



VIETTESOL INTERNATIONAL CONVENTION **2022**



**DIGITAL ELT:
APPROACHES AND INNOVATIONS**

Nha Trang University, September 16-18



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02:40PM-
03:25PM

Assessment of English Writing Skills at Vinh University: Problems and Solutions

Format: Poster (45minutes)

Track: Strand 2: Teaching Methods and Applied Linguistics

Poster area

Speakers

Tuong Nguyen, Lecturer, Vinh University

This article highlights the problems as well as the suggested solutions regarding the assessment of English writing skills at Vinh University. Students at the university are tested through grammar and vocabulary exercises, essays, and situational writings. It is important for the university to ensure a fair grading system. However, assessing writing skills in the form of exact numerical scores is a challenging task for many examiners due to various difficulties, such as: vague scoring rubrics, comparison of different candidates' writings, and legibility of the candidates' handwriting. These issues negatively affect the scoring reliability. Scoring reliability refers to the consistency which different people who score the same test agree. This article also provides suggestions to solve the aforementioned challenges: more detailed scoring rubrics, setting a marked model essay as a reference, cross-marking, and longer deadlines for teachers when grading. These problems and solutions are discovered in the context of Vinh university; nonetheless, it can be applied to any educational institution. This article can be useful in improving the accuracy and efficiency of assessing writing skills of students.

02:40PM-
03:25PM

Promoting Crosscurricular Teaching to 6th Graders at Nguyen Tat Thanh Schools Using Service Learning as the Instructional Strategy

Format: Poster (45minutes)

Track: Strand 2: Teaching Methods and Applied Linguistics

Poster area

Speakers

Huong Doan, Teacher, Nguyen Tat Thanh Schools, Ha Nam

Tuyen Tuyen

Thuy Tran

It has long been accepted that teaching through creating the experiences have paved the way for mutual exchanges of knowledge and resources accomplished through service and reflection thanks to many positive effects and outcomes. Service-learning is defined as an integrative experience through which learners engage in thoughtful organized actions in response to community identified assert and needs. In Vietnam since 2018, under the implementation of the new National Curriculum, teachers as they promote academic and civic engagement and are focused on equal balance between holistic learner development and community and academics, apply their newly learned knowledge into practice and turn those practical experiences into a tool to acquire more understanding and skills.