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ASIACALL
The Asia Association of
Computer Assisted Language Learning

**Abstracts of the 17th Asia Association of
Computer Assisted Language Learning International Conference and VLTESOL**

22 - 23 January 2021

Van Lang University,
69/68 Dang Thuy Tram, Ward 13, Binh Thanh Dist., Ho Chi Minh City, Vietnam



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NOTES FROM THE PRESIDENT



Welcome to AsiaCALL2021, the 17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL). AsiaCALL is a research and professional association dedicated to bringing people together in research and professional ventures. It is also committed to enabling access for everyone to new knowledge and to encourage collaboration in new technology-based ventures relating to language education. To this end, it has always been successful in finding ways of bringing together researchers and practitioners from all over the world, and Asia in particular, with no regard to status, income or experience so as to attain the highest levels of intellectual and cultural diversity as a way of enriching the field of technology and language learning.

This year is no exception, and it is made more challenging by the Covid-19 pandemic that is sweeping the world. Covid-19 has touched the lives of a huge number of people and its aftermath will impact the lives of all inhabitants of the planet perhaps forever. This is the reason that Covid-19 has been incorporated into the conference theme and we note that many people have devoted their time and energy to analyse the situation and arrive at conclusions for how to ensure good language education given the limitations on travel and contact that we all have to endure. And the AsiaCALL community has responded strongly to this challenge through its various research agenda. Indeed, we are very lucky to have received some 110 abstracts from a little more than 200 authors covering the entire range of topics specified in the conference theme. These 200 authors come from Vietnam, of course, but also from 14 other countries and from every continent. They truly represent the intellectual and cultural capital and diversity that defines our existence and enrich us all.

This book of abstracts represents, in summary form, the many intellectual and research endeavours of conference participants that are to be delivered online or in person. Some presentations, already reviewed in a double-blind process, will be converted to written articles and will then be further reviewed as they are published in the *Proceedings* published through Atlantis or as articles in the AsiaCALL Online Journal. We hope that participants will benefit from these publication arrangements.

In closing, I should like to express AsiaCALL's heartfelt gratitude to all who helped make this conference possible, from the workers on the ground to the principal organisers of the conference. In particular, I wish to thank Van Lang University for making its wonderful facilities available both physically and virtually. Without the support of Van Lang University this conference would certainly not have happened. Very special thanks indeed also go to Associate Professor Dr. Pham Vu Phi Ho from the Faculty of Foreign Languages of Van Lang University who organized every aspect of this conference, and Dr. Phan The Hung, Dean of the Faculty of Foreign Languages at Van Lang University. We are honoured that he has accepted to be the Chairman of AsiaCALL2021 and, in that capacity, he has played a critically important part in the creation of the best possible environment for the conference. Sponsors are of great importance too and we wholeheartedly recognize their continuing support for AsiaCALL.

Finally, I wish to thank the participants. You are the most important people here as you are the very lifeblood of any conference or association. Congratulations on choosing to connect with AsiaCALL2021 and may your deliberations and friendships both old and new grow to be warm and fruitful.

Professor Dr. Andrew P. Lian
President of AsiaCALL

Andrew Lian is Professor of Foreign Language Studies, School of Foreign Languages, Suranaree University of Technology, Nakhon Ratchasima, Thailand. He is also Professor of Postgraduate Studies in English Language Education at Ho Chi Minh City Open University, HCMC, Vietnam and Professor Emeritus of Languages and Second Language Education at the University of Canberra, Canberra, ACT, Australia. He is the current President of AsiaCALL, the Asia Association of Computer-Assisted Language-Learning, a research and professional association focusing on the uses of technology to enhance second/foreign language learning in Asian contexts.

NOTES FROM CHAIR OF ASIACALL2021 & VLTESOL



Welcome to January 2021, the international conference conducted by AsiaCALL and VLTESOL at Van Lang University, Ho Chi Minh City, Vietnam. The conference topic is “*CALL in Asia and the world in the COVID and post-COVID eras: Innovative Scholarship, Practical Solutions, Enhanced sustainability.*” We are happy to present a broad range of abstracts reflecting a wide variety of research and writing styles from the researchers and the educators from many countries. In this edition, we have papers coming from Australia, Thailand, Japan, Poland, Taiwan, India, Indonesia, Malaysia, China, USA, Pakistan, The Philippines, Ethiopia, and Sri Lanka, and Vietnam – diverse locations showing the breadth in which second language studies and technology-based education have broached the globe. The conference

proceedings are published in both the *AsiaCall Online Journal* with no submission fees and *The Atlantis Press* with low submission fees. We present 99 articles from all the presenters at our conference in these abstract proceedings, including all the keynote speakers.

We hope this collection of papers may help those interested in the field but who were unable to attend the sessions. In the proceedings of our conference, we have compiled a selection of papers and broadly grouped them under the following categories:

1. Perspectives on Innovation & Motivation
2. Effective Platforms for E-learning
3. Collaborative & Interactive learning/teaching
4. Implementations of teaching activities in a Virtual environment
5. Perceptions & practices of teaching/learning during and Post Covid-19

We would like to thank the reviewers, the editors, and the authors of the papers collected here for their cooperation and patience with the editing process, and of course, for making their contributions to these proceedings. We hope that you will enjoy reading the papers in this publication in your own pursuit of professional excellence.

Regards

Dr. Phan The Hung,

Chair of AsiaCALL2021 & VLTESOL

Dean of the Faculty of Foreign Languages, Van Lang University, Vietnam

Dr. Phan The Hung is Dean of Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam. He is also the Director of the National Center of English Language Testing of VLU. He earned his M.A. degree in Applied Linguistics at Northern Iowa, USA and his PhD. Degree in Linguistics at Queensland University, Australia. He has another PhD degree in Language Studies at HCMC University of Education, Vietnam. In terms of management, Dr. Phan The Hung used to be Dean of Faculty of Foreign Languages & International Studies from 2005 to 2012 at Da Lat University, Vietnam. From 1991-1999, He the Director of Center of Foreign Languages, and later from 2005-2012, the Vice-Director of Center for Korean-Vietnamese Culture. In terms of publications, Dr. Phan The Hung has published a number of books and research articles in Linguistics and Applied Linguistics. His main interests are in Linguistics, Applied Linguistics, Culture and Language.

17TH ASIA ASSOCIATION OF COMPUTER ASSISTED LANGUAGE LEARNING INTERNATIONAL CONFERENCE AND VLTESOL

ORGANIZING COMMITTEE

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**The 17th Asia Association of Computer Assisted Language Learning International Conference
(AsiaCALL2021 & VLTESOL)**

| Friday, 22 January 2021 | | Event | Location |
|-------------------------|--|---|---|
| 7:00 - 8:00 | Registration | | |
| 8:00 - 8:15 | Musical performance | | |
| 8:15-8:18 | Welcome By The President of AsiaCALL Professor Andrew P. Lian | | |
| 8:18 - 8:25 | Welcoming Remarks Chair of AsiaCALL2021 & VLTESOL Dr. Phan The Hung, Dean of Faculty of Foreign Languages, Van Lang University, Vietnam | | |
| 8:25 - 9:00 | Presidential Keynote Address Where to from here? Generating the new normal in this extraordinary century. Professor Andrew P. Lian, Suranaree University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia | | N2T1 Building C |
| 9:00 - 9:35 | Keynote Address Second language learning contexts after COVID-19: reconceptualizing classroom- and study abroad-learning Professor M. Rafael Salaberry, Mary Gibbs Jones Professor of Humanities, Research Director, Center for Languages and Intercultural Communication, Rice University, USA | | |
| 9:35 - 10:10 | Plenary session CALL in Asia during Covid-19 and Models of E-learning Associate Professor Pham Vu Phi Ho, Faculty of Foreign Languages, Van Lang University, Vietnam | | |
| 10:10 - 10:25 | Photography session | | |
| 10:25 - 10:45 | Tea-break | | Hall |
| Parallel Sessions | | | |
| Time | A.5.1 | A.5.3 | A.5.5 |
| | Issues in Innovation & Motivation Moderator: Trang Pham | Effective Platforms/Social network for E-learning Moderator: Mai Tu | Collaborative & Interactive learning/teaching Moderator: Hang Vo |
| 10:50 - 11:10 | Nguyen Thi My Hanh An Overview of Student Engagement with Written Feedback in EFL Writing Class | V. T. M. Luu, Andrew Lian, & P. Siriyothin A Computer-Assisted Prosody-Based Platform for Improving EFL Vietnamese Learners' Listening Ability | Nguyen Dieu Ngoc & Ho Thi Hien Evaluating the Impacts of Virtual Exchange on Language Learning and Intercultural Competence: A Case Study |
| 11:15 - 11:35 | John Blake (Virtual) Transition from textbook to digital delivery | Phan Thi Ngoc Thach & Huynh Thi Nhu Duyen Improving Non-major Students' English Speaking Fluency in the Online Environment via Microsoft Team | Lu Dinh Bao The Application of Metacognitive Strategies in Computer-Assisted Listening Comprehension Class |
| 11:40 - 12:00 | Reynald Alfred Sy (Virtual) Classroom Innovation: Addressing English classroom needs through Design Thinking | Chan Hai Lin & Yim San NG (Virtual) A Study on the Effectiveness of the Online Platform in Tertiary Education in a Malaysian University | Hiroyuki Obari (Virtual) IMPACT of AI and ICT in Language Teaching before & with COVID-19 in Japan |
| | | Ngo N. P. Quynh Using Peer Assessment in Writing for EFL Learners | Dao Thuy Duyen & Vu Thi Thanh A study on interaction patterns in language learning online classes – adaptation and efficiency |
| | | Lala Sudimantara (Virtual) Rhythm, Intonation, Movement, and Emotion (RIME): Introducing a Multisensorial-Multicognitive Literacy Pedagogy in an Academic Writing Unit in Indonesia | Hirokyu Obari (Virtual) IMPACT of AI and ICT in Language Teaching before & with COVID-19 in Japan |
| | | Rudi Cohen Critical Perspectives on Digital Tools: The PIC-RAT Framework | |

| 12:00 - 13:30 | | Lunch Break | | Canteen on 4th Floor | | |
|---------------|--|--|--|--|------------------------------|-----------------|
| 13:30 - 14:10 | <p>Plenary session Blended Learning with an Integrated Model in Online Learning and Teaching Dr. Phan, The Hung, Dean of Faculty of Foreign Languages, Van Lang University, Vietnam</p> | | | | | N2T1 Building C |
| | Moderator: Hang Nguyen | Moderator: Mai Tu | Moderator: Tuyet Kha | Moderator: Hoang Phan | Moderator: Thanh Minh | |
| 14:15 - 14:35 | Nguyen Ngoc Hoang Vy & Huynh Ngoc Thanh The effects of integrating listening and speaking skills into Moodle-based activities | Nguyen Tuyen, Andrew Lian, & Nguyen Thuy Nga Developing English Speaking Skills in Remote Settings: Identifying Challenges and Offering Solutions | Tran Quoc Thao & Duong Huy Tertiary Non-English Majors' Attitudes toward Autonomous Technology-Based Language Learning | Nadya Aulia Malau & Husni Rahman Yoga (Virtual) Middle Childhood's and Parent's Perception of Virtual English Learning During The Covid-19 in Marendal, North Sumatera | | |
| 14:40 - 15:00 | Kristoffer Conrad Tejada (Virtual) Ideological Constructions in Online News Discourse Presented in Philippine Broadsheets: Input to Innovations in Language Education | Tu Phung Ngoc & Luong Thi Kim Phung Online Language Learning via Moodle and Microsoft Teams: Students' Perceptions and Suggestions for Improvement | Tran Hoang Anh, Tran Thi Thu Ha & Phan thi Ngoc Thach How to Smoothly Manage the Transition from Offline to Online Learning for Non-majored Students | Tran Thi Kim Tuyen Teaching and Learning English for Tourism after the Covid-19 Pandemic in Universities and Solution Proposals | | |
| 15:05 - 15:20 | Tea-break | | | | | |
| 15:20 - 15:40 | Nguyen Thi Ngoc Anh & Le Thanh Huyen Technology in English Education in Remote Mountainous Areas: Being Flexible to Bend | Do Bich Learners' Perceived Effects of Video-based Language Learning Apps' Activities to Improve English Listening Skills | Nor Fazlin Mohd Ramli, Mohammad Radzi Manap, Aini Akmar Mohd Kasim, Noor Ahnis Othman, Nurzeti Abdul Ghafar, & Mohd Asri Arshad (Virtual) Documenting a Visually Impaired Learner's Experience Using Audible Learning Covid-19 Dashboard | Pham Thi Thuy Le Impacts of Digital Teaching on Traditional Assessment: An Investigation of Vietnamese English Teachers During COVID-19 Period | | |
| 15:45 - 16:05 | Lo Van Pang Online teaching and learning challenges in mountainous and remote area of Vietnam | Truong Hong Ngoc Students' Perception toward the Use of Moodle-Based LMS in Learning Speaking Skills at Tertiary Level | Tran Quoc Thao & Nguyen Pham Thanh Thao Non-English majored students' use of English vocabulary learning strategies with technology-enhanced language learning tools | Nguyen Thi Ha Challenges in Online Learning during the Covid 19 Pandemic | | |
| 16:10 - 16:30 | Nguyen Thi Lan Huong & Vu Ngoc Tung Developing English-major Teacher Trainees' Agency with Reflective Practice: A Conceptual Framework and an Example of Class-level Intervention | Mufeeda Irshad (Virtual) Teacher Perception of Facebook as a Mode of Assessment | Nguyen Thi Phuong Thao The Use of Video Dubbing to Enhance Non-English Major Students' Speaking Skill at Hung Vuong University | Hana Azmi Zakkiyah Mustaqimah, Wakhid Nashrudin, & Hendi Hidayat (Virtual) Content and Pedagogical Dimension of CALL: How Computer Assisted Language Learning in the 21st Century Should Be? | | |
| 16:35 - 16:55 | Leticia Pagkalnawan (Virtual) Increasing Student Engagement Through Creative and Tech-Based Methods of Learning | Akhand Sharma & Shyam Sunder Singh (Virtual) The Impact of COVID-19 on Adolescent Leisure Activities: With Special Reference to SAARC Countries | Kezhen Liu, Andrew Lian, & Butskorn Yodkamlue (Virtual) Integrating Information literacy Training in an English-Speaking Course in the Chinese Context | Nguyen Huyen Uyen Nhi & Duong Ly Nhat Tam The Challenges of E-learning Through Microsoft Teams for EFL Students at Van Lang University in COVID-19 | | |

| Saturday 23 January 2021 | | | | | |
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| Time | A.8.4 | A.5.2 | A.5.4 | A.5.9 | A.5.11 |
| | Issues in Innovation & Motivation Moderator: Trang Pham | Effective Platforms/Social network for E-learning Moderator: Huy Cuong | Collaborative & Interactive learning/teaching Moderator: Hang Vo | Implementations of teaching activities on Virtual environment Moderator: Quang Thao | Post Covid-19 Perceptions & practices of teaching/learning Moderator: Thu Thuy |
| 8:00 - 8:20 | Tran Ky Minh Uyen The Attitudes and Motivations towards Distance Learning of Ton Duc Thang University Students and Teachers | Tran Le Hoai Vu Using Group Oral Presentations as a Formative Assessment in Teaching English for Vietnamese EFL Students | Nguyen Huu Nghiem The Effects of Task-Based Learning on Non-English Major Students' Reading Comprehension at NIE Nguyen Tat Thanh University | Nguyen Thanh Minh & Dinh Tran Ngoc Phuc The Implementation of E-Learning into Language Learning: A Case of English Majors at Van Lang University | Jaroslav Krajka (Virtual) Transforming Language Education to the Online Mode During Covid-19 Times – On Approaches Used in Pandemic Language Teaching |
| 8:25 - 8:45 | Tran Thi Thuy Oanh The effectiveness of E-teaching Activities in Teaching Speaking Skills for English Major Students | Tran Vu Mai Yen & Nguyen Tran Uyen Nhi Online English Teaching and Learning with Microsoft Teams: Reality and Solutions | Tran Minh Tung Developing Quality Hospitality Students Through Simulation and Experiential Learning – An Empirical Study at FPT University Dantang | Nguyen Ha & Nguyen Cuong Enhancing Vowel Pronunciation among English Majors Using Mobile-Based Games: A Case Study at Van Lang University | Le Ha & Truong Canh Tertiary Students' Perspectives on Online Learning during Emergency Remote Teaching (ERT) in The Context of Covid-19: A Case Study |
| 8:50 - 9:30 | Integrating innovation into ELT in schools in South East Asia: Perspectives from Cambodia Dr. Ania Lian, College of Education, Charles Darwin University, Australia | | | | |
| 9:30 - 9:45 | Tea-break | | | | |
| 9:45 - 10:05 | Kazumichi Enokida, Mitsuhiko Morita, Tatsuya Sakae, Shusaku Kida, & Shuichi Amano (Virtual) Updating an Original Vocabulary List for the Effective Implementation of Online ESL Courses | Phan Thi Kim Thao Vietnamese Undergraduates' Attitudes towards the Use of Facebook for Language Teaching and Learning | Ngo Cong Lem (Virtual) Assessing lexical features and providing feedback on EFL learners' IELTS writing with LambNLP | Nguyen Thu Nguyet Minh, Tran Thi Yen Nhi, Do Thanh Tung, & Nguyen Quoc Huy Implementing E-Learning for Basic Computer Subject at Van Lang University, Period 2017 - 2020 | Hoa Pham Challenges Defining a Life Purpose in an Exam-Driven Culture: A Case of Vietnam |
| 10:10 - 10:30 | Le Duc Hanh & Hoang Ngoc Tue Vocational English Teachers' Challenges to Shifting Towards Virtual Classroom Teaching | Tran Quang Hai Discourse Analysis of EFL Students' Attitudes and Social Interactions towards a Virtual Classroom | P. Krishnaveni (Virtual) Fuzzy Logic Based Query Focused Learning Materials Summarization | Le Thi Tieu Phuong Incorporating Internet-based Applications in Teaching Integrated Language Skills to EFL Students | Nguyen Thi Thu Huong & Nguyen Thi Hong Nhat An Investigation into EFL High School Teachers' Perceptions and Experiences of Blended Learning in Vietnam |
| 10:35 - 10:55 | Tran Thi Minh Phuong Using Classroom Management Tools for Teaching Language in Higher Education | Nguyen Thi Hong Nhat Developing Bottom-up Listening Skills and Learner Autonomy in a Google Classroom-based EFL Course | Nguyen V. My The Linguistically-Created Conceptualization in Teaching English as a Foreign Language: From Understanding to Practice | Nguyen Hoa Mai Phuong The use of drama roleplaying in teaching Literature for English majored students: An action research at VLU | Truong Thi M. Hanh Insights from Difficulties Encountered among Students Whose Major is Translation & Interpreting in English |
| 11:00 - 11:20 | Farina Tazjan, Rofiza Aboo Bakar, & Fazlin Ramli (Virtual) Lockdown Reading: A Transmedia Reading Motivation Perspective | Ngo Thi Cam Thuy EFL Teachers' Emotion Regulation in Response to Online-Teaching at Vanlang University | Andrew Lian, Xirui Cai, Yin Mo, & Yaoping Shi (Virtual) Optimizing auditory language input for foreign language learners through a verbotonal approach with CALL systems | Vuong Thi Hai Yen Frequency Employments of Direct Refusal Strategies by the Native Speakers of American English and the Vietnamese | Bui Thi Loc The Role of Collocation in English Teaching and Learning |

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| 11:25 - 11:45 | Luu Thanh, Nguyen Qui, Nguyen Thanh, & Nguyen The Hung The Need of Applying English Learning Software to Help Van Lang University Students Improve Their Spoken English Performance | Phuong Vo & Hang Vo Ho Chi Minh City College Students' Attitudes towards the IELTS Academic Test | Truong Van Anh How Foreign Languages Influence Vietnamese in Bac Lieu | Duong Thanh Hung Duc & Nguyen Dai Trang Nha Using collocations to enhance academic writing: A survey study at Van Lang University | Nguyen Thi Ngoc Lan An empirical study of factors influencing language proficiency of Vietnamese students |
| 11:45 - 13:30 | Lunch Break | | | | |
| 13:30 - 14:10 | Plenary session (Room A.8.4) Effectiveness of a Second Life Virtual Learning Environment for Language Training in Hospitality and Tourism Associate Professor Nguyen Ngoc Vu, Vice-President, Hoa Sen University, Vietnam | | | | |
| | Parallel Sessions | | | | |
| 14:15 - 14:35 | Moderator: Hoang Phan Le Thi Quynh Nhu, Nguyen Thi Trang, Trinh Sang Trang, Ho Thi Thanh Tuyen, & Nguyen Phu Hung The Impacts Of Mental Problems On Students' Presentation Skill At Van Lang University | Moderator: Bich Tram Nguyen Thanh Trung & Quach Vi Tuong The Impacts of the Bilingualty on Learning a Third Language for Third-year EFL Students in Van Lang University | Moderator: Huy Cuong Tran Hoang Thien, Nguyen Quoc Hoang, & Nguyen Hai Long Using Virtualized Classroom to alleviate the limitations of the traditional teaching and learning English at Van Lang University | Moderator: Xuan Tu Nguyen Vy Uyen Thanh, Nguyen Thi Bao Uyen, Ha Yen Nhi, Bui Thi Xuan Trang, & Ngo Thi Cam Thuy A Study on Collaborative Online Learning Among EFL Students In Van Lang University (VLU) | Moderator: Thu Thuy Trinh Thi Lan Anh, Tran Thi Kim Ngan, Vo Thuy Bao Ngoc, & Huynh Thi Thu Suong The Difference Effects of Paper Dictionary vs. Online Dictionary |
| 14:40 - 15:00 | Nguyen Tran Truong Thinh, Le Trinh Minh Khoi, & Tran Thi Ngoc Linh The benefits of using technological tools for project-based learning activities in Literature at Lý Thường Kiệt High School | Bui Trinh, Nguyen Thoi, Le Sen, & Tran Thi Truc Thanh The Impacts of Self-learning Strategies: The Qualitative and Quantitative Study of EFL Students at Van Lang University | Su Ai Anh Thu, Tu Cao, Trinh Nguyen, Anh Nguyen, & Le Do Lam Vy Improving English Speaking Ability through E-Learning | Nguyen Ngoc Bao Trang & Tran Nguyen Thu Thuy Difficulty in writing English of Van Lang University students | Bui Vy & Vo Hang Mental Health States of Senior-Year Students at Three Universities in Ho Chi Minh City and Assisted Recommendation |
| 15:05 - 15:25 | Tea-break | | | | |
| 15:30 - 16:15 | AsiaCALL Annual General Meeting (AGM) | | | | |
| 16:15 - 16:30 | Closing session | | | | |
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KEYNOTE SPEAKER

SECOND LANGUAGE LEARNING CONTEXTS AFTER COVID-19: RECONCEPTUALIZING
CLASSROOM- AND STUDY ABROAD-LEARNING

PROFESSOR M. RAFAEL SALABERRY

Mary Gibbs Jones Professor of Humanities, Research Director, Center for Languages and Intercultural Communication, Rice University, USA

Abstract

The health emergency prompted by the pandemic caused by COVID-19 has put on hold the study abroad experience that had become an increasingly important aspect of a second language experience of so many university students worldwide. On an even larger scale, the entire university educational system of most countries has, functionally, moved to an online-setting for almost a year. This unprecedented situation has brought into focus a long-standing debate on the relationship between the latest uses of technology (primarily communication-based) and the study abroad experience. The analysis of both affordances and constraints of new technologies (e.g., Chun, 2015; Godwin-Jones, 2016, 2019; Hampton, 2015; Kinginger, 2008; O'Dowd, 2018; Thorne, 2010) can now be reviewed with a new perspective given the sudden emergence of an online-oriented model of education. Will the current forced (and unwelcome) educational experiment lead to changes in the structuring of learning opportunities associated with a study abroad setting in a post-COVID-19 world? To what extent have restrictions on social-physical contact prompted a reanalysis of the value we place on face-to-face social encounters provided by the SA context? To what extent should we fast-track the development of technology-enhanced proxies for such personal interactions? In this presentation I will address possible answers to these questions in an effort to reframe the relationship between virtual exchanges and the on-site study abroad experience.

Keynotes: *online-oriented model, social-physical contact, face-to-face social encounters, technology-enhanced proxies, virtual exchanges, on-site study abroad*

Biodata

I am a Professor in the Department of Modern and Classical Literatures and Cultures at Rice University, where I conduct research in a number of areas associated with the fields of applied linguistics, second language acquisition, multilingualism and bilingual education. Currently, I am on the Editorial Board of the following peer-reviewed journals: The Journal of Multilingual Theories and Practices, the online journal Language@Internet and the Journal of Spanish Language Teaching. I am also on the International Advisory Board of ILCE (Instituto de Lengua y Cultura Españolas) – Universidad de Navarra (Spain).

KEYNOTE SPEAKER

CALL IN ASIA DURING COVID-19 AND MODELS OF E-LEARNING

PHAM VU PHI HO

*Van Lang University**Corresponding Author's Email: ho.pvp@vlu.edu.vn***Abstract**

Corona Virus' pandemic (Covid-19) has affected all of the world's aspects, such as economics, lifestyles, culture, education, etc. Most schools and universities have been shut down for the safety of students. Then e-learning has been employed in many schools and universities to keep education going on. However, many lecturers/teachers and students in Vietnam have not been familiar with this teaching/learning mode yet. Training lecturers/teachers to use the e-learning system at a school or university is an essential issue for teaching/learning and school management. Few research studies have been investigated to study the useful model of e-learning classrooms during this critical time. This paper presents an overlook of e-learning issues around Asia during the Corona Virus pandemic. It provided the problems of e-learning applied in Vietnam before the pandemic of the Corona Virus; then examined a case study on the implementation of e-learning at a university in Vietnam during the lockdown situation. The study revealed that the implementation of e-learning in Vietnam still had many obstacles in terms of Internet connection, available devices, economic conditions, and the students' unwilling-perceptions. The study also provided a model of e-learning for the school/university management and the lecturers/teachers who wish to run their e-learning classes effectively.

Keywords: *Corona Virus' pandemic, Covid-19, e-learning, online-meeting, LMS*

Biodata

Assoc. Prof. Pham Vu Phi Ho, Ph.D., Faculty of Foreign Languages, Van Lang University, Vietnam. He used to be a Vice-President of Ba Ria – Vung Tau University and Vice-President of Van Hien University, Vietnam. Pham has been published 40 research articles in both local and International Journals (ISI/Scopus-indexed) and seven books and course-books. He has international experience teaching English at Suranaree University of Technology, Thailand; especially, he worked as a Professor for Gyeongju University, South Korea, in 2014. Pham V. P. Ho is the Vice President for Administrative Affairs of the AsiaCALL and the managing editor of its AsiaCALL Online Journal (acoj). He is also an editor for the Asian Journal of Applied Linguistics (Scopus-indexed), an International Journal of English Linguistics editor. Pham Vu Phi Ho is even a peer reviewer for some international Journals indexed in ISI/Scopus, such as Computer Assisted Language Learning, Open Sage, International Journal of Instruction. His main interests include Academic Writing, peer responses, translation, Teaching methodologies, and Technology-enhanced learning.

PLENARY SPEAKER

BLENDED LEARNING WITH AN INTEGRATED MODEL IN LEARNING AND TEACHING

PHAN, THE HUNG, PH.D.

*Van Lang University***Abstract**

In digital education, there are several challenges for schools and teachers to apply the concept of *Education 4.0*: (1) curriculum and teaching methodology, (2) no flipped classes, individualized learning, mostly synchronous, not asynchronous activities based on their syllabus or learning programs, (3) the application of artificial intelligence, the search for information in database, especially virtual reality (VR), (4) the tendency of self-learning, self-improvement, cooperation and communication, solutions to problems, creativity, and (5) long-life learning are the skills for the learners of today. To overcome these challenges, digital literacy is very important to both teachers and learners so that schools are set up as a digital environment including teachers and learners, knowledge, technology, and all the activities.

In a national conference in December, 2020, the Ministry of Education and Training (MOET), Vietnam, also confirmed the digital transformation as the most important role of all the higher education systems in Vietnam in the period 2021-2025 with the hope that all the universities and colleges in Vietnam can mainly contribute to the development of the economy in Vietnam in the digital era.

The recent tendency in education in Vietnam is to promote an updated process in delivering methods in education together with technology-enabled learning and teaching in many countries in the world. That is the reason why blended learning has become more and more popular with the development of the computer and the Internet, creating opportunities for many learners in multiple locations to get access to user-friendly resources for their web-based learning. In addition, teachers are still the key performers in teaching and learning.

Online education is still an updated argument and application in the digital transformation in the world. The article just introduces some major theories related to technology associated with learning. One critical question concerned whether an integrated or unified theory of online education could be developed to overcome its challenges.

Key words: *digital transformation, blended learning, integrated model, technology-enabled learning and teaching*

Biodata

Dr. Phan The Hung is Dean of Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam. He is also the Director of the National Center of English Language Testing of VLU. He earned his M.A. degree in Applied Linguistics at Northern Iowa, USA and his PhD. Degree in Linguistics at Queensland University, Australia. He has another PhD degree in Language Studies at HCMC University of Education, Vietnam. In terms of management, Dr. Phan The Hung used to be Dean of Faculty of Foreign Languages & International Studies from 2005 to 2012 at Da Lat University, Vietnam. From 1991-1999, He the Director of Center of Foreign Languages, and later from 2005-2012, the Vice-Director of Center for Korean-Vietnamese Culture. In terms of publications, Dr. Phan The Hung has published a number of books and research articles in Linguistics and Applied Linguistics. His main interests are in Linguistics, Applied Linguistics, Culture and Language.

PLENARY SPEAKER

INTEGRATING INNOVATION INTO ENGLISH LANGUAGE TEACHING (ELT) PRACTICE IN
GENERAL EDUCATION IN SOUTH EAST ASIA IN THE POST-COVID19 ERA

ANIA LIAN

*Charles Darwin University**Email: ania.lian@cdu.edu.au***Abstract**

Currently, the government of Cambodia is in the process of modernising its education systems, including the quality of English language teaching. However, our preliminary research shows that in practice, change is expensive, the impacts are scattered and uncertain, and the direction for future unknown. Learning continues to rely on following textbooks, while the ground-breaking outcomes of education projects by international scholars, such as Sugata Mitra, are ignored. There is a need for new models of learning that are better equipped to comply with the transformative education goals recently adopted in Cambodia. This plenary address will explain those goals and will share with the AsiaCALL audience recently obtained evidence on the impacts of the current approaches to change in Cambodia and the implications for future.

Biodata

Dr. Ania Lian works at the College of Education, Charles Darwin University, Darwin, Australia. Ania teaches undergraduate and postgraduate teacher education courses, focusing on numerous aspects concerning theories of teaching and learning, especially in relation to languages and literacy. Ania is an experienced doctoral students' supervisor. Among her recent publications is a co-edited book, *Challenges in Global Learning: International contexts and cross disciplinary perspectives*. It concerns issues of relating to concept and policy development, education philosophy and the use of technology as the pillars informing current pedagogic developments in Australia and Southeast Asia.

PLENARY SPEAKER

EFFECTIVENESS OF SECOND LIFE VIRTUAL LEARNING ENVIRONMENT FOR LANGUAGE TRAINING IN HOSPITALITY AND TOURISM

NGUYEN NGOC VU^{1*}, VO THUY LINH², NGUYEN THI THU VAN³, NGUYEN THI HONG LIEN⁴^{1,4}*Hoa Sen University*^{2,3}*Sai Gon University***Corresponding Author. Email: vu.nguyengoc@hoasen.edu.vn***Abstract**

Virtual Learning Environment (VLE) systems have been widely used in higher education as an effective e-learning platform. With its large user community and virtual facilities in various disciplines, including education, recreation, tourism, business, etc. Second Life (SL) has become one of the most dominant VLE systems for hospitality and tourism training. With better student devices and faster internet connection, language education in Vietnam recently saw soaring interest in using SL for training, especially in an ESP area like English for hospitality and tourism. However, there are still very few researches on the effectiveness of SL VLE for language training in hospitality and tourism. This fifteen week quasi-experimental study was conducted on two classes (n = 81) in order to investigate the effectiveness of SL VLE for language training in hospitality and tourism with a focus on speaking skill. The instruments included English speaking tests, attitudinal questionnaire, and semi-structured interview. The findings of the study indicated that language training activities in SL positively contributed to students' language proficiency progress. Besides, students have positive perceptions about the use of SL VLE in their training. It is recommended that language training programs in hospitality and tourism make more substantial use of virtual restaurants, hotels, resorts, and entertainment places in SL to enrich students' learning experience. Hospitality and tourism training institutions should spend resources on formal SL VLE training for teachers and students and build their SL facilities.

Keywords: *Virtual learning, SL, language education, hospitality, tourism, ESP.*

Biodata

Nguyen Ngoc Vu is vice president of Hoa Sen University and chairman of STESOL founded by the Association of Vietnam Universities and Colleges. Dr. Vu has 12 years of experience building and consulting ICT integration into project-based teaching and English language teaching in Vietnam. He won Vietnam Technology Innovation Award in 2012 and got recognized as Microsoft Innovative Educator (MIE) Master Trainer in 2014. His research interests include Computer Assisted Language Learning, Cognitive Linguistics, Educational Technology, and ELT Methodology.

Nguyen Thi Thu Van is lecturer of English at Saigon University, Vietnam. Her research interests include English phonetics and phonology, language teaching methodology and educational technology.

Nguyen Thi Hong Lien is lecturer of English at Hoasen University, Vietnam. Her research interests include teaching language skills, business English and computer assisted language learning

A CASE STUDY OF HOME-BASED TEACHING AND LEARNING PRACTICE AT TON DUC THANG UNIVERSITY

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Abstract

Online teaching is apparently not a new concept to teachers and students in the era of technology-driven world. However, it has not been widely applied in education until the severe widespread outbreak of Covid-19 pandemic at a global scale. Like other educational institutions, Ton Duc Thang university promptly switched to online teaching practice for all courses for the sake of teachers' and students' safety and health protection. In line with this, English courses have been applied accordingly with the aid of online Zoom cloud meetings. For the purpose of investigating the implementation of home-based teaching practice at TDTU as well as its advantages and disadvantages, the research entitled "*A case study of home-based teaching and learning practice at Ton Duc Thang university*" was launched with the participation of three teachers and 76 non-English major students from three English classes at elementary and pre-intermediate level. With the use of observations and interviews, the researcher found that there are generally three main stages in every three-period online lesson: Teacher's presentation with Zoom – students' assignment in Google classroom – Teacher's constructive feedback with Zoom. Teachers and students have certain benefits regarding geographical convenience, time flexibility, customized learning environment. However, there are several hindrances to this mode of teaching and learning, namely technical problems, no self-discipline, limited interactions, difficulty in class controls and teachers and students' anxiety over the use of technology. These findings contributed to further research on online teaching practice as well as considerations as to whether face-to-face teaching and learning should be replaced in the long run.

Keywords: *home-based teaching and learning, Ton Duc Thang university, Zoom*

Biodata

I graduated from HCMC university of Pedagogy, majoring in Teaching English as a foreign language. I am currently an MA candidate at the university of Social Sciences and Humanities with the same major. I am working at Ton Duc Thang university as a lecturer of English. Moreover, I am an English teacher at the VUS. My research interests are pedagogical approaches of teaching English, learner autonomy and language testing and assessment.

THE EFFECTS OF INTEGRATING LISTENING AND SPEAKING SKILLS INTO MOODLE-BASED ACTIVITIES

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Abstract

Many researchers have conducted studies on teaching listening skills to examine the possible influences of different instruments, such as video programs, audiobooks, multimedia, authentic materials-based activities. However, there is little literature mentioning the impacts of the integrated skills approach through an e-learning tool on specific language skills. As a result, this paper aimed to investigate whether there are any different effects between listening and speaking instructions in integration and listening instructions only on listening comprehension with Moodle platform's implementation. Sixty-eight non-English primary first-year students at Van Lang University were picked up and divided into two groups: an experimental group (EG) and a control group (CG). Using the task-based approach, the researchers focused the integrated skills on the EG's learning process while no speaking training was given to the CG. Data collected from a pre-posttest design were analyzed to determine whether there are differences between the two groups in terms of listening comprehension while a semi-structured interview was performed for both groups to explore students' attitudes towards Moodle-based activities. The study's results revealed that both groups' students significantly improved their listening comprehension. There was no considerable difference in terms of listening skills between the students in the EG and CG. Besides, the data obtained from the interview indicated that all participants had positive attitudes towards Moodle-based activities. The study results also recommended that the employment of a Moodle platform combined with teachers' devotion should undoubtedly lead to practical effectiveness in teaching and learning listening.

Keywords: *Moodle-based, E-learning, Listening, Speaking, Integrated skills.*

EFFECTS OF COLLABORATIVE WRITING ON EFL LEARNERS' WRITING ABILITY AT HIGH SCHOOL

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Abstract

This quasi-experimental study investigates the effects of collaborative writing on EFL learners' writing ability at high school. 64 grade 11 students were recruited to participate in the study. Tests and questionnaires were the two instruments used in this study. Tests on English writing were used to examine the effects of collaborative writing on learners' ability to collect both quantitative and qualitative data. Questionnaires were used to gain participants' perception about collaborative writing. Results show the positive effects of collaborative writing on learners' writing ability. Learners from the experimental group outperformed the ones from the control group, especially in terms of the writing ability. The findings from the questionnaire also support the conclusion that the learners had positive attitudes towards the use of collaborative writing. Pedagogical implications are also provided with regard to implementing collaborative writing in a high school context.

Keywords: *writing ability, collaborative writing, perception*

Biodata

My full name is Tran Thi Cam Loan. I work at Mong Tho High School, Kien Giang province, Vietnam. I have been working as an EFL teacher since 2000. I earned my Master's degree in Theory and Methodologies of English Language Teaching from Tra Vinh University. My research is on collaborative learning and teaching.

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ONLINE LANGUAGE LEARNING VIA MOODLE AND MICROSOFT TEAMS: STUDENTS' CHALLENGES AND SUGGESTIONS FOR IMPROVEMENT

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Abstract

Although technology has long been integrated in EFL classes and blended learning has achieved immense popularity, fully online language learning is still a novel approach in Vietnamese context. Besides its obvious benefits, this learning mode also poses considerable challenges. This study aims to explore perceptions of EFL students in respect of challenges faced by English majors during their online language learning via Moodle and Microsoft Teams and to provide teachers and students some practical suggestions for tackling these challenges. This study surveyed 212 English majors' perceptions of online language learning at a university. Quantitative data was collected from a questionnaire and qualitative one was collected from a follow-up interview. Quantitative results showed that, students generally had negative attitudes towards online education and confronted serious challenges such as technical problems, distractions and lack of interaction with their peers. However, online educational experience can deal with the problem of poor technical skills and make students have a more positive attitude towards online course achievement and this learning mode. In addition, several factors associated with a high level of supportive attitude towards online education and some suggestions for the use of Moodle were found. The results of this research help EFL teachers to justify their teaching methods to tackle their students' problems and help school administrators to develop long-term strategies to achieve their goal of providing effective total online language courses.

Keywords: *online learning, Moodle, Microsoft Teams, English learning and teaching*

Biodata

¹ Tu Phung Ngoc is a third-year PhD student in Applied Linguistics at Nanjing Normal University, China. She holds an MA in TESOL and a BA in Chinese Linguistics and Literature from the University of Social Sciences and Humanities, HCMC. She focuses her research on EFL learners' learning motivation, learning styles and strategies, English communication skills and reflective writing skills. Her recent research interests include psycholinguistics and cognitive linguistics, particularly in the context of teaching and learning foreign languages. In her future career, she hopes to contribute to the field of Second Language Acquisition via the research in her aforementioned interests.

² Luong Thi Kim Phung is a lecturer of English at Van Lang University. She obtains her BA in English Linguistics and Literature and MA in TESOL from the University of Social Sciences and Humanities, HCMC. Her recent research interests include computer assisted language learning, instructing English writing skills, language anxiety, and distance language learning.

THE EFFECTIVENESS OF USING TECHNOLOGY IN LEARNING ENGLISH

VAN LAM KIEU¹, DANG TRUC ANH², PHAM D. BAO TRAN³, VO T. THANH NGA⁴ , PHAM V. PHI HO⁵^{1,2,3,4,5} Van Lang University, VietnamCorrespondence: Van Lam Kieu, Email: vanlamkieu0907@gmail.com**Abstract**

This study found out about the effectiveness of using technology in learning English. However, few studies have been shown the effectiveness of technology in all English skills: Speaking, listening, reading, and writing skills. Third-year students of the Foreign Language Department at Van Lang University participated in this study for 2 weeks. The questions revolve around learning English and using technology in learning English. The researchers will then collect all the data of the responses to come to general conclusions for the study. The goal of using technology in learning English brings a strong potential to enhance language skills for learners and promote the process of learning English quickly. After using technology in learning English, we will see the effectiveness of the four skills, and this effect is expressed as a percentage (30%, 50%, 80%) based on the results obtained from the questionnaires.

Keywords: *Technology, learning English, effectiveness of using technology, English skills.*

A STUDY ON COLLABORATIVE ONLINE LEARNING AMONG EFL STUDENTS
IN VAN LANG UNIVERSITY (VLU)

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Abstract

The study aims to investigate the benefits as well as drawbacks that EFL students met when they studied in group online in Van Lang University. This based on the theoretical framework of Laila Rawahi and Abdu Mekhlafi (2015). This study was conducted with 60 students from freshmen to seniors majoring in foreign languages in Van Lang University (VLU) and already experienced online learning, they answered a questionnaire to point out what they faced with when working in group via Internet. The results show while some students find collaborative virtual learning methods beneficial in term of distance and the elimination of time as well as financial border, other ELF students had troubles in interaction and concentration. Moreover, findings suggest that some technological problems such as the Internet connection, weak computer skills still play as main threat leading to controversial issues between teammates. Moreover, some distractions such as social media, noisy outside environment and talkative members also influence the learning progress. It is implied from the study that e-learning is such an evolution in education; however, it is not totally effective for learning in group online. The purpose of this study will suggest some upsides and downsides of online collaborative learning so that schools and lecturers can seek solutions to solve the problems and enhance the positive impacts of online collaborative learning.

Keywords: *online learning, collaborative learning, learning in group, working in group*

Biodata

We have 4 students and one lecturer as our mentor in our team, and 5 of us are learning and working for Van Lang University (VLU) in Vietnam. Four of us are just third-year students of The Faculty of Foreign Languages, and this is the first time we have worked in a research paper with the help of our mentor, Ms. Ngo Thi Cam Thuy, who is experienced in doing a research paper. We had considered a lot before making the last decision, and we surely think that our work can be a source of information for others.

IMPROVING ENGLISH SPEAKING ABILITY THROUGH E-LEARNING

SU AI ANH THU¹, LE DO LAM VY², NGUYEN LE NGOC TRINH³, NGUYEN THI LAN ANH⁴^{1,2,3,4}*Van Lang University, Ho Chi Minh City**Corresponding author's email: khanhhang61@gmail.com***Abstract**

E-learning is an alternative approach to education, which mentions the utilization of information and transmission technologies to allow the way to online learning. Many previous studies have compared E-learning with face-to-face learning to find out the benefits and drawbacks of each method, and to see if they could substitute the other. However, few studies examined to see whether e-learning effects on English as Foreign Language (EFL) in speaking skill, some were successful to investigate but some were not. In order to fill this gap, this study demonstrates the effectiveness of e-learning in improving English speaking ability. To achieve the goal, the researchers used a random sampling method with twenty questionnaires and five questions to interview. Participants were fifty junior students of the Faculty of Foreign Language, who had two years of experience of studying speaking skills at Van Lang University (VLU) in Ho Chi Minh City. The procedure of collecting results lasted two weeks and data collection was analyzed based on the results presented in the chart. These findings shed light on the difficult factor students encountered when speaking English and highlight the progression of development speaking ability via E-learning.

Keywords: *E-learning, speaking ability, traditional learning, EFL.*

IMPROVING NON-MAJORED STUDENTS' FLUENCY IN THE ENGLISH SPEAKING SKILL IN THE ONLINE ENVIRONMENT VIA MS-TEAM

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Abstract

Teaching the speaking skill for non-majored students in the online environment with a large class size is a challenge for EFL teachers. Therefore, this study aims at exploring English speaking difficulties in the online environment in terms of interaction, and concentration in the relationship with the students' speaking fluency. The study involved about 70 non-English majors at Van Lang university in answering a questionnaire.

The results revealed that although students were taught the prescribed syllabus of balancing integrated skills, their teachers still had the trend of avoiding (or lessen the time) teaching the speaking skill online. The results further indicated that the learning of speaking online was passive, mostly because of the students' lack of input due to their low level and their lack of interaction with their teacher and peers. Findings are hoped to contribute to a better understanding of non-English majors' speaking fluency's difficulties in the online EFL context.

Then, a solution of adopting Microsoft Whiteboard, which is already integrated in Microsoft Teams, is suggested to partly help enhance the teacher- students' interaction, the most frequent and typical interaction, as a method to increase the students' fluency when learning online.

Keywords: *non-English major, speaking fluency, online learning, big size class, low level.*

Biodata

The authors of this paper are Phan Thi Ngoc Thach and Huynh Thi Nhu Duyen (both are MA. in TESOL). They are currently working in Van Lang University, Vietnam as lecturers for English non-majored students. They are strongly inspired by EFLresearch which leads to improvement in teaching and learning.

THE EFFECTS OF UBIQUITOUS LEARNING ON LEARNING EXPERIENCE AND LEARNERS' ENGAGEMENT IN ENGLISH SPEAKING CLASS

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Abstract

Although ubiquitous learning has been widely implemented in classrooms of other subjects, its existence in the language classroom is still scarce. Accordingly, this study aimed to examine how mobile learning could affect learners' learning experience and their engagement in a foreign language (i.e. English) classroom. This teaching methodology drew on learners' perception and background knowledge to enhance their learning experience. Specifically, twenty college students from a university in Vietnam, who were taking an English course at B2 level (CEFR), were invited to participate in the experiment. They were exposed to two learning conditions: learning with textbook-provided photos versus learning with their self-taken photos. In the latter condition, learners were asked to explore their surroundings and take photos on a designated theme. The self-taken photos were then used as alternatives to textbook-provided photos. The results revealed that learners preferred to learn with their self-taken photos as they found more familiarity, which subsequently reduced their perceived task difficulty and enhanced their course satisfaction. Regarding learners' engagement, data from the Motivated Strategies for Learning Questionnaire (MSLQ) also recorded variations in the strategies used in two conditions. Overall, this pilot study evidenced the efficiency of mobile learning in the language classroom, and reinforced the importance of learners' background knowledge in language learning.

Keywords: *ubiquitous learning, speaking, engagement, satisfaction, background knowledge*

Biodata

Thu-Nguyet T. Huynh is a lecturer at University of Foreign Language Studies, The University of Da Nang, Viet Nam. She received her MA in TEFL from University of Groningen, The Netherlands in 2015. She is currently a doctoral candidate at National Taiwan Normal University, Taipei, Taiwan. Her focal research interests are, but not limited to, cognitive psycholinguistics, CALL, and language teacher education.

TEACHERS' PERSPECTIVE ON IMPLEMENTING PRESENTATION – PRACTICE – PRODUCTION (PPP) APPROACH TO TEACH ENGLISH GRAMMAR IN VIETNAM**NGUYEN NGOC HUY***Van Lang University**Email: huy.nn@vlu.edu.vn***Abstract**

This paper illustrated a survey of Vietnamese teachers' perspective towards carrying out Presentation – Practice – Production method in order to teach English grammar in their teaching contexts, especially in Vietnam by employing questionnaires. This research is conducted in a university in Vietnam. Additionally, the research aims to the finding the teachers' point of view, the factors influencing teachers' choice of applying PPP approach when teaching English grammar.

The research instrument: questionnaire is employed to collect the reliable and valid data for the study. The research questionnaire distributes to 64 teachers in the VLU (Van Lang University).

The study has found that there are many factors affecting the choice if implementing PPP approach to teach English grammar and various views about the role of grammar in English language teaching in Vietnam.

Keywords: *PPP (Presentation – Practice – Production), VLU (Van Lang University), PoV (point of view)*

A STUDY OF FACEBOOK-BASED PEER COMMENTS ON L2 WRITING

HO VU PHI PHAM1,* ANH THI HOAI NGUYEN2

¹ Faculty of Foreign Languages, Van Lang University, Vietnam² Faculty of Foreign Languages, College of foreign economic relations, Vietnam*Corresponding author. Email: ho.pvp@vlu.edu.vn**Abstract**

Over the last decade, various studies have contributed to the field of research around Computer-mediated Communication (CMC) tools such as Facebook Group as an alternative method for teaching English writing. In the review of Facebook in the L2 writing process, the study has found that the advent of Facebook integrated into a conventional writing class further necessitates the need for scrutinizing how to shape the quality of comments posted on Facebook Group and how to make use of these given comments in writing. The aim of this study is to further explore the study of Facebook-based peer comments on EFL students' writing revisions, which may aid in answering how Facebook-based peer comments help learners improve their writing. The contribution of this study is to address writing teachers that play an important role in applying technology into their own writing classes to help students with peer commenting activities and also students who actively take advantage of Facebook Group in learning outside classrooms.

Keywords: *peer comment, writing revision, Facebook-based*

DISCOURSE ANALYSIS OF EFL STUDENTS' ATTITUDES AND SOCIAL INTERACTIONS TOWARDS A VIRTUAL CLASSROOM

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Abstract

This paper aims to examine the discourse of English as a Foreign Language (EFL) learners' attitudes and social interactions towards a virtual classroom of Hoa Sen University Mlearning System. The system is built on Moodle platform where educators and learners are empowered to create personalized virtual classrooms in a secure and integrated environment. Through social network-like features, teachers and learners have opportunities to exchange more ideas about lessons after school to promote independence in learning and strengthen social relationships. Computer-Mediated Communication (CMC) refers to interactivity between or among people through mediated channels of communication. A myriad of studies on the use of CMC of foreign language learners have been conducted; however, there is little research using discourse analysis to explore students' attitudes and social interactions in language learning contexts. This paper uses an interpretive methodology by working from quantitative and qualitative data. The participants were 100 non-English major students of an English Writing class for one semester. Besides, statistics from students' interactions and post-interviews were analyzed based on discourse analysis. The results showed that learners had positive responses and attitudes towards the virtual classroom. Finally, some implications for EFL learning and teaching using virtual classrooms were discussed.

Keywords: *discourse analysis, CMC, virtual classrooms, EFL learners, attitudes and social interactions.*

Biodata

Hai Tran Quang is currently a lecturer of English at Hoa Sen University, Vietnam. His accumulated experience from working at various educational institutions has equipped him with ample confidence and skills in language teaching. His interests are Linguistics, Virtual Communities, and Teaching - Learning Practices.

DEVELOPING EDUCATION IN VIETNAM IN THE CONTEXT OF INTERNATIONAL INTEGRATION**NGUYEN MINH TRI***Politics and National Defense Education Center, HCMC University of Technology (HUTECH),***Corresponding author. Email: nm.tri@hutech.edu.vn***Abstract**

With a lofty goal and mission, it is the mission of "cultivating people". Education and digging have an important role to play in the development of society. Education not only trains people with good knowledge and expertise, but also trains people with good moral and physical qualities, effectively serving the socio-economic development associations of each country, each ethnic group.

Today, all countries in the world, including Vietnam, consider investment in education and training to be investment in development not only for today's generation, but also for the next generation, and identify development of education and training as a top national policy. In the context of international integration, Vietnam's education faces many difficulties and challenges when our education is still too heavy on transmitting knowledge but not directed to the quality and capacity development of learners; the quality of the contingent of teachers and administrators is not equal; The infrastructure system still has many limitations. The problem is that Vietnam needs appropriate solutions to develop education to meet the requirements posed by citizens in the process of international integration.

Keywords: *Education, training, international integration, Vietnam.*

INSIGHTS FROM DIFFICULTIES ENCOUNTERED AMONG STUDENTS WHOSE MAJOR IS
TRANSLATION AND & INTERPRETING IN ENGLISH

TRUONG THI MAI HANH

*Van Lang University, Ho Chi Minh City, Vietnam***Corresponding author's email: hanh.ttm@vlu.edu.vn***Abstract**

One area that remains problematic among students whose major is Translation and Interpreting in English is the ability to understand and deal with basic and necessary concepts in the field of banking and finance in English. This article reports initial findings from a case study done with the students taking an English for Banking and Finance course in a university. The paper initially provides different views of difficulties in learning and proceeds with describing the setting of the present investigation. Based on qualitative inquiry, self-reports and interviews, data are collected and themes are drawn. Moreover, the article concludes with useful insights on strategies from the students to address their own problems and implications for possible techniques in helping students address these issues.

Key words: *English for Banking and Finance, Learning Strategies, Teaching Techniques*

Biodata:

Truong Thị Mai Hạnh holds an M. A in TESOL from University of Social Sciences and Humanities and her dissertation which delves on reading skills in English in 2007. She is currently a lecturer at Faculty of English at Van Lang University in Ho Chi Minh City. Her research interests are on the areas of Applied Linguistic.

USING PEER ASSESSMENT IN WRITING FOR EFL LEARNERS

NGO NHAT PHUONG QUYNH*

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This study aimed at exploring the effect of using peer assessment in writing improvement of EFL students. In this paper, 30 students have to be guided by using peer assessment approach in their writing skill at class and after that they take their classmates' feedback into account as a tool in order to reflect their own improvement. What is crucial here is whether the peer assessment method can boost the learners' writing performance or not as well as how profound their upgrade in writing is which play an integral role in this paper. Additionally, there are some related papers pointing out the benefits and drawbacks when the teachers apply the peer assessment in considering their students' progress in learning writing. Besides, the specific data are provided which is yielded to reach the key targets at the end. More specifically, the results of this paper are linked to students' attitudes regarding learning writing by applying peer assessment that will help the teachers in selecting the more compatible method for writing class in the foreseeable future.

Keywords: *Writing performance, Writing a paragraph, Peer assessment approach, The learners' improvement.*

Biodata

My full name is Ngo Nhat Phuong Quynh. At present, I am an English teacher at Van Lang University. Also, I am living in Vietnam, Ho Chi Minh City. In relation to my teaching fields, I am into teaching Speaking, Reading, Writing as these subjects are complementary to each other. Thereby, I am keen on conducting research in Speaking, Reading, Writing. Finally, I have 7 years in teaching.

**STUDENTS' PERCEPTION TOWARD THE USE OF MOODLE- BASED LMS IN LEARNING
SPEAKING SKILL AT TERTIARY LEVEL****H. N. TRUONG***Van Lang University, Faculty of Foreign Languages, Ho Chi Minh city, Viet Nam**Email: ngoc.th@vlu.edu.vn***Abstract**

Technology has profoundly changed the way knowledge is transmitted and acquired, from exclusively classroom-based instruction to the hybrid of on-class interaction and online study. Given the prominence of blended learning in the field of language acquisition, the study aims to set light on the students' attitude toward the implementation of Moodle-based LMS in teaching and learning speaking skill at Van Lang University. The study employed quantitative research method and a questionnaire was selected as the research instrument to find out the opinions of 24 English-majored students at Van Lang University. The finding showed that the majority of the participants found the additional practices on LMS useful for developing speaking skills, particularly grammatical competence including grammar, vocabulary and pronunciation. In addition, the recommendations on the hallmarks of desirable feedbacks on students' recordings may as well help teachers to design appropriate criteria for constructive criticism on students' spoken performance. In essence, while face-to-face interaction still remains indispensable in improving speaking skills, it should be supplemented with Moodle-based LMS practices for the better acquisition of speaking competence.

Keywords: *blended learning, Moodle-based LMS, speaking skills.*

THE IMPACT OF PROJECT WORKS ON SPEAKING PERFORMANCE OF ENGLISH- MAJORED STUDENTS AT NGUYEN TAT THANH UNIVERSITY**PHAM THI NGOAN***Nguyen Tat Thanh University**Email: phamngoan1990@gmail.com***Abstract**

Thanks to global integration, English language has increasingly played a crucial role in people's work and life. Among four skills, speaking seems the most challenging. Therefore, lots of teaching approaches have been adopted to improve speaking skills. The current study entitled "The impact of project works on speaking performance of English- majored students at Nguyen Tat Thanh University" was conducted with the participation of 80 English-major freshmen. The objectives included the investigation of PBL's effects on oral performance improvement and students' attitude toward this approach. The study design was combined between quasi-experimental (video making) and qualitative approach with the utilization of pre-posttests, questionnaires and semi-structured interviews. After having analyzed the data, there were some major findings revealed. Firstly, PBL did not significantly impact on students' speaking in general and had both insignificant and significant effects on their vocabulary and interactive communication. Secondly, students expressed their positive attitude toward the impact of PBL on interactive communication and neutral attitude toward vocabulary and speaking affected by PBL. Moreover, they strongly agreed that PBL is effective in enhancing their confidence, motivation, teamwork and critical thinking.

Keywords: *project, speaking, mixed method, attitude*

Biodata

Pham Thi Ngoan is an English Language lecturer at Nguyen Tat Thanh University, Vietnam. She completed bachelor's degree in Business English at HCMC University of Pedagogy in Vietnam. Furthermore, she obtained Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL) at HCMC Open University in Vietnam. Her current interests are composed of language assessment, linguistics, and teaching methodology in Vietnam and other contexts.

THE USE OF VIDEO DUBBING TO ENHANCE NON-ENGLISH MAJOR STUDENTS' SPEAKING SKILL AT HUNG VUONG UNIVERSITY**NGUYEN THI PHUONG THAO***Hung Vung University**Email: nguyent.phuongthao@hvu.edu.vn***Abstract**

Mastering speaking skill has become a desired aim for language learning due to its importance in the globalized world. However, it is not easy for English learners to achieve their fluency and proficiency in English speaking skill. This experimental study aimed to improve the students' English speaking skill by using video dubbing as homework tasks. The participants were 33 second-year non-English major students who were at pre-intermediate level. Random technique was used to assign students into two groups: control group and experimental group. The experimental group (n=17) was taught by using video dubbing method while the other group (n=16) was taught by PPP (Presentation – Practice – Production) teaching method. Data was collected through speaking test scores of students by dubbing videos posted on Flipgrid throughout each week before it was analyzed with SPSS software. The rest results revealed that the students' fluency and proficiency were much significantly improved. Moreover, the study also showed the students' positive attitudes toward speaking tasks' fulfillment at home. The study has created a significant effect on both students and teachers at Hung Vuong University as well as has promoted English learning movement in HVU community.

Keywords: *video dubbing, speaking skill, positive attitudes*

HO CHI MINH CITY COLLEGE STUDENTS' ATTITUDES TOWARDS THE IELTS ACADEMIC TEST

PHUONG NGOC HO^{1,*} HANG THI THU VO²^{1,2} Van Lang University**Corresponding author's email: phuong.187na11197@vanlanguni.vn***Abstract**

The IELTS test has expanded its availability and reliability worldwide. The test is not only open in more than 90 countries, but also is used as a proof of one's English proficiency in 10,000 organizations (Why accept IELTS scores?, 2020). That is why there is a rapid increase in the amount of research embarked to investigate the attitudes of IELTS test takers in various countries, including Vietnam. Nevertheless, a few research was conducted to find out the overall attitudes of Vietnamese test takers to the IELTS test and its four components, which are Listening, Reading, Speaking and Writing. Therefore, our research aims to fill this gap. This study follow qualitative design. Accordingly, a 20-item online questionnaire was developed and 253 answers was recorded. We also invited 10 students to participate in our semi-structured interview. The findings shows that nearly 90% of the participants, college students majoring in social sciences and natural sciences, greatly appreciate the role of the IELTS test as well as its quality in term of examiers and tests. Besides, the Writing section of the IELTS test is considered to be the most difficult section. These findings can clarify the attitudes of college students towards each section of the IELTS Academic test and the relationship between their attitudes and their educational background or age.

Keywords: *attitudes, college students, IELTS.*

THE ROLE OF COLLOCATION IN THE ENGLISH TEACHING AND LEARNING

BUI THI LOC

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English collocation is a huge part of English language. It comprises much of speech and writing. The proficiency in English depends greatly on the use of collocation. Acquiring the collocation is crucial and challenging as well as problematic to non-native English speakers. It is, nevertheless, noticed that collocation is still underestimated in different EFL contexts, which may hinder the fluency in speaking and writing of English learners. This paper, therefore, is devoted to the elaboration on the concept of collocation, the significance of collocation and some suggestions on how to teach and learn collocation in order to improve speaking and writing skills.

Keywords: *collocation, elaboration, EFL contexts, concept*

LOCKDOWN READING: A TRANSMEDIA READING MOTIVATION PERSPECTIVE

FARINA TAZIJAN, ROFIZA ABOO BAKAR, & FAZLIN RAMLI

*Universiti Teknologi MARA, CAWANGAN PULAU PINANG**Corresponding author's email: ftazijan@gmail.com***Abstract**

During this Covid-19 pandemic, many online platforms surface to help young adults cope with loneliness, isolation and emptiness of not being able to socialize with friends. Online games like Isolation, Pathogens, The State, The Economy, Playgrounds, Life After Crisis, Solitaire, The Plague emerge with a common theme which is about Covid-19. As online games move towards this theme, online fictional stories also flourished. Many young writers and readers turn to Wattpad to write during this pandemic. Wattpad emerges as one of the largest platforms for user-generated stories or transmedia stories during this period. Hence, young adult readers turn to online platform or story sharing site to read. Motivation to read this type of online stories seemed to increase during this lockdown. With this in view, this study seeks to investigate the reading motivation of young adults reading transmedia stories during this lockdown period. A semi-structured interview was conducted to provide the insights of the reading motivation among young adults and results yielded the reading habit and attitude during this lock down period. It is hope with this research, a better understanding of of the phenomena of reading habits and attitude towards transmedia stories in Malaysia is gathered.

Keywords: *Reading Motivation, Transmedia Stories, Wattpad*

Biodata

Farina Tazijan is a Senior Lecturer in Universiti TeknologiMARA, Penang, Malaysia. Her interest is on the research field of the new media, Social Media Language Learning (SMLL) ,particularly on Transmedia Narratives and Gamification Learning. She has published research works on transmedia narratives on language learning, gamification and motivation on young adult learners.

Nor Fazlin Mohd Ramli (PhD) is an English as Second Language senior lecturer at the Akademi Pengajian Bahasa (APB), Universiti Teknologi MARA Malaysia. She has been teaching English Proficiency courses as well as Applied Linguistic courses for 18 years. She completed her PhD at Universiti Kebangsaan Malaysia. Currently, she holds the post of the Head of Postgraduate Study Centre of APB, UiTM. Her research interests lie in the area of ESL reading online, online ESL adult learners, instructional design and learners' metacognitive strategies. Besides teaching, she also conducts workshops, gives talks and collaborates with other researchers in related disciplines. She has published both nationally and internationally.

Dr. Rofiza Aboo Bakar is attached to the Universiti TeknologiMARA, Penang, Malaysia and has been with the university for twenty-three years. For the entire tenure, she has had the experience of being a lecturer, writer, researcher, trainer, consultant and administrator. She is currently the Head of Centre for the Academy of Language Studies. She holds a PhD degree in Educational Psychology from the University of Science, Malaysia. In 2015, she was also conferred by the university the Tun Tan Sri Dato' Dr. Haji Hamdan Sheikh Tahir Medal for being the best PhD student in the School of Educational Studies. She also holds a Master's Degree in Educational Psychology from the University of Science, Malaysia, and the Bachelor's degree in Teaching of English as a Second Language from the University of Malaya.

ASSESSING LEXICAL FEATURES AND PROVIDING FEEDBACK ON EFL LEARNERS' IELTS WRITING WITH LAMB NLP

NGO CONG-LEM

*Monash University**Email: ngoconglem@gmail.com***Abstract**

IELTS is a widely recognized test across institutions in the world. With an increasing trend of applying L2 standardized proficiency as admission requirement and benchmark graduation, more English as a foreign language (EFL) learners are increasingly drawn toward taking the test. Among the four skills assessed in the language test, writing is one of the most difficult skills to master. To improve this skill, it is essential for language learners to receive feedback frequently from their teachers or trainers. Yet, grading writing is often a daunting task for teachers due to its laborious nature, which is exacerbated with their heavy teaching workload. In addition, as humans, grading a large number of students' essays can make the language educators ineffective and subjective to judgemental errors. Natural language processing (NLP) techniques have long been applied in writing evaluation, for example, the writing e-rater of Educational Testing Service (ETS) in the USA. However, such effort is still carried out in a limited manner, largely due to the lack of appropriate applications to perform such a task. This presentation reports on a web-based application, LambNLP, developed by the author utilising both statistical and rule-based NLP methods to assess and provide feedback on learners' IELTS writing (i.e., both writing task 1 and task 2). Specifically, to be presented are how the web app was developed, the linguistic aspects it evaluates and a demonstration of its usage. The ubiquity of this web-based technology together with its useful features of LambNLP are promising for various language learning and assessment purposes, empowering both language teachers and learners in IELTS writing training. Pedagogical implications are discussed.

Keywords: *natural language processing, web-based language learning, IELTS, writing skill, writing evaluation*

Biodata:

Ngo Cong Lem is a former lecturer at Dalat University, and is currently a PhD candidate at Monash University, Australia. He was awarded a Master of Arts degree from the National Taiwan University of Science and Technology, Taiwan, in 2019. His research interests involve TESOL, computer-assisted language learning, and teacher professional development.

MEASURING DIGITAL COMPETENCE OF BUH LECTURERS IN DISTANT ONLINE LEARNING DURING THE COVID-19 PANDEMIC**NGUYEN QUANG NHAT, NGUYEN HONG OANH***Banking University HCMC**Corresponding email: nhatng@buh.edu.vn***Abstract**

The overall vision for 21st century learning has incorporated digitalisation as a key focus in teaching and learning practices. This shift became more prevalent during the Covid-19 outbreak when all teaching and learning were provided online via distant social learning. Consequently, a number of practitioners and researchers have attempted alternatives forms of teaching and learning based on an active learning philosophy to provide better learning outcomes during this special era. Using the DigiCompEdu (2017), this study investigates to what extent lecturers at Banking University HCMC (BUH) are digitally competent. The 22-item quantitative survey indicates that about 50% of the sample is at one competency band. Digital competence also varies with and without formal ICT-certification. For substantial transformative changes to occur, a more varied and individualised CPD is recommended, using the DigiCompEdu as a diagnostic guide. These results aim to inform more local initiatives to facilitate the shift towards a bottom-up process, informed by actual realities with regards to skills and competences.

Keywords: *Digital Competence, Professional Development, Distant Online Learning, Covid-19*

INDICATIONS OF PAIRED- VS. GROUPED-PEER FEEDBACK ON STUDENTS' WRITING ACTIVITIES

LOI NGUYEN TAN^{1*}, PHAM VU PHI HO²¹*HCMC University of Information Technology*²*Van Lang University***Corresponding author. Email: nguyentanloi2802@gmail.com***Abstract**

L2 teachers in Writing have long been using peer feedback to help students improve their skills in writing in the classrooms. While findings from nearly all studies have shown paired-peer feedback and grouped-peer feedback to enhance student writing performance, few studies have attempted to compare the effect of paired and grouped-peer feedback on writing performance. If the results of paired and grouped-peer feedback are thus proposed, the view of using paired and grouped-peer feedback is further clarified in the EFL written guidance, so teachers can have a clearer understanding of the appropriate arrangement for students to receive paired or clustered peer reviews. This helps educators to organize their students in a writing classroom. First, in the current post, we shall address the theoretical basis of peer reviews. We will review previous feedback studies by analyzing paired-peer feedback and grouped-peer feedback behaviors in both foreign and Vietnamese contexts. Finally, we will define the research differences on the basis of theoretical review and previous studies.

Keywords: *Writing activities; Paired-peer feedback; writing performance; grouped-peer feedback*

Biodata

¹I am currently a guest lecturer at Vietnam National University Ho Chi Minh City, University of Information Technology and University of Social Sciences and Humanities. I have been teaching General English for non-major students since 2017. I am particularly interested in language learners' writing skill development.

A STUDY ON INTERACTION PATTERNS IN LANGUAGE LEARNING ONLINE CLASSES – ADAPTATION AND EFFICIENCY

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Abstract

The aim of our research entitled “A study on interaction patterns in language learning online classes – adaptation and efficiency” is to elaborate that in an online ESL/EFL class, tremendous interaction patterns can be employed by the teacher in order to enhance classroom atmosphere for students’ better involvement and collaboration as well as alter the pace of a lesson. Similar to offline classes, there are several prevailing interaction patterns in internet-based language learning classes namely teacher-centered and student-centered. Drawn on several frameworks on interaction, this study aims to explore different types of interaction forms applied in two distinct language learning online classes with 45 participants including both teachers and students at an international primary institution in Hanoi during the Covid-19 pandemic. Furthermore, the researchers compared the interaction patterns taking place in both classes to identify their similarities and differences. Findings show that the most dominant interaction adopted in the two classes was teacher-student, especially instructor to the whole class, instructor to each member in the classroom and learners to instructor and there were no obvious distinctions of interactions used in the class by the two teachers but the teacher’s preference in utilizing certain interaction forms based on the characteristics of every single class. Additional pedagogical recommendations for online English courses would then be put forth based on the data gathered.

Keywords: *Interaction patterns, language learning, online classes.*

Biodata

1. M.A. Vu Thi Thanh, Vietnam National University, Hanoi, Vietnam. She has been working as an English Lecturer of Vietnam National University, Hanoi, Vietnam. She used to be an English Lecturer in Faculty of English, Hanoi National University of Education from 2016 to 2018. Her main interests include Textbook Writing, Academic Translation, Academic Writing, Teaching methodologies.

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TRANSITION FROM TEXTBOOK TO DIGITAL DELIVERY

JOHN BLAKE

*University of Aizu**jblake@u-aizu.ac.jp***Abstract**

This paper describes, explains and evaluates the transformation of a text-based course into a multimodal, open-access course website. Based on an extensive needs analysis, a course website was selected to house materials for a tailor-made thesis writing and presentations course for computer science majors. The theoretical underpinnings based on beliefs regarding language, learning and learners were formulated. One of the core concepts was the desire to develop learner autonomy. With this pedagogic base, the scope, focus and objectives of the course units were decided and then the course content was created. Some practical website design concepts, including the separation of content, styling and behaviours are discussed. Extensive usability testing was conducted using focus groups to identify potential improvements to the readability and usability of the website. This course website has been positively evaluated by both course tutors and learners since its initial release. The currently deployed version is a user-friendly, learner-friendly website that is easy to maintain and update. Future work will focus on improving learner engagement and improving the user experience.

Keywords: *online course development, learner autonomy, website development, readability, usability*

Biodata:

John Blake is a senior associate professor in the Center for Language Research at the University of Aizu in Japan. He holds degrees in linguistics, education, computer science and management. His research draws on corpus linguistics to analyze texts and computational linguistics to create rule-based and probabilistic-based pattern-matching tools

FREQUENCY EMPLOYMENTS OF DIRECT REFUSAL STRATEGIES OF OFFERS BY THE
NATIVE SPEAKERS OF AMERICAN ENGLISH AND THE VIETNAMESE

YEN VUONG THI HAI

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Abstract

According to Searle (1969), the production of speech acts, such as making requests, asking questions, making promises, or refusing have existence in all languages. Like other speech acts, refusals of requests, offers, invitations, suggestions etc are widely used to express the recipients' declination in conversations. Up to now, there have been many researchers conducting the speech acts of refusals in the world as well as in Vietnam. In fact, it is interesting but also causes a lot of confusions for the people who have different cultures. The refusal is contrary to the interlocutor's desires. Therefore, how to refuse not making other people feel hurt and how to be in good terms with other people are very essential and vital. This study focuses on discovering some frequency employments of direct refusal strategies of offers used by the native speakers of American English and the Vietnamese. 85 Vietnamese literary works; 35 American ones and some Vietnamese and American films broadcast on Vietnam Television Station were collected and sorted out. Through the article, the writer hopes that similarities and differences in frequency employments of direct refusal strategies of offers in both languages drawn from the research will partly contribute to improve the qualities of teaching - learning English for the Vietnamese as well as Vietnamese to foreigners.

Keywords: *speech acts of refusals, offers, refusals of offers, direct refusal strategy, frequency employments*

Biodata:

Dr. YEN Vuong Thi Hai is an English lecturer at Hanoi Metropolitan University, Vietnam. She has been teaching English for 20 years. Her interests are Teaching English Linguistics and Educational Linguistics; Phonetics and Phonology; Online Teaching and Learning; Teaching Language Skills; Teaching Vocabulary, Grammar and Pronunciation; English teaching methodology and contrastive analysis. She has published one book and many articles about English teaching methodology issues and contrastive analysis of linguistics. She can be reached at: vthyen@daihocthudo.edu.vn

TERTIARY NON-ENGLISH MAJORS' ATTITUDES TOWARDS AUTONOMOUS TECHNOLOGY-BASED LANGUAGE LEARNING

THAO QUOC TRAN^{1,*} HUY DUONG²¹ *Ho Chi Minh City University of Technology (HUTECH), Vietnam*² *Da Lat University, Vietnam***Corresponding author's email: tq.thao@hutech.edu.vn***Abstract**

Technology has emerged as an indispensable part of general education and, in particular, English language education. Accordingly, the utilization of technology for autonomous language learning (ALL) should be imperative. This research, therefore, aims to scrutinize non-English majors' attitudes towards autonomous technology-based language learning (ATLL) at the context of Da Lat University. The research participants were 425 non-English majors conveniently sampled answering the closed-ended questionnaires, and 25 of whom were invited for semi-structured interviews. The quantitative data from questionnaires were processed by SPSS, while the qualitative data from interviews were analyzed employing the content analysis approach. The results unraveled that the research participants had positive attitudes towards ATLL. Among three components of attitudes, it was found out that non-English majors were highly conscious of the important roles of technology in ALL (cognitive attitudes), they had positive feelings towards the use of technology in ALL (affective attitudes), and they were unsure of activities for using technology for ALL (behavioral attitudes). Such preliminary results are expected to contribute to the understanding on the enhancement of learner autonomy by integrating technology into autonomous English language teaching and learning.

Keywords: *attitude, autonomy, non-English major, technology, language learning*

USING COLLOCATIONS TO ENHANCE ACADEMIC WRITING: A SURVEY STUDY AT VAN LANG UNIVERSITY

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Collocations, as formulaic language, have brought not only benefits but also challenges to EFL learners' academic writing. The functions of these chunks in academic writing need examining for a long time. Under certain constraints of the research setting, the current study explored both students' and lecturers' standpoints on using collocations to enhance academic writing. As one of quite a few studies in Vietnamese context, the research included 47 English-major juniors and 5 English lecturers at Van Lang University, Hochiminh City, in the first semester of 2020-2021 academic year. Two research instruments were employed: the online questionnaire (to students) and the email interview (to lecturers). Thematic analysis and descriptive statistics by SPSS (version 20) were utilized to describe both stakeholders' insights into the research problem. Major findings illustrated that the students' demotivation of extensive reading and collocational practice were additional barriers to the collocational acquisition. Learners' and teachers' perspectives on the benefits of collocations in academic writing are congruent; however, the ignorance of collocations in language instruction and ineffective learning strategies might cause many constraints. The study results might provoke questions of whether using corpus-based tools (instructed or non-instructed) could have any impacts on students' collocation use in their academic writing. Thus, the results might draw attention to the need of teachers' and learners' reflection and recommends a few ideas for future research.

Keywords: *collocations, formulaic language, academic writing, corpus-based tools*

Biodata

Duong Thanh Hung Duc graduated from Hochiminh City Open University in 2017 with his MA in TESOL. He has been teaching reading, writing, and grammar to English-major students at Van Lang University for 7 years. He is interested in researching language testing and MALL.

Nguyen Dai Trang Nha graduated from Hochiminh City University of Social Science and Humanities in 2016 with her MA in TESOL. She has been teaching all four language skills to English-major students at Van Lang University for nearly 3 years. Incorporating innovations into language teaching is her main research interest.

THE IMPACTS OF THE BILINGUALITY ON LEARNING A THIRD LANGUAGE FOR SENIOR EFL STUDENTS IN VAN LANG UNIVERSITY

TUONG V. QUACH^{1*}, TRUNG T. NGUYEN²

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Abstract

In this modern time, the trend of being able to use more than two languages has been popular all over the world, especially in developed countries, and Vietnam is not an exception. In Vietnam, Van Lang University (VLU) is a university which its faculty of foreign languages teaches Japanese, Chinese and French as a mandatory subject beside English major. In previous language research, researchers only focused on the European (Latin based) languages having same forms of language. Therefore cannot fully reflect the impacts of bilinguality on the learning of all forms of language. This research aims to illuminate whether or not bilinguality has positive impacts over those who speak one language on the acquisition of a new language that in different language forms. Researchers collect data by interviewing and conducting surveys on 200 EFL students in VLU whose third language are Chinese, Japanese. After all bias factors have been taken into consideration, it is readily apparent that bilinguality has many impacts on the participants' languages acquisition.

Key words: *senior EFL students in VLU; bilinguality; mono tongue; impacts; third language acquisition; mandatory subject*

Biodata

Nguyen Thanh Trung - third-year EFL students in VLU, Vietnam, 4-essential English skills, basic level of Japanese and teaching skills. Taking research interest in figuring out the relationship between Chinese-Vietnamese sounds system and Kanji characters in Japanese, to understand how it helps us to shorten our study process.

Quach Vi Tuong - third-year EFL students in VLU, Vietnam, 4-essential English skills, teaching skills. Taking interest in finding out how EFL students deal with their third language acquisition and how previous experiences have impacts on them.

**BLENDED LEARNING WITH TECHNOLOGY-BASED ACTIVITIES IN INTERPRETING COURSES
– A TRIAL IN VIETNAM****NGUYEN THI NHU NGOC***University of Social Sciences & Humanities, Vietnam National University - Ho Chi Minh City**Email: nhungoc@hcmussh.edu.vn***Abstract**

Translation education has now witnessed its great development in many universities, especially those in Asian developing countries, including Vietnam. For students of generation Z in the time of technology 4.0, traditional methods using texts in books for written translation and audio-visual tapes for spoken translation is no longer a premier choice because they favor technology-based ones. In this paper, a trial of blended learning with technology-based activities in an interpreting class of 30 translation majors in Vietnam was conducted. The instructor designed and employed digital technology-based activities in the form of blended learning. Based on a survey on the students' experience with such activities, the paper finds out positive effects of blended learning and technologies on students' interpreting competence. This combination really provides students with hands-on practice for their future career, and is supposed to be a new choice for teachers of translation with similar teaching contexts in Asia.

Keywords: *translation, interpreting, blended learning, technology, learning activity*

MENTAL IMPACTS ON EFL JUNIOR STUDENTS' PRESENTATION SKILL AT VAN LANG UNIVERSITY

HO THI THANH TUYEN¹, LE THI QUYNH NHU², NGUYEN THI TRANG³, TRINH SANG TRANG⁴, NGUYEN PHU HUNG⁵^{1,2,3,4,5} Van Lang University, VietnamCorresponding author's email: bui.number1@gmail.com**Abstract**

In the modern era, presentation skill is known as a fundamental and essential skill for everybody. Numerous researchers have already been and are doing research, for example, EFL junior students' educational background and their learning subjects (Speaking and Public Speaking). Accordingly, this research aims to have a look at challenges in the psychological field. The qualitative method and the quantitative method are research measures in this study, in which 200 EFL junior students of Van Lang University. The information collections are gotten by a mix of interviews and surveys with questions concerning the challenges in Presentation Skill. The results of this research may show that students experience problems with Presentation Skill in the field given anxieties, regrets, and stress. Additionally, the outcomes may show that students have obstacles to Presentation Skill on account of vocabularies and grammar. This research investigated presentation challenges in the psychological field and a few basic obstacles, for example, the feelings of presenters/audience members, the practice at university/home, and so on. This study also provides some guidance for everyone to improve presentation ability in both academic and non-academic environments.

Keywords: *anxiety, regret, stress, presentation skill, public speaking***Biodata**

1. Ho Thi Thanh Tuyen, student, Van Lang University, Vietnam, 4-essential English skills, take research interest in observing students' public speaking skills and realizing that most of them having obstacles, experience in translation.
2. Le Thi Quynh Nhu, student, Van Lang University, Vietnam, 4-essential English skills and teaching skills, take research interest in finding out why students are so afraid of presentation, experience in teaching.
3. Nguyen Thi Trang, student, Van Lang University, 4-essential English skills take research interest in helping students to discover the obstacles therefore helping researchers in return.
4. Trinh Sang Trang, student, Van Lang University, 4-essential English skills, take research interest in learning students' mental state while giving a presentation.
5. Nguyen Phu Hung, student, Van Lang University, 4-essential English skills and teaching skills, take research interest in wanting to know why junior students have bad presentations.

DOCUMENTING A VISUALLY IMPAIRED LEARNER'S EXPERIENCE USING AUDIBLE DURING COVID-19 PANDEMIC

***NOR FAZLIN MOHD RAMLI^{1*}, NOOR AHNIS OTHMAN², AINI AKMAR MOHD KASIM³,
MOHAMMAD RADZI MANAP⁴, NURZETI ABDUL GHAFAR⁵, MOHAMAD ASRI ARSHAD⁶**

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Abstract

Language instructors face various challenges in fulfilling their tasks. Addressing the special needs of students with different needs is one of the greatest challenges confronting them. Such challenge could be even more daunting when there is little support provided by the institution when it comes to special needs students. This paper focuses on documenting how a visually impaired language learner uses available technology to assist him in attending a language course at tertiary level. This paper highlights several advantages as well as disadvantages of an application called *Audible* from the perspective of a visually impaired language learner. Apart from that, the student's hopes and expectations related to the application were also recorded. This documentation may help enlighten relevant parties including language instructors, application designers or even policy makers, on the challenges faced by visually impaired students in learning. This in turn will help the relevant parties to provide better assistance to the students.

Keywords: *Visually impaired, Audible, Assistive technology, Inclusive education*

THE CHALLENGES OF E-LEARNING THROUGH MICROSOFT TEAMS FOR EFL STUDENTS AT VAN LANG UNIVERSITY IN COVID-19NGUYEN HUYEN UYEN NHI^{1*}, DUONG LY NHAT TAM²^{1,2}*Van Lang University*Corresponding author's email: uyennhi09012000@gmail.com**Abstract**

E-learning, which is gradually becoming popular all over the world, is broadly used in higher education. Tamm (2019) found that e-learning means the learners use products of technology to acquire knowledge. Rouse (2020) defined Microsoft Teams as a software in the Office 360 software suite, its notable functions include file sharing, messaging, video calling, and video conferences. In previous research papers, there have been topics related to online learning in COVID-19, but there may be no topic related to a specific software like Microsoft Teams so the study will focus only on analyzing the difficulties of EFL students at Van Lang University while they take an online course via Microsoft Teams in COVID-19. The research is done by both quantitative and qualitative methods for 200 EFL students in Van Lang university to find the answer for the problems. One of the most interesting things about the research is the study being done after the outbreak of corona disease; therefore, all the survey participants had to study online. To sum up, this paper is suggested that identifying these challenges may help English teachers and instructors in well-designing teaching methods. That is the reason why they will have a right look at the roles of e-learning, so the result of the research is something worth looking forward to.

Keywords: *E-learning, Microsoft Teams, challenges, COVID-19***Biodata**

Nguyen Tran Uyen Nhi is a lecturer in the ESP Department, DUFL. She received her Master of Education from Queensland University in Australia, and her Bachelor in English language from DUFL. Her teaching areas and research interests include linguistic subjects, and interpretation area alike. She has been a member of the university group carrying out the 2020 National Project of Foreign Languages. She is (co-)author of several journal papers and publications in international conference proceedings.

DIFFICULTY IN WRITING ENGLISH OF VAN LANG UNIVERSITY STUDENTS

NGUYEN NGOC BAO TRANG^{1*}, TRAN NGUYEN THU THUY²^{1,2}*Van Lang University***Corresponding Email: nguyenngoebaotrang.00@gmail.com***Abstract**

In the modern era, writing English is an essential element for everyone and a primary role in promoting the development of the world. However, people believe that it is a difficult skill as well as a huge barrier for the world in general and Van Lang university students in particular. Therefore, the purpose of this research is to investigate difficulties in academic English writing. The probability method of sampling is a research measure in this study, in which 200 students of Van Lang university is divided into two groups, each group has 100 students. Specimens are randomly selected from each group to get samples for this research. The data collections of this research are received by a combination of interviews and questionnaires with clear questions about the difficulty in writing English. The results of this research showed that students who have difficulties in writing English academics because of a lack of grammatical structure, poor academic vocabulary, and difficulty in organize ideas. The junior (JN) has more writing difficulties than the freshman (FM). This research explored writing difficulties in the English academic and several basic causes of these difficulties which always exist with us but it is ignored by students such as habits in writing, practice at home, etc. Besides that, this benefit of this study is to point out the mistakes of them to help them improve their skill in writing English academics.

Keywords: *English language, academic writing, writing difficulties, problems, writing skill.*

Biodata

Nguyen Ngoc Bao Trang - third year EFL in Van Lang university, 4 essential English skills, basic level of Business and Japanese. Conducting research of difficulty in English writing of student of the world in general and Van Lang university in specific to finding out the solutions to this problems.

Tran Nguyen Thu Thuy – third year EFL students in VLU, Vietnam, 4-essential skills, basic level of teaching skills. Taking interest in finding out the difficulty, the barrier of VLU students in writing English.

IDEOLOGICAL CONSTRUCTIONS IN NEWS DISCOURSE PRESENTED IN PHILIPPINE BROADSHEETS: INPUT TO INNOVATIONS IN LANGUAGE EDUCATION**KRISTOFFER CONRAD M. TEJADA***Batangas State University, Philippines*kristofferconrad.tejada@g.batstate-u.edu.ph**Abstract**

The study investigated the discursive nature of reportage in news presented in leading Philippine broadsheets, and established how purposive linguistic choices lead to biases that shape ideology. CDA was used as the study's operational framework, while SFL guided textual analysis, specifically on the system of transitivity for analyzing process types. Evaluative language was analyzed using the Appraisal Theory. The research involved 585 news articles, mining 231,985 words to form the corpus. The analysis revealed that the discursive nature of news reportage is non-conventional in terms of passive agent deletion in headlines and the strategic use of evaluative language to forward ideologies. The news discourse used the material process type often and for particular socio-political personalities. The news stories were also found to have visibility bias the most, while the use of evaluative language was a source of bias in the discourse. These results, together with the framework developed as the study's output, serve as inputs for innovations in language education, especially in courses in communication, genre-based linguistics, and media studies. These provide oppositional and/or fresh perspectives in language teaching in the new normal, where careful and appropriate use of language is key in forwarding critical information to the public.

Keywords: *critical discourse analysis, discourse patterns, evaluative language, ideological constructions, process types*

THE NEED OF APPLYING ENGLISH LEARNING APPS TO HELP VAN LANG UNIVERSITY
STUDENTS IMPROVE THEIR SPOKEN ENGLISH PERFORMANCE

LUU LE PHUONG THANH^{1,*}, NGUYEN THI NGOC QUI², VO NGUYEN THAI THANH³, NGUYEN
MINH THE HUNG⁴

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Abstract

Nowadays, the cutting edge of technology in AI has made many language learning apps available to assist learners. English, the current lingua franca, has been the focus of many language learning app developments. Numerous studies have examined benefits and limitations of some English learning apps. Evidence from the studies shows that user-friendly displays and a wide variety of topics from the apps have helped learners gain competencies in English overall. However, not many studies examine the effectiveness level of these apps in developing English-speaking competence. With the attempt to shed more light on this gap, the researchers focus on analyzing the use of some English learning apps to improve students' speaking skills, within the scope of Van Lang University. To collect data for the research, 20 open-ended questionnaires and 10 semi-structured interview questions were distributed with the random sampling method to 400 students from Van Lang University in 04 majors which require good English-speaking skills. The result shows that Elsa Speak, Duolingo, and BBC Learning English are the most famous apps for learning English speaking skills with high effectiveness levels.

Keywords: *Spoken performance, software, learning apps, speaking ability, English learning*

Biodata

We're all third-year students from Van Lang University, Vietnam. With a passion for research and learning English, we're hoping to gain more experiences through this event from other professors
Our research title is: The Need of Applying English Learning Apps To Help Van Lang University Students Improve Their Spoken English Performance.

THE IMPACT OF COVID-19 ON ADOLESCENT LEISURE ACTIVITIES: WITH SPECIAL REFERENCE TO SAARC COUNTRIES

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Abstract

Today humanity is facing a serious threat in the form of a pandemic known as COVID-19, even adolescents the vital section of the youth population is affected by it. Psychologists believed leisure activities as an antecedent of the development of the adolescent. The objective of the study is to examine the change in adolescents' leisure activities, before lockdown (BLD) and after lockdown (ALD) due to this airborne disease.

The study is a cross-cultural study of 255 adolescents in the age group of (15-19) years studying in senior secondary classes in India and its neighboring countries Maldives and Bhutan is the part of the selected sample. The study used the questionnaire Leisure Interest Measure (LIM by Beard and Ragheb, 1980) and a structured key information schedule designed for studying smartphone usage patterns (SPUP) by teens. SPSS-23 and other statistical packages were used for analyzing the data to study the change in leisure activities. The results of the study are quite interesting and will be helpful in policy formulation related to adolescents. Serious research work should be conducted in this area, as it is a sensitive issue and requires more concentration after all adolescent is the valuable asset for any nation.

Keywords: *Adolescent, COVID-19, Development, Leisure Activities, Lock-down*

Biodata

Akhand Sharma¹: I am associated as **Research Scholar** with Department of Education, Doctor Harisingh Gour Vishwavidyalaya (A Central University), Sagar, Madhya Pradesh. My area of research is Adolescence and Experimental Psychology and other applied areas of Educational Psychology. More than **50** research papers published in reputed journals, some of them indexed in Scopus, Web of Science and other eminent indexed sources.

Shyam Sunder Singh²: I am associated as **SRF** with Department of Education, Doctor Harisingh Gour Vishwavidyalaya (A Central University), Sagar, Madhya Pradesh. My current area of research work is Environmental conservation. More than **6** papers published in reputed journals some of them indexed in Scopus, WOS and UGC Care List, apart of it members of many National and International Academic Organisation.

TECHNOLOGY IN ENGLISH EDUCATION IN REMOTE MOUNTAINOUS AREAS: BEING FLEXIBLE TO BENDNGUYEN THI NGOC ANH¹, LE THANH HUYEN²*¹Lang son College of Education No 9 Deo Giang, Chi Lang Ward, Lang son City, Lang Son province**²Dien Bien Teachers' Training College - Le Quy Don Gifted High School, Dien Bien Phu City, Dien Bien Province**Corresponding email: anhntn17@gmail.com***Abstract**

Technology has been proved to greatly facilitate English language education. It can be applied widely in a vast range of disciplines, ranging from teaching language knowledge to language skills. However, the application of technology may pose considerable challenges in remote and mountainous areas where the infrastructure and facilities are somewhat inadequate. The teachers in such regions, as a consequence, have managed to incorporate the use of technology in an appropriate way to take advantage of technology and enhance students' language learning. In order to clarify how they do that in a disadvantaged environment, the authors surveyed 20 teachers in a remote mountainous province in the Northern part of Vietnam and conducted two in-depth interviews with two participant teachers. The study focuses on the flexibility of the teachers in employing technology in their teaching amid the limited conditions of their areas. It finds out that teachers there tend to apply technology in after-class activities instead of in-class ones, and make use of offline applications on smart phones to boost language teaching. It reaffirms the feasibility of technology-based learning even in less advantageous regions.

Keywords: *Technology, English education, Remote mountainous area*

47 MIDDLE CHILDHOOD'S AND PARENT'S PERCEPTION OF VIRTUAL ENGLISH LEARNING DURING THE COVID-19 IN MARENDAL, NORTH SUMATERA

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¹*Islamic Elementary School Education, Universitas Islam Negeri Sumatera Utara*

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Abstract

This research aim was to find children's and parents' perceptions of the virtual learning process during the spread of Covid-19 on the English learning process in middle childhood (6-10 year old) in Marendal, Deli Serdang, North Sumatra. The research instrument was conducted using unstructured-interview technique and documentation with a qualitative approach. The research subjects were 5 children in the middle childhood category who came from 5 different schools and their parents. The results conducted for 2 weeks shown that the the interview used 4 different questions for each child and their parents stated that they did not agree with the virtual learning process, specifically in English learning that had been carried out for approximately 8 months since the spread of Covid-19. Then, from the observations it was found that the children were experiencing various barriers during the virtual learning process in terms of environment, family, and individual.

Keywords: *Covid-19, Virtual learning, English learning, Middle childhood, North Sumatra*

Biodata

Nadya Aulia Malau is the President of LTech Which discusses the technology in language learning. She's as an official Campus Ambassador of IMUN, presenter in the field of linguistic and TESOL (Japan, Azerbaijan and Turkey). She's as well a young researcher of language and children.

Husni Rahman Yoga is the founder of DEAR and vice president of LTech which discusses the technology in language learning. He's as an assistant language laboratory in Prospect Learning Centre, presenter in the field of Linguistics and TESOL (Japan, Azerbaijan, Turkey, Singapore), Young Researcher Scholarship Award (SSHRA) and Published International Journal.

THE IMPACT OF TEACHING ON MOBILE DEVICES ON EFL TEACHERS' ABILITIES TO USE MOBILE DEVICES: FROM CONTENT DELIVERY TO BLENDED INTERACTION**VO VAN LOC¹, NGUYEN NGOC VU², VO THUY LINH³**^{1,3}*Sai Gon University, 273 An Duong Vuong, District 5, Ho Chi Minh city, 748000, Vietnam*²*Hoa Sen University, 8 Nguyen Van Trang District 1, Ho Chi Minh city, 71000, Vietnam** *Corresponding author. Email: vtlinh@sgu.edu.vn***Abstract**

Learning through mobile devices (mobile learning) emerges as the great development of modern technology and the essential mark of technological revolution 4.0. It has proved that their smart functions were accompanied by the rapid expansion of mobile devices to support teaching of teachers everywhere and every time. Although mobile technology is expected to apply suitably to teaching and learning, the capacity of EFL teachers to use mobile devices to support their English teaching needs to be thoroughly evaluated. This paper is to present how EFL teachers at a Vietnam University can exploit mobile technology by questionnaire through a survey of 69 EFL teachers. The survey took place during the second semester of the 2018 - 2019 school year. The quantitative approach has been used to gather and analyze data, and results have shown that EFL teachers are confident of teaching English through mobile devices through their use of mobile devices. The findings find that teaching English by mobile devices is feasible and has strongly got positive perceptions from EFL teachers.

Keywords: *mobile learning, EFL teachers, technology acceptance model, questionnaire.*

RHYTHM, INTONATION, MOVEMENT, AND EMOTION (RIME): INTRODUCING A MULTISENSORIAL-MULTICOGNITIVE LITERACY PEDAGOGY IN AN ACADEMIC WRITING UNIT IN INDONESIA

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Abstract

The shift from teacher-centric pedagogy into the student-centric one has been echoed in the National Standard of Education enacted by the Indonesian government since 2004. However, an over reliance on the modern linguistics – with a heavy emphasis on grammar and vocabulary acquisition – has blurred the multifaceted concept of student-centered pedagogy. Consequently, such monolithic pedagogy expects a steady compliance from the students in relation to learning, and thus learners' creative agency was removed. This paper is a reflection on how the learning of academic writing unit was approached differently by using a multisensorial-multicognitive pedagogy. In order to support the learners' agency, this new pedagogy used rhythm, intonation, movement, and emotion (RIME) as the basis that informs learning. The four bio-psychological components of language (RIME) were embedded in the three innovative learning tools to support their agentive learning practice: Moodle with Verbotonal exercises, Reading for Emotions, and Aesthetics. The experiment of this new literacy pedagogy was successfully completed in Indonesia in 2018 and is a part of a PhD research project (a mixed-method study) conducted at Charles Darwin University, Australia. Statistical results showed that the experimental group had outperformed the control group in the posttest by a highly significant margin even though the control group had performed much better in the pretest. The pretest-posttest essays were blindly reviewed by three independent raters and the researcher was not involved at all in the essays assessment. This study suggests that the multisensorial-multicognitive literacy pedagogy provides a new insight how the future of teaching language (s) in the 21st century should be designed and implemented. Last but not least, it is critical for any language teacher education programs to embrace a trans-disciplinary research attitude in designing the new pedagogy that is compatible with how our brain and body work.

Keywords: *agency, new literacy pedagogy, rhythm, intonation, movement, emotion*

Biodata

Lala Bumela Sudimantara is a PhD candidate at College of Education, Charles Darwin University, Australia. His key research interests include speech neuroscience, literacy, technology. In the last 10 years he has taught many units such as Phonetics/Phonology, Semantics, Pragmatics, Academic Writing.

ONLINE ENGLISH TEACHING AND LEARNING WITH MICROSOFT TEAMS: REALITY AND SOLUTIONS

TRAN VU MAI YEN¹, NGUYEN TRAN UYEN NHI²^{1,2}*Da Nang University of Foreign Language Studies*Corresponding email: tvmaiyen@gmail.com**Abstract**

With the complicated happenings of the Covid 19 epidemic recently, promoting online teaching at universities in Vietnam has been an essential solution to ensure students' learning progress. At member institutions of the University of Da Nang, the selection and use of Microsoft Teams for online teaching has met the requirements of the Ministry of Education in the context of epidemic prevention and got certain results on the quality of teaching and learning. This study describes the effectiveness of online teaching on Microsoft Teams (Ms Teams) in non- English major classes, through students' feedback. We conducted a survey on fifty non-English major students at University of Education-the University of Da Nang who attended online English courses from May to July, 2020 to evaluate teaching and learning activities with Ms Teams. The study also analyzes the advantages and disadvantages of online English teaching and proposes solutions to improve efficiency in innovation of teaching methods and forms of teaching.

Keywords: *online teaching, Microsoft Teams, non-English major students, teaching and learning innovation*

Biodata

Tran Vu Mai Yen is currently a lecturer at ESP Department, University of Foreign Language Studies, the University of Danang, Viet Nam. She got a Bachelor Degree in TESOL at the University of Foreign Languages, University of Da Nang, Vietnam and an M.A degree in Applied Linguistics at Griffith University, Australia. She is particularly interested in teaching English as a foreign language and would like to work on different aspects of language teaching and learning.

Nguyen Tran Uyen Nhi – University of Foreign Language Studies, The University of Danang (DUFL). Nguyen Tran Uyen Nhi is a lecturer in the ESP Department, DUFL. She received her Master of Education from Queensland University in Australia, and her Bachelor in English language from DUFL. Her teaching areas and research interests include linguistic subjects, and interpretation area alike. She has been a member of the university group carrying out the 2020 National Project of Foreign Languages. She is (co-)author of several journal papers and publications in international conference proceedings.

TEACHING AND LEARNING ENGLISH FOR TOURISM AFTER THE COVID-19 PANDEMIC IN UNIVERSITIES AND SOLUTION PROPOSALS**TRAN THI KIM TUYEN***Sai Gon University**Email: ktuyensgu@gmail.com***Abstract**

The topic "Teaching and learning English for tourism after the Covid-19 pandemic in universities and solution proposals" is essential to the need for tourism sustainable development after the Covid-19 pandemic and human resources training for tourism after the COVID-19 pandemic. In this topic, we use researching methods such as survey, list, analyze, describe and synthesize the effects of the COVID-19 pandemic in teaching and learning English for tourism as well as in human resource training for tourism. Since then, the author offers solution proposals about teaching and learning English for tourism at universities of Covid-19 pandemic in order to improve students' learning outcomes and contribute to gradually improving the quality of teaching- English for tourism major. In addition, we also contribute to timely respond to the necessary needs of the country not only in the language of tourism but also in the economic, cultural and social sectors on Vietnam in the period of development and integration after the Covid-19 pandemic.

Keywords: *English for tourism, teaching and learning English for tourism, English for tourism after the Covid-19 pandemic*

HOW TO SMOOTHLY MANAGE THE TRANSITION FROM OFFLINE TO ONLINE LEARNING FOR NON-MAJORED STUDENTS

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Abstract

Although online learning is a must in nowadays's EFL teaching contexts, especially in the abrupt and unexpected cases, such as pandemics, not all the students are beneficial from online learning. Therefore, this study aims at exploring the students' difficulties when learning online in the relationship with their level, and finding out how to create a smooth transition from the traditional offline learning to online learning. The study involved about 145 non-English majors at Van Lang University in answering a questionnaire.

The results showed that learning online does not bring more progress, especially in the listening and speaking skills, to the medium-leveled and low-leveled students than the offline learning mode. The results further indicated that although the students are familiar with the learning online mode, they still have problems during their learning, especially with facilities, and their concentration. Findings are hoped to contribute to a better understanding of non-English majors' difficulties in the online environment.

Then, a solution of contemporaneously adopting collaboration, assessment, and students' autonomy is suggested to straightforwardly shift to online learning.

Keywords: *non-English majored, online learning difficulties, EFL, collaborations, assessment, autonomy, learners' autonomy*

Biodata

The authors of this paper are Mr. Tran Hoang Anh (M.A.), Ms. Phan Thi Ngoc Thach (M.A.), Ms. Tran Thi Thu Ha (M.A.). They are currently lecturers of English, all of whom have been working at Van Lang University for ten years or more. Their major interest is English language teaching issues.

THE IMPLEMENTATION OF E-LEARNING INTO LANGUAGE LEARNING: A CASE OF ENGLISH MAJORS AT VAN LANG UNIVERSITY

MINH NGUYEN THANH^{1,*} PHUC DINH TRAN NGOC²^{1,2} Van Lang University*Corresponding author's mail: minh.nt@vlu.edu.vn**Abstract**

In the context of the pandemic COVID-19, higher education worldwide faced the difficulty of isolation and lockdown, which affects the traditional face-to-face classrooms. However, due to the technological advance and the blooming of E-learning, many institutions had minimized the disease's consequences and created their way of teaching and learning. In Vietnam, Van Lang University (VLU) is considered a pioneer in converting from face-to-face classrooms to virtual ones to adjust to the current situation. Nevertheless, the issue of how VLU learners perceived this conversion was not paid enough attention. Hence, this paper aims at investigating the factors affecting the implementation of E-learning at Van Lang University in light of students' perspectives. Specifically, more than 300 English majors were involved in this survey study. All the students' responses were analyzed and synthesized using ELAM (E-learning Acceptance Model) and EFA – Exploratory Factor Analysis. The findings prevailed primary factors affecting students' perspective towards E-learning. Also, some suggestions were made to enhance the current situation.

Keywords: *E-learning, Language Teaching, English Majors, Van lang University.*

Biodata

Nguyen, Thanh Minh is a lecturer at Van Lang University, Ho Chi Minh, Vietnam. He has attended some conferences in the field of language learning and teaching. His recent papers were “Applying Blended Learning into Teaching English at Van Lang University” and “Constructive Alignment in Teaching English at Tertiary Level: An Insight into an AUN-Designed Course At Van Lang University” published in the proceeding of ICOE2019 and of OPENTESOL2020 (hold by HCMC Open University). He has participated in teaching both English and Non-English majors. His interests are Curriculum Development and Language Assessment.

Dinh, Tran Ngoc Phuc is a lecturer at Van Lang University, Ho Chi Minh, Vietnam. She has worked in the field of teaching English for both English and Non-English majors for about over 10 years. Her research interests are teaching methodology and teacher education.

**DECISIVE FACTORS CHALLENGING DIGITAL PEDAGOGY DURING COVID-19 PANDEMIC:
TEACHING METHODS OR TEACHING APPLICATIONS?**

NGUYEN THI HA

*Sai Gon University**Email: ntha@sgu.edu.vn***Abstract**

Due to the lockdown period of COVID 19 pandemic and the swiftly spread of this infectious disease, the whole conventional education systems in Vietnam has been influenced to a great extent. Therefore, distance education is the optimal solution to deal with this unpredictable situation. The aim of this research was to address the challenges in online learning facing the sophomores as well as discovering their perceptions pertaining to the effectiveness and their productivity of this mode of education. The survey was based on a quantitative research method to design questionnaires. Participants were given an online questionnaire form including both multiple-choice questions and yes-no questions. Results indicate that different students display dissimilar attitudes and feelings towards online learning depending on individuals' circumstances, and there are distinctive factors affecting the performance of learners. This investigation provides analysis for finding out practical solutions as well as information for further research into the obstacles of distance education.

Keywords: *Covid 19, distance education, challenges*

AN OVERVIEW OF STUDENT ENGAGEMENT WITH WRITTEN FEEDBACK IN EFL WRITING CLASS

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Abstract

Student engagement with written feedback plays an essential role in EFL writing class. This topic has drawn the growing attention of many researchers as well as instructors teaching English writing worldwide. The current study was conducted to summarize main aspects relating to student engagement with written feedback. Based on referring to previous research, the findings of the current research indicated that various studies focused on how student engaged affectively, behaviorally and cognitively with feedback activity. Moreover, in terms of data collection instruments, few studies employed data collection instruments for quantitative analysis. Instead, they paid more attention to instruments for qualitative data such as interviews, students' written texts, teacher and peer written feedback, retrospective protocols, etc. Also, the studies mainly based on feedback receivers' perspectives. Small sample size was frequently chosen by many researchers. Therefore, further studies in different contexts with the use of data collection instruments for quantitative and qualitative data, different perspectives of feedback receivers and givers, sample size, factors affecting student engagement and longer period of time are recommended to be conducted for deeper understandings of student engagement with types of written feedback in English writing class.

Keywords: *peer written feedback, student engagement, teacher written feedback*

Biodata

Nguyen Thi My Hanh has worked as a lecturer of English at Tien Giang University, Vietnam since 2013. She obtained her M.A. Degree in TESOL at Open City University three years ago. Currently, she is a Ph.D student in TESOL at Open City University. She teaches General English, and her interests are English writing, ICT in English language teaching and learning, student engagement, and so on.

THE EFFECTS OF TASK-BASED LEARNING ON NON-ENGLISH MAJOR STUDENTS' READING COMPREHENSION AT NIIIE NGUYEN TAT THANH UNIVERSITY**NGUYEN HUU NGHIEM***Nguyen Tat Thanh University**Email: nghiemhuynh92@gmail.com***Abstract**

Teaching reading is an indispensable part of English teaching. However, choosing appropriate teaching method is not simple. For this reason, this research “**The Effects of Task-Based Learning on Non-English Major Students’ Reading Comprehension at NIIIE Nguyen Tat Thanh University**” was carried out with the aims to investigate if Task Based Learning (TBL) was better than Grammar Translation Method (GTM) which had been used widely in improving reading comprehension. Moreover, the researcher wanted to investigate if there was significant difference in task focus achievements between TBL and GTM. Finally, this study was designed to research how the students felt when implementing TBL in reading classroom practice. The study was conducted within 12 weeks over 29 students from experimental group taught by TBL and 30 students from control group taught by GTM. The data collection instruments were pre-test, post-test and interview.

The findings of this study indicated that generally TBL is more effective than GTM in improving students’ reading comprehension. Moreover, GTM is beneficial for teaching reading tasks related to identifying appropriate vocabulary and structural words while TBL is suitable for teaching reading tasks related to authentic readings, reading for gist or real conversations. Finally, this study also pointed that the students did express the positive attitudes towards TBL.

Based on the findings, this study concluded with some recommendations for both teachers and students and limitations for future research in terms of TBL.

Biodata

Huynh Huu Nghiem (Leo Huang) is currently an English lecturer at Nguyen Tat Thanh Institute of International Education in Vietnam. He is in charge of teaching 4 skills, including reading, listening, writing and speaking. Having a Bachelor degree of English and Master degree of TESOL at the present, He does have a big interest in linguistic matters.

DEVELOPING ENGLISH-MAJOR TEACHER TRAINEES' AGENCY WITH REFLECTIVE PRACTICE: A CONCEPTUAL FRAMEWORK AND AN EXAMPLE OF CLASS-LEVEL INTERVENTION

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Abstract

Given the alarming effects of COVID-19 pandemic, higher education (HE) institutions around the globe have enacted a number of critical transitions involving technology in teaching and learning. Online learning (OL) in response to social distancing has positively impacted on the quality of teaching and learning due to the closure of schools. Our presentation will attend to English-major teacher education programs in which OL can greatly benefit teacher trainees regarding their developed sense of agency by employing the reflective practices during their engagement with OL in Vietnam. The presentation has twofold purposes, one of which aims to help us inform a conceptual framework based on the recommendations of blended learning (Graham, 2019; Staker & Horn, 2012) as an engaging platform to develop teacher trainees' reflective capabilities. To do so, the perspectives of Leijen et al. (2019) are useful regarding the development of teacher agency combined with various forms of reflective practices. For the second purpose, we will shed a light on the classroom innovations by giving an example of how you are expected to scaffold your teaching and adapt the framework in accordance with the audience's teaching settings. Some research and pedagogical implications will be presented.

Bio-data

Ms. Huong Nguyen is currently a middle administrator and teacher trainer in TEFL at the University of Languages and International Studies, Vietnam National University Hanoi. She has designed and taught both pre-service and in-service teacher training courses on using technology in language teaching and learning nationwide, in face-to-face, blended and online modes.

Mr. Tung Vu is a doctoral student at The University at Albany, SUNY. He has more than 5 years of teaching experience and published his work regarding English-major teacher development and intercultural communication on various globally highly-ranked journals and newsletters.

INVESTIGATING THE ROLE OF ICT FOR TEACHING ENGLISH AT ELEMENTARY LEVEL

MUHAMMAD SAFDAR BHATTI

*The Islamia University of Bahawalpur, Pakistan**Email: Safdarbhatti2001@gmail.com***Abstract**

Today's world is an ultra-modern world where new ways of communication are being explored continuously. Technology continues to play an important role in ELT. ICT has become part and parcel of educational systems of the nations. As computers are coming rapidly into the classrooms that's why parents feel the necessity of computer in education and they don't want their children to be left behind. The present study explored the teachers' opinions about ICT use at elementary level. It tried to explore the possibilities of using computers effectively to teach English. The study seeks out the availability of ICT facilities for the teachers at elementary level and to investigate the problems about accessing ICT. The study was descriptive type in nature. Fifty students from Bahawalpur region participated in this study. The results showed positive attitudes of respondents toward the ICT implementation. The results affirmed that use of computer in an EFL classroom helps students in better comprehension of English language than the traditional methods of teaching English language. The recommendations are provided at the end.

Keywords: *ICT, role, facilities, attitudes, investigate*

Biodata

Muhammad Safdar Bhatti is an ELT expert with 26 years IELTS & TEFL teaching and training experience. He has served in the field of education in various capacities. He has authored four books, 30 publications & has presented 80 research papers in 60 International Conferences.

**EFFECTS OF ONLINE READING IN THE ERA OF TECHNOLOGY FOR STUDENTS AT
UNIVERSITY OF TRANSPORT AND COMMUNICATIONS****NGA THI BUI***University of Transport and Communications, HCMC**Email: ngabui09@gmail.com***Abstract**

Thanks to the remarkable development of technology 4.0, online reading is becoming more and more popular for students. Higher education institutions encourage their students to participate in online learning courses as well as widening their knowledge by reading online after campus – based learning, especially in the Covid19 epidemic. The study was conducted to investigate the effects of online reading for UTC2 students and ways to access information accurately by collecting 200 students from five different majors including Civil Engineering, Construction Engineering, Economics, Mechanical Engineering, and Information Technology. The qualitative approach with a well – structured questionnaire was used to collect the primary data from respondents. The findings pointed out that online reading is an effective way to improve their knowledge and the effectiveness of online reading significantly varies with their reading purposes, technology usage and skills.

Keywords: *online reading, online reading effects, UTC2 students.*

Biodata

I am Bui Thi Nga. Currently, I am a teacher at University of Transport and Communications in HCMC, Vietnam (UTC2). To be honest, I am in charge of teaching English for students following the program of CEFR, so my best teaching skills are speaking and listening. At the university, I have just done several minor research on teaching English for non-majored English students so far and I take up doing this study for the first time this year.

NON-ENGLISH MAJORED STUDENTS' USE OF ENGLISH VOCABULARY LEARNING STRATEGIES WITH TECHNOLOGY-ENHANCED LANGUAGE LEARNING TOOLS

TRAN QUOC THAO¹, NGUYEN PHAM THANH THAO⁰²¹HUTECH²HUTECH Vocational Training InstituteCorresponding email: nguyenphamthanhtao@ymail.com**Abstract**

Technology has become an integral part in language education in general and English language learning in specific. Accordingly, the use of technology enhanced language learning (TELL) tools in English language learning has become common as they can improve the knowledge retention and increase engagement. Nation (2001) believes that by vocabulary learning strategies, learners can gain the large amount of vocabulary. Although TELL tools enhance well-being vocabulary learning, the strategies of the non-English majored students at Ho Chi Minh City University of Technology (HUTECH) have many challenges to use them. The study aims at unraveling the employment of TELL tool based English vocabulary learning strategies among non-English majored students at HUTECH. The participants will be 240 first-year and second-year students answering the questionnaires and 20 students in responding the semi-structured interview questions. The quantitative data will be processed by SPSS in terms of descriptive statistics and T-Test while the qualitative data are analyzed using content analysis approach. The results show that the participants will employ the TELL tools based English vocabulary learning strategies at high level.

Keywords: *English vocabulary; non-English majored students; strategies; TELL tools.*

Biodata

1. Dr. Thao Quoc Tran is a lecturer of English language at HUTECH Faculty of English language, Vietnam. His research areas are discourse analysis, English language skills, teacher professional development and instructional design model.
2. Ms. Nguyen Pham Thanh Thao is a lecturer of English language of HUTECH Vocational Training Institute, Vietnam.

APPLYING ONLINE COLLABORATIVE WRITING TO ENHANCE SIU SOPHOMORE ENGLISH MAJORS' WRITING SKILLS: A CASE STUDY AT THE SAIGON INTERNATIONAL UNIVERSITY**NGUYEN THI KIM CHUNG¹, TONG TRIEU ANH THU², LE THI NGOC TUYEN³, NGUYEN LONG TIEN⁴***^{1,2,3,4}The Saigon International University**Corresponding author's email: tongtrieuanhthu@siu.edu.vn***Abstract**

Online learning that makes learning more engaging and stimulating has long been a part of 21st century education. This case study explores how online collaborative writing helps to improve EFL students' writing skills and how the use of this teaching method is perceived by students. The participants from the Saigon International University included 19 English-major students who practiced writing collaboratively with Google Documents throughout a 15-week Writing course. They were first instructed to individually brainstorm vocabulary and structures needed for an essay before working together in groups to create an essay outline. The teacher played the role as a facilitator to assign tasks for each group, supervise and provide instant feedback during the process of essay writing. Data were collected through a pre-test, a post-test, and questionnaires, and then were analyzed using the mixed methods approach. The results indicated that most participants made a significant improvement in their writing abilities as well as tended to have a positive attitude towards this innovative method. Due to the lack of past literature exploring the impacts of such an online teaching approach on enhancing writing skills, this case study is of vital importance as it provides in-depth understanding into the educational technology for improving learning performance.

Keywords: *online collaborative learning, writing skills, perceptions*

Biodata

The researchers include Nguyen Thi Kim Chung, Tong Trieu Anh Thu, Le Thi Ngoc Tuyen, and Nguyen Long Tien. They are English lecturers who teach English skills at The Saigon International University, Vietnam. Their research interests are TESOL, educational technology, e-learning, and cooperative learning.

A COMPUTER-ASSISTED PROSODY-BASED PLATFORM FOR IMPROVING EFL VIETNAMESE LEARNERS' LISTENING ABILITY

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Abstract

The use of computers in education has led to the growing normalization of educational computing beyond the classroom. For those using the technology, language learning has the potential to become less teacher-oriented and more learner-oriented. One of the advantages claimed for Computer-Assisted Language-Learning (CALL) is the ability for learners to work at their own pace, in their own time, in their own space, and when they feel motivated to do so. This ability is crucial for developing listening ability because listening is a personalized activity in which learners construct meanings under the influence of their perceptual filters including experiences, world knowledge, linguistic knowledge, logical and representational systems, etc. For this reason, in the study reported here, an openly-available computer-assisted prosody-based listening platform was built in an attempt to develop the listening ability of 65 Vietnamese college students of English as a Foreign Language (EFL) at the beginner level. After a ten-week intervention, students working with this listening platform, and without a teacher, outperformed those taught listening with a traditional, teacher-led, classroom-based approach. The approach utilized made use of an ensemble of related listening activities based on perceptual development (using a verbotonal approach) and shadowing and other exercises. The findings indicate that simple exposure to the listening activities on the website resulted in a significant improvement in learners' listening ability. Qualitative data show that learners had positive opinions about the listening platform. Further pedagogical implications and recommendations will be discussed.

Keywords: *listening ability, EFL learners, CALL, prosody-based, perceptual filters*

Biodata

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

Andrew Lian is Professor of Foreign Languages Studies in the School of Foreign Languages, Suranaree University of Technology. He does research in Computer-Assisted Language-Learning, Theory of Learning, Learning Methodology, and Verbotonal theory.

Peerasak Siriyothin is currently a Lecturer at the School of Foreign Languages, Suranaree University of Technology. His research interests include Second Language Reading, Second Language Acquisition, and Language Instruction.

USING GROUP ORAL PRESENTATIONS AS A FORMATIVE ASSESSMENT IN TEACHING ENGLISH FOR VIETNAMESE EFL STUDENTS

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¹ *Language Institution, Van Lang University, Ho Chi Minh City, Vietnam*

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Abstract

English is a compulsory subject at Van Lang University and students studying at this University have to match the program outcome standard in English. To achieve this requirement, the students have to get IELTS 4.5 before they graduate. It requires that the students must achieve English ability equivalent to level B1, according to CEFR, to graduate. However, there are a great number of students at Van Lang University showing incompetence in English, especially in speaking. Thus, to enhance students' competence in English, the researcher implemented a teaching method used as a formative assessment in classrooms, called group oral presentations (GOPs). This paper attempts to explore the attitudes and perceptions of both students and teachers on the method. The participants are 53 EFL students studying at Van Lang University and 5 teachers teaching General English. To find out the results, we used a questionnaire for students and interviews for teachers. The findings revealed that most of students have positive attitudes towards this teaching method, although there were some facing problems when they made presentations in classrooms. Besides, most teachers claimed that GOPs assisted students to enhance their speaking ability. However, employing this method too much made students who was not good at English less confident, even scared of speaking English. In general, even though there were some drawbacks, this method could be seen as an effective assessment that helped students improve their speaking ability.

Keywords: *Group Oral Presentations, EFL students, Attitudes, Perceptions, Speaking ability, Cooperative Learning*

Biodata

Job position: Lecturer

Institution: Van Lang University

Country: Vietnam

Skill taught: General English

Research interests: Teaching methods, especially CALL

Experiences: 5 years in teaching English.

THE EFFECTIVENESS OF E-TEACHING ACTIVITIES IN TEACHING SPEAKING SKILLS FOR ENGLISH MAJOR STUDENTS

TRAN THI THUY OANH^{1*}, HO THI YEN LAN², LE THI HAI YEN³

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Abstract

In recent years, universities in Viet Nam have paid great attention to implementing E-teaching activities, especially in the epidemic context of Covid 19. Due of time and human resource, the study focuses on evaluating the effectiveness of E-teaching activities in teaching speaking skills for second-year students of English major. A survey was conducted in a group of 15 teachers and 100 students of University of Foreign Language Studies - The University of Da Nang (UFLS-UDN) to figure out what the reality is. The findings indicated that the information technology infrastructure system of the school meets the needs of online teaching, most of teachers mastered E-teaching equipment, especially supporting software, applying teaching methods suitable to the online teaching model to integrate polarize learners' learning activities. Moreover, most of students are self-consciously participating in the form of E-teaching and doing exercises as well as answering questions posed by teachers in the learning process. However, some teachers are still conscious in implementing this duty or spending time to draft lessons. The research proposes suitable and feasible solutions to improve E-teaching activities at UFLS-UDN in particular, at universities, faculties of foreign languages in Viet Nam in general.

Keywords: *E-teaching, teaching speaking skills, online teaching, e-teaching activities*

Biodata

Tran Thi Thuy Oanh is a senior lecturer at University of Foreign Language Studies – The University of Danang, Vietnam. She has a Ph.D's degree in English Linguistics in Vietnam and spent a researching course at University of Nice Sophia Antipolis, French Republic. Her current research fields are English linguistics, pedagogy and education.

Ho Thi Yen Lan is a lecturer at University of Foreign Language Studies – The University of Danang, Vietnam. She has a M.A's degree in English Linguistics. Her current research fields are English linguistics, ESP education.

Le Thi Hai Yen is a lecturer at University of Foreign Language Studies – The University of Danang, Vietnam. She has a M.A's degree in English Linguistics. Her current research fields are English linguistics, ESP education.

TEACHER PERCEPTION OF FACEBOOK AS A MODE OF ASSESSMENT

MUFEEDA IRSHAD

*University of Sri Jayewardenepura, Sri Lanka**Email: mufeedairshad@sjp.ac.lk***Abstract**

Giving students who have studied in a medium of instruction other than English the space to think and write in English is a useful part of language development. This paper reports on one part of a study that examined the perception of tertiary level second language learners and teachers of English as a second language towards the use of the social media platform, the Face Book (FB), as a mode of assessment. The question that this part of the paper attempted to answer was how teachers' perceived the use of FB assessment. The research was conducted in a tertiary level public institution in Sri Lanka. The sample consisted of 2 men and eighteen women aged between twenty eight and thirty nine (n=20) . The respondents were given two open ended questions and asked to respond to them in writing. The written responses obtained were manually coded in three stages ((1) identification of potential themes and development of codes, (2) establishment of intercoder reliability for the themes, (3) application of codes) by two coders (Kurasaki, 2000). The findings indicate that 55% of the respondents are positive, 35% negative, and 10% neither negative nor positive towards the use of FB for assessment. More research needs to be done with a variety of FB assignments and assessment methods and with a wider sample size before generalising the findings. The theoretical base of the main study is the complex dynamic systems theory which emphasizes the importance of taking into account both cognitive and environmental factors, stipulates that language learning is non-linear, and takes place progressively(Godwin, 2018).

Keywords: *Teacher perception, Facebook, Assessment, Second language development, Writing*

Biodata

Mufeeda Irshad is a senior lecturer in Business Communication at the Faculty of Management Studies and Commerce, University of Sri Jayewardenepura, Sri Lanka. Mufeeda obtained her PhD (Applied Linguistics) from the University of Groningen, the Netherlands, in 2015. Her main research interests are technology enhanced language learning, second language pedagogy, a dynamic usage-based approach to second language development, and language policy.

THE DIFFERENCE EFFECTS OF PAPER DICTIONARY VS. ONLINE DICTIONARY

TRINH THI LAN ANH^{1*}, TRAN THI KIM NGAN², VO THUY BAO NGOC³, HUYNH THI THU SUONG⁴^{1,2,3,4}*Van Lang University, Vietnam***Corresponding author's email: trinhanh270520@gmail.com***Abstract**

Dictionary appeared intending to help learning foreign languages more easily and with the invention of the online dictionary, users are supported more and more effectively in learning. Therefore, many studies have also been conducted to show the influence of paper dictionaries and online dictionaries on users and problems arise in using processes these two dictionaries. This study was surveyed based on the opinions of 300 junior students from Van Lang University in Ho Chi Minh City. Through analysis, most of the results illustrated that the most common answer that people chose was "online dictionary" based on two main types of questionnaires, namely paper survey and internet survey with entries targets to "clarify", "develop" and "maintain". The survey also found that the majority of students use dictionary on a regular basis as an effective tool to improve their language levels when it comes to boosting the vocabulary bank. Finally, the majority of students at Van Lang University tended to choose online dictionaries for learning new vocabularies although some of them still do not deny the value of paper dictionaries because of its benefits. Especially, this study also shows the great value of online dictionaries for students in the 4.0 era today, and this will bring many positive effects for student's learning English in the future.

Keywords: *paper, online, dictionaries, students, University, differences, benefit, advantages, effect*

Biodata

We are currently third-year students at Van Lang University in Viet Nam. We are majoring in English Linguistics, Faculty of Foreign Languages. Through the "Research Methods" Course at university, we have learnt about the structure of an academic research and how to organize the part appropriately. We have an interest in doing research related to areas such as environment, population, education, cultures as well as languages. We only have basic knowledges and experiences about doing research.

ONLINE TEACHING AND LEARNING CHALLENGES IN MOUNTAINOUS AND REMOTE AREA OF VIETNAM**VAN PANG LO***Dien Bien Teacher Training College**Corresponding author. Email: lovanpang@gmail.com***Abstract**

This qualitative study explored the key challenges of teachers and students who are living in remote rural mountainous regions of northern Vietnam. This study was carried out in Dien Bien Province, one of the most disadvantaged areas of Vietnam. Even though, this issue has been studied by a large number of researchers and educators around the world and Vietnam but it is not paid enough attention to remote and mountainous areas like Dien Bien. Information was gathered using multiple interviews with 04 teachers and 04 students at 02 High Schools in Dien Bien Province. An analysis of the results of this study resulted in the identification of key challenges shaping the teaching and learning outcomes of studied participants. Key influences identified were: technological challenges, pedagogical challenges, learning and teaching environment challenges, and social challenges. This study suggests some solutions for both government and individuals so as to have better educational outcomes.

Keywords: *Remote, rural, Dien Bien, mountainous, online teaching, online learning, challenges.*

Biodata

Dr. Lo Van Pang is a Senior Lecturer and the head Foreign Language Department at Dien Bien Teacher Training College. He was born and grown up in an extremely remote and mountainous of Vietnam. With his determination and efforts, he has overcome many challenges so as to be an English lecturer. With more than 20 years of experience Dr. Pang has been working with a diversity of students from Secondary School to University level. He obtained a Bachelor in English Education (2000) from Thai Nguyen University, a Master degree (2008) in English language teaching at ULIS and a Doctoral degree (2017) in Indigenous Education at Flinders University, Australia. Pang is responsible for teaching and developing syllabi for students at school. His research interests include special need learning, indigenous Education, English for specific purposes and young learners.

DEVELOPING QUALITY HOSPITALITY STUDENTS THROUGH SIMULATION AND EXPERIENTIAL LEARNING – AN EMPIRICAL STUDY AT FPT UNIVERSITY DANANG**TRAN MINH TUNG***Hospitality Division, FPT University Danang**Email: tungtm6@fe.edu.vn***Abstract**

Teaching quality is more and more profoundly decisive for the achievement of higher educational institutions. In this background, Games-Based Learning (GBL) and Experiential-Based Learning (EBL) are the key teaching methodologies and their applications which are often used to enhance the teaching-learning quality. This paper has three main objectives. First it seeks the theoretical framework on experiential learning through simulation games and on the theoretical framework on Project-Based Learning as well as Problem-Based Learning. Then, via the application of this framework, the paper gradually integrates various types of experiential learning activities into a hospitality and tourism management syllabus. Thirdly, it researches heuristic behavior method of the players of simulation games and the optimum circumstances for empirical learning through such games. The empirical analysis of a game-based project assigned to 27 players, who are Hospitality Students at FPT University Danang, has shown very significant results. One of the primary outcomes of this research is to describe theoretical approaches mainly to GBL. Another important finding is the gradual integration of various types of experiential learning activities into a hospitality and tourism management syllabus so as to make the teaching-learning more engaging, more fun and more efficient.

Keywords: *games-based Learning; simulation and experiential learning, problem and project-based learning, discovery learning, hospitality education*

Biodata

DBA Candidate Tran Minh Tung - Business and Hospitality Lecturer, FPT University Danang, Vietnam. He has over 16 years of work experience and 10 years in teaching and sharing at both over 40 Enterprises and over 22 Higher Educational Institutions in Vietnam. His research interests are in Hospitality, Marketing in Higher Education, Experience Learning and Gamification.

THE ATTITUDES TOWARDS DISTANCE LEARNING OF TON DUC THANG UNIVERSITY
STUDENTS AND TEACHERS

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Abstract

High school and university students in Vietnam are compelled to learn through the virtual classroom in the era of COVID-19, which traumatized lots of students because it is the only choice at that time. This study looks into the attitudes towards distance learning of 15 teachers and more than 300 students in Ton Duc Thang University during COVID-19. To many teachers and learners, this was the first time they experienced classroom interaction through screen, which caused many problem during the lesson. Overall, students' attitude towards distance learning was negative. Many of them were overwhelmed by the heavy workload and the flooded learning materials while the interaction with the instructor and other students was limited, which weakens their motivations to take on the assignments. Teachers also experienced the difficulties of managing the class, creating an eager classroom atmosphere through the screen, and also a huge workload. Acknowledging the adversity of distance learning from both teachers' and learners' view is the basic premise for the development of online language teaching methodology for Vietnamese learners who have little exposure to learning through the screen. This study contributes to the elevation of distance language learning in Vietnamese context.

Keywords: *distance learning, challenges, solutions*

LEARNERS' PERCEIVED EFFECTS OF VIDEO-BASED LANGUAGE LEARNING APPS'
ACTIVITIES TO IMPROVE ENGLISH LISTENING SKILLS

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Abstract

Prior studies have researched the use of mobile language apps in formal and informal language learning and have found positive results on language improvement and learner engagement; yet, the number of studies on video-based mobile applications for language learning still remains scarce. While the number of video-based language learning apps is increasing, not much information is available for teachers, parents, and learners in order to choose suitable apps to take advantages of them. This study aims to investigate what learning activities of commonly recommended video-based language learning apps facilitating English listening skills are preferred by learners and learners' perceived effects of those activities to improve their English listening skills by using a questionnaire and an interview. Fifty-seven Taiwanese novice-level learners of English were given an introduction to the studied mobile applications and asked to use those apps for one semester. The present study is in the process of assessing and is expected to determine what kinds of learning apps activities are accepted by beginners in supporting their English listening skills. The results will provide insight in the selection of language learning apps to use in teaching or recommendations to parents and learners, or suggestions to app developers.

Keywords: *Video-based language learning apps, Learning activities, English listening skills*

ENHANCING VOWEL PRODUCTION AMONG FIRST-YEAR ENGLISH MAJORS USING MOBILE-BASED GAMES: A CASE STUDY AT VAN LANG UNIVERSITYNGUYEN HA¹, NGUYEN CUONG²^{1,2} *Van Lang University*Corresponding email: ha.nguyen@vlu.edu.vn**Abstract**

The issue of how to help EFL/ESL learners improve English pronunciation for successful oral communication has drawn much attention from educators and experts in the field (Morley, 1991). However, teaching English pronunciation, especially vowel sounds, is a huge challenge for Vietnamese teachers due to the difference between vowel sounds in the two languages (Tang, 2007; Pham & Mcleod, 2016). With the speedy development of the Internet and technology, it has been suggested that mobile game-based activities have significantly contributed to teaching and learning pronunciation (Grimshaw, 2016; Nguyen, 2016; Tsai, 2019). Therefore, the current research was conducted to investigate the effects of mobile apps on learning vowels among EFL learners and their attitudes towards the apps with the participation of 34 first-year English majors at Van Lang University. A pre-test and post-test were employed to examine whether there was a considerable difference in learning vowel sounds among the participants, and a five-point Likert scale questionnaire was designed to test their satisfaction with the apps. Findings revealed that students had a great achievement in vowel articulation with a mean score of 11.18/14 in the posttest of the experimental group compared to 6.88 in the pretest of the same group; meanwhile, there was a modest improvement in the control group (M= 6.0 in the pretest and 8.47 in the posttest), and they also had remarkably positive feelings for learning with the apps with M= 3.96 for the questionnaire.

Keywords: *mobile game-based apps/ activities, English pronunciation/ vowel sounds, oral fluency*

Biodata

Nguyen Thi Ha is currently a lecturer of English in the Faculty of Foreign Languages, Van Lang University. She mainly teaches English skills to mainstream students. She is particularly interested in doing research on how to integrate Internet-based applications in English Language Teaching and on assessment in English teaching.

Huy Cuong Nguyen has been working as an English lecturer in the Faculty of Foreign Languages, Van Lang University for 5 years. He teaches not only English skills but also English for specific purposes to English majors. Carrying out research on applying new teaching techniques to enhance students' pronunciation is his particular interest.

AN INVESTIGATION INTO EFL HIGH SCHOOL TEACHERS' PERCEPTIONS AND EXPERIENCES OF BLENDED LEARNING IN VIETNAM

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Abstract

Blended learning is a natural evolution of the learning agenda and has been increasingly integrated into everyday instructional practice (Thorne, 2003). So far, however, there has been little discussion about how EFL teachers implement blended learning, especially in the context of Vietnam. This ongoing research is conducted to investigate Vietnamese high school English language teachers' perceptions and practice of blended learning. The participants of the study are 100 EFL high school teachers in Vietnam. Data is collected from a survey questionnaire (n=100) and interviews (n=30). The study is expected to provide insights into how Vietnamese EFL high school teachers understand dimensions of blended learning and how far they have implemented this educational mode in their teaching. The findings of this study will have a number of important implications on how to best prepare and support teachers for teaching in a blended language learning environment in future practice.

Keywords: *Blended Learning, Perceptions, Experiences*

EVALUATING THE IMPACTS OF VIRTUAL EXCHANGE ON LANGUAGE LEARNING AND INTERCULTURAL COMPETENCE: A CASE STUDY

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Abstract

An eight-week virtual exchange (VE) was implemented between 68 teachers and students from 16 countries. The study investigated (1) the students' interest in learning about different cultures and what effect the VE had on their level of interest; (2) their perceived importance of the learning of cultures in the learning of English and what effect the VE had on this self-assessment; and (3) their perceived effectiveness in the improvement of language skills and cultural knowledge and what effect the VE had on this. A mixed method was employed with quantitative and qualitative analyses conducted on the data obtained from weekly Padlet writing, reflective Flipgrid videos, videotaped videoconferences of the eight meetings and the pre-and post- surveys of 49 students for whom complete data were available. The results showed that students were highly interested in learning about other cultures before and after the VE and this was believed to be of great importance in foreign language learning. In addition, the participants noticed that their language skills and intercultural competence have been significantly improved thanks to their participation in the eight-week telecollaboration. Some recommendations to ensure the effectiveness of a VE were also included in the study.

Keywords: *Virtual Exchange, Intercultural Competence, EFL*

THE APPLICATION OF METACOGNITIVE STRATEGIES IN COMPUTER-ASSISTED LISTENING COMPREHENSION CLASS

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Abstract

The use of Computer-Assisted Language Learning (CALL) in listening comprehension courses has long been proved its effectiveness in enhancing EFL learner's listening proficiency as it creates enough space for students to individualize their learning process. It is, however, a need to provide students appropriate strategies to help them overcome various difficulties in their listening practice. This quasi-experimental research aims at investigating the influence of metacognitive strategies on EFL learner's listening comprehension performance in CALL listening class. Forty-nine Vietnamese English major freshmen, from two intact classes at Van Lang University, participated in the study. During the 10-week listening comprehension course, learners in the experimental group were instructed to use metacognitive strategies, while those in the control group received no strategy instruction. The collected data from the pre-test and post-test were analysed by t-test using SPSS software. Also, students were required to complete the Metacognitive Awareness Listening Questionnaire (MALQ), adopted from Vandergrift (2004). The findings suggested that metacognitive strategy instruction has a positive effect on student's listening comprehension competence.

Keywords: *metacognitive strategies, computer-assisted language learning, teaching listening.*

MENTAL HEALTH STATES OF SENIOR-YEAR STUDENTS AT THREE UNIVERSITIES IN HO CHI MINH CITY AND ASSISTED RECOMMENDATION**HANG VO THI THU¹, BUI KHANH VY THI^{2*}***^{1,2}Van Lang University***Corresponding author's email: hang.vtt@vlu.edu.vn***Abstract**

This paper reports on Senior-Year Students' finding in dealing with mental problems during their learning procedure and suggest some assisted support. 90 Senior-Year Students at Three Universities in Ho Chi Minh City randomly participated in the survey. A mixed methodology approach has been employed to analyze the data, including Dass 21, to evaluate students' mental disorders, questionnaires, and focus group interviews of their parents. Data were collected and classified based on many factors that lead to mental health states. Moreover, qualitative analysis data will clearly show the impact of difficulties in facing mental depression during their whole learning process at the university. The results show that mental disorders were becoming a serious concern for graduate students, especially it could be a key reason for committing suicide among young adolescents. Some assistance from family and learning environment can be implemented to support students' mental well-being.

Keywords: *EFL students, senior year, depression, mental problem*

EFL TEACHERS' EMOTION REGULATION IN RESPONSE TO ONLINE-TEACHING AT VANLANG UNIVERSITY**NGO THI CAM THUY***Van Lang University**Email: thuy.ntc@vlu.edu.vn***Abstract**

In an effort to expand existing research on the barriers of instructors experience in online learning environments (OLEs), the current study has been conducted to identify the types of emotions online EFL teachers feel and the factors that influence these emotions in response to the experience of teaching online to university students in Van Lang university. A qualitative was conducted with 6 instructors (ranging from novice to 15-years experienced teachers) teaching in different OLEs formats (Microsoft Team, Edusoft, Zoom, Google classroom and E-learning). Five emotions linked to teaching online were identified: feeling restricted, stressed, devalued, validated, and rejuvenated. The article also provides practical strategies on how participating instructors attempted to manage the challenging emotions. The practical implications of these results are discussed.

Keywords: *EFL teachers' emotions, teaching online, OLEs*

Biodata

Thuy, Ngo Thi Cam is a lecturer at the faculty of Foreign Languages, Van Lang University. She is currently a doctoral candidate at Hue University. Her focal research interests are cognitive psycholinguistics, CALL, and language teacher education.

CHALLENGES DEFINING A LIFE PURPOSE IN AN EXAM-DRIVEN CULTURE: A CASE OF VIETNAM**PHAM THI HOA***University of Languages and International Studies - Vietnam National University, Hanoi**Email: hoapham.ulis@gmail.com***Abstract**

As Thomas Carlyle- a British historian- once said, “The person without a purpose is like a ship without a rudder”, the importance of having a purpose for life has long been emphasized by many celebrated names in history. However, results from recent studies, such as those from a research by Boddy (2015), have revealed that many young people face the challenge of exploring their life’s purpose, which can be consistent with their exam-driven culture. Intrigued by these findings, I carried out this current research to investigate the situation in Vietnam, where the lack of a purpose compass and an exam culture have been criticized by the mainstream media but not widely discussed in academia. Using a mixed-method approach with an online survey and semi-structured interviews, the study was carried out with 135 Vietnamese students, who are either senior high schoolers or first year students in Hanoi. Findings confirmed that these students are left with little time to explore their life purpose, and there is a negative correlation between the exam culture and this lack of purpose. In addition, the research identified some helpful aspects in the educational system that guide students towards their life’s purpose, though most participants expressed expectations about the improvement in this function of the system.

Key words: *life purpose, purposeful education, exam culture, innovative curriculum*

Biodata

Hoa Pham is a lecturer in Hanoi, Vietnam and is a Fulbright Vietnamese scholar. Her research interests include curriculum design, adult development, transdisciplinary education, and teacher education.

TRANSFORMING LANGUAGE EDUCATION TO THE ONLINE MODE DURING COVID-19 TIMES
– ON APPROACHES USED IN PANDEMIC LANGUAGE TEACHING

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Abstract

Technology has been called to the rescue on a number of occasions, be it in large classes, underresourced contexts, after earthquakes or other natural disasters. The COVID-19 pandemic which struck the world in spring 2020 and afterwards necessitated sudden shift from face-to-face to distance teaching. With no preparation, no training and very little support from the state, language teachers had to find their own ways transferring language instruction to the online medium. Due to the recency of this situation, research into transformation of language teaching from f2f to online mode is still in its infancy.

The study explores modes, approaches, affordances and obstacles of COVID-era English language teaching in Poland. Apart from exploring the shape of online teaching from two perspectives (student teachers and school teachers), the study confronts the approaches used in Polish schools against well-established models: stages of CALL (Warschauer and Healey, 1998, Bax, 2003), SAMR (Puentedura, 2006) and Skills pyramid (Hampel and Stickler, 2005). The data for the study were collected through observations of online lessons, analysis of lesson plans and interviews with teachers. The findings showed predominance of Substitution mode, with little attempts at other stages, with teachers staying mainly at low levels of Skills pyramid.

Keywords: *distance education, COVID-19, Computer-Assisted Language Learning, educational technology, SAMR*

UPDATING AN ORIGINAL VOCABULARY LIST FOR THE EFFECTIVE IMPLEMENTATION OF ONLINE ESL COURSES

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SHUICHI AMANO⁵^{1,2,3,4,5}*Hiroshima University, Japan**Corresponding author's email: kenokida@hiroshima-u.ac.jp***Abstract**

The presenters have implemented online ESL courses dedicated to vocabulary building, targeting approximately 1,000 first-year students at a national university in Japan. An original vocabulary list was developed, consisting of 6,000 essential English words for daily communications and academic purposes. A Web-Based Training system was also developed to facilitate online vocabulary learning and to manage learner data. The courses have been successfully implemented since its launch in 2011.

This paper reports on a recent update on the vocabulary list that reflects the latest tendency of the students' English skills at the university over the past 9 years. The update was conducted by the presenters: First, each of the 6,000 words on the list was checked, and relatively unimportant words were excluded from the list. Then, 1,070 new essential words that are not included in the list were collected from several well-known vocabulary lists, such as Browne, C., Culligan, B. & Phillips, J. (2013). These words were rated on a 5-point scale according to the TOEIC(R) levels. As a result, 264 new words were selected to be included in the updated version of the list. The presenters will explain the way the vocabulary list has been developed, implemented, and updated.

Keywords: *Online course, Vocabulary learning, Web-Based Training*

IMPLEMENTING E-LEARNING FOR BASIC COMPUTER SUBJECT AT VAN LANG
UNIVERSITY, PERIOD 2017 – 2020

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Abstract

Basic Computer Department, Van Lang University implemented Elearning from 2017 to 2020, divided into 3 phases, from level 2 to level 4 of Elearning training. At each phases, there was a change in training methods, supported functions and, above all, the consolidation of the system, from online learning support functions, course management functions and other facilities, in order to provide learners with the most favorable learning environment and at the same time to assist teachers in teaching and publishing results. In the process of building an Elearning system, different training methods are used depending on the requirement of the online class to account for 20% to 100% of the total teaching time. During the implement, we are constantly absorbing feedback from students and our lecturers are constantly improving the system, then we initially obtain encouraging results.

Keywords: *e-learning, LMS Moodle, MS Teams, basic computer*

STUDENT-TEACHERS' SATISFACTION FROM BLENDED LEARNING

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One of the most influential definitions of blended learning in literature was that of Graham (2006), who proposed that Blended learning systems combine face-to-face instruction with computer-mediated instruction. Krasnova (2016) defined blended learning as a method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, and both constitute a system that functions in constant correlation and forms a single whole. These two definitions have been considered the theoretical background of the investigation on student-teachers' satisfaction from blended learning. The participants are 70 student-teachers in the TESOL Foundation course which started in October, 2020 and will finish by the end of December. In this course, students have to attend seven face-to-face class meetings, and the rest time (less than 30 % out of the total periods of the whole course) is for online learning. Students have to submit seven group assignments on LMS (Learning Management System), attend three Video Conferences and take part in discussion boards on LMS. Student's satisfaction has been examined in four dimensions (1) perceived ease of use of resources and tools; (2) perceived value (relevant and interesting contents on discussion boards); (3) positive learning climate; and (4) student-instructor interaction (Video conferences and feedback on assignments).

Keywords: *blended learning, online learning, satisfaction*

TERTIARY STUDENTS' PERSPECTIVES ON ONLINE LEARNING DURING EMERGENCY REMOTE TEACHING (ERT) IN THE CONTEXT OF COVID-19: A CASE STUDYHA LE^{1*}, CANH TRUONG²¹Foreign Trade University Ho Chi Minh city²Canh Truong, Foreign Trade University

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Abstract

In the midst of a global pandemic, educational institutions in Vietnam were forced to move all courses online. Under that circumstance, emergency remote teaching (ERT) is a conceivable alternative for onsite learning. This paper provides an insight into one specific case study of a university in Ho Chi Minh city, Vietnam. The study employed a Likert scale survey, open-ended questions and a semi-structured interview to examine undergraduate students' perspectives and their engagement (N = 255) in the context of ERT amid COVID-19. Our findings illustrated opportunities and obstacles entailing online video-conferencing lessons with multiple modalities in language teaching and learning. The results showed a rather skeptical view towards online language learning due to the lack of students - student and student - instructor interactions. The paper ends with some implications to improve students' engagement in distance teaching and learning context.

Keywords: *Students' engagement, Emergency Remote Teaching, Interaction, and Distance education*

Biodata

Ha Thanh, Le has shown great commitment in the field of English language teaching and education with a master in education in University of Hull, UK. Ha is an English lecturer at Foreign Trade University, Hochiminh Campus. Her interest includes technology-infused learning, task-based language teaching, and students' motivation and engagement.

TRUONG Canh is currently working as a lecturer of English at the faculty of English Language Department, Foreign Trade University, Ho Chi Minh Campus, Vietnam. She holds an MA in Applied Linguistics and has nearly 10 years of teaching English for various types of students. Her main interests of research are issues of English teaching methodology, the theory of multiple intelligences in English teaching and learner autonomy. She has presented at some conferences and published her papers on some journals

THE IMPACTS OF SELF-LEARNING STRATEGIES: THE QUALITATIVE AND QUANTITATIVE
STUDY OF EFL STUDENTS AT VAN LANG UNIVERSITY

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Abstract

The research mainly focuses on the influences on self-regulated learning strategies of EFL students in Van Lang University. Fifty EFL students were divided into an experimental and a control group in this work. Both qualitative and quantitative were applied to analyze the data. The empirical demonstration has been gathered and classified in four fields of effects, including motivation, self-discipline, academic performance, and time-management. The findings revealed that self-regulation had both positive and negative effects on their learning strategies. As a consequence, the experimental group had beneficial impacts while the other coped with challenges. Also, the study is a positive sign for EFL students to enhance their language abilities and improve the four basic language skills individually as well as explore new topics or tackle challenging schoolwork. After the study, EFL students will be able to acknowledge the necessity of applying a specific strategy for self-learning. Furthermore, undergraduates can set their learning goals and self-assessment strategies to foster learner autonomy and evaluate their learning experiences at the end of the semester.

Keywords: *impact, self-learning strategies, EFL students.*

USING VIRTUALIZED CLASSROOM TO ALLEVIATE THE LIMITATIONS OF THE
TRADITIONAL TEACHING AND LEARNING ENGLISH AT VAN LANG UNIVERSITY

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Abstract

On January 23th, 2020, the Covid-19 outbreak in Vietnam caused 100% of schools and universities to shut down and posed a horrendous impact on education. To get over it, Virtualized Classrooms is a proposed solution. This study investigated the impacts of Virtualized Classroom on traditional teaching and learning English at Van Lang University. The data is collected through questionnaires, interviews, and online surveys on google doc form. The result showed that 70% of respondents support the use of Virtualized Classroom for teaching and learning English. By alleviating the limitations of traditional approaches to teaching and learning, students and teachers are able to interact with each other in a 3D virtualized environment without having to physically attend the class. Moreover, they stated that they demand physical interactions in the classroom, a factor that Zoom and Microsoft Team are unable to provide. For these reasons, Virtualized Classroom can be seen as a solution to solve the problem.

Keywords: *Virtualized Classroom, Virtual Reality (VR), Solution for distance learning, Covid-19, Application for further follow-up, English teaching, English learning*

VIETNAMESE UNDERGRADUATES' ATTITUDES TOWARDS THE USE OF FACEBOOK FOR LANGUAGE TEACHING AND LEARNING**PHAN THI KIM THAO***Freelancer**Email: thaokim.pt@gmail.com***Abstract**

It is undeniable to admit the popularity of Facebook in all fields of life. For academic purposes, Facebook is also used as a medium for English learning and teaching (ELT). To gain some insight into it, this study is conducted to investigate Vietnamese students' attitudes towards using Facebook in ELT. There are 323 respondents in the study. The quantitative method is employed to collect data. The findings indicate that the students expressed positive attitudes towards Facebook application for ELT. Furthermore, Facebook is considered as an educational tool that facilitated their language learning process especially leaning vocabulary skill.

Keywords: *Facebook, ELT, Vietnamese students, Attitudes, language teaching*

THE LINGUISTICALLY-CREATED CONCEPTUALIZATION IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE: FROM UNDERSTANDING TO PRACTICE

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Abstract

No doubt that English education is a complicated process and its successes depend on different variables. Of these, English-linguistic environments for regular practice is commonly accepted as a prerequisite in the contexts of English as a foreign language (EFL). Unfortunately, the questions of what the linguistic environment creating exactly are or how these are implemented, have not persuasively answered. The present paper aimed at twofold purposes, theoretically reviewing related concepts and critical discussions to conceptualize the linguistic environment settings. Practically, some practical approaches were suggested for successful applications in real-life contexts of English education. It is hoped that the present paper contributes to the growing literature review of the linguistic environments on foreign language education and draws special attention to the important roles of the linguistic environment setting beside the focus on theories of ELT methodology from ELT scholars around the world.

Keywords: *Technology, linguistic environment creating, EFL contexts, Modeling*

INCORPORATING INTERNET-BASED APPLICATIONS IN TEACHING INTEGRATED LANGUAGE SKILLS TO EFL STUDENTS**PHUONG THI TIEU LE^{1*}**¹ *Faculty of Foreign Languages and Pedagogy, Nong Lam University – Ho Chi Minh City - Vietnam** *Email: phuong.lethitieu@hcmuaf.edu.vn***Abstract**

Nowadays, it has become more popular for teachers of English as a foreign language (EFL) classes to engage their students in language learning by using Internet-based applications. However, each application is often designed to teach a separate language skill, so there is a need to incorporate some applications to teach four language skills effectively. Therefore, Kahoot, Wordwall, Google Form, and Padlet were combined in this action research to support the teacher in teaching integrated skills to 104 intermediate-level students of 4 EFL classes during a 15-week course at a tertiary institution in Vietnam. The purpose of this research was to describe how these Internet-based applications are incorporated in an EFL classroom through a teacher's reflective teaching journal and identify the students' perceptions of this implementation through a questionnaire followed by a semi-structured interview. The research findings indicated that a great majority of students (90.4%) somewhat and strongly supported the model of incorporating these applications in EFL classrooms with the four major benefits of facilitating their integrated language skill practices, fostering their active learning, encouraging self-studying, and increasing students' attention span. Accordingly, this paper concluded with a suggestion for more implementations at other institutions with similar contexts.

Keywords: *Internet-based applications, integrated skills, EFL*

IMPACTS OF DIGITAL TEACHING ON TRADITIONAL ASSESSMENT: AN INVESTIGATION OF VIETNAMESE ENGLISH TEACHERS DURING COVID-19 PERIOD**PHAM THI THUY LE***Wenzao University, Kaohsiung, Taiwan**Email: phamthuyle276@gmail.com***Abstract**

This study investigates and analyzes Vietnamese English teachers' main challenges when using technology as a teaching instrument and its impacts on traditional assessment practices in English classrooms during the COVID-19 period. The paper was conducted with a qualitative approach to point out particular perspectives and practices associated with the chosen topic. The participants from different areas in Vietnam were interviewed through online semi-structured interviews to collect the data. The present findings reveal that the teachers should receive more context-specific support through social networking site interactions to create content and control their teaching process. The results suggest that Vietnamese English teachers need more opportunities to use digital tools and resources for enhancing their teaching skills. Besides, few studies have focused on how traditional assessments have been affected in the pandemic; thus, the study may be a useful reference for other English researchers on this topic in the future.

Keywords: *digital teaching, traditional assessment, Vietnamese English teachers, COVID-19*

VOCATIONAL ENGLISH TEACHERS' CHALLENGES TO SHIFTING TOWARDS VIRTUAL CLASSROOM TEACHING

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Abstract

Covid19 pandemic has brought to significant influences on every aspect in our lives and society. With the determination to keep learning continued during Covid19, education itself has innovated remarkably to adapt the lockdown situation in many regions in Asia. Among those, shifting from traditional face-to-face classrooms into online learning has been considered as ultimate solutions with tremendous approvals from all stakeholders at all levels. However, at some vocational institutions, the shifting to virtual classrooms has plenteous challenges to all involved partners. Since teachers are the keys to effective implementation of this shifting during Covid19, it is crucial to understand their challenges to the shifting towards virtual classroom teaching. This presentation aims to investigate the attitudes of the English teachers in some vocational colleges in Vietnam and their challenges for transferring their classrooms into online ones. This research collected the data from questionnaire survey to 45 vocation English teachers at 5 vocational colleges and in-depth interviews with nine teachers. The findings would be presented to firstly identify the vocational English teachers' attitudes towards shifting to virtual classroom. Then, this research also revealed some challenges of teaching online classroom from the teachers' voices, such as students' and teachers' technologycompetences, students' motivations, students' technical support, teachers' experiences, teachers' willingness, and institutions' purposes and strategies. The presentation would also illustrate some practical suggestions for teachers on how to face and solve these challenges, specifically during and post Covid19 period, which may be effective for educators and teachers to adapt in their own context.

Keywords: *challenges, online teaching, virtual classroom, Covid19, teachers' attitudes*

Biodata

Dr. Hoang Ngoc Tue is the Dean of the Faculty of Foreign Languages, Hanoi University of Industry, Vietnam. He has been working as an English teacher and an educational administrator for more than 15 years. He has conducted many studies and projects to improve the quality of English language education at tertiary level. He received his Doctor of Education degree from Queensland University of Technology, Australia in 2015. His research interests include ICT in education, blended learning, English for Occupational Purposes, and Teacher Professional Development.

Ms. Le Duc Hanh has been working as an English lecturer at Faculty of Foreign Languages, Hanoi University of Industry, Vietnam since 2007. She currently works as a team leader of designing EAP blended materials. She also takes responsibilities of designing, teaching EOP blended program for technical students. Her areas of professional interest include EMI and blended learning. She can be reached at leduchanh.hau@gmail.com

HOW FOREIGN LANGUAGES INFLUENCE VIETNAMESE IN BAC LIEU

ANH VAN TRUONG

¹ *Department for Foreign Language, Sai Gon University***Corresponding author. Email: tvanh@sgu.edu.vn***Abstract**

That many languages are used in society, especially in developed communities, is a natural phenomenon. Bac Lieu, a small province, does not escape this natural law. On the way of development, the languages of the communities in Bac Lieu are growing. Then, there is a need for language interference to contribute to making the Vietnamese language not to be hybrid but increasingly luxuriant. Selecting and borrowing new words from other languages can make our mother tongue richer and more beautiful. However, it should be a careful refinery so that the identity and nuances of our language will be kept unchanged.

Keywords: *Borrowed word, cross-language, interference, language*

Biodata

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THE INTEGRATION OF 21ST CENTURY-SKILL AND VIRTUAL LEARNING WITH COVID-19

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Trilling and Fadel emphasized the importance of 21st-century skills early in 2000. 3Rs and 7Cs were particularly important, but now 8Cs should be added 'coexistence with AI.' 8Cs should be emphasized in our pedagogy whatever subject we teach for 21st-century education. An empirical investigation was carried out from May 2020 to December 2020, targeting undergraduates in Tokyo. From the first semester of 2020, all courses were taught online with a ZOOM. About 30% of students enrolled in all classes were satisfied with virtual online learning; however, 30% of students were unsatisfied with virtual online learning. The second semester we carried out the experiment to promote the virtual exchange program with the National University of Singapore (NUS) for eight weeks. How the students learned under Covid-19 will be explained more in detail.

Keywords: *21st-century skills, Flipped Learning, PeerEval, ZOOM, Virtual Language Exchange.*

Biodata

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My URL: <https://raweb1.jm.aoyama.ac.jp/aguhp/KgApp?kojinId=abaibi>

USING CLASSROOM MANAGEMENT TOOLS FOR TEACHING LANGUAGE IN HIGHER EDUCATION

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Abstract

In recent years, the term “classroom management tool” has become very popular. However, it is also a new challenge for both teachers and learners to choose an appropriate tool to manage the process of teaching and learning languages. Particularly, during the time of coronavirus pandemic, teaching face-to-face is replaced by teaching online in most of the educational institutions. In such a situation, this study carried out a research, based on the questionnaire getting opinions from 143 teachers and the interviews of 9 administrators in different universities in the South of Viet Nam, in order to: (i) analyze concretely necessary functions for classroom management from a specific tool; (ii) evaluate classroom management applications in different schools in the South of Vietnam; and (iii) recommend criteria to choose appropriate classroom management tools in language teaching. The findings of this study may contribute to the theory of using technology in language teaching and suggest practical criteria to choose suitable tools for educational administration as well.

Keywords: *classroom management tools, language teaching, teaching online*

Biodata

Tran Thi Minh Phuong is a fulltime lecturer at the Faculty of English Linguistics and Literature, University of Social Sciences and Humanities (USSH), Vietnam National University, Ho Chi Minh City (VNU-HCMC). She obtained her Master Degree and Doctoral Degree in Comparative Linguistics from USSH-HCMC-VNU and Master Degree in TESOL from Victoria University - Australia. Her recent interests are Testing and Assessment, Second Language Acquisition, Applied Linguistics, Using Technology in Language Teaching.

A STUDY ON THE EFFECTIVENESS OF THE ONLINE PLATFORM IN TERTIARY EDUCATION IN A MALAYSIAN UNIVERSITY

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Abstract

The internet has been an important part of our life in many aspects. The transformation of education via the internet has made huge changes in teaching and learning. According to Nguyen(2015), the internet has made online learning possible, and many researchers and educators are interested in online learning to enhance and improve student learning. This paper is conducted to uncover the effectiveness of using online learning in tertiary education at a Malaysian university. A total of 20 undergraduates from various faculties had participated in an online questionnaire in June 2020. Some advantages and issues of online learning were addressed in the study. A total of 75% of the students agreed that online tools help them perform better in their studies. The results show that the undergraduates were satisfied with the implementation of online learning while pursuing their degrees despite having to cope with some issues. Based on the research findings, the researchers propose that educators implementing online learning consider the relevance of content and resolutions, student support, and interaction between students and teachers for effective learning.

Keywords: *Online platform, online learning, effectiveness*

Biodata

Chan Hai Lin has just graduated with the Bachelor of Arts degree majoring in English language from Universiti Sains Malaysia. Her areas of interests include Academic Writing, Foreign Languages and Psychology of Language.

Ng Yim San, a senior English language teacher at Universiti Sains Malaysia(USM), has taught the language in Malaysia at Primary, Secondary and University levels for 31 years. She holds a B.A in English Language and Literature Studies and an M.A. in Linguistics and English Language. Her areas of interests are learner autonomy and blended learning.

INCREASING STUDENT ENGAGEMENT THROUGH CREATIVE AND TECH-BASED METHODS OF LEARNING**LETICIA C. PAGKALINAWAN***University of Hawaii at Manoa, USA**Email: leticiap@hawaii.edu***Abstract**

This presentation focuses on using two technological tools, Voice Thread and Kahoot, in teaching Filipino as a second language at the University of Hawaii at Manoa. VoiceThread (VT) is a web-based interactive collaboration tool with video, audio, and text commenting. In comparison, Kahoot is an online tool used for administering multiple-choice game questions, discussions, or surveys. Students utilize VT in their oral presentations and participate in class discussions using Kahoot. This study presents how the use of these technological tools enhances language proficiency and oral presentation skills of second language learners of Filipino. It also explores other valuable benefits of using VT and Kahoot in student engagement, motivation, and quality of learning experience in the second language classrooms. Data of this study consist of surveys, interviews, and teacher assessments using Oral Performance Evaluation Rubrics. Findings present valuable insights on the use of technology in promoting collaborative, engaging, dynamic, and stimulating language learning and teaching.

Keywords: *Filipino language and culture, Voice Thread, Kahoot, language assessments, technology-based learning and teaching*

Biodata: Leticia Cantal - Pagkalinawan is an Assistant Professor in the Department of Indo-Pacific Languages and Literature at the University of Hawaii at Manoa. She is a textbook and creative writer, researcher, editor, translator, interpreter, and columnist. Her research interests are heritage language maintenance, linguistic landscapes, teaching pedagogy, and language assessment.

THE USE OF DRAMA ROLE-PLAYING IN TEACHING ENGLISH LITERATURE FOR ENGLISH MAJORED STUDENTS: AN ACTION RESEARCH AT VAN LANG UNIVERSITY

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Abstract

Role Playing has been applied to teach literature in many countries, however, research on this subject is still minimal. The aim of this study is to describe literary class activities, which is considered as the first step of action research to solve the difficulties in teaching English literature in the Vietnamese context. The participants include 100 senior English majored students who were involved in the Pre, While and Post activities in the English Literature class. Post-session interviews were conducted to learn more about learners' attitudes. These activities initially aroused students' interest in understanding literary works and enhanced their ability in appreciating the selected stories in the curriculum at Van Lang University.

Keywords: *Drama role-playing, English literature, drama-based teaching activities, motivation, language skills development.*

Biodata

Nguyen Hoa Mai Phuong is a senior lecturer in English literature at Van Lang University, Ho Chi Minh City. She has over 18 years of experience teaching English to all ages and levels of students. Her current research interests are literary analysis, translation study and TESOL.

DEVELOPING BOTTOM-UP LISTENING SKILLS AND LEARNER AUTONOMY IN A GOOGLE CLASSROOM-BASED EFL COURSE**NGUYEN THI HONG NHAT***Hanoi Pedagogical University 2**Email: nguyenthihongnhat@hpu2.edu.vn***Abstract**

The teaching practice of EFL listening has not well addressed bottom-up listening skills (Seigel & Seigel, 2015). Moreover, autonomous listening is not very well focused in current pedagogy (Field, 2008). This study was conducted to investigate the influence of a mini EFL listening module of bottom-up activities on learners' listening ability and learner autonomy. The students were 100 first-year EFL students at a public university in Vietnam. The module was developed on Google Classroom platform which incorporates listening activities on different bottom-up skills such as listening to accents, intonation, and assimilation. The students completed the assigned bottom-up listening activities on the platform every week over a period of 10 weeks. The data were collected from an online survey (n=100) and a dictation pre-test and a dictation post-test (n=100). The results showed that the module improved students' bottom-up listening skills and positively affect their autonomy. The study suggests that EFL teachers should be more aware of the importance of bottom-up activities and allocate adequate time for them in listening courses, especially for low-level learners. Furthermore, the study indicates that Google Classroom as a sample tool of technologies can be employed with sound pedagogy to benefit students.

Keywords: *EFL listening, bottom-up listening, the use of technology, learner autonomy, Google Classroom, Vietnam.*

Biodata

Nguyen Thi Hong Nhat is a lecturer of English and a teacher educator at Hanoi Pedagogical University 2, Vietnam. She holds a Doctor degree from the University of Queensland. She has been conducting a number of workshops for language teachers on teaching English with technologies. Her research interest is in the teaching of listening as a foreign language skill, curriculum and program development, EFL materials development, teacher education in Computer-Assisted Language Learning, educational change.

AN EMPIRICAL STUDY OF FACTORS INFLUENCING THE LANGUAGE PROFICIENCY OF
VIETNAMESE STUDENTS

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LE⁴

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Abstract

This study aims to investigate the language proficiency and its determinants of Vietnamese students. Based on holistic literature, the authors examine and test the impact of five intrinsic factors related to the students' characteristics (which are learning purpose, learning ability, learning method, hard-working, and self-awareness) and three extrinsic factors that are related to demographic factors, parental indicators, and schooling-environment on the language proficiency. Data was collected from online questionnaires sent to more than 2500 students from eight famous universities in Vietnam and converted into an excel version before translated into SPSS and EVIEW. Research results show that intrinsic factors, especially learning methods, play a vital role in shaping Vietnamese students' capability to learn a second language. From educators' perspectives, the higher level of English exposure the students are equipped at school, the higher their language proficiency. Finally, we compare the difference in learning language ability among genders and ages. The findings suggest that girls and minorities are less proficient in language than others.

Keywords: *Language proficiency, student demographics, Vietnamese students*

CONTENT AND PEDAGOGICAL DIMENSION OF CALL: HOW COMPUTER ASSISTED LANGUAGE LEARNING IN THE 21ST CENTURY SHOULD BE?

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Abstract

The use of digital technology in education is not an extraneous thing and the use of technology has developed rapidly. The present condition of COVID19 pandemic has forced education institutions in non-developed countries in the worldwide, and in Asia specifically, to reshape their systems from face to face to online education which becomes the only option for the institutions to support learning, including language learning (with the use of CALL and MALL). As such, a framework is required to guide better practice of CALL in different aspects. To develop the framework, a critical literature review was used together with Boolean operators and thematic analysis to set up the framework. The framework includes content and pedagogical dimensions of CALL. The content dimension comprises what should be present in the material content in the context of language learning through CALL whereas the pedagogical dimension comprises how the learning process should be in CALL in which arises how the teacher should teach and how the content is presented or delivered to students. Further, together with Lian & Pertiwi's framework (2017), the proposed framework can be used as the basis for CALL research-based in the 21st century.

Keywords: *21st century, CALL, framework for CALL*

Biodata

Hana is a junior researcher at Sejati Research Center of ELT Department of IAIN Syekh Nurjati Cirebon, Indonesia and is interested in CALL. Wakhid Nashruddin and Hendi Hidayat are lecturers in ELT Department of IAIN Syekh Nurjati Cirebon, Indonesia, with interest in diverse area of ELT, including CALL

CRITICAL PERSPECTIVES ON DIGITAL TOOLS: THE PIC-RAT FRAMEWORK

RUDI COHEN

*National Geographic Learning Vietnam**Corresponding email: thoaidien.nguyen@cengage.com***Abstract**

With so many digital tools being launched and tested in classrooms every day, teachers have more diverse access to electronic options for enhancing their teaching than ever. In this session, the presenter will share a framework for understanding the role of digital tools in relationship to student interaction and their effect on pedagogy. Attendees will leave with a new perspective on how to critique apps and websites, and practical ideas for how to integrate them into the online, blended, or in-class learning experiences.

Keywords: *digital tools, framework, student interaction, effect on pedagogy*

Biodata

Rudi is the Senior Teacher Trainer and Academic Consultant for National Geographic Learning Vietnam. He has been teaching EFL students of all ages since 2012, and has been living and working in Ho Chi Minh City since 2014. Experienced in teaching Vietnamese students in a variety of contexts, his professional interests focus on integrating critical thinking into the learner experience and providing professional development for teachers of all skill levels.

FUZZY LOGIC BASED QUERY FOCUSED LEARNING MATERIALS SUMMARIZATION

KRISHNAVENI P^{1,*} BALASUNDARAM S R²¹ Department of Computer Applications, National Institute of Technology, Tiruchirappalli, Tamilnadu, India² Department of Computer Applications, National Institute of Technology, Tiruchirappalli, Tamilnadu, India*Corresponding author. Email: 405913006@nitt.edu**Abstract**

Recent years query or topic specific summarization has become an important research area. Query focused summarization (QFS) preserves the important information contained in the documents as much as possible and at the same time the information should be biased to the given query. All the query relevant sentences are not salient. Similarly, all the salient sentences are not query relevance. The presence of saliency and query relevance in QFS has raised the issue of fuzziness. This work aims to provide a query summary for one or more text based learning materials on a common topic using fuzzy logic. It tries to answer briefly the learners query regarding the given learning materials. The fuzzy logic handles the tradeoff between the query focus and saliency of the sentences in the input text for producing the query summary. In ROUGE evaluation, it compares the fuzzy summarizer with the query score only summarizer (QO) and the query score with feature score (QF) summarizer, which are implemented in this work. The evaluation results of these three query focused summarizers show that the fuzzy summarizer provides better results than the other two summarizers compared.

Keywords: *Query focused summarization, Fuzziness, Saliency, Query relevance, Fuzzy summarizer, Query score only summarizer, Query score with feature score summarizer.*

Biodata

Krishnaveni P received the M.E. degree in Computer Science and Engineering from Anna University, Tamil Nadu. She is currently pursuing the Ph.D. degree in the Department of Computer Applications, National Institute of Technology, Tamil Nadu. Her research interests include Information retrieval, Natural language processing, and Automatic text summarization.

S. R. Balasundaram has been working since 1987 at National Institute of Technology, Tiruchirappalli (NITT). He obtained M.C.A. degree from P.S.G. College of Technology, Coimbatore and M.E. in Computer Science and Engineering from Regional Engineering College, Tiruchirappalli. He earned his doctorate in “E-Learning and Assessment” from NITT. Currently, he is working as Professor in the Department of Computer Applications, NITT. He has more than 40 papers in reputed Journals and proceedings of International Conferences. His areas of interest are: Web and Mobile Technologies, Cognitive Science and e-Learning Technologies. He has authored a book, co-author for 3 book chapters, and edited a book.

THE BENEFITS OF USING TECHNOLOGICAL TOOLS FOR PROJECT-BASED LEARNING ACTIVITIES IN LITERATURE AT LÝ THƯỜNG KIỆT HIGH SCHOOLNGUYEN TRAN TRUONG THINH¹, LE TRINH MINH KHOI², TRAN THI NGOC LINH^{3*}^{1,2}Lý Thường Kiệt High School, Tay Ninh province³Van Lang University

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Abstract

Literature classes seem to be very boring for high school students due to out-of date teaching methods in which Vietnamese teachers just focus on theories and it lacks of practices, that have been existed for ages while more and more technological tools (namely smart phones, laptop or desktop computers, and iPads), are known as effective learning and teaching ways for their practices, specifically it is for Literature. This research paper aims at findings the benefits of using such devices for high school students' project-based learning activities. For quantitative design, the questionnaire with the 5-Likert scale items, named as strong agree(SA), agree (A), neutral (N), disagree (DA), and strong disagree (SD), was used as the research data collection instrument whereas In-depth interviews were conducted consisting of 5 questions for the qualitative design to get deeper understandings of learners on how beneficial technological devices were used for project-based activities in Literature. The population in this research was 44 students of grade 11 at Lý Thường Kiệt High School in Tây Ninh province, Việt Nam. The findings revealed that accomplishing class or project work with the support of such devices helps students improve both their learning strategies and their confidence significantly such as presentation skills, teamwork skills, critical thinking skills, and problem-solving skills. However, during the process of completing the project work, some limited factors were claimed as spending time hours playing games, surfing the internet, or chatting with friends. For future research recommendation, getting feedback from learners and the guidance from teachers need to be concerned carefully.

Keywords: *Technological tools, project-based learning activities, devices*

DEVELOPING ENGLISH SPEAKING SKILLS IN REMOTE SETTINGS: IDENTIFYING CHALLENGES AND OFFERING SOLUTIONSNGUYEN CHAU BICH TUYEN¹, ANDREW LIAN², NGUYEN THUY NGA³^{1,2,3}*HCMC Open University*²*Suranaree University of Technology, Thailand**Corresponding author's email: tuyen.ncb@ou.edu.vn***Abstract**

Plenty of adult learners participate in English courses in remote settings (online learning) for reasons of lifelong learning, worldwide communication, social integration, problem solving, professional and personal development. However, most of remote learners seem to be challenged in their learning process when they cannot speak English at an acceptable standard of the non – native speakers in Vietnam context. They normally miss completing the requirements of the speaking course, and even give up learning this speaking skill. This evokes my curiosity to explore what actual challenges that remote learners encounter and why they have such performances, and what possible solutions should be concerned. To carry out this, a mixed research method is applied. For the quantitative approach, a questionnaire survey was sent to 50 freshmen of online English speaking course at Ho Chi Minh City Open University (HCMCOU), and a semi- structure interview was used to collect the qualitative data of 5 experienced remote learners of English. The findings show that learners' challenges are varied in three aspects of characteristics of speaking skill, remoteness, and learners' learning conditions, and the suggestions for overcoming these challenges are not excluded the concerns of both project – based learning and self – organizing learning environment.

Keywords: *remote setting, English speaking skill, challenges and solutions*

OPTIMIZING AUDITORY LANGUAGE INPUT FOR FOREIGN LANGUAGE LEARNERS
THROUGH A VERBOTONAL APPROACH WITH CALL SYSTEMSANDREW LIAN^{1,2,3}, XIRUI CAI^{1,4*}, YIN MO⁵, YAOPING SHI⁵¹*Suranaree University of Technology, Thailand*²*Ho Chi Minh City Open University, Vietnam*³*University of Canberra, Australia*⁴*Kunming Medical University, China*⁵*The First Affiliated Hospital of Kunming Medical University, China***Corresponding email: tsai_hsjui@hotmail.com***Abstract**

The notion of CALL (Computer-Assisted Language Learning) has long focused on the creation of enhanced communicative contexts, tutorial activities and access to resources. The research reported here builds on those areas by seeking to determine the optimal physical auditory input for facilitating the process of language learning. This is an area that has rarely been investigated. The research reported here emanates from Suranaree University of Technology, Thailand, and Kunming Medical University, China. The study situates itself in the contexts of verbotonalism (Guberina, 1972; Lian, 1980), precision language education (Lian & Sangarun, 2017), rhizomatic and self-managed learning systems (Lian, 2004, 2011; Wen, Lian and Sangarun 2020) and cerebral lateralization while listening dichotically to variously-manipulated auditory signals (Cai & Lian, 2018; Lian & Cai, 2019; Lian, Cai et al., 2020). Once the brain's responses to the various auditory signals have been examined, optimal auditory input signals can be identified and can then be managed entirely by computer-based expert systems using machine learning systems such as Tensorflow. This presentation will describe and review the results of a case study involving such an investigation using functional magnetic resonance imaging (fMRI) technology to add to previously gathered evidence by the researchers from Event-related potential (ERP) studies. Both fMRI and ERP studies suggest that there exists one language signal within the verbotonal-based dichotic approach used in the experiment that is best suited for neural processing. Theoretical and practical conclusions will be drawn and CALL systems under development will be described. The impact on the notion of CALL of this and similar research will also be discussed.

Keywords: *CALL, auditory language input, a verbotonal approach*

CLASSROOM INNOVATION: ADDRESSING ENGLISH CLASSROOM NEEDS THROUGH DESIGN THINKING**REYNALD ALFRED SY***FEU Cavite and St. Paul University Manila, Philippines**Email: reynaldalfredsy472@gmail.com***Abstract**

In response to the challenges faced by the Department of Education, this study was aimed to provide innovative solutions in addressing English classroom needs. To arrive at similar results by those who have used the Design Thinking approach, the study specifically utilized Design Thinking to address English language classroom needs in the Secondary Level vis-a-vis open possibilities of using the said approach in addressing problems. The researcher made use of the qualitative research method as a research design. Specifically, this research used a single case study that aimed at developing at explaining an existing problem. The study, likewise, had six students and four teacher discussants from the junior high school equally representing the private and public schools' sector. The results of the Focus Group Discussion (FGD) presented that students identified specific problems that they encountered in an English Language classroom at the secondary level.

Such problems were identified as needs and became the starting point of the teacher discussants in their Design Thinking orientation and workshop. In the process, Design thinking provides promising innovative solutions in addressing problems in the classroom and may be utilized as a process in improving academic learning.

Keyword: *Design Thinking, English Language Teaching, Classroom Innovation*

INTEGRATING INFORMATION LITERACY TRAINING IN AN ENGLISH-SPEAKING COURSE IN THE CHINESE CONTEXT

KEZHEN LIU ^{1,*} ANDREW LIAN², BUTSAKORN YODKAMLUE³^{1,2,3} *Suranaree University of Technology, Thailand 1** *Kezhen Liu. E-mail: Jen.l.k@foxmail.com***Abstract**

This study investigated the effects of a teaching approach combining information literacy training and an ongoing role play game for improving Chinese university students' English-speaking skills and strengthening their sense of learner autonomy. The study employed a quasi-experimental design. Two intact classes, altogether 85 college students, participated in the study. One class was randomly assigned as the experimental group and the other as the control group. Both groups participated in an English-Speaking Course (ESC), which was a compulsory course taught by teachers who were native speakers of English. The approach was administered to the experimental group for 11 weeks. The control group participated in a traditional ESC, also for 11 weeks. Both groups were taught by the same teacher. The findings revealed that after 11 weeks' intervention, the experimental group improved their English-speaking skills and strengthened their sense of learner autonomy significantly, while the control group made no significant improvement in the two variables. The approach was considered innovative, challenging, and effective by the students in the experimental group. Moreover, the students indicated that they became more confident and motivated to learn to speak English. Meanwhile, the training lesson made them realize the benefits that technology devices can bring to their learning.

Keywords: *Information literacy training, English-speaking course, learner autonomy.*

Thank You Notes

Dear the authors, the presenters, and the participants of AsiaCALL2021 & VLTESOL,

Thank you very much for your contributions to the 17th AsiaCALL International Conference and VLTESOL at Van Lang University, Ho Chi Minh City, Vietnam. This Conference cannot be carried out without your time and efforts.

This year, the AsiaCALL2021 & VLTESOL received 110 abstracts of 200 authors from many delegates from Australia, Thailand, Japan, Poland, Taiwan, India, Indonesia, Malaysia, China, USA, Pakistan, The Philippines, Ethiopia, and Sri Lanka. Regarding the local delegates, we received papers from many different cities and provinces of Vietnam, including Ha Noi, Da Nang, Lang Son, Dien Bien, Ho Chi Minh City, Kien Giang, Tien Giang, Tra Vinh, and Da Lat. Though the reviewers rejected some abstracts, we felt sorry for that and wished to receive your contributions to the subsequent conferences.

The committee organizers and reviewers have been working hard for the double-blind reviewing processes to have qualified papers for the Conference-Proceedings published in either AsiaCALL Online Journal or Atlantis Press.

Thank you very much to the Presidential Board of Van Lang University and the local organizers who have spent most of their time catering services to prepare for the best event.

On behalf of the AsiaCALL organization, we wish you stay healthy and happy in life. We hope to see you at our next International Conference.

Sincerely yours,

Assoc. Prof. Pham Vu Phi Ho, Ph.D.

Vice President for Administrative Affairs of AsiaCALL