HOA SEN UNIVERSITY
WORLD CLASS EDUCATION

ASIA ASSOCIATION of COMPUTER ASSISTED LANGUAGE LEARNING

INTERNATIONAL CONFERENCE at HOA SEN UNIVERSITY

Friday - Saturday, 26-27 November 2021

(AsiaCALL2021-2)

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WELCOME TO ASIACALL

From the AsiaCALL President

Welcome to AsiaCALL2021-2, the 18th International Conference of the Asia Association of Computer-Assisted Language-Learning (AsiaCALL). As I am fond of reminding friends and colleagues, AsiaCALL is a research and professional association dedicated to bringing people together in research and professional ventures. We also do our best to enable access for everyone to new knowledge and to encourage collaboration in new technology-based ventures, including new theoretical constructs at all levels, relating to language education. In order to achieve this, we have done our best to find ways to bring 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-enhanced) language learning and promoting equal opportunity.

One might have expected that an increase in the number of conferences would lead to a decrease in the number of submitted abstracts for the second conference. Far from it. AsiaCALL2021-2 actually attracted 50% more papers than the first of the 2021 conference. This is eloquent testimony to the vitality of the field and of the positive relationship between the language teaching profession and the AsiaCALL organization. Thank you very much for your strong continuing support. We are delighted that we can be of ongoing service to you and contribute to the infrastructure necessary for the development of the field, especially at a time when there is a proliferation of online conferences and webinars.

I should like to take this opportunity to express my thanks on behalf of the AsiaCALL organisation to Hoa Sen University for its magnificent support of the conference. In particular, I would like to express my heartfelt gratitude to the President of AsiaCALL2021-2, Vice-Rector Associate Professor Dr. Nguyen Ngoc Vu and his team, for their wonderful efforts on behalf of the organisation and for ensuring the success of the conference.

I also wish to express my heartfelt thanks to Associate Professor Dr. Pham Vu Phi Ho, Associate Dean of Foreign Languages at Van Lang University, Vietnam and Vice-President for Administrative Affairs of AsiaCALL for his tireless efforts on behalf of the organization. He has provided the key energy for many of the association's recent initiatives. We owe him much.

My deepest gratitude also goes to our wonderful keynote, plenary and featured speakers: Professor Dr. Hayo Reinders, from Anaheim University, USA and King Mongkut University of Technology Thonburi, Thailand, Associate Professor Dr. Nguyen Ngoc Vu, Vice-Rector of Hoa Sen University, Vietnam, Associate Professor Dr. Long V. Nguyen, Vice-President of the University of Foreign Languages, Da Nang University, Vietnam, Dr. Ania Lian, Senior Lecturer in Education, College of Indigenous Futures, Education and the Arts, Charles Darwin University, Australia, Vice-President of AsiaCALL for Research and Innovation, Dr. Le Dinh Phong, Dean of the Faculty of Information Technology, Hoa Sen University, Vietnam. These gifted, innovative speakers set the tone for the conference. Their contributions fuel the participants' ever-present enthusiasm and I look forward to the research and publications generated by this gathering of minds.

Finally, a word of warm thanks to all the conference participants. As always, they are the most important people, the reason for the organization's existence and its lifeblood. Thank you for joining and extending AsiaCALL's intellectual and social family.

Professor Dr. Andrew P. Lian
President of AsiaCALL

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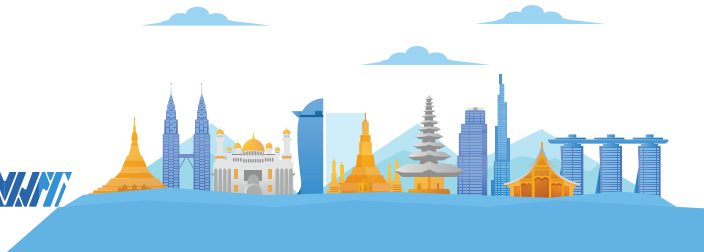

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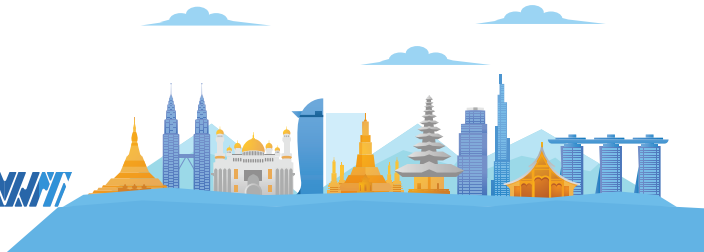

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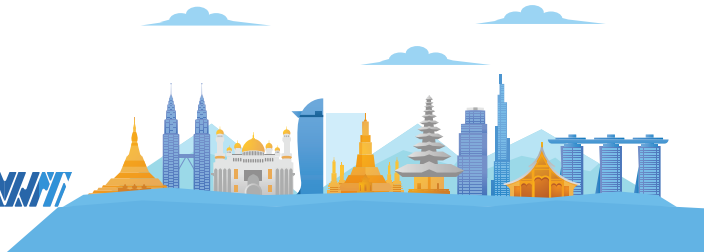

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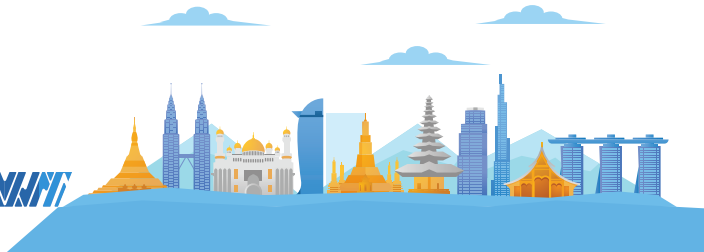

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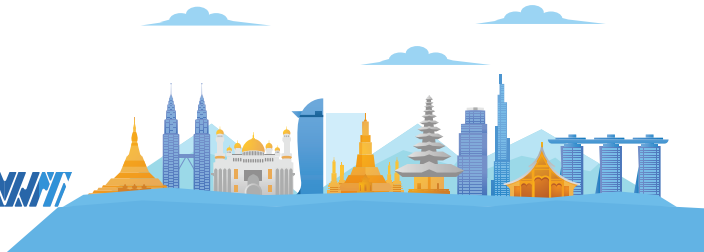

HIDDEN IMPACTS AND STEREOTYPES OF TECHNOLOGY IN LANGUAGE LEARNING

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ABSTRACT
This keynote will address relatively unnoticed aspects of technology in (language) education. While these aspects may be hidden, they are nevertheless real and play a significant role in the development of the field. This address will reveal some of these and discuss their impacts on the field of (language) learning.

KEYWORDS: *Technology, language education, impacts on language learning.*

BIODATA STATEMENT
Professor Dr. Andrew P. Lian, Professor of Foreign Language Studies, Suranaree University of Technology, Thailand; Ho Chi Minh City Open University, Vietnam; Professor Emeritus, University of Canberra, Australia; 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.

LANGUAGE LEARNING SPACES BEYOND THE CLASSROOM: THE ROLE OF TECHNOLOGY IN SUPPORTING LIFELONG AND LIFEWIDE LEARNING

HAYO REINDERS
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ABSTRACT

Readers of the literature on language teaching might be forgiven the impression that language learning takes place only in language classrooms. Studies that focus on the measurement of language learning variables, such as proficiency, motivation and learning strategies, are typically based on research among samples of classroom learners. However, it is likely that as much, if not more, language learning now takes place outside of formal education. Although language learning beyond the classroom (LBC) has received less attention than classroom learning, the steadily growing body of research and in particular our experiences from the last 18 months, have shown us many ways in which technology can both provide a wide range of learning spaces as well as be used to help prepare learners for and support them in their learning in those spaces. In this presentation I will begin by briefly describing what I mean by LBC and its different variants and then offer some recommendations for how technology can be harnessed to help develop learners' skills for both lifelong and lifewide learning.

BIODATA STATEMENT

Dr. Hayo Reinders (www.innovationinteaching.org) is a TESOL Professor and Director of the doctoral programme at Anaheim University in the USA. He is also Professor of Applied Linguistics (Adjunct) at King Mongkut's University of Technology, Thonburi, Thailand. Professor Reinders is Editor of the journal Innovation in Language Learning and Teaching (published by Taylor & Francis) and edits a book series on "New Language Learning and Teaching Environments". He founded the Institute for Teacher Leadership. His interests are in teacher empowerment, learner autonomy, and educational technology.

Orcid ID, Scopus ID, Google Scholar

BUILDING ARTIFICIAL INTELLIGENCE ADVANTAGE FOR VIETNAM TESOL IN THE POST COVID-19 WORLD

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ABSTRACT

COVID-19's worldwide emergence has had catastrophic personal and economic implications. Much media attention has been focused on shortages of training, as well as facilities, as TESOL institutions around Vietnam struggled to respond quickly to sudden change in the mode of learning content delivery, especially those facilitated by artificial intelligence. By introducing new AI tools launched during the last 2-3 years, the presenters analyze opportunities and challenges for TESOL education in Vietnam in the Post COVID-19 world. Major topics discussed include history of AI in language teaching, AI tools for teaching language skills, language aspects and AI for education in the post COVID-19 world. With data collected from an experiment using AI powered teaching platform, the presentation also reports impact of AI enabled digital contents on language learning. From the trends recorded until early 2021, the presenter makes suggestions for technology investment and language education in Vietnam.

KEYWORDS: *Artificial intelligence, Educational technology, Digital transformation, Language education.*

BIODATA STATEMENT

Nguyen Ngoc Vu is vice president of Hoa Sen University and chairman of STESOL founded by Association of Vietnam Universities and Colleges. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation service to higher education institutions and businesses across 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.

HIDDEN IMPACTS AND STEREOTYPES OF TECHNOLOGY IN LANGUAGE LEARNING

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ABSTRACT

As accountability structures evolve globally, every educational institution strives to build capacity of its team to offer learning experiences that comply with the modern requirements for education to build academic, social, and emotional capacities of their graduates. However, change is often slow as it takes time to embrace new concepts and adapt them to one's contexts. Furthermore, not all theoretical concepts immediately translate into education that is based on transformative principles that engender lifelong learning embedded in values, such as humanisation, localisation, regionalisation, and universalisation, which typify all modern curricula. This presentation describes three research projects, which sought to counter the obstacles that typically slow down change and short-change the promises of the new education reforms. Two of these projects took place in different universities in Indonesia and the third project is currently underway in Cambodia. The discussion will illustrate the context of these projects, how technology was used to support team teaching with international partners and how the "new normal" was more a help in this venture, rather than an obstacle. The research findings from the two already completed projects provide strong evidence that the model was not only a success, but also was superior to other approaches against which the two projects were compared and tested. The study findings suggest that collaborations with international partners can benefit from more "hands-on" methods of work. These types of collaboration are likely to both progress innovation faster and enable a better understanding by each group of their contexts, challenges, and possibilities.

KEYWORDS: *education, humanisation, localisation, regionalisation, and universalisation*

BIODATA STATEMENT

Dr. Ania Lian, Senior Lecturer (eq. Associate Professor) in Education (Teaching and Learning), Charles Darwin University, Australia. Since 1993, Ania has held positions at various universities in Australia, with her work focusing on the uses of technology in second language learning and in education in general, including software development. She has also worked at the National Policy Office of the Council on the Ageing in Canberra and has a history of working on a voluntary basis with the wider community on sustainability projects within the framework of the Queanbeyan Business Council, NSW. Ania has been a keynote speaker at a number of academic conferences both in Australia and in Asia, where she engages in building collaborative networks between CDU and other universities, with the aim of expanding the international focus of all involved. The leading objective of her teaching and research is to explore the concept of inclusive learning environments, with a specific focus on learner-centredness. Her recent interest in graduate attributes developed from these concerns which form the framework of her approach.

APPLICATIONS OF ROBOTICS IN EDUCATION: A CASE STUDY ON TEACHING FOREIGN LANGUAGE

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ABSTRACT

Along with the great development of science and technology in the past few decades, the Robotics has surpassed many limits, such as not only serve people in factories and industrial fields, but also it is applied in all areas of human life such as agriculture, health care, daily life and especially education. The presence of Robots in the classroom, firstly attracts the attention and concentration of the student as well as helps them feel more interested in the lessons. One of the most popular applications is using Robots to develop the necessary skills in this 4.0 era: programming, innovation and critical thinking, math and problem solving, etc. Also with diverse features that Robots can be programmed to suit the special needs of each individual such as children with autism. They can be assisted by Robots to learn social and communication skills, and interacting with Robots also helps them gradually adapt to human contact. With such applications or capabilities mentioned above, Robots obviously becomes an effective tool for teaching foreign language and in fact, countries with the high technological expertise such as Japan, Korea, Singapore, or Europe are the leading countries in this field. In this talk, we will learn how to use Robots in foreign language teaching, how effective it is and whether it can really completely replace teachers in teaching as people fear?

KEYWORDS: *Educational Technology, AI Robotics in Education, Foreign Language, Natural Language Processing.*

BIODATA STATEMENT

Dr. Le Dinh Phong received his Ph.D. degree from the Division of HCI & robotics at the Korea Institute of Science and Techonology, Korea. He is currently the Dean of the Faculty of Information Technology, Hoa Sen University, Vietnam. Previously, he was a Researcher at the Saigon Hi-Tech Park and the Nguyen Hoang Group – the biggest education corporation in Vietnam, focusing on uses of technology to Education. His research interests mainly include Human-Computer Interaction, Applied AI in Education and AI Robotics-assisted English teaching and learning.

ADAPTABILITY TO THE COVID-19 CRISIS: WHAT ARE THE ROLES OF THE STAKEHOLDERS?

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ABSTRACT
The worldwide education system has suffered severe failures as a result of the accelerated shift to online instruction caused by the COVID-19 Pandemic. This study investigated the responses from a foreign language university in Vietnam throughout this transition from a holistic approach, moving from the institution's policies to realizing such goals via the implementation of administrative, supporting, and teaching staff. It also looked at how high-experienced lecturers used technology in their online classes. The study highlighted important themes in administrative and EFL teaching elements using semi-structured interviews with two administrative and supporting staff members and five English Foreign Language (EFL) lecturers. In terms of administration, the institution formulated a series of policies, established a Response Team, and implemented ICT in their educational system on a long-term basis. Lesson planning, ongoing student assistance, and proactive problem-solving are all part of the teaching process. Institutional and individual initiatives are also highlighted. During and after the COVID-19 Pandemic, this study is expected to give practical and relevant lessons to worldwide practitioners and online education development in EFL programs.

KEYWORDS: *EFL programs, highly-experienced teachers, initiatives, online teaching, policies*

BIODATA STATEMENT
Associate Professor Dr. Long V. Nguyen is a vice-President of the University of Foreign Languages, Da Nang University, Vietnam. He earned his MA in TESOL Studies from The University of Queensland in 2005 and a PhD. degree in the Applied Linguistics program at the School of Language Studies, Massey University. He has received a number of outstanding grants for his research in the areas of educational technology, collaborative learning, digital literacies, and language teacher education.

AN INVESTIGATION INTO THE PHENOMENON OF MORPHOLOGICAL CONVERSION IN CURRENT TEXTBOOKS OF ENGLISH AND VIETNAMESE LITERATURE FOR HIGH SCHOOLS

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ABSTRACT

The study aims at investigating the phenomenon of morphological conversion in current textbooks of English and Vietnamese Literature for High schools. Based on those survey results, the authors analyzed the similarities and differences of this phenomenon between the two disciplines to propose appropriate teaching methods when encountering it in the curriculum. The research used the inductive method to synthesize theories from available data about the phenomenon of conversion and the survey method to analyze statistically the conversion phenomenon density in the English and Vietnamese Literature books at high school level. Finally, the comparative method was used to point out the similarities and differences of the above phenomenon in the textbooks of the two subjects. From the collected data, this study showed that the phenomenon of conversion in the textbooks of English and Literature has occurred. Through the research paper, the authors would like to give some notes and suggestions on appropriate teaching methods for high school teachers when encountering this phenomenon in the teaching processThis study examines the: .....

KEYWORDS: *Conversion, teaching, English, Vietnamese Literature*

BIODATA STATEMENT

As Vietnamese juniors at the Department of Foreign Languages at Saigon University, **Pham Thanh Hoai** and **Nguyen Xuan Minh Hai** are students in an English teaching major who have won a championship in a contest "Pedagogy Expertise". Under the guidance of their lecturer, Truong Van Anh, M.A., they found their interest in the phenomenon of morphological conversion and conducted a paper to investigate the phenomenon in current textbooks of English and Vietnamese Literature for High schools. It is certain that they will be able to get more achievements when being exposed to a scholar atmosphere like the one created by this Conference.

ENGLISH PARAPHRASING

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ABSTRACT
Paraphrasing is changing the structure without changing the meaning or using two different structures but having the same meaning. These 914 sentence patterns cover all the paraphrasing structures in English and guide how to handle other patterns when learners encounter them. It is important that students know the deep sentence patterns which they can convert into surface sentence structures flexibly. Our research is a summary of what we already know from books and exams, but they haven't been fully collected yet. Collecting data for research, we compile assignments in the form of essays. This is great for developing students' writing and speaking skills..

KEYWORDS: *deep structure, pattern, paraphrasing, surface structure.*

BIODATA STATEMENT
Being a senior lecturer at Sai Gon University, **Truong Van Anh** also gives lectures at other universities such as University of Social Sciences and Humanities, VNU-HCMC, Bac Lieu University, Open University – HCMC, Hoa Sen University, HUFLIT University and Hanoi Vietnam National University, HCMC Branch. Supervising students doing their scientific research, he has supported them to win some national prizes granted by Ministry of Education and Training. He has presented many articles at the international and national conferences. His scientific articles have been published on Sai Gon University Journals of Science and many articles in proceedings at universities and institutes. Especially, he has had over 50 reference books relating to English language studies published by various publishing houses.

THE IMPACT OF GLOBALIZATION AND INTERNATIONAL INTEGRATION TO BECOME A GLOBAL CITIZENSHIP IN HO CHI MINH CITY, VIETNAM

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ABSTRACT

In the context of globalization, international integration, especially the development trend of industrial evolution 4.0 is strongly and deeply influence and impact on different aspects and field in social life. It attracts every country to a "playground" called "Integration". With its vastness and complexity, globalization firmly impacts on every fields of social life, to every country, nation, especially to train global citizenship so they can satisfy the requirements of globalization and international integration nowadays. For Ho Chi Minh City, globalization and international integration has brought chances, opportunities, at the same time, there are also some real challenges and risks in the training of global citizens. Therefore, the urgent issue at the moment is the need of further researching, analyzing in order to have an objective and comprehensive in visions and assessments to use full potential of chances and to control risks in globalization and integration international process for the training of global citizens to meet the presently socio-economic development requirements has urgent practical significance.

KEYWORDS: *Opportunities, challenges, education and training, global citizenship, globalization, Ho Chi Minh City.*

READINESS, PREPARATION, AND EFFECTIVENESS OF ONLINE TEACHING AND LEARNING IN VIETNAM TERTIARY EDUCATION

TRAN TIN NGHI[(1)], NGUYEN TAT THANG[(2)], TRAN HUU PHUC[(3)], NGUYEN MAU VU[(4)]

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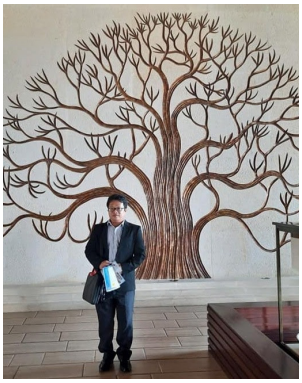
ABSTRACT

This study aims at examining whether the university students artte ready to transform and adapt to the emergence of online learning, which serves as a response to the Covid-19 pandemic and as a measure that would help reduce its spread. The factors that usually influence students' ability in changing their learning habits and adapting to these changes readily were usually proposed theoretically. A mixed method was conducted around 50 participants who were supposed to complete an online survey. Six of the participants were chosen to participate in interviews that were semi-structured. The survey indicated the students' initial preparedness and motivation factors in the university to the online learning via an online platform. The pedagogical mode was drawn from students' readiness and effectiveness during their online learning in comparison with their efforts. It was clear that students who were enrolled in social and humanity courses like English language and linguistics were much resistant to online learning compared to those in engineering courses.

KEYWORDS: *COVID-19, Pandemic, students' readiness, online learning*



BIODATA STATEMENT

Tran Tin Nghi, M.A. is the lecturer of Foreign Languages Faculty, Ho Chi Minh City University of Food Industry. He is also a member of the STESOL, a part of the Association of Vietnam Universities and Colleges. His research interests are Teaching English as a Foreign Language, CALL, Corpus linguistics, and Cognitive Linguistics.

THE IMPORTANCE OF TRANSLANGUAGING IN IMPROVING FLUENCY IN SPEAKING ABILITY OF NON ENGLISH MAJOR SOPHOMORES

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ABSTRACT

This observational study aims to investigate the use of translanguaging to foster speaking fluency development among students at a university in the south of Vietnam. A total of individual 70 sophomores were tracked over eight weeks and studied in 4 modules conducted in a translanguaging instructional context. The findings suggest that the students had a positive experience with the lesson that included translanguaging resources and did promote students' speaking ability. Their use of L1 is reported to be a supportive approach in increasing their confidence and fluency in communication when learning English. Also, the results indicate that the students' language in the English lesson contributed to a positive change in behavior, engagement and motivation. The implication of this study suggests that there is a need for more focus to be put on the use of a blending approach when teaching and learning the English language. In addition, teachers need to be formally trained in using translanguaging and supported in their use of translanguaging in alignment with current language policies and programs.

KEYWORDS: *Speaking fluency, translanguaging, low level, motivation.*

BIODATA STATEMENT

They have been teaching English for over ten years at Van Lang University, Vietnam. During those time, they have been interested in ELT, especially developing students' proficiency in Speaking, writing skill as well as communication skills.

Phan Thi Ngọc Thach

Tran Thi Thu Ha

Tran Hoang Anh

TEACHING THE NARRATIVE ESSAY: EMBEDDING ELEMENTS OF FICTION (PLOT AND SETTING)

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ABSTRACT
The narrative essay belongs to chronological order, a way of organizing ideas in terms of their occurrence in time. As a result, it requires different set of writing skills from other types of essays: it is built out of sequential events of the narrative, not main ideas and supporting details. However, it is realized that the two writing coursebooks Reason to Write (Intermediate) by Oxford (2003) and Great Writing 4 by Heinle ELT (2014) construct relatively vague guidance for students to build a narrative essay accordingly. This paper is, therefore, to bridge that gap, suggesting a literary approach to teaching that essay: embedding two elements of fiction, plot and setting, in the process. In this paper, the benefits of the approach are discussed, in terms of students' organizational and critical thinking skills. Insights drawn from the students' real practice of the suggested method are then taken into consideration. The implications of the approach are that there exist the opportunities and possibilities of applying literary theories into English teaching and learning.

KEYWORDS: *Literature and language learning, elements of fiction, the narrative essay, teaching writing*

BIODATA STATEMENT
Phạm Thị Hồng Ân has a Master degree in Teaching English to Speakers of Other Languages (TESOL), HCM-USSH, Vietnam National University. She is currently a Ph.D student in the Department of Literary Theory, Faculty of Literature, HCM-USSH, Vietnam National University. Her interest lies in British and American Literature and Culture, and Education (TESOL included). Her domain of study includes TESOL, Critical Approaches to Literature, and their implications and applications in teaching and learning English as a foreign language.

THE DISADVANTAGES IN LEARNING LISTENING VIA MOODLE AT VAN LANG UNIVERSITY

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ABSTRACT

In the technical era which may pave the way for the digital transformation and the emergence of the Covid-19 pandemic, language learning worldwide is moving towards the E-learning including the widespread of Moodle, a web-based learning flatform at universities. A majority of previous studies in the effects of implementing Moodle on university students' listening skills have only been conducted in a tiny number of areas in Vietnam. This indicates an insatiable demand to adhere the various English majors' perceptions of acquiring English listening skills through Moodle. Therefore, the aim of this study is to explore the disadvantages of employing Moodle to boost English-majored freshmen's listening skills from their perceptions at Van Lang University. For this study, the quantitative approach was applied to investigate the students' perceptions regarding the cons occurred when applying Moodle to the development of their listening skills. To collect data for the study, 50 first-year English majors took part in the online questionnaire. The findings reflected that the majority of the students manifest their own opinions that using Moodle flatform still exists a vast range of drawbacks which they have to suffer from during the period of learning Listening through Moodle. Another integral finding was that most of the research participants negatively evaluated the use of Moodle for lessening their autonomy in the learning process. Also, although there are several benefits when applying Moodle in learning Listening, some of the responders indicated that the inadequate technical support from school caused the primary difficulties in acquiring listening skills. Some of the issues emerging from the findings have crucial implications for implementing Moodle flatform more effectively in language teaching and learning in the future.

KEYWORDS: *Moodle; disadvantages; listening skill; learning management system; e-learning*

BIODATA STATEMENT

Ngo Nhat Phuong Quynh is an English lecturer at Van Lang University. She holds an M.A in TESOL and Linguistics from Benedictine University. She has taught English for 7 years. Her areas of interests are blended learning in Listening and Reading.

Tran Thanh Phuong is an English lecturer at Van Lang University. She holds an M.A in TESOL from Edith Cowan University. She has taught English for 5 years. Her areas of interests are blended learning in Listening and Reading.

TECHNOLOGY IN PRESCHOOL ENGLISH PROGRAMS: WHAT, WHEN, WHERE, HOW, HOW MUCH?

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ABSTRACT

This is not a study with empirical evidence. This is a discussion that I hope to bring to teachers of English for all ages and types of learners, especially very young learners aged 3-6. I intend to present the current literature in applying technology within the early childhood education umbrella, with special attention to the teaching of English as a foreign language. The discussion will include the following: whether to teach English as a foreign or as a second language to preschoolers, what type of technology can be used, the timing of technology immersion, the location for technological tools installed with education in mind, the manner by which technology is controlled to maximize the educational values, and the amount of technological input in an early childhood English program. This discussion should be suitable to those working with young learners aged 6-12, teenagers, and especially preschoolers. An understanding of young children's mindset and learning mechanism should make for the best values of this discussion.

KEYWORDS: *early childhood education; preschool; very young learners; EFL; ESL technology; immersion*

BIODATA STATEMENT

Bui Duc Tien is a lecturer at HCMC University of Education. He has trained pre-service teachers and translators/ interpreters in English for almost 10 years. He also has experience doing translation and simultaneous interpretation for international conferences, workshops and educational courses. He has presented his interests and findings in numerous international conferences in ELT.

STUDENTS' COLLECTIVE LEARNING NETWORK IN AN ENGLISH-MEDIUM INSTRUCTION CONTEXT

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ABSTRACT

In response to globalisation and internationalisation, English-medium instruction (EMI) has become a phenomenon in higher education in many multilingual countries including Vietnam. More and more Vietnamese universities have mandated EMI curricula in order to enhance the quality of their teaching and learning, promote an institutional profile as multilingual and international-focused, and attract more domestic and international students. However, the implementation of EMI in Vietnamese universities has encountered certain challenges associated with the English language proficiency of both teachers and students, the lack of EMI materials and professional development for EMI teachers, and the institutional policies of promoting EMI without adequate content and language curriculum development. This presentation focuses on the experience of undergraduate students in EMI economics courses at one university in Vietnam. The findings from classroom observations and focus group discussions reveals some concerns of the students regarding the insufficient support from their teachers, their preparedness for and learning progress in both content knowledge and language competence. They therefore developed to be autonomous learners and utilised their digital competence to create a collective learning network in which they interacted and collaborated with people from different social groups to seek help and accommodate challenges in EMI courses. This not only reflects special characteristics of students from Confucian heritage culture in a digital age but also raises some implications for the learning support scheme and teaching practices which offer students opportunities to access collaborative support and tasks.

KEYWORDS: *EMI, collective learning network, higher education, Confucian heritage culture*

BIODATA STATEMENT

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

MOBILE OR HOSTILE? CELLPHONE USE IN THE EFL CLASSROOM: A CASE STUDY

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Vietnam Aviation Academy

"The future of learning: From eLearning to mLearning". (Keegan, 2002)

ABSTRACT

Amid digitalisation, the mobile phone has overflowed society and become one of the most wide-reaching digital technologies. Momentous change and remarkable discoveries open up students and staff the favourable opportunity to fully positively embrace use of cell phones in the university classroom. This paper minutely examined the digital native–digital immigrant dichotomy based on the results of a painstaking compendium of research involving 100 students from three classes at the Vietnam Aviation Academy, Ho Chi Minh City, Vietnam. The extensive investigation was carried out through a comprehensive survey and face-to-face interview/ discussion with a focus group of students. The study serves three sole purposes by precisely determining how potential of cellular phones for learning may be scored and negative minimised, given that the literature builds up a detailed picture of both positive and negative impacts of using mobile phones in EFL language classrooms and then giving sufficient consideration to both the practical and the more fundamentally philosophical issues encountered in the process. Finally, the detailed discussion offers reasonable interpretation of the surprising findings and broad avenues for future research..

KEYWORDS: *mobile phones, EFL classrooms, mLearning, impacts, philosophical issues*

BIODATA STATEMENT

A STUDY ON EFL STUDENTS' PERCEPTIONS OF LEARNER AUTONOMY AT PEOPLE'S SECURITY UNIVERSITY

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ABSTRACT

Learner autonomy has recently been raised as one of the top concepts concerned by researchers as well as educators in the language learning and teaching field when it is one of the principles to develop life-long learning. However, the process of employing the curriculum integrated with fostering learner autonomy still faces many difficulties, especially when the students seem to feel tricky to get involved in the system. For this concern, the current study was carried out to explore wether or not the students are ready for their autonomy through their perceptions of learner autonomy.

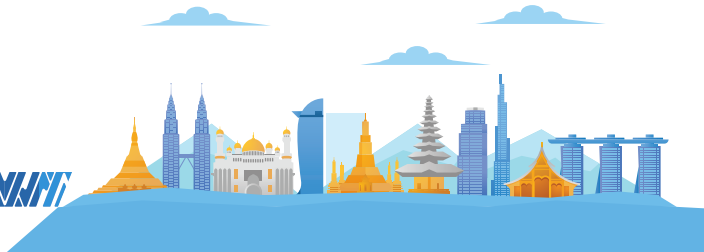
The data were collected through a mixed methods approach including a questionnaire delivered to 162 students, interviews with 5 students at People's Security University. The study revealed that students are more active in learner autonomy than expected. To be specific, students are willing to take responsibility in many activities of learning English, except for their responsibility in methodological areas. They are also aware of developing their learner autonomy in collaboration with their teacher, friends, or classmates. Their wish to take the main control of their learning, however, is not strong enough.

Accordingly, solutions are recommended to help students develop learner autonomy. Firstly, teachers should create a friendly atmosphere in the class for students to be more comfortable to decide their learning process or raise their voice when they need help or desire to debate some points of knowledge. Second, teachers can also instruct their students to practice formative assessment inside and outside the class. Finally, teachers should introduce some authentic resources or platforms of teaching and learning English to students.

KEYWORDS: *learner autonomy, interdependence, collaboration, responsibility, control*

BIODATA STATEMENT

Nguyễn Thị Thanh Trà is an MA student at University of Social Sciences and Humanities. She has also been working as a teacher of Faculty of Foreign Languages & Informatics at People's Security University. She has taught English courses for non-majored English students for over seven years. She is interested in researching learner autonom.



BRINGING LBC INTO CLASSROOM: AN EVALUATION ON SELF-VIDEO RECORDED SPEAKING TASK THROUGH VIETNAMESE LEARNER PERCEPTIONS

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ABSTRACT

Nowadays, thanks to the internet and other life conveniences, chances for learners to study language beyond classroom have been expanded. It is therefore suggested that teachers should link the world beyond classroom (LBC) to their teaching, and put their students' perceptions at the core of the teaching process. In this study, the teacher-practitioner assigned an out-of-class task: self recorded speaking task (SRST) in which students had to self-video record their speaking outside classroom, and the products were then assessed in class. In previous studies, learner perceptions of the task effectiveness were reported but the role of teacher seemed to be ignored. This maybe because SRST in these contexts was seen as supplementary to in-class teaching where teacher role is obvious. However, if considering SRST an activity students can conduct on their own, the role of teacher in supporting and making SRST a part of their teaching can become significant. By using semi-structured interviews and reflective journals, the research draws evaluative findings about SRST through learner perceptions of its effectiveness and successful learning strategies. Another important finding is learner perspectives about the role of teacher in SRST by providing input and giving feedback. The study also offers implications for both research and practice on SRST application within and beyond Vietnamese context.

KEYWORDS: *Self-video Recorded Speaking Task (SRST), Language Learning and Teaching Beyond Classroom (LBC), learner perceptions, SRST effectiveness, learning strategies, teacher role*

BIODATA STATEMENT

Phan Thi Cat Tuong has been an English lecturer at the Faculty of Foreign Languages, Ha Tinh University for more than 6 years. She earned her M.A. in TESOL (High Distinction) from Victoria University, Australia in 2018. Her research interests include: Technology-assisted Language Learning, LanguageLearningandTeachingBeyondClassroom (LBC), Learner and Teacher Cognition. Her e-mail: tuong.phanthicat@htu.edu.vn

INFLUENCE OF VIDEO DUBBING TASKS ON STUDENTS' PARTICIPATION IN A SPEAKING CLASSROOM: AN ACTION RESEARCH PROJECT

AUTHOR
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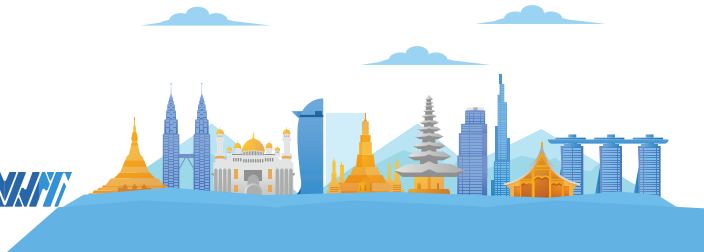
ABSTRACT
In recent years, the integration of video as an audio-visual material in foreign language classroom has spread rapidly partly by virtue of the emphasis on communicative teaching approach. Various research concerned with the use of video dubbing tasks in speaking class showed the significance alteration to students' pronunciation. In the present study, an action research was employed to scrutinize the impact of video-revoicing technique on students' participation in a speaking classroom whose students were observed to be reluctant to engage in the class. Thirty 3rd year university students involved in the research. The result interpreted from three sources as questionnaire, video-recording, interview pinpointed: (1). barrier to students' engagement in speaking class, including speaking anxiety, students' belief on speaking activities as face-threatening acts, instructional practice, and speaking task design; (2). students' positive attitudes towards the implementation of video-dubbing tasks in speaking class since it provided students with authentic learning environment, integrated language learning to 21st century skills learning & technology skills enhancement, overcame cultural stereotypes; (3). students' evaluation on how the dubbing technique changed their level of classroom participation, justified by the regular class attendance, students' engagement in group discussion, students' self-report on their confidence to speak in front of the class & on the decrease in the fear of getting negative evaluation from classmates. The study also discussed the criteria of video selection, video treatment before implementation, and technology matter in dubbing.

KEYWORDS: *dubbing, classroom participation, video*

BIODATA STATEMENT
The author is a lecturer at Faculty of English, Hanoi Pedagogical University 2 (located in Vinh Phuc province). Her specialized areas are teaching methodologies and linguistics. Her recent research selected for presentation at International Mekong TESOL Conference 2018, and International Language, Literature, Culture Education 2020.



ESTIMATING UNIVERSITY STUDENTS' ACCEPTANCE OF TECHNOLOGICAL TOOLS FOR STUDYING ENGLISH THROUGH THE UTAUT MODEL

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ABSTRACT

This paper is based on a questionnaire survey on two hundred medical students to understand their acceptance of or resistance to information and communication technology (ICT) for learning English through Venkatesh et. al's technological acceptance model (UTAUT). The scale used to predict their behavioral intention of ICT use for learning includes four determinants of the UTAUT, namely, performance expectancy, ef ort expectancy, social influence and facilitating conditions, and four moderating factors, namely gender, age, experience and voluntariness of use. The quantitative research mostly drawing on EFA and CFA will help locate the factors that affect students' use of ICT tools for learning English and numerically estimate how the determinants, together with the mediation of the moderators, impact the behavioral intention and the actual use of ICT for learning English. All the relationships among the various constructs of the research model will be hypothesized and explained through ANOVA and SEM. The findings not only explain the numeric correlations among the constructs through regression weight paths and provide the grounded implications for making policy on what should be done to effectively increase the students' use of ICT for learning needs at higher education

KEYWORDS: *information and communication technology, expectancy, performance, behavioral intention, actual use*

BIODATA STATEMENT

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The author earned his BA degree in TESOL at Quy Nhon University in 2003 and then his MA degree in the same field in 2011 at Ho Chi Minh City University of Social Sciences and Humanities. He is currently the lecturer of English at the University of Finance-Marketing's Foreign Languages Department. His major area of interest involves translation, writing skills, and ICT use in instruction and learning.

Trang H. Nguyen

The author has her BA degrees in Education with Quy Nhon University in 2011 and in Banking with the University of Finance-Marketing in 2016. Also in this year, she earned her MA degree in Business Management from the University of Finance-Marketing. She is working in the field of educational inspection at tertiary level; thus, her concern and passion mainly cover education, educational management and technology use in education.

SOME CHALLENGES OF ONLINE LEARNING FACED BY EFL FRESHMEN AT HANOI METROPOLITAN UNIVERSITY DURING THE PANDEMIC OF COVID-19

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ABSTRACT

The study investigates online learning challenges faced by EFL students, during the Covid-19 pandemic and some solutions to solve them. The author collected research data sources through textbooks and articles in print or online form that are relevant to the research problem. Besides, we also conducted a survey questionaire to collect the data. The questionnaire is in Vietnamese and is distributed to English majored fresh men via google.docx and zalo in the second term of school year 2020- 2021. The data was analyzed qualitatively with covering data collection, data reduction, data presentation, and conclusions. In addition, some suggestions are given to improve the quality of the implementation of the online learning for EFL freshmen at Hanoi Metropolitan University during the Covid-19 pandemic.

KEYWORDS: *Covid-19 pandemic, online learning, challenges, suggesstions*

BIODATA STATEMENT

My name is **YEN Thi Hai Vuong**, Doctor in Contrastive Linguistics and work as an English lecturer at Falcuty of Foreign languages, Hanoi Metropolitan University, Vietnam. My interests are Teaching English Linguistics and Educational Linguistics; Online Teaching and Learning; Teaching Language Skills; Intercultural Language Teaching and Learning English for Specific Purposes (ESP); English teaching methodology and contrastive analysis of linguistics. I have published one book and many articles about English teaching methodology issues and contrastive analysis of linguistics. I can be reached at: vthyen@daihocthudo.edu.vn

ACCEPTANCE AND USE OF VIDEO CONFERENCING FOR TEACHING IN COVID-19 PANDEMIC: AN EMPIRICAL STUDY IN VIETNAM

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ABSTRACT

The outbreak of Coronavirus disease 2019 (COVID-19) has drastically changed the form of learning at all levels from university to primary school. In Vietnam, learning through video conferencing systems is implemented to ensure continuous learning. Video conferencing is a learning tool that has been used between teachers and learners during the pandemic, to create effective communication and interaction. The study uses a unified theory of acceptance and use of technology (UTAUT) that measures the factors influential in the use of video conferencing for online instruction during the COVID-19 pandemic in Vietnam. A survey was conducted among 203 teachers using video conferencing for teaching during the COVID-19 pandemic and analyzed using a structured equation model (SEM). The results showed that key factors in the use of video conferencing for teaching during the Covid-19 include: effort expectancy, habit, hedonic motivation, and the behavioral intention to use which explain 57% of the usage video conferencing (R2=0.57) for teaching.

KEYWORDS: *video conferencing, UTAUT2, teacher video conferencing adoption*

BIODATA STATEMENT

Nguyen Thanh Khuong is a lecturer ofInformation Technology at Ho Chi Minh University of Law, Vietnam. His academic interest areas are open and distance education, online learning, e-learning, information communication technology in education, information system in business and e-commerce.

Nguyen Thi Hong Tham is a teacher at Nguyen Thai Binh secondary school and is currently studying for a Master of Arts in Linguistics at Hoa Sen University, Vietnam. She has over 10 years of experience in teaching English for students. Her academic interest reas are about education and methodology in learning a foreign language.

EXPLORING LANGUAGE LEARNING OF DISABLED CHILDREN: A CONTEXT IN BANGLADESH

AUTHOR

ABSTRACT

Children without autism start learning a language from the very first day of their born. But children with disabilities find it difficult to learn a language. language learning is not impossible for the disabled person. If they get support from their family and get a supportive environment. The study has focused on the language learning of disabled people in Bangladesh. The objective of this study is to find out the learners' interest in language learning, the parent's & society's attitude towards learners, the limitation of disabled learner's education. The scope also covers the context to find out some recommendations for the disabled learner. The researcher has collected data by non participant observation and questionnaire survey. The present rate of disabled language learners is represented by the analysis of data. The result shows that the learners are much conscious about language learning and if they find a better or supportive environment then they would become very potent in language using. The teachers are very much concerned about their learners. Besides, they give chance to the learners to show their extracurricular activities. The findings of the study show that language has a dominating power, so it is very much essential for the disabled person to have this power.

KEYWORDS: *language learning; disable person; autism; education*

THE APPLICATION OF GOOGLE FORM TO EVALUATE AND ASSESS STUDENT'S PERFORMANCE AT HANOI METROPOLITAN UNIVERSITY

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ABSTRACT

Due to the Pandemic of COVID 19 and several social distancing periods in Vietnam, many Vietnamese universities and institutes have switched from offline learning to online learning. During this process of change, many teachers do not only have problems with technology but also delivering their lessons effectively. Especially, evaluating and assessing students' performance and self-study have encountered various difficulties, which encourages teachers to find out different ways to evaluate their students' learning in class or outside the classroom. The article investigates the use of Google forms and shows how Google forms can be applied in testing during and after the lessons. After conducting an action research among 56 non-English majored first-year students in Hanoi Metropolitan University, who are between the age of 18 and 20, the author found out that it can be an effective optional tool for testing. Besides the advantages, the author also gives some disadvantages and recommends some tips/ techniques to overcome the obstacles of using Google forms in her teaching English at Hanoi Metropolitan University..

KEYWORDS: *The pandemic of COVID 19, Google forms, evaluating; assessing; students' performance*

BIODATA STATEMENT

My name is **Nguyen Thi Hoa**, Master in English linguistics and I am currently working as a lecturer at Faculty of Foreign Languages, Hanoi Metropolitan University, Hanoi, Vietnam. My interests are teaching English Linguistics, online teaching and learning, teaching language skills and English teaching methodology. I have delivered presentations about teaching English in domestic workshops and seminars. I have also presented at VietTesol 2020. I can be reached at: nthoa@daihocthudo.edu.vn

EXPLORING CHALLENGES OF MAJOR ENGLISH STUDENTS TOWARDS LEARNING ENGLISH SPEAKING SKILLS ONLINE DURING COVID 19 PANDEMIC AND SOME SUGGESTED SOLUTIONS

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ABSTRACT

Due to Coronavirus outbreaks, almost all universities carried out teaching online by using variety of learning platforms such as web-based learning, LMS combining with conducing video conferences through Zoom Meeting or Google Meet and the like. Although Ho Chi Minh City Open University (HCMCOU) made great efforts to invest state-of-the-art facilities and well- trained teaching team in online educational process, students were not to be satisfied with this training system. Particularly on in English speaking classes, students seemed to be in stuck. Thus, this paper aims to explore the challenges encountered of major English learners towards learning English speaking skills online and then suggest some possible solutions for such problems existed. To conduct this study, 35 major English freshmen joining in a speaking class of Schools of Advanced studies at HCMCOU were asked to respond questionnaire survey, and then five hard working students were selected to participate in-depth interviews relevant to barriers of online learning and their expectation during Covid 19 period. The findings illustrated that majority of students expressed their neglected attitude towards learning speaking skills online in Covid 19 pandemic when they had to cope with various problems of technological advances, wi-fi connection, significant characteristics of speaking skills and sociolinguistic competence. With such challenges exposed, more project – based learning and more video conferences were expected to apply.

KEYWORDS: *online learning, speaking skills, challenges and solutions.*

BIODATA STATEMENT

Ms Nguyen Chau Bich Tuyen is currently working as a lecturer of Faculty of Foreign Languages at Ho Chi Minh City Open University. After obtaining a master's degree of Education in TESOL (Med in TESOL), she has a strong passion for English teaching and doing research related to online training, teaching methods, education psychology. Frankly speaking, she is very honor to be an author of International Journal on ODEL – University of the Philippines Open University, and Journal of Science Ho Chi Minh City Open University. She has ever been a presenter, a moderator, and a reviewer of some national and international conferences such as ASIA CALL Conferences, AAOU Conferences, OPEN TESOL Conferences, and VIET TESOL Conferences within five years (2016 – 2021). She considers herself as an ambitious person, so she never stops looking for more opportunities to get more experiences and improvements in her profession and hope to have more achievements in English teaching and conducting research

LEARNING AND TEACHING ENGLISH AT THE PEOPLE'S POLICE UNIVERSITY: A CROSS-CULTURAL PERSPECTIVE

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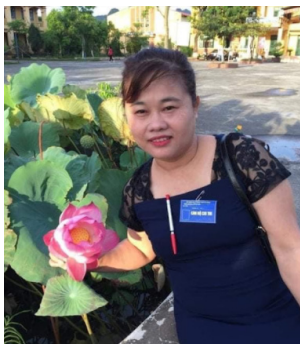
ABSTRACT

Over the years, a great deal of researches studies about teaching and learning influenced by the culture has been carried out. And the researchers found out certain theoretical points for English teaching and learning. According to these theoretical points, many nations in the world want to reform their systems of education. However, some are not successful because of their own contexts, the combination between the process of learning and teaching and the way to operate them at many different levels. This paper is about EFL class at The People's Police University, Ho Chi Minh City, the complex, systemic nature of the process of learning and teaching influenced, and the two different significant and long-history systems of education in the world: Western education and Traditional East Asian education.

KEYWORDS: *Cross-cultural perspective, learning and teaching, Western education and Traditional East Asian education, motivation*

BIODATA STATEMENT

Nguyen Thi Van Anh is a senior lecturer at PPU; she has experienced over 20 years in teachinng GE and ESP, she earned MA in TESOL in 2011 at Victoria University, her main interests are TESOL, cross-culture and ESP



Nguyen Thuy Ngoc is a senior lecturer at UNETI Hanoi; she has experienced over 25 years in teachinng GE and ESP, she earned MA in TESOL in 2012 at Victoria University, her main interests are TESOL and ESP.

ENHANCING EFL STUDENT INTERCULTURAL COMPETENCE THROUGH "CHALLENGING STEREOTYPES" ASSIGNMENT

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ABSTRACT

Intercultural competence (IC), as "the importance of seeing from others' perspectives" (Deardorff, 2009), has long been considered a critical capacity among learners of foreign languages. Particularly, in the context of Covid-19 pandemic, when racial discrimination can be widely witnessed, raising students' awareness of intercultural communication knowledge is more crucial than ever. However, the instruction on this competence is mostly under-researched in EFL classrooms. With an aim to develop students IC, the researcher, also the teacher, designed an assignment named "challenging stereotypes" and this paper will demonstrate how she has conducted it. The informants included seventy-seven (77) students enrolling for the Culture of English-speaking countries course in the Western Language Program, Chiang Rai Rajabhat University, Thailand. After 5 weeks of instruction, the author collected qualitative data from students' final products and a structured interview before analyzing the data in accordance with Deardorff's IC model (2006). The finding reveals that most of the students have shown significant improvement in their competence, especially in terms of ethnorelative views toward communication in a multicultural setting. Implications for instructors of intercultural communication are also recommended.

KEYWORDS: *Intercultural communication, Deardorff's Intercultural Communication Model, the COVID-19 pandemic, EFL student*

BIODATA STATEMENT

Tran Thi Xoan is a foreign lecturer in Institute of International Language and Culture, Chiang Rai Rajabhat University. Her interest covers English language proficiency and Cross-cultural communication.

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IMPROVE WRITING SKILLS FOR EFL LEARNERS VIA BLENDED ONLINE LEARNING ACTIVITIES

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ABSTRACT

Learning management systems are essential platforms for developing autonomy through activities that enhance interaction among learners with the facilitation of teachers. This study is conducted to investigate the effects of Moodle-based EFL writing activities on students' perceptions and writing performance. Forty English majors are selected and divided into two groups: an experimental group and a control group. Both groups have the same curriculum, course-book, facilities, and teaching method in face-to-face class. Results show that the experimental group doing their writing activities on Moodle performs better than the control group doing those activities on paper. The questionnaire and interview data further confirm that students have positive perceptions of EFL writing activities in blended classes.

KEYWORDS: *Blended learning; EFL writing; Moodle; Computer assisted language learning*

BIODATA STATEMENT

Nguyen Ngoc Vu is vice president of Hoa Sen University and chairman of STESOL founded by Association of Vietnam Universities and Colleges. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation service to higher education institutions and businesses across 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.

TEACHERS' LANGUAGE ASSESSMENT LITERACY: A CASE STUDY AT A HIGH SCHOOL IN HALONG

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ABSTRACT

The study seeks to explore high school teachers' perceptions of language assessment literacy (LAL) and their training needs on language assessment. In Vietnam, various issues concerning teachers' assessment practices have been identified, such as exam-oriented teaching, lack of expertise in test design, insufficient academic and professional training in language assessment (Hoang, 2017; Vu, 2017; Nguyen & Tran, 2018). This study built on Davies' (2008) definition of LAL which includes knowledge, skills and principles, and Giraldo's (2018) eight dimensions of LAL. The data was collected via a qualitative approach as five English teachers from a high school in Halong were invited to semi-structured interviews. The results revealed that teachers' knowledge of approaches, theories and concepts relevant to language assessment were insufficient and inaccurate. In terms of skills, major findings indicated an emphasis on traditional testing over alternative methods; overreliance on previous experiences, personal instincts and colleagues' professional advice in test design; and increased use of technology-based assessment. Regarding principles, fairness, transparency and ethics were perceived as indispensable in teachers' assessments. Additionally, teachers reported receiving insufficient and heavily theoretical training on language assessment in pre- and in-service education. Several areas of training were proposed, including giving feedback, preparing classroom tests and interpreting results (classroom-focused language assessment), giving grades and finding out what needs to be taught (purpose of testing), integrated skills and aspects of culture (content and concept of language assessment). Further studies should investigate teachers' actual assessment practices and language assessment training needs in teacher education programs..

KEYWORDS: *: language assessment literacy; language assessment; assessment training needs*

DETERMINANTS IN STUDENT SATISFACTION WITH ONLINE LEARNING: A CASE OF SECOND-YEAR STUDENTS AT PRIVATE UNIVERSITIES IN HCMC

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ABSTRACT

Due to the development of technology and the outbreak of COVID-19, many higher education institutions have employed online learning as a measure to the urgent situation. The sudden shift to complete online learning has a considerable impact on students. Therefore, maintaining student satisfaction with their learning experience is a significant issue for the stakeholders. From scientific perspectives, many researchers propose the importance of identifying factors influencing student satisfaction. Although many studies are dealing with this issue, few have succeeded in identifying determinants in student satisfaction with online learning in which online learning is a part of the school ecosystem. This research aimed at tackling this problem in the context of private universities in Ho Chi Minh city. Notably, 317 sophomores from two private universities were involved in the study. The data were collected via online questionnaires and analyzed by using the PLS-SEM approach to examine which factors found in the literature were more dominant. The research findings proposed three determinants, including course effectiveness, provided knowledge and skills, and the sense of belonging. This result suggested that to increase student satisfaction with online learning in the current situation, these determinants should be paid more attention by the stakeholders

KEYWORDS: *online learning, student satisfaction, private universities, PSL-SEM*

BIODATA STATEMENT

Nguyen, Thanh Minh is a lecturer at Van Lang University, Ho Chi Minh, Vietnam. He has attended and presented at some conferences in the field of language learning and teaching. His recent papers were "Constructive Alignment in Teaching English at Tertiary Level: An Insight into an AUN-Designed Course at Van Lang University" (published in the proceeding of OPENTESOL2020 - hold by HCMC Open University) and "The Implementation of E-Learning into Language Learning: A Case of English Majors at Van Lang University" (published in the proceeding of AsiaCALL2021). He has participated in teaching both English and Non-English majors. His research interests are Curriculum Development and Language Assessment.

Tran, Quang Hai is currently an English lecturer 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

INFORMATION TECHNOLOGY IN ONLINE ENGLISH CLASSES: AN OPPORTUNITY OR A CHALLENGE

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ABSTRACT

Internet and information technology have changed the way of teaching and learning in general, from teaching methods to giving lessons and tests. Especially during the time of social distancing due to the Covid-19 pandemic, most universities in Vietnam and around the world choose to teach and learn online. Teachers and students do not have to go to school or class, teaching and learning take place at home, in isolated places, etc. or anywhere convenient and safe for health. With the widely-applied online teaching and learning model, it is necessary to have studies to evaluate its strengths and limitations, so that there are reforms, updates and improvements for it. In this study, the author will survey the application of information technology in teaching and learning foreign languages online by students and lecturers of the Universities in Khanh Hoa province through a questionnaire for lecturers and students and face to-face interviews to find out the advantages and disadvantages of this teaching and learning method, thereby promoting the benefits and overcoming the drawbacks of this method.

KEYWORDS: *online teaching and learning; Information Technology; Covid-19, pandemic; Khanh Hoa university, Khanh Hoa province*

BIODATA STATEMENT

Dr. Vo Tu Phuong is a committed senior lecturer with over 16 years of experience at College and University in Khanh Hoa teaching students from various social and cultural backgrounds. She possesses good administrative, verbal communication and written skills along with constructive and effective teaching methods that promote a stimulating learning environment. She is able to work as a part of team and has the proven ability to successfully work to tight schedules and deadlines

STRUCTURE AND APPLICATION OF 50 WAYS TO CONJUGATE A FINITE VERB IN ENGLISH

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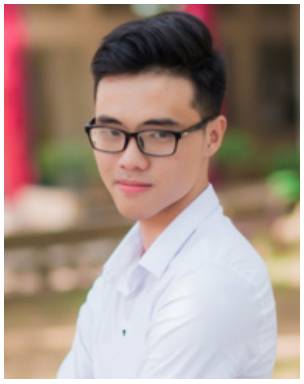
ABSTRACT

The majority of English learners associates English verb conjugation with the 12 tenses, and traditional grammar books only synthesize common ways to conjugate a verb. However, this number is insufficient. Based on a functional grammar perspective, this study synthesizes and analyzes the structure and application of 50 ways to conjugate a finite verb in English, categorized into two main functions of the finite verb: expressing tense and modality. By analyzing the examples from reputable grammar books, our study clarifies the relationship between the structure of finite verb groups and their application in real life. This research paper is expected to help English learners understand fully and correctly how to conjugate a finite verb in English.

KEYWORDS: *finite verb, logical structure, modality*

BIODATA STATEMENT



Thai-An Truong and **Phuoc-Sang Nguyen** are Vietnamese sophomores at Department of Foreign Languages at Saigon University, majoring in English Linguistics. Exposure to research courses and contests assists them with various skills, such as: information and time management, research and investigation skills. Under the guidance of their lecturer, Van-Anh Truong, M.A., they found their interest in functional grammar and conducted a paper about finite verb in English.

COMPARISON FRENCH BORROWED WORDS IN ENGLISH AND THOSE IN VIETNAMESE

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ABSTRACT

Borrowed word is the product of a process of language development and cultural exposure. French borrowed words appear quite a lot in English and in Vietnamese. In this article, I will briefly study and compare French borrowed words in both English and Vietnamese vocabulary. In the first part, the article studies the history of French borrowed words in Vietnamese and in English, and the latter sections I will focus on studying borrowed word forms on the basis of dictionary research. Then, this article points out the importance of borrowed word learning for EFL (English as a Foreign Language) learners, especially Vietnamese ones, and gives some tips for learning borrowed words.

KEYWORDS: *borrowed words, French borrowed words, meaning, EFL*

BIODATA STATEMENT

Dr. Vo Tu Phuong is a committed senior lecturer with over 16 years of experience at College and University in Khanh Hoa teaching students from various social and cultural backgrounds. She possesses good administrative, verbal communication and written skills along with constructive and effective teaching methods that promote a stimulating learning environment. She is able to work as a part of team and has the proven ability to successfully work to tight schedules and deadlines

ON THE SHIFT OF PARTS OF SPEECH IN PREPOSITIONAL MEANING IN ENGLISH-VIETNAMESE TRANSLATION

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ABSTRACT
Exploring the shift in meanings of translating prepositions from English to Vietnamese, the study, besides analyzing the cases of the changes in meanings of prepositions, aims to discuss general variety of meanings of English prepositions. The methods of analysis and synthesis of theories from the available data on prepositions as well as the methods of classifying and systematizing prepositions are applied to English-Vietnamese translation. From the collected data, this study reveals the cases of the shift in meanings of prepositions and the characteristics of multiple meanings of prepositions. In the course of translation, contextual meanings are used in order to convey the meanings appropriately in the Vietnamese style. The research paper can make some contribution to the teaching of translation and make it a reference material for English learners.

KEYWORDS: *prepositions, translation, English, Vietnamese, the shift in meanings, multi-meaning*

BIODATA STATEMENT
As an excellent student at Sai Gon University, **Phat Dinh Dac** has won a championship in an annual contest "The Winner" and conducted a scientific research at university level. He will be able to get more achievements when he has been exposed to scholar atmosphere like the one created by this Conference.

THE PERCEPTIONS OF VIETNAMESE EFL STUDENTS AT VAN LANG UNIVERSITY ON JIGSAW LEARNING

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ABSTRACT
Nowadays English has been becoming more and more important in Vietnam. Mastering English is a key for Vietnamese students to find ideal jobs after graduating or even to study further. Therefore, learning English is very necessary for all tertiary students. To help students learn English effectively and efficiently, teachers need to know which teaching method has positive impacts on student learning and supports learners to improve their learning. Based on this background, this research study was conducted to explore the perceptions of students on using the Jigsaw Technique, which is one kind of Cooperative Learning, in EFL classes. The participants are 30 students studying General English courses at Van Lang University. To find out the results, a questionnaire consisting of 6 questions was distributed to students after they finished their course. The findings revealed that most students have positive attitudes toward this teaching method. Students also indicated that this method created an effective, comfortable, and interactive learning environment in which they could improve their English ability as well as learnt some useful skills when working together. However, students pointed out a few difficulties they faced with when implementing this method. In general, despite some difficulties that students had at the beginning of the course when the teacher applied this method, it was an effective teaching method.

KEYWORDS: *Vietnamese EFL Students; Cooperative Learning; Jigsaw Method*

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CONSIDERATIONS FOR A CONTEXTUALIZED LEARNING AND INSTRUCTION IN AN ENGLISH LANGUAGE CLASSROOM

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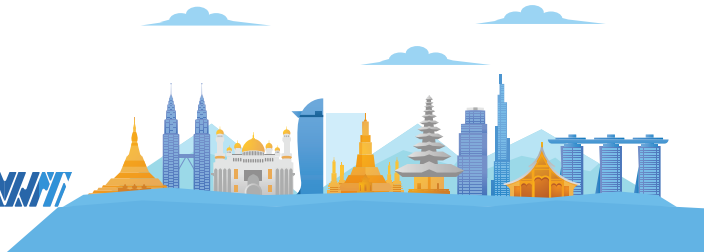
ABSTRACT

Using an in-depth analysis of teacher beliefs and practices among secondary school teachers, this research looks at how a particular local culture is integrated in the conduct of English language lessons in a coastal community in the Philippines. It was found that maritime culture is embedded in the lessons offered in English language courses for the Junior High School program with inclusion of three main docks for consideration: the primacy of student needs, the importance of maritime culture immersion, and the repertoire of techniques to incorporate the local culture. As teachers in the Philippines are encouraged to use local contexts and situations to approximate real-world language use, as mandated by RA 10533, Teachers resort to contextualizing instruction as the key to developing students' language skills, while incorporating culture for a meaningful language experience both for the teachers and the students. Navigating local culture in language classes and understanding the relationships and the complex factors that facilitate learning among students with varied experiences dictated by local culture are presented.



DISCOURSE ANALYSIS OF SPEECH ACTS OF APOLOGY BY FILIPINO CALL CENTER AGENTS

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ABSTRACT

The Philippines is a top business process outsourcing (BPO) destination in the world. Because of Filipinos' strength in English proficiency, many foreign investors greatly consider the Philippines to establish their call center operations. Furthermore, foreign businesses have chosen to outsource their customer support to the Philippines (Liquigan, 2018). However, the interactive capability of the Filipino customer service representative (CSR) appeared to be highly problematic at times, especially in situations where the customer was getting angry. This appears to be both cultural and linguistic in nature. Whilst Filipinos are very service-oriented and out to please the customer, equally, they have difficulty in being able to diffuse anger, irritation, and frustration on the phone (Forey & Hood, 2006). This study focuses on inbound call center accounts that face various types of call situations ranging from asking information to complicated calls requiring more time to handle including complaint calls. Since the goal of any business is customer satisfaction, the researchers would like to explore how Filipino call center agents mitigate and decrease the liability and guilt towards the customer. Results show that Filipino call center agents have successfully been producing 'perfect apologies' by providing all five strategies posited by Cohen, Olshtain and Rosenstein (1986) in most of their complaint calls. However, the sequence is distorted by emphasizing more on offering a repair. This leads to a recommendation that call center training on apology be emphasized on building personal connections rather than a mechanical response to situations.

KEYWORDS: *speech act, apology, call center, BPO, communication*

BIODATA STATEMENT

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Jasper Eric C. Catan currently sits as the Director for Research and Extension Services of Foundation University, Dumaguete City, Philippines. His areas of interest are language pedagogy research, education policy research, service-learning research, and physical and mental health research.

MEASURING THE STUDENT MOTIVATION AND LEARNING PERCEPTION OF USING AUGMENTED REALITY (AR) IN THE EFL CLASSROOM

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ABSTRACT

The recent emergence and popularity of digital authoring tools of SDKs related to Augmented Reality (AR), such as Zooburst, Roar or Aumentaty, among others, has facilitated the integration of this breakthrough technology in Education. Thanks to the worldwide expansion and availability of new technological devices, such as tablets and smartphones, AR applications can be effectively used in the EFL classroom. A total of 103 of Secondary Education students participated in this experiment, which was aimed at analysing and measuring the motivation and the learning perception of using AR-based lessons in the language classroom. For this purpose, students were randomly assigned in a control group (CG) and an experimental group (EG), and they had to complete similar class activities using traditional paper-based materials (CG) or AR-based materials (EG). All participants completed a placement test, an on-line pre-test and a post-test, partly based on a validated scale (Kucuk, 2014). The research findings revealed that the learning progress and motivation were significantly higher among students in the EF as compared to the CG. The research findings showed a positive attitude among the EG participants as regards the adoption of AR. However, some problems emerged such as poor access to technological resources in some settings and lack of in-service teachers' preparation..

KEYWORDS: *Augmented Reality; Motivation; EFL; Perception; Linguistics*

BIODATA STATEMENT

Jose Belda Medina is a Senior Lecturer (Profesor Titular) at the University of Alicante (Spain). He has been teaching undergraduate and postgraduate courses of EFL (English as a Foreign Language), Historical and Applied Linguistics for 20 years in several universities in Spain (Alicante, Valencia, Málaga, Barcelona) and abroad (Germany, UK, Ireland, Czeh Republic, USA). His main research interests are Applied Linguistics, technology-enhanced language learning and communication. He has participated in 73 international conferences (BAAL, TESOL, ACTFL, MLA, AEDEAN, AESLA, etc) and 32 research projects and published several articles in scientific journals (Target, Meta, Translation and Terminology, Babel, etc

THE IMPORTANCE OF ACTIVITY TRACKING IN CLASS-BASED CALL ACTIVITIES

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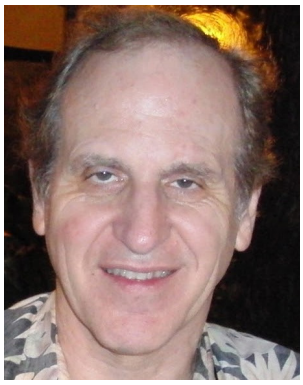
ABSTRACT

While virtually all ELT instructors agree on the value of CALL activities, which allow students to practice English skills on an "anytime, anywhere" basis, many professionals still do not realize that many, if not most, of their students will not access these activities unless there is tracking or follow-up by the teacher. We will not look at the case of the self-motivated, self-directed learner, who has the entire Internet available as a learning tool, but rather will focus on what is possible or unreasonable to expect from students for assigned activities. This will depend on whether some form of activity tracking is available and the ability of the instructor to monitor the students' activity. Activities that are tied to a learning management system, for example, might allow the instructor to see what has been accessed, but perhaps not how well the student performed or the duration of the access. We will also survey the status of standalone applications as well as chat applications such as WhatsApp and WeChat. Finally, we will consider a set of pedagogically sound guidelines for selecting activities that have workable tracking options.

KEYWORDS: *online activities, tracking, homework*



BIODATA STATEMENT

Thomas Robb, Ph.D., University of Hawaii, is Professor Emeritus, Kyoto Sangyo University, where he was Chair of the Department of English, Faculty of Foreign Languages until he retired in March of 2017. He is a long-time user of CALL and the Internet, and has created a number of websites and applications for Extensive Reading, student projects, interactive learning and professional exchange. One site for extensive reading, mreader.org now has over 100,000 student users in 40+ countries.

He has been President of JALT (The Japan Association for Language Teaching), has been on the Board of Directors of International TESOL, and a past president Pacific CALL. He is Chair of Extensive Reading Foundation, the editor of TESL-EJ, the first online journal for ELT. Recently he has been delivering workshops to teachers and ministry officials concerning Extensive Reading in various countries around the world.

GRAMMAR TEACHING TECHNIQUES USED BY NATIVE ENGLISH TEACHERS FOR 5TH - GRADERS AT VIETNAM-AUSTRALIA SCHOOL, HANOI

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ABSTRACT

In recent years, with the development of communicative language teaching (CLT), the importance of teaching grammar to EFL students, especially young learners, is somehow downgrading. Nevertheless, it remains an essential aspect in English teaching and learning and needs further research. With an investigation into the techniques that native English – speaking teachers use to teach grammar to grade 5th students at Vietnam-Australia School, Hanoi, the research aims at: (1) identifying grammar teaching techniques these teachers employ; (2) exploring teachers' beliefs and (3) students' opinions towards the used techniques in grammar lessons. To achieve the given targets, the research adopts case study research design with various data collection instruments, including classroom observation, questionnaires and semi-structured interviews. The result reveals that various grammar teaching techniques are employed in three stages of a grammar lesson: presentation (using stories), practice (drilling, grammar exercises, games, pair speaking, and sentence constructing) and production (role play, oral presentation and free writing). While teachers and students share the same views about some techniques, there are still some exceptions, from which pedagogical implications can be drawn to help teachers better prepare for grammar lessons of young learners.

KEYWORDS: *grammar teaching, young learners, learning through stories*

BIODATA STATEMENT

Minh N. Nguyen is currently an English lecturer at Vietnam National University, Hanoi, Faculty of English language teacher education. She graduated from Korea University with a master's degree in English Education. Her interests include teaching EFL to young learners, technology application in EFL teaching, and English applied linguistics.

ACHIEVEMENT EMOTIONS AND BARRIERS TO ONLINE LEARNING OF UNIVERSITY STUDENTS DURING THE COVID-19 TIME

VO THI BICH PHUONG; LAM THUY TRANG (CO-AUTHOR)

ABSTRACT

Achievement emotions are defined as emotions which directly linked to achievement activities or achievement outcomes. Achievement emotions are very important in the learning process of university students because they can affect learning performances, especially in the context of online learning during the COVID-19 time where students may encounter many barriers to learning in the virtual environment. In this study, eight achievement emotions including enjoyment, hope, pride, anger, anxiety, shame, hopelessness and boredom are examined using an adapted version of the Achievement Emotions Questionnaire by Pekrun (2002). Students' emotional experiences are studied in online learning-related situations. Students' emotions are also examined in relation to four groups of barriers to learning in the virtual environment. The study involved the participation of 112 students who were currently joining online courses through M-learning system at the time the survey was conducted. The results reveal that students experience barriers to online learning using the M-learning system at a low level in comparison with a high level of positive emotions and a medium level of negative emotions. From the results, some educational implications are drawn to minimize learners' negative emotions and help them overcome the barriers they encounter when studying online.

KEYWORDS: *achievement emotions, barriers, M-learning*

BIODATA STATEMENT

Vo Thi Bich Phuong is currently a lecturer of English at Hoa Sen University. She earned her MA in TESOL at HCMC University of Social Sciences and Humanities in 2016. Her academic areas of interest predominantly include learner autonomy, TESOL methodology, Computer-assisted language learning, and blended learning. Trang Lam is an English lecturer and also a program manager of Faculty of Foreign Languages and International Culture at Hoa Sen University, Vietnam. She finished a Master's Degree in TESOL. She has been teaching English at the university level for over 10 years. Her many interests include professional development, curriculum development, language teaching and language assessment.

Lâm Thùy Trang _ Co-author

ONLINE LEARNING FOR MASTER'S DEGREE PROGRAMS: A LOOK AT THE LEARNER'S PERCEPTIONS

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ABSTRACT

Online learning, one of the most life-changing innovations, has grown by leaps and bounds in recent years. With the lockdowns and social distancing in this COVID-19 era, online teaching is booming in an unforeseeable way. The swift change from face-to-face to screen-to-screen lessons has brought about significant impacts on both teachers and learners. This study examines learners' perceptions of online learning using a survey questionnaire delivered online. The participants were 80 students following a master's program at a university in Vietnam. The results show that neophobia and technophobia are the most dominant psychological challenges while internet connectivity and lack of background-noisefree space are among the most prominent factors affecting their learning. Fortunately, the study has yielded several promising findings about the effectiveness of online learning. This indicates that online learning can be an alternative teaching mode if careful considerations about instructional techniques and lesson planning can be made.

KEYWORDS: *Online learning, learners' perceptions, neophobia, technophobia*

BIODATA STATEMENT

Trần Thị Ngọc Yến is an Associate Professor of Education, Foreign Language Department, Vinh University. She received her Ph.D from Victoria University of Wellington, New Zealand. Her research interests are language education, teacher professional development, and multiple intelligences theory in higher education. She is a member of the University CDIO expert group, which has been actively engaged in the curriculum development and teacher training activities in the Central Region of Vietnam.

A COMPARATIVE ANALYSIS OF LEARNER ENGAGEMENT BETWEEN ONLINE AND OFFLINE LEARNING: A CASE STUDY OF UNDERGRADUATE STUDENTS AT HOA SEN UNIVERSITY

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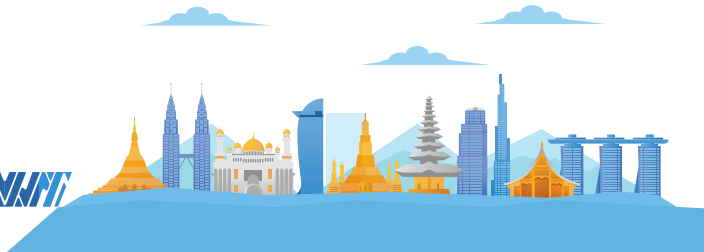
ABSTRACT

Online teaching has been believed to play a vital role in maintaining teaching activities and generate various benefits to teaching innovation, especially during the COVID-19 pandemic time. However, there have been a great number of arguments debating whether online or offline teaching approaches would be more effective in lesson deliveries. This study compares the extent of learner engagement while participating in online and offline teaching environments in four dimensions namely skills, interaction, emotion, and performance through a mixed methods research of 554 participants majoring in English language studies at Hoa Sen University. Questionnaires were distributed in week 15 (July 2020) of the 2019-2020 academic year, in which learners experienced the first seven weeks of online learning and the rest with face-to-face teaching methods. In-depth interviews, informal dialogues, and observation were still going on until July 2021. Data was analyzed employing Principal Component Analysis and T-tests. The findings showed that the research participants found it more efficient when learning offline in all four constructs. While the effect was moderate for skill dimension, interaction, emotion, and performance were found to have a large influence. The study can be beneficial to teachers, educators, and school management boards to have a comprehensive insight into the impact of online and offline teaching environments on learners' engagement.

KEYWORDS: *learner engagement, online and offline teaching, online and offline learning, comparative analysis, Hoa Sen University.*

BIODATA STATEMENT

Tran Ngoc Tien, Ph. D., is a university instructor at the Department of English/American Language and Culture, Hoa Sen University, Vietnam. He graduated from Ritsumeikan Asia Pacific University (Japan), Edith Cowan University (Australia); and has more than 15 years of teaching at various levels. He has published a couple of papers in Japan, America and England and joined numerous conferences worldwide. His interests of researching are educational attainment, job satisfaction, learning motivation, English language learning and teaching.



CORONATEACHING IN A PALESTINIAN UNIVERSITY: CHANGES, CHALLENGES, AND NEW CONCEPTIONS

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ABSTRACT

This longitudinal qualitative case study comprised an investigation of the experiences, perceptions, and beliefs of five ELT teachers at a Palestinian University where government-mandated COVID-19 emergency closure forced an institution-wide implementation of emergency remote teaching. It is the only research coverage to date that encompasses the entire first year of work in pandemic emergency conditions as viewed from the perspective of instructors working in a higher education ELT program. The research was framed within an interpretative, constructivist paradigm, with data collected by means of semi-structured interviews and interrogated via thematic analysis. Topics of interest included the challenges, benefits, drawbacks, and general processes associated with elearningas experienced by teachers involved in a rapid deployment of online education at an institution with no history of offering such courses. The results indicate that teachers faced significant pedagogy shock along with an immediate need to reconsider and reconfigure their roles within the teaching space and teacher-student relationship. Findings highlight the need for dedicated institutional e-learning support infrastructures both hard and soft, comprehensive technical training and general digital literacy development for teachers and students, specialized teacher education in digitally-mediated pedagogies, and effective awareness-raising campaigns directed at students' families and other community stakeholders.

KEYWORDS: *coronateaching, emergency remote teaching, e-learning, online learning, Palestine*

BIODATA STATEMENT

Hidayat Abu Elhawa is an academic English instructor at Al-Istiqlal University in Jericho, Palestine, and a PhD TESOL candidate in the Department of Languages and Literature at University of Nicosia. She teaches 100- level courses in the 4 basic skill areas. Her research focus is e-learning pedagogies for English Language Teaching.

TEACHING MORAL COMPETENCE THROUGH MORAL COMPLEXITY IN VIDEOGAMES: PROPOSING A DIDACTIC FRAMEWORK BASED ON LIND'S KDDM

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ABSTRACT

Videogames have come a long way since their emergence in the 20th century. They remain, however, ostracised from educational discourses. A reason is the absence of reliable didactic methodologies that ensure effective learning through games. There have been attempts to teach historical or other content centred topics to students. I argue, however, that games are much more effective in strengthening cognitive decision-making processes. This assumption is based on empirical studies that prove that playing strategy games improves strategic thinking. A comparable cognitive ability is moral competence. According to Georg Lind, moral competence is the ability to translate one's moral principles (non-violently and without deceit) into action. A skill that can be taught and has proven to foster democratic and moral behaviour. In my talk, I intend to discuss the possibilities of strengthening moral competence through videogames with an adaptation of Lind's KDDM (Konstanz Dilemma Discussion Method) and the game Papers, Please. The goal is to craft a didactic framework in which a learning curve in moral competence can be ensured by selecting games that provide a suitable degree of moral complexity. Through clearly defined goals, well-moderated discussions and streamlined reflections, games hold the potential to complement contemporary reading materials in schools and universities.

KEYWORDS: *moral competence; moral complexity; game-based learning; game studies; papers please*

BIODATA STATEMENT

Representative of the Klagenfurt Critical Game Lab at the University of Klagenfurt, Austria. Currently leading a funded research project on the topic of moral complexity in videogames. While the project is working towards optimising game development approaches, I am also using the insights for a didactic framework enabling moral competence and ethics to be taught through games.

EFL PRESERVICE TEACHERS' DEVELOPMENT OF 21ST CENTURY SKILLS THROUGH FIELD EXPERIENCES DURING COVID-19

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ABSTRACT

Considering the emergency of COVID-19, teachers indeed played a major role in involving and managing the curriculum and instruction to make the educational system workable and feasible for achieving the purpose of teaching and learning. Bearing this in mind, this qualitative study explored how EFL preservice teachers developed 21st century skills by implementing English lessons and interacting with in-service teachers and students through field experiences during the COVID-19 pandemic. 22 Korean preservice teachers participated in this study. Data included interviews and artifacts (e.g., practicum reflection notes and lesson plans). Qualitative thematic analysis was used to identify recurring themes from the collection of the dataset. The findings revealed that the preservice teachers capitalized on 21st century skills (i.e., communication, collaboration, critical thinking, creativity, and technology literacy) during their field experiences. The preservice teachers in this study noticed the importance of communication and collaboration. They also thought about their lessons and classroom management critically and painstakingly. Relatively the evidence of creativity was rare, but the preservice teachers were aware of being creative and innovative in light of designing lesson plans and implementing their own classes during the practicum. The implications for research and pedagogy are also discussed in this study.

KEYWORDS: *EFL preservice teachers, teacher education, 21st century skills, COVID-19, qualitative research*

BIODATA STATEMENT

Eunjeong Park is an Assistant Professor in the Department of English Language Education at Sunchon National University. Her research interests include teacher education, preservice teachers, field experiences, mentorship, and mixed methods research in higher education.

CHALLENGES AND OPPORTUNITIES OF IMPLEMENTING E LEARNING IN TEACHING ENGLISH AT TERTIARY LEVEL FROM TEACHERS' PERSPECTIVE

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ABSTRACT

Due to Covid-19 pandemic, Vietnamese tremendous lecturers are assumed to have conducted virtual teaching in response to keep track of learning progress. This type of teaching seemingly brings several benefits to students and teachers. However, not all of English instructors show their proficiency in applying e-learning platforms. The present study will be conducted with an aim to investigate the obstacles and chances given to both English lecturers when teaching online. A sample of roughly 100 English lecturers from diverse universities in Ho Chi Minh City will be selected with convenience and random sampling. The research instruments will include online questionnaires and semi-structured interviews. After administering questionnaires to gain responses and screening data, six lecturers will be interviewed to have further ideas exploration. Having analysed the piloted data, the preliminary findings have revealed that the virtual platforms are beneficial to teachers in terms of interaction, flexibility, and lesson delivery. They also indicated some problems such as application interruptions, and students' lack of enthusiasm. The study will help English lecturers and practitioners raise awareness of conducting e-learning and offer them some solutions to maximize this type of teaching.

KEYWORDS: *e-learning; teachers' perspective*

BIODATA STATEMENT

M.A. Pham Thi Ngoan is currently an English lecturer at Nguyen Tat Thanh University. She completed post-graduate course and obtained MA degree in TESOL for professional development last year. Besides, she has had five-year experience in teaching English at various institutions. Her research interests include Teaching Methodology, Language Skills, CALL, and Testing and Assessment.

With more than 7 years' experience in teaching English to students of various ages from young learners to undergraduate students, **Nguyễn Minh Đức (M.A.)** is currently a lecturer at the Faculty of Foreign Languages, Nguyen Tat Thanh University. His research interests include motivation, learner autonomy, speaking competence and technologically related aspects.

TASK-BASED APPROACHES AND LEARNERS' L2 MOTIVATIONAL SELF SYSTEM: THE JOY AND DESPAIR OF AN EMERGENCY ONLINE EFL CLASS IN THE COVID-19 PANDEMIC

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ABSTRACT

In the event of the COVID-19 epidemic, many EFL emergency classrooms have been established in Vietnam since 2020. However, online education in Vietnam is still in its early stages, and there is little research on learner psychology in this new environment. The impacts of two contemporary pedagogical approaches utilizing tasks on EFL learners' L2 motivational self system in an online emergency scenario are investigated in this qualitative study. Nvivo11's sentiment and content analysis of 12 interviews with intermediate English learners of an English training center in Ho Chi Minh city prove that both task-based and task-supported language instruction improve the learner's L2 motivational self system. Besides, six factors contributing to high motivation are collaborative tasks, instructor scaffolding techniques, learner comfort zone, and interactive hybrid learning capabilities. Limited schemata, technical issues, pre-task underpreparation, physical and cyber-spatial distractions, and uneven teacher attention distribution, on the other hand, have been found to have negative effects on the learner's L2 motivational self system. The authors suggest using a hybrid style of teaching with computer-assisted online tasks and providing technical scaffolding to motivate EFL learners in online task-based emergency classes. The findings of the study are intended to aid teachers, policymakers, and educational researchers in developing future emergency teaching solutions to prepare for disease outbreaks or natural disasters.

BIODATA STATEMENT

Quang Nhat Nguyen is currently the Director of HQT Education Ltd., which is based in Ho Chi Minh city. He was Head of Academics of The IELTS Workshop Ho Chi Minh city and also a lecturer at Ho Chi Minh city University of Education. Despite being a young researcher, right after graduation, he was invited to be a curriculum developer and author of several coursebooks for English and IELTS training at the University of Technology, Ho Chi Minh city. His scope of research interests includes Teacher Education, CALL, Sociolinguistics, English Language Teaching Methodology, Dogme ELT, and Liberal Education.

Linh Nhat Pham is an English teacher of IELTS at HQT education Ltd., HCMC. She is also a post-graduate student of the M.A. TESOL program at The University of Social Sciences and Humanities Vietnam National University Ho Chi Minh City. Her current research interests cover English Language teaching methodology and CALL.

Hien Nguyen Thi Thu is a lecturer of English at Hanoi University, Hanoi. She is currently a post-graduate student of the Master of TESOL and FLT Program at University of Canberra, Australia and Hanoi University. Her current research interests are English Language Teaching Methodology and CALL.

STRATERGIES FOR TRANSLATING ENGLISH PASSIVE SENTENCES INTO VIETNAMESE

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ABSTRACT

This study examines some most common strategies for the Vietnamese translation of English passive voice such as "The use of markers 'được'/'bị'", "Change to active", "Paraphrasing" in order to find out the frequency and the rules for the use of those strategies by collecting and analyzing the data from the English and Vietnamese versions of a novel named "Harry Potter and the Sorcerer's Stone" and a book named "A Brief History of Time".

And the findings of this study disapproves the view that Vietnamese active sentences are the most common choice for translating English passive voice since its results indicate that English It-clefts or English agentless passive sentences where the agent of the action is unclear or indicates a group of people have a high tendency of being translated into active structures in Vietnamese, while using maker 'được' or 'bị' and subject-less active sentence are the most common ways for translating other kinds of English agentless passive sentences into Vietnamese.

Besides, the results of this research also indicate that the use of markers 'được'/'bị' is frequently applied to translate agent-included passive sentences but the position of the agent in Vietnamese sentences varies according to its features.

KEYWORDS: *English passive sentences, translation strategies, 'được'/'bị', Vietnamese translation, Vietnamese active structures*

BIODATA STATEMENT

Nguyen Xuan My is a postgraduate studying towards a Master's degree in English Studies at Hoa Sen University in Viet Nam. He also holds a Master's degree in Teaching Chinese to Speakers of Other Languages and has been working as a Chinese teacher for 10 years. His main research interests are contrastive linguistics, education and translation.

STUDENTS' PERCEPTION OF "AMERICAN ENGLISH FILE MULTIPACK 3" – A STUDY AT PEOPLE'S SECURITY UNIVERSITY

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ABSTRACT

Coursebooks are of vital importance to language classes, and it is of great value to select a good textbook. Amongst them, the coursebook American English File Multipack 3 (AEF3) was chosen and has been used at People's Security University (PSU) for five years now. This study was designed to have a more critical view on AEF3 that could be helpful in identifying features of the book under PSU students' perspective. Due to the scope of the study, only five aspects namely Layout and design, Activities, Skills, Language type and Subject and content were chosen to be investigated. In this study, quantitative method was opted to conduct and the data were accumulated through evaluation forms. The findings of the study revealed that under students' perspective, although there existed certain drawbacks in AEF3, it was still evaluated positively. And thus, it is obvious that AEF3 is an appropriate coursebook for the context of PSU.

KEYWORDS: *American English File Multipack 3, coursebook, perception, students*

BIODATA STATEMENT

Lê Thị Thu Phương, M.A. in English language, has been working as a teacher of Faculty of Foreign Languages and Informatics at People's Security University since 2012. Her areas of interests are material evaluation, testing and English teaching methodology.

Trần Hoàng Anh, a post-graduate student at People's Security University, has been a teacher of the Faculty of Basic Vocational Tasks at People's Security University. His main interests are theory of protecting national security, teaching methodology, and research methodology. He is the main author of two science research projects at university level and 15 articles released on specialized journals and international conferences

AUTOMATED EVALUATION OF SEMANTICS IN FACT-BASED WRITING WITH SEMANTIC SIMILARITY TOOLS

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ABSTRACT

In writing evaluation, natural language processing tools are increasingly used to both reduce the burden of human raters and improve rating efficiency, but few tools can effectively evaluate the semantics of writing samples. This study looks at open-source semantic similarity tools in automated evaluation of facts-based writing tasks by ESL learners. Under one writing assignment, fifty Japanese university student writing samples were collected and compared with a gold standard written by a native expert. Five tools that had been carefully selected, including InferSent, spaCy, DKPro, ADW and SEMILAR, generated the semantic similarity scores between student writing samples and the expert sample. With the expert sample as reference, five teachers also graded the 50 student samples, the average of which was used as the final human grading after an inter-rater reliability test was conducted. A Pearson correlation analysis was then conducted to see whether the semantic similarity scores were able to indicate the semantic quality of student samples as suggested by human grading. Results show that the correlation from four of the five tools was above 0.5, with the highest one, Infersent, being 0.8258. This study concludes that NLP tools can be integrated into the evaluation of semantics and also suggested possible ways to turn the semantic similarity scores into actual grades.

KEYWORDS: *semantic similarity, automated writing evaluation, fact-based writing, InferSent, spacy, DKPro, ADW, SEMILAR*

BIODATA STATEMENT

WANG Qiao holds an M.A. in translation and interpreting studies, an M.A. in second language education and a Ph.D. in computer-assisted language learning. She is working as a Assistant Professor at Waseda University, Japan.

THE ROLE OF CLASSROOM-SITUATED GAME-BASED LANGUAGE LEARNING IN PROMOTING STUDENTS' COMMUNICATIVE COMPETENCE

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ABSTRACT

Under game-based language learning (GBLL), an increasing number of studies are exploring how games can be integrated into language classrooms to better serve curriculum goals. In these studies, a common theme is the acquisition of receptive knowledge such as vocabulary, but few looked at the role games can play in promoting productive knowledge such as writing or speaking. The study is the second in a series of mixed-methods studies on the integration of The Sims 4, a life-simulation game, into language classrooms. In this study, the researcher explores the effect of GBLL on students' English communicative competence from three aspects, interaction, fluency and content, in a Japanese university. In class, students received instruction from the teacher on game language and gameplay skills, played the game on their own and presented gameplay stories. The presentations were recorded for evaluation. Surveys were also administered for students' perceptions on the GBLL classroom. Results showed that no clear improvement in communicative competence was suggested by quantitative evaluation. Qualitatively data, however, indicated that the game afforded students interesting events and proper expressions in presentations and that the teacher played a vital role in ensuring ample interactional opportunities and linguistic support. Suggestions for future research in classroom-situated GBLL were also proposed.

KEYWORDS: *Game-based language learning; English communication class; Communicative competence; The Sims 4; ACTFL OPI; FLOSEM; Interaction; Fluency; Content*

BIODATA STATEMENT

WANG Qiao holds an M.A. in translation and interpreting studies, an M.A. in second language education and a Ph.D. in computer-assisted language learning. She is working as a Assistant Professor at Waseda University, Japan.

USING LECTURE VIDEOS IN FLIPPED CLASSROOM MODEL

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ABSTRACT

Due to the Covid-19 pandemic, traditional teacher-centered teaching has been replaced with learner-centered teaching models. The flipped classroom model has been considered effective by the researchers in the circumstance in which both teachers and students are not able to be present in physical classrooms because of strict Covid-19 prevention regulations; instead, they both teach and study online from clipped classroom approach. This paper aims to review the usage of lecture videos in flipped classroom model in order to clarify what teachers and learners need to do to utilize instructional videos effectively in online classrooms. There has been an argument that the teachers should deploy YouTube videos or they should produce their own lecture videos for clipped classrooms. The paper also reviews previous studies that are related to the utility of lecture videos in flipped classroom approach to shed light on lecture videos in clipped classrooms. From the literature review on using lecture videos in flipped classroom model, the paper gives some implications for using instructional videos and suggestions for future research on lecture videos in clipped classrooms.

KEYWORDS: *learner-centered teaching models, flipped classroom, lecture videos, implications, and online classroom*

BIODATA STATEMENT

Bui Thi Kim Loan has been a lecturer of English at Van Lang university, Ho Chi Minh City, Vietnam. She has taught English skills, ESP, translation, academic writing, sociolinguistics and so forth. Her research interests are discourse analysis, genre analysis, EFL teaching, CALL, CLIL, and SFL.

STUDENTS' AND LECTURERS' PERCEPTIONS OF IDIOM TEACHING AND LEARNING IN SPEAKING SKILL FOR FRESHMEN AT FOE, THUONGMAI UNIVERSITY

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ABSTRACT

This study investigated the situation of teaching and learning idioms in developing speaking skill for freshmen and explored the difficulties encountered by the lecturers and students while teaching and learning idioms, and the strategies employed while processing the idioms at Faculty of English, Thuongmai University in Vietnam – a foreign language context. It also examined the evaluation of the idiom teaching process in six language classes for freshmen and provided some suggested solutions to the teaching of idioms to increase students' motivation and involvement in learning English idioms particularly in developing their speaking skill. The data were collected though survey questionnaires and in-depth interviews. The analysis revealed that lecturers and students at the university achieved effectiveness in idioms teaching and learning in speaking skill in some ways. Both of them believed that students are motivated, confident, and actively participated in idioms learning activities in this foreign language context. The findings also revealed that students demonstrated the process in idiom comprehension as well as in idiom production through the evidences in the omprehension of idiomatic phrases through their textbook and conversations. The results indicated significant effects of the context in idiom learning and implied that idiom learning should be received more attention in EFL learning contexts.

KEYWORDS: *Perception, idioms' teaching and learning, speaking skill*

BIODATA STATEMENT

Tran Thi My Linh is a lecturer at English Practice Department, Faculty of English, Thuongmai University in Vietnam. She received a bachelor's degree in English Language Teaching from Hanoi National University of Education and a master's degree from University of Language and International Studies. She has been teaching four skills for six years. She is interested in English Language and English Teaching Methodology.

EFFECTIVENESS OF ONLINE LEARNING THROUGH USING COLLABORATIVE LEARNING IN FLIPPED CLASSROOM

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ABSTRACT

The COVID 19 pandemic has forced schools, Universities to teaching in online learning environments. Finding an effective online learning model is crucial for online teachers to design, develop, and deliver an online course. This research has been conducted to analyze the online learning activities through using collaborative learning in flipped classroom for the students at the college level. Data have been collected through an online questionnaire and it was sent to 150 first year students in the department of electronic and electrical engineering attending physics course at Cao Thang Technical College, after the online course finished. Nine variables have been used to measure the effectiveness of collaborative online learning with flipped classroom, including learning objective, learning task, assessment strategy, course structure, resource materials, collaborative online learning tools, types of interaction, social and cognitive presence, and teaching presence. Cronbach's Alpha is used to evaluate the reliability and internal consistency of the associated factors. The exploratory factor analysis is used to extract the variables and measure the factor loading in this study. The one sample T-test has been used to test the hypotheses. The finding revealed that implementing online collaborative learning in flipped classroom impact on the effectiveness of teaching in online learning environments.

KEYWORDS: *collaborative online learning, flipped classroom, teaching presence, social and cognitive presence.*

BIODATA STATEMENT

Ngô Văn Thiện is a physics teacher in Department of general education at Cao Thang Technical College, Ho Chi Minh city. He received his Ph.D.in science education from the University of Lyon 2 in France. Actually, he also work in cooperation with Ho Chi Minh city Univercity of Education, where he leads courses and workshop on teaching STEM integration. His research focuses on didactic and pedagogy.

GLOBAL CITIZENSHIP EDUCATION IN THE ENGLISH LANGUAGE CLASSROOM: THEORY AND PRACTICE

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ABSTRACT

In 2015, UN members met to discuss the future of education. One of the products of that meeting was an implementation of Global Citizenship Education (GCE) into global education policy (Gaudelli, 2015). GCE was integrated into education policy and curriculum as a response to the need for students of today to be aware of their place in our increasingly interconnected global landscape (Chung and Pak, 2016). English is the modern world's lingua franca, therefore English language classrooms are an ideal starting point for GCE integration. GCE in the ESL/EFL classroom seeks to expand the view of the English language from purely west-centric to a more global mindset (Lourenço & Simões, 2021). In this session, attendees will look at how GCE integrates into an ELL classroom and how it can benefit students both academically and socially. Helping students to center themselves in the global landscape can aid in the creation of self and mitigate some of the identity issues that may arise among ELL students (Lopez & Musanti, 2019). Attendees will benefit from an understanding of GCE objectives, resources to aid the integration of GCE themes into current classroom practices, and a discussion on current practices related to GCE in schools worldwide.

KEYWORDS: *Global Citizenship Education, Teacher Education, Global Education Pedagogy*

BIODATA STATEMENT

Elizabeth is an instructor and researcher at the Gyeonggi-do Institute For Language Education in South Korea. Originally from Minnesota she left her career as a Language Arts High School teacher in 2014 when she moved to become an EFL teacher in South Korea. Now, she provides professional development programs and special lectures for English Language teachers at public schools.

INTEGRATING CALL INTO TEACHER PREPARATION CURRICULA: SUCCESS AND FAILURE

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ABSTRACT

Although correctly used computers can support transformative learning of the disadvantaged communities, many language teachers still cannot efficiently use technology. The barriers include inadequate teacher training, which calls for rethinking teacher development programs and policy planning (Mou, 2016). Teachers need to learn first-hand to perceive the benefits, which raises skills and positive attitudes (Mumtaz, 2000). Although university training programs integrate CALL theories into the courses, no research has investigated if it is done effectively. Studies focus on implementing CALL (Afrin, 2014) or technology (Sultana & Haque, 2018) in the EFL classrooms without addressing the practice issues in teacher preparation. This research scrutinizes the efficacy of teaching CALL to Bangladeshi language teacher candidates. It explores the pre-and in-service teacher perceptions about the gaps between CALL learning objectives and outcomes. Data were obtained from surveying 100 teachers and teacher candidates online. Ten of them were interviewed online using a semi-structured form. Results show learning CALL often means knowing the terms and theories without applications. Lack of hands-on activities, practical testing, experts, and technology use are the worst barriers. The research calls for widely integrating technology into CALL teacher education since the respondents' online teaching-learning experiences have developed dynamic CALL insights and expertise.

KEYWORDS: *CALL materials, Teacher Education, Integrating technology, Success, Failure*

BIODATA STATEMENT

An Associate Professor of English in Bangladesh, **Mili Saha**, has studied second language education in Dhaka and Toronto. She has been conducting and publishing research in various contexts, including Bangladesh, Bahrain, Canada, and the UK. Her research interests include critical applied linguistics, language minority issues, and marginalized teacher preparation.

VIETNAMESE STUDENTS' PERSPECTIVES ON ONLINE MICRO-TEACHING AS A TECHNIQUE IN ENGLISH TEACHER EDUCATION IN THE 4.0 ERA

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ABSTRACT

Since its emergence in the 1960s, micro-teaching has been widely adopted as an effective technique in teacher training and development across various disciplines, especially in English language teaching. A huge body of research focuses on different aspects of micro-teaching such as its effectiveness, and pre-service and in-service teachers' perceptions on this practice. However, scant literature can be found on online micro-teaching, particularly in Vietnam. Therefore, this action research is aimed to explore Vietnamese students' perspectives on online micro-teaching centering on (1) what they learned from online micro-teaching, (2) what challenges they faced during the practice, and (3) their suggestions on how online micro-teaching can be effectively conducted. To address those questions, data is collected from an online questionnaire and in-depth interviews. The participants of the study are approximately 142 students at the Faculty of English Linguistics and Literature, the USSH, VNUHCM. The participants have attended English Teaching Methodology and/or Teaching Practice courses, and delivered one online micro-teaching session at the end of the courses. The study is expected to be a stepping stone to further research on the implementation of online micro-teaching as an effectual method of professional training and development in English language teaching, especially in the fourth industrial revolution.

KEYWORDS: *micro-teaching, online micro-teaching, teacher education*

BIODATA STATEMENT

Tuyen Pham holds a master of Applied Linguistics from La Trobe University, Australia, and that of TESOL from the USSH, VNUHCM. Throughout her 15 years of experience, she has taught English skills, Public speaking, Translation and Interpreting, Intercultural Communication, and English teaching-related subjects. Her research interests include teacher education, technology-assisted (language) teaching and learning, leadership in education, and research methodology.

THE IMPACTS OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL) ON FRESHMEN'S VOCABULARY ACQUISITION AND THEIR PERSPECTIVES

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ABSTRACT

This action research aims to explore the impacts of Mobile–Assisted Language Learning (MALL) on freshmen's vocabulary acquisition as well as their perspectives towards this learning approach. Twenty-six students at Thanh Dong University participated in the eight-week intervention in semester 2, academic year 2020 – 2021. The researchers employed pre-test, post-test as well as delayed post-test, attitudinal questionnaire and semi-structured interview to triangulate the collected data. T-test and Cronbach's alpha coefficient were calculated via SPSS 25 to determine the validity and internal consistency reliability of the research. The findings indicated that the MALL-integrated classrooms not only provided a significantly enriched vocabulary achievement among participants but also promoted their motivation towards the use of MALL to enhance their lexical knowledge. Some pedagogical implications have been additionally recommended for educators in teaching vocabulary and in future research on the development of MALL-enhanced framework for vocabulary acquisition.

KEYWORDS: *Mobile–Assisted Language Learning, MALL, vocabulary acquisition, perspectives, motivation*

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Nguyen Van Thang has been teaching higher education for nearly ten years. He is interested in technology-based teaching, learners' motivation, learners' positive psychology, extensive reading, cognitive reading strategies, language learning strategies.

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Nguyen Thi Thanh Ha has been teaching higher education at UNETI for ten years. Her main research interests are collaborative learning with technology, mobile-assisted language learning (MALL), digital game-based learning and language learning strategies

THE SEMANTIC CHANGE OF RA – VÀO IN VIETNAMESE AND THEIR EQUIVALENTS IN ENGLISH: A CORPUS-BASED STUDY

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ABSTRACT

This study investigates the semantic change of the two words denoting spatial orientation RA – VÀO in Vietnamese, in contrast to their translation equivalents in English. Originally expressing spatial meanings, these words have gradually been used to represent abstract concepts. This fact results from the semantic change involving orientational metaphors and container metaphors. The bilingual data used in this study includes 275 contexts of RA, 355 contexts of VÀO and their translation equivalents in English, which were collected from 50 short stories by 45 Vietnamese writers and the English translation version in the collection "Love after war: contemporary fiction from Viet Nam" edited by Wayne Karlin. In addition, this study also used data extracted from Vietlex corpus and the Corpus of Contemporary American English (COCA). The findings show that non-spatial meanings of RA – VÀO are systematically derived from spatial experiences in the physical world of Vietnamese native speakers, and that the major clusters of non-spatial meanings include (1) getting into and out of a situation; (2) appearing and disappearing; (3) understanding; (4) supporting and excluding. These extended conceptualizations are clearly reflected in both Vietnamese and English languages. However, the process of encoding non-spatial concepts varies across linguistic communities.

KEYWORDS: *ra, vào, conceptualization, orientational metaphor, container metaphor*

BIODATA STATEMENT

Tran Van Duong is a lecturer in translation studies at Hoa Sen University, Viet Nam. He holds a PhD in contrastive linguistics from HCMC National University, and has more than 20 years in teaching translation studies. He is the founder of VietCorpus, a web-based platform offering bilingual corpora and tools for researchers in contrastive studies and professional translators.

UTILIZING DIGITAL RESOURCES TO FOSTER YOUNG LEARNERS' ENGAGEMENTS IN ONLINE LEARNING CLASSROOMS

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ABSTRACT

Young Learners' engagement is a key factor to determine successful teaching and learning. Teachers have to differentiate their teaching approach in order to maximize students' motivation. Especially, many educators try harder to gain more students' engagement in online learning after the school closure affected by the COVID-19 pandemic. In order to stimulate students' motivation, teachers are required to deploy various digital resources on the Internet. However, teachers have been facing challenges in utilizing relevant and sufficient online materials to facilitate and engage learners in learning process, which results in increasing learning productivity. Thus, this article aims to propose some practical teaching techniques using digital resources to foster engagement of young learners in online learning classrooms.

KEYWORDS: *digital resources, students' engagements, online learning classroom*

BIODATA STATEMENT

Ho Thi My Linh is a doctoral candidate in Educational Management at Horizon University. She has obtained her M.A degree in TESOL. Currently, she is Associate Dean of the Faculty of International Languages and Cultures at Hoa Sen University. Previously, she held the position of Training Director at Language corps Asia and Training Quality Manager at VUS The English Center. She is particularly interested in ESL, EFL teaching methodologies, learning approaches or strategies to help teachers bring the most engaging and creative learning environment to their students.

Nguyen Thi Bao Khuyen, who is working as a Training Quality Manager at VUS, is taking a Doctor of Education Program and received her M.A. degree in TESOL. With 12-year experience in ELT teaching and 4-year expertise in academic management, she is responsible for improving campus teaching quality through mentoring teachers, holding training workshops and contributing to program development. She is keen on doing research on education trends and digital applications, EFL teaching strategies that enhance student engagement and maximize academic performance.

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NON-ENGLISH MAJOR STUDENTS' PERCEPTIONS TOWARDS TOEIC ONLINE LEARNING AND TESTING

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ABSTRACT

Education is no exception to how technological innovations have altered every part of life in recent years. Indeed, prior to the COVID-19, educators and teachers all over the world used technology to enhance teaching and learning. For the time being, schools in Vietnam are closed due to the pandemic, resulting in a considerable shift from face-to-face to e-learning with significant educational adjustments. Correspondingly, both learning and testing must be modified to fit the current COVID-19 outbreak, emerging the need to address students' perceptions on the usage of aforementioned issues.

This study was carried out to evaluate how students perceived online learning and testing in TOEIC preparation courses at a university in HCMC, as this issue has grown increasingly impossible to ignore. The data for this study, which involved 64 students, was collected using mixed methods with the employment of quizzes, tests and surveys.

The findings revealed that while online learning aided students during the COVID-19 epidemic, it was nonetheless ineffective due to distractions and technological challenges. Furthermore, some students were dissatisfied with their scores, believing that they would have scored higher on a paper-based test. They claimed that they were unfamiliar with online testing, which contributed to their poor performance. This paper is intended to serve as a resource for teachers who are in charge of TOEIC online courses as well as a vehicle for further studies.

KEYWORDS: *TOEIC preparation courses, online learning, online testing*

BIODATA STATEMENT

We are master's students in TESOL at Ho Chi Minh University of Social Sciences and Humanities. For several years, we have been involved in teaching English skills and areas to students of various ages and levels, gaining valuable teaching expertise. Teaching techniques, language assessment, language skills and areas, and e-learning are among our study interests.

USING SONGS ARE HIGHLY MOTIVATED YOUNG LEARNERS IN LEARNING ENGLISH

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ABSTRACT
Nowadays, English has been taught as one of the main subject at school. Teaching young learners (YL) is not the same as teaching adults because children have their own learning styles. Since children enjoy playing, having fun and having experience on their own, the learning and teaching process should be adapted to their personality characteristics. Song is one kind of enjoyable activity for children. The author of this research intends to demonstrate that using songs are highly motivated young learners in learning English. The purpose of this study is to show how the songs could be used successfully to teach children English as a foreign or second language (EFL/ESL). First, the rationale for using songs in an EFL/ESL classroom will be discussed. Second, the writer shows that using songs are highly motivated young learners in learning English. Finally, there are some effective techniques that can be offered to teach English to YL through the songs and a conclusion will be drawn.

KEYWORDS: *EFL, ESL, YL, songs, motivation*

TEACHING SPEAKING ONLINE USING DIGITAL MIND MAPPING SOFTWARE (DMMS) AND SCREEN RECORDING TOOL (SRT): A PRACTICAL METHOD

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ABSTRACT

Teaching English online during the pandemic calls for innovative technological and pedagogical approaches to shape a meaning-making practice of learning. Based on Task-Based Language Teaching with Technology, this "how-to" article offers a practical method for integrating Digital Mind Mapping Software (DMMS) with Screen Recording Tools (SRTs) to enhance students' online speaking practice. It provides a step-by-step guide for incorporating CALL technology and pedagogy to provide students with meaningful online speaking practice. First, it gives a brief overview of DMMS and SRTs and how they may help EFL teachers offer online speaking courses. Second, a pedagogical framework for integrating DMMS with SRTs is presented. Third, it includes guidance for developing a TBLT-based instruction for remotely teaching speaking utilizing the DMMS-SRTs integrated strategy. Still, it covers three consecutive stages: pre-task, during-task, and post-task activities. In the end, we include a practical approach (an assessment rubric) to evaluating the students-created tasks (e.g., audio and video recordings). This article will contribute to the plethora of CALL pedagogies, TELT approaches, and digital language teacher professional development.

KEYWORDS: *DMMS, SRTs, Task-Based Language Teaching (TBLT), teaching speaking, online learning.*

BIODATA STATEMENT

I am **Ismail Anas** of State Polytechnic of Ujung Pandang, Indonesia. I am now the team leader of the Center for Business English and CALL research. I mainly teach ESP courses and do research in the area of CALL, ICT, Digital Literacy, MALL, ELT methodology, and project-based language learning.

STUDENTS' RESPONSES TO THE IMPLEMENTATION OF AUDIO-VISUAL RECORDING IN ENGLISH PRONUNCIATION CLASSROOMS

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ABSTRACT

This case study aims at answering the two main research questions: (a) What are students' experiences with and attitudes towards the implementation of audio-visual recording in English pronunciation classrooms? and (b) How does this technique impact their English pronunciation? In order to address these two research questions, both quantitative and qualitative data were collected after the implementation of the technique from 80 freshmen of a state university in the South of Vietnam. Descriptive analysis along with thematic content analysis of the collected data were categorized into three critical areas consisting of students' experiences with the technique, their attitudes towards the technique, and impacts of the technique. The findings showed that students had very positive attitudes towards this implementation. Particularly, this technique has helped the students improve their pronunciation within the parameter of intelligibility. Based on the research results, possible implications have been discussed for instructing phonetics and phonology as well as for further studies on the important topic of how to enhance students' pronunciation in the EFL context.

KEYWORDS: *Audio-visual recording, Pronunciation, Intelligibility, Implementation*

BIODATA STATEMENT

Ms. Hong Thi Tuyet Vo has been teaching English as a foreign language at Can Tho university, Vietnam since 2012. She has been attending and presenting at different conferences such as Second Language Research Forum (SLRF), American Association for Applied Linguistics (AAAL), MIDTESOL, VUS, and CamTESOL. Her main research interests are Sociolinguistics, Advanced Pronunciation, Second Language Writing, Corpus Linguistics, SLA, Language Teaching and Technology, EAP and ESP.

Ms. Tuyet Thi Anh Ly is a lecturer of Cantho University in Vietnam with 7-year English teaching experience. She has been participating in many conferences such as CamTESOL, VUS. Currently, she is working on the fields related to Phonetics and Phonology, World Englishes, SLA, Writing, ESP and EAP.

A NEUROSCIENTIFIC APPROACH TO UNDERSTANDING LISTENING COMPREHENSION IN EFL CONTEXTS

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ABSTRACT

The potential relevance of neuroscience to education is gaining attention from scholars and educators in recent years. As stated by Tokuhama-Espinosa (2021), the professionalization of great teachers involves not only the content and pedagogical knowledge but also the ability to leverage technology based on the understanding of brain efficiency. In this sense, the current paper attempts to bring some principles emerging from neuroscientific findings into the context of language learning and teaching, particularly the development of listening skills. The paper begins by presenting some nuggets of neuroscientific knowledge related to language learning, which opens a novel perspective of conceptualizing the process of listening comprehension. It will then go on to a proposal of a brain-based listening technique in addition to some pedagogic implications.

KEYWORDS: *listening comprehension; neuroscience; language learning.*

TRANSLATING CULTURE-SPECIFIC ITEMS IN VIETNAM'S CULTURAL FESTIVAL TEXTS INTO ENGLISH

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ABSTRACT

In recent years, tours of cultural festivals in Vietnam have been on a rise thanks to the increasing demands from foreign visitors, which requires high-quality English versions of cultural festival texts for tour guidance and tourism promotion, contributing to a positive image for Vietnam. However, such texts are burdened with a large number of culture-specific items that are not easily translated from Vietnamese into to English. This paper aims at exploring culture-specific terms in cultural festivals, identifying their categories, and then applying appropriate techniques to translate them from Vietnamese into English. Using the SLD MultiTerm software, the researchers collected the data from the texts about 100 most popular festivals organized in the three regions of Vietnam all year round. The research results are a list of Vietnamese-English culture-specific terms, interpretation of their meanings and translations; and they all serve as a useful resource for tourism and translation courses at universities.

KEYWORDS: *cultural festival, culture-specific item, translation, tourism, text*

BIODATA STATEMENT

Nguyễn Thị Như Ngọc, Ph.D. is currently Vice-dean of the Faculty of English Linguistics and Literature (EF) and Chair of the Department of Translation and Interpreting, and whose areas of interest are Translation Studies, Comparative Linguistics, and Intercultural Communication; **Văn Thị Nhã Trúc, MA.** is currently a lecturer of the Department of American and British Culture and Literature at the EF, and whose areas of interest are Business Culture, English literature, and Intercultural Communication; **Nguyễn Anh Quân, MA.** is currently a lecturer and holds a position of Director of the Center for International Education, and whose areas of interest are TESOL, ICT in language teaching, and internationalization at higher education; **Lê Thị Ngọc Ánh, MA.** is currently a lecturer of the Department of Translation and Interpreting at the EF, and whose areas of interest are translation, applied linguistics, language teaching and education; and **Trần Cao Bội Ngọc, Ph.D.** is currently a lecturer of the Department of Australian Studies, Faculty of Oriental Studies, and whose areas of interest are anthropology, cultural studies, and English language teaching

A CASE STUDY OF THE EFFECTS OF STORYTELLING AS A MEMORIZING TECHNIQUE FOR ENGLISH VOCABULARY ON YOUNG LEARNERS

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ABSTRACT

In order to achieve the highest result in employing the lexical items, EFL learners are expected to memorize such vocabulary and exploit them in producing communicative value. However, a considerable amount of EFL learners finds the process of memorizing the meanings of numerous English words at a time merely torturous. In order to promote a fresh choice of learning technique to young learners, the present research is not only conducting an experiment but also identifying the attitudes of young learners on the administration of Storytelling as a vocabulary memorizing method. With the view to fulfilling the aims of the research, an experiment will be conducted on two groups of young learners (Experimental group and Controlled group). The posttest administered on both groups showed that the Experimental group outperformed the Controlled group in term of memorizing words' meaning. The researcher further investigated Experimental group's attitudes towards the technique and finally concluded that the technique of Storytelling when perform by learners themselves not only support their long-term retention of Vocabulary but further increased their motivation and independence in learning as well.

KEYWORDS: *Storytelling, young learners, vocabulary memorization, meanings, learners' attitudes*

BIODATA STATEMENT

Ms. Nguyen Thi Huong Lan is a post-graduate student at the University Of Social Sciences And Humanities. She has had more than four years experiencing teaching in various educational environments and she is towards the graduation of her master course in TESOL. She is fascinated by psycholinguistics and advanced teaching methodology.

Taking after her sister, **Ms. Nguuyen Thi Hoang Lan** shares the similar educational background and professional traits. However, her deep enthusiasm in English language itself has differentiated herself. Now, she is working hard in order to reach the finish line of the M.A. course with butterfly results.

PERSPECTIVE OF TEACHERS ON E-LEARNING AT LANGUAGE SCHOOLS DURING COVID-19 PANDEMIC IN VIET NAM

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ABSTRACT

Emergency remote teaching (ERT) in response to school closures caused by the COVID-19 pandemic has largely been discussed in light of the challenges for learners and teachers in public schools, particularly higher education institutions, while very little has been found on how teachers at language schools adapt to this transition.

This qualitative study aims to explore the perspective of English language teachers of language schools on what constitutes an effective e-learning environment during social distancing periods in Ho Chi Minh City, Viet Nam. In-depth interviews with 15 teachers of different levels of experience were conducted using a holistic e-learning framework consisting of eight dimensions: institutional, management, technological, interface design, pedagogical, ethical, resource support and evaluation. In general, results show that the vast majority were sympathetic with their employers during hard times, yet they experienced significant difficulties in adapting content to the technological platform chosen by the school, diversifying student engagement strategies and conducting assessment.

The findings also highlight how language schools chose to manage administrative tasks (such as online attendance checking) and academic-related matters (training and observation) proved to be an important factor that could determine the effectiveness of the lessons as well as reducing stress for teachers in terms of their ERT experience.

The study proposes insightful implications for stakeholders interested in ERT in similar contexts.

KEYWORDS: *e-learning, emergency remote teaching, Viet Nam, language schools, ELT teachers*

BIODATA STATEMENT

Pham Ho Hai Yen is an English teacher with 3 years of experience in Academic English and General English. She is currently pursuing her master's degree in English Linguistics at Hoa Sen University while teaching full-time at YOLA, HCMC. She has also been teaching English online for disadvantaged students for EFTIN – a non-profit English learning project for 2 years. Her research interests include Computer-assisted language learning (CALL), classroom engagement and online teaching.

THE IMPACT OF PRONUNCIATION PRACTICING STRATEGIES ON PRONUNCIATION COMPETENCE OF VIETNAMESE EFL LEARNERS

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ABSTRACT

Pronunciation competence has been considered an important factor contributing to the success of foreign language learning as well as real-life communication. Language learners possessing effective pronunciation strategies are believed to be able to boost their pronunciation ability. However, numerous EFL learners seem to encounter assorted difficulties in adopting pronunciation learning strategies that best fit them. This study explores the most common pronunciation strategies employed by English Language majors at Hoa Sen University. It also investigates the strategies making statistically significant contribution to the prediction of participants' pronunciation capability. Data was collected from 375 learners at HSU through survey questionnaires, in-depth interviews, and group discussions and was analyzed utilizing multiple regression for quantitative data and grounded theory techniques for qualitative one. The findings showed that exposing themselves to real-life English via the media and technological devices, looking up and practicing pronouncing new words to prepare for a talk, and avoiding using unfamiliar words are methods commonly applied by the participants. Additionally, using words in contexts, visualizing words, imitating speakers' mouth movements, rehearsing the talk, noticing the pronunciation mistakes, and seeking help from native speakers are found to be the variables that significantly contribute to the learners' pronunciation ability.

KEYWORDS: *Pronunciation practicing strategies, pronunciation competence, EFL learners.*

BIODATA STATEMENT

Dr. Tran Ngoc Tien is currently the Director of the English Language Program at Hoa Sen University, Vietnam. He has nearly 20 years of teaching and conducting scientific researches in the fields of education, culture and language teaching and learning. Dr. Tran Ngoc Tien holds two master's degrees (Ritsumeikan Asia Pacific University (APU), Japan, and Edith Cowan University, Australia) and a PhD degree of Ritsumeikan Asia Pacific University (APU). In his professional life, Dr. Tran Ngoc Tien has gained numerous achievements including Japanese Government's Monbukagakusho (MEXT) scholarship for both master's and doctoral programs. Dr. Tran Ngoc Tien has published a number of articles in Japan, UK, US, and participated in a number of conferences worldwide.

EFFECTIVENESS OF BLENDED LEARNING: A CLASSROOM ACTION RESEARCH

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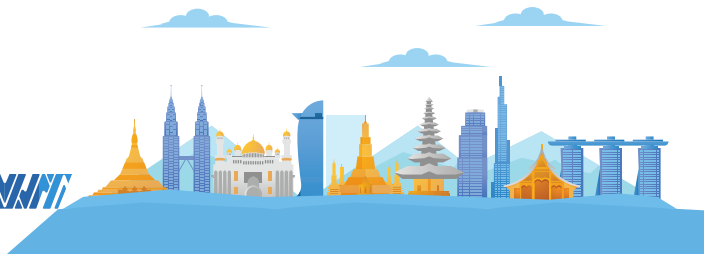
ABSTRACT
The advancement of technological tools has brought about a significant change in the area of education worldwide. In the past few years, teaching and learning are not limited to only traditional class lectures, textbooks or handbooks, various technological tools are incorporated to complement the learning of the lessons. The strategic combination of conventional learning methods with online technologies, known as blended learning, has become influential in such a way that it introduces educators, teachers and students to the 'new normal' situation for better teaching and learning experiences. The study aims to explore teachers' and students' perceptions about the strengths and limitations of blended learning in tertiary education. It also investigates the way in which blended learning approach can be evaluated in a classroom context. The research was conducted in the department of English of a public university. Data were collected from the students and teachers through a survey questionnaire and a semi-structured interview. About 90 students responded to the survey and 15 teachers were interviewed. The findings demonstrate that the best learning outcomes can be achieved through the successful adoption of blended approach. The study also analyzes some of the complications, provides recommendations and future directions regarding blended learning.

KEYWORDS: *blended learning; new normal; online technologies.*



IMPROVING EFL STUDENTS' INTONATION IN TEXT USING SHADOWING TECHNIQUE WITH THE IMPLEMENTATION OF SPOKEN TEXTS VIA GOOGLE TRANSLATE TOOL

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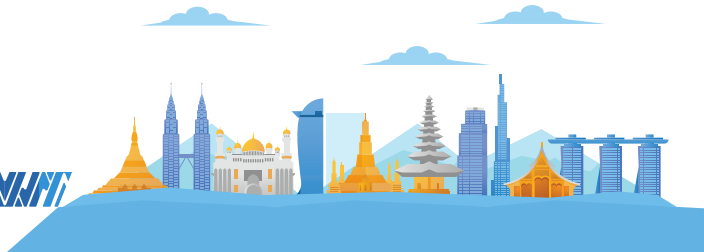
ABSTRACT

Intonation, a feature of pronunciation which embarks on how an utterance is produced with respect to the notion of accent, stress and the rising/ falling pitch, has always been considered troublesome to learners of the second language owing to its connection to personal emotion. For other feature of pronunciation such as that of an individual sound or word, drill method which requires students to repeatedly pronounce the words seems effective. Nonetheless, it is virtually unreasonable to expect that the ability to properly intonate can be shaped using similar approach, for intonation involves the person's feeling at the moment the utterance is produced. Recently, it has drawn great attention from the academia to the investigation of the potential solution. In contribution to the existing research, this paper is to shed light on the impact of shadowing technique with the aid of spoken text features by Google Translation tool on removing learner's flat tone as well as achieving basic English intonation in text, provided that the tool is adopted intensively throughout a pre-designed training course. In the study, a pretest-posttest method is employed in one same sample, with pre-scheduled experimental period being the control group and post-training being the treatment group. After 6 weeks of intensive training program following a detailed syllabus, the posttest results, which are computerized using Speech Analyzer, indicates that the participants benefit from the training in terms of intonation in text as there is a positive difference in scores achieved by the treatment group, benchmarked against the control group. Besides, the implementation of spoken texts in Google Translation tool and Speech Analyzer software will be further discussed in this study.

KEYWORDS: *intonation, intonation in text, spoken texts, Google Translate, shadowing technique.*



CRITERIA TO CHOOSE ONLINE ASSESSMENT TOOLS FOR ENGLISH LANGUAGE TEACHING

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ABSTRACT

Teaching and learning online has become not only popular but also obligatory in the current time of the expansion of the coronavirus pandemic all over the world. This fact requires all educational policymakers and school administrators to apply various kinds of online assessments. It is obvious that teaching and testing must be closely consistent. Therefore, both teachers and learners have to get used to that online process, particularly, online assessments. In such a situation, this study carried out two questionnaires for 28 teachers and 230 students in different schools in Ho Chi Minh City – Viet Nam, to answer two main research questions: (i) What are the difficulties and their solutions in online assessment; and (ii) What are the criteria to choose appropriate online assessment tools. 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 classroom management in distance learning or online learning.

KEYWORDS: *online assessment tools, language teaching, online learning.*

BIODATA STATEMENT

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.

TEACHERS' DIFFICULTIES IN APPLYING DIGITAL GAME-BASED LEARNING IN A VIRTUAL CLASSROOM

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ABSTRACT

For numerous years, the incorporation of technology into the curriculum has transformed language instruction. When there is a move towards E-learning during the COVID-19 epidemic, integrating technical advancements into teaching has become more and more crucial. Due to recent school closures, teachers have been providing virtual classrooms to students so that they can continue their education. Digital game-based learning is one of the approaches that teachers can employ to reinforce online education and engage learners, particularly younger ones. Nonetheless, teachers believe applying digital game-based learning for young learners in a new learning platform to be a difficult undertaking. The aim of the current research is to look into the challenges that teachers encounter when using digital game-based learning in online classrooms. The data was acquired by distributing questionnaires to 32 teachers who teach online programs at various language centers and institutions in Ho Chi Minh City. Five of them then shared in-depth thoughts regarding the study through an interview. The findings showed that the implementation of digital game-based learning into virtual classrooms has been hampered by technical issues and inconsistencies in Internet connectivity. Furthermore, classroom management skills and experience also influenced the efficacy of the digital game-based learning approach. Teachers would be given practical advice on how to address these issues.

KEYWORDS: *Digital game-based learning, DGBL, difficulties, E-learning, online teaching, virtual classroom*

BIODATA STATEMENT

We are master's students in TESOL at Ho Chi Minh University of Social Sciences and Humanities. For several years, we have been teaching English skills and areas to students of various ages and levels, gaining valuable teaching expertise. Teaching techniques, language assessment, language skills and areas, and E-learning are among our study interests.

DEVELOPING VIETNAMESE LISTENING - SPEAKING SKILLS FOR CHINESE PUPILS IN THE FIRST GRADE IN DISTRICT 5, HO CHI MINH CITY DURING THE COVID 19 PANDEMIC PERIOD

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ABSTRACT

Topic "Developing Vietnamese listening - speaking skills for Chinese pupils in the first grade in District 5, Ho Chi Minh City during the Covid 19 pandemic period" is an important topic that deserves to be researched for education innovation towards competency development in Vietnam today. In this article, we use the method of surveying, listing results of listening - speaking skills of Chinese pupils in the first grade, who are living in District 5, Ho Chi Minh City. Next, we enumerate, describe, analyze and synthesize results, cultural conditions and characteristics expressed in these pupils' ability in listening - speaking Vietnamese. Since then, we offer appropriate teaching and learning methods for these pupils with specific suitable content to improve their Vietnamese competency during the Covid 19 pandemic period in Vietnam.

KEYWORDS: *Vietnamese, listening-speaking skills, Chinese pupils in the first grade, Chinese in District 5 of Ho Chi Minh City, etc.*

BIODATA STATEMENT

Tran Thi Kim Tuyen is a lecturer at Sai Gon University, Vietnam. She earned her Master and Ph.D in linguistics years ago. Her research interests are problems with semantics, language characteristics, and language competency development.

CHANGES IN STUDENTS' EXPERIENCE AND PERCEPTIONS TOWARDS E-LEARNING AT HOA SEN UNIVERSITY DURING COVID-19 PANDEMIC

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ABSTRACT

COVID-19 pandemic has been causing severe influences on every field, especially education. Almost all schools and universities have been changing traditional learning into E-learning as a solution for continuity of academic year during the epidemic. However, the perceptions, the experience or the adaptation of the learners in e-learning are the issues which teachers and educators concern in order to improve the quality of teaching and learning online. As a result, the research was designed to determine changes in students' perceptions and experience of E-learning at Hoa Sen University. The study was conducted in two phases, March 2019 (before the covid pandemic) and July 2020 (after the first covid pandemic). Notably, 214 participants were involved in the study. Data were collected via online questionnaires and then analyzed by both quantitative and qualitative methods. Research results showed that students had more positive attitudes towards learning Elearning although there were some minor unsatisfactory issues regarding the experience. Also, a few suggestions were made for teachers and educators to improve the effectiveness of online teaching during the mass covid outbreak.

KEYWORDS: *perceptions, experience, EFL students, E-learning.*

BIODATA STATEMENT

Tran Quang Hai 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 Virtual Communities and Teaching Learning Practices.

Hoang To Thu Dung is currently an English lecturer at Hoa Sen University. She has over 15 years in teaching at universities. She earned her MA in TESOL at Victoria University in 2011. She also got BA in Finance and Banking in University of Economics Ho Chi Minh City. Her academic areas of interest include TESOL methodology, Business English, e-learning and psychology.

ANALYSIS OF EFL STUDENTS' MISTAKES TOWARDS NEGATION STRUCTURES IN ENGLISH

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ABSTRACT

Negation structures are a universal field in the study of languages. There have been many studies on the errors of negation structures in terms of grammar. However, we find that there are few studies analyzing errors on semantic and pragmatic aspects. The purpose of this study was to investigate the errors that EFL students often make in understanding the English negation structures as well as find out the causes of these errors. Notably, 220 students from four universities in Ho Chi Minh City participated in the survey study. Data were collected via online questionnaires and then analyzed by both quantitative and qualitative methods. Findings showed that EFL students made different mistakes in identifying and using negation structures in semantic and pragmatic situations. Besides, several recommendations are made regarding the teaching and learning of these structures in EFL classrooms.

KEYWORDS: *Negation structures, error analysis, EFL students.*

BIODATA STATEMENT

Nguyen Thuy Nuong is currently a Linguistics lecturer and PhD's student at University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City. She has about 10 years experiences in teaching Vietnamese, and Linguistics. Her interests are Theoretical linguistics, Syntax, Vietnamese syntax, Vietnamese morphology; Semantics and Pragmatics, and Applied linguistics.

Tran Quang Hai is currently a lectin er 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 Virtual Communities and Teaching Learning Practices.

THE CHALLENGES OF LEARNING EFL WRITING VIA MICROSOFT TEAMS

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ABSTRACT

Thanks to Covid-19 pandemic, EFL learners have changed their ways of learning writing skills from traditional offline classroom to online ones. The learners at Van Lang university faced some challenges in the process of taking online writing courses via Microsoft Teams. The study aims to investigate the challenges that EFL learners at Van Lang university faced when they learned how to write some kinds of essays such as expository, argumentative, and compare/contrast essay in English online via Microsoft Teams. There were 101 second-year students from two classes in the study who took midterm tests and turned in their essay assignments for the course of 10 weeks. The findings revealed that they had some problems with social interaction with their teachers and classmates, and they also had some technical problems related to how to submit their assignments and google forms appropriately. The results of the study suggest some implications for teaching writing skills to EFL learners online through Microsoft Teams.

KEYWORDS: *Writing skills, EFL learners, Microsoft Teams, online, and social interaction.*

BIODATA STATEMENT

Bui Thi Kim Loan has been a lecturer of English at Van Lang university, Ho Chi Minh City, Vietnam. She has taught English skills, ESP, translation, academic writing, sociolinguistics and so forth. Her research interests are discourse analysis, genre analysis, EFL teaching, CALL, CLIL, and SFL.

A PHENOMENOLOGICAL EXPLORATION OF EAP INTERNATIONAL STUDENTS' SPEAKING AND LISTENING EXPERIENCE WITH PECHAKUCHA PRESENTATIONS

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ABSTRACT

With the importance of oral communication skills and digital literacy skills for 21st century learners, there is an increasing tendency to incorporate technology in language learning and teaching. In this trend, PechaKucha Presentation, a unique, fast- paced format of giving presentations, has recently been advocated for its benefits in developing learners' oral communication skill in various contexts (Angelina, 2019; Coskun, 2017; Mabuan, 2017).

This paper presents a study that explores seven international students' speaking and listening experiences with PKP activities while completing the English for Academic Purposes (EAP) program in a US university. The study adopted a phenomenological design with semi-structured interviews, artifacts, and observations, utilizing Colaizzi's (1978) data analysis framework to provide a comprehensive description of the participants' speaking and listening experiences.

Major findings from the study revealed that (1) the EAP students experienced a connection between emotions and English-speaking skills; (2) these participants' speaking and listening experiences with PK presenting includes the participants' descriptions of their cognitive skill development, preferences, and metacognitive awareness; and (3) participants perceived audience as an important factor in presentation decisions.

The paper concludes with five most practical teaching strategies emerged from the findings of this study. Future research implications are also discussed.

KEYWORDS: *PechaKucha Presentation, oral communication, phenomenology, EAP, ESL, speaking, listening.*

BIODATA STATEMENT

Dr. Van Thi Hong Le is a seasoned English lecturer of Tay Nguyen University, Vietnam. She has been actively involved in national and international TESOL organizations. Her research interests involve Strength-based Teaching, Curriculum Design, Translation and Interpretation, Oral Communication, Instructional Technology, and Second/ Foreign Language Teacher Education.

ONLINE EDUCATION AT SAIGON UNIVERSITY DURING THE COVID-19 PANDEMIC: A SURVEY ON NON-ENGLISH MAJOR STUDENTS' ATTITUDES

TRAN THE PHI[1]; NGUYEN TRINH TO ANH[2]
Saigon University

ABSTRACT

The outbreak of Covid-19 has forced the educational institutions to initiate online teaching to maintain the process of students learning at all levels. This paper focuses on the online education at Saigon University, Ho Chi Minh city, Vietnam during which the local government has been mandating social distancing in most of the regions. This paper aims to investigate the students' attitudes on using online learning tools which are comprised of learning management systems (Moodle and digital support for core materials) via virtual classrooms (Google meet). A survey questionnaire was designed to evaluate attitudes towards using the above online teaching and learning package from 312 participants who are non-English major undergraduates having taken part in General English courses at Saigon University in July, 2021. The results indicate that a majority of students show favorable attitudes towards online education; in the meantime, health and social issues also concern their learning process. Some recommendations are also offered for improving the process efficiency of online education at Saigon University. Since the study focused on non-English major college students, it is hoped to have particular relevance to other institutions of higher education.

KEYWORDS: *attitudes, COVID-19 pandemic, higher education, non-English major students, online education, Saigon University.*

BIODATA STATEMENT

1. Mr. Tran The Phi (Ph.D):

- Dean, Foreign Languages Faculty, Saigon University, Vietnam
- Skills taught: English linguistics, Teaching Methodology, Reading and writing skills, Research writing skill
- Research interests: English teaching methodology and Cognitive Linguistics, especially Cognitive Semantics
- 20 years' experience in teaching general English and teaching ESP to undergraduates and postgraduates.

2. Ms. Nguyen Trinh To Anh (M.A.)

- English lecturer, Foreign Languages Faculty, Saigon University, Vietnam
- Skills taught: General English and English for Specific Purposes (ESP)
- Research interests: teaching methodology for EFL and ESP, online teaching and blended learning
- 7 years' experience in teaching general English to undergraduates.

A CASE STUDY OF METALINGUISTIC NEGATION OPERATORS IN VIETNAMESE

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University of Social Sciences & Humanities, Vietnam National University -HCM City

ABSTRACT

In Vietnamese, negation operators such as "đâu", "mà" "gì" "nào", etc. and their combinations can give rise to two opposite meanings in denial, question and negation structures. However, previous studies on these operators in Vietnamese mainly focused on two aspects of pragmatics and semantics; almost none of them mentioned the element of metalinguistic function. Therefore, this study aimed to differentiate the metalinguistic function of negation operators in their description, truth-condition, truth-function capacity, resolving the ambiguity in NEG structures (NEG raises), denial structures, semantic/pragmatic notions in Vietnamese negative or denial sentences. Based on the available theoretical framework along with the related corpus survey, the research results showed that the features of metalinguistic negation (MN) and MN's speech-act in Vietnamese were thoroughly explained.

KEYWORDS: *Metalinguistic negation, negation operator, Vietnamese negative sentence, Vietnamese denial sentence.*

BIODATA STATEMENT

Nguyen Thuy Nuong is currently a Linguistics lecturer and PhD's student at University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City. She has about 10 years experiences in teaching Vietnamese, and Linguistics. Her interests are Theoretical linguistics, Syntax, Vietnamese syntax, Vietnamese morphology; Semantics and Pragmatics, and Applied linguistics.

AN ANALYSIS ON THE WILLINGNESS OF STUDENTS TO PARTICIPATE IN ONLINE LEARNING AT HUE UNIVERSITY

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[(1)] *Hue University*

[(2)] *Ho Chi Minh City University of Education (HCMUE)*

[(3)] *Sai Gon University*

ABSTRACT

Today, thanks to the rapid development of technology, teaching is more diverse than ever, including online teaching. In the context of the Covid-19 epidemic, online teaching has been widely deployed, especially at the higher education level. To contribute to improving the training quality of this form of teaching, we conduct an analysis of student's willingness to participate in online learning. The sociological investigation method was carried out through an online survey of Hue University students. The survey results show that the level of interest in this form of learning is not high (accounting for 16% of the survey samples) and students' commitment to this activity is very low (1% of the sample) . At the same time, different groups of student in terms of academic ability, majors… have different level of readiness to learn online. Form the survey results we can predict that current online teaching activities are unlikely to be highly effective. Simultaneously, higher education institutions in general and lecturers, in particular need to pay attention to solutions to improve students' learning interest and commitment when implementing online teaching.

KEYWORDS: *online learning, learning willingness, learning commitment and interest*

BIODATA STATEMENT

***Nguyen Ha Quynh Nhu** is a lecturer of English. Master of English Teaching Methodology in 2004 at Hue University. She has been teaching at Faculty of English for Specific Purposes, College of Foreign Language, Hue University. Her research interest is on ELT Methodology.

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*****Nguyen Ha Quynh Giao** is a lecturer of Geography. She works at Faculty of Social Science Pedagogy, Sai Gon University, Viet Nam. She am a geography doctor. Her major is socio-economic geography and has been teaching for 15 years. She is very interested in social studies, tourism, urbanization and education.

MORE THAN JUST ADS: PROMPTS FOR ORAL PROFICIENCY WORKSHOP OF PRE-SERVICE TEACHERS

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[1] *University of St. La Salle Bacolod, Philippines*

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ABSTRACT

This research paper aims to determine the effect of advertisements as prompts for oral proficiency workshop of pre-service teachers using the pretest-posttest quasiexperimental design. The participants of this study were thirty (30) sophomore preservice teachers of West Visayas State University who were match-paired and equally divided into two groups: Group A underwent the workshop with TV Ads as prompts while Group B underwent the same workshop with Print Ads as prompts, both using validated workshop plans. In conducting the study, the researchers designed a workshop integrating advertisements as prompts and various activities to facilitate language learning and development. The statistical tools used to compare and analyze the participants' oral proficiency scores were mean, standard deviation, Mann-whitney U test for independent samples, and the Wilcoxon-signed ranks test. The results found out that the use of advertisements-both TV Ads and Prints Ads-as prompts in the workshop was effective for it significantly improved the two groups' proficiency scores with the group given the TV Ads as prompts having the higher mean score.

BIODATA STATEMENT

Esperval Cezhar H. Cadiao is a student taking Doctor of Philosophy in Applied Linguistics at the University of St. La Salle Bacolod, Philippines. For the time being, he works as a private English teacher of students and professionals. His research interests are English grammar, Language Teaching, and Applied Linguistics.

Glysa Marie Regidor is an English teacher at the Department of Education in the Philippines. She teaches Language and Literature to Senior High School students. Her research interests are Language Planning and Policy, Language, and Literature.

Nhessa Mar Cataloctocan is an English teacher at the Department of Education in the Philippines. She teaches English to Junior High School students. She also writes modules for writing and speaking classes. Her research interests are language teaching and language assessment.

Ronith Dianne Coo is an English teacher at the Department of Education in the Philippines. She teaches English to Junior High School students. She also mentors young campus journalists. She is a trainer for writing and journalism. Her research interests are language skills, journalism, and educational technology.

Ivy Sabandal is an English teacher at the Department of Education in the Philippines. She teaches English to Grade 7 students. She focuses on reading and writing. Her research interests are reading assessment, language skills, and pedagogy on teaching writing.

FACTORS AFFECTING ATTITUDE AND MOTIVATION OF SAUDI ARABIC STUDENTS IN LEARNING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

English is the language of the world that is used most extensively. By Learning and Speaking English well, we can understand knowledge and information around the world. The purpose of this study is to determine the students' anxiety, attitude and their motivation in learning English based on different aspects. Environment is considered a complex set of social, cultural, political, geographical and biological, conditions that surrounds an individual and determines his/her performance. The purpose of this paper is to study the influence of the different factors on English learning. These factors can help English learners to study English better and improve their English in every field. Samples for this research comprise students from the Saudi Arabian Colleges. The findings of this study showed that the Saudi students have a moderate level of anxiety in learning English and are motivated towards learning English in order to compete with the world. They want to know the rules and the techniques that can make them a better learner but there are certain faults that hamper them. So, in order to improve the attitude and motivation among students we should certain measures in teaching English as a Second Language.

KEYWORDS: *anxiety, attitude, motivation, environment, physical, family, social, society, emotional, mental.*

ACTIVITIES TO INCREASE STUDENT TALK TIME IN THE ONLINE ENGLISH CLASSROOM

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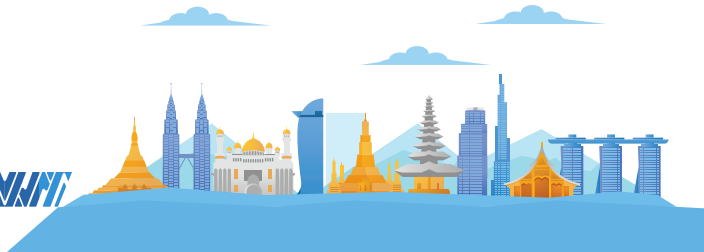
ABSTRACT

Online learning has increasingly become popular in nearly all levels of educational systems in Vietnam and other countries during the Covid-19 pandemic. Previous studies indicated students showed a lack of interest, and confidence to interact with a teacher and peers in an online English classroom. However, few studies have been conducted to investigate how to increase student talk time in the online English classroom. Therefore, the present study aims to find out students' problems in the online classroom and suggest effective activities to maximize student talk time. One hundred twenty first-year English non-major students taking a 12-week online course at the HCMC University of Information Technology participated in this study. The study collected and will analyze quantitative data from the questionnaires through SPSS 25.0 software and qualitative data from the interview with ten students through thematic analysis. The results of the study will be discussed after the process of data analysis and recommendations will be listed.

KEYWORDS: *activities, students' problems, student talk time*

BIODATA STATEMENT

Nguyen Tan Loi obtained Master of Arts degree in TESOL at HCMC Open University in Vietnam and has had teaching experiences in higher education for over 3 years. He is particularly interested in teaching methodology.



AN INVESTIGATION INTO NON-ENGLISH MAJOR STUDENTS' PROBLEMS IN TAKING APTIS LISTENING AND READING

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ABSTRACT

In order to standardize students' English ability, Hoa Sen University sets an English-language graduation criterion at the B1 level on the Common European Framework of Reference (CEFR) for non-English major students. Among the standardized tests, APTIS is selected at Hoa Sen University because the exam is developed by British Council experts in language testing and underpinned by the latest research in assessment. However, achieving satisfactory scores on APTIS tests before graduation is always a challenge for students. Within the limit of the research paper, the article aimed to find out the problems that students often encounter when performing two skills of listening and reading. The participants were 80 non-English major students participating in the APTIS preparation courses in the summer semester of 2021. Two online questionnaires were conducted, the first was after the pre-test and the second immediately after the post-test. Data were analysed to find average value, percentage, and standard deviation. The results indicated although the students had problems with the APTIS pre-test at a high level in every area, the figures decreased markedly after the post-test. Besides, students also thought that the courses helped them improve vocabulary, grammar and build up confidence.

KEYWORDS: *non-English major students, problems, APTIS listening, APTIS reading.*

BIODATA STATEMENT

Tran Quang Hai is currently a lectin er 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 Virtual Communities and Teaching Learning Practices.

IMPROVING THE COMPETENCY OF GEOGRAPHY EDUCATION STUDENTS THROUGH USING INTERNET DATA-BASED COGNITIVE TASKS

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[2] *Sai Gon University, Vietnam*

[2] *Hue University*

ABSTRACT

University of education in general and geography education branch in particular, are facing great challenges. Content-oriented education has been gradually replacing by competency-oriented education. Therefore, developing the competency of geography education students is the fundamental requirement in the mission of improving the quality of training.

In the context of the industrial revolution 4.0, data sources from the internet make the curriculum open, flexible, and up-to-update. So the internet data–bassed tasks are very useful in geography teaching and learning. To proactively stimulate thinking activities, these tasks have a variety of cognitive levels. Each task includes a problem situation. We have designed cognitive tasks on topics: economic development resources, migration, hydropower, transportation,...

These tasks were experimented with in teaching the socio-economic geography of Viet Nam part 1, at faculty of geography, Ho Chi Minh City university of pedagogy. The students that took part in the experiment gave their feedback via questionnaire, discussion, and a semi-structured interview. The majority of students highly agreed on the effectiveness of the cognitive tasks and they intend to design and apply these same types of tasks in teaching geography in the future.

KEYWORDS: *competency, cognitive task, geography education student, internet data, problem situation.*

BIODATA STATEMENT

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** **Nguyen Ha Quynh Giao** is a lecturer of Geography. She works at Faculty of Social Science Pedagogy, Sai Gon University, Viet Nam. She am a geography doctor. Her major is socio-economic geography and has been teaching for 15 years. She is very interested in social studies, tourism, urbanization and education.

***Nguyen Ha Quynh Nhu** is a lecturer of English. Master of English Teaching Methodology in 2004 at Hue University. She has been teaching at Faculty of English for Specific Purposes, College of Foreign Language, Hue University. Her research interest is on ELT Methodology.

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RESILIENCE, MOTIVATION, AND DEMOTIVATION IN ONLINE LEARNING DURING TURBULENT TIME: A CASE STUDY AMONG EFL UNIVERSITY STUDENTS IN VIETNAM

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ABSTRACT

The Covid-19 pandemic has disrupted educational dynamics worldwide, with pervasive isolation, online learning, and changed communication patterns. The unexpected shift in teaching and learning mode has rendered students in great challenge of maintaining motivation during this turbulent time, leading to reported increasing dropout rate in many Higher Education institutions. Taking cognizance of this, this study aimed to investigate the constructs of resilience, motivation,and demotivation, and explore their structural relationships among students adopting online distance learning. A total of 345 undergraduates at a Vietnam's university participated in an online questionnaire survey. The collected data were analyzed by means of Factor Analysis and Structural Equation Modeling analysis (SEM). Results of the study revealed five independent resilience factors (metacognitive adaptation, perseverance, optimism, communicative efficacy, and life satisfaction), four motivation factors (instrumental motivation, familial support, teacher support, and ideal L2 self), and five demotivation factors (unsupportive teachers, unsupportive parents, perceived stress, unsupportive learning environment, and lack of peer support). As regards the structural relationships, the direct impact of resilience on motivation factors was stronger than demotivation factors, especially for metacognitive adaptation and perseverance. The findings indicated that building resilience is significant in sustaining motivation, yet it may be not enough to prevent demotivation among learners in this turbulent time.

KEYWORDS: *resilience, motivation, demotivation, Higher Education, Covid-19*

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DEPLOYING TEXTBOOK IMAGES IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This research aims at investigating teachers' exploitation of textbook images in English language teaching as well as their training experiences of textbook image exploitation. This is a mixed method study that uses three main instruments including survey questionnaire, interview and classroom observation to collect data from 276 English language teachers who are currently teaching English in different public schools in Vietnam. It was discovered that even though teachers highly valued textbook images, they did not seem to fully realize the instructive impacts of the resource, which may result from their lack of training in visual literacy instruction. This explains why textbook images seemed to be employed purely to teach vocabulary in the pre-teaching stage of the lesson, and mostly ideational meaning was employed while interpersonal and textual meanings were neglected.

KEYWORDS: *visual literacy, textbook images, English language teaching*

BIODATA STATEMENT

Nguyen Thi Thuong (M.A) is currently teaching English language in VNU University of Languages and International Studies, Vietnam. Her research interests include syllabus design, teaching material development and teacher training.

TEACHERS' FEEDBACK ON USING DISCORD AS AN ONLINE LEARNING PLATFORM

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ABSTRACT

The COVID-19 pandemic has called for a shift in the teaching and learning landscape from the conventional classes towards e-learning. This propels the use of a range of online learning and distance learning platforms massively, notably MS Teams, Zoom US, and Google Classroom. However, the fact that the aforementioned require monetary subscription to unlock their full potential proves detrimental to the accessibility to education during the pandemic, i.e., not all students and/ or educational institutions have the available means. This paper thus seeks to affirm the capability of Discord as an alternative online learning platform that is not only efficient in its own right, but also comes at no expense. To this end, a handful of English teachers who had been teaching online via either of the three platforms above were offered to switch to Discord for a fixed amount of time. They received instructions and support from the research team concerning the platform along the way, and were asked to participate in a survey afterwards. With the use of SPSS for statistical data analysis, the paper pointed out that Discord achieved a high compatibility level for both parties in use, namely the teachers and the students.

KEYWORDS: *e-learning, distance learning, online learning, conferencing software, Discord.*

BIODATA STATEMENT

Tri Tran Gia Uong is a M.A. student in the TESOL program by HCMUSSH and the co-founder of C-Plus English – an educational project based in HCMC whose target demographic is teenagers wishing to learn academic English. As a technophile himself, he loves exploring meaningful applications of technology into his teaching.

Khoi Duy Nguyen is an aspiring M.A. in TESOL program student at HCMUSSH as well as a core teacher at IPP Education and Language Link Vietnam, both of which specialize in teaching for the IELTS certificate. As a veteran educator, he is famous for his unorthodox approach to English pedagogy.

Nhon Huu Nguyen is currently participating in the M.A. program organized by the Open University. Apart from his professional development, he is concurrently working at WESET English center, addressing his learners' needs in terms of IELTS and honing his teaching quality. His main interests are primarily concerned with ELT.

THE IMPACT OF GRADING ANXIETY ON EFL STUDENTS' SELF AND PEER ASSESSMENT: THE CASE OF VIETNAM

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ABSTRACT

Although previous studies have examined the impact of self and peer assessment on second language students' writing development, there has been little discussion on issues regarding students anxiety with grading in self and peer-assessment activities. By interviewing four English-as-a-foreign-language (EFL) writing teachers and surveying eighty-four EFL learners of a university in Vietnam, the mixed-method study found that students had a low level of anxiety when evaluating their works and their peers. The findings also highlighted that the implementation of self and peer assessment contributed substantial benefits for students' language learning but it is particularly more effective when used to give and receive feedback, compared to give and receive grades. Both teachers and students believe that students are not objective enough when grading themselves and others. On the basis of the findings, the study suggested that providing detailed rubrics and training students to assess writing tasks are necessary to reduce students' anxiety and improve the accuracy and reliability of self and peer assessment.

KEYWORDS: *Self and peer assessment, Anxiety, Grading*

BIODATA STATEMENT

Phan Thi Thuy Trang, lecturer in TESOL, Foreign Languages Faculty, Van Lang University, has been working at Van Lang University since 2019 as a lecturer of the Faculty of Foreign Languages. She obtained a bachelor's degree in English from Vinh University and a master's degree in TESOL from University of Huddersfield, England. She is interested in testing, evaluation and assessment and they remain as her key research areas.

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CONSTRUCTING TEACHER ASSESSMENT IDENTITY THROUGH NARRATIVES OF UNIVERSITY EFL TEACHERS IN VIETNAM

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ABSTRACT

This research uses narrative inquiry approach to explore the teaching and assessment practice of lecturers working in one university in the northern part of Vietnam. To collect data, the research has adapted the Tree of Life activity (Ncube, 2006) as a narrative frame enabling the teachers to reflect on and share their stories about their assessment practice as well as the world in which they live and work. The theoretical framework is grounded on socio-constructivism, Dewey's notion of experience, and Clandinin & Connelly's (1990) three-dimensional space of narrative inquiry while the conceptual framework is based on Xu & Brown's (2016) framework of teacher assessment literacy in practice and Looney et al.'s (2017) reconceptualization of teacher assessment identity. This in-progress report presents the findings and discussion of emerged themes based on the preliminary data analysis conducted on the narratives of one out of five participants. The findings underscore the dynamic nature of language teacher identities including their assessment identities, highlight the role the working context plays in shaping these identities, and illustrate how teacher assessment identities influence their assessment practice.

KEYWORDS: *teacher assessment identity, narrative inquiry, socio-constructivism*

BIODATA STATEMENT

Dao Thi Bich Nguyen is a lecturer at the Faculty of English, Hanoi National University of Education, Vietnam. She is currently doing her PhD at Hanoi University. Her research interests include language testing and assessment, language teacher identity and teacher assessment identity.

LEARNING CONTINUUM IN A BLENDED MODE: A CASE OF A SKILL-BASED COURSE

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ABSTRACT

The shift from 'content focus to learner focus' allows the teachers to include meaningful activities in their class which creates better learning solutions. The present study seeks to identify ways to advance a culture of learning continuum in higher education as an innovative teaching strategy with the appropriate use of a blended learning approach helping the teachers to design teaching and learning activities and the students to progress along the continuum. The paper describes a conceptual framework and the implementation of the learning continuum of a skill-based paper in a blended mode. The paper discusses an array of technological solutions, resources and assessment methods, relevant for the course and the student's specific context. The conceptual framework is tested in a skill-based paper 'Written Communication and Analysis' in an MBA Programme in Odisha in the first year of their study involving instruction in both offline and online mode. The paper assesses the student's experience and perception on the blended learning approach from the results drawn from an online survey. Research findings suggest that the implementation of the learning continuum in a blended mode enables the creation of active learning environments and the student's development in their writing skills. The results from the survey point towards exploring the present status of blended learning in higher education in India.

KEYWORDS: *Learning, Continuum, Blended Learning, Written Communication Skill*

BIODATA STATEMENT

Dr. Anubha Ray has been disseminating her knowledge to graduate & post-graduate students for the last 25 years, serving under different universities in Odisha, India. She is currently engaged as an Associate Professor & Area Head of English & Business Communication at Birla Global University, Bhubaneswar. Besides being an active researcher in the discipline of Communication, American Literature, Gender, Translation Studies and Postcolonial studies, she has been an active ELT practitioner. She has guided doctoral students in the areas of ELT and Business Communication. She has published research papers in many reputed journals of national and international repute. Dr. Ray is the author of the book "The Women in the Novels of F. Scott Fitzgerald: Voice Unheard" available on Amazon and edited a book with the title " Language, Literature & Diversity".

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LEARNING LEXICAL COLLOCATIONS WITH CONCORDANCING AND TEACHER'S SCAFFOLDING

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ABSTRACT

Collocation is 'an important organizing principle in the vocabulary of any language' (McCarthy, 1990:12). The study was intended to examine the effect of concordancing and scaffolding provided by teachers in developing learners' knowledge of lexical collocations. Quasi-experimental research design was adopted to assess two comparable groups of English learners' knowledge of lexical collocations in three aspects: (1) identifying (mis) collocations, (2) recognizing collocational patterns from suggested options, and (3) providing collocational patterns of their own choice. Regarding the students' ability to identify (mis) collocations and to recognize collocational patterns, the study revealed that concordancing significantly improved their score while teacher's scaffolding without concordancing had no considerable impact. Concerning the students' ability to provide their own collocations, both concordancing and scaffolding were found to have a significant effect on the students' performance. The study therefore discusses the importance of introducing a concordancer to promote learners' independence in learning collocations. Scaffolding is also argued to be equally important especially when a concordancer is first introduced to students. Concordancing should be considered as a long-term task for learners in their development of collocation knowledge while scaffolding is temporary in its nature. Both concordancing and scaffolding can therefore be regarded as co-supporters in helping learners eventually take charge of learning collocations by themselves.

KEYWORDS: *collocation, concordancing, scaffolding*

BIODATA STATEMENT

Le Thanh Ha is a lecturer, a teacher trainer, and educational researcher at Hanoi National University of Education, Vietnam. She obtained her MA degrees in English Linguistics and in TEFL. Her interests include Teacher Education, CALL, and Second Language Acquisition.

ENGLISH LANGUAGE EDUCATION IN THE DIGITAL AGE: THE ROLES OF EFL TEACHERS FROM STUDENTS' PERSPECTIVES: A CASE STUDY FROM INDONESIA,THAILAND, AND VIETNAM

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ABSTRACT

There are remarkable breakthroughs in ICTs which deliver abuntdant opportunities to educational stakeholders, especically those in the English learning and teaching (ELT) in order to enhance the profesional development as well as the second lanaguge acquisition. However, the drastic digital emergence requires English teachers to adopt and adapt to intergrate into the real classroom practices. Yet, these technological advances also shift the English teachers' roles in several areas of the world. The current study aims to examine students' perspectives on the roles of EFL teachers in Indonesia, Thailand, and Vietnam in the ICT time. There are 1250 respondents from highchools and secondary schools in the study. The quantitative research is employed. This paper completes by discussing the roles of English teachers from students' viewpoints and providing suggestions for pedagogical implications for the EFL instruction in the ASEAN region.

KEYWORDS: *ICT, ELT, EFL, teachers' roles, ASEAN*

PRIOR-STUDY ON USING ON LINEMICRO-GAME BASED LANGUAGE LEARNING MATERIAL SENHANCED VOCATIONAL COLLEGE STUDENTS'ESP ENGLISH LEARNING PERFORMANCES

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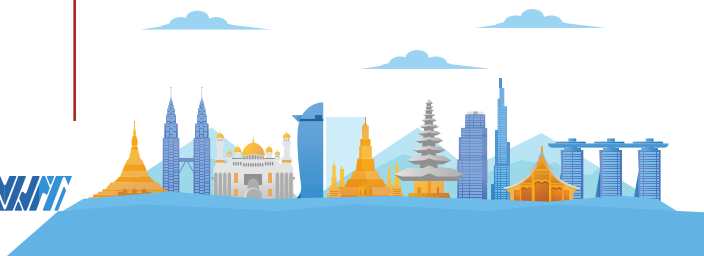
ABSTRACT

This prior-study aimed to using online micro-game based language learning materials enhanced vocational college students' ESP English learning performances. The research methodology applied mix ture approach including quality and quantity. There are four vocational college students that majored in nursing as research participants. The research data would collect and analyse from (1) the pre and post-test of ESP English. (2) the semi-structured student online answering feedback sheet of ESP English (3) the semi- structured interviewing of ESP English expert teacher. The research results were as following: First, the results of the post-test which was better than pre-test, it meant students used online micro-game based language learning materials could affect their ESP English learning achievement performance becoming better than before. Second, the results of the semi- structured student online answering feedback sheet, it shown most of students could use the online micro game based language learning materials to increase their motivation and confidence to answer the questions correctly by receiving "Game Points". Especially, students also could spend less responding time to answer questions effectively under time limiting situation. Third, the results of semi-structured expert teachers' interviewing, it shown most of expert teachers thought these online materials could facilitate students'ESP English meta-cognitive learning performances effectively.

KEYWORDS: *micro-gamebased, vocational college students, learning material, Game Points, ESP English*

BIODATA STATEMENT

I am **Tsai Cheng-Yu** from Taiwan (R.O.C). My affiliation is the Doctoral student in the Doctoral Program, Foresight Educational Leadership and Technology Management, in the Tamkang Universityandl am alsoa college Englishlecturer in the Chien Hsin University. My majorprofessions are 1. ESP, 2. CALLand 3. Education Technology.



HELPING LANGUAGE LEARNERS SELF-REVIEW LEARNING POINTS AND GAIN LEARNING EXPECTATION

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ABSTRACT

Revision after each lesson plays an essential role in enhancing learners' English level although it is sometimes neglected by students at tertiary education level. Acknowledging learners' difficulty in reviewing major learning points and their low expectation in classes of writing skill, I decided to apply a technique called "summary cards" to assist students grasp the main points and logically connect their lessons for the whole picture of the subject. The act also aims at helping review for the final exam when students have to deal with a huge amount of knowledge in order to meet the requirements. Furthermore, a small act of the "summary card" was utilized to assist students to set their learning goals and gain their expectation and motivation, which was supposed to help improve both their level of writing and their attitudes towards learning writing skill.

After a 10-week course using "summary cards", a class of 36 freshmen at a university showed positive attitudes towards the new measure introduced. It is possible in the future that they apply this new measure in other courses which require them to memorize various learning points.

KEYWORDS: *Self-review, Learning expectation.*

BIODATA STATEMENT

Le Thi Trung Dinh, M.A., is currently a lecturer in Foreign Language Department of Van Lang University in Ho Chi Minh City, Vietnam. She has 7-year experience in teaching language skills for students and adults. Her main research interests involve teaching language skills, culture and language, linguistics and learners' motivation. She can be contacted via email dinh.ltt@vlu.edu.vn.

USING ACTIVITY THEORY TO UNDERSTAND STUDENTS' OPPORTUNITIES AND CHALLENGES IN A CURRICULUM VITAE WRITING PROCESS

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ABSTRACT

Employability is one of many personal outcomes of university education in Vietnam, and so the ability to compose a curriculum vitae (CV) in the English language is a desired outcome for business-majored students. Such writing process frequently occurs outside of a formal learning setting, few attempts to study the phenomenon has been made. Through the lens of the activity system, the paper analyses the influence of six components in a CV writing process from a social-constructivist approach. A mixed-method approach was adopted with a 5-likert survey with openended questions and semi-structured interviews. Quantitative data from 184 participants reveals that students were mostly influenced by various digital artefacts (e.g. online dictionary, online courses) and situated online communities of learning. Qualitative results also indicate the prominent challenges relating syntax and lexical use as one of the conflicting factors and a certain level of autonomy as a facilitating factor while they managed to overcome these complications. The paper also suggests how curriculum of business English could be adapted to support language learners in real-life employment situations.

KEYWORDS: *self-regulated learning, writing, learner autonomy, English for Specific Purposes*

BIODATA STATEMENT

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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.

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Ngoc Vu holds a Master degree of Education majoring in TESOL, and she's currently teaching English at Foreign Trade University – Ho Chi Minh City Campus. Her areas of interest include: IT application in foreign language teaching, intercultural communication, task-based learning and teaching.

EFL STUDENTS' ATTITUDES TOWARDS THE EASE OF USE MOBILE TECHNOLOGY TO LEARN ENGLISH AT A UNIVERSITY IN VIETNAM

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ABSTRACT

Mobile learning (M-learning) appears as the significant breakthrough of technological revolution 4.0. Among the sharp development of modern technology, it has been seen that the exponential expansion of mobile devices accompanied their smart functions to support learners' learning everywhere and every time. Thus, mobile-assisted language learning (MALL) has been believed to serve learners' English knowledge. Although learning through mobile devices is expected to apply appropriately to teaching and learning, students' attitudes towards using mobile devices for learning under wireless networks need to be assessed seriously. This writing is to present EFL learners' behaviors and awareness on the use of mobile devices in English learning at a University in Vietnam through a survey on 100 university EFL students by a questionnaire including 13 English-Vietnamese statements within 20 minutes. The survey lasted two weeks in the first semester of the school year 2019-2020. The quantitative approach was used to collect data which were analyzed by SPSS version 20. The findings on the one hand showed that students have positive attitudes towards using mobile technology in English learning. On the other hand, mobile learning applications in the future at the current University were able to be accepted firmly.

KEYWORDS: *attitudes, mobile learning, mobile devices, MALL, EFL students.*

BIODATA STATEMENT

Nguyen Ngoc Vu is vice president of Hoa Sen University and chairman of STESOL founded by Association of Vietnam Universities and Colleges. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation service to higher education institutions and businesses across 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.

Vo Thuy Linh works as an English teacher in Sai Gon University, Ho Chi Minh city, Vietnam. She is currently a Master of TESOL and is participating higher education for doctorate program at University of Foreign Languages, Hue University. Her research interests are teaching English pronunciation and using technologies in teaching languages, especially, mobile learning which she is investigating for her docteral thesis.

IMPACT OF MOBILE TECHNOLOGY IN EFL STUDENTS' PRONUNCIATION LEARNING AT A UNIVERSITY IN VIETNAM: FROM PERCEPTION TO PRACTICE

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ABSTRACT

Among the breakthrough of modern technology 4.0, mobile devices have been seen as convenient tools accompanied their smart functions to support learners' learning wherever and whenever. With support from mobile-assisted language learning (MALL), English knowledge has been expected to be acquired well. This paper was to describe the experimental of EFL learners' pronunciation learning to enhance their pronunciation via mobile devices in a wireless environment. One hundred university EFL students were chosen as the experimental group and the same numbers of others were grouped as the control one. Two groups were experienced pre and post-test that gave the experimental results through the scores compared by SPSS to find how different the two groups are. Later, the quantitative approach was utilized to collect data from the questionnaire with 10 English-Vietnamese statements within 15 minutes was completed by the experimental group to obtain the participants' attitudes and evaluation about mobile learning. Research findings revealed that EFL students' pronunciation was significantly improved after experimental on wireless mobile devices. Moreover, the learners held constructive assessments as well as positive attitudes towards using mobile technology in their pronunciation learning. Mobile learning applications was strongly approval from users' perceptions to practice.

KEYWORDS: *pronunciation, attitudes, mobile learning, MALL, EFL students.*

BIODATA STATEMENT

Vo Thuy Linh works as an English teacher in Sai Gon University, Ho Chi Minh city, Vietnam. She is currently a Master of TESOL and is participating higher education for doctorate program at University of Foreign Languages, Hue University. Her research interests are teaching English pronunciation and using technologies in teaching languages, especially, mobile learning which she is investigating for her docteral thesis.

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PROMOTING STUDENTS' AUTONOMY IN ONLINE CLASSES: A STUDY ON FIRST-YEAR NON-ENGLISH MAJOR STUDENTS IN THUONGMAI UNIVERSITY

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ABSTRACT
Vietnam's higher education has experienced considerable changes due to the effects of COVID-19 pandemic. When schools are closed, online classes become the inevitable mode of teaching and Information Technology shows its indispensable roles. In response to significant challenges, not only do teachers have to upgrade themselves with new teaching forms and techniques, but students also need to adapt to a new remote learning environment. Classes occur outside the classroom and only via a computer screen, which means many difficulties faced by the teachers in giving good lectures and promoting students' active learning. Different tactics have been used to deal with these arising problems, and they have brought both positive and negative results. This study is aimed to investigate strategies that English teachers at Thuongmai University have been employing to improve students' autonomy in their online courses and the results they have achieved. To collect data for the study, five English teachers and fifty first-year non-English major students in Thuongmai University are invited as participants while questionnaires and interviews are used as main data collection tools.

KEYWORDS: *online classes, Thuongmai University, students' autonomy, strategies.*

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CROSS-DISCIPLINARY LANGUAGE TEACHING

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ABSTRACT

Because of the wide specialization demanded by our job markets, crossdisciplinarity is growing more and more important. Language teaching, therefore, has to conform to what the society demands from professional occupations: a crossdisciplinary role with a result-oriented focus to keep up with the fact that leading sciences nowadays proceed by solving complex problems cutting across disciplines. Moreover, there are permanently language barriers and cognitive differences between languages, cultures and disciplines which have caused difficulties for learners and teachers. Thus, we suggest using techniques, principles and models of cognitive linguistics to handle the problems within cross-disciplinary contexts because in cognitive linguistics, a linguistic term does not exist exclusively from its syntagmatic or paradigmatic relations with others, but also culture-based and conventionalized background knowledge. Cognitive linguistics has integrated linguistic, psychological, philosophical, neurological, computer science, anthropological and historical advances. Therefore, a cognitive approach provides suitable theoretical techniques to the teaching practice. From the research, we have gained four principles for language teaching and applications in teaching vocabulary, teaching prepositions and teaching clauses. This approach combines traditional methods with modern ones as problem solving, case study, etc. which aims at high practicality, maximum time savings but the most effective and practical applications.

KEYWORDS: *cross-disciplinary, integrated, language teaching, cognitive linguistics, cognitive approach.*

BIODATA STATEMENT

Nguyen Hoang Phuong, PhD. is a lecturer at University of Social Sciences and Humanities, Vietnam National University – Hochiminh City, Vietnam. My majors for teaching and research are linguistics, English, Vietnamese for foreigners. I've been teaching for many universities in Vietnam and a visiting lecturer at Chungwoon University, Korea.

THE EVALUATION OF ENGLISH TEXTBOOK "FRIENDS PLUS" FROM TEACHERS' PERSPECTIVES

AUTHOR

ABSTRACT

The purpose of this study is to get feedback from teachers about the "Friends Plus" – an English textbook compiled under the General Education Program 2018 of the Vietnam Ministry of Education and Training. The "Friends Plus" is introduced to 6th-grade students from the school year 2021-2022. The participants of the study consisted of 25 English teachers, they have thoroughly researched the curriculum and have undergone 5 professional training sessions from Oxford University Press and 1 training session on book introduction from Viet Nam Education Publishing House Limited Company. Through the survey, the teachers will have feedback on the strengths and weaknesses of the book, from which the material's developers will continue to modify and improve other English textbooks for students from grade 7 to grade 12. Overall, the results of the study indicated that teachers' evaluations of textbooks were very positive. However, there are still some points that need to be made to improve the quality of the material.

KEYWORDS: *evaluation, "Friends Plus", English Textbook, General Education Program 2018*

LEARNERS' PERSPECTIVES TOWARDS ONLINE PEER ASSESSMENT IN ACADEMIC WRITING: CHANCE AND CHALLENGE

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ABSTRACT

The implementation of peer assessment has spurred a notable interest among scholars in the field of language education and academic writing in particular. Peer assessment provides the opportunities for learners to review the products of their mates and reflect to improve the personal language performance. Teaching writing has long been considered to require the complexity of cognitive and critical development from learners to tackle a range of barriers for both learners and teachers such as time constraint, the large class size, and the lack of personalisation on learners' progress. The current context of Covid-19 pandemic has fostered the need for online peer assessment in teaching writing to elevate the intensity of acquisition and mitigate the apparent limitation of online learning for such productive skill. This paper attempts to investigate the learners' perspective towards the chances and challenges of online peer assessment in writing classes of private centers. The study is conducted on 50 intermediate learners at a private center in Vietnam via the questionnaire and semi-structured interview. The findings of the study reveals that learners showed positive attitudes towards online peer assessment in writing for convenience, personal reflection, peer discussion, autonomy, and critical analysis but they had to deal with certain challenges such as personal inability to conduct the peer review, the subjectivity in assessment, and the lack of appropriate recommendation.

KEYWORDS: *online peer assessment; reflection; autonomy; writing performance.*

BIODATA STATEMENT

Main author: **Tri Minh Nguyen** is currently an Academic Director at The V Language and he is also a co-founder of PTG TESOL. He studies Master of Education at Edith Cowan University, Australia. He is also a lecturer of English at Saigon ISB, Banking University of Ho Chi Minh city. His research interests cover translation and interpretation, intercultural communication, and discourse analysis.

Co-author: **Phuong Kim Nguyen** is currently a lecturer of English at Saigon ISB, Banking University of Ho Chi Minh City and English Department, Open University. She earned her Master's Degree in TESOL at University of Huddersfield with Distinction. Her research interests cover assessment, intercultural communication and teaching methodology.

EXPLORING RELATIONSHIPS BETWEEN LEARNERS' INTERNET SELF-EFFICACY, ONLINE SELF-REGULATION AND INTERACTION DURING ONLINE LEARNING AMID COVID-19 IN VIETNAM

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ABSTRACT

Internet self-efficacy and self-regulation/autonomy have proven to play important roles in online learning, especially during the compulsory closure of educational institutions due to COVID-19 all over the world. This study was conducted in an attempt to explore the inter-relationships among three constructs: Internet self-efficacy, online self-regulation and interaction during the emergency online learning amid COVID-19 in Vietnam. A partial least squares structural equation modeling (PLS-SEM) analysis was used to mine the data collected from over two thousand undergraduate students at a Vietnamese university. Research results indicated that Internet self-efficacy was a good predictor of learner autonomy while learner-content, learner-instructor and learner-learner interactions had mediating effects on learner self-regulation. The study findings also revealed that there were significant differences between learners of language and non-language major, between those with prior online learning experience and those without in the relationships among the aforementioned constructs. However, gender did not have any impact on the relationships. The study findings provide new insights and useful implications for teachers and students in promoting learners' Internet self-efficacy, online self-regulation and interaction in the context of oriental cultures where students tend to rely on their teachers in both traditional and online learning.

KEYWORDS: *Self-efficacy, Self-regulation, online interaction, PLS-SEM, COVID-19, Vietnam*

BIODATA STATEMENT

Dr. Thach Pham is the Chairman of the Board of Trustees, Hanoi University, Vietnam. He has nearly 30 years of teaching English at different levels of study and in different environments: in class, online, on television and radio. Thach Pham completed his PhD at Victoria University, Melbourne, Australia early 2015. His strong interests are in using technologies for English language teaching and learning, university governance, educational knowledge management, educational material development and teacher training.

Ms. Phuong Hoai is a lecturer of the Faculty of Management and Tourism, Hanoi University, Vietnam. Ms. Phuong Hoai holds a master degree in finance and control, and is teaching data analysis, statistics and finance. Her research interests and experiences are in corporate finance, behavioral finance and university autonomy.

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EFFECTS OF LANGUAGE VARIATIONS ON ELT: A SURVEY ON ENGLISH FOOD IDIOMS IN TERTIARY EDUCATION

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ABSTRACT

The primary forms of English language used in Britain have been complemented by many new Englishes such as American English, Canadian English, Singaporean English, etc. for centuries. In today's globalized world, which young generations are more eager for learning English than ever, such learners' desires for mastering language four skills make instructors be in need of gaining in-depth knowledge of language variations so that they are able to provide support for their learners' language acquisition and development. In this context, scientific research papers on language variations and their impacts are on demand for developing in the quantity. This investigation aims to determine how 17 food idioms, categorized into 10 groups, carry differences between British English and American English and how idiomatic variants influence English Language Teaching (ELT) at a university.

According to our findings, although this group of idioms presented the lexical distinctions, their meanings remained unchanged, which resulted in no influences upon teachers' instruction and students' learning outcomes. Moreover, differentiating these variants relied on the learners' awareness of the differences between the two Englishes and instructing idioms was affected by the other factors encompassing learners' language proficiency, instructional materials, teachers' perspectives toward teaching idioms and teaching approaches to idioms. For later research, this study should be considered its applications in EFL classrooms and should be duplicated in some larger scales or with different linguistic units.

KEYWORDS: *effects, language variations, idiomatic variants, English Language Teaching, food idioms.*

BIODATA STATEMENT

Nguyen Hong Nhung obtained a B.A degree in ELT at Saigon University and began teaching English in 2019. She has written undergraduate' scientific research papers and had a few experiences of participating conferences in ELT and linguistics. Her keen research interests cover learner autonomy, language learning strategies, and comparative linguistics. Recently, she has intended to register a master's program on ELT at HCMC Open University.

TOOLS FOR EFFECTIVE ONLINE LEARNING

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ABSTRACT
Online learning has received a great deal of educators and students' attention recently. It is widely considered a great option for students who cannot have access to traditional classroom for any reason. Online education is also one of the best solutions in today's situation when Covid19 epidemic has created a big challenge for teachers and students to find alternative platforms of education. Online learning applications has also attracted a lot of interest as tools to promote the effectiveness of online education. This library-based paper presents the results of literature review on the effect of two popular online learning applications, namely Socrative (launched in 2010) and Kahoot! (launched in 2013) which have been widely used to support students' revising process and formative assessment. The main results of this research reveal positive effects of the two game-based learning platforms on learning outcomes, classroom environment, interactions between students and teachers and interactions among students. However, there are also studies suggesting little effect of the two learning applications. This paper will be of great benefit for teachers and students who are looking for effective learning applications and how they correspond with learning and teaching principles.

KEYWORDS: *online learning, learning applications, game-based learning, Kahoo, Socrative*

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THE USE OF TECHNOLOGY IN TEACHING WRITING: EVALUATION OF AN ONLINE RESEARCH PAPER WRITING COURSE

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ABSTRACT

Teaching research paper writing has never been an easy job. Helping the students understand the research process, conduct the study and finally produce a report requires careful lesson planning, effective delivery of lessons, and critical evaluation of teaching performance so that the course quality can be improved and better learning outcomes achieved. The pandemic has mandated the use of technology in all aspects of teaching and learning. Yet, there is a need to examine the efficacy of technological tools in teaching writing in the absence of face-to-face interaction. The researcher has delivered a research paper writing course online to two batches of students. They were both second-year English major students at a university in Ho Chi Minh city. In this study, she evaluated the course implementation including the use of educational technology by examining documents such as course outlines, course information on the school LMS, students' collaborative work via Google Docs, their submissions of assignments and their personal reflections on taking the course. Findings reveal that learners need to be better trained in using the tools for learning, and online collaborative work should be planned in more detail and monitored more closely. Findings also show several benefits that the use of technology has brought to both the teacher and learners.

KEYWORDS: *Research paper writing; Educational technology; Teaching Writing, Online writing course*

BIODATA STATEMENT

Duc Dao has been teaching English for more than fifteen years and is currently a lecturer at Banking University of Ho Chi Minh City, Vietnam. She earned her Ph.D. from the University of Nottingham, Malaysia campus. She also holds an MA in TESOL Studies from the University of Queensland, Australia, and an MBA from Bolton University, UK. Her research interests are pronunciation, phonetics, phonology, and teaching methodology. She has presented papers at local and international conferences and published in a journal as well as several conference proceedings.

AMERICAN ENGLISH AND VIETNAMESE USE IN PUBLIC SIGNS: A PRAGMATIC CULTURAL COMPARISON AND TRANSLATION

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ABSTRACT

English public signs represent development and welcome of Vietnam to visitors around the world. However, the Vietnamese-English public sign translation currently has many drawbacks, one of which is a lack of cultural and pragmatic factors to be taken into account. In order to improve the practice, a comparison of American English and Vietnamese use in public signs has been made, applying the framework of a pragmatic set by Sharifian (2017), which supports the idea that the public signs are realizations (practs) of the pragmemes underlying the situational contexts associated with some certain speech acts that can be precisely interpreted based on some pragmatic cultural schemas such as DIRECTING, PROMPTING, and COMPELLING. With the help of the street view tool on google maps, a corpus of 800 English public signs (in the US) and 800 Vietnamese ones is created for further corpus-based, metadiscourse, and contrastive analyses. The results show that both American English and Vietnamese pragmatic cultural schemas activate the same speech acts manifested in public signs. The differences are notified in the pragmemes related to territory indication, restriction, reminding, warning, command, and prohibition; also in the formulation and enactment of the practs. Many applications to translation of public signs from Vietnamese into English are also suggested.

KEYWORDS: *Public signs; Cultural schemas; Pragmatics; American English; Vietnamese; Translation*

BIODATA STATEMENT

Linh Ngoc Truong Pham is a PhD student in the Faculty of Linguistics at Vietnam National University, Ho Chi Minh City University of Social Sciences and Humanities. He majors in TESOL. His research interests include cultural linguistics, English language teaching, Vietnamese-English contrastive analysis and translation. He has published several papers in English vocabulary teaching, translation, stylistics, and culture.

ENGLISH MAJORS' ENGLISH LISTENING DIFFICULTIES AND USE OF STRATEGIES AT MIEN DONG UNIVERSITY OF TECHNOLOGY

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ABSTRACT

Through the years, investigations into difficulties in English listening and listening strategies have been the subject of many researchers. Most of studies have pointed out the common listening difficulties and the use of listening strategies for listening comprehension. Focusing on the same subject with a different perspective, this research aimed at discovering English majors' difficulties in listening and the use of listening strategies to cope with difficulties at Mien Dong University of Technology. A total of ninety eight freshmen participated in answering the questionnaire and five students responded the semi-structure interview questions. The data gained from the questionnaire were analyzed by SPSS software in terms of descriptive statistic. The findings show that English majors had to deal with many difficulties in listening such as the difficulties related to the listener, the content of the dialogue, the speaker, the physical setting and the linguistic factors. Besides that the frequency of using listening strategies was relatively high. The cognitive listening strategies were used more frequently than metacognitive and socio-affective strategies. Based on the findings, some implications were made to contribute to the administrations, teachers and students at Mien Dong University of Technology.

KEYWORDS: *online peer assessment; reflection; autonomy; writing performance.*

BIODATA STATEMENT

Nguyen Dinh Nhu Ha is Ph.D. candidate at Ho Chi Minh City University of Technology and Education. He is a lecturer of English at Mien Dong University of Technology, Vietnam. His research interests include language teaching method, e-learning, educational technology, business English, English for specific purposes.

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IMPLEMENTING TASK-BASED APPROACH: A SOLUTION FOR TEACHING ENGLISH SPEAKING SKILLS

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ABSTRACT

Teaching English speaking skills is a challenge for teachers in non-native English speaking countries. In reality, language learners often neglect to join English speaking activities. Moreover, they tend to focus on grammar, not meaning. To deal with this problem, English teachers can take advantage of task-based approach (TBA) for their speaking classes. In fact, TBA is considered a useful approach to help student improve speaking skills effectively. It is also called the learner-centered approach which emphasizes the roles of learners' roles during the learning process. Therefore, this paper aims to introduce theoretical basis of TBA, the roles of teachers and learners in TBA, and Willis's (1996) TBA model. Furthermore, the example of implementing a task-based speaking lessons is well-illustrated in this paper. Besides that some recommendations for further research of implementing TBA are presented in the conclusion.

KEYWORDS: *English speaking skills, task-based approach, teaching English, TBA model*

BIODATA STATEMENT

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PERCEPTIONS OF EFL TERTIARY STUDENTS TOWARDS THE CORRELATION BETWEEN E-LEARNING AND LEARNING ENGAGEMENT DURING THE COVID-19 PANDEMIC

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ABSTRACT

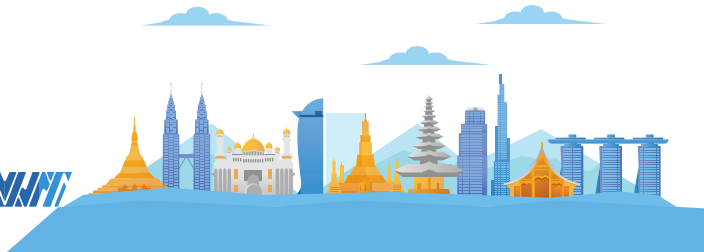
It is true that education is one of the fields affected by the spread of COVID-19. To adapt to the circumstance, many countries, including Vietnam, has implemented online learning at a national scale to every level of education. In the context of teaching English at university, the implementation's efficacy remains debatable since it may intensify the challenges which are already problematic in traditional English schooling. Among those arduous problems, student engagement is the focus of this qualitative study. Specifically, the paper examines how Vietnamese non-English major undergraduates perceive the influence of e-learning on their engagement in studying the language. Regarding the literature, online learning with its benefits and shortcomings is firstly reviewed, which is followed by the scrutiny of student engagement in general and in English learning. The review is then concluded by inspecting several relevant studies.

To collect data, focus group interview is applied, which is also considered a gap of this study since the groups of interviewees only come from one university in Ho Chi Minh city. The findings are expected to provide more insights into the degree of student engagement in English online learning in higher education, thus call for more effort to be exerted in seeking appropriate strategies to promote Vietnamese EFL graduates' engagement in their e-learning.

KEYWORDS: *perceptions, EFL, tertiary, e-learning, learning engagement, COVID-19 pandemic*

BIODATA STATEMENT

My name is **Ngo Duc Huy** and I am a lecturer at Ho Chi Minh city University of Food Industry, Vietnam. I teach English as a major and a subject. I received a master's degree in Applied Linguistics from Curtin University, Australia in 2020. I have an interest in investigating student motivation and engagement in English learning. I have recently had my first study regarding the same subject published by the Journal of English Language Teaching and Applied Linguistics.



AN ANALYSIS ON TRANSLATION ERRORS IN ONLINE VIETNAMESE-ENGLISH MENUS

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ABSTRACT

With the development of tourism in Vietnam as one of the world's top destinations in recent years, food providers prefer to use bilingual menus, especially Vietnamese-English ones as a useful tool for foreign customers to gain a better understanding of the national cuisine. However, there exist translation errors, which has caused several negative impacts on the customers. Therefore, identifying the translation errors and causes is quite helpful in promoting Vietnam's tourism, considering the status quo of the country's ongoing cultural integration within the context of the coronavirus pandemic. This paper collected the food names from online Vietnamese-English menus from 100 restaurants in Ho Chi Minh City on Foody, one of the most original and well-received food review apps in Vietnam, and analyzed the collected data using both qualitative and quantitative research methods. The results indicated that there were 4 major error categories related terminology, syntax, semantics, and pragmatics with 11 different error subtypes based on a hybrid error-analysis model developed from those popular in translation currently used in the world; and revealed possible causes for these errors from different levels including linguistic inaccuracy, amateurism and irresponsibility. The findings may be used as a reference for translation training in Vietnam.

KEYWORDS: *food, bilingual menu, translation error, Vietnamese-English translation, tourism*

BIODATA STATEMENT

Dr. Nguyen Thi Nhu Ngoc is currently Vice-dean and Chair of the Department of Translation and Interpreting at the Faculty of English Linguistics & Literature, USSH, VNUHCM. Her main research interests are Translation Studies, Comparative Linguistics, and Intercultural Communication. Her research group includes four senior English-major students, Nguyen Le Minh Phương, Le Anh Khoa, Pham Dang Khoa, and Tran Thanh Lam, who are highly inquisitive students with more than 3 years of tutoring English to both young and adult students. They all have great love for translation research and desire to contribute to the translation quality in Vietnam with a contemporary sensibility and critical mindset.

THE UNTRANSLATABILITY IN TRANSLATING FROM ENGLISH TO VIETNAMESE AND VICE VERSA

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ABSTRACT

In today's world where the trade of commercials is opened between many countries from all over the world has been on the continuous development from time to time, which leads to the vital play of communication between people and people from other countries causing so many problems in understanding to each other. So, the important roles of translation have been available more and more specifically and initially, and the demands that requested to satisfy the need in a number of translators and interpreters is more increasingly and more well-trained. This demands the high intellectual levels in every translator in order to overcome a various number of language barrier problems as well as to solve as many problems appearing in all types of document as possible. And one of the most difficult challenges according to many translators, in the case of doing the translation between two contrary languages, especially to transfer some unable-to-translate words, which means untranslatable words – so-called untranslatability. And this is the reason for our paper.

KEYWORDS: *untranslatability, cultural untranslatability, linguistic untranslatability*

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WIX WEB-BASED ENGLISH LEARNING MEDIA TO SUPPORT TEACHING IN THE PANDEMIC ERA

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ABSTRACT
This study intends to develop and design a web for English learning for students at School of Foreign Languages, Thai Nguyen University (SFL-TNU). This design-based research focuses on two problems, namely (1) the concept of a website design which is expected to be suitable for use as a medium for learning English Excursion Project in the current pandemic era, and (2) the effectiveness of the website that is developed as a digital literacy source that can be used as a medium for further study. The research method used in this research is design-based research (DBR) with research stages that include design process, design development, evaluation, and design revision. Data collection techniques were carried out by interview and document study. The results show that the website design developed is relevant to the needs and online-based student learning methods needed during the current Covid-19 pandemic.

KEYWORDS: *website, digital literacy, English learning*

BIODATA STATEMENT
Pham Viet Ngoc is currently teaching Project-based subjects and Technology ineducation at School of Foreign Languages, Thai Nguyen University. His major research is on applying technology in learning and teaching English.

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FACTORS INFLUENCING VIETNAMESE TEEANGERS' INTENTION TO USE MOBILE DEVICES FOR ENGLISH LANGUAGE LEARNING

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ABSTRACT

Teenagers around the world have been considered as 'digital natives' who are grown up under the influence of modern technologies including mobile devices, however, their intention to use the devices for language learning is still under a lot of discussions. This study was conducted in an attempt to explore factors that influenced Vietnamese teenagers' intention to learn English through mobile devices and how they (the devices) could enhance learners' language skills. Using the extended technology acceptance model (UTAUT) as the theoretical framework, the study analyzed data from 617 school and university students residing in the north, central and south of Vietnam. The study results revealed that attitudes toward use were (ATT) the most important factor affecting teenagers' intention but facilitating condition (FC) and effort expectancy (EE) did not correlate with the intention. Learners' gender and prior online learning experience also had an impact on the intention. Besides, mobile devices were more useful for learning listening, reading and speaking than writing. The study findings offer useful implications for teachers and designers of mobile applications to foster mobile English language learning for Vietnamese teenaged learners.

KEYWORDS: *Teenager, intention, mobile devices, UTAUT, Vietnam*

BIODATA STATEMENT

Quy Hoang is a lecturer at English Department, Hanoi University and is currently in charge of the English Teaching Methodology Division. She received her M.A in Tesol International at Monash University in 2012. With more than 10 years of teaching experience at different levels of study and with learners of all ages, her research interests are mainly in English language teaching methodologies, teacher training and material development.

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AN INVESTIGATION OF FACTORS AFFECTING STUDENTS' CLASS ATTENDANCE

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ABSTRACT

To enhance teaching and learning quality in the classroom, learners should not only attend the class but also participate in the class actively. However, if the former is not ensured, it is impossible for the latter to happen. Class attendance has been considered one of the most important factors deciding students' academic success. However, the rate of absenteeism remains high in many universities in Vietnam. This study was carried out to identify the reasons why students skip class and examine the influences of the university's policy of absenteeism on students' attendance. In order to collect data, interviews and questionnaires were conducted on more than 300 Hoa Sen University students majoring in English Language Studies. The results indicate that student absenteeism resulted from student-related factors, teacher-related factors, university-related factors and external factors at different levels. Some specific factors such as extreme weather, pandemic, course content, and inconsistency between assessment and learning seem to be prominent causes. The results point to the conclusion that it is very important to have proper guidelines and policy from university about class attendance.

KEYWORDS: *class attendance, absenteeism, academic success*

ENHANCING EFL STUDENTS' ORAL PRESENTATION SKILLS THROUGH BLENDED LEARNING IN ENGLISH FOR OCCUPATIONAL PURPOSES CLASSROOMS

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ABSTRACT

Oral presentations can be employed as an effective tool to improve students' communicative competence. Once the oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial in all their education subjects and later in their future careers. However, there have been limitations with EFL students' engagements due to the inadequate probability to present during English lessons. This presentation states the rationale about oral presentation enhancements for EFL students in an English for Occupational Purposes (EOP) program at a technical university in Vietnam. It then emphasizes occupational blended learning as a particular way to improve EOP students' oral presentation skills which has been implemented in a ten-week English course for engineering students.

This study exploited a qualitative research design with data from focus-group interviews of 27 third-year students of the Faculty of Electrical and Electronics Engineering. The findings revealed the positive perspectives from the technical students about the benefits of their oral presentation implementation for their English levels and presentation skills as well as the factors they experienced during their oral presentations in terms of preparation, organization, delivery, manners and audience–presenter interactions. With regard to this pedagogical development, it is hoped that this can be helpful for teachers in motivating and enhancing students' presentation skills in EOP classrooms.

KEYWORDS: *oral presentations, EOP, students' perspectives, presentation skills, blended learning*

BIODATA STATEMENT

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.

REMOTE TEACHING AMID THE COVID-19 PANDEMIC IN VIETNAM: PRIMARY SCHOOL EFL TEACHERS' PRACTICES AND PERCEPTIONS

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ABSTRACT

The massive school closures worldwide due to the Covid-19 pandemic have resulted in a surge of remote teaching. This study investigated teachers' practices and perceptions on teaching English remotely to primary school students in the school lockdowns in Vietnam. A mixed methods design was employed to collect data from different primary public schools in Ho Chi Minh City, Binh Duong and Dong Nai provinces. Ten semi-structured interviews were conducted and a questionnaire was used to collect data from 50 teachers. The selected participants were those who practiced at least one form of remote teaching activities, either asynchronous or synchronous. The findings show that Zoom, Zalo and YouTube were three most popular platforms teachers used. Numerous challenges also emerged such as more workload, more stress, technical issues, students' lack of learning devices, the requirement for parent's assistance, more interactions and hands-on activities. Despite the obstacles, the majority of teachers showed their positive attitudes towards remote teaching. They learned new ICT tools and pedagogies and intended to continue using this approach after the pandemic. In order to improve the effectiveness of remote teaching, such suggestions as creativity and flexibility in designing lessons, parents' support, teacher's training and upgraded ICT infrastructure are recommended.

KEYWORDS: *remote teaching, perceptions, challenges, primary school teachers, pandemic*

BIODATA STATEMENT

Ms. Dau Thi Thanh Luy is working as an academic officer at SEAMEO Regional Training Center in Vietnam. Her responsibilities include designing English training curriculum for young learners, tests and extra learning activities. Besides, she has been teaching English for more than ten years. She received an MA degree in Applied Linguistics from Curtin University, Australia in 2014. Her research interest is engaging young learners with educational games and technology.

BYOD: THE OPINIONS AND PERCEPTIONS OF PARENTS IN JAPAN

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ABSTRACT
Bring Your Own Device (BYOD) is a concept that is gaining a following worldwide as a cost-effective means for schools, hamstrung by limited funding, to provide modern-day education for students. Today, students are surrounded by device usage and likely have access to several different devices within their household. However, when students enter the confines of an educational space, they can often be forced to holt this device use and return to more traditional means of education. The current paper shows the results of a survey into the opinions and perceptions of parents of Japanese K1-3 students' use of technology, specifically the application of BYOD at this level. This survey was conducted at a private kindergarten in Japan and was administered to 100 parents of K1-3 students. Results of this survey showed that even at this age, students have access to and use a variety of devices within the home environment under the guidance of parents. In addition, device time usage varied significantly by household, with some children allowed to use devices for over 90 minutes per day. However, when asked if they would accept BYOD at the K1-3 level, the answers were overwhelmingly negative. The results of this survey show that while BYOD was considered to be acceptable if not necessary from the higher grades of elementary school, the idea of sending a K1-3 child to kindergarten with their own device is still a step too far for the parents of kindergarten students in Japan.

KEYWORDS: *BYOD, K1-12, Japan*

MOVING TOWARDS A 2020S GAME JAM DEFINITION

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ABSTRACT
Game Jams are ever rising in popularity with people from a wide variety of economic, social, and cultural backgrounds participating in these events. The number of game jams are also increasing, with the 2019 Global Game Jam alone attracting 47,006 registered participants in 113 countries who made 9,010 games over the 48-hour game-making period. With the influx of people to the game jam environment, the current study redefines what a game jam is to consider the range of fields it now encompasses, such as foreign language learning. Using a 37-question survey and a mixed-method approach to analysis, the researcher investigated how the themes of game creation event, accelerated and constrained, opportunistic, and publicly sharing the end results had shifted from the previous 2015 definition. In addition, unlike the 2015 definition, the latest definition considers the opinions of game jam participants and administrators rather than forming a definition from academic publications. Results of this 40-person research study showed that the idea of a game jam has developed to one that is less connected to the commercial gaming world and more associated with learning skills, such as languages, social skills, and leadership through game jams.

KEYWORDS: *Game Jams, Definition, Foreign language learning, Social skills, Leadership*

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INNOVATION IN HIGHER EDUCATION - TRAINING APRROACHES UNDER COVID-19 AND THE REVOLUTION OF SCIENCE AND TECHNOLOGY 4.0

AUTHOR

ABSTRACT

The Covid-19 pandemic, which occurred from the end of 2019 to the present, has had a global and profound impact on all countries, and still maintained much complicated in Vietnam. Education and training activities are therefore among the most severely impacted since traditional classrooms have been suddenly switched to online platforms without prior complete preparation. Using a qualitative analysis method combined with data and statistics synthesis, the article analyzes the current situation of higher education, the impact of covid-19 on education and training activities, as well as the use of educational platforms based on scientific and technological achievements in the industrial revolution 4.0 in order to see the need for a vital transformation of the educationtraining mode in the current context in Vietnam. It is then suggested that E-learning is such an appropriate teaching and learning tool in the context of training high quality labor forces to meet the demand of the society.

KEYWORDS: *Covid-19, Technology Revolution 4.0, Higher education, Methods, Technology platforms.*

ANALYSIS OF TRANSLATION TRENDS OF MODAL VERB "CAN" AND ITS ALTERNATIVES IN VIETNAMESE BASED ON CORPUS-BASED STUDY

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ABSTRACT

As the increasing demands in exchanging information among various countries around the world, the role of translation has therefore become vital in ensuring the effects intended by source language (SL) texts are totally preserved in target language (TL) texts (Newmark, 1988; Munday, 2016). Especially in the literary translation field in Vietnam, a product from a foreign language can be translated by various translators who are both professional and amateur, causing different effects among readers. The question is that, how we can grasp the tendencies of translate modal verb "can" and its alternatives in specific situations into Vietnamese and vice versa without causing ambiguities or negative effects on target readers.

As I observed, "can" and its English alternative modal verbs like "could", "may" or "might" are usually translated into Vietnamese under a general word: "có thể". However, as Thomson and Martinet (1986), Alexander (1990) and Eastwood (1994) suggested, these kinds of words did express not only the subject's ability or probability of happening of an event but also other meaning such as permission or general characteristics. This is the reason why I decided to conduct the research with the which translation data which is combined from the source of 30 popular English books and their translation versions in Vietnamese language, making a set of about 150,000 pairs of sentence in to investigate how modal verb "can" and other modal verbs are translated in Vietnamese with some basic statistics analyzed from the given data.

KEYWORDS: *translation trends, English modal verbs, corpus-based study, Vietnamese translation, analysis.*

TEACHING AND LEARNING ENGLISH AS A MAJOR IN A BUSINESS AND FINANCE-ORIENTED UNIVERSITY: CHALLENGES AND OPPORTUNITIES

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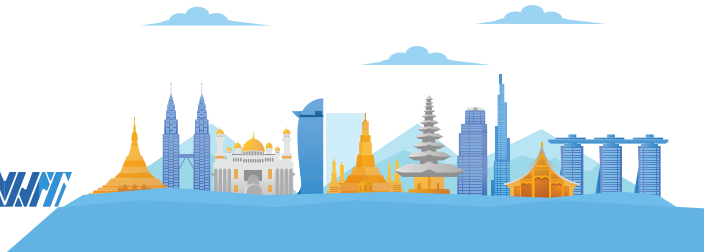
ABSTRACT

The trend of higher education institutions to become multidisciplinary universities has become popular, Ho Chi Minh City Banking University is no exception. Although initially oriented as a southern spearhead unit for training in finance and banking, BUH quickly recognized the needs and career opportunities for fields and careers not only in the banking sector, banks and financial institutions. Therefore, the university has opened new majors taught in universities in the Social Sciences and humanities. The Faculty of Foreign Languages was established to train human resources who are good at foreign languages for the finance and banking industries and at the same time capable of working in many other industries and fields. The Faculty of Foreign Languages at the school, which is taught with this orientation, has trained thousands of successful students in a variety of employment positions. However, teaching and learning English in a university that is dominant and famous for finance banking presents many challenges. From these difficulties, many opportunities have been opened for both learners and teachers at the faculty and the school. This study aims to analyze the professional and career-oriented difficulties that lecturers and students of the Faculty of Foreign Languages are facing. At the same time, by directly surveying and interviewing teachers and students as well as the school's management team, the researcher analyzes opportunities for personal and professional development.

KEYWORDS: *English-major, ELT, tertiary education, multidisciplinary university*

BIODATA STATEMENT

Phạm Thị Hồng Ân has a Master degree in Teaching English to Speakers of Other Languages (TESOL), HCM-USSH, Vietnam National University. She is currently a Ph.D student in the Department of Literary Theory, Faculty of Literature, HCM-USSH, Vietnam National University. Her interest lies in British and American Literature and Culture, and Education (TESOL included). Her domain of study includes TESOL, Critical Approaches to Literature, and their implications and applications in teaching and learning English as a foreign language.



THE APPLICATION OF MULTI FUNCTIONAL ENGLISH LEARNING PLATFORM TO ESP COURSE FEEDBACK S FROM STUDENTS AND TEACHERS

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ABSTRACT

This study appli ed m ulti functional English l earning p latform to English as a foreign language ESP course The objective was to investigate whether this platform would promote stu dents' learning motivation and enhance language and content learning based on students' perception and teachers' feedback. Participants were junior students and English instructors from Department of Fiber and Composite Material at a university in Taiwan. The instrument of online survey was implement ed to probe students' perceptions toward the effectiveness of learning via the learning platform. Semi structured I nterviews from both students and teachers were collected to disclose the reflections of the current project and overall learning and teaching experience. Results from quantitative data analysis revealed that most of the students perceive the learning platform to be helpful to raise their learning motivation. Yet the discrepancy appeared in the effectiveness of learning via the platform as only students with intermediate English level showed rather positive attitude on the effectiveness of vocabulary learning and the improvement of speaking ability. Qualitative data analysis revealed that students preferred learning under multimodal presentation rather than lecturing and students level of language proficiency could be the factor that inference how students ranked the effectiveness of learning via this learning platform. I nterview s from teachers indicated some potential problems of using this learning platform such as the problematic feedback to students' spea king based on the in built voice recognition analyzer and the problem of cheating to complete assigned tasks online with advanced technology. Based on the research findings, suggestions and pedagogical implications were offered to language teachers and education technology designers to facilitate ESP instruction .

KEYWORDS: *English Learning Platform; ESP; Online Learning; Students Perception*

BIODATA STATEMENT

Chieh min Jason Yang (楊捷閔) is an assistant professor at Feng Chia University, Taiwan. He has been a coordinator of Workplace English for years and assists to develop new ESP curriculum to meet students' needs . His research interests are CALL, ESP, corpus linguisti cs and reading research.

A VALIDATION REPORT FOR A DIGITAL ENGLISH LANGUAGE ASSESSMENT: CORRELATIONS WITH THE TOEIC® LISTENING AND READING TEST

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ABSTRACT

The COVID-19 pandemic has disrupted language teaching and testing services, as well as human resource functions, impacting both educational institutions and businesses of all sizes with no clear end in sight. This report describes the validation and correlation of a digital English language assessment (DELA) with the TOEIC® Listening and Reading Test. The DELA solves a problem of practice for human resource management practitioners, English language teaching services, and educational institutions: how to efficiently assess English language abilities during the COVID-19 pandemic and beyond. The DELA began as a solution in the context of Vietnam that can be utilized globally. A total of 78 participants completed the DELA from April 7-20, 2021; ANOVA two-factor data analysis was performed. Results show a strong overall correlation with the TOEIC® Listening and Reading Test (Pearson r=0.76) and strong internal consistency (KR-20=0.96). The report concludes with recommendations for global usage grounded in critical language testing and implications for future research.

KEYWORDS: *quantitative analysis, digital language assessment, English for the workplace, critical language testing*

BIODATA STATEMENT

Bradley Opatz is Head of Education at OOOLAB and a doctoral student in Second Language Acquisition at the American College of Education. He is an independent consultant specializing in digital language learning. He developed an internationally certified EFL/ soft skills curriculum for K-12 Vietnamese learners. His research interests include culturally responsive EFL pedagogy and digital education and assessment.

A REFLECTION OF EXTENSIVE READING PROGRAM AT AMERICAN CENTER, U.S. CONSULATE GENERAL, HCM CITY

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ABSTRACT

Rob Waring (CamTESOL, 2019) presented that if a student reads extensively in English 02 minutes a day (5 days a week), it will take him/her 20.7 years to master the language. If the student, on the other hand, reads in English (extensively) 20 minutes a day (5 days a week), the journey to mastery takes only 2 years. This implies the importance of Extensive Reading, especially for schools' and universities' language programs. This sharing session aims to review ER program procedures, reading session organization and reading activities that the presenters conducted at American Center (U.S. Consulate General, HCMC). These are take-away tips for participants (strongly recommended to language teachers/lecturers, program managers and language learners) as compulsory add-ons to school language programs, language teaching and learning. Real reading session captures will inspire English learners and make them feel 'learning English' is a 'can-do' task. The sharing session also opens to discussion of how to proceed with ER online, especially in this pandemic of COVID-19.

KEYWORDS: *Extensive Reading, Interactive reading activities, Online reading programs*

QUIZLET AS A TOOL FOR ENHANCING AUTONOMOUS LEARNING OF ENGLISH VOCABULARY

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ABSTRACT

L2 vocabulary learning seems to be one of the biggest challenges for many language major students as lexical knowledge involves productive understanding of its many components including the form, meaning, and application of the terms (Nation, 2001). It is therefore necessary to find appropriate language education tactics and instruments for the successful and efficient acquisition of this aspect of the L2. Among advancements in the field of educational technology, Quizlet was invented with the hope that learners can effectively acquire L2 vocabulary in the absence of the teacher. In this study, the researchers want to figure out if Quizlet is helpful in assisting students in learning English vocabulary. They would also like to identify the difficulties which learners may encounter when using the application for their self-study. A quantitative survey was conducted on 100 English major freshmen and sophomores at a university in Ho Chi Minh City, Vietnam. Results reveal that Quizlet plays an active role in facilitating self-study of English vocabulary. A remarkable finding is the application seems to provide an entertaining learning environment, which in turn enhances learning motivation. Besides, a couple of limitations of the app, namely distracting ads and limited mobile learning functionality, have also been identified.

KEYWORDS: *Quizlet, autonomous learning, English vocabulary*

BIODATA STATEMENT

Thuy Nguyen, Tri Nguyen, Xuan Le, Hoang Mai and Khanh Nguyen are all second-year English major students at Banking University. This paper is developed from the outcome of their group project completed as a requirement of the course of Writing 4: Research Paper Writing.

Duc Dao has been teaching English for more than fifteen years and is currently a lecturer at Banking University of Ho Chi Minh City, Vietnam. She earned her Ph.D. from the University of Nottingham, Malaysia campus. She also holds an MA in TESOL Studies from the University of Queensland, Australia, and an MBA from Bolton University, UK. Her research interests are pronunciation, phonetics, phonology, and teaching methodology. She was the supervisor of this group of students in their project and then worked with them to improve the paper prepared for the conference.

QUALITY ASSURANCE FOR ONLINE ENGLISH COURSES AMID THE COVID-19 PANDEMIC: PROBLEMS AND SOLUTIONS

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ABSTRACT

With the worldwide spread of the Covid-19 pandemic, since last year, most of the education and training programs in Vietnam have urgently had to be switched to blended or even online mode. To cope up with this, many schools and universities there have found ways to start their online courses quickly but they soon face many challenges of managing effective online programs including managing technology, managing teachers, managing students, and most importantly evaluating and ensuring quality. This reality has raised a number of quality concerns since teaching and learning in Vietnam have relied heavily on traditional face-toface classes for ages and have never experienced such an abrupt change before. Nevertheless, there has been little research into this issue, especially into school practices of quality assurance for English courses in Vietnam. To further explore the problem, this research investigates current practices of quality assurance for online English classes at various universities in Vietnam amid the Covid-19 pandemic. In addition, this paper also seeks possible solutions to improve the quality assurance practices for online English courses in Vietnam's context.

KEYWORDS: *quality assurance, English, online, Vietnam, Covid-19*

BIODATA STATEMENT

Vo Huynh Thanh is current a lecturer of English at the faculty of English Linguistics and Literature, University of Social Sciences and Humanities, VNU-HCM. He holds a master's degree of TESOL. He has been teaching English at university since 2015. His research interests include intercultural communication in language teaching, language acquisition, and computer-assisted language learning.

"MODERATE MESSINESS SEEMS TO BE GOOD FOR PEOPLE." WHAT DO YOU THINK?: ACTIVITIES FACILITATING STUDENTS' ENGAGEMENT IN AN ONLINE CLASS

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ABSTRACT

The outbreak of COVID-19 has led our lives to the so-called "new normal" status with numerous changes since the beginning of 2020. Schools all across the world have been closed down and education has changed dramatically, with the rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. In Vietnam, online teaching and learning have been adopted in all levels of education and this form of education is probably a great solution to help teachers and students to keep up with their study programs which are normally conducted in the traditional classrooms. Beside numerous advantages that online education has brought up, it is a challenge for both teachers and students when working online. How to motivate and facilitate students' engagement in online classroom activities is likely the most asked question in an English as a second or foreign language class. This study aims at finding the answer to the above question. The study was conducted with a group of 35 second year students in their speaking class. Groupwork discussions, project-based assignments, interactive feedback from peers and the instructor were some activities that have helped facilitate students' interactions and involvement in an online class.

KEYWORDS: *quality assurance, English, online, online education, students' engagement, online activities*

BIODATA STATEMENT

Ms Van Vu is a lecturer at HCMC University of Education. She interests in teaching ESP, teacher training and sociolinguistic issues. She has been teaching English for students of International Studies and English for Tourism and Hotel students.

SHADOWING TECHNIQUE AS A METHOD OF PRONUNCIATION TEACHING

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ABSTRACT

Pronunciation is an aspect of language learning that should be instructed explicitly, for learners having proper pronunciation can be fully understood when having a conversation. However, teaching pronunciation is probably a challenge for many teachers mainly because they can deliver the theory of the pronunciation aspects but easily fail to have students practice them effectively. Among the new methods of teaching pronunciation, which are trialed in many classes, shadowing technique is widely used because of its benefits. For this reason, this paper emphasizes on the application of shadowing technique as a way of teaching pronunciation in a specific learning environment and the perceptions of the learners of this teaching method. The research participants are four college students whose language proficiency level is pre-intermediate. They were offered an overall pronunciation instruction section before practicing the shadowing activity. The data of the research were collected via three data collection tools that are observation of the teacher, learners' journals and semi-structured interview. Overall, the participants show their satisfaction with the shadowing technique as an activity to develop their pronunciation, especially their intonation. Besides, there are some aspects of pronunciation cannot be fully improved after the shadowing practice, which need taking into consideration. The research's finding might be of great benefit to the teachers who wants to enhance the student's pronunciation.

KEYWORDS: *shadowing technique, teaching pronunciation, pronunciation aspects, ELT*

BIODATA STATEMENT

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Skills taught: Reading, Listening, Writing, Speaking
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Experience: 4 years teaching students at different ages

COOPERATIVE LEARNING IN EFL READING CLASSES AT LAM DONG ETHNIC MINORITY BOARDING SCHOOL

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ABSTRACT

In teaching reading, teachers might place emphasis on Cooperative Learning as an effective instructional method in which students of all levels might work together in small groups to achieve a common goal. This study aims at investigating the effects of cooperative learning with respect to Vietnamese learners of English in reading comprehension at Lam Dong Ethnic Minority Boarding school, and investigating students' attitudes towards cooperative learning. A quasi-experiment was conducted over a period of eight weeks. Sixty-one ethnic minority students in Grade 11 at Lam Dong Ethnic Minority Boarding school were invited to participate in the study. There were two groups: one as control group, and the other as experimental group. For the control group, lecture-based teaching was used, while for the experimental group, cooperative learning was employed. After analyzing, another standardized post-test was conducted. Later, an Independent sample t-test and paired sample t-test were conducted to examine whether there were significant inter- and intra-group differences in reading comprehension. The results showed that the students in the experimental group achieved a more remarkable improvement than their counterparts with respect to English reading performance. The findings also revealed that the students in the experimental group expressed highly positive attitudes towards the use of cooperative learning in EFL reading classes. Further research could be carried to analyze the effect of other cooperative learning techniques on teaching English as a foreign language.

KEYWORDS: *cooperative learning, reading performance, attitude, foreign language, ethnic minority*

BIODATA STATEMENT

Nguyen Thi Hoai Huong is currently a teacher of English language at Lam Dong Ethnic Minority Boarding school, Vietnam. Her interests cover areas English language skills, teacher professional development and instructional design model.

Nguyen Tat Thang is a lecturer of English at Dalat University, Vietnam. He received the title of Associate Professor in linguistics in 2017. His interests are semantics, SLA, and socio-linguistics.

Tran Tin Nghi is a lecturer of English at Ho Chi Minh City University of Food Industry, Ho Chi Minh City, Vietnam. His interests cover areas of English language, linguistics, and TESOL.

Nguyen Phan Nhat Nguyen is a lecturer of English at Dalat University, Vietnam. She completed her master's degree in 2021. Her interests are TESOL, SLA and CLIL.

ROLE OF COOPERATIVES AND PARTICIPATION OF THEIR MEMBERS IN AGRICULTURAL OUTPUT MARKETING: EMPIRICAL EVIDENCE FROM ETHIOPIA

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ABSTRACT

Today, in an era where many people feel powerless to change their lives, cooperatives represent strong, vibrant, and viable economic alternatives. Cooperatives are formed to meet peoples' mutual needs. They are based on the powerful idea that together, a group of people can achieve goals that none of them could achieve alone. This research paper aims to analyze the role of cooperatives in agricultural output marketing, promoting linkages, and to examine factors influencing the level of members' participation. The cooperatives under investigation have played a significant role in output marketing and promoting value-adding linkages with different stakeholders. Results of the Tobit model revealed that: farm size, years of membership, amount of improved seed used, output produced, and members' perception in cooperatives price for agricultural outputs were significantly and positively related to the level of participation. Lack of equal opportunity of members in passing decisions, inefficient cooperatives' employees, and incompetent management committee members are found to be the major constraints that hinder cooperatives to properly deliver agricultural output marketing services. To this end, Government, NGOs, and other stakeholders need to give emphasis to improve the organizational and institutional capacity of cooperatives.

KEYWORDS: *Agricultural cooperatives, Cooperatives marketing, Linkage, Management capacity, Stakeholders, Market participation*

BIODATA STATEMENT

My name is **Eshetu Tefera Bekele (Ph.D.)** and I am an Assistant Professor at Tongmyong University, Department of Distribution Management, Busan, South Korea.

I have been working for the last 15 years in academic institutions (in Ethiopia and Korea), and served as a lecturer, researcher, and engaged in community development activities. I have published 3 scientific papers and other 2 research-related books. I am eager to participate in your respective conference to share my experience and learn from others.

TEACHERS AND STUDENTS' PERCEPTIONS AND CHALLENGES OF ONLINE TEACHING AND LEARNING DURING COVID-19 PANDEMIC: A CASE STUDY

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ABSTRACT

The COVID-19 pandemic has negatively affected the economy, social life, and educational facilities and services around the world (Cakin, & Kulekci Akyavuz, 2021; Farooq et al., 2020). Like many other countries, educational institutions in Vietnam have been forced to shift their courses from a face-to-face approach to online classes to try to stop the spread of the coronavirus. The objectives of this study were to investigate teachers and students' perceptions of online teaching and learning as well as to identify challenges of online teaching and learning they confronted during the COVID-19 pandemic. The study took a quantitative approach, using an online questionnaire on google forms to collect data from 512 teachers and undergraduate students at Danang University of Medical Technology and Pharmacy in Danang, Vietnam. The data were analyzed using descriptive statistics. The results revealed that the participants perceived online teaching and learning as being useful and time-saving. However, the study exposed some challenges the teachers and students encountered, such as unreliable internet connections, slow e-learning platforms and services, a lack of information and communication technology skills, and distractions. Based on the findings, some implications on online teaching and learning have been put forward.

KEYWORDS: *COVID-19 pandemic, online teaching and learning, teachers and students' perceptions and challenges*

Pham Dang Tram Anh is a PhD in TESOL. She is currently Dean of Fundamental Sciences Faculty and Head of Foreign Languages Department at Danang University of Medical Technlogy and Pharmacy, Danang, Vietnam. She has been an EFL teacher in higher education for over 20 years. Her current research interests cover Technology in langauge teaching and learning, Teaching language skills, ESP curriculum and material development, CALL. Her recent publications include technology application in language teaching and learning, digital literacy.

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HOW TO DRAW TREE DIGRAMS VIA NINE
HOW TO DRAW TREE DIGRAMS VIA NINE
SENTENCE PATTERNS

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ABSTRACT
Current books on English syntax present tree drawing in details; as a result, students feel confused in order to study it. Based on traditional grammar and modern functional grammar, we have systematized all sentences into nine patterns for students to master English syntax. Those who can acquire how to draw tree diagrams for these patterns can tree-diagamatize any English sentence. To some extent, our supervised students can feel confident to study English syntax, in general, as well as tree drawing, in particular.

KEYWORDS: *Syntax, sentence pattern, sentence element, tree drawing*

THE IMPORTANT ROLES OF LEARNING PRONUNCIATION IN THE INTEGRATION ERA

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ABSTRACT

Nowadays, English becomes an important part of our life. As we can see, in this integration era, this language has supported people in all sides of our career, for example, working, negotiating with partners, and promoting our products to the international market. However, it is not enough if we have good use of grammar and vocabulary. If we are fluent in grammar, language, listening, reading, and writing but still make pronunciation mistakes, it means we still face off failure in our job.

My research findings pointed out that many Vietnamese people are stuck in pronunciation when they speak English. It means that they can express their ideas clearly. However, some who do not have a good condition to learn English at a young age or interact with foreigners would easily make mistakes. It happens to not only students but also teachers. The errors may be about the stressing, misspelling, etc. Consequently, they may affect the performance of students when they speak. If the students continue to go on this way, the listeners will not understand what they said and from that, there will be a lot of misunderstandings in their interaction.

By researching the importance of learning pronunciation skills, in this article, we will learn more about some common mistakes that students can make when they speak English. Besides, we also know more about the importance of pronouncing English correctly and finally, there will be some suggestions for both students and teachers to improve their English pronunciation.

At the end of this article, the result of the methodology will show the percentage of the common mistakes appearing in the speaking performance of the sophomore from the University of Economics and Finance and their ability to applying the rule of pronunciation in reality speech. From that, we can find a good solution to improve the students' pronunciation in order to serve their future career.

KEYWORDS: *pronunciation skill, integration era, sophomore, teachers, stressing rules*

BIODATA STATEMENT

Nguyen Truong Gia Minh is a journalist at Nguoi Lao Dong Newspaper and is currently studying for a Master of English Language at Hoa Sen University, Vietnam. She had 1 year of experience in working as a teacher assistant of English Only Day –An activity for students of University of Economics and Finance (UEF) to improve their English pronunciation. Her academic interest areas are about teaching and training English speaking and writing skills for university students.

SOME COMMON WAYS FOR STUDENTS TO IMPROVE PRONUNCIATION DURING COVID-19 PANDEMIC

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ABSTRACT

We cannot deny that pronunciation skill plays an essential role in our lives in this integration era. If we have good pronunciation, we can have a chance to get a good job. However, as I researched before, many Vietnamese people nowadays are stuck in pronunciation when speaking English. It means that students can still express their ideas about particular issues. Still, their worst accents may make the listeners misunderstand essential information because they could not wholly hear what students have said. Therefore, this study aims to research learning and to teach English via analyzing some related scientific articles. Besides, we also found a way to learn pronunciation online effectively when the Covid-19 pandemic still occurs everywhere in Ho Chi Minh City, which can help students still protect their health and gain new knowledge at the same time. On the other hand, we also found some helpful exercises that can help students practice pronunciation by themselves after class.

KEYWORDS: *pronunciation skill, integration era, online learning, teachers, Covid-19pandemic*

BIODATA STATEMENT

Nguyen Truong Gia Minh is a journalist at Nguoi Lao Dong Newspaper and is currently studying for a Master of English Language at Hoa Sen University, Vietnam. She had 1 year of experience in working as a teacher assistant of English Only Day –An activity for students of University of Economics and Finance (UEF) to improve their English pronunciation. Her academic interest areas are about teaching and training English speaking and writing skills for university students.

THE CONTRAST OF THE ERGATIVITY BETWEEN ENGLISH AND VIETNAMESE

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ABSTRACT

Ergativity is a recognizable term among language cultures in the world, yet it has remained a slippery notion in Vietnamese grammar. The most general concept of ergativity is that the object of a transitive clause or patient (P) could be in the position of the subject of an intransitive clause (S), without including the transitive subject or agent (A). This study aims at contrasting the features of ergativity in English and Vietnamese to show the resemblances and dissimilarities between them, based on the primitive model appearing in almost all languages: S, A, and P, which has been employed in many previous works regarding ergativity. One fundamental finding is that Vietnamese adopts a fairly similar ergative-absolutive alignment to that of English. However, there is a noticeable disagreement between the ergativity of Vietnamese and English in the changes of verbs. Since Vietnamese is a non-inflectional language, its verbs do not change their form in any situation. The research provides a deeper insight into the ergativity pattern of Vietnamese - an Austroasiatic language, opening up new potentials for more studies into the teaching as well as the application of ergativity.

KEYWORDS: *ergativity, ergativity in English, ergativity in Vietnamese, ergative verbs, inflection*

BIODATA STATEMENT

Gia-Hung Lam-Nguyen and Manh-Cuong Nguyen are seniors at the Department of Foreign Languages at Saigon University, majoring in English Linguistics. They have been doing their research on contrasting the ergativity in English and Vietnamese after being inspired by their supervisor, Mr Van-Anh Truong. This Conference will be the best place for them to study and enhance their research.

STRATERGIES FOR TRANSLATING ENGLISH PASSIVE SENTENCES INTO VIETNAMESE

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ABSTRACT

This study examines some most common strategies for the Vietnamese translation of English passive voice such as "The use of markers 'được'/'bị'", "Change to active", "Paraphrasing" in order to find out the frequency and the rules for the use of those strategies by collecting and analyzing the data from the English and Vietnamese versions of a novel named "Harry Potter and the Sorcerer's Stone" and a book named "A Brief History of Time".

And the findings of this study disapproves the view that Vietnamese active sentences are the most common choice for translating English passive voice since its results indicate that English It-clefts or English agentless passive sentences where the agent of the action is unclear or indicates a group of people have a high tendency of being translated into active structures in Vietnamese, while using maker 'được' or 'bị' and subject-less active sentence are the most common ways for translating other kinds of English agentless passive sentences into Vietnamese.

Besides, the results of this research also indicate that the use of markers 'được'/'bị' is frequently applied to translate agent-included passive sentences but the position of the agent in Vietnamese sentences varies according to its features.

KEYWORDS: *English passive sentences, translation strategies, 'được'/'bị', Vietnamese translation, Vietnamese active structures*

BIODATA STATEMENT

Nguyen Xuan My is a postgraduate studying towards a Master's degree in English Studies at Hoa Sen University in Viet Nam. He also holds a Master's degree in Teaching Chinese to Speakers of Other Languages and has been working as a Chinese teacher for 10 years. His main research interests are contrastive linguistics, education and translation.

THE EFFECTIVENESS OF USING RHETORICAL DEVICES IN TRANSLATION PROCESS

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ABSTRACT

In Viet Nam, more and more translators have been utilizing the rhetorical devices to express the figurative meanings in the translated texts. This paper scopes with two types of figures of speech, namely simile and metaphor which are creatively used in Canh dong bat tan by Nguyen Ngoc Tu and the translated version Endless Field by Duong Hung and Jason Picard . With the aim at making comparisons in the literary devices in Vietnamese and English translation equivalents, the study has investigated more than 101 English sentences and 109 Vietnamese ones in both texts. From the analysis, the finding showed that (1) the Vietnamese and English equivalent text share similar viewpoints to use simile and metaphor in the text. (2) there are a variety of words in simile and repetition while the Vietnamese version concerns with the metaphor. (3) the usefulness of alliteration, assonance and consonance to create an attractiveness of a story. It is hoped that these findings make a significant contribution to enhance the translation quality, especially in both translator's training and further translation education.

KEYWORDS: *rhetorical devices, translation, metaphor, repetition*

BIODATA STATEMENT

Nguyen Huu Chanh began his professional career when he earned his Bachelor degree in TESOL at Can Tho University. He is about to finish his MA course in English Language Studies, concentrating on Translation Studies, from Hoa Sen University. His research interests are English morphology, Translation, Vietnamese and foreign literature, contrastive analysis, and teaching methodologies.

Nguyen Tuan Kiet is an English teacher who always motivates students in the different age groups to learn English effectively. Nguyen has obtained his BA degree in English linguistics and literature in University of Social Sciences and Humanities, VNU-HCM. His research interests are contrastive syntax, translation ng methodologies, English medium ing and blended learning.

AN ANALYSIS OF NEGATIVE VERBS AND THEIR EQUIVALENTS: A CASE STUDY OF THE CALL OF THE WILD AND ONE OF ITS VIETNAMESE TRANSLATIONS

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ABSTRACT
Negative verbs in English, including combinations between the copular verb 'be', auxiliaries, and modal verbs and the negative 'not', are regularly translated into Vietnamese as 'không'. This is entirely true, but not all. In different types of texts and specific contexts, especially in literary one, equivalents of negative verbs are quite diverse and distinctive.

This study aims to analyze the Vietnamese equivalent diversity of negative verbs detached from the classic literary work – The Call of the Wild by Jack London (1903) and the translation Tiếng gọi của Hoang dã by Lâm Hoài and Võ Quang (2019). Based on text analysis method and conducting a process of splitting, filtering, and inspecting source and target texts, 'không' and its variants are identified as common equivalent patterns; some brief and thorough descriptions for variants are specified. Particularly, uncommon equivalents which are omission, positive transformations and other structural, lexical transformations have been investigated for conceivably affecting factors of equivalent selections by translators. The obtained results are a modest part contributing to the vast work of building an English-Vietnamese corpus.

The matter plausibly seems to be only concerning translation issues, yet the study has indicated the significance of text analysis for consuming meanings in source language and expressing in target language – both require sufficient understanding of the two languages.

KEYWORDS: *equivalent, negation, negative verbs, English-Vietnamese translation.*

BIODATA STATEMENT
Tran Luu Hoang Ngoc Van Trang is a full-time consultant for visa application service at ISEE Academy for over five years and a student of the M.A. program in English Language Studies at Hoa Sen University, Viet Nam. Her major research areas are methods and techniques of English-Vietnamese translation and interpreting.

USING TASK- BASED APPROACH TO IMPROVE THE 9TH GRADERS' SPEAKING SKILLS AT VIET ANH SCHOOL IN HO CHI MINH CITY

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ABSTRACT

This research seeks to identify the effectiveness of task-based approach on speaking ability as well as the attitudes of the students towards the implementation. During the study, the researcher carried out action research design at classes of grade nine with the participation of two hundred and ten students and the assistance of five teachers as examiners and observers at Viet Anh Lower Secondary School. This research used an integrated mixed-method design in which quantitative data were collected from a speaking test and qualitative data were collected from interview, observation checklist and questionnaire. The results of the study showed a significant impact of task-based approach on students' speaking skills; additionally, in speaking lessons, students were found to have a higher level of motivation, interest, confidence, creativity and collaborative learning skills. Based on the findings, this study recommends that task-based approach be applied to the teaching of English as a foreign language.

KEYWORDS: *action research, qualitative, quantitative, speaking skill, task-based approach*

BIODATA STATEMENT

As a teacher and a specialist at the Department of Education and Training in Phu Nhuan District, he has taught experimental classes, cooridinated, designed, and managed the educational activities of teaching and learning English in his home district. Besides, he has compiled and co-compiled many books in English, published by a variety of publishing houses such as Oxford University Press, Vietnam Educational Publishing House, etc.

THE EFFECTIVENESS OF USING FACEBOOK TO ENHANCE UNIVERSITY STUDENTS' PERFORMANCE IN ENGLISH

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ABSTRACT

Regarding this investigation's scope, I have gathered twenty-seven related studies which is carried out in Taiwan, Turkey, South Korea, Saudi Arabia, Japan, Thailand, the UK, the USA, Malaysia, Iran, Jordan and Indonesia. Five out of twenty-seven studies address the effectiveness of using Facebook for enhancing the interaction as well as academic performance of university students. Moreover, the impact of incorporating Facebook discussion and peer assessment online on improving the writing skill of students are also reflected. Additionally, some of the studies I have gathered provide insights into ESL and EFL students' attitudes and perceptions towards the incorporation of Facebook into the teaching and learning process. Besides, a proportion of the studies reveal the belief and viewpoints of instructors on the use of Facebook in educational settings. While the majority of the articles recognize the positive impact that Facebook has on students' writing competence, some articles also point out the potential challenges in implementing Facebook into various teaching and learning circumstances. This in-depth synthesis of relevant studies aims to provide English language professors with a profound knowledge of practical and creative ways to employ the most popular social networking site in improving students' interaction in particular and academic performance in general. Thanks to this, any given instructor may figure out the resemblance and divergence between the educational setting of the instructors in the studies and that of their own; consequently, they can make necessary refinement and modification constantly in order to create an adequate learning environment for their students since when it comes to Facebook-integrated teaching, a one-size fit-all technique does not exist.

KEYWORDS: *academic performance, social medium, Facebook, digital transformation, language skills, writing skills*

LITERATURE REVIEW

- The effectiveness of utilizing Facebook in enhancing the interaction as well as academic performance of university students.
- The impact of incorporating Facebook discussion and peer assessment online on improving the writing skill of students.
- Students' attitude and perceptions towards utilizing Facebook as a teaching and learning tool in EFL classroom.
- Instructors' points of view on their social use of Facebook in educational context.

BIODATA STATEMENT

As a teacher and a specialist at the Department of Education and Training in Phu Nhuan District, he has taught experimental classes, cooridinated, designed, and managed the educational activities of teaching and learning English in his home district. Besides, he has compiled and co-compiled many books in English, published by a variety of publishing houses such as Oxford University Press, Vietnam Educational Publishing House, etc.

HOW TO AVOID USING INFORMAL LANGUAGE IN ACADEMIC WRITING

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ABSTRACT

To improve the academic essay writing skill of students at the Department of Foreign Languages at Sai Gon University, the application of formal language is inevitable. With all of those who are familiar with the use of non-standard English, they definitely struggle with maintaining formality in academic contexts. The primary aim of this study was to determine whether the sophomores can differentiate the appropriate use of formal and informal language. A survey was conducted based on academic disciplines in essay writing course, moreover, formal and informal English was collected and used as illustrative examples for a language checklist for academic and casual English which was related to three main aspects – lexical resources; grammatical structures; spelling, punctuation, and capitalization. Results indicated that the students who had experienced violating formality in essay coursework were totally able to enhance their skills by the top five effective techniques. The analysis of findings which come from this study will assist students with navigating the proper perception towards upgrading formality in their academic writing skills.

KEYWORDS: *formal English, informal English, writing skill*

BIODATA STATEMENT

Having written a university thesis with excellent points, **Ms. Nguyen Thi Quynh Ngan** graduated from Sai Gon Univerity with an honorable degree. She has been teaching English in some centers and has won her great prestigue as an EFL teacher. Her aim is further study at a university or an institute. Taking part in this conference may enhance her future study.

EXAMINING THE VIETNAMESE 'SẼ' AND ITS ENGLISH EQUIVALENTS IN THE VIETNAMESE NOVEL: "NỖI BUỒN CHIẾN TRANH" AND ITS TRANSLATED TEXT IN ENGLISH: "THE SORROW OF WAR"

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ABSTRACT

As Viet Nam is gaining international recognition in recent years, the need to introduce the Vietnamese language, its culture and literatures also increases, which is particularly relevant to the field of Translation Studies.

This study would like to explore the possible equivalents of the Vietnamese 'sẽ' when translated into English such as 'will', 'would' or others types, and attempts to categorize the frequency of each type of equivalents discovered by analyzes the data collected from the Vietnamese novel: "Nỗi buồn chiến tranh" by Bảo Ninh and its translated text in English: "The Sorrow of War" by Phan Thanh Hảo.

This study hopes to offer insights in translating the Vietnamese 'sẽ' accordingly with given literature context, whether as an intention 'will' or as an hypothesis 'would' because 'sẽ' is mutually referred as an event or action in the future, and future is uncertain.

It is hoped that the result of this study would provide examples on how phrases, sentences containing 'sẽ' be translated into English accordingly with context, thus contributes to the effort of introduce the Vietnamese language and culture.

KEYWORDS: *Translation Studies, Vietnamese-English translation, equivalence, sẽ, modality, modal verbs.*

STUDENTS' VOCABUALRY MEMORIZATION IS ENHANCED VIA FISHBONE DIAGRAM

LE QUY MAI HUYEN, HUYNH THI VAN ANH

ABSTRACT

Nowadays high school students are facing tremendous difficulties in memorizing vocabulary. The aim of this research is to offer a deeper insight into one of the most immensely popular ways of learning and remembering English vocabulary for high school students, the Fishbone diagram method. The study focuses on the effectiveness of this method to vocabulary memorization. High school students have many difficulties in memorizing vocabulary and some highlight obstacles they find demanding are pronunciation, tough spelling and especially word family and collocation. The fishbone diagram method helps students a lot in overcoming the problems. Hopefully, this method will be applied much and become a popular choice among students in learning English vocabulary.

KEYWORDS: *memorize, Fishbone diagram, method, vocabulary*

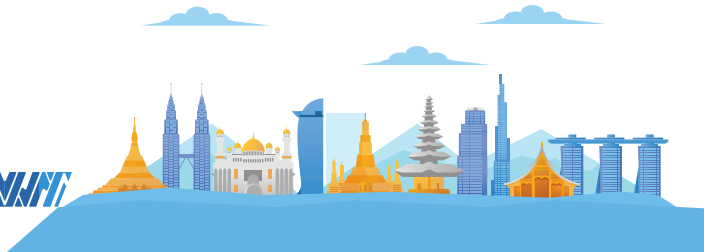
BIODATA STATEMENT

Ms. Le Quy Mai Huyen

Having a Master's degree in the U.K, and being a co-founder of the Viet Anh School system, she understands very well the wishes and goals of English learners, besides the difficulties in learning English of students in Vietnam. With the experience accumulated during her study and work, she has developed curricula as well as methods to maximize the student's abilities which help students learn English. Such as positivity, initiative, creativity. She is also the editor of many English books that are learned at many schools in Ho Chi Minh City and the other cities. She has been respected and trusted by many teachers, parents, and students. Her point of view in teaching and learning English is how to help students confidently communicate in English, using English more effectively.

Ms. Huynh Thi Van Anh

As an expert of education, she is in charge of the English training program integrated with the British Education program at Viet Anh school system. She always explores and innovates teaching methods to improve students' ability to use English. She has achieved a lot of success in training, with many students winning high prizes in current English competitions. She is the author of many integrated books that have been appraised by the Ho Chi Minh City Department of Education and Training and allowed to use at schools in the city. Currently, lots of students are studying her integrated Math - Science books at more than 30 schools in the city. Her professional point of view is that seeing students use English fluently, confidently is her happiness and encourages her to constantly study and do research on building models and methods of teaching English.



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MANAGEMENT AND DEVELOPMENT OF THE UNIVERSITY TEACHING STAFF IN VIETNAM TODAY ACCORDING TO HO CHI MINH'S IDEOLOGY

LE TRUNG KIEN

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ABSTRACT

President Ho Chi Minh is a great educator of Vietnam, who oriented the birth of a comprehensive, scientific education with profound contemporary values. Ho Chi Minh has a system of viewpoints on developing the university teaching staff: on quality of management, on methods and ways of managing teaching staff; on professional training; on building education policy; on a healthy, democratic and synchronous environment. Immersed in the teachings of Ho Chi Minh, higher education in Vietnam has now achieved great achievements in building the university teaching staff with increased number of qualified and professional lecturers, the policy regime for lecturers is concerned, but there are still shortcomings and difficulties. Therefore, the application of Ho Chi Minh's ideology on management and development of the university teaching staff has practical value and is very necessary for management agencies to contribute to improving the quality of management and development of the university teaching staff - a decisive factor in the quality of education, training and scientific research in Vietnam today.

KEYWORDS: *Teaching staff, Vietnam, Ho Chi Minh*

HOW TO TRAIN THE HIGHER ORDER THINKING SKILLS WITH CBL PROJECT DURING THE COVID-19

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ABSTRACT

In this presentation, the study focuses on Challenge-Based Learning (CBL) will be presented. This case study included Japanese students from Aoyama Gakuin University (AGU) and Waseda University in Tokyo (n=196) and was implemented online from May 2020 to January 2021 using Zoom, as well as the SNS programs Facebook and Line for added support. Pedagogical training focused on helping students find solutions to many issues now faced in the 21st century such as global warming and human rights. Throughout the online program, training in higher-order thinking skills was emphasized. Finally, the results of a survey that was disseminated twice to participants of both case studies (in July 2020 and January 2021, respectively) will be presented. The survey focused on gauging students' opinions about their online virtual learning experiences during COVID-19. Some of the notable survey results included: (1) 70% of students felt the online classes improved their speaking skills; and (2) 65% of students felt PeerEval was effective. These results would seem to indicate that CBL can be effective in providing ample opportunities for students to use English regularly and improve their higher-order thinking skills even during the COVID-19.

KEYWORDS: *CBL Project; Higher Order Thinking Skills; COVID-19; PeerEval*

A CASE STUDY OF STUDENT VIEWS ON EFFECTIVE ONLINE LEARNING

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ABSTRACT

This study investigates the students' opinions of the elements of effective online learning. The respondents (n=172) completed a twelve-week course in the module 3 English classes at University of Economics Ho Chi Minh City (UEH) taught by the author with an eight-week online period. The tool includes a questionnaire with 14 questions regarding the factors that enable them to be engaged in the online lessons and an open-ended question asking for the students' contribution to the ideas of effective online learning. The questionnaire utilizes the Likert scale via Google Form. The elements cover the three components: cognitive presence, teaching presence and social presence in the foundational model for online learning developed by Garrison et al. (2000). Seven main elements for effective online English teaching are recognized as: teaching method, course content, learning activities (updated news delivery, games, polls, and student presentations are favorable), myriad interaction (short questions are preferable), learning incentives (bonus marks), supportive learning environment (teacher voice, praise, encouragement, good teacher-student and student-student relationships) and supplementary materials (revision, extra resources, etc.). Finally, the writer draws on some suggestions for effective online teaching and learning.

KEYWORDS: *effective online learning, online teaching, student engagement.*

BIODATA STATEMENT

Le Thi Tuyet Minh is a lecturer of School of Foreign Languages at University of Economics Ho Chi Minh City, Vietnam. She has got an M.A. degree in TESOL and has been teaching for more than 15 years. She mainly teaches Business English and TOEIC. Her major research interests are student motivation, Computer Assisted Language Learning, Educational Technology, and ELT Methodology.

A NARRATIVE INQUIRY OF A VIETNAMESE UNIVERSITY EFL TEACHER'S ASSESSMENT IDENTITY

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ABSTRACT

This research uses narrative inquiry approach to explore the teaching and assessment practice of a lecturer working in one university in the northern part of Vietnam. To collect data, the research has adapted the Tree of Life activity (Ncube, 2006) as a narrative frame enabling the teachers to reflect on and share their stories about their assessment practice as well as the world in which they live and work. The theoretical framework is grounded Dewey's notion of experience, and Clandinin & Connelly's (1990) three-dimensional space of narrative inquiry while the conceptual framework is based on Xu & Brown's (2016) framework of teacher assessment literacy in practice and Looney et al.'s (2017) reconceptualization of teacher assessment identity. The findings underscore the dynamic nature of language teacher identities including their assessment identities, highlight the role the working context plays in shaping these identities, and illustrate how teacher assessment identities influence their assessment practice.

KEYWORDS: *narrative inquiry, teacher assessment identity, Tree-of-life activity*

BIODATA STATEMENT

Dao Thi Bich Nguyen is a lecturer at the Faculty of English, Hanoi National University of Education, Vietnam. She is currently doing her PhD at Hanoi University. Her research interests include language testing and assessment, language teacher identity and teacher assessment identity.

ONLINE LEARNING IN THE CONTEXT OF THE COVID-19 PANDEMIC: VIETNAMESE STUDENTS' VOICE

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ABSTRACT

Transitioning from face-to-face to online learning and teaching can be challenging for educational stakeholders, especially in limited technology contexts. In Vietnam, many universities had no choice but to move to online learning in the context of the Covid-19 pandemic. However, few studies have examined Vietnamese university students' experience of online learning during this period of educational disruption. This study was conducted to understand foreign language students' perspectives about online learning in a public university in Vietnam. The data were collected using an online survey and received 840 responses. The study uncovered a number of issues that limited the effectiveness of the students' online learning. The issues are related to the organizing of online learning activities, learning technology, support for students' learning, students' learning conditions, and lecturers. The study suggests that to increase the effectiveness of online learning, educational institutions, especially in limited technology contexts, should have long-term strategies to address primary challenges of online learning.

KEYWORDS: *Covid 19, online learning, Vietnam, students' voiceidentity, Tree-of-life activity*

BIODATA STATEMENT

Transitioning from face-to-face to online learning and teaching can be challenging for educational stakeholders, especially in limited technology contexts. In Vietnam, many universities had no choice but to move to online learning in the context of the Covid-19 pandemic. However, few studies have examined Vietnamese university students' experience of online learning during this period of educational disruption. This study was conducted to understand foreign language students' perspectives about online learning in a public university in Vietnam. The data were collected using an online survey and received 840 responses. The study uncovered a number of issues that limited the effectiveness of the students' online learning. The issues are related to the organizing of online learning activities, learning technology, support for students' learning, students' learning conditions, and lecturers. The study suggests that to increase the effectiveness of online learning, educational institutions, especially in limited technology contexts, should have long-term strategies to address primary challenges of online learning.

THE APPLICATION OF MULTI-FUNCTIONAL ENGLISH LEARNING PLATFORM TO ESP COURSE: FEEDBACKS FROM STUDENTS AND TEACHERS

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ABSTRACT

This study applied multi-functional English learning platform to English as a foreign language ESP course. The objective was to investigate whether this platform would promote students' learning motivation and enhance language and content learning based on students' perception and teachers' feedback. Participants were junior students and English instructors from Department of Fiber and Composite Material at a university in Taiwan. The instrument of online survey was implemented to probe students' perceptions toward the effectiveness of learning via the learning platform. Semi-structured Interviews from both students and teachers were collected to disclose the reflections of the current project and overall learning and teaching experience. Results from quantitative data analysis revealed that most of the students perceive the learning platform to be helpful to raise their learning motivation. Yet the discrepancy appeared in the effectiveness of learning via the platform as only students with intermediate English level showed rather positive attitude on the effectiveness of vocabulary learning and the improvement of speaking ability. Qualitative data analysis revealed that students preferred learning under multimodal presentation rather than lecturing and students' level of language proficiency could be the factor that influence how students' ranked the effectiveness of learning via this learning platform. Interviews from teachers indicated some potential problems of using this learning platform such as the problematic feedback to students' speaking based on the in-built voice recognition analyzer and the problem of cheating to complete assigned tasks online with advanced technology. Based on the research findings, suggestions and pedagogical implications were offered to language teachers and education technology designers to facilitate ESP instruction.

KEYWORDS: *Covid 19, online learning, Vietnam, students' voiceidentity, Tree-of-life activity*

BIODATA STATEMENT

Chieh-min Jason Yang (**楊捷閔**) is an assistant professor at Feng Chia University, Taiwan. He has been a coordinator of Workplace English for years and assists to develop new ESP curriculum to meet students' needs. His research interests are CALL, ESP, corpus linguistics and reading research.

AN ASSESSMENT OF STUDENTS' SATISFACTION WITH ONLINE TESTING IN HIGHER EDUCATION – AN EMPIRICAL STUDY WITH FOREIGN LANGUAGE STUDENTS AT VIETNAM NATIONAL UNIVERSITY-HCMC

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ABSTRACT
As the fourth wave of pandemic hit Vietnam in May 2021 resulting in lockdowns, all educational activities have been switched to the e-learning format including online assessment and testing. This paper aims to conduct an empirical study on students' satisfaction with online assessment and testing at some foreign language faculties at University of Social Sciences and Humanities-Vietnam National University-HCMC. Data were obtained by giving questionnaire to students at three faculties: Faculty of English Linguistics, Faculty of Russian Linguistics and Faculty of Chinese Linguistics. The questionnaire received 201 valid responses. Quantitative techniques were applied to find out some highlights from the results. (1) Students rated their perceived satisfaction from online testing as 4.07 on the 5-point Likert scale. (2) T-test showed that in comparison between faculties, students of the Faculty of English Linguistics and the Faculty of Russian Linguistics had similar views on the application of online assessment. In contrast, the degree to which students of the Faculty of Chinese Linguistics supported online testing significantly differed from those of the other faculties. (3) Findings proved that a majority of students approved the continuation of the online assessment and testing after pandemic yet ANOVA results showed a considerable difference according to the faculty where students reside. (4) Correlation of contributing factors and students' willingness of online testing continuation showed that there were strong associations between students' willingness and the three factors: test organization factors, test content factors and marking factors. Obtaining feedback from students is an essential part of identifying what online assessment and testing have worked and where improvements could be made in the future.

KEYWORDS: *online assessment, testing, foreign language teaching, empirical study, pandemic*

MEDIATING READING MOTIVATION THROUGH PARENTAL SUPPORT: THE CASE OF GRADE 7 STUDENTS OF ESPERANZA SWITCH NATIONAL HIGH SCHOOL

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ABSTRACT

Schools in the Philippines have been compelled to switch to an alternative delivery modality as a result of the coronavirus outbreak. Reading motivation is an important emotional aspect in the field of education since it motivates people to read. Parental support has an impact on a student's desire to read. The majority of information about parental support for children is fixated on the elementary and tertiary levels, whereas current research in reading motivation is mostly focused on students' reading achievement and engagement in reading hence, resulting to basic education receiving less attention. The goal of this quantitative-descriptive correlational study was to better understand the dynamics of parental support and reading motivation in the alternate delivery method at the secondary level. Reading motivation and parental support were shown to be linked in the survey. The data from 81 grade 7 students at Esperanza-Switch National High School in Switch, Ramon Magsaysay, Zamboanga del Sur were statistically analyzed using a customized survey questionnaire. The results revealed a strong association between the factors. Furthermore, the study indicated that the problem can be solved by increasing parental support towards students' reading habits in order to improve their reading skills.

KEYWORDS: *reading motivation, parental support, Philippines, modular learning*

BIODATA STATEMENT

Joseph P. Casibual Jr., MAELS is an instructor at Western Mindanao State University-Philippines teaching language, literature, and research-related courses. He has been an instructor at the university for five years already. His field of specialization is in linguistics and literature. He's been doing research on Gender, Folklore, Cultural Studies, and Applied linguistics and have presented in local and international research conferences. He is now currently a candidate of PhD in Literary Studies wherein his dissertation focuses on the Queer scholarship and its phenomenology.

Adrianne Ligan., is an undergraduate student major in Education with specialization in English. His field of interest as a budding researcher focuses on Journalism, Pop Literature and Language Education. He is currently on his last year in college and expects to graduate by next year.

CORRELATION BETWEEN INTERNET LITERACY AND VOCABULARY LEVEL: IMPLICATION TOWARDS READING COMPREHENSION

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ABSTRACT

In-depth research on reading comprehension receives less attention in basic education, despite the fact that the problem is just as critical, if not more so, in this pandemic era. This study aims to learn the dynamics of reading comprehension to draw conclusion on the phenomenon. Martin-Chang and Gould (2008) observed a strong connection between vocabulary and reading comprehension. However, meagre studies have correlated two variables – Internet Literacy (IV) and Vocabulary Level (DV) – combined implication towards Reading Comprehension. With the globalization of online learning, urban demography's visibility was catered with 83 Senior High School students as respondents. The data revealed a low correlation. Generally, the high mean for online literacy and high mean in the performed evaluation were showing the participants awareness on how to use the digital side of learning and a decent vocabulary level. Null Hypothesis II was accepted in this research. Surprisingly, this low correlation could be affected by the students' internal and external strategy which created an impetus for their reading comprehension aside from digital utilization.

KEYWORDS: *reading comprehension, online reading, internet literacy, vocabulary level*

BIODATA STATEMENT

Joseph P. Casibual Jr., MAELS is an instructor at Western Mindanao State University-Philippines teaching language, literature, and research-related courses. He has been an instructor at the university for five years already. His field of specialization is in linguistics and literature. He's been doing research on Gender, Folklore, Cultural Studies, and Applied linguistics and have presented in local and international research conferences. He is now currently a candidate of PhD in Literary Studies wherein his dissertation focuses on the Queer scholarship and its phenomenology.

Julrem Nacua., is an undergraduate student major in Education with specialization in English. His field of interest as a budding researcher focuses on Gender Studies, Literary Adapatation and Language Education. He is currently on his last year in college and expects to graduate by next year.