TDT ĐẠI HỌC TÔN ĐỨC THẮNG
TON DUC THANG UNIVERSITY

ESBB English Scholars Beyond Borders

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itc INTERNATIONAL TESOL CONFERENCE 2022

ENVISIONING POSSIBILITIES

Ton Duc Thang University, Ho Chi Minh City, Vietnam
9-11 December, 2022

CONFERENCE PROGRAM HANDBOOK

Sponsored by:

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Conference Chairs

Honorary Chair: Dr. Tran Trong Dao, The President of Ton Duc Thang University, Vietnam

Chair: Dr. John R. Baker, Ton Duc Thang University, Vietnam

Co-chair: Prof. Dr. Roger Charles Nunn, University of Sharjah, UAE

Organizing Committee

Vo Hoang Duy – Leader of the Organizing Committee, Ton Duc Thang University, Vietnam

Nguyen Thanh Phuong – Ton Duc Thang University, Vietnam

Nguyen Huu Khanh Nhan - Ton Duc Thang University, Vietnam

Nguyen Quoc Bao – Ton Duc Thang University, Vietnam

Le Phuc – Ton Duc Thang University, Vietnam

Nguyen Van Hung – Ton Duc Thang University, Vietnam

Bui Loan Thuy – Ton Duc Thang University, Vietnam

John R. Baker – Ton Duc Thang University, Vietnam

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Christopher Scott Weagle, American University of Sharjah, UAE

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Dinh Truong Sinh, Ton Duc Thang University, Vietnam

Naoki Fujimoto, Niigata University of International and Information Studies, Japan

Ahmet Acar, Dokuz Eylül University, Turkey

Gloria Shu-Mei Chwo, HungKuang University, Taiwan

Mzukisi Howard Kepe, University of Fort Hare, South Africa

Honorary Advisers

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Naoki Fujimoto Adamson, Niigata University of International and Information Studies, Japan

Nafisa Baba-Ahmed, Lancaster University, UK

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Saiwaroon Chumpavan, North Bangkok University, Thailand

Hadeel E. Y. Elrahal, United Arab Emirates, American University of Sharjah

Naeema Begum Hann, Leeds Beckett University, United Kingdom

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Do Huu Nguyen Loc, University of Economics and Finance, Vietnam

Nguyen Ngoc Vu, Ho Chi Minh City University of Foreign Languages - Information Technology, Vietnam

Tarun Tapas Mukherjee, Bhatter College, India

Tirtha Prasad Mukhopadhyay, Universidad de Guanajuato, Mexico

Theron Muller, University of Toyama, Japan

Roger Charles Nunn, American University of Sharjah, UAE

Swayam Prabha, Siksha O Anusandhan, University Bhubaneswar, Odisha

Peter Sayer, Ohio State University, USA

Dinh Truong Sinh, Ton Duc Thang University, Vietnam

Sivakumar Sivasubramaniam, Faculty of Education, University of the Western Cape, South Africa

Vijay Singh Thakur, Dhofar University, Oman

Christopher Scott Weagle, American University of Sharjah, United Arab Emirates

Preface

On behalf of the Organizing Committee, we would like to welcome all the participants of the International TESOL Conference 2022 (ITC 2022), held on December 09-10, 2022 at Ton Duc Thang University. The conference creates a platform for academics, researchers, teachers, graduate students, and TESOL professionals from around the world to share and discuss research findings, experiences, and practical and theoretical issues related to English language teaching and learning, materials, networking, and professional development. With the underlying theme "Envisioning Possibilities," the conference is also aimed to support and inspire the envisionment of present and future possibilities, highlighting the following subthemes:

Academic publishing

Creative writing

Curriculum, syllabus, and materials design and development

English as an international language/lingua franca/ World Englishes

English for academic purposes

English for specific purposes

Interpreting and translation

Language and identity

Language teaching methodology/methods and approaches

Language testing and assessment

Learner autonomy

Linguistics, discourse analysis, and related areas

Research methods

Second language acquisition

Self-access learning

Teacher training and professional development

Teaching Young Learners

Technology in language learning and teaching

Writing center administration

Teaching English as a(n) second/foreign/additional language

Other related areas

The responses to the Call for Papers were abundant, with presentations both from Vietnam and from a diversity of countries around the world. In line with this, we gratefully acknowledge the reviewers who assisted us in maintaining the high quality of the abstracts published in the program handbook.

Notably, I would like to extend my sincerest thanks to our keynote speakers, plenary speakers, invited speakers, respected partners, presenters, authors, and all the delegates from many areas of the world for their participation and contribution to the success of this conference.

We wish all the participants of ITC 2022 a wonderful and fruitful time at the conference. We also wish our overseas guests an enjoyable scholarly gathering in Ho Chi Minh City, Vietnam.

Nguyen Thanh Phuong

Dean, Faculty of Foreign Languages

Member of the Organizing Committee

Message from the Conference Chair

I am pleased to welcome you to the International TESOL Conference 2022, themed "Envisioning Possibilities," hosted by Ton Duc Thang University's Faculty of Foreign Languages in collaboration with English Scholars Beyond Borders, a non-profit academic circle of international scholars.

The confluence of international and local organizations, as well as the hybrid mode format, has brought together TESOL professionals from around the globe to explore an inclusive and insightful range of inter- and multi-disciplinary themes related to pedagogy, materials, research, networking, and professional development to support and inspire the envisionment of present and future possibilities.

In total, we are fortunate to have over 140 speakers and poster presenters, representative of 22 countries and territories (Canada, India, Indonesia, Israel, Japan, Malaysia, Mexico, Nambia, Oman, South Africa, Serbia, Spain, Taiwan, Thailand, Turkey, Turkmenistan, United Arab Emirates, United Kingdom, United States of America, South Korea, Ukraine, and Vietnam). These professionals join us today to engage in a hybrid environment that will promote a combination of present discourse, future networking, and collaboration opportunities so that what has begun today will open up tremendous opportunities tomorrow.

As the conference chair, I would like to extend my gratitude to all those who have contributed to the past 12-month planning venture leading to this event. In addition, I would like to thank President Tran Trong Dao for the opportunity to host the event at TDTU and Dean Nguyen Thanh Phuong, the faculty, the technical support staff, and student volunteers for all their hard work. Moreover, I would like to show appreciation to ESBB founder - Chief Roger Nunn, and the ESBB members who provided limitless guidance and support.

Special thanks are also offered to our affiliates for their promotional support: AsiaCALL, Engin: Volunteer Language Support for Ukrainian Youth, Ho Chi Minh TESOL, Horizon TESOL, International Conference of TESOL & Education, Korea TESOL, Rupathka Journal on Interdisciplinary Studies in the Humanities, STESOL, and the TESOL Research Collaboration Network.

Furthermore, I would like to thank our sponsors for their generous support: British Council English Score, Cambridge University Press & Assessment, CDIMEX, Macmillan Education, National Geographic Learning, Oxford University Press, U.S. Consulate Regional English Language Office, U.K. English Centre, WESET English Center, and ZenBooks.

Also, thank the local hospitality providers that have warmly welcomed our international guests: Majestic Saigon Hotel and Saigon Tourist.

Lastly, I would like to thank our presenters. We are grateful that you chose International TESOL Conference 2022 to showcase and share your work.

Best wishes,

John R. Baker

International TESOL Conference 2022 Conference Chair

English Scholars Beyond Borders

Ton Duc Thang University

Message from the President of Ton Duc Thang University

Welcome to the International TESOL Conference 2022 (ITC 2022).

The ITC 2022 is jointly organized by the Faculty of Foreign Languages, Ton Duc Thang University, Vietnam and the English Scholars Beyond Borders (ESBB). The conference is aimed at providing an opportunity for academics, researchers, educators, professionals, and students to exchange their expertise and experience in areas related to English language teaching and linguistic studies.

On behalf of Ton Duc Thang University, the host of ITC 2022, I would like to express our warmest thanks for all the parties involved in organizing this event, especially for the Conference Chairs, the organizing committee members, the guest speakers, the presenters, the attendees, and the sponsors, who have made this event a great success.

I am confident that the valuable experience and knowledge we gather from a variety of presentations and discussions in this event will greatly benefit the quality of our research and professional activities.
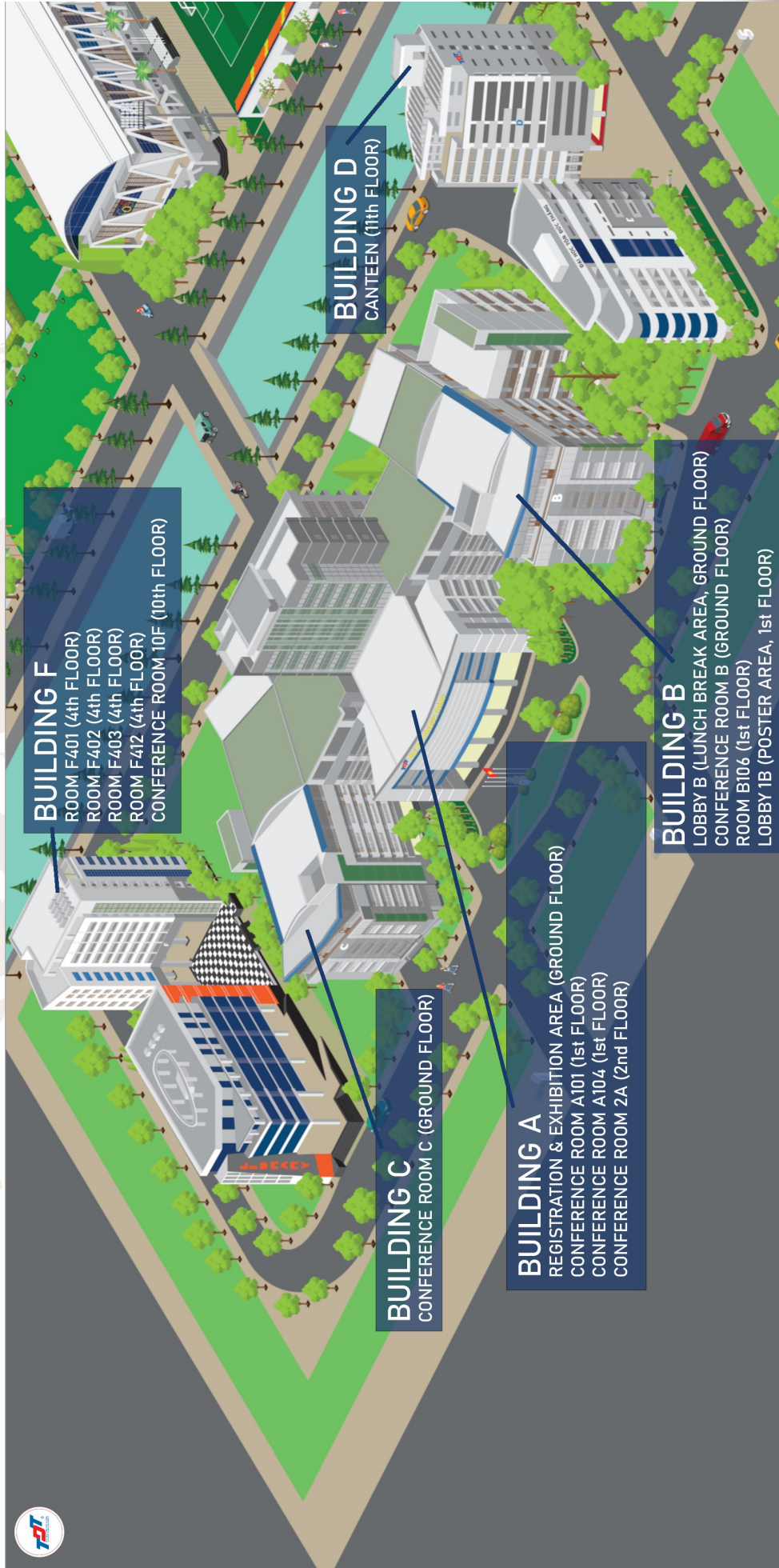
Dr. Tran Trong Dao

President

Ton Duc Thang University

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CONFERENCE PROGRAM SCHEDULE

DAY 1 - DECEMBER 09, 2022

Duration	Start time	End time	TRACK 1 Conference Room B	TRACK 2 Conference Room C	TRACK 3 B106	TRACK 4 Room A104	TRACK 5 Room A101	TRACK 6 Room F401	TRACK 7 Room F402	TRACK 8 Room F403	TRACK 9 Room F412	POSTER TRACK Hall 1B (CA Zone)	Lounge (Rest Area) B115
150 minutes	7:30 AM	10:00 AM	Reception & Registration - Hall A										
45 minutes	8:30 AM	9:15 AM	Opening Ceremony - Conference Hall 2A (live-streamed)										
45 minutes	9:15 AM	10:00 AM	Keynote Speech (Roger Nunn) - Conference Hall 2A										
20 minutes	10:00 AM	10:20 AM	Onsite Tea Break & Publisher Sesson/Hybrid Zoom Breakout Rooms (Research & Professional Development/Peadaogy/Online Coffee and Chat)										
			Plenaries										
40 minutes	10:20 AM	11:00 AM	**Envisioning TESOL through a Translanguaging Lens: Possibilities and Challenges for Research and Teaching.** Peter Sayer, Ohio State University, USA	**Using Active Learning to Enhance Classroom Participation in English as a Foreign Language (EFL) Classrooms.** Saiwaroon Chumpavan (North Bangkok University), Sirawich Tampanich, and Simon McIver (Srinakharinwirot University), Thailand	**The Language Games: The Scalar Pragmatics in Academic Job Advertisements.** Mukaddam Khaitova, Hokuriku University, Japan	**A Transactional Approach to Using Literature in Language Teaching.** Sivakumar Sivasubramaniam, University of the Western Cape, S. Africa	**Linking Theory to Practice: Learning, Teaching and Assessing English as a Language in a Classroom Context.** Vi Thanh Son, University of Gothenburg, Sweden	**The Idea vs. the Reality of a Writing Program.** Christopher Thaiss, University California, Davis, USA	**Re-imagining Communication: The Promise and Potential of Multimodal Projects.** Lindsay Herron, Gwanju National University of Education, S. Korea,	**A Smart and Capable Approach to Assessing Adult ESOL Learners.** Nafisa Baba-Ahmed, Lancaster University, UK	**Five Issues in Vietnamese University English Classrooms and Possible Solutions.** Naeema Begum Hann (Leeds Beckett University, UK) and Huong Pham (FPT University, Vietnam)		
10 minutes	11:00 AM	11:10 AM	Break										
			Session 1										
30 minutes	11:10 AM	11:40 AM	**Translanguaging In University Contexts: A Call For Motivating Non-English Majors' Speaking Skills.** Le Pham (University of Transport Ho Chi Minh City), Hien Duong (Ho Chi Minh City University of Information Technology) and Ngoc Tran (Ho Chi Minh City University of Education), Vietnam	**Designing Effective Conference Posters to Communicate your Research Topics.** Lam Thanh Nam, Vietnam Aviation Academy, Vietnam	**Developing University Learners' Socio Pragmatic Competence in English for Job Interviews.** Le Vo (UEH, Vietnam) & Mark Wyatt (Khalifa University, UAE)	**ESP Practical Approaches to English for Academic Purposes.** Super Huang, Macmillan Education	**Reading Menu to Build Comprehension/Higher Order Thinking Skills (HOTS).** Patricia Sutherland, RELO, Vietnam	**Academic Writing Assessments and Students' Multiple Intelligences Profiles.** Hafeni Pamwenase Shikalepo Hamakali, University of Namibia, Namibia	**How to Prepare a Successful Academic Conference Presentation.** Iryna Lenchuk & Amer Ahmed, Dhofar University, Oman	**Emerging Technologies, Emerging Minds: Mobile-Based Education Applications in the EFL Classroom.** Nga Thi Anh Phan, Vietnam Aviation Academy, Vietnam	**Vietnamese Teachers' Beliefs in Fostering Learner Autonomy in English Learning and Teaching at Tertiary Level.** Duyen N. T. Ngo & Vy T. M. Luu, Ho Chi Minh University of Economics and Finance, Vietnam	Closed	
90 minutes	11:40 AM	1:10 PM	LUNCH BREAK										
			Session 2										
30 minutes	1:10 PM	1:40 PM	**Stance and Engagement Markers in Ted Talks.** Tram N.Q. Tran, Ton Duc Thang University, Vietnam	**Exploring the Influences on Undergraduate Thesis Supervisory Practices.** Naoki Fujimoto (Niigata University of International and Information Studies) & John Lindsay Adamson (University of Niigata Prefecture), Japan	**A Comparative Study on The Use of Lexical Bundles In English Fairytales.** Trinh Thi My Le, Ton Duc Thang University, Ho Chi Minh City, Vietnam	**Assessing Online – Adapting our Assessment Practices.** Oliver Bayley, Oxford University Press	**Enhancing College Students' Intercultural Competence through International E-service-Learning.** I-Jane Janet Weng, Wenzao Ursuline University of Languages, Taiwan	**Students' Strategies in Solving Grammatical Problems In Writing Their Master Theses.** Wisma Yunita, Syahrial Syahrial and Ira Maisarah, Universitas Bengkulu, Indonesia	**Multimodal Approach for Enhancing Speaking Performance.** Chia-Yi Li, Southern Taiwan University of Science and Technology	**An Investigation into English Major Students' Application of Self-Regulation Strategies In Project-Based Learning.** Ngoc Nguyen (Nguyen Tat Thanh University) and Tuan Minh Truong (Ton Duc Thang University)	**Providing L2 Teachers with Insights into the Strengths and Weaknesses of Teaching L2/English First Additional Language (EFAL).** Mzukisi Howard Kepe, S. Africa		
10 minutes	1:40 PM	1:50 PM	Break										

CONFERENCE PROGRAM SCHEDULE

Time	Session	TRACK 1 Conference Room B	TRACK 2 Conference Room C	TRACK 3 B106	TRACK 4 Room A104	TRACK 5 Room A101	TRACK 6 Room F401	TRACK 7 Room F402	TRACK 8 Room F403	TRACK 9 Room F412	POSTER TRACK Hall 1B (CA Zone)	Lounge (Rest Area) B115
30 minutes 1:50 PM – 2:20 PM	Session 3	Translanguaging Pedagogy in Specialised Courses: Voices From Higher Education Lecturers. Tri Minh Nguyen (TESOL International Academy), Trang Dao Xuan Phuong (Ho Chi Minh Minh University of Education) & Nguyen Dinh Tran Hanh (Ho Chi Minh University of Education), Vietnam	Learner Perspectives on L2 Pronunciation Learning: Strong versus Weak Learners. Dao Duc, Ho Chi Minh City University of Banking, Viet Nam	Communication for Global Students. Andrew C. Duenas, National Geographic Learning	Gender as a Source of Negative L1 Transfer. Tran Huu Phuc, Nguyen Tat Thang, & Tran Tin Nghi, University of Foreign Language Studies The University of Da Lat, Da Nang, Da Lat University, Da Lat University, Ho Chi Minh City University of Food Industry, Vietnam	Students and Teachers' Perception of the Use of Videos to Assist English language Learning and Teaching. Nhung Luu, University of Finance - Marketing, Vietnam	The Effect of Genre-Based Instruction on Low Proficiency Students' Writing Performance in a Vietnamese Private University. Minh Nguyen, Tan Tao University, Vietnam	How to Engage Young Learners in Reading Lessons. Vy Nguyen, TERECONECT, Vietnam	Digitalizing Language Teaching and Learning. Shreemayee Pati, Priyadarshini Panda, and Swayam Prabha Satpathy, University Bhubaneswar, Odisha, India	The Effectiveness of Peer Assessment Training in Enhancing Learner Autonomy. Thi Ngọc Lệ Phan, University of Languages and International Studies, Vietnam National University, Vietnam		
20 minutes 2:20 PM – 2:40 PM		Onsite Tea Break & Publisher Session/Hybrid Zoom Breakout Rooms (Research & Professional Development/Peadagogy/Online Coffee and Chat)									POSTER PRESENTATIONS	
30 minutes 2:40 PM – 3:10 PM	Session 4	An application of Google Translate in the Translation of Administrative Documents. Duy Nguyen, Trang Nguyễn Thị Thanh and Phan Thi Kim Thao, Nguyen Tat Thanh University, Vietnam	Using Shadowing Technique with YouTube Videos to Teach Pronunciation. T.M.D Lam, Foreign Trade University, Vietnam	Mother Tongue Influence as a Positive Contributor to English Language Acquisition: Negotiating Liminal Space of Multiple Englishes in India. S. Anagha, Christ University, India	The Effects of Professional Development on Non-Specialist EFL Teachers' Self-Efficacy. Shoichi Matsumura and Julian Chapple, Ryukoku University, Japan	The Effects of Elicitation Techniques on EFL High School Students' Essay Writing Skill. Van Huong Nguyen, Vinh University, Vietnam	Meta-Cognitive Opportunities Within the Writing Classroom: Curricular Strategies and Outcomes. Geoffrey Miller, Gakuin University, Japan	Difficulties Second Language Learners Have in Understanding English Written Texts. Leader Hilongwa, Roderick Zimba & Matati Josua, University of Namibia, Namibia	Can AI Software be Used to Cultivate EGAP Skills? Barry Kavanagh, Tohoku University, Japan	Language Brokering, Code Switching as Teaching-Learning Tools in Multicultural Contexts. Quinta Kemende Wunseh & Erasmos Charamba, University of the Witwatersrand, S. Africa		
10 minutes 3:10 PM – 3:20 PM	Break											
30 minutes 3:20 PM – 3:50 PM	Session 5	The Effects of Supra-Segmental Features on Students' IELTS Listening Comprehension. Nghia Vu (HUTECH University) & Hien Hua Dinh (ALT IELTS Tutor), Vietnam	Role of English Advertisements in Promoting Sales – A Linguistic Perspective. Barnali Chetia (Indian Institute of Information Technology) & Dharna Bhatt (Parul University), India	Application of Grammatical Metaphor In Teaching Translation. Oanh Nguyễn, Ho Chi Minh University of Banking, Vietnam	5 Key Steps To Building A World-Class CEFR Test. Ben Cook, British Council, EnglishScore	The Effectiveness of Wordwall to Enhance Students' Learning Engagement and Motivation in Literature Classes. Catharina Brameswari (Universitas Sanata Dharma) & Daniel Ari Widhiatama (Universitas Mercu Buana), Indonesia	Vietnamese Tertiary Students' Perceptions of Writing Skill Self-Assessment. Huynh Ai and Tran Quang Ngoc Thuy, University of Foreign Languages and International Studies, Vietnam	Teacher Educators' Personal and Professional Beliefs about Diversity: A Scale Adaptation Study. Gülşah Öz (Aksaray University) & Neşe Cabaroğlu (Çukurova University), Turkey	Enhancing English Language Teaching Through Augmented Reality. Said Al Saadi, Ministry of Education, Oman	Study of English as Additional Language in Students with Dyslexia. Maria Vilanova, University of the Balearic Islands, Spain		
10 minutes 3:50 PM – 4:00 PM	Break											
30 minutes 4:00 PM – 4:30 PM	Session 6	Language Identity and Learners' Autonomy: The Power of L1 Discourse in L2 Writing. Juland Salayo, University of Santo Toma, Philippines	Adjustments to ELT Textbook Evaluation Checklists. Phuong Thao, Ho. Ton Duc Thang University, Vietnam	Verb-To-Noun Conversion and Vocabulary Enrichment In English. Barli Bram, Sanata Dharma University, Indonesia	Developing Social-Cognitive and Emotional Skills Through Language Learning. Sayant Vijay, Christ University, India	Learning Possibilities by Observing COIL (Cooperative Online International Learning). Mitsuko Yamamoto, Kyoto College of Medical Science, Japan	Criticism of International Standards of Scientific Communication in Applied Linguistics. Christian Puren, University Jean Monnet of Saint-Etienne, France	LGTBQ+ Language Teacher Educators' Identities: Testimonies and Duoethnography. Michel Riquelme-Sanderson, Chile Universidad Arturo Prat, Chile	Selecting, Evaluating, and Integrating Educational Technology in Language Teaching and Learning. Hanrui He, Austin Peay State University, USA	Pedagogy of Care in an Online EFL Didactics Course. Susan Joffe and Nikki Aharonian, Oranim College of Education, Israel	Closed	

CONFERENCE PROGRAM SCHEDULE

DAY 2 - DECEMBER 10, 2022

Duration	Time	
120 minutes	8:00 AM – 10:00 AM	**Registration**
45 minutes	8:30 AM – 9:15 AM	Opening Remarks: Ho Chi Min TESOL Association/Keynote Speech (Vijay Thakur)/ Conference Chair (John Baker) - Conference Hall 10F
10 minutes	9:15 AM – 9:25 AM	**Break**

Plenaries — 40 minutes, 9:25 AM – 10:05 AM

Track / Room	Presentation
TRACK 1 — Conference Room B	Information Literacy Professional Development in First-Year Academic Writing Programs. Christopher Scott Weagle, American University of Sharjah, UAE
TRACK 2 — Conference Room C	Supporting language learner autonomy: Envisioning the role of self-access in the 21st century. Jo Mynard, Kanda University of International Studies, Japan.
TRACK 3 — B106	Building Artificial Intelligence Advantage for Vietnam TESOL in the Post-COVID-19 World. Nguyen Ngoc Vu, Ho Chi Minh University of Foreign Languages - Information Technology, Vietnam
TRACK 4 — Room A104	Collaborative Autoethnography (CAE) and Its Role in Applied Linguistics Research. John Lindsay Adamson, University of Niigata Prefecture and Theron Muller, University of Toyama, Japan.
TRACK 5 — Room A101	Challenges Faced by First-Year Students with Online Learning and Teaching. Afugmeyu Jane-Francis Abongdia, Cape Peninsula University of Technology, S. Africa
TRACK 6 (ONLINE) — Room F401	Liminal Neural Joining: Some Questions with Second Language Acquisition. Tirtha Prasad Mukhopadhyay, Universidad de Guanajuato, Mexico
TRACK 7 — Room F402	Engin: A Scalable Model for Achieving English Fluency in Ukraine. Katerina Semida Manoff, Engin, Ukraine
TRACK 8 — Room F403	Implementation of Immersive Technologies in Post-COVID19 Education. Dipima Buragohain, Chulalongkorn University, Thailand
TRACK 9 — Room F412	The Log-in and Log-out Syndrome. Swayam Prabha, Siksha O. Anusandhan, University Bhubaneswar, Odisha, India

Duration	Time	
20 minutes	10:05 AM – 10:25 AM	Onsite Tea Break & Publisher Session/Hybrid Zoom Breakout Sesson (Research & Professional Development/Peadaogy/Online Coffee and Chat)

Session 1 — 30 minutes, 10:25 AM – 10:55 AM

Track / Room	Presentation
TRACK 1 — Conference Room B	Teachers Write for Journals – Classroom Action Research. Robert Dickey, Keimyung University, S. Korea
TRACK 2 — Conference Room C	The Effectiveness of Integrating Flipped-Classroom Model and YouTube Videos In Teaching Speaking Skill For Students. Khoa Trần Thế and Trịnh Đặng Thị Ngọc (Trịnh Đặng Thị Ngọc (University of Finance and Marketing).
TRACK 3 — B106	Reflections on Pre-Service English Language Teachers' Experiences And Practices During The Covid 19. John Wankah Foncha (The Cape Peninsula University of Technology) & Andries Pududu Moswane (University of Limpopo), S. Africa
TRACK 4 — Room A104	Using the power of Artificial Intelligence in English Assessment at EnglishScore. Michelle Avelena, British Council EnglishScore.
TRACK 5 — Room A101	Working Memory Capacity and L2 Oral Fluency. Danh Cong Vu, Thanh Van Nguyen (Ton Duc Thang University), & Nakhon Kitlaroonchai (Asia-Pacific International University), Vietnam
TRACK 6 (ONLINE) — Room F401	Incorporating Gricean Conversational Maxims in Peer Tutor Training. Maria Eleftheriou, Konstantina Spyropoulou and Oladiji Adetoyese Opeyemi. American University of Sharjah, UAE
TRACK 7 — Room F402	Language Assessment Since the COVID-19 Outbreak: A Scientometric Analysis. Abdul Syahid & Abdul Qodir. Institut Agama Islam Negeri Palangka Raya, Indonesia
TRACK 8 — Room F403	The Flexibility of a Podcast: Benefits for Teachers, Students, Researchers. Jonathan Shachter (Kyushu Sangyo) & Chris Haswell (Kyushu University), Japan
TRACK 9 — Room F412	Applying a Design Thinking Approach in an English for Tourism Course. Duyen Can, University of Toronto, Canada

Duration	Time	
10 minutes	10:55 AM – 11:05 AM	**Break**

Session 2 — 30 minutes, 11:05 AM – 11:35 AM

Track / Room	Presentation
TRACK 1 — Conference Room B	Error Analysis of Written English Essays. Dong Trinh, Ton Duc Thang University, Vietnam.
TRACK 2 — Conference Room C	Teachers' Formative Self-Assessment: COVID-19 Triggered a Transition to Formative Self-Assessment. Huda Dimashkie and Hadeel El Rahal, American University of Sharjah, United Arab Emirates.
TRACK 3 — B106	Hybrid Learning at the Tertiary Level: Lecturers of English Perceptions. Canh Truong (Foreign Trade University, Ho Chi Minh city, Vietnam) and Tan Tran (Foreign Trade University, Ho Chi Minh city) Vietnam
TRACK 4 — Room A104	No Tech, Low-Tech Apps for English Teaching & Learning. Carla J. Bailey. U.S. Department of State English Language Fellow Program
TRACK 5 — Room A101	Give Me Tea, Please: Practical Ingredients for Tasteful Language. Natasha Broodie, Author, USA
TRACK 6 (ONLINE) — Room F401	Modeling Effective Teaching Practices in Teacher Education. Frances Sokel. Shaanan College of Education, Israel
TRACK 7 — Room F402	Making sense of memes and humor: Classroom materials and research possibilities. Genevieve Leung, University of San Francisco, USA
TRACK 8 — Room F403	Significance of Flipped Classroom for ESP Courses in Post-Covid Situation. Thomas Baby and Yasser Sabtan. Dhofar University, Oman
TRACK 9 — Room F412	Non-Business Academics' Perceptions on Entrepreneurship Education in Malaysian Universities. Bazilah Raihan Mat Shawal, Kerry Lee (Universiti Malaysia Kelantan), and Deborah Shepherd (Universiti Malaysia Kelantan)

Duration	Time	
85 minutes	11:35 AM – 1:00 PM	**LUNCH BREAK**

Lounge (Rest Area) B115

CONFERENCE PROGRAM SCHEDULE

Duration	Time	TRACK 1 Conference Room B	TRACK 2 Conference Room C	TRACK 3 B106	TRACK 4 Room A104	TRACK 5 Room A101	TRACK 6 (ONLINE) Room F401	TRACK 7 Room F402	TRACK 8 Room F403	TRACK 9 Room F412	Lounge (Rest Area) B115
						Session 3					
30 minutes	1:00 PM 1:30 PM	The Implications of Kinship Terms in Newspaper Accident Reports. Tharwat El-Sakran, American University of Sharjah, UAE	Markers of Importance Used in Lectures from TOEFL IBT. Dao Thi Linh Tam, Nguyen Thi My Lien, Nguyen Thien Khoa and Nguyen Thi Kim Phuong, Vietnam	Vocabulary and Intercultural Awareness through Digital Storytelling (DST) among Primary learners. Cristina Gomez Martinez and JosE Belda-Medina. University of Alicante, Spain	Newspaper Headlines and Subheadings as a Method of Improving University Students' Writing Ability. Thanh Nguyen, Ton Duc Thang University, Vietnam	Professional Teacher Development Opportunities for Teachers at Ho Chi Minh TESOL. Huy Pham, Horizon TESOL, Vietnam	The Principles and Practices of Writer-Focused Pedagogy. Adrian M. Zytkoskee, The American University of Sharjah, United Arab Emirates	Enjoying Neuro Linguistic Programming, the Art of Excellence: Satir's Communication Styles. Bena Gül Peker, Gazi University, Turkey	Factors Affecting EFL Learners' Academic Learning Engagement in English Language Development: A Literature Review. Hien Duong (CATEC English Center) & Thao Tran (HUTECH University), Vietnam	GA-Bound, SBS-Bound, or Somewhere In Between. Biljana Cubrovic, University of Belgrade, Serbia,	
10 minutes	1:30 PM					**Break**					
						Session 4					
30 minutes	1:40 PM 2:10 PM	Re-Minding the Roles of Nature in Selected Vietnamese Folktales. Simon Arsa Manggala & Diksita Galuh Nirwinastu, Universitas Sanata Dharma, Indonesia	Technology in Academic Writing Instruction During Covid-19 at The University Of Namibia. Hafeni Pamwenase Shikalepo Hamakali and Lukas Matati Josua, University of Namibia, Namibia	Optimizing Students' Meaning-making Process with Digital Storytelling. Tan-Sang Nguyen, Marie Curie Senior High School, Vietnam	Revisiting Learner Silence: A Neglected Emotion Regulator in Language Learning. Thanh-My Nguyen. Nguyen Tat Thanh University, Vietnam	The Effects of Bilingualism on the Social Identity Formation of NRI Return Students. S. Anandhu. Christ University, India	Toward a Self-Placement Model for ESL Academic Writing. Christina Michaud, Boston University College of Arts and Sciences, USA	Grammar is an Essential Part of English Language Learning: Myth or Reality. Meretguly Gurbanov and Orazgeldi Bayramberdiyev. D. Azadi Turkmen National Institute of World Language. D. Azadi Turkmen National Institute of World Language. Turkmenistan	An Investigation into The Effectiveness of The Blended Learning Approach to Writing Skills: Using Google Docs. Hång Nguyễn, University of Finance and Marketing, Vietnam	Studying and Teaching IELTS in Vietnam. Hoai Anh Thu Nguyen, Vietnamese - German University, Vietnam	
20 minutes	2:10 PM				Onsite Tea Break & Publisher Sesson/Hybrid Zoom Breakout Rooms (Research & Professional Development/Peadaogy/Online Coffee and Chat)						
						Session 5					
30 minutes	2:30 PM 3:00 PM	Comparing the Effects of Two Repeated Reading Methods on EFL Learners' Reading Rates. Vy Pham (Ton Duc Thang University), John Baker (Ton Duc Thang University) and Thang Nguyen (International University), Vietnam	Transformation from Conventional to Digital Storytelling as Learning Method in English Conversation Courses. Epata Puji & Tatang Iskarna, Sanata Dharma University, Indonesia	English-major Undergraduates' Opinions of the Application of New Century Skills. Trang Ngo & Huong Nguyen, Hanoi National University of Education, Hanoi, Vietnam	In-Service EFL Teachers' Voices: The Implementation of Mentoring In Indonesia. Angela Asri Purnamasari, Indonesia	When CoolEnglish met Scholastic: A pathway to Innovative English Class. Gloria Shu Mei Chwo, Hungkuang University, Taiwan	Student-Teacher Communication on Social Media: The Teacher Perspective. Ha, Nguyen University of Languages and International Studies, Vietnam National University-Hanoi, Vietnam	A Critical Look at L2 Learners' Learning Engagement In Communicative Game-Based Grammar Teaching. Thao Quoc Tran (HUTECH University) and Huyen Nguyen Thi Thanh (Vocational Education and Continuing Education Center), Vietnam	Digital Approaches to the History of English. Amanda Roig-Marín, University of Alicante, Spain	Qualities of a Good Teacher as Perceived by University Students. Dang Thi Phuong, University of Languages and International Studies, Viet Nam National University, Vietnam	
10 minutes	3:00 PM					**Break**					
						Session 6					
30 minutes	3:10 PM 3:40 PM	Empowering Vietnamese Students' Ability To Expand Reading Vocabulary: A Case Study. Diem Hong Thi Ta, Ton Duc Thang University, Vietnam	Religion in the ELT Classroom: Students' Perspectives. Kenneth Foye, Hokkaido University of Education Hakodate Campus, Japan	A Case Study of Learners' Attitudes on CALL before and after the Pandemic of Covid-19. Lan Le Chi Nguyen (Ly Tu Trong high school) & Hieu Le Ngoc (Ho Chi Minh City Open University)	The Model of Personal Self And Identity Development. Ha Nguyen, Ton Duc Thang University, Vietnam	Mapping Pathways for a Decolonising Creative Writing Pedagogy in Indian Institutions. Anupama Nayar, Christ University, India	Effects of Strategy Instruction on Tertiary Students' Use of Listening Strategies. Ngo Thi Thanh Huyen, Hung Vuong University, Vietnam	Importance of Syntax for Beginner Thai ESL Students. Junyawan Suwannarat, Chiang Mai University, Thailand	The Implementation of Projects in Communicative Textbooks and Action-Oriented Textbooks. Ahmet Acar, Dokuz Eylül University, Turkey	Educational Engineering as Research Method for English Scholars. Jozef Colpaert, Antwerp School of Education & Department of Training and Education Sciences, Belgium	
20 minutes	3:40 PM				Onsite Tea Break & Publisher Sesson/Hybrid Zoom Breakout Rooms (Research/Peadagogy/Online Coffee and Chat)						
40 minutes	4:00 PM				Panel Discussion 20 minutes + Closing Ceremony 20 minutes- Conference Hall Building F, 10F including 2 thank-you speeches (chair+dean) + gift exchanges + group photos						

DAY 3 – DECEMBER 11, 2022

7:00 AM	5:30 PM	Post-Conference Cultural Tour to Mekong Delta

KEYNOTE

SPEECHES

In Search of the Author's Voice

Learning from our Younger Students

Roger Charles Nunn

Abstract

Reviewing a paper for me often involves searching for the frequently hidden author's voice. ESBB has the avowed aim of understanding and supporting authorial voices across cultures. It is important to start the educational support of authorial voices as early as possible. The traditional essay, particularly the impersonal research essay, may be ill-adapted to the realities of student writing in our new decade. At a time when an "original" essay, that no plagiarism software will react to, can easily be bought online, it is doubly important to promote the notion of 'voice' ACTIVELY. In this paper, I draw inspiration from STUDENTS' original writing from two contexts in which I have been a teacher (with some responsibility for curriculum). In one context, a full blown team project-based course was the norm. In the other context, the traditional individual research essay was the basis of the course. It was modified in my own (and in several colleagues') courses to incorporate active learning (Acar, 2019) involving real engagement and investigation through a SOCIALLY SIGNIFI-CANT student-led project. In my presentation, I will forefront students' voices on their projects rather than go too deeply into the already well-documented theoretical underpinnings of project-based learning and active learning. (Although I will, nonetheless, refer to published papers in our own ESBB journal and in other philosophical forums to support my discussion.) Descriptions of, and extracts from, both project reports and students' written reflections will be used to forefront the students' own voices. While I will show how PBL can be used to enhance both formal writing and critical argumentation skills, my data also indicates that research done by freshman students can be surprisingly sophisticated: it can be used to better incorporate their voice into our curriculum, but also into our own thinking about creativity, scholarship and research.

Author(s) Bio

Dr. Roger Nunn is former Professor and Head of Department in the Department of Writing Studies at the American University of Sharjah in the UAE. He is a founding member of ESBB and Chief Editor of the Asian ESP Journal. Roger has enjoyed a long and varied expatriate career, often specializing in the development of academic competence and literacy. He has a broad range of research and professional interests and especially enjoys any activity that involves intercultural exchange.

Unleashing Students' Creativity in English Language Classrooms: Educational Perspectives

Vijay Thakur

Abstract

Creative and Critical Thinking are central to effective teaching and learning. Considering the primacy of 'Creative' and 'Critical' thinking in education and human life, my presentation provides a framework for understanding creativity and critical thinking and demonstrates how they can be incorporated into English Language classroom practice. Part one of the presentation outlines its purpose and rationale and discusses interpretations of the two terms, 'creative thinking' and 'critical thinking', in the context of learning. Part two underpins research and theory and discusses multiple benefits the learners enjoy in practising creative thinking and critical thinking skills. Part three demonstrates how English Language learners' understanding of the revealing nature, reactional language, and verbal sensitivity of creative texts can be developed and how an effective pedagogical practice can be built for unleashing creativity in a Liberal Art Educational Framework through a variety of innovative tasks and activities in English Language Classrooms.

Author(s) Bio

Dr. Vijay Singh Thakur is an active member of the international not-for-profit, academic organization English Scholars Beyond Borders. He has taught English Language, Linguistics, and Literature courses for over 32 years in different educational institutions in India and Oman and retired as Associate Professor from Dhofar University, Oman on 31 August 2022. During his years of service at Dhofar University, he served as Assistant Dean of the College of Arts and Applied Sciences and Head of English Language and Literature Department. He holds a doctorate in Applied Sociolinguistics. His publications include two books, two jointly edited books, and 38 research papers in Applied Sociolinguistics, Discourse Stylistics, Cross-Cultural Pragmatics, and TESOL Pedagogy. He has presented papers and conducted workshops at 22 international conferences. He has supervised two doctoral studies, evaluated 40 Ph.D. and 10 Master's theses, and served on the editorial boards of many international journals.

PRESENTATIONS

Challenges Faced by First-Year Students with Online Learning and Teaching

Afugmeyu Jane-Francis Abongdia

Abstract

This study investigates the challenges faced by first-year students with online learning and teaching and how it affects their academic performance. It examines first-year accounting students' experiences at Cape Peninsula University of Technology in Cape Town. Due to the Coronavirus pandemic, many regulations were put in place, including but not limited to a national lockdown. This led to the academic institution introducing online teaching/learning. Although this gave students the opportunity to continue learning, challenges were unavoidable, especially with first-year university students. The study uses a qualitative case study research method positioned within the interpretive paradigm. The data comes from first-year students' academic essays. Some of the findings from the study indicate that first-year students struggle with adapting to online learning, online assessments, Internet connectivity, technical issues, lack of time management, self-discipline, lack of attention and self-motivation. The study concludes that online learning is very challenging for first-year students, and it is important to introduce more interactive teaching methods and activities to assist the students build interest in learning. The institution should strategize its online teaching and assessments to enhance and attract students to engage and participate in the learning and teaching process.

The Implementation of Projects in Communicative Textbooks and Action-Oriented Textbooks

Ahmet Acar

Abstract

This paper aims to illustrate the difference between the implementation of projects in communicative textbooks and action-oriented textbooks. I conclude that many communicative textbooks place projects at the end of the units as an attachment to the unit so that the students start doing the project after they complete the unit. I also conclude that projects in many communicative textbooks function only or primarily as reuse activities, just as final tasks, which will allow students to reuse the language content of the unit. In action-oriented textbooks, on the contrary, the textbook unit is actually a project as a whole, so that the students can, initially, appropriate the planned project scenario with the possibility of modifying it, and then they can begin the project at the beginning of the unit, implement it during the unit and finalize the project at the end of the unit even if the project scenarios are placed at the end of the units. Although the projects in action-oriented textbooks also allow students to reuse the language content of the unit, the ultimate goal of the projects in these textbooks is to train learners as social actors.

Collaborative Autoethnography (C.A.E.) and its Role in Applied Linguistics Research

John Lindsay Adamson and Theron Muller

Abstract

In this presentation, we explore the role of collaborative autoethnography (C.A.E.) in foregrounding shared personal experience in qualitative applied linguistics research. More traditional research paradigms distinguish between the researcher and the researched, while C.A.E. blurs these boundaries through collaborative exploration of researchers' common experiences. C.A.E. can transform beliefs as joint narrativization and analysis of data challenges preconceived notions of experience. This contrasts with single autoethnographic (A.E.) research, where only one person's narrative is foregrounded. Further, C.A.E. creates a space for community-building, where potentially marginalized individuals co-construct a space as valued, full members of the C.A.E. community. This presents the potential to create "counter-narratives" (Andrews, 2004, p. 1) that challenge the dominant paradigms perpetuating individuals' marginalization through local engagement. C.A.E. represents a flexible method that accommodates a variety of ways of engaging in research. However, it is not a panacea; how participants engage with C.A.E. influences how successful it may be at creating a community of shared, mutually supportive experience. We outline how audience members may engage in C.A.E. themselves and some strategies they can employ to help ensure their shared narrativization is successful through reference to our past and ongoing C.A.E. collaborations and the wider literature.

Author(s) Bio

John Adamson is a Professor at the University of Niigata Prefecture, Japan. Active in editorial work, he received his Ed.D. from the University of Leicester and has pursued research in EAP/ESP provision at the university level, interdisciplinarity, self-access, and developing journal editorial systems. He is a co-editor of Innovating EFL Teaching in Asia (2011) and Exploring EFL Fluency in Asia (2014) (both Palgrave Macmillan), and also co-editor (with Roger Nunn) of Accepting Alternative Voices in EFL Journal Articles (2009) and Editorial and Authorial Voices in EFL academic publishing (2012). Email: adamson@unii.ac.jp ORCID: https://orcid.org/0000-0003-3492-2583

Theron Muller is an Associate Professor at the University of Toyama, Japan. He received his doctorate from The Open University, U.K. in 2018, research that explored the publication practices of Japan-based language teachers. He has published and presented widely on writing for academic publication, English language teaching and learning, and teacher development, including in Ilha do Desterro, International Journal of Research & Method in Education, and Writing and Pedagogy. He is active with JALT Publications, is currently the Publications Board Chair, and is a founding member of English Scholars Beyond Borders. Email: theron@las.u-toyama.ac.jp ORCID: https://orcid.org/0000-0001-9690-3738

Vietnamese Tertiary Students' Perceptions of Self-Assessment in Writing Skill

Huynh Ai and Tran Quang Ngoc Thuy

Abstract

Self-assessment has received much attention recently in learner-centered education. It is a major contribution to improving the quality of learning by enhancing students' autonomy in learning. This paper reports a study that explored EFL students' perceptions of self-assessment in writing skills in Vietnam's higher education context. The research data were collected with a questionnaire administered to 450 sophomores and focus group interviews with 32 questionnaire respondents. The findings from the questionnaire and interviews showed that most of the students had a strong perception of the values and benefits of self-assessment to their writing skill. Interestingly, this study reveals that self-assessment helped students use appropriate strategies to fix problems in their writing and take more responsibility for their learning.

Mother Tongue Influence as a Positive Contributor to English Language Acquisition: Negotiating Liminal Space of Multiple Englishes in India

S. Anagha

Abstract

The language acquisition process amongst English language learners in non-native nations is heavily dependent on their linguistic competence in their mother tongue. While multilingualism is extensively appreciated in India, mother tongue influence in English is considered an anomaly which is constantly attempted to be rectified by language practitioners. The paper argues that mother tongue influence is a positive contributor to language learning and individual identity formation, which will enhance the learner's intercultural communicative competence. The gap between Indian English and received English pronunciations that emerged due to the rift between colonial language learning practices and regular English praxis in India has to be bridged by taking up a hybrid position. Case studies from India will be employed to understand how mother tongue influence can be a trope to retain native identity and can bridge the language gap. With the launch of the National Education Policy 2020 in India that promotes education in regional languages, the paper will explore its effect on indigenous English learning practices within the discourse of liminality from where the hybrid positions will emerge.

Author(s) Bio

Anagha S is a research scholar in the department of English at CHRIST (Deemed to be University), Bangalore, India. Her area of interests are Linguistics, Language studies, and memory studies. Her research concentrates on memory studies and spaciality.

The Effects of Bilingualism on the Social Identity Formation of NRI Return Students

S. Anandhu

Abstract

An individual belongs to many groups and speaks many language varieties depending on each group that he is part of. These languages are a powerful tool to create and change one's social identity and the social group they belong, especially when individuals are introduced to a new educational culture. This research focuses on how Bilingualism affects the classroom behaviour, language acquisition and social identity creation of NRI (Non-Resident Indian) students when they return to study in Indian institutions. The research and the result will be based on the primary data collected from the NRI return students in various institutions in Bangalore (India). Therefore, the study is both empirical and analytical in nature. Apart from identifying their classroom behaviour, the study also aims to understand these students' social behaviour and adaptational issues when they are exposed to their own delitescent cultures. The findings and the result will also help to overcome the cultural barriers and classroom imbalances when teaching these NRI return students.

Studying and Teaching IELTS in Vietnam

Hoai Anh Thu Nguyen

Abstract

This research project was conducted to investigate IELTS preparation practices in Vietnam regarding EFL learners and teachers' difficulties in IELTS preparation, learning and test-taking strategies, and teaching approaches to consider practical implications for studying and teaching IELTS in Vietnam. The study followed an exploratory research design in which individual semi-structured interviews with teachers and learners were followed by a learner questionnaire. Qualitative data include themes of teachers' difficulties and teaching approaches and the learners' activities and difficulties in IELTS preparation and test-taking. Key quantitative results suggest specific learning and test-taking strategies and difficulties that have a statistically significant effect on the learners' IELTS test scores and therefore should be prioritised. Apart from the priority list of difficulties and learning and test-taking strategies, this study contributed to the existing literature, and the learner questionnaire can serve as a starting point for future studies and a working tool for action research, needs analysis, assessment, and evaluation. However, due to such a pioneering work with a small sample size and a newly developed questionnaire, caution must be applied, and the findings require further research to be transferrable.

Using the power of Artificial Intelligence in English Assessment at English Score

Michelle Avelena, Angelica Nierras, and Rishti

Abstract

This session from British Council English Score will deep dive into how Artificial Intelligence is innovating English Language assessment for universities and schools. Attendees will learn how a recognized mobile English test uses AI to deter cheating and ensure the test is delivered securely. In addition, the session will demonstrate how AI plays a crucial role in accurately and reliably scoring productive skills such as speaking and writing.

Author(s) Bio

Michelle Avelena is the Director of Global Development at British Council EnglishScore. She is an Indonesian professional in the English language testing industry, with work experiences in Cambridge English (Cambridge, UK), Paragon Testing (Vancouver, Canada), and most recently at British Council's EnglishScore (London, UK). Her experiences include championing the transition of a high-stakes English test from test-center delivery to remote proctoring. She has a BEng (Hons) degree in Architectural Environment Engineering from the University of Nottingham, and a Master of Business Administration degree from the University of Cambridge.

A Smart and Capable Approach to Assessing Adult ESOL Learners

Nafisa Baba-Ahmed

Abstract

This presentation will discuss the concept of SMART target-driven assessment in ESOL and literacy learning in the context of Adult Community Learning in the UK. Although the acronym now varies in terms of what the individual letters stand for, Doran (1981) first introduced it as standing for 'smart, measurable, assignable, realistic and time-related. Although SMART-target-driven learning has become widespread practice within mainstream and adult education in the UK, it has not been met without criticisms and calls for a move away from such performance-based learning, which many argue merely reflects the government's neoliberal principles heavily influencing education policy in England (Apple, 2005, Allatt and Tett, 2019). I will draw on the Capabilities Approach developed by economist and philosopher Amartya Sen (1980) and discuss how this human development approach as a framework can help elucidate SMART-target-driven learning plans to develop and expand the capabilities of adult learners in a community setting. Lastly, I will draw upon evidence from a recent study which provides favourable evidence for the helpfulness of SMART-target-driven learning in facilitating learners in their journey to acquiring language and literacy skills as well as wider social and employability skills.

Author(s) Bio

Nafisa Baba-Ahmed is a Ph.D. candidate in Education and Social Justice at Lancaster University. She has a first degree in Law (LLB) and a master's degree in International Law (LLM). She has taught General English and English for Academic Purposes to undergraduate and postgraduate students at the University of Leeds in preparation for master's and Ph.D. studies. She has also worked as a lecturer teaching English as a Second Language for Coventry City Council's Adult Education Service and Westminster Adult Education Service. She is currently a postgraduate tutor at King's College London, teaching academic and professional skills development.

No Tech, Low-Tech Apps
for English Teaching & Learning

Carla J. Bailey

Abstract

This workshop is for new and experienced English language teachers that want to engage their students. As the demand for English teaching grows, the pandemic and the ever-increasing globalization has caused a huge increase in information and communication technology when it comes to students learning in a virtual or classroom setting. One of the most engaging methods for language learning is through Apps designed for English teaching and learning. However, due to the lack of high-speed Internet connectivity and electronic device affordability around the world. This workshop will show language teachers how teaching through these apps and websites can be engaging and motivational for students, as well as jumpstart teacher creativity. After presenting this workshop, participants will have a plethora of real and relevant engaging tips and strategies for their no-tech, low-tech teacher toolbox.

Author(s) Bio

Carla J. Bailey is a 2022-23 U.S. Department of State English Language Fellow appointed to Quy Nhon University, Binh Dinh Province in Vietnam. Carla is a veteran TESL instructor who has been teaching in Cleveland, Ohio, USA, for over a decade. She possesses two master's degrees, her first in Education / TESOL, Curriculum and Instruction, and her second Master's in Psychology, both from Cleveland State University. Carla also teaches ESL to at-risk high school students during the day, and then works with immigrant and refugee students at a community college in the evening.

She also specializes in ESP for medical students and business professionals

Significance of Flipped Classroom for ESP Courses in Post-Covid Situation

Thomas Baby and Yasser Sabtan

Abstract

This study is the result of experimenting with the concept of the flipped classroom (FC) in an ESP course in the aftermath of the Covid-19 scenario at a private university in Oman. The recent shift from online to direct classes in the university exposed the wide knowledge gap that existed in the learners of English. In order to address this challenge, the authors decided to experiment with the concept of FC in one of the ESP classes in business administration. Similarly, another class of the same course followed the traditional lecture method. In the FC model, the simplified summary of prescribed lessons, along with useful illustrations, were posted online for students to read at home before coming to the class. The focus of the experimental class was on making students solve critical homework tasks during the class-time in groups of mixed-ability students along with appropriate teacher intervention, while the other class followed the traditional lecture method. Therefore, the first part of this paper describes the important FC concepts and their implementation in the experimental class, and the second part analyses the final grades of the experimental FC class and the traditional class in order to understand the significance of FC model classes.

Author(s) Bio

Dr. Thomas Baby is currently an Assistant Professor of English in the Department of English at Dhofar University, Oman. He has published books and research articles extensively in the ELT area and has presented research papers at various international conferences such as TESOL France, Eurasia Conference & SQU ELT Conferences.

Dr. Yasser Sabtan is currently an Assistant Professor of English in the Department of English at Dhofar University, Oman. He has published several research articles in SCOPUS & Web of Science-indexed Journals and presented his works at various international conferences.

Assessing Online – Adapting our Assessment Practices

Oliver Bayley

Abstract

Effective assessment is fundamental to good teaching, and yet not all of the assessment methods we have traditionally used in the classroom are straightforward to implement online. Neither do they necessarily equip students to thrive in this rapidly changing new reality. In this session, we'll look at some of the key challenges of online assessment. We'll consider how technology and alternative approaches to assessment can provide practical solutions to some of these challenges while enriching our teaching and offering deeper insights into our students' learning.

Verb-To-Noun Conversion and Vocabulary Enrichment in English

Barli Bram

Abstract

Directionality of conversion pairs has raised questions to resolve. The paper, therefore, explored conversion, one of the word-formation processes, particularly noun-to-verb conversion, for example, the verb walk (V) to the noun walk (N), and discussed how conversion could function as a strategy for learners to enrich their English vocabulary items. Data, consisting of 550 verb-to-noun conversion pairs, were collected from various online sources and the Oxford English Dictionary. This descriptive morphological study used the criteria attestation date, frequency of occurrence, semantic dependency, and semantic range to determine the verb-to-noun conversion directionality. Conversion relevance to vocabulary item enrichment was examined in the context of EFL learners. The results showed the four directionality criteria were applicable, and the verb-to-noun conversion proved helpful to form new nouns. In the EFL context, the verb-to-noun conversion can be covered to enable learners to become more aware of word-formation, various syntactic categories, or parts of speech and enlarge vocabulary items efficiently.

Author(s) Bio

Barli Bram teaches English at the English Language Education Study Programme of Sanata Dharma University Yogyakarta, Indonesia. He earned his BEd from Sanata Dharma University, MEd from Boston University, the United States of America, and Ph.D. in linguistics from Victoria University of Wellington, New Zealand. He has a profound interest in writing, grammar, translation, vocabulary, phonology, semantics, syntax, and morphology. He has published a book entitled Write Well: Improving Writing Skills and can be reached at barli@usd.ac.id.

The Effectiveness of Word wall to Enhance Students'
Learning Engagement and Motivation in Literature Classes

Catharina Brameswari and Daniel Ari Widhiatama

Abstract

In order to increase student engagement and motivation, technology is being used into instructional environments more and more. This study investigates the effectiveness of Wordwall as an online tool that applies gamification principles in non-game contexts to enhance students' learning engagement and motivation. Wordwall is chosen among other platforms since it is free to use, and students do not need to log in to the platform. Therefore, it is deemed to be practical. This study uses a quasi-experimental post-test design. The population of this study is the students of the Introduction to Literature and Culture of English-Speaking Nation of English Literature Class in the 2022 academic year. Both groups will take a pre-test and post-test, and the results will be compared to see whether there will be any variance in the results. Each group will receive two lessons per week for four weeks as part of the treatments. Lastly, the data will be analysed using an independent sample t-test with SPSS version 25.

Author(s) Bio

Catharina Brameswari is a lecturer in English Letters Department, Universitas Sanata Dharma, Yogyakarta, Indonesia. She completed her master's degree in English Language Studies, at Universitas Sanata Dharma, Yogyakarta, Indonesia. Her interests are Postcolonialism, Ecocriticism, Culture and Identity, and English Education Technology. Her research which was conducted individually and collaboratively, has been published in reputable journals. Right now, she is working on another collaborative research on Young Adult Digital Literature about the struggles of Asian-American teenagers in finding their true identity. She can be reached at catharinabrameswari@usd.ac.id.

Daniel Ari Widhiatama is a lecturer in English Education Study Program, Universitas Mercu Buana, Yogyakarta, Indonesia. He pursued his master's degree in English Education at English Language Studies, Universitas Sanata Dharma, Yogyakarta, Indonesia. He has a considerable interest in education and community development issues. He is one of the Directors of the Program and Development of iTELL (Indonesian Technology Enhanced Language Learning). His interests are Project Based Learning, Blended Learning, Education Technology, and Assessment in Language Teaching. He can be reached at daniel@mercubuana.ac.id

Give Me Tea, Please: Practical Ingredients for Tasteful Language

Natasha Broodie

Abstract

As the world continues to globalize, discussions at the international level are more often conducted in English by native and non-native English speakers. Therein lies a universal problem: How to communicate difficult messages in a foreign tongue without compromising tone or meaning. This workshop explores problematic usages of English by non-native English speakers who work in international environments, illustrated in "Give Me Tea, Please: Practical Ingredient for Tasteful Language." The workshop explores how employing key syntactic structures, and selective diction may effectively reduce communication breakdowns, misunderstandings, and unintentional offense when direct translation fails. The workshop is separated into two parts: The first half argues that the English language has four tonal categories: formal, informal, direct, and indirect language, and theorizes how grammatical systems within the tonal categories work best. The second half puts the theories into practice using examples that explore the three common functions of professional communication: to obtain information, provide information or discuss contract and money matters.

Author(s) Bio

After working with international professionals across the globe, Life with the Big E™ officially launched in 2017 to develop professional communication skills for women, minorities, and non-native English speakers. The brand crafts personal stories into professional pitches. The brand was formed by Natasha V. Broodie, an American and British Communications specialist from the United States who has worked in the United Nations System since 2012. She is currently traveling whilst finishing newly written work on career advancement. She enjoys the arts, soaking up the culture and drafting professional stories for clients' needs.

Implementation of Immersive Technologies in Post-COVID19 Education

Dipima Buragohain

Abstract

Combining traditional teaching methods with e-learning environments is a popular practice across education systems. The COVID-19 pandemic has changed pedagogical dynamics by transforming this practice into a new normal of virtual environments and interactions and placing new demands on the education system. The current study explores the feasibility of implementing emerging and immersive technologies like Metaverse in education and analysing the overall academic experience for educators and learners. In its pursuit to primarily inquire if immersive technologies are an appropriate choice for current and future e-learning, it reviews related literature on the use of Metaverse and such immersive applications in education and discusses its relevance by means of its benefits, challenges, and prospects across education mechanisms. It also takes a case study of immersive application and analyses to verify the relevance and usability of immersive technology in pedagogical practices. Reports support the prospects of opportunities immersive technologies offer to current and future educational innovations and interdisciplinary research scope.

Author(s) Bio

Dipima Buragohain is a C2F postdoctoral fellow at Chulalongkorn University, Thailand. Her research interests include language documentation, ESL/EFL studies, digital learning, and multidisciplinary research.

Applying a Design Thinking Approach in an English for Tourism Course

Duyen Can

Abstract

The project highlights an English for Tourism course. Not much in the literature review about Design Thinking Model in an English course has been found. One of the limitations facing most universities in Vietnam is the severe breach between the industry expectations and the institution's curriculum. It is explained by the absence of experience and effective soft skills. This project seeks to bridge the interpersonal skill gap through the implementation of Design Thinking Model in designing case studies to enhance effective skill sets required by the industry, such as communication skills, critical thinking skills, problem-solving skills, team work skills, leadership skills, negotiation skills, and self-study skills. This empirical study, adopting a mixed method, therefore, investigates the use and effectiveness of case studies perceived by stakeholders (n=112). Accordingly, the study serves as a guide for course designers and teachers in integrating "learning by doing" activities into the course.

Author(s) Bio

Duyen Can has been a lecturer of English for almost 16 years. She earned a doctorate in Teacher Education. Currently, she is pursuing a graduate course at the University of Toronto with an emphasis on Wellbeing and Mindfulness in Education. Her research interests include English for Specific Purposes, Instructional design, Language Assessment, Mindfulness in Education, and Teacher Education. Feel free to contact her at duyen.can@mail.utoronto.ca.

Role of English Advertisements in Promoting Sales – A Linguistic Perspective

Barnali Chetia and Dharna Bhatt

Abstract

Advertising as a form of communication is for all and sundry. The language, visual content, and design of advertisements have a huge impact on consumers of all age groups. In fact, advertising plays an important role in promoting sales. Advertisement Taglines act as a major tool to attract consumers and maximize revenue in a business. This study is an attempt to look at the usage of English language and various other linguistic features in advertisements, particularly English Taglines, and how it maximizes its effectiveness in marketing business in a multilingual setting like India. The study reveals that the English language and various other linguistic features, more than any other communicative parameters, maximize its effectiveness. Further, it claims that in advertising, the language used, particularly in Taglines, must be simple yet eye-catching, short yet elaborate enough to tell the consumer what it is, and decent and yet not overly difficult for an ordinary consumer to understand. Finally, it can be said that although businesses are run mainly on balance sheets, to make them run longer, there is a need for the sorcery of language in the form of advertisements.

Author(s) Bio

Dr. Barnali Chetia is an assistant professor in the department of Sciences and Humanities at the Indian Institute of Information Technology Vadodara (IIITV), Gujarat, India. She did her Master, M. Phil, and Ph.D. in Linguistics from Jawaharlal Nehru University, New Delhi, India. She also has a PGDM in Print Journalism from IMSIT, New Delhi, India. Her research interests include Applied Linguistics, Sociolinguistics, Discourse Studies, ELT, Business English, Technical Communication, and Gender Studies. She is a life member of the Linguistic Society of India, ELTAI, and various other academic organisations.

Dr. Dharna Bhatt is an Assistant Professor (HOD) of the CDC Department, PIT, at Parul University, Vadodara, Gujarat, India. She obtained her Ph.D. in ESL Studies from the Indian Institute of Information Technology, Vadodara, India. She has completed her B.A, M.A, M.Phil. in English Literature from universities in Rajasthan. Her research interest includes Applied Linguistics, ELT, Gender Studies, and Indian English literature. She is associated with various organizations like RIF and ELTAI.

Effectiveness of Teacher Corrective Feedback in IELTS Writing Task 2

Bui Nguyen Dan Chi

Abstract

Correcting Writing Task 2 essays is a painstaking and time-consuming task. Not many IELTS Writing teachers enjoy this part of the job, yet it remains compulsory in their job description, and there is a need to make the process more effective. Given that not enough research has been done from the view of the learner, this research aims to find out which combination of written corrective feedback (WCF) strategies can accommodate IELTS students' needs, either 1) a mix of direct and reformulation WCF or 2) an integration of indirect and metalinguistic WCF. The first stage of the project has already started with a documentary analysis of students' group essays selected carefully from two different classes of two levels (Band 5.0 and 6.0) at DLC IELTS, an online language center, over five months to evaluate students' overall writing performance, using the four marking criteria of IELTS Writing Task 2. In the second stage, in-depth interviews will be conducted with ten students from the same two classes, using their essays to gain deeper insights about their preferred combination. Finally, a thematic analysis will be employed to determine the patterns in participants' answers.

When CoolEnglish met Scholastic: A pathway to Innovative English Class

Gloria Shu Mei Chwo

Abstract

This study reports the success of an innovative English reading course for non-English majors at university. Teaching English to majors in other subjects than English is increasingly important these days in many countries (including Taiwan) where English has little local currency but which set their sights on becoming fully competitive in a globalized world where English dominates as the language of commerce, diplomacy, research and so forth. However, the best way to prepare today's graduates in general for this challenge is far less reported and researched than the teaching of English to English majors. The dedicated reading course developed at HungKuang synthesizes a number of features that have been separately shown to be successful, including a reading circle approach to foster interest, encouragement of extensive reading out of class to maximize input, to grading input so that it is comprehensible, and extensive support of the reading both in class and online. Results showed a significant increase in reading proficiency, and high levels of student approval of the course. In particular, greater Lexile improvement was associated with use of more English-related websites and a greater degree of positive attitude to the instruction.

Using Active Learning to Enhance Classroom Participation in English as a Foreign Language (EFL) Classrooms

Saiwaroon Chumpavan, Sirawich Tampanich, and Simon McIver

Abstract

One method of teaching that can provide instruction for all students and classroom participation which has been found to be very successful is active learning. Active learning creates the opportunity for deeper learning; however, student resistance to this type of learning is often high. Active learning often conflicts with the traditional views of students on teaching and learning. In school, students were given information, then memorized it, and were tested on it. Instead, active learning requires them to take risks and try learning strategies that they have no prior experience with. Therefore, this presentation will define the following: (a) active learning, (b) active vs. passive learning, and (c) the benefits and disadvantages of active learning. Furthermore, implementing active learning approaches in the EFL classroom, such as lesson preparation, building a background, compressible input, and the strategies used by EFL teachers in their classrooms to enhance the participation of students, will also be included in the presentation. In addition, examples of lesson planning, classroom activities, and video clips showing the interaction between the teacher and the students and the interactions among students will be presented as well.

Author(s) Bio

Dr. Saiwaroon Chumpavan is a graduate of Illinois State University at Normal, Illinois, USA. She has worked in the Faculty of Humanities at Srinakharinwirot University in Bangkok, Thailand, for a number of years and then transferred to North Bangkok University in 2020. Her administrative positions at North Bangkok University include Chair of the B.A. program in Teaching English to Speakers of Other Languages (TESOL) and Director of the Master and Doctoral Programs in English Language Studies. She also teaches both undergraduate and graduate students. The undergraduate classes include reading and writing, and her classes for the graduate students include research into English language studies, seminars on language teaching and learning, and theory and research in reading. Her expertise focuses on enhancing the English skills of Thai students through English as a foreign language (EFL) and assessing the language skills of EFL teachers in Thailand.

5 Key Steps to Building A World-Class CEFR Test

Ben Cook

Abstract

The Common European Framework of Reference for Languages (CEFR) is a world-renowned framework for describing language proficiency. It is used in a wide range of teaching, learning, and assessment contexts, with many assessments reporting results on the CEFR scale from A1 to C2. Using this common scale allows comparison between tests, as well as helping align curriculum, delivery and assessment. But how do you align a test to the CEFR? And how can you be confident in the results? In this session, we will outline five key steps to follow when aligning a new or existing test to the CEFR. Supported by examples from the British Council's EnglishScore test, this practical session will uncover how a CEFR-aligned test is designed, developed, and validated so that test takers and other stakeholders can be confident in the test results - and achieve their testing and learning goals.

Author(s) Bio

Ben Cook is the Senior Assessment Manager at British Council EnglishScore. He has 20 years of English teaching and assessment experience, in a range of contexts across Africa, Asia, the Middle East, and Europe. His experience includes advising multinational companies on language testing and training in the BPO sector, leading the development of General and Business English computer-based assessments at Pearson, and now managing the EnglishScore test suite. He has a BA degree in Hausa and Development Studies from the University of London and an MA degree in Educational Technology and TESOL from the University of Manchester.

Educational Engineering as Research Method for English Scholars

Jozef Colpaert

Abstract

Jozef Colpaert will present his Instructional Design method: Educational Engineering. Teacher training worldwide tries to equip teachers with required knowledge, skills and tools, but this can never be enough to cope with so many demanding or challenging contexts. This is why teachers need a strategy to apply when they do not know how to handle a new situation. Based on Piaget's "l'intelligence n'est pas ce que l'on sait, mais ce que l'on fait quand on ne sait pas" and Koen's "by the engineering method I mean the strategy for causing the best change in a poorly understood or uncertain situation within the available resources", the Educational Engineering model focuses on providing teachers with an adequate design model, on reducing the workload and on increasing job enjoyment. More importantly, while nowadays most teaching experience is being wasted, this model tries to engage teachers in contributing to the model by testing and validating their own hypotheses.

Author(s) Bio

Jozef Colpaert teaches Instructional Design, Educational Technology and Computer Assisted Language Learning in the Faculty of Social Sciences at the University of Antwerp. He is editor-in-chief of Computer Assisted Language Learning (Taylor and Francis) and organizer of the International CALL Research Conferences. His ongoing research lines focus on transdisciplinarity, multimodal learning environments, natural language decoding, and motivational task design. He is currently working on the empirical and theoretical validation of Educational Engineering, a novel instructional design and research method.

GA-Bound, SBS-Bound, or Somewhere In Between

Biljana Cubrovic

Abstract

Standard British English pronunciation has been a desirable target for many EFL speakers for many decades, including those in Serbia. A gradual shift from Southern British Standard (S.B.S.) to an amalgam variety of English has been noticed in Serbian EFL speakers in the past decade. This novel amalgam variety includes some of the traditional General American pronunciation features generally not explicitly taught in a Serbian EFL classroom. In order to shed some more light on the amalgam variety of English that they tend to speak, a group of university students majoring in English is asked to read a short passage that contains a number of key words whose pronunciation differs in S.B.S. and General American (G.A.). R-fullness (students pronouncing their r's in all phonetic contexts) and t-voicing (the realization of /t/ as a voiced sound in words like city, beautiful, etc.) will be analysed auditorily in the speakers' oral production. Possible reasons behind the introduction of these phonetics features in Serbian EFL production are elaborated on, with some insight into where this amalgam variety is heading, considering the omnipresent changes that affect English as a global language, even in native speakers of English.

Author(s) Bio

Biljana Čubrović is a Professor of English Linguistics at the Department of English, Faculty of Philology, the University of Belgrade in Serbia, where she teaches courses in English Phonetics and Research Methods in Linguistics to undergraduate and postgraduate students. She was a visiting scholar at the postdoctoral level at the Department of Linguistics at Cornell University, Ithaca, NY, from 2008-2009 and from 2013-2015. She is the author of several books about the English language and English phonetics. She was Chief Editor of The Linguistics Journal from 2013-2020 and is Editor-in-Chief of the Philologia Journal and Annals of the Faculty of Philology. She has been a guest speaker on numerous occasions in Japan, the U.K., Slovenia, Bosnia-Herzegovina, and Serbia. She founded the Laboratory for Phonetic Research at the Faculty of Philology in Belgrade in 2017. She was elected President of the Association of Foreign Languages and Literatures of Serbia in January 2020.

Qualities of a Good Teacher as Perceived by University Students

Dang Thi Phuong

Abstract

Characteristics of a good teacher is not a novel concept of educational research; however, it remains a popular concern of teachers and students in general. This empirical study was conducted to explore favorable qualities of teachers as perceived by students by collecting stories told by students from a language university about their impressive teachers, who they found hard to forget. The leveraged instruments included survey questionnaires and in-depth follow-up interviews. Data were then analyzed, and results were compared with available literature. The findings agreed with those of the previous studies to a certain extent regarding teachers' positive characteristics but offered rather deeper insights as it avoided the "mechanical" approach and attempted to provide a comfortable environment in which students could actually "pour their heart out." Besides contributing to the research pool of similar topics, this study hopes to create a "happiness portfolio" of motivating stories for teachers and students.

Author(s) Bio

Dang Thi Phuong (MA) is working as a lecturer at the University of Languages and International Studies, Vietnam National University, Hanoi. In addition to teaching, she has been conducting a number of studies on English language teaching and related disciplines. Her research interests include teacher training, personal development, and language testing and assessment. However, she never wishes to limit herself to only certain areas and is open to any opportunities to be involved in research into other topic areas of language teaching and learning.

Extramural English and EFL Primary School Students' Listening and Vocabulary: A Case Study in Vietnam

Thi Thi Dang and Thinh Van Le

Abstract

Many studies around the world have found that there was a correlation between students' exposure to English outside the classroom and their English proficiency. However, these studies were conducted with high school or undergraduate students, while primary school students were not well researched. The study aimed to explore the relationship between extramural English and students' proficiency, especially in listening and vocabulary. The participants were 60 primary school students at a school in Vietnam. Interviews, students' dairy, and questionnaires were used to collect data about students' exposure to English outside the classroom, such as by playing online games, watching movies, or reading books in English. An English proficiency and vocabulary test were employed to examine students' levels. Findings showed that extramural English had an impact on students' proficiency, especially in listening and vocabulary. The study suggested that teachers could encourage students to have more exposure to language input and interactions outside the classroom using technology.

Author(s) Bio

My name is Thi Thi Dang. I'm a teacher of English at a primary school in Phu Yen Province, Vietnam. I have been teaching English to primary school students for 11 years. Now I'm studying Theory and methodology of English language teaching at Ton Duc Thang University.

Thinh Van Le is an English lecturer at the Banking Academy of Vietnam. He holds a Ph.D. degree from the University of Canterbury. He has 15-year experience in teaching English. His research interest is computer-assisted language learning (CALL) and second language acquisition.

Teachers' Formative Self-Assessment: COVID-19 Triggered a Transition to Formative Self-Assessment

Huda Dimashkie and Hadeel El Rahal

Abstract

The literature review on E.S.L. and EFL classroom practices suggests that self-assessment is integral to development and innovation (Falchikov & Boud, 1989; Mok et al., 2006; Andrade & Valtcheva, 2009; Pinto, 2010; Ćukušić et al., 2014; Grant, 2014). Nonetheless, the literature focuses mainly on students' self-assessments (Falchikov & Boud, 1989; Mok et al., 2006; Andrade & Valtcheva, 2009; Ćukušić et al., 2014). Moreover, the teachers' self-assessment discussed in the literature is often summative (Ross & Bruce, 2007; White, 2017; Alena et al., 2019); however, formative, informal self-assessment is not commonly discussed or considered (White, 2017). This study investigates whether the sudden shift to online/ distance learning due to COVID-19 forced higher education and academic writing teachers to assess previous classroom practices. The study aims at understanding if teachers have become more engaged in formative self-assessment post-Covid by re-evaluating their pedagogies, teaching approaches, and student interaction. We surveyed 20 academic writing teachers who teach introductory composition courses at an American University in the Middle East. The survey gathered information about these teachers' self-assessment practices pre- and post- COVID-19. In our presentation, we will discuss the survey's findings to raise awareness about the importance of formative assessment.

Author(s) Bio

Huda Dimashkie is an Instructor in the Department of English at the American University of Sharjah. She graduated with her Master of Arts-M.A. Degree in English Literature in 2010 from the American University of Beirut. She is skilled in academic writing, professional communication, and creative writing. Her research interests are L2 Evaluation, effective and constructive feedback and assessment tools, academic writing proficiency, and blended learning.

Hadeel El Rahal has a bachelor's degree in Computer Science from the University of Sharjah and an MA TESOL Alumni from the American University of Sharjah. Her research interest is in Assessment and Evaluation. In addition to her 19 years of work experience in AUS, she worked as a computer literacy teacher for two years at a private school in Sharjah.

Teachers Write for Journals - Classroom Action Research

Robert Dickey

Abstract

Classroom Action Research (CAR) became a hot topic in ELT at the turn of the present century, then it sort of vanished for over a decade... in recent years, governments across South and Southeast Asia have been strongly encouraging classroom teachers to engage in research, and suggesting action research. While there are numerous scholarly discussions of what CAR should be, few journals have accepted the teacher-friendly academic report style. This session presents the standards of the new ELT Classroom Research Journal: (1) a research question based on a classroom experience and a scholarly theory/approach; (2) a planned and organized study, even if only for one day; (3) data collection and analysis; (4) interpretation of data/conclusions based on experience, scholarly theory, and personal reflection; and (5) applying the findings in your classroom (note the "action research cycle") and sharing the findings with other teachers in a scholarly (if brief) written format. More than a poster or coffee-time chatter, not just a diary/journal entry. Busy teachers in library-poor settings aren't ready to write for top-rated journals! However, there is a professional middle-ground and places to publish for academic credit.

Author(s) Bio

Robert J. Dickey is the founding editor-in-chief of the new ELT Classroom Research Journal, and is a professor of Public Administration at Keimyung University in Daegu South Korea. His focus is in content-based language teaching (CBI, CBLT, also known as content & language integrated learning, or CLIL), he has been teaching in Korea since 1994. Rob is a past-president of Korea TESOL (KOTESOL), former chair of TESOL International's Program Administration Interest Section (PAIS), and currently serves as Publicity Director for AsiaTEFL.

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Learner Perspectives on L2 Pronunciation Learning:
Strong versus Weak Learners

Dao Duc

Abstract

This study seeks to understand the perspectives of Vietnamese learners on how English pronunciation is being learned by identifying the potential difficulties they may encounter, examining the effects of teacher-related factors on the learning process and outcome, and investigating the methods they use in acquiring English pronunciation. More importantly, it attempts to unearth the differences in the way more successful learners and their less successful counterparts view L2 pronunciation learning.A mixed-methods research design was employed, integrating a survey and in-depth interviews. In the quantitative phase, 46 first-year English major students (26 strong learners and 22 weak ones) at a university in Vietnam were surveyed for their perspectives on pronunciation learning problems and the role of instruction. Then, in the qualitative phase, four successful learners and four others who struggled to learn were carefully selected, using both human raters and a computer-aided rating scheme, to participate in the semi-structured interviews. They were encouraged to share their opinions on key findings from the survey and reveal their approaches to learning English pronunciation. Findings show that strong and weak learners differ in the way they make learning happen, utilize learning strategies, and evaluate the effectiveness of instruction

Author(s) Bio

Dao, N.A.D. has been teaching English for more than twenty years and is currently Head of the Language Skills Division – Faculty of Foreign Languages at Ho Chi Minh City University of Banking, Vietnam. She also works as a local trainer for Cambridge University Press. She earned her Ph.D. from the University of Nottingham, UK. She holds an MA in TESOL Studies from the University of Queensland, Australia, and an MBA from Bolton University, UK. Her research interests are teaching methodology, L2 pronunciation teaching and learning, and teaching writing.

Factors Affecting EFL Learners' Academic Learning Engagement in English Language Development: A Literature Review

Duong Hoang Hien and Thao Quoc Tran

Abstract

In a globalizing world, a big number of people have dedicated time to studying English for different purposes. Learning engagement is one of the crucial areas for EFL learners to achieve their learning goals. However, for various reasons, many learners lose interest and motivation to engage in their English learning process. To that end, this paper aims at discussing the literature review on factors affecting learners' academic learning engagement in English language development. Firstly, it introduces an overview of definitions of learning engagement in English language development. Secondly, it presents factors, namely teacher-related, learner-related, and learning environment-related factors, affecting EFL learners' academic learning engagement in English language development. Finally, the paper comes up with pedagogical implications and conclusion. This paper hopes to provide state-of-the-art theories relevant to learning engagement and bring awareness of factors affecting academic engagement in English language development for teachers and learners.

Author(s) Bio

Duong Hoang Hien is currently working as a teacher of English at CATEC English center in Ca Mau city, Vietnam. He has taught English for six years and worked with EFL students at undergraduate levels in Vietnam.

Dr. Thao Quoc Tran is currently a Vice-dean of the Faculty of English language, Ho Chi Minh City University of Technology (HUTECH University), Vietnam. He has been teaching English for 20 years and is experienced in teaching English to both local and international students. His research areas are discourse analysis, English language skills, teacher professional development, and instructional design models.

Communication for Global Students

Andrew C. Duenas

Abstract

Increasingly, students in Vietnam are learning English in order to communicate with people from many different countries around the world, not just native speakers from Anglophone countries. This presents us with the reality that learning or emulating one particular English accent may not sufficiently prepare students to interact with first-language speakers from a different Anglophone country or second-language speakers from any country. Furthermore, pronunciation, grammar, and vocabulary can only get a speaker so far, as misunderstandings may be caused by social and cultural issues that cannot be solved by dictionaries and machine translation. As such, it's important that English language teaching materials include a focus on understanding multiple varieties of English, prioritize clear communication over a single "correct" pronunciation, and allow students to explore social issues related to communication. In this part, National Geographic Learning academic consultant and trainer will present a learning program focused on helping students develop their voice in English so that they're prepared to communicate authentically and clearly with many different English speakers both inside and outside Vietnam.

The Implications of Kinship Terms in Newspaper Accident Reports

Tharwat El-Sakran

Abstract

This research examines how the use of referential kinship labels could point to hidden and shared connotations between writers and their prospective readers. It examined 70 newspaper articles from English-medium publications based in the United Arab Emirates (UAE), the USA, and several other countries. Some of these articles use proper nouns referring to the individual directly by name, whereas others refer to individuals based on their kinship relation with the victim or by their occupational status. Furthermore, information was collected from 251 students at several UAE-based universities by asking them what certain kinship words meant to them. Results indicate that newspaper writers employ kinship labels to inspire an emotion in their future readers' reactions that may not be achieved through the use of the person's proper name (s). Additionally, respondents to the survey believe that the use of kinship nouns like "mother," "father," "step-mother," and "step-father" tends to inspire a stronger emotional response, as they are almost always associated with particular behavioral cultural codes and conventions. The study concludes with recommendations for teaching EFL.

Author(s) Bio

Dr. Tharwat M. El-Sakran's research interests are in the fields of Teaching English as a Foreign Language (TEFL), Teaching English to Speakers of Other Languages (TESOL), Teaching English for Specific Purposes (TESP), Discourse Analysis, intercultural communication, and forensic linguistics. He has published four books and a substantial number of research papers in peer-reviewed journals. Along with his colleagues, he has been engaged in the teaching of technical communication skills through multidisciplinary engineering projects. In such projects, the focus is on teamwork, personality management and development, and student-centered learning. Dr. EL-Sakran is one of the associate editors for the Asian ESP Journal. He is also a Certified Fraud Examiner

Reflections on Pre-Service English Language Teachers' Experiences and Practices During the Covid 19

John Wankah Foncha and Andries Pududu Moswane

Abstract

Teaching practice is an indispensable part of the training of pre-service teachers. In light of this, teaching practice assumes particular immediacy and primacy, given the opportunity it can afford for theory to blend in with practice. In a normal situation, student teachers are confronted by inexperience, but to make matters worse, COVID-19 came with more challenges. The data for this qualitative study was collected through an engagement with some English language student teachers who were asked to voluntarily write reflections on the highlights and challenges during their lessons within the teaching practice exercise. The findings portrayed that students came up with innovative ways of handling classes by themselves since it was not feasible for their lecturers to supervise them and give them the much-needed feedback that could improve their teaching. Secondly, the article upholds a view of language teaching as a social practice which we believe is well placed to reduce anxiety and build self-esteem. The study concludes that since learning during COVID-19 appears to be more individualistic, it is important to promote student teachers' voice and agency in learners' learning to be able to build self-learning skills and learners' identity.

Author(s) Bio

Dr. John Wankah Foncha is a Senior lecturer in the SP/FET Department of the Faculty of Education at the Cape Peninsula University of Technology. He has taught Literacy and English as a second language across four different Universities in South Africa. He obtained his B.A. degree from the University of Yaoundé 1 and his M.A. in Linguistics and Ph.D. in Applied Linguistics from the University of the Western Cape. His research interests include identity, intercultural communication competence, reading and writing pedagogies, teaching English as a second language, and text-based approaches to language teaching and learning. He has experience in postgraduate supervision at all levels and has published extensively. He is on the Editorial board of the Journal of English as an International language and a member of ESBB. Email: John.Foncha@ul.ac.za and foncha2008@gmail.com.

Religion in the ELT Classroom: Students' Perspectives

Kenneth Foye

Abstract

Following up on a study on teachers' perspectives (Foye, 2012), this paper reports on a survey of nearly 500 university students in Japan to ascertain their views on discussing or mentioning religion in the language classroom. Respondents were questioned about their feelings regarding discussing or mentioning religion in class. In particular, the students were asked if the mentioning of religion in class was acceptable or appropriate; they were also queried regarding the appropriateness of the study of (a) a dialogue in which attendance at a religious service was mentioned in passing, and (b) a dialogue which addressed religious practice somewhat more deeply. The participants' responses to these questions were cross-analyzed with their indicated religious beliefs. In addition to gathering quantitative data in the form of multiple-choice opinion questions, the survey asked respondents to expand on their answers by providing written commentary, which was examined for emerging themes and patterns of thought.

Author(s) Bio

Kenneth Foye is an English Lecturer at the Hakodate campus of the Hokkaido University of Education in Japan. He has taught English professionally since 1996 in a variety of settings, mostly in Japan but also in South Korea. Ken has published articles and presented at conferences in the areas of language acquisition, the use of implicit and explicit instruction in providing corrective feedback, linguistic input and recasting, and the mentioning/discussion of religion in the classroom. He has also written numerous non-ELT articles, some of which describing life as a Catholic foreigner in Japan, for various Catholic publications.

Grammar is an Essential Part of English Language Learning: Myth or Reality

Meretguly Gurbanov and Orazgeldi Bayramberdiyev

Abstract

Nowadays, the proponents of various approaches to English Language Teaching (ELT) claim that the ultimate goal of ELT and learning is to enable learners to use the language for communicative purposes. However, what is reality? Do the learners use English for communicative purposes? The learner learns a set of structural patterns and knows about the language. However, they are not able to use it for communication in an authentic context. In the traditional way of ELT, grammar is believed to be an essential part of the teaching-learning process and taught explicitly. The learner is not exposed to any language functions necessary for day-to-day communication. This situation became a serious problem of English language teaching in Turkmenistan too. Everyone involved in ELT is worried as to how real language behavior can be achieved. It is accepted that ELT's present situation in Turkmenistan lacks many things to achieve this goal. This research paper, observing several classroom situations, surveying more than four hundred students of ELT departments of two prestigious higher education institutions, is an attempt to identify some of the inadequacies of methods and materials and show how these could be adapted in developing ELT in Turkmenistan.

Author(s) Bio

Dr. Orazgeldi Beyramberdiyev is a lecturer at the Dowletmammet Azady Turkmen National Institute of World Languages, Ashgabat, Turkmenistan. He earned his MA in TESL and Ph.D. in ELE from the English and Foreign Languages University. His area of study includes TBLT, ELT materials production, and teacher training.

Exploring the Influences on Undergraduate Thesis Supervisory Practices

Naoki Fujimoto and John Lindsay Adamson

Abstract

This study explores three teacher perspectives in the thesis supervision of undergraduate students in social sciences and applied linguistics in Japanese and Swedish universities. Although supervisors face challenges supporting many undergraduate students needing to write theses in English as an additional language, most studies in this area focus on postgraduate level supervision (Basturkmen et al., 2014; Corcoran et al., 2018). To explore these challenges as two Japanese and an Anglophone scholar teaching similar content but in differing contexts, we adopted a Collaborative Autoethnographic (CAE) approach (Chang et al., 2013) to compare how we apply our academic literacy skills in thesis supervision. Our findings revealed divergence in the influences of our personal academic literacy experiences, but all concurred on the wider Swedish and Japanese social and cultural influences impacting our supervisory practices. In particular, Japanese students follow supervisory guidance closely, whereas Swedish counterparts are more autonomous in the research process. Overall, findings showed interesting insights potentially pertinent to other supervisors into the personal, cultural and social influences impacting supervisory practices.

Author(s) Bio

Kenneth Foye is an English Lecturer at the Hakodate campus of the Hokkaido University of Education in Japan. He has taught English professionally since 1996 in a variety of settings, mostly in Japan but also in South Korea. Ken has published articles and presented at conferences in the areas of language acquisition, the use of implicit and explicit instruction in providing corrective feedback, linguistic input and recasting, and the mentioning/discussion of religion in the classroom. He has also written numerous non-ELT articles, some of which describing life as a Catholic foreigner in Japan, for various Catholic publications.

Academic Writing Assessments and the Students' Multiple Intelligences Profiles

Hafeni Pamwenase Shikalepo Hamakali

Abstract

Gardener's (1984) theory of Multiple Intelligence opposes the one-dimensional and uniform view of assessing students through pen and paper as well as tests and examinations. It proposes a pluralistic view of assessing and enhancing students' abilities. The purpose of this paper is to assess the congruence between assessment tools and the students' multiple intelligence profiles. Informed by the constructivist view of education and the interpretivist approach to research, qualitative data was collected from lecturers and students enrolled in the English for Academic Purposes course at the University of Namibia. The data was collected through lesson observations, lecturer interviews, student focus groups discussions, and the Multiple Intelligence inventory. Thematic analysis was used to analyse the data. The study found that the types of alternative assessments used in the English for Academic Purposes course did not seem to accommodate all the students' intelligences. It was concluded that the assessment practices that the lecturers used did not seem to fulfill the ideologies advocated in the theory of Multiple Intelligences. The paper aspires to engender effective assessment that promotes learning and should be designed and administered in consideration of the various intelligences that students may possess.

Author(s) Bio

Dr. Hamakali, H. P. S., a Fulbright alumnus, is a senior lecturer of Academic Literacies at the University of Namibia. He is also the Editor in Chief of the Journal of the University of Namibia Language Centre. Hafeni holds a Diploma in Proofreading and Copy Editing, a Bachelor of Education (English and Geography), a Postgraduate Diploma in Higher Education, a Master of Arts in Teaching English to Speakers of other Languages (MA TESOL), and a Ph.D. in Language and Literacy. His academic interests include second language learning, academic literacies, pedagogies, scientific writing assessment, and material development. E-mail: hhamakali@unam.na or hhamakali@yahoo.com

Technology in Academic Writing Instruction During Covid-19 at The University of Namibia

Hafeni Pamwenase Shikalepo Hamakali and Lukas Matati Josua

Abstract

The use of technology to facilitate the learning of academic writing became an essential component during the COVID-19 era. To improve learning and capitalise on the available modern technology, the University of Namibia revised its structures to enable the implementation of online learning. This study aims to assess the practicality of the blended-learning strategy in the Academic Writing course at the University of Namibia (UNAM). The paper used a questionnaire to obtain quantitative data that profiled students. Secondly, a reflective practice is applied to highlight a technology-assisted learning strategy that enables effective pedagogic access to the Academic Writing course at the UNAM's Business School. The study found that students' digital literacy is appropriate for engaging in learning activities using technology. The use of different online platforms was identified as key to transform learning and teaching in higher education. It is recommended that stakeholders in the high education should re-imagine the traditional stances in order to change the way learning and teaching shall be enabled after the crisis. This calls for educators to re-think ways to enable effective learning and teaching, which may address the challenges that Africa is facing in universities and the inclusivity and differentiation in universities.

Author(s) Bio

Dr. Hafeni P. S. Hamakali, a Fulbright alumnus, is a senior lecturer of Academic Literacies in the Department of Language Development, University of Namibia. He is also a professional language editor and the Editor in Chief of the Journal of the University of Namibia Language Centre (JULACE). Hafeni holds a Diploma in Copy Editing and Proofreading, Bachelor of Education (English and Geography), Postgraduate Diploma in Higher Education, a Master of Arts in Teaching English to Speakers of other Languages (MA TESOL), and a Ph.D. in Language and Literacy. His academic interests include language assessment; academic literacies pedagogies; and material development.

Lukas MATATI Josua is a Lecturer in the Department of High Education and Lifelong Learning at the University of Namibia. He holds a Ph.D. in Educational Management and Administration from the University of Namibia and the Postgraduate Diploma in High Education for Academic Developers from Rhodes University, South Africa. Matati holds a Master of Education (Education Management and Administration) and a Bachelor of Education (English and Business Studies). His research interests include decoloniality, high education context, educational management, and leadership.

Five Issues in Vietnamese University English Classrooms and Possible Solutions

Naeema Begum Hann and Huong Pham

Abstract

English is well-established as the language of international communication for trade, education, ideas, and leisure. A recent arrival on the primary curriculum in Vietnam, English was introduced as a subject at grade three in some schools in 1996 (Zein, 2022). While Vietnam is developing its capacity for English language, there is a lack of opportunity for teachers and students to use English outside of classrooms (Galloway and Sahan, 2021). This could be one of the reasons why students are not interested in communication and prefer grammar and vocabulary (Zein, 2022). Teachers respond to this with grammar lessons that minimize possibilities for developing communication skills. A third issue is spikey profiles, students in the same class are at different levels in the four language skills. Two further problems are over-ambitious teaching materials where the content does not engage students. In response, students attempt to write about abstract concepts for which they are not linguistically ready. We will conclude with possible solutions, including out-of-class activities, lesson strategies, and material adaptation.

Author(s) Bio

Dr. Naeema Hann is an Emeritus Reader, School of Education, Leeds Beckett University and supervises doctorates. Naeema led the E.A.P. modules on the International Foundation Year for over ten years and was Course Leader for the M.A. English Language Teaching. She led modules on course design, assessment, materials development, multimedia and independent learning for the MA ELT. Naeema's work with the Centre for Teaching and Learning at Leeds Beckett included membership of the Postgraduate Taught Award Group, Post Graduate Learning Outcomes Task and Finish group. Naeema's research interests are language learning materials, learner strategies, motivation for language learning, and identity positions.

Huong Pham is an English teacher and focuses on English Preparation Courses at FPT University. Huong has been working with freshmen to prepare for undergraduate degrees. Huong is a powerful force in the workplace and uses her positive attitude and tireless energy to encourage her students to work hard and succeed. Huong's research interests are language learning materials, motivation for English learners, and teaching methods.

Selecting, Evaluating, and Integrating Educational Technology in Language Teaching and Learning

Hanrui He

Abstract

Educational technology plays a vital role in foreign language teaching, learning, and educators' professional development. The workshop introduces a collection of tech tools for language educators to integrate into their classrooms. From a teacher preparation perspective, the workshop also informs educators on how to apply the technological framework to the tech tool selection and evaluation process and lesson planning. During the presentation, the audience will participate in various engaging activities to showcase innovative tech tool application ideas or classroom practices they currently use. The purpose is to provide authentic learning opportunities to demonstrate how the purposeful use of technology can enhance classroom engagement, language learning, and authenticity. At the end of the presentation, we hope our audience feels tech-savvy and confident in integrating tech tools into daily language teaching and learning.

Author(s) Bio

Dr. Hanrui He (heh@apsu.edu) is an assistant professor at the Eriksson College of Education, Department of Educational Specialties, Austin Peay State University, Tennessee, USA. She received her Ed.D. in educational leadership, with a concentration in higher education administration, and M.A. in teaching, with a concentration in k-5 education. Dr. He has years of k-12 and higher education teaching experience. The taught courses include Instructional Technology, Foundations of Education, Models of Teaching, and Intermediate and Advanced Chinese. Dr. He's areas of research, experience, and passion are in educational technology integration, language teaching and learning, student retention, and teacher education.

Re-imagining Communication: The Promise and Potential of Multimodal Projects

Lindsay Herron

Abstract

Our world has always been multimodal; humans have always been surrounded by images, sounds, colors, and movement that convey meaning in a particular context. In today's increasingly digital world, though, it seems more crucial than ever to understand and use multiple modes to communicate across differences. This presentation will explore the ways in which digital multimodal projects can help teachers think outside the physical boundaries of the classroom to re-imagine learning and cultivate creativity, criticality, and multiple literacies in their students. It will touch on why, when, and how to use multimodal projects; recommend several free, easy-to-use online tools for managing and creating these projects; and offer tips for successfully implementing multimodal projects. Participants will leave with new ideas and enthusiasm for effectively integrating projects into their teaching, ultimately crafting a more empowering, motivating, and meaningful learning experience while supporting students' growth into creative and critical global citizens.

Author(s) Bio

Lindsay Herron has been a visiting professor at Gwangju National University of Education in Korea since 2008. Currently a doctoral candidate in literacy, culture, and language education (LCLE) at Indiana University, she also has an MSEd in LCLE; an M.A. in cinema studies; bachelor's degrees in English literature and psychology; a postgraduate certificate in learning sciences, media, and technology; a CELTA; and the CELTA YL Extension. Her current research focuses on the critical cosmopolitan literacies of language learners participating in an online cross-cultural exchange—particularly how those learners reflect, communicate, and connect across differences via multimodal projects.

Practical Approaches to English for Academic Purposes

Super Huang

Abstract

This presentation examines the most common challenges students face to survive in an English academic context. The speaker guides the participants to explore EAP programs to find out some practical approaches to support students with what they really need and achieve academic success in their undergraduate or postgraduate life.

Author(s) Bio

Super Huang is the Regional Senior Academic Consultant and Teacher Trainer for Macmillan Education. She holds a Master's degree in Applied Linguistics from the University of York in the UK, where the focus of her study was on English Language Teaching.

She has been teaching and training in a variety of contexts in Asia for over 10 years. She has worked in both the classroom and the online teaching and training context. She currently designs and delivers customized training solutions for schools at all levels of study across Asia. She is a dedicated educator with a good knowledge of Asian students and teachers.

Difficulties Second Language Learners Have in Understanding English Written Texts

Leader Hilongwa, Roderick Zimba, and Matati Josua

Abstract

This study investigated the difficulties second language learners of English have in understanding English written texts. The study adopted a qualitative research approach and used a criterion sampling procedure to select the sample. The population of this study comprised fifty-eight secondary school learners Ongha circuit, Ohangwena region. The qualitative data was collected through focus group interviews based on a comprehension test. Data collected from the interviews were analyzed thematically. The findings of this study indicated that second language learners of English face difficulties in understanding English written texts because of a lack of prior knowledge of the texts being read, vocabulary, and the reader's interest. The study recommended exposing learners to unfamiliar words, activating learners' background knowledge of texts being read, and using various reading texts.

Metacognitive Strategies in Teaching and Learning EFL Listening: An Overview

Pham Ho Hai Yen

Abstract

Metacognition - 'thinking about thinking' refers to the ability to be conscious of one's cognitive processes before, during, and after a certain task. Since metacognition aids learners during problem-solving by compensating for deficits in knowledge, this concept has especially important value in education and particularly in second/foreign language teaching and learning. Globally speaking, a number of researches have been done on how metacognitive strategies could be taught to help learners improve their performance in four skills of English language learning. However, within the context of Vietnam, the majority of studies related to metacognitive strategies have been done on teaching and learning reading. This research reviews the theories and practices of teaching and learning listening using metacognitive strategies before proposing some relevant possible future research directions in the local EFL context.

Author(s) Bio

Pham Ho Hai Yen is an English teacher with four years of experience in Academic English and General English. She is currently pursuing her master's degree in English Studies at Hoa Sen University while teaching full-time at YOLA, HCMC. She has also been teaching English online for disadvantaged students for EFTIN – a non-profit English learning project, for two years and an online language school named DLC for one year. Her research interests include classroom engagement, online teaching, and learner autonomy.

The Adjustments to ELT Textbook Evaluation Checklist

Ho Phuong Thao

Abstract

Textbooks are a fundamental factor in determining the learners' success in language courses. In the selection of a new textbook, it is essential to conduct an evaluation to ensure the appropriateness of English Language Teaching (ELT) textbooks. An evaluative checklist is one of the methods that can be used for evaluating ELT textbooks. Considering some special features of the Vietnamese pedagogical context, some adjustments have been made to Litz's textbook evaluation checklist (2005) so that it could be adapted and used by English teachers, students, supervisors, and textbook designers in Vietnam. The revised checklist in this paper provides educators with a valuable tool for evaluating ELT textbooks for use in the classrooms. The paper also provides a practical guide for curriculum developers and indicates what constitutes a good textbook based on the views of ELT practitioners. However, further research is necessary to field-test the checklist for its validity and reliability.

Author(s) Bio

Ho Phuong Thao has been an English lecturer at Ton Duc Thang University for around ten years. She works hard and approaches her responsibilities with dedication and confidence. In her teaching practice, she has attached significant importance to modifying the monotonous conventional English teaching strategies. She has introduced educational English movies, videos, classroom debates, mini-games, and other communicative forms of teaching into her classroom to change the conventional passivity in the student's acquisition of English knowledge. In addition, she has a strong interest in ELT methodologies, curriculum, syllabus, and materials design and development.

Effects of Strategy Instruction on Tertiary Students' Use of Listening Strategies

Ngo Thi Thanh Huyen

Abstract

Listening skill has received little attention in English teaching and learning contexts in Vietnam, where the focus is on developing English grammar, vocabulary, and reading skills. Consequently, EFL students encounter many difficulties learning listening skills when they enter higher education. This paper explores the effects of the explicit strategy instruction course on the students' use of listening strategies in a Vietnamese university. Data collected from students' diaries and focus group interviews with thirty participants in two cycles of an action research project have been thematically analyzed. The research found that the students used a wide range of strategies to support their listening process. They also positively changed the way of using strategies over time in terms of frequency of using strategies, appropriateness of strategy use, ability to combine strategies and strategy transferability to new tasks. The paper recommends that EFL teachers should explicitly teach their students how to listen with listening strategies. It also suggests learners use listening strategies in clusters to solve their listening problems. This study also calls for listening curricula that provide EFL learners and teachers with step-by-step directions on listening strategies.

Author(s) Bio

Ngo Thi Thanh Huyen has been a lecturer of English at the Department of Foreign Languages, Hung Vuong University, Phu Tho Province, Vietnam. She has experience in teaching listening, speaking, and translation. Her research interests are listening skills, listening strategies, learning styles, action research design, and qualitative approach. She has published articles on EFL issues both in Vietnam and internationally.

Enacting Pedagogy of Care in an Online EFL Didactics Course

Susan Joffe and Nikki Aharonian

Abstract

Care is a crucial factor in pedagogy (Noddings, 2003), but enacting compassion and presence in online learning is challenging. This paper explores the multilayered construction of an online didactics course for Israeli pre-service EFL teachers. It highlights how pedagogy of care was embedded in the design of the flipped learning course, its content, and interactions with students. The authors share how student engagement was encouraged as students prepared to teach English in diverse classrooms. In this self-study research by two teacher educators, data collected included recordings of lessons on Zoom, educator-student correspondence, the educator's reflective journal, and student interviews. Discourse analysis revealed an intricate model of online pedagogy supported by digital tools and a complex web of communication streams. Findings show that pedagogical care, including modelling, dialogue, practice, and confirmation (Burke & Larmar, 2021), was transformative. Students exhibited high levels of engagement in synchronous and asynchronous learning and strong connections between learning in the course and their practicum. This paper will interest educators striving to incorporate care in their online teaching in ways that align with their students' unique needs.

Author(s) Bio

Susan Joffe is an American-born lecturer in Linguistics and EFL pedagogy at Oranim College of Education in Israel. She teaches courses and seminars in syntax, second language acquisition, discourse analysis, sociolinguistics, pedagogy, and academic writing to undergraduate and graduate students. Susan received her AB in Linguistics from the University of Michigan, her MS in TESOL from the University of Pennsylvania, and her Ph.D. from Bar Ilan University. She leads the Multilingualism and Multiculturalism research group at Oranim College. Her research areas include bilingualism, identity, second language acquisition, and classroom discourse analysis.

Nikki Aharonian is an Australian-born teacher educator at the Oranim College of Education in Israel. With over 30 years of experience as a primary school educator and administrator, she now teaches L1 literacy education, EFL pedagogy, and techno-pedagogy to pre-service teachers. Nikki earned her Ph.D. at Monash University in Australia, studying dialogic teacher learning for Israeli educators. Her research interests include professional learning for educators, writing, and pedagogy. As a post-doctoral fellow at the Mofet Institute in Tel Aviv, she is embarking on research into professional writing communities for teacher educators.

Can AI Software be Used to Cultivate EGAP Skills?

Barry Kavanagh

Abstract

An abundance of paid and unpaid online tools claim to help a student improve their academic English writing skills. However, some studies suggest that such software cannot be a legitimate learning tool as it produces unnatural examples of language usage, which is often decontextualized. This talk aims to assess whether AI-based paraphrasing tools can benefit or hinder students when summarizing and paraphrasing passages and articles in an English for General Academic Purposes (EGAP) course at a National Japanese university. Data were taken from surveys of students' experiences completing summarizing and paraphrasing tasks with and without AI-based online tools. Surveys showed that changing the original text's word order or structure was difficult for students without the online tools but was not an issue when using the paraphrasing technology. In contrast, the biggest difficulty students had with paraphrasing whilst using the online tools was editing the results given by the software. Findings demonstrated that although these tools can motivate students and improve their knowledge of paraphrasing, their limitations mean that caution is required when using them.

Author(s) Bio

Barry Kavanagh is an associate professor at Tohoku University, Japan, where he also received his Ph.D. His research interests include CLIL, bilingualism, second language acquisition, and computer-mediated communication, and he 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. His current interests involve curriculum development and the incorporation of technology into language teaching.

The Language Games: The Scalar Pragmatics in Academic Job Advertisements

Mukaddam Khaitova

Abstract

This presentation revisits the importance of a scalar approach (Bloomaert 2007) for socio-linguistic text analysis. The validity of scales has been increasingly questioned in sociolinguistics and anthropology (Rickford 2019). Indeed, Bloomaert, re-examining scales, acknowledged their incompleteness in discussing the "reimagined reality" (2019: 1). Our recent joint contrastive study of academic job advertisements (Khaitova & Muller 2022), however, illustrated the following important aspects of their application in critical discourse analysis. First, scales are pragmatic in nature (Carr & Lempert 2016) in capturing the order of predictable and familiar texts, such as job advertisements, assisting us in deriving more meaning from the advertisements that helped contribute to seeing the bigger picture (Irwin 2016). Second, by providing access to the bigger picture, that is, the conflict between the discursive ideas and their practical application, scales facilitated our understanding of how higher education institutions "selectively stabiliz[e] and naturaliz[e] scalar perspectives" (Carr & Lempert 2016: 16). Finally, scales related to our study when discussing intended messages that represent ordering "semiotizations of the social and material world" (Blommaert et al. 2015: 120). Hence, while plausibly problematic in the study of how discourses are created (Tsing 2019), scales remain pertinent to understanding both familiar and unfamiliar texts.

Author(s) Bio

Ms. Khaitova is a full-time lecturer at the Department of International Communication, Hokuriku University. Previously she held part-time at Seiryo University, Toyama Prefectural University, Toyama University of International Studies, and Shinshu University. Ms. Khaitova graduated with an Honours Diploma degree in German Philology, Ferghana University before serving 20 years at international organizations and diplomatic missions, followed by teaching activity in Japan. Following her departure from teaching English in Japan, Ms. Khaitova attended St Antony's College, the University of Oxford, gaining an MPhil degree before resuming her work in Japan. Her research interests develop around discourse analysis, identity, the academic profession, and holistic education.

Providing L2 Teachers with Insights into the Strengths and Weaknesses of Teaching L2/English First Additional Language (EFAL)

Mzukisi Howard Kepe

Abstract

There appear to be adequate provisions and guidance for balancing classroom instruction and autonomous learning modes in South Africa's mainstream education management system and higher learning institutions. However, less attention is paid to examining the features of academic writing – vocabulary, nominalization, model paraphrasing, and summarizing. Moreso as research shows that students are pressured into learning by memorization while lacking the joys and delights of literacy, such as initiating discussions with the teachers and developing essential or analytical observations regarding their surroundings and elements while discovering text interconnectedness. The study seeks to provide teachers with the strengths and weaknesses of the didactic in L2/ English First Additional Language (EFAL) in second language acquisition, with substantive potential leverage for improving teaching practice while advantaging higher learning institutions. This is a qualitative study. Ethnographic observations and semi-structured interviews with students and teachers will be used to unearth the disconnect within this phenomenon. The study is underpinned by classroom indicators of pedagogic practice acknowledging the teacher as a curriculum developer. It intends to afford lead teachers and curriculum-change leaders with suggestions for evidence-based policy planning processes in the management of education systems.

Author(s) Bio

Mzukisi Howard Kepe holds a Ph.D. in Language Education. He has established an enviable and robust research track linking theory and practice through the analysis of issues rooted in the South African education system. He participates in several Journal reviews, including the Journal of Education and Educational Development of Pakistan (JOEED) and the English Scholarship Beyond Borders/ESBB. On 18 November 2021, he won the University of Fort Hare's Vice-Chancellor's Research Excellence Award (representing) the whole faculty of education). He has taught a variety of English modules within a multimodal delivery approach of teacher training programmes at the under- and postgraduate levels in the schools of senior/further education. He has over 23 years of experience teaching English at high schools and/or four years in high education. His teaching is in the fields of language education, sociolinguistics, applied linguistics, and reading and writing practices.

Using Shadowing Technique with YouTube Videos to Teach Pronunciation

T.M.D Lam

Abstract

Technology has been shown to positively affect learners' pronunciation skills (Van et al., 2021). However, few studies aim to specify the word "technology" as a teaching tool and to research its impact on a specific type of learner. While many adult learners in Vietnam have difficulties improving their pronunciation and try to find new ways to do this, e.g., YouTube's abundant videos for practicing articulation. In this mixed methods study, five participants attended a four-week pronunciation training course, three classes per week. The participants took a pre-test and a post-test. The task was designed as a speaking test with a rubric of pronunciation criteria. Interview data were further collected to explore participants' confidence in speaking English, attitude, and desire toward learning pronunciation, and reflection on integrating YouTube videos. In the post-test, the participants scored higher in all aspects of the rubric, including stress, rhythm, intonation, and fluency. They also showed more confidence in speaking English and positive reactions to the shadowing technique. Suggestions for future study are also discussed.

A Review on Trends in Building Vietnamese Bilingual Corpus for Teaching and Learning

Minh Thanh Le, Huynh Le Tran Truong, and Huyen Giao Nguyen

Abstract

A review of trends in building Vietnamese bilingual corpus for teaching and learning Vietnamese Bilingual Corpus (VBC) is randomly used in teaching and learning, especially in Vietnam. Most gold standard corpora are available for English but not for less-resourced languages such as Vietnamese (Ngoc Tan Le & Fatiha Sadat, 2015). Therefore, this review aims to summarise this research to assist researchers and educators. It identifies: (a) how and when VBC has been studied; (b) what the concerns, trends, and gaps are to lead future research for teaching and learning foreign languages; and (c) innovative and effective methods for applying Vietnamese computational linguistics to teaching and learning. The use of VBC is developing rapidly to address academic integrity, foreign language teaching, foreign language learning, and incorporating artificial intelligence in translation.

Author(s) Bio

Minh Thanh obtained his Ph.D. in linguistics at Wuhan University. He is now a lecturer at USSH-HCM-VNU, teaching Chinese.

Huynh Le obtained her Ph.D. in linguistics at Central Normal University. She is now a lecturer at USSH-HCM-VNU, teaching Chinese.

Huyen Giao is a senior college student majoring in Chinese linguistics and literature at the University of Social Sciences and Humanities, Viet Nam National University HCMC

A Comparative Study on The Use of Lexical Bundles in English Fairytales

Trinh Thi My Le

Abstract

This research investigates the use of "lexical bundles" - the recurrent building blocks in discourse– in some written fairy tales and their cartoon version to discover the distribution and the functional taxonomy of these sets of words. Two sets of data were examined: a collection of printed English fairy tales and the scripts of their animated movies produced by Walt Disney. The analysis involves identifying recurrent lexical bundles, classifying them into structural and functional taxonomy, and finding any discrepancies in the distribution of lexical bundles. The study hypothesized that the bundles in printed materials would be more abundant than in films. The results confirm a frequent recurrence of chunks as lexical bundles in the selected fairy tales in printed materials and films. Contrary to what was hypothesized, animated fairy tales use lexical bundles more than printed versions. In terms of functional taxonomy, the identified lexical bundles display limited consistency. The printed stories use referential expressions to show identification and refer to time or place, whereas the cartoons featured with conversations more widely employ stance expressions, discourse organizers, and phrases that show conversational functions. The findings suggest implications for further discourse analysis of this genre.

Author(s) Bio

Trinh Thi My Le is a Ph.D. student of English Language at the University of Ostrava, Czech Republic; My Le is teaching English language at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam; email address: trinhthimyle@tdtu.edu.vn. Her research areas include multimodal discourse analysis, linguistic landscape, and historical linguistics.

How to Prepare a Successful Academic Conference Presentation

Iryna Lenchuk and Amer Ahmed

Abstract

This presentation addresses the conference theme of Academic Publishing. Specifically, it focuses on how to prepare an effective academic presentation. We structure our presentation in the following way. We start by addressing the question of why it is important to present academic work. We will then follow up with a discussion of the second question on how to make an academic presentation effective and engaging. The first part emphasizes the importance of presenting work in progress or completed work as an opportunity to receive feedback. The second part focuses on the structure of academic presentations, which will include the following: (i) the number and the order of the presentation slides, (ii) the amount of text included on the slides and shared with the audience, (iii) slides design (color, visuals, and multimedia), (iv) presentation of graphs. As an alternative to a more traditional, academic presentation, we will discuss the structure of an action research presentation that has the following structure: (i) a teaching problem; (ii) an intervention or an action taken; and (iii) results. We believe that our presentation will be of interest to young researchers and practicing teachers.

Author(s) Bio

Dr. Iryna Lenchuk is an Assistant Professor at the Department of English Language and Literature, Dhofar University, Salalah, Oman. Her research interests include task-based instruction, pedagogy, and second and foreign language teaching and learning methodology. She has been teaching ESL, TESL, and courses in linguistics and applied linguistics in Canada and Oman. E-mail: ilenchuk@du.edu.om

Dr. Amer Ahmed is an Assistant Professor, Department of English Language and Literature, Dhofar University, Salalah, Oman. His research interests are in the areas of linguistic interfaces, second language acquisition, second language pedagogy and methodology, and Arabic diglossia. He has been teaching ESL and courses in linguistics in Canada and Oman. E-mail: hmed@du.edu.om

Making Sense of Memes and Humor: Classroom Materials and Research Possibilities

Genevieve Leung

Abstract

This presentation explores how memes and humor can be utilized in foreign language (English) classrooms in Taiwan. Online jokes and memes are framed and stylized as ludic (humorous) play, while at the same time, they bring to the surface common views of politics. Memes are sometimes only viewed in isolation without examining how they actually map onto larger, complex discourses of activism and political commentary across time and contexts and in strategic ways. These intertextual chains (Fairclough, 1992) are what assist in alliance-building, deepening relationships and feelings (Davis, 2008), and negotiating common perspectives, values, and standpoints (Tsakona, 2020), all of which are important in developing sound democracies. Using examples from the Taiwanese social media context around this recent media content, this presentation offers an integrated perspective in examining how civics education can be incorporated through English and humor. Better understanding these discourses and humorous interactions – online and in the classroom – assists us in approaching Taiwan's unique sociopolitical and sociohistorical contexts and provides insight into language learners' local articulations of identity and local citizenship, especially through humor.

Author(s) Bio

Genevieve Leung is an associate professor of Rhetoric and Language at the University of San Francisco. At USF, she is the academic director of the MA in Asia Pacific Studies and the Asian Pacific American Studies minor.

Students and teachers' perception of the use of videos to assist English language learning and teaching at Ton Duc Thang University

Nhung Luu

Abstract

Nowadays, with the support of technology, the utilizing of videos in language classrooms becomes more prosperous. This study aims to investigate the perception of teacher and students and the differences between them about the effects of videos to assist English language learning and teaching at Ton Duc Thang University. To gather the information, a mixed method study with quantitative phase from questionnaires and the qualitative in the form of interviews was conducted. There were 200 students and 22 teachers in Creative Language Center, which is directly under Ton Duc Thang University, participated in this study. The results revealed that both teachers and students had positive perception of the effects of videos to assist English language learning and teaching generally. However, there were some controversial ideas about the impacts of videos on reading and writing skills as well as critical thinking development between teachers and students. Overall, it seems that students had stronger beliefs on beneficial effects of videos than teachers did. This study might contribute in consolidating the beliefs of using videos as well as encouraging teachers to explore more benefits of videos in English language learning and teaching.

Author(s) Bio

Luu Nguyen Tram Nhung holds a master's degree in Teaching English to Speakers of Other Languages. She has spent most of her time teaching students at different levels in Vietnam. Her academic areas of interest mainly focus on English language teaching (ELT) and technology in English teaching and learning.

Re-Minding the Roles of Nature
in a Selected Vietnamese Folktales

Simon Arsa Manggala and Diksita Galuh Nirwinastu

Abstract

Folktales have become a prolific arena for teaching ideologies to their readers. The language of the folktales is well-chosen to highlight selected aspects of the story purposefully. Natural objects such as plants and animals frequently appear in folktales since they are easy to find in the readers' surroundings. This paper aims to expose the thematic roles assigned to the lexical items denoting nature in a selected folktale. The object is titled The Story of Tam and Cam. It is chosen since it follows the famous Cinderella plot, and many lexical items denoting nature exist in the folktale. This paper centers the analysis on the choice of verbs, their arguments, and the thematic role assignments to the arguments. Hypothetically, the lexical items denoting nature are mainly assigned as Themes, Goals, or Patients. They rarely serve as Agents since the plot is centered on the human characters. The result suggests that nature is not considered significant. Sentence paraphrasing is suggested to pay more respect to the importance of nature

Author(s) Bio

Simon Arsa Manggala, S.S., M. Hum earned his Bachelor's degree from the English Letters undergraduate program and his Master's degree from the English Language Studies program, Universitas Sanata Dharma, Indonesia. He loves to examine language styles in them. He is also interested in creative writing processes. He believes that language and literature play essential roles in human history. Simon's dream is to introduce Indonesian folktales to a global audience. His papers include The Choice of Adjectives Showing Attitudes in Short Stories Written by Creative Writing Students, The Analysis of Attitude in the Characterization in a Local Folktale, and Revealing a Shared Moral in Indonesian and Japanese Folktales.

Diksita Galuh Nirwinastu has served as a faculty member at the English Letters Department, Sanata Dharma University, since 2018. She took her undergraduate study at the English Letters Department of Sanata Dharma University. She completed her Master's degree in the Graduate Program of English Language Studies in the same university. Her research interests are digital literature, gender issues in literature, ideologies in LCYA, and literature teaching.

Engin: A Scalable Model for Achieving English Fluency in Ukraine

Katerina Semida Manoff

Abstract

This workshop will present an innovative volunteer-driven model for supporting students' language learning and socio-emotional needs in a conflict zone. ENGin is a grassroots 501(c)3 nonprofit that has paired over 10,000 Ukrainian youth with English-speaking volunteers for free online conversation practice and cross-cultural connection. Our unique model has empowered English speakers with no special skills or training to change young Ukrainians' lives without leaving home. Access is a key principle at ENGin. Most educational institutions charge fees and pride themselves on their exclusivity, while most free learning experiences eliminate the human factor; ENGin provides human-centered, quality education for all. Our program, launched in March 2020, is the only one of its kind in Ukraine - open to anyone, anywhere, at any time, for as long as they need it. It complements humanitarian aid efforts by giving Ukrainians the skills they need to support themselves in the longer term. Over half of Ukrainians have lost their jobs due to the war; millions have been forced to flee the country. For an average cost of just $20/student, ENGin helps open doors to new job opportunities (including remote roles for those still in Ukraine), fill in gaps in education when schools are forced to close, and ease the resettlement process for refugees. As we empower each of our students to rebuild their life, we're also creating a generation of English-fluent, culturally competent Ukrainians ready to rebuild their nation. While our team is focused on Ukraine, nearly a dozen other organizations have adapted our model to set up similar programs, reaching thousands of students worldwide.

Vocabulary and Intercultural Awareness through Digital Storytelling among Primary Learners

Cristina Gomez Martíez and Jose Belda-Medina

Abstract

There is today a rich body of literature about the affordances of using DST (Digital Storytelling) in education. Still, research on its efficacy for vocabulary development and intercultural awareness is scarce. This presentation aims to analyze the impact of DST on vocabulary development from an intercultural perspective among Primary Education children. This three-month research included 90 learners aged 6-8 from 24 different cultural backgrounds divided into a control group (CG), using three printed multicultural folktales and an experimental group (EG), exposed to the digital version (DST) of the same stories. This mixed-method research gathered quantitative and qualitative data through class activities (reading or watching) and a pre-post-delayed test. The results revealed that DST can be effectively used to expand EFL vocabulary and intercultural awareness, but some statistical differences were observed in the post- and delayed tests depending on cultural background and home exposure to technology.

Author(s) Bio

Cristina Gómez has taught EFL for eight years in the public sector at the Secondary and Primary stages of education. Eager to learn new methodologies to adapt to the 21st-century learner, she is continuously absorbing training courses on innovative activities to put into practice in the classroom. English Language Teaching and Technology make up the core of her research interests. She has participated in several international conferences (Romania, Macedonia, etc.), and she is currently working on the impact of Digital Storytelling on vocabulary knowledge among Primary Education students.

Jose Belda Medina is a Senior at the University of Alicante (Spain). He has participated in international conferences (BAAL, TESOL, AEDEAN, AESLA, etc.) and research projects and published extensively in scientific journals (International Journal of Inclusive Education, Education Sciences, Target, Meta, Translation and Terminology, Babel, etc.). He is the main researcher and leader of the research group DIGITAL LANGUAGE LEARNING (DL2)

The Effects of Professional Development on Non-Specialist EFL Teachers' Self-Efficacy

Shoichi Matsumura and Julian Chapple

Abstract

Due to the early introduction of English education in primary schools, non-specialist teachers with limited English proficiency are increasingly being entrusted to teach English in many school contexts worldwide. The present study examines the impact of "classroom English" workshops on non-specialist teachers' self-efficacy in teaching English. Non-specialist teachers in Japan's public primary schools were assigned to either a control or treatment group (26 teachers each), while 20 specialist teachers were employed as a comparison. Data was collected three times through a 12-item self-efficacy questionnaire from each group. Results of a repeated-measures ANOVA indicated that when compared between the treatment and comparison groups, a significant difference at pre-training became non-significant due to a marked increase in self-efficacy of the treatment group at post-training and that the increased self-efficacy at post-training became significantly lower than the comparison group again at follow-up. However, they still maintained a significantly higher self-efficacy than the control group. The data from open-ended questions indicated that without their colleagues' frequent or periodical constructive feedback based on peer class observations, it seems difficult to maintain a high level of self-efficacy. Implications for in-service training programs to promote non-specialist teachers' self-efficacy will be discussed.

Toward a Self-Placement Model for ESL Academic Writing

Christina Michaud

Abstract

At a North American research university attracting approximately 800 entering undergraduate international students every year, the Writing Program has been gradually moving toward a self-placement model for students with regard to ESL academic writing. We discuss the theoretical grounding of these moves from multiple perspectives: from the literature from a TESOL/composition-studies framework, from the larger literature on assessment and inclusive and accessible pedagogies, from the perspective of metacognition and learner agency, and from the perspective of current priorities in higher education. This workshop offers participants some guided reflection and a series of checklists and tools to determine if a self-placement model, or steps toward one, may be appropriate for their institutions. We also address this process's practical and technical aspects, considering the administrative burden, the financial and time-based costs associated with grading placement essays, and the response from learners, teachers, and other stakeholders during different parts of this pilot project.

Author(s) Bio

Michaud C. (cmichaud@bu.edu) is the Director of ESL/ELL Writing in the College of Arts and Sciences Writing Program at Boston University (USA), where she has taught since 2003. She works primarily with undergraduate international students, ESL, and World English speakers who are new to the university context. Her research interests include critical language awareness, experiential learning, metacognition, reflective writing, phonology and pronunciation instruction, and antiracist pedagogies. She has co-authored books on ESL pronunciation instruction and lesson planning for pre-service teachers of ESL/EFL.

Meta-Cognitive Opportunities Within the Writing Classroom, Curricular Strategies, and Outcomes

Geoffrey Miller

Abstract

Due to the skill-based nature of writing, teachers often focus on providing students with opportunities to acquire and produce discrete writing skills through rigorous engagement with the writing process. And while the validity of this strategy has been firmly established within the literature, one of the challenges teachers often face is facilitating an awareness within their students regarding the future application of these skills. One strategy that has proven effective in assisting students with this task is including metacognitive activities throughout the writing process. Naturally, the nature of a student's needs will vary depending on where they are within the writing process, and because of this, it is essential that educators structure their reflective activities in such a way as to maximize the usefulness of these activities so that students can both apply the results to their current writing project and incorporate them into their great writing knowledge store. In my presentation, I will present a research-based framework for the creation and delivery of metacognitive opportunities within the writing classroom and discuss the importance of reflection and its ability to influence students beyond their current writing project.

Author(s) Bio

For twenty-five years, Geoffrey Miller has taught writing in South Korea, Hong Kong, Qatar, and, most recently, Japan. During that time, his academic research interests have primarily focused on student engagement, inclusion, and feedback. Creatively, his flash fiction work has been published extensively, and he is currently the editor of the Canadian Literary Journal.

Liminal Neural Joining: Some Questions on Second Language Acquisition

Tirtha Prasad Mukhopadhyay

Abstract

The author proposes that it is possible to neurally map specific stages in second language acquisition with due respect to corresponding processes within the brain areas that may be responsible for actuating formulaic changes. The locations of learning or acquisition may be symbolically described in terms of (a) vocabulary or new morphological adaptations (b) syntaxification, and finally, (c) inflection and conjugational transformations of linguistic and cognitive habits. Although psycholinguistics is able to recommend how behavioral changes affect the gradual acquisition of speech patterns in a second language scenario, for example - it would be prudent first to describe some of the basic cognitive modules of the neural process. A broad literature may be referenced and used to indicate how neural stimulatory changes may be understood for future second language teaching methods

Supporting Language Learner Autonomy:
Envisioning the Role of Self-Access in the 21st Century

Jo Mynard

Abstract

In a time of rapid change and uncertainty, the ability to direct our life-long learning is more important than ever. In this session, we will start by taking stock of the field of learner autonomy. We will then review the role of self-access learning as part of the process of supporting language learners outside the classroom. Self-access centers have existed for more than five decades and have typically provided language learners with access to resources and spaces to support their autonomous language learning. However, in recent years, we have started to envision a broader scope for self-access. In addition to supporting language learning, self-access centers are being reimagined as social learning spaces where people can grow and thrive (Mynard, 2022). We will look at various features of self-access and examine them in terms of how they have the potential to promote language learner autonomy and well-being. We will look at ways to offer individualized support for learners outside the classroom, in particular, we will examine the role that advising in language learning (ALL) plays in this process, i.e., how intentional use of reflective dialogue helps learners to develop their autonomy (Kato & Mynard, 2016).

Author(s) Bio

Dr. Jo Mynard is a Professor in the Faculty of Global Liberal Arts and Director of the Self-Access Learning Center (SALC) at Kanda University of International Studies (KUIS) in Chiba, Japan. She is also the Director of the Research Institute for Learner Autonomy Education (RILAE) at KUIS. She has co-edited and co-authored several books and book chapters on learner autonomy, advising reflective dialogue, and social learning spaces.

Designing effective conference posters to communicate your research topics

Lam Thanh Nam

Abstract

Posters are largely used in the academic community. Most conferences include poster sessions in their agenda. Research posters not merely summarize research information concisely, but also help publicize it and generate discussion among attendees. An academic poster is usually a mixture of brief texts with pictures, diagrams, tables and many other forms of presentation formats. My presentation aims to highlight typical features and the standard format of a research poster, tips for designing effective posters for drawing the audience's attention and communicating your message quickly and succinctly. Successful poster design does not involve a single implementation of drawing tools with colors, but a harmonious combination of scientific knowledge, artistic sensitivity and visual communication.

Author(s) Bio

Nam Lam obtained his PhD in Education in at the University of Newcastle, Australia. He has nearly 20 years' experience in Teaching English to Speakers of Other Languages (TESOL), and is currently Head of Foreign Language Faculty of Vietnam Aviation Academy (VAA). He also participated as a trainer in the EFL teacher training program funded by Vietnamese Ministry of Education and Training. His research interest focuses on TESOL, cooperative learning in English classes, and most recently language testing and assessment.

Mapping Pathways for a Decolonising Creative Writing Pedagogy in Indian Institutions

Anupama Nayar

Abstract

Indian Institutions largely follow a British canonical curriculum to teach English Language and Literature. Although efforts have been made to identify the Indian learners as postcolonial and multi-lingual, the medium of instruction in most urban institutions is English. English is accepted as the link language in the subcontinent, which is ethnically and linguistically plural. Learners are acquainted more with the genres and literary types of the Anglo-American literary tradition than the indigenous one. This paper will focus on an English creative writing pedagogy that will require learners to tap into their specific indigenous linguistic and literary traditions to find their voice, academic type, and writing style. Decoloniality in this context will reject essentialist notions of indigeneity and look at indigenous identity as fluid and performative and as entwined with coloniality, including using English. The paper will argue that meanings and identities that emerge in the open space created by the pedagogical intervention in the creative writing classroom will lead to a cultural decolonisation at the individual level. The paper will look at possible pedagogical pathways for an indigenous creative writing pedagogy in English and identify the constraints and potentialities for a decolonial pedagogy.

Author(s) Bio

Dr. Anupama Nayar CV is an associate professor of English in the department of English with cultural studies at CHRIST (Deemed to be University), Bangalore, India. Her research interests include postcolonial studies, precarity studies, and pedagogical studies.

Vietnamese Teachers' Beliefs in Fostering Learner Autonomy in English Learning and Teaching at Tertiary Level

Ngo Nguyen Thien Duyen and Luu Thi Mai Vy

Abstract

Driven by rapid technological developments along with social and economic changes, the demand for flexible learning has grown in a way that the cultivation of learner autonomy (LA) has become a phenomenon on a global scale, especially in language learning and teaching. In this sense, the study reported here further contributes to the understanding of teachers' beliefs in fostering LA in English learning and teaching at the tertiary level in Vietnam. The study adopted a qualitative approach to exploring how 10 Vietnamese teachers perceive LA based on their previous teaching experiences. Data analysis from in-depth interviews reveals that participants gave multiple interpretations of LA. Most of them admitted that the main constraints on developing autonomous learning are caused by the deep-rooted traditional teaching culture in Vietnam. Besides, these teachers seem fully aware of the significance of LA but not the "how" in assisting learners in exercising LA both within and beyond educational settings. The findings also suggest some pedagogic implications for in-service teacher development and curriculum development in English learning and teaching at the tertiary level.

Author(s) Bio

Ngo Nguyen Thien Duyen is currently a lecturer at Ho Chi Minh City Economics and Finance. She completed her Master's Degree in Applied Linguistics and TESOL at Macquarie University in Australia. She has published multiple articles in local and international journals. Her research interests include but are not limited to second language acquisition, translation, interpretation, and intercultural competence in language learning and teaching.

Luu Thi Mai Vy is a lecturer at Ho Chi Minh City Economics and Finance. She completed her Ph.D. in English Language Studies at Suranaree University of Technology in Thailand. She has published multiple articles in local and international journals. Her research interests include but are not limited to listening skills, CALL, pronunciation, and neuroscience in language learning and teaching.

English-majored Undergraduates' Opinion on the Application of New Century Skills

Trang Ngo and Huong Nguyen

Abstract

Grounded into an instrumental case study, the study was conducted to support teachers reflect on their teaching, keep updating and adapting to meet society's demands, giving students a deeper insight into the purpose of their learning, then preparing them to be 21st citizens. In order to do this, learning materials of three units were collected and analyzed under the framework of the 21st-century learning design, along with questionnaires and interviews to explore the students' opinions of the integration. There are two key findings. Firstly, three integrated courses strongly offered fourth-year students at university opportunities to develop 21st-century skills based on the 21st learning design rubrics. Secondly, students had a full capacity to master "Learning and Innovation Skills" and "Information, Media, and Technology Skills, while they needed more support for the achievement of "Life and Career Skills". Therefore, the implication is that lecturers should apply 21st-century learning to the courses. Besides, those designed course should maintain the content promoting learning and innovation skills, ICT skills, especially life and career for students.

Author(s) Bio

Trang Ngo is an English language lecturer at Hanoi National University of Education (HNUE) who has experienced for almost twelve years of English language programming, teaching, and assessment. Trang graduated with a B.Sc., majored in English language teaching methodology, and a Master in English Linguistics. Since 2012, she has been a member of the HNUE Council of VSTEP trainers, designers, and examiners. She teaches various learners, including K12 students, undergraduates, graduates, and adults.

Huong Nguyen is an English language lecturer and recently received a master's degree in English Language Teaching Methodology at Hanoi National University of Education in the year 2022. Her primary research interest includes integrating innovative skills in the EFL Classroom and improving English skills in teaching pedagogy. She was awarded the Second Prize in the scientific research conference for students at Hanoi National University of Education in 2018. Huong was nominated as a member of the VietTESOL Masters' Group, which provides activities that engage, empower, and inspire MA EFL lecturers, teachers, researchers, practitioners, and students in Vietnam and overseas.

An Application of Google Translate in the Translation of Administrative Documents

Nguyen Duy, Nguyen Thi Thanh Trang and Phan Thi Kim Thao

Abstract

Today's technology industry is changing more and more according to the 4.0 digital transformation movement, which has greatly impacted the translation industry. This study focused on applying Google Translate to translate administrative documents. Hence, we concentrated on analysing and evaluating the data obtained from the survey of major students throughout the research process to fully understand Google Translate's impact on rendering administrative documents. We have different types of methods and important results in defining the function of this online-based CAT tool in the administrative documents as a consequence of the survey and evaluation. These results have shown how Google Translate could deal with many documents, especially administrative ones. Moreover, the results also show that Google Translate could bring convenience to users, but it also has many negative effects on users. The consequences will also cause various issues for the translation business in the future; it is clear that technology is significantly impacting this industry. We have guided and created the framework for additional future studies and further improved this research in another translation sector as a result of this research.

Author(s) Bio

Nguyen Duy, a senior at Nguyen Tat Thanh University. He has worked for more than eight years as an English teacher and more than five years as an English-Vietnamese translator. His main interests include Translation and Interpretation, Language Teaching Methodology, Applied Linguistics, and Language Assessment.

Nguyen Thi Thanh Trang has more than 16 years in teaching English Linguistics and Translation and Interpretation at Nguyen Tat Thanh University. Her main interests are related to Translation and Interpretation, Language Teaching Methodology. She is currently a researcher and a teacher.

Phan Thi Kim Thao has taught English and non-English majors for ten years. Her main interests are applied linguistics, language testing, and assessment, sociolinguistics, and education. Also, she is currently a researcher, an editor, and a peer reviewer at international journal publishers.

Newspaper Headlines and Subheadings as a Method of Improving University Students' Writing Ability

Thanh Van Nguyen

Abstract

Newspapers provide rich information about different themes and can serve as an effective educational tool in English teaching and learning. Although newspaper headlines and subheadings are short, their valuable linguistic features play a pivotal role in enhancing English learners' writing ability. To investigate the impact of English newspaper headlines and subheadings on students' academic essay writing ability, this quasi-experimental mixed-method research was conducted with 83 second-year university students in Vietnam. Convenient sampling was utilized for the selection of the participants. Pertinent data obtained through research instruments such as pre-test, ongoing test, post-test, survey, and semi-structured interviews were analyzed quantitatively using repeated measures ANOVA and qualitatively using content analysis methods. The results of this study reveal that numerous features of newspaper headlines and subheadings greatly enhance students' academic essay-writing ability. Based on the findings, some pedagogical implications are also discussed.

Author(s) Bio

Thanh Van Nguyen is an English lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Vietnam. He received an MA in Applied Linguistics from Curtin University of Technology, Australia, in 2010. He is pursuing a Ph.D. in Language Studies at Suranaree University of Technology, Thailand. His current research interests include the learning theory of Connectivism, Technology Enhanced Teaching and Learning, Innovation in English Teaching and Learning, Online Teaching and Learning, applications of Instructional Design in ELT, and student engagement in online learning environments.

Translanguaging Pedagogy in Specialised Courses: Voices from Higher Education Lecturers

Tri Minh Nguyen, Trang Dao Xuan Phuong and Nguyen Dinh Tran Hanh

Abstract

The spread of English has led to an increase in English as a medium of instruction in most universities in Vietnam. However, the intensity and complexity of content subjects in their majors have posed certain challenges for the learners to obtain the lectures of specialized courses ranging from linguistics to research-based subjects. The pressure and anxiety of course completion have forced lecturers at tertiary contexts to adopt the first language as the medium of discussion to ensure learners' understanding. This study explores teachers' beliefs about the significance of translanguaging in their content classroom. It also attempts to deepen the factors influencing teachers' use of L1 or L2 to communicate with their learners. The study applied a qualitative approach via in-depth interviews with eight university lecturers in Vietnam. The findings reveal translanguaging is adopted in over half of their lessons to convey the lectures due to tremendous barriers in the classroom, which include (1) the lack of sufficient language competence to understand the lessons, (2) the complexity of the content, (3) learners' anxiety to obtain English, and (4) unfamiliarity with EMI.

Author(s) Bio

Tri Minh Nguyen is currently a course Director at TESOL International Academy. He is also a lecturer of English at Ho Chi Minh University of Education. He is a Scopus-indexed journal reviewer. His research interests cover translation and interpretation, intercultural communication, and discourse analysis.

Trang Xuan Phuong Dao is currently a lecturer in the English Department at 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 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.

Optimizing Students' Meaning-making Process with Digital Storytelling

Tan-Sang Nguyen

Abstract

The incorporation of multiliteracies pedagogies has recently been normalized in several EFL classrooms since English was deemed more of a medium for acquiring knowledge and other skills. Digital storytelling (DST), a type of multimodal composition, has empirically proven to maximize students' academic performance, trigger their revelation of selves, entice a feeling of empathy, and widen their scope of worldview. Nonetheless, the utilization of DST at a high school EFL level has been reluctantly considered due largely to the burden of assessment and class time restraints. Therefore, this curriculum is developed based on Kolb's Learning Styles and Experiential Learning Cycle (McLeod, 2017) to address the aforementioned issues to maximize students' learning experiences, leverage their language learning progress, and utilize their digital composition as a means of formative evaluation. Demonstrations of students' writing drafts, audio files, storyboards, and final digital stories will be given, and assessment tips will be shared during the workshop.

Author(s) Bio

Nguyen, Tan-Sang has just earned his Master's Degree in Applied Linguistics with high distinction in Taiwan and is currently employed as a full-time senior high school English teacher in Ho Chi Minh City, Vietnam. His research interests include extensive reading, reading and multimodal composing, and digital storytelling and identity development. His teaching practices are strongly driven by concerns about students' learning gains and experiences.

A Case Study of Learners' Attitude on CALL Before and After the Pandemic of Covid-19

Nguyen Le Chi Lan and Hieu Le Ngoc

Abstract

In the process of learning English, Computer Assisted Language Learning (CALL) has played a very important role for learners. With the lightspeed of ICT development, learning English cannot be successful without CALL. Therefore, to discover more about how English learners deal with CALL and how they use these advanced technologies to improve learning, this paper aims to study the learners' attitudes toward CALL. Our proposal is a case study in Nha Trang city. We explore the high school learners around the city about CALL before and after Covid-19. With this approach, we conduct the survey to skim information and then interview a few candidates for deeper understanding. The goal is to discover and understand as much as possible about high school students' attitudes toward CALL and what has changed and not changed due to Covid-19. The results show that Nha Trang high school students are aware of the role of CALL and pay more attention to computer skills or technologies in learning English for efficiency improvement.

Author(s) Bio

Nguyen Le Chi Lan has worked as an English teacher for over ten years. Now she works as a full-time teacher at Ly Tu Trong high school (Nha Trang city - Vietnam) and a part-time university lecturer. Her research interest is mainly education, language teaching, and applied linguistics. She had minor theses related to English grammar for teaching, bilingualism and language education, applications of literary theory in EFL contexts, intercultural communication, SLA, spoken English in TESOL, language curriculum, materials development, and assessment.

Hieu Le Ngoc has worked as an IT System Architect in the IT industry since 2010. Currently, he is an IT lecturer at HCMC Open University (Vietnam). His major study is cloud computing and cloud efficiency for better service; his minor studies are education, education in IT line, Languages Teaching (Chinese & English), Business, and Economics.

Peer Feedback in IELTS Academic Writing Task 1

Nguyen Thi Trung

Abstract

Peer feedback is viewed as an effective activity in foreign language teaching and learning that allows students to receive more feedback on their writing performance for improvement. This study was carried out to investigate the English major students' attitudes towards giving and receiving peer feedback and their evaluation of peer feedback in IELTS Academic Writing Task 1. Questionnaires were used to collect the data. The results revealed that the English sophomores faced many difficulties in giving and receiving peer feedback in IELTS Academic Writing Task 1 in terms of four criteria, although all students were well aware of the significant role of peer feedback in developing their writing skills. From the findings, it is recommended that teachers provide students with adequate training and practice while deploying peer feedback activities in IELTS Academic writing teaching so that students can benefit greatly from peer feedback in their writing production enhancement.

Author(s) Bio

Nguyen Thi Trung - Dean of Faculty of Foreign Languages, Quang Nam University. She received her BA degree in English from Hue University in 2001, MA in English Linguistics from the University of Da Nang in 2008, and Ph.D. in English Linguistics from the University of Foreign Language Studies, the University of Da Nang in 2022. She attended an English Language and Teaching Methods course for International English Teachers at Carleton University, Canada, in 2006. Her main areas of interest involve Teaching Methodology, Curriculum Design, Discourse Analysis, and Functional Grammar. Email: dtrungtk@gmail.com

How to Engage Young Learners in Reading Lessons

Nguyen Thuy Thao Vy

Abstract

This is a pedagogical workshop on teaching reading to young learners. Teaching young learners, especially reading skills, is never an easy task due to the particular nature of children's cognition and psychology. The workshop covers three parts. First, there will be an introduction to reading and the difficulties in teaching reading to young learners. In this part, teachers are provided with general knowledge about reading lessons for young learners and three main types of problems in teaching reading. The second part will propose some teaching principles for young learners. These principles have been tested in real-language classrooms. The last part recommends some activities to illustrate the principles. After the workshop, attendees can have a general knowledge about teaching reading lessons to young learners, acknowledge the problems that may come, and learn how to overcome them with interesting activities. There are also some recommended sources for teachers.

Author(s) Bio

Nguyen Thuy Thao Vy is a freelance English teacher with essential knowledge and distinctive abilities in teaching English to young learners. She is passionate about connecting with children while guiding them to the path of real and natural English. Vy's research interests include TEYL; ESL; Language Teaching Methodology/Methods and Approaches; Curriculum, and Syllabus, Materials Design and Development.

Revisiting Learner Silence: A Neglected Emotion Regulator in Language Learning

Thanh My Nguyen

Abstract

Emotions, thinking, and learning are all interconnected. To avoid the cognitive obstacles involved in the learning process, more attention should go to affective aspects as it would lead to more effective language learning. While emotions as 'adaptive devices' (Bielak and Mystkowska-Wiertelak, 2021), learners use silence consciously and intuitively as a space to manage the emotions they experience before any behavioural responses. Nonetheless, classroom practice is neglecting the emotional sides nurtured in silence, pushing half-baked cognitive capacity. Therefore, it is increasingly vital that teachers be aware of the role of silence in suppressing negative emotions and facilitating productive emotions toward learners so that pedagogical approaches would be informedly chosen to fit student needs and the ecological nature of the class. In this talk, I will discuss how silence could induce affective self-regulation when learners are in the face of emotional challenges, and offer practical suggestions for how teachers can integrate the notion of 'silent emotion regulation' into teaching to build up three individual learner factors that assist language learning.

Application of Grammatical Metaphor in Teaching Translation

Nguyen Hong Oanh

Abstract

Since 1976, the use of Systemic Functional Linguistics has grown significantly in English Language Teaching and linguistics. Hallidayian grammatical metaphor has proved its enormous application in linguistically expressed diversity and in helping students develop adequate language abilities. After about 15 years in service, the researcher is aware that her students have great barriers to producing good translation work between English and Vietnamese, especially those enrolled in the in-service English language program. Therefore, she makes every effort to identify the causes of the issue and employ every single method to help her students overcome their translating difficulties. A population of 40 students of B2K17-NNA at FFL at HUB unconsciously took part in an experimental study in which the researcher used different grammatical metaphor tools to improve their writing and translate materials from English to Vietnamese. Participants were given a pre-test task at the beginning of the 12-week English-Vietnamese Translation Course; then a post-test task at the end. Respondents' responses were marked according to the framework for translation assessment criteria and grammatically metaphorical working using nominalization and process modifications. The results reveal participants have improved their translations and sentence formulation.

Author(s) Bio

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

An Investigation into English Major Students' Application of Self-Regulation Strategies in Project-Based Learning

Nguyen Huu Ngoc and Truong Tuan Minh

Abstract

This case study was conducted to (1) investigate how PBL is implemented in classrooms of English majors at TDTU and (2) explore certain self-regulation strategies applied by the students during the execution of PBL. Two classes of 62 students were selected to participate in the current study. Three main instruments were employed to achieve the research objectives: in-class observations, Likert scale questionnaires, and focus group interviews. The data collection began with a series of four observations in the two classes to look into the current practice of PBL at TDTU. Then the questionnaires and students' focus groups were administered one after another to discover what self-regulation strategies the students applied during their PBL implementation. The observational data reveal that the practice of PBL at TDTU is generally in line with a six-step PBL model advocated by Korkmaz & Kaptan (2001). In addition, the findings from the questionnaires and focus groups show that the students used a variety of self-regulation strategies in the projects, including cognitive and metacognitive, social-behavioral, and motivational strategies. Particularly, the first two strategies, i.e., cognitive and metacognitive, social–behavioral strategies, were dominantly shown throughout the participants' execution of PBL compared to the other.

Author(s) Bio

Nguyen Huu Ngoc graduated from HCMC University of Pedagogy, majoring in teaching English as a foreign language. He also holds an MA degree with the same major from HCMC University of Social Sciences and Humanities. Currently, Ngoc is working as an English teacher at the VUS and a lecturer of English at Nguyen Tat Thanh University, Vietnam. His research interests are English teaching methodologies, language assessment, and project-based learning. He can be reached at nhngoc@ntt.edu.vn

Truong Tuan Minh holds an MA in English and is now working as a lecturer of English at Ton Duc Thang University, Vietnam. His main interests include English teaching methodologies, vocabulary learning, and language learning strategies. He can be reached at truongtuanminh@tdtu.edu.vn

The Effect of Genre-Based Instruction on Low-Proficiency Students' Writing Performance in a Vietnamese Private University

Minh Nguyen

Abstract

Although genre-based instruction has become one of the most influential approaches to teaching writing over the past few decades, little research has been done into its efficacy in teaching writing to low-proficiency EFL students. This mixed-methods research examined the effect of genre-based instruction on low-proficiency Vietnamese students' overall writing and each writing aspect, namely purpose and staging, cohesion, vocabulary, grammar, and mechanics. The study also investigated the attitudes of low-proficiency Vietnamese students toward four stages of the Teaching and Learning Cycle (TLC). Participants (N= 110) were equally assigned to experimental and control groups and were required to write a procedural recipe for thirty minutes. Data from the pre-and post-test, survey, and interview were triangulated to provide insights into students' writing development. Results from the study indicated that after the genre-based intervention, low-proficiency Vietnamese students made significant progress in their writing, particularly in terms of purpose and staging, cohesion, and vocabulary. Findings also showed that students generally agreed that all the stages in the TLC were helpful. However, when employing this approach with low-level students, more attention should be paid to designing concrete, scaffolding learning activities, and building lexico-grammatical knowledge.

The Model of Personal Self and Identity Development

Ha Nguyen

Abstract

The 2020 extended school facilities closure has negatively impacted rural school communities. This study proposes a theoretical framework concerning rural elementary students' development by exploring how a rural Title I elementary school in the Southeastern United States perceived and responded to student needs during the 2020 school emergency shutdown and the 2020-2021 school year. Participants include one school administrator, three general elementary education teachers, three elementary-aged students, and three family members (one for each student). The proposed framework, "The Model of Personal Self and Identity Development," comprises four components: the context, the community, regression, and adaptation. Besides "valleys" in the developmental line, students experienced "peaks" on the growth line thanks to the fruitful partnership between the elementary school and its surrounding rural community. Further discussion of this theoretical framework will be given in the presentation.

Author(s) Bio

Ha Nguyen has over ten-year teaching experience with English as a Foreign Language (EFL) learners. She currently works for the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam, training and mentoring preservice EFL K-12 teachers. She received a Doctor of Philosophy in Curriculum and Instruction from the Department of Curriculum, Instruction, and Special Education, College of Education, Mississippi State University, Mississippi, United States. Her scholarly interests include EFL/ESL teacher education, teacher professional development, and rural education. She is open to research collaboration opportunities and can be reached at nguyenthivietha@tdtu.edu.vn.

The Effects of Elicitation Techniques on EFL High School Students' Essay Writing Skill

Nguyen Van Huong

Abstract

This research investigates elicitation techniques' effects in teaching essay writing skills to EFL high school students. The study involves 30 students from grades 10, 11, and 12 at high schools in Vinh city who have been learning in the extra classes. The participants were following the present English program for high school students in educational systems in the city. They were randomly selected to make a questionnaire and interview to survey the effect of elicitation techniques on their essay writing. Besides, the classroom observations were carried out to collect the evidence devoted to elicitation techniques' effects on EFL high school students' essay writing. The data reveal that elicitation techniques assist students in improving their writing skills, especially essay writing. Moreover, the participants expressed positive attitudes towards these techniques for learning writing skills. Based on the findings, some implications for teaching writing skills to EFL learners have been suggested.

Author(s) Bio

Nguyen Van Huong is an English teacher at Vinh City who is teaching students at high schools. He engaged in some exchange programs and had several experiences in English teaching and assistance. He graduated with a Master of TESOL at Vinh university and had more than three years of experience in English language teaching. His research interests are developing writing skills for EFL learners, TESOL, and language testing. He can be reached at leaderhuongdhv@gmail.com.

Teacher Educators' Personal and Professional Beliefs about Diversity: A Scale Adaptation Study

Gülşah Öz and Neşe Cabaroğlu

Abstract

In this multicultural, globalized world, diversity has gained increasing attention and has become obvious in our daily and professional lives. In this respect, educators' beliefs about diversity are significant in creating a more inclusive and social justice environment where everyone is respected and equally educated regarding their differences in educational contexts. However, there is no valid and reliable tool for investigating diversity beliefs with a broad perspective in both personal and professional contexts in Türkiye. Therefore, this study intended to adapt the Personal and Professional Beliefs about Diversity Scales (Pohan and Aguilar, 2001) to the Turkish context. To this aim, the scales were slightly adapted to the Turkish cultural context and piloted with EFL teacher educators (n=222). Based on the adaptation and pilot data analysis, some items were removed. The results of Cronbach Alpha reliability coefficients indicated that obtained alpha reliability for personal beliefs about diversity was .77, and for professional beliefs about diversity was .76. As a result, the adapted version of the Personal and Professional Beliefs about Diversity Scales with 34 items in total is a reliable and valid instrument for measuring educators' beliefs of diversity in the Turkish EFL context.

Author(s) Bio

Gülşah Öz has worked as a Research Assistant at the English Language Teaching Department of Aksaray University, Türkiye. Her academic background mainly consists of English Language Teaching. She graduated from Çukurova University and got her MA degree from Çağ University. Then she started her Ph.D. at Çukurova University in 2020 and is still a Ph.D. student. She is especially interested in multiculturalism, social justice and equity in education, language teachers' education, and foreign language teaching.

Neşe Cabaroğlu has been working as a Professor at the English Language Teaching Department of Çukurova University, Türkiye. Her academic background mainly consists of Social Sciences and Humanities, Education, Education in Foreign Languages, Education in English, and Teacher Training. She graduated from Çukurova University and got her MA degree from the same university. Then, she earned her Ph.D. from the University of Reading, School of Education, United Kingdom. She published numerous articles and book chapters related to her research interests.

Digitalizing Language Teaching and Learning

Shreemayee Pati, Priyadarshini Panda, and Swayam Prabha Satpathy

Abstract

The overall language teaching and learning graph have transformed so rapidly that the formal classroom no longer serves as the primary learning site. Technology usage has become integral to the present-day learning process in and out of classrooms. Educators believe it is the core requirement in modern schools and universities—the creative integration of contemporary technologies and digital tools to aid teaching and learning. Technology offers teachers the ability to modify lessons, which improves language acquisition. Learners can benefit significantly from adopting digital technology through computer-assisted language learning (CALL). Mobile technologies— specifically, mobile-assisted language learning—or MALL—are the best learning aids for youngsters. Compared to traditional language teaching methods that sometimes make the learners passive and bored, modern strategies primarily utilize communicative and interactive approaches.

Author(s) Bio

Shreemayee Pati has done her masters in English literature from MSCB University, Odisha. Currently, she is pursuing her Ph. D in the faculty of English from ITER, SOA. Her broad area of research interest is in intercultural communication and its various aspects. She is looking forward to carrying out her research in the same context.

Priyadarshini Panda has done her masters in English from SSUTMS, Sehore Madhya Pradesh. She has teaching experience more than 17 years in middle and high school. She is presently pursuing a Ph.D. in ITER, SOA. Her broad area of research interest is in the field of Communication. She plans to do her research on efficient language acquisition methods.

Dr. Swayam Prabha Satpathy has several years of teaching experience in various capacities. Presently she is working as Assoc. Prof in communication Siksha O Anusandhan University in the department of Humanities. She is also a Behavioural Competence Developer and NLP. She has been awarded Siksha Ratan Puraskar, 2013 Teacher's Excellence award, Sept 2018 and Best Academician Award, Aug 2018 Special Award from the Indian Institution of Industrial Engg. Research Excellence Award. Best Researcher Award in 2021. Her research interests are English Literature, Language, and Communication. Cultural Studies.

Enjoying Neuro-Linguistic Programming, the Art of Excellence: Satir's Communication Styles

Bena Gül Peker

Abstract

Why is it that two people confronted with the same circumstances may engender entirely different consequences in communication? Is it because some people are just lucky? Neuro-Linguistic Programming (NLP) tells us that it is not an issue of luck but is closely related to how we respond to a situation with conscious awareness. NLP can enable us to envision possibilities that we did not think were in our hands and that we did not dare dream about once we become aware of such possibilities. After a brief discussion of what NLP is and how it originated in the 1970s, this session will focus on the five communication styles by Virginia Satir, one of the three successful therapists modeled by the originators of NLP. These five communication styles can greatly help our communication, whether dealing with learners, teacher candidates, or teachers.

Author(s) Bio

Professor Benâ Gül Peker has worked at the Middle East Technical University, Department of Basic English, Bilkent University MA TEFL Program and Gazi University, Faculty of Education, ELT Department, Ankara, Turkey. She has been involved in writing the 2006 new primary English curriculum and course books (Time for English & Spot-On Grades) (2006- 2011). In addition, she has presented nationally and internationally as a plenary speaker at the 2006 40th IATEFL Convention. Her professional interests include educational change, teacher empowerment, EFL methodology, NLP, and drama. She is a certified NLP trainer.

Comparing the Effects of Two Repeated Reading Methods on EFL Learners' Reading Rates

Vy Pham, John Baker, and Thang Nguyen

Abstract

This study explored and compared the effects of unassisted repeated reading (UARR) and assisted repeated reading (AARR) on undergraduate EFL learners' reading rate gains. To investigate this, an experimental design with 50 undergraduate EFL learners at International University, Vietnam National University – Ho Chi Minh City was undertaken during the 2021-2022 school year. The data were analyzed using inferential nonparametric statistics (Wilcoxon test, Mann-Whitney-U test). The results indicated that both procedures significantly affected positive gains; however, the AARR had a considerably higher effect than the UARR (77.27, 47.72, $p < .001$). It is hoped that these findings will practically and theoretically further the literature regarding their comparative efficacy.

Author(s) Bio

Vy Pham studies at Ton Duc Thang University in Ho Chi Minh City, Vietnam. Her teaching area includes teaching English to adults and young learners (primary and secondary levels). Her research interests include reading speed and its relation to comprehension, other L2 skills, and language teaching methodology. Email: vypny.work@gmail.com. Orcid: https://orcid.org/0000-0002-9064-2570

Dr. John R. Baker has worked with writing and self-access centers and taught writing, ESOL, and literature in the U.S.A. and Asia (Korea, Taiwan, and Vietnam). His research interests include second language writing and reading, self-access and writing center administration, and research methods. He regularly publishes, edits, and reviews for several journals and has worked with international and local book publishers. Email: drjohnrbaker@tdtu.edu.vn. Orcid: https://orcid.org/0000-0003-3379-4751

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Translanguaging in University Contexts: A Call for Motivating Non-English Majors' Speaking Skills

Pham Thi Thuy Le , Duong Thi Hien and Tran Truong Thi Ngoc

Abstract

This study aims to explore and discuss the effectiveness of translanguaging to promote students' English speaking ability in terms of fluency and motivation. The qualitative exploratory action research employs three instruments: closed-ended questionnaires, in-class observations, and semi-structured interviews. In a translanguaging instructional context, 50 non-English major participants at a pre-intermediate level from the Ho Chi Minh City University of Pedagogy are observed during six sessions to collect data. The present findings reveal that the translanguaging approach can assist students in shuttling between L1 (Vietnamese) and L2 (English) naturally, supporting learners' content understanding. The results suggest that teachers can integrate the act of translanguaging in multilingual classrooms to create a social space for students to boost their confidence and motivation in speaking English and gain valuable insights to enhance professional development. Besides, few studies have focused on how this pedagogical practice has affected students' social-emotional development and multilingual identities; thus, the study may be a helpful reference for other researchers on this topic in the future.

Author(s) Bio

Duong Thi Hien graduated from Ho Chi Minh City University of Social Sciences and Humanities, majoring in English Linguistics and Teaching Methodology. She also holds an MA degree in TESOL from the same university. She has been working as an English teacher since 2015. She currently works as an English teacher at the Ho Chi Minh City University of Information Technology and language centers in Ho Chi Minh City. Her main research interests include pedagogical approaches to teaching English, learner anxiety, IELTS teaching, and learning. Email: duonghien1607@gmail.com

Tran Truong Thi Ngoc graduated from the Ho Chi Minh City University of Education, majoring in English teaching (TESOL). She also holds an MA degree in Applied Linguistics from Curtin University, Australia. She has been teaching English since 2015. She is a visiting lecturer at different universities in Ho Chi Minh City, namely the University of Education, the University of Technology (HCMUT) and University of Information Technology. In addition, she has taught in many language centers which specialize in teaching IELTS, TOEIC and VSTEP(B1). Regarding research interests, she is passionate about pedagogical approaches to teaching English (especially task-based learning and translanguaging), psychology, applied linguistics, and cross-cultural communication. Email: trantruongthingoc2016@gmail.com

Pham Thi Thuy Le graduated from Van Lang University, majoring in English. After graduating, she worked as an English translator/editor for several Vietnamese publishing houses. She has been working as an English teacher since 2013. Presently, she is pursuing an MA in Applied Linguistics at Wenzao Ursuline University of Languages, Taiwan. Besides, she is a visiting lecturer at the University of Transport Ho Chi Minh City. Le's research focuses on corpus discourse analysis, qualitative research methods, and educational and applied linguistics. Email: phamthuyle276@gmail.com

Professional Development Opportunities for Teachers at Ho Chi Minh TESOL and Horizon TESOL

Huy Pham

Abstract

This presentation outlines the teacher training activities at Ho Chi Minh City TESOL Association (HCMC TESOL) in the community of pre-service teachers. HCMC TESOL was founded by the Ho Chi Minh City People's Committee, is one of the pioneering associations in the field of English language research and teaching, and is committed to excellence in establishing a highly professional and engaged TESOL community. To help achieve this objective, the association has partnered with Horizon TESOL to deliver training courses and teachers' development activities under the guidance of renowned professors and university deans to serve as advisors to advance specializations and professionalism to meet the standards of the International TESOL Association. The standards include five domains: (1) language, (2) culture, (3) instruction, (4) assessment, and (5) professionalism. The presentation will focus on the background of the training curriculum, the standards, and how the training criteria enhance teachers' development in the 4.0 teaching era.

Author(s) Bio

Mr. Pham Minh Huy has worked as an EFL teacher for the last five years. His teaching area covers a variety of interests, such as English for Communication, English for Special Purposes, and English for Testing. He is currently an Academic Manager at Horizon TESOL, designing training syllabi and controlling course quality. His interest areas of research are Computer Assisted Language Learning (CALL) and Information and Communication Tools in teaching (ICT). Email: minhhuy17.sp@gmail.com

The Effectiveness of Peer Assessment Training in Enhancing Learner Autonomy

Phan Thi Ngoc Le

Abstract

In the past few decades, when the necessity of learning and knowledge has been widely acknowledged and lifelong learning is a global imperative, it is understandable why the importance of learners' autonomy is gaining more significance. Therefore, the purpose of the present study is to shed light on enhancing learner autonomy through peer assessment training for students at Vietnam National University. Pre-test and Post-test were first applied to measure participants' changes before and after learning how to do peer assessment. After that, questionnaires and interviews were used with the purpose of probing for more details from the students. The findings have shown the benefits of peer assessment in promoting learner autonomy, the drawbacks that peer assessment fails to promote, and, more importantly, the reasons for these failures. It is hoped that the study will benefit researchers and teachers interested in autonomy and writing and students by giving them a real situation of their learning and providing them with effective implications to enhance their autonomy in writing skills.

Author(s) Bio

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

Emerging Technologies, Emerging Minds: Mobile-Based Education Applications in The EFL Classroom

Phan Thi Anh Nga

Abstract

In 2012, more than 20 million students habitually used Google apps for education, and the use of Google apps in this field represented an across-the-board increase of 100% in just two years (https://www.edsys.in). The revolutionary and sweeping changes in technology in recent years have readily switched the process of educating students. This paper critically discusses the importance of cell phone use in education, especially in the EFL classroom. Besides, the article also formally introduces some useful applications in teaching and learning English. Finally, some useful tips are given to maximize the use of educational smartphone applications in developing students' language skills beyond the classroom.

Author(s) Bio

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

Gender as a source of L1 negative transfer

Tran Huu Phuc, Nguyen Tat Thang and Tran Tin Nghi

Abstract

This study investigated the differences in English prepositional usage between the genders: male, female, and gender anonymity. An online survey investigating L1 transfer on the use of English prepositions among Vietnamese learners of English was distributed to English learners. Two thousand, eight hundred and thirty-one respondents of differing proficiency levels, qualifications, locations, ages, and biological genders were surveyed. The materials used in the survey were extracted from the book entitled English Pronouns and Prepositions. Prepositions were chosen for the research because they were authentic and published by a well-known publisher. Analysis of the responses showed that negative L1 transfer was associated with the respondents' cognition. The study results indicated that learners' L1 cognition significantly affected learners' L2 competence, of which negative conceptual transfer made up a sizable proportion. Gender contributed to language transfer on the quality of L2 communication with the sig. < 0.05. This study recommends that language teachers consider students' L1 conceptual transfer when planning lessons to prevent some predictable mistakes in their L2 usage. Linguists, translators, and interpreters are supposed to understand the relevant L1 conceptual transfer to improve their L2 production in their work.

Author(s) Bio

Assoc. Prof. Tran Huu Phuc is the Rector of the University of Foreign Language Studies – The University of Danang. He is also the Chairman of the CTESOL, a part of the Association of Vietnam Universities and Colleges. He holds a Ph.D. in Applied Linguistics, granted by the University of the West of England, Bristol, UK, in 2013. His research interests are Teaching English as a Foreign Language, Corpus linguistics, and Cognitive Linguistics.

Nguyen Tat Thang is a lecturer of English at Dalat University, Vietnam. He received the title of Associate Professor in linguistics in 2017. His interests are semantics, SLA, and socio-linguistics.

Tran Tin Nghi is a lecturer in the Foreign Languages Faculty, Ho Chi Minh City University of Food Industry. He is also a member of STESOL, a part of the Association of Vietnam Universities and Colleges. His research interests are Teaching English as a Foreign Language, CALL, corpus linguistics, and cognitive linguistics.

The Log-in and Log-out Syndrome

Swayam Prabha

Abstract

Digitalization processes are often limited to implementing digital technologies without pedagogical and organizational change. This study is argued for a broader perspective on digitalization, viewing it as a process involving change and transformation in different stages and several organizational levels. Based on the socio and cultural scenario and the concept of levels of learning, this study will elaborate on the concept of digitalization and how students deal with digital and educational change. The transformation from the offline to online mode has brought about an unprecedented sea change. In accordance with the numerous socio-political changes, the major transformations were more because of the Industrial revolutions. Though any revolution is to some extent catastrophic, so also the Industrial Revolution, yet there are certain advantages to it. The fourth revolution, IR 4.0, bought out this digital transformation, from I.O.T. (Internet of things) to cloud computing. These revolutions have transformed the era remarkably. This paper tries to work on the conceptual aspect of the login and logout syndrome. Digitalization came into its form through the Industrial Revolution 4.0. This bought a sea change in every sector, but the most affected were teaching and learning.

Information Literacy Professional Development in First-Year Academic Writing Programs

Christopher Scott Weagle

Abstract

Following the establishment of the Association of College and Research Libraries (ACRL) Framework for Information Literacy (F.I.L.) reforms in 2015, much I.L. research has reported on the need for increased collaboration between the different agencies of I.L. instruction, such as academic writing programs and university writing centers. However, regarding first-year academic writing instruction, receptive attitudes and conceptual understanding of I.L. stakeholders can vary depending on factors such as formal qualifications, faculty and staff rank, administration roles, years of service, and professional development experience. These factors can sometimes also be associated with obstacles to I.L. instruction and reinforcement outside the library. This study presents the results of 12 semi-structured interviews with I.L. stakeholders at a private, not-for-profit American-model university. The interviewees all have duties that connect them in some way to first-year academic writing programs. A social constructivist interpretation of the data highlights the challenges that can be faced while integrating the core ideas of the F.I.L. alongside regular duties. The interview analysis also indicates that American-model universities can adopt the F.I.L. outcomes more effectively through targeted professional development programs.

Transformation from Conventional to Digital Storytelling as Learning Method in English Conversation Courses

Epata Puji and Tatang Iskarna

Abstract

The ability to speak English is a requirement that must be met at this time. One method used in developing this skill is the storytelling method. However, along with technology development, new storytelling methods that are not limited to space and time are needed. Entering this all-digital era, storytelling must also transform from conventional to digital models. This study will examine the transformation process from conventional to digital storytelling in the English Conversation course. In addition, this research will also reveal the steps taken to produce digital storytelling content in English. The research method used in this research is Research and Development with the ADDIE model developed by Reiser and Mollenda (2008). The conventional transformation to digital storytelling using the ADDIE model shows that digital storytelling is used effectively as a learning method in the English Conversation course.

Author(s) Bio

Epata Puji Astuti is a lecturer in English Letters Department, Universitas Sanata Dharma, Yogyakarta. She was born in Madiun, Indonesia, December 5th 1988. She is a public speaking enthusiast and interested in literature. She earned her bachelor's degree in English Letters Departement of Universitas Sebelas Maret, Surakarta and completed her master degree in Literature at Universitas Gadjah Mada, Yogyakarta, Indonesia. Some of her research entitled Colonial Representation of Caribbean in Rosaline Bacchus' Haiku Poems, Voicing the Other: Patrick Sweeting's Perspective in Jaipong Dancer, and Schoology and It's Contribution in English Learning.

Tatang Iskarna is a lecturer in English Letters Department, Universitas Sanata Dharma, Yogyakarta. He is majoring in literature. He earned his bachelor's degree in English Letters Departement of Universitas Gadjah Mada, Yogyakarta and completed his master degree majoring in Literature at Universitas Indonesia, and his Doctoral degree in Universitas Gadjah Mada, Yogyakarta, Indonesia. Some of his research entitled The Relation between Christianity and Colonialism in Ngugi Wa Thiong'o's The River Between, Redefining of the concept of a migrant housemaid in Ali's Minah Tetap Dipancung, and The Effects of Colonialism toward the Timorese as depicted in Nesi's Orang-Orang Oetimu.

Criticism of International Standards Of "Scientific" Communication in Applied Linguistics

Christian Puren

Abstract

Two fundamental criticisms can be made of these standards: 1) While Applied Linguistics belongs to the action paradigm since its main aim is to improve the teaching-learning processes, these standards belong to the communication paradigm; yet these two paradigms are opposed to each other, as can be seen in Applied Linguistics precisely in the differences between the social action-oriented approach and the communicative approach, with the repetitive vs. inchoative, durative vs. punctual and imperfective vs. perfective respectively. 2) Whereas Applied Linguistics seeks primarily to develop models (in the sense of products of the modeling operation) as indispensable interfaces between theory and practice because they alone are both practical enough to generate modes of intervention in the classroom but sufficiently abstract to be adaptable to very varied and variable teaching-learning environments, the current scientific paradigm admits only theoretical communications, or practical communications, or communications striving, with more or less relevance, to put theory and practice in direct relation in one direction or the other.

In-Service EFL Teachers' Voices: The Implementation of Mentoring in Indonesia

Angela Asri Purnamasari

Abstract

Mentoring has become one relevant technique for in-service EFL teachers' Continuing Professional Development (CPD). However, mentoring has not yet been implemented for in-service EFL teachers' CPD in Indonesia. As teachers need to improve their practices by gaining follow-up processes for skills, knowledge, and experiences, CPD becomes essential for teachers to be easily accessed. By having mentoring, teachers may reach their CPD, which benefits them beyond any initial training and practices they have joined. Therefore, this study explores in-service teachers' voices on the best way for them to implement mentoring by using a qualitative exploratory study. The data was collected using a questionnaire and semi-structured interview to investigate ten in-service EFL teachers' voices on implementing mentoring for their CPD. This research found that there are various activities and approaches which can be implemented in the mentoring scheme; however, this study – in accordance with participants' needs – has proposed a scheme offered by Pitton (2006) which uses peer dialogue and data gathering in the process of mentoring to reach the goals and be differentiated by levels of experience Seaman et al. (1997).

Author(s) Bio

Asri Purnamasari, S.Pd., M.Ed. in TESOL (Asri.Purnamasari@uki.ac.id) received a Bachelor's degree in English Language Education from Sanata Dharma University, Indonesia, and a master's degree in M.Ed. in Teaching English to Speakers of Other Languages (TESOL) from The University of Exeter, United Kingdom. Her passion for teaching, learning, and researching in educational fields leads her way to serve education through some projects for government and worldwide society. She teaches as an assistant professor at the English Education Department, The Christian University of Indonesia, Jakarta. She is interested in teacher continuing professional development, teacher training, language acquisition, language learning, and teaching, curriculum, and materials development, and language testing and assessment

Use of Elsa Speak In Pronunciation Classes: Students' Perceptions

Ngo Quynh Hoa

Abstract

English pronunciation is one of the difficult skills to acquire, and learners should spend a lot of time improving their pronunciation (Aliaga García, 2007; Martínez-Flor et al., 2006; Pourhosein Gilakjani, 2016). Incorrect pronunciation causes great difficulties in language learning (Pourhosein Gilakjani, 2012). To foster pronunciation accuracy for the first year of English-major students at Nha Trang University, Khanh Hoa province in Vietnam, ELSA SPEAK software has been used as a mandatory online exercise when students study two subjects, such as "Pronunciation Practice 1" and "Pronunciation Practice 2". This study aims to determine the students' perception of the application of ELSA Speak software in their pronunciation class after using this app for three months. A total number of 223 students are involved in this present study. A descriptive quantitative research design is applied in this study. It utilizes a questionnaire to collect data and a Likert-Scale to analyze the data. The result shows that students consider the software very good for learning pronunciation. Some recommendations, based on the results, have been made to teach pronunciation more effectively.

Author(s) Bio

Ngo Quynh Hoa has been a full-time lecturer to English-major students at the Department of Language Skills in the Faculty of Foreign Languages, Nha Trang University, for 15 years. She earned a Bachelor's degree in 2000 and a Master's in English Studies in 2007. She has 14 years of experience teaching pronunciation, listening, and grammar. Her main interests include methodologies, professional development, and E-learning.

Non-Business Academics' Perceptions on Entrepreneurship Education in Malaysian Universities

Bazilah Raihan Mat Shawal, Kerry Lee, and Deborah Shepherd

Abstract

The Malaysian Ministry of Education has focused on embedding EE to develop an entrepreneurial mindset and entrepreneurial attributes among students, regardless of their field of study or career choice. The Higher Education Entrepreneurial Action Plan was established in 2016, emphasizing the need for educators in higher education to transform their teaching practices to be "more entrepreneurial" - irrespective of the subject they taught. The expectation may be overwhelming, and incorporating entrepreneurial elements into teaching practices can be daunting for educators, especially when they have a limited background in entrepreneurship. This study focuses on exploring the perceptions of non-business educators on the implementation of EE across disciplines. A semi-structured interview was conducted involving 21 lecturers teaching English language courses from 7 public universities to elicit their views and understanding of EE. Data were analysed deductively using the Template Analysis. Results indicate that most educators are followers, and only a few are innovators. It is anticipated that these findings will add to the emerging body of literature in the Malaysian context, which places such high importance on integrating EE across the university curriculum.

Author(s) Bio

Bazilah Raihan Mat Shawal is a doctoral student at the University of Auckland, studying in the School of Curriculum and Pedagogy under scholarship funded by the Ministry of Education Malaysia. Bazilah completed her BEd in TESL and MA in Applied Linguistics at Malaysian universities. She is currently a lecturer at the Universiti Malaysia Kelantan, Malaysia. Her position as a language academic at an entrepreneurial and management-based university in Malaysia has triggered her interest to better understand the concept of entrepreneurship education in improving the teaching practices in Malaysian universities.

Kerry Lee is a Senior Lecturer in Technology Education at the School of Curriculum and Pedagogy, Faculty of Education and Social Work, The University of Auckland, New Zealand. Kerry has a background in Primary Education, where she has been an associate teacher, a senior teacher, and a tutor teacher. In addition, she has experience teaching in variable space, single-cell, multicultural, junior, and senior school education. Prior to working at the Faculty of Education and Social Work, Kerry worked as a Technology Facilitator with teachers and principals in the Auckland and Northland area. Kerry is a national TENZ Council member and the managing editor of the International Journal of Adult Vocational Education and Technology.

Deborah Shepherd is a senior lecturer in the Management and International Business Department in the Faculty of Business & Economics at the University of Auckland. She teaches and researches in the areas of entrepreneurship. Her current research interests include institutional logics within social entrepreneurial contexts, developing social innovation ecosystems, and social impact investment. She currently teaches in the areas of entrepreneurship and professional development. Her research interests are family business, SME growth, SME governance, leadership, strategy, and internationalization, and, more recently, a developing interest in social entrepreneurship.

LGTBQ+ Language Teacher Educators Identities: Testimonies and Duoethnography

Michel Riquelme-Sanderson

Abstract

The purpose of this session is to present the findings of a testimony-based (Perez Huber, 2009) duoethnographic (Norris & Sawyer, 2012) study, aimed at exploring the LGTBQ identities of two LTEs and how they navigate their work in teacher education. The presentation will focus on: professional and personal experiences, and how the LGTBQ is understood as an excluded element in education; the importance of visibilizing LGTBQ identities in the profession, and the challenges in teacher education such as the relevance of the concept of allies in this community, the inclusion of LGTBQ+ in the curricula of teacher education programs, the work of higher education institutions and the future of LGTBQ+ in language teacher education as a mechanism to contribute towards social justice.

Author(s) Bio

Dr. Michel Riquelme-Sanderson is an EFL teacher from Iquique, Chile. He currently works as a language teacher educator, researcher, and Coordinator of Pedagogy Preparation at Universidad Arturo Prat, in Iquique, Chile. Dr. Riquelme-Sanderson has a Ph.D. in Curriculum and Instruction from the University of Washington, United States, and has other graduate degrees in educational research, teaching EFL, and higher education. His research and specialized areas of work are in the line of diversity and social justice in language teacher education, pedagogies and identities of language teacher educators, and the preparation of language teachers

Digital Approaches to the History of English

Amanda Roig-Marín

Abstract

Libraries and archives all around the globe are joining efforts in the process of digitising their collections. As a result, original manuscripts that were mostly inaccessible in the past are now available online, representing a revolution of unprecedented dimensions. Alongside the generalized access to digital technologies and resources, there is a burgeoning recognition of the significance of digital methods in the Humanities. The COVID-19 pandemic brought to the fore the need for a critical engagement with the opportunities that the digital medium can create and how this can be beneficial not only for research purposes but also for the teaching and learning of our disciplines. In this paper, I will explore the potential of integrating digital resources (among many others, manuscripts, hypertexts, and digital lexicographical resources such as those developed by the Gersum team or the OED Text Visualizer), into the teaching and learning of the History of English in the EFL university classroom. Drawing on a series of research projects and practical examples, this paper will explore the rationale for using digital methodologies in teaching medieval and modern English and will consider the implementation difficulties faced in this enterprise.

Author(s) Bio

Amanda Roig-Marín is a lecturer at the University of Alicante, Spain, teaching the History of English and Medieval English Literature. She is primarily interested in how historical multilingualism manifests itself in literary and non-literary texts and in studying the effects of language contact on vocabulary. Her research has appeared in such journals as Studia Neophilologica, Neophilologus, Notes & Queries, and, more recently, English Language and Linguistics.

Enhancing English Language Teaching Through Augmented Reality

Said Al Saadi

Abstract

English as a foreign language teaching using augmented reality (AR) has recently emerged as a new educational technology used in language education. Although augmented reality is just in the beginning stages of making its way into the educational realm, it offers the potential to improve our educational system greatly. Hence, this paper provides a systematic approach to exploring how AR can be integrated into the Teaching of the English language as a foreign language (TEFL). It will have two phases. The first phase will highlight how augmented reality AR has benefited the educational sector in general and English language learning in particular. The second phase will report a semi-experimental study investigating the implementation of AR-assisted English language in an Omani context.

Author(s) Bio

Dr. Said Hamed AL Saadi is currently a Senior Supervision Specialist at the Ministry of Education in Oman. In addition, he was the Assistant Dean for Academic Affairs at Mazoon College in Oman. He also worked as an Assistant professor in the English Language Department and as the head of the Research Center at Mazoon College in Oman. He completed his Ph.D. in 2013 Language and Literacy from the faculty of Education at the University of Malaya. His academic interest is Second/Foreign language acquisition, applied linguistics, current theoretical approaches to needs analysis in ESL, second/foreign language curriculum design, program evaluation and pedagogy, ESL/L2 pedagogy, teacher training/education, and program administration; L2 reading/writing and CALL technology as applied to ESL, second/foreign Language teaching, materials design and development, and language program reforms and innovations.

Language Identity and Learners' Autonomy:
The Power of L1 Discourse in an L2 Writing

Juland Salayo

Abstract

In this qualitative study, I investigated the language identity and learners' autonomy during the collaborative pre-writing stage in an ESL writing classroom. Participated by Grade 8 students in Cavite, the Philippines, I observed a two-layered pre-writing task to achieve these goals: community immersion interviews and collaborative group discussions. Initially, I instructed them to gather societal issues affecting the quality of their learning. Then, I facilitated classroom-based group discussions to share the collected community stories through input presentation, processing, brainstorming, and feedback. Guided by Freirean ideology and Sociocultural Theory, I asked them to record their conversations, which I segmented into episodes for a blended analysis (content and thematic). I found that L1 could serve as cultural artifacts that characterize language identity and learners' autonomy during the L2 pre-writing task. Interestingly, I realized that resistance to L2 produces the "voice" as a significant source of power in constructing a critical language learning approach through codeswitching, code-mixing, and pure L1 use, which led to critical L2 writing. Hence, local and authentic knowledge and orientation strengthen the power of L1 discourse in an L2 writing task. I hope the results further implicate language policies on bilingualism and multilingualism in ESL classrooms.

Author(s) Bio

Juland D. Salayo is a research and language instructor at the University of Santo Tomas, Manila, the Philippines. His research interests include critical language pedagogy, critical discourse analysis, sociolinguistics, pragmatics, and language and culture. Most of his papers were presented and published in various local and international conferences and journals, respectively. He is now a Ph.D. Candidate in English Language Education at the Philippine Normal University in Manila.

Envisioning TESOL through a Translanguaging Lens: Possibilities and Challenges for Research and Teaching

Peter Sayer

Abstract

The appropriate role of learners' first language (L1) has long been debated in English language teaching. In EFL contexts where students' exposure to the target language is often limited to only their time in the classroom, many experts have argued that teachers should maximize the amount of English and have advocated for the "90% rule". However, recently the concept of translanguaging has garnered attention in language teaching. Translanguaging is the use of multiple languages for communication and meaning-making. It is based on a theoretical approach that challenges the notions of strict boundaries between named languages and argues that multilingual students learn better when they can utilize their full linguistic repertoire. Home language use is seen as a resource or bridge to developing the target language. Translanguaging pedagogy was developed by experts in the United States working in bilingual education programs, especially among immigrant and heritage language students. However, TESOL scholars have now focused on exploring how translanguaging pedagogy can be applied more broadly to diverse TESOL contexts like Indonesia. In this talk, I will explain the theoretical foundations of translanguaging and the new model for translanguaging pedagogy. I will then explore some advantages translanguaging may offer for English learners in Indonesia, both in terms of the cognitive affordances that it provides and in terms of L2 learner's identity development.

Author(s) Bio

Dr. Peter Sayer is a Professor of Multilingual Language Education at the Ohio State University. He holds a Ph.D. in Educational Linguistics from Arizona State University. He is the author of over 50 research articles and books in the area of sociolinguistics and language teaching. He is the co-director of the Buckeye Language Education Resource Center, the past general editor of the TESOL Journal, and a former Fulbright scholar to Mexico.

The Flexibility of a Podcast:
Benefits for Teachers, Students, Researchers

Jonathan Shachter and Chris Haswell

Abstract

This research presentation covers the podcast project "Lost in Citations." As the COVID-19 crisis of 2020 led to the suspension of research activities and conferences, this endeavor aimed to connect with academics and share information with a global audience. With each episode centered on an academic publication, the main goals of this long-form interview-style podcast were to (a) explore elements of research activities that added context to the publication, (b) learn more about the background of each guest, and (c) gain insights into researching and writing better academic papers. As the series continued, however, we realized that portions of the interviews would be beneficial listening activities for our students. In this presentation, we will cover the origins of the project and a brief 'how to' launch your podcast. The second half of the production will focus on how we selected and then condensed specific interviews for our English as a Lingua Franca (ELF) curricula. In this series of listening activities, we can expose our students to English speakers from the following regions: Japan, Germany, France, the Caribbean, Portugal, Greece, Sweden, Saudi Arabia, Hong Kong, Belgium, and more.

Author(s) Bio

Jonathan Shachter is a full-time lecturer at Kyushu Sangyo University in Fukuoka, Japan. He earned a B.A. in Trumpet Performance from Virginia Tech, an M.Ed. in Education from the American College of Education, and a Master's in Psychology from Macquarie University. He is currently a Ph.D. Candidate in the Faculty of Education at Monash University. He firmly believes that the skills developed in studying the language of music can be applied to language acquisition. His current research interests are the effects of anxiety on performance and cognition. He is the co-founder of the academic podcast 'Lost in Citations.'

Chris Haswell is an associate professor at Kyushu University in Fukuoka, Japan. He has conducted research into various ways English has affected Asian countries' interactions, including how Asian users of the language view other Asian varieties in common use, how teaching assistants around the world use English in Japanese universities, and how effective linguistic modeling can encourage a more pluricentric view English throughout Asia. His current research interests are how the reporting of Asian sociolinguistics in academic journals has changed over time and a project to produce online materials for the teaching of Global Englishes.

A Transactional Approach to Using Literature in Language Teaching

Sivakumar Sivasubramaniam

Abstract

The current hegemony of calculative thinking in higher education settings appears to view educational practices in terms of a reductive rationalistic-technological stance. Under its influence, materials, and methodologies that articulate fact-based, transference-based models of learning in foreign language learning (F.L.L.) and second language learning (S.L.L.) have aridified and trivialized our language teaching practices. Far from helping our students into becoming better readers, writers, thinkers and citizens, calculative thinking has promoted a poverty of reading and writing among them. Against this backdrop, my plenary presentation will signpost an array of beliefs and value systems that constitute a transactional approach to using literature in the language classroom, which can make literature pedagogically serviceable and beneficial. By the same token, the presentation will illustrate how the prevalence of literary texts in FLL/SLL is ideally placed to develop our students' voice, agency, and intersubjectivity in their attempts to read the world through it and write about it. A transactional approach to literature can then embolden our students to view their encounters with literature as acts of border-crossing by which they make sense of their self and their world instead of approximating it as a non-agentive linguistic code.

Author(s) Bio

Dr. Sivakumar Sivasubramaniam is currently Extraordinary Professor and past Head of Language Education in the Faculty of Education at the University of the Western Cape, Republic of South Africa (R.S.A.). He is also a National Research Foundation (N.R.F.) rated Researcher in R.S.A. Dr. Sivakumar Sivasubramaniam is an Executive Committee Member of English Scholars Beyond Borders (ESBB), a voluntary organization that is committed to promoting locally relevant practices and pedagogies aimed at democratizing and dehegemonizing the teaching of English and researching into it across cultures and continents. He has also served the Editorial Board of the Journal of English as an International Language (EILJ) as Chief Editor since 2011. He has been a foreign language/ second language educator for over thirty-eight years now and has taught English in India, Ethiopia, Thailand, Bahrain, Armenia, and U.A.E prior to relocating to the Western Cape. He has presented papers, conducted workshops and delivered plenaries at prestigious conference forums abroad.

Modeling Effective Teaching Practices in Teacher Education

Frances Sokel

Abstract

As teacher educators, we bear the utmost responsibility to equip the next generation of teachers with knowledge and skills that will enable them to execute effective teaching practices and, in turn, ensure successful learning experiences for their future learners. One key way to do so is through modeling. Defined by Yuan (2018:45) in the context of teacher education, modeling is 'the practice of intentionally displaying certain teaching behaviours to promote student teachers' pedagogical awareness and professional learning.' This presentation will show how prominent effective teaching practices that emerged from the empirical research of this presenter are incorporated into the teaching of courses in an English teacher education program in Israel. These practices fall under the headings of providing opportunities for learners to construct knowledge and making learning relevant to learner needs. The theoretical framework within which the practices are seated, and examples of tasks and materials will be presented.

Author(s) Bio

Frances Sokel has worked for over three decades for the Ministry of Education in Israel in various capacities relating to English teaching. These include teacher, teacher counselor, instructor for professional development programs, and regional Inspector for English, She currently serves as Head of the English Department at Sha'anan Academic Religious College of Education in Israel, and is responsible for both the undergraduate and post-graduate programs. Her main research interest concerns effective language teaching practices. She holds a doctoral degree from the University of Bath, UK.

Reading Menu to Build Comprehension/Higher Order Thinking Skills (HOTS)

Patricia Sutherland

Abstract

Teachers will learn to create choices that benefit students. Designed around academics, teachers will learn how to offer activities helping students meet goals while using their talents to achieve HOTS. The reading menu provides opportunities for students to practice while working up Bloom's Taxonomy pyramid toward deeper understanding levels. You will gain better time management, and students will gain knowledge and independence, increasing confidence and learning. Options allow students to demonstrate knowledge based on preferences and intelligence, creating engagement and motivation. Activities can be simple, thus not requiring major teacher effort but will be powerful learning tools. Research shows efficacy rates increase when students demonstrate knowledge according to their strengths. Teachers will feel empowered to easily create choices that engage students, provide flexible ways to demonstrate their knowledge and skills, address various student needs, and manage the classroom resulting in greater academic gains. Teachers will learn how to adapt the reading menu to almost any content area and student level.

Author(s) Bio

Patricia Sutherland possesses a MA in Bilingual Education from Dallas Baptist University, BA in Education, and TEFL Certification. For 15 years, Patricia taught ESL / bilingual education at the primary and secondary levels. In addition, she has volunteered with a literacy program for adults at libraries and teaches as an adjunct ESL instructor at the university. Patricia's international experience includes working with young learners in her native Argentina early in her career. Drawing on her personal immigrant experiences, she values diversity and cultural differences. Currently, she is an English Language Fellow at Hanoi Pedagogical University 2, teaching Listening and Speaking skills.

Importance of Syntax for Beginner Thai ESL Students

Junyawan Suwannarat

Abstract

The curriculum instituted in Thai schools mandates that students begin studying English as a second language in first grade and continue their language education for twelve years, until graduation from secondary school. However, only some learners confidently state that they consider English their second language. Based on linguistic research and evaluation of teaching websites, this paper identifies the main source of problems in ESL education in Thailand and suggests possible solutions. School curriculum analysis shows that many classes provide conversation patterns to students in grades 1 - 3 and encourage learners to memorize them. However, they never teach basic English word order. In addition, teachers sometimes ask students to fill in blanks in presented patterns without instruction on parts of speech. Furthermore, some school curriculums focus on advanced English grammar points, including tenses, passive voice, relative clauses, and if-clauses. Consequently, most Thai undergraduates, who have studied English for more than twelve years, still arrange English words using Thai sentence structures. Therefore, beginning Thai students should be directly taught basic word order and other syntactic aspects of the English language via fun games or creative assignments instead of just memorizing conversation patterns or engaging with some advanced grammar points.

Language Assessment since the COVID-19 Outbreak: A Scientometric Analysis

Abdul Syahid and Abdul Qodir

Abstract

The Covid-19 crisis has proven a real challenge to the big enterprise of language assessment. Capturing its dynamics since the outbreak of the COVID-19 pandemic, this study portrays the descriptive patterns and cognitive structures of language assessment across academic areas. Combined with a Boolean operator of OR, a query string of "language assess*", "language test*", "language measure*" and "language evaluat*" in titles, abstracts, and keywords were used to retrieve bibliographic data from Scopus on November 5, 2022. Refined with data wrangling software, OpenRefine, the bibliographic data of 2,265 documents by 9,728 authors from 88 countries were submitted to a scientometric application, Bibliometrix, for performance and science mapping analysis. Not only the most prolific and influential actors (authors, organizations, journals, and countries) but also the three-field plots and most prominent terms of bibliographic elements could be identified. The multidimensional knowledge structure of language assessment was developed conceptually through a co-occurrence network, intellectually through a co-citation network, and socially through a collaboration network. Capturing how language assessment has expanded into the clinical context, the portrayal could offer insights into how all stakeholders rise to a sudden change of language assessment and transform it.

Author(s) Bio

Abdul Syahid has been an EFL teacher since 1995. To pursue his teaching passion, he joined Institut Agama Islam Negeri Palangka Raya, Indonesia, since 2020. Actively involved as a reviewer and an editorial board member for some international journals, he is interested in teacher professional development and scientometric studies. He is now a master trainer of the Jakarta English Language Teacher Training and an alumni facilitator of MOOC English as a Medium of Instruction, both managed by RELO US Embassy. Syahid, A., Institut Agama Islam Negeri Palangka Raya, Indonesia, abdul.syahid@iain-palangkaraya.ac.id

Abdul Qodir is a Professor in Assessment of Islamic Education. Since 1990 he has been a faculty member of Institut Agama Islam Negeri Palangka Raya, Indonesia. He is deeply interested in Research Methodology, Statistics, and English Language Evaluation. His books on the four topics were published by reputable Indonesian publishers. Now he is the director of Graduate School of Institut Agama Islam Negeri Palangka Raya. Qodir, A., Institut Agama Islam Negeri Palangka Raya, Indonesia, abdul.qodir@iain-palangkaraya.ac.id

Linking Theory to Practice: Learning, Teaching and Assessing English as a Foreign Language in a Classroom Context

Vi Thanh Son

Abstract

The paper investigates different approaches to language teaching and assessing English as a foreign language (EFL) in a school context. First, some observations and examples from EFL subject didactics in English classrooms will be examined. This explores how language learning theories can inform the development of language teaching approaches and assessments. A range of teaching methods focusing on communicative language teaching and form-focused instructions and techniques for EFL classrooms, including corpora in language teaching, anchored in research and my previous and recent studies, will also be illustrated. These can be adapted to the learner's needs and levels, affecting students' receptive, productive, and interactive learning. Finally, the pedagogical implications of language teaching of EFL to language learners will be further discussed.

Author(s) Bio

Vi Thanh Son, Ph.D. is an assistant professor/senior lecturer in language education specializing in learning English and English linguistics at the University of Gothenburg, Sweden. As a linguist specializing in learning and teaching English, she is interested in English language learning and teaching from different contexts and a cross-linguistic perspective, grammatical aspects of second language acquisition (SLA), instructed SLA, corpora in language learning and education, and TESOL.

Empowering Vietnamese Students' Ability to Expand Reading Vocabulary: A Case Study

Diem Hong Thi Ta

Abstract

Among several factors that affect one's reading ability, vocabulary plays a crucial role. However, a common weakness among Vietnamese students seems to be their limited vocabulary, which is believed to stem from school vocabulary instructional programs that do not encourage independent vocabulary learning. Therefore, this poster session aims to describe a mixed methods investigation of the problems facing students when attempting to expand their reading vocabulary and the instructional strategies applied to help them. To achieve the study's aims, a Likert questionnaire will be distributed to 41 Ton Duc Thang university students. Next, ten participants will engage in semi-structured follow-up interviews to add further breadth and understanding to the phenomena. The presentation also includes recommendations for future research.

Author(s) Bio

MA. Diem Hong Thi Ta is a lecturer of applied linguistics at the Faculty of Foreign Languages, Ton Duc Thang University, Vietnam. She was born in Quang Ngai, Viet Nam. Her work has been praised by Ton Duc Thang University for helping graduates to get good jobs in foreign companies. She is also interested in exploring practical applications for second language education. Her research interests include empowering students' ability to expand reading vocabulary to second language learning and teaching and corpus linguistics. Her recent research involves a problematic initial consonant cluster of Vietnamese non-English major students at Ton Duc Thang university.

Markers of Importance Used in Lecturers from TOEFL iBT

Dao Thi Linh Tam, Nguyen Thi My Lien, Nguyen Thien Khoa and Nguyen Thi Kim Phuong

Abstract

This paper aims to examine the teachers' markers of importance in terms of syntactic, semantic, and pragmatic features and provide Vietnamese teachers and students of English with insightful knowledge into the use and interpretation of the meaning of teachers' markers of importance in lectures in English. The descriptive study utilized a theoretical framework of Functional grammar, theory of speech acts, semiotics, and Bloom's taxonomy. Data collection comprised 200 teachers' markers of importance gathered from TOEFL iBT lecture transcripts conducted by lecturers of different subjects. This was done to identify the frequency of teachers' markers of importance in terms of syntax, epistemic modality, speech acts, theory of semiotics, and reference. The study revealed that most of the teachers' markers of importance occurred in the forms of declarative and imperative sentences as a Theme or Rheme, with discourse functions as emphasizing the main points and getting students' attention to the lesson by suggesting, forcing, or advising and creating a better relationship between teacher and students. The research findings suggest implications for Vietnamese teachers' markers of importance in teaching and learning English in the Vietnamese context.

Author(s) Bio

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

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The Idea vs. the Reality of a Writing Program

Christopher Thaiss

Abstract

This presentation will explore the relationships, ideal and actual, between the always-evolving shapes and structures of what we call a "writing program" and the thousands of day-to-day interactions between students and teachers that the program is supposed to influence in a positive way. It will draw on examples from the program research of the International WAC/WID Mapping Project, as well as from my five decades of designing, building, and teaching within writing programs. The presentation scrutinizes what local leaders proclaim as the "idea" of a particular writing program versus what they know of teachers' and students' actual practices and reactions within it—and how they know them. The talk will emphasize the importance of a program leader's teaching within the program, plus describe other techniques by which leaders keep in touch with the practices and attitudes of teachers and students served by the program—and how that ongoing learning can help the program evolve.

Author(s) Bio

Christopher Thaiss, Professor Emeritus of Writing Studies at the University of California, Davis (US), was first permanent director of the University Writing Program and director of the Center for Excellence in Teaching and Learning. Before joining UC Davis, he established the Writing Across the Curriculum Program at George Mason University (US), directed Mason's writing center and composition program, and chaired the English Department. His most recent books are Writing Science in the Twenty-First Century (Broadview, 2019) and A Short History of Writing Instruction: From Ancient Greece to the Modern United States (Routledge, 2020). Website: thaiss.ucdavis.edu

Students' Perception of the Peer-Feedback Experience in Writing Activities

Duong Nguyen Thuy

Abstract

Peer feedback is a widely used activity in the second-language writing classroom. Many studies have tried to implement a training session for students to give feedback in hopes of enhancing the feedback quality. However, besides devoting oneself to improving students' peer-feedback skills, it is essential to focus on the underlying perceptions since perceptions influence learning behavior. The present study explores students' perception of peer assessment writing activity, including their willingness to carry out the activity, perceived usefulness, and overall attitude. It also gives suggestions to educators who want to conduct this activity in their classes. To answer the research questions, 120 first-year EFL students participated in the study for 15 weeks. Data were collected through students' writing entries, oral feedback, narrative frames, and student interviews. The findings and implications of this research project are believed to be helpful to teachers who wish to better their teaching practice and learners who want to enhance their writing competence.

The Effectiveness of Integrating Flipped-Classroom Model and Youtube Videos in Teaching Speaking Skill for Students

Khoa Tran The and Trinh Dang Thi Ngoc

Abstract

English speaking skills play an essential role in communication in almost every aspect of our lives. For English-major students, the productive skill is a push factor, which inspires and motivates students in improving other English skills. In recent years, many new teaching methods are applied to teaching speaking skills, and, Flipped classroom (FC) model is gaining popularity. The current paper explores the effectiveness of applying the FC and using YouTube videos in teaching English speaking skills to English-major students. A quasi-experimental was designed to finger out the aim of the study. Data analysis was implemented by conducting a pair sample T-test and analyzing the questionnaire from the students. The result pointed out that the use of the FC model through the YouTube platform enhanced students' English-speaking performance. Moreover, the teaching format engaged students more in their English-speaking learning because of its attractiveness, relevant content, and motivational nature. Furthermore, the paper figured out that the FC model forms and fosters students' self-study strategies through exhorting and training their self-responsibility. The current study recommends that the FC through the YouTube platform be embedded into English as foreign language (EFL) classrooms to improve students' speaking skills.

Getting Students Involved, Engaged, and Excited in American Literature Classes

Tran Thi Thuy Quynh

Abstract

This paper describes various activities applied in American Literature classes at Nha Trang University, Viet Nam. It is not a research-based article but a paper in which the author would like to share some successful teaching techniques that she has used in her classes to engage her students. When learning this subject, students understand topics better and can improve their English by doing numerous interesting activities such as designing manual posters, making digital newspapers, creating poems from words cutting from pamphlets (finding poems), or playing skits. Feedback from students after classes showed that the activities mentioned above have played an important role in developing students' interest in American Literature, and they should be included in the syllabus for future classes.

Author(s) Bio

Mrs. Tran Thi Thuy Quynh (Nha Trang University, Vietnam, quynhttt@ntu.edu.vn) has been working as a full-time lecturer of English at the Department of Translation and Interpretation, Faculty of Foreign Languages, Nha Trang University, Viet Nam for 18 years. She got a Master's degree in Teaching English to Speakers of Other Languages from Victoria University, Australia, in 2014. Her academic interests include teaching methodologies, professional development, extensive reading, and curriculum development.

Stance and Engagement Markers in Ted Talks

Tran Nhu Quynh Tram

Abstract

This study aims to investigate the stance and engagement markers used by TED speakers to establish interactive relationships with the audience. The study focused on how language was used to convey the speakers' stance, identity, and credibility and to engage the receivers. Drawing on corpus linguistics and discourse analysis, a selection of the ten most popular science-related TED Talks was analyzed using Hyland's (2005a) taxonomy to identify the type and frequency of stance and engagement markers. The results showed that stance markers received more attention compared with engagement markers. The most common stance markers were hedges and self-mention, while reader mentions and directives were the most common in engagement.

Author(s) Bio

Tran Nhu Quynh Tram is currently a lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. She has been working as a lecturer of English for more than 20 years. She got M.A. in TESOL at Hue College of Foreign Languages. Her research interests are discourse analysis, genre analysis, and learning strategies.

Teachers' Perceptions of The Implementation of Constructivism in Teaching English to Young Learners: A Case Study at Tue Duc Primary School

Chau Tran Thi Ngoc

Abstract

Teaching young learners is not easy because they prefer to obtain knowledge dynamically. Instead of sitting still on chairs during lessons, they prefer to be involved, and the teacher works as a facilitator or co-learner. This can be challenging for teachers as they are often used to conventional methods. To address this, this study explored teachers and stakeholders' perceptions and difficulties in implementing constructivism in teaching English to young learners. Observation and semi-structured interviews were employed with five teachers at Tue Duc school. The results showed that their knowledge of constructivism was insufficient, e.g., unfamiliar with types of constructivism and manifestations of a constructivist classroom. The results further demonstrated the difficulties when implementing constructivism, e.g., teachers' conceptual dilemmas and learners' levels. Suggestions were also offered: implementing annual training programs and a constructivist classroom model to help teacher develop appropriate activities.

Author(s) Bio

Chau Tran Thi Ngoc is from Vietnam and has worked as an English teacher for over seven years. She works at UKA, a bilingual school in Ho Chi Minh City. Besides, she is a postgraduate student of TESOL at Open University. Her research interests include constructivism learning theory, social-emotional learning, and learners' creativity. She is diligent in finding the best methods to help students feel joyful during learning time.

A Critical Look at L2 Learners' Learning Engagement in Communicative Game-Based Grammar Teaching

Thao Quoc Tran and Huyen Thanh Thi Nguyen

Abstract

Teaching English communicatively has concerned educators as well as learners in different contexts. Also, grammar is vital in developing L2 learners' language proficiency. Therefore, teaching communicative game-based grammar is believed to enhance L2 learners' communicative competence. Nevertheless, L2 learners' learning engagement in communicative game-based grammar teaching has not been substantially researched. To that void, this theoretical paper presents the literature review on L2 learners' learning engagement in communicative game-based grammar teaching. It first discusses the role of grammar in teaching communicative English, followed by theories on communicative game-based grammar teaching. Then, the literature on learning engagement in communicative game-based grammar teaching is reviewed. The paper ends with pedagogical implications on enhancing L2 learners' learning engagement in communicative game-based grammar teaching in EFL contexts. It is hoped to provide state-of-the-art literature on L2 learning engagement in communicative game-based grammar teaching and bring awareness of the importance of communicative game-based grammar in English teaching and learning to educators and learners.

Author(s) Bio

Dr. Thao Quoc Tran is currently a lecturer of English at the Faculty of English language, Ho Chi Minh City University of Technology (HUTECH University), Vietnam. He has been teaching English for 20 years and is experienced in teaching English to both local and international students. His research areas are discourse analysis, English language skills, teacher professional development, and instructional design models. Email: tq.thao@hutech.edu.vn

Huyen Thanh Thi Nguyen is a Vocational Education and Continuing Education Center teacher in District 3, Ho Chi Minh City (VECEC), Vietnam. She has been teaching English for eight years since 2015, and she's experienced in teaching English for teenagers whose English competence is low. Now she is attending a course of Master of Art: English language at The Ho Chi Minh City University of Economics and Finance (UEF), Vietnam. Email: thanhhuyen6691@gmail.com

Improving Media Literacy for English Major Students

Thu Tran

Abstract

In recent years, there has been a rising demand for media literacy in the curriculum of the tertiary level to develop students' ability to decode media messages, assess the impacts of such messages on their behaviours, and create thoughtful and conscientious media products. This is particularly important in the information age, when students are exposed to numerous media sources daily. At our university, a concerted effort has been made to design practical media literacy courses for third-year students, hoping to hone their language skills and media literacy. This study will provide an in-depth understanding of the course implementation process and its outcome from the perspective of English major students who are in their third year. The findings show that most students noticed a remarkable improvement in their ability to analyze and critically evaluate media. The study results can help to improve currently implemented courses and courses for a broader range of students, including non-English major students at the university.

Author(s) Bio

Thu Tran is currently working as a lecturer at the University of Languages and International studies. She holds an MA degree in English language teaching. She is also the co-author of English textbook 3, "Wonderful World," published by the University of Education Publishing House in collaboration with National Geographic Learning. Her research interests include teaching vocabulary methods, learners' autonomy, and collaborative writing.

Error Analysis of Written English Essays at Ton Duc Thang University

Trinh Hoang Dong

Abstract

This paper aims to analyze and classify the common errors committed by English-majored students at Ton Duc Thang University (TDTU) in Vietnam. Eighty-three sophomore students attending the Academic Writing 3 course were required to write a 300- word- argumentative essay, which was used as an instrument in this research. All of the errors in these essays were identified, coded, and grouped into different domains. The results show that the Vietnamese students in this study committed five common errors, which are (1) sentence fragments, (2) verb tense, (3) subject-verb agreement, (4) word form, and (5) spellings. Based on these results, some pedagogical implications are suggested to help lecturers at TDTU in particular and lecturers at other academic institutions in general to recognize current problems Vietnamese students face when writing English essays. Therefore, they could find solutions and suitable teaching strategies to combat those challenges.

The Effects of Task-Based Language Teaching on EFL Learners' Speaking Skills At Ton That Tung Secondary School

Van Thanh Tran

Abstract

This study aims to test whether the task-based teaching method will improve secondary students' speaking skills and explore students' attitudes about applying TBLT to teaching speaking skills. The participants in this study will consist of two groups, the experimental group (class 7/2) and the control group (class 7/7). The participants for this study include 60 seventh-grade students studying at Ton That Tung Secondary School. Each group consists of 30 students. Instruments used in the study, including pre-and post-test speaking tests, questionnaires, and personal interviews, will be used to collect data. In addition, the data will be analyzed to see the mean and the differences between the two groups. This study explores the impact of TBLT on the development of students' speaking skills and how students will improve their speaking skills when studying with TBLT. Moreover, the questionnaire and individual interviews also show the students' attitudes toward implementing TBLT in the speaking class. Based on the results of this study, several findings will positively contribute to the professional development of teaching speaking skills for teachers and helping students improve their speaking skills, thanks to TBLT.

A Corpus-Based Study on Common Errors of Vietnamese IELTS Candidates

Trieu Vy Truong

Abstract

This corpus-based study aimed to detect and examine common errors in performing the IELTS Speaking test that Vietnamese candidates made. A corpus of 200 speeches in formative and summative tests was collected through Zoom recordings to detect the errors. Twenty mixed-level students from 16 to 30 years old participated in the study. Through transcribing all the speeches, counting the frequencies, and adopting the error analysis approach if necessary, this study found that students usually made the following errors (1) certain connectives and discourse markers were overused during their speeches, (2) they made frequent inappropriacies in some grammatical points, and word choice, (3) A combination of simple and complex structures were shown but with limited flexibility. Specifically, connectives such as "because" and "but" were frequently and limitedly used by these students, with 78% and 82%, respectively. Moreover, "I think," "first/firstly, and "moreover" had high occurrences, around 76% per speech. The lack of articles could also be found in the study. The underlying reasons for these systematic errors were the L1 interference and the old-fashioned practice of teaching EFL these students received in formal education aiming at helping them to sit tests well instead of teaching them to use English properly.

Author(s) Bio

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Hybrid Learning at the Tertiary Level:
Lecturers of English Perceptions

Canh Truong and Tran Thanh Tan

Abstract

The incremental application of the hybrid learning modal has been more and more prevailing at the tertiary level since the outbreak of the Covid pandemic. However, studies regarding lecturers' perceptions towards this new phenomenon are still limited. Therefore, this study tries to fulfill a complete picture of tertiary hybrid learning by investigating English lecturers' self-assessment of Technological, Pedagogical, and Content Knowledge as prerequisites in applying this teaching mod. The combination of qualitative and quantitative data was employed in this paper. Likert-scale survey and in-depth interview, which based on the framework given by Koehler et al. (2014), were distributed to in-service English lecturers at some universities and colleges in the South of Vietnam. The results reveal that teachers have high content, pedagogical and pedagogical content knowledge, while they have lower self-assessment on technological pedagogical knowledge. Besides, these lecturers noticeably address some factors impeding the implementation of the hybrid learning approach, namely, their constrained technological literacy, apathetic application, shortcomings of fundamental gadgets, and appropriate training courses. These results propose several practical suggestions for both English instructors and school leaders to enhance the feasibility of hybrid learning. Further research should investigate other school stakeholders' perceptions, such as students and academic staff.

Author(s) Bio

Canh Truong is a lecturer at Foreign Trade University, Ho Chi Minh Campus. She has more than 12 years of teaching English to learners of all ages. Her interests lie in Learning Autonomy and Social justice in EFL.

Tran Thanh Tan is a visiting English lecturer at Ho Chi Minh City Open University and the Ho Chi Minh University of Technology. Besides, he is a master's student of TESOL at HCMC Open University in Vietnam. He has been involved in English language teaching learners English as a second language and test preparation courses for standardized tests. His research interests include but are not limited to teaching methodology, teaching language skills, and skills embedded in standardized tests (e.g., IELTS, TOEIC).

Study of English as An Additional Language in Students with Dyslexia

Maria Vilanova

Abstract

This paper examines the difficulties dyslexic students encounter while learning the English writing system. It is not only about stating that dyslexic students have problems learning a foreign and opaque language such as English but also about finding out where the difficulties lie. The main aim of this presentation is to discover the difficulties Catalan speakers encounter when learning this language. This goal has never been proposed before, as the Catalan language has not been studied in depth from this point of view. I would also provide a lot of information regarding the effects of bilingualism (Catalan and Spanish). This experimental proposal aims to analyze the effects of dyslexia when learning a foreign language with the methodology of participants taking two tests: one in English and one in Catalan. Each test contains four different activities: a line rhyming exercise, choosing the right option, which is a word correctly spelled, fill in the gap with one or two letters as well as the final activity, which was the most difficult, a dictation task. By doing this, I seek to demonstrate the most complicated groups of syllabic consonants for dyslexic students.

Author(s) Bio

My name is Maria Vilanova Cifre. I am a Ph.D. student who belongs to the institution of the University of the Balearic Islands from Spain. My institutional email is maria.vilanova1@estudiant.uib.cat. I have always researched learning English as EFL, L2, and as an additional language. I did so in the English studies degree, within my education master's programme, and my last master's programme on linguistics. I am also a teacher in secondary school. It is a way of applying what I know about linguistics and teaching so that all my pupils can have a successful learning experience.

Developing Social-Cognitive and Emotional Skills Through Language Learning in International Students in India

Sayant Vijay

Abstract

Social cognition describes how humans process and respond to information about their social contexts and how they apply that to interact with the world around them. Human language and social cognition are closely linked, and learning a new language involves a wide range of cognitive, social and affective skills. Advanced social cognition is necessary for students to acquire language, and language allows forms of social understanding that would otherwise be impossible.

According to data from AISHE, the number of international students coming to India rose from 34,774 in 2012-13 to 49,348 in 2019-20. Predominantly, students from Asian and African countries come to India for higher education. In most of these countries, English is considered a second language, and this makes them less proficient in speaking and writing the English language.

Concerning this data, the paper argues that the English language can be construed as a semiotic tool for meaning-making and developing social cognitive and emotional skills for international students in India. Case studies from Universities in India will be employed to see how developing social-cognitive and emotional skills through learning the English language, and its usage in everyday situations can significantly affect generating, understanding and accepting cultural differences in international students.

Author(s) Bio

Sayant Vijay is a research scholar in the department of English at CHRIST (Deemed to be University), Bangalore, India. His area of interests are Linguistics, ELT, postcolonial studies and linguistics . He has published multiple research papers in the fields of language and literature. His research concentrates on Postcolonial studies and Historiography.

Developing University Learners' Sociopragmatic Competence in English For Job Interviews

Thi Hong Le Vo and Mark Wyatt

Abstract

Graduates in the Vietnamese context seeking to enter the globalized workplace, where they will need to use English for business purposes in culturally appropriate ways, may be hindered not only by limited English proficiency in general but also specifically by limited sociopragmatic competence. Sociopragmatic competence is needed by candidates in job interviews in Vietnam and elsewhere when they present themselves positively at the beginning, engage in relational and transactional talk throughout, and answer interviewers' questions at the end. Of the various strategies employed at the university to support the development of such competence, one would involve local company representatives in helping English language teachers prepare their students by simulating job interviews. This study reports on such an intervention in Vietnam. Drawing on observational data collected through notes and audio recordings, the study provides insights into how the intervention utilized strategies that had the potential to enhance the employability of Vietnamese graduates. The study suggests that the real-world expertise and professional guidance provided by company representatives could be utilized elsewhere, such as documented here, to support teachers and university curriculum developers in designing teaching materials and tasks.

Author(s) Bio

Thi Hong Le Vo is a senior lecturer of English at the School of Foreign Languages, University of Economics, Ho Chi Minh City (UEH), Vietnam. She holds a Ph.D. in TEFL/TESOL from the University of Portsmouth, U.K. She is interested in language teaching methodologies, creating motivation with materials design, classroom research, and English language communicative competence required of graduates at the workplace. Email: levth@ueh.edu.vn

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The Effects of Supra-Segmental Features on Students' IELTS Listening Comprehension: A Case Study in Ho Chi Minh City, Vietnam

Vu Nguyen Dinh Nghia and Hua Dinh Dien

Abstract

Supra-segmental features, particularly stress and intonation, are crucial aspects of listening comprehension, which is proved to be the most challenging of the four macro language skills in EFL learning and teaching. These features, however, usually impose challenges on teachers and learners at the same time. This paper aims to show students' progress in cognitive styles and task performance during the IELTS test after being taught stress and intonation for aural comprehension. The population is students opting to take the IELTS exam. The sample population includes 50 male and female students from WESET and ALT language centers in Ho Chi Minh city. The data was collected through a 38-item student questionnaire, divided into three parts (teaching settings, teaching methods, and teaching outcomes). The data were analyzed statistically using the SPSS program. To be more student-focused, a group of 4 participants, from Foundation (band 3.0) to Advanced (band 6.0), are asked to give their opinions via a semi-structured questionnaire designed by the researchers. The results indicate that stress and intonation are effective in terms of teaching method and outcome, but the settings designed to be taught are not suitable for low-level students due to a lack of cognitive explosion.

Author(s) Bio

Vu Nguyen Dinh Nghia (Mr.) graduated Master of Applied Linguistics from Curtin University. He is now working as a full-time lecturer of English at HUTECH University and a part-time lecturer (specializing in IELTS) at Creative Language Center, Ton Duc Thang University. He already had a TBLT published in 2021 and presented his paper on Online Formative Assessment at the ELER Conference held by UEF. His key research interests include Task-based Language Teaching, Formative and Summative Assessment, and Sociolinguistics.

Hua Dinh Dien (Mr.) is a BA graduate from Concordia University, Portland, Oregon, majoring in English Language and Literature. He worked as a full-time lecturer of Business English at the Polytechnic College of Viet My and is now a part-time IELTS instructor at ALT IELTS. He co-presented his paper on Online Formative Assessment at ELER Conference held by UEF. His key research interests include Task-based Language Teaching, Second Language Acquisition, Language Testing and Assessment, and Sociolinguistics.

Working Memory Capacity and L2 Oral Fluency

Danh Cong Vu, Thanh Van Nguyen and Nakhon Kitjaroonchai

Abstract

This study investigated the relationship between working memory capacity (WMC) and L2 oral fluency and explored the maintenance of newly presented information in L2 speaking production. When performing speech production tasks, knowledge from long-term memory is frequent use and hence involves the operation of the episodic buffer, one component of the working memory system, where information is retrieved from long-term memory and stored in chunks as we speak in chunks. In this study, we measured WMC by assessing the chunk capacity and chunk size held in and retrieved from the episodic buffer. Chunk capacity was measured by Pair-word Speaking Task; chunk size was measured by Procedure Description Task; and oral fluency was measured by speech rate and mean length of run using an IELTS speaking task. Twenty-nine English-major students participated in this study. The results showed a strong positive correlation between chunk capacity and the two measures of fluency, while chunk size negatively correlated with fluency. Data from the recall interviews revealed that participants employed various strategies for maintaining the presented information, which involved different types of information binding.

Author(s) Bio

Dr. Danh Cong Vu is a lecturer of applied linguistics at the Faculty of Foreign Languages, Ton Duc Thang University, Vietnam. He is interested in exploring the potential of technological affordances and how to use interdisciplinary knowledge to make practical applications for second language education. His research interests include technology-based approaches to second language learning and teaching, personalization in language learning, second language listening and speaking methodology, and corpus linguistics. His recent research involves developing an AI-based learning platform using natural language processing and multimedia databases for L2 listening comprehension.

Thanh Van Nguyen is an English lecturer at the Faculty of Foreign Languages, Ton Duc Thang University, Vietnam. He received an MA in Applied Linguistics from Curtin University of Technology, Australia, in 2010. He is pursuing a Ph.D. in Language Studies at Suranaree University of Technology, Thailand. His current research interests include the learning theory of Connectivism, Technology Enhanced Teaching and Learning, Innovation in English Teaching and Learning, Online Teaching and Learning, applications of Instructional Design in ELT, and student engagement in online learning environments.

Dr. Nakhon Kitjaroonchai is a senior lecturer in the Faculty of Arts and Humanities, Asia-Pacific International University, Thailand.

Building Artificial Intelligence Advantage for Vietnam TESOL in the Post-COVID-19 World.

Nguyen Ngoc Vu

Abstract

COVID-19's worldwide emergence has had catastrophic personal and economic implications. Much media attention has been focused on shortages of training and facilities, as TESOL institutions around Vietnam struggled to respond quickly to sudden changes in the mode of learning content delivery, especially those facilitated by artificial intelligence. By introducing new A.I. tools launched during the last 2-3 years, the presenters analyze opportunities and challenges for TESOL education in Vietnam in the Post COVID-19 world. Major topics discussed include the history of A.I. in language teaching, A.I. tools for teaching language skills, language aspects, and A.I. for education in the post-COVID-19 world. With data collected from an experiment using A.I. powered teaching platform, the presentation also reports the impact of A.I.-enabled digital content on language learning. From the trends recorded until 2022, the presenter makes suggestions for technology investment and language education in Vietnam.

Author(s) Bio

Nguyen Ngoc Vu is currently the Director of the Training and Applied Research Institute (TARI) HUFLIT University and chairman of STESOL founded by the Association of Vietnam Universities and Colleges. With training experience from more than 25 countries, his main expertise is building digital transformation competency and providing consultation services to higher education institutions and businesses across Vietnam. He won the Vietnam Technology Innovation Award in 2012 and was recognized as Microsoft Innovative Educator (M.I.E.) Master Trainer in 2014. His research interests include Computer Assisted Language Learning, Cognitive Linguistics, Educational Technology, and E.L.T. Methodology.

Enhancing College Students' Intercultural Competence Through International E-Service-Learning

I-Jane Janet Weng

Abstract

International E-Service-Learning (E-SL) is regarded as pedagogical innovation, yet very few research studies focus on it. During COVID-19, twelve Taiwanese student volunteers joined an international e-service-learning program, taking turns teaching English online to primary school students in a remote village in Cambodia. This study analyzes the program's impact on enhancing the intercultural communicative competence of Taiwanese student volunteers. This research employs a qualitative case study methodology. It gathers multiple research data, including In-depth interviews, student reflection journals, bi-weekly meeting minutes, voice-recording of their final presentations, and the teachers' field journals. Byram's intercultural communicative competence framework was adopted to code the data and establish learning outcomes. Results found that the college student volunteers had all enhanced their intercultural competence; this ranged from understanding real-life situations in Cambodia to empathizing with others, making cultural comparisons, and developing better interaction and communication. Most importantly, it showed that it had the potential to transform the student volunteers into intercultural citizens who started to critically question the taken-for-granted convention in their experiences, becoming willing to take responsibility for their own lives and those of the global community.

Author(s) Bio

I-Jane Janet Weng is an Associate Professor in the Department of English at Wenzao Ursuline University of Languages, Taiwan. She was the former chairperson of the Department. Her research interests include intercultural learning, English learning, English education, adult learning, and issues related to English-Medium-Instruction (EMI). She has been the principal investigator of several language-related research projects funded by the Ministry of Science & Technology, Taiwan (2020 until now), Ministry of Education, Taiwan. (MOE Teaching Practice Research Program (2017-2020), National Sports Training Center (2016 until now), and Wenzao Ursuline University of Languages, Taiwan. Email:89012@gap.wzu.edu.tw.

Language Brokering, Code Switching as Teaching-Learning Tools in Multicultural Contexts

Quinta Kemende Wunseh and Erasmos Charamba

Abstract

Language diversity is generally a norm in multilingual South African classrooms. Orellana and García (2014) describe how multilingual speakers need to learn tools to be flexible with their language skills. Language brokering and code-switching form part of the everyday teaching and learning tools needed in South African multilingual classroom settings. These two teaching and learning tools are absorbed in what is referred to as translanguaging. This paper sets out to use work done around these concepts to consolidate the position of language brokering and code-switching as pedagogically oriented language practices in a multilingual classroom setting. Using the sociocultural theories and the funds of knowledge (FoK), this paper rejects a deficit model, where linguistically and culturally diverse institutions of learning are reputed to be incapable of offering rich learning experiences and resources.

Learning Possibilities by Observing COIL (Cooperative Online International Learning)

Mitsuko Yamamoto

Abstract

Healthcare students in Japan usually have tight curriculum requirements to achieve their national license, making English language learning a secondary priority to them. A Japanese healthcare university held a lunchtime Cooperative Online International Learning (COIL) session with a Vietnamese university whose students major in the same field to enhance their English language motivation and to help in developing a global mindset. Around three to five fourth-year students from both institutes made presentations on the topic related to their future career and exchanged thoughts in a Q&A session. This study focused on the first-year students who observed the session and not those who presented. Pre- and post-session questionnaire surveys were administered to 100 first-year students based on their willingness to learn English and the students' reflections on the COIL session. Results showed a substantial increase in the students' level of willingness to learn English and suggested that the senior students' presentation played an important role in influencing them. In addition, the findings indicated that while through COIL, the presenter-students successfully demonstrated intercultural communication, the students who observed them could increase their motivation to learn English and broaden their international perspectives with regard to their chosen field.

Author(s) Bio

Mitsuko Yamamoto is a Senior Assistant Professor of English Language who teaches English language and Medical English at the Department of Radiological Technology at Kyoto College of Medical Science in Japan. Her research interests include intercultural communication, autonomous learning, motivation in language learning, and language teaching in the Japanese higher education context. She is interested in the internationalization of universities using collaborative online international learning (COIL). Her email address is the following: miyamamoto@kyoto-msc.jp

Students' Strategies in Solving Grammatical Problems in Writing Their Master Theses

Wisma Yunita, Syahrial Syahrial and Ira Maisarah

Abstract

This study aimed to investigate the strategy for solving grammatical problems in writing a thesis by English postgraduate students at Universitas Bengkulu, Indonesia. It was a mixed-method study involving 68 students (total sampling) and used a questionnaire and interview as the instruments. The quantitative data were analyzed using the mean score, and the qualitative data were analyzed using Miles, Huberman, and Saldana (2018). The findings showed that there were 11 strategies used by students when they encountered grammatical problems in writing a thesis. The strategy used by the master students was item 11 (checking on online sources), with a mean score of 3.98, while the least strategy used was item 8 (paying someone to edit), with a mean score of 1.20. This study also showed that each gender had different strategies for solving grammatical problems in thesis writing. The male students used item 5 (learning useful patterns in articles or books) with a mean score of 4.55, while the female students used item 11 (checking on online sources) with a mean score of 3.94 as the most used strategy. However, each gender rarely used the strategy on item 8 (paying someone to edit), with a mean score of 1.88.

Author(s) Bio

Wisma Yunita is an Associate Professor at the English Education Postgraduate Program, at the Faculty of Teacher Training and Education, Universitas Bengkulu, Indonesia. She earned her doctoral degree in Language Education from Universitas Negeri Jakarta in 2018. She has presented her works at national seminars and international conferences in Indonesia and other countries. She also regularly publishes, edits, and reviews for several nationally accredited and international journals. Her research interests are English Grammar, Academic Writing, ELT Methodology and Innovation, and ELT research. She can be contacted via wismayunita@unib.ac.id; https://orcid.org/0000-0002-6039-0448

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The Principles and Practices of Writer-Focused Pedagogy

Adrian M. Zytkoskee

Abstract

When people think of writing, they often experience anxiety as they recall experiences involving deadlines and academic evaluation. This reflects a traditional academic framework wherein the focus is on improving a writer's ability to produce a text. While this type of writing instruction has obvious merit, it does not reflect the potential of writing to serve as a practice in support of an individual's psychosocial journey. Composition studies scholar Robert Yagelski describes this latter approach to writing as "writing as a way of being" in which writing instruction is "focus[ed] on the writer writing rather than on the writer's writing" (9). As a way to explore the principles and practices of writer-focused writing, I begin the presentation by discussing why writer-focused practices have been developed in a range of fields including medical education, psychology, and composition studies. Next, I outline how these practices have the potential to increase resiliency and well-being by helping writers release challenging emotions, process life experiences, and bear witness to the lives of others and self. To conclude, I guide participants through several reflective writing exercises to demonstrate writer-focused pedagogy and the impact it carries.

Author(s) Bio

Dr. Adrian Matt Zytkoskee has been teaching writing in higher education and community settings for fifteen years and is currently an assistant professor of English at the American University of Sharjah, UAE. His research focuses upon narrative medicine in healthcare settings, narrative scholarship, writing and healing, communication in grief, life writing, group facilitation, and effective feedback practices. His mission for this work is to help people process, navigate, and document human experiences through the use of writing. He is also an avid musician and a grateful father of two beautiful children.

Empowering Underachieving Students via Public Speaking Program: A Case Study

Nguyen Minh Hang

Abstract

Despite their giftedness and potential ability, many students appear to have low motivation in studying, together with their academic performance leaving much to be desired. Multiple studies have been carried out to identify the characteristics of underachieving students as well as how to have appropriate, practical interventions. However, in the specific Vietnamese classroom contexts, there is still insufficient literature, and the reversal of students' underachievement remains a difficult issue. This study aims at exploring the effectiveness of using Public speaking program, which integrated different learning strategies, in reversing the underachievement of a student. Qualitative date from pre-course and post-course survey were coded and analyzed, showing significant improvement in students' learning attitudes. Post-intervention interview indicates promising strategies to assist gifted students' achievement, including providing one-on-one tutoring session, organizing less traditional learning activities, encouraging frequent self-reflection and promoting self-regulated learning.

Author(s) Bio

The author Nguyen Minh Hang is currently a lecturer of Academic subject and Language & Media at University of Languages and International Studies, Vietnam National University. She has conducted various studies on different subjects, such as computerized pronunciation training, exam writing, English for academic purposes and EFL/ESP teaching approaches and methodology. Her research interests include teaching methodology, computer assisted language learning, pronunciation training and materials development.

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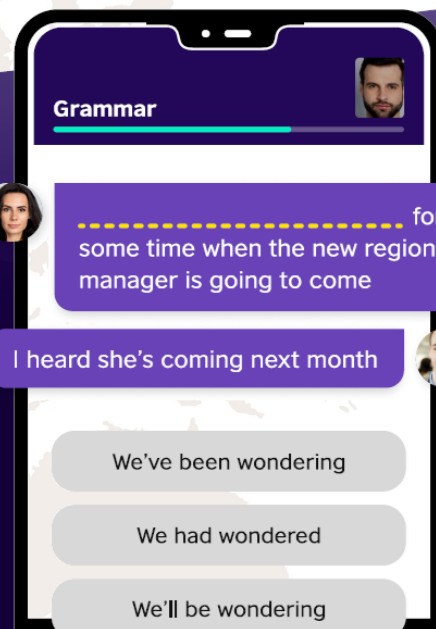
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