Virtual

VIETTESOL INTERNATIONAL CONVENTION 2021

Rethinking English Language Education

in the *Covid Era*

PROGRAM EBOOK

VietTESOL INTERNATIONAL CONVENTION 2021

Rethinking English Language Education in the COVID Era

October 22-24, 2021

CONVENTION BOOK

VietTESOL ASSOCIATION

The Vietnamese Association for English Language Teaching and Research, (VietTESOL Association), is a non-profit socio-professional organization aimed to create a trusted platform for those who are interested in, and committed to, English Language Teaching and Research. We are headquartered in Hanoi, Vietnam.

Mission Statement

As a socio-professional organization, VTA is committed to enhancing the quality of English language education in Vietnam through professional development, dissemination of teaching expertise and research and information to support and transform practice, policy in ELT, and community service. In particular, we will be

- Carrying out professional development activities for ELT practitioners in Vietnam, including but not limited to an annual VietTESOL international convention, regular workshops, training courses, and webinars to members and non-members, and an open social media site with online teaching resources;
- Offering research-based consultations on issues related to ELT and cultural studies, publication of a peer-reviewed academic journal, books, policy papers, research papers on aspects of ELT, and resources;
- Undertaking policy advocacy work related to activities that influence the decision-making process, and activities involved in ELT, public education, capacity building, relationship building, forming networks, and leadership development.

VTA's Motto

"Connecting Teachers, Engaging Communities

VTA's Core Values

- Professionalism
- Lifelong learning
- Inclusion

A MESSAGE FROM THE HOST
VietTESOL INTERNATIONAL CONVENTION 2021

Honorable Guests, Ladies and Gentlemen,

I am delighted to welcome you to VietTESOL International Convention 2021, which we are co-hosting with Vietnam Association of English Language Teaching and Research (VTA) and the National Foreign Languages Project.

It is a great honor for Vinh University to host this year convention. As an Associate Member of the AUN-QA Network under ASEAN University Network, we are proud of our rich history and tradition of excellence in teacher education. Since our founding over 60 years ago, we have continually pushed the boundaries of knowledge forward and evolved into the country's leading institutions of learning, discovery, and creation. We have placed great emphasis on English language education for many years and committed ourselves to making education more effective and relevant for our students.

The three common strands to be cultivated in this annual event are Technology in Language Teaching and Learning, Teaching Methods and Applied Linguistics, and Professional Development. In this year convention, we will deliberate all the different facets of these topics. However, as we are all acutely aware of the tremendous impact that the COVID pandemic has had on education, we will focus on critical issues in this escalating problem. Although it is almost impossible to predict how language

education will rebound in the wake of the virus, the TESOL community can use this convention to think and plan ahead.

I would like to take this chance to thank the organizing team for their dedication and hard work. The success of this convention is defined by the diligent efforts they have put. I would also like to thank the sponsoring organizations for their generous support. Lastly, my sincere gratitude goes to all the invited speakers, presenters, and attendees for your presence and contributions.

With this message and on behalf of the Organizing Committee, I wish you all the best for this convention. We hope you will enjoy the presentations and workshops and take advantage of the opportunity to interact with internationally renowned TESOL leaders. Let us together enjoy networking while *Rethinking English Language Education in the COVID Era*.

Chairman of VIC2021 Organizing Committee

     Dr. Tran Ba Tien

      Vice Rector

      Vinh University

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ACRONYMS IN PROPOSALS AND BIODATA

ANOVA	Analysis of Variance (statistics)
ASEAN	Association of Southeast Asian Nations
BA, BEd, BSc	Bachelor of Arts, Bachelor of Education, Bachelor of Science
CALL	Computer Assisted Language Learning
CELTA	Certificate in English Language Teaching to Adults
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
DELTA	Diploma in English Language Teaching to Adults
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
iBT	(TOEFL) Internet-based Test
ICT	Information and Communication Technology
IELTS	International English Language Testing System
L1	First Language
L2	Second Language
MA, MEd	Master of Arts, Master of Education
NGO	Non-Government Organisation
NNEST	Non-Native English Speaker Teacher
PhD	Doctor of Philosophy
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language

SPONSORS

The Organizing Committee of VietTESOL International Convention 2020 would like to express our thanks to all the sponsors for their expertise and financial support. We honorably take the opportunity to express our deepest appreciation to University of Foreign Language Studies, the University of Danang - the host institution. The convention would not have been possible without their administrative, logistic and organizational support.

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KEYNOTE SPEAKERS

Keynote Speaker: **Rob Waring**

Email: **waring.rob@gmail.com**

Affiliation: Notre Dame Seishin University in Okayama, Japan.

Dr. Rob Waring is Professor at Notre Dame Seishin University in Okayama. He is an acknowledged expert in Extensive Reading and vocabulary acquisition. He has published over 80 articles and has given hundreds of lectures, plenaries and featured speaker presentations in 32 countries. He is an Executive Board member of the Extensive Reading Foundation responsible for the promotion of Extensive Reading globally. He is also author and series editor of a six series of graded readers by various publishers and has recently published *Teaching Extensive Reading in Another Language* with Paul Nation.

Presentation title: THE MISSING PIECE OF THE PUZZLE

Abstract:

This presentation will present the 'missing piece of the puzzle' for language teachers and students. The talk starts by surveying what we know about language learning and teaching and reviews the linguistic parameters under which this learning must take place. There will then be a review of the current state of EFL to show how we, as an industry, present language to students in a linear manner based on a 'one-hit learning model' of language learning. Recent research into lexical analysis and vocabulary learning will highlight the relatively little recycling of vocabulary, the lack of attention to collocation, colligation and lexical phrases in general in typical EFL courses. This vastly underestimates the amount of language students need to meet for acquisition to take place. The talk will also highlight the conditions under which vocabulary can be acquired. The final section of the talk will show how teachers, students and curriculum designers can provide the missing massive amounts of exposure students need to consolidate their language knowledge to enable long term acquisition to take place which in turn enables students to speak and write.

Keynote speaker: Ruth Harman

Email: **rharman@uga.edu**

Affiliation: University of Georgia

Ruth Harman is a professor of TESOL in the Department of Language and Literacy Education at the University of Georgia. Her research interests include systemic functional linguistics (SFL), youth participatory action research, critical discourse analysis and multilingual education. She has published widely on critical approaches to SFL and bilingual education that address issues of justice and equity.

Presentaion title: A MULTIMODAL APPROACH TO BILINGUAL LEARNING AND TEACHING: CULTURALLY SUSTAINING SYSTEMIC FUNCTIONAL LINGUISTIC PRAXIS

Abstract:

Despite recent research on the importance of multimodality and translanguaging for 21st century knowledge generation, too often language education policies promote reductive classroom practices that fail to incorporate the experiential and multilingual repertoires of EFL and ESL learners. In this presentation I report on our civic and artistic participatory program for youth and preservice teachers in the southeast of the United States. In explaining the theoretical parameters of our work, I discuss Halliday's (1978) Systemic Functional Linguistics (SFL) and Paris and Alim's (2017) approach to Culturally Sustaining Pedagogy (CSP). Halliday's model of language celebrates the ecological nature of multilingual meaning making that shifts to accommodate variation in social register and cultural context. Aligned with this approach, CSP not only strives to bring in the ideas, desires, and needs of multilingual youth, it demands that they become the center piece in everything that we do. Our CS SFL curriculum design involves inclusion of a wide range of multimodal resources that are purposively sequenced on a continuum (Gibbons, 2006; Harman & Burke, 2020). The approach supports our bilingual youth and educators in cumulatively coupling multiple modes (Martin, 2010) such as mapping, drawing, rapping and verbal argumentation to communicate their visions of a more equitable school and society. Guiding questions that support my inquiry in this paper are the following: What tenets of SFL support our curriculum design and how do participants in our program respond to the design?

Key words: SFL; culturally sustaining pedagogy; multimodality; bilingual education

Keynote speaker: Dr Nick Saville

Email: Saville.N@cambridgeenglish.org

Affiliation: Cambridge Assessment English

 (University of Cambridge)

Dr Nick Saville is Director of Research & Thought Leadership at Cambridge Assessment English (University of Cambridge), and is the elected Secretary-General of the Association of Language Testers in Europe (ALTE).

Nick regularly presents at international conferences and publishes on issues related to language assessment. He co-authored a volume on Learning Oriented Assessment (LOA) with Dr Neil Jones (SiLT 45, CUP) and recently wrote a chapter on LOA as a way of understanding and using all types of assessment to support language learning (Learning-Oriented Language Assessment, Routledge). His research interests include assessment and learning in the digital age; the use of ethical AI; language policy and multilingualism; the CEFR; and Learning Oriented Assessment.

Nick was a founding associate editor of the journal Language Assessment Quarterly and is currently joint editor of the Studies in Language Testing (SiLT, CUP) and editor of the English Profile Studies series (EPS, CUP). He sits on several University of Cambridge Boards, including: the Interdisciplinary Research Centre for Language Sciences; the Institute for Automated Language Teaching and Assessment; and English Language iTutoring (ELiT), providing AI-informed automated systems. He was a member of the Advisory Council for the Institute for Ethical AI in Education whose final report was published in March 2021.

Presentation title: ACHIEVING POSITIVE IMPACT BY DESIGN IN THE VIETNAMESE CONTEXT

Abstract

Assessment doesn't have to be threatening and arduous but can be an effective tool in promoting language learning and in guiding students to improve their communication skills. In this session, I will talk about the key concept of *positive impact by design* and the current trends in Learning Oriented Assessment (LOA) that seek to integrate learning and assessment more effectively. I will discuss how formative and summative functions of

assessments can work holistically to build more effective learning ecosystems in the Vietnamese context. I will conclude my talk with some ideas about how LOA can help improve educational standards in the post-Covid era, especially with the support of EdTech. Teachers have a key role to play in this; they will need to engage with these issues in their own schools and communities, and to be prepared for this challenging but exciting period ahead.

(152 words)

Presenter: Dr. Gabriel Díaz Maggioli

Email: **gabriel@iatefl.org**

Affiliation: at ORT University in Uruguay

Dr. Gabriel Díaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as academic advisor, researcher, teacher educator, and author. He is tenured professor of TESOL Methods at the National Teacher Education College and the Academic Advisor to the Institute of Education at ORT University in Uruguay. He is also a member of the National Roster of Educational Researchers in the National Innovation and Research Agency, part of the National Council for Science, Education and Technology in Uruguay. The author of over 20 books and numerous academic and professional articles, Gabriel is the first Latino to be elected President of the International Association of Teachers of English as a Foreign Language (IATEFL).

Presentation type: **Keynote speech**

Title: FOREIGN LANGUAGE TEACHER EDUCATION: LESSONS FROM COVID-19

Abstract:

The COVID-19 pandemic placed many restrictions to the way teachers of EFL are educated, mostly regarding teaching practice. With schools closed, student teachers had to find creative ways to put into practice the theory they learned in their methodology courses. While this restriction posed a problem, it also offered the possibility of developing new and effective ways of educating teachers.

I will describe one successful model of teacher education that started off as a distance learning framework and since then, has also become very effective in hybrid teaching contexts (where you have onsite and online students simultaneously). The model capitalizes on the future teacher's experience as a language learner and helps effectively bridge theory and practice while promoting critical thinking and instructional decision-making that

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guarantees that what student teachers learn online can have a positive impact on their language learners' language development.

The model has six phases that start with an exploration of the student teachers' beliefs about language learning and teaching, and then progresses to making them aware of how different core concepts and practices are relevant to language learning. From that awareness, new understandings of the core concepts and practices are collaboratively co-constructed and tried out in the teacher education class so that when student teachers apply them in the real classroom, they do so in a principled and effective way. The role of reflection throughout the process is also explored.

(245 words)

Keywords: theory-practice gap; foreign language teacher education; effective language teaching; student teachers.

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FEATURED SPEAKERS

Featured speakers: Crystal Bock Thiessen

Email: ***cbock3@unl.edu***

Crystal Bock Thiessen graduated with Bachelor's degrees in both Photography and Spanish, and received her MA in TESL from the University of Central Missouri, USA where she eventually worked with the Intensive English Program (IEP) for a year and a half. She taught EFL in Sapporo, Japan for three years, and in Lugansk, Ukraine for one as an English Language Fellow in conjunction with Georgetown University and the U.S. Department of State. She has worked as an English Language Specialist in Ukraine, Azerbaijan, Moldova, Georgia, Belarus, and Russia, and virtually with Vietnam, with an emphasis on educational technology, team-teaching, photography and video for the language classroom, and language-learning through community engagement. Currently, she is an ESL instructor at the University of Nebraska-Lincoln in Lincoln, Nebraska, USA. Besides teaching, she is a professional photographer and, combined with her love of travel, has photographed and visited 47 countries and 36 U.S. states.

Featured speakers: Summer Peixoto

Email: ***summer@ku.edu***

Ms. Peixoto holds an MA in Education, TESOL emphasis, from the University of Kansas, and has taught ESL for over 20 years to students at all levels. She began her career focused on teaching speaking and listening, then graduated to a focus on teaching writing, and most recently has focused on integrating technology in all skill areas. As an Academic Program Associate at the University of Kansas, she teaches regular courses in the Intensive English Program and the English for Academic Purposes program, facilitates a TEFL Certificate Course, and works to integrate technology for language learning. She has garnered extensive experience in curriculum design and teacher training through the Brazil English Teachers Program and Project Jayhawk in Integrating Technology in the EFL Classroom. She has taught numerous courses to Fulbright and Hubert Humphrey Fellows in Educational

Technology and Computer Skills. Ms. Peixoto was an English Language Fellow in Manaus, Brazil, and returned to Manaus in May 2019 as a Specialist for the US State Department's English Language Programs (ELP). Her project was selected as part of the ELP 50th Anniversary "Go Back, Give Back" campaign. In addition, she was nominated for the Alumni Impact Award the same year. Ms. Peixoto has extensive experience working with Fulbright programs, serving multiple times on the Fulbright National Screening Committee and the KU Fulbright Campus Committee. Along with a colleague, she was a Fulbright Workshop Trainer for English Teaching Assistants going to East Asia and most recently, Eastern Europe. Currently, her focus is on online course teaching and development, TEFL training, and integrating technology for purposeful learning in digital spaces. Ms. Peixoto, a Specialist with English Language Programs, currently works on the evaluation and development of online educational technology courses for training purposes.

Presentation Title: USING TECHNOLOGY AND TEAMWORK TO ACHIEVE LEARNING GOALS

Abstract

The Covid-19 pandemic has taught us that online engagement and collaborative efforts in digital spaces are a critical component of contemporary education. Educators are often denied the training they need to help their students gain the critical skills in becoming responsible and community-minded citizens in a digitally informed world; traditional education has historically been slow to integrate technology as a vital component of the learning process. Because language education has seen a great shift in the role and importance of technology to meet language learning goals and soft skill development, educators need to train and develop competencies in these critical areas.

This presentation will highlight how technology and teamwork should be more present in the classroom to help meet teaching and learning goals. Fusing a collaborative approach in integrating technology and course development while giving team members agency in the project process transfers to language learning classroom scenarios. The presenters will draw on their experience in creating an educational technology teacher-training course for English language educators through a cross-national collaboration.

Featured speaker: Dr Johanna Motteram

Email: ***Johanna.Motteram@britishcouncil.org.au***
Affiliation: British Council Global Assessments

Dr Johanna Motteram works in the British Council Global Assessments team as the Assessment Solutions Projects Manager. In this role she consults with Ministries of Education and large organisations to devise and deliver solutions to their language assessment problems. She has recently been closely involved in the Singapore Workplace Literacy and Numeracy test development, a large-scale bespoke IELTS preparation course, and an investigation into English language teaching and assessment across higher education institutions in Taiwan. Prior to joining the Global Assessments team, Johanna worked as an English language teacher in a wide range of settings, as a university lecturer and as a researcher. Johanna's research interests include the interaction of language assessments and education systems, and the process and consequences of language test localisation.

Featured speaker: Dr Victoria Clark

Email: ***Victoria.Clark@britishcouncil.org***
Affiliation: British Council

Dr Victoria Clark is currently the Global Assessments Solutions Manager for the British Council. She leads on work with ministries of education, regional educational authorities, universities and other tertiary institutions to assess and respond to their assessment needs. She is currently working on several projects including aligning assessment to national curricula; training of staff in national state testing centres in assessment-related areas such as item writing and rating productive skills; and consulting ministries of education on models of EMI and assessment challenges related to EMI. She worked as an EFL teacher, teacher trainer, and lecturer before specialising in assessment of English. She has also

written numerous books on the General English Proficiency Test and has presented in many parts of the world.

Presentation title: ALL OUR DUCKS IN A ROW - IMPROVED LEARNING OUTCOMES THROUGH THE COMPREHENSIVE LEARNING SYSTEM

Abstract:

As educators, our goals are improving student achievement and ensuring teaching and learning interventions at national, regional, institutional and even classroom level are successful, cost / resource-effective, measurable and deliver lasting impact. However, examples of where language policy and language teaching and learning interventions fail to meet these goals are abundant around the world. One of the main reasons behind these failures is the misalignment of the interdependent elements that are involved in an education system - standards, curriculum, assessment and delivery of curriculum.

The design of interventions in language teaching must consider systemic alignment, regardless of scale or context. In the classroom, in institutions, or at the national policy level, there is a guiding principle which will support effective interventions and successful outcomes: the Comprehensive Learning System (O'Sullivan 2020).

In this presentation we will introduce systemic alignment, the fundamental condition of a comprehensive learning system. We will then use three case studies of recent educational interventions the authors have been involved in to discuss how systematic alignment was achieved and how this improved learning outcomes. These case studies will report on projects in Singapore, Japan and India, and each demonstrates the implementation or effect of systemic alignment.

Following these case study examples, we will explore the applicability of the comprehensive learning system for classroom teachers.

Featured speaker: Joe McVeigh

Email: **jmcveigh@middlebury.edu**

Affiliation: Oxford University Press
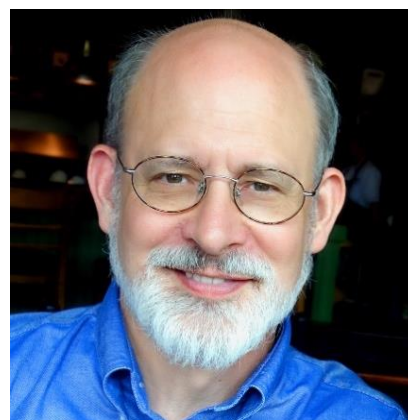
Joe McVeigh is co-author of two books in the Q: Skills for Success series from Oxford University Press. He has given conference talks and workshops in the U.S., Oman, Bahrain, the UAE, Saudi Arabia, Cambodia, Vietnam, Spain, and Chile, He has also given webinars and served as an English Language Specialist for the U.S. Department of State. In the U.S. he has taught and trained teachers at the California State University, Los Angeles; the California Institute of Technology; the University of Southern California; Middlebury College; and Saint Michael's College. In his part time work for CEA—the Commission on English Language Program Accreditation—he has visited more than 50 intensive English programs, coordinating peer site visit reviewers. Joe works as an independent consultant offering professional development and program review services to English language programs. He is a past member of the Board of Directors of the TESOL International Association.

Presentation title: MEETING THE CHALLENGES OF ONLINE INSTRUCTION

Abstract:

At a time when most of us are still teaching remotely or in hybrid conditions many teachers are facing challenges in daily instruction. How can we keep students motivated? How do we encourage critical thinking? What is the best way to make use of the digital tools we have? And how can we manage these challenges when we return to face-to-face instruction? In this session we will explore how teachers can address these issues and include practical techniques that teachers can use in the classroom with students.

Featured Speakers: Rose Clesham

*Email***: *rose.clesham@pearson*

Affiliation: Pearson English

Dr. Rose Clesham is the Director of Academic Standards and Measurement at Pearson English. She has extensive experience in educational assessment, both formative and summative, in paper and on-screen environments and is well known in her field. She leads on approaches that are necessary to design and evaluate global assessments to ensure their quality, reliability and validity and to meet the needs of evolving international educational landscapes. Rose holds a Masters and Doctorate in Educational Assessment and is a Fellow of the Association for educational Assessment (AEA-E) and an Honorary Fellow of University College London (UCL).

Featured Speakers: Bill Bonk

*Email: **william.bonk@pearson.com***

Bill Bonk is a Second Language Measurement Expert at Pearson. He has a joint PhD in Cognitive Psychology and Cognitive Science, and a master's degree in Second Language Studies. He has taught English in France, Italy, Ecuador, Japan, and Brazil, and loves learning second languages himself. He has worked on various English tests within Pearson for the past nine years, including tests for young learners as well as adults. He lives in Boulder Colorado and has a passion for gardening and cooking.

Nick Laul (host)

Nick Laul is the Director of Product Management for Pearson English Assessment. He is responsible for developing assessment solutions for low and mid-stakes English assessments to serve the needs of global customers. He brings over 20 years of assessment expertise in various roles and disciplines.

Presentation title: HOW TEACHER-POWER AI IS PUSHING THE BOUNDARY OF PROGRESS IN TEACHING, TESTING AND BEYOND

Abstract:

AI technologies can be used for formative or summative purposes in educational assessment. Public perception in this area has often focused on the lack of human interaction and judgement when automated marking technologies are applied. This talk will demonstrate that in many ways, the opposite is true, which is boldly supported by findings and data from efficacy research Pearson has done. The use of artificial intelligence allows the judgement of hundreds of human assessors to work in unison, increasing validity and addressing bias and low reliability issues. These technologies significantly reduce teacher workload in terms of marking student work, yet still benefiting from diagnostic feedback on their students. They have also proved highly effective and flexible in terms of test delivery and administration for online distance education accelerated by the Covid pandemic.

Featured Speaker: Thomas Robb

Email: **tomrobb@gmail.com**

Affiliation: University of Hawaii

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

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

Presentation title: WAYS TO USE ONLINE MATERIALS FOR EXTENSIVE READING

Abstract:

One of the axioms of the Extensive Reading Approach for gaining understanding, fluency and vocabulary knowledge is that the students should read graded readers – books which have been especially written for learners, with the grammar and vocabulary simplified so that students can select books at or below their own reading level so that they can read quickly without the need of a dictionary, and enjoy what they are reading. Sadly, graded readers are expensive and difficult to obtain in many areas of the world. Furthermore, with physical paper-based books there is a need for a place to keep them, ideally the library, and a means to manage their borrowing and return. These days virtually all students have mobile phones, and quite a few have access to a computer at home or at school, as well. This makes it possible to read material online. In this presentation we will look at online material that is available for free. While there are some free graded readers, there are also many sites that have shorter readings that are graded. We will take a look at a number of these sites, discuss how they might be used, and importantly, how you, the teacher, can check up on whether the students have done their reading assignment

VIRTUAL VietTESOL INTERNATIONAL CONVENTION 2021

PRE-CONVENTION WORKSHOP SCHEDULE

Friday, October 22nd, 2021

MORNING SESSIONS					
Time	**Sessions**			**Venue**	**Number of Sessions**
7.00 AM - 7.45 AM	Check-in			Dryfta	
7.45 AM - 8.00 AM	Opening Ceremony			Dryfta Livestream	1
8.00 AM - 8.05 AM	*Break and Transition*				
8.05 AM - 10.35 AM	Parallel 150-minute pre-convention workshops			Zoom	5
	Zoom 1	Zoom 2	Zoom 3	Zoom 5	
	Youth Civic Engagement and Multimodality *(Ruth Harman)*	Engaging in Digital Spaces: Using Technology and Teamwork to Achieve Learning Goals *(Crystal Bock Thiessen, Summer Peixoto)*	Teaching for success: making effective use of CPD frameworks for teachers and teacher educators *(Davide Gilmartin)*	Sustaining Growth through Teacher-led Communities of Practice *(Betsy Parrish, Tran Thi Ngoc Yen, Nguyen Huu Quyet)*	
	LUNCH BREAK				

			AFTERNOON SESSIONS			
Time	**Sessions**				**Venue**	**Number of Sessions**
	Parallel 150-minute pre-convention workshops					
	Zoom 1	Zoom 2	Zoom 3	Zoom 5		
1.30 PM - 4.00 PM	**When Teaching and Learning Become a Happy Journey with Transformative Experiences** *(Nguyen Thu Le Hang, Ha Le Kim Anh, Van Thi Thanh Binh, Nguyen Thi Thom Thom)*	**Dynamic Ways to Increase Student Interaction** *(Dieter)*	**Simple Ways To Gamify Your Online Live Lessons** *(Do Van Nhan)*	**Do it backwards** *(Chilan Ta)*	Zoom	5

VIRTUAL VietTESOL INTERNATIONAL CONVENTION 2021

SCHEDULE

Saturday, October 23rd – 24th, 2021

Day 1 (Oct 23, 2021)	
Time	**Sessions**
7.00 AM - 8.00 AM	Check in Dryfta
8.00 AM - 8.40 AM	Opening Ceremony
8.40 AM - 9.30 AM	**Plenary Session 1** (Dr. Rob Warring)
9.30 AM - 9.35 AM	Transition Time (5 minutes)
9.35 AM - 10.05 AM	Parallel Live Oral Presentation
10.05 AM - 10.10 AM	Transition Time (5 minutes)
10.10 AM - 10.40 AM	Parallel Live Oral Presentation
10.40 AM - 10.45 AM	Transition Time (5 minutes)
10.45 AM - 11.35 AM	**Featured Sessions 1** (Thomas Rob, Joe McVeigh, Crystal Bock Thiessen + Summer Peixoto)
11.35 AM - 1.00 PM	Lunch Break
1.00 PM - 1.50 PM	**Plenary Session 2** (Nick Saville)
1.50 PM - 1.55 PM	Transition Time (5 minutes)
1.55 PM - 2.25 PM	Poster + Pre-recorded Oral presentation
2.25 PM - 2.30 PM	Transition Time (5 minutes)
2.30 PM - 3.20 PM	**Featured Sessions 2** (Dr Victoria Clark and Dr. Johanna Motteram, Rose Clesham &Bill Bonk)
3.20 PM - 3.25 PM	Transition Time (5 minutes)
3.25 PM - 4.25 PM	60-minute workshops & 15-minute workshops
4.25 PM - 4.30 PM	Transition Time (5 minutes)
4.30 PM - 5.00 PM	Parallel Live Oral Presentations
5.00 PM - 5.05 PM	Transition Time (5 minutes)
5.05 PM - 5.55 PM	**Plenary Session 3** (Dr. Garbiel Diaz Maggioli)

Day 2 (Oct 24, 2021)	
7.00 AM - 8.00 AM	Check in Dryfta
8.00 AM - 8.50 AM	**Plenary Session 3** (Prof. Ruth Harman)
8.50 AM - 8.55 AM	*Transition Time (5 minutes)*
8.55 AM - 9.55 AM	60 minute-workshops & Tech fair
9.55 AM - 10.00 AM	*Transition Time (5 minutes)*
10.00 AM - 10.30 AM	Parallel Live Oral Presentation
10.35 AM - 10.40 AM	*Transition Time (5 minutes)*
10.40 AM - 11.10 AM	Parallel Live Oral Presentation
11.10 AM - 11.15 AM	*Transition Time (5 minutes)*
11.15 AM - 11.45 AM	Parallel Live Oral Presentation
11.45 AM - 12.00 PM	Closing Ceremony

ABSTRACTS FOR CONVENTION SESSIONS

VIETTESOL INTERNATIONAL CONVENTION 2021
PROGRAM SCHEDULE

Vinh City, Vietnam - October 2021

07:00AM - 07:45AM **Convention Website**	***Check-in*** Please log in with your own account and visit our website to see the detailed program.

07:45AM - 08:00AM **Livestream + Zoom 1**	***Open Ceremony***

08:00AM - 08:05AM **Convention Website**	***Break and transition*** The opening ceremony is ended, please transit to parallel preconvention workshops in separate rooms as stated in the schedule.

08:05AM - 10:35AM **Livestream + Zoom 1**	**Youth Civic Engagement And Multimodality Workshop** Format : Pre-convention Workshop (150 minutes) Speakers Ruth Harman, University of Georgia, USA - Sponsored by RELO Vietnam Moderators Anh Dinh, Lecturer, Foreign Languages Department, Vinh University Duc An Nguyen, Lecturer, Tay Bac University Too often in our language education classrooms, we position our students as passive recipients of knowledge (Freire, 1970), instead of as civic and multimodal actors who collaboratively work to envision changes in schools and communities for the greater good of all. Based on a youth civic engagement perspective (Harman & Burke, 2020; Paris & Alim 2017), this workshop introduces participants to our curriculum design that we have used in language classrooms and in after-school programs. To support understanding of our approach, we will ask participants to engage in and reflect on the sequence of activities and modes that we use in our programs. Specifically, participants will learn how to use our embodied Teaching/ Learning cycle (Siffrinn & Harman, 2019) by engaging in activities such as storytelling, mapping, and drawing that relate to changes they would like to see in their immediate environment. Throughout the stages of this embodied work, participants will be invited to reflect on the modes they have experienced and what affordances these modes can bring to their classrooms. In the second half of the workshop, participants will be asked to sketch a curriculum design for their own classroom that makes sequenced use of different modes that supports learners in cumulatively building knowledge of their environment. Guiding questions that inform the workshop are the following: How can we position our learners as agentive civic actors instead of as passive recipients of knowledge in a language classroom? What modes and multi semiotic resources (including the use of English and Vietnamese) work best for different educational contexts? How does this curriculum design align with the upcoming changes to the standards of teaching and learning English in Vietnam?Keywords: youth civic engagement; multimodality; bilingual education

08:05AM - 10:35AM **Livestream + Zoom 2**	**Teaching for Success: Making effective Use of CPD Frameworks for Teachers And Teacher Educators** Format : Pre-convention Workshop (150 minutes) Speakers Davide Guarini Gilmartin, English for Education Systems (EES) Academic Manager, British Council Moderators Hang Nguyen, Lecturer, Vinh University Thao Thi Dang, Vice Dean, Hung Yen University of Technology And Education Teaching for Success is the British Council's evidence-based approach to teacher development in state education systems. Continuing Professional Development (CPD) is central to this approach. CPD frameworks for teachers, teacher educators, and school leaders provide guidance to help professionals understand their own needs and stages of development and to identify the right activity for self-development. These frameworks are also used to help us design and deliver effective teacher development projects and programs intended to improve quality in teacher education and in the classroom. We will examine how the Teaching for Success approach and the CPD frameworks have been used to deliver programs in various DOETs across Vietnam; how they have been used to guide the development of a Teacher Educator Programme for Vietnam's National Foreign Languages Project; and, finally, how the framework and associated resources could be used and applied by both institutions and individual teachers and teacher educators in Vietnam to support teacher development and their own professional development.

08:05AM - 10:35AM **Livestream + Zoom 3**	**Engaging in Digital Spaces: Using Technology And Teamwork to Achieve Learning Goals** Format : Pre-convention Workshop (150 minutes)

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Speakers

Anh Le, Lecturer, Ho Chi Minh City University of Education

Crystal Bock Thiessen, ESL Lecturer, University of Nebraska-Lincoln - Sponsored by RELO Vietnam

Hung Pham, Hanoi University

Viet Khoa, Lecturer, University of Languages And International Studies, VNU Hanoi Summer Peixoto, ESL Lecturer, University of Kansas - Sponsored by RELO Vietnam Nguyen Vu, Vice President, Hoa Sen University

Moderators

Huynh Dang

Anh Nguyen, Lecturer, Vinh University

The Covid-19 pandemic has taught us that online engagement and collaborative efforts in digital spaces are permanent fixtures. In its embrace of more communicative efforts, language education has seen a great shift in the role and importance of technology to meet language learning goals and soft skill development. Educators should be more empowered to help their students gain critical and collaborative skills in becomi ng responsible and community-minded citizens in a digitally informed world. This workshop will highlight a collaborative approach in integrating technology and course development. The presenters will draw on their experience in creating an educational technology teacher-training course for English language educators through a cross-national collaboration, highlighting tech platforms and the soft skills needed for teamwork to thrive in digital spaces in order to reach mutual goals. Participants will engage in virtual collaborative workspaces on Mural to design a digital learning experience for their English language classrooms.

| 08:05AM - 10:35AM | **Exploring Translanguaging Practices in Primary and Secondary Schools in Vietnam** |

Format : Pre-convention Workshop (150 minutes)

Livestream + Zoom 4

Speakers

Tran Kieu Hanh, Lecturer, VNU-University of Languages And International Studies

Canh Le, Senior Lecture, ULIS Vietnam National University, Hanoi (DHNN-DHQGHN) Mary Wong, Professor, Interim Associate Dean, Azusa Pacific University
Nha Vu, Dean, University of Languages And International Studies-VNU

Dongping Zheng, Associate Professor , University of Hawaii

Moderators

Nguyen Dang Nga Tran

This presentation is based on a translanguaging project sponsored by the Regional English Language Office, the U.S. Embassy in Hanoi, the U.S. Department of States, the National Foreign Language Project, and the Ministry of Education and Training of Vietnam. The multinational team of two English Language Specialists and three Vietnamese educators report on a three-volume booklet they created that supports sound pedagogical design and practices of translanguaging in primary and secondary schools in Vietnam. The team frames translanguaging pedagogy in terms of a theoretical stance, design-based solutions, and an action research agenda. Concerns regarding translanguaging found among Vietnamese teachers who the team interviewed include: A theoretical understanding of L1 use in English as Additional Language (EAL) classrooms and the appropriate use and amount of L1 in English classrooms for both teachers and students. Tran Kieu Hanh, the moderator, will introduce the project and panel. Then Dr. Canh LE provides a theoretical framework of translanguaging contextualized for Vietnam, followed by Q&A. Examples of translanguaging at the primary and secondary levels are then provided by Dr. Nha Vu and Zheng, followed by Q&A. Finally, Dr. Wong presents how action research can support translanguaging, followed by a final wrap-up and Q&A session to conclude the session.

| 08:05AM - 10:35AM | **Sustaining Growth through Teacher-led Communities of Practice** |

Format : Pre-convention Workshop (150 minutes)

Livestream + Zoom 5

Speakers

Betsy Parrish, Professor, Hamline University

Nguyen Nga, English Language Teacher, University of Language And International Studies

Viet Khoa, Lecturer, University of Languages And International Studies, VNU Hanoi

Hanh Nguyen, Lecturer, Hanoi University of Industry

Quyet Nguyen, Principal Lecturer, Vice Dean, Vinh University

Linh Tran, Head of Department of Research And Project Development, SEAMEO RETRAC

Yen Tran, Head of Division, Vinh University

Moderators

Tan Le, Lecturer, Vinh University

Huong Nguyen

Research suggests that effective professional development (PD) incorporates active learning, includes opportunities for feedback and reflection, and is sustained over time (Darling-Hammond et al.2017). Communities of Practice (CoPs) encompass all of these elements and they provide teachers with an opportunity to share insights and grow collaboratively. Through a US Department of State English Language Specialist project, the presenters collaborated on the development of handbooks for establishing CoPs among primary through university English language educators in Vietnam. In this workshop, they will share the outcomes of this project, lead participants through a series of activities, and provide suggestions on how to apply the CoP activities in the handbooks in a variety of ways.We start by presenting the principles of successful CoPs and then turn to very specific ways to establish school-based, teacher-led CoPs, using tasks that are manageable for busy teachers. We start with tools for personal reflection and goal setting. Then we turn to practices colleagues can engage in with their CoPs, including tools for peer- or self-observation followed by reflection, lesson study, learning walks, swap shops, and more. Participants experience a number of the activities during the workshop, learning concrete ways to establish, participate in, and sustain their growth through teacher-led, site-based CoPs.

10:35AM - 01:30PM	***Lunch Break*** Enjoy your lunchtime and see you again with parallel sessions in the afternoon.

01:30PM - 04:00PM

Livestream + Zoom 6

When Teaching And Learning Become a Happy Journey with Transformative Experiences
Format : Pre-convention Workshop (150 minutes)

Speakers

Kim Anh Ha, Vice President, University of Languages And International Studies, Vietnam National University

Hang Nguyen, Lecturer, University of Languages And International Studies,Vietnam National University

Thi Thom Thom Nguyen, Lecturer, ULIS - VNU Hanoi

Van Thi Binh, Lecturer, ULIS_VNU

Moderators

Loan Phung, Lecturer, PetroVietnam University

Anh Dinh, Lecturer, Foreign Languages Department, Vinh University

The years 2020 and 2021 have seen dramatic changes and challenges to our lives all over the world due to the Covid-19 pandemic. More than ever, each of us needs to shift life to a "new normal" and blended learning has provided teachers with the "hibernating time" to incubate new ideas. This plenary discussion reveals our new course that we develop for the teacher education program while practicing in a community, as we name it, "Community of Happiness". The journey that we have gone through, using Design thinking as the main tool, and new initiatives in life and education such as Google's "Search inside yourself", Goleman's five elements of emotional intelligence, Zen Master Thich Nhat Hanh's "Happy teachers will change the world", will be elaborated and reflected in several stories presented by 4 key members of the course design team. The speakers will share key concepts and embedded practices for the course's 3 modules of (1) Identify yourself and your emotions; (2) Empathy for true connection; and (3) Live mindfully in harmony with the world. Final remarks about a course that can offer teachers and learners moments of empathy, love, and transformation will be continued through questions- answers with the speakers.

01:30PM - 04:00PM

Livestream + Zoom 8

Simple Ways to Gamify Your Online Live Lessons
Format : Pre-convention Workshop (150 minutes)

Speakers
Nhan Do, Sponsored by ClassIn

Moderators
Huynh Dang

Anh Nguyen, Lecturer, Vinh University

The Covid-19 pandemic accelerated the adoption of online learning, which exhibited great potential to enhance the accessibility, scalability, continuity, and equity of education resources. However, not all teachers are equipped with the right pedagogy, mindset, or skil ls to con duct online or hybrid teaching. Consequently, the majority of young learners and their parents have complained that online classes are stressful and ineffective. Therefore, the workshop will aim to show how to effectively deliver online lessons via gamification.

01:30PM - 04:00PM

Livestream + Zoom 9

Do It Backwards! Back Chaining for Pronunciation
Format : Pre-convention Workshop (150 minutes)

Speakers
Lan Ta, Vinh University

Moderators
Tan Le, Lecturer, Vinh University

Phuong Nguyen, Lecturer, Hanoi National University of Education

Do it backwards! Back chaining is a tool any educator can use to effectively support students to learn new skills. Back chaining is especially useful to support students to develop clear and coherent pronunciation. This pre-conference workshop will introduce participants to the concept and technique of back chaining. Participants should come prepared to listen and actively participate in back chaining practice.

01:30PM - 04:00PM

Livestream + Zoom 10

Dynamic Ways to Increase Student Interaction
Format : Pre-convention Workshop (150 minutes)

Speakers

Dieter Bruhn, Regional English Language Office, U.S. Embassy Hanoi

Moderators

Phan Toan, Lecturer, University of Languages And International Studies, VNU Hanoi

Hang Nguyen, Lecturer, Vinh University

This lively workshop will introduce participants to a variety of engaging, high-interest activities that promote student-to-student interaction and make classrooms more engaging and dynamic, regardless of class size or level. At the end of the session, participants will walk away with a toolbox of creative lesson ideas that they can begin implementing tomorrow.Language learning is more successful when students have exten sive opportunities to actively use the language and practice all skills. However, teachers are often challenged with how to design and create lessons that actively promote student-to-student interaction and allow all students to participate. This becomes even more difficult with larger classes. To address these issues, this dynamic and engaging workshop will introduce participants to a variety of engaging, high-interest activities that the presenter has successfully used throughout the world to promote student-to-student interaction and make classrooms more engaging and dynamic, regardless of level or class size. The workshop will begin with a short discussion of the challenges that the participants face. This will set the tone for the rest of the workshop, where each of the challenges will be addressed as the participants actively engage in the activities and discuss how to adapt them to different levels, class sizes, and contexts. At the end of the session, participants will walk away with a toolbox of creative lesson ideas that they can begin implementing tomorrow.

07:00AM - 08:00AM	**Check-in**
Convention Website	Please log in to the website with your account and browse all the sessions. Choose the sessions you are interested in and add them to your schedule.

08:00AM - 08:40AM	**Opening Ceremony**
Livestream + Zoom VIP1	Opening Ceremony

08:40AM - 09:30AM	**Keynote speech: The Missing Piece of the Puzzle**
Livestream + Zoom VIP1	Format : Keynote Presentation (50 minutes)

Speakers

 Rob Waring, Professor, Notre Dame Seishin University

Moderators

 Le Linh, Lecturer, National Economics University

 Quyet Nguyen, Principal Lecturer, Vice Dean, Vinh University

This presentation will present the 'missing piece of the puzzle' for language teachers and students. The talk starts by surveying what we know about language learning and teaching and reviews the linguistic parameters under which this learning must take place. There will then be a review of the current state of EFL to show how we, as an industry, present language to students in a linear manner based on a 'one-hit learning model' of language learning. Recent research into lexical analysis and vocabulary learning will highlight the relatively little recycling of vocabulary, the lack of attention to collocation, colligation and lexical phrases in general in typical EFL courses. This vastly underestimates the amount of language students need to meet for acquisition to take place. The talk will also highlight the conditions under which vocabulary can be acquired. The final section of the talk will show how teachers, students and curriculum designers can provide the missing massive amounts of exposure students need to consolidate their language knowledge to enable long term acquisition to take place which in turn enables students to speak and write.

09:30AM - 09:35AM	**Transition time**
Convention Website	Transition time

09:35AM - 10:05AM	**Effectiveness of Vocabulary Learning Tasks: An Examination of the Predictive Power of Technique Features Analysis**
Livestream + Zoom 1	Format : Oral Presentations (30 minutes)

Speakers

 Linh Tran, English Lecturer, Nguyen Tat Thanh University

Moderators

 Nguyen Dang

 Huong Vu, The Deputy of English Department, Thang Long High Shool for the Gifted

This research aimed to validate the Technique Feature Analysis (Nation and Webb 2011), a theoretical framework that includes criteria for vocabulary learning to occur and evaluates the effectiveness of a vocabulary learning task. The researcher conducted two studies. One st udy examined past research papers that compared the effectiveness of different word-focused activities and the researcher analysed the tasks from the perspective of the Technique Feature Analysis. Supporting evidence for the framework was partially found. The framework did not give a precise prediction for tasks that obtained comparatively equal numbers of criteria. The second study investigated the correlation between the predictability of the framework and the task's effect on vocabulary learning and retention. To this end, EFL learners were assigned three vocabulary tasks of learning 15 target words. The tasks were designed basing on the Technique Feature Analysis framework and had different presence of each vocabulary learning criteria. Word forms and words' meaning recognition knowledge of the target words were measured immediately and one week later. The results revealed that supporting evidence for Technique Feature Analysis was found in terms of the retention of meaning recognition knowledge whereas no significant difference was detected in the immediate form and meaning recognition knowledge and delayed form recognition knowledge.

09:35AM - 10:05AM	**Collaborative Video Making Project of Self-acting And Subtitle Translating in the Course of IT Translation**
Livestream + Zoom 2	Format : Oral Presentations (30 minutes)

Speakers

 Khanh Pham, Lecturer, HCMC University of Technology And Education

Moderators

 Nhung Pham, Teacher

 Duc Anh Duong, Lecturer, Vinh University

This study aims at investigating students' perception of the effectiveness of the collaborative video making project of self-acting and subtitle translating in the IT translation course. Moreover, the study would look at the advantages that students will derive from the assignment and the issues that they may encounter during the project. It also discovers the impact of social media on students' learning motivation. A mixed-method research design incorporating both quantitative and qualitative approaches is used in this investigation. A 5-point Likert scale survey was completed by third-year English major students in the course during the 14th week of the semester to quantitatively analyze the findings. Qualitative findings were demonstrated throughout the interviews with the whole 6 groups in the 15th week, more deeply exploiting the students' perspectives in the previous survey. Findings of the questionnaire and interviews generally reveal the students' positive perception of the project and a rise in their general interest in learning IT translation. It was also suggested that integrating this project-based learning activity into the IT translation course has brought about some significant advantages in terms of translation and team work skill enhancement and opportunities to apply tech skills. Extrinsic motivation caused by the media is considered a great contribution to the students' translation quality. Some problems, however, are closely linked to time constraint, time management and especially some drawbacks of social media. Thus, the study attempts to point out some practical suggestions for better teaching implications in the future.

09:35AM - 10:05AM **Livestream + Zoom 3**	**Doing Projects- Innovations in Teaching And Learning English for Specific Purposes at HUFLIT** Format : Oral Presentations (30 minutes) Speakers Yen Nguyen, Teacher of English, HUFLIT Moderators Ha Van, Vinh University Vi Nguyen

This research investigates whether doing projects affects the learning quality of students majoring Business at Huflit. The writer applied action research which includes observation, interview and survey for her own study. The research was conducted in 10 weeks on 2 Office Communications Classes with 100 junior students who are majoring in Business English. Based on the conclusions of various scientific research papers, it is concluded that there is a true relationship between the innovations in teaching and the learning quality of students in general and of Huflit students majoring in Business specifically. It is definitely acceptable that doing projects is a good way to improve the learning quality of students. The writer can affirm that if lecturers change the methods of teaching, students will change the ways of learning, as a result, the quality of learning will be improved significantly. Key words: projects, innovations, teaching and learning methods, learning quality

09:35AM - 10:05AM **Livestream + Zoom 5**	**Independent Learning Opportunities in the Online Classroom.** Format : Oral Presentations (30 minutes) Speakers James Barnett, Senior Educator And Professional Learning Specialist , RMIT University Vietnam Moderators Le Binh, Lecturer, Vinh University H Lu Ba Ayun, Teacher/Assistant Manager, UK Foreign Language Center

It is widely recognised that autonomous or independent learning is vital for a students' success in learning a language. Unfortunately, it can often be difficult for teachers to encourage and motivate students to engage with independent learning opportunities in and out of class. The online classroom presents even more difficulties as teachers often cannot "see" what students are doing (and students often struggle to maintain focus and motivation). However, the online classroom often presents more opportunities for autonomous and asynchronous learning. In this presentation, I will share tips for motivating and encouraging students to engage with autonomous and asynchronous learning opportunities in the online teaching environment. In addition, the presentation will introduce some useful online tools that teachers can utilise when teaching online. Participants will leave the session with practical ideas of how to better encourage and develop independent learning in online classrooms. Furthermore, they will be introduced to online tools that can be immediately used in their own teaching contexts with little to no setup.

09:35AM - 10:05AM

Livestream + Zoom 6

Teachers' Language Assessment Literacy: A Case Study at a High School in Halong

Format : Oral Presentations (30 minutes)

Speakers

Ha Bui, IELTS Teacher , IZONE - IELTS TRAINING ACADEMY

Moderators

Hanh Le, Lecturer-Head of ESP Section, Vinh University

Quang Nguyen

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

09:35AM - 10:05AM

Livestream + Zoom 7

Using the Textbook Series Tieng Anh, 10, 11, 12 More Effectively: Tips from Task-Based Teaching

Format : Oral Presentations (30 minutes)

Speakers

Phuong Cao, Teacher Educator, Hanoi National University of Education

Jonathan Newton, Assoc Prof., Victoria University of Wellington

Moderators

Ha Le, Lecturer, Vinh University

Tran Huong

Drawing on principles from task-based language teaching (TBLT), this talk shows how teachers can more effectively exploit the textbook Tieng Anh, 10, 11, 12 to improve learning outcomes. Although TBLT is mandated in Vietnamese official English language policies and tasks are present in this textbook, evidence shows that TBLT is not well understood or implemented in Vietnam. In this talk, we seek to address this gap. First, we report on a close analysis of the current edition of the textbook series which identified how well the textbooks align with TBLT. For this analysis, we drew on the four features of a task, namely a focus on meaning, a gap, learners using their own resources and a communicative outcome. Our findings reveal a mix of non-tasks, task-like activities, and full tasks. Many of the non-tasks and task-like activities do not provide learners with a communicative task outcome. However, overall, the textbooks display considerable potential for TBLT, provided certain practical steps are adopted. The second half of the talk identifies what steps teachers can take to make better use of the textbook and illustrates these steps with textbook examples. This involves recognizing what a task is and is not, and then making simple adaptations to the textbooks to make them more task-like. We argue that these adaptations can make activities more engaging and provide richer learning opportunities without requiring much additional effort from teachers.

09:35AM - 10:05AM

Livestream + Zoom 8

Teaching English Online to Vietnamese Students in a Small Town During the COVID-19 Pandemic

Format : Oral Presentations (30 minutes)

Speakers

Farshid Anvari, Educational Consultant, Minh Hien Pty Ltd
Hien Minh Thi Tran, Educational Consultant, Minh Hien Pty
Ltd Hien Phan, Lecturer, Quang Nam Universitty

Moderators

Tung Tran, Lecturer, Vinh University

Luan Nguyen, Head And Lecturer, Ho Chi Minh City Open University

Quality teaching and learning English require educators and students to actively update their knowledge of English language as well as to reflect on their teaching and learning techniques. They also need to learn new technology as the Covid-19 Pandemic has forced educators around the globe to teach online which many of them as well as their students have never done before. In this presentation, we demonstrate how we used a reflective cycle framework that consists of five actions: Describe, Analyse, Transform, Act and Evaluate (DATAE framework) and Moodle to teach English to university students and how we facilitated reflective practice among students who were mainly from rural areas in Vietnam and had never studied English online before our course. We will explain how we empowered 20 students at a university in a small town in Vietnam to engage in learning online with educators from Australia for 9 weeks during 2021 and how technology such as Moodle can enhance English language teaching and learning during the COVID-19 Pandemic. Our reflection on our teaching experience and on students' learning experience will contribute to the rethinking of English Language Education in the COVID Era.

09:35AM - 10:05AM **Livestream + Zoom 10**	**How to Have Online Classes Where Students Actually Learn And Stay Motivated** Format : Oral Presentations (30 minutes) Speakers Po Cheng Hung, Joy Education Group Moderators Nguyen Thi Lam Giang, Lecturer of English, Vinh University SOPHIN SAO The COVID pandemic has forced schools and teachers to adapt to teaching over the internet. It quickly became evident that teaching students online-especially younger ones-would have challenges that many teachers would not be equipped to handle.Learn how one of the largest providers of quality English instruction in Taiwan and China was able to maintain children's motivation and conduct effective classes despite the challenges and limitations of online education. This was accomplished by making good decision on tools to use-software, platform, teaching aids, material, teaching design, as well as common sense practices that motivate students and encourage them to have more autonomy and be proactive learners. The results were promising and demonstrate that some of the techniques implemented online would also benefit students in a post-COVID world.
10:05AM - 10:10AM **Convention Website**	*Transition time*
10:10AM - 10:40AM **Livestream + Zoom 1**	**Teachers And Students' Perceptions of Assessment for Learning Practices in the Vietnamese EFL Context** Format : Oral Presentations (30 minutes) Speakers Trang Phan , Lecturer , Van Lang University Moderators Nguyen Dang Huong Vu, The Deputy of English Department, Thang Long High Shool for the Gifted Assessment for learning is recognized as being a critical part of teaching and learning and its implementation in the English as a Foreign Language (EFL) context has gain popularity for many years. However, most previous works have only focused on teachers or students' perceptions of assessment for learning practices. Hence, this study aimed to identify how both teachers and students perceive assessment for learning when its strategies are adapted in their classes. To collect the relevant data, semi- structured interviews were conducted with the participation of randomly selected four teachers and eight students of the Foreign Language Department of a university in Vietnam. The results indicated that although teachers and students agreed on substantial benefits from assessment for learning, there were still conflicts between teachers and students' attitudes towards each assessment strategy (questioning, self-assessment, peer assessment and feedback). While most teachers chose self-assessment as one of the most effective strategies, the majority of students declared that it was the least reliable strategy. Moreover, teachers in this study also stated that questioning is the most useful way to support students in understanding the lesson, however, most of their students claimed that they valued teachers' feedback the most among other strategies. On the basis of the findings, this study provides teachers, educators and researchers with a multidimensional view on assessment for learning and it could help them to modify their practices more appropriately in the future.
10:10AM - 10:40AM **Livestream + Zoom 2**	**Teachers' Pedagogical Decisions to Bridge an Expectation – Reality Gap in Economics English-Medium Instruction Courses** Format : Oral Presentations (30 minutes)

Speakers

Tho Vo, Lecturer, University of Economics Ho Chi Minh City

Moderators

Duc Anh Duong, Lecturer, Vinh University

Nhung Pham, Teacher

Vietnamese higher education policy currently has an international focus to provide opportunities for their graduates to join the global workfor ce. In business studies, students need both content knowledge and English competence to meet the expectation of the international job market. Universities are designing programmes meeting this objective by teaching through the medium of English. The question is how subject teachers and students can effectively adjust their teaching and learning of content knowledge through English. The study was conducted at a Vietnamese university where economics subjects have recently been taught through English. Qualitative case studies were used explore four teachers and their students' experience in the emerging context. The teachers were involved in semi-structured interviews, the students participated in focus group discussions, and both were observed in the classrooms. Collected data were thematically analysed in two phases, including individual case and cross-case analysis. Findings reveal an expectation–reality gap between what teachers and students expected and what they experienced in the programmes. While teachers reported some mismatches related to professional development, the provision of teaching and learning materials and the stud ents' language proficiency, students expressed concerns regarding their preparedness and achievement of both content knowledge and language competence. This gap resulted in certain impacts on teachers' pedagogical decisions in selecting an applicable educational approach to enhance students' learning of disciplinary content through English. Implications suggest further research and attention from policy makers to facilitate teachers and students in the process of integrating content and language for internationalisation in higher education.

10:10AM - 10:40AM	**Utilizing Video Recording to Develop EFL Students' Speaking Skills**

Format : Oral Presentations (30 minutes)

**Livestream +
Zoom 4**

Speakers

Ngoc Anh Dang, Vice Head of English Division, Thai Nguyen University of Economics And Business Administration - Thai Nguyen University

Nga Pham, Lecturer, Thai Nguyen University of Economics And Business Administration

Moderators

Nga Tran

Nguyen Thao, Lecturer, Vinh University

Speaking skill is a crucial part of the curriculum in any language teaching, yet it is considered one of the most difficult aspects of language learning. Speaking is a significant skill with complex constituents that need to be mastered by the learners including vocabulary, grammar, pronunciation, fluency and interactive communication so that they can obtain success in their life, work and study in this globalized world. Nevertheless, EFL language learners are finding themselves difficult in conveying their thoughts effectively in the target language and creating a successful speaking lesson has always been a challenging task for the teachers. This study aims to examine the effectiveness of utilizing video recording on EFL students' speaking skills and performance at Thai Nguyen University of Economics and Business Administration (TUEBA). It also attempts to explore the students' perceptions towards the use of video recording in completing speaking assignments. The research involves 26 freshmen of the advanced program at TUEBA randomly assigned to experimental and control groups. The data were collected based on the pretest, posttest and questionnaire for analysis. The divergence between the pretest and posttest scores revealed that the experimental groups possessed higher achievements as a result of employing video recording. In addition, the survey respondents showed their positive attitudes towards the application of vi deo recording in fostering their oral skills. Accordingly, the researcher would attempt to provide suggestions for better exploitation of video recording in enhancing speaking teaching and learning.

10:10AM - 10:40AM	**Honing Students' Learning Independence through Google Classroom Embedded by Nearpod Tool And Flipped Classroom Model.**

Format : Oral Presentations (30 minutes)

**Livestream +
Zoom 5**

Speakers

Huong Vu, The Deputy of English Department, Thang Long High Shool for the Gifted

Moderators

Le Binh, Lecturer, Vinh University

H Lu Ba Ayun, Teacher/Assistant Manager, UK Foreign Language Center

Promoting student learning autonomy has been taken into account as a desirable and ultimate goal in education, especially in the present period of the COVID-19 pandemic. As can be seen, blended learning, a mixture of face-to-face time and online time, gives educators an ideal opportunity to extend the learning outside the classroom, thus accelerating chances for students' interaction. Additionally, flipped learning, a pedagogical approach, can create interactive learning environment and a win-win situation benefiting both learners and teachers. Therefore, it is the flipped classroom model that forms blended learning, particularly in motivating as well as engaging students in distance learning. What's more, Nearpod tool, an interactive technology, embedded within Google slides has been employed as the deepest integration of the classroom to spark student motivation, monitor their progress and check for their understanding during the instruction. Hence, to facilitate and support the aforementioned goal, this presentation will recommend a miraculous and wonderful tool of Google classroom as a blending learning style together with Nearpod app and flipped learning model. Additionally, Google classroom will improve students' autonomy and self-directed learning via online classes organized by teachers. Consequently, these digital ingenious instruments accompanied by flipped learning model can serve teachers' efficient teaching strategies, assessment and collaboration through their online experience, which fosters learner learning independence. Also, they can simplify student-teacher communication, student – student communication and especially teacher-parent contact in educating their progeny.

10:10AM - 10:40AM	**The Effects of Video-based Listening Tasks on Listening Comprehension of Young Vietnamese EFL**

Learners: a Case Study

Format : Oral Presentations (30 minutes)

Speakers

Khanh Phan, Teacher, University of People's Security

Moderators

Hanh Le, Lecturer-Head of ESP Section, Vinh University

Quang Nguyen

Teaching English listening skills to young Vietnamese EFL learners has a new vision and mission focusing on learner-centredness with more complete knowledge. As one of the first skills that a young learner of English must acquire, listening comprehension is an essential receptive skill preparing him/her for real listening contexts. Previous studies presented new ways of using video-based listening tasks to enhance EFL learners' listening comprehension; however, a question has been raised whether young EFL learners gain enough benefits. The purpose of this study is to investigate the effect of using video-based listening tasks on young EFL learners' listening comprehension in comparison with the use of paper-based listening tasks. The experimental study was conducted at an English centre in which both experimental group and control group had a sample size of 30 learners in age from 11 to 12. During a two-month training, each group had been taught the same listening topics but different types of listening tasks applied. The results from the pretest and posttest determined whether video-based listening tasks positively affected the participants' listening comprehension more than paper-based ones. A questionnaire, additionally, was used to further examine the participants' perceptions of the tasks. The differences between the two groups were highlighted from t-tests analysis. The findings revealed that both ways had a positive impact on the enhancement of the participants' listening comprehension; however, the use of video-based listening tasks helped the experimental group achieve better results than the control one.

10:10AM - 10:40AM

Livestream + Zoom 7

IntegratingIntercultural CommmunicativeCompetenceinSpeakingClasses:Lecturers' Perceptions And Practices
Format : Oral Presentations (30 minutes)

Speakers

Thien Doan, Student, Hue University of Foreign Languages

Phuong Ngo, Lecturer, Hue University of Foreign Languages

Moderators

Ha Le, Lecturer, Vinh University

Tran Huong

Intercultural communicative competence (ICC) is a research topic of great interest in the field of English language teaching. Against this backdrop, the current study aims to explore lecturers' perceptions and practices of integrating ICC elements into speaking classes for first-year English-major students at a tertiary institution. Data was qualitatively collected through three main sources: textbook, classroom observations, and interviews. First, the textbook was analyzed to identify the ICC contents in every single lesson and then classify them into three categories: persp ectives, products and practices (Kim, 2011). Also, four classes of Speaking were observed and video- recorded to investigate how the ICC elements in the textbook were implemented in class, and whether the participants organised any activities to teach ICC. After that, these four lecturers joined in semi-structured interviews to share their own perspectives. The data show that the participants had positive attitudes towards ICC teaching and its role in their language classrooms. They also used a variety of activities to integrate intercultural content into their teaching. Additionally, it is found that the textbook's intercultural elements were not used completely but adapted in consideration of the appropriateness and up-to-dateness. Time, students' levels and lecturers' cultural understanding are considered to select the most suitable intercultural elements and cultural activities. This study has several pedagogical implications for both teacher trainers and lecturers regarding the implementation of ICC contents in their language classes, and hence contribute significantly to the existing literature.

10:10AM - 10:40AM

Livestream + Zoom 8

An Investigation of the Efficiency of Synchronous And Asynchronous Online-Learning Models on English Learners at Vinh University
Format : Oral Presentations (30 minutes)

Speakers

Thao Tran, Lecturer, Vinh University

Moderators

Tung Tran, Lecturer, Vinh University

Luan Nguyen, Head And Lecturer, Ho Chi Minh City Open University

Online learning environments are getting more frequent in teaching and learning than ever before. Online learning environments provide flexibility and offer students personalized learning opportunities. Synchronous and asynchronous learning technologies are the two most common online learning models. Asynchronous means that there is no set time for the learning to be occurring. Synchronous e-learning is related to structure and time-bound activities offered through web conferencing and chatting options. This paper aims to investigate the efficiency of both types on the English learners' studying result. The data were collected from 220 second-year students at the Foreign Language Department of Vinh university. The findings showed that more than 65% of students were found to have a greater interest in synchronous online learning environments because they prefer face-to-face instruction. For other students, an asynchronous online learning environment provides more time to consider all sides of an issue before offering their own educated input.

10:10AM - 10:40AM

Livestream + Zoom 9

An Investigation into the Interaction Engagement in Online English Learning by High School Students in Gia Lai Province, Vietnam During Covid-19
Format : Oral Presentations (30 minutes)

Speakers

Linh Lê, Giáo Viên, Trường Quốc Tế Châu Á Thái Bình Dương Gia Lai

Moderators

Minh Ngoc Nguyen, Staff, Vinh University

Hang Vo

The unforeseen global outbreak of Covid-19 has led to thriving online learning across the world. Students in Vietnam have been no exception. During shifting from onsite learning mode to online one in 9 weeks in the second semester of the school year 2019-2020 because of the Covid-19 pandemic, high school students in Gia Lai province, a remote mountainous area in Vietnam were confronted with myriads of setbacks in their new way of learning, an unprecedented online mode. The present study, therefore, explores high school students' level of interaction engagement in online learning. An online survey questionnaire was conducted in seven high schools in Gia Lai province, with a sample of 321 students at grade 12. The result of the study also shows that most high school students were not well-prepared for this type of online delivery classroom due to the lack of proper information technology literacy, poor infrastructure conditions such as the equipment of digital devices, Wi-fi connection, online learning apps and tools. It is found that most students show their low level of interaction in online learning due to their anxiety about the unfamiliar learning environment. It is suggested that teachers be inspirations to students via providing a wide range of zoom classroom activities such as roll calling, topic discussion and question posing. They also take other technological tools into consideration as videos and links that might promote students' engageme nt both inside and outside the classroom.

10:10AM - 10:40AM **Livestream + Zoom 10**	**Exploring Perceptions of High School Teachers in Gia Lai Province, Vietnam towards Their Online Teaching During the COVID-19 Pandemic Spread** Format : Oral Presentations (30 minutes) Speakers Uyen Nguyen Ngoc, Provincial Education And Training Department, Gia Lai Provincial Education And Training Department Thao Nguyen Thi Thanh, Specialist, Education And Training Moderators Nguyen Thi Lam Giang, Lecturer of English, Vinh University SOPHIN SAO Most teaching and learning worldwide has been transferred to online mode as a result of the COVID-19 pandemic. The drastic transference from traditional face-to-face teaching performances to online teaching mode could impact high school teachers' teaching behavior and acceptance of the change. In response to the disruption of onsite teaching, the Ministry of Education and Training in Vietnam have promulgated the Circular No. 09/2021/TT-BGDDT dated March 30, 2021 on management and organization of online teaching in general education and continuing education. This study, therefore, aims to explore perceptions of high school teachers in Gia Lai towards their online teaching. Questionnair e and interview were employed as the main instrument tools for collecting data. Data were analyzed utilizing descriptive statistics to run for per centages and frequencies. The result of the study reveals that although online teaching was considered the best solution for continuing education during the pandemic, it was different from traditional delivery in classrooms because of its heavy dependence on information technology literacy of both teachers and students. It is found that the main challenges confronted by high school teachers in Gia Lai are related to their readiness for online tea ching and their provision of rich online classroom management activities. The study suggests that high school teachers integrate traditional classroom teaching into online teaching and be flexible, adaptable, and ready to learn new skills for tiding over unexpected challenges such as COVID-19. Key words: Circular No. 09/2021/TT-BGDDT, teachers' online classroom management activities, online teaching mode.
10:40AM - 10:45AM **Convention Website**	*Transition time*

Featured Speech: Ways to Use Online Materials for Extensive Reading

Format : Featured Presentation (50 minutes)

Speakers

Thomas Robb, Chair, Extensive Reading Foundaton

Moderators

Yen Tran, Head Of Division, Vinh University

Tan Le, Lecture, Vinh University

One of the axioms of the Extensive Reading Approach for gaining understanding, fluency and vocabulary knowledge is that the students should read graded readers – books which have been especially written for learners, with the grammar and vocabulary simplified so that students can select books at or below their own reading level so that they can read quickly without the need of a dictionary, and enjoy what they are reading. Sadly, graded readers are expensive and difficult to obtain in many areas of the world. Furthermore, with physical paper-based books there is a need for a place to keep them, ideally the library, and a means to manage their borrowing and return. These days virtually all students have mobile phones, and quite a few have access to a computer at home or at school, as well. This makes it possible to read material online. In this presentation we will look at online material that is available for free. While there are some free graded readers, there are also many sites that have shorter readings that are graded. We will take a look at a number of these sites, discuss how they might be used, and importantly, how you, the teacher, can check up on whether the students have done their reading assignments!

10:45AM - 11:35AM **Livestream + Zoom VIP2**	### Featured Speech (Sponsored by Oxford University Press): Meeting the Challenges of Online Instruction Format : Featured Presentation (50 minutes) Speakers Joe McVeigh, Sponsored by Oxford University Press Moderators Duyen Le, Lecturer, University Of Languages And International Studies, Vietnam National University Tung Vu At a time when most of us are still teaching remotely or in hybrid conditions many teachers are facing challenges in daily instruction. How can we keep students motivated? How do we encourage critical thinking? What is the best way to make use of the digital tools we have? And how can we manage these challenges when we return to face-to- face instruction? In this session we will explore how teachers can address these issues and include practical techniques that teachers can use in the classroom with students.

10:45AM - 11:35AM **Livestream + Zoom VIP3**	### Featured Speech (Sponsored by RELO Vietnam): Using Technology And Teamwork to Achieve Learning Goals Format : Featured Presentation (50 minutes) Speakers Summer Peixoto, ESL Lecturer, University Of Kansas - Sponsored By RELO Vietnam Crystal Bock Thiessen, ESL Lecturer, University Of Nebraska-Lincoln - Sponsored By RELO Vietnam Moderators Viet Khoa, Lecturer, University Of Languages And International Studies, VNU Hanoi Huong Ta, Lecturer, Thai Nguyen University Of Economics And Business Administration The Covid-19 pandemic has taught us that online engagement and collaborative efforts in digital spaces are a critical component of contemporary education. Educators are often denied the training they need to help their students gain the critical skills in becoming responsible and community-minded citizens in a digitally informed world; traditional education has historically been slow to integrate technology as a vital component of the learning process. Because language education has seen a great shift in the role and importance of technology to meet language learning goals and soft skill development, educators need to train and develop competencies in these critical areas.This presentation will highlight how technology and teamwork should be more present in the classroom to help meet teaching and learning goals. Fusing a collaborative approach in integrating technology and course development while giving team members agency in the project process transfers to language learning classroom scenarios. The presenters will draw on their experience in creating an educational technology teacher-training course for English language educators through a cross-national collaboration.

11:35AM - 01:00PM	### *Lunch break*

01:00PM - 01:50PM **Livestream + Zoom VIP1**	### Keynote Speech (Sponsored by Cambridge Assessment): Achieving Positive Impact by Design in the Vietnamese Context Format : Keynote Presentation (50 minutes) Speakers Nick Saville, Sponsored by Cambridge Assessment English Moderators Huong Nguyen, Vice-Head, Department Of General Administration, University Of Languages And International Studies, VNU Hanoi Viet Khoa, Lecturer, University Of Languages And International Studies, VNU Hanoi Assessment doesn't have to be threatening and arduous but can be an effective tool in promoting language learning and in guiding students to improve their communication skills. In this session, I will talk about the key concept of positive impact by design and the current trends in Learning Oriented Assessment (LOA) that seek to integrate learning and assessment more effectively. I will discuss how formative and summative functions of assessments can work holistically to build more effective learning ecosystems in the Vietnamese context. I will conclude my talk with some ideas about how LOA can help improve educational standards in the post-Covid era, especially with the support of EdTech. Teachers have a key role to play in this; they will need to engage with these issues in their own schools and communities, and to be prepared for this challenging but exciting period ahead.

01:50PM - 01:55PM **Convention Website**	### *Transition time*

01:55PM - 02:25PM **Pre-recorded Session**	### The Use of Smart Phone Applications in Learning English Vocabulary of First- Year Students at Vnu-Is Format : Oral Presentations (30 minutes)

Speakers

Hoa Nguyen, Lecturer, Vietnam National University, Hanoi, International School

This research focuses on the use of smart phone applications in learning English vocabulary of 400 first-year elementary students at Vietnam National University, Hanoi – International School (VNU-IS). It aims to find out: which smart phone applications are most frequently used to learn English vocabulary by these students, how effective the use of these applications is in improving students' vocabulary basing on the results of the pre-test and post-test taken before and after the course, how the students evaluate these applications in terms of their design, functions, ease of use, variety of vocabulary tasks provided, the interest and motivation that they bring about to students, the thing(s) that students dislike most about these applications and the students' recommendations towards the use of these applications. From the data collected and the findings, some suggestions are made in order to improve the effectiveness of smart phone applications in improving English vocabulary of first-year students at VNU-IS.

01:55PM - 02:25PM

Pre-recorded Session

Improving Online Writing Practice through the Use of Padlet
Format : Poster (45 minutes)

Speakers

Thu Tran, Lecturer Of English, VNU University Of Languages And International Studies

Online writing instruction has been a daunting task to many teachers since they have to be under pressure to design interactive activities to encourage whole-class participation, yet ensure individual feedbacks to students' work. To overcome such a challenge, the researcher decided to use Padlet, a graphically vibrant and multimedia- friendly wall which allow users to post their pieces of writing in the form of colourful sticky notes. The study involved 28 English-major sophomores in an Exam preparation course in which they were taught to write various types of formal and informal letters. In the course, their task was to compose their work on the Padlet notes, post them on the wall for feedback from their teacher, classmates. The purpose of this study is to investigate the effect of Padlet usage on students' quality of work as perceived by students who are the driving force behind this transition in writing platform. A Likert-type questionnaire and semi-structured interviews are employed to obtain data from participants. The findings indicate that students noticed remarkable improvements in register, lexical and grammatical aspects. However, no changes are reported in idea organization and the use of cohesive devices. The study is hoped to provide more diverse and delightful learning experience for students in time of Covid-19 pandemic when online learning has been a major part of every learning program.

01:55PM - 02:25PM

Pre-recorded Session

IELTS Learning within the Covid-19 Pandemic
Format : Oral Presentations (30 minutes)

Speakers

Le Hoa, English Lecturer, Ha Tinh University

The demand for IELTS test taking has been rapidly increasing in recent years due to the fact that it is worldwide served as a standardised test to assess learners' language proficency which then is one of the prerequisite for entrance to universities and colleges, or for visa and citizenship purposes in English-speaking countries around the world. Consequently, more English language learners have been aspired to master their four skills by attending IELTS preparational courses to meet the criteria of this test with high band scores, pursuing their study/life plan. However, after the outbreak of CoronaVirus, it is argued that prospective IELTS test takers in a variety of nations have been encountering more challenges then ever before. Within the context of Vietnam, therefore, this report investigates demands and purposes of test taking together with challenges faced up to by IELTS learners in a particular province, Ha Tinh, during the current COVID-19 situation. As a result, offered are some recommendations for stakerholders to spread out the ultility of IELTS within the province, and in other regional areas in Vietnam.

01:55PM - 02:25PM

Pre-recorded Session

Enhancing Students' Motivation in Online Learning
Format : Oral Presentations (30 minutes)

Speakers

Thu Tran, Lecturer Of English, VNU University Of Languages And International Studies

The coronavirus pandemic has forced the vast majority of teachers to drift away from the key part of their teaching practice, the daily face-to-face interaction which helps to intrigue and nurture students' interest in learning. It is, therefore, important for teachers to offset this shortcoming by finding ways to keep their learners motivated during the time of online learning. This can be well implemented if teachers have a good grasp of factors that could influence students' learning motivation. The study was conducted to identify such factors, with the participation of 100 English-major sophomores. Both quantitative and qualitative data collection instruments including questionnaires and semi- structured interviews are adopted to obtain large-scale, yet insightful findings concerning both students' extrinsic and intrinsic motivation. The result from the study shows that participants tend to suffer from motivation loss due to the lack of self-discipline, interaction and the frustration with course requirements which have not been adapted to online learning situation. Regarding the external factors, situational problems are mainly responsible their loss of learning interest. These include inadequate unstable internet connection and their home environment which is not appropriate for learning activities. These findings hopefully can inform instructors about the factors that might affect students' motivation in online learning, helping them to seek proper measures to enhance students' experience in particular.

01:55PM - 02:25PM

Pre-recorded Session

Does Online Instruction Hinder or Facilitate Academic Skill Development?
Format : Oral Presentations (30 minutes)

Speakers

Thi Ngoc Phuong Le, Lecturer, University Of Foreign Language Studies - The University Of Danang

As one of the university exit requirements and a plus in job applications, the IELTS test has become increasingly popular in Vietnam. Gaining high scores in IELTS is, however, not effortless, especially for those who do not major in English. Many students thus still need coaching and guidance in preparing for IELTS. The outbreak of Covid-

19 has normalised online teaching and learning in Vietnam, which used to receive hesitation and even opposition from both teachers and students (Vietnam Economic Times, 2018). The study looks at the delivery of an online IELTS class of nine students to investigate the effectiveness of this mode of instruction, particularly in terms of the students' improved writing skill. Tothis end, questionnaires and semi-structured interviews were used to elicit the participants' views on the online form of IELTS instruction. The participants' post-tests were analysed quantitatively and qualitatively to assess whether there are any improvements in their writing skill. Preliminary findings revealed overall positive feedback from the participants on the online mode of instruction and areas of improvements that can make online learning a more rewarding experience. However, the study produced mixed results regarding development in the participants' academic writing skill. The findings thus suggest that many different factors determine how effective the online instruction is. Finally, the whole structure of this online instruction including procedures and tools is outlined, and recommendations for upgrading the structure and controlling influencing factors are discussed so that it can be applied successfully in other contexts.

01:55PM - 02:25PM

Pre-recorded Session

The Difficulties of Designing Online Listening Tests And Solutions

Format : Oral Presentations (30 minutes)

Speakers

Cuc Tran, Lecturer, Nha Trang University

As the result of Covid-19 pandemic, learning online has become more and more popular and indispensable in many institutions. The process of learning and teaching has encountered numerous difficulties, especially during the assessing stage. This paper aims to figure out the specific problems faced by the lecturers in Nha Trang University in designing and organizing the mid-term and end-of-term listening tests virtually for English-majored students though a questionnaire and interview survey. The lecturers were also required to mention in details their platforms, the devices which they use to assess students' listening ability as well as the detailed description of each device. After the problems are categorized in groups, possible solutions will be suggested for teachers including useful tips to make use of popular social platforms such as Google forms or E- learning. Besides, some considerations are also taken in to consideration to verify the reliability and preciseness of every test.

01:55PM - 02:25PM

Pre-recorded Session

Technology in Online Writing Classes during the Outbreak of Covid-19 Epidemic – From Teachers' And Students' Perspectives

Format : Poster (45 minutes)

Speakers

Ha Nguyen, University Lecturer, VNU University Of Languages And International Studies

The outbreak of Covid-19 epidemic has forced universities in Vietnam to move from face-to-face teaching to online teaching for months, which creates changes in the teaching and learning practices, including the integration of technology in virtual classrooms. This topic is further studied in our research to investigate teachers' and students' perceptions towards the use of technology in their writing classes. There were 10 English language teachers and students of 18 classes participating in the study. They are all from one of leading universities in Vietnam. Data collected via a questionnaire and interviews with participants help the researchers identify technological applications that were utilized by these people during the process of teaching and learning writing skills. More importantly, teachers' and students' perceptions towards the use of those technologies were clarified. Based on the findings, the study finally gives suggestions for integrating technology in writing classrooms.

01:55PM - 02:25PM

Pre-recorded Session

Difficulties in Translating English Collocations in Business Communication into Vietnamese And Recommendations

Format : Oral Presentations (30 minutes)

Speakers

Le Linh, Lecturer, National Economics University

It is believed that translating any documents from one language into another one means not only rendering the text's meaning but also transferring the context, the culture, the author' attitude, implication and characteristics. Therefore, numerous challenges should be faced by many translators. This paper would investigate the difficulties in translating English collocations in business communication area into Vietnamese by conducting a survey and interviewing second year English majors at National Economics University about different obstacles faced when translating English collocations including common difficulties, no identical collocations, the poly-semantic and grammatical structures; these methods would also help to clarify the techniques participants used when translating collocations. Through above methods, the relationship between the awareness of collocation of the participants and the quality of the translation would be highlighted; this thesis would also present recommendations for each type of difficulties based on the translation techniques and strategies proposed and researched by Larson (1984), Baker (1997), and the authors of "Theory of Translation and Interpretation" course book by Hanoi University of Science and Technology such as advancing the awareness of collocation, using the close collocations in Vietnamese, translation by omission and explaining the actual meanings of the text and paraphrasing the text by the translators' own words.

01:55PM - 02:25PM

Pre-recorded Session

Curriculum Development for Practicing Teachers

Format : Oral Presentations (30 minutes)

Speakers

Michael Griffin, Editor, The ELT Workshop

The term "Curriculum Development" might sound like an intimidating one for many teachers. We might think it's the responsibility of the school or the government to handle such things. Teachers might believe that it's for experts to decide. Some might think curriculum development is simply a matter of choosing the right textbook, assignments, and apps. We might feel constrained by our contexts and not ready to make decisions about our courses. However, having an idea about the choices potentially available to us can be an immense help for teachers in any teaching context. This, coupled with some basic questions to consider can help teachers improve their courses and outcomes

for students. In this in this session we will explore questions that teachers can, and perhaps should, consider for any course both on and offline while focusing on decisions that can be made for any context. Essential components from Graves' "Systems model" (2000) will be discussed and examples of these components will be offered. Key insights from Nation & Macalister (2009) such as "The Four Strands" will be highlighted. Additionally, thoughts from Richards (2017) regarding different syllabus types will be mentioned and considered. Finally, based on teaching curriculum development to MA students for over a decade the presenter will highlight common confusions and challenges for those new to curriculum development. Attendees can expect to gain new perspectives and a series of questions to ask themselves about the courses they teach or plan to teach.

01:55PM - 02:25PM

Pre-recorded Session

Learning Autonomy through Technology: It's Opportunity and Challenges
Format : Oral Presentations (30 minutes)

Speakers

Amir Behera, Assistant Professor Of English , Centurion University Of Technology & Management

Abstract The application of technology always gives a better result in any field. A remarkable achievement we can see in the field of education. Technology has made learners be more independent. In this covid era technology has replaced the real classroom situation. Technology has made learners be more autonomous. The paper presents a brief overview of the current research on technology and learner autonomy, outlining the major arguments and findings on the relationship between technology and learner autonomy in the language learning context. The study was done at a Multi-Sector Private University, Odisha, India. The sample size was 300 and they were all from there all from B.Sc.(Ag.). In order to know the finding of the student's learning autonomy and its opportunity and challenges, all the students were asked to use my perfectice online learning tool. It was observed that when students are asked to do the assignment using the tool independently students do much better and they achieve much progressive result. The finding of the study will certainly be beneficial for doing further research studies. Keywords: Learner Autonomy, vocabulary development, Computer-Assisted Language Learning, grammar knowledge improvement

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01:55PM - 02:25PM

Pre-recorded Session

An Analysis of Imagery Instruction And Reading for Meaning: A Model for Comprehension Monitoring
Format : Oral Presentations (30 minutes)

Speakers

Debjani Sarkar, Research Scholar, The English And Foreign Languages University

Reading comprehension is a complex process and if the reading text is in a second language it becomes even more difficult to read and understand at greater depths. Language is used to convey meanings and it allows sharing ideas and information. If written language is understood reading becomes enjoying and a reward for itself. Reading however, as taught in classrooms is completely different and is always taught from a pedagogic perspective of taking the examination and answering comprehension questions. Many children do not understand the written language, the message conveyed through texts. They find it difficult to understand these texts. However, if children are taught to be able to break down the chapter into parts and monitor their own comprehension this can provide interesting evidence of intervention to improve reading comprehension. Reading comprehension is crucial for learning from books about, content subjects for example, geography, history, and even for math (e.g., word problem solving), but also plays an important role in leisure reading. Children who engage in leisure reading and enjoy reading in general perform better at school than children who do not (Mol & Jolles, 2014). Proficiency in reading develops at stages when the child makes progress from decoding to higher order cognitive skills. This paper will investigate to what extent children engage in higher level cognitive processes that are crucial for the construction of coherent mental representations of the text.

01:55PM - 02:25PM

Pre-recorded Session

Using Google Drive for Collaborative Learning Activities in British Culture Courses
Format : Oral Presentations (30 minutes)

Speakers

Cao Nguyen Bui, Lecturer Of English, Dong Thap University

This study will explore the English - majored students' attitude towards the use of Google Drive for collaborative learning in their British Culture course. Also, this research will discover their experience in using it to fulfill their project during the course. Finally, it suggests some recommendations to help English-majored students use Google Drive more effectively in collaborative learning. Both quantitative and qualitative research methods will be used in the process of collecting and analyzing data on the 33 respondents who are English-majored students in a British Culture course at Dong Thap University. The result will offer the lecturers a sharper view of using Google Drive to design collaborative learning activities so that they can help their English-majored students more effectively in their academic life.

01:55PM - 02:25PM

Pre-recorded Session

Applying Video-Recording Methods to Improve EFL Students' Speaking Skills
Format : Oral Presentations (30 minutes)

Speakers

Thai Tuan, Lecturer, Vinh University

In the Covid era, the application of technology in English language learning becomes more urgent than ever as it helps learners to improve their self-study skills to cope with the pandemic situation. This study aimed at investigating the impacts of the use of video-recording methods on EFL students' speaking skills. The study involved 5 non- English major students in a university in the central of Vietnam. The data were collected from 25 video recordings, interviews and students' diaries. After 5 weeks of treatment, the results from data analysis showed that the application of video-recording method improved students' speaking skills in three criteria: pronunciation, fluency and grammatical knowledge. Moreover, students' reflections indicated a positive attitude towards this method. From the findings, the study tried to suggest some pedagogical implications in order to enhance the quality of the video-recording application, and hence improve the English language learning and teaching process in EFL contexts.

The Effects of Formative Assessment on Efl Young Learners' Speaking Performances: Perspectives from Teachers

Format : Oral Presentations (30 minutes)

Speakers

Anh Nguyen, Doctor, Vinh University

Formative assessment is an emerging trend in language assessment for its benefits to the learners. It is considered part of the learning to serve as practice for students, guide teacher decision making about future instructions, provide feedback to students so that they can improve their performances. This article explores how formative assessment influence their students' speaking ability. Our study was situated in primary schools in Nghe An province, in which 182 teachers of English were involved in a survey questionnaire about their attitudes towards formative assessment and their practices in classrooms. This was followed by a semi-structured interview about teachers' perceptions of their students' speaking ability. Our findings show that the ways teachers carry out their feedback and assessment appear to be more influential in the students' improvement. Qualitative analysis of the interview data revealed that some teachers prioritized their students' fluency and pronunciation which they believed important over the other features specified in their speaking performances.

Technological Pedagogical Content Knowledge (TPACK) of Language Teachers and Their Teaching Practices

Format : Oral Presentations (30 minutes)

Speakers

Willow Pangket, Lecturer, Mountain Province State Polytechnic College

This study determined the technological pedagogical and content knowledge of the Public Junior and Senior High School teachers in Bontoc, Mountain Province, specifically, the English and Filipino teachers. It also looked into the integration of technology in the teaching and learning activities employed by language teachers. A total of 36 language teachers were the respondents in this study. Using a sequential mixed method, the quantitative data were collected first before the qualitative data from which the results were integrated. The qualitative data were used to further explain and interpret the findings from the quantitative phase. Based on the self-perception of the language teachers gathered in this study, English language teachers are more competent in their content and pedagogical knowledge as compared to the Filipino language teachers. Though the language teachers integrate available technology in their class, it focuses more on exploring the contents than pedagogical. The integration of technology in teaching and learning has a long way to go and still continue to be a challenge to language teachers. Teachers need to improve their technological pedagogical practices that enhance engaging teaching-learning encounters with learners. It is important for school administrators and curriculum planners to put more emphasis on workshops and training especially on technological pedagogical approaches to increase the technological and pedagogical knowledge of teachers.

An Application of Google Docs in Teaching Essays for English Students at National Economics University

Format : Poster (45 minutes)

Speakers

Thanh Pham, Lecturer Of English, National Economics University

Essay writing has been a big challenge for English students due to their formality, complexity and the boring nature of the subject. However, in the context of applying technologies on English language teaching and learning, teachers are supposed to explore how their writing lesson plans fit in successfully to improve students' performances. Hence, this paper presents a technological tool – Google Docs in teaching essay writing for a group of twenty seven business students of Intermediate level at the National Economics University (NEU). The study applied qualitative research method with the use of a semi-structured interview and documentary analysis (students' applied papers). The results show that Google Docs helps students improve their identification of various parts in an essay, build up the cooperative atmosphere in class as well as develop their critical thinking skills. It also helps teachers avoid the untidy or messy writing papers with different erasers, corrections or deletions. Key words: technological tools; teaching writing; essay writing

Exploring Linguistically Responsive Teaching for English Learners in Rural, Elementary Classrooms: From Theory to Practice

Format : Oral Presentations (30 minutes)

Speakers

Mark Preston Lopez, Professor, Mountain Province State Polytechnic College

The rapid growth in the number of English learners (ELs) in urban and rural school classrooms and the continual homogenization of a White, female, teaching force in the US create cultural and linguistic disconnections in the classroom. As research suggests, although classroom diversity and ELs' academic needs could be addressed by teachers' enactment of Linguistically Responsive Teaching (LRT) practices, most mainstream classroom teachers are not adequately prepared to implement these practices. This study examined the teaching practices of teachers with English learners in rural, elementary classroom settings in the United States to find evidence of linguistically responsive teaching. It also explored how rurality shaped teachers' instruction of ELs. The findings illustrate limited and considerable evidence of LRT implementation in the teachers' classrooms. Evidence shows that two focal teachers mostly implemented LRT through their teaching strategies and scaffolded instruction. Findings further demonstrate that rural factors like place-based awareness and the teachers' rural upbringing influenced their instruction of ELs. Implications on the need for researchers to undertake further and critical examination of LRT both as a theoretical framework that guides teacher preparation and as a theory that guides educational research are discussed while recommendations for language teaching, pedagogy and teacher preparation are put forward.

01:55PM - 02:25PM

Pre-recorded Session

Technological Pedagogical Content Knowledge (TPACK) of Language Teachers and Their Teaching Practices

Format : Oral Presentations (30 minutes)

Speakers

Willow Pangket, Lecturer, Mountain Province State Polytechnic College

This study determined the technological pedagogical and content knowledge of the Public Junior and Senior High School teachers in Bontoc, Mountain Province, specifically, the English and Filipino teachers. It also looked into the integration of technology in the teaching and learning activities employed by language teachers. A total of 36 language teachers were the respondents in this study. Using a sequential mixed method, the quantitative data were collected first before the qualitative data from which the results were integrated. The qualitative data were used to further explain and interpret the findings from the quantitative phase. Based on the self-perception of the language teachers gathered in this study, English language teachers are more competent in their content and pedagogical knowledge as compared to the Filipino language teachers. Though the language teachers integrate available technology in their class, it focuses more on exploring the contents than pedagogical. The integration of technology in teaching and learning has a long way to go and still continue to be a challenge to language teachers. Teachers need to improve their technological pedagogical practices that enhance engaging teaching-learning encounters with learners. It is important for school administrators and curriculum planners to put more emphasis on workshops and training especially on technological pedagogical approaches to increase the technological and pedagogical knowledge of teachers.

01:55PM - 02:25PM

Pre-recorded Session

Instructional Scaffolding – a Source of Teachers' Job Satisfaction

Format : Poster (45 minutes)

Speakers

Phan Toan, Lecturer, University Of Languages And International Studies, VNU Hanoi

Through many stages in the development of teaching and learning, scaffolding has been recognized as an effective tool in the classroom. However, most of the benefits offered by this instructional support ever recorded are to learners. Therefore, this study aims at evaluating the advantages teachers obtain for themselves from scaffolding the instructions. At the first stage, the participants received some basic training before an open discussion was held about the appropriate techniques to apply in different contexts. Regular observations were then conducted to make sure that teachers were implementing the strategies appropriately. After each lesson, the participants reflected on their experiences. By analyzing these reflections, there are two benefits realized: (1) the human connection between the teachers and the students has become stronger and more intimate; (2) the teachers recognized their fundamental role in the development of the learners. The teachers agreed that these two benefits both bred job satisfaction, making their teaching more rewarding. However, they also emphasized the importance of the initial training before the course and the constant support they received during the procedure to this achievement.

01:55PM - 02:25PM

Pre-recorded Session

Difficulties Teachers Encounter in Teaching Online and Their Solutions

Format : Oral Presentations (30 minutes)

Speakers

Phan Toan, Lecturer, University Of Languages And International Studies, VNU Hanoi

Teaching online has become a common situation with teachers in many regions during this situation. The challenges they face, however, are enormous. This study aims at gaining an insight into these difficulties and how teachers tackled them in their classes. At the first stage of the research, the participants answered survey questions about their adversities during the lessons and their solutions to handle them. Once the data had been analyzed, several participants were selected to attend interviews through video calls for further explanations about their responses. Again, the data were analyzed to interpret and confirm the findings. According to the analysis, there were two difficulties that most participants experienced: (1) catching and maintaining students' attention, and (2) measuring their performance. As shared by the teachers, several approaches they adopted were: (1) using novel stimuli such as visuals and puzzles, (2) asking thought-provoking questions, (3) leading open discussions, and (4) requesting instant contributions. Unfortunately, they confessed that they could not measure the effectiveness of the approaches accurately and manage the whole class throughout the lesson. Therefore, they expected to be provided with a more efficient tool, practical training, and continuing support with classroom management.

01:55PM - 02:25PM

Pre-recorded Session

The Practice of English Teaching And Learning with Google Meet: From Non-English Major Students' View

Format : Oral Presentations (30 minutes)

Speakers

Trang Ly, English Lecturer, An Giang University, Vietnam National University - Ho Chi Minh City

Language and technology have a worth value in life aspects, especially education. With recently special reference to the Covid-19 pandemic, the implementation of online teaching and learning at universities in Vietnam has been considered as an essential solution to maintain and ensure students' learning progress. In the context of the epidemic prevention, the selection and implement of Google Meet for online English teaching could meet the pedagogical requirements and get certain results on the quality of teaching and learning. This study aims to explore the effectiveness of online English teaching with Google Meet in non-English major classes through students' opinion. The study employed a survey on eighty non-English major students who attend English classes at An Giang University to evaluate teaching and learning activities with Google Meet. This study has given to the use of Google Meet during Covid-19 pandemic and how this tool helps both teachers and learners in academic purposes. The study also analyzes the advantages and disadvantages of online English teaching and offers recommendations to better support effectiveness of innovation in teaching pedagogy.

01:55PM - 02:25PM

Pre-recorded Session

The Implementation of Public Speaking Education as a Compulsory Course for Second-Year Students at University of Languages And International Studies – VNU

Format : Oral Presentations (30 minutes)

Speakers

Thuy Nguyen, Đai Hoc Ngoai Ngu - ĐHQGHN, Đai Hoc Ngoai Ngu - ĐHQGHN

Being defined as "the art of preparing, staging and delivering a presentation" (Gamble & Gamble, 2008, p. 369) with a clear message to the audience, public speaking has been proved to be one of the most empowering oral communication skills that enhance the success of idea – sharing process. There have been a considerable number of papers presenting the benefits of public speaking on learners as knowledge acquirers, but little empirical work has been recorded. Thus, this study is to provide the detailed description of how public speaking was designed as a compulsory skills-based course for second-year students at Faculty of English language Teacher Education – ULIS. Specifically, the course objectives, the stages of implement, the utilization of individual and group assessment tasks are introduced in detail. Since Public Speaking has be en conducted as an official course at ULIS for the first time, the course designers are under much pressure of improving students' engagement and course's differentiation; therefore, the involvement of a public speaking contest as a course-related extracurricular activity was also designed as an opportunity to boost students' application of the learnt theories and enhance their motivation of studying. These are hoped to effectively bridge the gap between public-speaking theories as a state-of-art with the actualization of teaching public speaking skills for students at tertiary level.

01:55PM - 02:25PM

Pre-recorded Session

Use of Google Documents in Teaching And Learning English Online to Enhance Writing Skill: A Case Study at The Academy of Journalism And Communication.
Format : Oral Presentations (30 minutes)

Speakers

Nguyen Nhung, Lecturer , Academy Of Journalism And Communication

Hue Nguyen, Lecturer, Academy Of Journalism And Communication

According to Richards and Renandya (2002), writing is considered as the most difficult skill for second language learners to master of putting together strings of grammatically of correct sentences. Moreover, the COVID-19 pandemic has made the transition from the traditional face-to-face learning to online learning, which created considerable challenges for both teachers and students. Due to the evolution of technology, there have been many useful tools such as computer-based activities and word processing used to assist students to write high–quality essays. Thus, the researchers decided to use Google Docs as one of the tools in teaching writing. The authors carried out a case study to analyze the effectiveness of using Google Docs in writing skill and also bring out the difficulties faced by using it. Besides, this study aims to investigate the students' attitude after using Google Docs for their online writing course. The participants in this study were 30 first-year English non - major students in their writing lessons in the Academy of Journalism and Communication who engaged in an English online course during two months of the pandemic. Two sets of questionnaires and the analysis of writing samples combined with semi-structured interviews were conducted to determine the improvements of the students' writing skill and their positive attitude after the course. Key words: writing skill, technology, Google Docs, online learning

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01:55PM - 02:25PM

Pre-recorded Session

An Investigation into Debates of Double-Major Sophomores at ULIS - VNU
Format : Poster (45 minutes)

Speakers

Ngan Hua, Lecturer, University Of Languages And International Studies - Vietnam National University, Hanoi

Debate is a notable activity applied in different fields, especially in teaching and learning English as a second language. He nceforth, this research scrutinized into the debate activity of 59 double-degree sophomores in FELTE - ULIS (Faculty of English Language Teacher Education - University of Languages and International Studies). After a long process of data analysis and synthesis with the assistance of qualitative and quantitative methods (via observation, questionnaire and interview), it has been unveiled that there were a large number of not only plus points but also drawbacks when implementing debate on these kinds of participants. Students claimed that their language skills, idea brainstorming skill, argumentation skill, critical thinking skills, several language elements, soft skills, vocabulary, background knowledge, polite manner and bias reduction were significantly improved. On the other hand, external factors such as the lack of technological devices, heavy workload along with internal factors, namely the students' lack of confidence, limited background knowledge, time management skill, bias towards subject matter, weak non-verbal languages or weak language proficiency, led to numerous challenges for the students involved.

01:55PM - 02:25PM

Pre-recorded Session

Most Common Errors in VSTEP Task 1 Writing of Double-Major Sophomores at ULIS - VNU
Format : Poster (45 minutes)

Speakers

Ngan Hua, Lecturer, University Of Languages And International Studies - Vietnam National University, Hanoi

Writing generally tends to pose great pressure on students due to its complexity. While VSTEP task 1 writing (writing a letter or email) only accounts for 40% of the total score, it still triggers several challenges to students. Therefore, mistakes have been made in their performances throughout the whole semester. This study then aims at investigating the most common errors on students' VSTEP task 1 writing. 30 double-major sophomores in FELTE - ULIS (Faculty of English Language Teacher Education - University of Languages and International Studies) have got the chance to do weekly writing practices individually during 15 weeks of the semester. It is pinpointed that 3 most common errors revolve around: Not utilizing all of the information given in the requirement, addressing inappropriate style/tone, as well as not fully developing the ideas. Additionally, the findings of this research suggest that being aware of frequent written mistakes would help teachers to plan more effective solutions to sharpening learners' writing performance in this task. This will consequently assist students in gaining satisfactory points in the real exam's task 1.

01:55PM - 02:25PM

Enhancing the Employability of Students Undertaking English Language And Linguistics Programs in

Vietnam
Format : Oral Presentations (30 minutes)

Speakers

Cuong Pham, Deputy Head, Department Of Foreign Languages, University Of Economics And Law

This study addresses the development of employability skills among English-major graduates as a way to facilitate their transition from university to the workplace. Contemporary research has pinpointed that universities fail to sufficiently prepare their students in terms of professional knowledge and work-related skills. There is also a mismatch between the focus of academic programs and the demands and requirements from potential employers regarding graduates' performance. Drawing on the document analysis of the undergraduate English language/linguistics program descriptions of six distinct universities located across Vietnam, this study aims to explore the extent to which English-major students are empowered with employability skills. Findings show that the English language/linguistics curricula implemented at the universities under investigation still place too much emphasis on theoretical input at the expense of professional practice. Yet, they exhibit certain degrees of preparation for students' employability through the curricular integration of generic skills such as critical thinking, public speaking, presentation skills, communication skills and research skills. This study reiterates the significance of promoting work-related skills and strengthening university-industry partnerships in designing academic programs and providing English- major students with hands-on experience.

01:55PM - 02:25PM

Shifting to the Virtual EFL Classroom Amidst the COVID-19 Pandemic: University Students' Perception
Format : Oral Presentations (30 minutes)

Speakers

Anh Nguyen, Lecturer, University Of Languages And International Studies - Vietnam National University, Hanoi

The COVID-19 pandemic has propelled a sudden boom in online learning on an unprecedented scale. In Vietnam, since the detection of the first COVID-19 case in January 2020, the government has issued directives on the temporary closure of educational institutions nationwide on multiple occasions in response to the COVID-19 outbreaks, prompting an urgent shift from the traditional face-to-face classroom to the virtual classroom. Following suit, since February 2020, the University of Languages and International Studies (ULIS) has implemented e-learning with lectures delivered on streaming platforms such as Zoom, Microsoft Teams, together with the assistance of communication tools for classroom management such as Google Classroom and social media. This study aims at exploring students' perception regarding the English language courses conducted online, which are compulsory for first-year and second-year students at Faculty of English Language Teacher Education (FELTE), ULIS. The data were collected via a questionnaire consisting of Likert scale and open-ended questions distributed among over 200 students majoring in English language at FELTE, ULIS. The findings revealed multiple factors affecting students' satisfaction and dissatisfaction with virtual English language lessons, including convenience, learner motivation, technical issues, social interactions and delivery methods. Regardless of some constraints in online learning, the results indicated that students are growing accustomed to the virtual EFL classroom, which has become a necessity amidst the global pandemic.

01:55PM - 02:25PM

Continuing Professional Development as a Means of Mental Health Support in a Time of COVID
Format : Oral Presentations (30 minutes)

The dawn of the COVID-19 pandemic in January 2020 has affected nearly every sector of the global economy, the ELT industry not-withstanding. Viet Nam has been internationally praised for its preventative measures in precluding uncontainable community spread throughout the nation, much of this resulting from tam giao – or, the Three Teachings, which is deeply imbedded in Vietnamese culture. Yet, due to these preventative measures, and in particular that of quarantine and isolation, research has evidenced that psychological side-effects of these measures have included a spike in mental health concerns, including but not limited to post-traumatic stress, depression and anxiety. Mental health concerns are exacerbated in Viet Nam due to the lack of mental health services available to both local and foreign nationals within Viet Nam. Many in the educational sector in Viet Nam have expressed their own personal stories of mental health challenges to various news outlets. We suggest that through continuing professional development, while not a solution to everyone involved in the ELT industry in Viet Nam, does provide a means of mental health support in a time of COVID. As outlined in John Hattie's work Visible Learning for Teachers: Maximizing Impact on Learning (2012), teacher confidence indelibly effects learning in the classroom. We contest that through organizations' appeal to and provision of continued professional development for teachers and other members of staff is one solution to the ongoing mental health challenges educators in Viet Nam are facing during our time of COVID.

01:55PM - 02:25PM

Language Testing and Assessment at Secondary School in Nghe An Province
Format : Oral Presentations (30 minutes)

Speakers

Ha Le, Lecturer, Vinh University

It is noticeable that testing and assessment plays a significant role in language learning process, nevertheless, how to assess students' language ability seems to have challenged many teachers in secondary schools in Nghe An province. The article discusses the need of testing and assessment, formative and summative assessment, five criteria of a good test. This paper also mentions the documents regarding the issue of assessing young learners' language competence. Key words: testing, assessment, formative assessment, summative assessment, criteria, a good test

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01:55PM - 02:25PM

Flipping the English Language Classroom with a World-Class Mobile Micro-Learning Solution
Format : Oral Presentations (30 minutes)

Speakers

Hoang Nguyen, Founder, Director, Nomna Asia Pte Ltd

Flipping the ESL classroom has many potential benefits: - Allow learners to learn at their own pace and in their own preferred style - Expose learners to a diverse range of authentic materials - Increase learner's motivation - Leverage technology in assessment - Foster learner's autonomy - Save time and lessen workload for teachers during the face-to-face class However, challenges remain: - Contents production for e-learning portion requires teacher's time and skills - E-learning portion must be made engaging - E-learning environment rarely replicates the peer-to-peer and student-to-teacher interaction found in traditional classrooms. The author has created ESL contents on the mobile micro-learning platform Gnowbe and found it very suitable for the flipped ESL classroom mode. The key advantages offered by Gnowbe: - A mobile-friendly contents delivery and creation platform - Built upon sound psychological and pedagogical principles - Very friendly to contents creators. Creators can create and edit contents on his/her smartphone in seconds. - All forms of multimedia contents are accommodated, typically delivered in bite-size to reduce cognitive load - Learners and teachers are connected through virtual group communications tool - Assessment tools are available Coupled with suitable bite-size contents (which the Author will demonstrate), Gnowbe can be a great companion for the ESL teacher who wants to leverage the benefits of a flipped classroom.

From Testing to Active Student Learning: Vietnamese English as a Foreign Language (EFL) Teachers' Perception of Formative Assessment

01:55PM - 02:25PM

Pre-recorded Session

Format : Oral Presentations (30 minutes)

Speakers

Hong Anh Ma, Research Student, Victoria University, Melbourne, Australia

Assessment is integral to the teaching and learning process. The use of formative assessment and feedback for students is particularly conducive to language learning and teaching and is supportive of achieving language learning outcomes. However, in Vietnam, due to several factors such as large classroom size or insufficient in-class hours, Vietnamese language teachers used to place little emphasis on formative assessment. In recent years, Vietnamese teachers have re-evaluated the existing testing and assessment approaches: they start to recognize that constant feedback facilitates student-centred learning and promotes active learning. This qualitative study aims to examine the perceptions and in-class practices of formative assessment of Vietnamese EFL teachers in secondary schools, by means of semi-structured interviews with teachers, classroom audio recordings, and teacher reflective notes. The findings show that there is a shift of teachers' focus from summative to formative assessment to avarying degree. Participating teachers also acknowledge in-class formative assessment practices via a cyclic process, and their formative assessment techniques are summarized in an inventory. The role of formative assessment in linking student language and activities and therefore promoting active student learning in EFL classes is also discussed.

Dealing with the Students' Difficulties in Learning Vocabulary through Online Classroom

01:55PM - 02:25PM

Pre-recorded Session

Format : Poster (45 minutes)

Speakers

Dung Le, Teacher, Than Nhan Trung Secondary School

It is certain that vocabulary is central to language learning as well as teaching and is principal importance to a language learner. Students with poor vocabulary knowledge cannot well understand in details. However, there are some challenges of learning vocabulary, especially studying in distance education. This paper was to find out factors of students' difficulties in learning new words in engaging online classes. The research results are based on questionnaires collected from 44 students in grade 6 through a school year at Than Nhan Trung Secondary School in Bac Giang province. The findings of the study showed that some elements are claimed to be pronouncing the words, spelling, similarity of form between the word and other words. In addition, some suggestions of how to teach vocabulary effectively was clearly detailed in the implication for its better usage. Keywords: Vocabulary, online classes, difficulty

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Teaching English Writing Using Blendspace on Enhancing Student Performance among Cambodian High School Students

01:55PM - 02:25PM

Pre-recorded Session

Format : Oral Presentations (30 minutes)

Speakers

Sanhei Nhor, Lecturer And Vice President For Academic Affairs, The University Of Cambodia

This study aims to investigate the student performance on using blendspace for writing English learning. These were 11th graders who could not understand the grammar rules instantly and writing structures clearly amd effortlessly. The quantitative data collection method, descriptive statistics were applied to analyze the data from 100 high school students. The findings revealed that student performance was confident and improved by producing the correct content and structure of writing and students were ready to use blendspace in improving their writing practices. Cambodian students should realize that awareness may be the first step in accustoming English writing because the majority of English writers can be found in countries that the writing is the most important skill among the macro skills. Keywords: blendspace, performance, web-based technology, English writing

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Using Technology to Improve Learners' English Speaking Self-study

01:55PM - 02:25PM

Pre-recorded Session

Format : Oral Presentations (30 minutes)

Speakers

Trung Nguyen, Student, Hung Yen University Of Technology And Edcuation

Thao Thi Dang, Vice Dean, Hung Yen University Of Technology And Education

The goal of education is to achieve the development of learners' self-learning capacity (Ho & Crookall, 1995) so the concept of self-study has been widely researched around the world and applied in teaching practice to bring many benefits to learners (Ismail & Yusof, 2012). This study focuses on difficulties faced in English speaking self-study by

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the students and suggests some activities using technology to improve the effectiveness of English speaking self-study. The participants were 100 non – English major students. Data were collected through both surveys and interviews. And then, they were analyzed using descriptive qualitative and quantitative analysis. The results show that the students have problems with grammar, vocabulary, pronunciation, and learning resources. Some interesting English-speaking self-study activities and learning guidelines using technology are recommended to help them improve their English speaking skills.

01:55PM - 02:25PM

Pre-recorded Session

"Teacher, Speaking English Is Not That Difficult" - Get Your Student to Speak, Reflect And Shine Via Flipgrid
Format : Oral Presentations (30 minutes)

Speakers

Ho Trang, Lecturer, Đại Học Ngoại Ngữ, Đại Học Huế

How to motivate students to speak in the traditional classroom has always been a matter of fact for English teachers, particularly in large classes. The situation is believed to be more challenging when the Covid-19 pandemic has almost shifted the traditional classrooms onto the online ones. However, practicing speaking in the virtual classrooms tends to offer both teachers and students several benefits, especially students' self-reflection on their own performance. This study reports on the application of Flipgrid platform to get student to speak, reflect and shine in three online Speaking 2 classes. Firstly, students' perception on the application of Flipgrid was initially shaped, from which their speaking practice on Flipgrid would be described. Then students' reflection on their own performance would be qualitatively analysed to get more information of how they made use of Flipgrid to improve their speaking skill. Several pedagogical implications are made from the findings of the current study.

01:55PM - 02:25PM

Pre-recorded Session

"COVID-19 Is a War": A Study in the Light of Cognitive Linguistics
Format : Oral Presentations (30 minutes)

Speakers

Anh Nguyen, Lecturer, Vinh University

Anh Nguyen, Lecturer, Vinh University

Anh Dinh, Lecturer, Foreign Languages Department, Vinh University

First identified in December 2019 in Wuhan, China, the COVID-19 pandemic has violently expanded in a global scale and caused so much formidable damage and loses. Every single day, nations across the world register an alarming increasing number of new cases and deaths due to coronavirus, which arises insecurity, agony, and fear among societies. Hence, those severe and intense consequences have definitely affected the way people comprehend this pandemic and the language they utilize to describe it. In the light of cognitive linguistics, this study focuses on the recent emergence of conceptual metaphor "COVID-19 IS A WAR" through collecting and analyzing its linguistic manifestations found in articles published from prestigious Vietnamese and English e-newspapers during the first half 2021. The aim of this study is to explore further how similar and different the domain "COVID-19" are conceptualized, and its findings will contribute to strengthen the theory of cognitive linguistics, and benefit foreign language teaching and learning, and translation as well.

01:55PM - 02:25PM

Pre-recorded Session

Develop Critical Thinking for Second-Year English-Majored Students at Vinh University through Creating Podcasts
Format : Oral Presentations (30 minutes)

Speakers

Hang Nguyen, Lecturer, Vinh University

Critical thinking is one of the crucial skills for all students to succeed in real life, especially in academic performance, not only through helping students gain knowledge but above all through ensuring that they think effectively. It is a common course in college and university settings today. However, many students prefer to follow authority, do not question and rely on others to think without the ability to use higher order thinking skills. A great deal of research has shown the importance of critical thinking in teaching and learning languages over the last decades, but there has been little research on the development of critical thinking through creating podcasts. Therefore, a research conducted with second-year English-majored students at Vinh University aims to explore the effects of creating podcasts on improving critical thinking skills. The implementation of this method was carried out with several steps and meetings, combining group problem solving with technology. Students learned different and new things to interpret and analyze topics. The outcomes revealed that creating their own podcasts develops the critical thinking skills of the experimental group students in terms of thinking, negotiation and problem solving. Key words: critical thinking, podcasts, develop critical thinking, creating podcasts.

01:55PM - 02:25PM

Pre-recorded Session

Using Narrative Inquiry to Explore Assessment Identities of EFL Lecturers
Format : Oral Presentations (30 minutes)

Speakers

Bich Nguyen Dao, Head Of The Division, Faculty Of English, Hanoi National University Of Education

With a narrative theoretical framework, especially Clandinin and Connelly's (2000) three-dimensional space of narrative inquiry landscape and a conceptual framework of teacher assessment identity based on Looney et al.'s (2017) work-in-progress, this narrative inquiry study explores the construction of a Vietnamese university EFL teacher's assessment identity and its influence on her teaching and assessment practice. Data were collected as participants were invited to share about their testing and assessment history and practice, via the Tree of Life activity, which was adapted from the work of Ncube (2006) and semi-structured interviews following the narrative inquiry interview procedure. Findings from the study reconfirm the discontinuity nature as an attribute of teacher's identity and assessment identity while pinpointing the crucial role of the working environment and community of practice in the workplace in the construction of the teacher's assessment identity. The presentation concludes with the important implication for in-service teacher professional development.

01:55PM - 02:25PM

Pre-recorded Session

Autonomous Learning Levels of Students Majoring in Efl at the Tertiary Level

Format : Oral Presentations (30 minutes)

Speakers

Vo Minh, Lecturer, Department Of Foreign Languages, Vinh University

AUTONOMOUS LEARNING LEVELS OF STUDENTS MAJORING IN EFL AT THE TERTIARY LEVEL Abstract Autonomy is the ability to be responsible for what and how one learns in order to achieve better learning outcomes. Learner autonomy at tertiary level has been considered one of the decisive factors for academic success. This study attempts to examine factors affecting the autonomy levels of English-majored students at a university. A survey was conducted with 150 second year English majors to investigate mechanisms that regulate their self-directed learning. The results indicate that learner autonomy levels are linked to both teachers' and students' role. These include such aspects as learning styles, teaching methods, students' behaviors and learning environment. The study has highlighted the necessity to help learners build up autonomy. Some implications for teachers and students are also provided. Key words: autonomous learning, learner autonomy, self-directed learning, self-study

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01:55PM - 02:25PM

Pre-recorded Session

Factors Affecting Efl Students' Motivation in Online Learning: A Case Study

Format : Oral Presentations (30 minutes)

Speakers

Trang Bui, English Teacher, Elite Language House

Hang Trinh, Teacher, Joy English Center

Ngoc Nguyen, Lecturer, Hanoi University Of Industry

Motivation is deemed a crucial component of the learning process which contributes substantially to learners' academic achievement and therefore it is of increasing interest to researchers and teachers. Amidst the COVID-19 pandemic, as the worldwide education system has been transformed from face-to-face to virtual fashion, learners' motivation drew much greater attention. This paper aims to investigate factors affecting university students' motivation during online learning through a mixed method with the use of questionnaires and semi-structured interviews. After selecting participants with the random sampling method, the study surveyed 150 non-English majored freshmen at a public university in Hanoi to investigate their intrinsic and extrinsic motivation. Five participants were then randomly selected to take part in 15-minute semi-structured interviews in order to further explore all the factors of their motivation in online classes. The finding showed that learners were more motivated by extrinsic factors such as the new policies and classroom regulation established during pandemic time and customized learning environment. Furthermore, excitement to attempt new learning methods and desires to acquire new knowledge were reported to be intrinsically less significant to learners. The data also revealed that one of the most common issues demotivating learners in online learning was technical incompetence. Based on the results and discussion, the study suggested some recommendations for EFL teachers and institutions to greatly facilitate student's online learning. Key words: Covid 19, online learning, motivation, students' motivation

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01:55PM - 02:25PM

Pre-recorded Session

An Evaluation of the Textbook "International Integration And Job Orietation" for the Sophomore English Majors at Vinh University from the Perspective of Teachers And Students

Format : Oral Presentations (30 minutes)

Speakers

Pham Giang, Lecturer, Foreign Languages Department, Vinh University

Textbook evaluation has become a necessary on-going process of any teaching practice, seeking to promote teachers' awareness on the actual contents of a book and facilitate them to make necessary adaptations. The present study investigates the suitability of the textbook "International integration and job orientation" used for the sophomore English majors at Vinh university from the perspective of students and teachers. Data were collected through interview, observations and achievement tests. The results of the study suggest that the textbook showed its strengths in term of thematic content and a variety of language skills. However, to some extent, the textbook does not fulfill the course aims, appropriate methodology for potential professional activities. Based on the findings, the study offers recommendations on materials adaptation to remedy the weaknesses of the material so that the students can benefit more from this textbook in future courses.

01:55PM - 02:25PM

Pre-recorded Session

Effects of Extensive Listening on Learner Autonomy And Listening Fluency

Format : Oral Presentations (30 minutes)

Speakers

Le Binh, Lecturer, Vinh University

In the era of digital technology, English language learners seem to easily emerge themselves in an array of listening sources on a daily basis, which motivates the researcher to conduct a study on extensive listening. Sixty –nine English – majored sophomores in Vinh University were classified into high and low proficiency groups based on their general English listening pretests. Results were then collected and analyzed through a general English listening ability pre and post-test and interviews. After the 15-week extensive listening program, the test scores showed that the students' English listening ability was significantly improved. The findings from interviews indicated that beside some challenges in setting habits, there is a remarkable increase in their positive attitudes toward both listening and learner autonomy. As a result, it can be concluded that extensive listening enhances listening fluency and promotes learners to become more autonomous listeners, a vital component in English language proficiency.

01:55PM - 02:25PM

Enhancing First-Year English Major Students' Pronunciation by Using Tongue Twister Technique

Pre-recorded Session

Format : Poster (45 minutes)

Speakers

Phuong Nguyen, Division Leader, Hanoi Pedagogical University 2

Pronunciation is a core skill in teaching and learning English. However, it is not as much focused as other skills when students are in high school. When students enter university, they may encounter some difficulties in communicating with people in English due to their pronunciation. This research studied the effectiveness of using tongue twister technique in fostering the first-year English major students at a university in Vietnam. A combination of qualitative and quantitative was used with survey questionnaire, observation, and interview to find out how effective students' pronunciation skill would be with the tongue twister technique. The results reveal that participants not only improved their pronunciation skill but they also had an enjoyable time learning pronunciation with this technique. Keywords: Pronunciation, Tongue Twister

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01:55PM - 02:25PM

Pre-recorded Session

Enhancing First-Year English Major Students' Pronunciation by Using Tongue Twister Technique

Format : Poster (45 minutes)

Speakers

Phuong Nguyen, Division Leader, Hanoi Pedagogical University 2

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01:55PM - 02:25PM

Pre-recorded Session

Professional Development and Primary Teachers: Misconceptions and Solutions

Format : Poster (45 minutes)

Speakers

Anh Nguyen, Teacher Of English, Lang Son College Of Education

Huyen Le, English Teacher, Le Quy Don Gifted High School

To teachers or educators in general and teachers of English, in particular, professional development is essential to develop and enhance their skills and better satisfy students' requirement. The study is an attempt to explore how primary teachers of English perceive professional development. The authors surveyed twenty teachers in a remote mountainous area in the North of Vietnam and conducted in-depth interviews with two of them. It is suggested that many teachers cannot adequately understand the essence of professional development and ways to pursue professional development. They even equate the process with academic degree completion or certificate collection. In addition, because of the lack of Need Analysis survey, some current training programs may not embrace the subjects and skills desired by teachers such as those for teaching during Corona Virus Outbreak. Future training courses, in their opinion, should be localized to adapt to their local conditions, satisfy their real needs, e.g. detailed hand-on activities instead of general instructions, incorporate online teaching and be open to a small number of participants to ensure quality. Key words: professional development, primary teacher of English

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01:55PM - 02:25PM

Pre-recorded Session

Techniques for Enhancing Synchronous Interactions in Online Lessons

Format : Oral Presentations (30 minutes)

Speakers

Thao Nguyen, University Lecturer, Quangnam University

The Internet and technology have indeed made it possible to organize online classes to reach students from any location. A synchronous online lessons, which involves real-time teacher-student interaction, usually via video conferencing, has become a more and more popular type of teaching and learning. Video conferencing tools such as Google Meet and Zoom are usually amongst the first tools deployed for online courses. However, due to inevitable disadvantages of virtual classes, online interactions face considerable challenges. In fact, interaction takes an essential part in the English language teaching and learning process not only in face-to-face lessons but also in online ones. It refers to teacher-student interactions, student-student interactions, and student-content interactions. These three crucial components of interactions should be encouraged in order to ensure the effectiveness of the lessons. This paper is aimed to suggest techniques that teachers can develop to enhance synchronous interactions in online lessons. The three types of interactions can be achieved on the basics of adaptation of pedagogical principles used in face-to-face lessons and by the use of educational technology.

01:55PM - 02:25PM

Pre-recorded Session

Fostering Leaner Autonomy in Vocabulary Learning in EFL Classrooms at Level A2

Format : Oral Presentations (30 minutes)

Speakers

Phuc Nguyen, University Lecturer, University Of Languages And International Studies, VNU Hanoi

Vocabulary is a key component of language proficiency helping language learners to communicate effectively in both spoken and written forms. According to Wilkins (2004), while without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. In fact, vocabulary learning is more likely to be one of the biggest challenges to foreign language learners at low levels as it seems that they still depend on their teachers due to their limited learning autonomy. This action research aims at helping learners at level A2 to achieve better vocabulary learning outcomes with autonomous learning method instead of the traditional teacher-led approach. The research

was conducted with a group of 28 students at level A2 throughout a semester of 15 weeks at the University of Engineering and Technology, a university member of Vietnam National University, Hanoi. The vocabulary lessons followed the presentation, practice and production pattern in which the last two stages – practice and production provided opportunities for learners to use the target language more independently. Specifically, the teacher conducted a variety of activities in class as well as assigned tasks after each class to foster learners' vocabulary learning autonomy. The findings revealed that such in-class activities (making sentences, identifying key words in texts, dictation, and translation) and assigned tasks (sentence making, paragraph writing, online quiz on quizizz.com, and speech recording on flipgrid.com) proved their effectiveness in motivating learners' independence in learning vocabulary, which also helped enhance their learning outcomes.

01:55PM - 02:25PM

Pre-recorded Session

Applying Blended Learning in Teaching English 11

Format : Oral Presentations (30 minutes)

Speakers

Ngoc Vuong, Teacher, Duc Hop High School

In the current educational reform, the innovation of teaching methods is so important. At the school level, methodological innovation activities are also implemented and applied to each class and lesson. When teaching, teachers should always be aware of the task of innovating methods to form a sense of student's ability. However, teaching during class time has not met the needs of expanding knowledge or developing maximum self-study ability of students, nor has personalized learning for all students. Students in a group must absorb the same amount of knowledge at the same rate. Blended-Learning can address the limitations of traditional face-to-face learning. With this method, and provided with appropriate learning resources, students have a useful reference source, can access to the source anywhere with the internet, can practice at any time and at their own pace. Microsoft Teams is used as the platform for teachers to upload the sources and to access students, to train them and to test them in a convenient way. Quizlet, Kahoot, Quizziz are used as tools for designing knowledge gaining and testing, self-testing activities.

01:55PM - 02:25PM

Pre-recorded Session

The Appication of Quizizz yo Assess And Motivate High - School Students' Learning English

Format : Oral Presentations (30 minutes)

In this digital era, the use of technology in teaching can make students have fun learning. Moreover, it also increases students' engagement and motivation and accelerates learning. This six-week study of one hundred and twenty students in grade 12C3, 11A2, and 11A8 studying at Bac Lieu High School examined the improvement of learning English through a free game-based learning platform called Quizziz that can be created by teachers, and their colleagues. The aim was to find out, with a Pretest/Posttest design used in warm-up as well as consolidation of the periods, whether quizzes can be an effective tool for learning in an EFL environment. Numerous publications are dealing with the use of quizzes with concepts from different disciplines (Bälter, Enström, & Klingenberg, 2013; McDaniel, Wildman, & Anderson, 2012); however, this research takes it a step further because it is the first time that the effect of quizizz has been experimentally verified with English expressions, grammar structures and reading passages. The outcome of this research benefits teachers and supports long-term learning for students. In addition, a set of questionnaires was carried out on the students' opinions about their learning experience. The results of the research are the improvement of students to find out the motivation due to the friendly classroom, through game- based learning platform in the classroom, through interrelated skills, and rewards or compliments. Furthermore, the teacher easily gets to know the pros and cons of the students after the test or games through its reports.

01:55PM - 02:25PM

Pre-recorded Session

From EFL to ESP Teacher: Challenges And Opportunities in the Industry 4.0. A Case study in the South- East Asian Context.

Format : Oral Presentations (30 minutes)

Speakers

Tung Le, Lecturer, HCMC University Of Education

It is the fact that all undergraduate ELT programs in South-East Asian countries do not include any courses for ESP teaching training. The paradox, however, is that ESP courses, in South-East Asian context, may be considered as compulsory subjects conducted and taught mainly by EFL teachers insufficiently trained enough in those fields. Although there has been great emphasis on language learners' needs in ESP programs, those of teachers have been paid with little attention, particularly in the practicality of existent teacher-training programs. A plausible measure to such concerned phenomena is to implement ESP's required factors to curriculum designing of training courses for teachers of "general English" (Kennedy, 1983). The linguistic requirements for EFL teachers, who are obligated to finish training programs and perform in a practical role are to be analyzed. In other words, "impactful behaviors", "reflective practices" and "development of professional knowledge" (Thiessen, 2000) – the three key orientations should not be considered as mutually exclusive they all, since to some extent, are recognizable in current programs. It was suggested such courses were supposed to be designed with "multilevel models". This study was conducted through a survey of 20 South-East Asian EFL teachers teaching ESP at tertiary levels based on their background knowledge of ESP requirements and their actual competence in teaching this session. Responses indicated that the lack of fundamental knowledge of a specific field and low linguistic competence were two of the major issues EFL teachers were facing when teaching ESP at universities.

01:55PM - 02:25PM

Pre-recorded Session

SMALL: A Revolutionary Methodology for Young Language Learners? A Critical Look from EFL Teachers And Young Learners

Format : Oral Presentations (30 minutes)

Speakers

Tung Le, Lecturer, HCMC University Of Education

Giang Vo, Lecturer, Nguyen Tat Thanh University

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In the recent years, CALL (computer-assisted language learning) has proved its usefulness in language teaching and learning. There have been several suggestions to replace the letter C (computer) in that term to better describe other realistic strategies, particularly the term SMALL with the letter SM (social media) has been of great concerns from both educators and language learners. The present study aimed to explore both of the groups' attitudes towards language learning through social media and its role in their language learning experiences. The findings indicated that while the latter group regarded social media as a regular component of their foreign language learning experiences, the former group shared their concerns about the efficiency of its practicality. In the light of the results, it is suggested that teacher training programs should involve some components concerning how to employ social media as a means of fostering interaction and communication among learners.

01:55PM - 02:25PM

Pre-recorded Session

Using Mind Mapping to Teach Vocabulary to the Students at Vinh University

Format : Oral Presentations (30 minutes)

Speakers

Trang Tran, Lecturer, Vinh University

Mind mapping is known as a wonderful solution for memory and creativity. For many decades, since the day the famous author Tony Buzan created mind maps, there have been many more types of mind maps introduced. By reading the references by many authors, I realize that mind maps have been used very early in Vietnam in many subjects and different fields. However, the way that people use mind maps does not really promote all the benefits that this technique brings. This research aims at finding how to exploit this technique effectively and how efficiently this technique affects students' vocabulary learning. I am aware that most of my students have troubles with learning new words. They find it hard to remember and use words in specific situations. The research was conducted on twenty-four non-English majored sophomores at Vinh University. In this study, observation, which was carried out from the first to the last session of the program, is based on two criteria that are the students' understanding and engagement. In addition, all the mind maps made by students were collected and assessed. Besides, a semi-structured interview was applied at the end of the program to find out more about the students' attitudes toward using mind mapping technique. The results indicate that using mind maps can inspire and assists students improve the memory of vocabulary considerably. Last but not least, this article may be considered as a useful reference for the teachers of English and ESL / EFL classrooms.

01:55PM - 02:25PM

Pre-recorded Session

Impacts of Teacher Mindset And Well-Being on Teacher Motivation: A Case Study

Format : Oral Presentations (30 minutes)

Speakers

Thi Thom Thom Nguyen, Lecturer, ULIS - VNU Hanoi

Van Thi Binh, Lecturer, ULIS_VNU

Numerous studies have addressed what attitude, what approach, and what manner a teacher should adopt in a classroom so as to boost the motivation of learners and their learning outcomes. However, the issue of teacher motivation, with particular regards to teacher mindset and well-being has been under-presented. This presentation outlines a longitudinal research project investigating the correlation of these three factors in tertiary EFL classrooms. Using an engaged ethnography approach, we examined a particular case of a teacher of a content subject in English in a university. Our preliminary data analysis indicates that the teacher became aware of the factors and successfully shifted her performance from 'bad' into 'less bad". We argue that this positive shift was multi-factoral, yet it could be traced back to her improved wellbeing thanks to a wide range of mindfulness activities applied as pre-, while- and post-teaching techniques that the teacher employed. From this case, we further discuss and call for the audience's interest on this issue from multi-perspectives both inside and outside of the classroom contexts. We also suggest a toolkit that can help shift teacher mindset and boost teacher well-being for greater motivation and better performance.

01:55PM - 02:25PM

Pre-recorded Session

Teaching English during Covid-19: Gamification of Online Zoom-app with Quizziz from Teachers and Students' perspectives.

Format : Oral Presentations (30 minutes)

Speakers

Linh Le, Lecture, Đại Học Vinh

The ongoing pandemic caused by coronavirus disease 2019 (COVID-19) has enhanced the development of distance-learning apps such as Zoom, Google meets, Microsoft teams, Google classroom and so on. Zoom stands out as a very effective tool which has been gaining popularity all over the world. However, no matter how Zoom is functioned as a substitute for face-to-face lessons, teachers still find it struggle to deliver English lessons with full of joy and students' active engagement. This study focused on the use of Quizziz, an online environment for creating and joining gamified lessons, hosted by teacher through Zoom for warm-up and assess students' understanding. Data collected included zoom's recorded sessions, teachers and students' questionaires. The result shows that despite limitation of interaction between teachers and students through online platform, Quizizz still is effective and plays an important role in English language learning and teaching, especially when being conducted through Zoom. The study also indicates that teachers and students' perspectives towards Quizizz are positive.

01:55PM - 02:25PM

Pre-recorded Session

Using Online Education-Focused Platforms to Enhance Learners' Learning Outcomes

Format : Oral Presentations (30 minutes)

Speakers

Phuc Nguyen, University Lecturer, University Of Languages And International Studies, VNU Hanoi

Due to the Covid-19 pandemic, most teachers have switched to online teaching and applied numerous online platforms to enhance the lessons as well as learners' learning outcomes. This action research aims at investigating the effectiveness of two online education-focused platforms namely quizizz.com and flipgrid.com in motivating language learners, thereby fostering their language ability not only in virtual but also in face-to-face classrooms. The research was conducted with two groups of 25 students each at

level B1 throughout a semester of 15 weeks at the University of Engineering and Technology, a university member of Vietnam National University, Hanoi. This period involved both face-to-face classes and virtual ones during the lockdown time. Online quizzes on quizizz.com were used both in class and after each class for vocabulary teaching and reviewing whereas flipgrid.com was used for students' speech recording as home assignments. The findings revealed that those learning tools both proved their outstanding merits and effectiveness in motivating learners as well as improving their learning outcomes no matter how the lesson was delivered (online or in person). Specifically, 100% of the surveyed students were motivated and could benefit from those platforms. Among those, roughly 93% achieved better scores in the vocabulary tests and over 85% felt more confident in speaking, hence achieving better scores throughout the course. From this, the research addresses implications for English teachers to make use of those learning tools in their own classrooms.

01:55PM - 02:25PM

Pre-recorded Session

Audio-visual Aids to Teaching Slang Translation: A Case Study from Cognitive-semiotic Approach

Format : Oral Presentations (30 minutes)

Speakers

Ly Nguyen, Teacher, Nha Trang University

Slang is defined as a kind of highly informal language which is usually spoken rather than written, used especially by specific groups of people, according to the Cambridge Dictionary. This means that not every single target audience can immediately perceive those mostly connotative expressions without the support of audio-visual aids available in movies. This paper provides a case study of "Friends" TV show with Vietnamese subtitles to examining audio-visual aids in translating slang expressions. The paper analyzes both audio and visual realizations in the light of a cognitive-semiotic perspective to deal with slang expressions employed by characters in certain scenes in the movie. The theoretical framework, therefore, is built with the combination of Kress's (2010) social-semiotic theory and Fauconnier and Turner's (2002) conceptual integration theory. This applied linguistic approach is expected to contribute another perspective on slang translation in particular and on translation in general for teachers and students as well as translators as subtitlers.

01:55PM - 02:25PM

Pre-recorded Session

Using Vocabulary Pre-Teaching Activities to Improve Reading Comprehension Skills for English Majored at Vinh University

Format : Oral Presentations (30 minutes)

Speakers

Nguyen Luong, Teacher, Vinh University

The present research aimed at studying the effects of vocabulary pre-teaching activities on reading comprehension skills among English majored students at Vinh university. This experimental research involved 58 first year students, who were then divided into two groups, a control group and an experimental one. The data were collected from a reading pre-test, a reading posttest and semi-structure interviews. The findings revealed that students' reading comprehension was improved when vocabulary was pre- taught before reading. By assisting students related vocabulary using diferent activities instead of words translation, the teacher helped them not only guess the meaning but also improve their reading comprehension. The study also suggested some effective techniques and pedagogical implications in order to enhance EFL students' reading comprehension skills in Vietnam tertiary context

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01:55PM - 02:25PM

Pre-recorded Session

Oral Practice in Second Life

Format : Oral Presentations (30 minutes)

Speakers

Hoang Chi, Lecturer, University Of Languages And International Studies, VNU Hanoi

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 purpose around the world. Participants included 19 first-year university students whose level of English proficiency ranging 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 benefitted 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.

01:55PM - 02:25PM

Pre-recorded Session

Effectiveness of Using Online Game in English Language Learning in Secondary School

Format : Poster (45 minutes)

Speakers

Dung Le, Teacher, Than Nhan Trung Secondary School

With the integration of technology, online game has appeared as one of the most popular educational tendency. Engagement in online game gives an opportunity not only to experiment with studying language in fun way but also to enhance their English skills. However, it is true that the lack of digital devices may hamper students' learning in rural areas. This paper aims to evaluate the investigating the effect of online game in teaching English. The research chose two classes from grade 6 at Than Nhan Trung Secondary School in Bac Giang. Adopting the questionnaire, taking tests were conducted with 80 students from two groups. The experimental class (EC) was taught by using online game whereas the control class (CC) was taught without online game. The date collected was based on questionnaire survey and doing three tests which were

multiple choice questions. The score of control class (M= 8.48) was lower than the score of experimental class(M=9.01). The result showed that using online game makes notably better learners' improvement. Keywords: online game, effectiveness, language, learner

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01:55PM - 02:25PM

Pre-recorded Session

Impact of Student-to-Student Tutorials on Vocabulary Acquisition

Format : Oral Presentations (30 minutes)

Speakers

Hong Nguyen, Lecturer, Vinh University

This study aimed to investigate the impact of student-to-student tutorials on their vocabulary acquisition. A population of 35 students were involved in this study. At the beginning of each class, students were given about 10 minutes to have a tutorial with their classmates, in which one student took turn to work as a tutor and focused on key vocabulary words they had learnt in previous lessons. Their tutorials involved different activities, including discussions, presentations, games, quizzes, Q&A, etc. with the help of various teaching aids like projector, flash cards, pictures, learning apps, etc. The tutorials given by students were usually fun, relaxing and pressure-free. The researcher conducted pre- and post-tests to collect data on student acquisition of key vocabulary and found out that students could recognize, understand and define more vocabulary words in the post-test. Findings withdrawn from data analysis showed that the tutorials significantly helped improve students' vocabulary acquisition.

01:55PM - 02:25PM

Pre-recorded Session

Summative Assessment in Online English Classrooms: Preliminary Study on an Adapted Strategy in Covid- 19 Situation

Format : Oral Presentations (30 minutes)

Speakers

Thi Quynh Nhu Ho, Lecturer, Hue Industrial College

The covid-19 pandemic has a dramatic impact on education including English language teaching and learning worldwide. The current fourth coronavirus wave in Vietnam has caused traditional physical classrooms to shift into e-learning settings again while most language courses are coming to an end. This urges the institutions to apply online testing for the summative assessment. This paper briefly reports the premilitary results of the adaptation strategy of English language testing at a vocational college in Vietnam. The research employed both quantitative and qualitative methods involving the main use of document study, questionnaire survey and semi-structure interviews with English teachers and students at Hue Industrial College where online education has been undertaken on digital platforms due to the fourth waves of Covid-19. The triangulation of data collection instruments and sources of information helped to sort out important considerations taken into learning behaviors, teaching practices and curriculum design at vocational institutions. The outcome of this study enables the learners and teachers' readiness to test changes and classroom assessment as a response to the urgent demand originated from the current situation or possible coronavirus wave in Vietnam.

01:55PM - 02:25PM

Pre-recorded Session

Teachers And Students' Expectations for Language Development in EMI Course

Format : Oral Presentations (30 minutes)

Speakers

Huyen Nguyen, Lecturer, Nguyen Du College

English as a medium of instruction (EMI) refers to the teaching and learning of content or academic subjects in the English language in situations where English is not the majority language. This study aimed to investigate the expectations of both EFL university students and teachers for students' English development when taking part in EMI courses at university. The study involved 60 EMI students and 20 EMI teachers in the survey and interviews. The results showed that expectations for the development of English skills were considered the most important factor in the EMI course. In addition, teachers' pedagogy and affective attributes were subsequently rated as two important factorsin EMI course. From the findings, some educational implications are put forward in order to improve English teaching and learning situation in EMI course at universities in Vietnam. Key words: EMI course, expectations, students' competency, teachers' pedagogy, content

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01:55PM - 02:25PM

Pre-recorded Session

Perceptions of VNUK Lecturers And EAP Students in Using Google Classroom for EAP Writing Classroom - Case Study

Format : Oral Presentations (30 minutes)

Speakers

Duc Vo Duy, Lecturer, VNUK Institute For Research And Executive Education

Since the Covid 19 pandemic has been having a great impact on different aspects of life and the educational sector is not an exception. Hence, teaching EAP courses (English for Academic Purposes), which is regarded as an important part of equipping first-year students with essential academic knowledge and skills for further specialized courses, has moved forward to online teaching and learning platform (Google Classroom). This research investigates the perspectives of both lecturers and first-year students in VNUK in terms of using Google Classroom as teaching and learning EAP Writing skills. In order to obtain a comprehensive understanding of EAP teacher's and learners' perceptions towards this approach, this research is proposed to use a mixed method. Collecting 40 participants' writing papers to have further analysis, students' responses to questionnaires, and lecturers' answers to in-depth interviews are proposed to build up data collection for the research. Apart from that, this also reveals implications for English teaching and learning for EAP students as well as lecturers.

01:55PM - 02:25PM

Evaluating the Appropriateness of the Textbook Solutions Pre-Intermediate to the First Year Students,

University of Foreign Language Studies

Format : Oral Presentations (30 minutes)

Speakers

Ngoc Ha My Phan, Lecturer, University Of Foreign Language Studies

Textbook plays an essential role in the success of a course. Therefore, a comprehensive understanding of the appropriateness of a textbook in a course needs to be considered. The paper presents the study on the appropriateness of "Solutions, Pre intermediate to the first year students, University of Foreign Language Studies, The University of Danang. The study employed the quantitative approach with the survey as the main instrument. All participants of the research are the first year students who have completed their first year at university and have learnt English with the textbook "Solutions, Pre intermediate". As revealed from the research, the textbook is not very appropriate to students' level when the level of language used in the textbook does not increase over the units. In addition, students found it bored when they had to study the same book with a similar unit structure for two semesters. It is recommended that the Faculty of English needs to reconsider the use of this textbook and make some necessary changes for improvements.

01:55PM - 02:25PM

Pre-recorded Session

The Construction of Digital Foreign Language Teachers in the Era of COVID-19: A Case Study

Format : Oral Presentations (30 minutes)

Speakers

Duyen Le, Lecturer, University Of Languages And International Studies, Vietnam National University

The Covid-19 pandemic seems to shed a harsh light on every aspect of life and affects individuals from different disciplines, and teachers are not an exception. It is widely agreed that during the pandemic, teachers, like many others, have to learn to adapt and survive in their profession. One of the obvious changes that they need to deal with is to change from the face-to-face teaching mode to the online one, which has forced them to immigrate into the "digital world" with a lot of challenges (P rensky, 2001). Some might face the trend with fear and be reluctant to change. Some might see it as the opportunities for them to develop and thrive in the new land. This case study tries to explore the ways six foreign language teachers of different generations at a foreign language university in Vietnam construct their new position as emerging digital teachers in the new era of teaching. By employing narrative inquiries and semi-structured interviews, the study reveals interesting insights into the construction of digital teachers and the underlying factors affecting their readiness for the transition. Based on such findings, some recommendations are proposed to help meet the teacher training needs and to inform policy makers regarding teacher professional development in the era and post-era of Covid-19.

01:55PM - 02:25PM

Pre-recorded Session

Using Google Tools for Online Learning: Students' Perception

Format : Oral Presentations (30 minutes)

Speakers

Giang Hoang, Hanoi University Of Industry, Hanoi University Of Industry

Finding solutions for online teaching and testing during the pandemic is a topic of great interest to all people in society. This paper presents the results of a mixed-method study conducted at a university in Vietnam about student's perceptions of the effectiveness of Google tools in their learning during their English online course to cope with the pandemic. Data were collected from a survey questionnaire with 60 non- English majored students and in-depth interviews with 9 students from these two classes to analyze for patterns and themes. Interestingly, participants provided their personal perceptions and reactions to using the Google platform in general, and positive feedback and comparative opinions between the Google platform and previous experiences with other online tools. Therefore, it is suggested that using simple Google tools for teaching and learning is feasible during this time of pandemic and extremely effective that can reduce teacher workload and time, efforts. This presentation will provide useful and practical information for the audience using the author's experiences with her two successful classes using Google tools for both teaching and testing.

01:55PM - 02:25PM

Pre-recorded Session

Exploring Learner Needs And Fostering Learner Autonomy in A Virtual EFL Classroom Environment

Format : Oral Presentations (30 minutes)

Speakers

Yulia Tregubova, Teacher, British Council Vietnam

This paper addresses the importance of exploring the change of Vietnamese learner needs in the context of a virtual classroom environment in complementary education. It studies the adjustments that had to be made to teaching various age groups with the unanticipated transition from a conventional language centre to a virtual classroom environment. It places a particular emphasis on shifts in individual and whole class learning needs as a result of this new learning environment. Newly identified needs may vary depending on the associated digital and soft skills of an individual learner, and emphasis placed on self-directed learning prior to the shift online. Depending on learner age and existing skills sets, identified needs may vary – from basic awareness around effective online and self-directed learning through to complete autonomy. Ways of exploring these needs with the aim to create a more student-centred virtual classroom environment and to foster learner autonomy in the novel teaching context will be suggested. Rationale will also be provided for why language instruction in a virtual classroom environment tends to be more teacher-centred and therefore, focuses on the importance of developing student-centred approaches to online language teaching, including interaction patterns and task adaptation.

01:55PM - 02:25PM

Pre-recorded Session

Students' Perspectives on Different Types of Online Corrective Feedback

Format : Oral Presentations (30 minutes)

Speakers

Giang Nguyen, Lecturer, Hanoi National University Of Education

Thuy Pham, Lecturer, Hanoi National University Of Education

Giving feedback is an integral activity of teaching and learning in English language courses, especially English writing courses. Due to the effect of Covid-19 pandemic, teachers in educational institutions in Vietnam have used online corrective feedback instead of face-to-face feedback in their online writing classes. This paper explores the use of some specific types of online corrective feedback in an academic writing class with 33 second-year undergraduates in a university. The aim of this study is to have a better insight into students' attitudes towards online corrective feedback, their difficulties and expectation for online corrective feedback. To collect data for this study, a survey questionnaire will be used and interviews with the students will be conducted. The findings of the study could have significant pedagogical and practical implications for the teaching and learning. Firstly, teachers can decide whether they should combine online and face-to-face corrective feedback in face-to-face writing classes when the pandemic is over. Secondly, the findings of the study could provide teachers with necessary suggestions so that they could have some appropriate adjustment in using online corrective feedback in the next online writing classes when the pandemic has not been under control. Key words: corrective feedback, online corrective feedback, academic writing

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01:55PM - 02:25PM

Pre-recorded Session

Exploring Translanguaging Practices in Primary and Secondary Schools in Vietnam
Format : Oral Presentations (30 minutes)

Speakers

Tran Kieu Hanh, Lecturer, VNU-University Of Languages And International Studies

Canh Le, Senior Lecture, ULIS Vietnam National University, Hanoi (DHNN-DHQGHN)

Mary Wong, Professor, Interim Associate Dean, Azusa Pacific University

Nha Vu, Dean, University Of Languages And International Studies-VNU

Dongping Zheng, Associate Professor , University Of Hawaii

This presentation is based on a translanguaging project sponsored by the Regional English Language Office, the U.S. Embassy in Hanoi, the U.S. Department of States, the National Foreign Language Project, and the Ministry of Education and Training of Vietnam. The multinational team of two English Language Specialists and three Vietnamese educators report on a three-volume booklet they created that supports sound pedagogical design and practices of translanguaging in primary and secondary schools in Vietnam. The team frames translanguaging pedagogy in terms of a theoretical stance, design-based solutions, and an action research agenda. Concerns regarding translanguaging found among Vietnamese teachers who the team interviewed include: A theoretical understanding of L1 use in English as Additional Language (EAL) classrooms and the appropriate use and amount of L1 in English classrooms for both teachers and students. Tran Kieu Hanh, the moderator, will introduce the project and panel. Then Dr. Canh LE provides a theoretical framework of translanguaging contextualized for Vietnam, followed by Q&A. Examples of translanguaging at the primary and secondary levels are then provided by Dr. Nha Vu and Zheng, followed by Q&A. Finally, Dr. Wong presents how action research can support translanguaging, followed by a final wrap up and Q&A session to conclude the session.

01:55PM - 02:25PM

Pre-recorded Session

Students Perceptions of Online Language Assessment
Format : Oral Presentations (30 minutes)

Speakers

Nha Vu, Dean, University Of Languages And International Studies-VNU

Covid-19 pandamic in Vietnam has made learning online as the only option to sustain learning since May 2021. However, many institutions are reluctant to implement online assessment with concerns about inadequate technology, users' practices, and formal regulations. Drawing on the theories of perception research and online assessment, this presentation presented findings from a survey questionnaire with 568 universities students who took an online English test. It is hoped to show the students' challenges and attitudes toward online assessment.

01:55PM - 02:25PM

Pre-recorded Session

The Situation of Using Cooperative Activities in Teaching And Learning Speaking Skill for The 2nd Year Non- English Major Students at Hung Yen University of Technology And Education And Some Suggestions
Format : Oral Presentations (30 minutes)

Speakers

Van Nguyen, Teacher, Hung Yen University O Technology And Education

Abstract Cooperative learning is undeniably beneficial for any learners of a foreign language. With cooperative activities, the teaching and learning of the speaking skill can be positively and productively promoted. Peer interaction, is therefore, essential to the development of language in learners. Aiming at bringing cooperative learning into the language classrooms and by employing questionnaires and classroom observation as two main means of collecting data, this study investigates the situation of using cooperative activities in teaching and learning speaking skill for the 2nd year non- English major students at Hung Yen university of Technology and Education. At the same time, it attempts to provide some practical suggestions on using cooperative activities in speaking lessons. The study is expected to contribute to making speaking activities more successful in the speaking class of the 2nd year non- English major students at Hung Yen university of Technology and Education.

01:55PM - 02:25PM

Pre-recorded Session

Develop Students' Ability of Self-Directed, Self-Regulated Learning And Collaborative Learning for Online Environment
Format : Oral Presentations (30 minutes)

Giang Hoang, Hanoi University Of Industry, Hanoi University Of Industry

The COVID-19 pandemic has had a significant impact on students' learning possibilities all over the world. Finding solutions for online teaching during the pandemic is a topic of great interest to all educators because they confront significant hurdles in shifting their teaching techniques from a concentration on face-to-face learning to an online/technology-mediated learning environment. This presentation shows the findings of a mixed-method study done at a Vietnamese university with the goal of identifying strategies to develop self-directed learning, self-regulated learning and collaborative learning for an online environment to prepare students in case of unforeseeable future events. Data collected from documentation and in-depth interviews with 5 teachers and 20 students have been analyzed for patterns and themes. The results indicate that this crisis first has shown a wide range of benefits as well as flaws in online learning and teaching at the present time. Second, engaging learners to engage deeply in various types of online learning activities as self-managed, self-directed, and self-regulated has never been more vital than now.

01:55PM - 02:25PM

Pre-recorded Session

The Relationship between Language Anxiety And Speaking Performance among Efl Students in Secondary School

Format : Oral Presentations (30 minutes)

Speakers

Hanh Le, Lecturer-Head Of ESP Section, Vinh University

Hang Le, Giao Vien, Truong THCS Quynh Chau - Quynh Luu - Nghe An

ABSTRACT This study aimed at investigating the relationship between EFL secondary students' anxiety levels and speaking performances. The questionnaire, a modified version of FLCAS (Horwitz et al., 1986) was administered to 300 EFL secondary students in a secondary school in Nghe An province in Vietnam. The follow-up interviews and classroom observations were conducted in order to gauge deeper understanding of the research problem. The results revealed that EFL secondary students had moderate level of anxiety. The highest provoking causes of students' anxiety were worrying about making mistakes, feeling unconfident during speaking performances and fear of negative judgment from both peers and teachers. The analyses of the variables related to foreign language anxiety revealed a significant negative correlation between students' foreign language anxiety levels and speaking scores. The study suggested a number of pedagogical strategies to reduce the negative effects of anxiety with a view to improving EFL students' speaking skills Keywords: Language anxiety, speaking performance, secondary students, levels of anxiety

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01:55PM - 02:25PM

Pre-recorded Session

Communicative Activities for Listening Skills

Format : Oral Presentations (30 minutes)

Speakers

Thanh Thanh Nguyen, Lecturer, Phu Xuan University

This research paper is an investigation into the teaching listening skills to grade 10 students at some high schools in Hue. It particularly aim to : (1) enhance the awareness of both teachers and students about the necessity of communicative activities for listening class, (2)find out what common activities are used in listening periods, (3) discover the problems encountered by teachers and students when teaching and learning listening using communicative activities as well as identify some solutions to make the situation better. The data for this project is collected from class observations, questionnaires and interviews. Questionnaires are distributed to 120 students and 12 teachers while in-depth interviews are conducted with 5 teachers and 10 students. The findings show that communicative listening activities have been applying to some extent. Both teachers and students are aware of the importance of those activities since they gain many benefits from them. However, there remain some subjective problems and objective ones during the implementation of communicative activities. Basing on the difficulties faced by both teachers and students, the researcher makes some suggestions to better communicative activities in the teaching and learning listening skills. Keywords: communicative, listening skills

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01:55PM - 02:25PM

Pre-recorded Session

Using News Broadcast as a Simulation Activity in Speaking Skill

Format : Oral Presentations (30 minutes)

Speakers

Quynh Mai, Lecturer, University Of Languages And International Studies,Vietnam National University

This presentation aims to provide a suggested model for the use of simulation in a speaking class of second year students majoring in English. In this activity, students work in groups to research current events, choose news stories to report, prepare and revise scripts and then simulate news presenters to broadcast the news stories. The evaluation of this activity is conducted based on the qualitative approach to measure the level of engagement students have during the process. This presentation is concluded with some recommendations for the effective use of this activity in a speaking class.

01:55PM - 02:25PM

Pre-recorded Session

Game-based Learning in Learning English in Secondary School

Format : Oral Presentations (30 minutes)

Speakers

Cam Huong Nguyen, English Teacher, Tran Danh Ninh Secondary School

There are many various ways of learning English effectively .Game-based learning is such a useful method. In stead of doing homework and tasks in textbook or workbook, you can design these tasks as funny games such as board games , puzzles or flashcards . The purpose of studying English through games encourages students to be more active and creative. Through the English games, Teacher can send "messages" to the students so that they can get them more easily. With clear orientation about purposes o

f using the games in specific situation, the Teacher will give the comfortable atmosphere in studying language to learners . Later on, Teachers will link these games to the related lessons so that the students feel free in approaching this language. In summary, learning English through games helps students be more excited and approachable.

01:55PM - 02:25PM

Pre-recorded Session

The Perceptions of Pre-Service And In-Service Teachers Regarding a Project-Based Approach to Teaching English at Vinh University

Format : Oral Presentations (30 minutes)

Speakers

Hang Nguyen, Lecturer, Vinh University

Project-Based Learning (PBL) has been the leading instructional methodology used by most of the top educational systems in the world. However, it remains unclear how Vinh University pre-service and in-service teachers understand PBL. The purpose of this study is to explore pre-service and in-service teachers' perceptions in adopting a Project-based learning approach to teaching English at Vinh University. The sample consists of 10 in-service and 10 pre-service teachers from Foreign Languages Department at Vinh University. Interviews and surveys were conducted with participants. The results of this research showed that twenty teachers understand PBL through the genuine works and their experiences with the PBL execution. The results of the research also revealed the need of careful preparation for PBL and proposed what fields English teachers should concentrate on when preparing students for PBL stages. It is considered that findings of this study would improve students' motivations and equip teachers with necessary skills to successfully implement PBL. Keywords: In-service teachers' perceptions, Project-based learning, Pre-service teachers, In-service teachers, Pre-service teachers' perceptions

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01:55PM - 02:25PM

Pre-recorded Session

Proposed Activities to Make Writing Lessons Appealing And Effective for English Major First-Year University Students

Format : Oral Presentations (30 minutes)

Speakers

Tuong Nguyen, Lecturer, Vinh University

After many years of teaching English to the English major first-year university students, I discover that among four foundation language skills (reading, writing, listening, and speaking), students tend to perform the poorest on writing. It is because those other skills are more often used in casual communication and bring much more interest than writing does in students' early years of learning English. Hence, they become further unmotivated to improve their writing skills. This poses as a great obstacle for English teachers to encourage their first-years students who often lack to focus more on writing. On the other hand, teachers themselves find it challenging to teach writing skills effectively due to the tediousness and the creativity of the subject, as well as the limited lesson time and large class size. This research aims to find methods that make first- year students become more engaged and competent in writing English through various extra exercises, effective correction methods, and writing games. In spite of different teaching objectives and situations, teachers can then create appropriate activities to make writing lessons more appealing and productive.

01:55PM - 02:25PM

Pre-recorded Session

Applying Peer Review Checklist to Improve Efl University Students' Writing Skills

Format : Oral Presentations (30 minutes)

Speakers

Bui Tinh, Lecturer And Secretary Of Foreign Languages Faculty's HCM Communist Youth Union , Dong Thap University

English writing skill has emerged as an indispensible EFL course of higher education curricula in Vietnam. A variety of existing literature proves using peer review checklist as an effective tool to develop students' writing skill . However, it falls short such a tool to help non-English major students to foster their writing skills in Vietnamese higher education. Therefore, this study aims to dig out a measure to improve the students' email writing skills by means of using peer review checklist. The study was conducted with the participation of fifty night non-English major students in a university in the Mekong Delta. To gain the study'aim, the tools of pretest-posttest, questionnaire and interviews were employed to collect data, which were then quantitatively and qualitatively analysed. The findings revealed that students utilizing peer review checklist performed better in terms of fulfilling the task, organizing paragraphs and using vocabulary. The results also indicated that students were highly motivated and interested in English writing classroom by using peer review checklist. On the basis of the findings, the use of peer review checklist in writing classes was recommended for non – English major students.

01:55PM - 02:25PM

Pre-recorded Session

Teacher's Roles in the Online Teaching Process

Format : Oral Presentations (30 minutes)

Speakers

Nhu Nguyen, Lecturer, The University Of Information Technology (UIT) - Vietnam National University HCMC

Internet has particularly revolutionized the teaching and learning process as the spread of the Coronavirus 19 (COVID-19) pandemic has brought the disruptions to education across the world. Vietnam is not an exception. The lockdowns in response to COVID-19 have interrupted conventional schooling with nationwide school closures. Face-to- face teaching and learning turns into online process which leads to significant changes in teacher's roles. Such demands of online teaching and learning during the pandemic crisis push teachers to raise intensive awareness of their roles as implementing this kind of teaching. Thus, this research is tremendously significant as online learning is a trend of education now. Apart from online teacher's challenges, this study intended to identify changes in teachers' roles towards the online teaching process during the COVID-19 pandemic. The study also examined the most important role that online teacher should play in the online teaching process. This research used a qualitative approach because the researcher describes teacher's roles towardss online teaching. The participants were 15 English teachers in the University of Information Technology. To achieve the aim, the study utilized a questionnaire including 12 open-minded items. The research findings revealed 8 dominant roles to the online teachers: researcher,

content facilitator, assessor, adviser, process facilitator, manager, designer, technologist. Meanwhile, content facilitator is agreed to be the most prominent role for the online teacher. Hence, this study concludes that online teacher plays a lot of roles in the teaching process in which content facilitator is highlighted.

01:55PM - 02:25PM

Pre-recorded Session

An Investigation into Revision Habits When Writing of Teachers and Learners of English Language

Format : Poster (45 minutes)

Speakers

Thi Minh Ngoc Phung, Lecturer, University Of Languages And International Studies, VNU Hanoi

Writing, whether in a native or foreign language, is always a complicated process. As regards writing as the subject of research, there are two popular approaches to this domain of language learning, namely product and process approach. Product approach prioritizes accuracy of language by looking at the writing as the final product. On the other hand, process approach supports the idea that writing consists more than just a collection of words. It should be seen as a dynamic activity involving different processes. Such difference in the view of writing brings about the variety in research in writing. Recently, the shift in the perception of writing from a product approach to a process approach has directed scholars' interest to the exploration of things happening around writing process. Among different composing strategies, revision receives much investigation from the researchers, especially those from Second Language Acquisition community. This sub-skill of writing, which is believed to take place for the improvement of writer's writing, not only refers to editing between drafts but also covers changes made any time in the writing process. Such prevalence of this phenomenon generates inspiration for the conduction of this study which is named 'An Investigation into Revision Habits When Writing of Teachers and Learners of English Language'. Through the analysis of revision, whether surface or text-based changes, made by English teachers and students, the author continues to come up with some implications for teaching writing.

01:55PM - 02:25PM

Pre-recorded Session

Assessing Speaking in Language Teaching: Issues and Considerations

Format : Oral Presentations (30 minutes)

Speakers

Phuong Cao, Lecturer, Vinh University

Assessing speaking abilities is crucial in language education since speaking is one of the core language skills, and teachers need to provide feedback to learners and structure their teaching accordingly However, assessing EFL learner's speaking proficiency has always been a challenge, especially in contexts where the examiner/teacher is not a native speaker. Speaking is seen by many teachers as the most difficult of the four language skills to assess. This study looks at the challenges teachers may encounter in the process of assessing their students' speaking abilities and issues that surround EFL speaking assessment. It also considers implications for language teaching practitioners and provides some guidelines to design and deploy relevant speaking tests and tools for EFL learners. Keywords: speaking ability, speaking skill, language assessment, speaking assessment, language testing

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01:55PM - 02:25PM

Pre-recorded Session

The Correlation between Motivation and English Language Achievement of Non-English Majored Students in Vinh University

Format : Oral Presentations (30 minutes)

Speakers

Minh Ngoc Nguyen, Staff, Vinh University

It is common knowledge that motivation exerts a crucial impact on language learning achievement. Existing literature has pointed out that ESL/EFL learners can achieve high scores if they are motivated appropriately, either instrumentally or integratively. Nonetheless, little has been done about the influence of these motivational variables on non-English majored students in an EFL setting. This paper aims to shed light on the correlation between the two primary types of motivation and non-English majors' EFL achievements, thereby giving suggestions on how to motivate them to learn English. The data obtained from a questionnaire-based survey of 150 non-English majors at Vinh University was analyzed by Pearson Product Moment in the program of Statistical Product and Services Solutions (SPSS). The results show that there was a positively significant correlation between intrinsic motivation and non-English majored students' language learning achievement while there was no correlation between students with extrinsic motivation and their English proficiency achievement.

01:55PM - 02:25PM

Pre-recorded Session

EFL learners' Perceptions Towards the Activity of Newspaper Collection for Enhancing Vocabulary: A Case Study

Format : Oral Presentations (30 minutes)

Speakers

Yen Nguyen, Lecturer, University Of Languages And International Studies, VNU Hanoi

Due to the outbreak of Covid-19 and for the community safety, an increasing number of Vietnamese tertiary institutions are moving to online classes. This situation witnesses great demotivation among students, thus a decrease in academic performance. As a result, educators are required to plan initiatives to not only improve the motivation of learners but also ensure the academic quality. This paper aims to reveal the pros and cons of bilingual newspaper collection activity as a tool to update news for entertainment and at the same time enhance students' vocabulary for eleven weeks. Students were guided to collect bilingual newspaper pieces as a means to update news and learn vocabulary also. The research findings showed positive perception from the students toward the activity of bilingual newspaper collection in learning vocabulary.

01:55PM - 02:25PM

A Utilization of Four Ways to Help Mountainous and Provincial-Area Students Improve IELTS Academic Writing Skill

Format : Oral Presentations (30 minutes)

Speakers

Khon Chau, Lecturer, An Giang University

Soryaly Chau, Lecturer, An Giang University

Thuy Ha, Teacher, An Chau Secondary School

Mai Nguyen, Lecturer, An Giang University

In the regard of learning English, particularly IELTS, writing skill is one of challenges facing Vietnamese students, especially mountainous and provincial-area students. It is evident that many previous researches also presented various teaching methods as well as experience in teaching English writing skill from the basic to advanced level, such as writing as a process or writing as a communicative skill discussed and written by some scholars like Badger and White (2000), Harmer (2004), and Seow (2000), or a combination of reading and writing skill (Nation, 2008). In this paper, the authors aim to share a personal experience of how to help learners improve IELTS academic writing skill through the four specific ways, including translation, reading from English books, reading from English journal articles, and rewriting by imitation. Findings of the paper also show a significant reflection by different groups of students who have been studied through this certain method that might continuously motivate EFL teachers to consider their teaching more effectively in the future.

01:55PM - 02:25PM

Using Prior Knowledge Activation to Improve Reading Comprehension Skills for English Majored at Vinh University

Format : Oral Presentations (30 minutes)

Speakers

Nguyen Luong, Teacher, Vinh University

The present research aimed at studying the effects of prior knowledge activation strategy on reading comprehension skills among English majored students at Vinh university. This experimental research involved 64 first year students, who were then divided into two groups, a control group and an experimental one. The data were collected from a reading pre-test, a reading posttest and semi-structure interviews. The findings revealed that students' reading comprehension was improved when their relevant prior knowledge was activated before reading. By assisting students to recall knowledge needed for a given text, the teacher helped them not only strengthen knowledge connection, recall related vocabulary but also enable meaning guessing. The study also suggested some effective techniques and pedagogical implications in order to enhance EFL students' reading comprehension skills in Vietnam tertiary context

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01:55PM - 02:25PM

Teachers' And Students' Perception about the Medical English Program at Hai Phong University of Medicine And Pharmacy

Format : Oral Presentations (30 minutes)

Speakers

Hoa Tran, Vice-head Of Foreign Language Department, Hai Phong University Of Medicine And Pharmacy

The innovative content-based Medical English Program has been applied at Hai Phong University of Medicine and Pharmacy since the academic year 2018-2019. This is a part of the Health Professional Education and Training for Health System Reforms Project (HPET). It is "innovative" in the sense that it is the first time the syllabus of our university's medical English program has been aligned with the content subjects that medical students study with their content teachers. This study is conducted to initially evaluate the results of this content-based Medical English Program. The research method is a questionnaire survey among 353 second-year students who have just completed a content-based medical English course. Another survey is conducted among 10 lecturers from English Department who have just finished teaching this course. The results show that the students and the lecturers have positive comments on the innovative content-based Medical English Program in terms of training needs, learning objectives, assessment format, teaching materials and teaching activities.

01:55PM - 02:25PM

Useful Activities for Language Teachers' Communities of Practice

Format : Oral Presentations (30 minutes)

Speakers

Nguyen Nga, English Language Teacher, University Of Language And International Studies

Viet Khoa, Lecturer, University Of Languages And International Studies, VNU Hanoi

Hanh Nguyen, Lecturer, Hanoi University Of Industry

Quyet Nguyen, Principal Lecturer, Vice Dean, Vinh University

Linh Tran, Head Of Department Of Research And Project Development, SEAMEO RETRAC

Yen Tran, Head Of Division, Vinh University

Communities of Practice (CoPs), groups of people who share a concern or a passion for something they do and learn how to do it better when they interact with each other regularly, have been considered an effective form of professional development. This paper describes the most common approaches and methods that Vietnamese language teachers can use within their CoPs. These fall under the categories of peer mentoring, lecturer-led activities, and collaborative action research. Step-by-step procedures for these activities are provided along with guidelines for coaching, which are accompanied by language supports. This is to assist language teachers practicing their own English language skills through meaningful interactions with their colleagues and at the same time develop meaningful and professional relationships in a specific and personalized setting.

Common Errors in Norminal Substitution Made by Efl Students at Vinh University

Format : Oral Presentations (30 minutes)

Speakers

Vu Thi Huong, Vinh University, Vinh University

Since the Vietnamese and English languages have very distinct grammar systems, while learning English, Vietnamese EFL students may encounter plenty of difficulties while. One of the aspects that commonly confuses learners is the use of substitution.. It has been recorded that many students make mistakes in using substitution, especially, the nominal substitution. The purpose of this study is, therefore, to identify the common errors made by EFL Vietnamese students at Vinh University. The research also aims to diagnose the causes of errors, based on which suggestions for teaching this cohesive device to Vietnamese students were made.

A Study on the Use of flipped Classroom Model in Teaching a Theoretical Subject To English Linguistic Students at Vinh University

Format : Oral Presentations (30 minutes)

Speakers

Tan Le, Lecture, Vinh University

ABSTRACT Teaching theoretical subjects in English to English linguistics students at Vinh University is challenging. Since the English level of students in these classes is various and the background knowledge of students is not profound enough that creates many difficulties for teachers and students in teaching and learning academic subjects. This study set out to describe the implementation of applying flipped classroom model in teaching a theoretical subject, namely "project planning and management" in English to English linguistics students at Vinh University and explore how it influences student's learning autonomy and academic results. A total of 130 students participated in this study in 3 months. All participants were randomly divided into 2 groups, the control group, and the experimental group. Quantitative and qualitative research approaches were used in this study. In terms of methodology, reliable data were provided after mid-term tests, final tests, and surveys. Class observations were also conducted to collect data. Findings of the study indicated that students in the experimental group performed slightly better in mid-term tests and final tests, and they spent more time at home reading materials that were not required by teachers. Based on the findings of the study, some discussions and suggestions were also provided. Key words: flipped classroom model, teaching theoretical subjects, EFL, learner autonomy, academic results.

Learner Autonomy, Motivation And English Speaking Proficiency: A Study among Efl Univerity Students.

Format : Oral Presentations (30 minutes)

Speakers

Ngoc Nguyen, Assistant Lecturer, Vinh University

It is commonly undeniable that autonomy and motivation exert crucial impacts on language learning proficiency. Despite a reasonably substantial literature on motivation and autonomy in language learning achievement, literature published on the correlation between the learners' autonomy, motivation and their English speaking proficiency still remains insufficiently explored. This paper aimed to present the relationship between learners' autonomy, motivation and their English speaking proficiency of Nghe Anuniversity students. Questionnaires were administered to 200 EFL university students to examine their autonomy and motivation in practicing speaking skill. Then it was compared to the results of the proficiency test including Speaking, Listening, Reading and Writing skills to determine the degree of correlation between learners' autonomy, motivation and their English speaking proficiency. The analysis of the obtained results showed that learners with lower speaking grades reported themselves are less autonomous when compared to higher proficiency learners of English. Similarly, the data also indicated a positive relationship between learners' higher speaking grades and greater motivation level. The desirable endpoint should be some kinds of modification on the curriculum of language teaching in terms of the development of learner autonomy and motivation.

A Case Study of Opportunities and Challenges of Implementing English-Medium Instruction (EMI) in Non-Major Programs

Format : Oral Presentations (30 minutes)

Speakers

Soryaly Chau, Lecturer, An Giang University

Chan Hum, PhD Student, National University Of Battambang

Kai LO, Chair Professor Of Social Research; Associate Vice President (Assessment); Associate Vice President (Graduate Studies); Dean, Graduate School; Co-Director, Assessment Research Centre; Co- Director, Centre For Special Educational Needs And Inclusive Edu, The Education University Of Hong Kong

Implementing EMI has been popular in global policy on higher education (Altbach et al., 2009; Doiz, Lasagabaster, & Sie rra, 2013, Kirkpatric, 2016; Mok, 2007; Watchter & Maiworm, 2008). The increase of EMI has been pacing with the international education trends and internationalizing institutions to offer international education programs. The implementation has been different in all nations, universities, programs and curriculum. The differences concern mostly the contextual features, diverse policies, and political environment (Kirkpatrick, 2016). This issue shares similar case in Asian context like Hong Kong's universities (Li, 2013a; Gu, 2015). EMI in Vietnam has been centralized by the government (MOET, 2008). Although the Vietnamese government projects establish EMI through providing intensive course on English teaching in all higher education institutions (HEIs) by 2020, Le (2012) and Quyen and Yen (2019) contended that challenging factors of implementing EMI include a lack of teacher language proficiency and experience in teaching method, or a lack of clear guideline when matching with the syllabus and program to local resources (Tri & Moskovky, 2019). This study is carried in responses to a call by Kirkpatrick (2016) and some in Vietnam (Quyen & Yen, 2019; Tri & Moskovsky, 2019). Qualitive method is used to explore opportunities and challenges

of EMI in a non-major undergraduate program. The data will be collected through in-depth interviews with 10 key informants including vice-rector, faculty deans/vice-deans, and lecturers/teachers and document analysis. The expected findings will be used to discuss the issues of EMI in the research focus.

01:55PM - 02:25PM

Pre-recorded Session

The Effects of a Professional Development Program on Teachers' Beliefs and Their Classroom Practices

Format : Oral Presentations (30 minutes)

Speakers

Huong Dang, Dean, Thai Nguyen University School Of Foreign Languages

Le Hang, Teacher, Truong Ngoai Ngu - Đai Hoc Thai Nguyen

This paper is aimed to review prior empirical studies concerning the effects of a professional development program (PD) on teachers' beliefs about ELT and their classroom teaching practices to raise the ignored and minimally addressed issues that could provide avenues for the future research in Vietnam. 20 published journal articles and dissertations were cautiously refined for "systematic reviews" that were employed as the only technique for a source of data in this inquiry. Findings from these studies indicated that teachers' pedagogical beliefs and class teaching were found a development or a change in a wide range of studies, whereas no or little impact on teachers' beliefs and their instructional practices as a result of teacher PD programs were uncovered in other research projects. Specially, most of the reviewed studies revealed certain limitations. First, many of the studies that examined teachers' beliefs and their instructional practices are methodologically limited. Second, some researchers conducted a case study with only one teacher for data collection, which would be hard to generalize their findings. Thirdly, that a great amount of research carried out an investigation into the impact of a professional development on only teachers' beliefs or teachers' instructional practices produces an unnatural separation. Finally, few research projects have been carried out to evaluate the impact of a PD program on the beliefs of English language teachers and their teaching practices, especially those at secondary schools in Vietnam.

01:55PM - 02:25PM

Pre-recorded Session

How to Promote Interaction of Online Teaching in Vietnamese contexts

Format : Oral Presentations (30 minutes)

Speakers

Ngoc Nguyen Thi , Lecturer, University Of Economics Ho Chi Minh City

How to Promote Interaction of Online Teaching in Vietnamese contexts Abstract University of Economics, HCM City has transformed from the traditional classroom into blended learning which combines both teaching in the classroom and online teaching. More importantly, because of the covid pandemic, online teaching is applied to any educational institutions. The aim of the research is to promote the students' interaction in online teaching at the university. The three kinds of interaction involves the interaction between the students and the content of the course, the interaction between the teacher and the students and the interaction between the students. The study has been conducted for two semesters including 120 hours with the participation of 100 freshmen. During the course, the teacher assigns the tasks such as doing team projects or making a presentation online to each group after finishing one unit of the syllabus. The students work in small groups to do the assignments with the guidance of the teacher, and then they have to present their work to the whole class. The data of the research has been collected through the teacher's observation and the questionnaire designed to measure the students' motivation and the effectiveness of their online learning process. The result proves the benefits of working jointly on the projects may enhance the students' interaction as well as their communication. It is recommended that the importance of interaction need to be magnified in the online environment. Key words: Interaction, online teaching, Vietnamese contexts

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01:55PM - 02:25PM

Pre-recorded Session

Native or Non-native Teachers of L2 Pronunciation: Perspectives from both Vietnamese EFL Teachers and Learners

Format : Oral Presentations (30 minutes)

Speakers

Duyen Nguyen, Lecturer, University Of Economics Ho Chi Minh City

Pronunciation is deemed to be of prime importance in second language acquisition because it exerts tremendous effects on comprehension during communication. Although a number of landmark studies have been conducted to investigate the most efficient strategies and approaches to pronunciation pedagogy, research on who is supposed to teach L2 pronunciation has remained stagnant. This article aims to investigate Vietnamese EFL teachers and learners' perceptions and attitudes of whether native English- speaking teachers (NEST) or non-native English-speaking teachers (NNEST) should be assigned to teach English pronunciation. Statistic data was collected through a questionnaire completed by 75 undergraduates majoring in Business English at University of Economics Ho Chi Minh City (UEH). In addition, in-person interviews with 3 EFL teachers were also conducted and coded to gain deeper insights into NNEST's perspectives. The findings reveals that Vietnamese EFL teachers feel reluctant and unconfident to teach pronunciation due to their inferiority complex about their accent. Additionally, the research reports that learners' preferences for pronunciation instructors vary depending on their language proficiency levels. Learners of low proficiency level tended to choose NNEST as their pronunciation teachers because they provided learners with clear instructions, comprehensible explanations and less tension. However, those of upper-intermediate and advanced levels favored NEST in light of their accurate pronunciation and natural intonation which learners perceived as models they could imitate in classrooms. Despite their preference for NEST, they still showed positive attitudes to NNEST teaching pronunciation because of insightful teaching methodology. Keywords: pronunciation teaching, NEST, and NNEST.

01:55PM - 02:25PM

Pre-recorded Session

Using Project-Based Learning to Develop ESP Learners' English Proficiency: A Study st Vocational College

Format : Oral Presentations (30 minutes)

Speakers

Nguyen Huyen, Teacher, Vietnam-Germany College

ABSTRACT This research was conducted on vocational students at a college in Nghe An in the Academic Year of 2020/2021. This study aimed to find out the impact of PBL in teaching ESP for students of vocational college. Besides this, we can discover the benefits of using PBL in developing ESP learner's English proficiency. The action research was conducted in two cycles. Each cycle consisted of four meetings. The research procedures were divided into four stages: planning, acting, observing, and reflecting. In collecting the data, the writer used observation, field notes, questionnaires, and tests. The result of the research indicated that project-based learning is an effective method for teaching ESP; The progress was shown by the increases in the scores achieved in the tests from the pre-test to the cycle 1 post-test and then the final cycle 2 post-test. The strengths of PBL implementation in teaching ESP could be shown as follows: PBL increased the students' interest and motivation in following the classroom activities, and the students' positive responses were also indicated by the students' good interaction and collaboration in group work. Meanwhile , the weaknesses of PBL implementation are: some students still did not take part or were not really act like the others and they depended on the teachers in doing the project. Based on the result of the study, the researcher concluded that PBL is an appropriate and effective teaching and learning technique that can be applied in developing ESP learner's English proficiency.

01:55PM - 02:25PM

Pre-recorded Session

The Use of Moodle in Non-major English Teaching and Learning at Vinh University

Format : Oral Presentations (30 minutes)

Speakers

Binh Le Thai, Lecturer, Vinh University

Focusing on the reality of using LMS such as Moodle in in non-major English teaching and learning at Vinh University, this study aimed to investigate the factors influencing teachers in integrating Moodle into their English classrooms and to explore the opinion from students who learn English by using Moodle. To collect the data, a questionnaire and online interviews were delivered to the participants after 15 weeks treatment. The result showed 16/16 non-major English teachers used Moodle to supplement their English language teaching. Most of them used Moodle's features in order to assign students' homework and encouraged students to download learning material outside the class to practice their English learning skills. It was also found that 176 students who were asked question proved a positive attitude towards opinions toward learning English via Moodle. Moreover, it makes course administration easier and helps to reduce the cost and time of delivering instruction. However, the re are some disadvantages of using Moodle in English language teaching such as electronic devices, network and technical problems were also discussed in the study.

01:55PM - 02:25PM

Pre-recorded Session

Motivation for learners of English in Blended Learning

Format : Oral Presentations (30 minutes)

Speakers

Chau Tran, Lecturer, National Economics University

The Industrial Revolution 4.0 has been happening drastically, showing its effect in many fields of our society and tertiary education is not an exception. In this context, blended learning is considered as a modern model of teaching, which combines traditional learning and applying technology to enhance learners' autonomy as well as saving cost, shortening space, geographical distance between teachers and students (simon, M. 2014). Another reason for promoting blended learning is the Covid-19 pandemic, which has dramatically changed the socio-economic life and the educational field in general and tertiary education in particular. When schools are closed and students have to stay home because of the pandemic, online teaching has been implemented. However, there haven been many difficulties during its performance, which directly influences students' motivation. Regarding motivation to learn English, there has been research on creating motivation for learners. However, that was for traditional face-to-face learning. Research on factors affecting motivation for English learners in blended learning is still limited. Therefore, this research will focus on factors affecting students' motivation to learn English in blended learning, identify difficulties that negatively influence students' motivation to learn English in blended learning, and help students decide solutions to enhance their motivation to learn English so that they can get the best study results.

01:55PM - 02:25PM

Pre-recorded Session

Utilizing Tape Scripts to Boost Learner's Interest in Listening Comprehension

Format : Oral Presentations (30 minutes)

Speakers

Le Binh, Lecturer, Vinh University

Despite the fact that tape scripts are provided with any English textbooks including audio sections, they are ignored by most of language learners. The experiment was conducted in a language learning class in Foreign Languages Department, Vinh University. The research involved 68 sophomores who were in 2 different classes. The experimental group were asked to read tape scripts after fulfilling 10 units' listening tasks in the textbook " Listening and speaking Skillful 3" published by Macmillan publisher while the control completed all listening comprehension activities in the syllabus. After a 15 - week- course, a questionnaire on attitudes, benefits and challenges was conducted and analysed. The results pointed out that forming a new habits of reading the audio scripts was a brilliant idea to not only motivate language students to emerge more in English listening but also improve their listening fluency. The paper also provides some suggested activities to exploit this potential learning source.

01:55PM - 02:25PM

Pre-recorded Session

The Modern Technology for Learning

Format : Oral Presentations (30 minutes)

Speakers

Reksmey SO, Internship Coordinator / Facilitator , Liger Leadership Academy

In today's world which is now under control due to covid that occurs and this show a side effect to the people around the world. Education is on part of the effect beside health, economic, development and others including students' emotion. Education plays such a big role in building human resources for today, yet it hit hard by the covid -19, and the result showed every student have been affected by the storm of covid. Learning is a non-stop action and there is always a door to go because we strive to learn in all

circumstances no matter what happens. While Covid -19 is still occurring, distance learning is also in charge in the era, and thanks to the modern technology which allows us to stay close, stay connected, and the best thing is that we have now accepted that modern technology is a big time-saver for the students. There are learning websites, meeting online, the classroom is unnecessary to be in class anymore, and yet we still get to learn anywhere and anytime just in our hands. The most important thing is that technology adds up new habits to the students like they are controlling the world.

01:55PM - 02:25PM

Pre-recorded Session

Innovative Technical Tools for Enhancing Students' Testing Experiences and Reducing Teachers' Workload
Format : Oral Presentations (30 minutes)

Speakers

Huong Ta, Lecturer, Thai Nguyen University Of Economics And Business Administration

Linh Nguyen, Teacher Trainer, Thai Nguyen University School Of Foreign Languages

Thinh Nguyen, Chief Lecturer, Thai Nguyen University Of Economics And Business Adminnistration

Traditional testing method relying significantly on paper and pens has largely been perceived as a time-consuming and boring job for teachers and frightening and tiring experience for a number of students. Teachers, therefore, have been encouraged to use technology to facilitate testing meanwhile reducin g students' negative feelings. For formal examinations, university or school testing systems may be the official choice, however, with smaller community like classes, free and user-friendly web-based tools can be significantly useful. This workshop focuses on two educational tools, called Socrative and Testmoz, to support teachers in testing and marking as well as enhancing students' testing experiences. Participants of the workshop will experience some activities with these tools, learn how to use the tools to design, deliver tests and check students' results. At the end of the workshop, there will be a short discussion regarding participants' ideas on potential application of these tools for teaching and testing.

01:55PM - 02:25PM

Pre-recorded Session

Using Nearpod as a Tool to Promote Active Learning in Teaching ESP Online
Format : Oral Presentations (30 minutes)

Speakers

Thi Ha Pham, Lecturer, Academy Of Journalism And Communication

Due to the outbreak of COVID 19, almost all teachers have to change their conventional teaching methods into online teaching. Likewise, the author was assigned to teach an ESP subject online, which is often considered difficult for English-major students. She was really worried about whether she could carry out all activities like in a traditional class or not, interacting with her students, assigning and marking their homework and awakening her students' interests in this subject. She decided to employ Nearpod and carried out this case study to explore Nearpod as a tool to promote active learning in her class. In this study, Nearpod was deployed to provide students with interactive lessons in class, online or hybrid. This application was also used to engage students in eight lessons and follow-up activities, with a view to making them learn this subject more actively and attentively. The findings, after 2 months, showed that with the support of Nearpod, not only could she run her class very smoothly, but she also saw her students' excitement in every lesson and their progress. As a consequence, the author is writing this article to share with other educators how she used this application to gain these significant achievements. Key words: Teaching ESP Online, Nearpod, COVID 19

01:55PM - 02:25PM

Pre-recorded Session

How Can Vietnamese Parents Be Assisted to Help Their Children Learn English at Home?
Format : Oral Presentations (30 minutes)

Speakers

Chung Truong, English Teacher, Academy Of Journalism And Communication

No matter how young or old, rich or poor they are, and regardless of their cultural background, mother tongue or place of residence, most parents want the best for their children. It is common to see Vietnamese parents crowd at school gate every afternoon waiting to pick their child up after school. They have frequent contact either face-to- face or via the phone with their child's teachers to keep abreast with his/her academic improvement and achievement. At weekends, they send their children to extra classes of languages, music, art, swimming, or cooking. Additionally, many parents help their children learn at home in order to deal with their homework and preparation tasks for the next day's lessons. Since English has become a major subject in most Vietnamese schools' curriculum, parental involvement's focus is placed on how to help their child succeed at learning English. Some parents employ tutors to assist their child in learning English at home. Others have helped their child learn English at home themselves. The outbreak of Covid- 19 has made both parents and their children spend more time at home. They may read English books, listen to English songs or watch English cartoons together. Even though these parents are not explicitly aware of strategies to apply when assisting their child in learning English at home, they do have their own ways to support their child in order to get familiar with and improve the language. Key words: home learning, parental involvement, parents' strategies

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01:55PM - 02:25PM

Pre-recorded Session

Teaching Interpreting in the COVID-19 ERA
Format : Oral Presentations (30 minutes)

Speakers

Phuong Nguyen, Lecturer, Vinh University

Due to the Covid-19 pandemic, many universities worldwide have switched from face-to-face to online learning to finish the academic year. This resulted in numerous adjustments and challenges for both teachers and students. In addition to learning to use unfamiliar online media and teaching tools, they had to adjust to new methods of interaction, modify learning tasks and activities, and change the way of testing and assessment. Under this circumstance, success, understandably enough, is not always be guaranteed. This paper presents a study on the effectiveness of teaching Interpreting online during Covid-19 crisis. By means of a survey questionnaire, the study aims to investigate students' reflections on the success of the online Interpreting classes. The findings reveal that, while the majority of students expressed general satisfaction, there are still some issues that need to be addressed. The findings have pedagogical implications for future attempts to teach interpreting online more effectively.

Personalized Learning in a Virtual Language Class-zoom

Format : Oral Presentations (30 minutes)

Speakers

Hang Nguyen, Lecturer, University Of Languages And International Studies,Vietnam National University

Covid-19 pandemic has reshaped education worldwide, and made using technology in language teaching a must for many "lo-tech" teachers. This presentation tells several small stories experienced by one university lecturer of this "lo-tech" group. The journey started with the efforts to learn to use zoom and master its many useful features. It went on with several chapters in which the teacher explored the possibilities to connect with her students via the mute and avatar-only option, to listen to their stories, to empathize with their hopes and fears, to offer them innovative formats for their assignment showcase, to engage them in the lesson and to win their hearts. The adoption of Stanford Design thinking process and Goleman's emotional intelligence in designing such small but meaningful learning activities will be illustrated. Furthermore, the presenter will provide reflective sharing of the strong impact on creating a learning environment that fosters creativity and welcomes authenticity.

Providing Writing Feedback to ESL Students

Format : Oral Presentations (30 minutes)

Speakers

Tung Tran, Lecturer, Vinh University

A survey on students' writing feedback showed that well over 90% ESL students expressed that they preferred receiving written feedback from teachers to only a single score on their writing. Getting feedback from teachers (both in written and oral form) is believed to be important in partly improving students' writing. The current exploratory research attempts to shed light on a lack of teachers' feedback, and students' expectations from teacher's writing feedback with the use of online surveys and interviews. A dearth of written feedback was reportedly triggered by several barriers such as time constraint, labor-intensiveness, and teaching workload. On the other spectrum, a large majority of students in the research held a strong belief that error correction was critical to improving their writing's accuracy. To put it another way, they were looking forward to comprehensive feedback in terms of grammar, organization of ideas, and better use of high-level vocabulary. Meanwhile, teachers' opinion somewhat diverged from what student's beliefs. Some considered a single score was enough to assess a student's writing ability. The study, therefore, discusses some pedagogical implications and offers teachers some error correction practices to better meet students' needs. Keywords: writing feedback, error correction

Benefits of Mock Events in Interpreting Training And Difficulties in Interpreting Faced by Final Year English Undergraduates at Ufls-Udn

Format : Oral Presentations (30 minutes)

Speakers

Thinh Tran, English Teacher Student, University Of Foreign Language Studies - The University Of Danang

Interpreting training is very challenging as trainnee interpreters need to undergo a great deal of training and practice. "It has been found that training programmes face difficulties in preparing trainees for the shock of real market conditions such as recited speeches, speeches with visual aids, unfamiliar accents, and so on (Li, 2015). This study is a case study at University of Foreign Language Studies, the University of Danang based on online survey data of 156 English undergraduates . It explores the benefits of Mock Events (e.g. Mock conferences, talk show, debate, etc.) as Situated Learning in interpreting training for final year English undergraduates. The results show that Mock Events (MEs) as Situated Learning are of benefit in interpreting training (confidence, skills and knowledge, reflection, etc.). In addition, the study provides insights into the difficulties with listening comprehension, note-taking and public speaking skills in interpreting for Mock Events from learners' point of view and suggests some solutions to overcome those difficulties and implications for interpreting training. The study findings will contribute to the practice of Mock Events as Situated Learning in interpreting training and help interpreting trainers have a deeper undertanding of learners' difficulties in interpreting.

Teaching in a Virtual Environment: Side Effects, Challenges along with Suggestions

Format : Oral Presentations (30 minutes)

Speakers

Khang Do, Lecturer, Academy Of Journalism And Communication

Abstract The COVID-19 pandemic has created the most severe disruption in education systems in history, forcing millions of students and teachers to shift to virtual classrooms to which they have been struggling to adapt. School and teachers are working hard during physical distancing or lockdowns trying to keep student engagement, shifting to online classrooms within the shortest time. Much as technology evolution now allows many things you haven't believed possible, the transition to teaching in virtual environments doesn't go as smoothly or successfully as you expect it to be. Facing the pitfalls of online classrooms entailing side effects can be discouraging and challenging both for teachers and students. This article will address some of the certain side effects of this rapid shift to teaching in virtual environments, highlight the resulting challenges and suggestions to those side effects. Key words: Covid-19, online teaching, learning inequity, side effects, challenges, isolation, technological issues, teaching tools, task assignment

Teaching for Success: Making effective use of CPD Frameworks for Teachers and Teacher Educators

Format : Oral Presentations (30 minutes)

Davide Guarini Gilmartin, English For Education Systems (EES) Academic Manager, British Council

Teaching for Success is the British Council's evidence-based approach to teacher development in state education systems. Continuing Professional Development (CPD) is central to this approach. CPD frameworks for teachers, teacher educators and school leaders provide guidance to help professionals understand their own needs and stages of development and to identify the right activity for self-development. These frameworks are also used to help us design and deliver effective teacher development projects and programmes intended to improve quality in teacher education and in the classroom. We will examine how the Teaching for Success approach and the CPD frameworks have been used to deliver programmes in various DOETs across Vietnam; how they have been used to guide the development of a Teacher Educator Programme for Vietnam's National Foreign Languages Project; and, finally, how the framework and associated resources could be used and applied by both institutions and individual teachers and teacher educators in Vietnam to support teacher development and their own professional development.

01:55PM - 02:25PM

Pre-recorded Session

Online Life And Language Testing: Rethinking Test-Taking And Preparation

Format : Oral Presentations (30 minutes)

Speakers

Jan Langeslag , British Council

William Bayliss, British Council

Language assessment was already heading towards computer-delivered tests when COVID-19 accelerated the speed of travel. Face-to-face testing was limited or entirely suspended, a situation that delayed or potentially threatened the dreams of thousands of young people hoping to take the next step of their lives – towards university, the workplace or international mobility. Many international tests of English have since offered on-computer test options, but this remains daunting to test-takers who might be used to traditional pen-and-paper testing and whose teachers might be ill-equiped to prepare them for tests on computer, particularly the assessment of the productive skills. This presentation focuses on the 'on-computer' testing of speaking using the speaking component of the IELTS on Computer test. We take a look at why test-takers might feel uncertain about taking a speaking test, such as IELTS, on computer rather than face-to-face and consider how they can draw on their experience of technology in everyday life to feel more confident about their performance and chances of success. We also introduce valuable tips for teachers to prepare their students for their on-computer speaking test, introducing tools that teachers can draw on in the IELTS preparation classroom and that test-takers can use to practice for computer speaking tests such as IELTS on Computer. This presentation will be of interest to teachers and learners who are unfamiliar with online speaking tests and need guidance on how to prepare.

01:55PM - 02:25PM

Pre-recorded Session

Applications of Systemic Functional Grammar in ESP Teaching

Format : Poster (45 minutes)

Speakers

Linh Nguyen, Teaching Staff, Nong Lam University

Systemic Functional Grammar by Halliday not only describes language but also explains its functions in the text as a semantic whole. This paper presents some key aspects in terms of Systemic Functional Grammar, and then gives suggestions for teaching English for Specific Purposes in the Vietnamese context.

01:55PM - 02:25PM

Pre-recorded Session

When Teaching and Learning Become a Happy Journey with Transformative Experiences

Format : Oral Presentations (30 minutes)

Speakers

Kim Anh Ha, Vice President, University Of Languages And International Studies, Vietnam National University

Hang Nguyen, Lecturer, University Of Languages And International Studies,Vietnam National University

Thi Thom Thom Nguyen, Lecturer, ULIS - VNU Hanoi

Van Thi Binh, Lecturer, ULIS_VNU

The years 2020 and 2021 have seen dramatic changes and challenges to our lives all over the world due to Covid-19 pandemic. More than ever, each of us need to shift life to a "new normal" and blended learning has provided teachers with the "hibernating time" to incubate new ideas. This plenary discussion reveals our new course that we develop for the teacher education program while practicing in a community, as we name it, "Community of Happiness". The journey that we have gone through, using Design thinking as the main tool, and new initiatives in life and education such as Google's "Search inside yourself", Goleman's five elements of emotional intelligence, Zen Master Thich Nhat Hanh's "Happy teachers will change the world", will be elaborated and reflected in several stories presented by 4 key members of the course design team. The speakers will share key concepts and embedded practices for the course's 3 modules of (1) Identify yourself and your emotions; (2) Empathy for true connection; and (3) Live mindfully in harmony with the world. Final remarks about a course that can offer teachers and learners moments of empathy, love and transformation will be continued through questions- answers with the speakers.

01:55PM - 02:25PM

Pre-recorded Session

Examining Implications of English Versus Vietnamese Medium Instruction Programmes on Students' English Self-Efficacy And Proficiency

Format : Oral Presentations (30 minutes)

Speakers

An Nguyen, Doctoral Researcher, The Open University

As part of the trend towards internationalisation of higher education in Vietnam, English as the Medium of Instruction (EMI) courses are increasingly introduced into tertiary teaching and training at Vietnamese universities. Labelled as 'high-quality', and 'advanced' education, EMI programmes are considered as a quick and superior fix to enhancing students' English proficiency by policymakers. This study seeks to problematise this top-down view by investigating the effects of EMI versus local-language medium instruction education on students' English self-efficacy beliefs, and English proficiency at a public university in Vietnam. Through a multi-method design with a self-efficacy questionnaire, English Duolingo Test, and focus group, this study aims to compare and contrast the extent to which English versus Vietnamese as the Medium of Instruction enhances or hinders students' English self-efficacy beliefs, and English proficiency, in consideration of other socioeconomic variables. Key words: English as the Medium of Instruction (EMI), sociolinguistic equality, English proficiency in EMI, self-efficacy beliefs in L2, internationalisation of higher education, comparative research, English Duolingo Test in EMI research

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01:55PM - 02:25PM

Pre-recorded Session

A Case Study for a Massive Online PD Program - Marathon
Format : Oral Presentations (30 minutes)

Speakers

Huong Nguyen, Vice-Head, Department Of General Administration, University Of Languages And International Studies, VNU Hanoi

In the era of COVID-19 pandemic, online professional development (PD) is at the forefront of many aspects of education, which has particularly played an increasingly important role in helping teachers maintain and improve their teaching qualities. Considering all that has challenged the urgent accommodation of EFL teaching and learning in this critical time, covering the EFL teachers working under the requirements of online teaching and learning, I find that studies to examine the designs and delivery of successful online PD course, coupled with many big concerns that pour into the shoulders of PD program designers and policymakers who support the teacher training programs are very limited. Therefore, in order to fill this gap, this case study reports on my 4-month study on how the 3572 Vietnamese EFL teachers showed their behavioral engagement in a massive online PD course which was specifically designed for the potential participation in a following national conference. Data were collected quantitatively and qualitatively from many forms, ranging from check-in registrations, course reports and artifacts, and reflections of successful participants. The results show that the participants succeeded in applying different strategies to fulfill their targets to some extent, such as time management, content selection, online community-of- practice participation, and other learning strategies to work with content. The results also implied a number of practical pedagogical implications for many successful online PD of their choice in their own institutions, covering their understanding of designing content, intentions of potential participants, and needs of assistance.

01:55PM - 02:25PM

Pre-recorded Session

Speaking and Interaction Test for Japanese University Students: Development and Administration
Format : Oral Presentations (30 minutes)

Speakers

Daniel Newbury, Assistant Professor, Fuji University

Jacob Petersen, Assistant Professor, Iwate University

Natsumi Onaka, Professor, Iwate University

A test based on the Common European Framework of Reference-Japan (CEFR-J) speaking interaction CAN-DO descriptors levels A2 to B1 was designed for use at a Japanese university. The test's tasks and assessment scales were localized and tailored for Japanese test takers. Many standardized speaking tests include tasks based on Western cultural norms, requiring knowledge that the examinees may not have and making it difficult to get a true reading of their abilities. Based on the CEFR, CEFR-J guidelines are more relatable to Japanese society and tuned to the general English abilities of Japanese people. Provided these conditions, we developed a test that included tasks which accommodate Japanese test takers' world outlook. In order to assess test takers' real world language abilities, some tasks were in interview question and answer format and others elicited student-to-student dialog. The presenters will discuss the development process, the test, and its administration. The task design and construction process will be presented along with rating scale development and quality assurance methods. Test tasks consisted of text, images, and videos that were delivered via a tablet computer which also served as an unobtrusive video-recording system used to capture test-taker performances. An explanation of the LMS (Moodle) system used for recording scores and graders' impressions of the test will be provided, along with metrics showing it to be promising as a standardized speaking test. Directions for future planned project development will also be covered.

01:55PM - 02:25PM **Pre-recorded Session**	**VIC2021 Test Submission for Admin** Format : Oral Presentations (30 minutes) Speakers Kevin Bui, Lecturer, Dai Hoc Su Pham Duong Le, Vietnam Country Director, RELO Vietnam Testing

01:55PM - 02:25PM **Pre-recorded Session**	**Dynamic Ways to Increase Student Interaction** Format : Oral Presentations (30 minutes) Speakers Dieter Bruhn, Regional English Language Office, U.S. Embassy Hanoi

This lively workshop will introduce participants to a variety of engaging, high-interest activities that promote student-to-student interaction and make classrooms more engaging and dynamic, regardless of class size or level. At the end of the session, participants will walk away with a toolbox of creative lesson ideas that they can begin implementing tomorrow.Language learning is more successful when students have extensive opportunities to actively use the language and practice all skills. However,

teachers are often challenged with how to design and create lessons that actively promote student-to-student interaction and allow all students to participate. This becomes even more difficult with larger classes. To address these issues, this dynamic and engaging workshop will introduce participants to a variety of engaging, high-interest activities that the presenter has successfully used throughout the world to promote student-to-student interaction and make classrooms more engaging and dynamic, regardless of level or class size. The workshop will begin with a short discussion of the challenges that the participants face. This will set the tone for the rest of workshop, where each of the challenges will be addressed as the participants actively engage in the activities and discuss how to adapt them to different levels, class sizes and contexts. At the end of the session, participants will walk away with a toolbox of creative lesson ideas that they can begin implementing tomorrow.

01:55PM - 02:25PM

Pre-recorded Session

An Investigation of Non-English Majored Students' Common Errors and Difficulties in Using Relative Clauses.
Format : Poster (45 minutes)

Speakers

Dang Truong, English Teacher, Quang Tri Education Center

Quoc Tran, English Teacher, MEnglish Center

The topic of this study is to analyze errors made by non-English majored tertiary students by using relative clauses. The study aims to find out difficulties encountered by the non-English majored students in using relative clauses. To achieve the purposes, the researchers applied the design of descriptive research and used convenient sampling to choose the sample of the research. 42 non-English majored university students who were currently taking courses at MEnglish center were selected as participants of the study. To answer the first research question, the tests were distributed to the students online via the support of Google form to detect their errors. Then, the researchers continued to employ the semi-structured interview to figure out the answer to the second research question. Eleven participants were willing to take part in the interview which focused on their difficulties in using relative clauses. The results of this study showed that the majority of non-English majored tertiary students failed to recognize the use of the relative clause "where". In terms of their difficulties, these include the failure to grasp the use of "that", the lack of vocabulary competence, and the influence of translation from English into Vietnamese. Keywords: relative clauses, common errors, difficulties, non-English majored students

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01:55PM - 02:25PM

Pre-recorded Session

Using Google Classroom as a Teaching Tool during nCoV Epidemic
Format : Oral Presentations (30 minutes)

Speakers

Hanh Nguyen, English Lecturer, University of Languages and International Studies, VNU Hanoi

At the beginning of 2021, Vietnam encountered another wave of nCov epidemic, and students at University of Engineering and Technology, Vietnam National University, Hanoi, had to take online lessons instead of face-to-face ones. Many applications and websites were used to assist the distance learning and teaching process, and Google Classroom was one of them. This study focuses on the use of Google Classroom as an online teaching tool. The research was conducted during four weeks among 147 first-year students. The results were obtained from classroom observation and the analysis of students' assignments. The study points out that Google Classroom is an effective online teaching tool as it is free, easy to use, enables teachers to share materials, assign homework and create mini-tests for students.

01:55PM - 02:25PM

Pre-recorded Session

Blended Learning during the Covid-19 Pandemic from the Perspectives of English Teachers in the FFL, NEU
Format : Oral Presentations (30 minutes)

Speakers

Huyen Nguyen, Head of Department, National Economics University

Mai Anh Le, Teacher, H

Since the outbreak of covid-19 pandemic from early 2020, blended learning has been appreciated and widely applied in Vietnamese universities in general and in the National Economic University in particular. There are some challenges for both teachers and students because this is the first time blended learning is utilised for all programs in the university. This study aims to investigate blended learning approach in language teaching during the Covid-19 pandemic through the perspectives of English teachers at the National Economics University. The data collected from an online survey with English teachers in the Faculty of Foreign Languages, NEU are used to explore (1) how English teachers are adapted to the new teaching method, (2) how they organize live online classes, (3) the benefits and challenges which blended learning approach bring, (4) how effective the blended learning approach is in language teaching and learning. It is expected that the pandemic will not end soon and blended learning still continue in the future, so the study will also suggest recommendations to improve the effectiveness of blended learning environment.

01:55PM - 02:25PM

Pre-recorded Session

Increasing Learners' Listening Ability by Using eSpeak – a Powerful Text-to-speech (TTS) Synthesizer
Format : Oral Presentations (30 minutes)

Speakers

Ha Van Le, Lecturer, Van Lang University

Listening skill is often a major challenge for EFL learners, so careful preparation is essential for learners to reach the expected outcome. In addition to background knowledge related to the listening topic, students should be familiar with the meanings as well as the sounds of new words that will appear in the upcoming listening text. Sound familiarization of new words or proper names is of great importance since learners may catch the sounds easily while they are listening. To facilitate the process of sound familiarization, eSpeak is a software employing the Text-to-speech (TTS) to convert written text to voice. Taking advantage of this software in designing various activities in order to prepare students for listening lessons. This research paper aims to prove TTS is an effective tool in enhancing students' motivation and help familiarize students with

words in the listening tasks, from which listening skill of learners will be developed. Mixed-method approach was utilized in the research with 60 participants at a university in Vietnam indicated that TTS software can both facilitate students in Listening lessons and motivate them in Listening activities. In the final part, the research recommends some implication for further research as well as helpful activities that teachers can apply into teaching Listening. Keywords: TTS, text-to-speech, eSpeak, listening

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01:55PM - 02:25PM

Pre-recorded Session

Preparedness of Teachers in Digital Era : Transition from Being Digitally Literate to Digitally Competent
Format : Oral Presentations (30 minutes)

Speakers

 Sikha Nayak, Research Scholar, Centurion University of Technology & Management

Various structures, models, and literacies have been developed over time to guide teacher educators in their efforts to develop advanced digital skills in their students, motivating them to use new technology in their future classrooms. In general, these focus on students' progress in using 'educational' apps and digitally-sourced data or understanding successful blends of pedagogical, material, and technical information seen as promoting the incorporation of digital tools into teaching, to improve subject learning outcomes. Courses designed to improve these abilities are often delivered as standalone units within teacher education organizations, or there is an assumption that they will be created through incorporating technology into other disciplines or by approved assessment. Various studies suggest, however, that the existing emphasis on subject-related technical and knowledge skills does not adequately prepare students for the scope of information and capabilities needed in today's classrooms and beyond. The article aims to discuss the preparedness needed that moves beyond technical and literacies conceptualizations, arguing for a more systemat ic and broader understanding of the required knowledge and skills that young people need to function morally, safely, and productively in a variety of digitally-mediated learning environment. It includes a critical analysis of existing competence frameworks and their pertinence to the present scenario. The framework's implications are explored, with emphasis on its interdisciplinary nature and the necessity that all faculty participate purpo sefully and intentionally in achieving its goals.

01:55PM - 02:25PM

Pre-recorded Session

An Application of Intensive Reading in EFL Speaking Classes to Improve Freshmen's Speaking Performance
Format : Oral Presentations (30 minutes)

Speakers

 Nguyen Thi Lam Giang, Lecturer of English, Vinh University

This study aims to investigate the effectiveness of the application of intensive reading as pre-speaking and extra activities to improve freshmen's speaking performance. A questionnaire was first distributed to find out the difficulties faced by a group of 71 EFL students when learning speaking skill. The data revealed that the biggest obstacle for the participants in learning speaking skill is lack of necessary vocabulary and structures, which has prevented them from getting involved with the activities during the lessons and affects negatively their speaking performance. Then, two classes of 34 and 37 students were involved in the research as an experimental group and controlled group. During the term, supplementary reading texts from various sources were assigned to 34 students in the experimental group to read before or during class time while no supplementary materials were designed to 37 other students in the cotrolled group. A pre-test and a post-test were used in order to measure the differences between the results of the two groups. It was found that intensive reading had positive impacts on students' speaking performance. On the basis of the findings, some implications were also suggested for better results in applying intensive reading in teaching speaking skill in the EFL context. Key words: speaking performance, intensive reading, input

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01:55PM - 02:25PM

Pre-recorded Session

Towards an Effective ESL Teacher Professional Development Program Using Data-driven Strategies: A Case Study
Format : Oral Presentations (30 minutes)

Speakers

 Lan Nguyen, Vice Principal, Vinschool Secondary School

Effective teacher professional development (effective teacher training) is defined as "Structured professional learning [which] results in changes in teacher practices and improvements in student learning outcomes" (Darling-Hammond et al., 2017, p. v). While teacher professional development is essential to English teaching reform in any teaching context, especially when schools focus more on high-quality teaching and learning, research has noted that many professional development initiatives appear ineffective in supporting changes in teachers' practices and student learning. This research is carried out with 70 ESL teachers at a secondary school where there has been a strong shift to outcome-based teaching in the last two years. This paper introduces and discusses the process of building an effective ESL teacher professional development program using data from teacher's observations and lessons plans. It points out that a teacher professional development program was proved effective when: (i) it was built upon data like analysis of teachers' lesson plans, schoolboard's observations of teachers' lessons and interviews with teacher and student representative. (ii) it was content - focused (content had been taken out of the data analysis and in harmony with school's desired teaching approach)
(iii) it used models and modelling of best practices (iv) it utilized coaching and buddy practice and offered opportunities for feedback and reflection. The research will be of interest to schools and department looking for a measure to improve the effectiveness of their teacher development programs and teachers wishing to sharpen the saw and find ways to expand their professional network.

01:55PM - 02:25PM

Pre-recorded Session

Do It Backwards! Back Chaining for Pronunciation
Format : Oral Presentations (30 minutes)

Speakers

 Lan Ta, Vinh University

Do it backwards! This pre-conference workshop will introduce participants to the concept and technique of back chaining. Back chaining is a tool any educator can use to effectively support students to learn new skills. Back chaining is especially useful to support students to develop clear and coherent pronunciation. A common challenge for

Vietnamese learners of English is clear pronunciation of final consonants, fricatives, and consonant clusters. Back chaining is extremely effective in teaching students to pronounce final consonants, fricatives, and consonant clusters clearly. Coming from the fields of Cognitive Development and Psychology, as referenced by backward chaining is a method to effectively teach complex sequences and builds in reinforcement of the terminal step or a sequence ("Backward Chaining," Douglas W. Woods, Ellen J. Teng, in Encyclopedia of Psychotherapy, 2002 and "Principles Behind the Lessons," Adel C. Najdowski, in Flexible and Focused, 2017). Participants should come prepared to listen and actively participate in back chaining practice.

01:55PM - 02:25PM **Pre-recorded Session**	**The Accessibility of Web-based Lessons during the Time of the Covid-19 Pandemic** Format : Oral Presentations (30 minutes) Speakers Han Le, Teacher of English, Long An High School for the Gifted In this age of content digitalization, equal access to web-based learning resources is important as it contributes to offering all students with same opportunities to pursue their learning and career goals. With the current circumstance, the outbreak of the Covid-19 pandemic has forced most governments in the world to temporarily close educational institutions of different levels, which is now influencing roughly 70% of the global learner population. Therefore, there has been an unprecedented worldwide shift from face- to-face to online modes of teaching and learning. At this stage, it is looking increasingly likely that the issue of web accessibility in online education is more crucial than ever. This paper reports on an analysis of a real online lesson for students who are doing their Masters degree at an Australian university. The analysis aims to describe the lesson that relies on the blend of text, audio-visual resources, links, and hyperlinks that usually pose certain obstacles related to perceiving and understanding the conte nt to the students, especially those with vision and hearing disabilities. Then, it continues to analyze and evaluate the accessibi lity of the lesson using Web Content Accessibility Guidelines 2.1, which have been proposed by the World Wide Web Consortium. Some recommendations for improving the accessibility of the lesson have also been made to benefit and reach the widest audience.

01:55PM - 02:25PM **Pre-recorded Session**	**Simple Ways to Gamify Your Online Live Lessons** Format : Oral Presentations (30 minutes) Speakers Nhan Do, Sponsored by ClassIn The Covid-19 pandemic accelerated the adoption of online learning, which exhibited great potential to enhance the accessibility, scalability, continuity, and equity of education resources. However, not all teachers are equipped with the right pedagogy, mindset, or skills to conduct online or hybrid teaching, especially for young learners. Not surprisingly, the level of satisfaction with online teaching quality is the lowest one among ten major online learning assessment metrics according to the survey of 120,000 students conducted by Viet Nam National University in 2021. In an attempt to address the above pain point, new teaching methods are introduced to make online lessons more interactive and engaging. Among different methods, gamification has attracted the interest of educators (Dichev and Dicheva, 2017; Majuri et al., 2018; Koivisto and Hamari, 2019). Studies about the effectiveness of gamification found that this teaching methodshowed great promise (Caponetto et al., 2014; Majuri et al., 2018 ; Osatuyi et al., 2018; Koivisto and Hamari, 2019).Therefore, the workshop will focus on showing simple and practical ways to effectively deliver online lessons for young learners via gamification. After the workshop, the participants will get to know: 1. Three main principles to adapt the existing content for online classes, 2. How to develop bite-sized games by using popular teaching tools including PowerPoint, ClassIn, Mentimeter, and Kahoot!, 3. How to design a system to maintain motivation through the course. Keyword: gamification, content development, online learning, game design elements

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01:55PM - 02:25PM **Pre-recorded Session**	**Project-based Language Teaching within K12 New English Textbook Series - from Theory to Practice** Format : Oral Presentations (30 minutes) Speakers Huong Pham, Lecturer, Dien Bien Teacher Training College Thu Pham, Teacher, Le Quy Don High School for the Gifted Within framework of National Foreign Language Project 2020 (MOET, 2008), K12 pilot English textbooks series have been adopted as official curiculum in almost every high school for the last two years. Designed to orient communicative approach, each of units in the textbook series contains a project segment which is supposed to be quite challenging for in-class implementation. Among various approaches, Project-Based Learning, a dynamic classroom approach which is believed to help students acquire a deeper knowledge through active exploration of real-world challenges and problems (Edutopia), is favored by many K12 educators. However, PBL practical applications are various from schools to schools and teachers to teachers. The authors of this paper would like to share their expreriences incorporating a project applying Project -Based Language Teaching (PBLT) approach in a specific unit of new Tieng Anh 10 textbook within school curriculum. Firstly, from pedagogical theory and the literature review summary on related studies, the deployment of PBLT as a renovative teaching methodology will be given. Secondly, demonstration of a multi-disciplinary English project named "Your Body and You" which is successfully implemented in the authors' institution will be introduced. Finally, the presentation offers some suggested recommendations for high school English teachers to conduct their own projects based on K12 English textbook series in conformity with PBLT approach's principles.

01:55PM - 02:25PM **Pre-recorded Session**	**Encouraging Homeschooling Ways to Promote Nursery Vietnamese Learners in English Speaking Skills** Format : Oral Presentations (30 minutes) Speakers Thu Le, Lecturer, 02838632052

Nowadays, the age that Vietnamese kids start learning English is becoming younger and younger. In most big cities like Ha Noi and Ho Chi Minh city, parents tend to let their kids be familiar with English at the age of 3-5. More courses at big English centers such as ILA, Apollo, Apax Leaders, VUS, I Can Read … have been designed purposefully for kids. However, such courses seem to be very expensive for most mediate income families. To be a lecturer of English and a devoted mom of two kids, the author suggested some encouraging ways to help parents as well as teachers in the effective and saving process of learning English with kids at an early age. These ways, sight words reading, playful interactions, and English Sing Sing have been modeled in the group of five kids for more than two years with positive results. The easy-to-apply guidance can be acted as a service of homeschooling, tutoring, a small class, or just a kid-and-parent class.

01:55PM - 02:25PM

Pre-recorded Session

The Impacts of COVID 19 on IT Capacities of Lecturers in VN

Format : Oral Presentations (30 minutes)

Speakers

Thu Le, Lecturer, 02838632052

Phuong Hoang, Lecturer, Van Lang University

Education of VN has first totally experienced the new type of learning and teaching massively from primary to higher education. This method is called online learning through some common tools like Microsoft Teams, Zoom, Google Meet, Google Classroom, Skype,... which are preferred by almost of universities. The application of using IT in teaching without meeting in person seemed to have no preparations but the circumstances of the pandemic. However, the IT capacities of users can surprisingly be adapted in two main stages, late Spring and late Summer. They can also hopefully be improved in the near future. This leads to the hope of new ways of teaching in VN. Therefore, it's undoubtful to recognize the impacts of COVID 19 on the IT abilities of lecturers. To bring the conclusions for this study, we based on the data surveyed from 50 lectures from HUFLIT, VLU, HCMUSSH, and other universities in HCMC. The questionnaire focused on wikiHow of education apps and the lecturer's self-assessment about their capabilities in familiarizing, using, applying, and taking advantage of IT tools in their career. We also focused on teacher's feedback to conclude their aptitudes: stop or continue improving their potentials.

01:55PM - 02:25PM

Pre-recorded Session

Using Flipgrid to Improve Students' Speaking Skills during nCov Epidemic

Format : Oral Presentations (30 minutes)

Speakers

Hanh Nguyen, English Lecturer, University of Languages and International Studies, VNU Hanoi

One of the major issues in online teaching is the lack of practice during speaking lessons. This mainly results from the lack of microphones, slow Internet connection, shyness or pure laziness. The study focuses on the use of Flipgrid to create an English-speaking environment for students. The research was conducted with 70 first-year students at University of Engineering and Technology, Vietnam National University, Hanoi during four weeks. They were asked to post their own audio files or videos on the Flipgrid groups, and then read the automatically generated captions to check their pronunciation. The lecturer also listened to the files and gave them feedback. The data were collected through students' inter views and the analysis of their Flipgrid posts. The findings show that Flipgrid improves learners' fluency and pronunciation, as well as helps them become more confident when speaking English. The study suggests that Flipgrid can be used as a tool to practice English speaking skill online.

01:55PM - 02:25PM

Pre-recorded Session

Testing and Assessment in Translation: A Study on the Effectiveness of Online Platforms

Format : Oral Presentations (30 minutes)

Speakers

Hoa Duong, Teacher, Vietnam Banking Academy

In the ongoing Covid-19 pandemic, online learning has become an exclusive way to maintain formal education. However, online learning is currently considered as one form of delivering lessons. The practice of online testing and evaluating for formal learning is still left questionable because of the reliability of the tests' results. Accordingly, there are very few educational institutions preferring online testing. In the context of this tertiary institution, students should wait until they went back to onsite learning to sit for the examination. This current research aimed at examining the effectiveness of online assessments on students' performance on the Translation subject. A quasi-experimental study was employed to explore the performance of students and the use of time using two different kinds of sources. There were 20 English major students participating in this research. They were purposefully assigned into 2 groups: one group used online sources and the other only used printed dictionaries for translation practice. Each student was given three texts to translate from English into Vietnamese in 45 minutes per text. They were asked to record the time they completed each task. At the final stage, online questionnaires with open-ended questions were delivered to them. The results revealed that no major differences in terms of the overall performance of the translated texts but for fewer spelling mistakes and completion time. The findings from questionnaires suggested that students preferred using online resources but also raised the problem of cheating during exams if online testing was implemented.

01:55PM - 02:25PM

Pre-recorded Session

Interactive Reading and Comprehension of Texts in the Foreign Language Classroom

Format : Oral Presentations (30 minutes)

Speakers

Tran Giang Nam, Lecturer, Vinh University

Interactive Reading is a reading method applied in the foreign languages classroom. It was proposed in 1991 by Francine Cicurel in Lectures interactives and largely inspired by reading models of her time, especially Sophie Moirand's Global Approach. In an attempt to demonstrate the practicality and usefulness of Interactive Reading in foreign languages classrooms and affirm the place of interactive reading models in the evolution of the didactics of Foreign Language Teaching, this study was carried out to find out whether these two interactive reading models could help students improve their reading skills. 100 English-majored students at the Foreign languages Department of Vinh

University were randomized as participants of the study. The qualitative and quantitative data analysis from questionnaires, classroom observation, and reading exercises revealed the efficiency of these models in enhancing students' reading skills. The results indicated that these two models should be largely used in the foreign language classroom.

01:55PM - 02:25PM

Pre-recorded Session

Online Teaching English Speaking Skills to Non-English Majors at Vinh University during the Covid-19 Time
Format : Oral Presentations (30 minutes)

Speakers

Chung Hoang, Lecturer, Vinh University

This article aims at investigating the application of online teaching English speaking skills to non-English major students at Vinh University during the Covid-19 time. The study involved 90 first year students. Interviews and classroom observations are used to collect the data. The findings from this survey research showed that the online speaking learning helped non-English major students improve their idea development and fluency in their performances despite some difficulties faced in their online learning. From the findings, some proposed techniques and activities are presented in order to enhance the online English teaching and learning at EFL contexts. Keywords: online teaching, COVID-19, difficulties, techniques

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01:55PM - 02:25PM

Pre-recorded Session

Applying a Blended Learning Program to Improve Students' IELTS Speaking Performance in an IELTS Speaking Class at Saigon University: An Action Research Project
Format : Oral Presentations (30 minutes)

Speakers

Uyen Huynh, University Lecturer, Sai Gon University

This paper explores the design of a blended learning environment in an on-ground traditional face-to-face IELTS course and seeks to determine the extent to which the Blended IELTS speaking course significantly affects the improvement in students' IELTS speaking performance as well as the learner satisfaction levels toward the model in terms of their improvement in IELTS speaking performance. 30 ELT students from two IELTS classes (intermediate level) were involved in an IELTS intermediate course (IELTS 5.5) lasting for 15 weeks at Sai Gon University. Every two weeks, each participant was asked to complete a variety of assignments both online and offline such as recording an audio. The audio recorded interview of each student or a pair of students must be posted on the web page and the other students in the class will comment on the recorded audios in a certain lesson with the management of the researcher. Multiple data collection instruments were used to evaluate the effectiveness of the blended course including pre-test and post-test, observations, survey questionnaire and interviews. The results from the data revealed that the Blended IELTS speaking course significantly affected the improvement in students' IELTS speaking performance. Additionally, most of the participants were satisfied with the Blended IELTS speaking course in terms of their improvement in IELTS speaking performance, instructor's feedback; the interaction and communication aspects; by contrast, they showed dissatisfaction with peer feedback due to weak peer feedback, which could be considered the only drawback of the blended course.

01:55PM - 02:25PM

Pre-recorded Session

Online English Teaching and Its Challenges at Vinh university during the Covid Era
Format : Oral Presentations (30 minutes)

Speakers

Thu Nguyen, Lecture, Vinh University

Online English Teaching and its Challenges at Vinh university during the Covid era The present study attempts to identify the difficulties in online English teaching of English teachers at Vinh University during the Covid period. The data were collected through an online five-point rating scale questionnaire and follow-up interviews with 17 English teachers, who voluntarily participated in the study. The results of the data analysis showed that teachers have many obstacles in the teaching process in terms of unstable internet connection and students' awareness. Some solutions to overcome these difficulties will be also presented in this study with a viewing of improving the quality of online English teaching to EFL tertiary students. KEYWORDS: online English teaching, online teaching, challenges, covid era, Vinh University

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01:55PM - 02:25PM

Pre-recorded Session

Teacher Questioning and Student Behavior at a University in Vietnam
Format : Oral Presentations (30 minutes)

Speakers

Hai Yen Nguyen, Senior Lecturer, Hai Phong University of Medicine and Pharmacy

Ket Mai, PhD Student, ULIS, VNU

The purpose of this paper is to investigate teacher questioning styles and their impacts on students' learning. The ethnographic data were the audio-records of four classroom sessions at a university in the north of Vietnam. Transcripts were made and analyzed using critical discourse analysis. The findings show that the most commonly used question types were wh-questions, yes/no questions and tag questions with significantly different proportions. Teacher questioning was employed to control student learning behavior toward both managing the class and leading students to learning process. This study may be useful for both teachers and teacher-trainers in identifying appropriate questioning techniques in the classroom.

01:55PM - 02:25PM **Pre-recorded Session**	**Meeting English Proficiency Benchmark for High-School EFL Teachers in Vietnam: Insights from Insiders** Format : Oral Presentations (30 minutes) Speakers Chi Duc Nguyen, Lecturer, University of Languages and International Studies, VNU Hanoi Hanh Hoang, Lecturer, University of Languages and International Studies In 2014, Ministry of Education and Training of Vietnam issued The Guidelines Number 792/BGDĐT-NGCBQLGD stipulating that high-school teachers of English as a foreign language (EFL) in this context need to achieve Level 5 on the Six-level Foreign Language Competency Framework for Vietnam. Due to its high-stake nature, this top-down policy might create certain effects on teachers' self-investment in their professional development, which, in turn, could also influence their personal and professional well- beings. However, how the interaction between and among these three factors – the above policy, local teachers' self-investment in professional development and their personal and professional well-beings – actually plays out in reality still remains relatively under-researched. This study aimed to fill this gap. To this end, we explored the response of a group of 22 EFL high-school teachers to the above policy, drawing on the data collected from both in-depth focus group and follow-up individual interviews with those teachers. The results from several rounds of systematic thematic analyses of the collected data consistently indicated that the above policy adversely impacted both teachers' personal and professional well-beings, which, in turn, triggered their concerns over the meaningfulness of the policy itself as well as the plausibility of its implementation. These findings altogether provide useful implications for teachers, teacher educators, education administrator s and policy makers both inside and outside of this context.
01:55PM - 02:25PM **Pre-recorded Session**	**CEFR-VN: The Untold Stories** Format : Oral Presentations (30 minutes) Speakers Chi Duc Nguyen, Lecturer, University of Languages and International Studies, VNU Hanoi Tho Pham, Lecturer, University of Languages and International Studies In 2014, Vietnam issued the Six-level Foreign Language Proficiency Framework, a localized version of the Common European Framework of Reference for Languages (henceforth as CEFR-VN and CEFR respectively). Since its inception, the CEFR-VN has worked as a legal basis to govern the curricula and textbooks development, the instruction as well as assessment practice for foreign language education in this context. Due to its enormous influence as such, the CEFR-VN, especially its impacts on foreign language education in Vietnam, has been well-researched. To my surprise, however, no studies have ever looked at the properties of the CEFR-VN per se. This paper aims to fill this gap. To this end, I first mapped the underlying construct, construct operationalization and scale development of the CEFR-VN to those of the original CEFR. This correlation was to detect any differences between the two frameworks. Subsequently, I examined the plausibility of such changes by aligning them with the local peculiars that the CEFR-VN based on to justify those changes. Results showed that the developers of the CEFR-VN neither spelt out the underlying construct for the framework nor any local peculiars which they grounded on to substantiate their framework localization. Their removal of many original construct-representative language competences in the CEFR, their addition of construct-irrelevant competences as well as their uplift of the threshold to reach a certain level altogether distorted the quality of the CEFR-VN. These findings have useful implications for all parties involved.
01:55PM - 02:25PM **Pre-recorded Session**	**Online Teaching English Speaking Skills to Non-English Majors at Vinh University during the Covid-19 Time** Format : Oral Presentations (30 minutes) This article aims at investigating the application of online teaching English speaking skills to non-English major students at Vinh University during the Covid-19 time. The study involved 90 first year students. Interviews and classroom observations are used to collect the data. The findings from this survey research showed that the online speaking learning helped non-English major students improve their idea development and fluency in their performances despite some difficulties faced in their online learning. From the findings, some proposed techniques and activities are presented in order to enhance the online English teaching and learning at EFL contexts. Keywords: online teaching, COVID-19, difficulties, techniques
01:55PM - 02:25PM **Pre-recorded Session**	**Intergrating Fables into ESOL Teaching for Children Aged 5 to 8** Format : Poster (45 minutes) Speakers Hoang Nga, Teacher, ENTA English Training Academy Nguyen Ha, ESL Coordinator, ENTA English Training Academy Hoang Quynh, English Language Teacher, Anh Ngữ ENTA As children aged 5 to 8 are in a highly sensitive stage of getting more skilled at combining sounds to make words and putting words together in new ways, ESOL teaching should respond to these features to maximize the child's development of literacy and language sounds. This study was to evaluate the effectiveness of using fables as a supplementary material and to select appropriate activities to boost English language acquisition in this age group. Within 16 weeks, 68 students and 5 teachers were exposed to contextualized learning; they were also observed, consulted, surveyed and assessed along the process. It was positive that over 80% of the participants were delighted to learn through fables that had a proper length, and familiar settings and characters. An analysis of the data, moreover, reflected the dynamic participation of the students in li stening and speaking practices with such activities as listening to audio scripts, watching video clips, role playing and acting out. Reading and writing practices were successfully conducted with activities of mix-match, word tracing, word search, crossword puzzles, and re-writing some part of the fables. The limitations were, however, time-consuming lesson plan preparation and ineffective management of large size classes. In conclusion, the findings indicated that teaching through fables reduced rote learning and increased contextualized practices, therefore proving its suitability and practicality in the ESOL classroom. Future studies should aim to compile study materials from fables as a supplementary source to the major curricula.

01:55PM - 02:25PM **Pre-recorded Session**	**The Effectiveness of Student Digital Portfolios with Google Docs on EFL Learners' Motivation and Performance** Format : Oral Presentations (30 minutes) Speakers Minh Truong, Lecturer, Vinh University The COVID-19 pandemic has profoundly disrupted education systems in Vietnam and around the world. During the lockdown, online classes by combining digital resources have replaced the face-to-face classrooms. Virtual classrooms and online self-study materials have brought considerable impacts on teaching and learning processes. This study was carried out to explore the importance and beneficial advantages of student digital portfolios with Google Docs on first year non-English majored learners' motivation and performance in reading and writing, especially in the Covid Era. Firstly, the procedure of the activity was described. Then, the results obtained were presented and discussed. Finally, the findings indicated that the application of student digital portfolios for reading and writing skills considerable increased the students' learning motivation, the vocabulary, reading fluency, and ability to perform in writing. More significantly, it encourages student autonomy as well as enhances different interaction patterns online include teacher-student, student-student, student-content for EFL language development and online learning environment.
01:55PM - 02:25PM **Pre-recorded Session**	**The Impacts of Zoom-based Teaching on Non-English Majored Students' Translation Skill at Vinh University** Format : Oral Presentations (30 minutes) Speakers Hong Tham Nguyen, Lecturer, Vinh University In the era of the COVID-19 pandemic, the use virtual learning has been increasingly ubiquitous. In particular, diverse apps has been developed to cater for the demands of many universities and schools. In Vinh University, Zoom is one of the most commonplace software which has been used throughout the last 2 school years. This study has been conducted in an attempt to find out the effects of translation teaching and learning through Zoom software on non-english majored students' performances. 30 English non-major students at Vinh University involved voluntarily in the study for 10 weeks of treatment. The data were collected from 10 zoom recordings, interviews and teacher's observation notes. After the data analysis, the results indicated that the Zoom-based lessons helped improve students' interaction confidence, translation fluency and searching strategies. Based on the findings, a number of implications were put forward for a better application in online translation classrooms.
01:55PM - 02:25PM **Pre-recorded Session**	**Suggested Activities with Mobile Phones to Develop Listening Skills** Speakers Diep Do, Lecturer, National Economics University Le Thi Ha, Lecturer, National Economics University SUGGESTED ACTIVITIES WITH MOBILE PHONES TO DEVELOP LISTENING SKILLS Do Minh Diep, MBA.; Le Thi Thu Ha, MA. National Economics University, Faculty of Foreign Languages Abstract Listening is considered as one of the most difficult communicative skills among four language competence. Moreover, as a receptive skill, listening is commonly described to be a passive skill in class teaching and studying, since students tend to sit quietly and do the listening tasks. At the same time, language teachers have to deal with the challenges of students' using mobile phones in class. It is a fact that obviously most students have at least a mobile device, as it is a convenient means of communicati on. This paper presents a recommendation to assist learners to improve their own listening skills with mobile phones outside classroom environment. Numerous facts and figures from a case study conducted at National Economics University are shown to illustrate findings and achievements during the application of these activities. Key words: listening skills; mobile; language teaching
01:55PM - 02:25PM **Pre-recorded Session**	**Technology in Preschool English Programs: What, When, Where, How, How much?** Format : Oral Presentations (30 minutes) Speakers Tien Bui, Lecturer, HCMC University of Education This is not a study with empirical evidence. This is a discussion that I hope to bring to teachers of English for all ages and types of learners, especially very young learners aged 3-6. I intend to present the current literature in applying technology within the early childhood education umbrella, with special attention to the teaching of English as a foreign language. The discussion will include the following: whether to tea ch English as a foreign or as a second language to preschoolers, what type of technology can be used, the timing of technology immersion, the location for technological tools installed with education in mind, the manner by which technology is controlled to maximize the educational values, and the amount of technological input in an early childhood English program. This discussion should be suitable to those working with young learners aged 6-12, teenagers, and especially preschoolers. An understanding of young children's mindset and learning mechanism should make for the best values of this discussion.
01:55PM - 02:25PM **Pre-recorded Session**	**Techniques to Enhance Non-English Majors Students' Paraphrasing Skills at a Sentence Level** Format : Oral Presentations (30 minutes)

Speakers

Vũ Thanh, Lecturer, VNU International School

This paper aims at investigating strategies to enhance students' ability of paraphrasing skill at a sentence level through a two-month course of explicit teaching paraphrasing techniques. The researcher adopted action research method and a mixed approach between quantitative and qualitative data; consequently, weekly writing task and questionnaire were used as tools for data collection. The study was conducted at VNU-IS with participation of 50 non- English majors in two classes. First, a placement test was designed to measure students' ability to paraphrase a sentence. The second phase was to explicitly teach micro paraphrasing skills for the students within a two-month course. Subsequently, an achievement test was given to students to find out how much progress the students made in paraphrasing skills. The findings of the study revealed that level of students' improvement in paraphrasing skills varied from micro skills to micro skills. The most frequently used sub-skills namely synonym substitution, and affirmative to negative transformation were also the top two paraphrasing techniques that the students improved the most. Word form change ranked the second and the three least popular micro skills were word order change, clause reduction, concept and abstract ideas explanation, with corresponding rank of progress levels.

01:55PM - 02:25PM

Pre-recorded Session

Designing an Online Course to Improve Communication Competence in English for Tourism Staff in Ninh Binh
Format : Oral Presentations (30 minutes)

Speakers

Diem Dang, Lecturer, Hoa Lu University

Han Mai, Lecturer, Hoa Lu University

Hue Nguyen, Lecturer, Hoa Lu University

Lien Nguyen, Lecturer, Hoa Lu University

Thu Nguyen, Lecturer, Hoa Lu University

English proficiency of the local tourism staff has been received greater concern and investment from leaders and policy makers of Ninh Binh. A CLS online course for tourism workers are one of the two anticipated outcomes of a two-year project ordered by Ninh Binh Tourism Department and implemented by Hoa Lu University. This report presents results of the experimental online course for 20 on-site tour guides and 20 workers from tourism attractions and businesses in Ninh Binh. Learners of the course take part in offline classroom-based meetings, online web-meetings, offline on-site meetings as well as online self-study on CLS. Knowledge of general English, English for presentations of the tourist destinations as well as English for occupational practices are provided throughout the course. Analyses and discussions are based on communication pre-tests and post-tests with foreign examiners, learners' involvement and completion of online modules, questionnaires, and semi-instructed interviews. Findings from collected data pinpoint the improvement in participants' oral English communication skills with more accurate pronunciation, more sufficient vocabulary range, better presentation skills, better knowledge of highly context-based English language suitable to their distinctive working requirements and more professional occupational skills. Moreover, benefits and problems in the blended learning design of the course are also withdrawn to provide implications for further and larger-scaled implementation.

01:55PM - 02:25PM

Pre-recorded Session

A research on Students' Online Learning and Their Satisfaction with Online Teaching at University of Economics Ho Chi Minh City
Format : Oral Presentations (30 minutes)

Speakers

Thang Ho, English Teacher, University of Economics Ho Chi Minh City

The University of Economics Ho Chi Minh City (UEH) has applied the e-learning long before the COVID_19 pandemic with Learning Management System (LMS) since 2016, which now has an inevitably important role in supporting UEH students to finish their continuing first semester of 2020 as scheduled. Besides, other e-learning supporting flatforms such as Zoom, Google Meets, Microsoft Teams… were used shortly in response to the availability of the students' resources. This research is conducted with a mix of quantitative and qualitative approaches. And it is employed to fully examine the students' satisfaction with the sudden switch from offline to online learning at UEH. The 215 participating students from various majors were collected from 5 ENGLISH MODULE 4 classes, which were assigned to the author for the first semester of the year 2020. The results are quite satisfactory when both teachers and students at UEH made good use of this once-in-a-lifetime opportunity to adapt quickly and smoothly with the online learning. There are; however, some noticeable obstacles which need to be improved for students' learning quality such as the low satisfaction from students in self-evaluating their online learning through the mentioned period, lack-of-interaction lectures, technologically incompetent teachers, UEH's staff insufficient assistance, bad Internet connections … Above all, the findings offer a clear picture and reasonable recommendations for this new style of learning and teaching with the Industry 4.0 in accordance with the best e-learning environment and learning quality for UEH students.

01:55PM - 02:25PM

Pre-recorded Session

Practicum Stressors and Coping Strategies of Pre-service English Language Teachers at Lower Secondary Schools
Format : Poster (45 minutes)

Since English remains the leading position as a major foreign language to be instructed at most secondary schools in Vietnam, the development of English language teachers, especially pre-service teachers, is becoming more and more essential. Recently, there has been increasing concern about apprenticeship or practicum courses that allow those practice teachers to make observations and do practice prior to their actual teaching career. However, pre-service English teachers' stress and their own coping strategies have been instinctively created during the practicum courses. This research investigated the stressors of twenty student teachers and the strategies they employed to cope with this stress at practicum. These student teachers of English were invited to partake in three field trips at lower secondary schools in Hanoi, each of which last up to six days of a week. The data of the study through classroom observations and semi-structured interviews was analyzed and categorized into four themes: school-related issues, supervisors and mentors, classroom management, and affective factors. A number of coping strategies and implications were discussed in order to assist pre-service English language teachers and maximize the efficiency of practicum.

01:55PM - 02:25PM

Pre-recorded Session

Applying the Shadowing Technique in Out-of-class Study to Improve First-year English Major Students' Pronunciation Skills at Hanoi Pedagogical University 2

Format : Oral Presentations (30 minutes)

Speakers

Trang Tran, Fourth-year English Major Student, Hanoi Pedagogical University No.2

Many English learners have trouble practicing English pronunciation outside the class. The shadowing technique has been demonstrated to be useful for many English learners around the world, especially in Japan to enhance English skills for several years. However, this technique has not been applied widely in language schools and universities in Vietnam including Hanoi Pedagogical University 2, the Faculty of Engli sh. Therefore, this research was conducted to find out first-year English major students' views on the shadowing technique, and also to investigate the effectiveness of the application of the shadowing technique in enhancement their pronunciation skills. Sixty students were invited to join a self-study mini-course on pronunciation for 30 days. Three data collection instruments were utilized including the survey (N=60), a semi- structured interview (N=15), a pre-test, and a post-test (N=15). The study found the students saw both advantages and difficulties of the shadowing technique in learning pronunciation. Particularly, they improved all aspects of pronunciation in general in which the linkage was the aspect the learners improved most. However, three major problems related to authentic materials were the fast speech rate of speakers, the shortage of vocabulary, the differences in accents. Losing concentration and difficulty in memorizing were two main issues from shadowing training itself. Furthermore, most of the participants found assimilation the hardest skill to master. The results of these tests illustrated the application of the shadowing technique developed students' pronunciation in which low-proficient learners had the sharpest improvement.

01:55PM - 02:25PM

Pre-recorded Session

Some Lexical – Grammatical Mistakes in Vietnamese – English Translation by English Language Major Students and Suggested Solutions

Format : Oral Presentations (30 minutes)

So far, translation has been an important subject for English Language major students at faculties of Foreign Languages at some universities as well as those majoring in languages. In their training programme, these students learn some basic subjects in the field of Translation – Interpretation such as Sentence Translation, Text Translation, Utterance Interpretation, Speech Interpretation, including both English – Vietnamese and Vietnamese – English translation - interpretation. Through the process of teaching translation subjects to the third-year students of an English Language class in the faculty and by doing a survey of their learning Vietnamese – English translation, along with the use of a survey questionnaire and getting them to do some Vietnamese – English translation exercises as the data for his study, the researcher has initially had an overview of their difficulties in learning this subject, especially some common mistakes they often make in doing such translation exercises. This article focuses on analysing some lexical and grammatical mistakes usually found in the students' Vietnamese –English translation, base on which some solutions for them to avoid making these mistakes can be suggested, with a view to helping them learn Vietnamese – English translation in particular and translation subjects in general better and more effectively. Key words: English Language major students, translation exercises, Vietnamese – English translation, lexical - grammatical mistakes, suggested solutions

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01:55PM - 02:25PM

Pre-recorded Session

The Impacts of Technology-based Communication on EFL Students' Writing

Format : Oral Presentations (30 minutes)

Speakers

Linh Tran, Deputy Director, Center for International Cooperation, University of Economics - Technology for Industries

It is undeniable that digital techniques play a significant role in stimulating EFL students' collaboration during the Covid-19 pandemic. The shift from face-to-face interaction to technology-based communication is regarded to foster language learning, especially writing classes. An action research design was employed in this study in order to investigate the influences of technology-based communication on either students' writing performances or their perceptions towards the new teaching method application. Data triangulation analyzed from three types of collectin g instruments in terms of testing, questionnaire and reflective journal indicates that the integration of Paragraph Punch, ProWritingAid and LMS web-based platform boosts a more collaborative learning environment among online-engaging participants. It is apparent that the mean scores of students' writing difficulties or needs namely cognitive, emotional and sociocultural aspects are 3.72, 2.67, and 2.48 respectively; which were reduced mostly to the average from 15 to 23% after the intervention of technology-based communication addressing students' self-perception. Besides, it was respectively measured a potential trend on online collaborative group's writing performance concerning the task response, coherence & cohesion or the idea for writing development. Nevertheless, there was no significance in promoting students' lexical resource plus grammatical range and accuracy. The results also conveyed students' optimistic feelings on technology-based communication, their higher self-confidence in accordance with positive attitudes towards writing lessons thanks to their awareness of their promoting critical thinking as well as error identification.

01:55PM - 02:25PM

Pre-recorded Session

Effectiveness of Dictation Techniuque in Improving Listening Skills for First-year EFL Students at HPU2

Format : Oral Presentations (30 minutes)

Speakers

Linh Đào, Sinh Viên, Trường Đại Học Sư Phạm Hà Nội 2

ABSTRACT English-as-a-foreign-language (EFL) listening is an important skill in developing language for university students, especially for first-year students. Listening skills have caused difficulties for students while there are many types of listening exercises designed for students to practice. One of effective listening strategies to improve English listening skills is dictation listening exercises. Therefore, this study was conducted to examine the effectiveness of dictation EFL listening exercises for first-year English major students at Hanoi Pedagogical University 2 (HPU2). Participants received weekly dictations of about 30 minutes for 7 weeks. Qualitative and quantitative data of this study were collected from different sources namely questionnaire, pretest, posttest, interviews. After 7 weeks of experimental sessions, a significant difference in the students's scores was found on the post-test. The results indicated a positive impact of dictation technique on the students' English listening ability. Moreover, the study

revealed the students' difficulties in listening to English and their positive attitude toward dictation listening exercises. Based on the findings, the study has implications for educational stakeholders to help improve students' listening skills. Keywords: English dictation exercises, English listening, university, Vietnamese students.

01:55PM - 02:25PM

Pre-recorded Session

Using Technological Applications to Promote Learner Autonomy in Learning Basic English
Format : Oral Presentations (30 minutes)

Speakers

Huong Nguyen, Student, Hung Yen University of Technology and Edcuation

Len Nguyen, Student, Hung Yen University of Technology and Edcuation

Ha Le, Student, Hung Yen University of Technology and Edcuation

Thao Thi Dang, Vice Dean, Hung Yen University of Technology and Education

According to Kohonen (2001), making choices about learning contents and processes, reflecting on learners' learning process and being aware of their achievements, and discovering new needs are the essential parts of developing learner autonomy by technological applications. This study aims to create a basic English course on Canvas with numerous activities to improve learners' English abilities. For the study, 143 first-year college students participated in the survey to find out the difficulties in their basic English learning and recommend some interesting and useful learning activities to reinforce basic English for them. Based on the statistical analyses, the following results were shown: First, learners faced some problems with unfamiliar topics, complicated grammar, contrastive stress, pausing on commas, endings sounds, and silent letters in pronunciation. In addition, they felt hard to deal with different topics and types of tasks in four skills: listening, speaking, reading, and writing. Lastly, the study found various learning activities that were learners' preferences such as games, exercises, watching English movies, reading English books, etc. Possible reasons behind the current results were considered and implications were discussed. All of the activities were designed through different technological applications.

01:55PM - 02:25PM

Pre-recorded Session

Preparing Learners for the IELTS Test: The Effectiveness of Topic-based Approach
Format : Oral Presentations (30 minutes)

Speakers

Hoang Nga, Teacher, ENTA English Training Academy

Nguyen Ha, ESL Coordinator, ENTA English Training Academy
Hoang Quynh, English Language Teacher, Anh Ngữ ENTA

The IELTS question papers cover a wide range of topics from daily to specifically academic ones, which is challenging to learners in the EFL environment. Topic-based approach with its efficiency in associating and consolidating the understanding and memory of vocabulary, grammar, knowledge and situations (Sawyer, R. K., 2006), boosts the overall performance of learners. This study was to evaluate the effectiveness of topic-based approach in preparing learners for the IELTS Test. There were 56 participants aged 16-22 with their levels ranging from lower intermediate to upper intermediate. Within 6 months, students were trained with 24 topics covering most of the IELTS question papers in all the four skills. They were assessed with weekly practice exercises, monthly tests and IELTS mock tests during the process. At the end of the course, 36 of them sat for the actual IELTS test and achieved their target band scores. An analysis of the data reflected dynamic participation of the learners (82%) as they were inspired and motivated when learning about different aspects of the world, rather than focusing on language and exam question types. Learners aged 16-20 preferred topic-based lessons more than the older ones. Moreover, this approach succeeded in shortening the time to build confidence and readiness for the IELTS candidates. In conclusion, the findings indicated that teaching through topics facilitated learners in connecting and brainstorming their responses to the four skills of the IELTS tests, minimizing time and workload for the test-takers.

01:55PM - 02:25PM

Pre-recorded Session

Students' Collective Learning Network in an English-medium Instruction Context
Format : Oral Presentations (30 minutes)

Speakers

Tho Vo, Lecturer, University of Economics Ho Chi Minh City

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

01:55PM - 02:25PM

Pre-recorded Session

Using Video Recordings by Mobile Phones to Improve Students' Confidence and Communication Skill
Format : Oral Presentations (30 minutes)

Speakers

Thang Ho, English Teacher, University of Economics Ho Chi Minh City

In order to enhance EFL learning, the development of updated technological support has been a critical issue over the past decade. With a booming mobile market in Vietnam, the use of mobile and other portable devices is beginning to have an influence on language teaching and learning. Besides, enhancing students' confidence in using English to communicate with others has become one of the main objectives in English teaching and learning at universities over the last few years. As a suggestion, this study has explored the effectiveness of using mobile phones as video recorders to help students gain more confidence and improve their communication skill. The study involved designing communicative tasks which required students to use their cell phones to create some short clips in which they had to speak English. During the process, an observation sheet was applied to get students' responses so that teachers could provide instant support. Following was a questionnaire to get students' feedback about the effectiveness of these activities. Finally, interviews with students were conducted to find out their attitude towards the use of mobile phones as a tool for learning especially for language learning. The results showed that using mobile phones for language learning seemed to create an inspiring learning environment for the students in which they tended to be more confident to express their opinions. Even though there were some issues related to technical problems or Internet access, student participants showed their great interest in the activities as well as improved their communicative skill.

01:55PM - 02:25PM	**"The Effects of Microsoft Teams on Students' English Speaking Skills: An Action Research Project."**
	Format : Oral Presentations (30 minutes)
Pre-recorded Session	Speakers
	Tam Le, Teacher, Thach That High School

ABSTRACT Communicative language teaching (CLT) has served as "a major source of influence on language teaching practice around the world" (Richards, 2006, p. 1). It has become a prevalent trend in teaching the English language in Vietnam today. Despite the extensive research by educators on integrating multiple technology platforms into enhancing English teaching practices, implementing the Microsoft Teams in teaching and learning English is a paucity. This study has attempted to focus on studying the effects of Microsoft Teams on students' English speaking skills at Thach That High School. The research project reported here used an action research approach on the students (N=45) in grade 12 at Thach That high school, with pre-test and post-test, and students' diaries during 16 weeks as data collecting instruments. The study findings have provided evidence that Microsoft Teams as a technology platform can support students' speaking when integrated into speaking activities. The data from pre-test, post-test, and students' diaries showed some instances of improving students' speaking skills, which have been clearly demonstrated through the results of components such as pronunciation and confidence. Furthermore, students' attitude in speaking English at Thach That High School has changed positively. Keywords: CLT, action research, speaking skill, Microsoft Teams.

01:55PM - 02:25PM	**Enhancing EFL Learners' Accurate Output - Who Is Responsible & How?**
	Format : Oral Presentations (30 minutes)
Pre-recorded Session	Speakers
	Phuong Nguyen, Director, Nam Phuong Center for English
	Hà Sinh, Director, PTC Language Center

The two interrelated components of the productive skills of language are accuracy and fluency. The acquisition of both fluency and accuracy is a learning process that takes time and dedication. However, there seems to have been an ignorance of accuracy since the emergence of CLT, of which lesson formats tend to focus on the use of communicative activities rather than language manipulation activities. A lack of accuracy in a learner's output is obvious in almost all the EFL lessons or sometimes most noticeable within a learner's highly fluent speech. This presentation reports an investigation of the effects of input-based and output-based instruction to enhance EFL learners' accurate input in two language centers. The study shows that when the classroom is under the control of the teacher, he or she is to be responsible for the enhancement of the learner accurate output. Full awareness of the factors affecting EFL learning outcomes, appropriate use of accuracy-awareness techniques, and the teacher's accurate language models will altogether be significant support to EFL learners' output accuracy.

01:55PM - 02:25PM	**Peer Feedback in Microteaching: A Case Study of Students' Attitudes**
	Format : Oral Presentations (30 minutes)
Pre-recorded Session	Speakers
	Tiên Hoàng, Student, Hue University of Foreign Languages

This study aims to investigate pre-service teachers' attitude towards peer feedback in microteaching at the Faculty of English, University of Foreign Languages, Hue University (HUFL). 75 fourth-year ELT-majored students first answered an online questionnaire. Then, 12 participants were randomly chosen for online interviews. Quantitative data was analysed by SPSS version 20.0, while qualitative data was transcribed and manually coded into themes in Word Document. The findings reveal that most students express positive attitudes towards the application of peer feedback in microteaching. In particular, they welcome the application of peer feedback in microteaching in the current courses as well as further ones in the future. They believe that peer feedback can help them learn useful, practical, and detailed skills for teaching development, improve critical thinking skills, and figure out problems in teaching. Besides, most students agree that oral feedback is easier and more effective than written one. On the other hand, they acknowledge that the quality of peer feedback can be problematic regarding its redundancy, nitpicking, subjectivity, and unfairness. Additionally, many students believe that the lack of their teaching experiences may lead to their ambiguity and uncertainty in giving feedback to friends. The results of this study suggest some useful pedagogical implications for improving the effectiveness of peer feedback in microteaching.

01:55PM - 02:25PM	**NEARPOD – a Useful Tool for Virtual Learning**

Pre-recorded Session

Format : Oral Presentations (30 minutes)

Speakers

Quynh Le, Teacher, Vo Thi Sau High School

Nearpod is an award-winning student engagement platform for K-12 teachers that engages students in the classroom with interactive learning experiences. There are many reasons why teachers should apply Nearpod into their teaching. Firstly, it utilizes forma tive assessments like Virtual Reality, Polls, Collaborate Boards, and game-based quizzes to drive insights into student learning. Secondly, teachers will know where every student is in their learning and adapt instruction in real time with in-the-moment feedback. Thirdly, the website builds authentic connections for students through checkpoints and activities focusing on social and emotional well-being. Finally, it is established for free access. When teachers use Nearpod, they don't have to start from scratch. They can upload and make any of their favourite Powerpoints, Google Slides and any video interactive from Ted Ed or YouTube. Besides, Nearpod can assist busy teachers who can hardly have enough time to prepare interactive lessons with a standards-aligned library of 15000 interactive lessons and videos across all grades and subjects. The website offers the flexibility between classroom, distance learning or hybrid. Whether teachers are conducting their lessons in the classroom or through cloud-based video conferencing services like Zoom meeting or Microsoft Teams, it works quite well. Students participating in the virtual classroom are given a code which can be used later (available up to 30 days) for them to review the lessons at their own pace in case they cannot catch up with the teacher and their classmates during the online lessons.

01:55PM - 02:25PM

Pre-recorded Session

High School EFL Teachers' Perceptions and Self-reported Competence in Online Teaching
Format : Oral Presentations (30 minutes)

Speakers

Thanh Le, Vice-Dean, Quy Nhon University

COVID-19 has made school teachers in general and high school EFL teachers in particular administer online lessons. This study investigates the perceptions and self- reported competence of high school teachers in a province in Central Vietnam in online teaching. This study will focus on their perceptions about the necessity and advantages as well as disadvantages of online teaching. In addition, this study explores their self-reported competence in administering online lessons. To collect the data for this research project, online survey questionnaires responded by the high school EFL teachers and individual semistructured interviews will be analyzed using both qualitative and quantitative content analysis. The findings of the study will be helpful for educational policy-makers, school administrators, and high school EFL teachers through future professional development programmes both in information technology and teaching methods. Implications for thẻoy and practice will be suggested based on the findings of the study. Key words: high schoo, EFL teacher, online teching, perception, self-reported competence

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01:55PM - 02:25PM

Pre-recorded Session

CHALLENGES OF E-TEACHING FACED BY TEACHERS IN EFL CLASSROOMS DURING THE COVID-19 PANDEMIC
Format : Poster (45 minutes)

The emerging advanced technology in recent years has encouraged and supported various types of teaching and learning, one of which is e-teaching. In addition, the appearance of COVID 19 has pushed the adoption of E-teaching to its highest peak among universities, but posed considerable challenges in how to practice E-teaching in an efficient way. In fact, there has been little attention paid to the crucial role of EFL teachers in online settings; accordingly, the present study is an investigation into the challenges faced by twenty teachers in experiencing E-teaching during the COVID-19 pandemic. The research is aimed to figure out the main difficulties faced by these teachers when experiencing E-teaching in EFL classrooms and their attitude towards this kind of learning. To achieve that purpose, the qualitative research design was adopted to conduct the study, and the data collected from online observations and narrative inquiry was analyzed and categorized into four themes including curriculum, knowledge about E-teaching, assessment of different domain progress, and their learners' motivation. Several pedagogical implications were disc ussed to minimize the obstacles and maximize the efficiency of E-education.

01:55PM - 02:25PM

Pre-recorded Session

AR-based Concept Map for Immersive English Language Learning
Format : Oral Presentations (30 minutes)

Speakers

Kalapoorna Nalla, Research Center Coordinator, Centurion University of Technology and Mangaement

The pandemic has become a catalyst to the quick transformation of the education system where several innovative approaches and systems have been developed in a short time. Augmented reality has risen to the occasion as one of the immersive technology tools to augment learning especially in this age of Education 4.0. With the development of ICT in education to make English classes more engaging and interactive , AR is proving to be a strong tool to improve the English language skills of the students. The correct and judicious usage of the tool would motivate the students to learn the skills of English in a fun-loving manner in a non-threatening environment. This paper discusses the outcomes of a pilot study conducted in one of the English medium schools of Odisha, India, where the content creators and instructional designers collaborate with the educators and the technical personnel to integrate immersive experiences into the curriculum. The Training was given to the teachers who participated in the pilot study regarding the usage of the EduCart App, a tool for experience management. The paper will reflect on an AR-based concept map for immersive English language learning based on the experience of the students, teachers, administrators. The paper also reiterates the importance of the presence of a teacher who facilitates learning and that augmented reality is a tool through which learning is accentuated and becomes more effective. KEYWORDS: English, Language, Teaching, AR, Immersive

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01:55PM - 02:25PM

Pre-recorded Session

Learner Initiatives and English Language Classroom Discourse
Format : Poster (45 minutes)

Speakers

Ngan Dong, Lecturer, University of Languages and International Studies, Vietnam National University

Classroom discourse has always been a widely discussed topic among educators and linguists. It is a complicated social phenomenon involving the interactions of different participants in the classroom with its main purpose is to optimize learning. One of the key concepts in classroom discourse research is the IRF sequence meaning Teacher Initiative – Student Response – Teacher Follow-up. Most studies on the IRF sequence, however, adopt a teacher-centered approach because they focus mainly on either the Initiative move or the Follow-up move, reflecting a complete disregard for students' R move as well as their initiative in learning. In an attempt to provide a comprehensive view of teacher's and students' contribution to classroom interaction, this paper firstly provides a critical evaluation and comparison of different approaches to classroom discourse analysis before focusing on the authentic data taken from a specific English language classroom context and finally, examine the ways in which the language and interaction patterns in the data reveal assumptions about the quality of teaching and learning in the chosen classroom. The classroom interaction shows the rise of learner's initiation moves in IRF sequence, which partially neutralizes the asymmetrical characteristic of typical teacher-student exchange and strives towards symmetry for better learning. The findings suggest that English language teachers should be able to immediately attune to students' needs as they unexpectedly arise in the classroom when giving corrective responses to questions of individual students, and at the same time, involves the whole class in the learning process.

01:55PM - 02:25PM

Pre-recorded Session

Using Videos to Improve Students' Speaking Skill: An Action Research

Format : Poster (45 minutes)

Speakers

Giang Dang, Teaching, Ha Tinh University

During the past several decades, videos have become quite popular form of language teaching materials. A number of authors have discussed the advantages and disadvantages of using videos in teaching listening skill. However, the studies on applying them on teaching speaking is rare. Therefore, the author decided to do an action research to apply the videos in teaching speaking and then survey its impact on students' speaking learning. Data are collected via a questionnaire and feedback that are conducted on English-major freshman of Ha Tinh University. Results show that learning speaking with videos has a powerful influence on the students' motivation and especially help students improve their intonation and pronunciation. The findings provide deep insights for language teachers into this field so that they have an appropriate choice in using videos in teaching English speaking

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01:55PM - 02:25PM

Pre-recorded Session

Constructivism - An Educational Innovation for the Virtual EFL Classroom in the Covid Era

Format : Oral Presentations (30 minutes)

Speakers

Hoa Tran, Lecturer, University of Khanh Hoa

Teaching and learning online has become a world-wide movement in this Covid Era. It is obvious that a virtual classroom is absolutely different from a traditional one in all aspects when teachers and students can partly or completely not see each other on a computer or a mobile phone in front during the learning time on the internet. The classroom management, traditional lesson delivery and learning tasks, etc. are up till now really controversial problems for many teachers. This paper presents a conceptual model of a constructivism-based EFL online learning and teaching process with relevant factors including communities, social networking and multi-tasking. Constructivism is a theory that says learners themselves construct knowledge rather than just passively take in information through their own learning and experience. Actually, it is a teaching method which involves helping students to gain their new knowledge upon the foundation of previous learning by taking opportunity to share their experiences and show off their expertise, making a vivid learning environment. When this theory is applied appropriately, students can actively engage in the learning tasks while teacher takes an interactive, supportive and negotiating role, learning objectives written for a constructivist setting are thus student-centered, critically thinking and collaborative. It is actually an innovation of a pedagogical shift for such a blended EFL classroom in the Covid Era.

01:55PM - 02:25PM

Pre-recorded Session

A Study on Multimodal Metaphor in Coca- Cola and Pepsi' Television Commercials

Format : Poster (45 minutes)

Speakers

Hien Pham, Lecturer, Hanoi Pedagogical University No.2

There is no shadow of doubt that human beings have been employing metaphor in almost all aspects of life even though they are sometimes unaware of the fact. And the professional world of scholars has already taken the notion of metaphor into account. Especially after the publication of the work named Metaphors We Live By in 1980 by Lakoff and Johnson, the notion of metaphor was exploited conceptually and seemed to have more practical applications. The research was done to investigate how multimodal metaphor has been used in Coca- Cola and Pepsi' television commercials accompanied by a comparison between two companies. The present study includes four main chapters: literature review, methodology, findings and discussion, and conclusions. Findings show that both brands take full advantage of visual, verbal and sonic modes, despite different degrees, to represent groups of metaphorical themes. Similar and different aspects in their usage of multimodal metaphor were also disclosed in the study. Keywords: multimodal metaphor, Coca- Cola, Pepsi, TV commercials

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01:55PM - 02:25PM

Pre-recorded Session

An Investigation into Effectiveness of Online Learning Media in Promoting Learners' Autonomy: A Case Study in an Online Listening – Speaking Course

Format : Poster (45 minutes)

Speakers

Hien Pham, Lecturer, Hanoi Pedagogical University No.2

During the time of Covid – 19 pandemic, online courses have been applied in all educational levels. Also, during this time, enhancing students' autonomy has become one of the most concerning issues in these online courses where there is no direct interaction between teachers and learners. To tackle with the issue, it is believed that teachers should use effective online learning tools to engage students and foster their self-study process. However, there may be a fact that how matter how many tools have been used, their effectiveness may not be examined thoroughly. That's why the study was conducted in an online listening – speaking class to model how one teacher used online learning media in her class and assess how effective online learning media were through a questionnaire, interview and observation. The result showed that some applied tools were so helpful in promoting students' autonomy while others were limited. Keywords: effectiveness, listening – speaking course, learner autonomy, online learning media

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01:55PM - 02:25PM **Pre-recorded Session**	**Student Perception of Gamification in a Social English Course at University** Format : Oral Presentations (30 minutes) Speakers Anh Nguyen, Student, University of Languages and International Studies, VNU Hanoi Anh Bùi, Intern, International School, VNU Hanoi Ha Dinh, Student, University of Languages and International Studies, VNU Hanoi In the fourth industrial revolution, especially under the aftermath of the COVID-19 pandemic, gamification has emerged and developed as an effective technique in assisting instructors and learners to fulfill the demand of teaching and learning language. As being university students in the University of Languages and International Studies (ULIS), having chances to be familiar with gamification, the researchers would like to investigate the Faculty of English Language Teacher Education, ULIS sophomores' perception of gamification's effectiveness in a social English course thoroughly. Using survey research, data was gathered through a two-part questionnaire distributed among the whole population of 250 participants. The former part of the questionnaire was utilized to measure learners' perception of gamification's effectiveness, followed by the latter of the questionnaire to determine the most effectively used elements of gamification in English classes. According to the study's results, most participants held a positive attitude toward the utilization of gamification in general and all elements of the gamification process in particular. Regarding gamification's effectiveness, minor differences could be observed: gamification was believed to facilitate learning vocabulary, grammar as well as reading better than pronunciation coupled with writing. Besides, emotions towards the procedure, achievement point and logic of the process were identified as the most useful elements in gamification's process. At the end of the study, some recommendations were suggested for future research into this topic.

01:55PM - 02:25PM **Pre-recorded Session**	**Improving Second-year English-majored Students' Vocabulary Learning through Using Memrise Online Learning Platform** Format : Oral Presentations (30 minutes) Speakers Nguyet Dang, Lecturer, Hong Duc University Dư Mai, Lecturer, Hong Duc University This classroom Action research was conducted with the aim of investigating the effectiveness of using Memrise online learning platform on 30 Vietnamese second-year English-majored students' vocabulary learning for International English Language Test System (IELTS) at Hong Duc University. In this study, the students were asked to complete three levels of English academic vocabulary with different topics created by the lecturer in www.memrise.com. Besides studying in class, students had to review the lessons at home in order to increase the good vocabulary achievement. A four-stage cycle of action (Planning-Acting-Observing-Reflecting) was applied to carry out the research and the instruments used to elicit the data were vocabulary pre- and post-tests and questionnaires. The result of the study showed that using Memrise as a tool of learning vocabulary helped the students improve their achievement of academic vocabulary from the mean score 5.7 (Pre-test) to 7.3 (Post-test). In addition, the result of the given questionnaires that student responded positively to the implementation of Memrise in learning vocabulary contributed to strengthening the study result. From the results gained, it was concluded that Memrise online learning platform can be used as an alternative method in vocabulary teaching in the classroom.

01:55PM - 02:25PM **Pre-recorded Session**	**English Medium Instruction Courses at National Economics University before and during Covid Era: Lecturers' Challenges and Coping Strategies** Format : Oral Presentations (30 minutes)

Speakers

Thi Thien Huong Nguyen, Lecturer, National Economics University

English medium instruction is a globally emerging phenomenon and countries have recorded an exponential growth in EMI courses in the past few decades. Studies examining EMI have been conducted in various contexts, especially in higher education sector, posing its beneficial language and content outcomes. The implementation of EMI programs in Vietnam, however confronts a number of problems and constraints. This study attempts to figure out challenges facing teachers in applying English as medium instruction in teaching core curriculum subjects in National Economics University. The study also aims to investigate teachers' strategies to cope with difficulties, especially their adaptation to teach online EMI courses during the Covid-19 pandemic. Findings from the study shed some light for positive improvements in EMI programs offered in higher education. Possible implications will also be proposed to EMI curriculum developers and education policymakers for future effective development of EMI tertiary programs in blended-learning context.

01:55PM - 02:25PM

Pre-recorded Session

An Investigation into the Application of Blended-learning in Teaching English Listening Skills at Hung Vuong Gifted High School in Gia Lai, Vietnam during the Covid-19 Pandemic
Format : Oral Presentations (30 minutes)

Speakers

Hanh Tran, Teacher, Hung Vuong High School for the Gifted

In the context of the Covid-19 pandemic outbreak, intermittent periods of face-to-face instructions in schools and inadequacy of online learning apps and tools in virtual classes are considered challenges in teaching and learning worldwide, including teaching and learning English as a foreign language. This research examines the effectiveness of blended learning in teaching English, specifically during the Covid-19 spread. The research, thus, investigated an empirical application of blended learning to teaching listening skills at Hung Vuong gifted high school in Gia Lai province during the disrupted schooling last academic school year 2019-2020. To integrate face-to-face classroom performances into a self-study online listening course, the researchers designed a website with listening lessons based on the content of Tiếng Anh 10 (hệ 10 năm) textbook. With a sample of 35 Grade 10 students as an experimental group, the research employed tests, survey questionnaires, and observation as data collection instruments. The findings show that blended learning boosted teachers' information technology literacy. The result of the study also indicates that blended learning enhanced students' listening skills via increasing students' self-managing learning time and triggering students' English listening habits in terms of their learning autonomy. Given its superiority, the blended course should be interwoven with traditional physical classrooms to aid students in English learning and critical lifelong learning skills such as self- studying, problem-solving, and time management. Key words: Covid-19 outbreak, blended-learning, listening skills, information technology literacy, students' learning autonomy.

01:55PM - 02:25PM

Pre-recorded Session

Using CLIL in Teaching and Learning Translation ATESP Department at Danang University of Foreign Language Studies
Format : Oral Presentations (30 minutes)

Speakers

Ba Le, Vice-Dean of ESP Department, University of Foreign Language Studies – The University of Da Nang, Viet Nam

Abstract: The English teaching and learning process at tertiary level is not separated from providing learners with background knowledge relating to a wide variety of topics, including issues associated with the world of business. Therefore, the usage of Content and Language Integrated Learning (CLIL) in teaching and learning English for Specific Purposes (ESP) has become of greater importance than ever in today's age of knowledge – based economy. This research paper aims at indicating the benefits of using CLIL in translation courses designed for students majoring in Business English and Tourism English at ESP Department at University of Foreign Language Studies - the University of Danang. The research also focuses on the level of students' satisfaction with the pedagogical method as well as its drawbacks and propose solutions to the problems. The study involves both qualitative and quantitative methods. More specifically, 100 final-year students of Business English and Tourism English attending advanced translation courses were required to answer the questions provided in the questionnaires and they were also interviewed. The data for the study is based on the respondents' answers related to the issue under investigation. Keywords: CLIL, teaching and learning translation, Business English, Tourism English, translation courses.

01:55PM - 02:25PM

Pre-recorded Session

ELT in the Covid World: Pedagogies for Digital Education
Format : Oral Presentations (30 minutes)

Technology enhanced language teaching and the use of digital platforms have been strongly promoted in Vietnam in the past few years. However, with most universities employing online learning and teaching in response to the Covid-19 pandemic, there is a need to consider the factors that have a significant bearing on the effectiveness of this pedagogical shift in achieving the ultimate educational goals of the training programs in ELT. In fact, digital pedagogies call for completely new skills from the teachers and requires them to question themselves about their status, self-perception, control and authority in the online teaching environment. This presentation is about a study that investigates teachers' attitudes and strategies in preparing for and coping with the demands and challenges in moving back and forth between different modes of delivery. Interviews and focus groups were conducted with English language teachers from various universities in Hochiminh City. The teachers were asked to reflect on their online teaching experience and share their good practice in delivering their courses and engaging with their students. The study highlights teachers' agency, agility and digital competences as essential elements in enhancing their preparedness for digital pedagogies to face with changes and challenges in the future.

01:55PM - 02:25PM

Pre-recorded Session

The Age Factor in Second Language Acquisition
Format : Oral Presentations (30 minutes)

Speakers

Truong Hong-Ngoc, Lecturer, University of Economics Ho Chi Minh City

The purpose of this paper is to synthesize the existing experimental findings related to the age factor, one of the most affective factors in Second Language Acquisition (SLA), so that it could be easier to determine the emerging main movements in this field. The first part focuses on the Critical Period Hypothesis and related study, as this theory has ascendency over common thought regarding the age factor. The second part includes studies on age in relation with the process of SLA, rate of SLA, and final achievement of a foreign language. In the final part, implications of the aforementioned research on the ESL classroom and SLA theory in general is investigated before conclusions are reached.

01:55PM - 02:25PM

Pre-recorded Session

A Review on Foreign Language Learning Strategies Studies in Vietnam

Format : Oral Presentations (30 minutes)

Speakers

Huyen Ngo, Lecturer, Hung Vuong University

It is proven by many researchers that language learning strategies (LLSs) are very important in second/ foreign language learning and teaching and that learners might be able to learn second/ foreign language more effectively by using LLSs. That's why this area has increasingly received more attention during the past forty years. This paper is aimed to review previous research pertaining to language learning strategies (LLSs) to figure out the current directions of LLSs inquiry, especially in Vietnamese context, and propose directions for future studies on the field. 24 published journal articles and dissertations containing Vietnamese learners' LLSs were cautiously selected for "systematic reviews" that serve as the only tool for a source of data in this study. Findings uncovered that such research projects have addressed the call for considering self- regulation strategies; learning context and modern technology factors; and more mixed-methods approach. However, most of the Vietnamese researchers still adopt traditional definitions and classifications, and excessively use questionnaires for data collection. Also, that these studies principally focus on learners' use of strategies in their writing, listening or vocabulary learning provokes a lack of research on speaking learning strategies. Finally, results from these studies can not generalize other learner population of different contexts. The study suggests implications for further investigations into LLSs issues in prior research. Key words: English learning as a foreign language (EFL), language learning strategies (LLSs), self-regulated learning (SRL), language learning and teaching, language learning approaches

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01:55PM - 02:25PM

Pre-recorded Session

Fortering Reading Comprehension through Interactive Activities - EFL Tertiary Teachers' Perceptions

Format : Oral Presentations (30 minutes)

Speakers

Hang Nguyen, Senior Lecturer, Quang Binh University

This article reports EFL teachers' perception of interactive activities in English reading comprehension classes. Data were collected from the in-depth interviews with 04 EFL tertiary teachers in a local university in Vietnam. The findings showed that the teacher participants were aware of the importance and necessity of designing interactive activities to foster students' participation in reading comprehension classes as well as the benefits of these interactive activities. The results also indicated that they were aware of their multiple roles in delivering these interactive activities. However, the study also revealed the possible difficulties they had to encounter in designing and implementing the activities in their real teaching practice. Based on the study's findings, suggestions were offered to both teachers teaching reading comprehension and the researchers in the field regarding the enhancement of interactiveness and effectiveness in second language reading.

01:55PM - 02:25PM

Pre-recorded Session

Content and Language Integrated Learning (CLIL) in Writing Context: An Empirical Study

Format : Oral Presentations (30 minutes)

Speakers

Pradeep Sahoo, Assistant Professor, Centurion University of Technology and Management, Odisha

Productive skills become more effective and acceptable while backed by a learner-centric pedagogic approach. In the natural order of acquiring language skills writing skill comes at the end. Learners may not feel motivated to enhance their writing skills when there is a mismatch both in the content and pedagogy based on their needs and learning styles. Therefore, the learners fail to meet the level of proficiency in writing as expected at their level. The learners will feel motivated when the content is based on their discipline of studies. Thus, there is a need to explore the effectiveness of Content and Language Integrated Learning (CLIL) in enhancing the writing skills of undergraduate students. The present study is based on a quasi-experimental research design. The sample of the present study is a group of 30 adult learners pursuing BTech Degree in Mining Engineering in a private university. The study was conducted over a period of one semester consisting of ten two-hour classroom activities. There were twenty writing assignments administered in ten classes out of which ten assignments were related to branch-specific contexts and the rest, general contexts. The data were collected and analyzed through writing tests and semi-structured interviews with the learners. The study recommends modification in the ESL curriculum which may help the learners to acquire the writing skill effectively within the specific time period allocated for the course. Keywords: - CLIL, context, ESL curriculum

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01:55PM - 02:25PM

Pre-recorded Session

Maximizing Differentiated Instruction in Large English Classes through Various Activities

Format : Oral Presentations (30 minutes)

Speakers

Hai Hoang, Lecturer, University of Languages and International Studies, VNU Hanoi

Over the past years, differentiated instruction has been proved to result in effective language teaching (Harmer, 2012). Howe ver, differentiation has never been easy, especially when teachers have to teach large classes, let alone large English classes. For effective differentiation, teachers need to allocate lots of time and energy to plan for

their lessons to satisfy students' of different needs. Besides, challenges are numerous when teachers of English teach large classes in areas with poor resources (Shamim et. al., 2010). In addition, in these classes students are of mixed-ability, learning styles, levels of language proficiency, cognitive ability and so on. Nevertheless, opportunities are also available for teachers who work with large groups of students when teachers can exploit these students' resources. This presentation aims to (1)clarify the challenges facing teachers who teach large English classes; (2)outline possible opportunities to teach large English classes effectively through using appropriate differentiated instructions, and (3)highlight a number of practical activities that can be used in large classes to increase students' interaction and collaboration in both offline and online learning environments. Keywords: differentiated instruction, large class management References Harmer, J. (2012). Essential Teacher Knowledge. Pearson. Renaud, S., Tannenbaum, E, & Stantial, P. (2007). Student-Centered Teaching in Large Classes with Limited Resources. English Teaching Forum. No3. Shamim, F. et.al. (2010). Maximizing learning in large classes. British Council. Ur, P. (2012). A Course in English Language Teaching. Cambridge University Press.

01:55PM - 02:25PM **Pre-recorded Session**	**Utilizing Textbooks in Online Language Classrooms: A Combination of Synchronous and Asynchronous Learning** Format : Oral Presentations (30 minutes) Speakers Thuy Pham, Lecturer, University of Languages and International Studies, VNU Hanoi The widespread Covid-19 pandemic has led to the switch of teaching and learning from offline to online mode in most regions of the country. As a result, language teachers of textbook-based courses, or those who must follow a core book throughout the course, face the challenge of either digitizing the book or designing appropriate activities to utilize it effectively in the online settings. This requires a balanced and efficient combination of synchronous and asynchronous learning. While the former refers to "online or distance education that happens in real time, often with a set class schedule" and with the presence of both teachers and learners, the latter involves students' independent learning and flexible access to materials outside class time. This approach is also known as one type of blended learning, and it often requires a certain range of online resources to be well- implemented. However, for teachers who have used textbooks as their primary source of teaching materials, the availability of such supplementary aids might be an issue of concern. Therefore, this presentation aims to address how synchronous and asynchronous activities can be conducted to maximize the use of textbooks. Specifically, it summarizes advantages and disadvantages of each activity type, principles for selecting either synchronous or asynchronous learning to achieve particular objectives, and techniques to digitize or adjust textbook activities/tasks for online teaching or self-study. One example of how an upper-intermediate English textbook has been adapted would also be given to facilitate understanding of the approach.
01:55PM - 02:25PM **Pre-recorded Session**	**Autodidactic Learning Competence of English Major Students at Vinh University: Problems and Solutions** Format : 60 minute Workshop Speakers Nguyen Thao, Lecturer, Vinh University Self-study skills have an immensely substantial role in the learning process for any learners in general and higher education students in particular. Followed with the survey with more than 150 English major students ranging from the freshman to the seniors at Vinh University, however, some issues emerged in terms of motivation, methods, and effectiveness in correlation with their autodidactic learning competence. The study, accordingly, added up to some feasible solutions which were then introduced to the same experimental group. After one semester, another survey with a list of the appropriate questionnaire was handed out to those to investigate the studying result which then incredibly exposed that the significant number of students has increasingly enhanced their self-study competence leading to their better academic outcome. Key words: Self- study, effectiveness, competence, issues
01:55PM - 02:25PM **Pre-recorded Session**	**Exploring Japanese Students' Experiences of COVID-19 Pandemic through Second Language Poetry Writing** Format : Oral Presentations (30 minutes) Speakers Atsushi Iida, Associate Profesor, Gunma University The COVID-19 pandemic has changed our approach to teach and learn English as a second or foreign language. In such a challenging situation, what do we need to teach in the English classroom? What really matters to our students when learning English in the COVID-19 pandemic? The aim of this presentation is to discuss the role of poetry writing in the era of COVID-19 pandemic. This qualitative, case study was designed to address the following research question: How are the EFL students' experiences of the COVID-19 pandemic characterized through second language (L2) poetry writing? A total of 130 poems related to the experiences during the COVID-19 pandemic were collected from Japanese EFL students in the freshman college English writing course in Japan. Employing Hanauer's (2010) methodological guidelines for poetry writing as a research method, data analysis consisted of thematic analysis (Braun & Clarke, 2006) and the analysis of the writers' subjective positions by observing poetic content and linguistic and literary choices (Hanauer 2010). The results suggest that the COVID-19 poems written by Japanese EFL students expressed their various emotional insights (e.g., struggle, confusion, irritation, anxiety, hope) into such an unusual and difficult situation. Reflecting on these research findings, I conclude my presentation with pedagogical implications in the L2 writing classroom.
02:25PM - 02:30PM **Convention Website**	*Transition time*

02:30PM - 03:20PM **Livestream + Zoom VIP1**	**Featured Speech (Sponsored by British Council): All Our Ducks in a Row - Improved Learning Outcomes through the Comprehensive Learning System** Format : Featured Presentation (50 minutes) Speakers Johanna Motteram, Sponsored by British Council Victoria Clark, Sponsored by British Council Moderators Yen Tran, Head of Division, Vinh University Tan Le, Lecturer, Vinh University As educators, our goals are improving student achievement and ensuring teaching and learning interventions at national, regional, institutional and even classroom level are successful, cost / resource-effective, measurable and deliver lasting impact. However, examples of where language policy and language teaching and learning interventions fail to meet these goals are abundant around the world. One of the main reasons behind these failures is the misalignment of the interdependent elements that are involved in an education system - standards, curriculum, assessment and delivery of curriculum. The design of interventions in language teaching must consider systemic alignment, regardless of scale or context. In the classroom, in institutions, or at the national policy level, there is a guiding principle which will support effective interventions and successful outcomes: the Comprehensive Learning System (O'Sullivan 2020). In this presentation we will introduce systemic alignment, the fundamental condition of a comprehensive learning system. We will then use three case studies of recent educational interventions the authors have been involved in to discuss how systematic alignment was achieved and how this improved learning outcomes. These case studies will report on projects in Singapore, Japan and India, and each demonstrates the implementation or effect of systemic alignment.Following these case study examples, we will explore the applicability of the comprehensive learning system for classroom teachers.
02:30PM - 03:20PM **Pre-recorded Session**	**Featured speech (Sponsored by Pearson): How teacher-powered AI is Pushing the Boundaries of Progress in Teaching, Testing and Beyond** Format : Featured Presentation (50 minutes) Speakers Bill Bonk, Sponsored by Pearson AI technologies can be used for formative or summative purposes in educational assessment. Public perception in this area has often focused on the lack of human interaction and judgement when automated marking technologies are applied. This talk will demonstrate that in many ways, the opposite is true, which is boldly supported by findings and data from efficacy research Pearson has done. The use of artificial intelligence allows the judgement of hundreds of human assessors to work in unison, increasing validity and addressing bias and low reliability issues. These technologies significantly reduce teacher workload in terms of marking student work, yet still benefiting from diagnostic feedback on their students. They have also proved highly effective and flexible in terms of test delivery and administration for online distance education accelerated by the Covid pandemic.
03:20PM - 03:25PM **Convention Website**	*Transition time*
03:25PM - 04:25PM **Livestream + Zoom 4**	**Accessing Meaningful CPD for Busy Teachers** Format : Workshops (60 minutes) Speakers Fiona Dunlop, Principal, Wimbledon School of English Moderators Hoa Nguyen, Hanoi Financial and Banking University Nguyen Thao, Lecturer, Vinh University Continuing Professional Development is an area of ELT that can sometimes be given less importance and acknowledgment than it deserves by organisations and by ourselves. This may be down in part to time, financial constraints, or, as is often the case for a less experienced teacher, a lack of focussed guidance and support, leading to a feeling of not knowing where to start, feeling overwhelmed by choice, and being unsure about how to realise achievable CPD goals. This session aims to raise awareness of what CPD is, what is available and relevant to English language teachers throughout their career, and how to integrate CPD opportunities seamlessly into their busy lives. An underlying premise is that in order to develop effectively we must reflect in a meaningful way and recognise our ongoing achievements in order to move forward. In this session, we aim to look at the various ways we can access professional development, how to select what is useful and relevant for us and our students and how to gather evidence through reflective practices to monitor and measure the impact on our students. I will provide practical, easy-to-implement ideas which can be embraced into the everyday working life of a busy English teacher, including a number of useful hints and reflective tools. The workshop will also give the participants the opportunity to reflect and set professional SMART developmental goals relevant to their experience, environment and students.
03:25PM - 04:25PM **Livestream + Zoom 1**	**Delivering Language Lessons Online: Grammar and Vocabulary** Format : 60 minute Workshop

Speakers

Socheata Phal, Teacher Of English, IDP Cambodia

Moderators

Trang Tran, Lecturer, Vinh University

Phuong Nguyen, Lecturer, Hanoi National University of Education

Due to the pandemic, social distancing makes learning from school impossible to take place. Learning from home has been an ideal means to keep students learn as much as possible. Therefore, virtual classes have been offered by many educational institutions to assist students' learning experiences. Teachers, on the other hand, adapt teaching delivery styles from time to time to maximize learning outcomes. In this workshop, teachers will be able to acquire a few necessary tips in order to simply produce interactive, fun, and easy activities to make their classes more lively and joyful although delivering virtually. This workshop will also specifically feature a wide range of demonstrations of alternatives regarding delivering lessons online through a few platforms or tools such as Zoom and Quizzes. You will be instructed how to use various functions, with further suggestions of how they could be adapted for language lessons. Participants can expect a dynamic seminar in which they will be encouraged to have fun and actively engage with the material offered.

03:25PM - 04:25PM

Livestream + Zoom 2

Peace Corps Viet Nam's English Education Program for Prospective Partners
Format : 60 minute Workshop

Speakers

Kate Becker, Country Director, Peace Corps Viet Nam

Luis Valadez, Director of Programming & Training , Peace Corps Viet Nam

Moderators

Duc Anh Duong, Lecturer, Vinh University

Thi Hien Trang Ngo, Lecturer, University of Foreign Language Studies

Strong English language skills increase educational and professional opportunities for citizens of Viet Nam. The Ministry of Education and Training (MOET) has prioritized foreign language instruction since 2008. Schools are shifting from a 7-year to a 10-year curricula; new competency standards have been set for teachers and college graduates. Families that have the access and financial means invest in many hours of private tutoring. Yet students and teachers of English all over Viet Nam struggle to meet basic standards. Peace Corps and the Government of Viet Nam's Ministry of Education and Training are collaborating on a program contributing to the social and economic development of Viet Nam through improved English skills. The goal of Peace Corps Viet Nam's English Education Program is that students attain communication skills in English necessary to access academic and/or professional opportunities, thus supporting Viet Nam's national priority of English proficiency for its students and emerging workforce. How will this goal be accomplished? Through a participatory and collaborative approach to teaching and service. During this workshop, Peace Corps Viet Nam leadership will present Peace Corps innovative approach to service and English education and explore with participants how it can take shape in their communities. School and/or community partners interested in working with Peace Corps Viet Nam are encouraged to participate in this workshop where they will become thought partners with us in the development of our program.

03:25PM - 04:25PM

Livestream + Zoom 3

Practical Activities to Utilize Breakout Rooms on Online Learning Platforms
Format : 60 minute Workshop

Speakers

Tram Nguyen, Training Manager, Talkin English

Moderators

Ha Van, Vinh University

Tho Tran

Online teaching and learning have become the new norm in the COVID-19 pandemic era. Such popular interactive learning platforms as MS Team and Zoom have no longer been "a quick fix" but familiarized themselves among teachers, students as well as parents. As a result, there is a constant demand to better learning experiences so that no considerable discrepancies will be reported between a virtual and "real" classroom. In fact, one of the most frequent complaints to be resolved by teachers and educators is the lack of interaction and engagement among students. Therefore, my workshop will focus on how to make the best use of one feature of most online learning platforms – breakout rooms to generate meaningful communication for an English language class. Participants in this workshop will experience and evaluate some practical activities the author has applied to her classroom, then are expected to brainstorm their applications and tailor some to their own contexts.

03:25PM - 04:25PM

Livestream + Zoom 5

MReader Gets Them to Read More, Even if They Didn't Want to!
Format : 60 minute Workshop

Speakers

Thomas Robb, Chair, Extensive Reading Foundaton

Moderators

Lê Bình, Lecturer, Vinh University

Thao Phan

"When MReader was introduced, to my surprise, almost every day many students started to visit the English Room. The number increased to 20, 40, 50, 60 students." – From a teacher in Indonesia MReader is a free app for tracking students' extensive reading that is sponsored by the Extensive Reading Foundation. Originally, it was designed simply as a way for teachers who had many classes to check how much their students had read. This was done through short quizzes that asked simple questions

about the book, just to check if they had really read it. If students passed the quiz, they then received an image of the book cover on their own personal page. As it turned out, the "stamp collection" of book covers turned out to be highly motivating for some students who normally would not have voluntarily read a book. Furthermore, the students perceived passing the quiz as a way to validate their own understanding, which also heighted their motivation. MReader allows students to enjoy books that are easy for them to read. The reading level of the each student is set, and they are not allowed to read books above their level, although they can read as many as they want on, or below their level. This workshop will demonstrate how MReader works, and how you can make it work for you. There are no books on the site, however, so your school or students will need access to books from their library or online.

03:25PM - 04:25PM	**Engage Young Learners in Speaking Activities**
Livestream + Zoom 6	Format : 60 minute Workshop

Speakers

Channang SIM, English Teacher, Australian Centre for Education, IDP Education Cambodia

Moderators

Hanh Le, Lecturer-head of ESP Section, Vinh University

Tan Tran, Teacher

It is seen that how much students have learnt a language through their speaking, and speaking is also a good opportunity for them to use various language components via the practice of their daily-life conversations in the classroom (Jeremy Harmer, 2007). In other words, speaking can help language learners fluently use lexis and expressions without very much conscious thought. However, young learners do not possibly learn English well if they do not fully participate in their speaking activities. This session will firstly look at how young learners communicate, and introduce factors affecting the achievement of speaking production. Secondly, participants will learn to apply these factors in the YL classroom in order to help students speak English better. The workshop will be conducted in very interactive ways which will allow participants to share their experiences and learn from one another through various activities. This presentation is strongly recommended for new teachers and especially for teacher s who are currently teaching younger learners.

03:25PM - 04:25PM	**The Fundamentals of Vocabulary Instruction**
Livestream + Zoom 11	Format : 60 minute Workshop

Speakers

Rob Waring, Professor, Notre Dame Seishin University

This presentation will review the learning load students will face when learning English and will clarify what it means to kn ow a word. We will then go over a framework understanding how tasks relate to cognitive process in terms of balancing the curriculum. We will then look at different instructional techniques to teach vocabulary both intentional and incidental and look at the limits of each. We will then look to see how vocabulary learning fits a balanced curriculum and discuss the strengths and weaknesses of various learning methods. Participants will be encouraged to share their best ideas for learning vocabulary and review them in light of what we have learnt.

03:25PM - 04:25PM	**A Process-based Method of Writing Instruction Using Easily Accessible Distance Learning Tools**
Livestream + Zoom 7	Format : 60 minute Workshop

Speakers

John Niblett, English Language Fellow, Regional English Language Office, U.S. Mission In Vietnam

Moderators

Phuong Nguyen, Lecturer, Vinh University

Tra Ngo, Student, Ho Chi Minh City University of Law

Teaching process-based writing may have originated in physical classrooms, but it can be applied and even enhanced in distance-learning settings. Teachers who have used a process-based or workshop approach to classroom writing instruction are faced with the challenge of choosing and using distance learning tools and platforms that support hands-on methods to nurture student writers. This workshop offers participants the opportunity to use and evaluate platforms and tools configured in a way to strengthen the writing process. Activities will focus on the easily accessible suite of Google tools as applied to online writing instruction. Google Slides to create writing portfolios, Google Translate for developing thematic vocabulary lists, and shared collaborative documents used in breakout groups will all be featured in this workshop. Participants will be invited to provide feedback on these approaches as well as to share their own favorite tools and methods.

03:25PM - 04:25PM	**Teaching Listening Using Bottom-Up Processing**
Livestream + Zoom 8	Format : 60 minute Workshop

Speakers

Jye Smallwood, Fellow, English Language Programs/US State Department

Moderators

Thao Tran, Lecturer, Vinh University

Khanh Pham, Lecturer, HCMC University of Technology and Education

Listening is probably one of the first and most important skills in second language acquisition. However, teacher training in this area remains extremely underdeveloped. Many initial teacher-training courses like the CELTA often give teachers the tools to assess but not teach language skills. So, in our classrooms, are we testing or teaching

listening? Listening activities often emphasise listening for gist or specific information. However, these activities often neglect to teach the decoding skills learners need for effective listening in the real world. In this workshop, we explore the cognitive processes involved in listening in a second language. We then investigate effective materials and approaches to foster skills development. Specifically we will focus on bottom-up listening, which involves decoding prosodic features of spoken language such as phonemes, syllable and stress boundaries, and words and expressions. At the end of the workshop, teachers will have the opportunity (in groups/breakout sessions) to critically evaluate a selection of listening tasks from major TEFL Textbooks on whether they teach or simply test learners' listening skills. This workshop has two aims. First, to equip TESOL/ TEFL teachers with the background knowledge of what is involved in listening and listening skill development. Second is to develop critical awareness of what makes a good listening activity or lesson that actually teaches transferable listening skills.

03:25PM - 04:25PM **Livestream + Zoom 9**	**From Chain Arguments to a Truth-Based Model for Academic Argumentation** Format : 60 minute Workshop Speakers Trang Hoang, Teacher, University of Languages and International Studies, VNU Hanoi Moderators Huong Vu, The Deputy of English Department, Thang Long High Shool for the Gifted Trang Ly, English Lecturer, An Giang University, Vietnam National University - Ho Chi Minh City Being the second action-research circle, this workshop responds to the learners' request for a working model for academic argumentation after their being introduced to some common argument structures (e.g., convergent, divergent, serial, compound, and complex arguments). While these structures strengthen learners' knowledge on a basic paragraph in academic writing, to increase their confidence in interpreting and producing academic discourses such as primary research which requires analysis of "raw" data, they need a deeper understanding of chain arguments for improved coherence and cohesion and of a popular academic writing frame for logical idea presentation. Accordingly, this workshop focuses on Toulmin's model for academic argumentation, which consists of (1) the claim - the basic assertion of the argument, (2) the evidence - the data supporting the claim, (3) the warrant - the way to "move" from the evidence to the claim, (4) the backing - the basis for the persuasiveness of the warrant, (5) the qualifier - the strength or weakness of a presented claim, and (6) the rebuttal - any exceptional circumstance which invalidates the claim (Toulmin, 2003; Toulmin et al., 1984).

03:25PM - 04:25PM **Livestream + Zoom 10**	**The Power of Creative Writing** Format : 60 minute Workshop Speakers Dieter Bruhn, Regional English Language Office, U.S. Embassy Hanoi Moderators Hong Nguyen, Lecturer, Vinh University Thang Nguyen, Lecturer, Thanh Dong University This hands-on session focuses on the value of using creative writing as an effective tool to strengthen students' general and academic writing skills. Participants will engage in several dynamic and high-interest creative writing activities that will enhance their students' comfort and confidence and help them become better writers. Creative writing is one of the best ways for students to develop their writing and critical thinking skills (Hecq, 2015; Nash, 2004). Studies have shown (Immordino-Yang, 2016) that ELLs at all levels benefit greatly from creative writing and find it a natural and effective way to improve specific writing techniques and enhance their general and academic writing skills. The purpose of this cutting-edge workshop is to show how creative writing techniques and activities can help instructors teach writing more compassionately and effectively while simultaneously helping their students become better thinkers and writers. The presenter will begin by briefly discussing the benefits of creative writing. Next, he will walk the participants through three engaging creative writing activities he has developed that his students have found to be extremely helpful in enhancing their overall writing skills. In addition to practicing each activity, participants will be encouraged to reflect on how these activities can be adapted to their specific contexts as well as how they can help their students become more competent writers.

04:25PM - 04:30PM **Convention Website**	***Transition time***

04:30PM - 05:00PM **Livestream + Zoom 1**	**From Teachers' Learning to Teaching Practice in the Classroom Level: A Qualitative Study of EFL Teachers at a University under the Ministry of Public Security.** Format : Oral Presentations (30 minutes) Speakers An Tran, Dean of Faculty of Basic Sciences and Foreign Languages, University of Fire Prevention and Fighting Moderators Trang Tran, Lecturer, Vinh University Phuong Nguyen, Lecturer, Hanoi National University of Education Participating in-service professional development activities plays a pivotal role in determining teachers' long-term professional development and the long-term success of the program they involve themselves in (Richards & Farrell, 2005). Specifically, this issue has received growing prominence in many institutions under the supervision of Ministry of Public Security – MPS towards the long-term objectives for practitioners, including EFL teachers, in developing their professionalism. However, little research has been conducted to examine the extent of applicability in terms of the EFL teachers' exposure to professional development opportunities (PDOs) in support of their teaching

pedagogies. To address this gap, this case study aims to explore the internally MPS-based PDOs as well as the PDOs' impacts on the EFL teachers' pedagogical implementations. Based on the purposeful sampling, I intend to invite five EFL teachers with at least five years of teaching experience. My qualitative study involves many semi-structured interviews in understanding the EFL teachers' background information, their access to PDOs, their levels of engagement, their personal reflection on the impacts of PDOs on their classroom-level decisions. I expect to make some suggestions for my own institutional context in defining and addressing the existing teaching-and- learning weaknesses when it comes to the accessibilities of PDOs to facilitate teacher learning for the sake of teaching competence.

| 04:30PM -
05:00PM

Livestream +
Zoom 2 | **Reconceptualising Continuing Professional Development in a Time of Change: A Study of Vietnamese EFL Lecturers**
Format : Oral Presentations (30 minutes) |

Speakers

Hang Nguyen, PhD Student, The University of Melbourne

Moderators

Duc Anh Duong, Lecturer, Vinh University

Thi Hien Trang Ngo, Lecturer, University of Foreign Language Studies

Continuing professional development (CPD) has a long history of research. However, due to dramatic changes in higher education with the infusion of technology, especially after the COVID-19 pandemic, there is a pressing need to reconceptualise CPD in the way that it truly supports teacher motivation and wellbeing. This presentation discusses how CPD is conceptualised, using the lens of the Self-determination Theory (Deci & Ryan, 1985, 2000) and the Technological Pedagogical Content Knowledge Framework (Mishra & Koehler, 2006); and presents preliminary findings from a study with 434 EFL lecturers in Vietnam to support this argument. Accordingly, CPD is conceptualised as the process of professional becoming in three dimensions of lecturer competence (knowledge and skills in teaching with technology), autonomy (free choice in making decisions in professional practice and development), and relatedness (good relationships and belongingness to the institution and a community of practice). This new conceptualisation of CPD can inform CPD policy and practice that enhance EFL lecturers' motivation and wellbeing in Vietnam and similar contexts.

| 04:30PM -
05:00PM

Livestream +
Zoom 3 | **Scan and Learn! Beyond the Simple Codes: QR in the EFL Classroom – A Burgeoning Demand**
Format : Oral Presentations (30 minutes) |

Speakers

Nga Phan , Lecturer, Viet Nam Aviation Academy

Moderators

Ha Van, Vinh University

Tho Tran

Quick response (QR) codes are multi-purpose hand tools that were an interesting find on product packages. QR codes, were first cleverly designed by a Japanese car manufacturing company, have been around for over fifteen years. Their uses can be still as severely limited as the great scope of creativity of teachers who are to occasionally use them in their classes. The presenter will first kindly provide (1) theoretical background explaining what QR codes are and how the use of QR codes enormously enhances classroom instruction. This one-to-one discussion will be followed by (2) a preliminary and hands-on training session where the participants will be given a rough guide through the reasonable steps of creating URLs and QR codes for classroom use. In the last part of the talk, the presenter will fully share (3) inspirational practical ideas on how these codes can be used in various ways including sample projects and beyond. The presentation will conclude with (4) a systematic analysis of the motivational value that the QR codes can bring to the classroom and seriously propose a set of fundamental guiding principles for teachers hoping to satisfactorily incorprate QR codes into materials, based on the authors' experimentation and reflection.

| 04:30PM -
05:00PM

Livestream +
Zoom 4 | **Promoting Students' 21st Century Learning Skills Through Project-based Learning in a University E- Learning Environment**
Format : Oral Presentations (30 minutes) |

Speakers

Linh Ly, English Teacher, University of People's Security

Moderators

Nguyen Thao, Lecturer, Vinh University

Hoa Nguyen, Hanoi Financial and Banking University

Because of the constant innovation of new instructional approaches to language teaching, students have no longer been known as passive knowledge receivers but now take active roles in their self-directed learning. Accordingly, project-based learning (PBL) has been widely applied to education to promote student-centered learning to the fullest extent. Ton Duc Thang university (TDTU) is not the first pioneering educational institution to apply PBL to the tertiary-level students. However, under the adverse effects of the Covid-19 pandemic, TDTU promptly switched over to the project implementation with the use of E-learning platforms. This paper aims to explore how PBL has been conducted in an E-learning environment as well as to indicate students' perceptions towards its effects on the development of students' 21st century learning skills. The case study employed a series of periodic observations, students' in-depth interview and questionnaire with the participation of 69 first-year non-English major students and two English teachers in two separate classes respectively. The observation results revealed that the four main phases including Preparation, Realization, Presentation and Evaluation were displayed precisely. In these four stages, a variety of activities were carried out by the participants to facilitate students' execution of PBL. Moreover, after finishing the group projects, the students showed their positive perceptions towards their significant development of certain 21st century learning skills including creativity, collaboration, critical thinking and communication. The findings of this study contribute to further research on PBL as a technology-mediated learning.

	Sharpening Students' Speaking Skill by Using Video Dubbing in English Teaching
04:30PM - 05:00PM	Format : Oral Presentations (30 minutes)
Livestream + Zoom 5	Speakers
	Phuong Dau, Lecturer, Hatinh University
	Moderators
	Lê Bình, Lecturer, Vinh University
	Thao Phan

Speaking is considered one of the most important skills. Koran (2015) asserted learners have the tendency to measure their success in learning a language by the extent to which they can use their spoken one. However, the fact shows that numerous students have the fear of speaking up. Dwi (2020) confirmed the importance of knowing students' difficulties in the learning process so that teachers can design the proper teaching strategies. Tuan and Mai (2015) stated that to help the students improve their speaking skills, it is necessary to find ways to help them overcome their problems. Therefore, the implementation of video dubbing in English teaching is in the light of helping learners to deal with the above-mentioned obstacle. In this paper, the researcher aims to study the impact of video dubbing on students' speaking. This was action research and applied for the tenth grade of Ha Tinh School of Excellence in Education. The observation, interview, questionnaire, and test were used to collect the data. The findings show that using video dubbing can sharpen students' speaking skills with different indispensable elements such as pronunciation, intonation, fluency, vocabulary, grammar, self-confidence, and cultural knowledge of the language. However, the research presented that the awkwardness in the technique of using video dubbing of some students is a time hindrance to carry out the study. Furthermore, the limited time duration may also affect students' performance. Therefore, future studies might extend similar research over an entire semester to obtain more convincing results.

	Mapping the Professional Development of Vietnamese EFL Public School Teachers
04:30PM - 05:00PM	Format : Oral Presentations (30 minutes)
Livestream + Zoom 6	Speakers
	Ngan Hoang, Junior Student, Sai Gon University
	Trung Nguyen, Junior Student, Sai Gon University
	Phuong Do, Freshman, Sai Gon University
	Moderators
	Hanh Le, Lecturer-Head Of ESP Section, Vinh University
	Tan Tran, Teacher

Vietnamese EFL teachers have access to a wide range of professional development (PD) programs, still, an overall understanding of how they use and evaluate such availability is under-researched (Nguyen & Ngoc, 2018). Particularly, Le and Barnard (2019) have found that without effective PD modes that teachers willingly accept, the realities of EFL teaching and learning in Vietnam will remain an uphill effort. This study, therefore, was conducted with a view to portraying the landscape of Vietnamese EFL teachers' PD and exploring how they perceived the effectiveness of such initiatives. The data were quantitatively collected through a questionnaire which was administered to 132 public-school EFL teachers in Ho Chi Minh City. The results reveal that most teachers favored inexpensive and traditional, yet collaborative and autonomous PD initiatives such as professional meetings or reading online materials. In contrast, optional, reformed, time-consuming, and costly modes such as professional learning community, attending conferences, or webinars enjoyed the least interest. As regards effectiveness, most participants also rated most favorite types of PD relatively high in terms of their impactful, needs-based, sustained, collaborative, practical, and reflective nature. This research not only maps the PD of Vietnamese EFL teachers, but it also puts forward certain concerns regarding how current PD programs are being developed and conducted. Furthermore, it also proposes recommendations of how PD can effectively be designed and address teachers' classroom needs.

	Intercultural Communicative Competence: A Literature Review
04:30PM - 05:00PM	Format : Oral Presentations (30 minutes)
Livestream + Zoom 7	Speakers
	Trinh Thi Anh Hang, Head of Department of English for Technical Students, Hanoi University of Science and Technology
	Moderators
	Phuong Nguyen, Lecturer, Vinh University
	Tra Ngo, Student, Ho Chi Minh City University of Law

In the situation of globalization, people of different backgrounds and perspectives are coming together in dense interactions both physically and virtually for many purposes. To be successful in those interactions, it is believed that they need to have "the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts" (Bennett & Bennett, 2004, p. 149), which theoretically refers to their development of intercultural communicative competence (ICC). It is widely accepted that enhancing ICC has become a necessarily important mission of educators (Byram, 1997; Bennett, 2004; Deardorff, 2006; Bagwe & Haskollar, 2020) because nowadays it is not only a nicety but a necessi ty (Bennett, 2015). Educationally, a number of authors have developed different approaches in order to increase English-as-a- foreign-language learners' sense of ICC. However, very few studies have compared and contrasted different approaches based on their consideration of theoretical backgrounds that guide their research, teaching and learning contexts, two-side effects behind their pedagogical selections. The present research will use systematic review by gathering data from many electronic sources to formalize a comprehensive picture depicting the many forms of ICC-related teaching and learning approaches together with their theoretical frameworks and implications. Purposefully, the findings of this research provides scholars, teacher educators and teaching practitioners with better understandings of various approaches in intercultural education; therefore, they can make better choices of ICC-related practices fitting their own situations.

	Promoting Students' Interests and Motivations through Using Kahoot! Platform as a Formative Assessment
04:30PM - 05:00PM	Format : Oral Presentations (30 minutes)
Livestream + Zoom 8	Speakers
	Dung Huynh, Teacher of English, People's Security University
	Moderators
	Thao Tran, Lecturer, Vinh University
	Khanh Pham, Lecturer, HCMC University of Technology and Education

It is undeniable that formative assessment has been playing a vital role in ELT so far. It is a two-way mechanism which mirrors how well learners have been working as well as promotes students' interests and motivations for their ongoing learning process. However, under the severe consequences resulted in the Covid-19 pandemic, applying technology like using Kahoot! Platform, to assessing learners is of importance and arouses concerns from teachers in Viet Nam in general and in People's Security University in particular. This paper aims to explore how to evaluate students' performance in accomplishing their progress tests along with indicate students' perceptions on using Kahoot! to assist their interest and motivation development. The current case study took advantages of periodic observations, Likert-scale questionnaire and semi-structure interview with the samplings of 60 third-year non-English majored students conveniently. The three main phases were conducted to deploy the Kahoot! assessment, that is, Test Design, Test Completion and Teacher Assessment. In these stages, there were various types of tasks designed to check what students had learnt in class and evaluate them comprehensively. Additionally, students expressed their positive perceptions in the questionnaire items and showed their insightful responses thru interview queries about the effectiveness of using Kahoot! formative assessment that develops their passion and motivation in learning. What was more, students need to draw their attention to learning review and teachers' feedback in order that they can achieve the best results in their learning and assessment process.

	EFL Students' Use and Perception of Hedging Language in Argumentative Essays
04:30PM - 05:00PM	Format : Oral Presentations (30 minutes)
Livestream + Zoom 9	Speakers
	Ngoc Tran, Student, University of Foreign Languages, Hue University
	Moderators
	Huong Vu, The Deputy of English Department, Thang Long High Shool for the Gifted
	Trang Ly, English Lecturer, An Giang University, Vietnam National University - Ho Chi Minh City

The use of hedges in academic writing, especially in EFL students' argumentative writing remains relatively under studied in Vietnam. Therefore, this study was conducted to explore EFL learners' hedging behaviors and the occurrence of hedges in EAP writing courses. In particular, the research aimed to discover the frequency of hedging tokens in general and the types of hedges in the corpus of EFL students' argumentative essays at a tertiary institution in Central Vietnam. Moreover, this research investigated EFL students' perceptions of hedges and the representation of hedging elements in academic writing courses. To achieve these aims, thirty EFL students' argumentative essays were examined, five semi-structured interviews were conducted and analyzed thematically, and the textbook was manually scanned. Investigations into the corpus revealed the high frequency of hedges in the corpus, and the diverse distribution of various hedging categories. Textbook analysis implied that hedges were incl uded with several functions. Responses from the interviews indicated EFL students' positive attitudes towards hedging language and the teaching practice in academic writing courses involving hedges. The results of this study offered pedagogical implications on the teaching and learning of academic writing.

	Keynote speech (Sponsored by British Council): Foreign Language Teacher Education: Lessons from Covid-19
05:05PM - 05:55PM	Speakers
Livestream + Zoom VIP1	Gabriel Diaz Maggioli, IATEFL President (Sponsored by British Council)
	Moderators
	Tram Nguyen, Training Manager, Talkin English
	Tung Vu

The COVID-19 pandemic placed many restrictions to the way teachers of EFL are educated, mostly regarding teaching practice. With schools closed, student teachers had to find creative ways to put into practice the theory they learned in their methodology courses. While this restriction posed a problem, it also offered the possibility of developing new and effective ways of educating teachers.I will describe one succe ssful model of teacher education that started off as a distance learning framework and since then, has also become very effective in hybrid teaching contexts (where you have onsite and online students simultaneously). The model capitalizes on the future teacher's experience as a language learner and helps effectively bridge theory and practice while promoting critical thinking and instructional decision-making that guarantees that what student teachers learn online can have a positive impact on their language learners' language development.The model has six phases that start with an exploration of the student teachers' beliefs about language learning and teaching, and then progresses to making them aware of how different core concepts and practices are relevant to language learning. From that awareness, new understandings of the core concepts and practices are collaboratively co-constructed and tried out in the teacher education class so that when student teachers apply them in the real classroom, they do so in a principled and effective way. The role of reflection throughout the process is also explored.Keywords: theory-practice gap; foreign language teacher education; effective language teaching; student teachers.

07:00AM - 08:00AM **Convention Website**	*Check-in*

08:00AM - 08:50AM **Livestream + Zoom VIP1**	**Keynote speech (Sponsored by RELO Vietnam): A multimodal Approach to Bilinggual Learning and Teaching: Culturally Sustaining Systemic Functional Linguistic Praxis** Format : Keynote Presentation (50 minutes) Speakers Ruth Harman, University of Georgia, USA - Sponsored by RELO Vietnam Moderators Yen Tran, Head of Division, Vinh University Khanh Bui, Co-Director of Reviewing Committee VIC 2020, VIC 2021 Reviewing Committee Despite recent research on the importance of multimodality and translanguaging for 21st century knowledge generation, too often language education policies promote reductive classroom practices that fail to incorporate the experiential and multilingual repertoires of EFL and ESL learners. In this presentation I report on our civic and artistic participatory program for youth and pre-service teachers in the southeast of the United States. In explaining the theoretical parameters of our work, I discuss Halliday's (1978) Systemic Functional Linguistics (SFL) and Paris and Alim's (2017) approach to Culturally Sustaining Pedagogy (CSP). Halliday's model of language celebrates the ecological nature of multilingual meaning making that shifts to accommodate variation in social register and cultural context. Aligned with this approach, CSP not only strives to bring in the ideas, desires, and needs of multilingual youth, it demands that they become the center piece in everything that we do. Our CS SFL curriculum design in volves inclusion of a wide range of multimodal resources that are purposively sequenced on a continuum (Gibbons, 2006; Harman & Burke, 2020). The approach supports our bilingual youth and educators in cumulatively coupling multiple modes (Martin, 2010) such as mapping, drawing, rapping and verbal argumentation to communicate their visions of a more equitable school and society. Guiding questions that support my inquiry in this paper are the following: What tenets of SFL support our curriculum design and how do participants in our program respond to the design?

08:50AM - 08:55AM **Convention Website**	*Transition time*

08:55AM - 09:55AM **Livestream + Zoom 1**	**Project-based Language Learning: From Theory to Practice** Format : 60 minute Workshop Speakers William Lewis, Virtual English Language Fellow , Regional English Language Office, U.S. Mission in Vietnam Moderators Trang Tran, Lecturer, Vinh University Ngan Trinh While most language courses include something that falls under the general definition of a project, far fewer courses take advantage of a fully elaborated version of project- based language teaching (PBLT). When fully implemented, PBLT offers a flexible, student-centered, collaborative pedagogical approach that challenges students to engage with real-world problems. Rather than lasting only a single lesson, or coming at the end of an instructional unit, projects span an entire unit or perhaps even an entire course. Students are included as decision makers from start to finish, helping to determine the project's theme, outcome, and audience. Easily integrated into classes that are in- person or online, synchronous or asynchronous, PBLT is uniquely suited to the demands of our current educational moment. After a review of the literature showing PBLT can lead to gains in productive skills, autonomy, and motivation (Astawa, Artini, Nitiiasih, 2017; Shin, 2018) this presentation describes the steps to implement the full version of PBLT as outlined in Alan and Stoller (2005). Effective as it may be, PBLT is not a panacea; thus, the challenges to applying this approach, especially in the context of online education, are discussed and potential solutions are offered. The workshop's attendees will gain theoretical and practical insight into PBLT and will leave with a step- by-step approach that can be applied to expand current projects or redesign aspects of their curriculum to include substantial and engaging project work.

08:55AM - **09:55AM** **Livestream +** **Zoom 3**	**Teaching in the New Normal Using Free, Low-Tech, No Tech Apps for Online Language Learning** Format : 60 minute Workshop Speakers Carla Bailey, TESOL Instructor - USA, U.S. Department of State - English Language Fellow Moderators Tan Le, Lecturer, Vinh University Ngoc Chau Nguyen This workshop is for experienced and new online language teachers and support staff. As the demand for online teaching grows; the global pandemic and the ever-increasing globalization, has caused a huge increase in information and communication technology when it comes to students learning in a virtual or remote setting. One of the most effective methods for virtual language learning is through Apps designed for online teaching and learning. However due to the lack of high-speed internet connectivity and electronic device affordability around the world, this workshop will show language teachers how teaching virtually can be engaging and motivational. By integrating language learning Apps that are free, low cost and conducive when using low-technological equipment, in today's world is imperative for teaching students the skills needed for learning language during the new normal. After presenting this workshop, participants will have a plethora of engaging tips and strategies for their low tech teacher toolbox.
08:55AM - **09:55AM** **Livestream +** **Zoom 4**	**Exploring Beliefs about Teaching Online** Format : 60 minute Workshop Speakers Michael Griffin, Editor, The ELT Workshop Moderators Thao Tran, Lecturer, Vinh University Mai Nguyen "Online classes must be synchronous" and "Students must show their faces at all times during online classes." These are just two of the beliefs circulating (perhaps uncritically) in the current discourse in ELT worldwide about online teaching. Back in the previous century, in 1999, Kathleen Graves wrote, "Most teachers don't have opportunities to make their beliefs explicit because the institutions in which they work do not generally ask them to articulate their beliefs nor do they place a value on such articulation." This might be even more true in the current era and an aim of this session is to carve out a time and place for such articulations, in this case related to online teaching. Through considering and discussing a range of statements about online teaching and learning participants will have a chance to make their beliefs explicit and in doing so gain a deeper understanding of their own (perhaps unconscious) thinking about online teaching. By encountering and examining statements of belief topics such as homework, motivation, synchronous vs. asynchronous classes, rapport, teacher presence, grading, and teacher well-being participants will be able to uncover their own beliefs on these issues. Participants can expect to walk away with a clearer sense of their own beliefs along with some questions to consider about their beliefs in relation to online teaching practices.
08:55AM - **09:55AM** **Livestream +** **Zoom 5**	**How Do I do Extensive Reading without Money or Resources?** Format : 60 minute Workshop Speakers Rob Waring, Professor, Notre Dame Seishin University This presentation will call on the presenter's vast experience with setting up Extensive Reading programs worldwide. Successful management of an Extensive Reading program is an essential ingredient in the success of the overall language program. It will review the basic principles and aims underlying a successful Extensive Reading program. Then we will look at how an effective Extensive Reading program can be implemented with special emphasis on introducing Extensive Reading to Vietnamese learners. The presenter will highlight how to use low level readers to assist with both reading fluency to enhance motivation, and language input to develop basic language knowledge. It will also look at some of the various factors involved in the selection of materials, ways to manage the library, how to evaluate the program and motivate students to read, and how to do ER with little money and few resources.

08:55AM - 09:55AM **Livestream + Zoom 8**	**Reimagining Pedagogy: ELT 4.0 Curricula and Google Workspace** Format : 60 minute Workshop Speakers Prajna Pani, Professor of English, Centurion University of Technology and Management This workshop will introduce the participants to Google Workspace for English language teaching and learning. It will present interactive teaching techniques for facilitating the English language teaching (ELT 4.0) curricula. In this workshop, participants will learn the step-by-step process to create a website in Google sites and enhance user experience with Google workspace. The workshop proceeds in three sessions in which the participants immerse in the online learning spaces; design engaging tasks in the online spaces such as student portfolios, projects, clubs, events; and co-create. This modeling includes presenting classroom design, adapting, and using Google workspace in instruction and probing to stimulate thinking about the relevance and appropriateness of pedagogical interventions. The main purpose of this workshop is to revamp the English language teaching and learning approaches, and provide new pedagogical possibilities solutions in response to COVID-19. It requires the involvement of teachers and learners (co-creators). The instructional activities delivered online, a critical challenge for English language teachers will enhance the communication, collaboration, creativity, critical thinking and digital skills of the participants. The workshop is not just about another digital platform, tool or device; it's about the mind shift, mixture of shifting tools, approaches, practices, learning outcomes that create a digitally and culturally responsive learning environment, committed to equity and inclusion, and able to support a diverse learning community. This will encourage a deep dive in the learning process where student engagement with meaningful activities plays a pivotal role in sustaining internal motivation for learners.
08:55AM - 09:55AM **Livestream + Zoom 9**	**A Foundation for Extensive Reading Success** Format : 60 minute Workshop Speakers Catherine Cheetham, Associate Professor, Tokai University Melody Elliott, Associate Professor, Tokai University Graded readers, simplified texts intended for language learners, provide students with the ability to self-direct their own learning by allowing them to decide what, how, and when to read. However, simply providing access to graded readers or e-readers does not necessarily guarantee that students will be motivated to develop autonomous learning. As language learning becomes increasingly dependent on technology, extensive reading practices have also followed suit with powerful online extensive reading learning management systems such as MReader and Xreading becoming indispensable tools that can track student progress throughout their extensive reading journey. However, these systems' useful features can only be fully utilized if teachers and students know how to take advantage of them. How an institution establishes, maintains, and invests in its extensive reading program may drastically affect learning outcomes. This workshop will present specific ways to create a foundation for what Shibata (2016) terms an extensive reading 'learner community,' where student reading achievements are acknowledged and reading extensively is promoted. Participants will listen to practical tips on how to manage, promote, and incorporate technology into an extensive reading program (new or pre-existing), based upon the presenters' experiences at a Japanese university before and during the COVID era. A variety of successful and adaptable methods to promote sustainable extensive reading will be shared, including online videos, reading activities, and achievement recognition. In addition, participants will be asked to partake in a demonstration and comparison of MReader and Xreading ER learning management systems.
08:55AM - 09:55AM **Livestream + Zoom 10**	**Putting Vocabulary to Use** Format : 60 minute Workshop Speakers Mary Perez, Teen Program National Coordinator, RMIT Vietnam There is no question about the importance of teaching vocabulary in the classroom. Questions amongst teachers may focus more on whether students are actually learning the vocabulary taught and if they are prepared to use this vocabulary outside of the classroom. While there are a plethora of activities for practicing vocabulary, many are limited to understanding a word's meaning and leaving out opportunities for production. This workshop will present a number of activities aimed at recycling vocabulary over multiple lessons, framing vocabulary activities as more purposeful for students, and engaging students in applying their lexical knowledge towards communication. Teachers will walk away with activities and ideas that they can use with a range of learners.
09:55AM - 10:00AM **Convention Website**	*Transition time*
10:00AM - 10:30AM	**Guides to Blended Learning Practices**

Livestream + Zoom 1

Format : Oral Presentations (30 minutes)

Speakers

Horn Thyde, Lecturer of English and Vice President of Academic Office, Chea Sim University of Kamchaymear

Moderators

Trang Tran, Lecturer, Vinh University

Ngan Trinh

Recognizing the potential of blended learning, the blended learning practices provides the systematic integration of technology in teaching and learning in higher education institutions through policy development, capacity building and the use of appropriate low-cost technologies. While working with partner institutions for building capacity and implementing technology-enabled learning, this research topic becomes clear that a definitive source on blended learning design will help teachers to follow available best practices. As we know, a good learning environment is a t rue blend of learning content and interactions of various types, leading to authentic learning experiences. Technology has made it possible to provide a diverse range of learning resources and interactions to enhance student learning in both distance and campus contexts. Typically, a blended learning will have the description of components of both online and face-to-face teaching and the context will determine the proportion of the blend. This research provides teachers, participants with a framework how to design and develop online classes with online and face-to-face components to offer the flexibility for addressing different student/learner preferences.

10:00AM - 10:30AM

Livestream + Zoom 2

Students' Perceptions of Implementing E-learning in Language Study

Format : Oral Presentations (30 minutes)

Speakers

Trang Lam, Vice Director - Life-long Learning Center, Hoa Sen University

Moderators

Phuong Nguyen, Lecturer, Vinh University

Ha Le, Lecturer, Lac Hong University

Utilizing e-learning as a learning and/or teaching tool is now rapidly expanding into education. Especially, when the world is fighting against the COVID-19 pandemic, e- learning has been the global recourse which is unprecedented in most of the schools around the world including Vietnam. However, one of the biggest concerns of teachers or educators is how to improve the quality of online teaching and learning. This study aims to investigate the relationship between e-learning and students' motivation in studying at the university environment. Accordingly, a group of 90 students were surveyed to capture their perceptions regarding their current e-learning English courses. The survey also explored students' study awareness and level of familiarity with online learning. The paper reports on the effects of e-learning courses on student participation and performance with regard to the depth of learning, student motivation and challenges, and customization of the online learning methodology. The results reveal that students have slightly positive perceptions toward e-learning though negative attitudes still exist. A discussion includes recommendations for cultural context and the design of e-learning courses to enhance students' motivation in the learning process. Giving students a reason to learn and effective tools to work with is a pathway to productive online learning.

10:00AM - 10:30AM

Livestream + Zoom 3

Transforming the Processes of Ideational Meaning through Grammatical Metaphor with the Practical Implications in Teaching-learning English Effectively

Format : Oral Presentations (30 minutes)

Speakers

Nhung Gia, English Teacher at High School, Truong Chinh High School

Moderators

Tan Le, Lecturer, Vinh University

Ngoc Chau Nguyen

Grammatical Metaphor (GM) has become an interesting linguistic issue nowadays especially Ideational Grammatical Metaphor because of its usefulness and effectiveness in the packaging information. Nominalization, as its most important device, condenses information by turning processes in a clause into a nominal entity. This paper aims at exploring whether there is any possibility that transfers could occur among the processes of Ideational Grammatical Metaphor. To achieve this, we shall offer a sketch of the Ideational Grammatical Metaphor realized by transitivity through the use of process and nominalization. The analysis of characteristics of ideational Grammatical Metaphor is conducted on around 100 samples collected from famous novels and speeches based on the Functional Grammar advanced by Halliday (1985) as a framework. The results showed that the Ideational Grammatical Metaphor was a transitivity system in which material process was mostly applied than mental, behavioral, existential, relational, and verbal processes. The change of six processes leads to the reduction of a clause, which makes long clausal construction becomes shorter, more concise, and nominalization was selected as the most used property of Ideational Grammatical Metaphor. The findings conclude with a discussion and pedagogical implications for teaching and learning English in improving writing skills. Keywords: Process; Transitivity; Ideational Grammatical Metaphor; teaching- learning English

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10:00AM - 10:30AM

Livestream + Zoom 4

Building a Community for Distance Learning through Google Tools for Education

Format : Oral Presentations (30 minutes)

Moderators

Thao Tran, Lecturer, Vinh University

Mai Nguyen

As the global pandemic continuously spreads, public and private educational institutions in Cambodia have been closed twice since March 2020, which prevents over three million students from attending school in-person and significantly gives a negative impact on education. In response to the coronavirus disease (COVID-19) crisis and to keep our students learning and rebuilding their routines during these difficult times is critically crucial. This 30-minute presentation will introduce an inspiring project which is run by young Cambodian professionals to build a Community for Distance Learning (CDL) by using Google tools for Education to extend learning to home environments. Participants to this presentation will have opportunities to explore the CDL innovative methods and practical tips that can be used for creating a CDL model at their respective organizations as well as specific resources that align with distance learning strategies, including how to address common distance learning challenges through technology.

10:00AM - 10:30AM

Livestream + Zoom 5

The Opportunity in Global Pandemic in Upbringing Cambodian Public Education Context

Format : Oral Presentations (30 minutes)

Speakers

Bonreach Kleng, Fellow, Teach for Cambodia

The Coronavirus has affected global education, include Cambodia. To prevent the spread of Covid-19, the Ministry of Education Youth and Sports in Cambodia announced the closure of both public and private academic institutions and immediately switched to online classes. This unpredicted transformation caused the failure in delivering the quality of education to students, especially in public schools. Public schools' students have suffered greatly because of the lack of technology, internet access, family economic, motivation, and self-regulated learning. In the high school where I am currently teaching, more than half of the students did not attend the online class, and those who attended had a lower engagement. The online teaching pedagogy was new, while the sudden switch and psychology had affected my teaching performance. However, this catastrophe did not stop me from looking for a solution. Experiencing this for more than a year, I have seen the opportunities in bringing the new mindset, hobby, and technology to students in my public school where is viewed as a traditional classroom. I have explored various methods and used the Community of Inquiry framework to engage students in the online classroom. After the crisis ends, the silver lining in public education in Cambodia is that students will have self-regulated learning and the ability to use technology for educational purposes. From this session, participants will learn what my solution was and what impact it brought about.

10:00AM - 10:30AM

Livestream + Zoom 6

Professional Development for Vietnamese EFL Teachers: Overview, Themes and Implications

Format : Oral Presentations (30 minutes)

Speakers

Ngo Cong Lem, PhD Candidate, Monash University

This paper discusses preliminary findings of a systematic review of PD studies in Vietnamese educational setting, published from 2006 to 2019, aiming to provide an overview of the status of PD research, major research themes, important findings and policy/training implications. An extensive literature search was conducted on major journal databases, including Web of Science, Scopus and Google Scholar. A number of inclusion and exclusion criteria were applied to screen for eligible and suitable studies to be included in this review. Thematic analysis was applied for the analysis of the content of the collected papers. Five major themes featuring the literature involve (1) teacher cognition, (2) teacher training programs, (3) language teacher pedagogy, (4) language policy implementation and (5) informal professional learning. The findings highlight important achievements of PD efforts for Vietnamese EFL teachers, featured with various forms of support (e.g., workshops, courses, training programs) and modes of support (e.g., online and offline, formal and informal peer learning). Yet, existing limitations in teacher training concerns (1) the mismatch in design of training programs, training and assessment practices, (2) the decontextualised short-term nature of training programs, and (3) the lack of high quality teacher trainers. Vietnamese EFL teachers were found to be highly capable of exercising their agency to adapt or resist ineffective language policies and to transform their classroom practices in response to students' needs and local contextual constraints. Implications for policymaking, program design and PD practices are discussed.

10:00AM - 10:30AM

Livestream + Zoom 7

"Sang kien kinh nghiem" as a Continuing Professional Development Activity: A Policy Documents Analysis

Format : Oral Presentations (30 minutes)

Speakers

An Pham, PhD Candidate , Victoria University of Wellington

Continuing professional development (CPD) is regarded as vital in EFL teachers' career. In recent years, transformative CPD activities such as teacher research have often been promoted, as they allow teachers to actively engage with their teaching context and address their own professional needs. In Vietnam, teachers can participate in teacher research through conducting "Sang kien kinh nghiem" (SKKN), in which they explore and attempt to resolve classroom issues through the application of "innovative solutions". However, the implementation of SKKN in Vietnam has met with certain skepticism and reluctance from different stakeholders. This paper reports on the extent to which SKKN is presented as a transformative CPD activity for teachers in policy documents across governmental levels in Vietnam. The policy documents are examined using thematic analysis of documents based on a hybrid framework for CPD policy analysis. The findings identify both affordances and constraints for SKKN as a transformative CPD activity in policy documents. This paper is the first part of a multi-phase study that explores professional development for EFL teachers in Vietnam. It contributes an understanding of CPD policy in Vietnam, and provides background for further research on Vietnamese EFL teachers' experience with SKKN.

10:00AM - 10:30AM

How to Motivate Gen Z Learners

Livestream + Zoom 8	Format : Oral Presentations (30 minutes) Speakers Sonita Pen, Teacher , Australian Centre for Education, IDP Education Cambodia As years go by, the number of Generation Z learners, anyone born from 1997 onward (Dimock, 2019), in your class or school is increasing. Have you ever wondered why some learners are more motivated to learn than others? Or do punishments really work for this demographic? If you have asked yourself one of these questions, you are interested in discovering more about how to improve young learners' learning quality. It is crucial for educators to understand factors influencing their students' motivation, especially during this Covid19 pandemic due to the fact that the mode of lesson delivery was converted to online one, which has posted a huge challenge to teachers in understanding and building rapport with student s. The aim of this presentation is to equip educators with the knowledge of motivational theories and their application in real- life contexts. At the end of this presentation, participants are expected to gain a better understanding of Gen Z learners, build a better rapport with their students and develop strategies to enhance their motivation to learn.
10:00AM - 10:30AM **Livestream + Zoom 9**	**The Use of Teachers' Feedback to Develop Students' Future Actionable Knowledge: Assessment to Learning** Format : Oral Presentations (30 minutes) Speakers Anh Nguyen, Researcher, The Vietnam National Institute of Educational Science Thao Thi Dang, Vice Dean, Hung Yen University of Technology and Education Trang Nguyen Tam, Lecturer & PhD Candidate, Hanoi National University of Education & Monash University Tony Richardson, Lecturer, University of The Sunshine Coast's Centre for International Development, Social Entrepreneurship and Leadership, Australia Teachers' feedback, which focuses on students' current performance or understanding (Hattie & Timperley, 2007), has been considered to exert a major impact on students' in-class learning outcomes. In line with previous work (e.g., Dan & Richardson, 2014; Richardson, 2019), the addition of feedforward, which involves constructive guidance on how to further improve the current performance (Hattie, 2009), to feedback might enhance the effectiveness of teachers' feedback. Feedforward encourages a future- orientated view and orients towards intended learning outcomes. This creates a context for the issue of Assessment To Learning (ATL) which includes Future Actionable Knowledge (FAK). The purpose of this presentation is four-fold: (1) to justify what ATL involves, (2) to explain why ATL is very essential in developing students' FAK, (3) to describe how ATL can be employed to develop students' FAK, and (4) to suggest how teachers can promote students' in-class learning through feedback.
10:00AM - 10:30AM **Livestream + Zoom 10**	**Film Dubbing: An Engaging ITC-based Alternativeto Develop English Pronunciation Skills in Online Classes** Format : Oral Presentations (30 minutes) Speakers Phuc Le, Lecturer, Banking Academy of Vietnam The Covid 19 pandemic has led to numerous considerable challenges for education worldwide. However, it has also brought about great opportunities to accelerate the use of technology in teaching and learning when online leanring is the only alternative. In the sphere of English language learning, developing Pronunciation skills has also embraced various technology-based techniques to maximize students' practice and enhance learning motivation. Among many of those, film dubbing, a common practice for traditional English pronunciation classes, has even become much more popular in online teaching mode. Therefore, this research was conducted to investigate the utilization of film-dubbing in the online English pronunciation course among English-majored freshmen at the Banking Academy of Vietnam. The research questions concern the students' perceived influences of film dubbing over their learning engagement and Pronunciation skills development, as well as their difficulties in using the technique. Overall, the findings showed that film dubbing contributed greatly in increasing the students' learning motivation, and therefore enhancing different aspects of Pronunciation skills, especially sound pronunciation, intonation and accent. Eventhough some challenges in applying this method were still reported by a number of students, the benefits seemed to far outweigh. Keywords: film dubbing, video dubbing, ICT-based method, technology-based method, developing English Pronunciation skills
10:30AM - 10:40AM **Convention Website**	*Transition time*
10:40AM - 11:10AM **Livestream + Zoom 1**	**Exploring Pre-service EFL Teachers' TPACK and Technological Integration into Teaching Practice** Format : Oral Presentations (30 minutes) Speakers Chau Nguyen, Lecturer, Đại Học Ngoại Ngữ, Đại Học Huế Nhi Nguyen, Student, Hue University, University of Foreign Languages Moderators Trang Tran, Lecturer, Vinh University Ngan Trinh In recent decades, technological integration into education has attracted more attention than ever before. TPACK model (Technological Pedagogical and Content Knowledge), proposed by Mishra and Koehler (2006), is one of the most effective models to evaluate the level of technology integration of teachers in their lessons. However,

in Vietnam, research related to TPACK of teachers, especially pre-service teachers, remains limited. The main focus of this research is to assess pre-service EFL teachers' TPACK and technological integration into teaching practice. To achieve this aim, a TPACK questionnaire was built to investigate how 30 pre-service EFL teachers assess their TPACK. Then, five participants were selected randomly to participate in semi-structured interviews with an aim to explore how they integrate technology into their teaching. The information and data from questionnaires and interviews were carefully analyzed. After that, data analysis was conducted based on the recordings to find the recurring themes and compare them with the quantitative data obtained. Results from the questionnaires and interviews suggest that in general, pre-service EFL teachers were satisfied with their total TPACK. Technological Knowledge, Content Knowledge, Technological Content Knowledge, and Technological Pedagogical Knowledge are the four domains that these pre-service teachers felt confident the most. TPK was ranked the highest. In contrast, the participants show uncertainty towards their Pedagogical Knowledge, Pedagogical Content Knowledge, and TPACK. In particular, they feel the least confident with their PK.

10:40AM - 11:10AM **Livestream + Zoom 2**	**Representations of Vietnamese Ethnic Minorities in New High School English Textbooks** Format : Oral Presentations (30 minutes) Speakers Bình Trịnh, Bachelor Student, University of Languages and International Studies, VNU Hanoi Hanh Pham, Lecturer, University of Languages and International Studies, VNU Hanoi Moderators Phuong Nguyen, Lecturer, Vinh University Ha Le, Lecturer, Lac Hong University Given the fact that 54 ethnic groups live together, including the major Kinh group and 53 ethnic minorities, mostly residing in remote and mountainous areas (Open Development Vietnam, 2020), the government has issued various special policies, one of which is the establishment of boarding schools where students of minority groups take part in specialized programs using nationwide applied textbooks. The Kinh students being the main target learners, the representations of Vietnamese people and culture may concentrate on this group, creating unfamiliarity to ethnic students, hence, loss of the student's interest in their study (Cunningsworth, 1995). This problem has not been much attention from research exc ept for Dinh (2014) who found national culture in old English textbooks to be represented by Kinh culture. This exploratory research aims to investigate the extent to which the new high school English textbooks represent ethnic minorities. The researchers analyzed both the student's and the accompanying teacher's books for grade 10, 11, and 12 by both qualitative and quantitative approaches. The underlying procedure is Weninger and Kiss's (2013) semiotic approach which treats tasks and images of an activity as a unit and is based on analytical frameworks suggested by Cunningsworth (1995), Dinh (2014) and Painter et al. (2012). The findings indicate the underrepresentation of ethnic minorities among Vietnamese people and culture, absence of some groups, limited topic range and potential for cultural learning. Advisably, the textbook designers can increase the number of representations, expand the range of topics and incorporate ethnic characters' interaction.
10:40AM - 11:10AM **Livestream + Zoom 4**	**Designing Professional Development Events for English Language Teachers** Format : Oral Presentations (30 minutes) Speakers Chandara Sam, English Teacher, Australian Centre for Education, IDP Education Cambodia Moderators Thao Tran, Lecturer, Vinh University Mai Nguyen Professional development events should encourage teachers to be reflective practitioners (Schon, 1987). In fact, teacher training plays a certain role in enhancing student's learning outcomes as what teachers absorb in training sessions might be implemented in classrooms. In designing effective professional development events, it requires particular elements to promote conceptualization, reflective observation and active experimentation through concrete experiences Kolb (1984). Added to that, the main objective of teacher training should maintain theory of action, a private, combined but developing system of knowledge, experience and worth which is relatable to teaching

practices at any particular time (Handal and Lauvas, 1987: 9). With evidence-based methods, this session will stress the importance of cycle, input methods, tasks and vital concepts on how to design comprehensive, engaging, and relevant teacher training sessions. What's more, this session specially aims to provide an opportunity for novice teachers who are interested in presenting or sharing their knowledge in workshops or international conferences and it also brings together trainers and teachers to share their thoughts in professional development for educators. Keywords: Theory of Action, Conceptualization, Experimentation.

10:40AM - 11:10AM

Livestream + Zoom 5

Towards a Multimodal Analysis of Images in a Medical Textbook
Format : Oral Presentations (30 minutes)

Speakers

Bich Ngoc Pham, Lecturer, Haiphong University of Medicine and Pharmacy

In the teaching and learning process, images play a vital role in supporting the effectiveness of teaching materials. They can act as communication tools (Moghtadi, 2012) and powerful elements in constructing learners' knowledge relating to the real world that cannot be formed in classroom activities (Canning- Wilson, 1999). This research aims to investigate the ideational meaning of images in a medical textbook. A descriptive qualitative research design was conducted for identifying the types of images and types of processes used in the images basing on the theory of reading images (Kress & Van Leeuwen, 2006) and Systemic Functional Grammar (Halliday, 1994). The data for this multimodal analysis were taken from five units of an English medical textbook. The findings show that ideationally, the textbook dominantly used realistic images. The visual modes in the textbook complemented each other to strengthen the meaning of the scientific concept delivered to the learners. The above results have implications for conditions for the effective exploitation and incorporation of visual images from medical science into classes. Keywords: Ideational meaning, multimodal analysis, images, systemic functional grammar, medical textbook

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10:40AM - 11:10AM

Livestream + Zoom 6

An Instructional Strategy Framework for Learner Performance in Online Learning Environments
Format : Oral Presentations (30 minutes)

Speakers

Hamdan Said, Postdoctoral, UTM

Van Nguyen , Postdoctoral , Universiti Teknologi Malaysia

The shift from face-to-face classes to fully online learning courses in higher education during the covid-19 pandemic has raised the need to identify factors impacting students' learning achievement and course satisfaction. This study examined the relationships between learning readiness, learning strategies, and learning performance during the COVID-19 pandemic. Learning readiness is measured through belief, computer self-efficacy, online learning motivation, and online communication skills; learning strategy is measured through self-directed learning, online learning interaction, learning control, and test preparation; and learning performance is measured through learning achievement and course satisfaction. A total of 550 undergraduate students from the Universiti Teknologi Malaysia were randomly selected from 04 faculties, participated in this study. Results showed that in an online learning environment, three mediating sub-factors of readiness, include "belief", "communication" and "motivation" were positive impacts on learning strategies while computer self-efficacy show a weak correlation. Three sub-factors of learning strategies consisted of "self-directed", "interaction" and "learning control" significantly impacted on learners' performance while "test preparation" did not match with course satisfaction. In addition, "motivation" was found as a strongly predicted sub-factor in readiness, and "interaction" was concerned with a crucial sub-factor remarkable influence on learners' performance. The proposed model is expected to be beneficial for stakeholders involved in online learning in higher education which can be applied in self-learning, teaching to enhance students' learning achievement and course satisfaction. Keywords: higher education, online learning, readiness, learning strategies, course satisfaction, learning achievement.

10:40AM - 11:10AM

Livestream + Zoom 7

Designing an Effective Blended Academic Writing Course on Canvas
Format : Oral Presentations (30 minutes)

Speakers

Tuyen Phan, Lecturer, An Giang University

Due to the increasingly serious outbreak of the Covid-19 pandemic, many Vietnamese and foreign educational institutions at different levels have been using a variety of online teaching and learning methods to continue their current training programs while still meet the quality requirements. The blended learning model is considered a firm alternative that helps expand and complement traditional teaching in most colleges or universities. This paper aims to explore the impact of structured online writing activities to the expected learning outcomes of English-major students who participated in the blended academic writing course at level B1. Course designs are based on constructivist theory and activity theory with an emphasis on promoting collaborative and problem-based learning, which primarily takes place on Canvas, one of the most learning management systems at present. Key writing activities include different types of interaction between teacher and student, among students, between student and learning content, between student and technology in order to build good paragraph writing skills. Findings of this study can be applied to other educational context to facilitate traditional writing courses or design blended writing courses, enhance composition skills, communication and interaction skills, as a result, learning quality, experience and outcomes are increased effectively.

10:40AM - 11:10AM

Livestream + Zoom 8

Applying Role-play Activities to Develop Students' Pragmatic Competence Using the Textbook "Innovation Pre-intermediate"
Format : Oral Presentations (30 minutes)

Speakers

Hong Dao, ULIS, ULIS_VNU

Although in recent years, relatively more attention has been paid to promoting foreign language learners' pragmatic competence in communication, language classrooms have still been regarded as insufficient input environments for developing students' communicative ability. This study examines the effectiveness of applying role-play activities to improve students' pragmatic competence in order to help them be more communicatively competent. Using a combination of quantitative and evaluation approaches, the researcher uses questionnaires and recorded role-play videos. The results revealed that first-year students at Faculty of English Language Teacher Education, University of Languages and International Studies are generally satisfied with the role-play technique applied during the first semester. The overall findings also suggest that adopting role-play technique brought about significant effects on students' pragmatic competence. It creates a valuable chance for students to practice speaking English with fluency and accuracy and also allows them to develop social skills and make sense of real-life situations. This study also recommends some student- centered role-play activities to develop students' pragmatic competence in spoken English classroom using the textbook "Innovation Pre-intermediate". It is hoped that by gathering students' feedback about the application of role-play learning method and presenting some practical activities, this study will encourage teachers to investigate their own teaching context, which facilitates them to realize their own students' pragmatic problems and discover effective ways to incorporate role-play activities to foster their students' communicative competence.

10:40AM - 11:10AM	**Emergency Remote Teaching: Exploring Opportunities and Challenges of ESL Students and Teachers**
	Format : Oral Presentations (30 minutes)
Livestream + Zoom 9	Speakers
	Thu Ho Tran, ESL Teacher, Vinschool Times City
	Mary Joy Sienes, ESL Teacher, Vinschool Secondary School

The COVID-19 pandemic has brought sudden changes in the academic world. On-campus teaching and learning have become online, onscreen, and at-home, thus, the term emergency remote teaching (ERT) has emerged. While many people label this unprecedented shift of teaching-learning situation as online learning and distance education, ERT scholars describe it as a distinct pedagogy that is far different from face-to-face delivery and not comparable to well-prepared, fully-structured online education offered in schools and universities. Meanwhile, it is beneficial to review and reflect on what has been done and what can be improved for the new school year. This paper aims to present feedback of English as Second Language (ESL) students and teachers in Vietnam who have been adapting ERT in some periods over the course of two years. A survey among ESL teachers was conducted via Google form and follow-up questions and clarifications were communicated through an interview. Meanwhile, the students' feedback were gathered through a collaborative web platform. The responses were coded and arranged according to themes through content analysis. The themes will be used in the identification and discussion of good practices and problems encountered during the recent ERT delivery. In this way, teachers who are still engaged and will continuously be into ERT will be able to gain insights from the teaching and learning experiences of others.

10:40AM - 11:10AM	**Emotion, Agency and Identity: An Activity Theory Perspective on Vietnamese Preservice English Teachers' Professional Becoming**
	Format : Oral Presentations (30 minutes)
Livestream + Zoom 10	Speakers
	Minh Hue Nguyen, Lecturer In TESOL/English as an Additional Language, Monash University, Australia
	Xuan Minh Ngo, PhD Student, The University of Queensland

This study used narrative data to examine the tensions that three final-year Vietnamese preservice teachers of English as a foreign language experienced across the past, present and (imagined) future in different contexts. It also investigated the way the preservice teachers experienced these tensions emotionally and exercised their agency to develop their professional identities. The study was underpinned by the third-generation cultural historic activity theory, which offers a systemic analytical lens to examine tensions across the temporal and spatial contexts of the participants' activities in shaping their emotions, agency, and professional identities. The activity system analysis revealed three main activities and a number of systemic contradictions that influenced emotion, agency and identity development. The findings suggest that emotion, agency, and identity exist in a dialectical unity. We discuss theoretical implications including a model of professional becoming for English as a foreign language teachers that is focused on emotion, agency, identity and their inter-relationship. The paper also generates pedagogical implications for mediating emotion, agency and identity development and offering differentiated learning opportunities for preservice teachers.

| 11:10AM - 11:15AM | *Transition time* |
| **Convention Website** | |

11:15AM - 11:45AM	**Relationship Between Language Learners' Learning Motivation, Self-rated Language Proficiency, and Computer Skills and Their Perceived Effectiveness of Blended Learning**
	Format : Oral Presentations (30 minutes)
Livestream + Zoom 1	Speakers
	Hanh Nguyen, Lecturer , Ha Tinh University
	Moderators
	Trang Tran, Lecturer, Vinh University
	Ngan Trinh

Blended (i.e., mixed online and face-to-face) learning has been applied widely in the field of language teaching and learning in recent years. Particularly, for the past two years, due to the Covid-19 crisis, blended learning has become even more popular in language classes. It then appears to require more evidence how language learners perceive the effectiveness of blended learning and factors may have influence their perception of this learning approach. This study therefore examined the relationship

between English major students' learning motivation, self-rated language and computer proficiency and their perceived effectiveness of blended learning. Eighteen English major students aged 19-22 at a Vietnamese university participated in the study. All participants attended language courses which combined in-person and online instructions during their program. They completed a survey in which they had to rate, on a five-point Likert scale, their English learning motivation, English proficiency, and computer skills as well as their perceived helpfulness of blended learning. The results showed that participants' learning motivation and computer skills significantly correlated with their perceived effectiveness of blended learning while self-rated English proficiency did not. The results suggest that the effectiveness of blended learning in language classes may depend on learners' motivation as well as their computer skills.

| 11:15AM - 11:45AM | **Motivating Younger Learners While Teaching Online** |
| | Format : Oral Presentations (30 minutes) |

Livestream + Zoom 2

Speakers

Phuong Dang, Lecturer, University of Languages and International Studies, VNU Hanoi

Moderators

Phuong Nguyen, Lecturer, Vinh University

Ha Le, Lecturer, Lac Hong University

It has been nearly two years since the outbreak of Covid-19, but the contagious pandemic still continues to cause crises all over the world, affecting all respects of life including education. Global education, as a result, has been confronted with unprecedented challenges, and online teaching and learning as a situational solution has been replacing the traditional face-to-face model. Among all the popular concerns of online teaching, the issue of motivating learners has received much attention because of its direct impact on the effectiveness of the teaching and learning process. Motivating adult learners is already challenging; motivating young learners may unsurprisingly be a greater challenge. Therefore, this study focused on exploring strategies utilized by teachers in order to motivate their young students to study. Online interviews were exploited as the main instrument of data collection. Results revealed significant techniques to enhance young learners' motivation when studying online, many of which corresponded with those of previous studies. Findings are expected to benefit teachers in charge of young learner classes and make a contribution to the related literature.

11:15AM - 11:45AM

Using Flipgrid as an Assisted Tool in Teaching Speaking Skill Online – Advantages and Challenges

Format : Oral Presentations (30 minutes)

Livestream + Zoom 3

Speakers

Lan Nguyen, Lecturer, Hue University of Foreign Languages

Moderators

Tan Le, Lecturer, Vinh University

Ngoc Chau Nguyen

Online teaching and learning are sure to be the most popular terms mentioned in the educational field in the past two years due to the unprecedented breakout of the pandemic. Among all the school subjects, the ones related to oral performances are believed to be the most challenging issue for both teachers and learners while shifting from face-to-face to screen-to-screen communication. In the search for an effective tool to assist students in their Speaking skill course, Flipgrid is found to be the platform highly recommended by many educators around the globe. Flipgrid is an online video discussion platform designed to empower learners and facilitate teacher-student and student-student interaction. Students record and practice Oral Presentations (30 minutes) skills and experience peer feedback in Flipgrid. This paper reviews the use of Flipgrid to develop social learning with a cohort of undergraduate students at University of Economics, Hue University. Strengths and weaknesses of the Flipgrid platform are outlined, as well as potential barriers to its use, and future plans for incorporating it in teaching and learning.

11:15AM - 11:45AM

Online Applications for Enhacing Collaborative Learning in English Classes

Format : Oral Presentations (30 minutes)

Livestream + Zoom 4

Speakers

Duyen Le, Lecturer, University of Languages and International Studies, Vietnam National University

Bich Ngoc Pham, Lecturer, Haiphong University of Medicine and Pharmacy

Moderators

Thao Tran, Lecturer, Vinh University

Mai Nguyen

Collaborative learning provides students with numerous benefits because they should not just be taught facts and concepts as content, but more importantly the skills of acquiring, internalizing, applying and creating new knowledge (Ronen & Pasher, 2011). There is a si gnificant number of tools and online applications that support collaborative learning, especially during challenging conditions of the Covid-19 pandemic. In this technology fair, the presenters will demonstrate the uses of tech-enhanced collaboration tools in classrooms such as Padlet, GoSoapBox, Popplet, and Mindmeister. With clear and simple demonstration of a number of suggested activities for enhancing students' collaborative learning, it is hoped that teachers can easily apply such tools in their teaching context. By incorporating these tools into teaching activities, English teachers will give students more opportunities to actively join in collaborative problem- solving tasks and increase their flexibility of the learning process in both small groups and big groups. Such online applications may also encourage students' reflections about their own learning and improve their critical thinking skills which are of crucial value for students' collaborative learning. Keywords: collaborative learning, online applications, active learning process

11:15AM - 11:45AM   **The Enactment of Mentors' Balancing Act of Provoking Reflection and Providing Feedback to Pre-service**

	Teachers in Vietnamese Mentoring Conversations: A Conversation Analytic Approach.
Livestream + Zoom 6	Format : Oral Presentations (30 minutes)

Speakers

Hoa Nguyen, Senior Lecturer , University of New South Wales

Ngoc Nguyen, Lecturer of English, Hanoi College of Commerce and Tourism

Mentoring during practicum is crucial for pre-service teachers in learning to teach in general and EFL teachers in particular. It is now well established that one of the most important but challenging tasks of mentors involves a delicate balance between provoking reflection and providing feedback to pre-service teachers, thus assisting EFL pre- service teachers in their learning-to-teach journey. However, very little is known about how this act actually occurs in real practice. This paper expands the line of research on mentors' pedagogical practices using a fine-grained analytic research method, conversation analysis. The data consists of 18 audio recorded mentoring conversations between mentors and pre-service teachers. Our analysis shows that, and how, different practices are employed by mentors as means to conduct their challenging institutional task of balancing between provoking reflection and providing feedback. We also show the interactional outcomes that are achieved through such practices. These findings add to further conversation analytic understanding of mentoring in the context of EFL teacher education in Vietnam Using Vietnamese data, an under-researched language, the study also contributes to a growing body of CA research into mentoring talk across culture and language. Key words: Vietnamese mentoring conversations, conversation analysis, balancing act, provoking reflection, providing feedback.

11:15AM - 11:45AM	**How to Make Learners Engage in an Online Class: Grammatical Practice Lessons**
	Format : Oral Presentations (30 minutes)
Livestream + Zoom 7	Speakers

Vu Thi Van, Lecturer, HCMC University of Education

The COVID-19 pandemic has led our lives to the so-called "new normal" status with uncertain changes since early Spring 2020. It seems reasonable to suggest that online learning is a great solution to meet the twofold target–maintaining the learning-teaching process and staying safe for the community when schools have mostly changed to online education to prevent the spread of Covid-19. However, it is challenging for both teachers and learners when working online due to the poor online teaching & learning experience, lack of students' motivation & autonomy, and even the lack of, or the unstable support of technology. It is not easy to create an interactive online lesson between teachers and learners, and it seems to be the most common challenge for online teaching & learning, especially for an online grammar lesson. In most EFL contexts, including Vietnam, grammar lessons are often taught in the formats of traditional practice isolated from contextual meanings and learners are not likely to have chances to use what they've learned outside the classroom, so the effectiveness of online grammar lessons is still less than what is expected. How to make learners engage in an online grammar lesson is the focus of this paper. Based on the theory of second language teaching and learning, the authors have conducted grammar lessons online with a group of pre-intermediate students and employed a number of strategies as well as designed practical tasks in order to facilitate students' engagement in their learning.

11:15AM - 11:45AM	**Online Assessment in Higher Education in COVID-19 Era**
	Format : Oral Presentations (30 minutes)
Livestream + Zoom 8	Speakers

Pang Lo, Lecturer, University of Foreign Language Studies - The University of Danang

Since late April 2021, Vietnam has experienced the 4th outbreak of COVID-19. It is also the time for ending second semester of the school year at colleges and universities in Vietnam. So as to curb the pandemic, Vietnam government has applied many strict measures throughout the country. As a result, almost schools were closed and both teachers and students changed to work from home. This qualitative study sought to examine the pros and cons of online assessment at the University of Da Nang. This study was carried out in University of Foreign Language Studies. Information was gathered using multiple interviews via Zalo application with 20 lecturers at University of Foreign Language Studies. An analysis of the results of this study, it is found that the most preferred assessment methods are written assignments, online exam, presentation and oral examination. In addition, Zoom and Microsoft Teams are believed the most popular testing environments. Through this study, many challenges of online assessment have been unveiled such as technical issue, communication problems, and process problems.

11:15AM - 11:45AM	**Curriculum Development of English-major University Programs: Needs Analysis of English Language Theory Courses**
	Format : Oral Presentations (30 minutes)
Livestream + Zoom 9	Speakers

Phuong Nguyen, Lecturer, University of Foreign Language Studies - The University of Danang

Loc Nguyen, Lecturer, University of Foreign Language Studies - The University of Danang

Needs analysis in curriculum development has played an important role in making courses and programs practical and useful for students. In most English-major University Programs in Vietnam, courses in English Language Theory, such as Introduction to English Phonetics and Phonology, English Syntax, English Semantics, etc., make up a countable number of credits, and are considered fundamental elements for the remaining courses in the programs. Nevertheless, it seems that students have not been fully aware of the importance of these courses in the curriculum, which has led to significant challenges in teaching and learning. This study aims to examine the importance of courses in English Language Theory designed for the Bachelor's program in English Language at University of Foreign Language Studies, The University of Danang. Questionnaires and semi -structured interviews were employed to get insights of both students and lecturers into the role of these courses in students' academic and professional development. Some possible solutions were also suggested to enhance the practicality of the teaching and learning of these courses.

11:15AM - **11:45AM** **Livestream +** **Zoom 5**	**Myths and Realities of Language Learning and Implications for ELT** Format : Oral Presentations (30 minutes) Speakers Huy Phung, Lecturer, School of Foreign Languages, Thai Nguyen University It is widely suggested that instruction can be more effective if it is based on knowledge of how people learn.During the late 1960s, language educators and researchers set out to examine how a new language was learned so that research findings could be used to inform language teaching. These initial efforts catalyzed the development of Second Language Acquisition (SLA) as an independent field of study. For over 60 years, SLA has broadened our understanding about the nature and process of language learning and can potentially provide significant insights into teaching, parenting, and policy-making. However, there remain a number of myths and misconceptions about SLA among teaching practitioners and language learners. In this presentation, I will present ten myths and facts about language learning from different aspects such as time, age, instruction, aptitude, and ultimate achievement. After debunking each myth using facts supported by theory and empirical evidence in SLA, I will discuss the implications for language teaching, parenting, and policy-making. The presentation will encourage English teachers to reflect on their current practices in the light of research findings from SLA and start a conversation between researchers and teachers to narrow the gap between theory, research, and practice.
11:15AM - **11:45AM** **Livestream +** **Zoom 10**	**EFL Teachers' Readiness for Online Teaching in the Covid-19 Pandemic** Format : Oral Presentations (30 minutes) Speakers Duc An Nguyen, Lecturer, Tay Bac University The COVID-19 pandemic has severely disrupted traditional classes at all levels of schooling across the globe and forced a shift to fully online education which requires teachers to adapt their teaching in a very short time. This study explores the readiness of EFL teachers in online education based on different dimensions of readiness including their technical skills, experience and attitudes toward online mode of teaching, as well as their responses to the challenges of conducting remote teaching during the lockdown periods. The respondents were 35 elementary and secondary Vietnamese teachers of English, who are currently working in both public and private schools in Son La Province. The findings reveal that, due to the lack of devices or internet connection, poor experiences and competencies with technologies for remote teaching, and their negative beliefs about educational efficiency, the majority of teacher participants did not feel properly prepared and had low interest in online teaching. In the conclusion, some pedagogical implications are proposed, especially, the role of school administrators and the implementation of virtual learning environment trainings are highly emphasized to increase the level of teachers' willingness for online teaching delivery.
11:45AM - 12:00 **Noon** **Livestream + Zoom** **VIP1**	*Closing Ceremony*

VietTESOL INTERNATIONAL COVENTION 2022
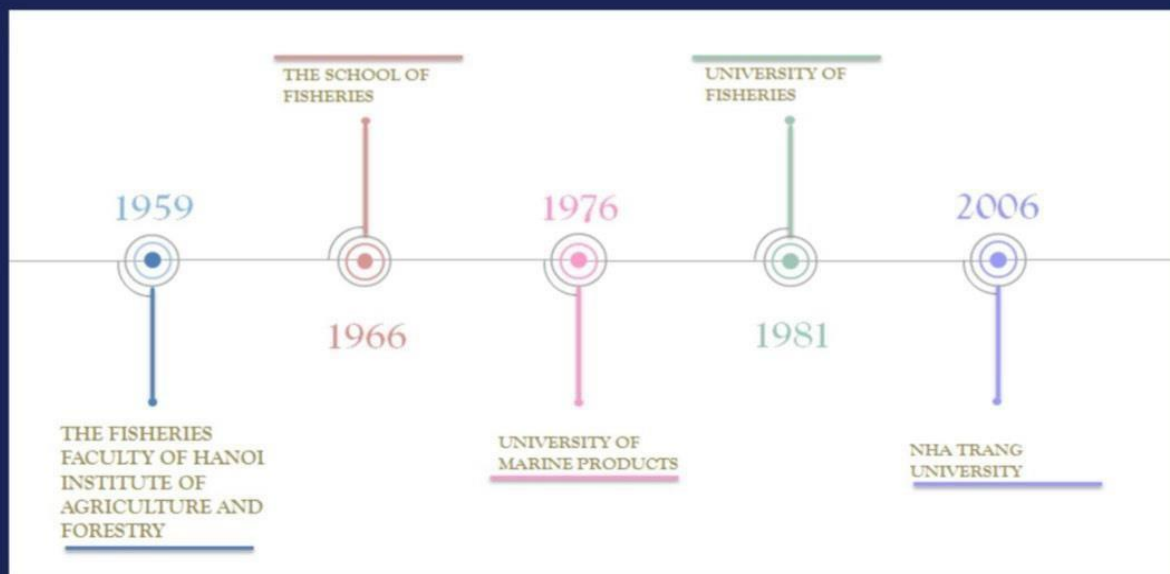# THE NEXT DESTINATION

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"To train highly qualified manpower, carry out research and technology transfer, and provide services in various areas to meet the demand of socio-economic development, with fisheries as the major strength."

VISION 👁

"To become a prestigious university in training, research, and technology transfer, a leader in Southeast Asia in fisheries science and some selected areas in marine economy by 2030."

HISTORY

THE SCHOOL OF FISHERIES

UNIVERSITY OF FISHERIES

1959   1976   2006

1966   1981

THE FISHERIES FACULTY OF HANOI INSTITUTE OF AGRICULTURE AND FORESTRY

UNIVERSITY OF MARINE PRODUCTS

NHA TRANG UNIVERSITY

Faculties & Staff	Total
Faculties + Staff	647
Faculties	472
Profs + Assoc. Profs	30
Ph.D.s	159
Masters	341

Students	Total
Undergraduate	16,953
Master	840
Ph.D.	45
Foreign students	~30/year

11 Faculties

- Food Technology
- Mechanical engineering
- Civil engineering
- IT
- Transportation Engineering
- Electrical & Electronic Engineering
- Social Sciences and Humanities
- Economics
- Finance & Accounting
- Foreign Languages
- Tourism

7 Centers

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- Software Tech R & D
- Experiments & Practices
- Foreign Languages
- Business Relations and Student Support
- Continuing Education
- Military Education and Security

4 Institutes

- Aquaculture
- Biotech & Environment
- Fishing Tech & Marine Science
- Ship Building

61 training programs at different levels
Yearly enrollment: nearly 4.000

website: https://ntu.edu.vn

INFORMATION OF SPONSORS

Regional English Language Office
U.S. Embassy, Vietnam

Programs and Resources

English Access Microscholarship Program
Access is a two-year after school program for talented 13-20 year-olds from economically disadvantaged backgrounds. Access gives participants English language and communication skills that can lead to better jobs and educational prospects. Since 2009, more than 1,100 Vietnamese students have participated in the program.

English Language Fellow Program
The English Language Fellow Program places talented, highly qualified U.S. educators with at least a Master's degree in TEFL/TESL or Applied Linguistics, at universities, education NGOs, and other centers of education, for an assignment of 10 months. Since 1996, more than 60 Fellows have been placed at higher education institutions across Vietnam. Contact the RELO Office if your institution is interested in hosting a Fellow.

English Language Specialist Program
The English Language Specialist Program brings U.S. academics for short-term projects in Vietnam. These projects may focus on themes such as curriculum development, teacher training seminars, textbook development, English for Specific Purposes, and program evaluation. Please contact the RELO office for information on proposing an English Language Specialist program.

OPEN Global Online Courses
The Online Professional English Network (OPEN) Program offers English teaching professionals living outside of the United States the opportunity to take innovative, online, graduate level classes at American universities. The courses cover a wide spectrum to match the interests of professional English language teachers. Visit www.openenglishprograms.org for course descriptions.

MOOCs (Massive Open Online Courses)
These online courses, usually five weeks, are open to an unlimited number of participants. MOOCs specifically for English language teachers include titles such as *TESOL Methodology* and *Teaching English to Young Learners*, while MOOCs for English language learners and other professionals include *English for Media Literacy*, *English for STEM*, *English for Business*, *English for Journalists*, and many more at www.openenglishprograms.org/MOOC

American English Live Series
Conducted quarterly, the AE Live Professional Development Series provides online seminars to enhance the capacity of English language teachers across the globe. Participants can boost their credentials and earn digital badges and certificates by taking part in the series. Information on upcoming events can be found at: www.openenglishprograms.org/LiveEvents

American English (AE) Website
The American English website provides resources for teaching and learning English as a Foreign Language (EFL), exploring American culture, and encouraging conversation within the global EFL community. At AE, there thousands of ready-to-use classroom resources available for free! Print, photocopy, and share these resources with students and colleagues. www.americanenglish.state.gov

English Teaching Forum
The *English Teaching Forum* is a quarterly journal for English language teachers published by the U.S. Department of State. Each issue contains teaching tips and useful articles that support best practices and voices from English language classrooms around the world. Electronic Issues of the ETF are accessible at: https://americanenglish.state.gov/forum

AE Facebook pages
www.facebook.com/pg/AmericanEnglishforEducators
A forum for English language educators with the latest TEFL/TESOL-related information.
www.facebook.com/pg/AmericanEnglishatState
A resource center for teaching and learning about American English language and culture.

Additional Learner Resources
VOA Learning English learningenglish.voanews.com
Share America share.america.gov
Library of Congress www.loc.gov
Smithsonian www.si.edu
NASA www.nasa.gov/audience/forstudents
National Parks www.nps.gov
Web Resources for Teachers : http://tiny.cc/webresources

Duong Le, Deputy Director
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(Southern Vietnam)

Website: http://vn.usembassy.gov/relo   Email: relovietnam@state.gov

About us

The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language.

We work in two ways – directly with individuals to transform their lives, and with governments and partners to make a bigger difference for the longer term, creating benefit for millions of people all over the world.

We help young people to gain the skills, confidence and connections they are looking for to realise their potential and to participate in strong and inclusive communities. We support them to learn English, to get a high-quality education and to gain internationally recognised qualifications. Our work in arts and culture stimulates creative expression and exchange and nurtures creative enterprise.

We connect the best of the UK with the world and the best of the world with the UK. These connections lead to an understanding of each other's strengths and of the challenges and values that we share. This builds trust between people in the UK and other nations which endures even when official relations may be strained.

We work on the ground in more than 100 countries. In 2019-20 we connected with 80 million people directly and with 791 million people overall, including online and through our broadcasts and publications. We are funded by a grant-in-aid from the UK government and with significant additional income from partnership agreements, contracts, teaching and exams.

Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body. We have been in Viet Nam since 1993 and have offices and branches in both Hanoi and Ho Chi Minh City. Every year, we reach out to thousands of students, educators, policymakers, academics, researchers, creatives and entrepreneurs in Viet Nam.

For more information, please visit:
www.britishcouncil.vn/en

Oxford University Press (OUP), the world's largest university press, launched new branding which supports our ongoing transformation to become a digital-first business and enhance our aim to make knowledge and learning more accessible through the power of technology.

Oxford University Press advances knowledge and learning of all kinds, from a child reading their first words to a researcher expanding the frontiers of their field. Our work is constantly evolving, and the possibilities are endless. We strive to help more and more people around the world achieve their potential.

More and more people are choosing to learn English. When they do, they become part of an international community of English language learners. We are proud to be at that community's heart.

Our learning materials are trusted by millions worldwide. Through everything we do, we bring together teachers, parents, students and individual learners.

That way, they can teach and learn on their own terms, achieve their goals, and keep growing.

As part of our commitment to leading the industry, OUP is holding an online event, *Forum for Educators: Learning beyond tomorrow*, on 04 November 2021, which will bring together educators and experts to explore crucial topics such as building digital literacy, the digital divide, and improving access to education. Visit our website at https://elt.oup.com/events for more information.

WHO WE ARE

Joy Education Group

For over 36 years, Joy has been at the forefront of English education, with over 500 schools in Taiwan, China, and Japan. Being both a learning institute and publisher accords us control over the programs we design and quality of materials we develop, which are tailored to accommodate different age groups and needs.

At Joy, service and quality are heavily ingrained in our corporate culture. Our publications and programs leverage our extensive experience in education. And we continue to remain competitive by coming up with new and innovative products as we continue to expand our brand into other regions of the world.

Our people exemplify who we are

Joy is comprised of dedicated individuals passionate about education and the welfare of children. People who themselves never stop learning and honing their skills. We know that education is a never ending journey for us and the children we teach; it is for this reason that we keep abreast of latest research and innovations in the education field that will enable us to design programs and materials that improve the learning experience.

WHO WE ARE 03

Edmicro

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EDMICRO

EDMICRO EDUCATION CO., LTD (edmicro.vn) was established in January 2018, with the determination to apply information and communication technology to solve problems that are challenging in the education field.

Edmicro has applied technology and built an advanced teaching and learning ecosystem Onluyen.vn with a focus on:

· Testing and assessing to accurately diagnose students' abilities, strengths, and the knowledge gaps among students in different educational settings.
· Personalized learning to help students follow their own learning path or self-practice with the help from teachers.

Edmicro provides:

· Educational Technology Products (onluyen.vn)
· Independent Testing and Assessment Services
· Consulting Services and Content Productions

With impressive capabilities, products and services, Edmicro Education Co., Ltd proud to be a reliable companion of many Departments of Education and Training, partners in the role of coordinator in implementing products and services.

Edmicro Education Co., Ltd is also an educational technology partner of Amazon Company – EdStart Education program, and partner of Microsoft and Facebook in programs to promote educational technology in Vietnam. Edmicro was selected by Vietnam Software and IT Services Association (VINASA) as one of the leading educational products and services in Vietnam (Top10ICT) in 2021 due to company's achievements and prestige.

Edmicro is a reliable partner, along with the Departments of Education and Training and educational institutions among the country, in strategic consulting activities and implementing digital transformation in education.
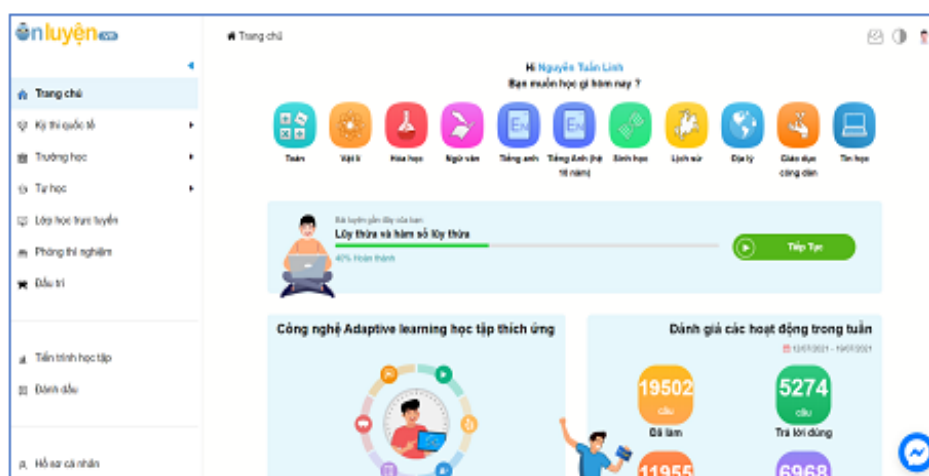
Introduction

University of Languages and International Studies (ULIS) is one of the seven member universities of Vietnam National University - Hanoi (VNU), a leading university in Vietnam.

ULIS has well equipped facilities for students and staff, with over 210 lecture halls, classrooms, language labs and a Resource Center with more than 22,000 foreign language books. Students are well looked after in the student apartments built in the main campus with over 1000 beds. Students and staff can enjoy hours of exercise in the newly built 1,000 square meter sports complex which comprises a gymnasium, a football field, and tennis courts.

Statistics (Academic year 2018-2019)
Academic and support staff: **804** (Teaching staff: **639**)
Undergraduate students: **9474**
Master students: **623**
PhD students: **74**
Foreign language specialized high school students: **2134**
ULIS Middle School students: **193**

History of development

- **1955** founded as Institute of Foreign Languages to train foreign language teachers, practitioners, and specialists, starting with two languages: Russian and Chinese.

- **1958** became Faculty of Foreign Languages under Hanoi University of Education (HUE) with three languages: Russian, Chinese and English.

- **1967** became Hanoi University for Foreign Language Teachers (separated from HUE) with four faculties: Russian, Chinese, English and French languages and cultures.

- **1969** started the first Foreign Language Specialized HighSchool classes.

- **1993** became a member university of Vietnam National University, Hanoi and was renamed as University of Languages and International Studies or ULIS-VNU.

- **2001** Faculty of Occidental Linguistics and Culture was established (renamed as Faculty of GermanLanguage and Culture in 2016).

- **2001** Faculty of Oriental Linguistics and Culture was established (renamed as Faculty of Japanese Language and Culture in 2016).

- **2009** Foreign Language Specialized School was formally established and affiliated to ULIS.

- **2012** Faculty of Korean Linguistics and Culture was established (separated from Faculty of Oriental Linguistics and Culture).

- **2016** Department of Arabic Language and Culture was established (separated from Faculty of Oriental Linguistics and Culture).

- **2016** Faculty of Language Education and Professional Development was established (upgraded from the Department of Continuing Education).

- **2019** Department of ASEAN Languages and Cultures, Junior High School was established.

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