



2022

The 1st International Conference of TESOL and Education & VLTESOL



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Preface

Welcome to the *1st International Conference of TESOL & Education – VLTESOL* organized by Van Lang University, Vietnam on January 22, 2022. It is a great pleasure for us to present the proceedings of this conference to the keynote speakers, the authors and the participants of the event. We hope that you would find it updated, useful, exciting, and inspiring.

ICTE-VLTESOL aims to provide a platform for discussing the issues, challenges, opportunities and findings of e-learning and online research. The topic of the conference focuses on the new issues and questions, resulting in the real needs for sharing new ideas and stimulating good awareness of this important research field, especially during the COVID-19 pandemic. 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 94 responses to the call-for-papers from Vietnam and from 8 other countries. We would like to express our gratitude and appreciation for all of the reviewers who helped us maintain the high quality of manuscripts included in the proceedings published by ICTE-VLTESOL. We would also like to extend our sincere thanks to the members of the organizing team for their hard work. The conference includes 9 tracks so that all the participants can join the groups suitable for their interests.

We appreciate that the authors of ICTE-VLTESOL may want to maximize the popularity of their papers; therefore, we will try our best to support them in the near future.

Let us wish that all the participants of ICTE-VLTESOL will have a wonderful and fruitful day at the conference.

Conference Chair

Dr. Phan The Hung

Dean, Faculty of Foreign Languages

Van Lang University

Vietnam



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KEYNOTE SPEAKERS

Not FonF or FonFs but PhonPh: Focus on the Physical, an Additional Paradigm in Language Learning

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Abstract

Typically, when we engage with learners in educational contexts, we treat them as though they consisted only of a pure mind. It is only when they suffer from some kind of debilitating condition (e.g. deafness or blindness) that we take notice that they are minds encased in, or at least, connected with a physical body (i.e. a biological organism). Despite this oversight, it is clear that the connexion between mind and body is real and that it may need to be taken into account when either learning or teaching is attempted, and that the body necessarily plays a mediating role between the mind and the world. This reality of human existence needs to be acknowledged and integrated into our educational processes.

In this short presentation I will argue that the body - mind connection is critically important to the learning process and, as a consequence, that it needs to be taken into serious consideration rather than disregarded (or not even noticed). I will provide examples of this connection and I will illustrate with specific examples of interventions that take account of this. In particular, connections will be made between current brain study research, perception studies and precision language education as currently undertaken in Thailand, China, Indonesia and Australia.

Keywords:

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, also President of the ICTE, 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 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 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).

Motivational task design for language learning in multimodal environments

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Abstract

While language tasks conceived by teachers nowadays meet many theoretical (pedagogical, linguistic and even technological) requirements, they seriously lack a more psychological-motivational foundation. This presentation will start with the observation that even TBLT (Task-Based Language Teaching) does not significantly account for the impact of motivational factors. The recent Erasmus + project TeCoLa (www.tecola.eu) aimed to develop a task design model with a special focus on acceptance, identification and self-regulation in the minds of the students. The TeCoLa task design model is based on the following axes or parameters: pedagogical-didactic fit, activity type (Tell, Interact, Do and Make), task result (nil, affect, effect or artifact) and autonomy type (in terms of degrees of freedom).

Jozef Colpaert will first discuss the current hypotheses, paradigms and findings of this research line: the mental acceptability of the model for language teachers, the different perceptions of task usefulness by teachers and learners, and the – surprisingly – important role of autonomy.

The most important aspect is situating tasks within a well-designed multimodal learning environment. A multimodal learning environment spreads the learning process over various forms of instruction, autonomous learning, collaborative learning and coaching, exploiting the full range of activities on the axes synchronous/asynchronous and remote/face-to-face. Tasks may be considered as pivotal elements in language education as they constitute the connection between the teaching and the learning process. Designing more motivating language tasks may considerably increase the effectiveness of language education. *quotes, Reading Skills, EFL Students*

Keywords:

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 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.



Designing culture-changing innovation in secondary English teacher education in Cambodia: the process and its challenges.

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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”, Ania Lian (2021) outlined arguments for international collaboration in teacher education in Southeast Asia. In the same paper, Ania also identified technology-based systems that have shown to be successful in already completed projects involving international collaboration. However, each teaching context presents new challenges and offers an opportunity for reflection on the previous successes and assumptions that framed them. In this presentation, together with her collaborators, Ania Lian will share the team’s reflections on the project that is currently underway in Cambodia and that involved working with secondary English teacher trainees in an online setting designed to comply with the international competency standards that also underpin the national curriculum of Cambodia (2015). The presentation seeks to illustrate how the project leaders engaged in a culture changing teacher education project and how each party struggled with the challenges of the project for the benefit of all involved.

Keywords:

Biodata

Dr. Ania Lian is senior lecturer in Education (Teaching and Learning), Charles Darwin University, Australia, and 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 on a voluntary basis 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 of academic conferences both in Australia and in Asia, where she engages in building collaborative networks between CDU and other universities, with the aim of expanding the international 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.

ViVEXELT: a UK-Vietnam Community of Practice to Develop Ecompetencies During the COVID Pandemics

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Abstract

This paper reports on ViVEXELT (Vietnam Virtual Exchange for English Language Teaching), a project supported by the British Council and the National Foreign Language Project in Vietnam (digital learning innovation fund pilot) that aims to set up a sustainable model of continuous professional development (CPD) for English language teacher education. It addresses capacity building and digital and subject-specific e-competencies enhancement with the creation of English language teaching knowledge-sharing communities of practice supported by Collaborative Online International Learning (COIL)- Virtual Exchange (VE) courses. ViVEXELT focuses on the development of its participants' English language teaching competencies (speaking and online interactional skills in particular, see Moorehouse, Li & Walsh, 2020), critical digital literacy and intercultural awareness 'in' action, while doing the online course, 'on' action', reflecting on the course after its completion and 'for' action, thinking how they can apply their learning to their future ELT practice. Through ViVEXELT a novel international Vietnam/UK ELT community of practice is being created through Virtual Exchange that also addresses the need to further develop a student-centred ELT approach in Vietnam (Le, 2020) and in the UK. The paper will evaluate the first cycle of the ViVEXELT course, report on the lessons learnt and discuss how the project's research questions were addressed.

Keywords: ViVEXELT, e-competencies, Collaborative Online International Learning, critical digital literacy, intercultural awareness

Biodata

Prof. Dr. Marina Orsini-Jones is Associate Head of School Global Engagement in the School of Humanities and Professor in Education Practice associated with the Research Centre for Global Learning at Coventry University (UK). She has published work in her areas of expertise that include blended learning, Massive Open Online Courses (MOOCs), Collaborative Online International Learning (COIL)/Virtual Exchange (VE), and Threshold Concepts-informed action research in languages and applied linguistics. In March 2021 she was awarded digital learning innovation funding by the British Council Viet Nam to set up a new VE community of practice with project ViVEXELT (Vietnam Virtual Exchange for English Language Teaching) in collaboration with staff from Hanoi University of Science and Technology (HUST).
Orcid ID; Scopus ID

Dr. Thuy Thi Ngoc Bui, a Deputy Head of the External Affairs Office at Hanoi University of Science and Technology (HUST), graduated from the Master's and Doctoral programs in Language Policy in the U.S. under the Ford Foundation and the East-West Center scholarships. In 2015, she was awarded the Australian

Executive Fellowship to work as a visiting scholar at the University of Sydney, Australia. Her research focuses on multilingualism, critical literacy, teacher agency, and the relationship between language and education policies and socio-economic equity. Besides her academic positions, Thuy actively works as a community project manager for projects funded by the U.S and Australian embassies and other international organizations. Her projects focus on pedagogy training for teachers and enhancing academic and personal development skills for disadvantaged minority people, community leaders, and local activists.

Rethinking silence: research in Australian and East-Asian Contexts

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Abstract

Silence, which is often subject to misinterpretation, contains multiple meanings and learning impacts. Based on empirical research in Australia, China, Japan, and Korea, the discussion unpeels layers of silence to look into a wide array of social and educational functions such as learning, rehearsing, bonding, resisting, communicating and mental processing. The talk highlights various contradicting perspectives on silence and draws a number of implications in creative pedagogy. Some ideas from the session are discussed in a book titled *Understanding Silence and Reticence: Nonverbal participation in Second Language Acquisition* (Bloomsbury, 2014).

Keywords: *Motivational quotes, Reading Skills, EFL Students*

Biodata

Dat Bao lectures at Monash University. His current research interests include silence studies, creative thinking, curriculum development, and creative pedagogy in language education. His recent books include *Understanding silence and reticence: Ways of participating in SLA* (Bloomsbury, 2014), *Poetry for Education: Classroom ideas that inspire creative thinking* (Xlibris, 2017), *Creativity and innovations in ELT materials: Looking beyond the current design* (Multilingual Matters, 2018), *Transforming pedagogies through engagement with learners, teachers and communities* (co-edited with Thanh Pham) (Springer, 2021), *Silence in English language pedagogy: From research to practice* (CUP, forthcoming). In 2018, Dat Bao received the Dean's Award for Excellence in Teaching at Monash University.

Becoming Teacher Researchers: Significance, Challenges & Practical Suggestions

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Abstract

Educational research has generally attracted negative criticisms for its generalisability, contextual independence and inadequacy in addressing teachers' practical problems in their own educational settings. Moreover, as classrooms are always complicated, teachers are therefore encouraged to become active researchers of their own classrooms in order to maximize their instructional performance and provide optimal learning opportunities for their students within their particular context. To promote teachers' self-inquiry into their own practices, this presentation will first define what teacher research is, followed by the arguments for its need and significance in the teaching profession. Suggestions to help teachers become engaged into classroom inquiry are provided after difficulties commonly reported to be encountered by teacher-researchers are reviewed. This talk is thus expected to provide some considerable insights for classroom-teachers as well as school administrators in their search for practical, concrete and contextually-rich knowledge.

Keywords:

Biodata

Dr Thuy Loan specializes in teacher education, reflective practice, written corrective feedback, genre analysis, English written discourse, second language writing instruction and research, academic writing, ESL, ESP, professional writing with genre-based approach, citations and reporting verbs. Among her several international publications, 23 research articles were published in Scopus/ISI- indexed journals.

She serves as a reviewer, an editor and editor-in Chief for Heliyon, Studies of Educational Evaluations, ESP Today Journal, and others. She has so far handled 35 manuscripts as an editor and reviewed 124 manuscripts submitted to several Elsevier and Scopus-indexed journals. Dr Nguyen has also served as a chair and a committee member of thesis defenses in Thailand, a thesis examiner for PhD theses from Vietnamese and Australian universities, a supervisor for TESOL Master's students in Vietnam and a co-supervisor for an PhD candidate in Iran.



PRESENTATION FROM AUTHORS

Effectiveness of Online Motivational Quotes in Improving Reading Skills of The First-year English Majors at Academy of Journalism and Communication

Nguyen Huu Hoang^{1*}¹Academy of Journalism and Communication*Corresponding author's email: huhuhoang.ajc@gmail.com**Abstract**

It is commonly seen that a lot of EFL students are facing some problems of reading comprehension, such as finding out the explicit or implicit meanings of a text, interpreting and inferring the meanings of the words from the context. This article aims at integrating online motivational quotes into teaching reading skills to the EFL students as a reading supplementary material to the course book, and presenting the benefits of combining the motivational quotes with reading instruction. The research indicates some sources of motivational quotes, some key criteria to choose motivational quotes, reading skills which are possibly improved with motivational quotes. The teacher can utilize a page on Facebook, a virtual course, or even a forum to assign the motivational quotes and tasks. The teacher instructs and encourages the students to do the tasks, then gives them feedback on their weak points and suggests some improvements. The questionnaire reveals the students' positive attitudes to practising reading skills with motivational quotes. They realized the advantages of motivational quotes with their reading skills. The research recommends making an online motivational quote store for the EFL students as well as teachers.

Keywords: *Motivational quotes, Reading Skills, EFL Students***Biodata**

Nguyen Huu Hoang is an English lecturer at the Academy of Journalism and Communication, Vietnam. He is also a core visiting lecturer at International School (Vietnam National University, Ha Noi), University of Economics and Business (Vietnam National University, Ha Noi). He has more than 10 years of teaching experience. He often teaches Speaking skill, Listening skill and Translation Practice. His research interest includes applying CALL to teaching EFL at tertiary level.



An Exploration of Online Learning Self-Efficacy of Vietnamese University Students

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Abstract

Given the recent emergence of online learning during the pandemic, attention has been given to self-efficacy which refers to learners' perceptions of their abilities to complete a specific task successfully (Zimmerman & Kulikowich, 2016). Self-efficacy has been found to be predictive of learners' achievement outcomes as well as their learning satisfaction, particularly in online settings in which learners are required to socially interact mainly via digital platforms. However, little research has been conducted to investigate the role of learners' self-efficacy in the online learning environment in Vietnam. Therefore, this paper aims to explore the self-efficacy of 544 Vietnamese undergraduates and its relationship with their gender, online experiences, and academic status. The study adopted a validated questionnaire measuring online learning self-efficacy, highlighting five aspects: course completion, social interactions, online tool management, interactions with instructors, and academic socialization. The findings reveal an overall strong belief of self-efficacy from participants. However, there was a wide variation in each dimension. Results regarding the associations between each aspect of self-efficacy with other variables are also discussed, and implications for online learning and teaching are provided.

Keywords: *Online learning, Self-efficacy, Online learning self-efficacy*

Biodata

Luu Thi Mai Vy is currently a lecturer at Ho Chi Minh City University of Economics and Finance in Vietnam. She got her PhD in English Language Studies at Suranaree University of Technology in Thailand. Her research interests are theories in language teaching and learning, CALL, listening ability, and pronunciation. She has been teaching English for more than 10 years and has presented in many international conferences held in Vietnam, Thailand, and China.

Pham Thi Song Thuyet is as an English lecturer at Van Lang University, Vietnam. She has had 11-year-teaching experience for non-major English students at tertiary education. She got a Master's Degree in TESOL at HCM Open University in 2014. She is interested in preparing lesson plans, developing authentic teaching materials, and communicative classroom activities. She tries to integrate many approaches in her real teaching to assist and motivate her students in learning English.

Factors Influencing Freshmen's Acceptance of Online Learning

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Abstract

The sudden outbreak of Covid-19 has challenged Vietnamese educational systems, forcing educational institutions across the nation, especially universities and colleges, to shift to an online mode of teaching and learning. What has concerned Vietnamese educators and policy makers is the quality of these online teaching and learning activities. Blayone (2018), Cigdem and Ozturk (2016) as well as Wei and Chou (2020) shared the belief that the acceptance of students decided the success of online teaching and learning. However, only little research has been done so far on Vietnamese students' acceptance of online learning. Therefore, this quantitative study focuses on determining factors influencing freshmen's acceptance of online learning in Hanoi University of Industry, thus identifying their acceptance level of online learning. Data was collected by a survey with the use of random sampling and the participation of language-majored students from Hanoi University of Industry. The collected data was quantitatively processed with the employment of SPSS and PLS-SEM. The results indicate that freshmen's acceptance of online learning is affected by five main factors, including performance expectancy, effort expectancy, attitude, social influence, and technological competencies. With respect to the research findings, several implications are suggested for effective online learning and teaching in Vietnam.

Keywords: *Online learning, Higher Education, Measurement, Student's Acceptance*

Biodata

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

Pham Duc Long is a Ph.D. student at VNU-University of Education. His research interests include university and enterprise partnership, language learning and employability development. He has worked at Center for Enterprise Partnership, Hanoi University of Industry for seven years to support students with preparing employability skills to meet labor market.

Phan Van Viet works in the Testing and Training, Education Assurance Section of Political Officers University. He is also a Master student of VNU – University of Education. His research interest is in assessment and measurement as well as quality assurance.

Task-based Assessment: Implication for English Languages Classroom

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Abstract

During recent years, the task-based approach has been considered an effective methodology for teaching English as a foreign language. The term “task-based” appears in most of the learning activities in the classroom. It is clear that English teachers are being more interested in the use of task-based approach for most of English skills. They are making efforts to make lessons become more interesting and meaningful. Besides, the task-based assessment (TBA) has been paid much attention by English teachers. Specifically, TBA is used to evaluate English learners' language ability and performance in solving learning tasks. It is necessary to understand the major components and procedures of TBA in order to have clear insights into learners' the use of target language. Therefore, this paper discusses the theoretical background related to task-based approach and the instructions of implementing TBA in English classes. It also demonstrates limitations and suggestions to make TBA become successful.

Keywords: *Task-based approach, Task-based assessment, English as a foreign language, learning tasks*

Biodata

Nguyen Dinh Nhu Ha is Ph.D. candidate at Ho Chi Minh City University of Technology and Education. He is a lecturer of English at Mien Dong University of Technology, Vietnam. His research interests include language teaching method, e-learning, educational technology, business English, English for specific purposes.

Nguyen Loc is a professor in education. He is currently a principal of Ba Ria-Vung Tau University.

Tran Tuyen is a doctor in education. He is currently a lecturer at Institute of Technological Education.

Gamification of the Flipped EFL Classroom: A Comparative Study at Vinh University

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Abstract

In recent years, flipped learning has emerged as a new pedagogical strategy for teaching and studying at tertiary level. However, the implementation of this approach in enhancing students' engagement and increasing their satisfaction can be fraught with challenges. This study aims to analyze the effectiveness of an innovative strategy combining gamification and flipped learning on EFL students against the single utilization of flipped classroom. A fifteen-week General English course delivered to first-year students in Foreign Languages Department, Vinh University with a major in English Teaching Education. A quasi-experimental design based on quantitative methodology has been carried out with a validated questionnaire. The research has set up two groups of students: (1) an experimental group of 60 students with Quizizz application experience and (2) a control group of 32 students through non-gamified flipped learning with only exercise sheets. The results determine a positive impact of gamification in flipped learning on learners' autonomy and improved students' class engagement. Nevertheless, various technological and delivery challenges faced by both students and teachers have been revealed in this research.

Keywords: *Gamification, Online learning, Flipped classroom, Quizizz, Engagement, Motivation*

Biodata

Dieu Linh Le is a young lecturer of English at Vinh University, Vietnam. She is currently teaching English skills for students at Foreign Languages Department. Her research interest is primarily in the area of English language teaching and English linguistics (sociolinguistics). She already has joined and become speakers for some conferences such as VietTesol and Vinh Tesol Convention



Using TBLT Framework in Technology-mediated Environments to enhance Students' vocabulary Retention and Interpreting Skills

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Abstract

Interpretation is a demanding skill, especially for a specific field. Students majoring in Business English Language at Van Lang University reported that they are faced with the dilemma of choosing the right definition for a keyword. This has prevented them from understanding and analysing the message before rendering it into the target language. To remedy the problem, vocabulary quizzes were administered onto the university's LMS platform, of which the focus is on enhancing vocabulary retention. The course followed the TBLT framework to maximize the comprehension between the context of the vocabulary and the students. Business vocabulary in each unit was introduced with code-switching from L1 to L2 in the verbal form. Students then practiced with scenarios and did the assigned vocabulary quizzes that are designed with a code-mixing approach and multiple choice. Different instructions and passing-grade conditions were set to investigate the effectiveness of quizzes on vocabulary retention.

Keywords: *Vocabulary retention, LMS platform, Code-mixing, TBLT*

Biodata

Dinh Huynh Mai Tu is currently a lecturer of the Faculty of Foreign Languages at Van Lang University. Her research interests lie in applications of technology within the classroom. In particular, she focuses on vocabulary acquisition and how the process can be enhanced via technology. She believes that having a quality educational design will facilitate a greater learning experience for students.

Classroom Interaction of Chinese Students Learning Thai as a Foreign Language Based on Flanders Interaction Categories

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Abstract

Interaction in foreign language classrooms has been generally accepted as a key factor to enhance learning outcomes (Allwright, 1984; Ginting, 2017; Hanum, 2016). Despite numerous previous studies, this study examined a specific context of Chinese students learning Thai as a foreign language in one Thailand university, and it employed a quantitative and qualitative design to provide an in-depth understanding of the phenomenon. With the aim to find out about the quantity, categories, and characteristics of the teacher and students' interaction based on a modified Flanders' model (Flanders Interaction Analysis Category System or FIACS), data were gathered from one Thai teacher and 28 Chinese students by using field notes and observations of three classes. The 90 minutes video recorded data and field notes reveal the domination of teacher's talk (77.59%) and the minimal students' talk (6.16%) with lack of initiation. Besides, silence time occupies 16.25%. In addition, 18 out of 22 types of interaction were found. Characteristics of the interaction varied in detail. The video records also provide verbatim evidence of verbal interaction. Findings suggest that to improve the quality of interaction so that it affects learning outcomes, the three aspects of teacher and student talks must all be improved together.

Keywords: *Verbal Interaction, FL Classroom, FIACS (Flanders Interaction Analysis Category System), Chinese Students Learning Thai*

Biodata

Kailing Zhao is a Chinese student who is currently pursuing a Master of Arts in Applied Linguistics (Faculty of Liberal Arts, Mahidol University, Thailand). Her research interests include foreign language teaching and intercultural communication.

Kornsiri Boonyaparakob (PhD) is a faculty member in international graduate programs in Applied Linguistics, Faculty of Liberal Arts, Mahidol University, Thailand. Her research covers a range of topics on teaching and learning, and student development.

An Investigation into the Use of Role-play Activities in Improving High School Students' Communicative Competence

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Abstract

The emphasis on teaching grammatical forms was the norm in Vietnamese education system heretofore. However, it is now widely accepted that the focus of English teaching should be on communicative proficiency rather than on mere mastery of grammar. Among the adopted methods that could assure a certain extent of communicative competence amongst students, role-play, undoubtedly, is an effective technique. This research is conducted to explore role-play implementation in improving students' communicative competence at Le Quy Don Gifted High School in Danang, Vietnam. The sample of the study was the responses of students to the questionnaires, the transcript of teachers' interviews and detailed notes from observation forms of role-play applications. The study was designed with qualitative and quantitative approaches. Firstly, the researcher attended eight English classes which implemented role-play to observe students' and teachers' activities. Meanwhile, questionnaires were delivered to 100 students and five teachers were interviewed. As for the results, hypotheses about the use role-play in English classes were verified: (1) Both teachers and students have a positive attitude towards the use of role-play; (2) There is a positive correlation between the use of role-play and the improvement of student's communicative competence; (3) Problems exist in the application of role-play.

Keywords: *Role-play, Effective, Communicative competence, Le Quy Don Gifted High School*

Biodata

Nguyen Thi Doan Thanh hold a bachelor's degree in Teaching English as a Foreign Language awarded by University of Foreign Language Studies – the University of Danang. She is currently working as an English lecturer at FPT Polytechnic Danang, Vietnam. My research interests are language teaching methodology, teacher education and technology integration, and applied linguistics. I have experience in doing research related to technology integration in language teaching, and language teaching methodology.



“I Feel Guilty”: Exploring a Verbal Student’s Perceptions of Silence in Learning via Zoom during the COVID-19 Pandemic

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Abstract

The significance of silence for students learning English as a Foreign Language (EFL) has been positively and negatively accented in prior educational research. However, how silence is interpreted from the standpoint of verbally active students in online synchronous classrooms remains underexplored, especially amidst the COVID-19 pandemic. Guided by a phenomenological autoethnography approach, this study aims to investigate the author's lived experiences with the phenomenon of silence from his instructors and peers when learning via ZOOM during the pandemic. Data is collected from the author's reflective writing and self-observation to elucidate his perceptions of silence throughout his learning. An interpretative phenomenological analysis is used to identify significant themes regarding silence-related roles from the experiences of a highly verbal learner. The findings highlight that the positive functions of silence are evident during his online learning, thereby allowing deep cognitive processing, interactive relationships with online tasks, and social engagement with others to be nourished. However, it is critical to underscore some instances of unexpected silence where the author feels disengaged and guilty as a highly verbal learner interacting with silence-preferred peers. Although the study investigates a self-based case with predetermined biases, results are worth putting into perspective for online language instructors to reflect upon how silence should be appropriately used and strategically negotiated toward pedagogical purposes to assist students of diverse learning styles.

Keywords: *Silence in EFL, verbal learner experience, online learning via ZOOM, COVID-19 Pandemic*

Biodata

Hoang Huynh, graduating with a bachelor's degree in English teaching at the University of Education, Ho Chi Minh City, Vietnam, is currently a Master of TESOL student at Monash University, Australia. His research interest is teacher education, student engagement (offline & online), task-based learning, and silence in English learning and teaching.

The Implementation of Communicative Language Teaching in Context of Online Learning: A Literature Review

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Abstract

With the occurrence of the COVID-19 crisis, there has been dramatically growth and adoption in online education. The pandemic has forced school closure thus shifting teaching and learning towards full home-based learning. As a result, online teaching and learning have been used by many educational institutions on an unprecedented scale. To combine the CLT approach with a framework of computer-assisted language learning seems to be the best strategy during a coronavirus outbreak. This paper is a literature review which discusses Communicative Language Teaching (CLT) approach in online teaching and learning context. This paper first presents an overview, the definition, and features of CLT. It then examines how CLT can be beneficial in virtual classroom: advantages and disadvantages. Besides, it discusses the development of CLT in online learning environment. The result of this paper hopes to be an effective overview which applies to online language teaching. To conclude, there is a development in usage of CLT and its applicable advantages in online learning. The findings of the paper will also contribute to the knowledge about Communicative Language Teaching, especially in the online context. Further research should be conducted to discuss more approaches and feasibility in virtual learning.

Keywords: *Communicative Language Teaching (CLT), Online Language Learning, Online Language Teaching*

Biodata

Ms. Nguyen Thi Minh Hieu is currently a lecturer of English language in Van Hien University, Vietnam. She has had over three years in teaching English skills to non-English and English major students. Her academic areas of interest mostly lie in technology in language teaching and English teaching methodologies.

Mr. Giang Nguyen Truong is currently a lecturer at Ho Chi Minh City Open University. He has had five years in teaching English toward non-English major students. His academic areas of interest are teaching methodology as well as British and American literature.

Non English-Major Student's Attitudes toward English Learning and Teaching via Video conferencing (A case study at university of labor and social affairs) (Campus 2)

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Abstract

Because of the spread and outbreak of COVID-19, learning and teaching forms has significantly altered at all levels from higher education to high school. To maintain learning and teaching activities, most educational institutions have applied video conferencing applications in learning and teaching. Video conferencing is used to facilitate learning and teaching process between instructors and learners during an epidemic. The study was conducted to investigate attitudes of ULSA2 students' (HCM City campus) towards English learning and teaching via video conferencing by taking 203 students from 5 majors including Human Resources Management, Accounting, Insurance, Business Administration, and Labor Economics. In sampling techniques, we used the stratified random sampling in choosing the study sample. To gather the primary data from respondents, a well-structured questionnaire, developed by the researchers. The findings indicated that ULSA2 participants' owns a high standard on attitude towards video conferencing and their attitude results are significantly vary with their gender, technology usage and skills.

Keywords: *Video conferencing, Attitude, Gender, Students, ULSA2*

Biodata

Nguyen Tat Hiep is an MA holder in HCM City Open University. He has been teaching for more than 14 years at University of Labor and Social Affairs. His area of interest is investigating psychological aspects of the classroom such as critical thinking, mindfulness, motivation, and wellbeing.

An Analysis of English Majored learners' Willingness to communicate in English via online classes at Van Lang University

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Abstract

This study investigates factors that possibly affect English-majored learners' willingness to communicate (WTC) when they attend online classes. A number of 233 English-major students filled in a questionnaire survey and 10 English-majored students joined a semistructured interview. The findings reveal outside factors namely noises along with problems with equipment and their personal traits include lack of confidence, lack of motivation, and shyness, which negatively affect their WTC in English when they study online. Additionally, the result suggests some recommendations for overcoming Englishmajored students' unwillingness to communicate in English in online classes.

Keywords: *Video conferencing, Attitude, Gender, Students, ULSA2*

Biodata

Trần Hương Trà, Lê Thị Huệ, and Lê Huy Hoàng are English-majored undergraduate student at Van Lang University. They currently work as part-time English TA at Van Lang University. They consider themselves as the people who learn English enthusiastically.

Cao Thị Xuân Tú, MA has been teaching English for more than 6 years. She works as a lecturer at the Faculty of Foreign Languages at Van Lang University, Vietnam. She teaches some courses such as Phonetics, Phonology, Writing, and Interpretation. Her research interest is computer-assisted learning and collaborative learning.



EFL Students' Challenges of Online Courses at Van Lang University during the COVID-19 Pandemic

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Abstract

In recent years, the COVID-19 pandemic significantly influences most activities around the world, especially EFL education. Due to the pandemic, all schools and colleges must turn traditional education into online education through online learning platforms such as Microsoft Teams, Zoom, and so forth. The goal of the research is to investigate the concentration challenges which EFL students at Van Lang University are encountering while they are studying online. The paper used both quantitative and qualitative methods by conducting questionnaire surveys and semi-structured interviews with 100 second-year, third-year, and four-year students at the Faculty of Foreign Languages of Van Lang University (VLU) through Google Forms. Based on the data collection, the results of this research have demonstrated that most EFL students faced some common distractions like the external noises, the unstable internet connections, the harmful effects of too much screen time, and so on. After the investigation, this study suggests that lecturers at the Faculty of Foreign Languages of Van Lang University look for numerous positive solutions to solve EFL students' trouble in order to enhance the quality of online courses.

Keywords: *Challenges, Online courses, EFL students, COVID-19*

Biodata

Pham Manh Tri, Van Lang University Pham Manh Tri is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses the challenges of online learning, as well as its effects on EFL students' academic performance. The Faculty of Foreign Languages at Van Lang University is where he is currently conducting his research.

Luu Thi Tu Uyen, Van Lang University Luu Thi Tu Uyen is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses the challenges of online learning, as well as its effects on EFL students' academic performance. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

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Thai Thuy Thuy Trang, Van Lang University Thai Thuy Thuy Trang is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses the challenges of online learning, as well as its effects on EFL students' academic performance. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Ngo Thi Cam Thuy, Van Lang University Ms. Ngo Thi Cam Thuy, M.A. and doctoral candidate in TESOL, is a lecturer of Van Lang University, Ho Chi Minh City. She has had more than 25 years teaching English-majoring students. She presented her Research at GloCALL 2019, AALA 2019, CAMTESOL 2020, OPENTESOL 2020, VIETTESOL 2020 and Asia CALL 2021. Her main interests include Professional Development, Methodology, Learner Autonomy, Language Assessment and Emotion Regulation.

The Effects of Teaching Intonation on Students' Listening Comprehension

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Abstract

The purpose of this study is to investigate whether integrating intonation instruction into listening lessons improves students' listening comprehension, and to evaluate the usefulness of listening activities in classrooms. The current study was conducted with a quasi-experimental design (with control and experimental groups) to study the issues. The subjects were eighty native Vietnamese students from two intact classes from College of Foreign Economic Relations. The training procedures for both groups were similar but only the experimental group was guided with functions of intonation. The data gained from pre- vs. post-tests and a survey were analyzed by using SPSS 23.0. The findings of the study revealed that the experimental group outperformed the control group in their listening performance. In terms of the activities in the lessons, "listening for details" was considered more useful to improve listening comprehension than "listening for main ideas". Also, multiple-choice questions were considered more useful than gap-filling items.

Keywords: *Listening, Intonation, Listening activities*

Biodata

Anh Nguyen Thi Hoai is a lecture of College of Foreign Economic Relations, Ho Chi Minh City, Vietnam. She also works as a visiting lecturer for Ho Chi Minh City University of Economics and Finance. As a full time staf of College of Foreign Economic Relations, she has been teaching GE for students and conducted research in teaching language skills and technology-enhanced learning.

Quyen Pham To is a postgraduate student for her Master degree in TESOL at VNUHCM-University of Social Sciences and Humanities. She earned her Bachelor degree in English linguistics and literature in 2017. She is working as a visiting lecturer for HCMC University of Information and Technology. As a full-time staf of School of International Training center. She is interested in teaching language skills and technology-enhanced learning.

Long Tieu Tieu has been a candidate of MA-TESOL program at the Faculty of English Linguistics & Literature in Vietnam National University – Ho Chi Minh City University of Social Sciences & Humanities. His research interests discuss the evaluation of coursebooks in teaching language skills for young learners, resources and curriculum development, and ESP.

Effects of Strategy Instruction on Tertiary Students' Attitudes towards English Listening Learning: An Action Research in Vietnam

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Abstract

Strategy instruction has been proved as an effective method to enhance the listening ability and metacognition of learners of English as a foreign language (EFL). However, little attention has been paid on how this pedagogical approach impacts the learners' attitudes towards their listening learning. This study investigated Vietnamese students' attitudes towards English listening learning after the two cycles of an action research project in which strategy instruction was employed as the intervention. A total of 30 English-majored freshmen students in a university in Vietnam expressed their attitudes through weekly diaries and focus-group interviews. The findings revealed that the students showed positive attitudes towards English listening learning in terms of all three aspects of attitudes i.e., cognitive, behavioral, and affective. Based on the findings, the study suggests that teachers of English should implement strategy instruction in English listening classes to motivate their EFL learners. Moreover, the collaboration with the teacher and among partners is advisable.

Keywords: *Listening strategy instruction, EFL listening strategies, Learners' attitudes*

Biodata

Ngo Thi Thanh Huyen is currently a PhD student and lecturer of English at Hung Vuong University, Phu Tho Province, Vietnam. She has experiences in teaching listening, speaking, and translation. Her research interests are listening skills, listening strategies and learning styles. She has been published articles on EFL issues both in Vietnam and internationally.

Nguyen Van Trao is Associate Professor of Applied Linguistics and President at Hanoi University, Vietnam. His research interest includes TESOL, Teacher Education, Language Testing and Assessment, and Language-in-education Policy and Planning. He has published a lot of books and articles nationally and internationally.

Using Peer-correction in Teaching Translation in Online Classroom

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Abstract

Although peer-correction has not been a new classroom technique in teaching EFL in general or teaching translation in particular, there hasn't much been research on the peer-correction strategies adopted in translation teaching and the adoption of peer-correction in online translation classrooms. The article reports our investigation into peer-correction activities in an Advanced Translation course done during coronarirous-19 lock-down period, on the ground of which we would find out the strategies that students have used and further detect the potential challenges they have encountered as well as the way they have responded these challenges. The research begins with some review of peer-correction in teaching EFL and translation and then the description of peer-correction activities. Data are collected and findings are drawn after qualitative inquiries, self-reports and interviews have been done. In addition, some suggestions about how best to promote the interaction and collaboration among the students in online learning and teaching setting are also made.

Keywords: *Peer-correction, Learning Strategies, Peer-editing, Translation Techniques*

Biodata

Truong Thi Mai Hanh works as Teacher of English at Van Lang University. She has had more than 20 years of teaching experience. She obtained her MA in TESOL in University of Social Science and Humanities. Her paper "Insights From Difficulties Encountered Among Students Whose Major is Translation and & Interpreting in English" at 17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021) has been published by Atlantis Press, indexed in ISI/Web of Science.

Dinh Tran Ngoc Phuc is an English lecturer at the Faculty of Foreign Languages, Van Lang University. She often teaches Listening, Reading, Morphology and Syntax and Semantics. With the aim of more learners' engagement and collaboration on translation tasks, her interest includes peer correction, the principles behind adopting this technique and problems with peer correction at tertiary level.



Semantic Analysis of English and Vietnamese Nature Idioms from the Perspective of Cognitive Linguistics

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Abstract

Cognitive linguistics has contributed the conceptual metaphor theory to the study of different linguistic units in a language system, including idioms. This article analyzes the conceptual metaphor of 64 English and 233 Vietnamese nature idioms to identify cross cultural linguistic characteristics reflected from those idioms. This case study was categorized as qualitative research, using descriptive semantic analysis as a main technique to explore the similarities and differences in terms of semantic features between English and Vietnamese nature idioms. Regarding similarities, those English and Vietnamese nature idioms indicated the same concepts as the sun - a shining object, a stone - sustainability, and a sea - a considerable amount. As for differences, according to the findings, English idioms with stone and Vietnamese idioms with sky were the biggest group of each language, ascertaining different symbolic values between Western and Eastern cultures. Our investigation's practical values should be sensitively employed for translating English idioms into Vietnamese.

Keywords: *Cognitive linguistics, Cultural-linguistic characteristics, Nature idioms, Semantic analysis*

Biodata

Nguyen Hong Nhung obtained a BA degree in TESOL at Saigon University. Currently, she is an EFL teacher at Van Lang lower and upper secondary school. Her keen research interests cover learner autonomy, language learning strategies, and comparative linguistics.

Tran The Phi obtained a PhD degree in Contrastive Linguistics and is currently the Dean of Foreign Languages Faculty of Saigon University. He has more than 20 years' experience in teaching general English and teaching ESP to both undergraduate and postgraduate students. He is particularly interested in English teaching methodology and Cognitive Linguistics.

Using Stories in Presenting English Grammar to Vietnamese Young Learners

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Abstract

The significance of teaching grammar to EFL young learners in recent years has somehow been diminished due to the development of communicative language teaching (CLT). However, it still remains an indispensable element in English teaching and learning, and needs to be paid more attention to, especially when Vietnamese teachers are struggling at presenting grammar to young EFL learners. With an investigation into 5 th -graders' grammar lessons delivered by native Englishspeaking teachers at Vietnam-Australia School, Hanoi, the research aims at: (1) describing the way stories are employed in grammar lessons; (2) exploring teachers' beliefs and (3) students' opinions towards this technique. The research adopts case study research design with various data collection instruments, including classroom observation, surveys and semi-structured interviews. The result reveals that using stories is perceived to be effective in presenting grammar to young learners by both teachers and most students. It can inform both native and non-native English teachers of this technique's employment in grammar lessons and Vietnamese students' attitudes towards it.

Keywords: *Grammar teaching, Young learners, Learning through stories*

Biodata

Nguyet Minh Nguyen is currently an English lecturer at Vietnam National University, Hanoi, Faculty of English language teacher education. She graduated from Korea University with a master's degree in English Education. Her interests include teaching EFL to young learners, technology application in EFL teaching, and English applied linguistics.

Van Lang University Students' L2 Writing Feedback Orientation and Self-regulated Learning Writing Strategies in Online Teaching During Covid-19

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Abstract

This study mainly focused on Van Lang University students' second language (L2) Writing feedback orientation and self-regulated learning (SRL) Writing strategies in online teaching during COVID-19. 200 EFL students from Van Lang University, Vietnam will be interviewed from many courses (98 students from first-year and 102 students from second-year) by using provided questions of Jian Xu's study (2021). This study is analyzed by data based on qualitative methods, quantitative methods, and theoretical studies methods. Experiment's evidence has been collected and classified according to several principles by which students adhere to exercising in Writing feedback orientation and self-regulated learning Writing strategies to improve their writing skills. The results showed that EFL students have gotten a positive attitude towards written corrective feedback (WCF) which is related to SRL strategies; at the same time, the teachers' and students' online interactions are also associated with teachers' feedback, which has created a confident academic online space for students accomplishing further tasks during COVID-19.

Keywords: *Writing feedback orientation, Self-regulated learning (SRL) writing strategies, EFL Students*

Biodata

Tran Ngoc My is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses the reality of Van Lang University students' L2 writing feedback orientation and self-regulated learning writing strategies in online teaching during COVID-19 and these techniques' effects on students' performance. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Le Thi Kim Hong is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses the reality of Van Lang University students' L2 writing feedback orientation and self-regulated learning writing strategies in online teaching during COVID-19 and these techniques' effects on students' performance. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Vu Le Uyen is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses the reality of Van Lang University students' L2 writing feedback orientation and self-regulated learning writing strategies in online teaching during COVID-19 and these techniques' effects on students' performance. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.



Vietnamese Learners' Performance in the IELTS Writing Task 2: Problems, Causes, and Suggestions

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Abstract

IELTS has been rising in popularity in Vietnam thanks to its reliability and applicability. Writing task 2 has been acknowledged to be the most challenging one for aspiring IELTS learners. However, in Vietnam, not much research has attempted to investigate in an in-depth manner as to what are the problems, causes, and consequently the suggestions of such a notion. The research hence aims to investigate the phenomenon in a more thorough, empirical manner. To this end, the study employed the participation of 205 IELTS learners from two language centers in Ho Chi Minh city to provide their opinions regarding the problems, causes, and recommendations they deemed the most pressing, acute, and beneficial respectively. With a convenience sampling and survey being the chosen research design, the research was quantitative in nature, producing numerical data as a result. Further analysis conducted via comparing the means of the items listed in the questionnaire managed to discover a series of problems, causes, and suggestions considered the most relevant to the Vietnamese learners concerning IELTS writing task 2. The research thus served as the basis so that teachers and learners of IELTS writing task 2 could identify the recurrent issues and provide relatable approaches.

Keywords: *IELTS Writing Task 2, IELTS Band Descriptors, Writing Problems, Causes, Writing Suggestions*

Biodata

Nhon Huu Nguyen is currently participating in the M.A. program organized by the Open University. Apart from his professional development, he is concurrently working at WESET English center, addressing his learners' needs in terms of IELTS and honing his teaching quality. His main interests are primarily concerned with ELT.

Khoi Duy Nguyen is an aspiring M.A. in TESOL program student at HCMUSSH as well as a core teacher at IPP Education and Language Link Vietnam, both of which specialize in teaching for the IELTS certificate. As a veteran educator, he is famous for his unorthodox approach to English pedagogy.

Use of Google Documents in Teaching and Learning English Online to Enhance Students' Writing Performance: A case study at the Academy of Journalism and Communication

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Abstract

To almost all the students, writing is considered as the most difficult skill because they have to master grammar rules as well as English structures. Moreover, because of the COVID-19 pandemic, teachers and students could not go to universities. Thus, they had to learn online instead of face-to-face learning, which created significant challenges for both of them. Due to the development of technology, there have been many useful tools such as computer-based activities and word processing used to help students to have high – quality writings. Thus, the researchers decided to use Google Docs as one of the tools in teaching writing. The authors carried out a case study to analyze the effectiveness of using Google Docs in writing skill and also bring out the challenges faced by using it. Besides, this study aims to investigate the students' attitude after using Google Docs for their online writing course. The participants in this study were 45 first year English major students in their writing lessons in the Academy of Journalism and Communication who engaged in a traditional course for one month and an English online course during two months of the pandemic. Two sets of questionnaires and the analysis of writing samples combined with semi – structured interviews were conducted to determine the improvements of the students' writing skill and their positive attitude after the course.

Keywords: *Writing Skill, Technology, Google Docs, Online learning*

Biodata

Nguyen Thi Hong Nhung is an English teacher at the Academy of Journalism and Communication. She has nearly 10-year experience of teaching English. She graduated from University of Languages and International Studies in 2011 and her major is English teaching. She did a Master Degree in Hanoi University and finished the course in 2014. Her research interests are methodology and English language.

Nguyen Thi Thuy Hue is an English teacher at Academy of Journalism and Communication. She has been teaching English since 2010. She graduated from University of Languages and International Studies in 2008. She also did a Master of Arts in English studies in Hanoi University in 2013. She always wants to spend time to look for effective teaching methods for her students

Factors Affecting IELTS Essay Writing Skills of Learners at Vietnam Centre Point

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Abstract

Writing always plays an essential role in language learning, and writing skills contribute to a learner's academic success. However, writing is also the skill from which learners face the most obstacles. This study aims at investigating the factors that influence IELTS essay writing of learners at Vietnam Centre Point. More specifically, it attempts to find out linguistic and non-linguistic factors that affect learner writing for IELTS. This study involved 8 teachers and 60 learners from two campuses of Vietnam Centre Point in Ho Chi Minh City. This study adopted a sequential mixed method approach to data collection and analysis. Both quantitative and qualitative data were gathered from the questionnaire and semi-structured interviews. The findings revealed that linguistic factors including vocabulary, grammar have stronger influence on learners' writing skills than non-linguistic factors which involve learner motivation, teacher's knowledge, teacher's teaching method, teacher's attitudes and curriculum. Based on the findings of the study, it is expected that the study will contribute to the existing knowledge relating to the field of study, providing a reference for learners, teachers and researchers who study the learning and teaching of English academic essays in Vietnam.

Keywords: *Factors, IELTS, essay, Writing Skills, Linguistic*

Biodata

Mr. Giang Nguyen Truong, is currently a lecturer at Ho Chi Minh City Open University. He has had four years in teaching English toward non-English major students. His academic areas of interest are teaching methodology as well as British and American literature.



The Reality and Solutions for Advancing English Presentation Skills of English-majored Students at Van Lang University

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Abstract

Presentation skills play an indispensable role in undergraduates' education and developing their future careers because this skill assists college students not only in accomplishing a superior knowledge base but also in enhancing their communication capability from presenting in front of a crowd. The paper's goal is to gather data by conducting surveys and measuring English-majored students' reality at Faculty of Foreign Languages of Van Lang University about speaking skills, especially presentation skills. The paper will advocate solutions to trouble with English students' presentations to meet graduation requirements. The quantitative study has been carried out with approximately 600 second-year, third-year, and four-year students at Faculty of Foreign Languages. We research this content through Google Forms to evaluate specific numbers from English students, helping seek ways to improve English students' quality of academic presentations as well as their public speaking skills. Furthermore, the recent Speaking 4 Course's Grade Point Average (GPA) from Faculty of Foreign Language has demonstrated that numerous students have nervousness, pronunciation errors, poor intonation, unconfident body language, and low quality of PowerPoint slides, leading to inadequate presentations. After investigating, we hope to grasp English students' reality and raise their awareness of the significance of good presentation skills.

Keywords: *Presentation, Presentation Skills, Speaking Skills, Oral communication skills, English-majored students*

Biodata

Pham Manh Tri, Van Lang University Pham Manh Tri is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where he is currently conducting his research.

Nguyen Duong Nhu Quynh is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Nguyen Thi Kim Chi is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their

difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Nguyen Hoang Ngoc Mai is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where she is currently conducting her research.

Hoang Tran Anh Tien is an undergraduate of Van Lang University's Faculty of Foreign Languages in Ho Chi Minh City, Vietnam, discusses English-majored students' weaknesses of presentations, as well as their difficulties in advancing speaking skills. The Faculty of Foreign Languages at Van Lang University is where he is currently conducting his research.

Written Corrective Feedback Strategies Applied by Van Lang University's EFL Lecturers When Teaching Through Online Platforms

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Abstract

The primary goal of this research project is to learn more about the WCF techniques used by teachers while teaching writing online, particularly when educating English majors. With the objective of learning more about the Written Corrective Feedback (WCF) techniques used by lecturers to respond to EFL students' writing assignments, we conducted an email survey with the involvement of 30 lecturers from Van Lang University's Faculty of Foreign Languages. Our survey contains 16 questions, including open and closed ones. The data that we collected is analyzed using both quantitative and qualitative methods. To illustrate the collected data, we utilize pie charts, bar charts, and statistical tables. The data is then analyzed using the average calculation and analysis of variance to answer two questions regarding the WCF technique chosen by the participating lecturers when teaching writing online and the factors that impact their method choice. We rely on highly educated and experienced instructors to assist us with survey participation, therefore the information they offer is extremely valuable. The final findings revealed that the most common strategy chosen by the survey's participating lecturers was "Correct Common Mistakes." Also, two elements are considered to have a significant impact on their technique selection: "personal teaching experience" and "student levels." This research paper is a timely complement to the topic of WCF strategies. It will serve as a resource for many teachers who are unsure about using the WCF approach when teaching writing online. In comparison to previous research, the findings of this paper have further supported the topic of WCF. It also provides readers with more practical facts in the situation of the spreading epidemic, which makes e-learning necessary.

Keywords: *Written corrective feedback, WCF strategies, Writing, Online platform, EFL lecturers, VLU University*

Biodata

Nguyen Huyen Uyen Nhi is a final-year student majoring in the English Language at Van Lang University. Due to the high demands of coursework and her interest in research, she has been doing some scientific research. She also had a research paper published in the AssiaCALL Online Journal. Because she had little experience in conducting research, each of her research papers was supervised by her professors, who had substantial research experience.

Tam Duong Ly Nhat is a junior student majoring in the English Language at Van Lang University. Because of the requests for her degree, she has been doing scientific research. Moreover, she had a research paper published in the AssiaCALL Online Journal. Because she had little experience in doing research, she was guided by professors with extensive research experience in her conducting research process.



Employing movie extracts in promoting learning autonomy of ESP learners in an online learning course: A case in the Covid-19 outbreak

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Abstract

The covid-19 pandemic has expressed concerns in many sectors of national and international society, including schools. As a result, education has undergone significant transformations, with the rise of e-learning, in which instruction is done remotely and via digital services. Those changes require educators to strive to improve student academic achievement and maintain their mental health and wellbeing. In the Vietnamese setting, university students are not particularly active in studying online content-based courses (Hoang, 2018). Therefore, instructors must use visual presentations (realistic examples of concepts) to enable individuals to facilitate their learning process; Hence, this paper aims to investigate the effectiveness of employing movie extracts in boosting the learning autonomy of third-year students in an English for business communication blended course. Participants are 90 English-majored students at FELTE, ULIS, VNU, coming from four different classes. Data from questionnaires and in-depth interviews demonstrated a positive pattern of autonomous learning among students and their better performance in quizzes and in-class discussions. Moreover, with the enjoyment of watching movies at home, most of the students were reported to have a great incentive to finish assignments before going to the class, compared to the traditional method of reading pages of theory. Furthermore, 95% of the students reported that instead of watching movies for amusement, they progressively developed a habit of learning skills used in them. However, there are some drawbacks to this learning process that reduce its efficiency. Several pedagogical recommendations are provided to use movie excerpts in the teaching of English to adults, particularly university students.

Keywords: *Movie extracts, Learning autonomy, Online learning, ESP Course*

Biodata

Duong Thi Le Dung is currently an Instructor of English at Vietnam National University, Hanoi, particularly in Faculty of English Language Teacher Education. Her professional fields of interest include Second Language Teaching Methodology, Technology and Education, and Learning Autonomy.

An Investigation on the Autonomy of Second-year English Majors in English-Writing-Skill Classes at Saigon University

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Abstract

The research aims at investigating the autonomy of second-year English majors in English writing skill classes at Saigon University. Both quantitative and qualitative data analysis were utilized in the study. In addition to the document review related to autonomy field, 176 second – year English majors answered the questionnaire from the researcher. Three main findings were identified from the collected data: the students show their considerably high responsibilities for their studying outside class (over 61%); their perception of their confidence about English-writing-skill learning is quite diverse and encouraging with over half of the surveyed students evaluating themselves confidence and extreme confidence; and last but not least, although the participants express high frequencies of using learning strategies inside and outside English-writing-skill classes with 83% for writing skill, most of them display preferences of adopting metacognitive strategies with high strategy use over other strategy categories both before carrying out and after finishing a writing task. Finally, the research suggests some pedagogical implications for cultivating the autonomy of second-year English majors in English-writing-skill classes at SGU.

Keywords: *Autonomy, English majors, English writing skill*

Biodata

Pham Le Kim Tuyen hold a Master Degree of TESOL awarded by Open University of HCMC. She has been working as a full-time lecturer of English at SaiGon University, and a visiting lecturer of Open University of HCMC for over 10 years. Her research interests are learning strategies, learners' autonomy, teaching methodologies, as well as translation theory and practice. She has experience in doing research related to English debate classes, English majors's autonomy, motivation, speaking/ writing strategies, game and curriculum designing, and language teaching methodology.

Encouraging Homeschooling Ways to Promote Nursery Vietnamese Learners in English Speaking Skills

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Abstract

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

Keywords: *Early eage learning, Homeschooling methods, Speaking English*

Biodata

Le Thi Thu, Department of Public Relations – Communication, Van Lang University

Improving Non-Majored Freshmen' fluency in the Speaking Skill through interaction in the Online Environment via Ms-Team

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Abstract

Although online learning is a must in EFL teaching contexts nowadays, not all freshmen can make progress from it, especially in the English speaking skill. Therefore, this study aims at exploring freshmen' online learning difficulties in the English speaking skill and finding out the solutions. The study involved about 120 non-English majored freshmen at some universities, including Nong Lam University, Banking University of Ho Chi Minh City, Industrial University of Ho Chi Minh City, Ho Chi Minh City University of Social Sciences and Humanities, Vietnamese National University - School of Medicine, International University, University of Economics & Finance in answering a questionnaire. The results showed that learning online does not bring more progress in the English speaking skill than the offline learning mode. The results further indicated that although the students are familiar with online learning mode, they still have problems during their learning, especially with their concentration and interaction. Findings are hoped to contribute a better understanding of non-English majors' difficulties in the online environment. Then, a solution of adopting Miro integrated in Microsoft Teams, is suggested to partly help enhance the students- students' interaction as a method to increase the students' progress in the speaking skill when learning online.

Keywords: *Non-English Majored, Freshmen, Online learning difficulties, EFL, Interaction*

Biodata

Mr. Ho Dinh Van is currently a lecturer at Institute of Linguistics, Van Lang University, Ho Chi Minh city. He got his MA degree in Applied Linguistics from Curtin University 2014. He specializes in teaching General English to non-English major students. He is interested in applying technology in foreign language teaching and learning.

Ms. Huynh Loc has been teaching English in Van Lang University, Vietnam for about 10 years. She has taught general English for communication, IELTS, TOEIC. She is interested in how to increase students' interests in learning English and improve their English skills.

Ms. Ngoc Thach has been teaching English in Van Lang University, Vietnam for nearly ten years. She has been interested in ELT, especially developing students' proficiency in Speaking and Writing skill

Insights into Tertiary Teachers' Autonomy for Professional Development: Challenges and Practices

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Abstract

The issues of professional development has spurred a notable interest among scholars as a decisive factor for the continual improvement of educational quality. Teacher autonomy has long been contributing to the self-regulation of the profound enhancement of English teaching performance. However, the empirical context of higher education has witnessed a stability of teacher performance with modest improvement in English language teaching. This paper employed the triangulation mixed method design to explore teachers' perception towards the significance of teacher autonomy in professional development as well as the challenges they confront and remedies to foster personal teaching efficiency. The data were collected via a questionnaire on 46 tertiary lecturers of English and a semistructured interview on 4 participants based on purposive sampling procedure. The data reveals that most of the participants acknowledged the roles of autonomy in professional development including self-reflection, improvement in performance, and self-discipline. Nonetheless, they encounters certain barriers of finance, time management, workload pressure, and institutional policies. Moreover, a number of solutions were applied to mitigate the challenges such as MOOCS, community of practice, and training workshop, but the impact was not dramatic. This paper also attempts to propose some measures to foster tertiary teachers' autonomy in professional development.

Keywords: *Movie extracts, Learning autonomy, Online learning, ESP Course*

Biodata

Tri Minh Nguyen is currently an Academic Director at The V Language and he is also a co-founder of PTG TESOL. He studies Master of Education at Edith Cowan University, Australia. He is also a lecturer of English at Saigon ISB, Banking University of Ho Chi Minh city. His research interests cover translation and interpretation, intercultural communication, and discourse analysis.

Trang Xuan Phuong Dao is currently a lecturer at English Department, Ho Chi Minh University of Education. She is also a General Director of ESTAR Center. Her research interests cover teaching methodology, assessment and CALL.

Dinh Tran Hanh Nguyen is currently a lecturer in the Department of English at Ho Chi Minh City University of Education, Dinh Tran Hanh Nguyen has been teaching English for nearly 16 years. She obtained an MA in TESOL in 2006 and has ever since been working as a lecturer in teaching and assessment, a developer of training courses for in-service teachers of high schools, and a writer of English reference books. Her many interests include teaching English to young learners and adults, teaching English for specific purposes, and testing and assessment.



The Impact of Learner Autonomy of Undergraduates In Van Lang University towards E-Learning

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Abstract

The computer-mediated learning has become a positive method, which helps educators deal with the issue when they are unable to conduct face-to-face learning in the setting of pandemic Covid-19. Moreover, the integration of computer-assisted and learner autonomy, one of the most crucial materials of students' learning, has given students more opportunities to facilitate their learning activities and promote their confidence during the courses. Many previous studies have proved the successful implementation of E-learning that can boost learner autonomy. Though, the matter of how Vietnamese students, in particular, Vanlang undergraduates, perceive the impact of E-learning as it is still unfamiliar and fewer lecturers' observation. Hence, this study aims to determine whether E-learning makes their self-regulated learning better or not. The researchers utilized online questionnaires through Google Form with thirty questions among one hundred thirty-five participants and five questions to interview. The procedure of collecting results lasted a week and a half, and data collection was analyzed based on the findings presented on the chart. The results primarily found that E-learning had a strong effect on learner autonomy but there were still some restrictive sides.

Keywords: *Learner autonomy, Self-regulated Learning, E-Learning, Online learning*

Biodata

The researchers include Thu Su, Vy Le, Trinh Nguyen, Nhu To are the four-year students, and Cao Tu is currently a lecture of English. Both of them are working at the Faculty of Foreign Language at Van Lang University. They already had a research paper of AsiaCALL beforeLanguage at Van Lang University. They already had a research paper of AsiaCALL before.

Designing and Implementing a New Academic English Curriculum at Tohoku University: Goals and Preliminary Results

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Abstract

This presentation gives an account of the process involved in the creation and implementation of a new academic English curriculum at a national university in Japan. The curriculum itself is based on the students learning a series of core skills that are designed around academic content. In the two years since the implementation of the curriculum, we have created a textbook, supplemented it with a range of lesson materials and supported teachers through a series of workshops. The theory underpinning the new curriculum is based on English for General Academic Purposes (EGAP) and aims to help students make the transition from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) and also improve TOEFL scores. All first-year students at Tohoku University take the TOEFL ITP test before their classes begin at the start of the academic year and again towards the middle of the second semester. Using the results of these two TOEFL tests, we were able to examine whether or not the skills-based curriculum we created has had an impact on overall TOEFL scores. Results thus far have been promising and student TOEFL scores have increased to an average of 510 since the implementation of the new curriculum.

Keywords: *Movie extracts, Learning autonomy, Online learning, ESP Course*

Biodata

Barry Kavanagh is an associate professor at Tohoku University, Japan. His research interests include CLIL, bilingualism, second language acquisition and computer mediated communication and has published widely in these areas. He is the Vice President of the J-CLIL pedagogy association and chair of the J-CLIL Tohoku chapter.

Anatomy of the Patent Application abstract in Engineering Fields

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Abstract

There is an increasing demand from Vietnamese researchers and companies for the registration of patents with international organisations. Writing a patent application in English can be a challenge, especially to new inventors as they may not be aware of rhetorical conventions of patent applications. It is thus important to make explicit to novice writers features of a patent application. There is however a dearth of materials teaching this genre. This study identifies the structure and its linguistic correlates in the patent application abstract. The study is exploratory in nature as it focuses on one section – the abstract. To this end, it employs a situated textual analysis approach (Swales, 1990; 2004) to identify organisational patterning of a corpus of ten patent applications submitted in 2010-2018, and performs a linguistic analysis of the identified structure. Research findings show that the abstract consists of four main communicative functions: indicate the technical field; state technical problems; propose a solution; and declare the principal use(s) of the invention. Prominent linguistic mechanisms involve the use of the present simple tense, passive voice and phrasal features. The findings can provide a useful resource for teaching patent application writing to people from non-English speaking countries like Vietnam.

Keywords: *Movie extracts, Learning autonomy, Online learning, ESP Course*

Biodata

Thi Ngoc Phuong Le is a lecture in English Language Teacher Education at the University of Danang – University of Foreign Language Studies in Vietnam. She gained her doctoral degree in Applied Linguistics from the University of Auckland, New Zealand. Her research areas include, but are not limited to, genre analysis, academic discourse, English for Specific Purposes, and corpus linguistics. She has published papers in international journals including English for Specific Purposes, Asian ESP Journal and IBÉRICA and national and international conference proceedings.

Minh Man Pham is a senior lecturer at the Department of Mechanical Engineering, The University of Danang – University of Technology and Education in Vietnam. His research interests include, but are not limited to, Renewable Energy, Heat Transfer, Apply Thermal Engineering, and Fluid Mechanics System. He is currently undertaking research on high efficiency solar power systems.



Triangular Learner Model

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Abstract

User model is description of users' information and characteristics in abstract level. User model is very important to adaptive software which aims to support user as much as possible. The process to construct user model is called user modeling. Within learning context where users are learners, the research proposes a so-called Triangular Learner Model (TLM) which is composed of three essential learners' properties such as knowledge, learning style, and learning history. TLM is the user model that supports built-in inference mechanism. So, the strong point of TLM is to reason out new information from users, based on mathematical tools. This paper focuses on fundamental algorithms and mathematical tools to construct three basic components of TLM such as knowledge sub-model, learning style sub-model, and learning history sub-model. In general, the paper is a summary of results from research on TLM. Algorithms and formulas are described by the succinct way.

Keywords: *User model, User modelling, Adaptive learning, Knowledge, Learning style, Learning history*

Biodata

Loc Nguyen holds PhD degree in Computer Science and Education at HCM University of Science in 2009. He holds Postdoctoral degree in Computer Science, certified by INSTICC in 2015. He serves as reviewer and editor from 2014. He was granted as Mathematician by LMS from 2016. He was awarded Doctorate of Medical Statistics by HOSREM from 2016.



Evaluating Durex's Marketing of Safe Sex Education Through Linguistic and Applied Linguistics

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Abstract

This research discusses how Durex adapts applied linguistics on social media to boost marketing, provoke customers' habit of sarcasm through metaphor by word-play, and educate safe sex to target customers. Using the methodology of the linguistic landscape that influences the interpretation of language, this research finds that contextual meanings in L1 and L2 improve the safe sex knowledge of Durex products. According to the questionnaires, the data was collected from 50 Vietnamese from 18 to 30-the highest condom consumption population and the generation heavily influenced by online marketing-showed that the perception of interpretation is a decisive factor in Durex marketing. The result using quantitative research proves that L1 to L2 translation has likely changed the meaning of the original text, and it suggests the way of selecting words to educate young sex practitioners through social platforms. In conclusion, the linguistic landscape influences the processing of L2, and the interpretation of Durex's marketing campaign indirectly infers the meanings of safe sex knowledge on social platforms.

Keywords: *Applied linguistic, Linguistic landscape, Durex marketing, L2 interpretation, Safe sex education*

Biodata

Bui Nghiem Binh is an M.A student at Ho Chi Minh City Open University. He has two years' experience in teaching English to a variety of learners from 12 to 16 years old. He specialized in using technology into teaching English language, especially in Writing and Speaking skills. He is also an active member of local and international programs that supports technological-based education.

Van Lang University's Students' Understanding of Sexual Content

Nguyen Huynh^{1*}, Tra Tran¹, Hue Hong¹, Vy Bui¹, Nghiem Hinh¹

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Abstract

The understanding of sexual consent is under-exploited knowledge among college students, but sexual consent is an important prerequisite for determining whether a relationship has been assaulted, abused, or invaded, harmful or harmless. The purpose of this study is to find out the level of understanding sexual consent of Van Lang University students and offer solutions to raise awareness and assist students to protect themselves in a relationship. Data were collected using an online survey of 256 participants (86 men, 170 women), included multiple-choice answers and open-ended questions. The results show that most of them lack knowledge about sexual activities.

Keywords: *Gender, Prevention and Control, Sexual consent, Sexuality education, Sexual violence*

Biodata

Tran Huong Tra, Huỳnh Ngọc Kim Nguyên, Hồng Gia Huệ, Hinh Sai Nghiem and Bùi Khánh Vy are English-majored undergraduate student at Van Lang University. They consider themselves as the people who want to raise awareness of sex education.

Improving Student's Self-study Ability in E-learning Teaching at University of Technology, National University Ho Chi Minh City

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Abstract

Nowadays, the development of information technology makes to important changes in general education and University education associated with the development of the Internet and the formation of E-learning teaching methods. E-learning teaching is becoming a new training trend of universities in Vietnam. Especially, The Covid-19 pandemic is having a strong impact all over the world, creating both difficulties in teaching and an opportunity to promote the development of E-learning as an effective solution for learning. Handle situations in the context of social distancing. E-learning teaching is the form of knowledge transmission using an Internet connection to conduct learning, exchange documents and communicate between students together, between student and teachers. This teaching method is considered quite convenient and suitable for universities and colleges compared to other levels in the education system. However, for E-learning teaching method to be highly effective, it is not only modern technology or the role of managers and educators, but also the self-disciplined learning attitude of each student. Self-studying ability of students is the synthesis of students' self-study abilities to capture knowledge in the best way. In this article, the author shares an overview of online teaching, students' self-study problems when learning online and some measures to improve students' self-study ability when studying by E-learning at University of Technology, National University Ho Chi Minh city

Keywords: self-studying ability, e-learning

Biodata

An Thi Ngoc Trinh is currently working at Department of Political Theory, Faculty of Applied Science, University of Technology, National University Ho Chi Minh City.

Revisiting Lifelong Education and It's Practices in Vietnam

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Abstract

Education is an indispensable sector for a country's sustainable development. To maintain its continuity, the government-based policies in education need to be considered to promote lifelong education. This study is to focus on a literature review of concepts of the lifelong education development and how it has been promoted in Vietnam. Through systematic reviews of relevant published literature, the study provided discussion, a holistic overview of lifelong education, and implications for the current and future education in Vietnam.

Keywords: *Lifelong education, The government-based policy, Vietnam*

Biodata

Phan Thi Kim Thao hold a Master of Arts in TESOL. She has taught both English and non-English majors for 10 years. Also, she is currently a researcher, an editor, and a reviewer from Van Lang university, Vietnam. Her main interests comprise applied linguistics, language testing and assessment, education, and ESP. Her research has been presented and published at domestic and international journal publishers.

The perspectives of English majored students on Flipgrid application in Speaking classrooms

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Abstract

In this day and age, as COVID-19 has led many schools to study online, technology plays an important role in facilitating classrooms. Speaking seems to be one of the most difficult skills to study online, as this needs direct communication among students. There has been much research about using technological applications to assist students in online learning. However, the studies that explore the perception of university students on online platforms such as Flipgrid are quite scarce. This mixed-method study aims to explore that aspect by using questionnaires and interviews to investigate students' perspectives after a course using Flipgrid to upload videos. The result shows that students feel more confident and motivated to use this platform as a tool to practice speaking, as this does not bring too much pressure like when they need to present in front of the class, and they also have more motivation to show their performance when they see their peers on the platform.

Keywords: *online learning, Flipgrid, teaching speaking*

Biodata

Pham Que Anh is an English lecturer at the Faculty of Languages, Van Lang University. She often teaches Listening, Speaking, Reading skills and Grammar. Her research interest includes language teaching methodology, fostering students' motivation and applying CALL in EFL teaching at secondary, high school and tertiary level.



Towards An Effective ESL Teacher Professional Development Program Using Data-driven Strategies: A CASE STUDY

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Abstract

Effective teacher professional development (effective teacher training) is defined as “Structured professional learning [which] results in changes in teacher practices and improvements in student learning outcomes” (Darling-Hammond et al., 2017, p. v). While teacher professional development is essential to English teaching reform in any teaching context, especially when schools focus more on high-quality teaching and learning, research has noted that many professional development initiatives appear ineffective in supporting changes in teachers’ practices and student learning.

This research is carried out with 70 ESL teachers at a secondary school where there has been a strong shift to outcome-based teaching in the last two years. This paper introduces and discusses the process of building an effective ESL teacher professional development program using data from teacher’s observations and lessons plans. It points out that a teacher professional development program was proved effective when:

- (i) it was built upon data like analysis of teachers’ lesson plans, schoolboard’s observations of teachers’ lessons and interviews with teacher and student representative.
- (ii) it was content - focused (content had been taken out of the data analysis and in harmony with school’s desired teaching approach)
- (iii) it used models and modelling of best practices
- (iv) it utilized coaching and buddy practice and offered opportunities for feedback and reflection.

The research will be of interest to schools and department looking for a measure to improve the effectiveness of their teacher development programs and teachers wishing to sharpen the saw and find ways to expand their professional network.

Keywords: *teacher development, ESL*

Biodata

Nguyen Hoang Lan graduated from University of Languages and International Studies (ULIS) in 2005, with an M.A in English Language Teaching Methodology (ULIS) and another in Applied Linguistics (Dalarna University, Sweden). She has been in the education sector since 2005, working as a master trainer, book writer and school manager. Her research interest includes Pragmatics, English Language Teaching Methodology and Teacher Development.

Nguyen Hoang Lan graduated from University of Languages and International Studies (ULIS) in 2005, with an M.A in English Language Teaching Methodology (ULIS) and another in Applied Linguistics (Dalarna University, Sweden). She has been in the education sector since 2005, working as a TESOL master trainer, book writer. Her research interest includes Pragmatics, English Language Teaching Methodology and Teacher Development. She has given many workshops training teachers of English at primary and secondary schools to update them on current pedagogies in English language teaching.

As a school manager, she cares about workplace wellbeing and has been trying to set up such an environment in her school, using data-driven decision-making strategies and her expertise in teacher training and teacher professional development.

University Students' Sense of Belonging in the Context of COVID -19

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Abstract

In this day and age In the current context of Covid -19, teaching and learning activities are all done online, the physical connection between students and lecturers or students and schools has been reduced, showing the need to accurately define students' sense of belonging and develop plans to nurture and encourage it. By analyzing the data of a survey of over 800 university students across the country, we have redefined students' sense of belonging, analyze its structure, and evaluate the influencing factors. Based on the policies on foreign language education development and learners' aspiration, this article will propose feasible improvement strategies, which foster further in-depth studies.

Keywords: *Sense of Belonging, influencing factors, improvement strategies*

Biodata

Nguyen Thi Thanh Thuy and Bui Thanh Nga are lecturers at Faculty of Foreign Languages, Hanoi Metropolitan University. They are not only dedicated to teaching language skills and language for vocational purposes, but also deeply interested in carrying researches to improve teaching and learning, especially those related to learner autonomy, students' psychology and interaction.

EFL Teachers' Burnout and Emotional Regulation in Online Teaching during COVID-19 Pandemic: A Case Study at VAN LANG UNIVERSITY

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Abstract

This study is to identify burnout levels in the semi-structured interviews of six university EFL teachers working in online platforms such as Microsoft Teams, Zoom, and so forth during the COVID-19 epidemic, with the goal of evaluating the relationship between burnout levels and emotional regulation. The key findings revealed that teachers have high levels of burnout, with women being the most impacted and having greater levels than men. Burnout levels were also shown to be lower in the older and more experienced teachers. Finally, significant negative relationships between emotional intelligence and burnout levels, as well as their relationship with the teachers' emotional regulation, were discovered. The study emphasizes the potential negative effects of stress during the pandemic and, as a result, the importance of strengthening EFL teachers' emotional regulation to enhance the expected quality of EFL teaching and learning activities in higher education.

Keywords: *online course, EFL teachers, emotional regulation, burnout, Covid-19*

Biodata

Ngo Thi Cam Thuy, Van Lang University Ms. Ngo Thi Cam Thuy, M.A. and doctoral candidate in TESOL, is a lecturer of Van Lang University, Ho Chi Minh City. She has had more than 25 years teaching English- majoring students. She presented her Research at GloCALL 2019, AALA 2019, CAMTESOL 2020, OPENTESOL 2020, VIETTESOL 2020 and Asia CALL 2021. Her main interests include Professional Development, Methodology, Learner Autonomy, Language Assessment and Emotion Regulation.

A Factor Analysis of Pre-Service Translators' Subjectivity in Self-Assessment in Vietnamese English Translation

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Abstract

The context of globalization has pushed the popularity of translation as a bridge between different cultures among languages. The success of translation is inclusive of several factors, especially the evaluation of translation products. The assurance of equivalence in translation is far challenging to the majority of language translators in translation evaluation as a post-translational phase. The reality of translation practice has proved that translation process is still conducted based on the subjective assumption of the translators. Therefore, this study aims to explore the factors that influence the subjectivity of pre-service translators in their self-assessment on translation products from Vietnamese into English. The study adopted a mixed method design in the presence of questionnaire and semi-structured interviews on 35 pre-service translators at a Vietnamese university. The findings of the study reveals that the subjectivity in self-assessment stemmed from (1) the lack of intercultural competence, (2) the limitation in language competence, (3) the constraint of time and rhetorical inferences, and (4) the low exposure to the target terminology. This paper also proposes certain strategies to enhance the degree of objectivity in self-assessment among English majors.

Keywords: *translation, self-assessment, subjectivity*

Biodata

Tri Minh Nguyen is currently an Academic Director at The V Language and he is also a co-founder of PTG TESOL. He studies Master of Education at Edith Cowan University, Australia. He is also a lecturer of English at Saigon ISB, Banking University of Ho Chi Minh city. His research interests cover translation and interpretation, intercultural communication, and discourse analysis.

Huy Ngoc Nguyen is a lecturer of Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam. He earned M.A. degree in TESOL at University of Huddersfield, UK. In terms of publications, he has published a number of research articles in Linguistics and Applied Linguistics. His main interests are in Linguistics, Applied Linguistics, Culture and Language.



Rhetorical Structure of Literature Review Section in English and Vietnamese Research Articles in Economics Field: Implications for Academic Writing Courses

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Abstract

The main purpose of Literature review section in research articles is to justify the value of the research, show why the study is different from previous ones, and demonstrate how the study fills a research gap. However, Literature review section has received little attention compared to other sections of research articles from scholars. This study examines the rhetorical structure of Literature review section in English and Vietnamese research articles in Economics field. Drawing on Kwan's (2006) model, which comprises Move 1. Establishing one part of the territory of one's own research, Move 2. Creating a research niche and Move 3. Occupying the research niche, the study identifies the similarities and differences of English-medium and Vietnamese-medium articles from international and domestic journals. Specifically, a corpus of 40 Literature review sections (including 20 English and 20 Vietnamese sections) were selected for analysis. The articles are all indexed in prestigious economics journals namely Tạp chí Khoa học Thương mại and Tạp chí Kinh tế và phát triển (in Vietnamese), and Journal of Economics and Business and Journal of Business Economics and Management (in English). Results indicated that English articles closely conform to Move 1-Move 2- Move 3 structure and specific strategies in each move. However, Vietnamese articles tend to focus more on Move 1, paying less attention to Move 2 and Move 3. The findings can be explicable that the lack of rhetorical knowledge may lead to Vietnamese authors' non-conformities to the standardized international articles. Therefore, the study offers implications for the need to teach rhetorical structure of academic genre in writing courses. Knowledge about rhetorical structure of Literature review section will enable novice writers such as ESP (English for Specific Purposes) students and inexperienced lecturers become aware of and conform to the conventions of academic writing.

Keywords: *rhetorical structure, literature review, research articles, economics field*

Biodata

Pham Thi To Loan is a lecturer at Faculty of English, Thuongmai University, Hanoi, Vietnam. She held MA degree in English Linguistics at Vietnam National University. She is currently pursuing doctoral degree in Linguistics at University of Social Sciences and Humanities - Vietnam National University. She has experience in teaching Business English and General English. Her research interests include Linguistics studies, Teacher professional development, Student development, English as a medium of instruction, and Intercultural communication.

Associate Professor Nguyen Thi Phuong Thuy is a lecturer at Faculty of Linguistics at University of Social Sciences and Humanities, Vietnam National University Hanoi, Vietnam. She received PhD degree in Linguistics in 2008. Her research interests include Vietnamese stylistics, Language of poetry, Language of literature, Language of art, Vietnamese for foreigners, Vietnamese text practice, Pragmatics, Applied linguistics, Text linguistics.

Teaching English in Vietnam: Voices of Non-native English Speakers

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Abstract

The increasing demand for English as a Foreign Language (EFL) instructors throughout Asia, particularly in Vietnam, has resulted in a large diaspora of both native and non-native teachers to assist students in improving their English language proficiency. The objective of this research was to conduct an inquiry into the personal experiences of non-native speakers teaching EFL in Vietnam and the essence attributed to it. Husserl's qualitative descriptive phenomenology was used. This study utilized a comprehensive semi-structured interview with 12 non-native English-speaking teacher-participants from various nations to disclose their lived experiences namely the Philippines, Vietnam, Netherlands, Venezuela, Brazil, Spain, India, Ghana, Russia, France, Ukraine, and Poland. The data was gathered through an in-depth interview recorded using the Zoom platform. The utterances were transcribed, analyzed, and clustered using Colaizzi's data analysis. The study revealed five major themes namely: Professional Rewards and Development, Personal growth and contentment, Promotions and Career Opportunities and Support, Professional Predicaments, and Personal Drive. The benefits of being a non-native English-speaking instructor in Vietnam were all emphasized, including the strong demand for EFL Jobs, simpler hiring and visa processing, and many training and advancement possibilities. There were professional issues on discrimination and biases from schools and employers aside from the racism experienced by students. Despite the challenges encountered by the participants, there were relevant pieces of advice shared to cope with the challenges such as getting qualified, adapting to the culture, and possessing passion and optimism towards teaching as non-native teaching in Vietnam.

Keywords: *Descriptive Phenomenology, EFL, English Language Teaching, Non-native English teachers, NNESTs*

Biodata

Mr. Walter Evans Lara Lasula currently works as a Lead Teacher at Language Link Vietnam. He is a DELTA and CELTA certified teacher with 12 years of ESL teaching experience handling various levels, from very young learners to business English courses. He has experienced teaching Japanese, Koreans, Turkish, Filipino, and Vietnamese learners. Half of his career is spent preparing Vietnamese students for IELTS, TOEFL, and Cambridge English Exams. He has also finished his Master's degree in English Language Teaching at Cebu Normal University where he found his passion for qualitative research. His interests in research focus more on teacher training and development, bilingualism, and testing and assessment.



Procedural and Declarative Knowledge: Their Relevance for Theory and Practice in SLA and English Language Teaching

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Abstract

In this study, the second language acquisition of English third person-s in different settings is examined. Data on procedural and declarative knowledge was collected from 32 young L2 learners in Sweden and 44 learners in Vietnam. The results show differences in learner outcome, in that the Swedish learners are better at procedural knowledge and the Vietnamese learners are better at declarative knowledge. It is suggested the two types of knowledge in this grammatical feature are independent of each other. Implications on language learning and teaching for young learners will be further discussed.

Keywords: *procedural knowledge, declarative knowledge, second language acquisition, English language teaching*

Biodata

Vi Thanh Son is a senior lecturer/ Assistant professor in English language education at University of Gothenburg, Sweden. She teaches different courses in English linguistics and the English teaching education program, and examines degree projects. As a linguist specializing in the teaching and learning of English, I am interested in English language learning and teaching from different contexts, a cross-linguistic perspective as well as from teachers' and learners' perceptions. Other research interests are grammatical aspects of second language acquisition (SLA), instructed SLA, form-focused instruction and language didactics, TESOL.

Some Principles for Translating Business Correspondence Texts in Terms of Experiential Meaning (English-Vietnamese)

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Abstract

At the time being, the demand for translation skill, from English into Vietnamese and vice versa, of business texts in general, and business letters in particular is greater because this skill will help Vietnamese enterprises facilitate the business transactions with their foreign partners. In business practice, any incorrect or wrong use of English business terms or phrases in communication by commercial letters may lead to unnecessary misunderstandings or even conflicts or disputes during the transactions between local and foreign business partners. In response to this demand, quite a few of Vietnamese universities have incorporated the course of business correspondence into their curriculum. This course will both provide students with the techniques of writing English business letters and translating them from Vietnamese to English and vice versa.

On the basis of register theory by Halliday (1994), the article will put into analysis of some typical characteristics of business correspondence texts in term of their experiential meaning, and suggest some principles for translating this type of text, with the hope of providing English teachers with some useful tools for teaching the subject of business correspondence.

Keywords: *business correspondence, experience meaning, translation of business letters*

Biodata

Dr. Nguyen Thanh Lan is a senior lecturer at Foreign trade university, Hochiminh city campus. He specializes in teaching and studying business English. In addition to his linguistic knowledge, he earned a Master Degree in business finance. In terms of publications, he has published a number of books and research articles concerning Linguistics, Applied Linguistics and international business issues. His main interests are Applied Linguistics, Culture, and Business Language.

Enhancing Outcomes of Collaborative Writing Assignments in English–Voices From Vietnamese Tertiary Students

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Abstract

Although research about the potential learning outcome of collaborative writing in second or foreign language education has proliferated in the last few decades, little is known about how collaborative writing is adopted effectively as a pedagogical activity for students in EFL classroom contexts. This case study seeks to explore Vietnamese students' perspectives and experiences in collaborative writing, focusing on what they need to successfully co-produce writing assignments with peers. The analysis of focus group interviews with 20 EFL Vietnamese students from three classes majored in English linguistics, and the analysis of their group work audio recordings reveal mismatches between their perceptions and practices, as well as their perceptions and knowledge. While most students perceived collaborative writing as valuable and beneficial, more than a third of them were not participating in group assignments effectively, and group work was not fully supported by their teachers. Practical implications are provided for how teachers and students can best implement collaborative writing tasks in EFL classes.

Keywords: *collaborative writing, writing assignment, voice, EFL students*

Biodata

Mai To Thi is currently a Ph.D. student at the Faculty of Post-graduate studies, University of Languages, and International Studies (ULIS), VNU. She earned her Master of English Language Teaching Methodology from ULIS in 2015. Her research interests are in second language acquisition, ESL/ EFL writing pedagogy, assessment and evaluation, and teacher professional development. She has been a lecturer of General English and English for academic purposes at ULIS since 2012.



Using Scaffolding to Improve Online Group Presentation in English Literature Classes: An Action Study At Van Lang University

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Abstract

The aim of this study is to examine the use of scaffolding to improve online groupwork presentation in English literature classes. Different stages of action research such as planning, acting, observation, and reflection are described in details. The study can be a useful source of reference in teaching English literature in the context of emergency remote teaching and learning.

Keywords: *Scaffolding, Groupwork presentation, English Literature, action research*

Biodata

Nguyen Hoa Mai Phuong is a senior lecturer in English literature at Van Lang University, Ho Chi Minh City. She has over 18 years of experience teaching English to all ages and levels of students. Her current research interests are literary analysis, translation study and TESOL.

Game-based Learning for Basic Electronics

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Abstract

With the exponential growth in communication and multimedia devices, educators around the globe have been experimenting and innovating newer ways to engage students in a more immersive and enjoyable way. Games, especially serious games or educational games, have had a proven effect on marketing, sales, and behavioral changes, and have now increasingly gained momentum in K12 and higher education primarily to enhance learner engagement and motivation. This paper presents a work-in-progress towards developing serious games as supplemental material in teaching few topics such as Zener Diode and Bipolar Junction Transistor for freshmen engineering students. Two storyboards of game-based learning are presented in this paper along with the design strategy and target core motivational drives. The development of the first levels of the proposed games is nearing completion and theoretical validation on Octalysis framework is presented in the paper. Student reception and feedback is expected to be completed in the next few weeks

Keywords: *game-based learning, electronics engineering, engineering education*

Biodata

Kshitij Sanodariya is a third-year B.Tech. Student in the Department of Mechanical Engineering at the Indian Institute of Technology Jodhpur (India). His interests include computer graphics, game development and algorithms.

Mayank Shekhar is a third-year B.Tech. Student in the Department of Mechanical Engineering at the Indian Institute of Technology Jodhpur (India). His interests include programming and game development.

Atharva Pandey is a second-year B.Tech. Student in the Department of Computer Science & Engineering at the Indian Institute of Technology Jodhpur (India). His interests include Visual Computing and AI/ML.

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Pawandeeep Suryavanshi is a third-year B.Tech. Student in the Department of Electrical Engineering at the Indian Institute of Technology Jodhpur (India).

Rajlaxmi Chouhan is an Assistant Professor in the Department of Electrical Engineering at the Indian Institute of Technology Jodhpur since 2016. She received her PhD from IIT Kharagpur in 2015, and her current research interests include image processing and education technology. She is a Senior Member of the IEEE.



Changing the worldviews and improving higher-order thinking skills through interaction with young foreign people during the COVID-19

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Abstract

This study focuses on task-based learning (TBL) with native Japanese undergraduates from a private university in Tokyo (n=18). The study is implemented from April 2021 to January 2022 using Zoom and the SNS programs Facebook and Line for added support. Pedagogical training focused on helping students find solutions to many world issues in the 21st Century, such as SDGs, AI and Society, Cross-cultural IQ, and global leadership. In addition, throughout the Zoom online program, training in higher-order thinking skills was emphasized by interacting with young people from overseas to discuss ten topics related to Society 5.0 and Digital transformation. One significant advantage is that students have good opportunities to interact with young people from overseas every other week while preparing the PPT slides for presentations and discussions. Eighteen students and six young people from abroad are divided into six groups, which means one foreigner and three students are assigned at the breakout rooms to discuss one of the ten critical topics related to SDGs, world problems, AI and Society, and scientific worldviews. In addition, students have to make digital storytelling with PPT slides to make an MP4 movie presentation. Through interactions and presentations, students tend to gain more confidence to speak English in many issues to train higher-order thinking skills. In addition, they took the pre-Versant and OPIc speaking tests and will retake those in January to check their oral proficiency.

Finally, survey results disseminated to the student participants in July 2021 are going to be presented. The survey focused on gauging students' opinions about their virtual learning experiences during COVID-19. Some of the notable survey results included seven 21st-century skills. More than 80% of each questionnaire from 1 to 7 skills felt that interaction with ccc members is beneficial to improve their English fluency and the way of thinking about world issues to become more internationally minded for digitalized society.

Keywords: *Higher order thinking skills, Interaction, Task based learning, OPIc and Versant, Speaking test, ZOOM breakout rooms*

Biodata

Dr. Hiroyuki Obari is Professor Emeritus at Aoyama Gakuin University. He is now teaching part-time at Faculty of Law, Waseda University and in the graduate school of Tokyo Institute of Technology. Born in 1953, he received the B.A. from the University of Oklahoma (Political Science), an M.A. from ICU (Public Administration), another M.A. from Columbia University (TESOL), and a Ph.D. from the University of Tsukuba (Computer Science). He also served as a

visiting researcher at the University of Oxford (1998, 2007, 2018~2020) and has been a visiting researcher at the National Institute of Advanced Industrial Science and Technology (AIST) (from 2006~present). He specializes in CALL, TESOL, and Edutec. His recent publications include McCarty, S., Obari, H., & Sato, T. (2017). *Implementing Mobile Language Learning Technologies in Japan*. Springer.

A Case of Transferring to Online Blended Learning at Quy Nhon University Department of Foreign Languages - Challenges and Opportunities

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Abstract

The study reports a case of transferring suddenly to an online blended mode using Google for Education tools in response to the epidemic outbreak. The implementation of the project was carried out in an academic department of Quy Nhon University, successfully digitalizing the teaching and learning of about 400 class courses for 50 faculty members and around 3,000 enrolled students. Difficulties were confronted at the initial stage. However, later-stage surveys and interviews showed that the applied model proved to be effective, although a number of challenges were identified.

Keywords: *Google, Online Blended Learning*

Biodata

Chuong M. Tran is an experienced EFL instructor at Quy Nhon University and currently Vice Dean of the institution's Department of Foreign Languages. He holds an MA in TESOL Studies from University of Queensland, Australia and teaches a wide range of courses such as English writing, translation, English and American literature, and ICT in language teaching and learning. He is passionate about helping teachers and students to become comfortable with technology integration in their jobs. Recently he was granted a certification of Google Certified Educator Level 2, for demonstrating his advanced knowledge, skills, and competencies needed to implement and integrate Google for Education tools. His research interests include language learning strategies, technology-assisted teaching and learning, teacher professional development, and education management refinement.



Some challenges of Online Learning faced by EFL freshmen at Hanoi Metropolitan University during the Pandemic of Covid-19

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Abstract

The study investigates online learning challenges faced by EFL students, during the Covid-19 pandemic and some solutions to solve them. The author collected research data sources through textbooks and articles in print or online form that are relevant to the research problem. Besides, we also conducted a survey questionnaire to collect the data. The questionnaire is in Vietnamese and is distributed to English majored fresh men via google.docx and zalo in the second term of school year 2020- 2021. The data was analyzed qualitatively with covering data collection, data reduction, data presentation, and conclusions. In addition, some suggestions are given to improve the quality of the implementation of the online learning for EFL freshmen at Hanoi Metropolitan University during the Covid-19 pandemic.

Keywords: *Covid-19 pandemic, online learning, challenges, suggestions*

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 20 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.

Classroom Interaction of Chinese Students Learning Thai as a Foreign Language Based on Flanders Interaction Categories

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Abstract

Interaction in foreign language classrooms has been generally accepted as a key factor to enhance learning outcomes (Allwright, 1984; Ginting, 2017; Hanum, 2016). Despite numerous previous studies, this study examined a specific context of Chinese students learning Thai as a foreign language in one Thailand university, and it employed a mix-method design to provide an in-depth understanding of the phenomenon. With the aim to find out about the quantity, categories, and characteristics of the teacher and students' interaction based on a modified Flanders' model (Flanders Interaction Analysis Category System or FIACS), data were gathered from one Thai teacher and 28 Chinese students by using field notes and observations of three classes. The 90 minutes video recorded data and field notes reveal the domination of teacher's talk (77.59%) and the minimal students' talk (6.16%) with lack of initiation. Besides, silence time occupies 16.25%. In addition, 18 out of 22 types of interaction were found. Characteristics of the interaction varied in detail. The video records also provide verbatim evidence of verbal interaction. Findings suggest that to improve the quality of interaction so that it affects learning outcomes, the three aspects of teacher and student talks must all be improved together.

Keywords: *Verbal interaction, FL classroom, FIACS (Flanders Interaction Analysis Category System), Chinese Students Learning Thai*

Biodata

Kailing Zhao is a Chinese student who is currently pursuing a Master of Arts in Applied Linguistics (Faculty of Liberal Arts, Mahidol University, Thailand). Her research interests include foreign language teaching and intercultural communication.

Kornsiri Boonyaparakob (PhD) is a faculty member in international graduate programs in Applied Linguistics, Faculty of Liberal Arts, Mahidol University, Thailand. Her research covers a range of topics on teaching and learning, and student development.

Common Difficulties That Freshmen Of Foreign Language At Van Lang University Face With Speaking Skills And Solution

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Abstract

Speaking skills can be considered as the most important skill; however, many students have problems while learning it. There are numerous case studies about students' struggles with speaking a second language, especially English. A small number of studies; however, highlight the problems faced by English majored freshmen in learning to speak English. The aim of this study is to determine the frequent obstacles that English majored freshmen of Van Lang university have in the process of learning to speak and possible remedies. There were sixty freshmen of faculty of foreign language participated in this research. The team used questionnaires and online semi-structured interview to collect the results. All of them completed the questionnaires, and ten of them were selected randomly for online interview section. The final results illustrate that freshmen have problems with speaking English which are resulted from themselves and teaching method. Moreover, they also reveal some possible solution to help freshmen improve their speaking skills effectively. These findings not only assisted freshmen to reflect the difficulties with their situation but also highlights possible solutions to enhance their speaking performance. Moreover, teachers can use the findings of this study to adjust their teaching method more effectively.

Keywords: *Speaking skills, difficulties, solution, shyness, teaching methods, practice*

Biodata

Luu Hai Yen, Le Quang Vinh, and Nguyen Hoang Anh Thu are currently junior students at Van Lang university. They are particularly interested in researching about topic relating to speaking. Therefore, more research papers about speaking skills are expected to be carried out.



Understanding students' opportunities and challenges in a curriculum vitae autonomous writing process: Activity system as an analytical tool

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Abstract

Employability is one of many personal outcomes of university education in Vietnam, and so the ability to compose a curriculum vitae (CV) in the English language is a desired outcome for business-majored students. Because such writing process frequently occurs outside of a formal learning setting, few attempts to study the phenomenon has been made. Through the lens of the activity system, the paper analyses the influence of six components in a CV writing process from a social-constructivist approach. A mixed-method approach was adopted with a 5-likert survey with open-ended questions and semi-structured interviews. Quantitative data from 184 participants reveals that students were mostly influenced by various digital artefacts (e.g. online dictionary, online courses) and situated online communities of learning. Qualitative results also indicate the prominent challenges relating syntax and lexical use as one of the conflicting factors and a certain level of autonomy as a facilitating factor while they managed to overcome these complications. The paper also suggests how curriculum of Business English could be adapted to support language learners in real-life employment situations.

Keywords: *activity system, self-regulated learning, writing, learner autonomy, English for Specific Purposes*

Biodata

Ngoc Phuong Hong Vu (M.Ed): Ngoc is working as an English lecturer at Foreign Trade University, Ho Chi Minh City Campus, Vietnam. She has seven years of teaching experience. Her interests include technology assisted language learning and teaching, task-based language teaching, intercultural communication.

Ha Thanh, Le (M.Ed) has shown great commitment in the field of English language teaching and education with a master in education in University of Hull, UK. Ha is an English lecturer at Foreign Trade University, Ho Chi Minh City Campus, Vietnam. Her interests include technology-infused learning, task-based language teaching, and students' motivation and engagement.

Pre-Service Teacher Performance and High-School Student Uptake Of Oral Corrective Feedback In EFL Classes In Da Nang.

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Abstract

The study aims to investigate pre-service EFL teachers' perception and performance of oral corrective feedback (OCF) at The University of Foreign Language Studies – The University of Danang (UFLS – UD); as well as students' OCF treatment in high schools. Data collection is based on the questionnaire administered to the random group of 32 pre-service teachers, ten classroom observations and interviews of five trainees. The findings indicate types, timing and target errors of OCF that pre-service teachers gave to learners. In addition, in spite of some matches and mismatches between perception and in-class practices of OCF types, most trainee teachers were aware of the importance and effectiveness of correcting oral mistakes. Hence, although there were some cases of needs-repair or no uptake produced by students, successful repairs recorded dominate. The study closes with practical suggestions to strengthen feedback-giving practices of future EFL teachers at UFLS_UD to improve their professional development and students' speaking performances at high schools in Danang.

Keywords: *oral corrective feedback, types, timing, target errors, student uptake, EFL pre-service teachers, high-school students*

Biodata

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