional English Language Office – known as RELO - we are delighted to once again support this conference. This year, we have brought over English Language Specialist, Ms. Amy Christensen from New Mexico, who will be presenting both a workshop and a plenary talk at the conference. I hope everyone will have a chance to enjoy her sessions and benefit from her expertise.

In addition this year, RELO has also provided travel grants for a small group of distinguished primary school Master Trainers from Quang Binh province. We are delighted that they are here to present their action research findings.

Finally, we are especially pleased that RELO and the U.S. Consulate were able to provide support to SEAMEO RETRAC to sponsor the registration of over 100 English language teachers from rural areas throughout Vietnam. We hope having a wide variety of educational institutions represented here will add to the quality of the conference.

Supporting the prestigious SEAMEO RETRAC / Curtin University ELT conference is only one of the programs that the U.S. Government offers English language teachers. In your conference program, you can learn more about RELO programs and resources, such as Forum English teaching journal and the American English website (AmericanEnglish.state.gov).

Why do we offer numerous programs for English language teachers? We do so because we know that investing in the professional development of English

Language Teachers is an investment in Vietnam. We know that well trained teachers are the catalysts for change. With well trained teachers there are more dynamic classrooms; classrooms filled with students who are engaged and who are inspired to think critically about our world.   With well trained teachers there is a whole new generation of students inspired to learn. Well trained teachers spark curiosity about our world and help students to solve global challenges.   An investment in teachers is an investment in a better future.

And so teachers, colleagues, I do hope that the ideas presented here during this conference spark your imagination. I hope you will gather ideas and inspiration to help you make changes in your own classrooms.   And importantly, I hope you will share everything you learn over the next two days with all of your colleagues back home.

I would like to thank all of the organizers of the conference and the presenters for their dedication to the field. Wishing all participants a very productive and inspirational two days.

KEYNOTE & FEATURED SPEECHES

1. Language Learning Environments Inside and Outside Classrooms: Opportunities for Learning and Engagement

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Rita Elaine Silver is an Associate Professor at National Institute of Education (NIE) in Singapore. She teaches courses on English Language methodology (with an emphasis on literacy and reading comprehension), language acquisition, classroom discourse, and qualitative research methods.

Her current research involves a school-based intervention to enhance reading comprehension instruction, encourage more open-ended discussion in the context of Singapore primary classrooms, and foster deeper reading comprehension skills (with Jessie Png), and a proof-of-concept study on research data archiving and access (with Dennis Kwek).

She is Co-Editor of *Language and Education (*from Jan 2016) (http://www.tandfonline.com/loi/rlae20#.Vphj4fl97IU) and was previously a Co-editor of *Pedagogies: An International Journal* (2013-2015). She has published in *Cambridge Journal of Education*, *Journal of Educational Change*, *Language and Education*, *Language Policy*, *Language Teaching Research*, *System*, and *TESOL Quarterly*.

Her most recent books are *Quadrilingual Education in Singapore: Pedagogical Innovation in Language Education* edited with Wendy Bokhorst-Heng (2016) and *Language and Education: Social Implications* with Soe Marlar Lwin (2014).

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Language Learning Environments Inside and Outside Classrooms: Opportunities for Learning and Engagement

Rita Elaine Silver

ABSTRACT

Language learning environments are the physical, social, emotional, and cultural contexts in which students have opportunities to learn language. These include the classroom environment, which teachers can shape, and environments outside of the classroom, which teachers and students might take advantage of. In this paper, I provide some background on learning environments and, more specifically, language learning environments. Then, I focus on three questions: 1) What are important factors in the learning environment which teachers should consider for language learning? 2) How can teachers take advantage of opportunities in the learning environment to enhance language learning? 3) What are ways in which teachers can make learning environments in and outside of the classroom more engaging?

Introduction

What Are Language Learning Environments?

Learning environments encompass the physical, social, emotional, psychological and cultural spaces and contexts which offer learning opportunities. These can include classrooms, coffee shops, libraries or cybercafés, among others. Learning environments can be planned, as in schools, or unplanned, as in informal learning from public signs. They can be teacher-directed or student-directed – though most likely there is at least some teacher support to help students manage their learning.

Learning environments can be studied in various ways including with teacher and student questionnaires such as *WIHIC – What Is Happening In This Classroom*? (see Fraser, 2012, 2015 for an overview). The questionnaires can also be used to look at what students and/or teachers actually *do* as compared with what they *prefer*. These types of questionnaires can be used by teachers to investigate their own practices and the classroom learning environments for their own students.

Classroom observation schemes such as the Flanders Interaction Analysis Categories (FIAC), in use since the 1960's, and Classroom Assessment Scoring System (CLASS), developed more recently, can also be considered as ways to examine learning environments. Importantly, these instruments try to take into account various factors such as

- student cohesiveness,
- teacher support,
- task orientation,
- amount and type of teacher talk (e.g., asks questions, lectures, praises/encourages, accepts feelings), and
- student talk (responds to teacher, asks questions).

For example, Curdt-Christiansen and I investigated language and literacy learning in Singapore primary school classrooms using a classroom observation scheme. In Singapore, the English language might be learned at school as a second language, a first language, or based on an informal variety known as 'Colloquial Singapore English'. The latter can differ in a number of ways from the 'standard, international variety' that the Singapore Ministry of Education wants students to learn and use in school. As we examined the classroom learning environment for these students, we considered not only the lesson activities and materials but also the participation patterns (e.g., teacher-fronted, group work, individual seat work), the physical arrangement in the classroom, 'warmth' (physical warmth based on classroom set up, social warmth based on encouragement to ask questions and make comments, affective warmth in terms of showing respect for children's feelings and ideas), as well as aspects of collaboration, creativity, and promoting problem-solving (Curdt-Christiansen & Silver, 2012). Briefly, we found that though government policies push for changes in classroom practices – including more collaboration, more creativity, more problem-solving – teachers find these policies difficult to implement because the socio-cultural context emphasizes teacher authority, classroom control, and uniformity of instruction. This is just one example of the many factors that can come into play when considering the learning environment – including the importance of considering the culture of learning. Importantly, studies of learning environments go beyond simply describing lessons or traditional learning outcomes (e.g., examination results).

While studies of learning environments are often undertaken in classrooms, investigations of learning environments are certainly not restricted to classroom settings. Outside-of-classroom learning environments are also important. See, for example Waite (2017) on learning outside the classroom for children, or

Kearney, Schuck, Burden and Aubusson (2012) on a pedagogical framework for examining mobile learning opportunities (using mobile phone technology).

Focussing specifically on *language* learning environments, there is a rich history of classroom language learning research (e.g., Allwright & Bailey, 1983; Chaudron, 1988; Schachter & Gass, 1996) as well as more recent studies on outside-of classroom learning, especially with use of technology. One of the early instruments for observing language classrooms was the COLT – Communicative Orientation of Language Teaching (Spada & Fröhlich, 1995). This classroom observation scheme was intended to encourage consistent observation of language learning classrooms based on principles of Communicative Language Teaching. Features such as participant organization (e.g., peer work, teacher-fronted), modality (speaking, listening, reading, writing, other), and content (including language form, language function, discourse) were included. Some features of earlier classroom observation schemes which were not specific to language learning were not included. For example, the FIAC's option to record when teacher talk addressed students' feelings, offered praise, etc. are not part of the COLT. Of course, any attempt to investigate the learning environment will place an emphasis on some features while others are excluded. But it interesting to note that many instruments for examining language classrooms seem to place less emphasis on emotional and cultural components.

Different Types of Learning Environments

Classroom Language Learning Environments

No matter how much we believe that language learning is founded on "actual usage events in which people communicate linguistically with one another (Tomasello, 2000, p. 61), classroom contexts are constrained by policies, time allocation, available resources, and hierarchical structures which encourage particular types of communication patterns over others. This was true in the study done in Singapore primary grade level English classes (Curdt-Christiansen & Silver, 2012).

Looking at language classrooms around the world, investigations show a prevalence of teacher-talk, teacher-fronted 'discussion', and use of the IRE (Initiate-Respond-Evaluation) sequence. These tend to be common in Asian classrooms which can be sensitive to norms of teacher authority and displays of respect to that authority. For example, Nguyen and Hall (2017) report a study of

teacher trainees at a Vietnamese university and efforts to engage the trainees in more constructivist learning. Questionnaire responses by the trainees at the beginning of the study showed that they expected university tutors (as teacher trainers) to be dominant while they, the trainees, were more passive. These hierarchical roles conflicted with 'student-centred' policies promoted by the government. The researchers then engaged the teacher trainees in group activities that encouraged the trainees to discuss, negotiate ideas, use inferencing skills and identify main ideas in a videotaped lesson they watched together. In a second lesson, the trainees engaged in micro-teaching and peer feedback. The trainees found the lessons very helpful and, to some extent, this process confronted their initial belief that they could only learn from direct instruction from a tutor. As the researchers claimed in their final discussion, "…in the right circumstances, there is a cautious willingness among the younger generation of Vietnamese teachers to accommodate new ideas about teaching and teachers' roles" (p. 251).

This is in stark contrast to earlier research on group work and English language learning among Thai students. In a small scale study, McDonough (2004) found that the students showed improvement in production of specific English language forms (i.e., some types of English conditional structures) when they received negative feedback and used modified input during group tasks. However, the students did not perceive that the group work was beneficial. Thus the learning environment was helpful in some ways (in objective measurements of linguistic form) but not in others (in terms of students' socio-emotional and psychological perceptions). This is certainly an issue for studies of language learning environments which focus on objective outcomes (i.e., production) without consideration of other factors (social, emotional, psychological and cultural).

In a study of teacher interpersonal behaviour, rather than student activities or grouping, Wei, den Brock and Zhou (2009) found that English as a Foreign Language students in the Chinese university context "agreed that an ideal English teacher should be a strong leader, understanding and helpful/friendly, and give some freedom to students. The ideal teachers should not be admonishing, dissatisfied and strict" (p. 170). This characterisation was similar to findings from other countries – to some extent refuting the idea of very different cultural expectations for teachers in different countries. But it seems clear that cultural expectations do influence classroom pedagogy and students' perceptions of whether the pedagogy is useful or not.

Outside-of-Classroom Language Learning Environments

A hallmark of outside-of-classroom learning might be self-directed learning, in which students set their own goals and study autonomously. Vu and Shah (2016) looked at Vietnamese university students' and their attempts at self-directed learning for English language listening skills. They found that students had trouble with formal self-directed learning (i.e., tasks undertaken especially to improve their listening comprehension) carried out under their own direction, without a teacher's direction). Though the students thought English listening skills were important, their self-reports showed that they were unmotivated, did not know how to study (i.e., lacked as study method), felt they had insufficient vocabulary to work on their own, and, in some cases, lacked the necessary equipment. Their results suggested that students could be self-directed, but they needed teacher support. This is in contrast to some other studies which have looked at types of learning (i.e., mobile learning, gaming) rather than skills. For example, studies of online gaming have shown that these activities can establish a beneficial language learning environment (see, for example, a special issue of ReCALL on gaming and second language learners [Corneille, Thorne, & Desmet, 2012]).

On the pedagogical side, Nunan and Richards (2015) have published an edited monograph of case studies of 'language learning beyond the classroom'. The volume include 28 chapters, each one with ideas on how to exploit the language learning environment outside-of-classrooms. These include more traditional ideas such as journals and logs, vocabulary study and songs, as well as ideas on use of internet, TV, projects and interactions with native speakers. Some, but by no means all, of these link to classroom learning for more integrated learning experiences.

These research studies and pedagogical case studies suggest that outside-of-classroom learning might need teacher support in terms of helping student think of *how* to learn and setting realistic goals. Outside-of-classroom learning also needs to be intrinsically interesting. Learners must see the benefit of doing this work autonomously. With reference to online gaming, for example, learners are engaged cognitively, emotionally and socially in the game and the interaction around the game.

Given that 'language learning environment' is a concept more expansive than 'classroom language learning', what are some factors that teachers might want to consider for establishing a beneficial learning environment? What are some opportunities that teachers can take advantage of in order to support their students? And what are some ways to engage students more?

What are important factors in the learning environment which teachers should consider for language learning?

One of the most immediate ways that teachers can influence the language learning environment is through the classroom context. Though there may be many aspects of the classroom that individual teachers cannot change (e.g., the physical structure; the underlying policies; a pre-set syllabus, curriculum or examination format), teachers can shape many aspects of their lessons within classrooms. For example, teachers can make choices about how they shape the conversational interactions within the class. In a study done with multilingual learners in one Singaporean primary school, teachers learned to change the way they managed classroom discussions for reading comprehension lessons (Silver &Png, 2016). Though the teachers maintained traditional, authoritative, teacher-fronted discussions, they substantially changed the classroom interactions to facilitate student talk that increased in quantity, that was focussed on reading comprehension (i.e., directly about the text), and that expanded on ideas and supported previous statements. They did this by introducing a reading comprehension strategy known as 'Questioning the Author' (QtA), along with a set of 'discussion moves'(ways to help teachers manage the evolving, spontaneous discussions) (see Beck & McKeown, 2006 for details on QtA). Crucially the strategy maintained many features of the learning environment which teachers felt were crucial in the Singapore context – teacher-fronted, whole-class interactions; text-based discussion; separate lessons for different language skills – while challenging the teachers to change fundamental aspects of the classroom discourse. The changes in the discourse invited students to participate more actively with the teacher, the text, and each other.

We can see a short example of the type of talk the teacher used to engage the learners in Excerpt 1. In the excerpt, the class is talking about the children's story book *Owen* (Henkes, 1993). They are discussing the beginning of the book. The class had initially talked about the title and guessed who 'Owen' might be. After guessing that Owen was a mouse, based on the picture on the cover,[1] the class read the first page: "Owen had a fuzzy yellow blanket. He had it since he was a baby. He loved it with all of his heart." The teacher wanted the class to understand the idea that Owen loved his blanket, as this was importent

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[1] See https://www.youtube.com/watch?v=NEHNbB-N2QQ

for proceeding with the story. They also needed to understand the phrase 'loved it <u>with all of his heart'</u>. The teacher started by asking "So what is the author trying to tell you?" (line 1), then called on the student Hwei Minh.

Excerpt 1

	Speaker	Speaking to	Message
1.	Teacher	Class	So what is the author trying to tell you?
2.	Teacher	Hwei Minh	Yes?
3.	Hwei Minh	Teacher	Uh he likes his yellow blanky.
4.	Teacher	Hwei Minh	Who likes this yellow blanket?
5.	Student 1	Teacher	[The Owen.]
6.	Student 2	Teacher	[Owen.]
7.	Teacher	Class	Owen. So is it confirm(ed) now that Owen is the mouse?
8.	Class	Teacher	Yes.
9.	Teacher	Class	Yes. Okay. And what did Francis said just now?

(Francis' initial comment was inaudible on the recording, but audible to the teacher.)

	Speaker	Speaking to	Message
10.	Francis	Teacher	He got a fuzzy blanket.
11.	Teacher	Class	He got a fuzzy yellow blanket and just now Hwei Minh said he likes his blanket. Hwei Minh how do you know that he likes his blanket?
12.	Hwei Minh	Teacher	Because it's fuzzy.
13.	Teacher	Hwei Minh	Because it's fuzzy? Okay. Uh Hwei Minh says he likes his blanket because it's fuzzy.

Rather than rushing the students to the meaning of 'with all his heart', the teacher made use of the students' ideas and the students' language (turns 4, 7, 9, 11, 13). The teacher built on what the students said, asking for expansion/additional information (turns 4 and 11) and recasting their utterances to make sure they were grammatically accurate and audible to the whole class (turn 13). Notably, Hwei Minh (one of the students) changed her initial comment about the 'yellow' blanket to comment on the blanket being 'fuzzy' – a word that was introduced in the reading and in the course of the conversation. Hwei Minh may or may not have known this word before, but we can see from the conversation that she picks up its importance and integrates it into her own comments.

This brief excerpt demonstrates how the teacher shaped the classroom discussion to provide opportunities – creating an effective language learning environment. The teacher's efforts were in line with several of the principles for instructed language learning summarized by Ellis and Shintani (2014, pp. 22-27). Specifically, the teacher

- ensured a focus on meaning as well as a focus on form,
- she provided extensive input as well as opportunities for output,
- she created opportunities to interact in English with both both free and (semi-) controlled production.

In a sense, we might say that the teacher also took into account the subjective aspect of language learning (another feature discussed by Ellis & Shintani). Kramsch refers to the 'subjective aspect of language learning' in terms of "the somatic and affective resonances of the foreign language learned and used in social and cultural contexts" (2006, p. 99). While this is a little different from what we see Excerpt 1, the exchange between teacher and students does show the teacher taking into account the students' experiences and feelings and how these impact the students' understandings. This suggests that teachers must not only take into account the fundamental principles of instructed language learning, but must consider how to shape classroom interactions (and classroom discourse) for language learning within locally appropriate interaction patterns and with an eye toward student subjectivities.

How can teachers take advantage of opportunities in the learning environment to enhance language learning?

In thinking about how teachers can take advantage of opportunities in the language learning environment, I turn to outside-of-class learning environments. Traditional outside-of-class study has included homework and tutoring in different forms. However, there is now a wealth of options open to students including online gaming (as mentioned above), online courses, and other web-based options. But research such as Vu and Shah's (2016) suggests that simply pointing students to resources is insufficient due to limited resources and lack of learner autonomy. Resources include not only what is available (e.g., who has access to internet, when and where?) but also costs. For example, Dias (2002, as reported in Nah, White & Sussex, 2008) found that language students in Japan could use their mobile phones for extensions of classroom learning, but the students were worried about the costs of frequent mobile access.

While resourcing is an issue that will vary considerably from place to place, issues of learner autonomy are relevant to all efforts intended to encourage students to take advantage of outside-of-classroom learning environments. Benson (2001) has previously outlined five principles for autonomous learning. These include involving students in planning and directing their own learning, giving them options and appropriate resources, providing opportunities for decision-making around their learning, supporting them in their efforts by responding to their needs and encouraging them to reflect. If we want our students to take advantage of outside-of-classroom learning experiences, we need to bear these principles in mind. For example, Pontes and Shimazumi (2015) describe how two learners made use of VoiceThread©[2] to improve their discourse competence. Students were encouraged to use the online programme to complete an oral tasks (compare lifestyles in two cities). Other students could then listen to the recording and comment. The students who created the original 'voice thread' could then make changes (based on feedback), re-post, and receive further feedback. This cycle could then be started anew, with a new topic or new student recording. In this case, the topic was pre-selected but students made their initial recordings based on their won experiences. They planned and directed their own recordings and they decided which feedback to make use of in revising their recording, based on their own perceived needs and reflections.

Outside-of-classroom learning does not have to be resource-intensive or internet-dependent. For example, given the globalisation of English, students can often find examples in the existing linguistic landscape –tourist signs, for example – or in magazines and other media. Simple activities such as asking students to record examples of English outside of class can raise awareness of the prevalence of English. This can be coupled with activities such as checking the grammar and vocabulary (by no means always accurate), thinking about underlying meanings and implications, revising the examples into more expanded texts. Hancock (2012) has described how language teacher trainees explored the linguistic landscape of Edinburgh and what they learned about cultural and linguistic diversity. Though EFL contexts might offer less variety (and quantitatively less input) in the linguistic landscape, the use of a 'camera safari' to record what is (and is not) available could challenge teacher trainees' to think about how EFL and multilingualism relate to their students' lives and their own.

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[2] VoiceThread LLC, 2017. See https://voicethread.com/

What are ways in which teachers can make learning environments in and out of the classroom more engaging?

Crucially, consideration of learning environments means giving thought to learner engagement. All of the studies mentioned above consider student interests and engagement. From an educational perspective, Schlechty (2011, p. 14) suggests four components for student engagement:

1. The engaged student is attentive, in the sense that he or she pays attention to and focuses on the tasks associated with the work being done.
2. The engaged student is committed. He or she voluntarily (that is, without the promise of extrinsic rewards or the threat of negative consequences) deploys scarce resources under his or her control (time, attention, and effort, for example) to support the activity called for by the task.
3. The engaged student is persistent. He or she sticks with the task even when it presents difficulties.
4. The engaged student finds meaning and value in the tasks that make up the work.

These components are equally relevant for language learning environments. Students must not only be on-task (i.e., doing the assigned task) but also attending to what they are doing in the task. Simply 'going through the motions' or trying to reach task completion, does not constitute engagement. For example, the interaction in Excerpt 1 suggests student attention to the task as the teacher drew out, commented on, and highlighted student ideas and understandings. Student attention was also drawn to the language required to discuss and understand the reading as they discussed with the teacher. This sort of student attention can also occur in online forums such as online games, helping to facilitate effective communication within the game space (Rama, Black, Van Es & Warschauer, 2012). However, Rama, et al remind us that not all gamers make the same use of the possibilities of communication in this type of space. Individual differences are expected.

This relates to Schlechty's second point: individual learners must be committed to their use of opportunities in the learning environment. Some will feel more comfortable in speaking out while others will prefer to listen in, and still others might prefer more traditional, structured exercises. Nevertheless, engaged students persist (Schlechty's point 3) – even when they feel somewhat uncomfortable with the task or the setting. The teacher can play an important part here, helping students develop coping strategies. For example, Vu and

Shah found that students did not persist in outside-of-class learning partially because they were unmotivated and did not know how to take advantage of the opportunities offered. It is difficult to know how these two factors influenced each other but certainly students must be motivated and have a sense that their efforts will be beneficial if they are to persist.

Finally, students might find meaning and value in the task simply because it is assigned and they trust their teacher to assign legitimate work. However, this trust might also be used to encourage new learning patterns (such as mobile learning or less directive teaching) if students understand what motivates the tasks (cf., Nguyen & Hall, 2017). Explanations and demonstrations from a trusted teacher can help students find meaning and value in language learning environments that differ from the norms the students are accustomed to.

Conclusion

In this paper, I have argued that teachers can shape the language learning environment inside classrooms to support language learning. In addition, teachers can support learner efforts to take advantage of outside-of-classroom learning environments, sometimes in untraditional ways. A key is to remember that learning environments encompass physical, social, emotional, psychological and cultural spaces and contexts which offer learning opportunities. Thus, they go beyond some of the usual concerns of lesson plans, materials/resources, and participation patterns. Student engagement is crucial inside and outside of class as are opportunities for active participation, student decision-making and autonomy.

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2. Defining, Creating, and Maintaining an Engaging Learning Environment

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Amy CHRISTENSEN teaches English as a Second Language at Central New Mexico Community College in Albuquerque, New Mexico USA where she regularly has students from over 20 different countries in her classes. After serving as an Associate Dean for three years, she recently went back to classroom teaching which is her true passion in life.

She has taught English and conducted teacher training workshops in Spain, Mexico, Vietnam, Indonesia, Korea, China, India, and Turkmenistan. Her specialty in English language teaching is creating active learning environments using a student-centered approach. She regularly presents at TESOL and local and regional conferences on practical classroom teaching strategies.

Defining, Creating, and Maintaining an Engaging Learning Environment

ABSTRACT

Drawing from research from Vietnamese scholars, the fields of sociolinguistics and cognitive psychology, and my own teaching experiences, I will share different definitions and descriptions of an engaging learning environment. Then, we will explore the ways in which we all learn through a short interactive lesson. This interactive lesson will allow us in turn to more authentically examine strategies for creating and maintaining an engaging learning environment for our students and for ourselves.

Teaching and learning should bring joy. How powerful would our world be if we had students who were not afraid to take risks, who were not afraid to think, and who had a champion?

Every student deserves a champion, an adult who will never give up on them, who understands the **power of connection**, and insists that they become the best that they can possibly be.

–Rita Pierson

12 Principles for Brain-based Teaching and Learning

1. All learning is physiological.
2. The brain is a social brain.
3. The search for meaning is innate.
4. The search for meaning occurs through patterning.
5. Emotions are critical to patterning.
6. Every brain simultaneously perceives and creates parts and wholes.
7. Learning involves both focused attention and peripheral attention.
8. Learning always involves conscious and unconscious processes.
9. We have at least two ways of organizing memory.
10. Learning is developmental.
11. Complex learning is enhanced by challenge and inhibited by threat.
12. Every brain is uniquely organized.
    Source: Caine and Caine 1991.

"Mind and emotions are not separate but rather, emotions, thinking, and learning are all connected." (Moghaddam & Araghi, 2013, p. 57)

"To engage" is to capture the attention of our students in a non-threatening way by creating a stimulating and challenging learning environment where students see the connections and the practical applications.

Key Points for Engaging Students

1. Differentiation of instructional methods addresses the learning needs of a diversity of learners. (Laxman & Chin, 2010, p.3)

2. Human brains are programmed to pay attention to the unusual. (Moghaddam & Araghi, 2013, p. 57)

3. Students learn from their whole experience, so overexpose them to content with context. Involve them in talking, listening, reading, and discovering. (Moghaddam & Araghi, 2013, p. 56)

4. Make learning meaningful by relating it to what they know using relevance to their lives. (Moghaddam & Araghi, 2013, p. 60)

5. Relate activities to real people, things, social situations, families, local history, geography, careers, etc. (Aboudan, 2011, p. 131)

6. For more speaking practice, let students do work at home to increase time in the classroom for teaching speaking. (Nguyen, Fehring. & Warren, 2015, p. 36).

7. Set up a challenging yet non-threatening learning environment. (Caine & Caine, 1991)

8. Remember that emotion drives attention and attention drives learning. (Moghaddam & Araghi, 2013, p. 57)

9. Establish a classroom culture where students can take risks.

10. Help students understand the tangible links between learning English and their future need for it. (Bahous, Bacha, & Nabhani, 2011, p. 39)

11. Design learner-centered classrooms where students make decisions and reflect and evaluate their experiences. (Dang, 2006, p. 606)

12. Remind yourself that teaching and learning should bring joy. (Rierson, 2013)

13. Make connections with your students and with your colleagues. (Rierson, 2013)

14. Rejoice in knowing that you have the magic to define, create, and maintain an engaging learning environment.

How to Make a String Ladder

1. Start with the string across both of your palms in the open position over your thumb and pinky in a long loop. Use your pointer finger to pick up the string from each of your palms.

2. Next, drop the thumb strings. Reach underneath with your thumbs and you pick up the last string with your thumbs. Now, with both of your thumbs, reach over the first string and pick up the second string.

3. Then, drop the pinky strings. With your pinky fingers reach over the last string and pick up the next closest string.

4. Now, drop the thumb strings. You have what's called "cat's whiskers".

5. With your thumbs, go over the first two strings of the cat's whiskers. Pick up the third one. Try not to pull too tight. You want a little tension, but not too tight.

6. The next step is tricky. Using your right hand, lift the string from the outside of your left-hand pointer finger and place it over the left thumb. Now, you've got two strings over your thumb. Take the bottom string and lift it forward over your thumb. Now, repeat that on your right hand. Take the string from your forefinger and put it over your thumb. Take the bottom string the other way over the thumb. You should now have one string over your thumb.

7. You'll notice you have made two triangles right there next to your thumbs. This is the part where most people mess up. Very carefully drop your pinkies, and turn your hands to face away from you while letting the string that's on the back of your pointers slide off.

8. This will be the new string on your pointers. Do this very slowly. Drop the pinky and at the same time turn your hands away letting that outer string slip off. There you have Jacob's ladder!

Transcript adapted from MomsMinivan (2012)

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3. Setting Standards: The Role of Assessment in Implementing the CEFR in Education Reform

Dr. Jamie DUNLEA
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The British Council, London, the UK

Dr. Jamie DUNLEA is a Senior Researcher for the Language Assessment Research Group at the British Council, based in London. He works on a range of language test development and validation projects for assessment systems designed and developed by the British Council, as well as collaborating on projects with researchers and organizations internationally.

Jamie joined the British Council in 2013, and was previously Chief Researcher at the Eiken Foundation of Japan, a not-for-profit organization which develops and administers EFL examinations in Japan.He has 25 years of experience working in EFL education, first as a teacher, then in test development and production and assessment research. His research interests include standard setting in relation to the CEFR and integrating the latest developments in validity theory with the experience and expertise of educational and assessment practitioners working in local contexts. Further information: https://www.britishcouncil.org/exam/aptis/research/assessment-group/jamie-dunlea

ABSTRACT

The CEFR has been adopted rapidly across Europe since its publication in 2001 though not always consistently or in line with the intentions of its authors. Increasingly the CEFR is also being adopted as a useful tool to set curriculum and assessment goals outside Europe, and with equal variability in the quality of its implementation. This paper will argue that the problems encountered in applying the CEFR to local contexts are often similar in and outside Europe, and that it is indeed time to consider taking the E out of the CEFR to reflect this

wider applicability as a common framework. The presentation will examine some common issues that have been encountered by countries working with this common framework, and suggest that attempts to develop local variations of the CEFR are in fact in line with both the letter and the spirit of the document, in which adaptation to local contexts was always seen as a key design principle. At the same time, I will suggest that there are some common errors in implementation, particularly in the setting of targets which reduce the rich content in the CEFR to sweeping single level designations and one-size-fits-all attainment targets. Indeed, use of the CEFR in education reform policy sometimes appears as if it has been adopted as an over-simplistic panacea, something which will magically achieve standardization, improve the quality of teaching and learning, and ensure accountability. But these things can only be realized through the appropriate implementation of the CEFR. Unfortunately, that implementation often stops at the setting of assessment targets, and does not extend to truly integrating the CEFR into teaching and learning. I will suggest that a key area often overlooked in teacher training is developing the skills to investigate whether assessments are indeed targeting the aspects of the CEFR and the levels intended. To help fill this gap, I discuss the methodology employed for linking examinations to the CEFR, focusing on standard setting, and offer some local examples to demonstrate how this process offers a powerful tool for facilitating some of the intended positive outcomes noted above. This process is equally relevant to those developing large-scale, national assessments as it is to teachers developing practice tests and classroom assessments. Indeed one of the original goals of the CEFR authors was that the process of investigating the relationship between a test and the CEFR would foster reflection and engagement by those involved, and lead to improved professionalism and assessment literacy amongst test developers. I will suggest that a key feature of implementation thus requires sufficient training for teachers not just in building an understanding of the criterial features which characterize the different levels, but equally in the process of linking tests and assessments to the CEFR. Such training would provide a mechanism for engaging teachers more thoroughly in understanding how tests work to measure the abilities and skills that need to be taught in the classroom, and in doing so, provide a link between what is taught, how it is assessed, and the relationship of both to the standards proposed as target learning outcomes.

4. Incorporating 21st Century Skills into the Classroom

Ms. Monique M. NICASTRO
Trainer from National Geographic Learning

Ms. Monique M. NICASTRO holds a Master's in TESOL with eight years of relevant teaching experience. She is adept in a variety of scaffolded, motivational, student-centered, and communicative teaching techniques. She is also proficient in differentiated lesson planning and course design (Instructional Systems Design and ADDIE). As an English instructor, she has taught EFL and ESL to high school, university, and adult learners of various proficiencies and cultures. Ms. Nicastro enjoys living and working in new countries and experiencing diverse cultures.

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ABSTRACT

Today's teenagers are growing up in a rapidly changing learning environment, in a global village connected by the internet, and with more information available than ever before. In order to deal with the information around them, today's learners need to develop what are commonly referred to as "21st Century" Skills, including the ability to think critically and creatively, better understand the world around them, and to deal with authentic materials in English. To do this effectively requires a blend of the right materials and teaching methodology. Using examples from recent National Geographic Learning publications, this workshop will give participants some new ideas of how to use authentic content, and guided questions, to incorporate 21st Century Skills into their English lessons.

WORKSHOPS

5. Are You Stressing the "Active" in "Activities"?

Amy CHRISTENSEN

English Language Specialist, Central New Mexico Community College in Albuquerque, New Mexico, the U.S.A.

ABSTRACT

Reflect upon active learning practices in the classroom by reviewing various definitions of active learning and establish relevancy for the classroom. Next, change five common teacher-centered activities like taking attendance and starting class, reviewing homework, checking for understanding, discussing a topic, and listening to a lecture into more student-centered activities. Bring your smart phones to use as part of the feedback process. A detailed handout will be provided with active learning definitions, examples, and websites on stressing more active learning in the classroom.

6. Designing Tasks for Speaking Tests for University Students

Dr. Jamie DUNLEA

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ABSTRACT

Working with test tasks is an increasingly important role for many teachers, either creating them for use within a class or institution, or using them to help students prepare for high-stakes assessments. This workshop will focus on developing test tasks for assessing speaking. Underlying all good test tasks is an explicit design template referred to as a specification, or spec. The task spec should not only make clear what the purpose of the task is, but also clearly identify criterial features of both any input and also of the expected output. We will begin by exploring an example of how to design test specifications for speaking, and what features need to be included in such a specification. We shall also look at some tools for identifying what kind of performance a speaking task needs to elicit, and how to evaluate it. We will focus mainly on the context of university language education, and consider what aspects of speaking are most relevant for these students, and how we might develop appropriate tasks to evaluate these features.

Participants

Suited for educators with experience in teaching students at higher education level. Participants should have B2 level English (B1+ minimum).

Number: Approximately 20

Time: 60 minutes

7. The Five-Paragraph Essay: the Crucial First Day of Instruction

Mr. Thomas KERNER

Springfield Technical Community College,Massachusetts, the U.S.A

ABSTRACT

The five-paragraph essay is the basic form for academic writing in numerous educational institutions. While there is a great deal of published literature on teaching the five-paragraph essay, there is very little user-friendly information on how and where to begin instruction. The authors of that literature have largely assumed that learners, like their teachers, are academically adept and accomplished. While this is true of some learners, for many more it is not the case. This situation results in absence of comprehensible input and consequent frustration for many learners. This session suggests a learner-friendly starting point with a simple template that students can construct independently in order to organize their essays and begin academic writing immediately. Students can use this technique to acquire a solid foundation of skills that they can build upon subsequently in order to become successful academic writers. Workshop participants will construct the template that the author proposes and practice filling it in, resulting in a practical working outline with information automatically organized for a coherent five-paragraph essay. They will leave the session with a set of instructional skills that they can apply immediately on returning to their students with no expense for technology or specialized materials.

Mr. Thomas KERNER (recently retired from Springfield, Massachusetts, Public Schools and Lutheran Social Services of New England, West Springfield, Massachusetts) has two graduate degrees in ESL instruction and over 25 years of experience teaching children and adults. He has presented on education topics at regional, national, and international conferences. The Educational Resources Information Center has published his work under accession numbers ED400907, ED400864, ED432112, ED444866, and ED499233. He tutors English and remedial writing at Springfield Technical Community College in Springfield, Massachusetts.

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8. Making Teachers and Learners in Vietnam Ready to Switch Their Roles in Projects Lessons in the New English Textbook

Ms. NGUYEN Hoang Lan
ULIS, Vietnam National University

ABSTRACT

Thanks to the National Foreign Language Project 2020 (Project 2020) which aims at bringing the English teaching and learning in Vietnam closer to the regional and international standard, the New English Textbook (NET) has been developed with the addition of a project after each unit. Theoretically, Project-based learning transforms the roles of students and teachers in ways that benefit all, making teaching and learning more interactive and communicative. Students will develop a sense of agency as learners and as people rather than information recipients while teachers will act rather as a resource, a facilitator than a lecturer (Brown, 2011; Harmer, 2007).

During teacher training courses for secondary and high school teachers in Project 2020, the author had chances to discuss in details with trainees on what challenged them most when teaching project lessons in the NET. They highlighted several aspects, including large class, multi-leveled students, students' engagement and timing issues. Observations with teachers at secondary schools completed the picture by adding more reasons like teacher's lack of knowledge on PBL and on management skills. These were the same as findings of several studies on common problems of teaching projects (Marx et al., 1991, 1997). Such difficulties lead to the fact that both teachers and learners are misunderstanding, thus, misperforming their own roles in Projects lessons.

The workshop starts by showing a video on how a project lesson was organized in a secondary school in Vietnam. Participants will then discuss the role of the teachers and learners in the lesson and compare it with the defined role of teacher and learners as suggested by PBL standard. After investigating what makes PBL difficult in Vietnam, participants will work together to find out what makes teachers and learners ready to switch their role in a PBL lesson.

Ms. NGUYEN Hoang Lan is a lecturer in Faculty of English Language Teacher Education in University of Languages and International Studies, Vietnam National University. She accomplished her M. A. course in English Teaching Pedagogy in ULIS in 2009 and her M. A. course in Applied Linguistics in Dalarna University in Sweden. For many years, she has been

carrying out research both on English and Vietnamese Teaching Pedagogy and on Applied Linguistics, with special interest in Curriculum Design, Second Language Acquisition, Testing and Pragmatics. Lan is also one active master trainer of Project 2020.

9. Teaching Integrated Skills – Making Real-World Connections

Ms. TRAN Thi Hieu Thuy
ULIS, Vietnam National University

ABSTRACT

In the context of English as a foreign language, students can benefit from practicing all of the language skills in integrated, meaningful and communicative ways. Integrated skills approach, therefore, emphasize meaningful and authentic language use and link oral and written language development (Su, 2007). Also, by integrating skills in the language class, the teacher can build more variety into the lesson, which motivates students to learn. As a consequence, they might stand a higher chance to succeed their English learning.

This workshop provides practical instructions for teachers of English to design lessons that incorporate different language skills with respect to their current teaching contexts as well as students' needs and demands. The workshop operates on a "See – Feel – Do" mode. First, participants are exposed to different models of skills integration and introduced to procedures of conducting lessons in each model. Then comes a demo lesson adapted from the lower-secondary school English textbook. After taking part in the lesson activities as if they were students, participants reflect on what they have experienced in a follow-up debrief session. Finally, they work in groups to design an integrated skills lesson using materials given by the facilitator. What makes the workshop outstanding is the rich level of hands-on experience shared between the facilitator and the participants. Suggested ideas and designed activities are put under thorough discussion in order to ensure their feasibility. All these products would be made available for immediate application as well as can be stored by the participants and served as a source for their frequent consultation.

Ms. TRAN Thi Hieu Thuy is a lecturer and teacher trainer of English language teaching methodology at University of Languages and International Studies – Vietnam National University. She is certified by the Educational Testing Service (USA) as its master trainer of the Propell TOEIC Workshops series. Her research interests include teacher education, integrated teaching, and multiple modalities. She is working towards her Doctoral Degree in Applied Linguistics. She can be contacted via thuytth@vnu.edu.vn & tranhieuthuy@yahoo.com.

PAPER PRESENTATIONS

10. An Investigation into Demotivators in English Listening Lessons for Non- English Major Students at the People's Police University

Dr. LE Huong Hoa,
Ms. PHAM Thi Cam Tu
& Ms. NGUYEN Thi Van Anh
The People's Police University, Ho Chi Minh City

ABSTRACT

Listening has long been considered to be a boring and difficult skill by many second language (L2) learners. This study was carried out in an attempt to investigate the demotivators prevalent in listening lessons for non-English major students at the People's Police University (PPU). Specifically, the study was conducted in the form of a survey involving 105 students and 6 teachers of English at the PPU. The main instruments employed in data collection were questionnaires and structured interviews. Four factors including teachers' behaviors and teaching methods, students' characteristics and the learning environment were extracted through the analysis of the collected data. The research also revealed that the teachers' behaviors and teaching methods were the most dominant demotivating factors for many students at the PPU. Based on the findings, recommendations which are of significance to both teachers and students are provided. Lastly, it is hoped that the results of this study could be of benefit in developing techniques for teaching and learning listening English at the PPU.

Dr. LE Huong Hoa holds her Ph.D. in Applied Linguistics from Hanoi University of Languages and International studies, VNU. She is currently a senior lecturer of English at the Department of Foreign Language, the People's Police University, Ho Chi Minh City and also a visiting lecturer at Faculty of English and Literature, University of Social Science and Humanities. Her research activities focus on student motivation; language learning; ESP and professional development. She has presented her research at many national and international conferences on ELT.

PHAM Thi Cam Tu, NGUYEN Thi Van Anh are lecturers of English at the Department of Foreign Language, Police University, Ho Chi Minh City. Their main interests of research are issues of English language teaching and ESP.

11. Authentic Materials in Teaching English: a Reconsideration of Existing Definitions

Mr. TRAN Thanh Vu

Phu Hoa High School, Ho Chi Minh City, Vietnam

ABSTRACT

The use of authentic materials in EFL has long been acknowledged to be advantageous to learners as they provide real-life experience in the language classroom. However, many of the existing definitions on which most teachers are utilizing to select appropriate teaching resources present a strong bias toward the notion of "native speakers' production". This paper calls for reconsideration of the definition of "authentic materials" by pointing out that the English language no longer belongs to the so-called "native speakers", stating the fact that a growing number of non-native speakers are using it to communicate purposefully every day. It is argued that the language that those speaking English as their second or foreign language create can perfectly be employed as teaching materials in EFL/ESL classrooms because such language presents real communication among English language users in the 21st century whether they speak it as their mother tongue or not. By discussing those points, the paper goes on to recommend a theoretical framework on which more suitable criteria for choosing authentic materials can be built to conform with the teaching context of this century.

Mr. TRAN Thanh Vu is an English teacher at Phu Hoa High School, Ho Chi Minh City and is currently working as a visiting lecturer at Vien Dong College, teaching mainly English Teaching Methodology. He received his M.Ed. in TESOL from the University of Southern Queensland, Australia in 2015. In addition to his teaching, he has been providing workshops in teaching practice for teachers at various language centers in Cu Chi District, Ho Chi Minh City. His main interests are innovating English teaching techniques, applying them to real teaching experience and sharing them with his colleagues and student teachers.

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12. Beliefs of Students of English Major, University of Technical Education, HCMC, in Evaluation of Lecturer Performance

Dr. NGUYEN Dinh Thu
University of Technology and Education, Ho Chi Minh City

ABSTRACT

Foreign language teaching, especially English, is a multi-dimensional process which intrinsically intertwines between curriculum, teaching and learning, evaluation and innovation. Of these, effective teaching competence has been a buzzword in Vietnam recently, which attracts the interest from stakeholders, such as learners, parents, teachers, school administrators, materials/ resources developers, and educational planners.

This small-scale study is to investigate the English-majored students' beliefs in evaluating their lecturers' foreign language teaching competences, in particular, English. To that end, the data WERE gathered via a questionnaire of 44 Likert-type items. Participants are year 2, 3 and 4 students of English major, Faculty of Foreign Languages, University of Technical Education, Ho Chi Minh City. The data were statistically analyzed quantitatively and qualitatively to reveal what characteristics an effective English language teacher should possess and how students perceive them.

This study, to certain extent, may contribute to the current endeavors of teacher trainers and curriculum developers to improve the quality of both pre-service and in-service English language education in Vietnam.

Key words: Teaching competences, foreign language teaching competences, perceptions on teaching competences

Dr. NGUYEN Dinh Thu commenced his teaching career as a lecturer in TEFL in Danang, Vietnam upon graduation from Hue Teachers' Training College in 1980. He completed his PhD at University of South Australia. He has experienced both teaching and managerial positions at Danang University and University of Technology and Education, HoChiMinh City, which involves in training pre-service and in-service teachers of English. As a TESOL practitioner, Thu Nguyen's research interest lies in the areas of TESOL, teacher education, and professional development, mentoring, and sociocultural theory in the EFL context of Vietnam.

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13. Bringing the Real World to Classroom with The Use Of Movies – A Case Study Of Culture Classes At FTU In Hanoi

Ms. NGUYEN Thi Thu Huyen
Hanoi Foreign Trade University

ABSTRACT

Bringing the real world to classroom is becoming popular in education. When students are involved in real-world issues and contexts, they will recognize how their study is relevant to their possible future jobs and become engaged in learning important skills and content (Edutopia, 2013). Students will also involve in class if teachers use materials reflecting daily life activities or the real world (Davies (2014). One of the most popular methods is using authentic materials such as videos which illustrate real-life practices that students may have never experienced (teachhub.com). Using videos as a means of bringing the real world to the classroom is highly appreciated by Ismaili (2013), Cruise (2010), Fisher and Frey (2011), and Willmot et al, (2012).

Recognizing the benefits of movies as authentic materials, this paper was conducted with the aim of measuring how effective it is to use movies in culture classes. The study was done on 90 sophomores who took American-British culture as their compulsory module in Foreign Trade University. The collected data were analyzed based on SPSS. All questions in the survey reliably measured the effectiveness of movies with a Cronbach's alpha of 0.879. The results supported previous research findings in the way that students were extremely interested in the movies as they enhanced students' understanding of the cultural values, the country, people and daily life of Britain and the US and helped students naturally learn English skills. The study recommends that movies should be incorporated in not only culture classes but also others to enhance students' learning experiences, motivate them to study, leading to their greater performance.

Ms. NGUYEN Thi Thu Huyen (MA.) earned her Bachelor in Business English in Hanoi Foreign Trade University in 2009 and Masters in International Business and Management at Westminster Business School, University of Westminster, the UK in 2012. She has been teaching at the Faculty of Business

English, Foreign Trade University for 8 years. Modules in charge include International Business, British-American culture, Critical thinking skill, Reading and Speaking skills. Her interested research areas are: communication in education, cross-cultural communication, teaching and learning English, learner autonomy, students' motivation, faculty development, Marketing, etc.

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14. Challenges/Constraints in Teaching Today's English in Vietnam: Teachers' Voices.

Dr. PHAN Le Hai Ngan
Binh Dinh College, Vietnam.

ABSTRACT

English language teaching in the context of Vietnam has been strongly influenced by the 'native speaker' model or 'English speaking west' via communicative language approach employed since 1990s. With the globalization and internationalization of the English language and the emergence of newer varieties of English, however, there is a need to shift to teaching English as an international language (EIL). Although there has been an effort to reconsider the conventional practices of ELT in the world, this issue has not been evident in Vietnam and it is important for ELT in Vietnam to focus on the changing status of English to prepare learners for effective international communication. This empirical study investigated the possible challenges or constraints that Vietnamese ELT teachers mostly encounter in teaching English today. Data were collected from individual interviews with 21 teachers of English from secondary schools and university levels in different areas in Vietnam. The findings present a number of perceived challenges in teaching EIL such as teachers' limited capacity for teaching non-native varieties, exam-oriented curriculum, lack of supportive environment for English practice, limited teaching materials and facilities and other pressures that teachers have to endure in ELT in Vietnam. Based on the constraints, the paper suggests several potential pedagogical directions for ELT in Vietnam and in similar contexts.

Dr. PHAN Le Hai Ngan is now an English lecturer at Binh Dinh College, Vietnam. She obtained her master's degree in education at the university of Hawaii, the USA with the research focus on foreign and second language acquisition, and English teaching methodologies. She has recently completed her PhD. in English as an international language of School of Languages, Literatures, Cultures and Linguistics at Monash University, Australia. Her research is currently in the field of TESOL, TEFL TEIL and WE.

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15. Creating an Active Environment for Students' Willingness to Communicate in English

Dr. BUI Thi Thuc Quyen & Dr. DUONG My Tham
Nong Lam University HCM City, Vietnam

ABSTRACT

Learners' using the target language for communication has been proposed by many scholars as a crucial part of language learning. However, due to different reasons, not all learners are willing to do it. For those who learn English as a foreign language, the difficulty is likely to come from their context with its human and non-human factors. This paper reports a project which aims to create an active learning environment to promote the willingness to communicate in English among English majors studying at a university in the suburb of Hochiminh City. The project has been conducted with the participation of a teacher who is in charge of a Listening and Speaking 2 class and her 30 freshmen. Questionnaires and interviews with the students, and the teacher's and students' diaries have been employed as instruments for continual data collection. Results and findings from quantitative and qualitative data analyses have provided information for necessary adjustments of actions inside and outside the classroom to enhance the students' willingness to communicate in English. Upon completion, this project will set out conditions for the students' language use, which is supposed to facilitate their language development.

Keywords: environment; willingness to communicate in English; EFL; English majors.

Dr. BUI Thi Thuc Quyen is currently a lecturer and Head of TESOL Department at the Faculty of Foreign Languages - Technical Education, Nong Lam University, Ho Chi Minh City, Vietnam. Her primary areas of academic interest include teacher training, teaching methodology, research methodology, communication strategies, and learning strategies. Email: bttquyen@hcmuaf.edu.vn

Dr. DUONG My Tham is a full time lecturer of English at Nong Lam University, Ho Chi Minh City, Vietnam. She earned her Ph.D. in English Language Studies at Suranaree University of Technology, Thailand. Her academic areas of interest predominantly lie in learner autonomy, TESOL methodology, language skills, qualitative research, and task-based learning.

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16. ELT Teachers' Adoption of Fink's Taxonomy to Facilitate Pedagogical Students' Significant Learning

Dr. NGUYEN Duy Khang
Vinh Long Community College

ABSTRACT

This paper proposes a new adoption of Fink's taxonomy for ELT teachers to facilitate significant learning by students. The focus is on interpreting Fink's six dimensions of significant learning to generate or provoke ELT teachers' awareness for pedagogical innovation and the divergence of English teaching and learning practices. The implications for ELT context were drawn out from a three-year qualitative research with the data collected from three non-standardized in-depth interviews (approximately 400 minute in length) at a higher education context in Poland. Then, the data were categorized, coded, and analyzed using Padilla's technique of the unfolding matrix. The explanations for the findings were combined with the existing theoretical backgrounds and grounded theories of the research concepts. The findings suggested that students' learning would be facilitated when the teachers possess a set of teachers' orientations (i.e., Fink's six dimensions). Teachers also have to be critical and sensitive to students' needs, expectations, and their future. The findings also highlighted the need for being aware of the students' learning and their central roles in the educational process. It is suggested that a vision of shared understanding about students as the "real" center in ELT should be made amongst pedagogical trainers, educators, teachers, pedagogical students of English at different levels of education and schools regarding the diversity of students' conditions, needs, capacities, change-making attitudes and others.

Dr. NGUYEN Duy Khang is interested in doing research and pedagogical activities with 15 years of working experience. Currently employed at Vinh Long Community College and was one of the only last three disciples of Prof. Teresa Bauman, his professional journey has experienced social and educational projects targeting the goals of social-awareness contribution, pedagogy, and philosophy. Be fond of learning about pedagogy from different contexts, he was taught by people with cultural diversities through traveling to USA twice, Sweden, Czech Republic twice, Germany, Singapore, Cambodia, Austria, France, Hungary, Slovakia and Poland. Further information about his publication can be found at https://www.researchgate.net/profile/Khang_Nguyen8

17. Engaging Learners in Critical Discourse: A Process-Product Approach for Reading Comprehension

Mr. Michael YOSEF
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ABSTRACT

This mixed-method study investigates the impact of a reading comprehension treatment in one Singapore secondary school using Philosophy for Children (P4C). The study adopts the Metacognitive Teaching Framework and explores the impact of the P4C method on students' engagement and achievement on reading comprehension. The instructional intervention was conducted over an eight-week period. A pretest-posttest control group quasi-experimental design was used in the study. Qualitative and quantitative data collection techniques (reading comprehension tests, questionnaire and semi-structured interviews) were used to collect data from 60 middle school students in a mid-tier public secondary school. Selective sampling was used to identify students for the interviews. The quantitative results of the study showed that there was no significant difference in comprehension scores between the experimental group and control group when students completed strategy instruction versus traditional teacher-centered instruction using a KWL approach. The qualitative data analyses indicated that students in the experimental group reported positive changes in their perception of their ability to answer higher-order questions. The group reported an increase in engagement when students completed the strategy instruction. Implications are discussed in terms of the insights gained from the implementation of the strategy instruction using P4C for today's reading comprehension classroom.

Mr. Michael YOSEF lectures at the Institute of Global Affairs, Tokyo Medical and Dental University. He teaches English communication modules and intermediate academic writing. Michael has extensive experience in teaching and designing ESL and EFL programs in Singapore and Japan. His research interests include metacognition in L2 reading and second language pedagogy.

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18. Engaging Vietnamese Young Learners in Mathematics in English: A Multisemiotic Approach

Dr. TON Nu My Nhat
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ABSTRACT

Of the multiple discourses where the Vietnamese young learners are increasingly engaged to develop their English proficiency, the English mathematical discourse – online and printed – has proved to be more and more popular. This has become especially the case ever since the introduction of the Maths contest via Internet (ViOlympic) as the National contest organized by the Ministry of Education and Training since the 2008-2009 academic year. This presentation explores the strategies to engage the Vietnamese young learners in the mathematical problems as the means not only to learn maths per se but also to improve their overall English proficiency and to develop cognitive skills. Data for illustrations and discussions are drawn from the printed resources currently accessible in the Vietnamese context, namely the series "ViOlympic Math Contest Self-Practice", published by Giao Duc Publisher, and "Olympiad Maths Trainer" and "Learning Maths", published by Singapore Asia Publishers. The theoretical frameworks for the study include the systemic functional models for language, mathematical symbolism, visual images, and the systemic framework for intersemiosis across the three resources (Halliday, 1994; Martin, 1992; Martin and Rose, 2003; O'Halloran, 2004). The results from a multisemiotic approach yields significant pedagogical implications as it offers insights into the functions of other resources in constructing meanings apart from the well-established role of language in contemporary communication in general and science discourses in particular.

Dr. TON Nu My Nhat is currently a senior lecturer at the Department of Foreign Languages, Quy Nhon University, where she has been involved in TEFL to students at different levels for more than 20 years. She obtained her MA and PhD in Linguistics from Ha Noi University of Language and International Studies, Vietnam National University. Her main research interests include TESOL, ESP, and Discourse Analysis

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19. Enhancing EFL Students' 21st-Century Skills via Critical Reading Portfolio

Ms. NGUYEN Dao Hanh
Hanoi University of Science and Technology, Vietnam

ABSTRACT

English-majored freshmen at Hanoi University of Science and Technology, Vietnam are primarily test-oriented language learners with little access to develop 21st-century skills. A basic reading skill course with reading portfolio and on-going assessment has empowered the undergraduates with such contemporary skills as critical thinking, collaboration, communication and creativity. At the institution, the course is aimed to enable students to read various sources critically and communicate their arguments over the sources through reading portfolio. In this research, throughout the 30-hour program in a 15-week semester, the pre-intermediate participants (forty-five females and four males) read, made notes, and did different activities in the reading cluster to enhance their critical reading strategies and group poster presentation skills. As a result, an initial implementation of experiential learning approach and its preliminary evaluation in the first-year level course on English reading skill are presented. Indeed, the completion of the course's learning outcomes is assessed through three instruments: participants' weekly reading activities applying critical reading strategies, reading project and on-going assessment scores.

Ms. NGUYEN Dao Hanh is a TESOL lecturer at Hanoi University of Science and Technology, Vietnam. She has developed EFL syllabi, conducted research institutionally and nationwide, and led U.S. government-sponsored community projects on TEYL teacher training and action research in Vietnamese low-resourced areas. Her interests are syllabus development, curriculum design, teacher training and education project management.

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20. Enhancing ULIS 4th Year Students' Speaking Skills through Using Job Search Simulations

Ms. HOANG Thi Hong Hai & Ms. BUI Thi Anh Duong
ULIS, Vietnam National University

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.

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.

21. Implementing Blended Learning at the International School, Vietnam National University, Hanoi: Obstacles on the Way, a Case Study

Ms. DUONG Thi Thu Huyen
ULIS, Vietnam National University, Vietnam

ABSTRACT

University education is struggling to provide efficient studying experiences to satisfy the needs of digitally-oriented learners. Blended learning has appeared as a key to unlock the current problems and has been chosen by many institutions. Nevertheless, it is a fact that not all academic staff members accept blended learning when it is recommended. Although this teaching and learning approach is potentially advantageous to both instructors and students, negative perceptions held by teaching staff can affect the adoption. The purpose of this case study was to look into the teachers' attitudes towards blended learning to identify possible challenges that influenced the choice of hybrid classes at the International School, Vietnam National University, Hanoi. The study employed the Technology Acceptance Model (David, 1993) and the Innovation Diffusion Theory (Roger, 1983) in a qualitative exploratory research design. Focus individual interviews with 5 lecturers at General English program, Foundation Department were carried out to collect data. The conclusions revealed a wide range of viewpoints and practical difficulties hindering teaching staff in transforming from conventional class to a modern one. Some prominent obstacles were technology resistance, lack of support from board of management, computer skill competency, as well as inadequate Internet access. Although the result of this research cannot be generalized to a larger scale, the given issue can raise a more intense awareness to other educational institutions; also, the recommendations for International school, Vietnam National Universities Hanoi can provide some suggestions to assist other teaching staffs to maximize the potential benefits of blended learning as well.

Ms. DUONG Thi Thu Huyen is currently a lecturer of English at International School, Vietnam National University, Hanoi. She holds a master degree in TESOL awarded by Victoria University, Australia. Her teaching job ranges from General English to English for Academic purposes. Besides, as the group head of upper intermediate level, General English program, she is in charge of writing as well as revising syllabi and designing tests. Her research interests include computer assisted language learning, especially blended learning and learner autonomy.

22. Linguistic Schoolscape: Studying the Place of English and Philippine Languages in Irosin Secondary School

Assistant Professor Susan Fresnido ASTILLERO
Sorsogon State College, Sorsogon City, Philippines

ABSTRACT

This paper reports on an investigation into the linguistic landscape of one public secondary school in Irosin, Sorsogon, Philippines. In particular, it identifies what language/s are displayed in the signs, who produced the signs, what materials are used, and who the intended audience is. It also determines how the languages are used, displayed and regulated in the school premise. Based on the 90 signs collected, the paper shows that English dominates in the linguistic schoolscape followed by Filipino while Bikol is scantly visible. It also illustrates that English functions in different spaces of the school - in the 'center' (or top-down), English is used for formal communication while in the 'periphery' (or bottom-up), it is used as the language of youth, language of fashion and language of fetishization. On the other hand, Filipino, Bikol languages and mixed languages are mostly observed in bottom-up signs which are mostly used informally such as to impose particular order, to express transgressive personal feelings and emotions, political choices, or individual and group identity. These findings may connote that these languages especially the Bikol language are only relegated at the periphery of the school premise. The high preference of English in the school top-down signs is shown by capitalizing, highlighting and using vivid inks or paints as well as using durable materials for long lasting presence of English in the LL. Though evidences show that there are spaces for bilingual and mixed languages in the schoolscape, the findings show that the general institutional infrastructure and the stakeholders through their language practices do not fully support and strengthen the multilingual speakers of the area as well as the general goal of language policy on multilingualism promoted by the Department of Education.

Ms. Susan Fresnido ASTILLERO is an Assistant Professor I at Sorsogon State College, Sorsogon City, Philippines. Currently, she is taking up Doctor of Philosophy major in English Language and Literature (Ph.D. ELL) at Ateneo de Manila University under scholarship grant of the Faculty Development Program- Phase II of the Commission on Higher Education (CHED). Her research interests include Teacher Education, English Language Teaching, Language Policy and Linguistic Landscape. Email: susane317@yahoo.com

23. Factors Determining Students' Adoption of Mobile Phones for Language Learning

Ms. DOAN Nguyen Thi Le Hang
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ABSTRACT

With the growing versatility and accessibility in today's society, mobile phones have been emerging as a fertile ground for a more innovative and effective language learning environment (Kukulska-Hulme, 2010). However, little is known about how to foster the mobile phone adoption amongst language learners as end-users. Therefore, this study aims to identify factors that can predict students' intention to use mobile phones for language learning based on Technology Acceptance Model by Fred Davis (1989). Completing the survey for this study were 372 students who were studying English as a foreign language in two universities in Vietnam. Results of regression analysis revealed that perceived usefulness, perceived ease of use, perceived playfulness and self-management of learning were significant predictors of students' adoption intention while mobile self-efficacy were found to be insignificant. The study thus provides recommendations to researchers, educators, institutes and system designers in successfully bringing mobile phones to language learning environment.

Ms. DOAN Nguyen Thi Le Hang has recently completed her MA degree in Applied Linguistics (TESOL) at the University of Queensland - Australia. She received her undergraduate degree at Quy Nhon University in Vietnam and taught English to university students for over five years in Vietnam.

24. Multitask-Based Interpreting Approach on Conference Interpretation in HUFLIT's Classroom

Dr. NGUYEN Duc Chau

HCMC University of Foreign Languages and Information Technology

ABSTRACT

In the real context of globalized working conditions, such as in Vietnam with signing international agreements like TPP, AEC a highly competitive environment for any job seekers results. Without a carefully designed authentic syllabus and an effective methodology being used in educational institutions students may not even be employed. Teaching interpreting students requires providing them with authentic experiences and developing their skills such as note-taking and sentence-building. Teachers-in-charge need to provide them more access to practice (online, in-class) as suggested by Ibrahim-Gonzalez (2010).

This pilot study was developed in a Conference Interpretation course in HUFLIT and required students to practice a lot, with various techniques, not only in the classroom but also at home. This study examines the effect of Multitask-based Interpreting Approach which aims at avoiding monotony, enhancing and improving students' memory, self-learning, self-engagement and self-confidence in problem-solving.

Keywords: Multitask-based Interpreting Approach, Conference Interpretation course, HUFLIT, self-engagement, and self-confidence, interpreting learners.

Dr. NGUYEN Duc Chau has worked as a lecturer of English in some universities in HCMC. He has chaired the Science Council of the Foreign Language Department (HUFLIT) 2011-2015 and the Faculty of translation since 2016. He used to be Deputy Head of National Foreign Language Project 2020 in HUFLIT. Dr. Nguyen Duc Chau has published around 50 books and papers.

25. Project-Based Learning in an English for Business Classroom

Mr. DO Chi Na
An Giang University, Vietnam

ABSTRACT

The paper investigates the use of projects in an English-for-Business course at a university setting. Selecting English Language major has become an increasing trend for high school graduates. They hold the view that this major can support their future employment in a wide range of professions such as translation and interpretation, business, or tourism industries. Higher education institutions, therefore, have made English for Specific Purposes (ESP) courses an essential part of the curriculum. Among those ESP courses, a highly preferred one is English for Business. However, with the characteristics of being quite proficient in English and the need to stimulate learners' autonomy, the traditional approach of lecturing is no longer sufficient, and instead it is proposed project-based learning (PBL) helps learners develop both English language for Business discipline and understanding of the field. Through observations and questionnaires with 30 students and 3 instructors in an English for Business course, the findings of this study reveals positive effects on language, soft skills, and professional development along with certain drawbacks due to the lack of specialised knowledge of the discipline of both instructors and learners. As a result, recommendations for creating a solid foundation in both language and professional knowledge are proposed to enhance the effectiveness of PBL in English for Business courses. Curriculum modifications are also suggested to better the teaching and learning in the course.

Mr. DO Chi Na is currently a lecturer in the Faculty of Foreign Languages, An Giang University. He teaches English Language skills, English for Business, and Linguistic courses. His research/academic interests include curriculum and material development, classroom second language acquisition, and task-based language teaching.

26. Student Engagement within the Wider Community

Ms. Athanassia IOSIFIDOU
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ABSTRACT

In the current climate of globalization, the ESL student represents the largest and fastest-growing segment of the adult education population. Australia, along with other countries, has seen a dramatic increase in ESL students, and as the importance of community involvement throughout education becomes more evident, the engagement of ESL students within their new communities must be incorporated into the experiences provided by schools. In doing this, schools needs to attend to students' basic human need for belonging, with links made to the English language being taught in the classroom so that it prepares them for communication in the real, wider community. This presentation will draw on research about student engagement with data collected by way of surveys at a Perth college. The findings show a development for an engaging student experience program in schools.

Ms. Athanassia IOSIFIDOU became interested in languages at the age of 13 when she moved to Australia from Greece. Learning English motivated her to pursue more languages leading to her learning French and becoming qualified to teach French and Greek. Always looking for opportunities, she completed the CELTA and she has been teaching English ever since. She has worked in public and private schools, in Australia and France, as well as at a university and various Perth ESL colleges. She has just completed a Master of Education and presented at the 2017 IATEFL Annual Conference, and loves teaching English in Perth.

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27. Textese and Its Influence to English Grammar

Ms. Charisma L. ARCHIBIDO
Ms. Raiza E. MONES
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ABSTRACT

This study aimed to assess the influence of "textese" to the English grammar of Grade 7 students of the University of St. Louis in Tuguegarao City. Specifically, it identified the profile of the respondents in terms of GENDER, first language, type of message sent, frequency of mobile phone use, and level of English grammar performance of the students particularly in abbreviation, spelling, mechanics, vocabulary, and sentence structure. Moreover, the study also evaluated the deviations that can be found from the respondents' English grammar through their textese in terms of abbreviations, mechanics, vocabulary, sentence structure, code mixing and code switching. The study utilized a mixed methods approach in which qualitative measures were used to measure the deviations of students' grammar through their textese and quantitative measures were used to determine the English grammar performance of 57 junior high school students. This study used a questionnaire and gathered sample text messages from the students.

The results of the study revealed that textese greatly affects the performance of the students in English grammar in general. Students create words that are not found in Standard English. Textese gave birth to some words that are widely used by the students in their oral and written communication. Thus, this study suggests that the use of textese contributed to the use English that deviated from the standard usage of the English language. Hence, the results of this study would be beneficial to both teachers and learners who are engaged in the process of teaching and learning grammar.

Keywords: Textese, Grammar, First Language, Deviation, English grammar performance

Ms. Charisma L. ARCHIBIDO is currently teaching at Cagayan National High School- Senior High School as a Language and Literature Teacher. She graduated from the University of Saint Louis Tuguegarao with bachelor's degree in Secondary Education major in English. After graduation, she worked at the same university as a Junior High School teacher. She finished her master's degree at St. Paul University Philippines and is now currently working

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Ms. Raiza E. MONES is a teacher of English Language and Literature at Cagayan National High School, Senior High School Department and was a former Instructor at Cagayan State University Carig Campus. She finished her bachelor's and master's degree in Secondary Education major in English at Cagayan State University Andrews Campus. She is now currently enrolled in her doctorate degree in English Language Education in the same university.

28. The Impacts of Rhetorical Schema on English Majors' Listening Comprehension in Academic Situations at University of Technology and Education HCMC

Ms. LE Thi Kim Thu

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ABSTRACT

Listening is a basic language skill in language learning which involves the interaction of diverse factors affecting learners' listening comprehension. Language learners often encounter various difficulties in listening to an oral text with a little knowledge of the reasons why it occurs. However, teachers mainly pay more attention to it as a product rather than as a process. Normally, listening comprehension problems originate from factors which are divided into two main groups: internal and external (Hedge, 2005; Luchini, 2009). The factors about listening strategies have been under-researched although they play a significant role in guiding learners through what to listen to and how to listen to it effectively. This study sought to investigate the effects of rhetorical schema including note-taking and four listening strategies, and the extent to which students change as regards strategy use and listening achievement in academic settings. 40 second-year EFL students from the two listening classes, one treated as the experimental group (EG) and the other as the control group (CG), at the Faculty of Foreign Language of the University of Technology and Education Ho Chi Minh City (HCM UTE) were invited to participate in the study. Data were collected from questionnaire sent to EG and listening tests taken from IELTS listening part 4 to both EG and CG. The findings substantiated that EG students are more open to use the strategies introduced so rhetorical schema positively enhance their listening comprehension. Notably, the scores of the rank high of distinction appeared for the first time albeit its small percentage in EG. Students also express their significant attitudinal changes towards rhetorical strategies in terms of more awareness of its importance, more frequent use, and confidence in listening to lectures in the future.

Ms. LE Thi Kim Thu started teaching at Ton Duc Thang University in 2011. She is an enthusiastic and patient teacher with good communication skills. For the past five years, she has gained essential knowledge of the principles of effective English teaching and developed a range of practical skills for teaching English to adult learners in a variety of ESL teaching contexts. Apart from being a teacher, between 2010 and 2011 she worked as a translator for Farmet

Trannet Company to translate environment projects for the Institute of Water and Environment Research (IWER). Also, she assisted the director to collect a set of specialized vocabulary for different specific purposes. She is single and loves to challenge herself with new opportunities to promote her career.

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29. The Use of Case Study in Business English Language Teaching: Feedback from Insiders

Ms. PHAM Ngoc Khanh Ly & Ms. HOANG Van Trang
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ABSTRACT

Case study, as an example of Task-based learning, has been prevalent in English for specific purposes courses for some time. There have been a considerable number of papers presenting the benefits and opportunities of utilizing case study in Business English classes, although they are almost state-of-the-art, little empirical work has been recorded. Thus, this study is to seek the feedback from lecturers and students concerning the criteria for a well-designed case study, the stages to implement, purposes, benefits and challenges posed by case studies. Five lecturers and 56 students participated in the study. They were surveyed via open-ended questionnaires and in-depth interviews. Content analysis has been used, revealing that there are seven stages in dealing with a case study, all of which are logically coherent according to both lecturers and most students. There is no clear answer in relation to the criteria for a well-designed case study since they were simply picked up from a Business English textbook for their usability and availability. Both instructors and students realize the ultimate purposes for using case study are to get prepared for real-life business situations and develop soft skills such as problem-solving or computer literacy. Most students find the most challenging element is their limited knowledge in doing business; as a result, they resort to the Internet to look for the solutions and require more instructions from teachers. Lecturers, on the other hand, point out that students' low motivation confronting their practice the most and have managed to boost their learning autonomy. These are hoped to effectively bridge the gap between students' and lecturers' expectations in their use of case study.

Ms. PHAM Ngoc Khanh Ly received her MA in TESOL (University of Queensland, Australia) in 2011. She has worked as an EFL teacher at the University of Languages and International Studies, Vietnam National University for nearly 10 years. Her research interests are in ESP, teacher training and teacher professional development. She can be contacted at phkhanhly@gmail.com.

Ms. HOANG Van Trang (MA) has been an EFL teacher at the University of Languages and International Studies, Vietnam National University for more than 10 years. She is interested in EAP, ESP, and teacher education. She can be contacted at vantrang80@yahoo.com.

30. Using Retelling as a Listening-Based Output Task to Foster L2 Listening Comprehension and Incidental Vocabulary Uptake

Mr. NGUYEN Chi Duc, Ms. LUONG Quynh-Trang,
& Mr. PHAM Xuan-Tho
ULIS, Vietnam National University

ABSTRACT

One way to link English learning in the classroom to the real world is to provide learners with authentic listening materials (i.e., the materials that are originally created for real-life rather than L2-instruction purposes). However, learners often find these materials difficult to understand. Therefore, they need classroom activities that can facilitate their processing of these materials. In the study that we will report further below, we suggest the insertion of a retelling activity as a listening-based output task into a repeated listening cycle. This retelling activity is expected to work as a generative tool to enhance learners' text comprehension (Wittrock, 1991) and a pushed output task to foster their incidental vocabulary acquisition (Swain, 2005). To examine the effect of this retelling activity on text comprehension and incidental vocabulary uptake, we used a mixed within- and between-participant classroom experiment. In this experiment, 64 learners of English as a foreign language were required either to (a) watch and take note of the content of a TED Talks video, and then have five minutes to revise their notes before watching this video again (n = 32) or (b) follow the same procedure above, but spend the five minutes after their first viewing retelling the video content with an audio-recorder (n = 32). Their text comprehension and vocabulary gain were measured respectively by a Yes/No comprehension test and a word-meaning recall test, which were both successfully validated using Messickian construct validity as a theoretical framework and Rasch Model as an analytical tool. As expected, the condition with the inclusion of the retelling activity indeed brought about significantly better text comprehension and larger vocabulary gain than the other condition. This finding provides many useful implications for L2 listening instruction.

Ms. NGUYEN Chi Duc (BA honour in TEFL, Vietnam National University, Vietnam; MA in TESOL, Victoria University of Wellington, New Zealand; PhD in Applied Linguistics, Victoria University of Wellington, New Zealand) has been a teacher of English as a foreign language in Vietnam for over 10 years. His research interests include second language vocabulary acquisition and learning, academic listening, language testing and assessment. His latest publications will be found in

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PHAM Xuan-Tho *(BA in TEFL, Vietnam National University, Hanoi; MA in Applied Linguistics, La Trobe University, Australia)* has been a lecturer in English Linguistics at University of Languages and International Studies, Vietnam National University, Hanoi for more than 20 years. His on-going research interests have been in the area of second language acquisition, inter-language phonetics, syntax and pragmatics.

LUONG Quynh-Trang earned her M.A. in TESOL in 2004 and M.A. in Education in 2010 from The University of Melbourne, Australia. She has 17 years of experience teaching English as a second language and ELT Methodology. Currently, she is Head of the ELT Methodology Division at the Faculty of English Language Teacher Education, ULIS, VNU, Hanoi. She has been an author and chief author of the new series of English textbooks for lower-secondary level in Viet Nam. Her interests include ELT methodology, teacher education and teacher professional development.

POSTER PRESENTATIONS

31. An Investigation into Phuong Dong University Teacher's Beliefs about Teaching Communicative Activities in Speaking Sessions

Ms. DUONG Thi Thien Ha
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ABSTRACT

The beliefs about English language teaching and learning amongst my colleagues appear rooted in grammar – translation methodology. As a result, when a new approach was introduced, it was in competition with previous well-established beliefs. The question then is, does Communicative Language Teaching (CLT) bring a practical or just a theoretical innovation to us? Initiated by the question, this study aimed to investigate Phuong Dong University teachers' beliefs about teaching communicative activities in speaking sessions and the extent to which such beliefs influence their actual classroom practices. The data collection instruments were Vignettes – and these proved to be reliable and prominent in eliciting teaches' beliefs - consisting of three set of hypothetical problematic situations and reactions in speaking sessions. The frequency and percentage of the data were analyzed with Chi Square test. The results indicate the consistency between the teachers' beliefs and their teaching practices. Also, there exist teacher's pre-existing beliefs which have much influence on the teachers' ways of applying the communicative activities. More importantly, the teachers themselves hold conflicting beliefs about applying communicative activities which are likely to result from the confusion in their understanding about those activities. The study is a good chance for the in-service teachers to have a closer look at their beliefs system which actually guides their teaching practices, also for the teacher educators, and for the language teaching workshop organizers to develop professionally. This, hopefully, will be significantly useful for further studies on teachers' central beliefs.

Ms. DUONG Thi Thien Ha is currently a TESOL Master lecturer of English at International School - Vietnam National University, Hanoi. She teaches General English and English for Special Purposes to International School sOONGtudents. She is the group head of B2 Preparation Program, her jobs includes designing, updating syllabi and preparing for tests. Her professional interests are learner autonomy, teaching methodologies, and teacher proffesional development. Contact her via email thienha2207@gmail.com.

32. An Investigation into the Development of EFL Pre-Service Teachers' Technological Pedagogical and Content Knowledge in the Vietnam Context

Ms. NGUYEN Bich Dieu

University of Foreign Language Studies, Da Nang University

ABSTRACT

A 21st-century educator is not merely a subject expert but more importantly, an expert in pedagogical, technological and content design (Bell,2001, Galla, 2010, Banister et al., 2013). The present study aims to examine the technological pedagogical and content knowledge (TPACK) development of Vietnamese pre-service teachers of English as they attended a course on Technology in Teaching as part of their compulsory program at school and make some suggestions of improving such courses to help improve their TPACK. The participants included 35 third-year students who are at the time taking a four-year BA in Teaching English as a Foreign Language (TEFL) program at a state university in Central Vietnam. Data came from the adapted version of the Survey of Pre-service Teachers' Knowledge of Teaching and Technology (Schimidt et al., 2009), classroom observation and semi-structured interviews. The findings reveal that there was a statistically dramatic growth in TK, TPK, TCK and TPACK scores of pre-service teachers of English through our the research. Moreover, based on participants' feedback and responses, some ideas were put forward to make the course more effective to learners.

Ms. NGUYEN Bich Dieu is currently a lecturer of English cum Deputy Head of Office for Research and International Cooperation at the University of Foreign Language Studies, the University of Danang. She holds a master's degree in Applied Linguistics from the University of Queensland, Australia in 2013. For the time being, she is in the first year of her PhD program at Sabah University, Malaysia.

33. Bring the Real World into English for Tourism Class

Ms. DAU Thi Mai Phuong & Ms. LE Thi Hoa
Ha Tinh University, Vietnam

ABSTRACT

Creating an engaging learning environment and linking the knowledge to the real world seemed to be among the key points of ELT in the 21st Century. However, not all teachers can get students to focus on these things. Our experiences in teaching courses of English for specific purposes have shown as that students encounter several issues in their learning process such as being demotivated and inattentive, lacking self-confidence in using English to communicate, and being unable to link the obtained knowledge to the real life. Project-based learning (PBL) can fulfill this gap. As many researchers highlighted, students learn more and actively participate when they are engaged in projects (Goss et al., 2017; Veronica et al., 2017). Contributing to this approach, Marilyn and Diana (2007) claimed that students are not only interested in solving the real-world problems but also keen on doing rather than listening. Acknowledging the importance of PBL, therefore, an action research applying ideas of using authentic materials, role play, and learning from doing project was carried out in English for Tourism classroom. Teacher observations and student surveys were collected to analyze. After the first cycle of the research, students made significant progresses in not just addressing the mentioned issues but also developing team working skills, autonomous learning skills and integrating obtained knowledge into projects. However, it posed another issue of costing too much time and effort while preparing lessons, which might be served as the orientation for the next cycle of this action research.

Ms. DAU Thi Mai Phuong has been teaching for more than 6 years. She is now a lecturer at Ha Tinh University. Phuong earned her M.A. in TESOL from Hue College of foreign languages (Hue University) in 2011. Her main research interests include ESP teaching, learning styles, Action Research and teacher development.

Ms. LE Thi Hoa has been a lecturer at Faculty of Foreign Languages of Ha Tinh University since 2012. Currently, she is a Chevening Scholar of Class 2016-2017 pursuing MSc in TESOL in University of Aberdeen, UK. Her main research interests are ESP & EAP teaching, ICT and Action Research development, and curriculum designing.

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34. Developing Fluency Reading for First Year Major Students at Ha Tinh University

Ms. DANG Ngoc & Ms. LE Thao
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ABSTRACT

Speed reading or fluency reading is a vital technique in guiding students to read a material in limited time efficiently. However, many students still do not perceive its important role and usually spend a lot of time reading a passage. The present study examined fluency reading skill of the English freshmen at Ha Tinh University by using Reading Rate Chart suggested by Neil J. Anderson (2013). The researchers had their students do a series of reading exercises during three weeks in their second semester, followed by Reading Rate Chart and Reading Comprehension Chart as checklists. Before these sessions, the students had been given a survey, the results of which showed that about half of them were able to recognize some common benefits of reading fluency. As observed from the students' checklists, more than two thirds of the students improved their reading speed, but only about one third made their progress in reading comprehension. Also, certain challenges in applying this technique were identified. Based on the results, a new plan for increasing fluency reading for students should be developed.

Ms. DANG Ngoc has been teaching English at Ha Tinh University, Vietnam since 2003. Her responsibility is teaching English and curriculum designing. Ngoc received a M.A of TESOL degree from Latrobe University, Australia in 2012. Her area of professional interest is the application of Communicative Language Teaching in English for second language learners. Her current research paper involves how to improve students' reading speed/ reading fluency for English major students at Ha Tinh University.

Ms. LE Thao is currently an English lecturer at Ha Tinh University. She received her B.A in English Language Teaching from Vinh University and her M.A. in English Literature from Bangalore University, India. She has experience in teaching learners of various levels including young learners, adolescents, and adults. Her research interests include teaching methodology, teacher training, and teaching young learners.

35. Exploring the Affordance of Voxopop, a Web Tool 2.0 as an Online Supplementary Speaking Tool for Group Practice

Ms. PHAM Thi To Nhu
UFLS, Danang University, Vietnam

ABSTRACT

Due to the theory-based teaching method of Vietnamese education, a large number of students attend university without opportunities to practice their speaking skills. However, fluency in speaking and listening is required in most of the courses in English-majored degree. There are many ways for English-majored students to adapt to the new environment. Students can sign up for communication courses in English centers or hire a private tutor. However, there is always a need of an English speaking atmosphere with people having same desire of mastering English skills. With the development of the technology, websites have become a very convenient way to keep in touch and contact with other people. Starting with that idea, Voxopop has been nominated as one of the best tools for group practice of English speaking skill. This study is carried out with the hope that it can help to organize extra speaking skill practice activities using Voxopop in group speaking. For a long time, practicing speaking English in groups has been difficult and led to attempts to lengthen the amount of meeting time for more practice. In fact, most group members will find themselves bored to continue because of too little improvement. Therefore, they have tried applying some new methods to help each other in improving their speaking skill. To strengthen the practicing outside the group environment, they are suggested to use online e-learning tools and Voxopop is one of those ideal choices.

Ms. PHAM Thi To Nhu, a Ph.D. candidate at UMS, is currently a lecturer at University of Foreign Language Studies, the University of Da Nang, Vietnam. Her major fields of research include designing and teaching courses of language proficiency as well as ICT application in foreign language teaching and learning.

36. Fostering EFL Students' Motivation in Creative Writing through a Real Environment

Ms. VO Thi Kim Thoa
Phu Yen University, Vietnam

ABSTRACT

McKay (1984) suggests that writing assignments are not compelling enough to give students an opportunity to immerse themselves totally in a topic that really stimulates their interest to express opinions. In fact, meaningful writing tasks relevant to the real world in which they live can help them foster their motivation in writing which may be intrinsic motivation for own sake or extrinsic motivation for some sort of reward. This paper describes a small scale study which involved the use of differentiated instruction (DI) in a real writing environment shedding light on learners' level of motivation to boost EFL students' creative writing (CW). Also, the study aims at examining the impact of CW on the students' motivation as well as their writing performance. Their writing attitude and results were analyzed through a questionnaire and scores from the test at the end of the study. The findings suggest that a supportive learning environment with specially designed tasks close to learner experience can be used to motivate all the students in expressing their ideas. However, their language accuracy in CW needs to be carefully considered. Suggestions for further research is also included.

Ms. VO Thi Kim Thoa gained her MA in English 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 25 years. She has a great interest in the teaching of grammar, writing skills and translation.

37. Interculturality in Language Learning & Teaching: Students' Intercultural Sensitivity & Writing Motivation Through a Website On-Line Discussion with Taiwanese Students – A View from School of Foreign Languages, Thai Nguyen University, Vietnam

Ms. NGUYEN Thi Bich Ngoc
Thai Nguyen University

ABSTRACT

In the time of global connection, integrating cultural content into language teaching is of crucial importance but has not yet been the focus of teachers as suggested in the results of previous research. In addition, research on the effectiveness of the integration between cultural knowledge and the teaching content is limited, especially in. The present study examines the relationship between an online inter-culture activity and students' understanding of interculturality and motivation in writing. A combination of qualitative (data from observation of 15 students' online discussions with their e-pals and interview data with 7 participants) and quantitative method (data from a questionnaire) was employed. Results revealed that students gained not only the knowledge of the discussion topic which is ethnicity in both cultures but also that of other cultural issues. Moreover, students felt more motivated in learning writing through such online interactions. In general, this study is useful in language learning and teaching in Vietnam and other similar contexts.

Ms. NGUYEN Thi Bich Ngoc is a lecturer at School of Foreign Languages at Thai Nguyen University. She teaches English majors writing proficiency and cross-cultural studies. She completed a Master of Applied Linguistics (TESOL) in 2012 from Hanoi National University. Her research interests include integrating intercultural competence into teaching language skills and blended learning. She now serves as the head of the writing instructor group at her school, assigning teaching tasks and schedules among teachers. She is currently working on projects to connect students with volunteer native speakers to enhance interculturality sensitivity as well as language proficiency

38. Large Scale Teacher Development in the 21st Century – Issues and Solutions

Ms. PHAM Uyen

Cambridge English Language Assessment, University of Cambridge.

ABSTRACT

There have been many projects aiming to provide development for English language teachers working in compulsory education, both in the private and public sector, which have met with mixed levels of success. This session aims to review some of the reasons for these mixed outcomes, and suggest some guidelines to improve the success of future projects. Cambridge English conducted a review of a range of these projects, and this presentation will present some of the findings. While projects showed many elements of good practice, a number of challenges were also identified, including: a lack of robust monitoring and evaluation; low English proficiency of teachers participating in methodology training; issues around using large numbers of external trainers; expectation that training input alone will have a lasting impact. The presentation will focus on lessons learnt from this review of projects. Based on these lessons, the presenter will suggest a number of guidelines for designing future projects that it is hoped will help training providers and institutions build effective teacher development projects. There will be opportunity to discuss these guidelines. The presenter will go on to discuss how Cambridge English is able to support teacher development initiatives. The presenter will refer to courses, qualifications and CPD support from Cambridge English that have been designed to address the development needs of English teachers in compulsory education, and case studies on the impact of these.

Ms. PHAM Uyen is from Cambridge English Language Assessment, part of the University of Cambridge. For more than 10 years, Uyen has worked very closely with Ministries of Education in Southeast Asia in ELT innovation and language benchmarking/ curriculum reform projects for teachers and students. Previously Uyen worked in ELT sales and marketing, as well as English language teaching for a number of educational institutions in Vietnam, including University of Foreign Trade, and Centre for Foreign Affairs and Languages Training, Ministry of Foreign Affairs. Uyen holds a BA in English Linguistics and Literature, a Post-Graduate Diploma in TESOL from SEAMEO RELC Singapore and an MA in TESOL from Victoria University. Email: Pham.U@cambridgeenglish.org

39. Learning from Practice: A "Critical Thinking" Approach for Academic and Professional Success

Ms. PHAN Thi Quyen
Ha Tinh University

ABSTRACT

This paper draws on Practical Action's experience of working with different proposals for 10 Unit- Assignments, to derive lessons for success in teaching integrated skills like Reading and Writing for English freshmen in Ha Tinh University. Important key principles are motivating learner autonomy, facilitating self- reliance, representing the group, and meeting practical needs. To enact these principles, the paper highlights a number of processes and tools: foremost among them is "critical thinking" skill that empowers learners to create their own products by themselves. However, to be able truly to internalize these lessons, the researcher and her participants must challenge many pitfalls.

Key words: practical action, proposals, unit- assignments, lessons, principles, critical thinking

Ms. PHAN Thi Quyen has been teaching English for over 15 years in Ha Tinh Teachers' Training College and Ha Tinh University respectively. She earned a Master of English Linguistics degree from Vietnam National University, Hanoi. Her academic interests include Language, Pragmatics, Teacher Education and Teaching Methodology. Ms. Quyen enjoys teaching English using technology- based approach in her classrooms because she believes that blended learning courses would promote learner autonomy and independence.

40. Peer Observation to Enhance Teachers Development: A Case Study

Mr. BUI Quang Hung
Mr. NGUYEN Ngoc Thai
Viet Nam National University of Forestry

ABSTRACT

Peer observation of teaching is seen as a supportive and developmental process that provides rich, qualitative evidence for teachers. When peer observation of teaching is conducted systematically and professionally, it can become a significant tool for improving quality of teaching. This paper discusses the benefits of peer observation including learning new strategies, pedagogical practices, creating personal motivation, and opportunities for trying new strategies in teaching. Some effective ways to conduct the peer classroom observation are also guide lined. In this study, the authors will also discuss the implications to implement peer observation to improve the quality of learning and teaching EFL. The implications will be carried out for the first and second year of non – English major students at Vietnam National University of Forestry (VNUF).

Mr. BUI Quang Hung has been teaching English at Viet Nam National University of Forestry for over 15 years. He graduated from University of Languages and International Studies. Viet Nam National University. He holds his Master Degree in English Language Studies at Ha Noi University. He has attended various conferences, and workshops on language teaching throughout Viet Nam. His research interests are teaching methodologies, testing and material development.

Mr. NGUYEN Ngoc Thai is an English lecturer at Vietnam National University of Forestry. He holds Bachelor's degree in teaching English from Hanoi National University of Education and Master degree in teaching methodology from New Hampshire University, USA. He has been teaching English at Viet Nam National University of Forestry since 2010. His research interests include language teaching innovation, teaching methodologies.

41. Redefining the Teacher Roles in Implementing the Communicative Approach in EFL Classes at Nong Lam University

Ms. LE Thi Ngan Vang & Ms. LE Thi Tieu Phuong
Nong Lam University, Ho Chi Minh City, Vietnam

ABSTRACT

The Communicative Approach to language teaching has been considered the most popular way of teaching English in Vietnam. In fact, it is likely that there have been many challenges to the successful application of this approach to language teaching in EFL classes in Vietnam. While there have been many studies on the hindrances such as students' motivation, class size, and so on, the role of teachers has received little attention. The proposed study, therefore, aims to investigate: (1) whether the teachers fulfill their roles in the EFL classes or not; (2) what prevents teachers from fulfilling these roles. To obtain this aim, a questionnaire about the communicative activities implemented in EFL classes and teachers' performance in class will be administered to 300 students of EFL classes in Nong Lam University. In addition, 10 teachers of English of 10 EFL classes will also be invited to complete a questionnaire asking about the activities they conducted in their classroom, their role in the classroom, the difficulties of applying this approach, and their suggestions to improve the implementation of the Communicative Approach. The data will be collected, and then analyzed quantitatively and qualitatively. The research findings are hoped to partially improve the teaching quality not only at NLU, but probably also for other English teaching institutions which have the same adverse circumstances.

Key words: Communicative Approach, teacher roles, hindrances, EFL classes

Ms. LE Thi Ngan Vang, M.A. in TESOL, has worked for nearly twenty years as a lecturer of English at Nong Lam University where she deals with English Language Teaching on language skills as well as English teaching methodology. Her main interests are in the field of English teaching methodology and teacher education.

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Ms. LE Thi Tieu Phuong, M.A. in TESOL, has held a lecturing position at Nong Lam University since 2005. She has taught courses on American Literature, American Studies and English language skills. Her research interests include American literature and culture as well as English teaching methodology. Email: letieuphuong@gmail.com

42. Researching the Effectiveness of Role Play as a Technique for Teaching Speaking Skills to the First-Year Students at the Academy of Policy and Development

Mr. HOANG Anh Phong
Mr. PHAN Toan
University of Languages & International Studies

ABSTRACT

This study investigates the effectiveness of role play as a technique for teaching speaking skills to first-year students at the Academy of Policy and Development. Qualitative research design, action research in particular, was applied to take an in-depth investigation into the problem. Triangular methods namely questionnaires, semi-structured interviews, and semi-structured observations were conducted in each class to discover the impact of role play on students in terms of students' vocabulary, students' speaking ability and students' attitudes toward role play use. The data collected were coded then decoded and analyzed by the researchers. It was found out from the study that a large number of lexical items were gained by some students in the project. Moreover, there were improvements in speaking skills among participants, especially active students. Finally, students' positive attitudes were also recorded while implementing role-play activities.

Keyword: role play use, role-play activities, speaking skills

Mr. HOANG Anh Phong has been teaching English at the University of Languages and International Studies for nearly 2 years. Before that, he used to work as an English lecturer at the Academy of Policy and Development.

Mr. PHAN Toan graduated from University of Languages and International Studies and after that he continued to study master of TESOL at Victoria University, Australia. Now he has finished the course and got master's degree.

43. Stufflebeam's Context, Input, Process and Product Evaluation Model: An improvement Accountability Approach for Evaluation in Education

Ms. VO Thi Kim Anh

University of Foreign Language Studies, the University of Danang

ABSTRACT

The paper aims at providing a detailed description on Context, Input, Process, Product evaluation model (CIPP model) and discussing how the four components of the model are applied TO evaluation in education. This famous model originated in the late 1960s to "help improve and achieve accountability for federally funded U.S, public school projects, especially those keyed to improving teaching and learning in inner-city school districts."(Stufflebeam, 2014, p.318) . This model was created by Daniel L. Stufflebeam in 1969. This model has been further developed though out the years with revisions in 1971, 1983 and in 1985 with the help of Shrinkfield. The CIPP evaluation model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions and systems (Stufflebeam, 2007). The model has been widely used for evaluation of all kinds from services to educational programs. Context evaluation assesses needs, problems, assets and opportunities. Input evaluation deals with program planning by identifying and assessing alternative approaches and then assessing procedural plans, staffing provisions, and budgets for feasibility, and potential cost-effectiveness to meet targeted needs, and achieve goals. Process evaluation is a continuous check on a plan's implementation and documentation of process. The purpose of product evaluations is to "measure, interpret, and judge an enterprise' outcomes. The choice of components for evaluation is decided by the evaluator's real need for assessment.

Ms. VO Thi Kim Anh is the senior lecturer of University of Foreign Language Studies, the University of Danang. She has been teaching as a lecturer of English for 20 years. Her interest in research is evaluation in education, technology in education and testing and assessment. She is now PhD. student of Universiti Malaysia Sabah.

44. The Impacts of the Computer-Aided Instruction Quizlet on English Learning

Ms. PHAN Thai Anh Thu
Ms. TRAN Ngoc Anh
Dong Thap University

ABSTRACT

This study is a collaborative action research investigation which evaluates the effectiveness of Quizlet through the performance of fourth-year English majors of Dong Thap University on learning new words during eleven-week experiment. Twenty-four students mixed from two separated BA full-time classes, Applied English Studies and English Teacher Education, were invited to participate in the study. They completed two survey questionnaires before and after the experiment. In addition, the statistics of the pre-test was collected as an evidence to compare to those of the six follow-up tests given after the introduction of Quizlet. Their responses to two survey questionnaires as well as their results through seven tests showed that students regularly learning with the Quizlet intervention outperformed than those spending less time or any time on accessing Quizlet system. The findings suggest how useful language learners' attitude toward learner autonomy is for achieving positive learning results.

Key words: computer-aided instruction, Quizlet, learner autonomy, outperformed results

Ms. PHAN Thai Anh Thu has been working as a lecturer of English in the Faculty of Foreign Language Teacher Education, Dong Thap University since graduating from this university in 2015. Her main duties are teaching English for non-English majors and English majors as well as conducting scientific research. She has a keen interest in discovering learning problems of foreign language learners and suggesting solutions to help them improve their language.

Ms. TRAN Ngoc Anh is currently a lecturer of English at Dong Thap University. She teaches English language, especially listening and speaking skills for English majors and non-English majors at different levels of proficiency. Her present research interests include EFL learning and teaching and how technology can be integrated into the language classroom.

45. The Use of Case Study in Business English Language Teaching: Feedback from Insiders

Ms. PHAM Ngoc Khanh Ly & Ms. HOANG Van Trang
ULIS, Vietnam National University, Vietnam

ABSTRACT

Case study, as an example of Task-based learning, has been prevalent in English for specific purposes courses for some time. There have been a considerable number of papers presenting the benefits and opportunities of utilizing case study in Business English classes, although they are almost state-of-the-art, little empirical work has been recorded. Thus, this study is to seek the feedback from lecturers and students concerning the criteria for a well-designed case study, the stages to implement, purposes, benefits and challenges posed by case studies. Five lecturers and 56 students participated in the study. They were surveyed via open-ended questionnaires and in-depth interviews. Content analysis has been used, revealing that there are seven stages in dealing with a case study, all of which are logically coherent according to both lecturers and most students. There is no clear answer in relation to the criteria for a well-designed case study since they were simply picked up from a Business English textbook for their usability and availability. Both instructors and students realize the ultimate purposes for using case study are to get prepared for real-life business situations and develop soft skills such as problem-solving or computer literacy. Most students find the most challenging element is their limited knowledge in doing business; as a result, they resort to the Internet to look for the solutions and require more instructions from teachers. Lecturers, on the other hand, point out that students' low motivation confronting their practice the most and have managed to boost their learning autonomy. These are hoped to effectively bridge the gap between students' and lecturers' expectations in their use of case study.

Ms. PHAM Ngoc Khanh Ly received her MA in TESOL (University of Queensland, Australia) in 2011. She has worked as an EFL teacher at the University of Languages and International Studies, Vietnam National University for nearly 10 years. Her research interests are in ESP, teacher training and teacher professional development. She can be contacted at phkhanhly@gmail.com.

Ms. HOANG Van Trang (MA) has been an EFL teacher at the University of Languages and International Studies, Vietnam National University for more than 10 years. She is interested in EAP, ESP, and teacher education. She can be contacted at vantrang80@yahoo.com.

46. The Use of Peer Correction in Teaching Story Writing to the First-Year English Majors at School of Foreign Languages, Thai Nguyen University

Ms. LE Thi Thu Trang
Thai Nguyen University

ABSTRACT

Since writing is an extremely complex cognitive activity, teaching writing to EFL learners is much more difficult than other skills. It can be clearly seen that EFL learners often struggle with writing anxiety. Although the role of teacher in reading and correcting students' compositions on writing lessons is vital (D. Ferris, 1999), it is suggested that this method was meaningless and unproductive (Kim, 2005). This paper aims at studying the use of peer correction in teaching story writing to first - year English majors at School of Foreign Languages, Thai Nguyen University. The subjects were 35 first - year English majors and a ten - week action study was conducted. Pre-test and post-test, a collection of writings and questionnaire were used as the main sources of data and the background for choosing these methods. The existing literature included definition of writing, different approaches to teaching writing, writing errors, definition and types of corrections, definition, disadvantages and disadvantages of peer correction in teaching writing, attitude and measurements, previous studies relating to the issues. The results of the study indicated that peer correction had positive effects on students' writing performance and the majority of students showed positive attitudes towards peer correction. The outcomes showed that employing peer correction would bring pedagogical values for developing the students' writing proficiency. Peer correction turns out to be a valuable technique for intermediate learners to foster their writing ability. Of course, the training section before applying PC is of great importance since it helps students know clearly all the criteria when correcting errors.

Ms. LE Thi Thu Trang has taught English to English majors at School of Foreign Languages, Thai Nguyen University for nearly 6 years. She delivers lectures of English Written Proficiency, Translation, Interpretation and ESP. Besides, she often participates in specialized conferences as well as seminars in order to gain more experience in teaching methodology. Ms. Trang received a B.A in English Language Teacher Education from University of Languages and International Studies before completing her Master in English Language at Hanoi University. Her professional interests include teaching methodology and applied linguistics. Currently, Ms. Trang serves as a co-leader of SFL magazine project at her institution.

47. Using Jazz Chants to Review Vocabulary with Young Learners

Ms. DINH Thi Hong Ngoan
Quang Binh Province, Vietnam

ABSTRACT

There are a number of methods for teaching and reviewing vocabulary. One method, jazz chants, is popular world-wide. The aim of this study is to determine the effectiveness of jazz chants for teaching and reviewing vocabulary with young learners. This action research was conducted with the grade-three students at a primary school, Quang Binh province in the academic year 2016 - 2017. The data were collected using profiles and interviews. The findings indicate that jazz chants support improvement in students' speaking competence in terms of pronunciation, vocabulary, and fluency. The outcomes also demonstrate that jazz chants offer learners the chance to express their creativity by creating jazz chants by themselves. This report will use this action research study to offer ideas for effectively using jazz chants in teaching vocabulary to young learners.

Keywords: jazz chants, vocabulary, young learners, action research

Ms. DINH Thi Hong Ngoan is a primary teacher at Tan Thuy Number 2 Primary School, Le Thuy District, Quang Binh Province, Vietnam. She is interested in the approaches of teaching English to primary students; and she has primarily focused on the methods of teaching vocabulary for young learners.

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48. Using Mind-Maps to Improve Grade-5 Students' Speaking Skills

Ms. CAO Thi Hong
Quang Binh Province, Vietnam

ABSTRACT

This action research explored the impacts of using mind maps to improve students' speaking skills. In this research, students in grade 5 learned to use mind maps in class to support speaking activities. The research was conducted with beginner-level ethnic minority students in mountainous areas in Vietnam. The findings demonstrate several positive effects of mind maps on teaching speaking. This presentation will share the approach used in the study and ideas for applying mind maps to speaking activities for young learners.

Keywords: Mind maps, speaking skills, young learners.

Ms. CAO Hong Thi is a primary teacher at Quy Dat Town Primary School, Minh Hoa District, Quang Binh Province, Vietnam.

49. Using Reading Circles in ESP Class for Police Students at People's Police University in Vietnam

Mr. NGUYEN Ngoc An
People's Police University, Vietnam

ABSTRACT

Reading circles display the "characteristic features of true collaboration: student initiated inquiry, choice, self-direction, mutual interdependence, face-to-face interaction, and self and group assessment" Daniels (2002, p.35). The purposes of this paper were to investigate how the reading circles - a form of group discussion based learning – can be an effective method of developing EFL students' reading, speaking, and listening skills for police students at the People's Police University (PPU). The paper begins with an explanation of what reading circles are, support for the use of reading circles in the English for Specific Purposes (ESP) classroom, and why they might be considered particularly suitable for ESP classes in Vietnam. Next, the research conducted by the authors into students' perceptions of how useful reading circles are in promoting language learning development is described. The results of the enquiry showed that the majority of students strongly believe that reading circle activities helped them to improve their English language abilities. Students' written comments also indicated that reading circles helped them to develop their critical thinking skills.

Keywords: Reading Circles, Collaborative Learning, Group Discussions

Mr. NGUYEN Ngoc An is from Vietnam. He has been a lecturer at People's Police University and responsible for teaching English (English for Specific Purposes) at the Foreign Language Department for twelve years. NGUYEN received the English Bachelor of Art at Hue University and the Master of TESOL at Victoria University in Melbourne, Australia. He is very interested in teaching ESP and doing research on languages skills.

50. Using Visual Aids to Teach Vocabulary to Young Learners

Ms. PHAM Thi Hong Nhung
Quang Binh Province, Vietnam

ABSTRACT

This paper considers how the use of visual aids improves English vocabulary retention for primary students. The research also explored how visual aids such as pictures, flash cards or PowerPoint presentations motivated students and increased their interest in the English lessons. The participants were 39 primary school students from a rural school district in Quang Binh province, Vietnam. The majority of students reported a positive response to the use of visual aids in class. The results indicate that the visual aids were useful for short-term lexical retention. This report will offer ideas for using visual aids in class and suggestions for further research and ongoing questions related to effectively using visual aids to support vocabulary learning and motivation will be made.

Ms. PHAM Thi Hong Nhung is a primary teacher at Hoan Lao no.2 Primary School, Bo Trach District, Quang Binh Province, Vietnam.

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LISTS OF DISTINGUISHED GUESTS, SPEAKERS & PARTICIPANTS

Distinguished Guests

-
- Ms. Normala - Malaysia Consulate General in HCMC

1. **Mr. Luong Duy Anh**
   Country Manager - National Geographic Learning

2. **Ms. Normala Baharudin,**
   Consul (Education), Consulate General of Malaysia in HCMC

3. **Mr. Yuttalid Bunnag**
   Consul (in charge of education)
   Royal Thai Consulate General in HCM City

4. **Mr. Le Thuy Duong**
   RELO Specialist
   Regional English Language Office (Vietnam, Cambodia and Laos) U.S.
   Embassy Hanoi, Vietnam

5. **Mr. Jon Glendinning**
   Director
   British Council in HCM City

6. **Ms. Nguyen Thi Mai Huu**
   Director
   National Foreign Languages 2020 Project, Ministry of Education and
   Training of Vietnam

7. **Ms. Karen Lanyon**
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   Consulate General of Australia in HCM City

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   U.S. Consulate General in HCM City

9. **Ms. Aghata Nugrahaningsih**
   Staff of Information and Socio-Cultural Affairs Division
   Consulate General of Indonesia in HCM City

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    Professor, School of Education,
    Faculty of Humanities, Curtin University, Australia

11. **Assoc. Prof. Anna Parkin**
    Dean, International & Marketing Office
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    Consul-General
    Royal Thai Consulate General in HCM City

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    U.S. Consulate General in HCM City

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16. **Mr. Jati Heri Winarto**
    Consul, Head of Information and Socio-Cultural Affairs Division
    Consulate General of Indonesia in HCM City

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1. **Ms. Amy CHRISTENSEN**
   Central New Mexico Community College in Albuquerque New Mexico, USA

2. **Dr. Jamie DUNLEA**
   Senior Researcher for the Language Assessment Research Group, The British Council, London, the UK
   https://www.britishcouncil.org/exam/aptis/research/assessment-group/jamie-dunlea

3. **Assoc. Prof. Rita Elaine SILVER**
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4. **Ms. Monique M. NICASTRO**
   National Geographic Learning – Cengage Learning

International Speakers

5. Miss ARCHIBIDO CHARISMA
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USEFUL INFORMATION

Conference Dates and Venue

Dates: 10-11 August 2017

Venue: 35, Le Thanh Ton, Ben Nghe, District 1, HCM City, Vietnam
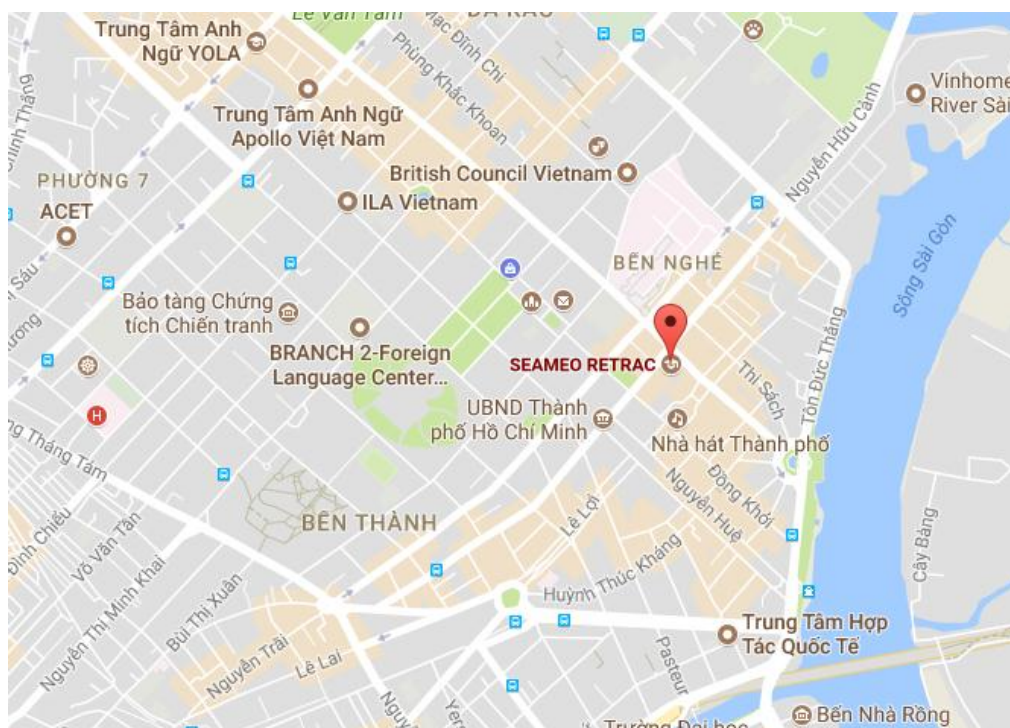
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Accommodation

Kindly note that participants will be responsible for covering all accommodation fees and expenses including items consumed in the hotel room, personal calls and usage of business center. To avoid unnecessary expenses, please check on the rates with the front desk hotel staff before making any phone calls. You may also purchase an international pre-paid telephone cards which are available in any convenient stores outside the hotel.

All personal valuables brought by the participants to the event are the responsibility of the participants. A suitcase that can be locked is recommended for cameras, laptop computers or other valuable items you may wish to bring. Participants may also deposit valuable items in the hotel's safety deposit box, which is available in the hotel rooms.

Laundry service is available in the hotel. Please check the prices at the reception desk.

There is accommodation to suit every budget and family situation within easy reach of the venue. One place to start looking is the Spring Hotel. We have negotiated special conference rates at the following venues:

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Ngọc Minh	*Address:* 18 Đông Du St., Dist. 1, HCMC *Website:* ngocminhhotels.com *Email:* info@ngocminhhotels.com *Tel.:* (+84-28) 3822 8808 | 3822 8889	30–35 USD
Nhà Khách Những người có công	*Address:* 168 Hai Ba Trung St., District 1, HCMC *Tel.:* (+84-28) 3823 2134	20 USD
Nhật Hạ 2	*Address:* 149 – 151 Ly Tu Trong St., Dist. 1, HCMC *Website:* www.nhatha2-hotel.com *Email:* info@nhatha2-hotel.com booking@nhatha2-hotel.com *Tel.:* (+84-28) 3822 8871	33–67 USD
Northern Saigon	*Address:* 11A Thi Sach Street, District 1, Ho Chi Minh City, Vietnam	75-100 USD

	Website: saigon.northernhotel.com.vn *Email:* reservation@northernhotel.com.vn *Tel.:* (+84-28) 3825 1751	(Click here for details)
NY Kim Phượng	*Address:* 22 Hai Ba Trung St., Dist. 1, HCMC *Email:* Zenlapaz.hotel@gmail.com *Tel.:* (+84-28) 3824 4290 | 3823 1390	30 USD
Rex	*Address:* 141 Nguyen Hue St., Dist. 1, HCMC *Website:* www.rexhotelvietnam.com *Email:* rexhotel@rex.com.vn *Tel.:* (+84-28) 3829 2185	140++ USD (Click here for details)
Sheraton Saigon	*Address:* 88 Dong Khoi Street, District 1, Ho Chi Minh City, Vietnam *Website:* www.sheratonsaigon.com *Tel.:* (+84-28) 3827 2828	175 USD (Click here for details)
Sophia	*Address:* 36-38 Thai Van Lung St., Dist. 1, HCMC *Website:* www.sophiahotelvietnam.com *Email:* info@sohpiahotelvietnam.com reservation@sophiahotelvietnam.com *Tel.:* (+84-28) 3825 6972	42 USD
Spring	*Address:* 44-46 Le Thanh Ton St., Dist. 1, HCMC *Website:* www.springhotelvietnam.com *Email:* springhotel@hcm.vnn.vn *Tel.:* (+84-28) 3829 7362	40 USD (Click here for details)
Thiên Xuân	*Address:* 108-110 Le Thanh Ton St., Dist. 1, HCMC *Website:* www.thienxuanhotel.com.vn *Tel.:* (+84-28) 3822 9160 | 3824 5680	40 USD
Time Door	*Address:* 278 Le Thanh Ton St., Dist. 1, HCMC *Website:* timedoor.vn *Email:* timedoorhotel278@yahoo.com.vn *Tel.:* (+84-28) 3521 0140	20 USD

Public Transportation

♦ **From the airport:** There is a variety of private taxi services available outside the arrival terminal at Tan Son Nhat International Airport. The trip costs around US$ 10. It takes up to 30 minutes to reach the heart of Ho Chi Minh City, depending on traffic. In addition, Grab and Uber are becoming popular in the city.

♦ **Buses from the airport** to Ben Thanh bus station.

The public city bus **No.109** costs between 30 cents and a dollar; and the **Airbus Shuttle Bus No. 49** costs VND 40 000 (less than 2 dollars).

Exchange rate

Foreign currencies are **not** accepted in most shops, so it is best for you to change your foreign currency to the local currency, which is Vietnam Dong.

The current foreign exchange rate is approximately US$ 1.00 = VND 22,760. These rates are subject to market fluctuations so please check them again prior to your departure date. If you come to Vietnam with some foreign cash, you can exchange it for VND upon arrival at the international airport, banks or currency exchange establishments.

Credit cards are accepted by hotels and some shops, however cash is also necessary. There are now a number of ATMs accepting international cards. Please note that most ATMs charge a fee of approximately US$ 4 for use of international cards.

Climate and Attire

The weather in Ho Chi Minh City, Vietnam at the time of the Conference should be warm and humid in the daily temperature range of 28-32°C. Light clothing will be necessary for outdoors but it is worth noting that the Conference's venue are fully air-conditioned, therefore it is advisable that you pack appropriate clothing for your attendance. You may wear your national dress or formal attire (suit) during the Conference. However, this is optional but all participants, speakers and guests are requested to dress up formally for the event. Please also note that rain is expected at this time in Vietnam and an umbrella will be useful.

Weather in Ho Chi Minh City from 6-12 August, 2017

SUN 8/6	MON 8/7	TUE 8/8	WED 8/9	THU 8/10	FRI 8/11	SAT 8/12
31°/25°	31°/24°	30°/25°	31°/24°	30°/24°	30°/24°	30°/24°
A couple of thunderstorms	Couple of thunderstorms	Couple of thunderstorms	An afternoon t-storm or two	Afternoon thunderstorms	Couple of thunderstorms	Couple of thunderstorms
Hist. Avg. 31°/24°	Hist. Avg. 31°/24°	Hist. Avg. 31°/24°	Hist. Avg. 31°/24°	Hist. Avg. 31°/24°	Hist. Avg. 31°/24°	Hist. Avg. 31°/24°
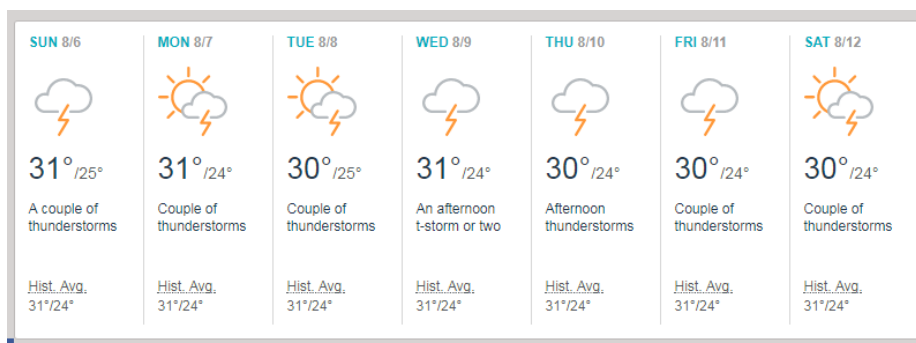
Electricity

Electricity used in Vietnam is 220v-50Hz. The types of plug are A and C (as pictures below):

Useful websites

General Information:

http://www.eng.hochiminhcity.gov.vn/Pages/default.aspx<

The Ministry of Culture, Sports, and Tourism of Vietnam:

http://english.cinet.vn/

Other useful websites for tourists are:

http://vietnamopentour.com.vn/blog/travel/vietnam-tours/hochiminh-city-tours/

http://www.hochiminhcitytravel.net/city-tours/

http://www.viator.com/Ho-Chi-Minh-City/d352-ttd

http://www.vietnamonline.com/destination/ho-chi-minh-city/ho-chi-minh-city-travel-index.html

Notes:

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