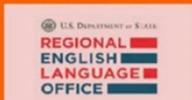THE 4th VinhTESOL INTERNATIONAL CONFERENCE

CONFERENCE BOOK
TRENDS AND INNOVATIONS IN ENGLISH LANGUAGE EDUCATION

Vinh University, 25-26th, October 2024

REGIONAL ENGLISH LANGUAGE OFFICE

MACMILLAN

NATIONAL GEOGRAPHIC LEARNING

Pearson

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Vinh, October 2024

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KEYNOTE SPEECHES

Meet Your AI Assistant: Teaching English in a Tech-enhanced World

Anne Pomerantz
English Language Specialist, Regional English Language Office, U.S. Embassy Hanoi

Abstract:

New technologies are changing how we navigate our linguistic world and challenging how we think about language proficiency. Mobile apps offer access to instant and increasingly accurate translation help. Generative AI can produce original texts to our strictest specifications across a variety of languages. In our purses and pockets, we carry smartphones that allow us to share a joke even when we don't share a language. In this talk, I consider the rise of AI assistants and argue for a focus on developing critical technological awareness in language education. In addition, I offer some suggestions for designing curricula, assessments, and activities that are responsive to the opportunities and challenges of teaching English in and for a tech-enhanced world.

Bio:

Anne Pomerantz is an applied linguist, language instructor, and teacher educator. She is an expert in the teaching and learning of new languages in classroom and community contexts. At Penn, GSE, Dr. Pomerantz directs the Ed.D. specialization in Educational Linguistics and teaches courses on language pedagogy, intercultural communication, and discourse analysis. She works closely with the Penn Language Center to support the dynamic and diverse education community on the Penn campus, including co-convening the annual Penn Language Educators Symposium. Skilled in community-engaged teaching, Dr. Pomerantz mentors university students who work as language educators and ethnographers in immigrant-serving organizations and has developed several academically based service-learning courses. In addition to her work with language educators and researchers, Dr. Pomerantz helps educators who are not language specialists succeed in linguistically diverse classrooms. She designs and teaches workshops for university faculty, K-12 teachers, and community-based educators who want to support bi/multilingual students more effectively.

Remapping ELT in Times of Uncertainty: Local Thoughts on Global Trends

Lê Văn Canh
Industrial University of Ho Chi Minh City

Abstract:

We are living in a world marked by dramatic and dynamic technological and socio-economic changes that have taken place over the last few years on the global scale. As one version of a well-known quote goes, 'The best way to predict the future is to create it.' Although the future is very uncertain, we, English language educators, need to think of an imagined landscape that envisages the future of English language teaching and learning. In this talk, I will first look into two major challenges that I am convinced will revolutionize ELT: digital technologies and multilingualism. These two challenges will be with us for at least the next decade. Then, I will present my ideas of how ELT in Vietnam should be changed in different educational contexts: General Education, Higher Education, and Teacher Education. To be more specific, by situating the global trends in the local context, I will present practical recommendations on how ELT in Vietnam should be remapped in the face of the continued uncertainty. This talk conveys a message that the future of ELT will be characterized by diversity, bottom-up innovation and local adaptability.

Bio:

Dr. Lê Văn Canh is currently working as a visiting Professor of Applied Linguistics at the Industrial University of Ho Chi Minh City, Vietnam. Before that had worked as a teacher educator, senior lecturer, and researcher at the School of Language Education and Foreign Studies of Vietnam National University, Hanoi for more than 40 years. He is co-author of *Building teacher capacity in English language teaching in Vietnam* (Routledge, 2020) and *Situating moral and cultural values in ELT materials: The Southeast Asian Context* (Springer, 2017).

Creating Engagement in Large Classes: Strategies for Effective Teaching
Dieter Bruhn
English Language Fellow, Regional English Language Office, U.S. Embassy Hanoi

Abstract:

Teaching large, diverse classes can be a daunting task for educators, particularly when managing varying skill levels. This inspiring and interactive presentation will explore a range of strategies that make large classes more engaging, inclusive, and effective for all students. Participants will discover how to design lessons that adapt to different student needs, promote collaboration, and encourage active participation. Whether by offering differentiated content, fostering peer support, or organizing activities that cater to various learning styles, teachers will learn how to create a dynamic classroom environment where every student thrives. Attendees will leave with practical, easy-to-implement techniques that can be adapted to any classroom setting, empowering them to transform their teaching approach and enhance student outcomes. By the end of this session, participants will have a toolkit of strategies they can apply immediately to make their classes more manageable and enjoyable for both teachers and students alike.

Bio:

Dieter Bruhn is an English Language Fellow with the US Embassy in Hanoi, as well as President and Founder of One World Training, a renowned international training organization. For more than 25 years, Dieter has designed, delivered, and managed innovative educational and corporate training programs across the globe, and he has empowered thousands of teachers, entrepreneurs, and business professionals to improve their performance and achieve greater success. An active member of the TESOL community, Dieter served on the Executive Board of Colorado TESOL from 2005 to 2024, including two terms as President, and he has given dozens of engaging presentations at a number of international conferences, including keynote and featured presentations at the VietTESOL, CamTESOL, and LaoTESOL International Conventions.

Intercultural Communication in a Global World: Vietnamese Teachers' Perspectives
Andrew Duenas
National Geographic Learning

Abstract:

Many language course books include lessons or information on culture. Sometimes this meant learning about the way of life in the U.S. or the U.K. with little reflection on where the learner fits within that culture. Now, as the world becomes more globally interconnected, many are starting to expand this approach. Because English is often used as a lingua franca in the interactions of people from different cultures, our future leaders will need the capability to interact with and negotiate with people of many different cultural backgrounds. In this workshop, National Geographic Learning academic consultant Andy Duenas will introduce an approach to integrating intercultural communication into the English language classroom, developed by ELT experts. This approach enjoins the points of view from different countries and cultures and gives students the tools they need to communicate effectively and efficiently. There will also be a discussion on the reception of this approach by some teachers in Vietnam, which allows attendees to reflect on whether and how this approach could work for them.

Bio:

Andy is the Senior ELT Consultant for Academic and Training National Geographic Learning based in Ho Chi Minh City. He has been teaching English language to children and adults since 2008, and has worked in teacher training and development since 2017. For learners, Andy's approaches focus on getting all students participating, no matter the class size. For teachers, the approach is about helping teachers develop their classroom confidence to teach with passion and purpose.

FEATURE TALKS

Speech is not Enough!
Kent Wallace
Xanh Tue Duc School

Abstract:

Speech is not Enough! introduces the triangle method of teaching English as a second language. Particularly in Viet Nam, where cultural characteristics often hinder a student's ability to speak English effectively. The two triangles consist of Reading, Writing, Communication and Loud, Clear, Expressive. Speech is not Enough! explores how reading enhances listening skills while allowing students to digest the sublime conversations and dialogues of literary works. Highlighting the pitfalls of TV, YouTube, and film (which often turn students into caricatures of the mundane rather than thinking, thoughtful speakers). Speech is not Enough! focuses on the all-important mechanics of speech (how to make sounds, project sounds, and express sounds). While highlighting writing as a form of speech. Encouraging fiction (poetry, plays, and stories), which allow students the opportunity to express themselves without the instant scrutiny of the listener. Speech is not Enough! makes the case for speaking being the ultimate goal rather than the fodder of the English language learning experience. Once a student has something to say and the means to express themselves, communicative speaking is achievable.

Bio:

Kent Wallace is an American-born author/journalist/blogger, currently teaching English at Xanh Tue Duc School in Cua Lo Beach. For the past six years he has taught Pre-K through high school in public schools and English centers (including two lectures for Vinh University's Gifted Student Program). Wallace's eclectic background includes performance art, radio host, television talk show guest, and event promoter. He graduated from the University of California, Santa Cruz, in 1980 with a BA in Poetry and Truth.

AI-Enabled Language Teaching and Assessment: Necessity and Challenges
Brett Blumenthal
Pearson

Abstract:

AI-enabled tools have become increasingly popular in recent years. Just a few years ago, there may have been doubts about the role of artificial intelligence (AI) in English language teaching and assessment. However, today, thousands of teachers are using AI to support and accelerate English language acquisition, as well as to evaluate students' proficiency and skills. This workshop will explore the complexities of using AI in language training and testing, and the need to apply AI tools based on research and evidence. Participants will also learn about the pedagogical and technological principles involved, as well as the challenges of ensuring student data privacy and compliance with AI regulations. A variety of the latest AI innovations in educational products, including scenario-based practice, AI-enabled feedback, and a content generation toolkit for teachers, will be introduced and demonstrated. In particular, Versant by Pearson automated scoring technology will be used as an example of how AI can enhance assessment methods, create reliable and valid tests, and ensure trustworthy results.

Bio:

Brett Blumenthal is a DELTA-qualified education consultant and a Pearson master trainer with over 15 years of teaching and leadership experience in Vietnam and the U.S., specializing in teacher training, product presentation, and curriculum development. He has conducted training sessions across diverse academic contexts in both countries and managed academic programs at leading institutions in Vietnam. As a former Corporate Academic Manager, Brett excels at driving educational success through impactful training and strategic support. He is passionate about empowering educators and optimizing learning outcomes through innovative, tailored solutions.

Harnessing the Power of OPEN Online Courses for Professional Connections and Growth

Nguyễn Hạnh
Regional English Language Office, U.S. Embassy in Vietnam

Abstract:

OPEN (Online Professional English Network) is a U.S. Department of State initiative that provides global access to free online professional development courses and resources for English language teachers and learners. The program offers various facilitated-GOCs (Global Online Courses) MOOCs (Massive Open Online Courses), webinars, and self-paced courses focused on enhancing English language teaching skills and knowledge. OPEN aims to improve the quality of English language teaching worldwide, promote cultural exchange, and build a global community of educators and learners. This workshop explores the potential of U.S. government-funded OPEN online courses as a powerful tool for professional connections and growth. Participants will gain a deep understanding of the OPEN platform and its community of alumni. By examining successful collaborative initiatives, the workshop will demonstrate how leveraging OPEN resources and connecting with alumni can significantly enhance learning experiences. Participants will learn practical strategies for accessing and maximizing OPEN courses, as well as building meaningful connections within the OPEN community. Through mentorship, knowledge-sharing, and collaborative projects, attendees will discover how to effectively integrate OPEN into their professional development journey and achieve their career goals.

Bio:

Nguyễn Hạnh is the Program Manager at the Regional English Language Office (RELO) at the U.S. Embassy in Vietnam. Previously, she worked with the Fulbright Program in Vietnam, focusing on educational exchange and initiatives. Hạnh has a solid academic background in English and specialized training in educational management, which supports her dedication to enhancing English language education and fostering professional development for educators throughout the region.

PARALLEL SESSIONS

Applying Task-Based Language Teaching to Teaching IELTS Speaking
Nguyễn Trang Nhung, Đỗ Thị Thanh Dung
Hanoi Pedagogical University 2

Abstract:

Learning and teaching for the IELTS test have become prevalent for Vietnamese high school students in recent years as it can be utilized as one of the admission criteria for domestic and oversea universities. The test focuses on real world communication ability in four key skills: listening, speaking, reading and writing. Among these skills, Vietnamese students tend to get the lowest score in speaking. On the other hand, Task-based Language Teaching (TBLT) is an approach which emphasizes learning language by performing authentic communicative tasks in the target language. This study aims to explore teachers and students' perspectives towards the use of TBLT and factors affecting its implementation in IELTS Listening - Speaking classes. The research was conducted through classroom observations and semi-structured interviews with one teacher and three students. The research revealed positive attitudes about TBLT, and in particular, a noticeable improvement in fluency was acknowledged by the participants. Finally, the implications of the findings were discussed in light of the suitability of a task-based approach in teaching Speaking for the IELTS test.

Bios:

Nguyễn Trang Nhung holds a Bachelor's Degree in English Education from Hanoi National University of Education. Her academic interests encompass various areas of education, including Information and Communication Technology (ICT), English Language Teaching Methodology (ELT), and Language Assessment. Currently, she serves as an English teacher at the Faculty of English, Hanoi Pedagogical University 2 (HPU2), Vietnam.

Đỗ Thị Thanh Dung is an English lecturer at the faculty of English, Hanoi Pedagogical University 2. She often delivers courses on General English, English language teaching methodology and micro-teaching. She also actively participates in continuous development programs for teachers both as a trainee and a trainer. Her main research interests involve extensive reading, classroom assessment, task-based language teaching and teacher professional development.

The Impact of Picture Description on EFL Students' Coherence in Speaking
Bùi Huệ Phương
An Khanh High School

Abstract:

Research on teaching English with pictures has indicated that the implementation of pictures in teaching English has positive impacts not only on learners' language performance but also learners' attitude towards language learning. Based on the background of previous studies and theories, it has been hypothesized that the implementation of picture description could help participants improve their coherence in speaking English as well as make them have positive attitudes towards the use of picture description in speaking sessions. The study is aimed at examining the extent to which picture description helps participants enhance their coherence in speaking and to find out participants' attitudes towards the implementation of picture description in English speaking sessions. Participants were 39 grade- 10 students at a high school in Mekong Delta, Vietnam. Four instruments, a pre- test, a post- test, a post- questionnaire and interviews, were used to collect the data for this study. The results indicated that the use of picture description had positive impacts on enhancing participants' coherence in speaking and participants had positive attitudes towards the implementation of picture description in English speaking sessions. Hopefully, the study will shed light for ELT teachers in helping students to enhance their speaking skill by using picture description in speaking sessions.

Bio:

Bùi Huệ Phương is a school teacher, the vice-leader of the English Group in An Khanh High School, the President of An Khanh English Club. She has been teaching for 20 years. She did a Master Degree in Principles and Methods in English Language Education in 2018. She is very interested in learning new things about Methodology, finding new solutions and shedding inspiration to her students in her classes. She attempts to make herself a professional teacher of English.

The Correlation Between First Language Proficiency and Accuracy in Consecutive Interpreting
Trần Lưu Ly
Thuyloi University

Abstract:

This study explores the connection between a first language (L1) and success in consecutive interpreting (CI). Prior research has emphasized the importance of second language (L2) proficiency, but L1's influence remains under-investigated. This research proposes that a strong L1 foundation significantly improves interpreting performance. A quantitative approach will be used. Participants will be English-major students with varying L1 proficiency, measured by standardized tests. They will then complete a CI task, assessed for accuracy (fidelity, completeness, fluency). Correlation analysis will explore the connection between L1 proficiency and CI accuracy. We hypothesize a positive correlation, suggesting higher L1 proficiency leads to better CI accuracy. This study's findings aim to broaden our understanding of factors affecting interpreting performance. By highlighting the significance of L1 proficiency, this research hopes to inform interpreter training programs and curriculum development. The emphasis will be on comprehensive language development to strengthen interpreting skills.

Bio:

Trần Lưu Ly is a seasoned educator and linguist. Holding a Master's in TESOL from Victoria University, Australia, and an MBA from Vietnam-Japan University (where she was valedictorian), she specializes in translation and interpretation. With seven years teaching translation and interpretation at Thuyloi University, and five years of professional translation experience, Ly has a proven track record. She is a recipient of several prestigious scholarships, including a full scholarship from the Japanese Government and JICA.

Impacts of Standardized Test for Graduation on Students' Learning Motivation
Trần Thị Minh Phương, Phạm Thị Thu Hiền
Hanoi Pedagogical University 2

Abstract:

Testing and assessing are crucial in the teaching and learning process of all educational levels. In higher education, more and more universities like Hanoi Pedagogical University 2 (HPU2) have used certain standardized test specifications, namely IELTS, TOEFL, VSTEP or equivalent to assess the English learning outcome of all students. This survey study was carried out to examine the effects of the Standardized English Tests on motivation of HPU2 final-year English majors because the researchers believed that learners' achievement in learning could show whether they were motivated to learn or not. The findings show that standardized tests for graduation requirements have had noticeable influences on students' learning motivation, yet there existed doubts among students that their current English curriculum could actually help them achieve their learning targets. Besides, a number of students perceived that the difficulty level of the tests as well as quite high requirements for graduation exceeded their real English competence. The researchers also proposed suggestions to increase the positive effects of the test to enhance students' motivation and learning autonomy.

Bios:

Trần Thị Minh Phương is an English lecturer at Hanoi Pedagogical University 2, Vietnam. She earned a bilingual English and Chinese degree at Thai Nguyen university. She is currently teaching in the division of language skills. Her research interests are promoting students' speaking fluency, maintaining effective and fluent reading and writing. She also has done a great number of projects in developing students' language skills.

Phạm Thị Thu Hiền, M.A has been teaching English for English majors at Hanoi Pedagogical University 2 in Vinh Phuc for about 8 years. She received a bachelor's degree in English language teaching from Hanoi University of Education and a master's degree in applied linguistics from University of Languages and International Studies in Hanoi, Vietnam. She is interested in doing research in applied linguistics and English methodologies which can enable herself and other teachers to improve teaching and learning process as well as take a deeper insight into linguistic phenomena.

Problems Encountered by English Majors in Performing Oral Presentations and Some Suggested Solutions

Phạm Thị Kim Cúc
Hùng Vương University

Abstract:

Presenting has been considered a big challenge for most students, especially for those at university level. The paper aims at examining the problems English majors face in presenting and proposing some measures to improve the situation. 68 students majoring in English language from Hung Vuong university, who were juniors and seniors at the time of the study, participated in the study. A survey questionnaire and an interview were conducted to search for the problems students encountered in performing their presentation and causes for these challenges. In addition, students' end-of-term test results in the presentation module were also analyzed to shed light on the research. Findings showed that controlling negative emotion before and during their presentation performance, expressing clearly and smoothly ideas, and designing effective and logical visual aids were the main attributions hindering students from performing their presentation successfully. An insightful analysis of causes and solutions addressing the problems was included in the paper.

Bio:

Phạm Thị Kim Cúc is working as a main lecturer at Hung Vuong University, Phu Tho Province, Vietnam. She earned her Master degree in English linguistics at Hanoi University, and received her Phd in Language Education majoring in English teaching from Cagayan State University, Philippines. Her research interests are in EFL reading comprehension, teaching translation, and presentation.

Mediation in Meaning Changes: The Case of "Border" as "Barrier" and "Connectivity"

Hoàng Nguyễn Thu Trang, Chu Thanh Vân
University of Languages and International Studies, Vietnam National University, Ha Noi

Abstract:

In Vygotsky's theory of development, mediation highlights the traces of history, society and culture in language learning. In the case of changes in conceptualization, this study focuses on the shift of viewing the "border" between Vietnam and China from "barrier" to "connectivity". Such changes go in lines with the relationship between the two countries, i.e., their perception of security and cooperation along the border. Traces of this perceptual change can be seen in speeches and documents as well as the development of cross-border infrastructure. Viewing meaning as socioculturally situated and realizing the reflection of changes in reality in new shades of a term highlights the role of interdisciplinary research and mediation in language education. (This research was funded by VNU University of Languages Trend International Studies (VNU-ULIS) in project No. N.24.12).

Bios:

Hoàng Nguyễn Thu Trang has earned her Master's Degree in TESOL from University of Languages and International Studies, Vietnam National University (VNU-ULIS), Hanoi and another Master's Degree in English linguistic from University of Högskolan Dalarna (Falun, Sweden). Now she works for VNU-ULIS as an English Language teacher and specialist at the Science and Technology Office. Her research on ELT and linguistics has been published in national journals.

Chu Thanh Vân has earned her Doctoral Degree in International Relations (2014-2017) from University of Social Sciences and Humanities (VNU-USSH). She works for the University of Languages and International Studies (VNU-ULIS) and VNU-USSH as an English Language teacher, lecturer and researcher. Her research focuses on foreign policy, political institutions, international law, globalization, cultural diversity, Vietnam's relations with neighboring countries, English language in international relations. She has published one book and more than 20 articles published in domestic international studies journals.

Secondary School English Teachers' Perceived Effectiveness of Professional Development Training Courses

Nguyễn Thu Hiền
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

In the dynamic landscape of English language teaching, even experienced teachers face challenges in adapting to new teaching methodologies and materials. With the recent approval of a series of new English textbooks by the Ministry of Education and Training in Vietnam, the demand for effective in-service training has become more pressing. This talk presents findings from a survey involving 100 secondary school teachers, exploring their perceptions of the effectiveness of the training courses they have attended over the past 10 years. The study focuses on the impact of training on teachers' confidence, lesson planning, classroom management, and the practical application of various techniques. Results indicate significant discrepancies in teachers' perceptions of effectiveness, with the courses being found only slightly effective overall. Teachers with 16-20 years of teaching experience found these training courses most beneficial, and those from normal schools rated the courses more effective than their counterparts in selective schools. Additionally, the study reveals a preference for training sessions to be condensed into a one-week period. These findings highlight the need to organize more effective training courses that better meet teachers' expectations and enhance their professional development.

Bio:

Nguyễn Thu Hiền is a senior lecturer at the University of Languages and International Studies, Vietnam National University, Hanoi with over 20 years of experience in teaching English as a Foreign Language and more than 10 years of expertise in English Language Teaching Methodologies. She has been actively involved in various English language teaching projects and has worked as a trainer in multiple in-service teacher training programs. She earned her Master's and PhD in TESOL Studies in Australia.

AI-Powered Role-Play: Boosting Teachers' Capabilities and Improving Learning for Lower-Level Students

Phạm Ngọc Thùy Dương, Nguyễn Thị Thanh Hà
The National College of Education Ho Chi Minh City

Abstract:

Role playing is a classroom teaching technique that encourages students to participate actively in their English language learning. It reduces anxiety and shyness in language learners by allowing them to practice the target language in authentic settings (Tompkins, 1998), which improves their communicative competence. However, setting up and executing role-play exercises can be challenging for teachers and students at lower proficiency levels. These students can have trouble with their insufficient language skills. It takes great thought and preparation on the part of teachers

to modify role-playing tasks. In this context, artificial intelligence (AI) technology becomes an invaluable ally for educators and learners. The presentation aims to explore the benefits that both teachers and students can derive from using AI technology in role-play exercises. The talk begins by recapping the theoretical foundations of role-play in language learning and outlining potential applications of artificial intelligence (AI) in role-playing. The advantages for instructors and students are then emphasized. Finally, practical approaches to incorporating AI into role-play will be discussed, including tool selection and implementation techniques.

Bios:

Phạm Ngọc Thùy Dương has 22 years of experience in English education and is currently working as an English lecturer at the National College of Education in Ho Chi Minh City. She earned a Master's degree in TESOL from the Open University in Ho Chi Minh City. Her main research areas focus on learner motivation, learner autonomy, and professional growth.

Nguyễn Thị Thanh Hà has twelve years of experience in English education. She is working as an English lecturer at the National College of Education Ho Chi Minh City. She holds an MA in TESOL from the University of Social Sciences and Humanities, Ho Chi Minh City. Her primary research interests include language learner motivation, language learner autonomy, and professional development.

Utilizing Extensive Reading to Enhance Reading Motivation among EFL High School Students

Nguyễn Thị Kim Anh
Vinh University
Nguyễn Thị Trang Nhung
High School for Gifted Students, Vinh University

Abstract:

This study investigates the effect of extensive reading on enhancing reading motivation among EFL high school students in Vietnam, where the practice is not widely adopted. The research involved a cohort of 41 English-major students from the High School for Gifted Students at Vinh University, who participated in an online extensive reading program over a two-month period. Data collection through pre- and post-treatment questionnaires, weekly journals, and teacher observations revealed that extensive reading significantly increased students' overall reading motivation, intrinsic motivation, self-confidence, and English reading fluency. Moreover, it encouraged voluntary reading and cultural engagement with English-speaking communities. The findings underscore the potential benefits of integrating extensive reading into EFL curricula, although further research is necessary to expand on these results.

Bios:

Dr. Nguyễn Thị Kim Anh is an experienced lecturer in the Foreign Languages Department at Vinh University, specializing in linguistics. Her research spans cognitive linguistics, language assessment, and teaching methodology. With a focus on practical applications in language education, she contributes significantly to advancing language teaching practices in Vietnam.

Nguyễn Thị Trang Nhung is an English teacher at High School for the gifted, Vinh University, Vietnam. She graduated from University of Languages and International Studies with distinction and is going to receive her master's degree in English Language Teaching Theory and Methodology from Vinh University. With a passion for fostering intellectual growth and nurturing the potential of gifted students, she has been actively involved in innovative teaching methodologies and research. In her teaching practice, she is always willing to adopt new approaches, especially those involving the integration of technology. She was once awarded the first prize in an E-learning lesson design contest organized by Vinh University.

Enhancing Students' Writing Skills Through AI Tools: A Comprehensive Analysis
Đặng Hoàng Tuấn
Thoi Long High School, Can Tho

Abstract:

Language learning methods must now be innovative and creative due to evolving educational needs driven by rapid technological advancements. As artificial intelligence (AI) increasingly supports various educational tasks, including language instruction, this research explores the efficacy of artificial intelligence (AI) tools in improving students' writing abilities, especially writing essays. As educational institutions increasingly integrate technology into their curricula, AI tools have emerged as a powerful resource for enhancing writing skills. This study investigates how AI-driven applications - such as grammar and style checkers, personalized feedback systems, and writing assistants, namely Quillbot, WordTune, Jenni, Chat-GPT, Paperpal, Copy.ai, and Essay Writer - contribute to students' development in areas including Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. By analyzing data from user interactions, performance metrics, and student feedback, the research identifies key benefits and challenges associated with AI tools in writing education. The findings suggest that while AI tools offer significant support in refining grammar and style, their effectiveness is maximized when complemented by human oversight and pedagogical strategies. The study concludes with recommendations for integrating AI tools in a balanced approach to writing instruction, aiming to leverage their strengths while addressing potential limitations.

Bio:

Mr. Đặng Hoàng Tuấn is currently working as a teacher of English at Thoi Long High school, Cantho City. He has 10 experiences in language education and English assessment. His interests include integrating culture in language teaching, continuing professional development as well as English testing assessment and syllabus design and curriculum developments.

Some Common Problems in Translation Texts by English Language Students at Hanoi Pedagogical University 2 and Suggested Solutions
Đỗ Tiến Đức
Hanoi Pedagogical University 2

Abstract:

Nowadays, in the context of increasing globalization and integration in the world, translators' role in international relations has been enhanced more and more. Translators' duty is to translate important diplomatic and political texts, directly impacting the country's image in the view of the international community. Noticing the importance of translation in international relations, teachers of English in Vietnam have been officially teaching Translation to students majoring in English Language. However, students learning this subject have all had certain problems concerning English - Vietnamese languages and cultures. Due to the negative effects of these problems on their learning outcome, the researcher has conducted a study of some common problems in translation texts with the topic of international integration by the English Language students at his university. The aim of the study is to find out and clarify such problems, simultaneously suggesting some possible ways to help the students learn Translation better and have their own experiences for their work in the future.

Bio:

Đỗ Tiến Đức is a senior lecturer of English at Hanoi Pedagogical University 2. He is currently head of the group of Translation - Interpretation in the faculty of English. He earned his BA degree of English Language Teaching and MA degree of English Linguistics at University of Languages and International Studies, Hanoi National University. His research interests are Translation, Development of Language Skills, and Research Methods in Language Learning. He has presented and published widely on the topics of these fields.

Teaching the Passive Voice to Ethnic Minority Students in Tiếng Anh 10 Global Success Textbook Using Communicative Language Teaching (CLT) Method

Đinh Thị Thái Hà
Mường Chiềng High School

Abstract:

The passive voice presents a significant challenge for ethnic minority students studying English as a foreign language, particularly in the context of the Tiếng Anh 10 Global Success textbook. The primary rationale for employing CLT lies in its emphasis on meaningful communication and interaction, aligning with the cultural and linguistic diversity of ethnic minority students. By integrating CLT into the teaching of passive voice, students engage in authentic language use scenarios, fostering comprehension and practical application. The presentation proposes an innovative approach utilizing the Communicative Language Teaching (CLT) method to enhance passive voice acquisition among these learners. These strategies aim not only to improve passive voice comprehension but also to cultivate students' confidence in using English communicatively. The study will employ qualitative research methods, including classroom observations and student feedback, to evaluate the effectiveness of CLT in enhancing passive voice learning outcomes among ethnic minority students in the Tiếng Anh 10 Global Success curriculum. This also seeks to contribute to pedagogical practices that are inclusive, culturally sensitive, and effective in promoting English language proficiency among diverse student populations.

Bio:

Đinh Thị Thái Hà, an English teacher at Muong Chieng High School with 32 years of experience, is dedicated to empowering ethnic minority students. A VietTESOL member since 2017, she has enhanced her expertise through RELO-sponsored MOOCs and presented on using Communicative Language Teaching (CLT) for teaching the passive voice in the Tiếng Anh 10 Global Success textbook.

The Effects of Blended Learning on University Students' Speaking Ability Development

Trần Thị Minh Phương, Phạm Thị Thu Hiền
Hanoi Pedagogical University 2

Abstract:

Blended learning in language teaching has recently received great attention from scholars and schools in Vietnam; however, the impact of Blended learning on language learners has not been fully explored yet. The primary aim of the research was to find out the effects of Blended learning on the speaking skills of students at Hanoi Pedagogical University 2. Throughout the result, researchers and teachers have a deeper understanding of the impact of this teaching method on students' speaking proficiency. With 60 students participating in the study, along with the use of pre-test and post-test for the research and the questionnaire, the findings show that regular practice of blended learning has a positive effect on students' speaking skills and raises their learning autonomy.

Bios:

Trần Thị Minh Phương is an English lecturer at Hanoi Pedagogical University 2, Vietnam. She earned a bilingual English and Chinese degree at Thai Nguyen university. She is currently teaching in the division of language skills. Her research interests are promoting students' speaking fluency, maintaining effective and fluent reading and writing. She also has done a great number of projects in developing students' language skills.

Phạm Thị Thu Hiền, M.A has been teaching English for English majors at Hanoi Pedagogical University 2 in Vinh Phuc for about 8 years. She received a bachelor's degree in English language teaching from Hanoi University of Education and a master's degree in applied linguistics from University of Languages and International Studies in Hanoi, Vietnam. She is interested in doing research in applied linguistics and English methodologies which can enable herself and other teachers to improve teaching and learning process as well as take a deeper insight into linguistic phenomena.

Media Literacy in Pre-service English Language Teacher Education: Relevance and Challenges

Trần Thị Ngân
Hanoi Pedagogical University 2

Abstract:

In the media-dominated society, it is of special importance to equip learners with essential skills to analyze and interpret various forms of media that they encounter in the learning process, from traditional print to digital and multimedia platforms. In English language education programs, where students are exposed to diverse linguistic and cultural content, media literacy is receiving growing attention. In some teacher education institutions in Vietnam, media literacy has been taught as a module, either compulsory or optional, in the curriculum. This paper aims to investigate the relevance as well as challenges of developing a media literacy course in a pre-service English language teacher education program through surveying preservice EFL teachers' level of media literacy, interviewing the participants on their views and analyzing media components incorporated in their lessons and practice materials. Ultimately, this paper advocates for a more holistic approach to language education programs that embrace media literacy as a fundamental component.

Bio:

Trần Thị Ngân, M.A is an English lecturer at Hanoi Pedagogical University 2. Her teaching responsibilities mainly involve working with pre-service teachers on teaching methodology, mi-cro teaching practices and test and assessment in English language teaching courses. Additionally, she actively engages in in-service teacher CPD programs. Her research interests include teaching and learning styles, innovative teaching methods, the integration of technology in English language teaching, and assessment in teaching and learning. She has presented at a number of national and international conferences on Language Teaching and Learning.

Teachers' Perceptions toward Written Corrective Feedback on Highschoolers' IELTS Essays

Nguyễn Quang Hưng
Thuyloi University

Abstract:

Corrective feedback is considered essential to successful foreign language learning. It is agreed by teachers and students that written corrective feedback (WCF) in writing skills is necessary for English language learners to be aware of their strengths and areas for improvement, which may help to enhance the quality of their writing in the future. Research has investigated the purpose, form, and characteristics of WCF, and scholarly attention has also been increasingly paid to the perceptions of teachers and students toward WCF at the tertiary level. However, there seems to be a paucity of literature on Vietnamese teachers' perceptions toward WCF on essays written by highschoolers to prepare for the International English Language Test System (IELTS). This is a gap for this research to address, especially when the IELTS has become so common with high school students in Vietnam in recent years, and IELTS Writing Task 2 has been reported to pose multiple challenges to Vietnamese IELTS candidates. Therefore, this study aims to explore the perceptions of several teachers at a Hanoi-based English language center toward their WCF on Writing Task 2 essays written by high school students. Employing a qualitative approach with semi-structured interviews, this study hopes to shed light on how the teachers perceive the features of effective feedback, constraints related to feedback giving, and their expectations for students as feedback receivers. Findings of this research could act as explanations for some characteristics often seen in teachers' WCF, inform institution leaders about the practice of WCF, and help students better understand their teachers' related expectations.

Bio:

Nguyễn Quang Hưng, aka Hung Nguyen, is a lecturer at Thuyloi University, Hanoi, Vietnam. He currently teaches English as a foreign language and introduces English linguistics to undergraduates at the university. He earned a Master's degree in TESOL from the University of Canberra in 2023. Since his completion of the Master's program, he has published a journal article and contributed to

an international conference as a presenter. His research interests are the teaching of the English language skills, learners' intercultural competence, and sociolinguistics.

Cultivating Global Citizens for a New Workforce in a New Approach Through Culture and English Language Education

Nguyễn Thị Quỳnh Giang
Institute of International Education, Hoa Binh University

Abstract:

Cultural and language education plays a pivotal role in shaping academic development by nurturing global competencies and fostering intercultural understanding. This research paper explores the new approach of cultural and language education in the tripartite model of government - universities - enterprises to nurture our gen Z students comprehensive global citizens from a theoretical perspective. The paper applies desk reviews, qualitative method and in-depth interviews of students, academia in Hoa Binh University and 3 its partner universities. 2 key findings are on the academic and industrial partnership as an environment of studying, practicing and working upon graduation; and on the interventions to prepare for students through cultural conflicts during school time and after they graduate. The roles and characteristics of different actors in the tripartite models are also mentioned. This research marks a departure from traditional educational paradigms by placing a heightened emphasis on cultivating a comprehensive understanding of global issues, fostering unwavering commitments to diversity and inclusivity, and promoting seamless cross-cultural collaborations. Through a synergistic blend of rigorous research endeavors, strategic capacity building initiatives, and robust international partnerships within the higher education landscape, institutions are presented with a unique opportunity to spearhead the cultivation of global citizens who exhibit a heightened sensitivity towards sustainability concerns across multifaceted dimensions. The paper aims to serve as the preliminary basis for other bilateral established projects between Vietnam and the US to promote human rights. In summary, the integration of culture and English language education within the more inclusive partnership of government, universities and industries to our youth to a new generation workforce.

Bio:

Nguyễn Thị Quỳnh Giang is Deputy Director in international relations of Hoa Binh University, a member in the Sovico Group (HD Bank, VietJet Air). She majors in public administration and economics (ULB - Belgium), international public law (DAV - MOFA Vietnam). Giang is PhD Candidate in international public law. She worked for ILO-UN, World Bank and MOET, MOHA, MOLISA Vietnam. Her research interests are human rights, education & innovation.

Secondary School Student Misbehaviors and EFL Teachers' Coping Strategies

Đặng Thị Mỹ Hạnh, Nguyễn Thu Hiền
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

Creating and maintaining an engaging and productive learning environment is a critical aspect of teaching expertise with significant implications for student learning and outcomes. However, student misbehavior can hinder teachers' ability to maintain such an environment. Understanding common types of student misbehavior and exploring teachers' coping strategies is essential. This paper reports the findings of a study on common misbehaviors in English as a Foreign Language (EFL) classrooms, as perceived by secondary school EFL teachers, and the coping strategies they employ, along with the perceived effectiveness of these strategies. Using a survey conducted with 30 English teachers from 14 secondary schools in a rural district in northern Vietnam, the study found that all commonly identified student misbehaviors in the literature were reported by the teachers. Among these, the most frequent misbehaviors were minor, such as students' lack of attention, disinterest in participation, and off-topic conversations. More serious behaviors, such as sexual disturbance, vandalism, stealing, and violence, were found to be uncommon. To manage these behaviors, teachers primarily employed strategies such as praising or rewarding positive behavior, hinting at inappropriate behavior, encouraging participation, conversing with students, and implementing

disciplinary measures with increasing severity as needed. Additionally, a significant positive relationship was observed between the frequent use of coping strategies and their perceived effectiveness. These findings are expected to be helpful for secondary school teachers in similar contexts.

Bios:

Đặng Thị Mỹ Hạnh is an English Teacher for Budding Bean English Vietnam. She earned a bachelor's degree in English Language Teacher Education from the University of Languages and International Studies (Vietnam National University). Her research interests are EFL classroom management, particularly focusing on student behaviors and teachers' coping strategies. She is passionate about creating supportive learning environments that foster positive behavior and engagement among learners.

Nguyễn Thu Hiền is a senior lecturer at the University of Languages and International Studies, Vietnam National University, Hanoi with over 20 years of experience in teaching English as a Foreign Language and more than 10 years of expertise in English Language Teaching Methodologies. She has been actively involved in various English language teaching projects and has worked as a trainer in multiple in-service teacher training programs. She earned her Master's and PhD in TESOL Studies in Australia.

Every Cloud Has a Silver Lining: CHATGPT in EFL Classrooms
Phan Thị Anh Nga
HCMC University of Foreign Languages and Information Technology

Abstract:

ChatGPT has the potential to revolutionize the way we approach language learning in the classroom, offering unprecedented opportunities for personalized instruction and student engagement (Smith, 2023). The rapid advancement of Artificial Intelligence (AI) in education has presented new opportunities for language facilitators, especially in English as a Foreign Language (EFL) contexts. The objective of this study is threefold. Firstly, this paper presents a comprehensive overview of how ChatGPT has been and continues to be utilized to facilitate teaching and learning activities within the new tertiary setting of Vietnam. Secondly, extensive word-of-mouth recommendations, practical planning guidelines, and specific technical instructions are presented to educators who would like to use ChatGPT as an educational endeavor. The paper concludes with a set of fundamental guiding principles and inspirational constructive ideas for how ChatGPT can be used in various ways, including sample projects and beyond, based on the author's experimentation.

Bio:

Phan Thị Anh Nga is a peripatetic teacher, prolific writer, and eloquent speaker who empowers educators to think outside the box and critically examine their established practices by asking, "What is best for my students?" For the past fifteen years, she has inspired researchers and teachers at all levels with her passion and joy for the teaching and learning process. Phan began her teaching career at Hue University of Foreign Languages and International Studies (HUFLIS) in 2005 and is now a full-time teacher at the HCMC University of Foreign Languages - Information Technology, Vietnam. Her interests include Professional Development, English for Specific Purposes, and Technology in Teaching and Learning English, all of which demand genuinely creative thinking. Furthermore, she actively participates in presenting and writing articles for numerous national and international conferences, showcasing her commitment to advancing educational practices.

Using "Flipped Model" to Foster Classroom Interaction in EFL Speaking Classes: Tertiary Teachers' Perspectives

Nguyễn Thị Lệ Hằng
Quang Binh University

Abstract:

Globally, EFL teachers are making efforts to apply the flipped classroom (FC) model as one of the technological innovations in improving the quality of language teaching and learning. This model aims to provide lectures outside of the classroom, while assignments with concepts are provided inside the classroom through learning activities (Clark, 2013) in order to foster classroom interaction by integrating the student-centered learning approach into the teaching-learning process. FC model has been applied in teaching languages worldwide; however, the teachers' perceptions towards using videos as lectures to teach speaking skills at tertiary level in Vietnamese context is still marginalized. This study tries to investigate how FC is perceived, spread out, and applied to foster classroom interaction in teaching speaking in tertiary Vietnamese context. Data were collected from questionnaires and in-depth interviews with 15 English lecturers and 03 of them respectively. The findings revealed that the teachers' responses were quite varied although they highly appreciated the necessity of using the FC model in teaching speaking. The majority of the respondents was in favor of using the FC to facilitate the students' engagement and participation while some others were not in favor of this model due to overloaded responsibilities and tasks. From the findings, some implications and recommendations were added. This research is significant not only in understanding teachers' perceptions toward the necessity of using FC to promote classroom interaction but in seeking better speaking teaching outcomes as well.

Bio:

Nguyễn Thị Lệ Hằng is a senior lecturer at Quang Binh University, Vietnam. She is currently a regular member of the Viettesol Association. She earned a diploma in the English language from Hue University of Science, and received her Ph.D. in TESOL from Hue University of Foreign Languages and Human Studies, Hue University, Vietnam. Her research interests are classroom interactions, EFL reading skills and competencies, teaching the English language skills, translation and interpretation studies. She has presented and published her research about these topics in numerous conferences and seminars about these topics.

Using Podcasts to Improve 10th Grade Students' Listening Comprehension at a High School

Lê Đức Anh, Nguyễn Hải Việt
School of Foreign Languages, Thai Nguyen University
Nguyễn Viết Hưng
Vinh University

Abstract:

The study was conducted at Dao Duy Tu high school in Thai Nguyen in the second semester of the year 2019-2020 in order to investigate the effects of using podcasts on improving the students' listening comprehension in English. Based on the aims of the study, an action research design was employed with the model of Burns. The author conducted the study in nine weeks with the participation of fifty students in class 10P and 10D0 course 14 at Dao Duy Tu high school in Thai Nguyen. During the procedure of the study, the students participated in listening lessons with the podcasts of listening comprehension selected by the teacher. Tests and questionnaires were used in the study as the data collection instruments. The research results indicated that there was a remarkable development in the students' listening comprehension after the intervention and most of the students had positive opinions towards the use of podcasts in the listening lessons. Findings revealed that the scores of the pre- test and post-test were the solid evidence for the application of podcasts to foster the students' listening comprehension. Based on the results, recommendations were given to the students and teachers so as to improve students' listening comprehension through the podcasts application effectively. Finally, some further implications, limitations and suggestions for further studies were included in this study.

Bios:

Lê Đức Anh is a lecturer assistant at the School of Foreign Languages - Thai Nguyen University, Vietnam. He is a member of the English Department. He earned a degree in English Language and is studying for a Master's Degree at the School of Foreign Languages, Thai Nguyen University. His team focuses on improving English listening comprehension for high school students in Vietnam through the use of podcasts.

Nguyễn Hải Việt is a lecturer at the Division of English Language Teaching Methods at the School of Foreign Languages, Thai Nguyen University. He teaches courses in Academic English and ESP subjects, especially modules on English for Tourism and Hospitality. He teaches English Teaching Methods for primary and secondary education levels at university. His research interests include teaching methodology in second language teaching and learning.

Nguyễn Viết Hưng is a Teaching Assistant at Foreign Languages Department, Vinh University, Vietnam. He earned an excellent degree in English Language Teacher Education from the same department. His research interests include EFL reading fluency development, teaching English language skills, approaches and methods in English language teaching, language testing and assessment, and curriculum design and material development.

EFL Students' Self-Management, Social Awareness and English Learning Motivation

Đặng Thị Phượng
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

 Although learners' motivation has been a longstanding area of study, it remains an enduring and pivotal subject of scholarly inquiry. As part of a larger research initiative, the current study aimed to examine EFL high school students' motivation for learning English together with two other factors including self-management and social awareness. Additionally, potential correlations among these factors were also analyzed using bivariate Pearson Correlation analysis while Independent Samples t-Test was utilized to compare these elements between male and female students to identify any significant differences. Data were collected with the use of a questionnaire adapted from the CORE Districts Social Emotional Learning Survey and the English Language Learner Motivation Scale (ELLMS): Pre-College. The results of this research are intended to offer valuable insights for educators, researchers, policymakers, and other stakeholders, helping to inform and guide effective pedagogical strategies and interventions that address the specific needs of EFL students, ultimately enhancing their educational outcomes and overall learning experience.

Bio:

Đặng Thị Phượng (MA) is currently working as a lecturer at University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam. Her research interests include teacher training and professional development, teachers' emotional wellbeing, critical thinking, and the application of technology in English teaching and learning.

An Investigation of Teachers' Difficulties Applying CLIL in Language Classroom

Nguyễn Thị Hồng Minh, Hồ Phương Chi
Vinh University

Abstract:

Content and Language Integrated Learning (CLIL) is an educational method that integrates non-language subjects into language teaching, enhancing both language proficiency and cognitive skills. In Vietnam, despite being part of the National Foreign Language Project since 2008, the implementation of CLIL is still a largely underdeveloped area. This study investigates the difficulties Vietnamese teachers face in applying CLIL in language classrooms, focusing on their perceptions and the challenges they encounter. It further examines how these challenges impact their teaching methods and student outcomes. Using a mixed-methods approach, including survey questionnaires

and interviews, the research identifies significant barriers encountered by CLIL teachers in their teaching process, much of which is related to inadequate training, limited resources, technical problems, and the need for continuous professional development. These barriers may force teachers to devote more time to class preparation and training, while students may struggle to comprehend the teachings and develop their language proficiency completely. Based on these findings, the study offers practical recommendations to support teachers in effectively integrating CLIL, aiming to improve language education in Vietnam.

Bios:

Nguyễn Thị Hồng Minh is a senior student majoring in English Pedagogy at Vinh University. Her academic focus is on exploring methods in language education, particularly in fostering linguistic diversity and effective pedagogy practices. Having taken part in an academic writing course, she continues to develop her skills in scholarly research and writing, with a strong commitment to advancing inclusive language learning strategies.

Hồ Phương Chi is currently a senior student at Vinh University majoring in English Pedagogy. Her research interests include teaching methodology such as content and language integrated learning strategies, as well as challenges associated with modern teaching from the perspective of teachers. She has taken an Academic Writing course and participated in scientific research workshops to better grasp how to write a research article. Furthermore, she attended a CLIL workshop to have a better understanding of this strategy.

Oral Practice in Second Life Virtual World
Hoàng Linh Chi
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

This action research study examined first-year English - majored students' oral participation in speaking activities conducted on Second Life Virtual World - an online 3D platform which has been widely used for educational purposes around the world. Participants included 19 first-year university students whose level of English proficiency ranged from Upper intermediate to Advanced. Over the period of five weeks, the participants were scheduled to practice their speaking skills on Second Life in different group sizes, undertaking various activities such as discussion, individual sharing or field trips, etc. Three instruments namely students' journal, group interview, and individual interview were adopted as data collection methods. The research findings indicated a moderate to high level of engagement with a majority of participants reporting increased willingness to orally express their opinions thanks to the friendly, stress-free atmosphere of SL. Shy students were revealed to have benefited most from oral practice in the 3D environment on account of the absence of non-verbal reactions. However, technical issues encountered by participants during the implementation of this innovation were revealed to be overwhelming and adversely affected participants' engagement. For future implementation of this innovation, small class size, better technical guidance and use of small group discussion/ sharing, pronunciation practice and virtual field trips as main activities were suggested.

Bio:

Hoàng Linh Chi is currently working at the Faculty of English Language Teacher Education at the University of Languages and International Studies, Hanoi, Vietnam. She earned a diploma in TESOL from University of Languages & International Studies, Hanoi, Vietnam and received her MA in TESOL from Victoria University of Wellington, New Zealand. Her research interests are English for Young Learners and computer-assisted teaching & learning.

The Relation between Teachers' Use of Motivational Strategies and Ulis-Felte Students' Engagement in a Research Methodology Course

Đặng Thu Trang, Dương Thu Mai
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

Student engagement is a cornerstone of successful learning. While research has extensively explored pedagogical approaches, the specific influence of teacher motivation techniques on students still needs to be studied. This research delves into the intricate connection between teachers' motivational strategies and students' engagement levels in a research methodology course - a "dry" academic subject. A quantitative survey of 141 ULIS-FELTE students was conducted to identify frequently used motivational strategies, assess student engagement across cognitive, emotional, and behavioral dimensions, and examine their correlation. Results indicate that while students valued teacher enthusiasm, the use of humor, casual conversation, and tangible rewards was less prevalent. Students demonstrated above-average engagement overall, yet a subset expressed disinterest and apprehension. The study revealed moderate correlations between specific motivational strategies and student engagement dimensions. This research contributes to understanding how teachers can foster a more engaging learning environment for ULIS-FELTE students, opening avenues for future exploration of additional factors influencing student engagement.

Bios:

Đặng Thu Trang is a fourth-year undergraduate in English Linguistics at the University of Languages and International Studies, Vietnam National University, Hanoi. Passionate about English language teaching, she is actively involved in research in this field. She is particularly interested in innovative teaching methodologies, personalized learning, and learner autonomy.

Dr. Dương Thu Mai has worked mainly with the University of Languages and International Studies at Vietnam National University in a range of roles. She lectures in a wide variety of English-related subjects. She has extensive experience in developing language courses for TESOL and TEFL students, and in coordinating and teaching in Bachelor and Master courses. Dr Duong has had major project responsibility in a range of university and national scale research projects such as the National Foreign Language Project 2020, the Russian Educational Aid for Development Project in Vietnam, and British Council Teacher Training Workshops and Symposiums.

Emotional Intelligence and Self-Efficacy as Important Factors to Reduce Teachers' Stress

Kiều Thị Thu, Ngô Thị Thu Trang
Hanoi University

Abstract:

Emotional intelligence and self-efficacy are critical factors that play a crucial role in every person's life as these elements can help balance between personal fulfillment and career advancement. In education, teachers should also be aware of their own emotions and self-efficacy to effectively support themselves during difficult times. However, the impact of these two factors on teachers' mental health and the effectiveness of classroom instruction has not been thoroughly researched. To explore how emotional intelligence and self-efficacy influence teachers' job satisfaction, this research reviews relevant literature then examines pedagogical strategies to enhance professionalism, adaptability, and teaching philosophies. This paper hopefully will be able to address teachers' emotional and mental struggles and therefore help them to achieve a higher level of job satisfaction.

Bios:

Kiều Thị Thu is an experienced English teacher and course convenor at Hanoi University. Since starting her career in 2007, she has been committed to helping students excel academically and improve their language proficiency. She is also very passionate about encouraging lifelong learning and supporting mental well-being for both students and teachers.

Ngô Thị Thu Trang is a lecturer at Hanoi University. Her primary responsibilities include teaching English skills and English for specific purposes, developing curriculum and materials, designing tests, test marking, conducting research in education and language learning. She has written numerous articles about language acquisition, learner autonomy, education and technology which have appeared in educational conferences and journals. She has 17 years of industry experience, making her a significant professional. Her dedication towards her work and her students has shown her efforts. Her commitment to excellence has engrained into her students and her work for professional development. Through her passion for research and her commitment to teaching, Trang defines what it means to teach at Hanoi University.

Investigating EIL Perceptions and Practice of English Language Pre-Service Teachers

Vũ Phạm Tuấn Anh
Nguyen Sieu High School

Abstract:

The expansion of English across the globe has necessitated a shift in teaching methodologies to better equip learners in communicating with speakers from various linguistic and cultural backgrounds. In Vietnam, this need is particularly significant as the national goals of language teaching have gradually shifted towards catering to these communicative needs. In response, many teacher preparation programs have been implemented to prepare pre-service teachers to respond to these requirements. While these programs have made progress in fostering positive perceptions, the application of teaching English as an international language (EILT) in the classroom among these teachers remains largely unexplored. To address this gap, this study explores pre-service teachers' perceptions and their reflections of practices concerning EILT. Using a 4-point Likert-scale questionnaire, the study gathered data from 85 pre-service teachers having participated in EIL courses at a language teacher training university in Hanoi, Vietnam. After that, semi-structured interviews were conducted with a subgroup of seven participants to gather their reflections on their EILT practices. The findings highlight a noticeable disparity between the participants' perceptions and perceived practices. Although their perceptions were generally aligned with EILT in many respects, the practices demonstrated IELTs marginal role in their classroom teaching. It further uncovers their underlying reasons, challenges faced, and strategies adopted during this transition from theory to practice. This research sheds light on the complexity of practicing EILT in the context of Vietnam, contributing to a potentially widespread issue faced by pre-service teachers in similar contexts. Thus, it carries implications for pre-service teachers, EIL teacher trainers, curriculum designers and language assessment developers.

Bio:

Vũ Phạm Tuấn Anh is an Academic English teacher at Nguyễn Siêu High School - a bilingual high school based in Hà Nội, Việt Nam. He holds an honors Bachelor's Degree in EFL teacher education from Vietnam National University. His interest lies in English as an international language and its implications for language teaching. At this conference, he will be presenting on the perceptions and practices of English language pre-service teachers in relation to English as an International Language (EIL).

Impact of Teacher-Learner Collaborative Assessment and Content-Based Learning on English Writing: Evidence from FTU - HCMC

Vũ Ngọc Mai, Đặng Thị Mỹ Dung, Hoàng Thị Thanh
Foreign Trade University, HCMC campus

Abstract:

The study critically evaluates the impact of corrective feedback within a Teacher-Learner Collaborative Assessment (TLCA) and Content-Based Instruction (CBI) framework on EFL (English as Foreign Language) students' English writing learning. A ten-week experiment with one hundred respondents explores this issue. The participants are divided into three groups, one receives direct corrective feedback, another navigates indirect feedback, and a control group receives none.

Measuring the students' writing performances in different groups, the study aims to assess the combined effectiveness of TLCA and CBI in enhancing their English proficiency. The research findings reveal that corrective feedback within the TLCA and CBI framework significantly promote students' grammar accuracy. This study proposes an innovative methodology, highlighting comprehensive corrective feedback as a transformative catalyst for grammar development. It suggests a unique module for EFL students, enhancing learners' proficiency in English grammar. This approach has some implications for a fresh paradigm within EFL writing learning in higher education.

Bios:

Vũ Ngọc Mai (Ms.) is currently a full-time English lecturer at the Department of Foreign Languages at Foreign Trade University, HCMC Campus. She earned her M.A. degree in TESOL from HCM USSH, Vietnam, and has more than 10 years of experience in teaching English to young learners and adults. Her research interests include the areas of L2 learning strategies and intercultural communication.

Đặng Thị Mỹ Dung has been an English lecturer of Department of Foreign Languages, Foreign Trade University - HCMC for years. She received an M.A in TESOL from University of Canberra (Australia), and an MBA from University of Bolton (UK). She has actively involved in teaching English language skills, ESP (Business Correspondence, International Business Contracts, Business Communication, English for Banking and Finance, etc.). Her research focuses on ELT, Human Resources Management, and Risk Management. She has presented and made publications on these topics.

Hoàng Thị Thanh (MBA) is currently working as an Assistant of the Department of Foreign Languages of Foreign Trade University - HCMC. She has held a number of positions, including an Administrative Officer of the Division of Politics and Student Affairs, Human Resources Department & Department of Foreign Languages. Regardless of her specialist role, she is always engaged in doing scientific research.

Students' self-discipline and Lifelong Learning Orientation

Phạm Thị Thanh Thúy
Hanoi National University of Education

Abstract:

Self-discipline is seen as a key to assisting non-English majored students in conquering the challenging mountain of the English language. It is advised that for their own sake, they should follow a lifelong learning strategy towards this foreign language. The study investigates the ways in which university students consider English a lifelong learning subject, especially those who own self-discipline during the process of language learning at a tertiary institution. The major research method is in-depth interviews with non-English major students attending English courses to figure out their opinions related to the topic of the study. Findings revealed that most of the participants recognized the importance of English on their way to becoming graduates, and postgraduates or to lead successful careers and implement a lifelong learning orientation. The rest took English courses as must-learn ones to fulfill their credits to complete their journeys at university. At the end of the research, pedagogical implications in language teaching and learning are proposed in detail.

Bio:

Phạm Thị Thanh Thúy, Ph.D Candidate, is teaching English at Hanoi National University of Education. She earned her MA degree in University of Languages and International Studies-Vietnam National University, Hanoi. She majors in 4 skills of English, vocabulary, linguistics, and methods of teaching and learning English. She has attended many conferences including 57th RELC International Conference 2023 in Singapore and VietTESOL International Convention Conference 2024. Her slogan is: "You cannot live the 2nd time, so live and work with love at your fullest effort!"

Teacher's Use of Motivational Strategies and Students' Motivation

Phạm Đỗ Quỳnh Anh
Nguyen Sieu High School

Abstract:

This study aims to explore (i) the range of motivational strategies used by teachers, (ii) students' preference, (iii) students' motivation for learning English, as well as (iv) the relationship between students' motivation and the strategies employed by teachers. The study employed a quantitative research design and utilized clustered sampling to gather data from 353 secondary school students in selected private and public schools in Hanoi, Vietnam. Descriptive and correlational analysis of the collected data suggested that: (1) "Recognize students' effort" was both the most used strategy by teachers and the most preferred strategy by students, (2) both intrinsic and extrinsic motivation levels of students for learning English were high, and (3) there was a strong link in the relationship between teacher's use of motivational strategies and students' motivation. The findings of this study contributed to the existing knowledge on motivation in language learning, specifically within the Vietnamese EFL context. The study also had practical implications for EFL teachers and curriculum developers, facilitating the implementation of instructional practices that enhance motivation and promote successful language learning outcomes.

Bio:

Phạm Đỗ Quỳnh Anh is an English teacher at Nguyen Sieu School, Hanoi, Vietnam. She earned a bachelor degree in English Language Teacher Education from University of Languages and International Studies, Vietnam. Her research interests are teaching the English language skills and learning motivation.

Integrating Soft Skills Development in English Language Teaching: A Comprehensive Approach

Bùi Thị Xuân Linh
University of Technology Education

Abstract:

In today's globalized and fast-paced world, the demand for professionals equipped not only with technical expertise but also with strong soft skills is ever-increasing. While English language proficiency remains a critical asset, the integration of soft skills such as presentation abilities, teamwork, and critical thinking into language education is essential to prepare students for real-world challenges. This research paper explores the intersection of English language teaching (ELT) and soft skills development, proposing a comprehensive approach that combines language learning with the cultivation of essential interpersonal and cognitive abilities. Through a review of existing literature, case studies, and empirical research, the paper identifies effective strategies and methodologies for embedding soft skills within ELT curricula. The findings suggest that students who engage in integrated learning activities not only improve their language proficiency but also enhance their ability to collaborate, communicate, and think critically in diverse professional and academic settings. This paper concludes with practical recommendations for educators and curriculum developers, emphasizing the need for a holistic teaching approach that aligns language learning with the broader skill set required in the 21st century.

Bio:

Bùi Thị Xuân Linh holds an MA degree in English Language Education, obtained in 2005, and has over 20 years of experience as a lecturer at Vinh University of Technology Education. Throughout her career, Linh has been passionate about improving English teaching methodologies, particularly in the context of technical education. Her focus is on creating engaging, student-centered learning environments that enhance communication skills and language proficiency. With her dedication to exploring innovative teaching methods, Linh is committed to helping students excel in both academic and professional settings.

An Experimental Study on the Effects of Using the 4English App to Enhance Vocabulary Breadth for College EFL Students

Đông Võ Kiều Ngân
Nguyễn Quyên
School of Languages, International University, Vietnam National University Ho Chi Minh City

Abstract:

Mobile applications have become popular tools for second language learners to acquire vocabulary. This quasi-experimental study examined the impact of the 4English application on vocabulary development and the attitudes of EFL students at a college in Ho Chi Minh City. Twenty-eight non-English major students were divided into two groups: a control group using traditional vocabulary learning methods and an experimental group using the 4English application alongside classroom instruction. A quantitative approach, employing a pretest-posttest design and a questionnaire for the experimental group, was used. Results indicated that the experimental group developed a significantly larger vocabulary size compared to the control group. Additionally, the study explored the learners' perspectives on the advantages and disadvantages of the 4English application. The findings and their implications for teaching and research are discussed.

Bios:

Đông Võ Kiều Ngân is an undergraduate student majoring in English Linguistics and Literature at International University. Passionate about literature and linguistics, She aims to pursue a career in teaching. Currently, she is enhancing her skills through a full-time teaching position at an English center in Ho Chi Minh City.

Dr. Nguyễn Quyên is currently a lecturer at the School of Languages, International University - VNU-HCM. She earned her PhD in English Language Education from Korea University in 2020. Her research interests lie in the intersection of theoretical linguistics and language acquisition where she uses formal linguistic perspectives to explain phenomena in second language (L2) acquisition. Recently she began to work on L2 fluency from psycholinguistic perspectives, drawing on features of L2 speech to yield valuable information that helps enhance L2 fluency inside and outside language classrooms.

English Vocabulary Teaching Practices among Vietnamese Primary School Teachers

Trương Thị Như Ngọc
Ho Chi Minh City University of Industry and Trade

Abstract:

Teaching English vocabulary is crucial for language acquisition, especially among young learners. This study delves into the teaching practices employed by Vietnamese primary school teachers when instructing English vocabulary. The investigation draws on data from semi-structured interviews conducted with three elementary school teachers in Vietnam. The participants underscored the necessity for tailored approaches that cater to individual student needs. Notable effective strategies identified include selectivity in vocabulary teaching, emphasis on pronunciation and word meanings, repetition, the use of visual aids, and interactive games. Participants' perspectives on the characteristics of effective teaching strategies reveal essential attributes such as inclusivity, integrated real-life application, and the judicious use of technology. The study also sheds light on challenges faced in vocabulary acquisition and retention among young learners, such as unfamiliarity with English elements and dealing with large and mixed-ability class sizes. In light of these findings, the study proposes further research avenues exploring the impact of teaching approaches on student motivation, regional variations in vocabulary teaching, and insights from student perspectives. Ultimately, the outcomes of this study contribute to the improvement of English language instruction in Vietnamese primary schools by emphasizing the importance of tailored and engaging approaches along with the thoughtful integration of technology.

Bio:

Dr. Trương Thị Như Ngọc is a faculty lecturer at the Ho Chi Minh City University of Industry and

Trade. Her primary research interests include second language acquisition, self-efficacy, and self-regulated learning.

Nghe An High School Students' Perceptions Towards the 5Cs in Teaching and Learning English

Hoàng Tăng Đức
Vinh University
Ngô Thị Hà An
Hanoi National University of Education
Nguyễn Khánh Ly
National Economics University

Abstract:

In education, the 5Cs model - Collaboration, Communication, Creativity, Critical Thinking, and Culture - has emerged as a vital framework for enhancing student outcomes. This study examines high school students' perceptions of the 5Cs and explores how the integration of these skills affects their academic performance and overall well-being. Using a mixed-methods approach that combines qualitative interviews and quantitative surveys, the research provides a comprehensive analysis of the 5Cs' impact on teaching and learning English as a foreign language in Nghe An, Vietnam. The findings highlight the importance of embedding these skills into the general education curriculum, particularly within the English language curriculum, to promote holistic development and prepare students for future challenges.

Bios:

Hoàng Tăng Đức is currently a lecturer of English at Vinh University. In 2008, he received his Master's Degree in International Educational Development with a focus on TESOL from Teachers College, Columbia University in the United States. He is adept in curriculum design and the implementation of competence-based lesson plans and has expertise dealing with students of various ages and grade levels. Along with coaching new instructors and testing English textbooks, he has contributed to exam design and review. He has been working as a teacher trainer for Vietnam's National Foreign Language 2020 Project (NFL 2020). He is one of the chief authors of the English textbook series for Grades 1 through 12 in Vietnam.

Ngô Thị Hà An is currently a student majoring in English Language Teacher Education in the Faculty of English, Hanoi National University of Education. In the 2023 - 2024 school year, she received a provincial award for gifted students and achieved an IELTS score of 7.5. Additionally, she completed grade 12 with an overall GPA of 9.6, and a GPA of 9.9 in English.

Nguyễn Khánh Ly is currently a student majoring in Digital Marketing at the National Economics University. She graduated high school with a GPA of 9.3 and holds an IELTS score of 7.0. In addition to her academic achievements, she has been involved in extracurricular activities, serving as the Deputy President of Huynh Thuc Khang Model United Nations Club (Generation 4) and as the Secretary-General and Chair Assistant of PCHEMUN.

Improving Gen Z's English Learning Experience with AI Music Composition

Hà Cao Thị Hồng Thu
The National College of Education Ho Chi Minh City

Abstract:

Engaging Generation Z, the digital natives, requires creative instructional methods. To enhance learning outcomes and experiences for Gen Z students, this presentation looks at integrating artificial intelligence (AI) into English lessons, specifically from the perspective of music composition. It assesses the benefits and drawbacks of utilizing AI in music composition, an approach that stimulates students' creativity and linguistic abilities at the same time. The first part of the presentation defines the traits of Gen Z learners, emphasizing their familiarity with technology and preference for interactive learning environments. The presentation then analyzes the pros and

cons of integrating AI in music composition, highlighting how it can increase student engagement and creativity while also acknowledging potential drawbacks such as reduced creativity and over-reliance on technology. Next, using examples of free AI songwriting platforms that help students write and edit lyrics and music for group projects while practicing their English, the presentation provides practical insights. Additionally, it will discuss first-hand classroom experiences using AI tools, emphasizing both successes and challenges. These anecdotes provide a realistic view of the implementation process and its impact on student motivation and learning. Finally, the presentation offers practical advice for English teachers eager to incorporate AI-powered music activities into their curriculum, empowering them to transform their teaching practices.

Bio:

Hà Cao Thị Hồng Thu works as a teacher trainer at the National College of Education Ho Chi Minh City, other educational institutions and publishing companies. She is currently a Cambridge English speaking examiner. Her interests are in training English teachers of very young learners, young learners and teenagers and developing a collaborative environment for the exchange of teaching approaches and experiences. She has contributed to TESOL conferences as a presenter, coordinator, and reviewer both domestically in Vietnam and abroad.

Graduates' Reflections on Applying University English Skills in Professional Contexts

Nguyễn Thu Huyền
Duc Loi Import-Export Company Limited

Abstract:

Recently, a whole lot of university alumni have complained that what they have previously learned at university (both ESP and EGP courses) is not relevant to their needs at work and is not aligned with current trends. The proposed preliminary study (expected to be done within two months) aims to investigate to what extent they have applied their English skills they have learned at university to their workplace as well as the challenges they have encountered due to the discrepancies between what they have learned at university and specific professional requirements. A qualitative research design will be utilized: one-on-one interviews will be conducted with 10 voluntary graduates working in different industries. The study expects to find out (1) the gaps between the current English language programs at the tertiary level and what is actually needed in the workplace, (2) the challenges and problems in relation to ESP and EGP they have encountered at work and (3) their expectations for adjustments in the English language curriculums so as to address the issue just mentioned. The insights gained from this pilot study might serve as a foundation for a larger-scale study on the real-world relevancy of university English language instruction in diverse professional working environments.

Bio:

Nguyễn Thu Huyền is an educator and linguist with 13 years of TESOL experience. She teaches English to university students, adults, and learners of various ages, and works as a translator and interpreter for an import-export company. She earned a first-class distinctive TESOL M.A. from Hoa Sen University. Her research focuses on lifelong learning and motivation in English studies. Huyen aims to simplify English learning to inspire learners to view English as a living language rather than merely a subject.

Code-Switching in One Way-Immersion Education in Vietnam

Nguyễn Quang Tiến, Vũ Thị Phương Anh
Ho Chi Minh City University of Industry and Trade

Abstract:

One of the forms of language contact in today's multilingual world is code-switching (CS) which has been widely studied in General English teaching and in English for Specific Purposes (ESP). This paper reports on a case study of CS in an emerging context of one way-immersion education in Vietnam through a Vietnamese teacher of Maths' reflection and narration from sociolinguistic perspectives. The case reflective narrative study, following a descriptive research design, found that

the teacher's CS practice in her Maths classes was done for numerous reasons: (1) the discrepancies in the Maths curriculums in Vietnamese and in English, (2) the prioritized goals of teaching Maths, (3) the students' limited knowledge of subject matter (e.g., Maths), (4) the institution's support for CS (implicit or explicit) and (5) the teacher's decision to personally sacrifice her own benefits (e.g., a strong desire to improve her English proficiency while teaching Maths by speaking English in class) for the students' chances to comprehend the Maths lessons if CS is practiced in class. The paper proceeds with the discussion on the role of the mother tongue in one-way immersion education, the stakeholders' attitudes towards CS in one-way immersion education in Vietnam and the myth about the relationships between teachers' low English proficiency, lack of teaching experience and their resort to the CS practice in class.

Bios:

Nguyễn Quang Tiến (Mr.) is currently a full-time lecturer of English at Ho Chi Minh City University of Industry and Trade (HUIT). He earned a PhD in English Language and Literature from the Ateneo de Manila University, the Philippines. His research interests are Sociolinguistics, English language education, Language planning and language policy, Second language writing, ELT materials development, Bilingualism, and Cultural studies. He has internationally published some articles on these topics.

Dr. Vũ Thị Phương Anh is a seasoned educator with over 30 years of experience. She holds a Ph.D. in Education from La Trobe University, Australia. Currently, she serves as the Director of the Institute for International Education and Engagement at Hong Bang International University. Previously, she led educational quality assurance initiatives for Nguyen Hoang Group, a leading private education provider in Vietnam. Dr. Anh has a strong background in curriculum development, educational testing, and international education partnerships.

Implementation of Blended Learning in English Courses at Tertiary Level: Teachers' Perspectives
Nguyễn Thị Bích Hạnh
Hà Tĩnh University

Abstract:

Blended learning (i.e., integrated in-person and online learning) has been implemented in the field of language teaching and learning worldwide. In recent years, blended English language courses have also become popular at many higher education institutions in Vietnam. As blended learning is still a rather novel instructional approach in the Vietnamese context, this study, therefore, aimed to investigate how Vietnamese teachers perceive its benefits as well as the challenges that they may encounter when teaching blended English classes at tertiary level. Thirteen English teachers at a public university in Vietnam participated in the study. All participants taught English courses which combined in-person and online teaching to undergraduate students of non-English majors. They completed a questionnaire in which they had to rate, on a five-point Likert scale, their perceived value of blended learning and participated in an individual semi-structured interview. The results showed that the majority of the participants perceived blended learning as helpful in improving their students' language skills, particularly, their reading skills and vocabulary knowledge. Their interview data showed that they encountered a number of challenges such as increased workload and inadequate technical and pedagogical training in preparing and teaching blended courses. The results suggest that blended learning may be beneficial to the development of tertiary level students' English skills, and teachers should receive proper training and technical support in the design and implementation of blended English courses.

Bio:

Nguyễn Thị Bích Hạnh is Head of English at the Department of Foreign Languages at Ha Tinh University, Vietnam. Her current research interests include L2 reading comprehension, L2 teaching methodology, application of technology in language learning and teaching, and ESL teacher training. She received a Fulbright-funded master's degree in TESOL from the US and an Erasmus Mundus doctoral degree in Brain and Language Science from the UK and Germany.

An Exploration of Students' Agentic Engagement in EFL Reading Classrooms

Nguyễn Thị Minh Ngọc
Vinh University

Abstract:

Agentic engagement is an important construct in the classroom as it is associated with improved learning performance, academic achievement, and motivation. It is also argued that learners' active and agentic engagement in classroom activities is at the heart of successful learning processes. However, recent empirical research has paid limited attention to the concept of agentic engagement. This study thus set out to explore the dynamics of agentic engagement and its correlation with student learning outcomes in EFL reading classrooms. Data were collected from a sample of 60 EFL students through a mixed method design of questionnaires and semi-structured interviews. Unit tests and progress tests throughout the academic semester were utilized to determine students' learning outcomes. The findings found that higher levels of agentic engagement are significantly associated with improved reading comprehension.

Bio:

Nguyễn Thị Minh Ngọc is a lecturer at Vinh University, Vietnam. She earned a master's degree at Vinh University and is currently a PhD student in TESOL. Her research interests include EFL students' motivation and engagement, as well as task-based teaching.

Toward Assessing ELT competence of Pre-service Teachers with Scenario-based Assessment

Phạm Thị Thu Hà
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

Scenario-based assessment (SBA) has been recently favorably employed for its multiple merits. SBA approach is claimed to offer a more purposeful, realistic, authentic, and culturally-sensitive assessment context, which also helps to enhance assessees' contextualized problem-solving skills and integrated language skills (Prasetyo, 2021, Kunna et al, 2022). Numerous studies have addressed the use of scenario-based assessment in assessing language competences (Zhang et al, 2018; Gou et al, 2020; Kunnan et al, 2022), and professional competences, such as language assessment literacy (Prasetyo, 2021; Sarab & Rahmani, 2022). This study aims to examine the feasibility of SBA utilization in assessing English language teaching competence of pre-service teachers. In particular, frameworks and principles of SBA in competence-based assessment have been reviewed, based on which implications for its use in assessing the teaching competence of English language pre-service teachers are suggested.

Bio:

Phạm Thị Thu Hà is a lecturer of Faculty of English Language Teacher Education, University of Languages and International Studies – Vietnam National University. She obtained her Master of Education from University of Leuven, Belgium, thanks to the Belgian government's scholarship. She also attained an advanced master's degree on "Culture and Development Studies" from University of Leuven, thanks to Roger Dillemans Fund Scholarship. Her research interests are language assessment, teaching English as an international language (EIL) and English language teacher education. She is currently an Executive Board member of the Extensive Reading Foundation. She earned a diploma in TESOL from Carleton University, Canada, and received her Ph.D. in Applied Linguistics from Victoria University of Wellington, New Zealand. Her research interests are EFL reading fluency development, teaching the English language skills, and language memory span. She has presented and published widely on these topics.

Integrating Cultures into Teaching ELT for English- Majored students at Vinh University

Trần Thị Thu Trang
Vinh University

Abstract:

In today's globalized world, the importance of English teaching has escalated significantly. Embracing the mantra of "learning to know, learning to do, learning to live together, and learning to be," the Vietnamese Ministry of Education and Training has incorporated cultural education into English curricula for students across various levels, especially those in universities. Nonetheless, an investigation involving a questionnaire and observations administered to 4 lecturers and 4 classes with 76 students at Vinh University in Nghean province revealed a lack of emphasis on integrating intercultural aspects into English teaching. The results show that many teaching plans of teachers have integrated cultural teaching into both lesson objectives and the teaching process, however, this integration is not fully implemented. This study aims to tackle this issue by effectively combining cultural education with English teaching, thereby nurturing university students' multicultural communication abilities.

Bio:

Trần Thị Thu Trang is a dedicated lecturer at the Foreign Languages Department, Vinh University, with nearly 10 years of experience teaching English to undergraduate students. She holds a Master's degree in TESOL and specializes in language teaching methodologies and cross-cultural communication. Trang actively participates in national and international conferences, sharing innovative teaching approaches and contributing to the global exchange of ideas. Passionate about improving the learning experience, she continually seeks to enhance her teaching. Outside of her work, Trang engages in international events like the VinhTESOL Conference to stay updated on the latest trends in English language education.

Quizizz AI: Empowering EFL Self-Assessment in Flipped Classrooms

Lê Diệu Linh
Vinh University

Abstract:

The integration of Artificial Intelligence (AI) is ushering in a new era of English as a Foreign Language (EFL) education, with a particular emphasis on transforming self-assessment practices within the flipped classroom model. This mixed-methods research delves into the perceptions of 36 second-year EFL students at Vinh University, Vietnam, regarding the utilization of Quizizz AI as a self-assessment tool in a flipped classroom environment. Through a combination of questionnaires and interviews, the study explores students' experiences, perceived advantages, and challenges associated with employing Quizizz AI for self-assessment purposes. The findings underscore a predominantly positive outlook among students towards Quizizz AI. Particularly, the results value its capacity to provide immediate feedback, facilitating a deeper understanding of course content, and allowing students to monitor their progress effectively. Furthermore, the platform's intuitive interface and engaging features contribute significantly to their positive experience. However, the research also sheds light on certain challenges, such as occasional technical difficulties, limitations in the variety of question types available, and a desire for more comprehensive and diverse feedback options. This study serves as a valuable contribution to the expanding body of knowledge on the integration of AI-powered tools in EFL education. It offers practical insights for educators aiming to implement Quizizz AI strategically within flipped classrooms to enhance self-assessment practices and foster improved student learning outcomes. The research underscores the potential of Quizizz AI as a valuable tool for empowering EFL learners to take ownership of their learning journey and achieve greater academic success.

Bio:

Lê Diệu Linh is a lecturer of English at Vinh University, Vietnam. Her research interest is primarily in the area of Innovative approaches and methods as well as technology and applications for English

Language Teaching. She became a speaker for some Conferences such as VietTESOL, VinhTESOL and VLTESOL international conference.

Enhancing ESP Learning Through The Application of Flipped Classroom Method: Evidence from FTU – HCMC

Vũ Ngọc Mai, Đặng Thị Mỹ Dung
Foreign Trade University, HCMC campus

Abstract:

The flipped classroom method was applied as an innovative teaching tool and creative approach within English for Specific Purposes classes at Foreign Trade University – HCMC Campus to enhance learners' motivation and improve the teaching and learning process. The survey questionnaire was built to collect data in a structured manner, focusing on the study's quantitative and qualitative features. The research findings revealed that the flipped classroom method brought both positive and negative outcomes, including more efficient mastery of English language learning materials, strengthened planning of in-class and out-of-class activities, and chances for additional research on covered topics in higher educational institutions.

Bios:

Vũ Ngọc Mai is currently a full-time English lecturer at the Department of Foreign Languages at Foreign Trade University, HCMC Campus. She earned her M.A. degree in TESOL from HCM USSH, Vietnam, and has more than 10 years of experience in teaching English to young learners and adults. Her research interests include the areas of L2 learning strategies and intercultural communication.

Đặng Thị Mỹ Dung has been an English lecturer of Department of Foreign Languages, Foreign Trade University - HCMC for years. She received an M.A in TESOL from University of Canberra (Australia), and an MBA from University of Bolton (UK). She has actively involved in teaching English language skills, ESP (Business Correspondence, International Business Contracts, Business Communication, English for Banking and Finance, etc.). Her research focuses on ELT, Human Resources Management, and Risk Management. She has presented and made publications on these topics.

The Impact of the Flipped Learning Model on EFL Students' Perception

Ngô Thị Cẩm Vân
Vinh University

Abstract:

Flipped learning has been on the rise as a necessity for many educators in recent years, including ESL/EFL teachers. Most of the research has addressed how students perceive this method of teaching in general, however, EFL students have not been explored as much as they should have been in light of its importance. This study aims to investigate EFL undergraduates' experiences and perceptions of the flipped learning model. To collect data, a questionnaire and a semi-structured interview were conducted for 148 EFL undergraduate students at Vinh University. The results show that the EFL students have a certain amount of experience in applying the flipped learning approach in the EFL classroom, also, they have an awareness of the benefits that this method can bring to them. Despite the inevitable limitations, such as inappropriate learning materials and limited technological support, flipped learning appears to be a beneficial approach for EFL students to improve academic performance, increase motivation and active participation, and cultivate active learning habits. This suggests that the flipped learning model can be more effectively utilized for EFL undergraduate education in Vietnam.

Bio:

Ngô Thị Cẩm Vân is an English teacher at Vinh University, Vietnam, with a Master's degree in TESOL and approximately six years of experience in teaching English. Her main research fields include cooperative learning, flipped learning, integrating ICT in the EFL classroom, and enhancing teaching methods to support student success.

Students' self-regulation of machine learning and generative AI tools for English for Academic Purposes

Trần Thị Hảo, Peter Crosthwaite
University of Queensland

Abstract:

The advent of machine translation (MT) and generative artificial intelligence (GenAI) has posed significant challenges for English for Academic Purposes (EAP) instruction given its ability to instantly produce text in an academic register across any genre or discipline through a simple natural language prompt. Studies have already shown that GenAI use is difficult to automatically detect (Cingillioglu, 2023), while accompanying citations, references and even content may be factually incorrect (or 'hallucinated', Alkaissi & McFarlane, 2023). EAP students may also over rely on generative AI at the expense of authentically acquiring the requisite research and composition skills required to succeed in academia (Zirar, 2023). At the same time, GenAI applications have the potential to fundamentally change the way that EAP is learned and taught, as students turn to this technology to support (or self-regulate) their learning where traditional EAP support falls short. This paper therefore draws on self-determination theory (Deci & Ryan, 2015) as the theoretical framework for understanding students' motivations in this space. This presentation reports preliminary findings from a larger study, which adopts a mixed-methods approach to explore students' use of MT and GenAI for EAP, comparing how students in both English as a second language (ESL) (i.e., Australia) and English as a foreign language (EFL) contexts (i.e., Hong Kong, Vietnam) use MT and GenAI in order to self-regulate their EAP learning through human-machine collaboration. Methods adopted include a survey modified from Xia et al. (2022) together with an interview protocol on self-regulation through technology (Du & Alm, 2024), triangulating these methods to reveal both quantitative and qualitative insights. Initial findings indicate a complex relationship between students' use of MT/GenAI tools for EAP and students' self-regulated motivational requirements.

Bios:

Dr. Trần Thị Hảo is a Lecturer in Applied Linguistics in the School of Languages and Cultures at the University of Queensland, Australia, where she coordinates and teaches various courses within the postgraduate Applied Linguistics programme. Dr. Tran currently serves as the Review Editor for the Australian Review of Applied Linguistics (ARAL), a Q1 Scopus-indexed journal, and is also a Fellow of the Higher Education Academy. Her research interests include language policy and planning, teacher agency, teacher identity, and teacher education. Dr. Tran has published in several journals such as Current Issues in Language Planning, Asia-Pacific Journal of Teacher Education, and the International Journal of Applied Linguistics, and has worked as an invited reviewer for various academic journals. Her current research focuses on exploring the use of Machine translation and AI tools in teaching and learning, particularly within English for Academic Purposes (EAP) contexts.

Assoc. Prof. Peter Crosthwaite is an Associate Professor in the School of Languages and Cultures at University of Queensland. His areas of research and supervisory expertise include corpus linguistics and the use of corpora for language learning (known as 'data-driven learning'), as well as computer-assisted language learning, and English for General and Specific Academic Purposes. He has published over 50 articles to date in many leading Q1 journals in the field of applied linguistics, 10+ book chapters, 4 books, 3 MOOCs, and several textbook series. He is the Editor-in-Chief for the Australian Review of Applied Linguistics (from 2024). He also currently serves on the editorial boards of the Q1 journals IRAL, Journal of Second Language Writing, Journal of English for Academic Purposes, and System, as well as Applied Corpus Linguistics, a new journal covering the direct applications of corpora to teaching and learning.

The Effectiveness of the Use of AI in Teaching Language Skills to the Third-year Students of the Foreign Language Department of Vinh University

Trần Giang Nam
Vinh University

Abstract:

Artificial Intelligence in foreign language teaching has revolutionized traditional pedagogical methods. This study examines the efficiency of AI tools by comparing pre-test and post-test scores of the third-year students of the Foreign Language Department of Vinh University utilizing these technologies. Participants included 80 students divided into two groups: the first used AI-enhanced learning platforms, and the other followed common teaching methods. Pre-test assessments measured standard proficiency in the target language, while post-test evaluations calculated improvement after a 15-week intervention. Results showed a significant increase in post-test scores for the AI group compared to the control group. The study confirmed the effectiveness of AI tools in enhancing vocabulary, grammar, and speaking skills. These findings suggest that AI technologies can provide learners with efficient and engaging experiences.

Bio:

Trần Giang Nam is a Lecturer in English at Vinh University, Vietnam. His research interests include contrastive linguistics in English language teaching, reading skills and cross-culture for foreign languages learners.

Effects of Reading English Comics on Language Skills Presenter

Lê Minh Tân
Vinh University

Abstract:

This study examines the effects of reading English comics on language skills, focusing on pragmatic knowledge and word choice in speaking tests. Research questions addressed whether reading English comics improves pragmatic knowledge and enhances word choice. Employing both qualitative and quantitative methods, the study involved 130 pre-intermediate students aged 13-15 from Pogo English Center. Participants were divided into an experimental group and a control group. Results showed that the experimental group, which engaged with English comics, performed better in pragmatic test quizzes - demonstrating improved understanding of conversational norms, nonverbal communication, cultural context, humor, and idiomatic expressions. Additionally, this group also exhibited superior performance in speaking tests with regard to word choice. These findings suggest that integrating English comics into language learning can significantly enhance both pragmatic and lexical skills.

Bio:

Lê Minh Tân is a lecturer at Vinh University. His research focuses on applying Information and Communication Technology (ICT), exploring Artificial Intelligence (AI), and advancing teaching methodologies.

The Impact of Extensive Reading on EFL Students' English Proficiency

Nguyễn Thị Lam Giang, Cao Thị Phương
Vinh University

Abstract:

Extensive reading (ER) has been proved effective for EFL reading fluency development (Waring, 2006; Nation & Tran, 2002; 2014; Day, 2015). While previous studies have tried to investigate the impact of ER on reading speed and comprehension (Tran, 2012; Nation & Tran, 2014) and vocabulary knowledge (Ateek, 2021), little research has examined its impact on English proficiency. This research aimed to investigate how ER affects university EFL learners' English language skills. To collect the data, a pre-test and post-test were distributed to an experimental group of 36 students and a control group of 39 students at the beginning and the end of the semester to measure the

effectiveness of an ER program. Every week during the treatment, the experimental group were allowed to choose books to read for almost an hour after doing some intensive reading activities. Meanwhile, the control group spent both periods of 50 minutes doing intensive reading activities weekly. The results show that the experimental group achieved better results on the English language proficiency test than the control group. Based on the findings, some implications were suggested for teachers who are looking for methods to help their EFL learners develop English language proficiency.

Bios:

Nguyễn Thị Lam Giang is a Lecturer in English at Vinh University, Vietnam. She holds a Master's degree of TESOL and has more than 20 years of experience in English language teaching. Her main fields of research include cooperative learning, extensive reading, using ICT in the EFL classroom and improving teaching methodology to encourage students' success.

Cao Thị Phương is a Lecturer in English at Vinh University, Vietnam. She earned her Master in Applied Linguistics years ago and has more than 25 years of experience in English Language teaching. Her research interests are methodology, extensive listening and writing in English language teaching. She has also presented at several national TESOL conferences.

Evaluating Lexical Demands in Vietnam's High-School Graduation English Exams
Đinh Thị Mai Anh
Vinh University

Abstract:

There is growing concern regarding the high lexical demands imposed by high-stakes English exams on high school students in Vietnam. This study seeks to critically analyze the English graduation exam papers from 2021 to 2023, with a focus on their lexical content. Using the Compleat Lexical Tutor corpus tool, the lexical profiles of these exams are meticulously examined, revealing the distribution of word types, tokens, and word families across various frequency bands. The study also delves into the aspects of word knowledge assessed by these exams, including form-meaning recognition, idioms, and phrasal verbs, and evaluates the overall difficulty of the test items. The findings reveal that the lexical demands in the national exams are inconsistent across the examined years, with a predominant emphasis on high-frequency words and recognition-based knowledge. This raises concerns about the exams' ability to fully assess students' vocabulary breadth and depth, particularly for those with higher proficiency levels. The analysis also points to inadequacies in the design of distractors and test questions, further questioning the exams' effectiveness in differentiating between various proficiency levels. The study concludes by offering recommendations to improve the exams' design, advocating for a more balanced approach that better reflects the complexities of vocabulary knowledge. These suggestions aim to enhance the validity and fairness of the exams, ensuring they provide a more accurate assessment of students' lexical competencies across different proficiency levels.

Bio:

Đinh Thị Mai Anh is a lecturer in the Foreign Languages Department at Vinh University, Vietnam. She holds a Master's Degree in English Language Teaching from Nottingham Trent University, UK, and another in Linguistics from the University of Languages and International Studies, Vietnam National University. Her research interests encompass intercultural communication, material design, corpus linguistics, and vocabulary.

Integrating Cultural Factors into EFL Classrooms at University
Nguyễn Thị Lành
Vinh University

Abstract:

With globalization, cultural competence plays a crucial part alongside language proficiency; therefore, the integration of cultural elements in the EFL classrooms has become important.

Previous studies have attempted to examine the importance of culture and ways to integrate it into the teaching procedure. However, little research has focused on how university non-English majors perceive cultural aspects. This research aims to investigate non-English majored students' attitudes toward the integration of cultural factors into EFL classrooms at university. A mixed-method approach was used, including a survey which was distributed among 123 first-year students, observation throughout the 15 weeks of treatment, and interviews at the end of the semester. The results suggest that most of the students have positive perspectives on the presentation of cultural features and find themselves more motivated to learn English. Based on the results, recommendations for classroom activities to promote teaching culture have been proposed.

Bio:

Nguyễn Thị Lành, a lecturer in the Foreign Languages Department at Vinh University since 2000, specializes in teaching methodologies and TESOL. Her research contributes to advancing instructional practices in English language teaching.

Implementation of PBL Model in Academic English Language Courses: A Case Study at a University in Vietnam

Võ Thị Hồng Minh
Vinh University

Abstract:

Implementation of PBL model in academic English language courses: a case study at a university in Vietnam Author: Minh Vo Thi Hong Abstract Project-Based Learning is one of the most effective methods in Communicative Language Approach. It has been adopted in academic English language courses by the end of which students' results are assessed through projects they are required to accomplish at Vinh university for several years. Apart from evident benefits this educational approach has brought about such as teamwork skills, leadership skills, critical thinking skills, ICT skills, etc, the implementation of this model in academic English language courses has exposed challenges for both students and lecturers. This research aims at exploring primary constraints affecting PBL adoption in academic English language courses at Vinh university. A survey questionnaire and interviews have been used to collect data from 10 teachers and 100 English-majored students who have experienced such courses. The results show that there have been a number of limitations linked to students' English proficiency and autonomy, workload, assessment, learning resources. Based on research results, specific recommendations and proposals have been suggested so that the adoption of PBL approach in academic English language courses at tertiary level will be more effective and help to develop students' abilities comprehensively.

Bio:

Võ Thị Hồng Minh is a senior Lecturer at Foreign Languages Department, Vinh University. She is also a trainer in courses held by National Language Project 2020. She holds a Master's Degree in Linguistics (2005) at University of Languages and International Studies, National University, Hanoi and has nearly 30 years of experience in English Language Teaching. Her research interests are Applied Linguistics and Language Teaching Methodology. She has authored some articles and also presented at several international and national TESOL conferences.

ELT Teachers' Concerns Expressed in a Facebook Community of Practice

Đặng Thị Phượng
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

ELT teachers' professional development is a topic that garners significant attention in the academic world. In order to provide teachers with appropriate support for their development, it is of immense importance to be able to get insights into problems that they are facing. Online communities of practices have been growing in popularity as places where professionals of similar interests can benefit from mutual assistance, sharing their authentic concerns and seeking advice from peers. With the use of inductive content analysis, the current study aims to investigate the prevalent

concerns of ELT teachers by systematically analyzing all relevant posts in a Facebook group of ELT practitioners which is based in Vietnam. The Facebook group was established in 2021 and has rapidly expanded to more than 23,500 members by August 2024. The results are expected to enlighten related stakeholders about common challenges encountered by ELT teachers during their teaching practice, thereby laying the groundwork for tailored training programs for both prospective and practicing ELT educators.

Bio:

Đặng Thị Phượng (MA) is currently working as a lecturer at University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam. Her research interests include teacher training and professional development, teachers' emotional wellbeing, critical thinking, and the application of technology in English teaching and learning.

The Impact of Extrinsic Motivation on Classroom Task Engagement: A Case Study of Non-English Majored University Students in Vietnam

Nguyễn Thị Liên
Vinh University

Abstract:

This case study explores the impact of extrinsic motivation on the task engagement of non-English majored university students in Vietnam. With a focus on how external rewards - such as grades, recognition, and tangible incentives - influence student behavior, the research aims to understand the extent to which these factors drive student participation and completion of academic tasks in the classroom. Using a mixed-methods approach, the study combines quantitative data from surveys with qualitative insights from student interviews to provide a nuanced understanding of the role of extrinsic motivation. The findings reveal that the type of rewards in which students gain extra points after each task fulfillment can maximize students' activities compared to the other ones as according to them good grades directly affect their final academic results. However, while extrinsic rewards can effectively increase short-term engagement, they may not always lead to sustained motivation or deep learning. The study also identifies potential drawbacks, such as reduced intrinsic motivation and over-reliance on rewards, which can negatively impact students' long-term academic development. The research concludes with recommendations for educators on how to balance extrinsic and intrinsic motivational strategies to foster a more engaging and supportive learning environment. This study contributes to the broader discourse on motivation in education, offering valuable insights for improving teaching practices in Vietnamese higher education and beyond.

Bio:

Nguyễn Thị Liên is a seasoned lecturer at the Foreign Language Department (FLD) of Vinh University, where she has dedicated nearly 25 years to teaching non-English majored students. Her research interests center on refining teaching methodologies, particularly in the context of English as a Foreign Language (EFL) education.

Application of Artificial Intelligence (AI) in Teaching Writing Skills

Nguyễn Thị Thanh Huyền
Nguyen An Ninh Junior High School, Ba Ria-Vung Tau

Abstract:

In the digital revolution, one of the enormous challenges educators and teachers have confronted is the integration of technology into English classrooms to make use of its great potential. Educators and teachers must facilitate students' engagement with the global English language culture by offering ample opportunities for language interaction via technological means. In today's context of highschool education in Vietnam, the application of AI-powered technology in language teaching is being strongly encouraged to support students in learning English, particularly in writing skills - a skill that requires a significant amount of external assistance. In the realm of writing instruction, teachers could leverage applications to identify grammatical errors, spelling mistakes, and vocabulary usage,

as well as to assess students' work comprehensively. In other words, AI plays a transformative role in teaching writing by providing real-time feedback, correcting grammar, spelling, and style, and offering personalized learning experiences. It helps students identify and rectify errors quickly, making the writing process more efficient. AI tools can analyze writing patterns, suggest improvements, and adapt lessons to individual learning needs. Additionally, AI enhances teacher efficiency by automating routine tasks like grading and feedback, allowing educators to focus on more in-depth instruction. In other words, Artificial intelligence (AI) helps enhance the quality of student training by utilizing extensive data systems, enabling learners to track their daily progress and constantly updating the emerging trends and challenges posed by AI in every aspect of life. This article offers a comprehensive outlook on the application of AI in the instruction of writing skills, elucidating its advantages, drawbacks, and critical considerations for its deployment in English teaching and learning. Furthermore, this article proposes strategies to assist English teachers in effectively integrating AI into their pedagogical practices for teaching writing skills.

Bio:

Nguyễn Thị Thanh Huyền is an English teacher at Nguyen An Ninh Secondary School, Ba Ria - Vung Tau Province, Vietnam. She graduated from Ho Chi Minh City University of Education in 2008 and received her MA in Theory and methodology of English language teaching from Ba Ria - Vung Tau University with the valedictorian position in 2020. Her research interests are task-based language teaching, learner autonomy and teaching the English language skills.

An Application of Flipped Classroom in Teaching EFL: Opportunities and Challenges

Phan Thị Hương
Vinh University

Abstract:

Flipped Classroom has been applied in education worldwide and found effective for teaching and learning of various subjects. This research attempted to investigate some opportunities and difficulties when applying this teaching method in EFL classrooms at high schools in Nghe An province. During the teaching and learning process, classroom activities were designed in order to engage students' self-learning about the subject at home, especially online, and then have discussions on it in class with the teacher's guide. Throughout the 15 weeks of treatment, questionnaires were distributed, interviews were organized, and observations were made to collect the data on teachers and students' attitude toward Flipped Classroom activities and how effective they are. The results show that most of the students and teachers had positive perspectives on the application of Flipped Classroom. Based on the results, recommendations for classroom activities to promote the teaching method have been proposed.

Bio:

Phan Thị Hương is a teacher of English and a teacher trainer at Vinh University, Vietnam. Having been teaching English for 30 years, she has gained experience in handling mixed-level groups of EFL learners from multicultural backgrounds. She has attended intensive courses on professional development and EFL teaching methodologies in Vietnam, Canada and the Philippines. She has involved as a presenter, a coordinator or a participant in a great number of workshops on teaching and learning EFL, material and curriculum development, and language testing and assessment by The Vietnam Ministry of Education and Training, The US Embassy, The British Council, WUSC Canada, Fulbright Vietnam, and a number of universities in Vietnam. Her areas of professional interest include teaching language skills, improving natural speech in English, conceptual metaphor and critical discourse analysis.

Group Writing as a Strategy to Improve EFL University Students' Writing Ability
Vũ Thị Việt Hương
Vinh University

Abstract:

Group writing, as a collaborative learning strategy, has shown potential in fostering student motivation and enhancing their writing skills. However, within the context of English language teaching in Vietnam, little research has focused on the use of this strategy with EFL university students. The primary objective of this study is to assess the effectiveness of group writing in improving writing ability among second-year students. In the experiment, the treatment group engaged in group writing activities while the control group were assigned individual writing tasks. A pre-test and post-test were used to measure the participants' writing performance. The results indicated that the treatment group outperformed the control group on the post-test. Based on the findings, actionable recommendations on techniques and procedures that can be employed to optimize group writing practices have been proposed.

Bio:

Vũ Thị Việt Hương is a lecturer and researcher in the Foreign Languages Department at Vinh University. Her teaching and research interests focus on second language acquisition and language education, contributing to advancements in English language teaching.

A Literature Review on the Interrelation between Intrinsic and Extrinsic Motivation toward Students' Performance Outcome
Lưu Ngọc Bảo
Vinh University

Abstract:

This literature review examines the complex interrelation between intrinsic and extrinsic motivation and their combined influence on students' performance outcomes. Initiating from a wide range of educational psychology research, the review explores how these two types of motivation interact to shape students' attitudes, engagement, and overall academic performance. Intrinsic motivation, driven by personal interest and the inherent enjoyment of learning, is often seen as the most sustainable form of motivation. In contrast, extrinsic motivation, which relies on external rewards such as grades or recognition, can provide immediate but sometimes short-lived engagement. This review analyzes key studies that investigate how these motivational forces coexist and affect each other, highlighting cases where extrinsic rewards either complement or undermine intrinsic motivation. The findings suggest that while intrinsic motivation is essential for deep and long-term learning, extrinsic motivation can play a crucial role in initiating student engagement, especially in less intrinsically stimulating tasks. The review also identifies best practices for educators to balance these motivational strategies to enhance overall academic success. By understanding the nuanced relationship between intrinsic and extrinsic motivation, educators can better design instructional approaches that foster both immediate engagement and sustained academic interest

Bio:

Lưu Ngọc Bảo is a lecturer at Vinh University's Foreign Language Department (FLD), with over 25 years of experience teaching students who are not majoring in English. His research focuses on teaching methodologies, especially within the realm of English as a Foreign Language (EFL) education.

Integrating Intercultural Communication in ELT: Designing Lessons to Challenge Stereotypes
Đinh Thị Mai Anh
Vinh University

Abstract:

This paper explores the integration of intercultural communication (ICC) principles into English language teaching (ELT) to address stereotypes, with a focus on gender roles in household chores.

Classroom stereotypes can limit students' cultural understanding and critical thinking. To counter this, the study uses a mixed-method approach, combining qualitative and quantitative data to design and evaluate lesson plans that merge language learning with discussions on cultural assumptions. A core element is a 1.5-hour English lesson designed for low upper intermediate students in a summer camp, aimed at challenging the stereotype that "housework is gender-specific". This lesson is designed to achieve language objectives while encouraging students to critically examine gender norms. Piloted in three classrooms, data were collected through pre- and post-lesson surveys, student reflections, and teacher observations. Survey data measure shifts in students' attitudes toward gender roles, while reflections and observations offer deeper insights into their critical thinking and intercultural competence. Preliminary findings suggest that students who participated in the lesson developed a greater awareness of gender-related stereotypes and demonstrated enhanced critical thinking skills. This paper will present these results, discussing both the statistical analysis of survey data and thematic analysis of student reflections. It also offers practical strategies for integrating ICC into teaching practices and designing ELT materials that challenge stereotypes and promote cultural understanding.

Bio:

Đinh Thị Mai Anh is a lecturer in the Foreign Languages Department at Vinh University, Vietnam. She holds a Master's Degree in English Language Teaching from Nottingham Trent University, UK, and another in Linguistics from the University of Languages and International Studies, Vietnam National University. Her research interests encompass intercultural communication, material design, corpus linguistics, and vocabulary.

Group Self-Recording Activities in Teaching Speaking Skill to Non-English Majors at University

Nguyễn Lê Hoài Thu
Vinh University

Abstract:

Previous studies have attempted to investigate the effectiveness of self-recordings for individual speaking performance. However, little research has focused on the efficacy of this technique when used in group work activities. In this study, self-recording activities were assigned to a group of 45 non-English majors at a university in Vietnam. The control group, consisting of 48 students, followed the same English program but did not perform any self-recording tasks. A pre-test and a post-test were used to measure the students' speaking performance. Additionally, a survey was distributed to the participants, and observations were made throughout the 15-week treatment period. Furthermore, interviews were conducted at the end of the experiment. The results reveal that the treatment group gained greater improvement in speaking performance compared to the control group and had positive attitudes towards the self-recording activities. Based on the findings, some implications were proposed for the effective application of this technique in teaching the speaking skill.

Bio:

Nguyễn Lê Hoài Thu has been a lecturer in the Foreign Languages Department at Vinh University since 1999. Her primary research focus is on innovative teaching methodologies in English language education.

Conceptual Metaphors in Tourism Advertising: A Literature Review

Trịnh Khắc Thùy Hương
Vinh University

Abstract:

By drawing on Conceptual Metaphor Theory (CMT), by Lakoff and Johnson, the review synthesizes findings from diverse studies that examine how metaphors are used in tourism. This literature review investigates the use of conceptual metaphors in shaping tourism discourse and enhancing the tourist experience, drawing on key studies within the field. The synthesis reveals a multifaceted

understanding about conceptual metaphor. Iritspukhova's review identifies a significant gap in the empirical study of metaphors within tourism promotional materials, underscoring their importance in cross-cultural communication and marketing strategies. Wang et al. highlight how embodied metaphors shape tourists' experiences within traditional cultural settings, while Angeloni emphasizes the centrality of the journey metaphor in co-creating memorable experiences through storytelling and theming. Despite the prevalence of metaphors in tourism discourse, their specific functions and impacts remain underexplored, particularly in areas such as sustainable tourism governance and community-based tourism practices. This review not only underscores the critical role of metaphors in enriching the tourism experience but also identifies key gaps and proposes avenues for future research, particularly in understanding the nuanced functions of metaphors in global tourism advertising.

Bio:

Trịnh Khắc Thuỳ Hương, MA, is a lecturer at Vinh University, specializing in metaphor theory and cognitive linguistics. Her research explores how metaphors shape thought, communication, and cultural understanding, analyzing their role across languages and social contexts. She has presented at prominent conferences, including VietTESOL.

The Effectiveness of Writing Reflective Journals during Teaching Practicum: Voices from Pre-service EFL Teachers

Phùng Nguyễn Quỳnh Nga
Vinh University

Abstract:

Teaching practicum is one of the most significant components of teacher education programs providing pre-service EFL teachers with valuable experience and insights into teaching in a real-life context. For pre-service teachers, professional development during the practicum phase is particularly crucial since it offers immediate feedback and opportunities for reflection. By integrating reflective practices such as journaling, pre-service teachers can critically analyze their experiences, identify areas for improvement, and better prepare themselves for their future roles in education. This paper reveals the initial findings of an investigation into pre-service EFL teachers' perceptions about writing reflective journals during the teaching practicum and its effectiveness in promoting their future professional development. The participants were 25 pre-service EFL teachers who followed the English language teaching practicum course. They were invited to participate in the pre-survey and then post-survey to measure the improvement of evaluating and teaching skills among the participants after six weeks of conducting reflection based on the researcher's guideline. The questionnaire was designed to examine pre-service EFL teachers' opinions about reflective journal writing about practical experience in real classroom settings during teaching practicum, reflection skill and its impact on their teaching skills. After each week, in-depth interviews were conducted with 3 random teacher candidates to gain a deeper understanding into their attitudes towards reflective journal writing, focusing on their real experiences and the perceived professional development in terms of evaluating and teaching skills from this hands-on training. Finally, implications of the results of the study for writing reflective journals in teacher education were also highlighted.

Bio:

Phùng Nguyễn Quỳnh Nga is a lecturer in the Foreign Languages Department at Vinh University, Vietnam. She earned a Master's degree in Theory and Methodology of Teaching the English Language from Vinh University, and is currently pursuing her PhD in this major. Her research interests include teaching the English language skills, teacher education, and the implementation of innovative teaching methods in English as a Foreign Language (EFL) contexts.

Teacher Autonomy and Professional Development

Nguyễn Thị Oanh, Nguyễn Thị Đào
Nghia Hung B Upper Secondary School

Abstract:

The exploration of how Vietnamese EFL teachers engage in professional learning and the factors that drive their learning remains an under-researched area. In this presentation, I share my personal narrative as a high school EFL teacher navigating the complexities of teaching in a rural Vietnamese setting. My journey reflects the intricate interplay between professional identity and professional learning, highlighting how the former shapes the latter. This self-narrative is structured around three interrelated components: story, motivation, and telling. Through these components, I recount the challenges I faced in my teaching career and the strategies I employed to overcome them. My story offers insights into the role of professional identity in fostering resilience, adaptability, and continuous learning. While deeply personal, I believe my experiences resonate with many teachers facing similar circumstances, providing them with valuable perspectives for their own professional journeys. Additionally, this narrative aims to inform teacher educators and educational administrators about the importance of recognizing and supporting the unique challenges and developmental needs of teachers working in under-resourced environments. By sharing my experiences, I hope to contribute to the broader discourse on teacher professional identity and learning, promoting more sophisticated and contextually informed methods for teacher development in Vietnam and beyond.

Bios:

Nguyễn Thị Oanh is an English teacher at Nghia Hung B Upper Secondary School in Nam Dinh, Vietnam, with 17 years of experience. She researched English reading skills teaching methods and received a commendation from the Nam Dinh Department of Education in 2016. She completed professional development programs, including a British Council workshop in 2019. She holds a Master's degree in Teaching English as a Foreign Language from a ULIS and Southern New Hampshire University collaboration.

Nguyễn Thị Đào is an English teacher at Nghia Hung B Upper Secondary School in Nam Dinh, Vietnam, with 9 years of experience. She completed a British Council workshop about teaching English skills in 2019. She compiled the book of Vocabulary Booster and received a commendation from the Nam Dinh Department of Education in 2020.

A Narrative Inquiry into the Joy of Teaching of EFL in-Service Teachers in Vietnam

Đặng Thị Nguyên
Vinh University

Abstract:

This paper is concerned with the joy of teaching from different perspectives of five EFL in-service teachers in Vietnam and the ways they use to maintain it. Guiding questions that support my inquiry in this paper are the following: What is the joy of teaching according to EFL in-service teachers? In what ways do they maintain the joy of teaching? The joy of teaching is subjective and reflects individual experience. It can be changed due to teaching and learning context, teachers' professional development as well as their various personal issues. Accordingly, the notion of joy in teaching will vary and the ways teachers maintain the joy will adapt to their current circumstances. An insight into EFL teachers' views and their experience of joy cultivation will bring certain benefits for teaching development as well as the back-ward time for teaching reflection. The findings are predicted to instruct and inspire not only the novice but also the experienced.

Bio:

Đặng Thị Nguyên is currently a Lecturer of English at Foreign Languages Department in Vinh University, Viet Nam. She earned a master degree from University of Languages and International Studies (ULIS)– Vietnam National University. She is doing her Ph.D. course in Teaching Methodology

at ULIS. Her research interests are professional development, teaching the English language skills, language curriculum and material development.

EFL Teachers' Perspectives on Teacher Change Through Teacher Professional Development
Cao Hoàng Yến
Cần Thơ University

Abstract:

The realm of higher education is actively embracing a variety of educational innovations and professional development programs to enhance teachers' expertise. The notion of teacher change, as enhanced by teacher professional development, is gaining traction globally, signifying a collective aspiration to advance educational reform through targeted teacher growth. Given the encouraging policies on teacher professional development, it is crucial to consider teachers' voices on how such professional development initiatives influence their professional evolution. The present study utilized a questionnaire to gather both quantitative and qualitative insights from eighteen EFL teachers from a university in Vietnam regarding their changes following their participation in teacher professional development. The findings reveal that professional development has fostered multifaceted changes within the teachers' cognitive, affective, and behavioral realms. These teachers have noted shifts in their understandings, thoughts, behaviors, and feelings regarding their teaching and learning, with the majority reporting positive outcomes. Such improvements suggest that professional development is instrumental in enhancing teachers' understanding, practices, and sentiments about their profession. The study underscores the significant role of teacher professional development in catalyzing educational progress.

Bio:

Cao Hoàng Yến is an EFL teacher at a university of technology education in the Mekong Delta. Her primary career objective is to foster a passion for and commitment to learning English among her students. She is currently pursuing her PhD at Can Tho University. Her research interests include EFL teaching methodologies, learner diversity, teacher development, and sustainable education.

Writing Assessment in the Age of Artificial Intelligence: A Systematic Review
Nguyễn Thị Tường
Vinh University

Abstract:

Accurately assessing students' writing competencies has become more challenging, particularly in English language university courses, due to the prevalence of Artificial Intelligence (AI) platforms. Traditional writing assessment methods often fail to judge fairly the nuanced understanding required in language learning, especially now when students can utilize AI tools specially designed to assist their writing. This paper examines innovative assessment techniques designed specifically for university-level English language courses, aiming to ensure that evaluations would reflect students' true ability in a fair and effective manner. According to the study, writing assessment methods that prioritize linguistic creativity, critical thinking, and authentic language use were adopted. Additionally, the research emphasizes the importance of incorporating AI literacy into the English language education at university level. Lecturers can support students in developing a responsible approach toward AI usage by teaching them about the ethical use of AI as well as academic integrity, while guaranteeing that their writing proficiency is accurately evaluated. By implementing these revised writing assessment strategies, educators could maintain the fairness of English language evaluations at university level, ensuring that student competencies are evaluated impartially and effectively in a time when artificial intelligence is becoming more and more common.

Bio:

Nguyễn Thị Tường is a Lecturer in English at Vinh University, Vietnam. She has a Master's Degree in Applied Linguistics and more than 30 years of experience in English Language teaching. Her research interests are methodology, extensive reading, writing, and especially technology in teaching. She has presented in both national and international conferences. Mrs. Tuong dedicates her life to

teaching and researching in hope of educating and inspiring her students to become Vietnamese future talents.

The Role of Artificial Intelligence (AI) Applications in English Language Teaching: Teachers' Perspective

Nguyễn Thị Cẩm Nhung
The People's Police College II

Abstract:

People's Police College II (PPC II) is one of the training facilities with the mission of training highly qualified human resources to meet the mission requirements of the police force in the new situation. That is why administrators and teachers at PPC II are always interested in improving the quality of English teaching and learning for students. In the current period, the English teaching and learning environment at PPC II is undergoing positive changes such as the application of new teaching methods, increased use of information technology, and expansion of international cooperation. Research on "The role of Artificial Intelligence (AI) applications in English language teaching: Teachers' perspective" is necessary to improve the quality of teaching and learning English, contributing to training human resources for the People's Police Force in the new context. Consequently, this study focused on surveying the teachers' perspectives on AI applications in English language teaching. In addition, by conducting this survey, we hope to discover the teachers' difficulties and propose solutions to overcome the challenges of using AI. Based on the results obtained from the data analysis, the author explored two findings in this study. First, the collected data showed that teachers understood and implemented AI in teaching English regardless of obstacles. Second, challenges that affect the AI applicability are shown. Finally, the suggestions and recommendations for teachers and principals to promote AI implementation more effectively, as well as encourage teachers to exploit the benefits of AI to improve English teaching effectively, and simultaneously ensure compliance with the police sector's specific regulations.

Bio:

Nguyễn Thị Cẩm Nhung is a senior teacher at the People's Police College II, Vietnam. She is currently a Ph. D candidate at the Linguistics Department at Ho Chi Minh City University of Social Sciences and Humanities - USSH-VNUHCM. She received her MA in Theory and methodology of English language teaching in 2019. Her research interests are teaching English skills, innovative teaching methods, and studying comparative and contrastive linguistics. She has presented and written some articles on these topics.

Enhancing the Pronunciation of Minimal Pairs through Story-telling and Self-Recording

Võ Thị Hồng Minh
Vinh University

Abstract:

In the process of teaching English to sophomores at Vinh University, many students are still in the confusion of pronouncing English minimal pairs and as a result, mispronunciation occurs. With the aim of promoting student's English pronunciation, the study was conducted. 107 English-majored students participated in the study. This is qualitative research whose data were collected through interviews, Story-making and self-recording which reflected their pronunciation ability. The results show that students are very interested and creative in making up funny stories including minimal sound pairs which they are often confused about. Ultimately, story-making and self-recording help students be aware of confusing minimal pairs, avoid mispronouncing them, thus students become more confident in speaking English. Some implications have also been suggested in hope that teachers of English, especially school teachers will have remarkable insights into the role of story-inventing and self-recording activities to enhance learners' pronunciation in English classes.

Bio:

Võ Thị Hồng Minh is a senior Lecturer at Foreign Languages Department, Vinh University. She is also a trainer in courses held by National Language Project 2020. She holds a Master's Degree in Linguistics (2005) at University of Languages and International Studies, National University, Hanoi

and has nearly 30 years of experience in English Language Teaching. Her research interests are Applied Linguistics and Language Teaching Methodology. She has authored some articles and also presented at several international and national TESOL conferences.

An Investigation into the Effectiveness of Using Blended Learning in Listening Classes for Non-majored Students

Phạm Thị Lương Giang
Vinh University

Abstract:

This study aims to investigate the effectiveness of using blended learning to improve non-majored students' listening skills. The technique was applied in an experimental group of 35 students while a controlled group of 41 students was taught without it. A pre-test and a post-test were distributed at the beginning and at the end of the semester to measure all the students' listening performance. A questionnaire was also used to investigate students' perceptions toward using blended learning in listening class. The findings revealed that the students in the experimental group performed better than those in the controlled group. The answers also showed that most of the students in the experimental group had a positive attitude toward blended learning and were more motivated to the listening activities. Based on the findings, some implications were also made for better teaching listening skills to EFL students.

Bio:

Phạm Thị Lương Giang is a Lecturer of English at Vinh University, Vietnam. She holds a Master's degree of TESOL and has nearly 20 years of experience in the English language teaching. Her research interests are Textbook evaluation, Testing and Assessment, Using technology in the English language teaching.

Using pre-teaching vocabulary strategy to improve reading comprehension skills for English major students

Nguyễn Thị Hiền Lương
Vinh University

Abstract:

The study attempted to examine the effects of vocabulary pre-teaching strategy on reading comprehension skills for English major students. Both qualitative and quantitative research methodology were utilized in this study. The data was collected through the reading proficiency pretest and posttest, questionnaires, and interviews. The participants of the research who were divided into two groups, the control, and experimental groups, included 62 English major students at Vinh university. The results from the study revealed that the reading proficiency level of English major students was quite low. However, this was significantly improved after three months of experimental teaching using vocabulary pre-teaching strategy. Additionally, all of the students expressed their positive attitudes and good appreciation for this reading strategy which helped them to deal with their reading problems. On the basis of the findings, some pedagogical implications were drawn out not only for students to become effective readers but also for language teachers to enhance students' reading proficiency.

Bio:

Nguyễn Thị Hiền Lương is a Lecturer at Foreign Languages Department, Vinh University. She is also a trainer in courses held by National Language Project 2020. She holds a Master's Degree in English Teaching Methodology (2014) at Vinh University and has nearly 25 years of experience in English Language Teaching. Her research interests are Applied Linguistics and Language Teaching Methodology. She has authored some articles and also presented at several international and national TESOL conferences.

Blended Learning - An Alternative Way to Conduct Speaking Lessons to EFL First-Year Students

Trần Thị Vân Anh
Vinh University

Abstract:

Since the COVID-19 pandemic, blended learning has become more popular. This mode of learning has been proven effective (Lou et al., 2013; Majeed & Dar, 2022). This study aims to investigate EFL first year students' perceptions toward blended learning for speaking skill practice. In the experiment, the technique was applied to the experimental group with 47 students. A pre-test and a post-test were conducted to measure all the participants' speaking performance. A questionnaire was also used to investigate the students' perceptions toward blended learning for the speaking class. The findings revealed that the students in the experimental group performed better than those in the control group. The data also showed that most of the students in the experimental group have positive attitudes toward blended learning and were more motivated to learn the speaking skill. Based on the findings, some implications were suggested for effective application of blended learning in teaching speaking to EFL learners.

Bio:

Trần Thị Vân Anh has been an English language teacher for 14 years. She is now a lecturer at Foreign Language Department, Vinh University. She obtained a Master of Linguistic degree from Institute of Linguistics, National Tsing Hua University, Hsinchu, Taiwan, Republic of China in 2013. Her main areas of research interests are linguistics, teaching methodology and curriculum development in language education.

You Reap What You Sow: Cultivating Professional Development with Teacher E-Portfolios

Phan Thị Anh Nga
HCMC University of Foreign Languages and Information Technology

Abstract:

Teacher E-portfolios are vital tools for capturing the multifaceted nature of teaching, enabling educators to document and reflect on their professional journey (Johnson, 2022). Teaching is widely acknowledged as a complex process that necessitates a nuanced approach to accurately assess its efficacy. The use of teacher electronic portfolios accommodates this complexity, offering educators diverse methods to showcase their achievements. The literature on E-portfolios in teacher education has undergone a significant transformation, enhancing its expectations and broadening the avenues for teachers to showcase their accomplishments. The objective of this study is to enhance university teachers' awareness of the importance of continuous professional growth and to promote professional self-development through the use of teacher E-portfolios. For this study, a mixed-methods approach was deemed appropriate, combining both qualitative and quantitative research methods. Data was gathered through attitude surveys, questionnaires, interviews, and document reviews to examine how participants utilized their portfolios. The instruments included questionnaires and interviews with ten Vietnamese teachers of English from a state university in central Vietnam. Participants agreed that, on average, developing teacher E-portfolios positively influenced their professional beliefs and fostered a stronger sense of professionalism. Furthermore, most respondents agreed that teacher E-portfolios are effective tools for professional self-development, aligning with teaching and learning quality assurance policies within the context of educational reform.

Bio:

Phan Thị Anh Nga is a peripatetic teacher, prolific writer, and eloquent speaker who empowers educators to think outside the box and critically examine their established practices by asking, "What is best for my students?". For the past fifteen years, she has inspired researchers and teachers at all levels with her passion and joy for the teaching and learning process. Phan began her teaching career at Hue University of Foreign Languages and International Studies (HUFLIS) in 2005 and is now a full-time teacher at the HCMC University of Foreign Languages - Information

Technology, Vietnam. Her interests include Professional Development, English for Specific Purposes, and Technology in Teaching and Learning English, all of which demand genuinely creative thinking. Furthermore, she actively participates in presenting and writing articles for numerous national and international conferences, showcasing her commitment to advancing educational practices.

The Effects of Extensive Reading on EFL University Students' Reading Comprehension and Reading Rate

Nguyễn Viết Hưng, Trần Thị Ngọc Yến
Vinh University

Abstract:

Extensive reading has been recognized as an alternative method to develop reading fluency. However, within the context of English language teaching in Vietnam, there has not been much research that examines the benefits of this method for university students. This study aims to explore the effects of extensive reading on EFL university students' reading comprehension and reading rate. The data were collected through an experiment conducted over a 15-week period. The participants were students following English programs at a university in Vietnam. Five groups were randomly assigned to be the control groups and another four to be the treatment groups. A pre-test and a post-test were used to measure the participants' reading improvement. During the experiment, the treatment groups engaged in approximately 100 minutes of extensive reading, using English stories suitable to their vocabulary levels, while the control groups were given intensive reading activities. The results revealed significant increases in both reading comprehension and reading rate among the treatment groups. The findings have highlighted the benefits of integrating extensive reading into English curricula and emphasized the importance for educators and students to recognize its role in enhancing English language learning.

Bios:

Nguyễn Viết Hưng is a Teaching Assistant at Foreign Languages Department, Vinh University, Vietnam. He earned an excellent degree in English Language Teacher Education from the same department. His research interests include EFL reading fluency development, teaching English language skills, approaches and methods in English language teaching, language testing and assessment, and curriculum design and material development.

Trần Thị Ngọc Yến is an Associate Professor at Vinh University, Vietnam. She is currently an Executive Board member of the Extensive Reading Foundation. She earned a diploma in TESOL from Carleton University, Canada, and received her Ph.D. in Applied Linguistics from Victoria University of Wellington, New Zealand. Her research interests are EFL reading fluency development, teaching the English language skills, and language memory span. She has presented and published widely on these topics.

Application of Process Writing to English-majored Students at Vinh University

Cao Thị Phương
Vinh University

Abstract:

Nowadays, writing has required much greater depth and breadth, and it is time for teachers to study a new teaching method to motivate students in writing classes. Process writing, a form of writing that instructs the reader on completing a specific task through clear, logical steps, has become the main theme in several studies to support student's writing ability. This paper examines the effects of attempts to process writing on English-majored students at Vinh University. 96 second-year students participated in the study during the Reading and Writing course. A pre-test, a post-test and a survey questionnaire were used to collect the data. The results show that process writing positively impacts students' writing competencies and students have a positive attitude with using process writing in the course. The findings conclude with a discussion and some pedagogical implications for teaching writing in tertiary education.

Bio:

Cao Thị Phương is a Lecturer in English at Vinh University, Vietnam. She earned her Master in Applied Linguistics years ago and has more than 25 years of experience in English Language teaching. Her research interests are methodology, extensive listening and writing in English language teaching. She has also presented at several national TESOL conferences.

The 5-E Model Lesson in Teaching Listening Skills at Vinh University
Lê Thái Bình
Vinh University

Abstract:

This study investigates the effectiveness of the 5-E Model in enhancing listening skills among non-English major students at Vinh University. The 5-E Model (Engage, Explore, Explain, Elaborate, Evaluate) was used to teach listening skills in an English as a Foreign Language (EFL) context. A mixed-methods approach, combining qualitative and quantitative data, was employed to assess the impact of this Model. A total of 67 non-English major students participated in the study. The pretest and posttest measures were used to quantify improvements in listening skills. The pre-test evaluated students' baseline listening skills, while the post-test calculated their performance after receiving instruction based on the 5-E Model. Qualitative feedback from student reflections and teachers' observations was analyzed to provide insights into the research. The results indicated significant improvement in the students' listening skills, demonstrating that the 5-E Model is an effective pedagogical tool for enhancing the listening proficiency of non-English major students.

Bio:

Lê Thái Bình is a lecturer in English at Vinh University in Nghe An, Vietnam. He holds a Master's degree in English Language Pedagogy. His research interests include the integration of ICT in English language teaching, vocabulary instruction, and cross-cultural studies. He has implemented various ICT tools to enhance his language teaching practices.

Applying Extensive Reading to Improve FLD Students' Reading Skills
Nguyễn Thị Mai Anh, Lê Quỳnh Anh, Nguyễn Thị Thanh Tâm
Mai Khánh Huyền, Phan Trần Phương Dung
Vinh University

Abstract:

Extensive reading involves learners reading texts for enjoyment to develop reading skills. This case study aimed to enhance EFL students' reading skill through Extensive reading activities over four weeks. It involved five students in English pedagogy from Foreign Language Department. The data were collected from IELTS reading test, students' diaries and extensive reading motivation questionnaire. The IELTS reading test was used to assess the students' reading abilities, while the ER motivation questionnaire and diaries were employed to explore their motivation toward ER application. The results indicated a moderate improvement in reading skills, with half of the students from experimental groups reporting increased motivation due to the implementation of ER tasks and materials. The findings revealed that students reported their intrinsic motivation, extrinsic academic compliance at the highest, while extrinsic excel to read at the lowest. The study recommended that extensive reading is a potentially effective approach for improving reading comprehension although it requires learners to engage with it over extended periods.

Bios:

Nguyễn Thị Mai Anh is a student at the Foreign Languages Department, Vinh University. Her research examines English for specific purposes (ESP) in teaching professional communication skills.

Lê Quỳnh Anh is a student at the Foreign Languages Department, Vinh University. She is interested in communicative language teaching to enhance students' speaking proficiency.

Nguyễn Thị Thanh Tâm is a student at the Foreign Languages Department, Vinh University. Her research focuses on task-based language teaching to improve students' engagement in English classes.

Mai Khánh Huyền is a student at the Foreign Languages Department, Vinh University. She focuses on integrating intercultural competence into English teaching methods.

Phan Trần Phương Dung is a student at the Foreign Languages Department, Vinh University. Her research explores the use of technology to support language teaching in TESOL.

Motivating EFL Students' ER: an Action Research in English Reading-Writing Classroom
Thái Anh Tuấn
Vinh University

Abstract:

Extensive reading (ER) is believed by many educators and researchers as an effective means in improving students' performances. This action research aimed to examine the impacts of ER strategies on EFL students' English reading and writing abilities. The study involved 35 university students in an English reading and writing class. The research was conducted through 3 cycles in 3 months. The data were collected from a questionnaire, follow-up interviews, students' diaries and classroom observation. The findings indicated that participants rated ER as beneficial for improving their background knowledge and linguistic knowledge. They were also motivated towards reading in terms of reading frequency and time duration. The test scores of the final test improved significantly, compared to other classes. From the results, many pedagogical implications were put forth for enhancing the quality of English learning and teaching process in EFL context.

Bio:

Thái Anh Tuấn, a lecturer in Vinh University's Foreign Languages Department, has over 28 years of experience instructing English majors. His research is dedicated to exploring teaching methodologies, with a special emphasis on English as a Foreign Language education.

Enhancing Listening Skills through Interactive Process: A Study of Second – year English-majored Students at Vinh University
Văn Thị Hà
Vinh University

Abstract:

This action research aimed to explore the effectiveness of an interactive listening process, integrating both top-down and bottom-up strategies, to improve the listening skills of second-year English-majored students at Vinh University. The top-down approach emphasized students' ability to utilize background knowledge and contextual cues, while the bottom-up process focused on recognizing individual sounds and words. The study involved 80 students who participated in pre-test and post-test assessments to evaluate their listening comprehension before and after the intervention. The research findings revealed significant challenges that students encountered with the interactive process, particularly in integrating background knowledge with the recognition of linguistic elements. Despite these difficulties, the post-test results showed a marked improvement in listening skills, indicating that the interactive approach effectively enhanced comprehension. These results suggested that employing top-down and bottom-up strategies in tandem can lead to substantial gains in listening proficiency. This study contributes valuable insights into the teaching of listening skills in English language education, particularly for students at the tertiary level.

Bio:

Văn Thị Hà is a lecturer at Vinh University, holding an MA in TESOL. With over five years of experience teaching English to majored students, Van specializes in language teaching methodology and material design. Passionate about enhancing language learning, she is dedicated to equipping her students with effective skills and techniques in English.

Group Presentation in a Pragmatics Course: Matches and Mismatches

Phạm Thị Thu Hiền, Phạm Thị Minh Phương
Hanoi Pedagogical University 2

Abstract:

Organizing group presentations in class for students is a commonly used teaching method, particularly in higher educational context to engage graduates in an active and hands-on way of absorbing abstract pragmatic knowledge in the pragmatics course. The purpose of this paper is to investigate the alignment and discrepancies between learners' and teachers' perspectives on group presentations in a Pragmatics course at Faculty of English, Hanoi Pedagogical University 2 in Vinh Phuc, Vietnam. The authors conducted a minor study via questionnaire surveys on 130 pragmatic junior students and four experienced teachers in teaching Pragmatics. Key findings revealed a range of matches and mismatches. While majority of students and teachers recognize the undeniable values of group presentations for enhancing pragmatic competence, self-study skills and critical thinking skills, and fostering an active learning and teaching process, they are often concerned about unequal participation, arguments in teamwork and group dynamics as well as gaining comprehensive and thorough pragmatics knowledge. This research contributes to the broader understanding of collaborative learning and teaching in language education and offers practical implications for curriculum design and instructional practices.

Bios:

Phạm Thị Thu Hiền, M.A has been teaching English for English majors at Hanoi Pedagogical University 2 in Vinh Phuc for about 8 years. She received a bachelor's degree in English language teaching from Hanoi University of Education and a master's degree in applied linguistics from University of Languages and International Studies in Hanoi, Vietnam. She is interested in doing research in applied linguistics and English methodologies which can enable herself and other teachers to improve teaching and learning process as well as take a deeper insight into linguistic phenomena.

Phạm Thị Minh Phương is an English lecturer at Hanoi Pedagogical University 2, Vietnam. She earned a bilingual English and Chinese degree at Thai Nguyen university. She is currently teaching in the division of language skills. Her research interests are promoting students' speaking fluency, maintaining effective and fluent reading and writing. She also has done a great number of projects in developing students' language skills.

The Use of Multimedia in Enhancing English Speaking Skill of the First-year Students at Vinh University

Hoàng Thị Chung
Vinh University

Abstract:

In recent years, the studies on the use of multimedia in teaching English to help motivate learners' participation and cooperation in learning foreign languages have been popular among educational researchers in the world and Viet Nam. However, whether these innovative activities really enhance students' competence in communication in the central of Vietnam like in Vinh city has not been fully investigated by researchers. Therefore, this paper introduces a study on the use of multimedia by the first-year students at Vinh University, academic year 2023-2024. It was an experimental design that can work on how significant the use of multimedia in teaching English is. In this study, this kind of design was used not only to work out the effectiveness of using multimedia in teaching English but also on the comparison between it and the traditional approach which are applied nowadays.

Bio:

Hoàng Thị Chung is a teacher of English at Vinh university, Vietnam. She earned a Master's degree in English Language Teaching in 2014. She specializes in English speaking skills. Her research interests are teaching the English language skills. She has presented and published on these topics.

Assessment on Students' Attitudes towards English as a Foreign Language
Nguyễn Thị Mỹ Liên, Phạm Văn Phước, Nguyễn Thị Kim Phượng, Bùi Thị Tịnh
Tay Nguyen University

Abstract:

Krashen, in his work in the 1980s, emphasized the significance of positive attitudes in language acquisition, suggesting that learners with a positive attitude towards the learning process are more likely to succeed in mastering a foreign language. Clapham (1996) highlighted the role of assessment in shaping learners' attitudes towards language learning, indicating that well-designed assessments can positively influence students' attitudes and engagement. Assessment in English as a Foreign Language (EFL) plays a pivotal role in shaping students' attitudes and performance. This research delves into the formative and summative assessment factors influencing students' attitudes at Tay Nguyen University. Based on Gardner (1972) and Macnamara (2014)'s theories, a theoretical framework of assessment and attitudes was used in this descriptive study. Employing a mixed-methods approach, the study utilized a questionnaire to collect data from 525 students at Tay Nguyen University. The research explores students' experiences and perceptions regarding formative and summative assessment. Preliminary findings indicate students' appreciation of the importance of assessment and a positive correlation between assessment and students' attitudes. This assessment fosters active learning, self-regulation, and continuous improvement. Moreover, classroom activities, feedback, and assessment fairness have the strongest impacts on students' learning attitudes. The study also offers some recommendations on assessment to enhance a positive attitude towards English learning among students at Tay Nguyen University in Vietnam.

Bios:

Nguyễn Thị Mỹ Liên, M.A., is a senior researcher, lecturer of English and French in the Faculty of Foreign Languages at Tay Nguyen University, Buon Ma Thuot City, Vietnam. Her favorite fields of study are teaching and learning English as well as applied linguistics. Her research interests include pragmatic issues of politeness, discourse analysis to issues in EFL learning. Should you need any further questions, please do not hesitate to contact her at ntmlien@ttn.edu.vn.

Phạm Văn Phước is a lecturer and researcher at the Faculty of Foreign Languages, Tay Nguyen University, Vietnam. His research and teaching interests include linguistics, first and second language acquisition, and language education.

Nguyễn Thị Kim Phượng is a senior researcher, lecturer in English in the Faculty of Foreign Languages at Tay Nguyen University, Vietnam, where she has been since 1998. She received her M.A. from Hanoi University in 2004 and now is a PhD. candidate in Education. Since 2014, she has been the vice-dean of the faculty. Her research interests span both education and foreign language learning and teaching.

Enhancing University Students' Language Proficiency through Extensive Reading
Trần Thị Ngọc Yến, Nguyễn Thị Kim Anh
Vinh University

Abstract:

This study investigates the effects of extensive reading on EFL university students' language proficiency development. An extensive program was integrated in the usual English programs at two universities in Central Vietnam. The participants were twelve groups of students following the programs. Six of these groups were randomly assigned to be the control groups and the other six as the treatment groups. During the experiment, the treatment groups engaged in 100 minutes of extensive reading per week using English materials appropriate for their proficiency level while the control groups followed intensive reading activities. Pre-tests and post-tests were used to measure the participants' language proficiency. The results indicated that the treatment groups outperformed the control groups on the post-tests. This suggests that engagement in extensive reading facilitates EFL learners' English proficiency development.

Bios:

Trần Thị Ngọc Yến is an Associate Professor at Vinh University, Vietnam. She is currently an Executive Board member of the Extensive Reading Foundation. She earned a diploma in TESOL from Carleton University, Canada, and received her Ph.D. in Applied Linguistics from Victoria University of Wellington, New Zealand. Her research interests are EFL reading fluency development, teaching the English language skills, and language memory span. She has presented and published widely on these topics.

Dr. Nguyễn Thị Kim Anh is an experienced lecturer in the Foreign Languages Department at Vinh University, specializing in linguistics. Her research spans cognitive linguistics, language assessment, and teaching methodology. With a focus on practical applications in language education, she contributes significantly to advancing language teaching practices in Vietnam.

Exploring the Development of English Learning Environment through Youth Union Activities among Universities in Nghe An

Nguyễn Nguyệt Anh, Nguyễn Thị Bích Ngọc
Vinh University

Abstract:

Extracurricular activities contribute to developing well-rounded students with adequate knowledge and skills. For the English module, extracurricular activities are one of the measures that contribute to increasing practicality and creating a favorable environment for students to improve their English learning. The study explores Youth Union leader's and students' perceptions and expectations regarding the development of the English learning environment through extracurricular activities organized by the Youth Union at four universities in Nghe An. A 68-item questionnaire was sent to 282 students from 4 universities in Nghe An and an open-ended interview was conducted with Youth Union leaders on practical experience in implementing extracurricular programs. The results show that Youth Union leaders and students were well aware of the importance of these activities and also pointed out the challenges they encountered as well as the expectations for the activities in focus. From the above research results, the article offers some recommendations for Youth Union leaders at all levels and schools with the aim of improving the English learning environment through extracurricular activities in tertiary contexts in Nghe An.

Bios:

Nguyễn Nguyệt Anh is a Teaching Assistant at the Faculty of Foreign Languages at Vinh University, Vietnam. Her research interests include English language teaching, media and communication in education, and student motivation. She is committed to enhancing English proficiency for learners and has been actively involved in curriculum development and language skill instruction. Nguyet Anh has also contributed to research and presentations on innovative teaching methods and learner engagement.

Nguyễn Thị Bích Ngọc is a Teaching Assistant at Foreign Languages Department, Vinh University, Vietnam. She earned an excellent degree in English Pedagogy from the same department. Her research interests include teaching English language skills, applied linguistics, English phonetics and phonology, and English semantics.

Cohesive Devices in Vietnamese-English Translation: A Study among 4th Year Students

Lê Thị Thuý Hà
Vinh University

Abstract:

Translation is a complex process that involves transforming an original text from one language into another, ensuring the result is coherent and meaningful. This study examines the use of cohesive devices in Vietnamese-to-English translations performed by 4th year English-majored students at a university in Vietnam. In the first place, the paper introduces the theoretical framework for handling cohesive elements, based on Halliday and Hasan's cohesion taxonomy (1976). It also highlights the

essential role of cohesive devices as criteria in text linguistics during the translation process. Then, the paper analyzes some translated texts collected from the participants, emphasizing the addition of cohesive devices to achieve coherent translations. Finally, it offers suggestions for techniques and methods that translators can use to achieve coherence in their translation products.

Bio:

Lê Thị Thuý Hà is a Lecturer in English at Vinh University, Vietnam. She earned her Master in Applied Linguistics years ago and has more than 25 years of experience in English Language teaching. Her research interests are translation, cross-cultural studies, and extensive listening in English language teaching. She has also presented at several national TESOL conferences.

Incorporating Extensive Reading into translation classes to enhance EFL students' translation

Nguyễn Duy Bình
Vinh University

Abstract:

Many researchers have confirmed the profound impact of extensive reading on students' English language skills (listening, speaking, reading, writing). Therefore, extensive reading and translation competence are supposed to be interrelated. Our paper aimed to investigate the influence of extensive reading on English-Vietnamese translation skills among English-majored students at Vinh University. Seventy-four third-year students were divided into two groups: an experimental group involved in extensive reading activities and a control group following a traditional class. A pretest and a post-test assessed each group's translation skills. After a 14-week intervention, the results showed that the experimental group improved their post-test scores considerably in their English-Vietnamese translation compared to the control group. These suggested that extensive reading positively influences translation skills and constitutes a valuable pedagogical tool in the English language learning program to enhance the students' vocabulary acquisition, text understanding, cultural immersion and linguistic transfer.

Bio:

Nguyễn Duy Bình is a lecturer of English and French at Vinh University, Vietnam. He earned his PhD degree in Comparative Literature at Aix-Marseille 1 Faculty, France in 2008. He is a literary translator and has translated 13 French books into Vietnamese. His research interests include the reception of literature, literary translation, contrastive linguistics and the ICT in foreign languages teaching. He is the author of two research books and several scientific articles published in France as well as in Vietnam.

Analyzing Pronunciation Difficulties Encountered by University EFL Learners to Design Pronunciation Enhancement Activities

Nguyễn Thị Hồng Thắm
Vinh University

Abstract:

Previous studies have attempted to examine pronunciation difficulties encountered by EFL learners. However, little research has focused on the difficulties commonly encountered by university students. This paper set out to explore frequently occurring problems that university EFL may have in English pronunciation learning. The paper also explored the causes of these difficulties. A questionnaire was developed to collect necessary data. The results suggest that the most common problems concern consonants and intonation. It was also found that lack of practice and native language interference are major causes of the problems. Based on the results, recommendations for pronunciation enhancement activities have been proposed.

Bio:

Nguyễn Thị Hồng Thắm is a Lecturer in English at Vinh University, Viet Nam. She earned her Master in Language teaching years ago and more than 20 years of experience in English language teaching.

Her research interests are multiple intelligences theory in English language teaching, developing speaking fluency for EFL learners, and language memory span. She also presented at several national TESOL conferences. She had her Master in Methodology from Vinh University in 2014. Her main areas of research interests are linguistics and language teaching methodology.

Vietnamese EFL Pre-Service Teachers' Perceptions of Video Games in Language Teaching

Nguyễn Trang Hải Anh, Cao Thúy Hồng
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract

Video games have been used as a learning tool for years, and researchers have been interested in how this medium can help with language learning. Several studies have investigated the effects of video games on learners' language acquisition, most of which reported positive and promising results. However, the use of video games in a language teaching context in Vietnam has been under-researched. This study aimed to shed light on the perceptions of Vietnamese EFL pre-service teachers at a teacher education institution in Vietnam about using video games in language teaching. The quantitative survey method was employed to collect data for the current study. Descriptive analysis of survey data collected from 316 participants suggested that pre-service teachers in the current context believed in the potential benefits of video to language learning; and the most beneficial aspect was students' motivation and engagement. At the same time, these pre-service teachers also identified several challenges with video games integration; and the most significant issue appeared to be the problems with school policy and curriculum inflexibility. The participants also reported their tendency to utilize video games during a language lesson for various purposes. Findings from the study have important implications for teachers, educators, as well as policy makers in making use of this resource in language teaching.

Bios:

Nguyễn Trang Hải Anh is a graduate from Faculty of English Language Teacher Education, University of Languages and International Studies.

Dr. Hong Cao (Cao Thúy Hồng) is currently a lecturer (of English Language Teaching Methodology) at the University of Languages and International Studies, Vietnam National University-Hanoi (ULIS, VNU-H). She has special interest in English Language Teaching, English Language teacher education, Gifted Education, Differentiated Instruction and Career development. She has published in the fields of Teacher Education, Second Language Acquisition, Pragmatics, Gifted Education, Assessment, and Career Development.

Argument Mapping to Improve EFL Tertiary Students' Reading Comprehension through Argumentative

Nguyễn Thị Phương Thảo
Vinh University

Abstract:

This study explores the impact of argument mapping on enhancing reading comprehension among English-majored tertiary students, with a focus on argumentative texts. The research involved 125 students over a 10-week period, utilizing the "Skillful 2 Reading and Writing" coursebook as the primary instructional material. Argument mapping, which visually represents the structure of arguments, was integrated into the reading curriculum for the experimental group, while the control group followed the standard curriculum without argument mapping. Pre- and post-tests were conducted to assess improvements in reading comprehension, particularly in understanding, analyzing, and evaluating argumentative texts. The study also included qualitative data from student feedback and classroom observations to provide deeper insights into the effectiveness of the argument mapping approach. Results demonstrate that students in the experimental group showed significant gains in reading comprehension compared to the control group, particularly in their ability to identify key arguments and assess their validity. These findings suggest that argument mapping can be a valuable tool in improving reading comprehension in EFL contexts. The study concludes

with practical recommendations for incorporating argument mapping into reading instruction to better support EFL students' academic success.

Bio:

Nguyễn Thị Phương Thảo is currently a lecturer at Vinh University's Foreign Language Department (FLD), with over 15 years of experience teaching students who major in English. Her research focuses on teaching methodologies, especially within the aspects of English as a Foreign Language (EFL) education.

The Realization of Theme-Rheme Patterns on Essay Writing: Problems and Impacts on Text Quality

Đào Thị Lan Anh, Trịnh Công Minh
Hanoi Pedagogical University 2

Abstract:

The organization of Theme and Rheme in texts has received considerable attention in recent years since it serves as an index to the text quality (Fries, 1981; Martin, 1992; and Saeed, Karim & Mughal, 2021). This research explores the insights concerning the relationship between Theme – Rheme structure derived from the theory of Systemic Functional Grammar (Halliday, 1985; Bloor & Bloor, 1992; and Belmonte &McCabe, 1999) and its cross-referential links to the text coherence. In this study, the corpus consisting of 30 essays collected from a class of third-year students majoring in English, was analyzed using both quantitative and qualitative methods. The results demonstrate problems related to thematization as inappropriate theme placement, over-use of "There" and "It" in the theme selection, empty rheme, non-constant progression, and ambiguous references in themes. The analysis also enables us to uncover the detrimental effects of such misuses on the text coherence, including: (1). breaking cohesive ties, (2). impeding textual unity, (3). introducing irrelevant information. Pedagogical implications on Theme - Rheme construct in teaching and learning of L2 writing are also reported.

Bios:

Đào Thị Lan Anh is a lecturer at Faculty of English, Hanoi Pedagogical University 2 (located in Vinh Phuc Province). Her specialized areas are culture studies and linguistics. Her recent research was selected for presentation at International Mekong TESOL Conference 2018, 2023 and International Language, Literature, Culture Education 2020.

Trịnh Công Minh is a lecturer of Faculty of English, Hanoi Pedagogical University 2. He has taught a variety of courses including British American Literature, Discourse Analysis, Pragmatics, Phonetics - Phonemes, Comparative Linguistics. His main research directions are contrastive analysis, phonetics, grammar, and pragmatics.

Impacts of Freewriting on EFL University Students' Writing Ability

Phạm Xuân Sơn
Vinh University

Abstract:

This research aims to provide empirical evidence on the impact of the freewriting approach on EFL students' writing ability. The study involved 95 freshmen at Vinh University, who were enrolled in the standard English program. One class was randomly selected as the control group, while the experimental group practiced freewriting regularly over a specified period. Data were collected through pre- and post-tests to measure changes in writing ability. The findings demonstrate that the freewriting approach significantly enhances the writing skills of EFL learners, improving their fluency, lexical variety, and overall writing quality. Additionally, students reported increased motivation and reduced anxiety towards writing tasks. These results suggest that integrating freewriting into EFL curricula can be an effective instructional strategy for English language teachers, providing practical implications for enhancing EFL writing curricula and student outcomes.

Bio:

Phạm Xuân Sơn is an experienced lecturer at the Foreign Languages Department, Vinh University. With a strong background in language teaching and intercultural communication, he has contributed extensively to English language education in Vietnam. His research focuses on innovative pedagogical approaches that foster cultural awareness and enhance communicative competence.

A Contrastive Study of Conceptual Metaphor of Love

Hà Lê Hồng Hoa, Nguyễn Thị Mỹ Liên, Phạm Văn Phước
Tay Nguyen University

Abstract:

Without a doubt, music is a necessity. Since the early years of mankind up to now, it is impossible to deny that music has contributed significantly to human life, especially love songs. The paper aims to analyze the conceptual metaphor of love in English and Vietnamese 20th century songs and to find out the similarities and differences between conceptual metaphors of love in English and Vietnamese 20th century songs. We analyzed 240 samples from English and Vietnamese songs in the 20th century on the basis of the theory of Kovesces and Lakoff about conceptual metaphor. Based on contrastive analysis theory, eight conceptual metaphors of love in English and Vietnamese 20th century songs have been found and the similarities and the differences of these conceptual metaphors between the two languages have been sorted out. All in all, this study also helps English learners of Vietnamese and Vietnamese learners of English have a better insight into conceptual metaphor of love and helps them learn these foreign languages better. It also provides learners with knowledge of culture underlying the similarities and dissimilarities in conceptual metaphor in general and in love songs in particular.

Bios:

Hà Lê Hồng Hoa is a lecturer and researcher at the Faculty of Foreign Languages, Tay Nguyen University, Vietnam. Her primary interest is Applied Linguistics research and the development of innovative approaches to teaching English as a Second Language and English as a Foreign Language.

Nguyễn Thị Mỹ Liên, M.A., is a senior researcher, lecturer of English and French in the Faculty of Foreign Languages at Tay Nguyen University, Buon Ma Thuot City, Vietnam. Her favorite fields of study are teaching and learning English as well as applied linguistics. Her research interests include pragmatic issues of politeness, discourse analysis to issues in EFL learning. Should you need any further questions, please do not hesitate to contact her at ntmlien@ttn.edu.vn.

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Using Quizizz to Enhance Students' Engagement in EFL Reading Classrooms for Freshmen

Trần Thị Phương Thảo
Vinh University

Abstract:

Language learning achievement depends on student engagement, which is at the center of attention today. Increasing engagement for students in EFL classrooms is essential because it will create excitement for learners who do not find passion in learning a foreign language. This study aims to investigate the effectiveness of using Quizizz in EFL Classrooms for Freshmen. Over a 12-week period, Quizizz was used in the pre-reading or post-reading stages for a group of 75 students. A questionnaire was distributed to collect data about students' attitudes toward using Quizizz. Classroom observation was also made. The findings show that most students appreciated Quizizz because it can help them learn to read better and students feel more engaged in classroom activities. Based on the findings, some implications were also suggested for better results in teaching English reading skills to EFL students.

Bio:

Trần Thị Phương Thảo is a lecturer in English of the Division of English Skills, Department of Foreign Languages at Vinh University, Vietnam. She has more than 20 years of experience in English language teaching. Her publications include journal articles and conference papers in TESOL. Her research interests are language teaching methodology, language testing and assessment.

EFL Learners' Perceptions of Multimodality in Language Learning Materials

Lê Thị Thanh Bình
Vinh University

Abstract:

Recent studies have focused on multimodality to enhance the understanding and application of foreign language teaching materials. This approach underscores the importance of exposing foreign language learners to multimodal texts as they acquire the target language. The present paper reports initial findings from an investigation into English as a Foreign Language (EFL) learners' perceptions of multimodal materials and their role in improving student English language proficiency. A sample of 20 university EFL students participated in a questionnaire designed to assess their views on multimodal texts, including their perceived usefulness and benefits, as well as the impacts on learners' comprehension and language proficiency development. Additionally, in-depth interviews were conducted to gain a more nuanced understanding of learners' experiences with multimodal materials. The findings are intended to provide insights for more effective integration of multimodal materials into EFL instruction.

Bio:

Lê Thị Thanh Bình is a lecturer at Vinh University, Vietnam. She received her M.A in English Teaching Methodology from Vinh University and has been working here for over a decade. Her research interests are EFL extensive reading, teaching the English language skills, teaching English to young learners and multimodality in English teaching materials. Currently, she is doing a TESOL Ph.D.

Flipped Classroom Approach in Teaching Interpreting to English Majors: A Case Study

Nguyễn Thị Lan Phương
Vinh University

Abstract:

The flipped classroom has increasingly become popular in education due to its potential to enhance student learning autonomy while maximizing classroom time for practical activities. This report presents the study of students' perspectives on the effectiveness of the flipped classroom model applied to an Interpreting course at Vinh University. Surveys and classroom observations were used to gather information about students' attitudes, levels of involvement, and performance. The findings indicate that students generally viewed flipped interpreting classrooms favorably. While some aspects still require close attention, the flipped classroom approach was remarked as a viable teaching strategy for interpreter education. It significantly improved student engagement, fostered a deeper understanding of course material, and enhanced practical interpreting skills. Additionally, it developed their higher-order thinking skills and improved their psychological quality and adaptability. The results also suggest broader pedagogical implications for educators to effectively implement the flipped classroom model in interpreting teaching.

Bio:

Nguyễn Thị Lan Phương is a lecturer in the Department of Foreign Languages at Vinh University, Vietnam. She holds an M.A. in Teaching Methodology from Vietnam National University and a diploma in TESOL from Carleton University, Canada. Her teaching and research focus on interpreting, translation, and English language skills.

Project-based Learning in English Language Teaching at Primary Schools
Nguyễn Thu Hiền
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

Project-Based Learning (PBL) is a teaching approach that encourages learning by actively engaging students in real-world, personally meaningful projects. The inclusion of project sections in most English textbooks approved by the Ministry of Education and Training in Vietnam is clear evidence of the application of PBL. However, not all teachers are fully prepared to plan and conduct project-based lessons. This workshop will briefly discuss the benefits and challenges of PBL and explore its application in teaching English at primary schools in Vietnam. Important guiding questions and basic steps for implementing PBL will be provided. Participants will also have the opportunity to engage in several hands-on activities related to planning and conducting a PBL lesson for primary school students. By the end of the workshop, participants are expected to feel more confident in implementing PBL in their classrooms.

Bio:

Nguyễn Thu Hiền is a senior lecturer at the University of Languages and International Studies, Vietnam National University, Hanoi with over 20 years of experience in teaching English as a Foreign Language and more than 10 years of expertise in English Language Teaching Methodologies. She has been actively involved in various English language teaching projects and has worked as a trainer in multiple in-service teacher training programs. She earned her Master's and PhD in TESOL Studies in Australia.

An Investigation into Students' Perceptions of Project-based Translation Course
Nguyễn Thị Tuyết Hồng
Vinh University

Abstract:

The study aimed to investigate how English majors perceived the project-based translation course which was introduced for the first time at foreign languages department, Vinh university. A questionnaire was delivered online to students to elicit information on how they evaluate the course structure and content, learning outcomes and skills development, group work and collaboration. The data were analyzed by means of descriptive statistics. Students' responses revealed that most of them were positive and satisfied about the course and they showed signs of improvements in their translation skills, group work and collaboration. The study findings were carefully discussed and some practical implications were also made to improve the course.

Bio:

Nguyễn Thị Tuyết Hồng is a lecturer of English at Foreign Languages Department, Vinh University, with 20 years of professional teaching experience. She holds a master's degree in English Applied Linguistics and has great research interests in Applied Linguistics, Translation, and Testing and Assessment.

Investigating the Impact of Podcasts on the EFL Classroom: A Case Study at FTU - HCMC
Vũ Ngọc Mai, Đặng Thị Mỹ Dung
Foreign Trade University, HCMC campus

Abstract:

Technological development and the effects of multimedia and virtual spaces on learners' lives make educational institutions and educators explore new tools and strategies to learn the target language. Podcasts provide content available on the Internet and can become an influential teaching strategy that may enhance the teaching–learning process of EFL. This study aims to investigate the effect of audio podcasts on undergraduate students' EFL linguistic competence. A sample of seventy-eight students was randomly distributed into a control and an experimental group during a semester at Foreign Trade University - HCMC. As instruments for data collection, the grades from different skills

in the pre and post-tests and different task performance scores were analyzed in both groups. The methodological framework is defined as a quasi-experimental design that gives quantitative data. The results show that the hypothesis the creation and use of podcasts are beneficial for improving EFL linguistic competence, especially speaking and listening skills. Practical implications aimed at organizing English language classes to enhance EFL proficiency are recommended for higher educational institutions.

Bios:

Vũ Ngọc Mai (Ms.) is currently a full-time English lecturer at the Department of Foreign Languages at Foreign Trade University, HCMC Campus. She earned her M.A. degree in TESOL from HCM USSH, Vietnam, and has more than 10 years of experience in teaching English to young learners and adults. Her research interests include the areas of L2 learning strategies and intercultural communication.

Đặng Thị Mỹ Dung has been an English lecturer of Department of Foreign Languages, Foreign Trade University - HCMC for years. She received an M.A in TESOL from University of Canberra (Australia), and an MBA from University of Bolton (UK). She has actively involved in teaching English language skills, ESP (Business Correspondence, International Business Contracts, Business Communication, English for Banking and Finance, etc.). Her research focuses on ELT, Human Resources Management, and Risk Management. She has presented and made publications on these topics.

A Flipped Classroom Model for Teaching the 'Phonetics and Phonology' Course to Second-Year English Majors at Vinh University

Lê Minh Tân
Vinh University

Abstract:

This study explores the impact of the flipped classroom model on teaching "Phonetics and Phonology" courses to second-year English majors at Vinh University. The research investigates whether this instructional approach can enhance learners' autonomy, improve interaction during class meetings, and boost performance in quizzes. Using both qualitative and quantitative methods, the study involved 331 students who were divided into an experimental group and a control group. The findings indicate that the flipped classroom model significantly improved learners' autonomy, facilitated greater interaction during class meetings, and led to better quiz performance among the experimental group compared to the control group. These results suggest that the flipped classroom model is an effective pedagogical strategy for increasing student engagement and academic success in phonetics and phonology.

Bio:

Lê Minh Tân is a lecturer at Vinh University. His research focuses on applying Information and Communication Technology (ICT), exploring Artificial Intelligence (AI), and advancing teaching methodologies.

Research Integrity: Core Principles, Communities of Practice and Training Courses

Đặng Thị Phượng
University of Languages and International Studies, Vietnam National University, Hanoi

Abstract:

The research community in Vietnam has recently been unsettled by scandals related to the lack of research integrity among certain individuals, which have sparked a renewed emphasis on this crucial topic. This interactive workshop offers a thorough exploration of research integrity, concentrating on the fundamental principles and practices of conducting research responsibly and ethically. Participants will delve into key areas such as ethical research design, proper data handling, and conflict of interest management. In addition, the workshop will cover research integrity training frameworks applied by educational institutions and provide an overview of relevant training courses on the issue. In the following part, an introduction to popular communities of

practice dedicated to research integrity will be presented. At the end of the workshop, participants will be engaged in a collaborative problem-solving activity, addressing real-world scenarios. This session is tailored for researchers who aim to enhance their practices and promote a trustworthy and transparent research environment.

Bio:

Đặng Thị Phượng (MA) is currently working as a lecturer at University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam. Her research interests include teacher training and professional development, teachers' emotional wellbeing, critical thinking, and the application of technology in English teaching and learning.

AI and Teacher Professional Development in Language Education: Challenges and Opportunities

Nguyễn Thị Dương Ngọc
Vinh University

Abstract:

As Artificial intelligence (AI) has increasingly permeated language education, its impacts on teacher professional development has become a critical area of inquiry. Although the integration of AI has transformed the instructional methods of language educators, this integration presents both challenges and opportunities that need navigating. This study aims to explore the potential benefits and key difficulties that teachers face when using AI in language teaching. A qualitative research approach was employed, utilizing interviews with a diverse group of 9 teachers from K-12 and higher education settings. The findings reveal numerous opportunities for improving instructional practices and streamlining administrative tasks. However, the study also identified certain obstacles, such as replacement of some teaching functions and ethical issues. The findings conclude with a discussion and pedagogical implications for professional development associated with AI for teachers in Vietnam.

Bio:

Nguyễn Thị Dương Ngọc is currently working as a young lecturer at Vinh University, Vietnam. She holds a master's degree in Teaching English to Speakers of Other Languages (TESOL) - University of Huddersfield, United Kingdom. Her research interest is primarily in the realm of English language teaching. She has attended as a speaker in some English language teaching forums such as VietTesol 2021, 2022, and 2023.

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