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The 3rd International Conference of TESOL & Education

VLTESOL 2022

The 3rd ICTE & VLTESOL2022 was hosted by the Faculty of Foreign Languages, Van Lang University, from 02 to 03 December 2022 at 45 Nguyen Khac Nhu, Dist. 1, Ho Chi Minh City, Vietnam.

The Conference received more than 140 authors who submitted abstracts to the 3rd ICTE & VLTESOL2022. The authors come from 10 different countries, such as Indonesia (14), Russia (1), Malaysia (8), Canada (1), Nepal (1), Thailand (2), the United States (3), Japan (1), China (2), and Vietnam (107).

The Conference was hybrid, in virtual mode for international delegates and offline for local & International representatives.

The conference proceedings will be published in the ICTE Conference Proceedings (ISSN: 2834-0000), the International Journal of Language Instruction (ISSN: 2833-230X), and the International Journal of TESOL & Education (ISSN: 2768-4563)

The Conference is sponsored by

The 3rd International Conference of TESOL & Education – VLTESOL 2022
Venue: 45 Nguyen Khac Nhu, Cong Giang Ward, Dist. 1, Ho Chi Minh City

Friday, 02 December 2022

Time	Event
7:30 - 8:10	**Check-in & Intro Videos**
8:10 - 8:15	**Welcoming Remarks** Chair of 3rd ICTE & VLTESOL3 Dr. Phan The Hung, Dean of the Faculty of Foreign Languages, Van Lang University
8:15 - 8:50	**Presidential Keynote Address** **Two Language-Learning Frameworks You Probably Didn't Know Existed** Professor Andrew P. Lian, Suranaree University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia
8:50 - 9:25	**Keynote 2** **Secondary pre-service English teachers' response to CALL innovation in Cambodia** Dr. Ania Lian, Charles Darwin University, Australia
9:25 - 10:00	**Keynote 3** **"From Computational Science to Computational Social Science"** Associate Professor Nguyen Thoi Trung, Director of Institute for Computational Science and Artificial Intelligence, Van Lang University, Vietnam
10:00 - 10:15	**Tea-Break**

Parallel sessions

Time	Session 1 Moderator: Nguyễn Thị Hà Room: 5.01 **Virtual Classrooms & Digital Technology**	Session 2 Moderator: Trần Thị Ngọc Linh Room: 5.02 **Task-based Language Teaching**	Session 3 Moderator: Nguyễn Huy Cường Room: 5.03 **Teaching Challenges & Perceptions**	Session 4 Moderator: Đinh Huỳnh Mai Tú Room: 5.04 **Languages & Linguistics**	Session 5 Moderator: Vương Tuyết Kha Room: 5.05 **Interactional Approaches**	Session 6 Moderator: Nguyễn Ngọc Huy Room: Hội trường **Translation & Interpretation**
10:15- 10:35	The use of digital technologies to develop content and language integrated learning in higher education. The Vu, Dao Truong, University of Economics HCMC; Phuong Nguyen, University of Medicine and Pharmacy at HCMC	Technology-Mediated Task-Based Language Teaching. Duyen Cao, University of Toronto, Canada	Teaching English to Aircraft Maintenance Students: Challenges and Needs. Aina Sariani Mahmood, Noor Saazai Mat Saad, Islamic Science University of Malaysia (USIM), & Nurhayati Mahd Nur, Universiti Kuala Lumpur, Malaysian Institute of Aviation Technology (UniKL MIAT), Malaysia	A summary of similarities and differences of autonymous compound words in Vietnamese and Chinese. Nguyen Ho Hung Thinh, Nguyen Thuy Thuy Dung, Van Lang University	Academic Digital Genre: Schematic Structure of Online Lecture Interaction in English Language Classrooms in Indonesia and Malaysia. Akhyar Rido, Heri Kuswoyo, Faculty of Arts and Education Universitas Teknokrat Indonesia; Putu Nur Ayomi, Faculty of Foreign Language Universitas Mahasaraswati Denpasar, Indonesia	Students' Motivation and Learning Experience in an EFL Reading Class. Le Thi Tuyet Minh, UEH
10:40 - 11:00	From Headache to Helpful: Tiktok as a Project-based Learning Media to Improve English Speaking Skills. Le Dieu Linh, Vinh University (Online)	Task-Based Language Teaching and Effects on Writing Skills of EFL Learners- a Practical Case at Van Lang University. Do Huy Liem, Van Lang University	Exploring the teachers' perceptions of the use of roleplay in teaching speaking to adult EFL learners in private centers in Hanoi. Le Hoang Duong, (EC- HANU); Hoang thanh thuy, Department of Psychology and Pedagogy-Hanoi National University of Education	Authorial Neologisms in Bernardine Evaristo's novels: A Sociolinguistic Perspective. Maria Dubovitskaya, MGIMO University, Russia	Some common errors in pronunciation made by the first- year English Majored students at Faculty of Foreign Languages at Hanoi Metropolitan University, Vietnam. Vuong Thi Hai Yen, Hanoi Metropolitan University	Teaching and Learning Interpretation during Covid-19 Pandemic at a University in HCMC: The Teacher's Reflection. Oanh Nguyen, Ho Chi Minh University Of Banking
11:05 - 11:25	Applying Flipped Classroom Model in Online Teaching English for Specific Purposes at Nghe An University of Economics – An Action Research. Thuy Nguy Van, Nghe An University of Economics	How to Apply Task-Based Language Teaching (TBLT) in Virtual Classes. Nguyen Thi Minh Ngoc, University of Economics, HCMC	The Use of Picture Exchange Communication System in Developing The Attention Span of Autistic Children in Abu Dhabi Autism Center. IBRAHIM Hassan ALZOUBI, USIM -Universiti Sains Islam Malaysia	Preliminary Investigation into the Affordances of Evaluative Meaning in Reading Texts of Solutions Textbook Series. Phung Tien Nguyen, Quy Nhon University	Daily Conversations on the Application "Hallo": A New Approach to Assign Speaking Homework to Students. Le Thi Huong, Hong Duc University	Multimodal Literacy: An East Asian Approach for Interpreting Cultural Representations in Vietnamese Cinderella. Duong Thi My Quyen, Huynh Ngoc Tai, Nguyen Thi Phuong Nam, Tra Vinh University
11:30 - 13:30	**Lunch Break**					

Parallel Sessions Schedule

Time	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
13:30 - 14:05						
13:30 - 14:05	**Plenary session** — Dr. Phan The Hung, Dean of Faculty of Foreign Languages, Van Lang University			**Plenary session** — Best Practices for The Use of Technology In ELT. Andy Ducius, MA Applied Linguistics and English Language Teaching		
	Session 1 Moderator: Nguyễn Thị Hà, Room: 5.01	**Session 2** Moderator: Nguyễn Thị Thu Hằng, Room: 5.02	**Session 3** Moderator: Nguyễn Huy Cường, Room: 5.03	**Session 4** Moderator: Đinh Huỳnh Mai Tú, Room: 5.04	**Session 5** Moderator: Vương Tuyết Kha, Room: 5.05	**Session 6** Moderator: Võ Thị Thu Hằng, Room: Hội trường
	Virtual Classrooms & Blended Learning	Technological Tools & Social Media	Teaching challenges & Perceptions	Mobile Devices	Teaching Writing	Education & Cultures
14:10 - 14:30	Flipgrid - a Virtual Learning Tool - to Enhance Students' Speaking Performance Locally and Internationally. Hoang Vu, Thang Long high school for the gifted	Utilizing Transcendental Phenomenology in Language Education Research. **Kurt Safaie Candilas**	Learner Autonomy in English Vocabulary Acquisition of Vietnamese Students in Blended Learning Classes - Phan Thi Ngoc Le, VNU University of Languages and International Studies, Vietnam National University, Hanoi	Teaching and Learning on Mobile Devices in Vietnam: Advantages and Disadvantages. Ngoc Vu, Trade Union University	English Writing Anxiety and Its Relationship with Vietnamese Senior High School Students' Writing Competence. Nguyen Ngoc Nguyen, Van Lang university	Integrating 21st Century Skills into Translation Classroom from Students' Persepctive. Mai Tran - Van Lang University
14:35-14:55	An investigation of sleep deprivation causes and its effects among Van Lang university students- Tăng Tuyết Ngân, Thân Thị Thanh Hoài, Trần Ngọc Anh Thư, Huỳnh Ngọc Vy, Trần Thị Ngọc Linh, VanLang University	Vietnamese Students' Perceptions of Utilizing Social Media to Enhance English Vocabulary: A Case Study at Van Lang University. Phạm Mạnh Trí, Nguyễn Thị Thanh Vân, Cao Thị Xuân Tú, Van Lang University	EFL teachers' difficulties in integrating ICT into their lessons at the Academy of Journalism and Communication. Nguyen Huu Hoang, Academy of Journalism and Communication	Analysis of Conceptual Metaphors in English and Vietnamese Idioms of Storms and Suggested Teaching Activities. Nguyen Hong Nhung, Nguyen Thi Ngoc Nga, Van Lang University	Using Scaffolding to Improve Learners' Argumentative Essay Writing Skills: A Qualitative Case Study of English Majored Writing Classes at Van Lang University. Nguyen Hoa Mai Phuong, Van Lang University	Conceptual metaphor "WOMEN ARE ANIMALS" in 20th-century Vietnamese literature. Pham Giang, Thuongmai University, Ha Noi
15:00-15:30	An Overview on Virtual Guest Lecture in EFL Classroom Context: A Literature Review. Heri Kuswoyo, Akhyar Rido, Universitas Teknokrat Indonesia; Putu Nur Ayomi, Universitas Mahasaraswati Denpasar, Indonesia	Perceived Efficacy of Pecha Kucha Presentation among Van Lang University Honor Students. Illana, Jonathan A. Van Lang University- Vietnam	The Ups and Downs of Learning and Using English: Aviation Students' Voices. Alisa Sariani Mahmood, Noor Saazai Mat Saad, Islamic Science University of Malaysia (USIM); Nurbayati Muhd Nur, Universiti Kuala Lumpur, Malaysian Institute of Aviation Technology (UniKL MIAT)	Using Padlet in Innovation of English Teaching Methods at People's Police University – Students' Perspectives. Nguyen Ngoc An, People's Police University	Developing E-portfolio for EFL Writing Learners on Canva: An Experimental Study on Vietnamese Upper-Secondary School Students. Bu Khanh Linh, Nguyen Mai Thanh Nha, HCMC University of Education	Gender Differences In Politeness Strategies In Negotiations In Sharktank Vietnam and Sharktank America: A Contrastive Analysis. Hoang Thu Ba, Thuongmai University
15:30-15:40	**Tea-break**					
15:40 - 16:25	**Distinguished Keynote** — "Blended learning, Vygotsky and the pandemic: about Trojan horses in CALL research" Professor Jozef Colpaert, Editor-in-chief of Computer-Assisted Language Learning Journal (SSCIQ1)					
Time	**Session 1** Moderator: Nguyễn Thị Hà, Room: 5.01	**Session 2** Moderator: Nguyễn Thị Thu Hằng, Room: 5.02	**Session 3** Moderator: Nguyễn Huy Cường, Room: 5.03	**Session 4** Moderator: Đinh Huỳnh Mai Tú, Room: 5.04	**Session 5** Moderator: Vương Tuyết Kha, Room: 5.05	**Session 6** Moderator: Võ Thị Thu Hằng, Room: Hội trường
	Virtual Classrooms & Blended Learning	Technological Tools & Social Media	Teaching challenges & Perceptions	Mobile Devices	Teaching Writing	Education & Cultures
16:30-16:55	Case study: Implementation of Curriculum innovation in English language teaching at an elementary level in a k - 12 school , Viet Nam. Nguyen Ho Thuy Anh, MA in TESOL, Freelance Education consultant	All Systems Go: Teacher Portfolios as a Professional Self-Development Tool for EFL Teachers at Hue University of Foreign Languages and International Studies (Huflis) – A Detailed Study. Phan Thi Anh Nga, Vietnam Aviation Academy	Novice EFL teachers' belief and emotional regulation in response to young learners' behaviors in classroom. Thuy Ngo, Van Lang University	The effects of Processing Instruction on the learning of Past Perfect of university students in virtual classroom. Ky Tran Minh Uyen, Foreign Trade University	Visual Communication: Exploring Representations of Vietnamese Culture in Advertising. Laong Thi Bich Tuyen, Huynh Ngoc Tai,Nguyen Thi Tuyet Nhung, Tra vinh University	The Impacts of Natural Disaster on Educational Accessibility, Affordability and Continuity. Nirmal Chumphang, Tribhuvan University, Nepal; Le Thi Ngoc Hien, HCMC University of Food Industry, Vietnam
17:00-17:25	Technology in Foreign Language Education: Using Blocket Platform to Enhance Motivation for Vietnamese Learners of Foreign Language. Le Phuong Duy, Do Cam Tu, Huynh Mai Thuy Van, Tra Vinh University	International Phonology and Pronunciation- Nguyen Hoang Anh Thu, Van Lang University	"She is not a normal teacher of English": Photovoice as a Decolonizing Method to Study Queer Teacher Identity in Vietnam's English Language Teaching. Giang Nguyen Hoang Le, Ph.D. Candidate, Brock University, Canada; Vuong Tran, Ph.D. Student, Nipissing University, Canada	A case study on using presentation to teach and learn grammar for English-majored graduates. Le Thi Ngoc Hien, Ho Chi Minh City University of Food Industry	Syntactic complexity in English writing by Vietnamese EFL learners- Nguyen Phan Phuong Thao, The University of Foreign Language Studies - The University of Danang	The Challenges That English Teachers Face in Conducting English Classes via Video-conferencing. Nguyen Tat Hiep, Nguyen Thi Ngoc Uyen, University of Labor and Social Affairs

Plenary sessions

Saturday 03 December 2022

8:00 - 8:35

Parallel Sessions

Time	Session 1 Moderator: Nguyễn Thị Hà Room: 9.01	Session 2 Moderator: Trần Thị Ngọc Linh Room: 9.02	Session 3 Moderator: Nguyễn Huy Cường Room: 9.03	Session 4 Moderator: Nguyễn Thị Thu Hằng Room: 9.04	Session 5 Moderator: Võ Thị Thu Hằng Room: 9.05	Session 6 Moderator: Nguyễn Ngọc Huy Room: Hội trường
	Virtual Classrooms & Blended Learning	**Language Assessment**	**Teaching challenges & Perceptions**	**Languages & Linguistics**	**Teaching Reading & Linguistics**	**Education & Cultures**
8:40-9:00	Stone Speak: Can Artificial Intelligence Provide Comprehensible Texts for Incidental Word Learning? **Preston Frasch**, University of Cincinnati, USA	Establishing Analytic Scoring Profiles for Large-scale ESL Writing Assessment: The Case of the CET-4 Writing. **Shaoyan Zou, Huashan Lu, Qingdao** Agricultural University, China	English as a Global Language: An Exploration of EFL Learners' Beliefs in Vietnam. **Ly Cong Khanh**, Ho Chi Minh City University of Food Industry	A contrastive study on expressing formulas of the speech act of direct refusal of invitations by native speakers of American English and the Vietnamese. **Vuong Thi Hai Yen, Nguyen Thi Nguyet Anh**, Hanoi Metropolitan University	The Application of Padlet as a Technological Tool in Teaching Flipped Classroom: A Case Study of an English Speaking Classroom in Van Lang University. **Hang Vo**, VLU	Re-thinking Philosophy of TESOL Education. **Tri Ly Lam**, California State University Fullerton & Institute of International American TESOL, USA
9:05-9:25	Teaching and Learning on Mobile Devices in Vietnam: Advantages and Disadvantages. **Vu Ngoc**, Trade Union University	An Investigation into The Online Assessment and The Autonomy of Non-English Major Students in Vinh Long Province. **Phuong Ho, Huy Doan, Lich Dinh**, Mien Tay Construction University	Difficulties in Comprehending ESP Reading Materials Encountered by Business-Majored Students. **Duong Tran**, IELTS Shine. **Thuy Nguyen**, University of Languages and International Studies	Unpacking Grammatical Metaphors in Native Speaker Online Guest Lectures to Improve Students' Comprehension. **Putu Nur Ayomi, Heri Kuswoyo, & Akhyar Rido**, Universitas Mahasaraswati Denpasar, Indonesia	An Investigation of Reading Anxiety among Vietnamese English Major Students. **Nguyen Le Bao Ngoc, Nguyen Hoang Phuong Mai, Tran Thuy Hang**, International University, Vietnam National University, HCMC	Culture Shock Experiences: A Case Study of a Canadian in Vietnam. **Le Thi Hong Van**, Tây Nguyên University. **Nguyen Ngoc Gia Han**, Superkids Language Center
9:30-9:50	Disadvantages of Online Learning. **Tien Thai, Kiet Bui, Khanh Vo, Thuy Pham, Mi Le**, Van Lang University	Enhancing English Language Proficiency for Non-Majored University Students: A Proposal for Integrated Skills Approach Implementation. **Nguyen Tan Loi, Bui Van Hong**, HCMC University of Technology and Education	Suggestions for Some Morphosyntactic Problems Facing Vietnamese Learners of English. **Do Phu Anh**, Van Lang University	Multimodal metaphors in American Tea TV Commercials. **Nguyen Thi Ngoc Anh**, University of Economics - Technology for Industries	Promotion in Academic Discourse: How International Scholars in Applied Linguistics Address Centrality Claims in Their Article Introductions - **Safnil Arsyad**, Bengkulu University, Indonesia	The Implementation of Islamic Education Teaching and Learning in a University in Indonesia. **Bagus Hary Prakoso, Lisa'Diyah Ma'Rifataini**, National Research and Innovation Agency (BRIN), Indonesia
9:55-10:10	Tea-break					
10:20 - 11:00	Annual General Meeting & Closing					

The 3rd INTERNATIONAL ICTE & VLTESOL2022 CONFERENCE, PRESIDENT'S MESSAGE

Professor Dr. Andrew Lian, President of ICTE

Dear ICTE & VLTESOL2022 Conference participants,

What a joy it is to welcome you to the 3rd ICTE conference. ICTE and ICTJ are quite new in organizational terms as they have been in existence for only a little more than two years. During that time, many language professionals have been attracted to the conference and the journal, attesting to the growing need for serious research contributions and professional connections nationally and internationally. This is a derivative of today's highly competitive academic atmosphere with its emphasis on publication and personal research. The ICTE conference meets those needs and connects you with innovative and valuable researchers, both famous and still emerging.

Crucially, the ICTE conference will help you make professional and personal friends who share your passion for language teaching and learning and with whom you can connect and work once you have gone back to your homes.

I wish you well in your presentations and your deliberations during your time together, and I look forward to discovering new and exciting directions in the field of language education.

Professor Dr. Andrew Lian
President of ICTE

A MESSAGE FROM THE CONFERENCE CHAIR

Dr. Phan The Hung, Chair

Dear Distinguished Keynote Speakers,

Dear Beloved Colleagues and Participants,

Welcome to the 3rd International Conference of TESOL & Education – VLTESOL cooperated between Asia CALL and the Faculty of Foreign Languages, Van Lang University, Vietnam, on December 2 & 3, 2022. It is a great pleasure for us to be at this conference with the keynote speakers, authors, and event participants.

Van Lang University, Vietnam, has been recognized as 4-Star QS Ranking with 24 Faculties and 62 majors for the 45,000 students to get their Bachelor's Degrees, Master's Degrees, and Doctorate Degrees. Our Faculty of Foreign Languages, one of the Faculties of Van Lang University, includes 75 lecturers and about 3,200 students of English Language and Chinese Language majors. In 2021, our Faculty started the master's program in TESOL and English language. We also provide four international programs for our students with universities in the USA, Australia, New Zealand, Pin Tung University, Taiwan, and Guangxi University for Nationalities in China. We are going to launch a Vietnamese Language and Culture program for international students and business people in 2023.

Our yearly conference aims to provide a platform for exchanging our ideas, concepts, and innovations to update our theories and methods in language teaching and learning. The topic of the conference focuses on new issues and questions, resulting in the real need for sharing new ideas and stimulating good awareness of this important research field. Therefore, on the day of carrying out this journey, we are delighted with a high level of satisfaction and aspiration from all the participants.

For this conference, there have been about 80 responses to the call-for-papers from Vietnam and from other countries. We want to express our gratitude and appreciation for all of the researchers and the reviewers who helped us maintain the high quality of the contents and the manuscripts included in the proceedings published by ICTE-VLTESOL. We would also like to extend our sincere thanks to the organizing team members for their hard work. The conference includes 7 tracks on this campus so that all the participants can join the groups suitable for their interests.

Let us wish that all the participants of ICTE-VLTESOL would have two wonderful and fruitful days at the conference.

We hope that we will meet each other again in the next conference in 2023.
Conference Chair
Dr. Phan, The Hung
Dean, Faculty of Foreign Languages, Van Lang University, Vietnam

ORGANIZING COMMITTEE

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Dr. Ania Lian

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Conference
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Nguyen Huy Cuong
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Huynh Thi Tuyet Minh

REVIEWER BOARD

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PRESIDENTIAL KEYNOTE ADDRESS

TWO LANGUAGE-LEARNING FRAMEWORKS YOU PROBABLY DIDN'T KNOW EXISTED

Professor **Andrew P. Lian**, Suranaree University of Technology, Thailand, Ho Chi Minh City Open University, Vietnam and University of Canberra, Australia

Abstract

At my closing remarks of the last ICTE conference, I suggested that research needed to look less at small studies and address itself to larger frameworks. In this presentation, I will try to show you what I meant by providing you with a couple of examples.

The title of this presentation is based on YouTube videos entitled something like: "10 Amazing websites you didn't know existed" or "10 Secret websites you've never heard of before". Given the title of this presentation, the frameworks to be discussed will not be revealed ahead of time. In this presentation, ten minutes will be spent on each framework. They will be described briefly and an indication is given of their relevance to language-learning and why they could help change the language-learning field as suggested by current research in Australia, China, Indonesia, Thailand and Vietnam.

Biodata

Professor of Foreign Language Studies, Suranaree University of Technology, Thailand; Ho Chi Minh City Open University, Vietnam; Professor Emeritus, University of Canberra, Australia; President of AsiaCALL, the Asia Association of Computer-Assisted Language-Learning, a research and professional association focusing on the uses of technology to enhance second/foreign language learning in Asian contexts. Previous to this appointment, he was a Professor and Chair of the Department of Foreign Languages and Literatures at Western Illinois University in the United States. Prior to that, he had been a Professor of Humanities and Director of the Center for the Study of Languages at Rice University, Houston, TX, USA, and Professor and Head of the School of Languages and International Education at the University of Canberra in Australia. He has held further Professorial appointments and been Head of Department in two other universities in Australia (James Cook University and Bond University).

DISTINGUISHED KEYNOTE SPEAKER

BLENDED LEARNING, VYGOTSKY AND THE PANDEMIC: ABOUT TROJAN HORSES IN CALL RESEARCH

Prof. Dr. Jozef COLPAERT, Universiteit Antwerpen, Belgium

Abstract

CALL (Computer Assisted Language Learning) and TESOL are closely related disciplines. The question is: to what extent can they learn from each other? Is it only about technology or is there something else?

In this presentation, Jozef Colpaert first unfolds his vision of CALL as a transdisciplinary endeavor. This vision is the basis of what he thinks TESOL can learn from CALL regarding psychology and motivation, the learner and his/her ecology, design and engineering, and last but not least … the teacher.

CALL research has undergone an impressive evolution since the 1980s. But at the same time, CALL has feet of clay which make it very vulnerable for 'fake' or 'sham' expertise. Jozef Colpaert, as editor of the CALL Journal, will present several ways to recognize possible Trojan horses: perfunctory name dropping, persuasive terminology and strange phenomena such as proposals for special issues or pandemic-related submissions.

He concludes by repeating his 10 DO's and DON'T's in CALL Research.

Biodata

Professor Jozef Colpaert teaches Instructional Design, Educational Technology and Computer Assisted Language Learning at the Faculty of Social Sciences and the Antwerp School of Education of the University of Antwerp, Belgium. He is the editor of Computer Assisted Language Learning (Taylor and Francis), and organizer of the International CALL Research Conferences (http://www.call2022.org). He is currently working on the empirical and theoretical validation of Educational Engineering, a novel instructional design and research method.

KEYNOTE SPEAKER

SECONDARY PRE-SERVICE ENGLISH TEACHERS' RESPONSE TO CALL INNOVATION IN CAMBODIA

Dr. Ania Lian

Abstract

In the paper, "Team teaching with overseas partners in the days of the "new normal": a better way to introduce innovation and build local expertise" (2021), I outlined arguments for international collaboration in teacher education in Southeast Asia. In the same paper, I also identified technology-based systems that have shown to be successful in already completed projects with pre-service teachers in Indonesia. However, no method guarantees success as each teaching context presents new challenges and new opportunities for reflection. In this paper, I will share data from a project that involved pre-service secondary teachers of English in Cambodia studying English communication structures in an online-only environment.

In every way, this was a new experience for the participating students. The project engaged collaborators from Cambodia and Australia. The study findings show that for projects of this kind to have an impact beyond their immediate context, educators must involve project reference groups in an ongoing evaluation of the programs and the factors that affect student engagement. This time, however, the funding was limited, which in turn affected the reference group's engagement and commitment to the project.

Biodata

Senior Lecturer in Education (Teaching and Learning), Charles Darwin University, Australia, Vice-President for Research & Innovation, and Chief Editor of the AsiaCALL Online Journal.
She has worked at the National Policy Office of the Council on the Ageing in Canberra and has a history of working voluntarily with the wider community on sustainability projects within the framework of the Queanbeyan Business Council, NSW. Ania has been a keynote speaker at a number several conferences both in Australia and in Asia, where she engages in building collaborative networks between CDU and other universities, with the aim to expandional focus of all involved. The leading objective of her teaching and research is to explore the concept of inclusive learning environments, with a specific focus on learner-centredness.

KEYNOTE SPEAKER

FROM COMPUTATIONAL SCIENCE TO COMPUTATIONAL SOCIAL SCIENCE

Assoc. Prof. Dr. Nguyen Thoi Trung

Abstract

Computational science is considered the third pillar (along with theoretical and experimental science) in discovering knowledge and contributing significantly to the scientific and technological revolution. Computational science is a multidisciplinary field that uses practical mathematical algorithms with computer science to study other sciences and engineering issues. The scientists of computational science will combine the expertise of one or more areas in order to model and simulate real phenomena on computers and analyze the data from massive data sources. So far, there is an indispensable part of computational science in every aspect of life these days. Computational science will create "virtual labs on the computer" to model and simulate most phenomena and things in life. This will save huge amounts of money and time for development in many different areas.

Recent scientific trends have led researchers from historically separate disciplines to come together and create a computational social science that combines computational science and the social science. One reason is the Information Revolution. The amount of new information produced every two years is now more than all the information produced ever before. This exponential overflow of information, which is almost entirely digital, has led many researchers to think differently about data, and particularly data for research. A substantial amount of these novel data are related to human activity and social interactions. They are passively collected as the by-product of the digital technologies we interact with. These footprints which leave behind in the digital world are considered big data; differing in volume, velocity, variety, and veracity from the research data collected using traditional methods. Besides these trends, the exponential increase in the computational power and the new computing capabilities made possible by Artificial Intelligence correspond to the requirements of the 21st century data-rich social science. Artificial Intelligence is already a part of our social environment in many ways and impacts our most fundamental social decisions. Nowaday, many scientists who are not necessarily experts in computing, privacy, or information science recognize these trends, acknowledge these concerns, and appreciate their relevance to social sciences. They consider the necessity of this interdisciplinary field for solving social challenges through the synergy of conducing social and computational research collaboratively.

Keywords: Computational Science, Computational Social Science, Artificial Intelligence, Modelling, big data

Biodata
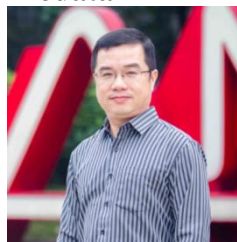
Dr. Nguyen Thoi Trung (Nguyen-Thoi T) received his PhD in Mechanical Engineering from National University of Singapore (NUS) in 2010. He was promoted to Associate Professor in Mechanics by University of Science (VNU-HCM) in 2013, and was promoted to Research Full Professor of Ton Duc Thang University (TDTU) in 2017. He has been now an Associate Professor and the Director of Institute for Computational Science and Artificial Intelligence of Van Lang University since August 2022. His research interests include Numerical methods, Computational mechanics, Structural

optimization, Reliability analysis, Structural health monitoring and Artificial Intelligence. He has published over **300 ISI journal papers**, finished **6 national basic research projects** and **co-edited 2 books** (one of them is published by CRC Publisher). His **H-index is now 59 (ISI)** with **more than 12500 citations (ISI)**. He is the recipient of the silver medal upon graduation of Bach Khoa University (VNU-HCM), Master scholarship of University of Liege (Belgium), PhD scholarship of NUS, President graduate fellowship of NUS, Best PhD Thesis award of NUS, Lifetime Achievement Award of TDTU and many excellence research awards of VNU–HCM and TDTU. **He is listed in their Highly Cited Researchers database in 2021**. He is a member of Editorial Board of Journal "**Computers and Structures**" (Q1, ISI journal, H-index = 144, Elsevier Publisher), Journal "Defence Technology" (ISI journal), Journal "Shock and Vibration" (ISI journal), and some other journals.

KEYNOTE SPEAKER

IS TECHNOLOGY A MAGIC BULLET FOR L2 LEARNING?

Dr. Willy A Renandya

Abstract

Technology has now become a standard feature in the L2 classroom, but the question remains as to whether and to what extent it has a positive effect on L2 learning. Research studies that examined the impact of technology on language proficiency have produced mixed results, with the majority showing little or no effect on language development. In my presentation, I will argue that if our goal is to help students improve on their proficiency, we will need to use technology in ways that reflect well-established SLA principles. These include using technology (i) to increase the quantity and quality of language input, (ii) to help students process the input in the most efficient manner and (iii) to support students in using what they have learned for authentic communication.

Biodata

Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He has given more than 100 keynote presentations at international ELT conferences and has published extensively in the area of second language education. His publications include Language Teaching Methodology: An anthology of current practice (2002, Cambridge University Press) and Student-centred cooperative learning (2019, Springer International).

PLENARY SPEAKER

A REVIEW ON TASK-BASED LANGUAGE ASSESSMENT (TBLA)

Dr. Phan The Hung

Abstract

 To develop communicative competence in language learning, Task-Based Language Teaching (TBLT) has been developed in response to the teacher-dominated, focus-on-forms methods with its subset as Present, Practice, Produce (PPP). These techniques have been widely applied in language learning and teaching almost all over the world. However, teachers and researchers did not mention assessment tasks in comparing these two methods. Task-based language assessment (TBLA) is an approach to language assessment that focuses on how language learners can deal with language, different from what they know about language. The performances on tasks provide a teacher or a test user with authentic and contextually relevant information about the (second) language development or language performance of a student's language outcomes, especially language in use. TBLA is associated with a task-based approach and its purpose; however, it remains a domain in language testing and language teaching that faces many challenges. This paper is a review of TBLA from recent studies to indicate some difficulties and suggested solutions to language teachers and learners.

Key words: tasks, exercises, communicative language teaching (CLT), Task-based language teaching (BLT), Task-based language assessment (TBLA).

Biodata

Dr. Phan The Hung is the Dean of the Faculty of Foreign Languages at Van Lang University, Ho Chi Minh City, Vietnam. He is also the Director of the National Center of English Language Testing of VLU. He earned his M.A. degree in Applied Linguistics at Northern Iowa, USA, and his Ph.D. Degree in Linguistics at Queensland University, Australia. He has another Ph.D. degree in Language Studies at HCMC University of Education, Vietnam. In terms of management, Dr. Phan The Hung used to be Dean of Faculty of Foreign Languages & International Studies from 2005 to 2012 at Da Lat University, Vietnam. From 1991-1999, He the Director of the Center of Foreign Languages, and later from 2005-2012, the Vice-Director of the Center for Korean-Vietnamese Culture. In terms of publications, Dr. Phan The Hung has published a number of books and research articles in Linguistics and Applied Linguistics. His main interests are Linguistics, Applied Linguistics, Culture, and Language.

<p style="text-align:center">**PLENARY SPEAKER**</p>

BEST PRACTICES FOR THE USE OF TECHNOLOGY IN ELT

<p style="text-align:center">Andy Duenas</p>

Abstract

Technology has become almost completely ingrained in our personal and professional lives. It has played an increasingly important role in the past two years, especially when it comes to education. With rapid change, we need to embrace the advantages and evenly weigh the risks. Teachers and educators must reflect and think, "What is the role of technology in this experience? Is this benefitting our students or distracting them?" More importantly, "How can this technology transform the learning experience for the better?" This presentation aims to answer these questions by exploring the PICRAT and the 4Es frameworks. These frameworks help teachers discover their potential to teach effectively using digital tools. You will learn how to engage your students, foster their growth, and enhance their hands, hearts, and minds with interactive and creative uses of digital tools to prepare learners for the world of tomorrow. The presentation will also consider practical activities which help teachers transform their use of technology to elevate English language teaching in online, blended, hybrid, and traditional classrooms.

Biodata

Andy Duenas, MA Applied Linguistics and English Language Teaching

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

INTEGRATING 21ST CENTURY SKILLS INTO TRANSLATION CLASSROOM FROM STUDENTS' PERSPECTIVE

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Abstract

First coined in the 1980s and instantly redefined ever since, the term "21st-century skills" has transformed education around the world. In their effort to best prepare students to become successful global citizens, teachers have integrated the teaching of 21st-century skills into their classrooms. However, research into how students perceive and incorporate these skills in their learning such subjects as translation is not as so rigorous. Therefore, this study is aimed at bridging this gap. The research was conducted based on the framework by Partnership for 21st Century Skills (P21). A combination of survey questionnaires from 90 university juniors studying Translation 2 at Van Lang University and 10 interviews with them helped provide data for analysis. The results showed that among the three skill sets (P21, 2002), most students gave preference to collaboration, critical thinking, and Information and communication technologies (ICT) literacy. They also shed some light on what hindered them from developing certain skills in their translation learning. The research, finally, suggests some possible adaptations in syllabus design and teaching approaches that can boost students' 21st-century skills while nurturing future qualified translators.

Biodata
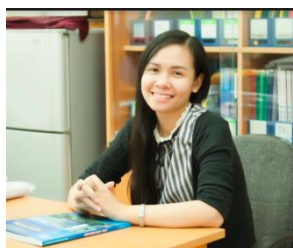
Ms. Tran Thi Mai graduated from Curtin University, majoring in Applied Linguistics. She has 10 years of experience in English Language Teaching, from general English, and specialized subjects, to TOEIC and IELTS preparation courses at universities such as Bach Khoa University, Hoa Sen University and Van Lang University. Her teaching philosophy is the unceasing improvement in every lesson delivered to her students so that they can enrich their knowledge, sharpen their skills, and shape a positive attitude towards independent, responsible, and lifelong learning. Her areas of interest in research are mindful learning, blended learning, and autonomy.

UNPACKING GRAMMATICAL METAPHORS IN NATIVE SPEAKERS ONLINE GUEST LECTURES TO IMPROVE STUDENTS' COMPREHENSION

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Abstract

Online guest lectures from international educators and experts present great opportunities for university students, especially in developing countries like Indonesia, to be exposed to the most recent development in science. Digitalization allows more guest lectures to be conducted online, which is much more practical and cheaper than traditional offline visiting lectures. However, besides having to cope with some challenges associated with online learning, many Indonesian students still struggle with their English language comprehension, especially in the academic genre. Difficulties in academic English, especially in writing, include abstraction, technicalities, and lexical density resulting from the use of grammatical metaphors. However, to what extent grammatical metaphors are used in spoken online lectures and how they affect students' comprehension are still underexplored. This research qualitatively mapped the grammatical metaphors used in three native-speaker guest lectures on linguistics in Indonesian universities. Interviews were also conducted with 40 students following the lectures to determine their difficulties in understanding online lectures. This research also offers how students' difficulties in understanding grammatical metaphors can be minimized by teaching students to unpack grammatical metaphors into more congruent forms.

Biodata

Dr. Putu Nur Ayomi is a Lecturer in the English Study Program at the Faculty of Foreign Languages, Universitas Mahasaraswati Denpasar. Her research employs functional linguistic approaches to applied linguistics, academic discourse, and critical discourse analysis.

A SUMMARY OF SIMILARITIES AND DIFFERENCES OF ANTONYMOUS COMPOUND WORDS IN VIETNAMESE AND CHINESE

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Abstract

The exchange, collision and reconciliation of the two cultures of China and Vietnam became the foundation contributing to the formation of Vietnamese words, significantly affecting the birth, development and form of compound words of the Vietnamese language, including the group of antonymous compound words (for example: "anh em - brothers - 兄弟", "ngang dọc - horizontal verticals - 横竖", "đầu đuôi - head and tail - 头尾", etc.). The article is based on "Chinese Proficiency Grading Standards for International Chinese Language Education (National Standard: Application and Interpretation) – Volume 2: Vocabulary " 1, "Modern Chinese dictionary" 2 and "Vietnamese dictionary" 3 to briefly compare antonymous compound words. Although there are similarities in both languages, from the three perspectives of word structure, adjective and semantics there are still differences, which greatly affects the Chinese learning process of Vietnamese students.

Biodata

Thinh Graduated with a master's degree in Linguistics and Applied Linguistics from Shenyang Normal University (Liaoning, China), academic year 2017-2020. In addition, he has won many provincial and national awards, for example, the first prize in the Chinese language contest for overseas students at provincial universities in 2018, the second prize in the individual competition of commemorative classic poetry. 70 years of founding new China, and many other awards. Currently, he is a full-time lecturer of Chinese Language at the Faculty of Foreign Languages, Van Lang University. He is also a doctoral student in Chinese Philology at Beijing Language University (Beijing, China).

Dung graduated with a master's degree in Linguistics and Applied Linguistics from Shenyang Normal University (Liaoning, China), academic year 2017-2020.
Currently, she is a full-time lecturer of Chinese Language at the
Faculty of Foreign Languages, Van Lang University.
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ACADEMIC DIGITAL GENRE: SCHEMATIC STRUCTURE OF ONLINE LECTURE INTERACTION IN ENGLISH LANGUAGE CLASSROOMS IN INDONESIA AND MALAYSIA

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Abstract

Digitalization in the education sector has been massive, especially since the outbreak of Covid-19 pandemic which makes digital genre become a new norm in academic discourse in higher education institutions. Therefore, lecturers' abilities to deliver lecture using digital applications play an important role in university classrooms, including in English language classrooms in Indonesia and Malaysia. The aim of this study is to shed some light on how online English language lectures using digital applications are structured. Employing a qualitative approach, this study observed and analyzed schematic structure of two online guest lectures by an Indonesian English language professor with the topics 'How to Grab Attention in Public Speaking' and 'An Overview of Critical Discourse Analysis'. Each of the lecture is attended by 40 Malaysian and Indonesian students through Webex and Zoom Meeting applications. The results show that the schematic structure of both lectures comprises opening, body and closing phases. The opening phase consists of greetings and salutations as well as a topic introduction and outline. The body phase includes introduction of concept, definition, explanation, exemplification, and relations between theory and practice. In this part of lecture, he often emphasizes some important points and regularly checks if the students still listen to his lecture as sometimes their internet connection is unstable. The closing phase contains question-answer, summarization, suggestion, and end of lecture. In conclusion, it is hoped that insights gleamed from this study will assist such lecturers to organize their online English lectures and to make it interesting.

TEACHING ENGLISH TO AIRCRAFT MAINTENANCE STUDENTS: CHALLENGES AND NEEDS

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Abstract

Aviation English is a specialised language mainly used in aviation including in the aircraft maintenance area. Teaching Aviation English usually faces more challenges compared with teaching general English. It pays more attention to the specific needs of learners and the language in the context. Therefore, this study was aimed to discuss the challenges of English teachers in teaching English to the aircraft maintenance students. In-depth interviews were conducted to the three English teachers from three different aviation schools in Malaysia. The data were analysed thematically and managed by ATLAS.ti software. Overall, the findings showed that the teachers face challenges in teaching and designing Aviation English. They need support in some aspects like materials and training. It was revealed that there was a shortage of textbooks and materials on Aviation English. Besides that, there is a need for the teachers to be in close contact with the people from the industry in order to find out their requirement and revise English course accordingly. Another challenge is related to the students' motivation and language proficiency. The revealed challenges and needs would help the teachers and learning institutions come out with the solution in order to fulfil the needs of the teachers and aviation students.

Biodata

Aina Suriani is a Ph.D. student at Universiti Sains Islam Malaysia (USIM), Malaysia. She is also an English lecturer at Universiti Kuala Lumpur, Malaysian Institute of Aviation Technology (UniKL, MIAT) and currently, she is on study leave for pursuing her Ph.D. Her research interests include teaching methods, teaching and learning, pedagogy and education, and English for Specific Purposes.

TECHNOLOGY-MEDIATED TASK-BASED LANGUAGE TEACHING

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Abstract

The 21st century has marked the transition of education, among which language teaching has received a great transformation. Accordingly, the search for language teaching methodologies has witnessed a burgeoning increase. Communicative language teaching (CLT) aiming at enhancing learners' communicative competences (Ellis & Shintani, 2014) has gained its popularity. CLT includes Form-focused Instruction, Task-Based Language Teaching (TBLT), Content-Based Language Teaching and Languaging. Out of these, TBLT is regarded as an outstanding method for language teaching as it promotes learners' communicative competences based on how learners accomplish the tasks (Long, 2015). The 4.0 Industry (the advent of technological advancement), especially Covid-19 has promoted computer-assisted language learning (CALL) with plentiful tools such as social media, learning management systems, google doc, and wikis, to name but a few. In addition, a number of studies about technology-mediated TBLT (TMTBLT) have been conducted to uncover how this approach is utilized in language teaching. This paper aims to outline the theoretical underpinnings of TMTBLT, review affordances and criticisms of TMTBLT, and subsequently revising practices and challenges of TMTBLT in two countries: Canada and Vietnam. In the last parts of the paper, the author advances a reflection and conclusion regarding the pedagogical implications of TMTBLT.

THE USE OF DIGITAL TECHNOLOGIES TO DEVELOP CONTENT AND LANGUAGE INTEGRATED LEARNING IN HIGHER EDUCATION

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Abstract

With internationalization becoming an increasing trend in higher education, many universities worldwide have been implementing policies and programmes to seek global opportunities. Content and language integrated learning (CLIL) has spread to tertiary institutions as an innovative approach of teaching and learning English that helps students compete in an international context. Alongside this trend, the advance of digital technologies has offered beneficial use in the integration of language and content knowledge. This study has explored the impact of digital technology use in English education related to CLIL approach. A systematic review was conducted with studies focusing on the use of various forms of technologies from specific devices to generic information, communication and technology (ICT) in supporting different aspects of CLIL. Findings revealed a positive interrelation of digital impact on not only language use and skills but social collaboration, interaction and motivation as well. However, lack of evidence was found regarding the correlation between the use of digital technologies and the enhancement of content knowledge in CLIL. This recommended further research delving into how the digital use would assist both language and content teaching and learning so that students at higher educational institutes could access to global world effectively.

Biodata

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

Dao Truong is a lecturer at the School of Foreign Languages (University of Economics Ho Chi Minh City). Her research interests are in the fields of English for Specific Purposes (ESP) and Educational technologies.

FROM HEADACHE TO HELPFUL: TIKTOK AS A PROJECT-BASED LEARNING MEDIA TO IMPROVE ENGLISH SPEAKING SKILLS

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Abstract

TikTok, a short-form video application has been popular among young generation for communication and entertainment. While many educators believe that TikTok spoils the future and mindset of youngsters with toxic content, this study describes a different perspective of utilizing TikTok to improve students' speaking skills under Project-based Learning approach. 36 third-year students from Foreign Languages Department, Vinh University created TikTok videos with various speaking topics. Classroom Action Research technique was used to conduct the study with 4 main steps: planning, implementing, observation and reflection. The data was collected by using qualitative and quantitative methodologies, including Likert-scale questionnaire, pre-test and post-test. The research findings revealed that the students' scores rapidly increased in the post-test and were better than their pre-test. While there was an increase in the post-test session 1 with 24 students getting a score above 70, the post-test session 2 witnessed a very significant rise with the achievement of the highest student scores of 95 and the lowest of 65. Therefore, the implementation of TikTok with project-based learning approach helped students to develop their confidence in speaking as well as added new experiences for them in expressing ideas freely. Hence, this application eventually inspired the students to enjoy the learning especially in motivating them to speak.

TASK BASED LANGUAGE TEACHING AND EFFECTS ON WRITING SKILLS OF EFL LEARNERS- A PRACTICAL CASE AT VAN LANG UNIVERSITY

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Abstract

As task-based language teaching (TBLT) is believed to help bring in target language fluency and student confidence, many ELT teachers have shown interest in TBLT. This research attempts to look at the effects of prescribing task-based writing instruction on students' writing competence, with the subjects to be English-majored students taking an EFL intermediate level writing class at Faculty of Foreign Languages, Van Lang University. The subjects involved 50 learners; they were placed randomly into a control group and an experimental group. Subjects in the experimental group performed writing tasks using task-based language teaching techniques, and subjects in the control group practiced writing skills using traditional writing exercises. The data were collected through the pre-test and post-test, with the topics of the tests taken from the writing sections of two paper-based IELTS tests. Data were then analyzed and tabulated. The result of the study showed remarkable improvements in the writing ability of subjects who practiced task-based language teaching techniques in various aspects of their writing competence, including sentence structure and organization, vocabulary use, and essay contents.

Keywords: *Task-Based Language Teaching (TBLT), Task-based Writing, Writing Competence.*

Biodata

Liem Do is currently a full-time lecturer at Faculty of Foreign Languages, Van Lang University in Ho Chi Minh City, Vietnam. He got an M. A in English Language Teaching from King Mongkut's University of Technology in Bangkok, Thailand, and is completing his Ph.D thesis on Religious Text Translation at University of Pedagogy in Ho Chi Minh City. His research interests include, but not limited to, Task-Based Reading and Writing, Reading Methodology, Translation and Curriculum Design.

EXPLORING THE TEACHERS' PERCEPTIONS OF THE USE OF ROLEPLAY IN TEACHING SPEAKING TO ADULT EFL LEARNERS IN PRIVATE CENTERS IN HANOI

Le Hoang Duong, IEC- HANU

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Abstract

Role-playing as an effective method for teaching speaking skills, especially to adult learners, has risen in popularity in the last few years. This research aims to determine the perceptions of English as a Foreign Language (EFL) teachers towards the application of role-playing in teaching Speaking, in terms of its advantages and drawbacks, as well as the criteria for using role-playing in classrooms. By analyzing the qualitative data gathered through interviewing ten EFL instructors from six different centers in Hanoi, pertinent conclusions and recommendations are reached.

Biodata

Associate Professor Hoang Thanh Thuy is working at Department of Psychology and Pedagogy- Hanoi National University of Education, as the Head of Teaching Methodology Department. She received a PhD in Psychology from Moscow Institute of Humanities and Social Sciences (2003) and has been working as a senior lecturer at Hanoi National University of Education since 2004. Her primary research interests are teaching methodologies, competence development and educational psychology.

Le Hoang Duong is currently a visiting lecturer of English at International School, VNU and International English Center- Hanoi University. He obtained a master's degree in TESOL from University of Canberra and has worked at a number of universities and English centers across Hanoi and Danang. His primary research interests include, English language teaching, employing technology in education, and applied linguistics.

AUTHORIAL NEOLOGISMS IN BERNARDINE EVARISTO'S NOVELS: A SOCIOLINGUISTIC PERSPECTIVE

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Abstract

The purpose of this study is to look into the language of the British renowned author Bernardine Evaristo with a view of finding examples of authorial neologisms and writerly words. In the course of the analysis that was carried out, a list of 40 authorial neologisms was compiled out of three novels: "Mr. Loverman", "Girl, Woman, Other" and "Soul Tourists". The mechanism of authorial coinage emulates general linguistic trends of word-formation, namely, affixation, conversion, blending and compounding. Authorial linguistic creativity manifests copious imaginative power, technical excellence and emotional range on a par with stylization aimed at describing social contexts and classes. Examining the way characters in the novel use language in different social contexts provides a wealth of information about their social identity: black intellectuals, black artists, gender fluid people, feminists, gays and bisexuals, Afro-Caribbean people in London and Londoners with black roots. The method of random sampling together with contextual and linguistic analysis provided a base for this research.

Biodata

PhD in Philology, Associate Professor, Department of English, Moscow State Institute of International Relations (University) of the Ministry of Foreign Affairs of the Russian Federation (Moscow, Russia)

SOME COMMON ERRORS IN PRONUNCIATION MADE BY THE FIRST- YEAR ENGLISH MAJORED STUDENTS AT FACULTY OF FOREIGN LANGUAGES AT HANOI METROPOLITAN UNIVERSITY, VIETNAM

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Abstract

The economic open- door policy pursued by the government of Vietnam has increased the demand for studying English. Since the late 1980s, the course of teaching and learning English in Vietnam has gone through many changes, especially when the communicative approach became a buzzword among people in the field of language education. As a result, the English curriculum has been geared more toward communication. Most people hoped that with a communicative teaching-oriented syllabus, students would be much improved in oral communication. But it seems this is not true, since we have noticed learners with serious pronunciation errors which result in their communication failure. Like learners elsewhere in Vietnam, students at our university encounter great difficulties in learning English pronunciation. Most of them find that the way English speakers pronounce the ending sounds is completely different from the one deeply rooted in Vietnamese speakers, making it more difficult for them to achieve appropriate English pronunciation. Besides, one of the factors affecting students' speaking competence is the test format. At the end of the 12th grade, Vietnamese students have to take a university entrance examination in terms of a written test, not an oral one. Consequently, they have been reported to make phonetic errors leading to incomprehensible speech in English. In an attempt to deal with the pronunciation problem, I have conducted this study to investigate some common errors in pronunciation made by first-year English Majored students at Faculty of Foreign Languages at Hanoi Metropolitan University, Vietnam and give some solutions.

Biodata

Dr. Yen is an English lecturer majoring in English Language at Faculty of Foreign Languages, Hanoi Metropolitan University, Vietnam. She has been teaching English for 21 years. She got MA in English language teaching methodology from University of Languages and International studies, Vietnam National University, Hanoi in 2008. She gained a Doctor of Philosophy in Contrastive Linguistics at University of Social Sciences and Humanities, Vietnam National University, Hanoi in 2019. Her interests are Teaching English Language and Educational Linguistics; Phonetics and Phonology; Online Teaching; Teaching Language Skills; English teaching methodology and contrastive analysis. She has published one book and many articles about English teaching methodology issues and contrastive analysis.

TEACHING AND LEARNING INTERPRETATION DURING COVID-19 PANDEMIC AT A UNIVERSITY IN HCMC: THE TEACHER'S REFLECTION

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Abstract

The world and Vietnam have been going through bad years due to the Covid-19 epidemic. However, from difficulties, we can discover new ways to survive and adapt to the current situation on our own. Many schools around the world have switched to an online teaching model during the lockdown and social distancing period. Our Banking University of Ho Chi Minh City is no exception to this general trend. As soon as the pandemic came in Vietnam and spread to the southern provinces, including Ho Chi Minh City, Banking University of Ho Chi Minh City immediately shifted all teaching and learning activities online. With the particularity of requiring a lot of interaction and direct guidance, the teaching of Interpretation by students of the Faculty of Foreign Languages encountered many difficulties in the implementation process. Therefore, the researcher conducted a small survey with 100 students who are taking Commercial Interpreting classes in parallel with face-to-face interviews with teachers and students to assess the challenges that teachers and students may face in this course. At the same time, this study also proposes some solutions to overcome difficulties and presents some opportunities for personal development to teachers and students of the Faculty of Foreign Languages and Banking University of Ho Chi Minh City in general.

Biodata

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

THE USE OF PICTURE EXCHANGE COMMUNICATION SYSTEM IN DEVELOPING THE ATTENTION SPAN OF AUTISTIC CHILDREN IN ABU DHABI AUTISM CENTER

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Abstract

Picture Exchange Communication System (PECS) is a picture-based communication method. PECS is used in the classroom by teaching the children to make their request by handing an exchange card representing what they want. The objectives of this study are to: To investigate if use of PECS influences the development of the attention span of autistic children in Abu Dhabi Autism Center in the development of their basic communication skills, to find out the changes in the use of PECS in improving the attention span of autistic children in Abu Dhabi Autism Center in the development of their basic communication skills, and to demonstrate how effective is the use of PECS in improving the attention span of autistic children in Abu Dhabi Autism Center in the development of their basic communication skills.

One out of every 146 new-borns in UAE, is affected with autism spectrum disorder and measuring the attention span using method is difficult. Children with ASD have a shorter attention span, hence the purpose of this study is to increase the attention span of autistic children in Abu Dhabi by using PECS. Therefore, this study is proposed to assist autistic children in Abu Dhabi autism center to increase their attention span and to improve the current existing techniques used to assist autistic children in Abu Dhabi. The ideal candidates of this study are children who are not able to commutate or who are moderately effective communicators with their current communication system. The researcher will apply the PECS on six autistic students, monitoring and documenting its influence on the level of attention they have. There are also interview sessions for teachers and parents of autistic children together with observation strategy

Biodata

IBRAHIM Hassan ALZOUBI is a PhD student at University of Islamic Sciences Malaysia USIM. He has worked for seven years in Zayed Higher Organization for Humanitarian Care as specialist teacher in Abu Dhabi Center for Autism 2012_until now.

PRELIMINARY INVESTIGATION INTO THE AFFORDANCES OF EVALUATIVE MEANING IN READING TEXTS OF SOLUTIONS TEXTBOOK SERIES

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Abstract

One significant aspect of renovating English teaching in Vietnam is to pay attention to the expansion of the evaluative language repertoire for learners of English through enhancing textbooks to foreground evaluative resources. The paper first briefly presents preliminary examination of the deployment of Attitude in ten reading texts in Solutions (Falla & Davies, 2013), an English textbook series being used as textbooks in most universities in Vietnam based on the Appraisal framework proposed by Martin & White (2005). A closer analysis of how Attitude is dealt with in multimodal texts in two reading texts of the textbook series is then presented using the Appraisal framework proposed by Martin & White (2005) and the Visual Appraisal framework by Economou (2009) and White (2014). The paper concludes by emphasizing the necessity of the teaching of Appraisal through multimodal texts and the significance of the choice of textbook in developing repertoires for attitudinal expression in English language learners.

DAILY CONVERSATIONS ON THE APPLICATION "HALLO": A NEW APPROACH TO ASSIGN SPEAKING HOMEWORK TO STUDENTS

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Abstract

Utilizing mobile phone apps to enhance students' English-speaking skills is not novel to teachers. Hallo is an app on which users make random audio calls with different callers from different countries in the world. Based on one feature on Hallo that every more than 10-minute conversation with any speakers is counted one day using for the users, the teacher may assign day-to-day homework to the students by practicing English speaking on Hallo. The case study was carried out to investigate the effectiveness of practicing English speaking on Hallo as daily at-home exercises. Ten English major sophomores at Hong Duc University were chosen to participate in the study lasting ten weeks. These students were required to make daily conversations about assigned topics on Hallo and then video-record them to send to the teacher for regular checking. The comparisons of pre-test and post-test results, interviews and reflections indicate that students made a big progress in English speaking skills and could communicate with others more fluently. The study suggests that the teacher should give detailed guidelines to help low-level students maximize the benefits of this app in mastering English speaking.

Biodata

Le Thi Huong, M.A., is a lecturer in the Faculty of Foreign Languages at Hong Duc University. She was also an English teacher in The English Access Micro-Scholarship Program at Thanh Hoa ethnic boarding high school from 2020 to 2022. She has been teaching English for over 10 years. Her research interests include learner autonomy, technology in learning and teaching, and volunteerism in education.

FLIPGRID - A VIRTUAL LEARNING TOOL - TO ENHANCE STUDENTS' SPEAKING PERFORMANCE LOCALLY AND INTERNATIONALLY

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Abstract

As can be seen, the four language skills of listening, speaking, reading, and writing are all interconnected. While proficiency in each skill is necessary to become a well-rounded communicator, an ability to speak skillfully provides speakers with several distinct advantages. However, speaking skills seem to be difficult to develop or not only due to interruption of routine speaking activities and technical issues in distance learning process during the COVID-19 pandemic but also because of the load-reduced curriculum of the Ministry of Education. Consequently, the aim of the study is to explore the benefits and features of Flipgrid, a video platform, used as students' learning support to improve their speaking skills, learning autonomy, and self-evaluation. Additionally, Flipgrid is also employed as teacher's flexible assessing app. and as a magic digital device for connecting students globally, from my school to other places domestically and internationally. The study employed mixed methods with the participation of 35 English-majored ten-graders at Thang Long high school for the gifted. The data were gathered at multiple points of time from students' videos, interviews and questionnaires and analyzed by qualitative and quantitative approaches. The findings show that using Flipgrid would remarkably foster learners' speaking skills for 10 graders in multitude of aspects including fluency, pronunciation and presentation skills, hone their independent learning, their own evaluation, educators' assessment during online study and build a speaking exchange environment with leaners locally and overseas. In light of the findings, Flipgrid changed students' attitudes towards speaking skills as well as teachers' assessment of learners' oral competence.

Biodata

Vu Thuy Huong was born on 20th February, 1976, in Dalat. She has been a teacher of English at Thang Long high school for the gifted for 22 years in Dalat city, Lam Dong province. She has received a lot of scholarships to study abroad. In 2010, Ms. Huong studied in Sweden for an M.A degree for one year, in 2011, in Singapore for a tailored professional development program for six months. In addition, she has attended a lot of international conferences domestically and overseas and has been one of Vietnamese representatives to attend international conferences such as the South Asia Amazing Minds conference in Danang and the East Asia Pacific E-Teacher Seminar in the Philippines. She is an enthusiastic member of VietTESOL as a reviewer, facilitator, mentor and speaker. In 2018, she was honored to be nominated to attend the TEA program in the U.S.A. Last but not least, she is one of the Cambridge speaking examiners in Vietnam. Furthermore, she has a great passion for using ICT in the classroom to engage students in online as well as offline learning. Please reach her at thuyvutea@gmail.com and 0908660240.

LEARNER AUTONOMY IN ENGLISH VOCABULARY ACQUISITION OF VIETNAMESE STUDENTS IN BLENDED LEARNING CLASSES

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Abstract

In recent years when the 4th Industrial Revolution has exerted great impacts on teaching and learning methods, it is understandable why the importance of learners' autonomy in e-learning as well as blended learning is gaining more significance. Undoubtedly, one of the areas that have the greatest potential for adopting learner autonomy is vocabulary because people need to have a pool of lexical items in order to express themselves. Continuing this line of research, the purpose of the present study is to shed light on Vietnamese students' autonomy in English vocabulary acquisition in blended learning classes. With a combination of qualitative and quantitative methods, the research was divided into two phases. In phase one, large-scale questionnaires were employed to study 100 students. In phase two, seven participants were then selected to join in interviews with the purpose of elaborating on students' responses in the questionnaires. The findings have shown students' attitudes toward autonomous vocabulary learning, their vocabulary acquisition strategies, and their difficulties during their own learning. It is hoped that this study will benefit not only researchers and teachers interested in autonomy and vocabulary, but also students by providing them some effective recommendations to enhance their autonomy in English vocabulary mastering.

Biodata

Dr. Phan Thị Ngọc Lệ is currently an English Lecturer in Faculty of English, University of Languages and International Studies, Vietnam National University, Hanoi. She has nearly 15 years of experiences in delivering English courses at universities. Her major publications include various articles on English teaching and learning, learner autonomy, English varieties, English as an International Language/Lingua Franca/ World Englishes, Technology in Language Learning and Teaching and so on, along with several conference papers.

ENGLISH WRITING ANXIETY AND ITS RELATIONSHIP WITH VIETNAMESE SENIOR HIGH SCHOOL STUDENTS' WRITING COMPETENCE

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Abstract

There has been a growing interest in affective factors and their impacts on the learning process of English as a second language (ESL) or a foreign language. Although affective factors have been increasingly scrutinized by a great number of researchers and educators worldwide, almost few studies have paid attention to their impacts on the learning process of English among Vietnamese students in senior high schools, in particular, the impact of anxiety on English writing. The aims of this present study, therefore, were to measure Vietnamese ESL learners' levels of writing anxiety, perceived writing competence, and the relationship between writing anxiety with the perceived writing competence as well as the learners' actual IELTS writing scores. This study employed a quantitative research design, using a questionnaire for data collection. The participants were 155 Vietnamese senior high school students in an English language center located in the southern part of Vietnam. Descriptive and inferential statistics were used for data analysis. The results show the participants had a moderate level of writing anxiety, low level of perceived writing competence. Besides, there was a significant negative correlation between writing anxiety and perceived writing competence as well as actual writing scores. The study results have implications for both teaching and future research in the similar vein.

VIETNAMESE STUDENTS' PERCEPTIONS OF UTILIZING SOCIAL MEDIA TO ENHANCE ENGLISH VOCABULARY: A CASE STUDY AT VAN LANG UNIVERSITY

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Abstract

Social media (such as Facebook, Tik Tok, Instagram, YouTube, etc.) is widely used for people's entertainment and education across the globe. Furthermore, utilizing this sort of technology assists learners in mastering foreign languages such as English, Chinese, French, Japanese, and so on, which was proved by many foreign language experts and researchers worldwide. The aim of the study is to find out the perceptions of students towards the utilization of social media for developing English vocabulary. A mix of quantitative and qualitative methods was exploited with surveys for 150 students from many different majors at Van Lang University (VLU) in Ho Chi Minh City (HCMC), Vietnam and semi-structured interviews for 15 ones. After the investigation, the results of the research show students' deep insights in terms of using social media to improve their English vocabulary and its positive effects on students' learning vocabulary. Thanks to the findings, lecturers can consider more teaching methods with social media in their English courses.

Biodata

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

Nguyen Thi Thanh Van is an undergraduate majoring in the English Language at the Faculty of Foreign Languages of Van Lang University in Ho Chi Minh City, Vietnam. Her research interests are collaborative writing and the use of social media for enhancing English vocabulary.

EFL TEACHERS' DIFFICULTIES IN INTEGRATING ICT INTO THEIR LESSONS AT THE ACADEMY OF JOURNALISM AND COMMUNICATION

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Abstract

Teachers and students have a greater opportunity to collaborate more effectively in the information age thanks to the integration of information and communication technology (ICT) in teaching and learning. However, various obstacles could make teachers hesitant to use ICT in the classroom and hinder them from introducing supplementary materials. In order to overcome these challenges and incorporate ICT into regular classroom instruction, educators might benefit from examining the hurdles to adopting ICT in education. The purpose of this study is to learn more about how teachers view the obstacles and difficulties that impede them from integrating ICT in the classroom. Hence, 15 EFL teachers who were chosen from the Faculty of Foreign Languages at the Academy of Journalism and Communication were given a validated questionnaire. The results showed that despite teachers' strong willingness to integrate ICT in the classroom, they ran into some obstacles. The biggest obstacles preventing teachers from integrating ICT into the curriculum were thought to be a lack of technical support in schools and limited access to the Internet and ICT. Additionally, the results of the descriptive analysis revealed that a major obstacle preventing teachers from using ICT in the classroom was a lack of class time.

TEACHING AND LEARNING ON MOBILE DEVICES IN VIETNAM: ADVANTAGES AND DISADVANTAGES

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Abstract

In the process of globalization, international economic integration and moving towards the industrial revolution 4.0, teaching and learning on mobile devices is the trend of all for schools. Teaching and learning on devices both keep pace with Vietnam's digital transformation strategy and adapt to the development of the world. However, the use of mobile devices in the teaching and learning process should or not, still has to be discussed. The main element of the article is the research document. Within the scope of this article, the author mainly analyzes the advantages and disadvantages of teaching and learning on mobile devices.

Biodata

My name is Ngọc. I am a lecturer at the Department of Sociology at Trade Union University, Vietnam. My main teaching and research experience is Sociology. In which, I mainly focus on studying organizational society and labor sociology.

USING SCAFFOLDING TO IMPROVE LEARNERS' ARGUMENTATIVE ESSAY WRITING SKILLS: A QUALITATIVE CASE STUDY OF ENGLISH MAJORED WRITING CLASSES AT VAN LANG UNIVERSITY

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Abstract

The purpose of this study is to examine the effects of scaffolding in improving English majored students' essay writing skills at tertiary levels in the Vietnamese context. Many studies so far have examined the use of scaffolding in teaching writing skills; however, few of them have focused on the impact of scaffolding on the acquisition of a particular genre through action research. This study used different scaffolding techniques to examine how they impacted on learners' writing performance in terms of lexical and structural resources as well as discourse organization. Through qualitative data analysis of student interview and test results, it can be concluded that scaffolding techniques can significantly improve learners' argumentative essay writing skills. The study results can be a source of reference for improving the English writing program at Van Lang University, Vietnam. The results may also be helpful for English teachers who are interested in teaching academic writing skills.

Biodata

Dr. Nguyen Hoa Mai Phuong is Head of English Language Skills and Linguistics Department at Van Lang University. She is also a senior lecturer at Van Lang University, Ho Chi Minh City. She has over 18 years of experience teaching English to all ages and levels of students. She was a full-time lecturer at University of Sciences, University of Social Sciences and Humanities, and International University (Vietnam National University), teaching English language skills, British and American cultures, Literature and Research Methods. She is currently a core lecturer, teaching Contrastive Linguistics and Discourse Analysis for Master program at Van Lang University. Her doctoral thesis is about conversational strategies used in literary works. She has published 12 research articles in TESOL and literary analysis in both local and international journals. As a secretary, Dr Nguyen has played an active role in organizing AsiaCALL Conference at Van Lang University. Dr Nguyen has also served as a reviewer and a committee member of M.A thesis defenses in Thu Dau Mot University. She also serves as a reviewer for AsiaCALL Conference Proceedings (2020) and VLTESOL Conference Proceedings (2022). Her current research interests are literary analysis, translation study, TESOL, and academic writing.

MULTIMODAL LITERACY: AN EAST ASIAN APPROACH FOR INTERPRETING CULTURAL REPRESENTATIONS IN VIETNAMESE CINDERELLA

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Abstract

Children's literature, especially folktales are one of the helpful resources for teaching intercultural understanding in the time of globalization. The tale of Cinderella is one of the well-known literary texts that has received much attention from researchers in the filed of intercultural understanding. This paper examined the Vietnamese version of Cinderella to explore cultural representations in this well-known folktale with the Iceberg Model for Interpreting Vietnamese Images (IMIVI) framework (Huynh, 2022). The results of our analysis revealed that there are significant cultural differences between Vietnamese and Western versions of Cinderella. The results also suggest that that there are visible and invisible cultural elements consisted in the Vietnamese Cinderella. Findings from this article are helpful for researchers, teachers who are interested in applying multimodal approach for interpreting visual literary texts to foster intercultural understanding, especially those who are interested in working with children's literature, Vietnamese folktales, and East Asian cultures.

Biodata

Ms. My-Quyen Thi Duong is a graduate candidate in English Education at School of Foreign Languages, Tra Vinh University, Vietnam. Her background has a focus on TESOL and teaching young learners English. Since 2021, she has been an effective assistant to a BNI (Business Network International) member. She understood that the culture between countries as soon as the culture of communication between Asia and Europe, is something that needs to be continuously cultivated. Therefore, her research is focuses mostly on English, cultural education in the fields of literature, employment and life.

Dr Huynh, Ngoc Tai took up his position as Deputy Dean of the School of Foreign Languages, Tra Vinh University after obtaining his Doctorate Degree in Education from the University of Tasmania, Australia. Previously, he was awarded Master of Philosophy in English Linguistics at Norwegian University of Science and Technology in 2013. He completed his PhD program at the University of Tasmania in 2022. His research and teaching focus on Multimodal semiotics, Applied and Educational Linguistics, English, Bilingual and cultural education. He has presented at various international conferences, contributed to two book chapters published on IGI Global and Multilingual Matters. He also published a number of journal articles (Scopus indexed) such as Social Semiotics, Australian Journal of Teacher Education, and Journal of Early Childhood Teacher Education.

Dr Nguyen, Thi Phuong Nam – Dean of School of Foreign Languages, Tra Vinh University. Dr Phuong Nam holds a Master of Arts in TESOL from the University of Canberra (Australia) followed by a PhD in the English Language and Literature from the University of Amsterdam. Her research is in the area of second language acquisition and foreign language literature. Dr Phuong Nam has published a wide range of paper on Scopus Index journals such as journal of Culture and Education, Asian EFL Journal and presented at various international conferences on TESOL and linguistics.

A SYSTEMATIC REVIEW OF ASYNCHRONOUS ONLINE LEARNING IN ENGLISH LANGUAGE CLASSROOMS IN INDONESIA: TEACHERS' AND STUDENTS' PERSPECTIVES

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Abstract

In the past decades, online learning transformation technology has affected education sector, especially since industrial revolution 4.0 and Covid-19 pandemic outbreak. Online learning has disrupted the lives of teachers and students because schools and universities close many of their classes, including English language classroom. This study is aimed at examining the implementation of online learning in English language classrooms in the Indonesian context, focusing on technological applications used as well as advantages and disadvantages of asynchronous online learning from teachers' and students' perspectives. Using a Systematic Literature Review (SLR) approach, this study selects and analyzes 25 papers from Scopus and Google Scholar databases published between 2020-2022. The results show that both teachers and students use Google Classroom, Facebook, Instagram, YouTube, WhatsApp, Kahoot, Quizzes, and Screencast-O-Matic as well as learning management system (LSM) called SPADA and Moodle provided by the government for asynchronous online English language learning. Asynchronous online learning technological applications help facilitate English language learning during the pandemic and improve students' reading, writing, and listening skills. However, time consumption for lesson preparation, overload of works, lack of technology literacy, difficulties in understanding the materials at hand, and delayed feedback and correction become the drawback of asynchronous online learning. This study suggests teachers, students, and relevant stakeholders to attend regular training for asynchronous online learning and anticipate technology that will shape future English language classrooms, especially in Indonesia.

Biodata

Akhyar Rido is currently Associate Professor of Applied Linguistics at English Department, Faculty of Arts and Education, Universitas Teknokrat Indonesia. He is also Research Fellow at Centre for Education, the National & Innovation Agency Republic of Indonesia . He works as a Supervisor of Higher Education Institution Partnerships of PMO MBKM Program Ministry of Education, Culture, Research and Technology Republic of Indonesia.

THE UPS AND DOWNS OF LEARNING AND USING ENGLISH: AVIATION STUDENTS' VOICES

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Abstract

English language proficiency has become the standard language for aviation sector as an industry that operates internationally. It is vital requirement to all aviation personnel to use English in their communication in order to avoid any accidents occurs. Communication skills of aviation personnel should be developed and formed during their undergraduate studies. Therefore, this study was aimed to explore the successes and challenges of aviation students in learning and using English. The participants were from three different aviation schools located in Malaysia. Using qualitative research design, the study gathered information from the open-ended interview and the document analysis. The data were analysed thematically and managed by ATLAS.ti software. Overall, the findings showed that the students experienced more successes than challenges in their English language learning. There were three themes categorised under successes and challenges- opportunities, feelings, and progress. Meanwhile, the sub-themes for successes were grabbed opportunities, positive feelings, and good progress. On the other hand, missed opportunities, negative feelings and slow progress were the sub-themes for challenges faced by the aviation students. The results would help course module developers and language practitioners produce modules that meet the needs of aviation students.

Biodata

Aina Suriani is a Ph.D. student at Universiti Sains Islam Malaysia (USIM), Malaysia. She is also an English lecturer at Universiti Kuala Lumpur, Malaysian Institute of Aviation Technology (UniKL, MIAT) and currently, she is on study leave for pursuing her Ph.D. Her research interests include teaching methods, teaching and learning, pedagogy and education, and English for Specific Purposes.

ANALYSIS OF CONCEPTUAL METAPHORS IN ENGLISH AND VIETNAMESE IDIOMS OF STORMS AND SUGGESTED TEACHING ACTIVITIES

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Abstract

Since the 1970s, Cognitive Linguistics has made significant contributions to human understanding of the relationship between language and mind, how language is acquired, and, most importantly, how humans extract language knowledge from language use. For over the past ten years, many researchers have successfully worked on the application of the Conceptual Metaphor Theory to foreign language teaching, especially in teaching English idioms. This qualitative study aimed at analyzing the conceptual metaphors' mappings in 5 English and 5 Vietnamese idioms of storms to determine the differences and similarities between them, and then recommend some teaching activities for further research. Furthermore, this investigation was to search for the electric articles which those idioms were used in particular contexts. From the findings, English and Vietnamese idioms related to storms performed more differences than similarities in terms of the conceptual metaphors' mappings and types. The practical values reported in this paper should be considered as answer keys for supplementary exercises if teachers apply the teaching activities which were suggested.

"SHE IS NOT A NORMAL TEACHER OF ENGLISH": PHOTOVOICE AS A DECOLONIZING METHOD TO STUDY QUEER TEACHER IDENTITY IN VIETNAM'S ENGLISH LANGUAGE TEACHING

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Abstract

We use photos as visual data from a study on the adaptation of a group of Vietnamese young adult LGBTIQ+ English learners to the shifting and uncertain learning environment of COVID-19 when the coronavirus first came to Vietnam in mid-2020. We employ photovoice as a decolonizing methodology for LGBTIQ+ people to examine photos. Through the visuality of photovoice, we can decolonize the lens of doing research on this marginalized community in education contexts, including ELT studies. The focus is to study queer teacher identity through the lens of intersectionality. This critical lens allows us to look at language teacher identity constructs that are particularly presented by this transgender teacher of English. We examine how gender could be intertwined with other identity structures, such as a teacher of English, to shape the language teacher identity construction of the transgender teacher in this study.

CONCEPTUAL METAPHOR "WOMEN ARE ANIMALS" IN 20TH-CENTURY VIETNAMESE LITERATURE

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Abstract

From the perspective of Cognitive Linguistics, the paper analyzes the conceptual metaphor WOMEN ARE ANIMALS in 20th-century Vietnamese literary works. The theoretical framework for this study include the Conceptual Metaphor Theory of Lakoff and Johnson (1980), the Great Chain of Being model of Lakoff and Turner (1989) and Metaphor Identification Procedure of Pragglejaz Group (2007). Through a survey of 50 short stories and novels written by famous Vietnamese authors, 6 low-level metaphors as well as the mapping mechanism from the source domain to the target domain are discovered and explained. The findings reveal that women are mainly portrayed as wild animals, livestock, pets or birds. Metaphorical linguistic expressions, then, convey a biased view towards the low and inferior role and position of women in the family and society. Negative ideological values in representation of women are explored to show that women are considered to be small, weak, dependent on men and serve as their recreation. The thinking and cultural characteristics of Vietnamese people are also reflected through this metaphor.

Biodata

Pham is a lecturer of English and also Head of Department of English Theory, English Faculty, Thương mai University, where she teaches general English, ESP and linguistics. Her research interests include ELT, linguistics and applied linguistics. She is doing a PhD course at Vietnam Academy of Social Sciences to have a better understanding of contrastive linguistics and engage more in this field in Vietnam.

PERCEIVED EFFICACY OF PECHA KUCHA PRESENTATION AMONG VAN LANG UNIVERSITY HONOR STUDENTS

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Abstract

Oral presentation in a foreign language classroom demands a wide range of materials to enhance the students' English proficiency. The Pecha Kucha Presentation, a fast-paced automatic presentation format of 20 slides, 20 seconds each slide, is utilized as a communication tool among the EFL honor students of Van Lang University. In this regard, the efficacy of the Pecha Kucha Presentation employed as Final Oral Examination among the students is investigated in the light of foreign language teaching. This study employs a qualitative method using a structured interview guide to be administered to a total of 15 presenters to gather perceptions towards Pecha Kucha as an oral presentation format. Moreover, this study aims to shed light on how the presenters view Pecha Kucha, leading to draw greater significance in developing an effective communication and learning tool among the honor students of Van Lang University as EFL learners, and eventually to the community at large for further pedagogical implications.

Biodata

JONATHAN A. ILLANA is a full-time foreign Lecturer at the Faculty of Foreign Languages of Van Lang University. He is currently in charge of the Listening, Speaking and Critical Thinking classes both for the Standard and the Honor program of the faculty. He is also one of the reviewers of the International Journal of TESOL and Education.

Jonathan earned his Master's degree in Linguistics from the De La Salle University in the Philippines. He has more than seven years of working experience in the education field, both as a lecturer and editor in various institutions in the Philippines, before deciding to migrate here in Vietnam in 2016, the country he considers his second home.

NOVICE EFL TEACHERS' BELIEF AND EMOTIONAL REGULATION IN RESPONSE TO YOUNG LEARNERS' BEHAVIORS IN CLASSROOM

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Abstract

Over the last decade, EFL teacher emotion has attracted teacher education scholars worldwide as regards its relationship with learners, colleagues, institutions, and society. With respect to the teacher training, helping novice EFL teacher control their emotion to help themselves "survive" with teaching career to

This research report shares the findings that emerged from a qualitative study in which the main objective was to discover whether or not novice EFL teachers regulate their negative emotions during their initial teaching practice, and if so, how they do this. The data were collected by semi-structured interviews and observations and analyzed by microanalysis and constant comparative analysis. The participants were five novice teachers who study English at the same university, and who were giving classes as part of their internship. The results from this research revealed that these particular novice EFL teachers use different emotional strategies to regulate their negative emotions.

USING PADLET IN INNOVATION OF ENGLISH TEACHING METHODS AT PEOPLE'S POLICE UNIVERSITY – STUDENTS' PERSPECTIVES

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Abstract

Since technology plays an important role in the education sector, there is an increasing need to use technology tools in the English language teaching and learning environment. Among those, Padlet is considered a suitable and effective web-based technology tool that helps English language teachers to apply in innovation of English teaching methods to enhance students' collaborative learning ability. The purpose of this study is to investigate students' perspective about teachers' use of the Padlet tool in English classes. In this study, a total of 52 police students of the full-time majors Economic Crime Proventil took part. Survey questionnaires and interviews were used to collect data on students' perspectives and comments about teachers' use of Padlet as a tool for teaching and learning English to increase students' collaboration. The results show that the students have shown positive views and reactions to the lecturer's using of Padlet and desire to use the Padlet tool in the next modules, because it has motivated them to participate in learning and practicing English in class, encouraging interaction between students and lecturer, and enhancing their ability to collaborate in learning and practice their language skills.

VISUAL COMMUNICATION: EXPLORING REPRESENTATIONS OF VIETNAMESE CULTURE IN ADVERTISING

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Abstract

Visual communication has received much attention from studies in the field of foreign language education. In Vietnamese context, however, little research has been conducted to explore meanings of Vietnamese cultural aspects in visual advertising. To fill such a gap, this article investigated visual meanings of Vietnamese cultural values represented in visual elements of common advertising in Vietnamese market. The data were firstly selected from various logos and images of popular brands in Vietnamese market and then interpreted based on the Iceberg Model for Interpreting Vietnamese Images (IMIVI framework) (Huynh, 2022). The results revealed the selected advertisements carried core Vietnamese cultural values in terms of visible and invisible elements. Specifically, cultural specific images such as flowers, animals, traditional clothing, food were identified as visible factors. Buddhist, Confucian, and Taoist values were found as invisible factors in selected images of popular advertisements in the Vietnamese context. Findings reported this article may be helpful for research in visual communication, multimodality and foreign language education. The outcomes of this article are also interesting for studies in the field of cultural studies, especially for the roles of culture in commercial advertising, intercultural communication and foreign language education.

Biodata

Luong Thi Bich Tuyen has just graduated English major at Tra Vinh Unisity, Vietnam in June, 2022. Currently, she has been working as a teacher for a foreign language center in Tra Vinh. She has a great passion for studying culture, especially Vietnamese culture, because she find that it has its own profound beauty.

Dr Huynh, Ngoc Tai took up his position as Deputy Dean of the School of Foreign Languages, Tra Vinh University after obtaining his Doctorate Degree in Education from the University of Tasmania, Australia. Previously, he was awarded Master of Philosophy in English Linguistics at Norwegian University of Science and Technology in 2013. He completed his PhD program at the University of Tasmania in 2022. His research and teaching focus on Multimodal semiotics, Applied and Educational Linguistics, English, Bilingual and cultural education. He has presented at various international conferences, contributed to two book chapters published on IGI Global and Multilingual Matters. He also published a number of journal articles (Scopus indexed) such as Social Semiotics, Australian Journal of Teacher Education, and Journal of Early Childhood Teacher Education.

Ms Tuyet Nhung Nguyen Thi is currently working as a full-time lecturer and the Deputy Head of English department at Tra Vinh University. Ms Nhung participates in teaching language skills, literature, EFL/ESL research methodology, teaching methodology. Her research interests relate to the area of pedagogical translanguaging, language assessment, and the psychological and emotional factors that affect students' language abilities.

GENDER DIFFERENCES IN POLITENESS STRATEGIES IN NEGOTIATIONS IN SHARKTANK VIETNAM AND SHARKTANK AMERICA: A CONTRASTIVE ANALYSIS

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Abstract

Gender and language has long been an interesting field in sociolinguistics and pragmatics. Its focus and research trends, along with the feminist movement and the social development have shifted from pronunciation, vocabulary, syntax – known as form of language to the gendered differences in conversational strategies, discourse style. In the current study, politeness - one of the core issues of modern pragmatics, is adapted to hopefully shed a great light on the issue in Vietnamese and American context to explore the gender differences in negotiations. Employing descriptive, qualitative and quantitative methods, the data recorded from 10 conversations in Shark Tank Vietnam Season 3 TV program and 10 conversations in Shark Tank America were transcribed and analyzed to reveal the different strategies based on Brown and Levinson theory used by gender groups of investors and players. The gender linguistic differences, then, are compared between English American and Vietnamese under the contrastive analysis theory. The results are very significant to support the evaluation on language and gender in the current society and in cross- culture context.

Biodata

Vice Director, Research and Training Center of Professional Skills, Lecturer, Theoretical linguistics Department, English Faculty, Thuongmai University. Since 2007 joining Thuongmai University, Thu Ba has been working as an English teacher and has involved in studies related to ELT, Applied Linguistics and Pragmatics. Ba has attended in the national and international conferences about ELT and linguistics. In 2019, Ba started PHD course to pursue the contrastive linguistics and social linguistics field in Vietnam. She has published many articles about pragmatics issues, motivation in learning and teaching English.

AN OVERVIEW ON VIRTUAL GUEST LECTURE IN EFL CLASSROOM CONTEXT: A LITERATURE REVIEW

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Abstract

Virtual guest lecture, due to Covid-19 pandemic, becomes paramount in university to foster teaching beyond classroom. Hence, a limited investigation on a systematic review of virtual guest lecture in EFL classroom concerning on schematic structure and its linguistic features were found; therefore, this study aimed to investigate the schematic structure and its linguistic features of virtual guest lecture in EFL classroom. The present study employed Kitchenman's (2009) systematic review. The dataset was obtained from SCOPUS and SINTA databases based on 10 published article journals from 2019 to 2022. SFL approach was applied to analyze these data. The findings showed that in terms of the schematic structure, virtual guest lecture has three phases, namely introduction, content, and concluding phases. In the introduction phase, three moves or steps were found including greeting, class checking, and orientation. Then, in content phase, it has four moves namely presentation, discussion, and consolidation. The last, in concluding phase, consists of evaluation, reflection, and closure. Meanwhile, in terms of linguistic realizations, relational, mental, behavioral, and material processes were found in each move or step. It is suggested that the present study's findings are beneficial for educational stakeholders in evaluating and assessing student achievements in virtual guest lectures.

Biodata

Dr. Putu Nur Ayomi is a Lecturer in the English Study Program, Faculty of Foreign Languages, Universitas Mahasaraswati Denpasar. Her research employs functional linguistic approaches to applied linguistics, academic discourse, and critical discourse analysis.

ALL SYSTEMS GO: TEACHER PORTFOLIOS AS A PROFESSIONAL SELF-DEVELOPMENT TOOL FOR EFL TEACHERS AT HUE UNIVERSITY OF FOREIGN LANGUAGES AND INTERNATIONAL STUDIES (HUFLIS) – A DETAILED STUDY

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Abstract

Teaching is considered as a complex process that requires a complex approach to accurately measuring its effectiveness. The teacher portfolio allows for that kind of complexity. The literature on teacher portfolios in teacher education has refined its expectations and the advent of possibilities offers teachers varied ways to present their accomplishments. The aim of this study is to raise college teachers' awareness of the importance of continuous professional growth and then, to encourage professional self-development by using teacher portfolios. An appropriate approach for this paper was therefore a combination of both qualitative and quantitative approaches. Attitude survey, questionnaires, interviews and review of documents were used to show how the participants used their portfolios. The instruments for data collection were chosen on this basis, comprising questionnaires and interviews delivered to ten Vietnamese college teachers of English at the Hue University of Foreign Languages and International Studies (HUFLIS). As a result, the participants in this study, on average, tended to agree that the development of teacher portfolios had a positive impact on their beliefs since their portfolio projects and some reported a stronger sense of professionalism. In addition, a large majority of respondents agreed that teacher portfolios were appropriate and effective tools for professional self-development as a part of teaching and learning quality assurance policies in the context of reform.

Biodata

A peripatetic teacher, prolific writer, and good speaker, Ms. Phan Thi Anh Nga empowers educators to think outside the box and critically examine their established practices by asking, "What is best for my students?" For over fifteen years, she has been inspiring researchers and teachers of all levels with the enormous power and real joy of the teaching and learning process. Phan began her career as a university-level teacher at the Hue University of Foreign Languages from 2005-2017. Now a classroom teacher at the Vietnam Aviation Academy - HCM city, Vietnam. Her many interests include Professional Development, English for Specific Purposes, and Technology in Teaching and Learning English and all of which require genuinely creative thinking. She has taught students of all mixed language backgrounds and abilities.

A CASE STUDY ON USING PRESENTATION TO TEACH AND LEARN GRAMMAR FOR ENGLISH-MAJORED GRADUATES

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Abstract

In second language acquisition, grammar plays an important role in enhancing skills and improving language ability. Fresh men students who are majored in English at university are required to study grammar as a specific subject along with other skills like reading, speaking, listening, and writing. At tertiary level, students learn grammar differently from at lower levels so that it requires new methods to engage and encourage them into this subject. This qualitative research investigates the effectiveness of using presentation as the main method to learn grammar in two classes in a university. The study employs classroom observation, a survey, and interview. Besides that, interviews with teachers and some students to check the attitude and the influence of this method of learning. The results show that students are engaged into learning grammar, and they are more confident to explain different grammar knowledge and improve their grammar better. Both teacher and students hope that they can apply presentation to improve other subjects actively and effectively like in grammar subject.

Biodata

 Ms. Le Thi Ngoc Hien, an English lecturer at the Faculty of Foreign Languages of Ho Chi Minh City University of Food Industry, has many experiences working with EFL students from the secondary to tertiary level. Besides studying language teaching and learning, she is interested in linguistic aspects to improve the quality of teaching English to EFL students.

THE IMPACTS OF NATURAL DISASTER ON EDUCATIONAL ACCESSIBILITY, AFFORDABILITY AND CONTINUITY

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Abstract

Learning activities have been affected by disasters. Low or no access to the natural resources has put multiple impact on the lives and livelihood of landless communities. The study has explored how the resourceless communities have been struggling with their daily life, socioeconomic status, and education accessibility of their kids, especially during the disaster.

The research paper has explored the existing education accessibility situation of children of landless communities in different parts of Gorkha, Nepal. It has explained the major obstacles and supporting factors to reach education of students in the study area.

Descriptive and explanatory research methodology has been practiced. Primary information has been collected from a close-ended questionnaire, an open-ended questionnaire, phone interviews, and google form which collects local information. Existing data related to landless, education information and community-based published information have been considered as secondary sources of the study. Quantitative data analysis has been used to interpret close-ended question base information, and qualitative data analysis has been used to interpret open-ended question data. Descriptive analysis is used for qualitative data and inferential data analysis is for quantitative data.

Lack of enough natural resources, additional earnings, not having enough savings, remoteness, weak physical structures, and lower social protection mechanisms in local governance are major hindering factors on education inaccessibility in the study area. Enabling community-based socioeconomic empowerment, collective engagement, and social protection provision in education to landless household pupils can strengthen education accessibility ahead.

Biodata

Ms. Le Thi Ngoc Hien, an English lecturer at the Faculty of Foreign Languages of Ho Chi Minh City University of Food Industry, has many experiences working with EFL students from the secondary to tertiary level. Besides studying language teaching and learning, she is interested in linguistic aspects to improve the quality of teaching English to EFL students.

STONE SPEAK: CAN ARTIFICIAL INTELLIGENCE PROVIDE COMPREHENSIBLE TEXTS FOR INCIDENTAL WORD LEARNING?
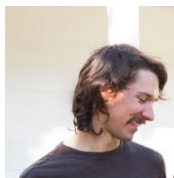
Preston Frasch, University of Cincinnati, USA
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Abstract

Reading compelling, approachable material in another language is a powerful tool for language acquisition; however, learners often have difficulty finding comprehensible texts to read in their target language. Artificial Intelligence models of language (deep neural network language models) have reached an inflection point and can produce lengthy, interesting, and comprehensible texts comparable to human written text. This paper analyzes the samples of an exemplar language model trained by the researcher to produce texts in English and Serbian. Language models are helpful for creating artistic works, skill level graded texts, and some bilingual texts. Language models can catalyze any learner's engagement with language regardless of background or resources.

Biodata

Preston Frasch is a PhD. Student at the University of Cincinnati studying how neural nets can help students who are learning a language. He also works as an analyst and data engineer at Amazon as a temporary contractor.

TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION: USING BLOOKET PLATFORM TO ENHANCE MOTIVATION FOR VIETNAMESE LEARNERS OF FOREIGN LANGUAGE

Le Phuong Duy, Do Cam Tu, Huynh Mai Thuy Van, Tra Vinh University
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Abstract

In recent years, the form of teaching and learning combined with the participation of online media has gradually become the mainstream trend in universities, especially in foreign language classrooms. Due to the impact of the COVID-19 pandemic, lecturers and students have to gradually get used to online teaching and learning activities. In order to ensure the quality of lectures and effective learning for students, lecturers are always looking for and studying effective and attractive teaching methods. It cannot be denied that, at present, the Internet is well-developed, and online learning supporting platforms are born more and more. This theoretical paper introduces one of the platforms namely Blooket for foreign language teachers to integrate into different stages of their lessons for enhancing the motivation of Vietnamese learners of Foreign Languages. To do this, the article points out the advantages, limitations, and some outstanding games on the Blooket platform as well as analyzes the expected learning outcomes achieved after applying the platform. Orientations to apply this supportive tool in teaching students majoring in foreign languages are also discussed in this article.

CASE STUDY: IMPLEMENTATION OF CURRICULUM INNOVATION IN ENGLISH LANGUAGE TEACHING AT AN ELEMENTARY LEVEL IN A K - 12 SCHOOL , VIET NAM

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Abstract

On December 27th, 2018, the Ministry of Education and training of Vietnam issued the new general educational curriculum, which aims at lessening students' workload, nurturing and developing students' qualities and competences, switching the role of teachers from being teacher-centered to student-centered and officially teaching English at primary level. This report reveals how English teaching and learning innovation at the primary level in a school with 930 students in Vietnam has been implemented based on the new curriculum. Challenges overcome, opportunities caught when innovating the English teaching and learning in the school year 2021- 2022 are reported in terms of lessons drawn. That could be applied to schools with the similar contexts in Vietnam. The report shows how the determination of English teaching and learning innovation targets challenges and turn them into opportunities during the pandemic time. The report findings indicate the reason leading to an effective teaching and learning English at primary level in Vietnam.

Biodata

Ms. Nguyễn Hồ Thụy Anh is now working as an Education consultant for an education group in Vietnam and has over 25 years working in the education field in Viet Nam. She started her career as a teacher of English and then as an education expert at the Department of Education and Training, Ho Chi Minh city, VietNam, in charge of the quality of English teaching and learning for elementary children in Ho Chi Minh and education curriculum of Non -state Owned section in Ho Chi Minh city. She is now known as an education consultant working for education groups, curriculum design, a master trainer for teachers of English in Ho Chi Minh city and provinces, a guest speaker for parenting programs, a Teacher of English, a soft - skill trainer for children and adults at John Robert Powers, Vietnam and a specialist of education column for Newspapers (Tuoi Tre, Phụ nữ , Dân Trí …), a picture book writer for children. During the pandemic lock - down , her online Apax story time reached 300.000 viewer with 10 versions.

DISADVANTAGES OF ONLINE LEARNING

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Abstract

Because of the prolonged COVID epidemic, people are using online learning more. Since then, there have been many more research papers on this issue. There have been many research articles talking about the good points of this way of learning, but there are also many bad points to it. The reason for this study is to explain the disadvantages of students participate in online learning. There were 20 students from the Faculty of Foreign Languages at Van Lang University who participated in the survey on this issue. They shared the difficult problems they encountered with online learning during the last pandemic. This data is contributed by students in the survey. More than 80% of students shared that they are not used to this way of learning, and that gives them a lot of difficulties. One of the difficulties they face is the unstable network; the lecturers are not familiar with the use of electronic devices; and the learning environment is easily distracting. This study has shown the difficulties that 20 students have encountered, thereby finding ways to study online more easily.

PROMOTION IN ACADEMIC DISCOURSE: HOW INTERNATIONAL SCHOLARS IN APPLIED LINGUISTICS ADDRESS CENTRALITY CLAIMS IN THEIR ARTICLE INTRODUCTIONS

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Abstract

Centrality claims in the introduction part of a research article are aimed at attracting readers' attention towards the research topic to be discussed in the article. Readers will decide whether or not to continue reading the article if the appeal is effective and the claims of the importance and usefulness of the article is accepted. However, most studies investigated only the discourse patterns and linguistic features of article introductions without analyzing further how authors attract readers' attention to the importance of their research topic. This study aimed at comparing the types of centrality claims found in the introductions of articles published in high-rank and low-rank international journals in Applied Linguistics. Forty articles chosen from four Scopus-indexed international journals in Applied Linguistics were used in this study. The results showed that on average every article used 3.65 appeals of different types. Two types of claims (appeal to salience and appeal to problematicity) are more frequently used by the authors than the other two types of appeal (appeal to topicality and appeal to magnitude). The data also reveal that, although not significant, the journal ranking correlates with the frequency of appeal used in the introductions. It is suggested that authors in Applied Linguistics should use multiple types of appeals in their introduction to attract readers' attention to their research topic so that they are willing to read the entire article.

DEVELOPING E-PORTFOLIO FOR EFL WRITING LEARNERS ON CANVA: AN EXPERIMENTAL STUDY ON VIETNAMESE UPPER-SECONDARY SCHOOL STUDENTS

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Abstract

As the new curriculum in Vietnam (promulgated in 2018) emphasises the development of students' communicative competence, the product-based approach to teaching writing has revealed various downsides. Therefore, the need arises for a tool that can aid students' learning process besides the allocated time in class. Based on the theoretical framework of process writing and electronic portfolios, this research proposes a supplementary tool for both teachers and students. The participants of this research were 69 students majoring in Mathematics-Computer Science at an upper-secondary school in Thu Dau Mot city, Binh Duong province. Utilizing four research instruments including e-portfolios, tests, questionnaire and interview, this research aims to investigate the impacts of Canva on students' abilities to use vocabulary and sentence structures, as well as its influences on their self-efficacy, anxiety and motivation. The results obtained from the e-portfolios and tests indicated that students improved both their overall writing skills and the language use criterion particularly. The responses from the questionnaire and interview also demonstrated Canva's positive impacts on students' attitudes, especially in terms of alleviating writing anxiety and increasing motivation. In addition, this research postulates some recommendations for both teachers and students regarding the application of Canva-based e-portfolios in Vietnam's educational system.

Biodata

Khanh Linh is currently a senior student at Ho Chi Minh City University of Education's English Department, majoring in Teaching English as a Foreign Language. He takes a keen interest in L2 writing instructions in relation to corpus linguistics and computer-assisted language learning. Prior to this research, he has done another research on input-and-output-based instructions in EFL grammar lessons.

Thanh Nha is an English teacher in Vietnam. She graduated from Ho Chi Minh City University of Education in 2022 and was the valedictorian of the Teaching English as a Foreign Language major. She is passionate about cultivating a collaborative and culturally aware learning environment.

DIFFICULTIES IN COMPREHENDING ESP READING MATERIALS ENCOUNTERED BY BUSINESS-MAJORED STUDENTS

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Abstract

It is indisputable that English for Specific Purposes plays an important role in helping students to excel in their future careers since it is likely that they would need to read specialized texts to perform work-related tasks. However, many undergraduates claim that they struggle to use the English language, especially reading skills. Therefore, this study aims at investigating the difficulties in comprehending reading materials provided in the ESP course encountered by business-majored students and solutions that they consider as effective to overcome the challenges. In order to answer the research questions, the researcher distributed online surveys to 185 students in the Faculty of International Economics at Foreign Trade University. Findings show that many participants found it difficult to understand and memorize the meanings of technical terms. Moreover, long and complex sentences caused a burden for most of the undergraduates in comprehending ESP texts. To solve these problems, most learners aspire to improve their vocabulary and grammar knowledge. Furthermore, learners' lack of interest and background knowledge of reading texts also hindered their reading comprehension. As an attempt to overcome the difficulties, the majority of respondents stated that they should read specialized texts that are related to their future jobs more often.

Biodata

Based in Hanoi, Vietnam, Duong is currently an IELTS teacher at IELTS Shine, teaching four English skills. She graduated with a bachelor's degree of Distinction in English Language Teacher Education (Honors Program) from the University of Languages and International Studies in July, 2022. She is interested in doing research on TESOL. Previously, she has written papers on leaner autonomy and students' willingness to communicate in English.

SUGGESTIONS FOR SOME MORPHOSYNTACTIC PROBLEMS FACING VIETNAMESE LEARNERS OF ENGLISH

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Abstract

Reflective teachers are expected to take into account why they do what they do and are characterized by behaviors like attempting to solve their classroom problems and exploring assumptions and values. Bearing this idea in mind, I have made some observations on problems facing many Vietnamese learners of English. Those problems, from my observations, are deeply rooted in linguistic distinctions among languages. Linguistic distinctions among languages, in general, are just the order of the day, a fact that unavoidably causes a few problems in learning foreign languages. English, in particular, has its own distinctive features, which, whether they are striking or subtle, are especially difficult for Vietnamese learners to learn to use. And teaching English morphosyntactic rules to ESL learners has been proven to be quite different from teaching them to native speakers. In other words, adequate emphasis should be given to contrastive analysis of morphosyntactic distinctions between Vietnamese and English. And three main linguistic features of English are taken into account in this article in contrast to those in Vietnamese: the syntactical feature, the morphological feature and the semantic feature; and a few practical suggestions are made accordingly for overcoming those problems.

MULTIMODAL METAPHORS IN AMERICAN TEA TV COMMERCIALS

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Abstract

In this paper, it is shown that multimodal metaphors occurring in American tea TV commercials usually dram on a combination of visual, verbal and sonic modes (Forceville, 2007). The descriptive and comparative methods are employed in order to evaluate research on a theoretical background involved in the analysis of multimodal metaphors and the role of three modes in ten cases. This paper is put forward with three main aims: (1) the choices of source domains, (2) the frequency of modality, (3) the metaphors with the representation of the target customers in American tea TV commercials.

Biodata

Nguyen Thi Ngoc Anh is a second-year Ph.D. student at Hanoi Open University, Vietnam. For over fourteen years, she has been teaching English at the Faculty of Foreign Languages at the University of Economics-Technology for Industries. Her research interests include sociolinguistics, language and culture, cognitive linguistics, and multimodal analysis.

STUDENTS' MOTIVATION AND LEARNING EXPERIENCE IN AN EFL READING CLASS

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Abstract

This case study examines the students' perceptions on their reading learning in an English-major class (n=34). The tool was a 5-point Likert scale questionnaire adapted from Dörnyei's (2005) L2 motivational self system to explore the students' motivation (including ideal L2 self, ought-to L2 self, instrumental-promotion and instrumental-prevention), their attitudes, self-confidence, and intended effort toward learning reading. There is an open-ended question to solicit the students' suggestions on how to increase their motivation and involvement in learning reading. The findings indicated that most of the students enjoyed learning reading, felt confident in their reading ability to understand most English texts, and perceived that they made a relatively high effort in their learning. In terms of their motivation to learn reading, the students showed strong level in all the four motivational orientations. Ideal L2 Self was identified as the highest motivation while instrumental-promotion was of the second importance, preceding instrumental-prevention. The students demonstrated that ought-to L2 self was less important than other motivation orientations. Finally the paper offers several recommendations for boosting students' motivation and engagement for the reading instructions.

Biodata

Le Thi Tuyet Minh is an English lecturer at UEH University, HCMC City, Vietnam. She holds an M.A. in TESOL. Her main interests are promoting students' motivation and application of ICT.

THE EFFECTS OF PROCESSING INSTRUCTION ON THE LEARNING OF PAST PERFECT OF UNIVERSITY STUDENTS IN VIRTUAL CLASSROOM

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Abstract

Vietnamese learners are compelled to learn through the virtual classroom in the era of COVID-19, which traumatized the education system because of little exposure to virtual learning of both educators and learners. Finding an appropriate and effective grammar instruction approach for virtual learning is the main purpose of the development of virtual classroom in language teaching and learning field. To accomplish that purpose, this study compared the relative effects of two types of grammar instruction (Traditional Instruction and Processing Instruction) on virtual learning of Past Perfect Tense. More than 60 learners from 2 pre-intermediate classes in a university in Ho Chi Minh City participated in the study with 2 treatment groups: Traditional Instruction (TI) and Processing Instruction (PI). All the lessons were conducted through virtual classroom. TI engaged learners in output-based activities while PI which aimed to alter the learners' processing strategies included structured-input activities. Pre-test and post-test which involved comprehension and production tasks were measured. Overall, the learners who experienced PI gained significantly better than TI group in comprehension tasks while both groups performed similarly in production tasks. Moreover, many features of Processing Instruction fit the nature of distance learning, which benefits learners while they struggle with virtual classroom.

Biodata

I am currently an English lecturer in Foreign Trade University, Ho Chi Minh City campus. I have been teaching and doing research for more than 7 years with the research interests in creative language teaching and learning.

INTERNATIONAL PHONOLOGY AND PRONUNCIATION

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Abstract

Phonology, an important factor in speaking English, which is spoken with different accents, is a dialect and simply one variety of English among many (Trudgill, 1999, pp. 117-128). Languages are not randomly constructed: every language has an organized sound system. Phonology is concerned with processes in mind, determining the rules of a language. It focuses, for a large part, it can also involve linguistic gestures that are not spoken, such as gestures, hand symbols, or rhyme and any sound that is used to communicate and includes sign languages so the fact may pose some problems of teaching English in non-native English speaking countries and standard English in EFL context, which is the native speaker fallacy and determining the appropriate variety of English to be taught. This essay will discuss possible solutions for these problems, as well as provides examples from an EFL context in Vietnam. One of the things that make language study so challenging is their own language background and its "distance" from English in terms of grammar, pronunciation and use of vocabulary and also let us know more about phonology and pronunciation of learning English Pronunciation and from that issue I want to explore some common difficulties that Vietnamese students encounter when they learn to pronounce English sounds and it also covered a number of frequent pronunciation difficulties that cause problems for Vietnamese learners of English. These difficulties include tense and lax vowels, consonant endings, stress and tones.

Biodata

Ms Nguyen Hoang Anh Thu is currently working as a translation partner for Communication Team at Van Lang University and she is a graduate student as well. She participates in teaching language skills, literature, EFL/ESL research methodology, and teaching methodology. Her research interests relate to the area of pedagogical translanguaging, language assessment, and the psychological and emotional factors that affect students' language abilities.

THE CHALLENGES THAT ENGLISH TEACHERS FACE IN CONDUCTING ENGLISH CLASSES VIA VIDEO-CONFERENCING

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Abstract

The purpose of this study is to discover the challenges that English teachers face when teaching online English via video-conference. The study will look at the types of challenges that English teachers face while teaching online English via video-conferencing, as well as how they deal with those challenges. This study has two goals: 1) to learn about the challenges that English teachers face when teaching online using video-conferencing software, and 2) to learn about how English teachers deal with these challenges when teaching online using video-conferencing software. The researcher used to interview and questionnaire techniques to collect data. Ten English teachers were interviewed online with the same questions, and the questionnaire was given through a Google form. According to the first question, when conducting online classes, English teachers faced five challenges: internet connectivity, media, a lack of interaction between students and teachers, low skill, and technical concerns. There are four alternative responses to the second research question: role plays are widely used in instructional activities to improve teacher-student engagement, and quiet teaching and learning environments are widely used in instructional activities to increase teacher-student engagement.

Biodata

Nguyen Tat Hiep, MA, is an English teacher at the University of Labor and Social Affairs (HCM City Campus). His area of interest is investigating psychological aspects of the classroom, such as critical thinking, mindfulness, motivation, and well-being. Nguyen has published over 10 research articles in both local and International Journals.

Nguyen Thi Ngoc Uyen, an MA holder, has been an English teacher at the University of Labor and Social Affairs (HCM City Campus) for over 15 years. Her research interest is in English language teaching as well as assessment and measurement.

SYNTACTIC COMPLEXITY IN ENGLISH WRITING BY VIETNAMESE EFL WRITERS

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Abstract

Syntactic complexity has been an important element in second language writing proficiency and development. This study investigated the difference in English writing by EFL writers with different proficiency levels using syntactic complexity indices. Data consisting of 15 written samples were analysed using three measures of syntactic complexity under three syntactic categories: Mean length of clause – MLC (length of production unit), Dependent clause per clause – DC/C (amount of subordination), and Complex nominals per clause – CN/C (degree of phrasal). Results showed that two out of three syntactic complexity measures: MLC and CN/C proved to be useful to discriminate between the two groups of writers. More proficient writers were likely to capitalise on complexification at the phrasal level, rather than the clausal level. The findings of the present study have important implications for L2 writing teaching and learning.

Keywords: syntactic complexity, Vietnamese EFL writers, language development, syntactic complexity measures.

Biodata

Thao Phan Phuong Nguyen is a lecturer of English at the University of Foreign Language Studies, the University of Da Nang, Viet Nam. She obtained an M.A. in TESOL in 2012 at Victoria University of Wellington, New Zealand. Her major areas of interest include English teaching methodology, teacher education, and online learning.

ESTABLISHING ANALYTIC SCORING PROFILES FOR LARGE-SCALE ESL WRITING ASSESSMENT: THE CASE OF THE CET-4 WRITING

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Abstract

In recent years, there has been growing concern over the localization of large-scale language assessment in specific context of use. In line with this concern, there has also been a re-emerging appeal to gear large-scale language tests toward providing more useful learning-oriented assessment (LOA) information to promote learning. In response, an increasing amount of research has been conducted to large-scale ESL tests, particularly the scoring systems adopted in large-scale writing assessments. While these studies were generally intended to provide group-level information on scoring reliability of the tests, few of them have dived deep into how the scoring systems of these writing assessments could be adapted to better align with local language curriculum and address the practical learning needs wherein. The present study, therefore, was intended to fill this research gap.

This study, by setting its research scope on the writing assessment of the College English Test Band Four (the CET-4 writing), undertakes to explore the establishment of analytic score profiles for the CET-4 writing. A two-phase sequential research design was adopted. In Phase I, a rating workshop was organized in which 21 CET-4 raters were invited to rate 142 pieces of CET-4 writing scripts using an empirically developed analytic rating scale. Many-facet Rasch Model (MFRM) analysis showed that the empirically developed analytic rating scale could be used to distinguish examinees' writing performance in the CET-4 in a fairly reliable and consistent manner. No remarkable group-level halo effect was found to be associated with the use of the scale. These results could lend strong support to the psychometric soundness of the scale for the CET-4 writing. In Phase II, both a hierarchical cluster analysis and a K-Means analysis were conducted to the analytic rating data acquired previously. The results helped yield three meaningful analytic scoring profiles: Discriminant high, Discriminant medium, and Discriminant low. This shows that apart from the difference in overall writing proficiency, examinees at various profiles also differed significantly in terms of the writing aspects they need to work on most.

Biodata

Huashan Lu, Ph.D., Associate Professor, works at the School of Foreign Languages, Qingdao Agricultural University, China. His research interests include Global Englishes, applied linguistics and ELT. His recent publications appeared in Asia Pacific Journal of Education (SSCI), Frontiers in Psychology (SSCI) and PASAA (Scopus). He can be reached via email: d5820023@g.sut.ac.th. ORCID: https://orcid.org/0000-0002-5710-4471

ENGLISH AS A GLOBAL LANGUAGE: AN EXPLORATION OF EFL LEARNERS' BELIEFS IN VIETNAM

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Abstract

In the era of globalization, English language has been considered as a global language which plays a vital role in many countries. This research paper discusses the beliefs of EFL learners related to the significance of English in Vietnamese contexts. These language perceptions consist of Vietnamese students' attitudes towards the importance of English in Vietnam, their motivations for learning English, and the status of English teaching and learning in Vietnam. Data collected from the questionnaire with the contribution of 514 participants from some universities in the South of Vietnam has been analysed for shedding light on the issues of language beliefs. The results indicate that English is regarded as a prevalent international language. To have better job opportunities and to pass compulsory English subjects are the two main reasons why Vietnamese students learn English. The focus on exam-oriented teaching and learning of English, however, is still prominent in the educational environment in Vietnam. Finally, although students can take advantage of English as a global language in many aspects outside the classroom, English will not become a second language in Vietnam in the near future.

Biodata

Ly Cong Khanh, also known as Khanh Cong Ly, is currently working as an English lecturer of the Faculty of Foreign Languages at Ho Chi Minh City University of Food Industry (HUFI), Vietnam. He holds a master degree of Edith Cowan University (Australia) specializing in TESOL. At the moment, he is showing his interests in teaching English skills and curriculum evaluation. He can be reached at khanhlc@hufi.edu.vn or lykhanh.languagekey@gmail.com.
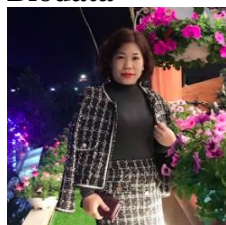
A CONTRASTIVE STUDY ON EXPRESSING FORMULAS OF THE SPEECH ACT OF DIRECT REFUSAL OF INVITATIONS BY NATIVE SPEAKERS OF AMERICAN ENGLISH AND THE VIETNAMESE

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Abstract

Refusing an invitation is one of the most frequently performed speech acts in our daily lives. This act is commonly expressed through direct or indirect means of expression, including grammatical structures and semantic formulas in both languages. In this article, the author focuses on a contrastive study on expressing formulas of the speech act of direct refusal of invitations by native speakers of American English and the Vietnamese in order to find out the similarities and differences in two languages in terms of means of expression.

Biodata

Dr. Yen is an English lecturer majoring in English Language at Faculty of Foreign Languages, Hanoi Metropolitan University, Vietnam. She has been teaching English for 21 years. She got MA in English language teaching methodology from University of Languages and International studies, Vietnam National University, Hanoi in 2008. She gained a Doctor of Philosophy in Contrastive Linguistics at University of Social Sciences and Humanities, Vietnam National University, Hanoi in 2019. Her interests are Teaching English Language and Educational Linguistics; Phonetics and Phonology; Online Teaching; Teaching Language Skills; English teaching methodology and contrastive analysis. She has published one book and many articles about English teaching methodology issues and contrastive analysis.

M.A Nguyen Thi Anh Nguyet is currently an English lecturer at the Faculty of Foreign Languages, Hanoi Metropolitan University, Vietnam. She graduated from university in 2005, then started her teaching career and obtained a master's degree in 2011. Her interests are teaching English, and she has a passion for language studies. She has published a number of articles in scientific journals and in international scientific conferences.

THE APPLICATION OF PADLET AS A TECHNOLOGICAL TOOL IN TEACHING FLIPPED CLASSROOM: A CASE STUDY OF AN ENGLISH SPEAKING CLASSROOM IN VAN LANG UNIVERSITY

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Abstract

Since 2019, the outbreak of Covid-19 pandemic has brought a plethora of switching scenarios to education sector. Schools, institutions, English centers has been struggling to survive in approaching the learners to guarantee that no one is left behind. 2021 has witnessed an escalation in technological teaching platforms and tools to support students. At this time, "survival mode" was the first priority in any institutions so that both teachers and students instantly adapted to new waves of distance learning or e-learning which was considered as new fads in education sector. One pedagogical tool has been widely adopted in this "circuit breaker" era is Padlet due to its friendly uses and highly interactive layout with students. In search for the usefulness of Padlet in teaching and supporting learning outcome, this research examines the perceptions of learners-users towards Padlet through initiating learners' autonomy and creating meaningful environment for boosting learners' engagement. This research is conducted in small scale classroom with the presence of 30 learners-users. Date was collected through 4 Likert scale questionnaire and semi-structure interview. The findings also show that students have showed their positive attitude towards the employment of Padlet in class and their learning engagement was also enhanced to some certain extents. Key words: padlet, technological tools, classroom engagement, learners' autonomy.

Biodata

Ms. Vo Thi Thu Hang has been committed to teaching English in several institutions in Vietnam including on-site and online English coaching and training for more than 8 years. She did her postgraduate diploma in TESOL from Open University and holds a Master's degree in TESOL from Victoria University, Australia. Currently, she is an EFL lecturer in the Faculty of Foreign Languages at Van Lang University, HCMC. Her research interests include teacher professional development, learners 'autonomy, teaching integrated skills, and CALL.

ENHANCING ENGLISH LANGUAGE PROFICIENCY FOR NON-MAJORED UNIVERSITY STUDENTS: A PROPOSAL FOR INTEGRATED SKILLS APPROACH IMPLEMENTATION

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Abstract

Despite more effort from educational institutions to improve the teaching quality for non-English majors, students' language proficiency in VietNam is still dropping at a quite low level. Therefore, finding a solution for teaching to upgrade their language proficiency is now an urgent action. Connecting four skills in an EFL classroom is considered an effective approach to enhancing students' language proficiency. This article provides a comprehensively theoretical basis for implementing an integrated skills approach in an EFL classroom. Specifically, the article first indicates the advantages of implementing the integrated skills approach in one lesson. Second, it presents the characteristics of the integrated skills approach, including the types of integration, as well as the teacher's and learners' roles in a classroom. The article then discusses the procedure of merging skills into classes, namely the order of skills and the transition of skills. In addition, the author recommends teaching tasks and activities for teachers to apply in a classroom. Finally, a teaching assessment covering four skills is mentioned.

Biodata

Nguyen Tan Loi is a visiting lecturer of English for many public universities in Ho Chi Minh City, Viet Nam. He obtained his Master's Degree in TESOL from Ho Chi Minh City Open University in 2020 and is now a Ph.D. candidate at Ho Chi Minh City University of Technology and Education. He has had experience in teaching English for English majored-students and General English for non-majored students. His research interests are teaching methodology and IT application in teaching.

Assoc. Prof. Bui Van Hong, Ph.D., works at Ho Chi Minh City University of Technology and Education, Viet Nam. He is currently a Director of the Institute of Technical Education. He has published many research articles in both local and international journals. He has had teaching experiences for many years. His main interests include the application of the STEM approach, project-based learning, blended learning, and vocational education.

AN INVESTIGATION INTO THE ONLINE ASSESSMENT AND THE AUTONOMY OF NON-ENGLISH MAJOR STUDENTS IN VINH LONG PROVINCE

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Abstract

Recently, the covid-19 pandemic strongly impacted human life, bringing various challenges and difficulties for learning and teaching in over the world. The massive development of information technology has brought solutions to dealing with this new phase. Online assessment implemented by teachers to support learning and teaching English. There are previous studies about the effect of E-learning, but research about online tools such as liveworksheets or google form was rarely conducted, especially in Vinh Long province. Therefore, during the academic year 2021-2022, the researcher started a study on 200 students who used liveworksheets and google form as their assessment in class and even their homework during their English Basic course. After using these tools, students completed a survey that reflected their job with those online tools during their semesters. The results showed positive impacts on learner autonomy with support from liveworksheets rather than google form, improving learner listening skills. Besides, the study illustrated students' responses that gave both advantages and disadvantages of those tools. These results may be helpful for both lecturers and students to promote themselves in learning English skills.

Biodata

I has been a lecturer at Mien Tay Construction University since 2013 and I work as a lecturer in English Section. I have a master's degree in TESOL from the University of Social Sciences and Humanities in Ho Chi Minh city. My research interests are in the areas of teaching and learning a foreign language in The Industrial Revolution 4.0; curriculum development, university-industry relationships; online learning development.

AN INVESTIGATION OF READING ANXIETY AMONG VIETNAMESE ENGLISH MAJOR STUDENTS

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Abstract

Understanding EFL students' anxiety when performing a reading task has gained much attention in recent research. In Vietnam education context, not much research has focused on the anxiety level of English major students. This study aims at measuring linguistics students' reading anxiety level, using the English as a Foreign Language Reading Anxiety Inventory (EFLRAI) (Zoghi, M., & Alivandivafa, M., 2014). A total of 72 linguistics students from two Reading classes at International University, VNU-HCMC took part in this study. Quantitatively, the findings showed that the majority of students experienced low to moderate levels of reading anxiety. Qualitatively, a follow-up interview was carried out with the students to further investigate the factors including top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. Most students reported that their reading background knowledge and reading ability, namely the top-down factors, accounted the most for their negative emotions while performing the task. Importantly, some solutions related to teaching strategies were recommended by students for a better learning environment.

Biodata

Nguyen Hoang Phuong Mai is currently a lecturer at International University, Vietnam National University - Ho Chi Minh City. She holds a Master Degree in TESOL from University of Queensland, Australia. Having more than 10 years experience in teaching English to Vietnamese students at all levels, she has great interest in carrying out research on Affective Filter in Second Language Acquisition and Innovative Approaches in Language Teaching with the intention of continually improving her teaching quality.

Ngoc Nguyen holds a Master degree in Applied Linguistics from Macquarie University, Sydney. She has great interest in the study of linguistics, especially in semantics and pragmatics. She has many years teaching experience in Academic English, Phonetics and Phonology, Morphology, Semantics and Syntax. Besides linguistics, she has conducted a number of studies related to enhancing students' motivation and performance in skills classes. She is now working as a full time lecturer in International University, Vietnam National University HCMC.

Tran Thuy Hang is a full -time lecturer in International University, Vietnam National University HCMC. She got a Master degree in TEFL at Southern New Hampshire University, USA in 2011. She has 16 years of experience teaching EFL, and EAP. Her research interests include language teaching and learning theories, and teaching methodologies

RE-THINKING PHILOSOPHY OF TESOL EDUCATION

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Abstract

The purpose of this paper is to engage language teachers in re-thinking their philosophy of education for effectiveness in teaching English to speakers of other languages. The paper mesmerizes language teachers' aspirations that lead them to state the problem or purpose. The power of metacognition, re-thinking what teachers are thinking, for the philosophy of education in language teaching, would help language teachers develop their statement of purpose with the following questions as indicated. What is the teacher's role in the learning environment? What is the student's role in the learning environment? How do teachers build rapport, inclusion, engagement and collaboration? How do teachers develop language curriculum in classroom? What are teachers' approaches to language teaching with linguistics? What are the axiomatic methods and experimental post-methods of language teaching? What are the active learning techniques for language learners? What is language teachers' class management? What are the assessments with assignments and grading policy? How do language teachers improve my teaching with institutional evaluation and feedback? What are language teachers' supporting works for teaching and learning? The paper aims at answering the questions for its completion of the philosophy of TESOL education.

Biodata

Dr. Tri Ly Lam, Doctor of Education in TESOL (AIU, USA) , Master of Arts in Linguistics (CSUF , USA) and Master of Science of Education (CSUF, USA), Higher Education Teaching Certification (Harvard, USA). CEO Institute of International University (USA); Professor of TESOL, Haven University (USA), and Lecturer, California State University, Fullerton (USA). Dr. Lam has taught and trained, to student teachers, linguistics, TESOL methods, second language acquisition, TESOL curriculum development, TESOL grammar, writing, reading and, reading, and pronunciation; in addition, he has been working as a language education for over 20 years in universities and community colleges in the United States, and a consultant, liaison, and scholar in foreign countries. Published Doctoral Dissertation: "The Impact of Vietnam's Globalization on National Education Policies and Teacher Training Programs for Teachers of English as an International Language: A Case Study of the University of Pedagogy in Ho Chi Minh City" (Published in ERIC, an online library of education research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education.)

CULTURE SHOCK EXPERIENCES: A CASE STUDY OF A CANADIAN IN VIETNAM

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Abstract

Culture shock has been a crucial issue in social research. Previous studies on this cultural adaptation process have primarily focused on the general nature of culture shock. Yet, little attention has been paid to how expatriates from English-speaking countries undergo culture shock in Vietnam. This paper reports a study of a native Canadian who settled in Vietnam for 11 years. The study aimed at investigating the aspects of the participant's cultural experience, the factors determining its severity, and the strategies to facilitate the adaptation process. The research applied a case study qualitative using semi-structured interview as the main data collection instrument. The findings demonstrate that (1) five aspects of culture shock were learning Vietnamese language, joining a close community, smells, transportation and local behaviors; (2) the factors determining the intensity levels of culture shock included language barriers, communities, personality traits and different regions in Vietnam, while previous overseas experiences had less impact; and (3) to overcome the culture shock, the participant learned Vietnamese language, made friends with the locals, remained disciplined and kept themselves occupied. The findings could inform English teachers and students interested in exploring cultural studies as well as individuals dealing with this cultural phenomenon in similar settings.

Biodata

Dr. Le Thi Hong Van is a senior English lecturer in Tay Nguyen University. She received her Doctoral degree in TESOL from University of Central Florida, USA in 2021. Her research interests involve strength-based teaching, oral communication, instructional technology, language skill development for English learners, and ESL/EFL teacher education.

Nguyen Ngoc Gia Han is a teacher of English language at Superkids Language Center. She graduated from Tay Nguyen University with highest distinction in English Linguistics in 2021. Her research interests consist of strength-based teaching, ESL/EFL teacher education, cultural studies, translation studies and sociolinguistics.

THE IMPLEMENTATION OF ISLAMIC EDUCATION TEACHING AND LEARNING IN A UNIVERSITY IN INDONESIA

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Abstract

Islamic Education (PAI) in Public Higher Education (PTU) has been a compulsory subject for years. However, there has been a challenge in its teaching and learning process which lacked of rationality aspect and used repetitive as well as non-authentic materials which are not relevant with the needs of students. The objective of this study was to reveal the implementation of PAI learning at a public university in Indonesia. This study employed a qualitative method and exploratory approach. The results showed that the implementation of PAI teaching learning at this university was at fairly good category which means that the teaching and learning still focused on theoretical, not practical aspect of religion. In addition, there was not transformation in students' academic behavior holistically. The study also found some influencing factors such as (1) lacked of time allocation for learning, (2) focused more theoretical instead of practical aspects of religion, and (3) incompetent PAI lecturers. This study suggested that the university should provide more time allocation for PAI teaching and learning, teach more practical and authentic compared to theoretical materials, and provide special pedagogical training for PAI lecturers.

AN INVESTIGATION OF SLEEP DEPRIVATION CAUSES AND ITS EFFECTS AMONG VAN LANG UNIVERSITY STUDENTS

Tăng Tuyết Ngân,Thân Thị Thanh Hoài ,Trần Ngọc Anh Thy,Huỳnh Ngọc Vy
Trần Thị Ngọc Linh, VanLang University
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Abstract

Sleep plays a very significant role in the quality of human life. Lack of sleep is a common issue that university students have to encounter. Stress and social media are the main contributors to university students' poor sleep. Sleep loss not only makes them sleepy in the daytime but also negatively impacts their quality of life, such as health and academic performance. In this study, the quantitative method was applied to investigate the causes of sleep deprivation and its effects among Van Lang university students through an online survey. A structured questionnaire was used to collect data from 55 Van Lang university students' responses with age range from 18 to 23 years old. The result showed that 24 of the participants sleep from 4 to 6 hours every night, which is not a standard of getting enough sleep. According to the participants' answers in the survey, the main causes of this phenomenon include stress and social media addiction, which lead to a lack of alertness and a decrease in students' academic performance. This research also pointed out the negative effects of having a poor sleep among Van Lang university students. If further investigation supports these research findings, the value of sleep and mental health should be strongly emphasized in health promotion and educational initiatives. In addition, further research should focus more on exploring remedies to avoid students being negatively affected by bad sleep.

APPLYING FLIPPED CLASSROOM MODEL IN ONLINE TEACHING ENGLISH FOR SPECIFIC PURPOSES AT NGHE AN UNIVERSITY OF ECONOMICS – AN ACTION RESEARCH

Nguy Van Thuy, Nghe An University of Economics

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Abstract

The aims of the study was to investigate if flipped classroom model enhances students' acquisition when learning English for specific purposes (ESP). By applying the design of pre-test and post-test on equivalent groups, the study was conducted among third year students who were studying ESP. Two classes were chosen to be the population of the study. One class was engaged as experimental group receiving flipped classroom model while the other class as control group in which traditional teaching method was being used. Data were collected through questionnaires and tests. Some interesting findings of the study were revealed and obviously there was significant difference of students' motivation between experimental and control groups. Some recommendations were given through the light of the results of the study as well.

Biodata

Nguy Van Thuy received her bachelor's degree in English Language Teaching from Vinh University and is currently a lecturer at Nghe An University of Economics, where she is involved with teaching English for Non-English major students. Her passion is exploring English teaching methods and her professional interests focus on English learning motivation and autonomous learning. She holds an M.Sc. in English Teaching Methods from the University of Languages and International Studies - VNU. She has extensive experience in teaching adult learners. In addition, she serves as the head of the English Department at Nghe An University of Economics.

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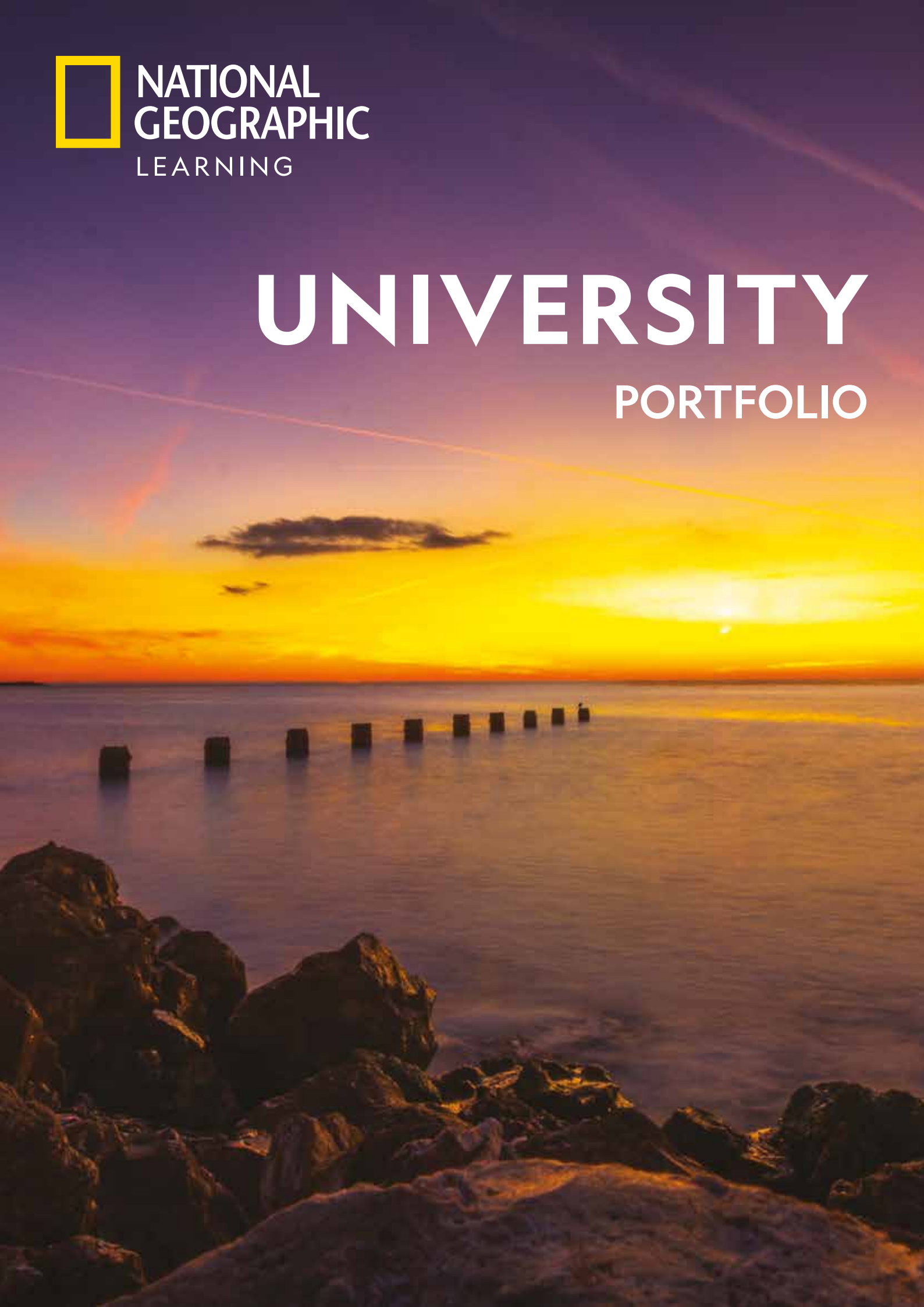
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Dr. Joan Kang Shin & Dr. Jered Borup - Educators

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BRINGING THE WORLD TO THE CLASSROOM AND CLASSROOM TO LIFE

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National Geographic Learning - VIETNAM STORY

We have been in Vietnam since 2007 when we started with just one person in our office. Currently, we have offices in Ho Chi Minh City and Hanoi with a total of 10 employees in charge of the market. This shows the development of English Language Teaching's book market and our commitment to long-term investment in Vietnam's education. **National Geographic Learning**, part of Cengage Learning, does this through:

1. IMPROVING TEACHING QUALITY

We are committed to helping teachers in Vietnam develop the skills required to meet the goals of Decision 1400. Since 2012, National Geographic Learning has worked in cooperation with National Foreign Language Project 2020 and other Vietnamese stakeholders to research, design, and implement classroom English proficiency programs that are scalable, measurable, and effective. To date nearly 7,000 teachers in 56 DoETs, under the supervision of key universities across Vietnam, have successfully completed our programs.

2. FOSTERING INTERNATIONAL EXCHANGE

We support exchange and development programs through our global network of international experts, learning consultants, and event sponsorship. By bringing together local, regional, and global talent we believe the sum is truly greater than its parts. From sponsoring TESOL International's inaugural symposium in Vietnam to inviting leaders from the Ministry of Education & Training to the United States, National Geographic Learning is invested in Vietnam's success.

3. INVESTING IN RESEARCH & DEVELOPMENT

We collaborate with schools and education authorities that are passionate about equipping their students with 21st Century skills, and view technology as an important tool in preparing students for study, work, and life. Since 2014, in partnership with National Foreign Language Project 2020 and key universities, we have set up model programs that make the best use of world class content and pedagogical models appropriate for Vietnam. In 2015 we embarked on a 5-year research and development plan to co-develop world class materials matched to the Vietnam curriculum.

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National Geographic Learning is proud to partner with some of the leading institutions in English language teaching and learning in Vietnam. Our partnerships in the public sector include:

NATIONAL FOREIGN LANGUAGE PROJECT 2025 (NFLP 2025)

From 2012, we have established and built a strong partnership with The National Foreign Languages Project 2025 (previously known as NFLP 2020). National Geographic Learning has worked in cooperation with The National Foreign Language Project 2020 and other Vietnamese stakeholders to research, design, and implement classroom English proficiency programs that are scalable, measurable, and effective. To date over 6,000 teachers in 56 DoETs, under the supervision of key universities across Vietnam, have successfully completed our programs.

REGIONAL FOREIGN LANGUAGE CENTERS (RFLCS)

We work closely with Regional Foreign Language Centers at key universities in English language education. These include Thai Nguyen University, Hanoi University of Education; Hanoi University; Vinh University; Hue University; Da Nang University; Ho Chi Minh City University of Pedagogy; SEAMEO RETRAC; and Can Tho University. In August 2014, we collaborated with these important institutions to build training capacity for over 500 Trainers of Teachers (ToTs) and deliver classroom English proficiency programs to public school teachers throughout Vietnam. Each year since the original implementation, our partners have continued to send their ToTs to different provinces to subsequently train thousands of primary and secondary school teachers to teach English, in English, with confidence.

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Voices	Celebrating connections among people from a wide range of cultures and backgrounds, carefully sequenced activities fully prepare learners for interaction and guide them to develop their voice in English.	British	7	Listening, Speaking, Reading, Writing	Up to 120 Hours										
Life Vietnam Second Edition	Through stunning National Geographic content and video, and engaging topics, Life helps learners develop their ability to think critically and communicate effectively in the global community.	American British	6	Listening, Speaking, Reading, Writing	Up to 180 Hours										
World English Third Edition	Featuring content from both National Geographic and TED, this integrated skills series brings amazing stories about our planet and compelling ideas from around the world to the classroom.	American	4	Listening, Speaking, Reading, Writing	Up to 120 Hours										
World Link Fourth Edition	Well-established, easy-to-teach, fluency-building approach with a focus on meaningful, relevant communication through everyday topics and a flexible video program.	American	5	Listening, Speaking, Reading, Writing	Up to 150 Hours										
ACADEMIC SKILLS															
Reflect	Relatable, student-centered content combined with essential academic-skill instruction allows students to build confidence and helps them achieve their academic, professional, and personal goals.	American	6	Listening + Speaking Reading + Writing	Up to 50 hours										
Pathways Second Edition	Dual-strand academic series using authentic and relevant content from National Geographic to provide students with the language and critical thinking skills needed to be successful in an academic environment.	American	5	Listening + Speaking Reading + Writing	Up to 150 Hours										
Reading Explorer Third Edition	An easy-to-teach series that uses fascinating National Geographic content, video, and visuals to help learners think and read critically as they explore the world and become informed global citizens.	American	6	Reading	Up to 96 hours										
Great Writing Fifth Edition	Academic writing series that help students write great sentences, paragraphs, and essays to become confident writers.	American	6	Writing	Up to 120 Hours										

VOICES

PUBLISHED IN 2022!

NATIONAL GEOGRAPHIC LEARNING

Emily Bryson; Gary Pathare; Chia Suan Chong; Lewis Lansford; Christien Lee; Daniel Barber; Marek Kiczkowiak

BEGINNER TO ADVANCED | **CEFR A1 TO C1 | 7 LEVELS**

Develop your voice in English

With **Voices**, learners use English as a tool for global communication and are encouraged to celebrate connections among people from a wide range of cultures and backgrounds. Carefully sequenced activities featuring real world content fully prepare learners for interaction and guide them to **develop their voice in English**.

Voices is a seven-level, integrated-skills programme for adults and young adults that enables instructors to **teach with confidence** in all classrooms. Supported by a common-sense lesson progression and a Virtual Voices Toolkit featuring professional development resources, teachers have the learning and teaching materials they need to deliver engaging courses both online and in person.

Learners develop their voice in English by:

- Listening to and watching **National Geographic Explorers** share their daily experiences for interesting and relatable models of people contributing their voices to the global English community.

- Answering the question, "What would I do?" in a range of culturally rich and hypothetical situations to practise the **mediation skills** needed to navigate social interactions in English.

- Developing speaking skills using a **practical pronunciation syllabus** focused on clarity and comprehensibility.

BRITISH ENGLISH

		BLENDED	DIGITAL
LEVEL	CEFR	STUDENT'S BOOK WITH ONLINE PRACTICE & EBOOK	ONLINE PRACTICE WITH EBOOK
Beginner	A1	9780357458648	9780357544129
Elementary	A1 to A2	9780357458754	9780357544136
Pre-Intermediate	A2 to B1	9780357458655	9780357544143
Intermediate	B1	9780357458679	9780357544150
Intermediate Plus	B1 to B2	9780357458693	9780357544167
Upper-Intermediate	B2	9780357458716	9780357544174
Advanced	C1	9780357458730	9780357544181

FOR LEARNERS
Workbook with Key
Workbook w/o Key
Combo Splits

FOR TEACHERS
Teacher's Book
Voices Assessment Suite
National Geographic Learning Online Placement Test
Virtual Voices Toolkit
Classroom Presentation Tool
Learning Management System

Voices Elementary, Unit 5, Then & Now, Watch

Voices Elementary, Unit 5, Lesson A, Celebrating Change, Reading, Speaking, and Critical Thinking

Voices Elementary, Unit 5, Lesson B, What are you interested in?, Reading, Grammar, Pronunciation, and Speaking
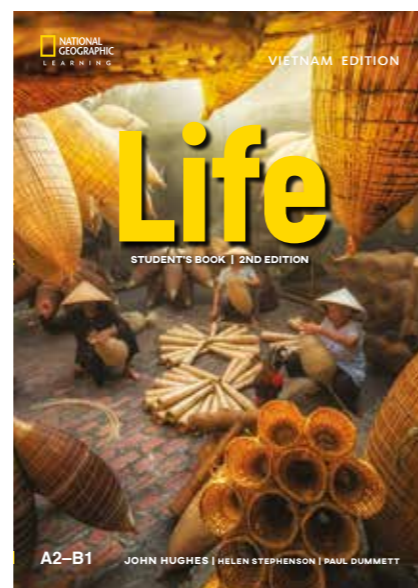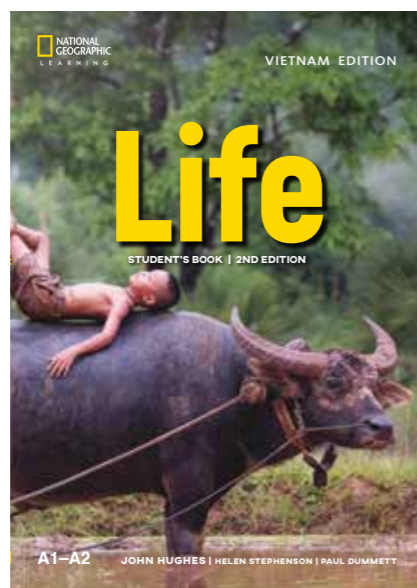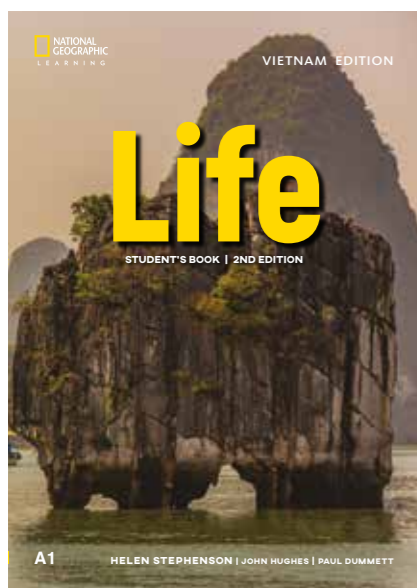
Life

VIETNAM
Second Edition

BEGINNER TO ADVANCED **CEFR A1 – C1 | 6 LEVELS**

CEFR correlation

	A1	A1+	A2	A2+	B1	B1+	B2	B2+	C1
1	■	■							
2			■	■					
3					■				
4						■			
5							■		
6									■

Life STUDENT'S BOOK | 2ND EDITION — VIETNAM EDITION — A1 — HELEN STEPHENSON | JOHN HUGHES | PAUL DUMMETT

Life STUDENT'S BOOK | 2ND EDITION — VIETNAM EDITION — A1–A2 — JOHN HUGHES | HELEN STEPHENSON | PAUL DUMMETT

Life STUDENT'S BOOK | 2ND EDITION — VIETNAM EDITION — A2–B1 — JOHN HUGHES | HELEN STEPHENSON | PAUL DUMMETT

Welcome to the new edition of **Life** Vietnam! National Geographic Learning's **Life** series continues to be an integral part of Vietnam's goal to increase the general level of English proficiency of all students. Since the implementation of this initiative in 26 universities in 13 provinces in 2015, there has been significant growth. It is now the main textbook in more than 56 universities in more than 20 provinces across Vietnam. The number of students reached has increased from 35,000 to 80,000.

Based on your teacher's feedback, the new Vietnam edition has been improved, updated and tailored to make it highly relevant to everyday life and beyond into the world of work. For students, this new edition features more variety, more personalised speaking tasks and more fascinating content. The skills balance has been modified to offer a smoother, well-balanced classroom experience. For teachers, the IWB is now customisable and the teacher's book offers fully comprehensive notes as well as a greater number of photocopiable, communicative activities.

CHANGES ON 2ND EDITION

- Updated global content in the unit themes and reading selections
- Updated video material featuring additional video support for vocabulary learning
- A refined grammar syllabus with increased scaffolding and an enhanced reference section
- An extended and better-integrated critical thinking syllabus actively engages students in their language learning and 3rd person's encourages them to develop their own well-informed and reasoned opinions
- New 'My Life' speaking activities encourage learners to relate the global content to their own lives
- New 'Memory Booster' activities improve students' ability to retain new language.

COMPONENTS

Now supported by the
ELSA Speak App
https://elsaspeak.com/en/

FOR STUDENTS

Student's Book + Online Workbook

- Engaging tasks with fascinating National Geographic content
- Fully integrated Online Workbook featuring National Geographic video and exercises practising all skills
- Easy-to-navigate learning path
- Reinforcement activities for all skills tied to the lessons in the Student's Book, including all videos
- Grammar tutorials and flashcards automatically populate for learners when needed.

FOR TEACHERS

Teacher's Book + Class Audio CD + DVD Rom

- Detailed teaching notes, answer keys, background information and teacher development tips
- Photocopiable communicative activities
- Progress tests for every unit

Life Vietnam Website

- cengageasia.com/vietnamlife2e/home featuring extra resources for teachers, including further photocopiable activities, word lists and pacing guides

ExamView®

Make paper and online tests in minutes!

Classroom Presentation Tool

- Includes IWB tools, 'zoomable' pages and easy-to-access audio and video
- Includes Student's Book and Workbook pages

Customized pacing guides for universities in Vietnam

A Vietnamese Standardized Test of English Proficiency (VSTEP) test bank to assess student progress

FOR STUDENTS	A1	A1 - A2	A2 - B1*
Student Book with Online Workbook	9789814878326	9789814878333	9789814878340

FOR TEACHERS	BEGINNER	ELEMENTARY	PRE INTERMEDIATE
Teacher's Book with Class Audio CD and DVD ROM	9781337285469	9781337285674	9781337285889
Classroom Presentation Tool (USB)	9781337285360	9781337285575	9781337285780
Assessment CD-ROM with ExamView® Pro	9781337285377	9781337285582	9781337285797

Higher levels available on request

WORLD ENGLISH
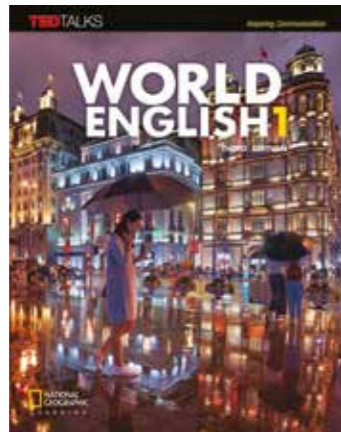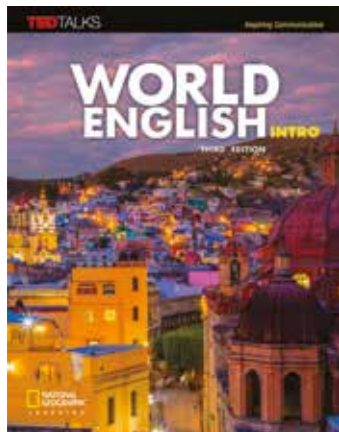### THIRD EDITION

NATIONAL GEOGRAPHIC LEARNING

John Hughes, Kristin L. Johannsen, Becky Tarver Chase, Christien Lee

LOW BEGINNER TO INTERMEDIATE | **CEFR A1 TO B1 | 4 LEVELS**

Real People • Real Places • Real Language

With *World English, Third Edition*, learners experience the world through content and ideas from National Geographic and TED, providing the motivation to talk about what's most important to them. *World English,* features:

- Stories from real people that inspire learners to make connections to their own lives.
- Journeys to real places so learners experience the world.
- Real language that helps learners communicate confidently.

New and updated in the Third Edition:

- Content and ideas from sources like National Geographic and TED.
- 'My World' activities guide learners to personalize and share their opinions about real-world topics.
- Extended Writing and Communication lessons.
- An extended, optional Video Journal section at the end of each unit.
- A new Grammar Reference section in the appendix.
- Updated technology includes My World English Online for independent practice and the Classroom Presentation Tool for in-class support.

AMERICAN ENGLISH

		BLENDED		DIGITAL	
Level	CEFR	STUDENT'S BOOK WITH MY WORLD ENGLISH ONLINE		STUDENT'S EBOOK	ONLINE WORKBOOK
Intro	A1	9780357130193		9780357643006	9780357131008
1	A2	9780357130209		9780357643013	9780357131015
2	B1-	9780357130216		9780357643020	9780357131022
3	B1+	9780357130261		9780357643037	9780357131039

FOR LEARNERS
Workbook
Combo Splits
Student Book Audio

FOR TEACHERS
Teacher's Guide
Classroom Presentation Tool
National Geographic Learning Online Placement Test

Learning Management System
ExamView® Assessment Suite

WORLD LINK
DEVELOPING ENGLISH FLUENCY

NEW

NATIONAL GEOGRAPHIC LEARNING

Nancy Douglas, John Hughes, James R. Morgan

BEGINNER TO UPPER-INTERMEDIATE | **CEFR A1 TO B2 | 5 LEVELS**

Communicate confidently in your world

World Link, Fourth Edition teaches learners to communicate confidently. It develops integrated language skills with an emphasis on spoken English through familiar topics, relevant grammar, and essential vocabulary.

World Link brings the world to the classroom through a famously fun video program, relatable National Geographic content, and teacher-tested lessons. New lesson features in the Fourth Edition help learners to:

- Produce language in real-world scenarios using 'Can Do' Language Goals.
- Express themselves clearly through guided activities in the 'Active English' sections.
- Personalize topics and speak with confidence using new 'Global Voices' videos that model language goals and lead into guided communicative activities.
- Collaborate in projects that reinforce language lessons using the 'Real World Link' pages.

- Participate actively in face-to-face and virtual classes with a fully-supported digital package.

New to the Fourth Edition:

- 'Can Do' Language Goals encourage students to mindfully interact with their learning and produce language in real-world scenarios.
- 'Active English' sections bring together the Language Goals of the lesson in a variety of guided, communicative activities that teach learners to express themselves clearly.
- 'Global Voices' sections at the end of each unit allow students to demonstrate achievement of the Language Goals by first watching speakers model the language in a new video program and then speaking the language in the related activities, helping them to personalize topics and produce language with confidence.
- 'Real World Link' sections after every three units feature projects that practice the language in collaborative, relevant settings, helping learners to review and reinforce language lessons.

AMERICAN ENGLISH

		BLENDED		DIGITAL
LEVEL	CEFR	STUDENT'S BOOK WITH MYWORLD ONLINE PRACTICE & EBOOK		MYWORLD ONLINE PRACTICE WITH EBOOK
Starter	A1	9780357502105		9780357503683
1	A1 to A2	9780357502143		9780357503782
2	A2 to B1	9780357502181		9780357503881
3	B1	9780357502228		9780357503980
4	B2	9780357502266		9780357504086

FOR LEARNERS
Workbook
Combo Split

FOR TEACHERS
Teacher's Book
ExamView Assessment Suite
National Geographic Learning Online Placement Test

Classroom Presentation Tool
Learning Management System

REFLECT

NEW

NATIONAL GEOGRAPHIC LEARNING

Laurie Blass, Gary Pathare, Paul Dummett, Jonathan Bygrave, Christien Lee, Tania Pattison, Cynthia Fettig, Kristin Donnalley Sherman, Mari Vargo, Jessica Williams

ELEMENTARY TO ADVANCED   **CEFR A1 – C1 | 6 LEVELS**

Relatable, student-centered content combined with essential academic-skill instruction make the new six-level *Reflect* series unique. As students interact with the engaging content, they not only master English but also navigate their place in the world. Reflect builds students' confidence and helps them achieve their academic, professional, and personal goals.

Reflect connects to:

- **IDEAS – Real-world** content from **National Geographic** and other sources invites students to explore interesting ideas for discussion, enrichment, and fun.
- **ACADEMIC SKILLS** – A clear framework of academic and critical thinking skills prepares students for future listening and speaking success.
- S**TUDENTS' LIVES** – Reflect activities provide opportunities for students to personalize, check their understanding, and think more critically about the topic.
- **ACHIEVEMENT – Clear models and step-by-step planning** give students the support they need to reach their academic outcomes and a greater understanding of their world.

Reflect brings the world to ALL classrooms…

- **DIGITAL RESOURCES** support in person, blended, and virtual classes with online graded practice, interactive eBook, assessment, and classroom presentation tool.
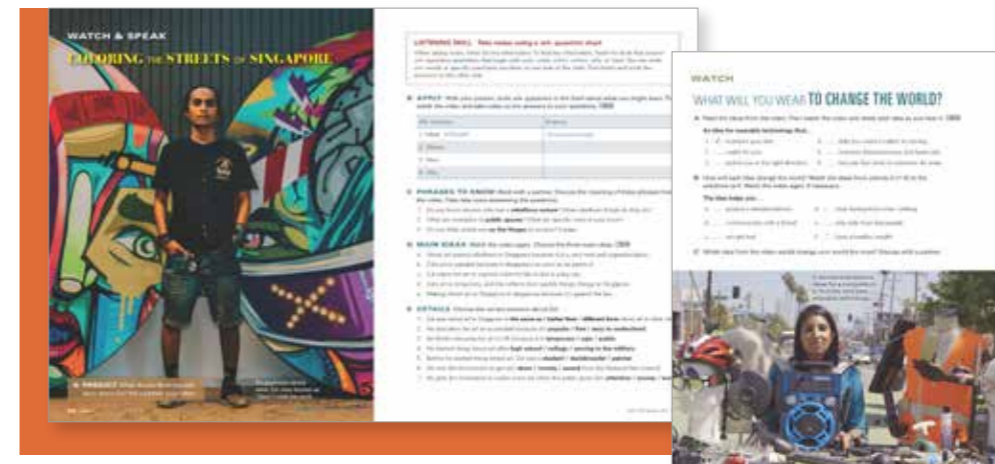
High-interest video boosts in-class engagement and enhances the content and concepts students are learning.

Scaffolded and focused instruction and skills practice give students a strong framework to communicate with confidence.

REFLECT: LISTENING & SPEAKING

AMERICAN ENGLISH			
		BLENDED	**DIGITAL**
Level	CEFR	STUDENT'S BOOK WITH ONLINE PRACTICE & EBOOK	ONLINE PRACTICE & EBOOK
1	A1	9780357449172	9780357449233
2	A2	9780357449189	9780357449240
3	B1	9780357449196	9780357449257
4	B1+	9780357449202	9780357449264
5	B2	9780357449219	9780357449271
6	C1	9780357449226	9780357449288

FOR TEACHERS

Teacher's Book   Classroom Presentation Tool

ExamView Assessment Suite   Learning Management System

The National Geographic Learning Online Placement Test

REFLECT: READING & WRITING

AMERICAN ENGLISH			
		BLENDED	**DIGITAL**
Level	CEFR	STUDENT'S BOOK WITH ONLINE PRACTICE & EBOOK	ONLINE PRACTICE & EBOOK
1	A1	9780357448540	9780357448618
2	A2	9780357448557	9780357448625
3	B1	9780357448564	9780357448632
4	B1+	9780357448571	9780357448649
5	B2	9780357448588	9780357448656
6	C1	9780357448595	9780357448663

FOR TEACHERS

Teacher's Book   Classroom Presentation Tool

ExamView Assessment Suite   Learning Management System

The National Geographic Learning Online Placement Test

PATHWAYS
Listening, Speaking and Critical Thinking
Second Edition

NATIONAL GEOGRAPHIC LEARNING

Cindy Fettig, Kathy Najafi, Becky Tarver Chase, Christien Lee, Paul MacIntyre

| HIGH BEGINNER TO ADVANCED | CEFR A1 TO C1 | 5 LEVELS |
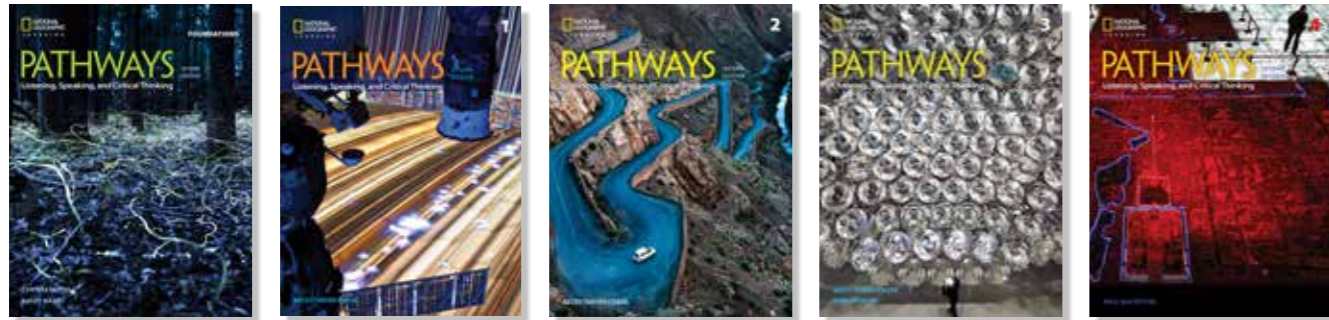
Pathways, Second Edition is a global, academic English program, with five books for listening and speaking, and five books for reading and writing. Pathways uses compelling National Geographic stories, photos, video, and infographics to bring the world to the classroom. Authentic, relevant content and carefully sequenced lessons engage learners of English while equipping them with all the skills they need for academic success.
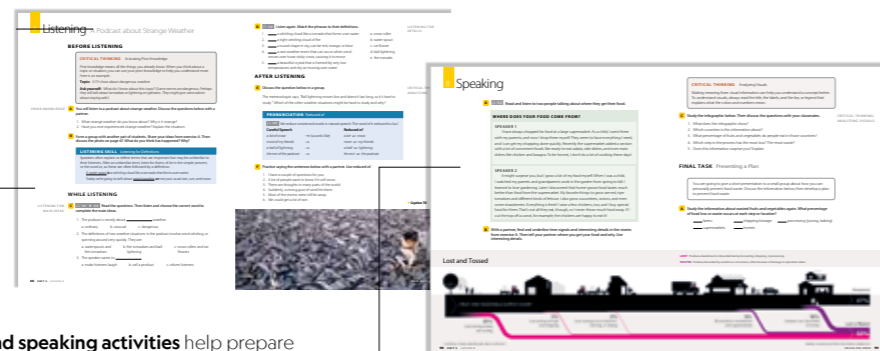
Pathways: Listening, Speaking, and Critical Thinking

- Explicit instruction and practice of listening, speaking, note-taking, and critical thinking build effective skills for the academic classroom.
- Slide shows of lectures and presentations enhance listening activities and develop presentation skills.
- Exam-style tasks prepare students for a range of international exams, including TOEFL® and IELTS.

Listening passages have been extensively updated and incorporate a variety of listening types such as podcasts, lectures, interviews, and conversations.

Explicit instruction and practice for note-taking, listening, speaking, grammar, vocabulary, and pronunciation develop language proficiency and build academic skills.

Integrated listening and speaking activities help prepare students for standardized tests like TOEFL® and IELTS.

LISTENING, SPEAKING, AND CRITICAL THINKING				
	BLENDED		DIGITAL	
LEVEL	CEFR	STUDENT'S BOOK WITH ONLINE WORKBOOK	STUDENT'S EBOOK	ONLINE WORKBOOK
Foundations	A1 to A2	9781337562508	9780357103951	9781337562966
1	A2 to B1	9781337562515	9780357103968	9781337562973
2	B1 to B2	9781337562522	9780357103975	9781337562980
3	B2	9781337562539	9780357103982	9781337562997
4	C1	9781337562546	9780357103999	9781337563000

FOR LEARNERS
Student Splits

FOR TEACHERS
Teacher's Guide — Classroom Presentation Tool
Classroom DVD & Audio CD — Assessment CD-ROM w/ ExamView
National Geographic Learning Online Placement Test

PATHWAYS
Reading, Writing and Critical Thinking
Second Edition

NATIONAL GEOGRAPHIC LEARNING

Laurie Blass, Mari Vargo

| HIGH BEGINNER TO ADVANCED | CEFR A1 TO C1 | 5 LEVELS |

Pathways: Reading, Writing, and Critical Thinking

- Clear student writing models and guided online writing practice train students to become stronger and more confident writers.
- Expanded video "Viewing" section includes an additional reading to give integrated skills practice.
- Vocabulary Extension activities, covering word forms, collocations, affixes, phrasal verbs, and more, boost reading and writing fluency.
- Exam-style tasks prepare students for a range of international exams, including TOEFL® and IELTS.
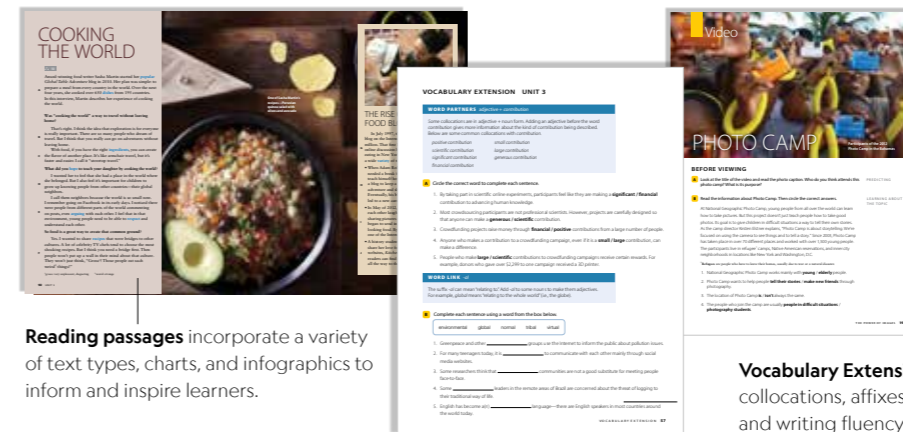
Reading passages incorporate a variety of text types, charts, and infographics to inform and inspire learners.

The **Video** section includes video clips from National Geographic, and **an additional reading** to provide learners with integrated skills practice.

Vocabulary Extension activities, covering word forms, collocations, affixes, phrasal verbs, and more, boost reading and writing fluency.

READING, WRITING, AND CRITICAL THINKING				
	BLENDED		DIGITAL	
LEVEL	CEFR	STUDENT'S BOOK WITH ONLINE WORKBOOK	STUDENT'S EBOOK	ONLINE WORKBOOK
Foundations	A1 to A2	9781337625098	9780357103814	9781337625364
1	A2 to B1	9781337625104	9780357103821	9781337625371
2	B1 to B2	9781337625111	9780357103838	9781337625388
3	B2	9781337625128	9780357103845	9781337625395
4	C1	9781337625135	9780357103852	9781337625401

FOR LEARNERS
Student Splits

FOR TEACHERS
Teacher's Guide — Classroom Presentation Tool
Classroom DVD & Audio CD — Assessment CD-ROM w/ ExamView
National Geographic Learning Online Placement Test

READING EXPLORER
Third Edition

NATIONAL GEOGRAPHIC LEARNING

David Bohlke, Nancy Douglas, Helen Huntley, Paul MacIntyre, Bruce Rogers

HIGH BEGINNER TO ADVANCED   **CEFR A2 TO C1 | 6 LEVELS**

Bringing the world to your reading classroom.

Reading Explorer, Third Edition prepares learners for academic success with highly visual, motivating National Geographic content that features real people, places, and stories.

Reading Explorer:

- Introduces a variety of reading genres to prepare learners for academic study.
- Uses real stories to captivate learners and help them understand the world.
- Provides the essential reading, academic, and critical thinking skills that learners require.
- Features engaging National Geographic video to enhance the learning experience.

AMERICAN ENGLISH

		BLENDED	DIGITAL	
Level	CEFR	STUDENT'S BOOK WITH ONLINE WORKBOOK	STUDENT'S EBOOK	ONLINE WORKBOOK
Foundations	A2	9780357124727	9780357126035	9780357125403
1	A2 - B1	9780357123515	9780357124802	9780357123560
2	B1 to B2	9780357124703	9780357125380	9780357125380
3	B2	9780357124710	9780357126059	9780357125397
4	B2 - C1	9780357124734	9780357126066	9780357125410
5	C1	9780357124741	9780357126073	9780357125427

FOR LEARNERS
Student Splits

FOR TEACHERS
Teacher's Guide   Classroom Presentation Tool
Classroom DVD & Audio CD   Assessment CD-ROM w/ ExamView
National Geographic Learning Online Placement Test

GREAT WRITING
Fifth Edition

NATIONAL GEOGRAPHIC LEARNING

Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon, David Clabeaux, Tison Pugh

HIGH BEGINNER TO PROFICIENT   **CEFR A1 - C2 | 6 LEVELS**

Great Writing makes Great Writers

The new edition of **Great Writing** provides clear explanations, extensive models of academic writing and practice to help learners write great sentences, paragraphs, and essays. With expanded vocabulary instruction, sentence-level practice, and National Geographic content to spark ideas, students have the tools they need to become confident writers.

Updated in this edition:

- Clearly organized units offer the practice students need to become effective independent writers. Each unit includes:
- *Part 1: Elements of Great Writing* teaches the fundamentals of organized writing, accurate grammar, and precise mechanics
- *Part 2: Building Better Vocabulary* provides practice with carefully-selected, level appropriate academic words
- *Part 3: Building Better Sentences* helps writers develop longer and more complex sentences
- *Part 4: Writing activities* allow students to apply what they have learned by guiding them through writing, editing, and revising
- *Part 5: New Test Prep* section gives test-taking tips and timed tasks to prepare for highstakes standardized tests, including IELTS and TOEFL®

		BLENDED	DIGITAL	
LEVEL	CEFR	STUDENT'S BOOK WITH ONLINE WORKBOOK	STUDENT'S EBOOK	ONLINE WORKBOOK
Foundations	A1 to A2	9780357021040	9780357021323	9780357021392
1	A2 to B1	9780357021057	9780357021316	9780357021378
2	B1	9780357021064	9780357021309	9780357021385
3	B2	9780357021071	9780357021330	9780357021361
4	B2 to C1	9780357021088	9780357021293	9780357021408
5	C1 to C2	9780357021095	9780357021286	9780357021354

FOR TEACHERS
Classroom Presentation Tool   Audio CD
Assessment CD-ROM w/ ExamView

Complete Guide to the TOEIC® Test
Fourth Edition

INTERMEDIATE TO ADVANCED   **CEFR B1 – C2 | 1 LEVEL**

The 4th edition of the **Complete Guide to the TOEIC® Test** fully matches the new test format introduced in Japan and Korea in 2016. It provides learners with a clearly organized, step-by-step program for maximizing their test scores and remains the most complete and up-to-date guide to the TOEIC® Test available.

IELTS

Find the IELTS material that's right for you!

We have something for everyone with our extensive array of IELTS Preparation materials. No matter the length of the course or the target band, we have the right material for you!

WHAT ARE YOU LOOKING FOR?

Skills Practice   **Exam Practice**   **Preparation Course**

What band are you looking for?

3.5 – 4.5   4.5 – 7   6 – 7

How long have you got?

How long have you got?

30 – 40 hours   50+ hours   It's tomorrow!   30 – 40 hours   50+ hours

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NATIONAL GEOGRAPHIC LEARNING | ONLINE PLACEMENT

- Provides an auto-scored, adaptive online placement test for learners ages 15+ that recommends placement into one of 14 CEFR* bands, from Pre-A1 to C1

- Collects speaking samples prompted by National Geographic photography

- Delivers a one-page Score Report with Language Skill Profile for each test-taker

Placement Guides into National Geographic Learning Programs

Adult / General English Programs	Academic Skills Programs
Voices	*Reflect*
Life	*Pathways*
World English	
World Link	

https://learn.cengage.com/onlineplacementdemo

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Ho Chi Minh City, Vietnam

Tel: **(84) 28 3925 7877**, Fax: **(84) 28 3925 7881**

Email: **asia.infovietnam@cengage.com**

Hanoi Branch

Suite 820, 8th Floor, LICOGI 13 Tower

Khuat Duy Tien Str, Nhan Chinh Ward, Thanh Xuan
District, Hanoi, Vietnam

Tel: **(84) 24 6282 4114**, Fax: **(84) 24 6282 4115**

Email: **asia.infovietnam@cengage.com**

Engage with Us

National Geographic Learning hosts dynamic and thought-provoking learning events throughout Asia.

Join the Conversation

The National Geographic Learning team works with schools around the Asia region to host and co-host thought-provoking events. Featuring world-class authors, National Geographic Explorers, and people who have spoken on the TED stage, we engage and inspire hundreds of teachers and administrators every year.

Follow us on Facebook at
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useful teaching tips and other great content!

NGLearningVN

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ELTNGL.com/infocus
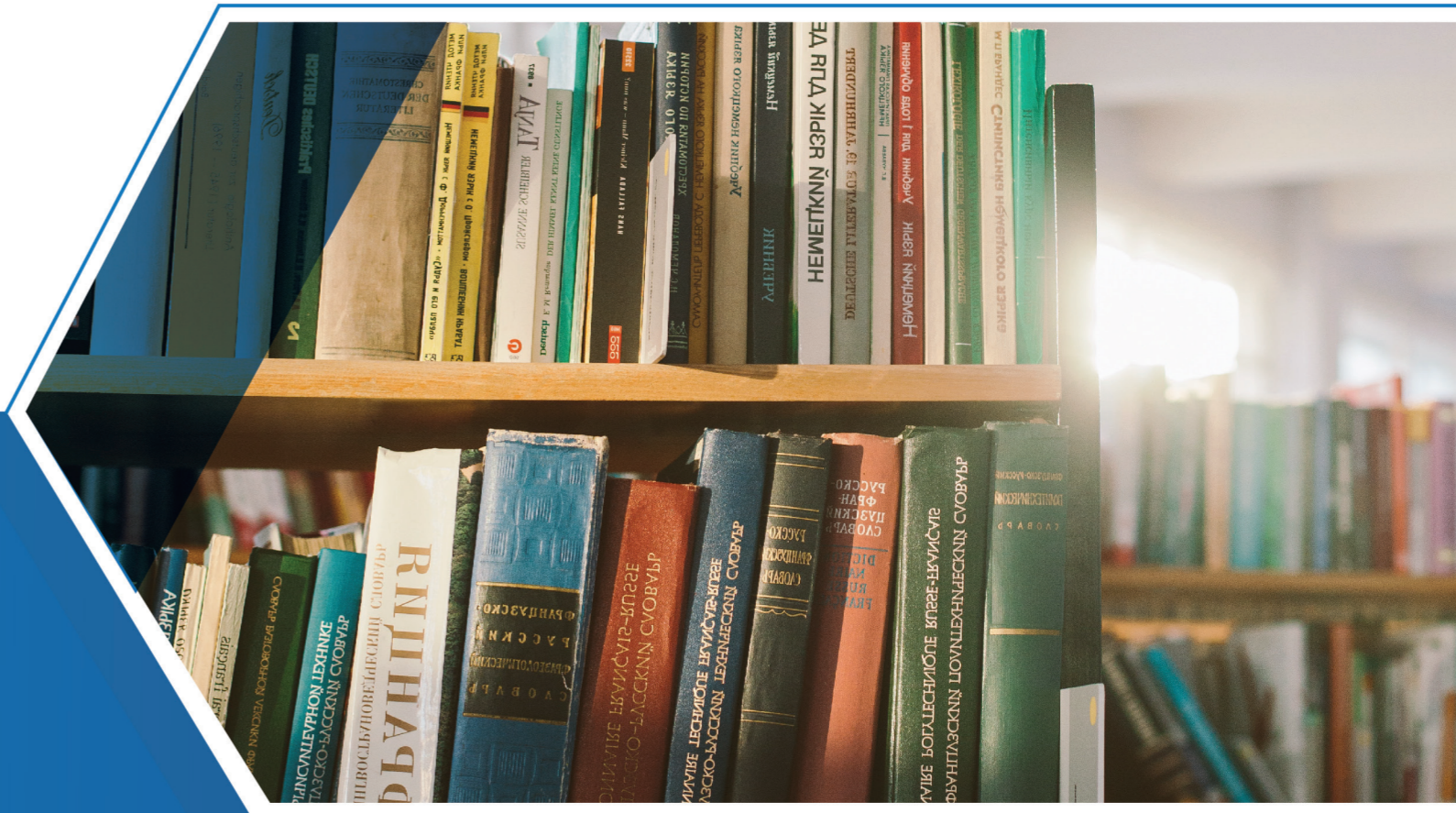
IEC GROUP

COMPANY PROFILE

CONTACT WITH US

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📍 Republic Plaza, 6th Floor, #A06.19, 18E Cong Hoa Street, Ward 4, Tan Binh District, Ho Chi Minh City

📞 028 224 77 686

✉ admin@iecgroup.vn

WE LEARN
WE ACHIEVE, WE CARE

CONTENTS

ABOUT US

WHO WE ARE

IEC GROUP specialises in optimal foreign language teaching and learning solutions, hand-selected for the Vietnamese market. As an energetic and innovative organisation, we aim high in leveraging our decades of combined experience and diverse connections. With a history of working with 'lighthouse accounts' across the industry, we help innovate new systems and materials, elevating the industry through enhancing teaching and learning quality.

WHAT WE DO

We provide software, books and learning equipment for students, and are dedicated to ongoing improvement in teaching quality. In addition, our experts work directly with clients to advise on financial and operational strategies to maximise their business success. Every initiative we undertake keeps building our stellar reputation for providing the best service to education providers, and best-in-class support to the students to reach their learning outcomes. We help schools find materials and content that values ease of use and convenience to your organisation, while also ensuring it is suitable for the students, teachers, and the school at large. With our deep understanding of education in Vietnam, we can help you build models that integrate everything together in the process.

OUR VALUES

Prestigious
Our strong reputation and history of influencing decision makers has helped establish what our market looks like today. The work we do is the best in each segment, and we won't settle for less.

Progressive
Ceaselessly improving and searching for new materials, models, and methodologies for teaching and learning. We connect schools with new innovations that benefit the whole organisation, improving outcomes for both students and the teachers.

Professional
We always bring integrity and dedication to everything we do. Our attitude, behaviour, and communication can always be trusted to effectively and competently deliver on our reputation.

BUSINESS CAPABILITIES

Curriculum Consultation

We help your scholastic vision become a reality, as we analyze issues and propose the best way to meet your program objectives. Whether integrating different platforms, adapting to unique circumstances, or adjusting based on tough past results, we can provide the ongoing academic support you need to grow your credibility.

We works closely with a range of publishers, allowing us the insight to understand the strengths and weaknesses of each. We will suggest the best materials to your institution, and cooperate with the publisher to choose and create a best-fit product for a school.

At the same time, we work closely with the academic team at your institution to understand the needs from the team and the students in order to achieve the right connections with the publisher. We ensure that you are getting top service and have choice contents adapted to your objectives.

Institutional Edtech Integration

Constantly searching for new platforms, software, and applications that meet niche needs in the Vietnamese market, enabling our experts to integrate innovative technology into our education solutions.

Distribution

Strategic partnerships with key publishing industry organizations and content-curators allow us to get the best, most suitable materials available to your school. Everything comes in one package, simplifying the entire experience for you. From importing, licensing, storage, and delivery, we'll ensure that you have the most cost-effective distribution solutions.

With our deep logistical connections and ability to directly deal with suppliers, you can rest assured that the materials will be ready according to your needs.

Market analysis / strategy consulting

Leveraging relationships and experience for greater market penetration, expanding admissions, and cost-effective approaches to business success. We use our experience and industry contacts to know where the market is heading, allowing you to make moves that put you ahead of the competition. We're always aware of cutting-edge technologies, newly published materials, and the latest innovations in teaching methodologies.

ONGOING SUPPORT

The market is constantly changing, and recent times have shown that the future is anything but predictable. As technology develops and new innovations become available, it can be hard to know what the best direction can be. We're committed to ongoing support for each of our clients in order to keep up with the ever changing world of education in Vietnam.

Moving forward into 2022 and beyond, we are expanding our offerings to include Academic Consultation and Professional Development services. Ask us how we can help you in expanding the rigor and thought-diversity of your institution while upskilling your teams - from teachers to operations and customer service.

EXCLUSIVE PRODUCTS *

ELSA SPEAK

THE WORLD'S SMARTEST A.I ENGLISH SPEAKING COACH

A result-proven and cost-effective English training program that helps organizations improve their academic outcomes.

PROPRIETARY VOICE RECOGNITION TECHNOLOGY
Ranked among the top 5 artificial intelligence apps, ELSA can pinpoint exactly what you need to improve, from individual sounds to intonation and fluency.

A LOW-COST AND EFFECTIVE SOLUTION AT SCALE
Reduce learning cost, improve academic outcomes.

MEASURABLE IMPROVEMENT
Easily measure students' improvement.

ELSA APP

Mobile learning. Anytime. Anywhere

- Personalized learning curriculum, enabling learners to improve with only 10 minutes of practice a day!
- Proprietary voice recognition technology, ranked among the top 5 Artificial Intelligence App that can pinpoint exactly where you need to improve at the individual sound level, intonation, rhythm, and pitch.
- 6,000+ engaging exercises to practice, ranging across 100+ popular topics, including work & business. All lessons are gamified for a fun learning experience.
- Significant improvement in pronunciation skills and confidence after 3-6 months.
- Significant improvement in speaking fluency and communication proficiency after 9-12 months.
- IELTS PRACTICE TEST : Listening and speaking

ELSA DASHBOARD

A platform that allows organisations such as schools, universities and English centers access to create classrooms, invite students, track usage, engagement, and progress for a group of learners, and provide the following reporting capabilities:

- Lessons Overview
- Number of Lessons and Minutes Practiced
- Goals Report (Number of Days Practiced Per Week)
- Average Practice Time per Day
- Active Students Chart
- Progress Chart per ELSA Score

* For University / College

EXCLUSIVE PRODUCT

ENGAGE YOUR USERS AND STAND OUT FROM COMPETITORS WITH ELSA API

ELSA for students

ELSA for schools

13M+ DOWNLOADS GLOBALLY, 5M USERS IN VIETNAM

300M
exercises practiced

13 million+
downloads globally

100+
countries

API INPUT

- **The audio input can be:**
  - Full audio file in a single API REST call
  - Audio streaming via a persistent connection with the server. This allows for server-side endpointing when the user finishes speaking.

- **Text input can be:**
  - Scripted: pre-defined text the user reads.
  - Non-scripted: spontaneous speech where the ELSA server will recognize what the user said and then score it.

API OUTPUT

Real-time feedback and recommendations to improve on:

- Pronunciation
- Word stress
- Vocabulary
- Intonation
- Grammar
- Fluency
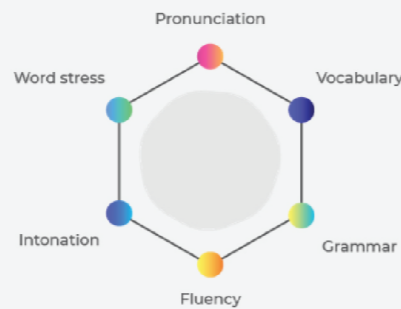
For both scripted and unscripted speech

Correlated to IELTS and CEFR speaking level

RECOGNITION

Top 5 Best Artificial Intelligence Apps (by Research Snipers)

Featured app on Apple's App Store in 30+ countries

Winner of SXSWEdu Launch 2016

Invested by Gradient Ventures - Google's AI fund

Winner of "The Best Digital Learning App" by Reimagine Education 2016

#1 Education App on ProductHunt

HIGHLIGHT PRODUCTS

studycat for schools

STUDY CAT

Studycat for Schools is an online & offline classroom for young children aged 3 to 8, with real-time learner insights and Cambridge aligned, teacher-created content to make class and remote learning fun and effective. Its state-of-the-art dashboard offers a seamless blended learning solution that helps connect schools, teachers, parents and students.

Cambridge Assessment English

Studycat pedagogical review
Alignment of Studycat Levels 1–3 with Pre A1 Starters and the Cambridge English approach to teaching, learning and assessment
March 2021

"Levels 1–3 coverage of Pre-A1 Starters is generally good. There are also two significant strengths in the materials: the **gamified digital component** provides engaging opportunities for learners to practise language in a fun and independent way, and the **comprehensive approach to teaching phonics** provides a vital foundation for developing literacy and pronunciation."

Studycat is proudly partnered with Cambridge Assessment

Cambridge Assessment English

96% aligned to Cambridge Starters ...with 130 extra words

3 Level program aligned to Cambridge Starters.

Engaging Activities

Games — Songs — Dialogues — Quizzes — Flashcards — Phonics

School Package Summary

Student App	✓
Parent Dashboard (Integrated with Student App)	✓
Teacher Dashboard (for inviting parents, creating assignments & tracking progress)	✓
School Dashboard (for creating teacher accounts and tracking all teachers, classes & students)	✓
Digital Classroom (for teachers to use on Windows, Smartboards, IWBs)	✓ Based on volume
Full Data Reporting (achievement, learning behaviour, etc.)	✓
***Worksheet packs** (Literacy, Skills, Themes)	✓
***Flashcards** (570 total)	✓
***Cambridge Aligned Dictionary**	✓
***Certificates**	✓

Student App with 570 highly-engaging activities offering constant repetition, exposure & practice

Schools **4**
Classes **64**
Teachers **12**
Students **785**
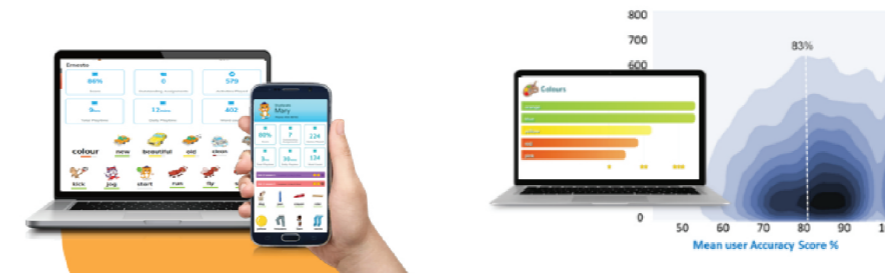
Parent/Teacher Dashboard
Web based monitoring system
- Improve learning outcomes
- Transparent efficacy
- Create a virtual classroom
- Assign activities and homework
- Track the progress of each student

Data Driven Efficacy
Learner results system
- Raising industry standards
- Real-time data
- Empowering teacher decisions
- Developing learning autonomy

Schools Management
Operations tool for institutions
- Manage & Monitor multiple schools
- Ensure transparency
- Understanding multiple factors influencing outcomes

CURRICULUM

Full coverage of over 500 essential words in 300 sentences.

Packed with common early years themes, Studycat for Schools acts as a perfect enhancement to any local or international curriculum.

Designed by language learning experts, careful scaffolding throughout the lessons provides a supportive learning framework that increases the likelihood for students to meet instructional objectives.

VReaLab

3D SIMULATION VIRTUAL SCIENCE EXPERIMENT LABORATORY
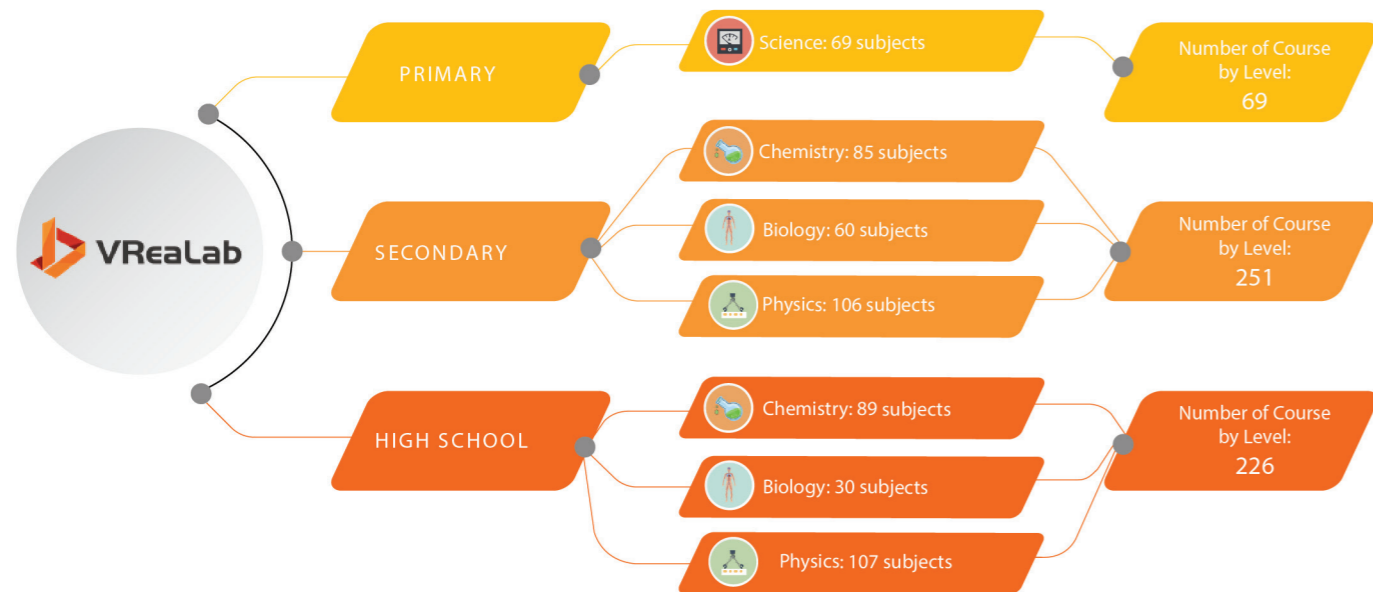
Science

Physics

Chemistry

Biology

3D SIMULATION VIRTUAL SCIENCE EXPERIMENT LABORATORY:

1. Practice experiment through PC/Laptop 3D interface
2. Conduct experiment without consume of physical tools and materials
3. Real-time detail data information when an experiment in process
4. Multiple attempts without materials cost or wastage incurred to unleash students innovative and curiosity
5. Reduce risk of experiment with potentially dangerous
6. Conduct experiment virtually and interesting, anytime and anywhere

LEARNING RESOURCES

VReaLab

- PRIMARY
  - Science: 69 subjects
  - Number of Course by Level: 69
- SECONDARY
  - Chemistry: 85 subjects
  - Biology: 60 subjects
  - Physics: 106 subjects
  - Number of Course by Level: 251
- HIGH SCHOOL
  - Chemistry: 89 subjects
  - Biology: 30 subjects
  - Physics: 107 subjects
  - Number of Course by Level: 226

BEST STEAM SOLUTION FINALIST

BEST AR/VR SOLUTION SILVER

BUSINESS TECHNOLOGY EXCELLENCE AWARDS 2020

gbm MOST INNOVATIVE METAVERSE TECHNOLOGY COMPANY —APAC SILVERSEA MEDIA GROUP Global Brands Magazine AWARDS · 2021


ScienceFlix Powered by Grolier Online

SCIENCE FOR THE NEXT GENERATION
A highly engaging mobile-ready science resource with curriculum-driven leveled content, interactive features and navigation.

For age: **12 – 18**   Grade: **5 – 10**

Emphasizing the latest STEM thinking and the Next Generation Science Standards, ScienceFlix is transforming the way students access science topics, acquire scientific knowledge, and build a lasting interest in science, technology, and engineering with curriculum-driven leveled content that is integrated with interactive features and intuitive navigation.
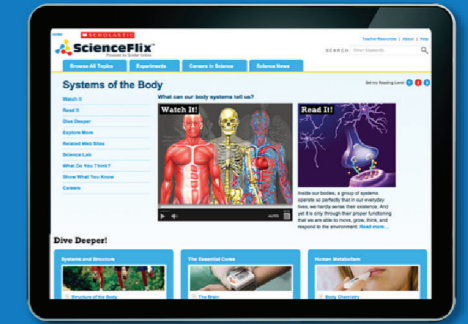
TRANSFORM STUDENTS INTO CONFIDENT READERS IN SCHOOL & AT HOME

Literacy Pro™ Family
Sparking the Way to Reading Success

For age: **6-18**

- Over 1,200 leveled fiction and non-fiction titles by international authors that includes current topics such as climate change, emotional health, animal science, STEM and world cultures
- Motivate reluctant readers to read with Hi-Lo books that offers highly engaging age-appropriate topics, targeted at their reading level
- More scaffolded independent reading practice with Read & Think
- Engage and deepen comprehension with Interactive Read-Alouds
- Clickable definitions of words build vocabulary and an audio recorder that allows students to practice fluency
- Develop readers through book quizzes from Literacy Pro
- Real-time reports to track studdents reading progress

BUILD A LOVE OF READING AND LEARNING WITH PAIRED FICTION AND NON - FICTION EBOOKS !
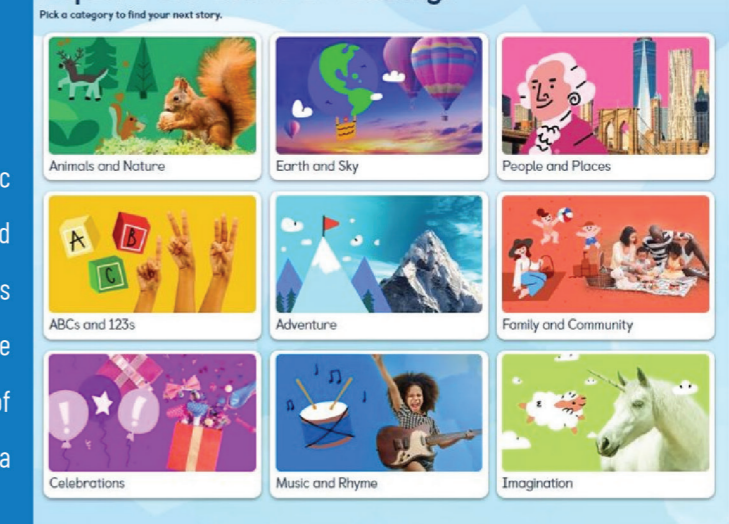
BOOKFLIX®

For age: **4-10**   Grade: **K-5**

BookFlix is an early learning reading program that pairs classic fictional video storybooks from Weston Woods with related eBooks from Scholastic. It integrates level reading programs using The Lexile® Framework for Reading designed to produce proficient and successful readers based on over 30 years of research with attractive content, introducing early readers to a world of knowledge and exploration.

- Improves comprehension skills and reading fluency
- Strengthens listening skills
- Builds vocabulary
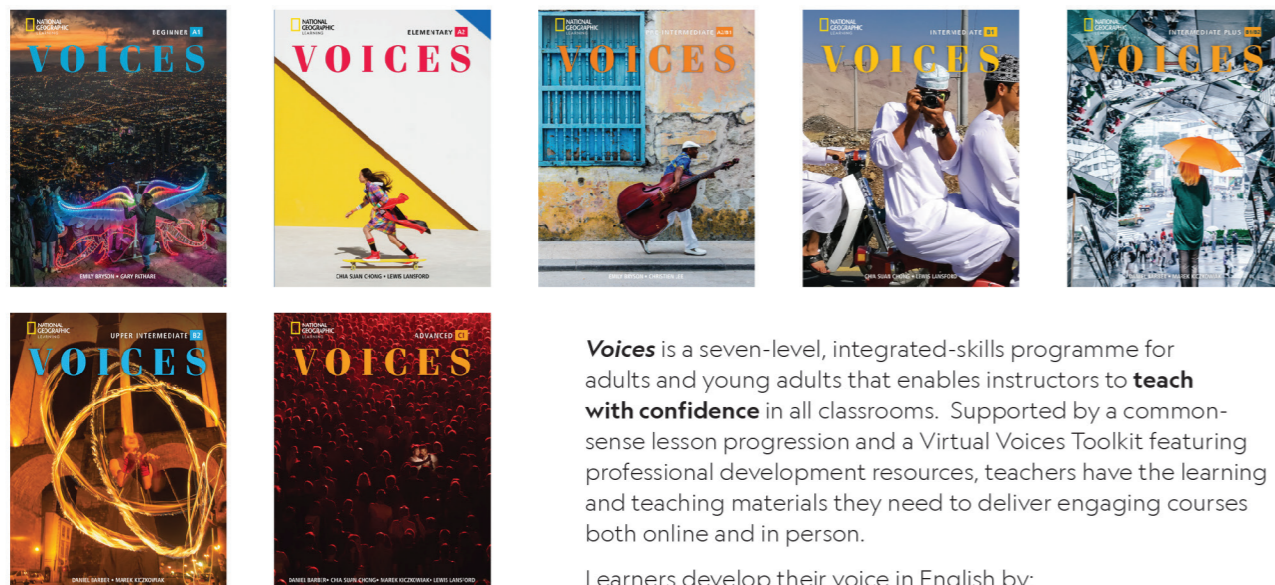- Engaging and interactive content

VOICES

NATIONAL GEOGRAPHIC LEARNING

Emily Bryson; Gary Pathare; Chia Suan Chong; Lewis Lansford; Christien Lee; Daniel Barber; Marek Kiczkowiak

BEGINNER TO ADVANCED | CEFR A1 TO C1 | 7 LEVELS

Voices is a seven-level, integrated-skills programme for adults and young adults that enables instructors to **teach with confidence** in all classrooms. Supported by a common-sense lesson progression and a Virtual Voices Toolkit featuring professional development resources, teachers have the learning and teaching materials they need to deliver engaging courses both online and in person.

Learners develop their voice in English by:

- Listening to and watching **National Geographic Explorers** share their daily experiences for interesting and relatable models of people contributing their voices to the global English community.

- Answering the question, "What would I do?" in a range of culturally rich and hypothetical situations to practise the **mediation skills** needed to navigate social interactions in English.

- Developing speaking skills using a **practical pronunciation syllabus** focused on clarity and comprehensibility.

Develop your voice in English

With *Voices*, learners use English as a tool for global communication and are encouraged to celebrate connections among people from a wide range of cultures and backgrounds. Carefully sequenced activities featuring real world content fully prepare learners for interaction and guide them to **develop their voice in English**.

BRITISH ENGLISH

LEVEL	CEFR	BLENDED STUDENT'S BOOK WITH ONLINE PRACTICE & EBOOK	DIGITAL ONLINE PRACTICE WITH EBOOK
Beginner	A1	9780357458648	9780357544129
Elementary	A1 to A2	9780357458754	9780357544136
Pre-Intermediate	A2 to B1	9780357458655	9780357544143
Intermediate	B1	9780357458679	9780357544150
Intermediate Plus	B1 to B2	9780357458693	9780357544167
Upper-Intermediate	B2	9780357458716	9780357544174
Advanced	C1	9780357458730	9780357544181

FOR LEARNERS
Workbook with Key
Workbook w/o Key
Combo Splits

FOR TEACHERS
Teacher's Book
Virtual Voices Toolkit
Classroom Presentation Tool
Voices Assessment Suite
Learning Management System
National Geographic Learning Online Placement Test

Life
VIETNAM
Second Edition

CEFR correlation

	A1	A1+	A2	A2+	B1	B1+	B2	B2+	C1
1									
2									
3									
4									
5									
6									

BEGINNER TO ADVANCED | CEFR A1 – C1 | 6 LEVELS

Welcome to the new edition of Life Vietnam! National Geographic Learning's Like Series continues to be an integral part of Vietnam's goal to increase the general level of English proficiency of all students. Since the implementation of this initiative in 26 universities in 13 provinces in 2015, there has been significant grownth. It is now the main textbook in more than 56 universities in more than 20 provinces across Vietnam. For students, this new edition features more variety, more personalised speaking tasks and more fascinating content. The number of students reached has increased from 35,000 to 80,000.

Based on your teacher's feedback, the new Vietnam edition has been improved, update and tailored to make it highly relevant to everyday like and beyond into the word. The skills balance has been modified to offer a smoother, well-balanced classroom experience.

For teachers, the IWB is now customisable and the teacher's book offers tully comprehensive notes as well as a greater number of photocopiable communicative activities.

FOR STUDENTS

Student's Book + Online Workbook

- Engaging tasks with fascinating National Geographic content
- Fully integrated Online Workbook featurling National Geographic video and exerclses practising all skills
- Easy to navigate learning path
- Reinforcement activities for all skills tied to the lessons in the Student's Book, induding all videos
- Grammar tutorials and flashcards automatically populate for learners when needed

FOR TEACHERS

Teacher's Book + Class Audio CD + DVD Rom

- Detailed teaching notes, answer keys, background information and teacher development tips
- photocopiable communicative activities
- Progress tests for every unit

Life Vietnam Website

- cengageasla.com/vietnamlife2e/home featuring extra resources for teachers, including further photocoplable activies, word lists and pacing guides

Exam View

Make paper and online tests in minutes !

Classroom Presentation Tool

- Includes IWB tools, 'zoomable' pages and easy-to-access audio and video
- includes Student's Book and Workbook pages

Customizes pacing guides for universities in Vietnam

A Vietmamese Standardized Test of English Proficlency (VSTEP) test bank to assess student progress

FOR STUDENTS	A1	A1 - A2	A2 - B1	B1 - B2	B2 +	C1
Student's Book wwith Online Workbook (VietnamEdition")	9789814878525	9789814878333	9789814878340			
Student Book wwith online workbook	9781337285421	9781337285636	9781337285841	9781337286053	9781337286268	9781337286473