



**WELCOME TO ASIACALL**  
**19th International AsiaCALL Conference,**  
**President's Message**

**Dear AsiaCALLers,**

It is a delight to welcome you to the 19th International Conference of the Asia Association of Computer Assisted Language-Learning. It is really wonderful to note that after 19 conferences and despite the proliferation of journals and conferences that has occurred in recent years, AsiaCALL continues to be a leader in the field and attract large numbers of participants from all over the world. This is a clear message of continuing interest and confidence in the association which has always done its best to be accessible to and supportive of scholars from everywhere. Your presence here today, either virtually or in person, attests to the success of our policy – Thank You!

I hope that you will enjoy your time here and that you will benefit academically and socially and that, at the conclusion of the conference you will be reinvigorated and return to your homes with many new ideas and greater willingness to undertake new research or try out something novel in your teaching of languages.

Most of all, I hope that you will enjoy new, valuable and long-lasting personal and professional friendships and that you will join us again next year for the 20th International AsiaCALL Conference.

**Professor Andrew P. Lian**

Suranaree University of Technology, Thailand  
Ho Chi Minh City Open University, Vietnam  
University of Canberra, Australia



## WELCOME TO ASIACALL

Hanoi University of Industry | November 26-27

### **Dear Distinguished Guests, Delegates and Participants,**

On behalf of the Organizing Committee, we would like to welcome you all to the 19th International Conference of the Asia Association of Computer-Assisted Language Learning, which takes place on 26th and 27th November 2022 at Hanoi University of Industry, Hanoi, Vietnam.

Hanoi University of Industry is a public university in Vietnam with the enrolment of around 32,000 students and 1,400 staff. We are one of the leading universities in Vietnam for training, scientific research and technology transfer in Technical fields, Tourism, and Foreign Language Education.

We provide high-quality human resources for various sectors in the labor market, and we are also well-recognized for developing creative and entrepreneurial capabilities. We have long history and tradition of excellence in training and education and commit ourselves to making education more effective and sustainable for our students. It is our great honor to host the AsiaCALL2022 this year.

With six keynote speeches, four featured speeches, four pre-conference workshops, and 106 submitted abstracts in the theme “CALL in Asia and in the world: Promotion & Engagement in the Digital Era”, AsiaCALL2022 conference aims to bring together researchers and practitioners in the field of language learning and teaching from all over the world, and Asia in particular. The conference also highlights the employment of technology and digital applications in promoting students’ motivation and engagement in language learning. AsiaCALL2022 is a wonderful platform for participants from multicultural and professional backgrounds to network and share knowledge and experiences in technology-led learning environments.

I would like to take this chance to thank the organizing teams for their dedication and hard work.

I would also like to thank the sponsoring organizations for their generous support. Last but not least, my sincere gratitude goes to all the invited speakers, presenters, and attendees for your presence and contributions.

I wish you all the best. I hope we will have a productive and successful conference.

Enjoy the presentations and networking with internationally renowned leaders, experts and colleagues.

### **Dr. Hoang Ngoc Tue**

Chair of AsiaCALL 2022

The Head of the School of Languages and Tourism

Hanoi University of Industry

**ASIACALL 2022 EXECUTIVE COMMITTEE**

**Professor Dr. Andrew Lian** – President of AsiaCALL

**Associate Professor Dr. Pham Vu Phi Ho** – Vice President for Administrative Affairs

**Dr. Ania Lian** – Vice-President for Research & Innovation and Chief Editor of the  
AsiaCALL OnLine Journal

## ASIACALL CONFERENCE ORGANIZERS

### CHAIR OF ASIACALL 2022

**Dr. Hoang Ngoc Tue** – Head of School of Languages and Tourism, Hanoi University of Industry

### MEMBERS

**Associate Professor Dr. Pham Vu Phi Ho** – Vice Dean of Faculty of Foreign Languages – Van Lang University

**Professor Dr. Andrew Lian** – Suranaree University of Technology, Thailand; Ho Chi Minh City Open University, Vietnam; University of Canberra, Australia

**Dr. Ania B. Lian** – Charles Darwin University, Australia

**Dr. Do Thi Huyen Thanh** – School of Languages and Tourism, Hanoi University of Industry

**Dr. Nguyen Thi Huong** – School of Languages and Tourism, Hanoi University of Industry

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**Dr. Dang Thi Minh Tam** – School of Languages and Tourism, Hanoi University of Industry

**Dr. Le Ba Phong** – School of Languages and Tourism, Hanoi University of Industry

**Ms. Truong Thi Thanh Hoai** – School of Languages and Tourism, Hanoi University of Industry

**Ms. Nguyen Thi Minh Hanh** – School of Languages and Tourism, Hanoi University of Industry

### CONFERENCE SECRETARY

**Ms. Le Duc-Hanh** – School of Languages and Tourism, Hanoi University of Industry



**REVIEWERS**

1. Associate Professor Dr. Pham Vu Phi Ho – Vice Dean of Faculty of Foreign Languages – Van Lang University
2. Professor Dr. Andrew Lian, Suranaree University of Technology, Thailand; Ho Chi Minh City Open University, Vietnam; University of Canberra, Australia
3. Dr. Ania B. Lian, Charles Darwin University, Australia
4. Dr. Do Thi Huyen Thanh – School of Languages and Tourism, Hanoi University of Industry
5. Dr. Nguyen Thi Huong – School of Languages and Tourism, Hanoi University of Industry
6. Dr. Dang Thi Minh Tam – School of Languages and Tourism, Hanoi University of Industry
7. Ms. Nguyen Thi Minh Hanh – School of Languages and Tourism, Hanoi University of Industry
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12. Ms. Nguyen Thi Huyen – School of Languages and Tourism, Hanoi University of Industry
13. Ms. Cao Thi Hai Hang – School of Languages and Tourism, Hanoi University of Industry
14. Ms. Le Thi Huong Thao – School of Languages and Tourism, Hanoi University of Industry
15. Ms. Pham Thi Hong – School of Languages and Tourism, Hanoi University of Industry
16. Dr. Phuong Thi Duyen – School of Languages and Tourism, Hanoi University of Industry
17. Ms. Hoang Quynh Duong – School of Languages and Tourism, Hanoi University of Industry
18. Ms. Nguyen Thu Hien – School of Languages and Tourism, Hanoi University of Industry
19. Dr. Lam Thi Lan Huong – Thuyloi University
20. Dr. Nguyen Van Son – Thuyloi University
21. Dr. Nguyen Thi Huyen Trang – University of Languages and International Studies – Vietnam National University
22. Dr. Dinh Minh Thu – Haiphong University
23. Dr. Nguyen Thi Thu Ha – Hanoi University
24. Dr. Nguyen Thi Le Nguyen – Hanoi Pedagogical University 2
25. Dr. Vu Ngoc Tung – University of Languages and International Studies – Vietnam National University

# The 19th Asia Association of Computer Assisted Language Learning International Conference (AsiaCALL2022)

## Pre-Conference Workshop (25 November 2022)

Time	Event	Location
13:30 - 14:30	<p style="text-align: center;"><b>Session 1</b></p> <p style="text-align: center;">Effective Strategies for Increasing Student Interaction Dieter Brulin</p>	Room 201 A12 Building
14:30 - 14:45	<b>Tea Break</b>	2nd Floor Corridor A12 Building
14:50 - 15:50	<p style="text-align: center;"><b>Session 2</b></p> <p style="text-align: center;">Tips for international publication Associate Professor Pham Vu Phi Ho</p>	Room 201 A12 Building
15:50 - 16:50	<p style="text-align: center;"><b>Session 3</b></p> <p style="text-align: center;">Multisensory CALL-based learning in an English Academic Writing Unit: The how and why story from Indonesia Dr. Lala Bumela Sudiantara</p>	Room 201 A12 Building

## Saturday Morning, 26 November 2022

Time	Event	Location
<b>Main Sessions</b>		
7:00 - 8:00	<b>Registration</b>	
8:00 - 8:15	<b>Musical Performance</b>	
8:15 - 8:20	<p style="text-align: center;"><b>Presidential Welcome</b> President of AsiaCALL Professor Andrew P. Lian, Suranaree University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia</p>	
8:20 - 8:25	<p style="text-align: center;"><b>Welcoming Remarks</b> Chair of AsiaCALL2022 Dr. Hoang Ngoc Tue, the Head of the School of Languages and Tourism, Hanoi University of Industry, Vietnam</p>	
8:25 - 9:00	<p style="text-align: center;"><b>Presidential Keynote Address</b> President of AsiaCALL Looking forward, looking back: reflections on CALL, past, present and future Professor Andrew P. Lian, Suranaree University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia</p>	Main Conference Hall 3rd Floor, A11 Building
9:00 - 9:35	<p style="text-align: center;"><b>Larry Chong Keynote Address</b> The Future of Reading in the Digital Age Dr. Fei Victor Lim</p>	
9:35 - 9:45	Photography session	
9:45 - 10:00	<b>Tea Break</b>	2nd Floor Corridor 3rd Floor Corridor A12 Building

Parallel Sessions							
Room Sub-theme Zoom link	Room 201 A12	Room 202 A12	Room 301 A12	Room 303 A12	Room 305 A12	Room 401 A12	Room 402 A12
Time	S1 Issues in Innovation & Motivation	S2 Effective Platforms/ Social network for E-learning	S3 Collaborative & Interactive learning/teaching	S4 Implementations of teaching activities on Virtual environment	S5 Post Covid-19 Perceptions & practices of teaching/learning	S6 Technology and assessment	S7 Languages & linguistics education
	Zoom link: Moderator: Le Thi Huong Giang	Zoom link: Moderator: Nguyen Thi Minh Thao	Zoom link: Moderator: Tran Thi Tuyet Trinh	Zoom link: Moderator: Nguyen Thi Huyen	Zoom link: Moderator: Hoang Thi Quynh Duong	Zoom link: Moderator: Nguyen Thi Thanh Bang Yen Nguyen, Hien Tran, Quynh Nguyen, Sao Bui, Thao Nguyen, Chi Nguyen, Hoa Nguyen	Zoom link: Moderator: Nguyen Viet Hang
10:00 - 10:20	Fatima Yeasmin Chandha & Md. Amaz Uddin Chowdury Teachers' Perception of Using Technology in a Blended Learning Environment to Facilitate Collaborative Learning in Bangladesh	Phan Thanh Quyen & Nguyen Viet Nga The Effectiveness of Using Kahoot! in Improving Vocabulary for Eop students of Garment Technology and Fashion Design	Hiroynki Obari Teaching EFL in Japan Using Line to develop English presentation skills	Phuong Nguyen Hoang Teaching Interactive Vietnamese Listening for Foreigners	Hanh Nguyen Using Quizizz to Organize TESOL Classroom Activities during the Covid-19 Pandemic	Online Language Testing and Assessment in the Pandemic: Opinions from Test Administrators and Examiners	Ngan Bui, Duc Pham, Le Duc-Hanh Students' Challenges on Learning EMI Courses at A Technical University in Vietnam : An Investigation From Students' Voices
10:25 - 10:45	Tue Hoang & Le Duc-Hanh Exploring language teachers' TPACK for blended learning: the role of pedagogical beliefs	Patricia Mae Flores, Richard Rilto, Jomil Juanito, Marianet Delos Santos, Crisjame Toribio, Ericson Alletto Dichotomy in English Language Learning Motivation: An Empirical Investigation among Non-English Language Major Students	Tri Minh Nguyen An exploration of demotivating factors in collaborative writing activities in IELTS preparation courses	Eunjeong Park Exploratory Research of the EFL Preservice Teachers' Online Mentoring Service Program	Nguyen Thang & Pham Thuy Unplanned Transition to Online Learning During The Covid-19 Pandemic: Students' Perception	Bibliometric analysis and content analysis of language assessment literacy	Phi Tran The & Nhung Nguyen Hong The Metonymic Theory of Translation: Theoretical Issues and Teaching Implications for Emotion-Expressing Idioms
10:50 - 11:10	Duy Khiem Tran Digital Games and Second Language Learning among Tertiary-level EFL Learners: A Critical Review	Thi Hai Hang Cao & Thi Minh Hanh Nguyen Utilizing Microsoft Sway to Make Interactive Reports for Language Students in a Public Asian-Pacific University	Le Phan Thi Ngoc Exploring Learners' Perceptions of LMS VTV live Implementation in English Teaching and Learning	Van Tran Yen, Nhung Phu Thi, Huong Le Thu, Linh Duong Thi Thuy Applying some applications in teaching English for Mechanical Engineering at Hanoi University of Industry during COVID-19 period	Khánh Nguyễn Thị Vân, Liên Tạ Thị Bích, Huyền Nguyễn Thị Application of Padlet.com to Improve Assessment as Learning in Speaking Classes: An Action Research in Vietnam	Teaching And Learning English as A Major in A Business And Finance-Oriented University: Challenges And Opportunities	Oanh Nguyen
Featured Speeches							
Room	Main Conference Hall, 3rd Floor, A11 Building						Main Conference Hall, 2nd Floor, A11 Building
Time	Featured session 1 Dr. Dang Thi Minh Tam Teaching English for multilingual and multicultural communication: The case of a Vietnamese university						Featured session 2 Nhan Do (ClassIn) Reimagine the modern classroom
11:15 - 12:00	Lunch Break						Dining Hall, 2nd Floor



**Saturday Afternoon, 26 November 2022**

Keynote Speech 3		Parallel Sessions					
Main Conference Hall 3rd Floor, A11 Building		Artificial Intelligence in Writing Activities Associate Professor Gumawang Jati					
Room Sub-theme Zoom link	Room 201 A12	Room 202 A12	Room 301 A12	Room 303 A12	Room 305 A12	Room 401 A12	Room 402 A12
13:30 - 14:05	S1 Issues in Innovation & Motivation  Zoom link: Moderator: Le Thi Huong Giang	S2 Effective Platforms/ Social network for E-learning  Zoom link: Moderator: Nguyen Thi Minh Thao	S3 Collaborative & Interactive learning/teaching  Zoom link: Moderator: Tran Thi Tuyet Trinh	S4 Implementations of teaching activities on Virtual environment  Zoom link: Moderator: Nguyen Thi Huyen	S5 Post Covid-19 Perceptions & practices of teaching/learning  Zoom link: Moderator: Hoang Thi Quynh Duong	S6 Technology and assessment  Zoom link: Moderator: Nguyen Thi Thanh Bang	S7 Languages & linguistics education  Zoom link: Moderator: Nguyen Viet Hang
14:15 - 14:35	John Blake  Learner-created digital artefacts: Rapid production and incremental improvement	Thuan Pham  Google Workspace for Education in English language teaching and learning: experiences and suggestions	Tran Uyen Nhi Nguyen & Vu Mai Yen Tran  Using CLIL in ESP Teaching to Enhance Students' Specialized Knowledge	Murshida Rahman  Challenges to Implement Online Classes at Tertiary Level in Bangladesh	Danh Thi Phuoc Hieu  The Crucial Roles of E-learning at Van Lang University during the Corona Virus Epidemic, from 2020 to 2021	Thuy Pham Thi Thanh & Nga Ha Hong  Designing Online Tests to Teach English Cultural Words	Xiangmin Kong  Comparisons Between the Regular Grammar Mistakes of Chinese Students and other EFL Countries Students While Assessing Speaking
14:40 - 15:00	Najia Amini, Youssef Sefri, Mohammed Raddi  Life Career Design for a Personal Project of High School Students	Ngoc Diep Do, Hoang Minh Nguyen, Tuan Anh Chu, Ha Trang Nguyen  The Use of Padlet in EFL Writing Classes in Vietnam: From Teachers' Perspective	Helen grace Lao, Katreena Gayle Lao, Kent Adnil Lao, Marianet Delos Santos, Ericson Alieto  Due Monday, Do Monday: A Qualitative Study of Academic Procrastination Among Undergraduate Students During the Pandemic	Thi Nguyet Le  Benefits Of Blended Learning in English Language Education in Vietnamese Universities: From EFL Lecturers' Perspectives	Suong Vo & Nho Le  An Investigation Into The Challenges Of Online Teaching Faced By English Lecturers At Quang Trung University During COVID-19	Tuan Pham  COVID-19 Adaptations in English Language Teaching and Learning: A Look Back at Online Testing and Assessment	Ha Pham  A Study On The Use Of Learning Styles To Improve Primary Students' Vocabulary Achievement
15:00 - 15:15	Tea Break						2nd Floor Corridor 3rd Floor Corridor A12 Building

Parallel Sessions						
Room Sub-theme Zoom link	Room 201 A12	Room 202 A12	Room 301 A12	Room 303 A12	Room 305 A12	Room 401 A12
	<b>S1</b> Issues in Innovation & Motivation	<b>S2</b> Effective Platforms/ Social network for E-learning	<b>S3</b> Collaborative & Interactive learning/teaching	<b>S4</b> Implementations of teaching activities on Virtual environment	<b>S4</b> Implementations of teaching activities on Virtual environment	<b>S4</b> Implementations of teaching activities on Virtual environment
	Zoom link: Moderator: Le Thi Huong Giang	Zoom link: Moderator: Nguyen Thi Minh Thao	Zoom link: Moderator: Tran Thi Tuyet Trinh	Zoom link: Moderator: Nguyen Thi Huyen	Zoom link: Moderator: Hoang Thi Quynh Duong	Zoom link: Moderator: Nguyen Thi Thanh Bang
15:15 - 15:35	<b>Khuong Nguyen Thanh, Vy Lo Tuong, Thanh Tran Nguyen Bang</b> E-Learning Satisfaction of Vietnamese Student: The Mediation of Perceived Usefulness And Perceived Ease Of Use	<b>Yim San Ng, Clinie Anak Collin, Norhafizatulnain Binti Mohd. Nasir</b> The Effectiveness of Gamification Approach on Students' Engagement	<b>Dharm Dev Bhatta</b> Chinese EFL Students' Perceptions and Self-reported Practice of Teachers' Written Feedback in Writing Compositions	<b>Minh Nam Anh Nguyen, Thanh Du Tran, Tran Thi Thanh Truc</b> Perceptions and Attitudes Towards Blended Learning for English Courses: A Case Study of English-major Students at Thu Dau Mot University	<b>Gia Minh Nguyen Truong</b> The Impacts of Lyrics Training on Improving Listening Skill for ESL Students	<b>Van Nguyen Thi Hong</b> Non-verbal communication: Power in teaching English online
15:40 - 16:00	<b>Aprince King Bri, Rowena Confillo, Analyn Saavedra, Abigail Antonio, Edison Estigoy, Ericson Alieto</b> Motivation and Amotivation of Non-Language Major Students towards Learning English: A Qualitative Analysis	<b>Van Thang Nguyen &amp; Xuan Khanh Nguyen</b> The Effects of Video-based Reflection on Second-year Non-English Majored Students' Speaking Skills at Thanh Dong University	<b>Mat Bui, Thuy Do, Hung Nguyen</b> A Study on the Effects of Digital Stories on Students' Listening Comprehension at Elementary Level	<b>Nguyen Tan Loi &amp; Bui Van Hong</b> An Overview of Integrated Skills Approach and Non-English-Major Students' Communicative Competence	<b>Lien Cao</b> Language Teachers' Perception And Practice Of Adopting Blended Learning to Adapt to the New Normal	<b>Huong Vu</b> Learning pronunciation is of great importance for perfect oral communication
16:05 - 16:25	<b>Nujhat Islam, Mohammad Monowar Hossain</b> Technological Skills between the Fresh-man and Outgoing Students of English Department of Hamdard University Bangladesh	<b>Nga Phan</b> Making the Invisible Visible: Students' Friendly Attitudes Towards Using Digital Storytelling (DST) in EFL – A Comprehensive Study	<b>Ly Nguyen</b> Investigating the Effects of Extensive Listening on Non-English Majored Students' English Vocabulary Learning and Their Attitudes towards Extensive Listening	<b>Van Pang Lo</b> Rural Students and Cooperative Learning at Higher Education in Vietnam	<b>Yen Pham &amp; Huyen Hoang</b> The relationship between students' self-discipline and their learning performance in online learning context at a university in Hanoi	<b>Van Thang Nguyen</b> A Case Study of a Successful and an Unsuccessful Foreign Language Learner
16:30 - 16:50	<b>Bau Nguyen</b> Community of Practice: A narrativized Account of A Full-time Multicultural Worker	<b>Tran Thi Thanh Truc, Nguyen Thi Ngoc Van, Nguyen Thi Thanh Huong</b> Student-Produced Videos: Why not?	<b>Ngoc Vu</b> Application of technology in teaching and learning at university- Opportunities and challenges for lecturers and students in Vietnam today			
<b>Keynote Speech 4</b>						
16:55 - 17:30	Linking pedagogic content and language proficiency within a single subject: Report on a project with secondary pre-service English teachers from Cambodia					
18:00 - 21:00	<b>Dr. Ania Lian</b>					
<b>Gala Dinner</b>						
						Main Conference Hall 3rd Floor, A11 Building
						Dining Hall 2nd Floor



Sunday Morning, 27 November 2022							
Time	Event		Location				
8:00 - 8:35	Keynote Speech 5 Translanguaging and the online experiences of Chinese bilingual education teachers during the global pandemic: Assessing the role of technology mediation in code-switching instruction		Main Conference Hall 3rd Floor, A11 Building				
Associate Professor Sandro Barros							
Parallel Sessions							
Room Sub-theme Zoom link	Room 201 A12	Room 202 A12	Room 301 A12	Room 303 A12	Room 305 A12	Room 401 A12	
	S1 Issues in Innovation & Motivation	S2 Effective Platforms/ Social network for E-learning	S3 Collaborative & Interactive learning/teaching	S4 Implementations of teaching activities on Virtual environment	S3 Collaborative & Interactive learning/teaching	S7 Languages & linguistics education	S2 Effective Platforms/ Social network for E-learning
Time	Zoom link: Moderator: Le Thi Huong Giang	Zoom link: Moderator: Nguyen Thi Minh Thao	Zoom link: Moderator: Tran Thi Tuyet Trinh Yen Thi Hoang Tran & Huong Thi Nguyen	Zoom link: Moderator: Nguyen Thi Huyen Huong Tran & Tu Ngo	Zoom link: Moderator: Hoang Thi Quynh Duong Duyen Tran & Hong Pham	Zoom link: Moderator: Nguyen Thi Thanh Bang Pham Thi Nghia Van & Dinh Bich Thao	Zoom link: Moderator: Nguyen Viet Hang Le Duc-Hanh & Son Nguyen
	8:40 - 9:00	Chau Tran Motivation to learn English in blended learning	Tuyen Nguyen Chau Bich Exploring the effectiveness of applying Project-based- learning in teaching English speaking skills in remote learning setting	Applying Spencer Kagan's Cooperative Learning Approach to Enhance Non-English Majored Students' Engagement in English Classrooms	Measures Taken by Lecturers in Teaching Language Skills to Large EFL Classes Online at Some Universities in Vietnam	The Research of Implement the Computer-Supported Collaborative Learning Environment with Google Slides	CALL and teachers' roles during online teaching during Covid19 pandemic
9:05 - 9:25	Anh Tran, Ngoc Nguyen, Dung Tran, Minh Ha Language-majored Students' Perception of Blended Learning at a University in Vietnam	Thi Huyen Thanh Do Speech analysis using PRAAT	Ngan Thi Thu Dong Error Analysis in Academic Writing: A Case of Undergraduate Student in an Online Course	Anh Nguyen Thi Phuong, Huong Nguyen Thi, Lien Ta Thi Bich Learners' Perceptions of Using Google Classroom (GC) in Learning English at a High School in Vietnam	Lovna Akter Digital Mastery: Case Study on the Influence of Facebook on Thinking, Speaking and Writing of Bangladeshi Students	Ly Thi Phuong Tran & Nhu Tam Vo Nguyen Applying the Theory of Role Schemas in Learning the Class of Words Indicating the Kinship Relationship of Vietnamese and Japanese	Ngoc Nguyen, Hang Trinh, Huong Tran Teachers And Students' Perceptions of Using Digital Games in Improving Vocabulary at Non-English-Majored Class
9:30 - 9:50	Linh Trinh & Minh Nguyen Students' Readiness for Online Learning: A Study in Vietnam National University	Dinh Bich Thao, Nguyen Nhan Ha, Ung Thuy Linh, Nguyen Ha Thuy Apply Information Technology In The Development Of Chatbot On Facebook's Messenger Platform To Improve The Efficiency Of Learning Chinese Vocabulary At Elementary And Intermediate Level	Tri Pham Manh, Van Nguyen Thi Thanh, Tu Cao Thi Xuan EFL Students' Perceptions and Challenges of Computer-mediated Collaborative Writing in Academic Writing Courses at Van Lang University	Catherine Jean Brillantes, Jovannie Sarona, Junette Buston, Ericson Alletto Prepared for the Traditional, Trained in the Virtual: Impact of Online Teaching Practicum on Student Teachers' Readiness	Nguyen Thi Hong Nhat Opportunities and Challenges in Technology use in English Language Teaching: Voice from Vietnam	Nhang Nguyen Hong & Ngoc Nga Nguyen Thi A Comparative Study of English and Vietnamese Nature Idioms Used on Electric Newspapers	Ly Nguyen Applying Online Peer Feedback via Google Classroom Peer Review Application in English Academic Writing
9:50 - 10:05	Tea Break						2nd Floor Corridor 3rd Floor Corridor A12 Building

Featured Speeches	
Room Time	Main Conference Hall, 3rd Floor, A11 Building
10:10 - 10:45	<p><b>Featured session 3</b></p> <p><b>Dr. Cuong Huu Nguyen</b></p> <p>Assessing the Quality of English Language Programs in Vietnam from Accreditation Results</p>
10:50 - 11:25	<p><b>Keynote Speech 6</b></p> <p>The Effects of Task Design Model for Technological Task-based Language Teaching</p> <p>Associate Professor <b>Pham Vu Phi Ho</b></p>
11:25 - 11:50	<b>AsiaCALL Annual General Meeting (AGM)</b>
11:50 - 12:00	<b>Closing session</b>
	<p><b>Featured session 4</b></p> <p><b>Dr. Pham Huong</b></p> <p>Tools and resources for research and publications</p>
	<p>Main Conference Hall 3rd Floor, A11 Building</p>
	<p>Main Conference Hall 3rd Floor, A11 Building</p>

# TABLE OF CONTENTS

## WELCOME

1. Welcome Message From The President.....	1
2. Welcome Message From Chair Of AsiaCALL 2022.....	2
3. AsiaCALL 2022 Conference Committee.....	3
4. AsiaCALL 2022 Agenda.....	6

## KEYNOTE SPEECHES

1. The Future Of Reading In The Digital Age .....	17
2. Artificial Intelligence In Writing Activities .....	18
3. Linking Pedagogic Content And Language Proficiency Within A Single Subject: Report On A Project With Secondary Pre-Service English Teachers From Cambodia .....	19
4. Translanguaging And The Online Experiences Of Chinese Bilingual Education Teachers During The Global Pandemic: Assessing The Role Of Technology Mediation In Code- Switching Instruction .....	20
5. The Effects Of Task Design Model For Technological Task-Based Language Teaching..	21

## FEATURED SPEECHES

1. Teaching English For Multilingual And Multicultural Communication: A Cross-Case Analysis In Vietnamese Higher Education .....	22
2. Reimagine The Modern Classroom .....	23
3. Tools And Resources For Research And Publications .....	24
4. Assessing The Quality Of English Language Programs In Vietnam From Accreditation Results .....	25

## ABSTRACTS

1. Exploring Language Teachers' TPACK For Blended Learning: The Role Of Pedagogical Beliefs .....	27
2. Fostering Learner Autonomy In A Blended Learning Environment: EFL Teachers' Practices At A Vietnamese University .....	28
3. Student-Produced Videos: Why Not?.....	29
4. Students' Challenges On Learning EMI Courses At A Technical University In Vietnam: An Investigation From Students' Voices.....	31
5. Non-Verbal Communication: Power In Teaching English Online.....	33
6. The Research Of Implement The Computer-Supported Collaborative Learning Environment With Google Slides .....	34
7. A Potential Methodology For Comparing And Contrasting Street Names In England And Vietnam.....	36
8. Speech Analysis Using PRAAT .....	37

9. Bibliometric Analysis And Content Analysis Of Language Assessment Literacy .....	38
10. Google Workspace For Education In English Language Teaching And Learning: Experiences And Suggestions.....	39
11. The Effectiveness Of Using Kahoot! In Improving Vocabulary For Eop Students Of Garment Technology .....	40
12. Due Monday, Do Monday: A Qualitative Study Of Academic Procrastination Among Undergraduate Students During The Pandemic.....	41
13. Teachers' Perception Of Using Technology In A Blended Learning Environment To Facilitate Collaborative Learning In Bangladesh .....	42
14. The Metonymic Theory Of Translation: Theoretical Issues And Teaching Implications For Emotion-Expressing Idioms .....	43
15. Using CLIL In ESP Teaching To Enhance Students' Specialized Knowledge.....	44
16. Utilizing Microsoft Sway To Make Interactive Reports For Language Students In A Public Asian-Pacific University.....	45
17. Using Quizizz To Organize TESOL Classroom Activities During The Covid-19 Pandemic.....	46
18. Learning Pronunciation Is Of Great Importance For Perfect Oral Communication.....	47
19. The Use Of Padlet In EFL Writing Classes In Vietnam: From Teachers' Perspective ....	48
20. Motivation To Learn English In Blended Learning.....	50
21. Call And Teachers' Roles During Online Teaching During Covid19 Pandemic .....	51
22. An Exploration Of Demotivating Factors In Collaborative Writing Activities In Ielts Preparation Courses .....	52
23. Chinese EFL Students' Perceptions And Self-Reported Practice Of Teachers' Written Feedback In Writing Compositions .....	53
24. Digital Games And Second Language Learning Among Tertiary-Level EFL Learners: A Critical Review .....	54
25. Teaching And Learning English As A Major In A Business And Finance-Oriented University: Challenges And Opportunities.....	55
26. Teaching Interactive Vietnamese Listening For Foreigners.....	56
27. Exploratory Research Of The EFL Preservice Teachers' Online Mentoring Service Program.....	57
28. Learners' Perceptions Of Using Google Classroom (GC) In Learning English At A High School In Vietnam .....	58
29. Application Of Padlet.Com To Improve Assessment As Learning In Speaking Classes: An Action Research In Vietnam .....	59
30. Prepared For The Traditional, Trained In The Virtual: Impact Of Online Teaching Practicum On Student Teachers' Readiness .....	60
31. An Investigation Into The Challenges Of Online Teaching Faced By English Lecturers At Quang Trung University During Covid-19.....	61

32. Online Language Testing And Assessment In The Pandemic: Opinions From Test Administrators And Examiners .....	62
33. Covid-19 Adaptations In English Language Teaching And Learning: A Look Back At Online Testing And Assessment.....	63
34. Applying Spencer Kagan’s Cooperative Learning Approach To Enhance Non-English Majored Students’ Engagement In English Classrooms.....	64
35. Error Analysis In Academic Writing: A Case Of Undergraduate Student In An Online Course .....	65
36. E-Learning Satisfaction Of Vietnamese Student: The Mediation Of Perceived Usefulness And Perceived Ease Of Use.....	66
37. A Case Study Of A Successful And An Unsuccessful Foreign Language Learner .....	67
38. Designing Online Tests To Teach English Cultural Words .....	68
39. Teachers And Students’ Perceptions Of Using Digital Games In Improving Vocabulary At Non-English-Majored Class .....	69
40. Measures Taken By Lecturers In Teaching Language Skills To Large EFL Classes Online At Some Universities In Vietnam .....	70
41. Perceptions And Attitudes Towards Blended Learning For English Courses: A Case Study Of English-Majored Students At Thu Dau Mot University .....	71
42. Motivation And Amotivation Of Non-Language Major Students Towards Learning English: A Qualitative Analysis .....	72
43. Life Career Design For A Personal Project Of High School Students .....	73
44. Technological Skills Between The Fresh-Man And Outgoing Students Of English Department Of Hamdard University Bangladesh.....	74
45. The Impacts Of Lyrics Training On Improving Listening Skill For Esl Students .....	75
46. Students’ Readiness For Online Learning: A Study In Vietnam National University .....	76
47. A Comparative Study Of English And Vietnamese Nature Idioms Used On Electric Newspapers.....	77
48. Application Of Technology In Teaching And Learning At University - Opportunities And Challenges For Lecturers And Students In Vietnam Today .....	78
49. Factors Affecting Education For Vietnamese Youth Today .....	79
50. Language Teachers’ Perception And Practice Of Adopting Blended Learning To Adapt To The New Normal .....	80
51. Exploring The Effectiveness Of Applying Project- Based- Learning In Teaching English Speaking Skills In Remote Learning Setting.....	81
52. Building A Mutual Parental-Teacher Relationship To Enhance Motivation Of Young Students In Rural Area Towards English Learning .....	82
53. Applying Online Peer Feedback Via Google Classroom Peer Review Application In English Academic Writing.....	83
54. Benefits Of Blended Learning In English Language Education In Vietnamese Universitites: From Efl Lecturers’ Perspectives .....	84



55. Applying The Theory Of Role Schemas In Learning The Class Of Words Indicating The Kinship Relationship Of Vietnamese And Japanese .....	85
56. Challenges Of Teaching English In Online-Mode: Perspectives Of English Teachers From Tripura, India .....	86
57. Teaching EFL In Japan Using Line To Develop English Presentation Skills .....	87
58. Thriving Tribe In Times Of Crisis: Educational Experiences Of First-Year College Students Of The Dumagat Tribe In Rizal .....	88
59. A Study On The Effects Of Digital Stories On Students' Listening Comprehension At Elementary Level .....	89
60. Students' Anxiety In Online English Tests .....	90
61. Comparisons Between The Regular Grammar Mistakes Of Chinese Students And Other EFL Countries Students While Assessing Speaking .....	91
62. Using Project-Based Learning On The Second Year Non – English Major Students To Improve Reading Comprehension: A Case Study At The Academy Of Journalism And Communication .....	92
63. Investigating The Effects Of Extensive Listening On Non-English Majored Students' English Vocabulary Learning And Their Attitudes Towards Extensive Listening .....	93
64. Challenges To Implement Online Classes At Tertiary Level In Bangladesh .....	94
65. Learner-Created Digital Artefacts: Rapid Production And Incremental Improvement .....	95
66. A Study On The Use Of Learning Styles To Improve Primary Students' Vocabulary Achievement .....	96
67. The Effectiveness Of Gamification Approach On Students' Engagement .....	97
68. Life Career Design For A Personal Project Of High School Students .....	99
69. Applying Some Applications In Teaching English For Mechanical Engineering At Hanoi University Of Industry During Covid-19 Period .....	100
70. EFL Students' Perceptions And Challenges Of Computer Mediated Collaborative Writing In Academic Writing Courses At Van Lang University .....	102
71. The Relationship Between Students' Self-Discipline And Their Learning Performance In Online Learning Context At A University In Hanoi .....	103
72. Fuzzy Delphi Method To Select The Construct In Developing Speaking Skills Module For TVET Learners .....	104
73. Exploring Learners' Perceptions Of LMS VTVLIVE .....	105
74. Men In A Women's World: Motivations And Perceptions On The Teaching Profession Of Male Early Childhood Pre-Service Teachers .....	106
75. Digital Mastery: Case Study On The Influence Of Facebook On Thinking, Speaking And Writing Of Bangladeshi Students .....	107
76. Community Of Practice: A Narrativized Account Of A Full-Time Multicultural Worker .....	108
77. Unplanned Transition To Online Learning During The Covid-19 Pandemic: Students' Perception .....	109

78. The Crucial Roles Of E-Learning At Van Lang University During The Corona Virus Epidemic, From 2020 To 2021 .....	110
79. And Challenges In Technology Use In English Language Teaching: Voice From Vietnam .....	111
80. The Effects Of Video-Based Reflection On Second-Year Non-English Majored Students' Speaking Skills At Thanh Dong University .....	112
81. Making The Invisible Visible: Students' Friendly Attitudes Towards Using Digital Storytelling (Dst) In EFL – A Comprehensive Study.....	113
82. An Overview Of Integrated Skills Approach And Non-English-Major Students' Communicative Competence .....	115
83. Language-Majored Students' Perception Of Blended Learning At A University In Vietnam.....	116
84. Apply Information Technology In The Development Of Chatbot On Facebook's Messenger Platform To Improve The Efficiency Of Learning Chinese Vocabulary At Elementary And Intermediate Level.....	117
85. Dichotomy In English Language Learning Motivation: An Empirical Investigation Among Non-English Language Major Students.....	117

#### **SPONSORS**

1. ClassIN.....	120
2. Đại Trường Phát.....	122
3. Macmillan Education .....	123
4. Pearson .....	125

#### **HOST**

The School Of Languages And Tourism Introduction .....	126
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**KEYNOTE SPEECH****THE FUTURE OF READING IN THE DIGITAL AGE****FEI VICTOR LIM**

National Institute of Education  
Nanyang Technological University

**Abstract**

The digital age has ushered in new technological and computational tools that have changed the ways we work, play, and learn (Kress, 2003). Educators need to respond to the new literacy demands on our students which the digital age presents (New London Group, 1996). Reading, as a literacy practice, has also evolved over the years. Reading today is no longer limited to books and print. Arguably, our students are perhaps reading more than any time in history – albeit in bite-sized posts as they skim and scan information from social media on their personal mobile devices. (Potter & McDougall, 2017). The digital texts which we engage in are multimodal in nature, comprising not just words, but also images, animation, and sound (Kress, 2010). They are often presented in multimedia formats on social media, webpages, and e-publications. Digital texts can also offer multiple reading pathways through hyperlinks and connections. My presentation explores the future of reading in the contemporary communication environment and invites reflections on the extent which the familiar skills of print reading are still relevant for digital reading. I report on the findings from studies on the ways we read digital texts to highlight the differences between print and digital reading and discuss the literacies that we need to develop in our young in response to the communicative demands in the digital age (Lim & Tan-Chia, 2023). My presentation concludes with a discussion on how we can build these literacies in our students (Lim & Toh, 2020).

**Biodata**

**Fei Victor Lim** is an Assistant Professor at the National Institute of Education, Nanyang Technological University, Singapore. As an educator and education researcher, he researches and teaches on multiliteracies, multimodal discourse analyses, and digital learning. Victor has experience as Principal Investigator and Co-Principal Investigator of several research grants and has given invited talks across the continents of Asia, Africa, Australia, North America and Europe. He is an editor of *Multimodality and Society* and an associate editor of *Asia Pacific Journal of Education*, and *Designs for Learning*. He is also the author of the book *Designing Learning with Embodied Teaching: Perspectives from Multimodality* published in the Routledge Studies in Multimodality in 2021 and a forthcoming book, with Lydia Tan-Chia, *Designing Learning for Multimodal Literacy: Teaching Viewing and Representing*

**KEYNOTE SPEECH****ARTIFICIAL INTELLIGENCE IN WRITING ACTIVITIES****GUMAWANG JATI**

Indonesia Technology Enhanced Language Learning Association

**Abstract**

The rapid expansion of technology and digital application is changing how we live, work and learn. "It is a 4th Industrial Revolution driven by the fusion and amplification of emerging breakthroughs in artificial intelligence (AI), automation and robotics." (Manns, 2017). The potential of AI in language learning will be discussed in the first part of this presentation. The potential of AI for teachers will be elaborated on how AI can help prepare to teach and evaluate learning. AI also has a lot of possibilities to help students learn, from being a communicator to a private tutor who can provide input and advice in the learning process. In this section, several AI-based applications for writing activities will be introduced as examples. The second part of this presentation, how peer correction and suggestion are going to be presented. The last part of the presentation some questions about learning trends will be raised.

**Biodata**

**Professor Dr. Gumawang Jati** is the President of iTELL (Indonesia Technology Enhanced Language Learning Association). He is also Head of Language Center of Institut Teknologi Bandung, Indonesia. He is keen at the Digital Material Development & ICT in Education and he is an English Language Teaching, Teacher Training.

**KEYNOTE SPEECH****LINKING PEDAGOGIC CONTENT AND LANGUAGE PROFICIENCY  
WITHIN A SINGLE SUBJECT: REPORT ON A PROJECT WITH  
SECONDARY PRE-SERVICE ENGLISH TEACHERS FROM CAMBODIA****ANIA LIAN**

Charles Darwin University

**Abstract**

Typically, pedagogic and language proficiency subjects are taught in teacher education courses separately thus leaving to chance the job of making the connection with one's language learning experiences and classroom performance. It is therefore common that teachers find it difficult to break away from bad habits of the past and the teaching culture of schools is perpetuated from generation to generation. This presentation will describe a research project that involved pre-service secondary teachers of English in Cambodia in an online only environment. There, the students were taught English communication structures, while, at the same time, attention was paid to their understanding of what a good pedagogy should look like. In this paper, I will communicate the impacts of this project on the students' pedagogic knowledge and their language proficiency. The findings will be discussed from the perspective of the value of such projects in teacher education preparation course.

**Biodata**

**Dr. Ania Lian** is a Senior Lecturer in Education, College of Education, Charles Darwin University, Australia, and Vice-President of AsiaCALL Research and Innovation. Dr. Ania Lian is the Editor-in-chief of the [AsiaCALL Online Journal](#).



**KEYNOTE SPEECH****TRANSLANGUAGING AND THE ONLINE EXPERIENCES OF CHINESE BILINGUAL EDUCATION TEACHERS DURING THE GLOBAL PANDEMIC: ASSESSING THE ROLE OF TECHNOLOGY MEDIATION IN CODE-SWITCHING INSTRUCTION****SANDRO R. BARROS**

Michigan State University

**Abstract**

Literature across educational linguistics characterizes translanguaging as a theory about how the bilingual mind works. In the past decade, researchers have argued increasingly for the benefits of planned translanguaging acts following suit to how translanguaging approaches language as a sociopolitical construct. As such, translanguaging pedagogy calls for the mobilization of an individual's entire semiotic repertoire, which bears profound implications for how teachers plan for curriculum and instruction in a target language (TL).

Though translanguaging has gained popularity among scholars and practitioners, little research has been conducted on teachers' beliefs and practices of translanguaging in formal instructed online contexts. This presentation introduces the findings of a recent project that followed the experiences of transnational bilingual education teachers in the US who found themselves responsible for planning instruction online without a formal background in CALL education. I recount how these professionals coped with the language ideologies and policies that encouraged them to adhere to the target language online, zooming in on their pedagogical improvisations and experiences mediated by technological resources. Three main findings emerged from this project: (1) contradictions in the linguistic and curricular push towards achieving linguistic homogeneity within bilingual education programs; (2) the influence of monoglossic language policies in practical teaching decisions; and (3) the emergence of translanguaging pedagogy as a demand of the online space.

**Biodata**

**Sandro R. Barros** is an Associate Professor in the Curriculum, Instruction, and Teacher Education program at Michigan State University. His academic research traverses the fields of the Humanities and Social Sciences to study multilingual development, culture, and language politics across K-16 schools and other sites of cultural production. He is the author of *Paulo Freire and Multilingual Education* (with Luciana C. de Oliveira, Routledge) and *The Dissidence of Reinaldo Arenas* (with Rafael Ocasio and Angela L. Willis, University of Florida Press).

## KEYNOTE SPEECH

## THE EFFECTS OF TASK DESIGN MODEL FOR TECHNOLOGICAL TASK-BASED LANGUAGE TEACHING

**PHAM VU PHI HO**

Van Lang University

**Abstract**

Task-Based Language Teaching (TBLT) is an educational paradigm for language teaching approaches that has been used in conventional language classrooms for a long time. However, few research have described how to develop effective activities for the technology learning environment. This research examined how TBLT was used in the electronic context during the Covid-19 epidemic to engage students in virtual classroom activities. At Van Lang University, 119 students participated in the research. The data was collected through questionnaires and interviews. The study's findings reveal how students evaluate the planned assignments and their level of engagement with the learning activities. In addition, all challenges encountered by students throughout the TBLT were detailed. This report offers further research investigations to examine the task design model's empirical validity.

**Keywords:** *Task-based language teaching, task design, task design model, task types*

**Biodata**

**Assoc. Prof. Pham Vu Phi Ho**, Ph.D., Assoc. Dean of the Faculty of Foreign Languages, Van Lang University, Vietnam. He used to be a Vice-President of Ba Ria – Vung Tau University, and Vice-President and Dean of Faculty of Foreign Languages of Van Hien University, Vietnam. Pham has been published 56 research articles in both local and International Journals (ISI/Scopus-indexed), and 8 books and course-books, 2 course-books were used for undergrad students at HCMC Open University, VN, and one course-book was used for both the undergraduate and graduate level at Lourdes College,

Higher Education Department, Cagayan de Oro City, Philippines. He has international experience in teaching English at Suranaree University of Technology, Thailand; especially, he worked as a Professor for Gyeongju University, South Korea, in 2014. He is the Vice President for Administrative Affairs of the AsiaCALL and the managing editor of its Online Journal. He is now the Editor-in-chief of the International Journal of TESOL & Education. He is also an editor for the Asian Journal of Applied Linguistics (Scopus), an editor for the World Journal of English Language (scopus), and a peer reviewer for some international Journals indexed in ISI/Scopus such as Computer Assisted Language Learning, Open Sage, International Journal of Instruction. His main interests include Academic Writing, peer responses, translation, Teaching methodologies, and Technology-enhanced learning.

**FEATURED SPEECH****TEACHING ENGLISH FOR MULTILINGUAL AND MULTICULTURAL COMMUNICATION: A CROSS-CASE ANALYSIS IN VIETNAMESE HIGHER EDUCATION****DANG THI MINH TAM**

School of Languages and Tourism, Hanoi University of Industry

**Abstract**

The central goal of Vietnam's National Foreign Language Project (NFLP), commonly known as Project 2020, focuses on enabling students to communicate independently and confidently in a multilingual and multicultural context. The responsibility for ensuring that graduates can use a foreign language confidently in their daily communication, study and work in an integrated, multicultural and multilingual context lies with individual higher education institutions (HEIs). This paper aims to provide a cross-case analysis of three Vietnamese HEIs implementing the Project goal within their individual contexts. Data were collected from document analysis, semi-structured interviews with EFL teachers and English Department heads, and also from classroom observations. Findings indicate that the NFLP goal has yet to be successfully implemented at the case-study sites. There was a lack of understanding of the goal and an inability to address it within the contexts of these HEIs. To bring about a new reality for English learning and teaching, there needs to be more development of both people and organisations to build a shared interpretation of the goal and strategies for its achievement within the extended Project timeline of 2025.

**Biodata**

**Dr. Dang Thi Minh Tam** is currently a Vice Dean of English Language Faculty, School of Languages and Tourism, Hanoi University of Industry, Vietnam. She received her PhD degree from Murdoch University, Australia in 2022. Her research interests are language and culture, blended learning, curriculum development, and teacher training.

**FEATURED SPEECH****REIMAGINE THE MODERN CLASSROOM****NHAN DO VAN**

ClassIN

**Abstract**

Changes in the learning environment and trials of online instruction have turned the page to a new chapter in education, Online-Merge-Offline (OMO) learning.

The OMO approach, compared to in-person or online learning, amplifies the functions of a traditional classroom, expands access to learning opportunities, and gives rise to personalization.

In the meantime, OMO learning comes with greater complexities and challenges, which calls for more common understanding and technological support accordingly. Therefore, this presentation hereby present 7 strategies for effective practice of the OMO method to achieve better learning outcomes.

**Biodata**

**Van Nhan Do** is a start-up founder by day and an online teacher by night. Graduating from the University of Cambridge, he founded TutorIn Education which aims to offer high-quality online English tutoring to young kids aged from 6 to 12. In 2021, TutorIn was featured as the leading ESL edtech in Viet Nam by Tech In Asia. He is also working as the strategy manager at ClassIn Viet Nam – Top 50 global edtech nominated by GSV.

**FEATURED SPEECH****TOOLS AND RESOURCES FOR RESEARCH AND PUBLICATIONS****PHAM THI HUONG**

Ho Chi Minh City University of Education

**Abstract**

Research tools and resources play an increasingly important role that can help researchers organize, conduct, analyze and evaluate research more efficiently. Research tools and resources can save time and add depth to research. First, researchers need to review related literature and scholarly publications for their research. Several mechanisms and tools have been developed to help researchers search for this information and manage references. Second, to help researchers conduct their study, several tools and resources are available for data collection and analysis. Third, there are also tools and software for research reports and publications. It is well known that research tools and the internet have made the process of developing ideas to publish research results easier. This talk highlights the availability and accessibility of these tools and resources to researchers. Several demonstrations of how to use these sources will be shared from the speaker's experience.

**Biodata**

**Pham Thi Huong** holds a Ph.D. in quality assurance and accreditation from Victoria University of Wellington, New Zealand, and is a Fulbright Visiting Scholar at a regional accrediting agency, SACSCOC, in the U.S. She is currently a faculty member of the Department of Education Sciences, Ho Chi Minh City University of Education, Vietnam. She is also a recognized assessor for higher education accreditation and has been a member of external evaluation teams. Her areas of interest include internal and external quality assurance, quality culture and school climate in higher education and K12 education, program development and evaluation, internationalization in education, higher education management and governance, and competence-based assessment.



## FEATURED SPEECH

## ASSESSING THE QUALITY OF ENGLISH LANGUAGE PROGRAMS IN VIETNAM FROM ACCREDITATION RESULTS

NGUYEN HUU CUONG

Van Lang University

**Abstract**

Accreditation has been officially implemented in Vietnamese higher education for 20 years with mandatory regulation for all institutions and programs. This study focuses on identifying the quality of undergraduate English language programs from accreditation results. The study analyzed accreditation data published on the websites of the Ministry of Education and Training and Vietnamese accrediting agencies. The results show that among 22 accredited undergraduate English language programs, only one program met 94% and three programs met 92% of the accreditation criteria. While four programs met 82% of the criteria – the second minimum requirement. Among 50 criteria, 26 criteria received an average score under 4.0. Four criteria receiving the lowest average scores are the diversity, validity and reliability of the methods measuring the learning outcomes; the establishment, monitoring and benchmarking of students' research activities; the clarity in the contribution of each course to achieve the learning outcomes; and the informativeness and update of course outlines. Consequently, to ensure quality, Vietnamese higher education institutions offering English language programs need to focus on ensuring the validity, reliability, and fairness of learning outcomes measurement methods; improving the types and quality of students' research activities; determining clearly the contribution of each course to achieve the program learning outcomes; and ensuring the informative and up-to-date course outlines.

**Keywords:** *Quality assurance, program accreditation, higher education, Bachelor of English Language, assessment standards*

**Biodata**

**Dr. Nguyen Huu Cuong** gained his PhD in Education (Educational Policy and Leadership) from The University of New South Wales, Australia in 2018. Prior to this PhD, he completed his Master of Assessment and Evaluation at The University of Melbourne, Australia in 2011. His research interests include assessment, quality assurance, accreditation, higher education policy, leadership and management. His background is in policymaking in evaluation, quality assurance and accreditation for Vietnam's higher education. Dr. Nguyen Huu Cuong has published more than 50 academic papers (many of them are indexed in WoS/Scopus database). His most recent book (as a co-editor) "Educational Innovation in Vietnam: Opportunities and Challenges of the Fourth Industrial Revolution" published by

Taylor & Francis explores innovation in Vietnamese education under the impact of the Fourth Industrial Revolution. He is also a reviewer and Editorial Board member of several local and international scholarly journals. Dr. Nguyen Huu Cuong has been running several courses in

research design and academic paper publication approaching international standards. He has also supported dozens of novice researchers to undertake their research projects and publish their papers in WoS/Scopus-indexed journals.

## EXPLORING LANGUAGE TEACHERS' TPACK FOR BLENDED LEARNING: THE ROLE OF PEDAGOGICAL BELIEFS

**HOANG NGOC TUE & LE DUC-HANH**

School of Languages and Tourism, Hanoi University of Industry

### Abstract

For recent years, blended learning (BL) has become more and more favorable as a teaching approach in language education, especially during and post Covid19 pandemic. However, language teachers' technological pedagogical content knowledge (TPACK) for blended learning is still under-explored. Therefore, this study aims to investigate teachers' TPACK competence for BL, their pedagogical beliefs, and the role of teacher pedagogical beliefs on their TPACK for BL through a quantitatively questionnaire analysis with 54 language teachers and a qualitatively interview analysis with 8 language teachers at a tertiary educational institution in Vietnam. The findings revealed that the investigated language teachers showed their sufficient confidence of TPACK for BL during their pedagogies. Moreover, this study also uncovered the remarkable correlations of learner-center pedagogical beliefs with their content knowledge (CK), pedagogical knowledge (PK), pedagogical content knowledge (PCK), technological content knowledge (TCK), and technological pedagogical knowledge (TPK) from language teachers' views. As a result, the findings of this study will indicate the significant roles of pedagogical beliefs of language teachers in their TPACK for BL. This presentation would like to illustrate the findings and discussions from the study as well as offer some recommendations towards teachers' TPACK for BL approach together with the pedagogical beliefs.

**Keywords:** *TPACK, blended learning, pedagogical beliefs*

### Biodata



**Dr. Hoang Ngoc Tue** is the Head of School of Languages and Tourism, Hanoi University of Industry, Vietnam. He has been working as an English educator for more than 20 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, EMI and Teacher Professional Development.



**Ms. Le Duc-Hanh** has been working as an English lecturer at School of Languages and Tourism, 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, EOP and blended learning. She can be reached at [leduchanh\\_knn@hau.edu.vn](mailto:leduchanh_knn@hau.edu.vn).

## FOSTERING LEARNER AUTONOMY IN A BLENDED LEARNING ENVIRONMENT: EFL TEACHERS' PRACTICES AT A VIETNAMESE UNIVERSITY

**DUYEN TRAN & HONG PHAM**

Hanoi University of Industry

### Abstract

Learner autonomy (LA) is increasingly gaining attention in higher education, particularly in English language teaching due to its positive influences on development of language proficiency especially in blended learning (BL) environment. This paper presents the results of a study on strategies teachers adopt to foster LA in a BL environment. The study employed two main data collection instruments: class observation and interviews. Three teachers were observed in 15 lessons to investigate the strategies to enhance learner autonomy. Interviews were conducted with those teachers to find out reasons behind teachers' adoption of such kind of method to foster learner autonomy. The research results show that teachers employed a variety of strategies to foster learner autonomy covering all three aspects of learner autonomy support: organizational autonomy support, procedural autonomy support and cognitive autonomy support. The most frequently used strategies are connected with cognitive autonomy support. The study has important implications for teachers, curriculum developers as well as educational administrators in improving the quality of BL programs in educational institutions to foster LA.

**Keywords:** *learner autonomy, strategies, blended learning, EFL teachers' practices*

### Biodata



**Dr. Duyen Tran** is the Director of the Testing and Assessment Centre, Hanoi University of Industry, Vietnam. She received her Ph.D. degree from Queensland University of Technology, Australia in 2015. Her research areas include Educational assessment, Teaching Methodology, Blended Learning, Teacher Professional Development and English as Medium of Instruction.



**Hong Pham** works as an English lecturer at Hanoi University of Industry. Her research interest is English language teaching, English Translation and integration community services into teaching and learning.



## STUDENT-PRODUCED VIDEOS: WHY NOT?

**TRAN THI THANH TRUC, NGUYEN THI NGOC VAN,  
NGUYEN THI THANH HUONG**

University of Social Sciences and Humanities  
Tra Vinh University  
Vietnam Aviation Academy

### Abstract

Video-based assignment has been widely applied recently by teachers and educators, especially since the breakout of COVID-19. The context of emergency remote teaching requires the replacement of traditional face-to-face assignments by various forms of student-produced audio narratives or video projects with the help of educational technological tools. This study develops and validates a scale for measuring ESP students' satisfaction with video-based assignment. A survey was conducted among 124 ESP fourth-year students majoring in Public relations. A questionnaire was delivered after a ten-week course in English for Public Relations in which students were supposed to present their group's video projects as an end-of-term examination. The topics related to public relations field such as: the process of making an event in PR; personal branding strategies for a key opinion leader, a case of crisis management in PR and so on. There were 100 valid responses returned to process the analysis by SPSS version 20. Based on a 5-point Likert scale, the initial version of the questionnaire consisted of 23 questions divided into 5 dimensions: the level of satisfaction (3 items); the English skills acquired through video-based assignment (4 items); the soft skills acquired through video-based assignment (5 items); the students' intrinsic motivation (3 items) and the students' extrinsic motivation (2 items); the difficulties arise during the video production process (3 items) and the disadvantages of video-based assignment compared to face-to-face presentation (3 items). The scale was then testified by item analysis and exploratory factor analysis. The final version of the video-based assignment satisfaction scale consists of 20 items. This paper describes the development of the scale as well as the significance and limitations of the study are also discussed.

**Keywords:** *video-based assignment, satisfaction scale, ESP, Public relations*

### Biodata



**Tran Thi Thanh Truc** holds a Ph.D. in Comparative Linguistics and has been working as a lecturer at University of Social Sciences and Humanities – Vietnam National University Ho Chi Minh City (USSH-VNU-HCM) since 2003. Her main interests of research are cognitive linguistics, conceptual metaphors, intercultural communication, TESOL and computer-assisted language learning.



**Nguyen Thi Ngoc Van** has been teaching English in Tra Vinh University for 15 years. She has two Master degrees, one in TESOL and one in International Tourism and Hospitality Management. Her research interests are English Language Skills, Intercultural Communicative Competence, TESOL and Tourism Industry.



**Nguyen Thi Thanh Huong** is currently a lecturer at Foreign Languages Department, Vietnam Aviation Academy (VAA). Holding a Master in English Language, she has more than 20 years of teaching English. Her research fields are linguistics, ESP in Aviation and intercultural studies.

## STUDENTS' CHALLENGES ON LEARNING EMI COURSES AT A TECHNICAL UNIVERSITY IN VIETNAM: AN INVESTIGATION FROM STUDENTS' VOICES

**BUI THI NGAN, PHAM VAN DUC, LE DUC-HANH**  
Hanoi University of Industry

### Abstract

In the age of technology development and internationalization, along with the remarkable impact of the Fourth Industrial Revolution, EMI (English as a Medium of Instruction) has been seen as a better method for resolving language problems of non-English students than teaching English in a single subject, so as to meet the demand for employability in their future profession. However, EMI implementation is still a concern in educational researchers and instructors in not only English-speaking countries but also non-English speaking countries, especially in Asian Pacific regions. This research aimed to investigate the EFL students' perspectives and challenges on learning an EMI program in a public technical university in Vietnam. To determine deeply the obstacles of EMI learning from students' viewpoint, data were collected qualitatively by in-dept interviews with 18 random EMI students in nine different academic disciplines. The findings shed light on EMI implementation for EFL students in tertiary education, as students' perspectives on EMI courses' benefits are quite positive. However, this study also figured out several challenges due to student's poor ability in English interaction, vocabulary shortage, irrelevant course content, EMI lecturers' pedagogical methods, oversized classroom, and students' motivations for the EMI course. This presentation is anticipated for a chance to share the results and some recommendations to help the interested participants of EMI in university education enhance and develop EMI courses.

**Keywords:** *EMI, EMI implementation, tertiary curriculum, challenges, students' perspective*

### Biodata



**Dr. Bui Thi Ngan** is the former Vice Director of Hanoi University of Industry and currently works as Vice Director of Project Management Board at Hanoi University of Industry. She has been working as an English educator for more than 30 years. She has executed and managed many studies and projects to improve the quality of tertiary education at her university, especially after she received her Doctor degree of Education. Her research interests are English language teaching, language acquisition, language learning strategies and EMI.



**Mr. Duc Pham** is currently working as an office staff at School of Languages and Tourism, Hanoi University of Industry, Vietnam. His major responsibilities involve working with fellows and volunteers. His research interests are EMI, gamification in teaching and technology application.



**Ms. Le Duc-Hanh** has been working as an English lecturer at School of Languages and Tourism, 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, EOP and blended learning. She can be reached at [leduchanh\\_knn@hau.edu.vn](mailto:leduchanh_knn@hau.edu.vn).

## NON-VERBAL COMMUNICATION: POWER IN TEACHING ENGLISH ONLINE

**NGUYEN THI HONG VAN**  
Electric Power University

### **Abstract**

Non-verbal communication includes paralinguistic expressions and body language perceived either consciously or unconsciously in oral interactions. The main aim of this article was to identify the influence of the teachers' non-verbal communication on success in teaching using the findings of the studies implemented on the relationship between quality of teaching and the teachers' use of non-verbal communication and also its impact on success in teaching English online and a classroom observation during the Covid-time.

**Keywords:** *Non-verbal communication, body language, oral interaction, success in teaching English online, communicational skills*

### **Biodata**



**MA. Van, Nguyen Thi Hong**, is an English lecturer of Electric Power for over 20 years and has worked with all-aged learners, scholars, and communities around the globe in her entire career. She is a PhD student in the Faculty of Postgraduate at the University of Languages and International Studies, Vietnam National University. MA. Nguyen is a member of ESO Toastmaster Club based in the USA, providing public speaking activities to about 150,000 members throughout the globe. She has been actively involving and promoting the inclusion of cross-culture in nonverbal communication in ELT class setting online and offline. She is also an author of the articles relating to English teaching methodology research and practice.



## THE RESEARCH OF IMPLEMENT THE COMPUTER-SUPPORTED COLLABORATIVE LEARNING ENVIRONMENT WITH GOOGLE SLIDES

PHAM THI NGHIA VAN<sup>1</sup>, DINH BICH THAO<sup>2</sup>, NGUYEN NHAN HA<sup>3</sup>

<sup>1</sup>Hanoi Pedagogical University 2

<sup>2, 3</sup>School of Languages and Tourism, Hanoi University of Industry

### Abstract

Education Curriculum Masterpiece emphasizes the three principal axes of core literacy as the educational philosophy of "autonomous action," "communication interaction," and "social participation" to cultivate students to become lifelong learners. In addition to providing a learning environment in which people interact directly with each other, the computer- Supported Collaborative Learning (CSCL) approach is another viable teaching method. The purpose of his study uses Google Slides in the collaborative editing software to explore whether it is helpful to implement collaborative learning in the teaching of college students. This study applied a questionnaire research method; there are 200 undergraduate students who are Chinese major in Hanoi Pedagogical University 2 will randomly select as participants. After developing the CSCL environment, conduct classroom experiments and then develop the scale to investigate and use SPSS to analyse various possible influences on learning motivation. Whether the independent interference variable has a significant impact. In addition to the collection and analysis of quantitative data, research and discussion are carried out by observing the reactions and performance of students in class. Through literature research, investigate various independent variables that may affect learning motivation, and then analyse with non-numerical statistical methods to explore learning achievement, learning anxiety, learning attitude, and discuss whether independent variables such as self-efficacy will have an impact on learning motivation to evaluate the feasibility of Google Presentation as computer-assisted collaborative learning. The result of this study found that the results of quantitative analysis show that students are highly motivated to use Google slides to implement computer-assisted collaborative learning, and are not affected by learning achievement, learning anxiety, learning attitude, and self-efficacy in discussions. An information integration tool for classroom teaching Teachers can use Google slides to create a computer-assisted collaborative learning environment, and students will also produce collaborative learning behaviour (Spill-Over-Effect). Teachers provide a diverse learning environment, which will promote students' learning motivation, and students can experience unprecedented learning methods, which will be very helpful for students' future learning.

**Keywords:** *Google Slides, CSCL, Collaborative Learning*

## Biodata



**Dr. Dinh Bich Thao** is currently a Director of center of Quality Assurance, Testing and Assessment, Hanoi University of Industry, Vietnam. She received her PhD degree from China Jilin University in 2015. Her research interests are Linguistics and Applied Linguistics, Chinese language teaching methodology, Online teaching and learning.



**Mr. Nguyen Nhan Ha** is currently a staff of center of Quality Assurance, Testing and Assessment, Hanoi University of Industry, Vietnam. He received his MA degree from Hanoi University of Industry in 2021. His research interests are Language teaching methodology, Online teaching and learning.

## A POTENTIAL METHODOLOGY FOR COMPARING AND CONTRASTING STREET NAMES IN ENGLAND AND VIETNAM

**HA PHAM<sup>1</sup> & HUONG VAN<sup>2</sup>**

<sup>1</sup>Hanoi University of Business and Technology

<sup>2</sup>National Economics University

### **Abstract**

In every town, city, or country, street names are common and essential in identifying and clarifying the streets or roads. Moreover, street names are seen as the mirrors of a nation. They not only reflect language but also hidden values such as history, traditions, politics, and culture. England and Vietnam are different in their cultures as well as other social characteristics. As a result, the street name systems of the two countries show many differences. It is thought that the two countries also share some common features. To investigate the similarities and differences between street names of two countries, an appropriate methodology plays a role. This paper will present an intended methodology for comparing and contrasting street names in England and Vietnam in terms of linguistics and socio-cultural features.

**Keywords:** *street names, methodology, comparing, contrasting, linguistics and socio-cultural features*

### **Biodata**

My full name is **Pham Thi Thu Ha**, and I am an English instructor at Hanoi University of Business and Technology's Faculty of English Language Studies. I am now a PhD student at Hanoi Open University. I'm interested in linguistics, English teaching approaches, and the use of technology in education as well as conducting research. I hope that this event will allow me to learn and share knowledge with other teachers and researchers.

My full name is **Van Thi Thu Huong**, and I am an English teacher at Faculty of Foreign Language Studies, National Economics University. I'm interested in linguistics, English teaching approaches, and the use of technology in education as well as conducting research. I hope that this event will give me opportunity to learn and share knowledge with other teachers and researchers.

## SPEECH ANALYSIS USING PRAAT

**DO THI HUYEN THANH**

School of Languages and Tourism, Hanoi University of Industry

### Abstract

PRAAT is an open source and free computer software package for the scientific analysis, synthesis, and manipulation of speech and other sounds (Styler, 2022). It was designed and developed by Paul Boersma and David Weenink of the University of Amsterdam. PRAAT has been widely used by teachers in teaching English pronunciation, especially in helping students to acquire prosodic features of the English language. However, it is less commonly so for linguistic research purposes. Most of the existing PRAAT manuals require a strong phonetics or programming background of users such as phoneticians and are not designed to help linguists get the measurements and make the changes that they need for their research. This “how-to” paper offers a special focus on those most-frequently used functions and techniques for speech analysis. It is believed that the hands-on presentation of analyzing procedures will facilitate the use of PRAAT in linguistic research and contribute to the plethora of CALL pedagogies and language teacher professional development in the digital era.

**Keywords:** *PRAAT, speech analysis, free software, teaching pronunciation, speech manipulation*

### Biodata



**Dr. Do Thi Huyen Thanh** is the Vice Dean of the Faculty of English Studies, School of Languages and Tourism, Hanoi University of Industry, Vietnam. She has been working as an English lecturer at the university for 20 years. She was awarded the Degree of Doctor of Philosophy by Curtin University, Australia in 2021 and is now an Adjunct Research Fellow at School of Education, Curtin University. Her research interests include task-based language teaching, L2 speech processing, second language acquisition, ICT in education, and teacher professional development. Email: [thanhdth@hau.edu.vn](mailto:thanhdth@hau.edu.vn)

## BIBLIOMETRIC ANALYSIS AND CONTENT ANALYSIS OF LANGUAGE ASSESSMENT LITERACY

**LOAN NGUYEN**  
Hung Vuong University

### **Abstract**

Over the past three decades, there has been a considerable increase in research of language assessment literacy (LAL), as evidenced by academic researchers' growing interest and publications. Given the importance of LAL in the language teachers' professional development, this paper adopts a three-stage systematic review protocol to present a state of art literature review on LAL. On the data of 175 relevant publications identified in mainstream academic databases, four different analysis-synthesis approaches (bibliometric analysis, methodological analysis, qualitative content analysis, and logical reasoning of authors) were applied. This review offers perspectives that have not been properly explored or assessed by other studies on the subject. The findings have a number of implications regarding the way the literature on LAL is currently written, pointing up future research directions as well as research gaps. The results offer a solid framework for more research in this area.

**Keywords:** *Language assessment literacy, Systematic literature review, Content analysis, Bibliometric analysis*



## GOOGLE WORKSPACE FOR EDUCATION IN ENGLISH LANGUAGE TEACHING AND LEARNING: EXPERIENCES AND SUGGESTIONS

**THUAN PHAM**  
Hoa Lu University

### **Abstract**

Google Workspace for Education offers different tools which can be integrated into English teaching and learning. This presentation focuses on the experiences of an English teacher in using the tools in teaching English for six-two Vietnamese secondary school pupils within three four months. The author also gives his suggestions on how to effectively apply the tools. It is hoped that the presentation will be helpful for English language teachers in choosing technical solutions for their teaching practice.

**Keywords:** *Google Workspace for Education, English language teaching and learning, technical solutions*

## THE EFFECTIVENESS OF USING KAHOOT! IN IMPROVING VOCABULARY FOR EOP STUDENTS OF GARMENT TECHNOLOGY AND FASHION DESIGN

PHAN THANH QUYEN & NGUYEN VIET NGA  
Hanoi University of Industry

### Abstract

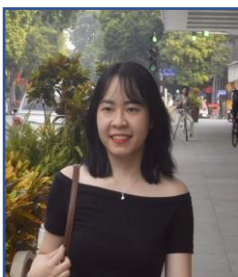
In recent days, the use of technology in teaching has been popularized in a variety of different educational contexts, especially in language teaching. This has not only alleviated communication and obtained information but also strengthened students' motivation. In this study, we explore the potentials of gamifications that teachers can use to inspire their students and highlight the benefits of playing educational games. Gamifications such as Kahoot! associates game dynamics with potentiality of promoting learners' enjoyment to learning. This paper looks at a mixed method study on the effectiveness of using Kahoot! to review vocabulary for students majored in Garment Technology and Fashion Design from a public university from Vietnam. The research tools used in this study were questionnaires and in-depth interview. The study reveals that Kahoot! brings the constant improvement in student autonomy, learning engagement and academic results. The findings presented in this paper seek to contribute to professional development in teaching vocabulary for non-English major students and boosting students' learning with their specialized vocabulary for their academic disciplines at a Vietnamese public university.

**Keywords:** *gamifications, Kahoot!, technology, teaching vocabulary, boosting students' learning*

### Biodata



**Ms. Phan Thanh Quyen** has been teaching at Hanoi University of Industry for about 20 years. I am specifically in charge of designing coursebooks as well as teaching Garment Technology and Fashion Design students. In terms of my education, I earned a Master of Arts in English Studies at Hanoi University. Instructional techniques and Curriculum Development are two of my professional interests.



**Ms. Nguyen Viet Nga** is currently teaching at Hanoi University of Industry for 7 years. Specifically, I am responsible for designing course books and teaching Garment technology and Fashion design students. Regarding my degree, I completed the degree of (MS-TEFL) which was offered in a combined program between Southern New Hampshire University and ULIS. My professional interests include instructional strategies and ICT education.

## DUE MONDAY, DO MONDAY: A QUALITATIVE STUDY OF ACADEMIC PROCRASTINATION AMONG UNDERGRADUATE STUDENTS DURING THE PANDEMIC

**HELENGRACE LAO, KATREENA GAYLE LAO, KENT ADNIL LAO,  
MARIANET DELOS SANTOS, ERICSON ALIETO**

Western Mindanao State University

### Abstract

Academic Procrastination (AP) has become even more widespread in today's society, especially in the higher education sector. Considering that AP has been reported by various scholars over the years as a detriment to success and productivity, the need for a more in-depth analysis of AP that extends beyond the horizons of quantitative methods increases. It is based on this that this qualitative descriptive study sought to realize the following objectives: (1) How undergraduate students view academic procrastination, and (2) The reasons why undergraduate students procrastinate on their academic obligations. The study administered semi-structured interviews to 10 undergraduate students, and through thematic analysis, was able to reveal 6 recurring views toward AP which can be simplified as follows: AP is a form of rest, it's unproductive, it's a common habit of students, it limits one's ability due to wasted time, it negatively affects one's physical and mental health, and it boosts one's ideas and creativity. Furthermore, 9 recurring reasons why students resort to AP were also disclosed, the reasons being: the task is too lengthy, academic burnouts, peer conformity, length of due dates, wanting to finish the task in one sitting, unclear instructions, lack of knowledge, professors' leniency, and non-conducive learning environments. Based on these findings, it can be inferred that AP is not an isolated problem pinned to the students, but it is also a concern involving the management of learning of the faculty as well as the educational institutions.

**Keywords:** *Academic procrastination, Views on academic procrastination, Reasons for procrastination, Undergraduate students, Qualitative analysis*

### Biodata



**Katreena Gayle A. Lao** is a student at Western Mindanao State University under the College of Teacher Education, and is taking up Bachelor of Secondary Education, majoring in English. She has served as a senior writer for her university's official student publication for 4 years. Currently, she is serving as the Editor-in-Chief of said publication.

## TEACHERS' PERCEPTION OF USING TECHNOLOGY IN A BLENDED LEARNING ENVIRONMENT TO FACILITATE COLLABORATIVE LEARNING IN BANGLADESH

FATIMA YEASMIN CHANDHA & MD. AMAZ UDDIN CHOWDURY

Hamdard University Bangladesh

### Abstract

Following the COVID crisis, practically all university instructors decided to incorporate blended learning by adopting interactive technologies to enhance the teaching-learning process. The socio-cultural theory of Vygotsky and Leont'ev, which shaped collaborative learning, is encouraged since it strengthens the activity that contributes to an individual's growth and enrichment. This study explores how faculty members perceive students who collaborate in learning in a blended learning setting by using interactive technologies. As a result, a qualitative technique for data collecting was used in this study to investigate how teachers are perceived in a higher education setting. The research was conducted on 100 academics from various public and private universities in Bangladesh. Through a semi-structured interview, data were gathered. Given the different restrictions and limitations, the study's findings demonstrate that the teachers' attitude was both positive and negative. The findings support the idea that technology has increased the number of ways to work together on collaborative tasks offering better assurance and access for sharing and communication. However, the teaching-learning process might be aided by adequate training for students and teachers as well as by the availability of authentic resources.

**Keywords:** *Interactive Technology, Blended Classroom, Collaborative Learning*

## THE METONYMIC THEORY OF TRANSLATION: THEORETICAL ISSUES AND TEACHING IMPLICATIONS FOR EMOTION-EXPRESSING IDIOMS

PHI TRAN THE<sup>1</sup> & NHUNG NGUYEN HONG<sup>2</sup>

<sup>1</sup>Saigon University

<sup>2</sup>Van Lang University

### Abstract

The Metonymic Theory of Translation from the perspective of cognitive linguistics maintains that the relationship between a source text and a target text is neither literal, as terms in different languages very rarely correspond exactly, nor metaphoric, as a translation is seldom a metaphoric version of the original text. In other words, the relationship between the two is all about metonymic relations, and that carrying out translation is overwhelmingly concerned with managing these correspondences through metonymic processing. The article introduces the important points of the Metonymic Theory of Translation with the notion of ‘shift’ in terms of metonymic relations and non-literality as a universal enabler when translating idioms. It can be argued that metonymic differences are the basis of both ‘interlingual translation’ (original to first draft) and ‘intralingual translation’ (first draft to final version, through revision). From those theoretical bases, the writers aim to analyze and compare the translations of 77 Vietnamese and 91 English emotion-expressing idioms, typically happiness, to find suitable translation strategies, expressing the important meaning and influence of this theory on the idioms. Some implications could be drawn on teaching how to translate emotion-expressing idioms in translation classes.

**Keywords:** *conceptual metonymy, the Metonymic Theory of Translation, cognitive linguistics, emotion-expressing idioms, translation classes*



## USING CLIL IN ESP TEACHING TO ENHANCE STUDENTS' SPECIALIZED KNOWLEDGE

**TRAN UYEN NHI NGUYEN & VU MAI YEN TRAN**

University of Danang Foreign Language Studies, The University of Danang

### Abstract

The significance of language knowledge and specialized knowledge in ESP teaching has been recognized by many scholars, particularly in light of the rapid development of globalization and integration. The aim of teaching ESP is to facilitate ESP learners' communication skills in a range of professional contexts and to utilize that knowledge in their future jobs (Rahman, 2015). Currently, conventional teaching approaches do not appear to well support the provision of specialized knowledge to ESP students. The purpose of this paper is to look into the impact of CLIL (Content and Language Integrated Learning) on students' ESP learning during a seven-week intervention. Data was collected from students of a Business English class at the ESP Department, University of Foreign Language Studies- The University of Danang (ESPD, UFLS\_UD) through a semi-structured interview. The results reveal that students' specialized knowledge improved overtime during the intervention, and that their confidence was promoted. The study also suggests that the CLIL method could be employed in ESP teaching to assist students in enhancing their English-interpreting skills.

**Keywords:** *ESP, CLIL, Specialized knowledge, Interpreting skills, Business English*

### Biodata



**Nguyen Tran Uyen Nhi** is a lecturer in the ESP Department, DUFL. She is pursuing a doctorate in TESL at UMS, Malaysia. She received her Master of Education from Queensland University in Australia, and her Bachelor in English language from DUFL. Her teaching areas and research interests include linguistic subjects, and interpretation area alike. She is (co-)author of several journal papers and publications in international conference proceedings.

## UTILIZING MICROSOFT SWAY TO MAKE INTERACTIVE REPORTS FOR LANGUAGE STUDENTS IN A PUBLIC ASIAN-PACIFIC UNIVERSITY

CAO THI HAI HANG & NGUYEN THI MINH HANH

Hanoi university of Industry

### Abstract

Sway, which is part of Microsoft Office and designed for creating newsletters and presentations, has been used in language education as a tool to support teaching and learning across the world. This research focused on teachers' and students' feedback on the application of Microsoft Sway into making interactive reports in an English-speaking Country Study course at a public university in Vietnam. In particular, five groups of students were required to create online reports on allocated different aspects of life in English-speaking countries, in which they would apply the specific templates of Microsoft Sway as well as embed different online and offline multimedia sources. The study was conducted using 5 focus-group discussions of 38 third-year English-major students, teachers' interviews and observation in class to identify the benefits of this tool application, the difficulties students encountered, and recommendations for more efficient application. The results reflected positive feedback from students on saving time with effortless design, easily adding content from various devices and the web in making interactive reports. However, the available internet access and the students' ability in customizing the tool were the barriers that hindered their use. The study carried practical implications for teachers and researchers in similar educational contexts.

**Keywords:** *language education, Microsoft Sway, interactive report, CALL, ICT, online learning*

### Biodata



**Nguyen Thi Minh Hanh** (Vietnam) has been working as a lecturer at Hanoi University of Industry since 2006. Hanh received her Bachelor and Master degree from Hanoi University of Languages and International Studies in 2005 and 2011, respectively. Her professional interests include motivational strategies, learners' autonomy, project-based learning and ICT.



**Cao Thi Hai Hang** (Vietnam) has been teaching English at Hanoi University of Industry since 2009. She is responsible for a variety of courses relating to Language Skills, Translation and Cross-Cultural Communication. Hang received a Master of Science Degree in Teaching English as a Foreign Language from Southern New Hampshire University (USA) in 2011. Her area of professional interests includes designing and delivering blended learning lessons.

## USING QUIZZZ TO ORGANIZE TESOL CLASSROOM ACTIVITIES DURING THE COVID-19 PANDEMIC

**HANH NGUYEN**

University of Languages and International Studies, Vietnam National University

### Abstract

In 2021, Vietnam was hit by another wave of Covid-19 pandemic, and as a result, students at University of Engineering and Technology, Vietnam National University, Hanoi, had to study online instead of going to university. Educational websites and applications were essential in the distance learning and teaching process since they helped capture learners' attention during online lessons. This research focuses on the use of Quizizz to create classroom activities. The study was conducted during 10 weeks among 40 fourth-year students. The data were obtained from classroom observation and students' written feedback. The result shows that Quizizz is a useful tool for teaching English as it livens up the lectures and motivates students to participate more in the lessons.

**Keywords:** *digital game-based learning, blended learning, e-learning*

### Biodata



**Hanh Thuy Nguyen** received her M.A. degree in TESOL from Victoria University. She is an English lecturer at University of Languages and International Studies, Vietnam National University, Hanoi. She has taught General English and ESP for member institutions of Vietnam National University, Hanoi. Her research interest is language teaching methodology. She presented her research at Thai TESOL and VietTESOL.

## LEARNING PRONUNCIATION IS OF GREAT IMPORTANCE FOR PERFECT ORAL COMMUNICATION

**HUONG VU**

Thang Long high school for the gifted

### **Abstract**

Learning pronunciation is of great importance for perfect oral communication. According to Gilakjani (2012), good pronunciation may make first impressions, lead to better comprehension for the speaker and listener, avoid language attitudes and prejudice, lose learner fear of speaking English and build confidence in communication. It is a truism that many language learners have a lot of trouble in this field because of mother tongue inference. This action research aims to solve pressing issues in communication faced by Vietnamese learners. This intervention conducted in this study is a shadowing technique, originally developed as a training technique for simultaneous interpreting (Yajima, 2001), which enables learners to promote their listening and speaking competence. Data was collected through the recordings of 10 students as the respondents in this study, then using Gold Sound Wave software to measure their speech compared with a native speaker's speech. The core research cycles with 5 actions, namely shadowing introduction, audio sources, the audio listening practicing, audio shadowing with a transcript and shadowing without a transcript, were implemented until learners reached their goals. Findings show recognizable improvements in the participant pronunciation, including English rhythms, stresses, and intonation. The presenter will recommend shadowing, a great technique where language learners try to speak alone in time with an audio text, much like singing along with a song, and a good web page called [deepenglish.com](http://deepenglish.com), which is most effective with lower-proficiency students.

**Keywords:** *Shadowing - a magic technique, Pronunciation enhancement, How to foster pronunciation*

## THE USE OF PADLET IN EFL WRITING CLASSES IN VIETNAM: FROM TEACHERS' PERSPECTIVE

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HA TRANG NGUYEN<sup>4</sup>

<sup>1</sup>Diplomatic Academy of Vietnam

<sup>2</sup>Foreign Trade University

<sup>3</sup>Hanoi University of Industry

<sup>4</sup>Chu Van An High School

### Abstract

Padlet has been widely deployed in teaching and learning writing skills. There is a growing body of literature that recognises virtues of this tool such as increasing students' motivation and involvement in learning, alleviating their anxiety and improving their language use and idea organisation. However, few studies have investigated the application of Padlet in Vietnam. This study, therefore, set out to explore the most popular activities in writing classes with the application of Padlet, effectiveness of Padlet in enhancing students' engagement in learning and their writing performance, challenges facing teachers when utilising Padlet and their solutions. Data from 200 EFL teachers in Vietnam were collected using questionnaires and interviews. The findings indicate that Padlet was mostly employed in sharing ideas and providing feedback. Thanks to its attractive layout and smart functions, Padlet could not only facilitate students' collaboration but also increase their interest and motivation. However, no significant improvement was seen in students' writing competence. Besides technical issues, writing teachers often had difficulties in managing their class and giving feedback due to some limited features. It is advisable that teachers provide their students with clear instructions, constantly check their progress and combine Padlet with other applications to maximise its benefits.

**Keywords:** *Padlet, Writing skills, Writing performance, Motivation, Engagement*

### Biodata



**Diep Do** is currently a part-time lecturer at English Faculty of Diplomatic Academy of Vietnam, where she has been teaching ESP courses. She holds an MA in TESOL from the University of Huddersfield, UK. Her research interests encompass teaching methodologies, technology in language teaching and learning and ESP.



**Minh Nguyen** is currently a full-time lecturer at English for Specific Purposes Faculty of Foreign Trade University, where she has been teaching ESP courses. She holds an MA in TESOL from the University of Huddersfield, UK. Her research interests encompass language testing and assessment, technology in language teaching and learning, and ESP.





**Tuan Anh Chu** is currently a lecturer at School of Languages and Tourism, Hanoi University of Industry, where he has been teaching General English courses. He holds an MA in TESOL from the University of Huddersfield, UK. His research interests embrace teaching methodologies, technology in language teaching and learning.



**Ha Trang Nguyen** is currently a part-time English teacher at Chu Van An High School, Hanoi, Vietnam. She holds an MA in TESOL from the University of Huddersfield, UK. Her research interests encompass language testing & assessment, teaching methodologies and technology in language teaching & learning.

## MOTIVATION TO LEARN ENGLISH IN BLENDED LEARNING

**CHAU TRAN**

National Economics University

### **Abstract**

The rapid growth of technology in the past decades has brought about changes in many aspects of life in general and in education in particular. These information technology innovations are helping to improve teaching and learning, providing learners with a diverse learning environment, making information accessible regardless of time and place, and stimulating creativity in teaching methodology. One of these innovations is blended learning. Thorne (2003) claims that “blended learning could be one of the most important education advances of this century since it improves students’ learning experience by developing their capacity for reflection (Cooner, 2010) and enables students to become more involved in the learning process (Wang, She, Novak, & Pan, 2009)”.

Though having many advantages, blended learning wasn’t paid much attention until Covid 19, when schools were closed and online classes replaced offline ones. This could help the continuity of learning and teaching without putting people at health risk of going to the campus during the pandemic; however, many challenges also appear, affecting students’ motivation to learn.

This paper aims demonstrate the factors affecting students’ motivation to learn English in blended learning, clarify students’ awareness of these factors as well as obstacles they encounter in blended learning, and give recommendations to students, lecturers, and departments to improve students’ motivation to learn English in blended learning.

**Keywords:** *blended learning, motivation, technology*

### **Biodata**



**Tran Minh Chau** is currently a lecturer at National Economics University. She holds MA in English Language and Literature Teaching and CELTA qualifications. Her areas of professional interest are diverse and include EAP, material and curriculum design and development, assessment, and teacher.

## CALL AND TEACHERS' ROLES DURING ONLINE TEACHING DURING COVID19 PANDEMIC

LE DUC-HANH<sup>1</sup> & SON NGUYEN<sup>2</sup>

<sup>1</sup>Hanoi University of Industry

<sup>2</sup>Thuy Loi University

### Abstract

Covid19 pandemic has made extremely remarkable lockdown situation and school closure in nearly all over the world. Online education has become the most practical answer to the question of continuous teaching and learning during the pandemic with the support of CALL. This made more challenging for teachers to shift not only their traditional pedagogy but also their roles into unfamiliar ones. In order to investigate teachers' perspectives and experiences towards their roles in online teaching in HE during and post pandemic, this study was conducted qualitatively with the in-depth interview analysis of nine EFL teachers and seven students at tertiary education system during their online teaching and learning. As a result, the findings revealed the teachers' challenging experience of teaching online through technology support and their changing roles as facilitator, guide, resource and motivator during their online learning and teaching from the teachers' and students' views. Finally, some recommendations of performing pivotal roles in online teaching and learning will be further discussed and reviewed at this presentation for the sake of effectively teaching and learning online.

**Keywords:** *teachers' roles, online learning, online teaching, Covid19 pandemic, teachers' perspective*

### Biodata



**Ms. Le Duc-Hanh** has been working as an English lecturer at School of Languages and Tourism, 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, EOP and blended learning.



**Dr. Nguyen Van Son** is currently working at Department of English Language and Linguistics, Thuyloi University. He teaches both English major students and non English major ones. His research focuses on learner autonomy, metacognition, motivation, and professional development. He has published his research on high quality journals such as Heliyon, Education Sciences, Electronic Journal of Foreign Language Teaching, MEXTESOL, Language Learning in Higher Education, and RELAY.

## AN EXPLORATION OF DEMOTIVATING FACTORS IN COLLABORATIVE WRITING ACTIVITIES IN IELTS PREPARATION COURSES

**TRI MINH NGUYEN**

Ho Chi Minh University of Education

### Abstract

Research has been investigating various strategies to enhance learners' motivation in English learning. However, little has been conducted to figure out the sources of demotivation in the learning progress, especially in the context of private education. Demotivation acts as the contributor to the decline in learning effectiveness and failure in language teaching. This paper attempts to explore learners' perspectives on the factors that demotivate learners to participate in collaborative writing activities in IELTS preparation courses at a private centre in Vietnam. The study employed a mixed-method design to gather both qualitative and quantitative data among 40 intermediate IELTS learners. The study's findings revealed that learners are adversely affected by external factors such as teacher-learner rapport, peer pressure, test pressure, the class atmosphere and internal factors including characteristics, anxiety, previous experience of failure, and especially fear of interaction with the lack of competency. Recommendations are also provided to mitigate demotivation.

**Keywords:** *demotivation, IELTS, learners' reflection*

### Biodata



**Andy Tri Nguyen** (Master in TESOL) is currently a lecturer at Ho Chi Minh University of Education. He is also a course director at TESOL International Academy. He is an author and reviewer of different Scopus-indexed international journals. His research interests cover intercultural communication, academic writing, and teacher professional development.

## CHINESE EFL STUDENTS' PERCEPTIONS AND SELF-REPORTED PRACTICE OF TEACHERS' WRITTEN FEEDBACK IN WRITING COMPOSITIONS

**DHARM DEV BHATTA**

Guilin University of Aerospace Technology

### Abstract

Teachers Written Feedback (TWF) is a term work that serves a range of roles and purposes in teaching writing compositions. Therefore, it is crucial to know about the students' responses and perceptions of it to make it work. This paper navigates the 300 Chinese Non-major ESL students' Attitudinal, Cognitive and Behavioural responses to TWF, using a self-structured questionnaire in five Points-Likert scale items that the students notice, expect, and behaviour enact. The study reveals that though the TWF to their writings lacks autonomy and creativity, mainly focuses on the essential linguistic elements than the content, and very often neglects their genre to elaborate on personal views that support providing evidence to opinions; still, 60% plus students are satisfied with the prevailed way of TWF that is effective for targeted exams and the texts. The study also reveals that the TWF has significantly affected students' perception of feedback clarity; TWF commentaries slightly differ from students' expectations and have no significant impact on about 20% of students, which needs improvement. This paper helps to bridge the gap between TWF practice and learners' expectations in consideration of students' attention, forming preferences, cognition processing, expectations, and ultimately behavioural responses.

**Keywords:** *Teachers written Feedback, English compositions, process approach, learners' response*

### Biodata



**Dr. Dharm Dev Bhatta** (Nepalese) works at Guilin University of Aerospace Technology, China, and has been teaching English for eight years, from Primary to University level in Nepal and China. He has received PhD in Chinese Philology, a Masters degree in TESOL and TCSOL. His research interests include Historical and Dialectal Phonology, SLA and Translation. He is acting as the co-editor of the Journal "Nepali Journal of Sinology"; the president of The Association of Chinese Language Teachers, Nepal, and a member of the Nepal English Language Teacher Association.



## DIGITAL GAMES AND SECOND LANGUAGE LEARNING AMONG TERTIARY-LEVEL EFL LEARNERS: A CRITICAL REVIEW

**DUY KHIEM TRAN**

University of Finance - Marketing

### Abstract

Contrary to the exponential growth in interest in the pedagogical potential of digital games among scholars and practitioners in the field of second language education, digital game-based language learning poses to be an uncharted terrain in the picture of second language education in higher education in Vietnam. Upon such background, this research review aims to delineate how digital game-based language learning is implemented and what ramifications the approach has for L2 learning and development among tertiary-level students in similar contexts. 28 studies from peer-reviewed scholarly sources were selected and analyzed in the dimensions of research design, theoretical backgrounds, research focus, game types and designs, findings and implications. Findings show that six digital game types are featured in the surveyed studies and that these games, thanks to four prominent affordances promoting opportunities for L2 learning, not only are evidently effective in enhancing lexical uptake and long-term vocabulary retention, improving L2 reading and listening comprehension, developing writing ability and communicative competence, reinforcing motivation, willingness to communicate and L2 learning interest, but also are deemed as beneficial tools for the enrichment of L2 learning experience and the development of L2 competence. Accordingly, educational implications and suggestions for further research have also been given.

**Keywords:** *Digital games, digital game-based language learning (DGBLL), review, affordances, effect, learner's perception*

### Biodata



**Tran Duy Khiem, M.A.** is a lecturer in English at University of Finance & Marketing, Ho Chi Minh City. He received his bachelor's degree in English Language from University of Social Sciences and Humanities, Ho Chi Minh City, and his master's degree in Applied Linguistics from Curtin University, Perth, Australia. His research interests lie in Second Language Acquisition, Digital Game-Based Language Learning, Task-Based Language Learning and Sociolinguistics.

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

**OANH NGUYEN**

Ho Chi Minh Banking University

### 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, HUB 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



**Nguyen Hong Oanh** has been a lecturer of English at Faculty of Foreign Languages, Banking University of Ho Chi Minh City for more than ten years. She started her teaching career as soon as graduating from University of Education Ho Chi Minh City. From the practical exposure with English language teaching for students at tertiary level, she has been inspired by the magical influence of language in one's success. Later on, obtaining her Master Degree in Applied Linguistics from University of Curtin, she has truly been aware of her areas of research interest in ELT methodology, second language acquisition and material development. At the present, as a PhD candidate at Ho Chi Minh City University of Social Sciences and Humanities, Department of Linguistics, she has even greater interest in linguistics and contrastive linguistics (English and Vietnamese) in order to improve her teaching methodology in translation and interpretation subjects.

**TEACHING INTERACTIVE VIETNAMESE LISTENING FOR FOREIGNERS****PHUONG NGUYEN HOANG**University of Social Sciences & Humanities, Vietnam National University  
Ho Chi Minh City**Abstract**

Research works have shown that a significant proportion of real-world listening is interactive. Except for media listening, speech listening, and eavesdropping, listening activities are all geared towards two-way listening and speaking in face-to-face conversations.

However, in language teaching, traditional listening tasks encourage a passive view of listening skills, leading learners to view listening as a purely receptive activity in which the listener merely perceives and record what they hear, rather than actively trying to integrate incoming information and seek clarification when the process of interpretation-constructing encounters obstacles. If the test tasks engage learners into communicative situations where they can interact with the speaker to achieve successful comprehension, they will have a positive effect on teaching and learning in class.

For those reasons, we research on applying interactive approach to teaching Vietnamese listening for foreign students. We examine research works on teaching interactive listening in the world and Vietnam and investigate test sets of assessing language listening competency. Then, we clarify the concepts of interactive, interactive listening, and their constituent elements. After that, we propose teaching techniques for Vietnamese interactive listening. Meanwhile, we also propose a set of criteria to assess the interactive listening skills of foreign students for use in the teaching-learning process and in testing-assessing activities. The results obtained have the potential to serve as a basis for us to develop a set of interactive Vietnamese listening coursebooks for foreigners as well as a set of standards for assessing tests of Vietnamese interactive listening ability.

**Keywords:** *interactive, listening skills, teaching techniques for interactive listening, assessment criteria, assessment standards*

**Biodata**

**Nguyen Hoang Phuong, PhD.** is a lecturer and Vice Dean of Faculty of Vietnamese Studies, University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City, Vietnam. His majors for teaching and research are linguistics, English, Vietnamese for foreigners. He has been teaching for many universities in Vietnam and Korea, such as, Long An University of Economics and Industry, Binh Duong Economics and Technology University, Ho Chi Minh City University of Technology, Ho Chi Minh City University of Education, Ho Chi Minh City University of Foreign Languages - Information Technology, Open University, Ho Chi Minh City, University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City, etc. and Chungwoon University, Korea.

## EXPLORATORY RESEARCH OF THE EFL PRESERVICE TEACHERS' ONLINE MENTORING SERVICE PROGRAM

**EUNJEONG PARK**  
Suncheon National University

### Abstract

This study presents a case study of an online mentoring service program for preservice teachers at a national university in Jeollanam-do. Due to COVID-19, there has been a drastic change in academic achievement among students in public education, and there are many secondary school students who do not receive proper education in a blind spot. In response, the Ministry of Education is spurring the revitalization of public education through support to high education institutions. The online mentoring program in this study was one of several programs that helped middle school students in need of educational help through public education support, that is, this online volunteer mentoring. Preservice teachers who belonged to each department in the College of Education play a role as online mentors, and the target mentees were middle school students with basic academic skills. The purpose of this study is to show a case study of an online mentoring service program, which leads to promoting online mentoring service activities for preservice teachers who will lead education in the 21st-century technology era. This study included the background, contents, and method of the mentoring program, and mentoring activities were presented as examples. For data collection, the preservice teachers' final mentoring reports, interviews, and a satisfaction survey of the participating middle school students. The results were described based on the experiences and reflections of the participating mentors and the satisfaction survey results of middle school students who participated in the program. This study implied suggestions that stakeholders should understand, respect, and cooperate with each other for the gist of the mentoring program, complement the points for improvement, and lead the direction of the distance learning community.

**Keywords:** *Online mentoring service programs, EFL preservice teachers, mentorship*

### Biodata



**Eunjeong Park** is an Assistant Professor in the Department of English Language Education, College of Education at Suncheon National University, South Korea. Her research interest includes language learning in the EFL context and the interdisciplinarity of teaching and learning in education.

## LEARNERS' PERCEPTIONS OF USING GOOGLE CLASSROOM (GC) IN LEARNING ENGLISH AT A HIGH SCHOOL IN VIETNAM

ANH NGUYEN THI PHUONG<sup>1</sup>, HUONG NGUYEN THI<sup>2</sup>,  
LIEN TA THI BICH<sup>3</sup>

<sup>1</sup>Tan Lap High School, <sup>2,3</sup>Hanoi University of Industry

### Abstract

Online study was a must for students at almost all levels in Vietnam to ensure their course completion throughout the series of Covid-19 waves. Google Classroom (GC) is one of some nationwide popular applications during the pandemic. To examine the perceptions of students at a high school in this country of using GC in learning English, the authors carried out a qualitative-and-quantitative study in semester 1 of the school year 2021-2022. A 19-item questionnaire was designed for 179 participants, followed by structured interviews with 8 questions for 10 randomly-selected students. The study results indicate that there is a general consensus in students' perceptions of exploiting GC as a tool to learn their target language. Most students agreed that the application is easy to use and useful for their language learning. This paper is expected to enhance the beliefs of teachers and researchers in general and those of languages in particular in utilizing GC to improve their students' online learning quality.

**Keywords:** *Online study, Google Classroom, perceptions, online learning quality*

### Biodata



**MA Nguyen Thi Phuong Anh** is a more-than-20-year experienced high school teacher in Hanoi, Vietnam. She is interested in applying technology in teaching and classroom management.



**Dr. Nguyen Thi Huong** is a teacher of English at Hanoi University of Industry in Vietnam. She has more than 15 years' experience of teaching English. Her expertise and interests include teacher training education, professional development, curriculum development and linguistics. She is especially experienced in the field of teaching English for young learners.



**MA Ta Thi Bich Lien** is a wholeheartedly dedicated teacher of English with more than 20 years of working full-time at Hanoi University of Industry, Vietnam. She is interested in English teaching methodology, particularly she has a passion for critical thinking, learner's autonomy and motivation.



## APPLICATION OF PADLET.COM TO IMPROVE ASSESSMENT AS LEARNING IN SPEAKING CLASSES: AN ACTION RESEARCH IN VIETNAM

**KHANH NGUYEN THI VAN, LIEN TA THI BICH, HUYEN NGUYEN THI**  
Hanoi University of Industry

### Abstract

Hardly could 4.0 education processes exist without digital tools, which has, particularly, been worldwide proved throughout waves of Covid-19 pandemic. Vietnam, where remote learning, instead of blended or traditional approaches was carried out at almost all educational institutions as the last resort during this period, is not an exception. In order to support students to learn English efficiently and effectively, the research team conducted an action research of applying padlet.com in speaking lessons for 195 business-majored students at a Vietnamese university in semester 1 of the academic year 2021-2022. A questionnaire and class observation were designed to investigate the effectiveness of the interactive tool in class assessment as learning. The findings include students' positive attitude and perceptions towards the practice and some achievements. This paper is expected to enlighten teachers and stakeholders in the domain of education in general and those of languages in particular the ways to utilize padlet.com so as to improve their students' online learning quality.

**Keywords:** *Remote learning, Padlet, speaking, online learning quality*

### Biodata



**Nguyen Thi Van Khanh** has more than 20 years teaching experience at Hanoi University of Industry, with 10 years using English as the medium of instruction, the lecturer is now teaching Translation, Interpreting, and Business English. She is specially interested in integrating 21st century skills in language classes for both English majors and non-majors, having some related articles published locally and internationally.



**MA Ta Thi Bich Lien** is a wholeheartedly dedicated teacher of English with more than 20 years of working full-time at Hanoi University of Industry, Vietnam. She is interested in English teaching methodology, particularly she has a passion for critical thinking, learner's autonomy and motivation.



**MA Huyen Nguyen** is currently a lecturer of English at School of Languages and Tourism, Hanoi University of Industry, Vietnam. She has nearly fifteen years of experience in teaching English as a foreign language. She finds herself interested in ELT methodologies, curriculum development and Interpreting & Translation studies.

**PREPARED FOR THE TRADITIONAL, TRAINED IN THE VIRTUAL:  
IMPACT OF ONLINE TEACHING PRACTICUM ON STUDENT  
TEACHERS' READINESS**

**CATHERINE JEAN A. BRILLANTES<sup>1</sup> - JOVANNIE M. SARONA<sup>2</sup> -  
JUNETTE B. BUSLON<sup>3</sup> - ERICSON O. ALIETO<sup>4</sup>**  
Western Mindanao State University

**Abstract**

Teaching Practicum (TP) is a crucial component of pre-service teachers' education, which serves as a training ground to develop their competencies by providing them opportunities to acquire hands-on experience in a real-life classroom environment. The migration to online learning during the Covid-19 pandemic altered how student teachers obtained their training, thereby limiting their ability to gain firsthand experience in an actual classroom. Education in the new normal exposed the student teachers in an unconventional situation, which provides a fertile ground for investigation of the student teacher's TP experiences during the pandemic and subsequently, their readiness to enter the field as bona fide teachers. The study's findings showed that there were several benefits and drawbacks that student teachers experienced in relation to their online TP. Lower levels of anxiousness when lecturing pupils is one advantage of online instruction. However, being unable to engage with students physically poses a challenge to student teachers' TP. These challenges include problems with monitoring student behavior, reduced attendance rates, and interruptions in online classes due to technological problems. Though most of the teacher candidates affirmed they are prepared to teach in physical classrooms, they also acknowledge that they have missed essential field experiences in their TP.

**Keywords:** *Virtual Classroom, Practice Teaching, Readiness, Teaching Practicum*

**Biodata**

**Catherine Jean A. Brillantes** is a student at Western Mindanao State University in Zamboanga City, Philippines, where she is currently enrolled in the Bachelor of Secondary Education Course Program of the College of Teacher Education, with a specialization in English Language Teaching.

## AN INVESTIGATION INTO THE CHALLENGES OF ONLINE TEACHING FACED BY ENGLISH LECTURERS AT QUANG TRUNG UNIVERSITY DURING COVID-19

SUONG VO & NHO LE  
Quang Trung University

### Abstract

The coronavirus disease 2019 (Covid-19) pandemic posed various challenges to the whole educational system worldwide, especially tertiary level which has shifted from face-to-face to exclusively online teaching, and Quang Trung University was not an exception. Although we are currently in the new normal, Quang Trung University has maintained the type of online teaching. To be potentially well prepared for the future when a variety of infectious diseases might be contracted and several courses for students who make transition from college to university take place online, it is extremely fundamental to explore challenges and then propose effective solutions to the online teaching. Therefore, we determined to carry on the study by asking the lecturers who are currently English lecturers at Quang Trung University in Quy Nhon city to fill in a semi-structured questionnaire and attend interviews afterwards. The research showed that the university has not fully prepared for exclusively online teaching. Most lecturers expressed their considerable concerns regarding how to motivate and communicate with their university students effectively, followed by lecturers' lack of technical skills and technical issues when teaching online. Research implications for Quang Trung's university administrators and researchers are discussed based on research findings.

**Keywords:** *Online teaching, English lecturers' perceptions of online teaching, Challenges of online teaching*

## ONLINE LANGUAGE TESTING AND ASSESSMENT IN THE PANDEMIC: OPINIONS FROM TEST ADMINISTRATORS AND EXAMINERS

**YEN NGUYEN, HIEN TRAN, QUYNH NGUYEN, SAO BUI, THAO NGUYEN  
CHI NGUYEN & HOA NGUYEN**

University of Languages and International Studies, Vietnam National University

### Abstract

The Covid-19 pandemic has made an impact on foreign language education in general, and assessment practices in particular. Many changes have been implemented regarding the mode of language testing and assessment when the conventional face-to-face examinations cannot be applied. One of the radical changes is the emergence and acceptance of online at-home assessments. In Vietnam, the Ministry of Education and Training issued the guidelines on online teaching and learning in March 2021. The University of Languages and International Studies, Vietnam National University (ULIS-VNU) has followed this trend with numerous online testing and assessment activities during the period 2020-2022. These activities assess learner's language learning progress and language proficiency via different types of tests. To evaluate strengths and weaknesses of online testing and assessment in the period, the researchers have utilized different methods namely questionnaires, interviews, and experiences in new test application. This paper presents some preliminary findings on test administrators and examiners' opinions and experiences from survey data collection. The participants shared valuable information on their beliefs and experience regarding the strong points and drawbacks of online at-home assessments. As a result, the research project can develop and later expand its sample to gain multi-dimensional information.

**Keywords:** *foreign language testing and assessment, online language testing, online testing and assessment, online at-home test delivery*

### Biodata



**Nguyen Thi Phuong Thao (Thao Nguyen)** is a lecturer and researcher at VNU University of Languages and International Studies. She earned a Master's degree in English Language Teaching from the University of Southampton, UK. She has participated in research projects on test development and examiner training. Her research interests include testing and assessment, teacher education, and professional development.



**Nguyen Quynh Hoa (Hoa Nguyen)** is a teacher who had taught English at the University of Languages and International Studies, Vietnam National University Hanoi (ULIS-VNU) for 11 years before becoming a trainer, a test developer and a researcher at the Center for Languages Testing and Assessment, ULIS-VNU in 2017. She earned a Master's degree in Teaching English as a Second Language. Her research interests include language test development, rater training, and professional development. She has participated in a number of research projects on standardized tests, and professional development for teachers and examiners.

## COVID-19 ADAPTATIONS IN ENGLISH LANGUAGE TEACHING AND LEARNING: A LOOK BACK AT ONLINE TESTING AND ASSESSMENT

**PHAM THI TUAN**  
Thuongmai University

### **Abstract**

COVID-19 pandemic has made different shifts in English language teaching and learning. The sudden transition to online assessment due to COVID-19 restrictions brought unique challenges for both instructors and students. At Thuongmai University, new Internet-based testing and assessment methods were applied during the last two semesters with the aim of satisfying the changes of online English language teaching and learning situation. This paper is attempted to present an overview of those testing and assessment methods under the perspectives of teachers and students. Questionnaires and interviews were employed as the main data collection tools while ten teachers of English and two hundred non-English major students were selected as the participants of the study. The research results revealed that the online testing and assessment methods exerted positive effects in terms of safety, convenience, flexibility and practicality, but they showed limitations in terms of variety, authenticity, reliability and technological aspects.

**Keywords:** *online testing and assessment, Thuongmai University, English language teaching and learning, teachers' and students' perspectives*

### **Biodata**

**Phạm Thị Tuấn** is currently an English teacher at English Faculty, Thuongmai University, Vietnam. She has been teaching for 7 years, and she has been in charge of courses of General English, English Linguistics and English Culture. Her students include both English majors and non-English ones. Her research interests are English Language Teaching Methodology and English Theories.



## APPLYING SPENCER KAGAN'S COOPERATIVE LEARNING APPROACH TO ENHANCE NON-ENGLISH MAJORED STUDENTS' ENGAGEMENT IN ENGLISH CLASSROOMS

YEN THI HOANG TRAN<sup>1</sup> & HUONG THI NGUYEN<sup>2</sup>

Hanoi University of Industry

### Abstract

Learner engagement is the degree to which learners are engaged with their educational activities and it is positively associated to the expected outcomes. Similarly, in learning a foreign language, it will be the most effective to apply suitable English teaching methods to enhance students' engagement (Harris, 2003). The study is conducted to pilot the application of Spencer Kagan's cooperative learning model in non-English majored classrooms and to demonstrate the effectiveness of the model in increasing students' engagement. This mixed method study was implemented with the collection of quantitative data expanded upon by qualitative data collection through a questionnaire and interviews. The questionnaire was delivered to 120 non-English majored students and five interviews with five teachers who were in charge of teaching English to such informant students were carried out at the end of the piloting period. The responses from the questionnaire and interviews were transcribed, and analyzed in order to answer the research questions. In general, positive outcomes of the implementation of Kagan cooperative learning structures related to students' engagement were shown from both teacher and student participants. Students agreed that they were in favor of working in pair and group tasks while teachers realized that their students became more engaged and motivated to complete assignments in a team setting. Implications from this study support the potential for Spencer Kagan's cooperative learning model application in not only non-English majored classrooms in Vietnam but also other levels.

**Keywords:** *Cooperative Learning, Approach: is a way of looking at teaching and learning, Non-English Majored Students: learn English for General Purposes, Engagement: is the degree to which learners are engaged with their educational activities, Spencer Kagan: is famous for the so-called structural approach to cooperative learning.*

## ERROR ANALYSIS IN ACADEMIC WRITING: A CASE OF UNDERGRADUATE STUDENT IN AN ONLINE COURSE

**NGAN THI THU DONG**  
Vietnam National University Hanoi

### Abstract

Making errors is and always has been an almost inevitable part of second language acquisition. Error analysis, therefore, was among one of the first methods researchers used to explore learner language in the field of SLA. The most significant contribution that error analysis has made to SLA research is helping EFL teachers and learners recognize errors, not as signs of poor performance that should be avoided at any cost, but as an inevitable part of the learning process. Among students' errors, writing errors deserve attention due to their disruptive potential as a threat to the quality of learners' writing, especially in the EFL teaching context in Vietnam where teaching academic writing has long been considered a real challenge for teachers. This case study was conducted with the aim to investigate the likely most common errors in writing argumentative essays of an intermediate EFL learner in an online class hence proposing the possible causes of the errors along with suggested implications for EFL teaching in this digital era. After error identification and categorization, the researcher found that grammatical and lexical errors are the two most frequent error types, which possibly result from several reasons including interlingual transfer, intralingual factors or a mix of both. The study also suggests some pedagogical implications i.e. prioritizing serious mistakes and involving students in the error analyzing process. Despite some limitations, this research contributes to the existing literature as it adopts the error analysis approach to go beyond looking at the learner's work on the surface but reading between the lines to explore their intention.

**Keywords:** *academic writing, online class, error analysis*

### Biodata



**Ngan Thi Thu Dong** is a Lecturer of English at the University of Language and International Studies, where she teaches Critical Thinking and English for Exam to second-year students. She holds a Master's degree focused in Applied Linguistics & TESOL from Macquarie University. Her interests are learner autonomy and Global Englishes.

## E-LEARNING SATISFACTION OF VIETNAMESE STUDENT: THE MEDIATION OF PERCEIVED USEFULNESS AND PERCEIVED EASE OF USE

**KHUONG NGUYEN THANH<sup>1</sup>, VY LO TUONG<sup>2</sup>,  
THANH TRAN NGUYEN BANG<sup>3</sup>**  
Ho Chi Minh University of Law

### **Abstract**

This study investigates the effects of quality and perception of technology (perceived usefulness (PU), perceived ease of use (PEOU)) on an e-learning student's degree of satisfaction with the experience. Students at Ho Chi Minh University of Law are given a survey and questionnaire to collect data. A survey of 974 students who reported utilizing e-learning during the Covid-19 outbreak was undertaken and analyzed using a structural equation model (SEM). According to our findings, quality has a significant impact on the satisfaction of e-learning students. Furthermore, the combination of perceived ease of use and perceived usefulness functions as a mediator for the relationship between quality and e-learning students' degree of satisfaction. Further analysis suggests that both PU and PEOU are feasible solutions for preserving the mediation.

**Keywords:** *quality, perceived ease of use, perceived usefulness, e-learning satisfaction*

## A CASE STUDY OF A SUCCESSFUL AND AN UNSUCCESSFUL FOREIGN LANGUAGE LEARNER

**VAN THANG NGUYEN**  
Thanh Dong University, Vietnam

### **Abstract**

This paper focuses on the investigation of the differences in multiple intelligences, learning styles, motivation and language learning strategies used by a successful and an unsuccessful foreign language learner. The current study used a questionnaire for multiple intelligences, the Strategy Inventory for Language Learning (SILL) by Oxford (1990) to assess the frequency use of language strategies and interview questions adapted from Naiman, Fröhlich, Stern, and Todesco (1975) to find out motivations and learning conditions of the language learners. The mixed-method study has found that the successful language learner has verbal/linguistic, intrapersonal and interpersonal intelligences while the unsuccessful one owns naturalistic intelligence. The study indicates that the successful learner was intrinsically motivated and the unsuccessful one studied English as foreign language to pass examination. It was also found that the successful language learner used a wider range of language learning strategies for significantly learning English as a foreign language more frequently than the unsuccessful one. The former mostly used metacognitive strategies, compensation strategies, cognitive strategies, memory strategies and social strategies while the latter rarely used the language learning strategies.

**Keywords:** *successful learner, unsuccessful learner, multiple intelligences, learning styles, motivation, language learning strategies*

**DESIGNING ONLINE TESTS TO TEACH ENGLISH CULTURAL WORDS****PHAM THI THANH THUY, HA HONG NGA**

Hanoi National University of Education

**Abstract**

Online teaching and learning have been recently seen much in Viet Nam and many other countries. Foreign languages are considered a pivotal subject to learn for the past few years in Hanoi and a number of provinces. This subject has been taught both online and offline, or it can be called blended learning. In terms of online language teaching, designing materials including tests is of large concern for teachers and educators. Within this study, the authors investigate the issue of designing online tests of English cultural words based on an EFL coursebook being used at a university. The key research method is collecting and classifying English cultural words from an EFL coursebook and designing appropriate online tests for the students basing on reliable theoretical principles.

**Keywords:** *online teaching, online language teaching, designing online tests, cultural words*

## TEACHERS AND STUDENTS' PERCEPTIONS OF USING DIGITAL GAMES IN IMPROVING VOCABULARY AT NON-ENGLISH-MAJORED CLASS

NGUYEN THI MINH NGOC<sup>1</sup>, TRINH THI HANG<sup>2</sup>,  
TRAN THI THANH HUONG<sup>3</sup>

<sup>1</sup>Hanoi University of Industry

<sup>2,3</sup>Phenikaa University

### Abstract

The use of gamification in education is of increasing interest. Numerous studies have explored various aspects of integrating digital games (DGs) into English language teaching and learning. This research sought to investigate teachers and students' perceptions of incorporating DGs in improving vocabulary for non-English-majored students at Phenikaa University, Vietnam. This cross-sectional study was completed with a structured survey on 30 lecturers and 300 students, alongside with in-depth interviews on some randomly-selected respondents from both groups. The findings revealed that these two groups of participants mostly shared positive attitudes towards DGs. The teachers were aware of the importance of DGs as a modern and appealing approach to the teaching of vocabulary; however, they were reluctant to use them frequently because of time constraints, distraction and technological complexity. With regard to the students, about half of them believed that DGs at class offered good learning opportunities regarding vocabulary and speaking skills. In contrast, most of them were interested in playing these games for fun. The findings are of great value in giving educators and students a profound understanding of both positive and negative impacts of using DGs to facilitate learners' vocabulary learning.

**Key words:** *digital games (DGs), teachers' perceptions, students' perceptions, non-English-majored students, vocabulary, English teaching*

### Biodata



**Hang Trinh** is as a lecturer at the Faculty of English, Phenikaa University. She started her teaching career in 2017. After earning her bachelor's degree at Hanoi University, she embarked on her master study majoring in TESOL& FLT at Canberra University in 2019. Her research interests include technology integration, new developments in pedagogy of language teaching and testing and assessment.



## MEASURES TAKEN BY LECTURERS IN TEACHING LANGUAGE SKILLS TO LARGE EFL CLASSES ONLINE AT SOME UNIVERSITIES IN VIETNAM

HUONG TRAN THI THANH<sup>1</sup>, TU NGO HUY<sup>2</sup>

<sup>1</sup>Phenikaa University, Vietnam

<sup>2</sup>Dai Nam university, Vietnam

### Abstract

In EFL online teaching, large-sized classes are of major concerns and different teachers have taken various measures to facilitate and enable better learning outcomes. This study investigated the measures used in teaching language skills to large EFL classes online by lecturers at some universities in Vietnam. A structured questionnaire including several open-ended questions was designed and employed with the participation of 60 respondents of different age groups, university settings and IT competence levels. The research found out that most teachers often preferred teaching receptive skills (i.e. reading and listening) as they were more graphic and more easily handled. Accordingly, more audio-visual measures were reported to be effective. Activities that allowed students to prepare and get ready were also more favorable. Presentations, role-plays, interviews and flipped classes were counted among the most frequently used activities. Besides, class short assignments on less academic tasks were more prevailing because they did not apply challenges and pressure on learners. Respondents revealed that they had to perform a lot of technical skills and combine several digital means of teaching, managing, monitoring and assessing their classes. Most of them agreed that teaching language skills to large EFL online classes was more difficult than that offline. It was recommended from this study that more training on handling blended classes and support efforts should be given to teachers of large classes as well as more innovative language activities and pedagogical measures should be designed to improve teaching and learning quality in such a circumstance.

**Keywords:** *online teaching, pedagogical measures, language skills, teaching techniques, large EFL classes*

## PERCEPTIONS AND ATTITUDES TOWARDS BLENDED LEARNING FOR ENGLISH COURSES: A CASE STUDY OF ENGLISH-MAJORED STUDENTS AT THU DAU MOT UNIVERSITY

MINH NAM ANH NGUYEN<sup>1</sup>, THANH DU TRAN<sup>2</sup>,  
THI THANH TRUC TRAN<sup>3</sup>

<sup>1</sup>Thu Dau Mot University,

<sup>2,3</sup>Ho Chi Minh University of Social Sciences and Humanities

### Abstract

During the COVID-19 pandemic, blended learning has become a new normal for higher education. This paper presents a case study of the perceptions and attitudes of English majors towards blended learning courses at Thu Dau Mot University. This research examines the critical characteristics of combined learning courses that students perceive as beneficial and efficient in their learning. It also analyzes the negative attitude of blended learning from the learners' viewpoints. The respondents of this study are 50 undergraduate students majoring in English at Thu Dau Mot University's Faculty of Foreign Languages. The data are collected using a questionnaire to assess students' opinions and behavior towards blended learning in two principal domains. In addition, the writer uses both statistical and content analyses to get a deeper comprehension of students' responses. The findings imply that students appreciate the convenience and flexibility of blended learning and the possibility of face-to-face interaction with instructors and classmates for establishing personal learning connections. Consequently, blended learning is as beneficial as in-person learning in terms of retaining and enhancing understanding and learning skills. There are also unfavorable attitudes about time-wasting, cheating opportunities, and lack of social support among the students regarding blended learning.

**Keywords:** *blended learning, students' perceptions, students' attitudes*

## MOTIVATION AND AMOTIVATION OF NON-LANGUAGE MAJOR STUDENTS TOWARDS LEARNING ENGLISH: A QUALITATIVE ANALYSIS

ALPRINCE KING BIRI<sup>1</sup>, ROWENA CONTILLO<sup>2</sup>, ANALYN SAAVEDRA<sup>3</sup>, ABIGAIL ANTONIO<sup>4</sup>, EDISON ESTIGOY<sup>5</sup>, ERICSON ALIETO<sup>6</sup>

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<sup>2</sup>University of Perpetual Help System Laguna, Philippines

<sup>5</sup>Xi'an University of Technology, China

### Abstract

English, being the international medium for communication as well as the language of the academe and commerce, has been inculcated in the curriculum globally for decades. However, the abrupt shift to online learning modality caused by the COVID-19 pandemic has posed several challenges in the delivery of English language instruction. Learners' motivation is among the major concerns that emerged in virtual classrooms. This qualitative-descriptive study endeavored to determine the motivations and amotivations of non-language major teacher education students toward learning English online. The researchers gathered data through semi-structured interviews and employed purposive sampling techniques to select 10 participants, all of whom are aged 18 to 20 years old, specializing in General Education, and enrolled in online English courses at a prestigious state university. The findings revealed that easy access to information and availability of resources, web-based opportunities for in-depth learning, intrinsic motivation, teacher influence, support from other people, entertainment media, independent learning, and interests in the English language motivate the non-language major participants in learning English online. On the other hand, their amotivations are poor internet connectivity, external distractions, teacher-specific factors, power outages, criticisms from other people, health problems, difficulties in using online learning applications, academic task overload, and procrastination. The aforementioned findings revealed that although online learning serves as the best alternative possible in the new normal in education, there are a number of issues in this form of pedagogy that require an urgent response and more investigation.

**Keywords:** *English, motivation, amotivation, online learning, non-language learner*

## LIFE CAREER DESIGN FOR A PERSONAL PROJECT OF HIGH SCHOOL STUDENTS

NAJIA AMINI<sup>1</sup>, YOUSSEF SEFRI<sup>2</sup>, MOHAMMED RADID<sup>3</sup>

Hassan 2 university

### Abstract

According to educational experts and career guidance, the market and global economic forces linked to a postmodern society, have led to a crisis in career development models and practices. In such an uncertain and rapidly changing context, students face major challenges during their career development. The Life career counselling based on the narrative and constructivist models are mainly recommended to foster people's autonomy and encourage them to participate in a process that is meaningful to them. This study examines, through a qualitative approach, students' experiences of career development. The narratives of 17 participants were analyzed in order to better understand students' career development needs. The results indicate problems with self-identity, career identification, and a limited ability for exploration. The findings can be used to improve the practice of Life Career Design in the development of career skills in a Moroccan high school context. This study is a component of the efforts made by improving career interventions to better prepare future citizens for participation in a knowledge-based society.

**Keywords:** *Career Development, High School, Life Career Design, Qualitative approach*

## TECHNOLOGICAL SKILLS BETWEEN THE FRESH-MAN AND OUTGOING STUDENTS OF ENGLISH DEPARTMENT OF HAMDARD UNIVERSITY BANGLADESH

NUJHAT ISLAM<sup>1</sup>, MOHAMMAD MONOWAR HOSSAIN<sup>2</sup>

Hamdard University Bangladesh

### Abstract

Since the spreading of the novel Coronavirus in 2019, the education sector all over the world has almost collapsed. The government had shut down all kinds of educational institutions. Therefore, online classes have become a substitute for physical classes. Both the educational institutions and the students had faced different types of obstacles. All students of the English Department, Hamdard University Bangladesh, had to do the classes online. Therefore, it has become a necessity to find out the technological skill development among the students after attending the classes online. The newly admitted students are very new with the online classes. On the other side, the senior students are supposed to be well-skilled in this area by the end of their study. However, some of them are not able to improve. This study investigates the students' cognitive approach in terms of learning technical equipment. While investigating, the researcher compares the fresh-man students with the graduating class. To analyze students' development in technical skills, Bloom's six-stage model of development of mind, and its alternative model given by Ruben Poentadura have been analyzed. From 1st semester of English department 80 students and 15 outgoing students have been compared in terms of their technological development.

**Keywords:** *online, technology, cognitive*

### Biodata



**Ms. Nujhat Nuari Islam** is currently doing her PhD in Comparative Literature at English and Foreign Languages University, Hyderabad, India. She is an ICCR SCHOLARSHIP holder. She is an Assistant Professor of English at Hamdard University Bangladesh. Her research interests are Children's Literature, CALL, Technology in Education, Educational Policy, Sociolinguistics and Fantasy Literature. She is also working on a project on Technology in Education with Mr. Monowar Hossain, Assistant Professor of CSE, Hamdard University Bangladesh.

## THE IMPACTS OF LYRICS TRAINING ON IMPROVING LISTENING SKILL FOR ESL STUDENTS

**NGUYEN TRUONG GIA MINH**

Hoa Sen University

### **Abstract**

People's needs for learning listening skills have increased enormously since the technology era came into our world. However, students will get bored learning these skills if they learn with the traditional coursebook and stereo with CDs. Therefore, the appearance of mobile-assisted language learning (MALL) as a learning tool is beneficial for inspiring ESL students to learn the listening skill because of its convenience and portable characteristic, which helps them to learn whenever and wherever they want. Furthermore, various kinds of mobile apps can benefit students in improving their listening ability. Lyrics Training is a vital part of these apps when it helps students feel interested in these skills when they can achieve their learning goal and detect the new beautiful songs to add to their playlist. This paper aims to show this app's benefits and limitations via researching the related available papers. The result will illustrate the effects of music and MALL on students' English learning process.

**Keywords:** *MALL, listening skill, mobile apps, Lyrics Training, music, ESL learners*

### **Biodata**



**Nguyen Truong Gia Minh** is a journalist in the International column of Tuoi Tre Newspaper and a part-time English teacher. She is studying for an MA in TESOL at Hoa Sen University, Ho Chi Minh City. Besides, she earned her BA in Business English at the University of Economics and Finance (UEF) in 2019. Her research areas of interest include TESOL methodology, English speaking skills, English listening skills, English pronunciation.



## STUDENTS' READINESS FOR ONLINE LEARNING: A STUDY IN VIETNAM NATIONAL UNIVERSITY

LINH TRINH<sup>1</sup>, MINH NGUYEN<sup>2</sup>

<sup>1</sup>University of Languages and International Studies

<sup>2</sup>Vietnam National University

### Abstract

The rapid development of education technology in recent years has created an inevitable trend of online education on a global scale. In Vietnam, online learning has also been regarded as one of the key factors to the development of higher education system. There are several factors deciding the success of online learning application in such institutions, one of which is students' readiness. This study aimed at investigating students' readiness for online learning in University of Languages and International Studies, Vietnam National University (ULIS-VNU) using a unified theory of technology acceptance and use (UTAUT) with some modifications. The findings suggested that university students have a positive perception and high readiness towards online learning. Their readiness was found to be influenced by five aspects: performance expectancy, effort expectancy, attitudes, social influences, facilitating conditions and e-learning tools proficiency. The study's results also provided implications for Vietnamese educators in designing online learning system and curriculum for university students.

**Keywords:** *online learning, students' readiness, higher education, quantitative research*

### Biodata



**Trinh Hong Linh** is currently a PhD student at VNU-University of Education and an English language lecturer at University of Languages and International Studies, Vietnam National University and a PhD student at VNU - University of Education. Her research interest is in English language teaching as well as assessment and measurement.



**Nguyen Nguyet Minh** 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.

## A COMPARATIVE STUDY OF ENGLISH AND VIETNAMESE NATURE IDIOMS USED ON ELECTRIC NEWSPAPERS

**NGUYEN HONG NHUNG, NGUYEN THI NGOC NGA**  
Van Lang University – Vietnam

### Abstract

The language of journalism is very close to human life, which is a fertile field for researchers to determine linguistic characteristics. Comparative studies on the features of languages used in newspapers are worth conducting. The objective of this paper is to survey the number of online articles in the Guardian and Tuoi Tre newspapers from 2001 to 2021 whose headlines contain 30 English and 30 Vietnamese nature idioms restricted by seas, stones, stars, sky, and storms. From the findings, with the same number of nature idioms surveyed, the figure for English online articles' headlines having nature idioms is generally much greater than that in Vietnamese. While the quantity of e-news' headlines carrying English idioms about storms is the highest, the headlines bearing Vietnamese idioms related to the Sky and seas constitute the largest figures in our corpora. The results reported in this study will contribute to the research field of corpus linguistics.

**Keywords:** *corpus linguistics, comparative study, nature idioms, headlines, frequency*

### Biodata



**Nguyen Hong Nhung** obtained a BA degree in TESOL at Saigon University. She is currently pursuing her Master of Arts in Applied Linguistics at Van Lang University. Her keen research interests, inspired by Dr. Tran The Phi, mainly cover Cognitive Linguistics and Teaching Methodology.

## APPLICATION OF TECHNOLOGY IN TEACHING AND LEARNING AT UNIVERSITY - OPPORTUNITIES AND CHALLENGES FOR LECTURERS AND STUDENTS IN VIETNAM TODAY

**VU THI BICH NGOC**  
Trade Union University

### **Abstract**

The application of technology in teaching and learning methods has been widely applied in many countries around the world, including Vietnam. During the Covid-19 epidemic period, from the beginning of 2020 until now, the application of technology in teaching has been used more commonly at all levels of education. Using technology in education expressed through online learning is considered the optimal solution when implementing the policy of keeping distance during the Covid - 19 epidemic but still keeping connected and implementing teaching activities in schools. For the school, online learning has ensured the amount of knowledge, the program framework, and the output standards. At the same time, important school events can also be organized online as planned. For teachers, applying technology in teaching is a new teaching method, away from traditional teaching methods for a long time. For students, using technology in learning has opened up new learning opportunities, updated information as well as exploited more lecture content easily. But in reality, in order to apply technology in learning and teaching at university most effectively, it still needs efforts from lecturers and learners.

**Keywords:** *technology, teaching, learning, university*

**FACTORS AFFECTING EDUCATION FOR VIETNAMESE YOUTH TODAY**

**NGUYEN MINH TRI**  
HUTECH University

**Abstract**

The development history of countries in any era shows that young people always hold an important position and role in the development of society. Today, along with the promotion of economic growth, the opposing sides of the market economy, international economic integration, and the movements of ideas and foreign cultures... have greatly influenced the mind: thoughts, feelings, and responsibilities of the young generation towards the task of national construction and defense. Therefore, more than ever, Vietnam must take care of the education and training of young people so that they can truly be the main army in the cause of national construction and development; consider it one of the top tasks, because it is directly related to the future of the country. The article focuses on analyzing the factors affecting moral education for young people, thereby proposing solutions to improve youth education to meet the development requirements of the country.

**Keywords:** *education, youth, globalization, Vietnam*

## LANGUAGE TEACHERS' PERCEPTION AND PRACTICE OF ADOPTING BLENDED LEARNING TO ADAPT TO THE NEW NORMAL

CAO THI XUAN LIEN

Hue University

### Abstract

The practice of blending online learning and face-to-face learning has become ubiquitous across many tertiary institutions both worldwide and nationwide, especially amid the Covid-19 pandemic. This paper is based on a study investigating how language teachers perceive blending learning and how they adopt this model in their teaching practice to adapt to the new normal. The participants include 50 teachers who are teaching languages such as English, French, Russian, Chinese, Japanese, and Korean at Hue University, located in central Vietnam. The data was collected through a survey and then supported by follow-up interviews with 10 of the surveyees. The findings reveal teachers' perception of blended learning in terms of its necessity, feasibility, usefulness, ease of use, as well as their confidence and intention of continuation. In addition, the study also reflects the reality of how blended learning is currently applied by these language teachers regarding such factors as how many percentages online and face-to-face components take up, how online component supports face-to-face component, how online and face-to-face classroom activities are blended, when online and face-to-face elements are arranged, etc. There is also a comparison of these teachers' responses based on their teaching expertise to see whether they perceive and use blended learning differently.

**Keywords:** *blended learning, language teachers, perception, practice*

### Biodata



**Ms. Cao Thi Xuan Lien** is currently a lecturer of English at University of Foreign Languages and International Studies, Hue University, where she is teaching four English skills and ELT methodologies for nearly 10 years. She holds a BA in English Language Teaching from University of Foreign Languages, Hue University and an MA in TESOL from the University of Hull, the United Kingdom. Her research interest includes CALL, CALT and other educational technology which can help to improve her teaching and inspire her students' learning. Her recent study is about how teachers and students perceive the use of LMS in online learning.

## EXPLORING THE EFFECTIVENESS OF APPLYING PROJECT- BASED- LEARNING IN TEACHING ENGLISH SPEAKING SKILLS IN REMOTE LEARNING SETTING

**TUYEN NGUYEN CHAU BICH**  
Ho Chi Minh City Open University

### Abstract

A vast number of remote learners yearly participate in online English courses at Ho Chi Minh City Open University to improve their English language skills for different purposes of getting effective communication, better job and higher education. However, most of them seemed to be problematic in natural and fluent speaking skills at an acceptable level of a non -native speaker due to lack of environments for English practice and communication when having non-physical and irregular contact with their peers and instructor, so a project- based learning (PBL) method was applied to help the remote learners have more learning environments to enhance their English- speaking skills. Therefore, this study aims to explore the effectiveness of PBL applied in teaching English speaking skills and learners' attitudes towards PBL method. To do that, a mixed research method was used. 50 remote learners were asked to respond a survey questionnaire and 6 of them were interviewed for quantitative and qualitative data collection respectively. The finding shows that PBL enabled learners to improve their speaking skills when it helped to create more learning environments for learners to autonomously practice their speaking skills, and learners also expressed their satisfaction with this teaching method applied.

**Keywords:** *remote learners, Project-based learning, speaking skills*

### Biodata



**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 at University of Southern Queensland, Australia in 2013, she has had a strong passion for English teaching and doing research related to online training, teaching methods, education psychology. She never stops looking for more chances to gain more knowledges and experiences in English teaching and conducting research papers.



## BUILDING A MUTUAL PARENTAL-TEACHER RELATIONSHIP TO ENHANCE MOTIVATION OF YOUNG STUDENTS IN RURAL AREA TOWARDS ENGLISH LEARNING

SORYALY CHAU, KHON CHAU, THI PHUONG MAI NGUYEN

An Giang University-VNUHCM, Vietnam

### Abstract

Previous researchers have involved in studies of school-family engagement and motivation among the young learners from the primary grades to the secondary grades, leading to a long-term consequence for the young students' academic achievement (Hamre & Pianta, 2001; Meehan et al., 2003). The positive relationship between the family with school differs from the low-income and higher income family (Boethel, 2003; The Future of Children, 2005). English learning and ELT in the Southern of Vietnam are also concerned by Vietnamese researchers, but just a few of involving in the external motivation that results in English performance of young students. With an experience on English teaching for an 18-year period in rural area, the current researcher explores how the engagement and involvement of parental-teacher role positively impacts on the young students' dynamics towards English studying. The study is conducted with 27 in-depth interviews with children parents to explore an understanding about the influence of parent-teacher relationship quality. The finding indicates the more family get involved in young students' English study, the better outcomes of children academic performance are witnessed. It is necessary for schools, particularly teachers, to set up a close relationship with children family to get insight into the external motivation.

**Keywords:** *parental-teacher relationship, motivation, young students*

## APPLYING ONLINE PEER FEEDBACK VIA GOOGLE CLASSROOM PEER REVIEW APPLICATION IN ENGLISH ACADEMIC WRITING

LY NGUYEN

Ho Chi Minh City Open University

### Abstract

Writing in English is highly regarded as a challenging skill since most students have found many problems somewhat occupying teachers' time to help them overcome. Peer feedback which requires students to analyze and then give suggestions for revising their partners' works (Sukumaran & Dass, 2014) is considered a worthwhile alternative to teacher-based feedback and its benefits for academic writing have been extensively examined. With great convenience, Google Classroom Peer Review recently begins to capture teachers' attention as an innovative online peer feedback tool. Hence, this mixed-method study aims to conduct a quasi-experiment to investigate the effects of online peer feedback (OPFB) in an experimental group with 32 first-year students and their attitudes towards OPFB. The data was collected from four writing assignments and the questionnaire. The findings show the experimental group generally improves their use of vocabulary and grammar in writing significantly as compared with 32 students in the control group. The experimental group had positive attitudes on OPFB, in terms of free selection and assigned-pair feedback. In addition, they did share certain problems and suggestions that have substantially contributed to the improvement of applying OPFB. Thanks to its practical effectiveness, the researcher aspires to propose recommendations for enhancing learners' academic writing competence in future studies.

**Keywords:** *peer feedback, online peer feedback, Google Classroom, Peer Review, attitude*

### Biodata



**Ms. Ly** is currently working at the Faculty of Foreign Languages, Ho Chi Minh City Open University. She holds a master's degree in Teaching English to Speakers of Other Languages by Ho Chi Minh City Open University. She has been teaching English since 2015 at The Asian International School. Her research interests are in the areas of comparative linguistics, language teaching methods, and educational administration.

## BENEFITS OF BLENDED LEARNING IN ENGLISH LANGUAGE EDUCATION IN VIETNAMESE UNIVERSITIES: FROM EFL LECTURERS' PERSPECTIVES

**THI NGUYET LE**

Senior lecturer, University of People's Security, Vietnam Author keywords

### Abstract

Blended learning (BL), a combination of face-to-face learning and online learning in educational contexts, is considered an effective and dominant mode of delivery during the current rapid growth of the Internet and Web-based technology. In English language education nowadays, BL brings many benefits not only for learners but also for teachers and educational institutions. Therefore, this study investigated the benefits that BL brought to relevant stakeholders of English teaching at Vietnamese universities. The study was conducted through semi-structured interviews with 20 EFL lecturers working at different Vietnamese universities. The results revealed that the lecturers mainly perceived a wide range of benefits of using BL for themselves and students while a few of them realised benefits for Vietnamese universities and faculties/departments of English language. The benefits of BL for each stakeholder were grouped and explained in this study. Vietnamese EFL lecturers could perceive many benefits of using BL in English teaching; however, they did not take advantage of those benefits. More importantly, many of them indicated that they were not managing their implementation of BL in English teaching effectively. Finally, some recommendations are proposed to help EFL lecturers enhance their understanding and make the most use of the benefits of BL, which contributes to the effectiveness of English language education in Vietnamese universities.

**Keywords:** *blended learning, EFL, English language education, Vietnamese universities*

### Biodata



**Ms. Thi Nguyet Le** is a lecturer of English Language at the University of People's Security for nearly 20 years. She has achieved a doctoral degree of Education at Edith Cowan University, Australia. Her research interests are blended learning and TESOL methodology.

## APPLYING THE THEORY OF ROLE SCHEMAS IN LEARNING THE CLASS OF WORDS INDICATING THE KINSHIP RELATIONSHIP OF VIETNAMESE AND JAPANESE

**LY THI PHUONG TRAN**

**NHU TAM VO NGUYEN**

Saigon University

### Abstract

Being a model that processes information about people's perception to understand the complex world and society in which they live, role schemas keep their place as a crucial concept in Cultural Linguistics. In this paper, from noticing the hierarchical cultural characteristics of the two ethnic communities of Vietnam and Japan, which are clearly expressed in the way family members are addressed, amply demonstrating the significance of their responsibilities in both families and society, we have chosen this topic in order to solve the questions that are: What are the characteristics of the class of words indicating kinship relations in Vietnamese and Japanese? How are the similarities and differences in this word class between the two languages Vietnamese and Japanese shown? Through using quantitative and qualitative methods to analyze the source material which is a collection of words indicating kinship relations in Vietnamese and Japanese drawn from dictionaries, literary works, we have described the characteristics of this class of words in Vietnamese and Japanese, thereby reconstructing the structure of the schemas that have been used by the two communities in specific cultural situations. The research results of the paper can be used as a supplementary source for teaching and translating Vietnamese-Japanese languages.

**Keywords:** *role schemas, kinship words, Cultural linguistics, Vietnamese, Japanese*

### Biodata



**Ly Thi Phuong Tran** is having 15 years of teaching and researching in the field of language and language teaching. Main areas of researching: Cognitive Linguistics, Constructive Linguistics; Cultural Linguistics

## CHALLENGES OF TEACHING ENGLISH IN ONLINE-MODE: PERSPECTIVES OF ENGLISH TEACHERS FROM TRIPURA, INDIA

**SRIRUPA PODDAR**

University of Hyderabad

### **Abstract**

The expressions Online Education and E-learning, though not new to the world of academia, have gained much impetus in the recent time more out of necessity than a natural academic evolution. Distance mode of learning and correspondence courses have been in the light of presence since long but the mass reach of these courses are limited objective oriented. With the whole world following the trend of online education through various platforms and apps, the hilly North-East Indian States like Tripura did not lag behind in its endeavor to impart teaching in online- mode. Along with the institutions of higher education; the government, private and public schools extended their duty and responsibility through online education to include and integrate more and more students to the engaging process of teaching-learning. Adapting the process of online teaching-learning poses challenge to both the teachers and the students as both have been in the process of off-line teaching-learning mode since the time they enrolled themselves in the very process of institutional education. The socio-economic and geographical condition, along with family background play a pivotal role in making this conscientious activity successful. Many school teachers in Tripura took resort to online teaching-learning process through Whatsapp. Although Google Meet, Zoom and apps alike offered better platforms in terms of interaction and live communication, the reach of these apps at times appeared to have limitations and reservations. The exhaustible pandemic-time demanded inexhaustible effort and involvement from the part of the Department of Education and school teachers to make the process more effective and meaningful. How to make this pandemic a pan-academic experience was the hardest of challenges to the school Education Department and school teachers. This paper is an attempt to study and analyse the obstacles incurred by online education and e-learning imparted to school children with special focus on teaching language and literature.

**Keywords:** *E-learning, online Education, socio-economic and geographical conditions, Challenges, teaching language and literature*

## TEACHING EFL IN JAPAN USING LINE TO DEVELOP ENGLISH PRESENTATION SKILLS

**HIROYUKI OBARI**

Aoyama Gakuin University

### **Abstract**

From April to July 2022, approximately 200 university students were taught English presentations using Line in 11 classes (9 face-to-face, 2 online) in the first semester.

Various topics appropriate for 21st-century education (SDGs, AI and Society, Intercultural Communication, Cross-cultural IQ, intercultural communication, worldviews, etc.) were taught, and students spent about two weeks preparing their presentations. In addition, eight times, basic presentation skills were taught about preparing slides (without writing many words), presentation expressions and delivery, etc.

Individual or several group presentations were given about six times. In addition, we invited a professor from abroad to give lectures and discussions on Cross-cultural IQ, Global Leadership, and Worldview Study, and on that subject, we also invited young people from abroad to participate and discuss in small groups. As for the presentations, each person made ten slides in English and digital storytelling (DS) by adding audio to the slides and gave a presentation, which each person filmed on their smartphones and submitted to group Line. During the presentation, each presenter was evaluated on a 30-point scale (6 essential items: intonation, delivery, logical sequence, visual aids, etc.) using PeerEval's evaluation software on their smartphones.

In conclusion, through the 15 flipped lessons in the first semester, students initially presented only by reading and looking at their notes, but as they presented many times, they became able to present without reading notes, looking only at the English slides. In addition, by creating DS storytelling (DS), students could practice their speech repeatedly and watch their presentations on the Line, making them feel more motivated to practice presentation skills.

From the questionnaire survey (50 items), students learned that:

1. Students were inspired by the professor from abroad at the CQ lecture,
2. Interaction with young people from abroad changed their worldviews,
3. Students made much progress in giving English presentations with less anxiety.

For the final exam, we asked the students to make five minutes presentations on what impressed them most and to write a one-hour essay titled "Important things I learned this semester." Most of them expressed their thoughts in solid English.

**Keywords:** *Line, Flipped Lessons, Presentation Skills, 21st-Century Education, Worldview, Cross-cultural IQ*



## THRIVING TRIBE IN TIMES OF CRISIS: EDUCATIONAL EXPERIENCES OF FIRST-YEAR COLLEGE STUDENTS OF THE DUMAGAT TRIBE IN RIZAL

**CARMELO JOSE A. BUHAIN**  
Global Reciprocal Colleges, Philippines

### **Abstract**

The study explores the educational experiences of First-Year College students of the Dumagat Tribe in Rizal in both the micro and macro-level environments in terms of personal factor, family structure, peer selection, social activity and awareness. This study also sought to answer how teacher and school factors affect the educational experiences of the participants in the midst of the pandemic. Study participants were five First Year College students currently enrolled in Global Reciprocal Colleges, members of a Dumagat Tribe and attending blended learning classes, a combination of synchronous online session and asynchronous-modular session while residing in Barangay Daraitan, Municipality of Tanay, Province of Rizal. Data from questionnaire, life-story essay, unfinished statements, and participant observation were triangulated and the modified grounded theory approach was utilized.

The study reveals that participants are thriving amidst the pandemic because they have a sense of self-determination, has strong spiritual foundation, they value sharing and commitment, has positive peer relationship, they are actively involved in community affairs, and they have high level of social awareness. The study acknowledges that a synergy between the teacher and school, as well as the role of community in offering Compassionate, Inclusive and Innovative education affects positively for the students to thrive amidst the challenges brought by the pandemic. This study can serve as basis in exploring educational issues and challenges a tribal community is facing, thus will serve as an opportunity to develop and improve a resilient, timely and relevant educational strategies.

**Keywords:** *Pandemic, Thrive, Education*

## A STUDY ON THE EFFECTS OF DIGITAL STORIES ON STUDENTS' LISTENING COMPREHENSION AT ELEMENTARY LEVEL

<sup>1</sup>MAI BÙI & <sup>2</sup>THÚY ĐỒ

<sup>1</sup>Hanoi University of Business and Technology

<sup>2</sup>University of Transport and Communications

### Abstract

Since listening has been xzxclaimed to be the most difficult English language skill to a majority of Vietnamese students. Particularly, many students have trouble catching main ideas or dealing with listening comprehension tasks in their exams. This study was conducted to examine the effectiveness of Digital stories on helping students summarizing events and recognizing main ideas in doing listening tasks. On the basics of a quasi-experimental research, two groups of first-year students at University of Transport and Communications, who were learning English as a non-major subject, participated in this research. Student's diary, semi-structured interview and listening tests were employed to collect data for the research. Before the treatment, no significant difference was founded between both groups in their listening ability. Due to the restricted schedule, the researcher could only pilot eight Digital stories in listening lessons for the experimental group. Interestingly, the post-test results indicated that experimental students who are taught with Digital stories attained higher in scores when doing listening tasks in terms of summarizing events and recognizing main ideas. Besides, via results gathered from diary and semi-structured interview, it revealed that although participants encountered with various problems related to their attitudes and engagement, the higher levels they had, the more they were interested in the innovation.

**Keywords:** *Digital stories, Students' listening comprehension, Elementary level*

### Biodata



**Mai Bui** is an English lecturer at Hanoi University of Business and Technology. After her graduation from Hanoi National University of Education in 2013 with a good degree, she continued her study at University of Language and International Studies and got her M.A degree in 2016. She has got nearly nine years of experience in teaching English for both English majors and non-English majors. She used to participate in many different domestic and international conferences in English language teaching and learning methodology. She also got American English E-Teacher Program Scholarships for Winter 2020 and successfully finished the course.

## STUDENTS' ANXIETY IN ONLINE ENGLISH TESTS

HA NGUYEN

University Of Languages & International Studies, Vietnam National University

### Abstract

The study aimed at investigating the level of students' anxiety in online English tests. These students are non-English majored ones from University of Languages and International Studies, Vietnam National University, Hanoi. All of them took online tests, including Progress tests and End-of-term tests, in the previous semester due to the Covid-19 Pandemic on the online learning platform of our faculty. A paper-based questionnaire based on an Online Test Anxiety Inventory was delivered to 280 students. The analyzed data showed that most of the students sometimes or usually felt anxious before and in online tests, which was demonstrated by various psychological and physiological symptoms. Especially, the lack of interactions with peers while studying online and the difficulty level of the tests tended to increase their stress. Besides, students often experienced a rise in anxiety right before the tests with faster heartbeat rates, rather than while doing them. In comparison with face-to-face English tests, the majority of students rarely found online tests more stressful. The study suggested that online tests may be an effective way to help students reduce stress and anxiety in English tests while still ensuring the quality of assessment on students' English proficiency levels.

**Keywords:** *online test, anxiety, English test*

## COMPARISONS BETWEEN THE REGULAR GRAMMAR MISTAKES OF CHINESE STUDENTS AND OTHER EFL COUNTRIES STUDENTS WHILE ASSESSING SPEAKING

**XIANGMIN KONG**

University of Malaya

### **Abstract**

This study was conducted to firstly, analyze the validity and reliability of the IELTS speaking test questions received by the four Chinese candidates. Then the frequency, grammar mistakes types, and the total number of grammar mistakes made by the four candidates are listed. The study has taken a relatively thorough observation of the performances of four Chinese IELTS takers' grammar mistakes. While the study did not cover all the aspects of speaking mistakes, more studies could be conducted concerning the other aspects of speaking mistakes.

**Keywords:** *IELTS speaking test, Grammar mistakes, Comparison Study*

## USING PROJECT-BASED LEARNING ON THE SECOND YEAR NON – ENGLISH MAJOR STUDENTS TO IMPROVE READING COMPREHENSION: A CASE STUDY AT THE ACADEMY OF JOURNALISM AND COMMUNICATION

**NHUNG NGUYEN**

The Academy of Journalism and Communication

### **Abstract**

A lack of reading quantity and time allocation for reading in class in EFL (English as a Foreign Language) classrooms in the Academy of Journalism and Communication (AJC) is one of the problems which lead to the students' low level of reading comprehension. Although the Project-based learning (PBL) approach is regarded as having significant potential in addressing these problems, it is not used in many EFL classrooms.

A case study was carried out to investigate the effects of PBL on the second-year non-English major students' reading comprehension in AJC and their attitudes towards PBL. The subjects of this study were 32 students who engaged in a reading project for two months and a half. Besides, two sets of questionnaires and tests combined with semi-structured interviews were conducted to determine the improvements of the students' reading comprehension and their positive attitudes towards PBL after implementing the project.

The results revealed that these students after the project scored significantly higher in reading comprehension than they did before the project and almost all students showed a positive attitude towards PBL. Besides, all of them agreed that they would like to take part in another project in next semester if there are some suitable changes.

**Keywords:** *project-based learning, reading, EFL, reading comprehension*

## INVESTIGATING THE EFFECTS OF EXTENSIVE LISTENING ON NON-ENGLISH MAJORED STUDENTS' ENGLISH VOCABULARY LEARNING AND THEIR ATTITUDES TOWARDS EXTENSIVE LISTENING

LY NGUYEN

Ho Chi Minh City Open University

### Abstract

Vocabulary has been taught to every student right from their start of learning English because of its extreme importance. Most previous studies have found that extensive listening could help students enhance their vocabulary knowledge. However, most studies lack evaluating the students' receptive vocabulary knowledge through listening to the target words. Therefore, the research aimed to examine to what extent extensive listening affected eighty non-English majored students' vocabulary learning, in terms of receptive knowledge and their attitudes towards extensive listening practice. The participants were selected non-randomly as a control group and an experimental group. They took Listening Vocabulary Levels Test as a pretest, then the experiment and control groups practiced extensive listening and intensive listening, respectively. After 8 weeks, all participants were required to take a posttest (Listening Vocabulary Levels Test). Only the experimental group answered in the survey to show their attitudes towards extensive listening practice. The results reveals that extensive listening helps to enhance the students' receptive vocabulary knowledge significantly, especially word meanings and word aural forms. Moreover, most students had positive attitudes towards extensive listening. Hence, it is strongly inspired for this research to suggest some implications and recommendations for futher studies to help students enhance their vocabulary learning significantly.

**Keywords:** *receptive vocabulary knowledge, Listening Vocabulary Levels Test, extensive listening, intensive listening*

### Biodata



**Ms. Ly** is currently working at the Faculty of Foreign Languages, Ho Chi Minh City Open University. She holds a master's degree in Teaching English to Speakers of Other Languages by Ho Chi Minh City Open University. She has been teaching English since 2015 at The Asian International School. Her research interests are in the areas of comparative linguistics, language teaching methods, and educational administration."



## CHALLENGES TO IMPLEMENT ONLINE CLASSES AT TERTIARY LEVEL IN BANGLADESH

**MURSHIDA RAHMAN**

Hamdard University Bangladesh

### Abstract

The majority of students and teachers in Bangladesh are not familiar with online education but rather are accustomed to traditional face to face classroom. Due to COVID-19, online class has become a common scenario all over the world including Bangladesh. During the pandemic time, most of the universities started online classes and still now few universities conducting their classes through online. This paper is an attempt to investigate the major challenges both teachers and students face in tertiary level to conduct online classes. Moreover, this study also addresses some suggestions for effective online classes. To conduct this study researcher used the qualitative method and data were collected through semi-structured interviews. The participants for this study were tertiary level teachers and students from different public and private universities in Bangladesh. The study reveals the major challenges to conduct online classes like insufficient high-speed internet connection, lack of affordability, not reliable exam system and so on. The study also recommended some solutions to overcome these problems such as ensuring internet speed and uninterrupted power supply, proper infrastructure, and developing technical skills. The findings of this study are likely to add value to any further research on online education in Bangladesh.

**Keywords:** online class, pandemic, tertiary education

### Biodata



I am working as a lecturer in the department of English at Hamdard University Bangladesh. I have completed MA in English Language and Linguistics from University of Westminster, London. I have published papers in National and International Journals. My research interests lie in the field of Sociolinguistics, Language Variation and Change, Language Acquisition, Teaching Language Skills.

## LEARNER-CREATED DIGITAL ARTEFACTS: RAPID PRODUCTION AND INCREMENTAL IMPROVEMENT

**JOHN BLAKE**

University of Aizu

### Abstract

Flipped, blended and online learning frequently use tailormade multimodal materials, which require considerable time and effort to create. This article describes a framework to optimize the production of digital artefacts by learners to help future cohorts. There are three advantages to this framework. First, the time-burden for the production of materials is shifted from the teacher and spread across the student participants. Second, learners are more motivated to create a tangible product with a real purpose rather than jumping through assessment hoops. Third, in order to teach content, learners must first understand the content. By setting assignments that require learners to analyze, evaluate and create materials enables learners to progress to the cognitively more demanding levels of Bloom's taxonomy and move along the knowledge dimension. Course assignments were written as product specifications for learners to produce digital artefacts, such as annotated texts, audio definitions and video explanations. Digital artefacts had a positive impact on student engagement and learning according to feedback from course tutors and learners. The incremental improvements to the online course materials were exponential. Instead of one teacher developing materials for many students, the students developed digital artefacts, which can be reused, repurposed and revamped.

**Keywords:** Materials development, Digital artefacts, Multimodal materials

### Biodata



**John Blake** is a Senior Associate Professor at the University of Aizu, Japan. He has a PhD in Applied linguistics and holds master degrees in Computer science, Business administration, Education and Creative writing.

## A STUDY ON THE USE OF LEARNING STYLES TO IMPROVE PRIMARY STUDENTS' VOCABULARY ACHIEVEMENT

**HA PHAM**

Vinschool

### **Abstract**

Learning style is an important aspect in learning and teaching English language. The current study attempted to explore and evaluate the effects of using learning styles in English learning and teaching on primary students' vocabulary achievement. This study was action research with the use of questionnaire, tests, and teaching-learning reflection (the researcher - teacher, and participants - students). 30 grade 4 students at Vinschool in Hanoi were selected as research participants. The three keys findings in the research included 1) The dominant learning style of grade 4 students in the current study was the auditory learning style, 2) The increase in unit tests indicated the use of learning activities based on the auditory learning style had positive impacts on students' improvements in vocabulary knowledge, and 3) Data collected from the reflection notes indicated the students' positive perceptions towards the use of learning activities based on the auditory learning style, including Flipgrid, background music, vocabulary songs, and hot bee game. Based on research findings, the implications for effective use of learning styles – based activities to improve students' vocabulary are generated.

**Keywords:** *learning styles - based activities, vocabulary, primary students*

### **Biodata**



**Ms. Ha Pham** My major is English education. I have been teaching kids for over 3 years and now, I am an ESL teacher at Vinschool in Hanoi, Vietnam. At my school, I have taught mainly vocabulary and grammar for grade 4 and 5 students. I am truly interested in investigating young learners' learning and teaching methodology, language extracurricular activities, and personalized learning.

## THE EFFECTIVENESS OF GAMIFICATION APPROACH ON STUDENTS' ENGAGEMENT

**YIM SAN NG**  
**CLINIE ANAK COLLIN**  
**NORHAFIZATULNAIN BINTI MOHD. NASIR**  
Universiti Sains Malaysia

### Abstract

Nick Pelling, a British-born computer programmer and inventor, first used the term "gamification" in 2002. By 2011, it was deemed to be a trendy term. In 2015, gamification was more popular than ever. Educators have since explored gamification, that is, game design principles in the learning environment, aiming to improve learning engagement. During the unexpected COVID-19 pandemic that caused the worldwide lockdown, educators were compelled to adapt to a variety of different approaches to keep students engaged in virtual classrooms. Gamification was one of the strategies adopted when educators had to confront the challenges of shifting from face-to-face classrooms to online learning entirely. Hence, the effectiveness of the gamification approach on students' engagement was examined to help educators turn this approach to their advantage for better teaching and learning experiences. Data on secondary school students' perceptions and experiences in Malaysian English language classrooms were collected and analyzed after they were taught English using an online gamification software. According to the findings, the respondents agreed that gamification is an effective approach to enhance their learning performance in an English online classroom. The findings also demonstrate that gamification can increase student engagement in the online platform, with the majority of students claiming that they were inspired by gamification because it was entertaining and engaging. Overall, the views of students who experienced gamification approaches in their learning were generally positive as they were able to learn effectively using the game elements in lessons. It is recommended that this approach be further implemented in the post-COVID physical classroom toward a positive learning outcome.

**Keywords:** *gamification, approach, engagement*

### Biodata



**Ms. Yim San NG** is a senior English language teacher at Universiti Sains Malaysia. She has taught the language at various levels in Malaysian primary schools, secondary schools and university for 33 years. She holds a B.A. in English Language and Literature Studies and an M.A. in Linguistics and English Language. Her areas of interest are learner autonomy, blended learning and e-learning.

**Ms. Clinie anak Collin** is a final year student pursuing a B.A. degree in TESOL with a minor in Interactive Multimedia at Universiti Sains Malaysia. Her interest in gamification stems from her use of interactive multimedia in her teaching practice.

**Norhafizatunain Binti Mohd Nasir** is a final year student pursuing a B.A. degree in TESOL with a minor in Multimedia at Universiti Sains Malaysia. Her research focuses on the use of gamification in online language learning, where she developed problem-solving abilities to get around challenges and locate answers.

## LIFE CAREER DESIGN FOR A PERSONAL PROJECT OF HIGH SCHOOL STUDENTS

**NAJIA AMINI, YOUSSEF SEFRI, MOHAMMED RADID**

Hassan 2 University

### **Abstract**

According to educational experts and career guidance, the market and global economic forces linked to a postmodern society, have led to a crisis in career development models and practices. In such an uncertain and rapidly changing context, students face major challenges during their career development. The Life career counseling based on the narrative and constructivist models are mainly recommended to foster people's autonomy and encourage them to participate in a process that is meaningful to them. This study examines, through a qualitative approach, students' experiences of career development. The narratives of 17 participants were analyzed in order to better understand students' career development needs. The results indicate problems with self-identity, career identification, and a limited ability for exploration. The findings can be used to improve the practice of Life Career Design in the development of career skills in a Moroccan high school context. This study is a component of the efforts made by improving career interventions to better prepare future citizens for participation in a knowledge-based society.

**Keywords:** *Career Development, High School, Life Career Design, Personal Project*

### **Biodata**



**Najia Amini**, a 39 year old woman PHD student specializing in training engineering and teaching computer science.



## APPLYING SOME APPLICATIONS IN TEACHING ENGLISH FOR MECHANICAL ENGINEERING AT HANOI UNIVERSITY OF INDUSTRY DURING COVID-19 PERIOD

TRAN YEN VAN, PHU THI NHUNG, LE THU HUONG  
DUONG THI THUY LINH

Hanoi University of Industry, Hanoi, Vietnam

### Abstract

Since the COVID-19 pandemic occurred, the social fields in general or education in particular have been affected considerably. Education, however, cannot and will not be interrupted due to this outbreak of infection. Specifically, the face-to-face classes have been shifted to online ones. To maintain the effectiveness of learning and teaching English for students in the faculty of Mechanical Engineering, teachers have applied some applications including padlet, classkick and quizzi. The research questions will be answered by quantitative and qualitative analysis methods. The tools used for data collection are questionnaires and interviews. The authors conducted questionnaires and interviews with lecturers and second-year students of the Faculty of Mechanical Engineering at Hanoi University of Industry. This article focuses on analyzing and investigating the application of software in the online English teaching and learning process at Hanoi University of Industry. Besides, this paper demonstrates benefits and drawbacks of these interactive applications as well as suggests some effective solutions to help teachers facilitate students in learning English more successfully.

**Keywords:** *online teaching and learning English, analyzing, investigating, benefits, drawbacks, solutions, interactive applications, the application of software.*

### Biodata



**Ms. Tran Yen Van** is a lecturer of English at Hanoi University of Industry, Vietnam. She has been teaching for many years. During those times, she has been interested in ELT, especially developing students' proficiency in Listening, Reading, Writing and Speaking skills as well as communication skills. Her research interests include Computer Assisted Language Learning, Cognitive Linguistics, Educational Technology, and ELT Methodology.



**Ms. Phu Thi Nhung** is a lecturer of English at Hanoi University of Industry, Vietnam. She has been teaching for many years. During those times, she has been interested in ELT, especially developing students' proficiency in Listening, Reading, Writing and Speaking skills as well as communication skills. Her research interests include Computer Assisted Language Learning, Cognitive Linguistics, Educational Technology, and ELT Methodology.



**Ms. Le Thu Huong** is a lecturer of English at Hanoi University of Industry, Vietnam. She has been teaching for many years. During those times, she has been interested in ELT, especially developing students' proficiency in Listening, Reading, Writing and Speaking skills as well as communication skills. Her research interests include Computer Assisted Language Learning, Cognitive Linguistics, Educational Technology, and ELT Methodology.



**Ms. Duong Thi Thuy Linh** is a lecturer of English at Hanoi University of Industry, Vietnam. She has been teaching for many years. During those times, she has been interested in ELT, especially developing students' proficiency in Listening, Reading, Writing and Speaking skills as well as communication skills. Her research interests include Computer Assisted Language Learning, Cognitive Linguistics, Educational Technology, and ELT Methodology.

## EFL STUDENTS' PERCEPTIONS AND CHALLENGES OF COMPUTER MEDIATED COLLABORATIVE WRITING IN ACADEMIC WRITING COURSES AT VAN LANG UNIVERSITY

PHAM MANH TRI, NGUYEN THI THANH VAN, CAO THI XUAN TU  
Van Lang University

### Abstract

The aim of the research is to discover the challenges regarding computer-mediated collaborative writing (CMCW) EFL learners encounter in academic writing courses and investigate their perceptions about CMCW activities via online applications. The researchers used qualitative and quantitative methods by carrying out questionnaires and interviews with 80 freshmen, sophomores, juniors, and seniors (interviews for 15 students) at the Faculty of Foreign Languages of Van Lang University (VLU) in Ho Chi Minh City, Vietnam. The findings of the study suggest common difficulties EFL learners face when taking part in CMCW activities to help improve lecturers' teaching writing methods as well as students' writing performance during their learning process.

**Keywords:** *academic writing, computer-mediated collaborative writing, challenges, perceptions, EFL students*

### Biodata



**Mr. Pham Manh Tri** is an undergraduate majoring in the English Language at the Faculty of Foreign Languages of Van Lang University in Ho Chi Minh City, Vietnam. He also had 2 research papers published in International Journal of TESOL & Education in 2022. His research interests include online education, language skills, and collaborative writing.



**Ms. Cao Thi Xuan Tu** has been teaching English for more than 8 years. She is now a lecturer at Faculty of Foreign Languages, Van Lang University. She is interested in conducting research on collaborative writing, interpretation training and task-based language teaching.

## THE RELATIONSHIP BETWEEN STUDENTS' SELF-DISCIPLINE AND THEIR LEARNING PERFORMANCE IN ONLINE LEARNING CONTEXT AT A UNIVERSITY IN HANOI

**YEN PHAM, HUYEN HOANG**

Hanoi University of Industry

### **Abstract**

Having recognized the difference in the implementation of English lessons in physical classrooms and distant classrooms which possibly influences learners' performance, we are interested in examining the impacts of students' self-discipline on their language performance in online learning situation. In this study, we employed two main research instruments including: (1) a widely used survey questionnaire aiming at investigating subjects' level of self-discipline and (2) database from English Occupational Purposes, a web-based English learning system to assess learners' language performance. Furthermore, data from observing online classes has provided further interpretations for research findings. Research's results have shown a direct correlation between subjects' level of self-discipline and their academic attainment in which low level of self-discipline is a partial contributor to poor learning performance and vice versa.

**Keywords:** *self-discipline, language performance, online learning.*

### **Biodata**

**Ms. Phạm Hải Yến** I am an English lecturer at School of Languages and Tourism - Hanoi University of Industry. I holds an MA in English Teaching Methodology from Hanoi National University of Education. I have been teaching English for 5 years and carried out research on English teaching field. Now, I am interested in doing research on blended learning and digital learning.

**Ms. Hoàng Thị Thanh Huyền** MA. Hoang Thi Thanh Huyen has been an English teacher at Hanoi University of Industry for 12 years. She used to work at a University in Danang city for 3 years after her graduation. She is now responsible for teaching and preparing materials for English for Information Technology of freshmen. Her main interest is Technology enhanced learning.

## FUZZY DELPHI METHOD TO SELECT THE CONSTRUCT IN DEVELOPING SPEAKING SKILLS MODULE FOR TVET LEARNERS

MOHD KHIRULNIZAM MUSA<sup>1</sup>, AZWIN ARIF ABDUL RAHIM<sup>2</sup>,  
NOR YAZI KHAMIS<sup>3</sup>

<sup>2,3</sup>Institut Kemahiran Belia Negara Kemasik  
Universiti Malaysia Pahang

### Abstract

In order to come out with a speaking skill module for TVET learners, there are some stages that need to be go through with careful planning and execution. Richey & Klein (2007) proposed some alternatives in producing the materials for teaching and learning. Fuzzy Delphi Method is one of the data collection that can be used to achieve experts' consensus. Thus, this study aim to apply Fuzzy Delphi Method in developing speaking skill module for TVET learners. A number of experts is chosen to collect their consensus about the constructs to be used as the ingredients in the module.

**Keywords:** *Fuzzy Delphi Method, Speaking Skills, Module, TVET.*

## EXPLORING LEARNERS' PERCEPTIONS OF LMS VTVLIVE IMPLEMENTATION IN ENGLISH TEACHING AND LEARNING

**PHAN THI NGOC LE**

VNU University of Languages and International Studies,  
Vietnam National University, Hanoi

### Abstract

The digital revolution in society and the rapid development of technological progress have brought about a number of changes in education. Many technological tools have been created to assist teachers in improving teaching techniques. In that context, using Learning Management System (LMS) is considered a common strategy used by teachers in their teaching process. From that perspective, this study was conducted with the aim of investigating learners' perceptions on the implementation of LMS VTVlive, which is currently used at University of Social Sciences and Humanities, Vietnam National University. This study involved 100 students as the participants, and adopted a developmental evaluation framework to assess students' perceptions of using LMS VTVlive in their English learning. The methodology allowed both questionnaire and semi-structured interview to collect the data for a better understanding of the LMS, exploring its benefits and challenges. Research results show that despite some obstacles learners experienced, they had a positive attitude about the effectiveness of using LMS VTVlive to enhance English learning as well as about its influence on their academic achievement. It is hoped that this study can help the researcher have an overview of students' current online learning, thereby making adequate pedagogical adjustments in the teaching process.

**Keywords:** *Perceptions, LMS VTVlive, E-learning, English teaching and learning, Vietnamese learners.*

### Biodata



**Dr. Phan Thị Ngọc Lê** is currently an English Lecturer in Faculty of English, University of Languages and International Studies, Vietnam National University. She has nearly 15 years of experiences in delivering English courses. Her major publications include various articles on English teaching and learning, along with several conference papers.



## MEN IN A WOMEN'S WORLD: MOTIVATIONS AND PERCEPTIONS ON THE TEACHING PROFESSION OF MALE EARLY CHILDHOOD PRE-SERVICE TEACHERS

**DANIEL J. CABUGSA<sup>1</sup>, JOEL M. TORRES<sup>2</sup>, LEOMAR S. GALICIA<sup>3</sup>,  
APRILLETTE CADA DEVANADERA<sup>4</sup>, ERICSON O. ALIETO<sup>5</sup>**

<sup>1</sup>Western Mindanao State University, Philippines

<sup>2</sup>Central Luzon State University, Philippines

<sup>3</sup>University of Perpetual Help System Laguna, Philippines

<sup>4</sup>Southern Luzon State University, Philippines

<sup>5</sup>Western Mindanao State University, Philippines

### Abstract

Crucial in shaping future generations, the teaching profession is a nation- building career. Thus, motivations and perceptions in choosing this vocation become crucial as they play key roles in the development of pre-service teachers' identity as teachers. Despite some professions' gender balances appearing to be shifting toward equality, the teaching profession remains feminized and, hence, dominated by females. As such, the present qualitative descriptive study explored the career motivations and perceptions toward the teaching profession of five male early childhood education pre-service teachers. As regards participants' perceptions toward the teaching profession, findings showed 11 emerging themes focusing on the teachers' roles, characteristics, and responsibilities inside the classroom and their societal status. While the findings imply that they did not have any negative perceptions of the teaching profession, they were aware of how others construct negative views and stereotypes of it. In terms of the participants' career motivations, results showed five recurring themes, highlighting love for children, support for children's growth and development, and desire to change the common negative perspectives on male teachers. Furthermore, influences from their direct environment such as their families and teachers were also indicated as their driving force.

**Keywords:** *Motivations, Perceptions, Teaching Professions, Early Childhood Education.*

### Biodata



**Mr. Daniel J. Cabugsa** is a student at Western Mindanao State University's College of Teacher Education in Zamboanga City, Philippines, taking a Bachelor degree in Secondary Education specializing English language. His areas of interest in research are education, gender and education, and language learning.

## DIGITAL MASTERY: CASE STUDY ON THE INFLUENCE OF FACEBOOK ON THINKING, SPEAKING AND WRITING OF BANGLADESHI STUDENTS

**LOVNA AKTER**

Hamdard University Bangladesh

### Abstract

In this digital era Facebook has become the most used social network around the world, especially to the students. Facebook users often use some abbreviations instead of a full sentence; they are getting used to speaking and writing in these short forms of languages, which are affecting their academic writing and also the way of speaking with their teachers. Likewise, to the students of Bangladesh it has been very popular. The present case study probes the influences of Facebook interaction on the speaking and writing of the students of Bangladesh and the way of their thinking. A quantitative approach was taken as the research method and a total number of fifty students from a private university were selected as samples using the convenience sampling technique. The data showed that as students spend a moderate amount of time in Facebook interaction, there are evidences of changes in their thinking. Their way of speaking has also been affected by the frequent use of short forms of certain words and expressions. Moreover, students have started using short forms involuntarily in academic writings occasionally as they do it so frequently in Facebook interaction.

**Keywords:** *Facebook, digital, speaking, writing, thinking*

### Biodata



**Mrs. Lovna Akter** I am Lovna Akter, working as a lecturer at Hamdard University Bangladesh. I have completed my BA in English(Linguistics) and MA in English (TESOL) from North South University. It has been four years since I am teaching to undergraduate and graduate level students at Hamdard University Bangladesh. My areas of expertise and research interest lies in the field of Phonetics and Phonology, Academic Writing, Introduction to Linguistics, Introduction to English Language Teaching, Discourse analysis, Second Language Acquisition, Sociolinguistics, Language Testing and Evaluation. I have published papers in scholarly journal.

## COMMUNITY OF PRACTICE: A NARRATIVIZED ACCOUNT OF A FULL-TIME MULTICULTURAL WORKER

BAU NGUYEN

The University of Danang

### Abstract

Working in an international context requires both resilience and flexibility. Every multicultural worker may face distinctive linguistic and cultural challenges, but also have precious learning opportunities. This study was motivated by a desire to gain a deeper understanding of the experiences of international employees, through the voice of a worker who is currently engaged in the context involving transcultural communication. The research participant is a non-native speaker of English, but is highly proficient. The participant obtains high level tertiary qualifications and has worked professionally in her home country. Sarah is Vietnamese and has been working in Australia for years as a research fellow in a university. Data was collected through an elicited narrative, prompted by open-ended questions and done in written form. The narrative was coded for themes related to transcultural communication, then excerpts were selected to illustrate interesting concepts. Findings indicated that one can achieve transcultural successes in a multicultural working context by conquering transcultural challenges with huge support from his/her Community of Practice (CoP). It is also suggested that workplace CoPs play an important role in proceeding transcultural communication through social interaction between employees in a global organization, that results in transcultural successes.

**Keywords:** *Community of Practice, transcultural communication, narrative inquiry*

## UNPLANNED TRANSITION TO ONLINE LEARNING DURING THE COVID-19 PANDEMIC: STUDENTS' PERCEPTION

NGUYEN THANG<sup>1</sup> & PHAM THUY<sup>2</sup>

<sup>1</sup>Electric Power University

<sup>1</sup>University of Languages and International Studies

### Abstract

COVID-19 has had a serious impact on Teaching and Learning English as A Major in A Business and Finance-Oriented University: Challenges and Opportunities global health, economy, as well as education. Online classes have replaced traditional classrooms during the lockdown as a result of the pandemic. It was the lack of proper planning, technology, digital skill and training not only in Vietnam but also in other countries that continuously poses challenges to many students. This study aims at exploring their viewpoints on the sudden shift to online learning. The study employed mixed method approach to get qualitative and quantitative data. Participants were 87 students from a university in the north of Vietnam. A survey questionnaire about online learning was designed to get students' perception. After they learnt totally online for 9 weeks. Follow-up interviews were conducted with randomly-chosen students to gain insights on the particular issues. The findings revealed that (1) The majority of students preferred face-to-face classrooms to online learning and they are not willing to learn online in the future. (2) Most of the students believed that their instructors were willing to provide them with some assistance and useful feedback during the period of 'forced' online learning. The findings also provide important implications for instructors and teachers when it comes to online learning and teaching in a similar context.

**Keywords:** *online learning, students' perception, COVID-19*

### Biodata



**Nguyen Thi Thang** was born in 1979, in Hanoi, graduated from The College of Foreign Languages- National University in 2002. She got the M.A degree majoring in English Teaching Methodology in The College of Foreign Languages- National University in 2006. She is now a Ph.D student at Viet Nam National University of Languages and International Studies- Department of Post Graduate Studies. She is now working as an EFL lecturer in the department of foreign languages in Electric Power University. The main field of researching is Applied Linguistic especially English Teaching Methodologies.

## THE CRUCIAL ROLES OF E-LEARNING AT VAN LANG UNIVERSITY DURING THE CORONA VIRUS EPIDEMIC, FROM 2020 TO 2021

**HIEU DANH THI PHUOC**

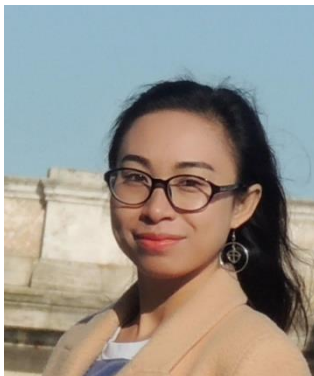
Vietnam Women's Academy

### Abstract

The paper attempted to investigate the roles E-learning plays in teaching and learning at Van Lang University during the Corona Virus epidemic, from 2020 to 2021. This paper is conducted using quantitative methods with data drawn from published materials that are related to the subject of this study. Besides, another source made up of personal interviews is investigated by the quantities approach. The interviewees are undergraduates whose major is English at mentioned university. By using quantitative approaches, the study comes up with the crucial role of E-learning for lecturers and undergraduate students at the target university. Firstly, the paper gives a brief overview of the undergraduate curriculum of English majors. Secondly, the study elaborates on the opportunities and obstacles of E-learning at Van Lang University during the Corona Virus epidemic, from 2020 to 2021. Finally, the study demonstrates the important roles of E-learning at mentioned university. Besides, the paper illustrates the chances of the online classroom for both teachers and learners. Also, the paper raises some solutions for mentioned challenges at Van Lang University.

**Keywords:** *E-learning, Van Lang University, Corona Virus Epidemic, Role, Opportunity, Obstacle, Solution*

### Biodata



**Danh Thi Phuoc Hieu** used to work at the Branch of Vietnam Women's Academy. Currently, she works at the University of Economics and Finance. She has more than 5-year-experience in teaching English. Her research interest is online teaching, English language teaching, and illustrations in English teaching.

## AND CHALLENGES IN TECHNOLOGY USE IN ENGLISH LANGUAGE TEACHING: VOICE FROM VIETNAM

NGUYEN THI HONG NHAT

Hanoi Pedagogical University 2

### Abstract

This study was conducted with the goal of improving the teaching of English as a Foreign Language (EFL) with technologies in Vietnam. It was partly motivated by "the Vietnamese National Digital Transformation Program to 2025, with orientation to 2030" issued in 2020. The study examined Vietnamese EFL teachers' CALL practice in workplaces, opportunities and challenges they experienced in technology use, their levels of CALL materials development, and their needs of professional development. The study employed an online survey (n=424) and interviews (n=20) with EFL teachers at primary, secondary and high school levels. The study uncovered that while there were several opportunities, teachers encountered educational, administrative, socio-cultural and logistical issues that limited the teachers' attempts to integrate technology into their teaching in Vietnam. The study pointed out the pivotal role of teachers in the digital transformation of education as they always managed to employ CALL within their capabilities. The teachers expressed needs for more training and professional development courses to constantly update methodologies and applications/software to support teaching. The study contributes to the literature on technology use in EFL in a low-resource context in Vietnam which can be a reference for other similar contexts.

**Keywords:** *CALL practice, EFL teachers, digital transformation, low-resource context, Vietnam*

### Biodata:

**Nguyen Thi Hong Nhat** is the Dean of Faculty of English, a teacher educator and a lecturer of English at Hanoi Pedagogical University 2, Vietnam. She holds a Doctor degree from the University of Queensland. She has received several scholarships from Vietnamese, Australian and the US government scholarships to complete her higher education study and other professional development courses. She has published research articles in both local and international journals, one book and 5 locally-used course-books. Her research interest is in the teaching of EFL, EFL materials development, textbooks, curriculum development, teacher education, Computer-Assisted Language Learning



## THE EFFECTS OF VIDEO-BASED REFLECTION ON SECOND-YEAR NON-ENGLISH MAJORED STUDENTS' SPEAKING SKILLS AT THANH DONG UNIVERSITY

VAN THANG NGUYEN<sup>1</sup> & XUAN KHANH NGUYEN<sup>2</sup>

<sup>1</sup>Thanh Dong University

<sup>2</sup>ACE THE FUTURE JSC.

### Abstract

This action research aims to investigate the effects of video-based reflection on learners' speaking skills and their attitudes towards this method. Twenty-four second-year non-English majored students voluntarily participated in this twelve-week intervention at Thanh Dong University. Each participant recorded one video-based reflection weekly and then uploaded it into Flipgrid in ten weeks. The teacher-researchers and other participants can watch it and add public comments for each video. The analysis was triangulated with data collected from video-based reflection, questionnaires as well as tests. The pre-test was delivered to participants in the beginning week of the intervention. The questionnaire and the post-test were given to them in its last week. The comparison between the pre-test and post-test results indicated students' speaking improvement. Besides, the findings revealed students' positive attitude towards video-based reflection. Several pedagogical implications are additionally suggested in the current study, which may be beneficial for further studies on students' speaking development.

**Keywords:** *video-based reflection, Flipgrid, speaking skills, attitudes*

## MAKING THE INVISIBLE VISIBLE: STUDENTS' FRIENDLY ATTITUDES TOWARDS USING DIGITAL STORYTELLING (DST) IN EFL – A COMPREHENSIVE STUDY

NGA PHAN

Vietnam Aviation Academy

### Abstract

Although the term "digital storytelling" may not be familiar to all readers at its height in schools now, over the past twenty years, a growth in the number of educators, students and others around the world have cleverly designed short films by combining a number of multimedia tools satisfactorily. Recently, staff and undergraduate students from the Faculty of High Quality of Ho Chi Minh City University of Technology and Education have been systematically and experimentally exploring the use of DST. This can be seen as a crucial step forward by thoroughly examining students' attitudes towards integrating DST projects into university-level foreign language classrooms in the Vietnamese context with the aim of enhance students' confidence, interaction and motivation. This approach offers a compromise between both quantitative and qualitative research methods. Data collection was based on a comprehensive survey, observation and face-to-face interviews and written texts that help the researcher to describe, document, and interpret the case from the emic perspective of the participants involved from three classes of non-English majored university students at the HCMC University of Technology and Education (100 participants). More specifically, questionnaires, semi-structured interviews, observations, student-made artifacts, and online student comments were used for data collection. Likewise, learners agree on the potential of DST as a promising approach to foreign language teaching and learning. Students demonstrate both their willingness and motivation to adapt DST to language learning. The findings suggest that more time, infrastructure, and clear educational policy are needed to legitimize the use of DST in educational settings. Accordingly, the results of this study will be the foundation for future researchers to continue to do more in-depth research on DST.

**Keywords:** *Digital Storytelling, EFL, Teaching, Learning, Multimedia*

### Biodata



A peripatetic teacher, prolific writer, and good speaker, **Ms. Phan Thi Anh Nga** empowers educators to think outside the box and critically examine their established practices by asking, What is best for my students? For over fifteen years, she has been inspiring researchers and teachers of all levels with the enormous power and real joy of the teaching and learning process. Phan began her career as a university-level teacher at the Hue University of Foreign Languages from 2005-2017. Now a

classroom teacher at the Vietnam Aviation Academy, Ho Chi Minh City, Vietnam. Her many interests include Professional Development, English for Specific Purposes, Technology in Teaching and Learning English and all of which require genuinely creative thinking. She has taught students of all mixed language backgrounds and abilities.

## AN OVERVIEW OF INTEGRATED SKILLS APPROACH AND NON-ENGLISH-MAJOR STUDENTS' COMMUNICATIVE COMPETENCE

NGUYEN TAN LOI & BUI VAN HONG

Ho Chi Minh City University of Technology and Education

### Abstract

Teaching English for non-majored students to foster communicative competence and meet learning outcomes standards is the most considerable concern of lecturers, managers, and universities. Among many teaching skills approaches, the integrated skills approach is proved to be its effectiveness to satisfy these expectations. This article is a review of literature relating to the integrated skills approach and communicative competence. The paper first presented the rationale for using an integrated skills approach in an English classroom. Then the paper highlighted the importance of integrating four skills to boost non-English-major students' communicative competence. In addition, the paper reviewed previous studies in the field of integrated skills approach and communicative competence to indicate the research gap. Last, the implications for further research are discussed.

**Keywords:** *non-English-major students, integrated skills approach, communicative competence*

### Biodata



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## LANGUAGE-MAJORED STUDENTS' PERCEPTION OF BLENDED LEARNING AT A UNIVERSITY IN VIETNAM

ANH TRAN, NGOC NGUYEN, DUNG TRAN, MINH HA

Hanoi University of Industry

### Abstract

Blended learning has gained its prevalence in EFL teaching and learning context in Vietnamese higher education. This study aims to investigate language-majored students' perceptions of the implementation of blended learning in English classrooms at a Vietnamese public university. 153 freshmen majoring in Chinese, Korean and Japanese languages and currently learning English as a compulsory subject, participated in this multi-method study. Data were collected through questionnaires and semi-structured interviews with some randomly selected students, then transcribed and analyzed thematically. Findings indicate that participants mostly perceive that blended learning enhances their digital literacy, motivation, and autonomy as well as support their in-class learning. However, some challenges faced by these respondents included technical difficulties and the lack of instant feedback from teachers. The findings are of great value in giving educators, and students a profound understanding of blended learning in EFL classrooms. Based on the findings and discussion, the study gave some recommendations for EFL teachers and institutions to greatly facilitate students' blended learning experience.

**Keywords:** *blended learning, language-majored students, students' perceptions, English learning*

## APPLY INFORMATION TECHNOLOGY IN THE DEVELOPMENT OF CHATBOT ON FACEBOOK'S MESSENGER PLATFORM TO IMPROVE THE EFFICIENCY OF LEARNING CHINESE VOCABULARY AT ELEMENTARY AND INTERMEDIATE LEVEL

**DINH BICH THAO, NGUYEN NHAN HA, UNG THUY LINH, NGUYEN HA THUY**

Hanoi University of Industry

### Abstract

In the context of the ever-evolving scientific and technological revolution and the strong globalization trend, proficiency in foreign languages becomes extremely important because this is the bridge between countries. in all areas of life. It is extremely necessary to research and develop foreign language learning software to match the characteristics of learners in the context of a digitalized society. The day study was carried out based on the background of information technology and knowledge of Chinese vocabulary. The research results have created a chat box product (Chatbot) integrated on Facebook's Messenger platform to help Chinese learners review vocabulary according to the Boya Chinese textbook set at beginner and intermediate levels. The article also proposes some suggestions for future interdisciplinary research directions between information technology and languages in the future.

**Keywords:** *Chatbot, Chinese vocabulary, Facebook, Vocabulary*

### Biodata



**Dr. Dinh Bich Thao** is currently a Director of center of Quality Assurance, Testing and Assessment, Hanoi University of Industry, Vietnam. She received her PhD degree from China Jilin University in 2015. Her research interests are Linguistics and Applied Linguistics, Chinese language teaching methodology, Online teaching and learning.



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## DICHOTOMY IN ENGLISH LANGUAGE LEARNING MOTIVATION: AN EMPIRICAL INVESTIGATION AMONG NON-ENGLISH LANGUAGE MAJOR STUDENTS

**PATRICIA MAE FLORES<sup>1</sup>, JOMIL JUANITO<sup>2</sup>, MARIANET DELOS SANTOS<sup>3</sup>, CRISJAME TORIBIO<sup>4</sup>, ERICSON ALIETO<sup>5</sup>, RICHARD RILLO<sup>6</sup>**

<sup>1,2,3,4,5</sup>Western Mindanao State University, <sup>6</sup>Centro Escolar University

### **Abstract**

Language motivation is deemed to be an indicator of success in language learning and acquisition. Gardner identified two motivational constructs namely, instrumental, and integrative, which categorize every person's intention for language learning. This study aimed to determine the motivational orientations of non-English language majors towards English language learning in terms of their gender. The results of the study disclosed that the respondents have high integrative and instrumental motivation towards English language learning that is integrative motivation being the highest between the two motivational constructs. Further, the results also indicated that the respondents, regardless of gender, want to be proficient in English language for easier expression of thoughts, communication, and social interaction, not necessarily to the native speakers, but to its immediate social environment, where the English language is frequently used for communication. This study can provide relevant information in developing teaching strategies for English language learning among most students in the tertiary level.

**Keywords:** *Language Motivation, Language Learning, Instrumental Motivation, Integrative Motivation, Gender*

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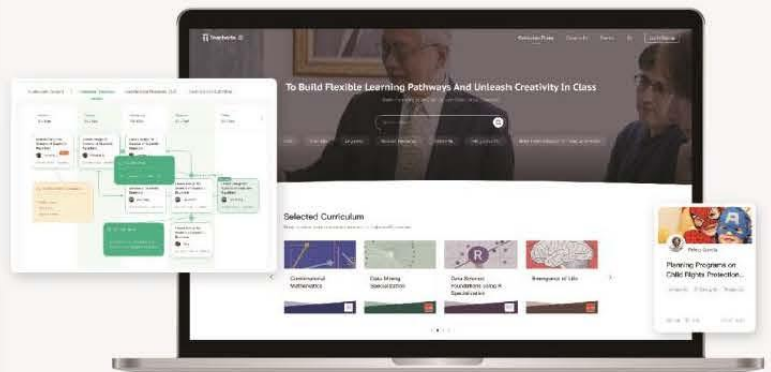


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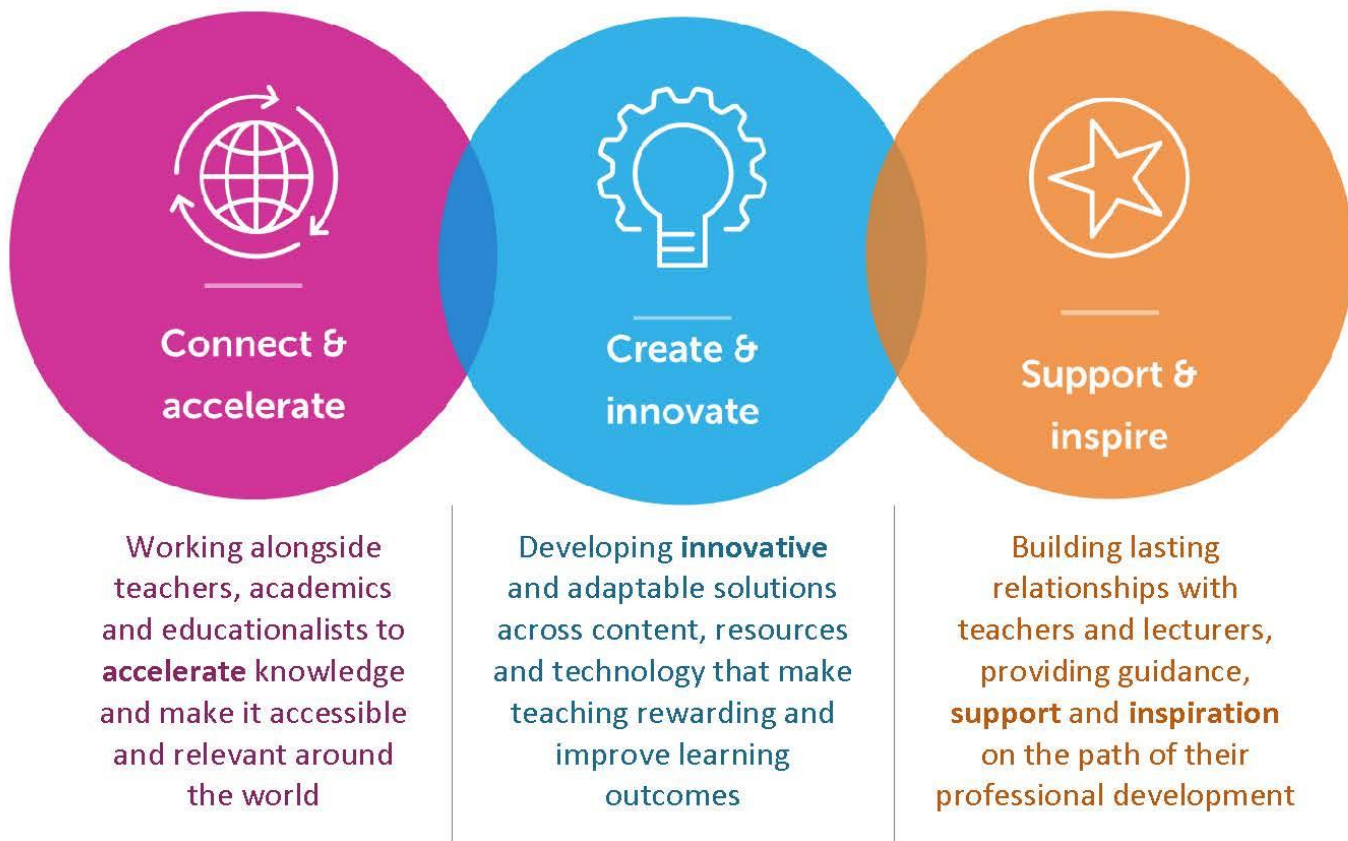
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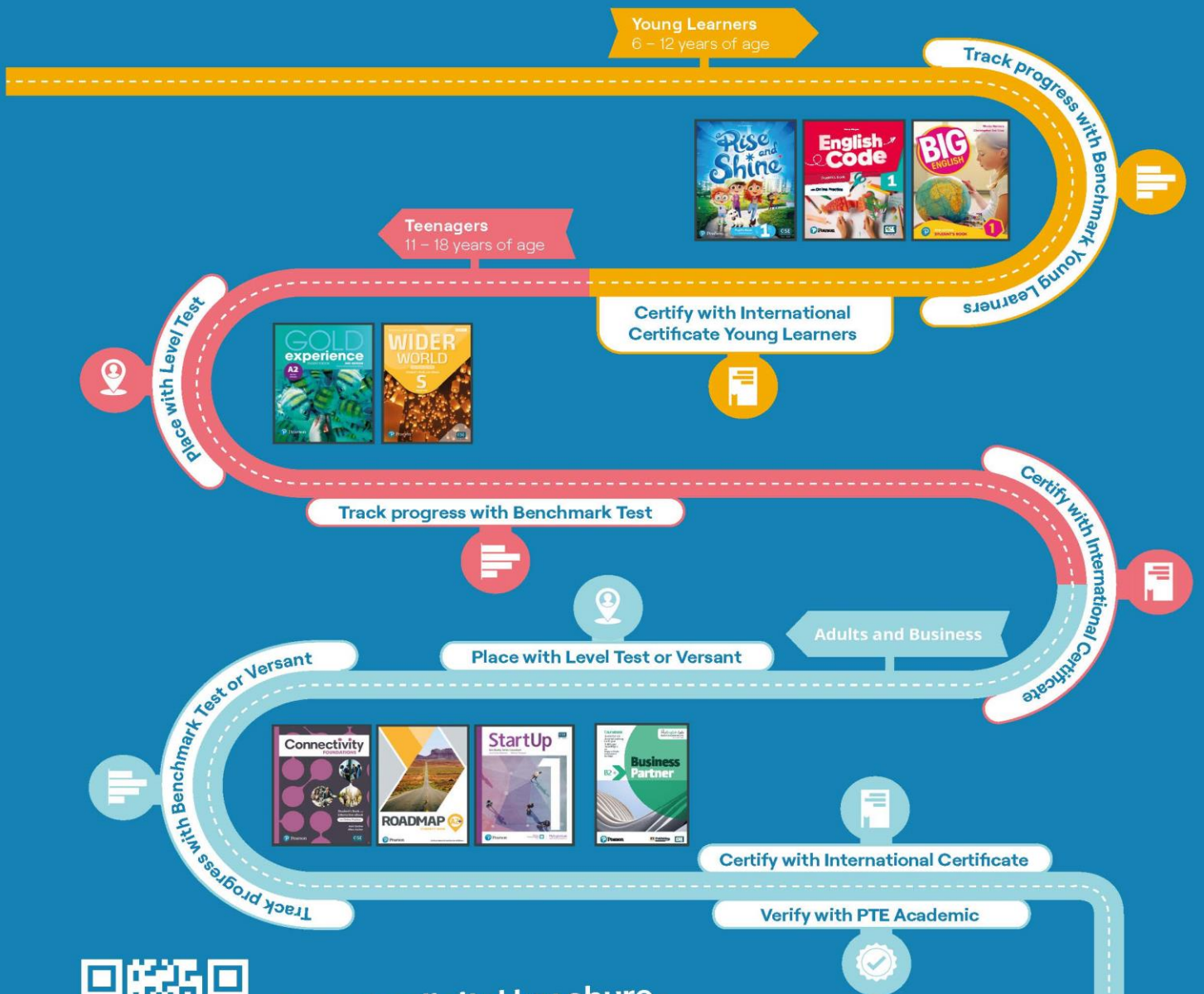
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