



Balsamo Outreach for Learning and Teaching
Co-Editors: Peter J. Wanner, Magnolia K. Wanner and Cicero E. Danseco
<http://balsamoutreach.org>

Blended Learning and Innovative Approaches in Language Teaching



*Bill Balsamo
1943 - 2008*

“Providing outreach programs, basic nutrition and health education as well as teacher training seminars or workshops that are relevant and practical for educators.”



The December Issue of this year’s newsletter highlights the 4th BOLT/UFLS-DU Language Education Conference with the theme: `Blended Learning and Innovative Approaches in Language Teaching`. The conference was held on December 17, 2016 with a one day tour for the International Participants on December 18, 2016 . It was possible to gather 4 Guest Presenters of BOLT from outside Vietnam and 10 Vietnamese presenters to present on the themes listed in the following abstracts listed below in the table. The conference was attended by 120 participants. Many of the presentations will be in the proceedings to follow in March 2017.

*From Peter Wanner
Founder BOLT
November 2010*

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Plenary session – Associate Professor Nguyen Van Long, Ph.D

Blended Language Learning: Challenges, Opportunities and Learners' Voices

Room HC303

The presentation discusses the possible applications of blended learning models into language education contexts. It first explores the various corners of blended learning, which is defined as a learning environment that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning and applying them in an interactively meaningful learning environment, in addition to the discussion of diverse reasons for employing blended learning. The paper then reviews the challenges when blended learning is applied as well as the opportunities conceivably realised. As for the case study, based on learners' voices analysis, the paper also aims to present and discuss the various arrays of affordances that blended learning environments offer to Vietnamese learners of English in tertiary education, namely technical affordances and ecological affordances. The technical affordances of ICT, including text-only, delayed interaction, and archival communication, allow online participants more time for reflection on the language.



The ecological affordances consist of social ecology and affective ecology. The social ecology not only contributes to solving classroom-related issues that hinder interaction and collaboration, but also creates an authentic language situation that pushes learners to use the target language, which is significant in the Vietnamese EFL context. From the affective ecology, it can be seen that blended learning environment affords a ludic approach to learning, creating motivation and therefore involvement. It is concluded from the presentation that there is a dual relationship between the learners' goals, needs, and intentions of use, or "cultures of use" and the properties provided by the technologies.

Peter John Wanner

Concurrent Microsoft Word Reading and Writing Electronic Tool Evaluation for Supplementing English Language Classroom Instruction

This presentation will show the influence of the Flesh-Kincaid Writing Grade Level and Reading Ease in developing language learners writing skills. The variables used for determining writing and reading levels with computers have been in existence since the 1970's, yet, many teachers and students are still not aware of these tools that available in almost any document preparation software such as Microsoft Word in the Microsoft Office applications. The presenter will show and discuss the importance this software has played in developing language skills of first year college students to first year graduate school students at Tohoku University.

Vo Thi Kim Anh

Effectively Exploiting Life Materials for First years Students of Five Universities, The University of Danang

Life material is designed under the contract with the National Foreign Language 2020 Project by National Geographic Learning. Life is carefully written for non- major students in Vietnam. This is the textbook that is specialized for blended learning approach at the second and third levels in the six level framework for the language proficiency tests in Vietnam. At present, Danang University of Foreign Language Studies is implementing the use of Life materials for high quality classes in Danang University of Science and Technology. However, Life material is still used as a textbook with the traditional teaching method, so the invaluable advantages of Life materials has not been completely exploited. This article discusses the way to effectively exploit Life including CR ROM, the resources on ngllife.com, and gives details on how to create an online course to make use of available exercises on its online workbook.



Ho Thi Kieu Oanh

Difficulties of Third-year English-major Students Learning Semantics at the University of Foreign Language Studies, University of Danang

The students' learning at the English Department, the University of Foreign Language Studies, the University of Danang shows that most of the third-year English-major students encounter a lot of difficulties and inefficiency for Semantics, which is considered to be a vital module for such other English modules as Listening, Reading, Writing, Translation, Interpretation, Grammar, Syntax and Literature. This problem could be due to the subjective as well as the objective factors in terms of the teachers' teaching methods, teaching aids, the attitudes and perceptions of students. As a result, this research into difficulties of the third-year English-major students in learning Semantics at the University has been carried out. The study is aimed at finding out the causes of the difficulties in order to put forward some implications to help these students learn Semantics better.

Mc Cleiland Neil

Profiling EFL Learners' Motivational Trajectories: a Mixed-methods Study

This paper presents an investigation of L2 learning motivation in university students in Japan. The focus of the study is twofold: first to investigate individual motivational trajectories over time; and second to identify 'critical incidents' in their experiences with English that may explain motivational orientations and subsequent learning outcomes. The mixed-methods investigation adopted a two-stage design: Stage 1 used a survey to measure motivational orientations at two time points: first on entry to the university and second after completion of the core English program. This was used to produce individual 'profiles' that tracked four previously established dimensions of motivational orientation: internationalism; grade-orientation; attitudes to native speakers; interest in English media; and TOEIC scores over two years. Stage 2 used narrative accounts to highlight 'critical incidents' in students' experiences with English, both before and during their time at university. To facilitate fullest possible participation, interviews were conducted in the students' L1 (Japanese) by a peer researcher. The outcome of Study 1 was a set of profiles that show remarkable reliability over the two years of the study. Stage 2 then facilitated in-depth interpretation of the profiles using the narrative accounts provided by the students themselves.

Pham Thi Tai + Le Huu Bao Nguyen

The Effect of Concert Sessions from the Desuggestopedia Method on the Ability to Learn Vocabulary of Third-year Students at Danang University of Foreign Language Studies

Desuggestopedia is widely known as an effective language teaching method as it draws new experience in learning a foreign language among students. By applying factors that cross over psychological and



emotional barriers such as well-decorated classroom, classical music and fine arts, engaging activities etc., students spontaneously integrate different learning strategies that are visual, auditory and kinesthetic. This research paper focuses on the effect of applying concert sessions using baroque music in the Desuggestopedia method on third-year students' ability to learn vocabulary. The author conducted a teaching period using the concert sessions from the Desuggestopedia method. Some students from University of Foreign Language Studies have taken part in the 'experimental' teaching method. The method used is focus group interview with the students after having the students experience the new language teaching method. The results are displayed in tables, which suggest the limitations and recommendations on further research in the future.

Nguyen Thi Bich Thuy

Benefits of EFL CoL and Teacher's Roles When Applying CoL in Teaching EFL in a Vietnamese University

Under the trend of globalization, a noticeably increasing number of students are learning English as a foreign language (EFL) in Vietnam. However, Vietnamese students' English communicative ability is still limited. This necessitates innovation in teaching English. Collaborative Learning (CoL) has been considered as one necessary method in language teaching in the world. However, up to now it has been a controversial issue of CoL and its application in Vietnam; as also there has been few in-depth research on CoL in teaching English in Vietnam. This research (using qualitative and quantitative methods) report focuses on the two main points: 1. CoL benefits in EFL teaching in a Vietnamese university; and 2. Teacher's role in EFL CoL application. This report is believed to help for feasible and effective application of CoL in EFL teaching in Vietnam. (134 words)

Nguyen Thi My Hang

Evaluating the Teaching of Listening Skill at University of Foreign Language Studies – The University of Danang Using the Five Opportunity Standards Proposed by Newton (2009)

The aim of this paper is to investigate the practice of listening teaching at University of Foreign Language Studies, the University of Danang according to five opportunity standards of Newton (2009). These standards include: a) extensive meaning-focused listening, b) guided diagnosis of miscomprehension problems, c) listening skills training and practice, d) listening strategy training, and e) links to listening beyond the classroom. The subjects of the study are concerned with second-year students at English Faculty, University of Foreign Language Studies, the University of Danang. In general, the students though have access to various types of listening, they do not receive enough strategy training. As a result, many students struggle with listening skill and show little improvement.



Le Van Ba – Nguyen Thu Hang

Integrating Intercultural Competence Training into Business English teaching and Learning Activities in ESP Department of Da Nang University of Foreign Languages Studies

In the context of globalization, it is undeniable that intercultural communication has, more than ever before, been of global significance as different cultures interact and intermingle in the international community. Obviously, when it comes to exploring globalization in Business English classrooms contexts, intercultural competence can foster creativity and boost learning autonomy based on genuine intellectual values. In this context, this research paper aims at investigating the reality of integrating developing intercultural competence into Business English teaching and learning activities in Danang University of Foreign Language Studies. This research paper puts forward thoughtful pedagogical recommendations for the realization of enhancing intercultural competence into specific teaching and learning activities in Business English classrooms so as to fully equip students with indispensable intercultural knowledge, skills and attitudes for their global business experiences.





Plenary session – Peter John Wanner, Ph.D

Blended Learning: Using Mobile Phones to Develop Student

Vocabulary and Writing Skills

Room HC303

This presentation will discuss ways teachers can teach students concrete ways to evaluate their progress of their productive vocabulary from Initial to Tertiary Level students. This is highly applicable for first through third year students of High School in the current generation as students have access to more applications in cell phones, especially in Vietnam. These applications have been applied and tried in many ways in Japan and these applications will be discussed in this presentation. Use of these functions of self-preparation and evaluation as well as teacher evaluation can truly enhance and build a strong understanding of the English language leading to better communication skills.

Nguyen Thi Quynh Hoa

Relation between Translation and Discourse Analysis in terms of Text Interpretation

There is no doubt that proper reading or interpretation of a text prior to its translation plays a vital role in the whole translation process. In recent decades, the relation between translation and discourse analysis has attracted much attention from linguists and translation studies scholars. As a matter of fact, translation is a linguistic phenomenon closely related to the field of discourse analysis. Discourse analysis as a discipline of applied linguistics is concerned with real-life language use involving the interaction of the speaker (or the writer) and the hearer (or the reader) in a specific situational context, and within a framework of social and cultural conventions. The domain of discourse analysis is the identification of linguistic qualities or regularities of various genres and text types, necessary for the recognition and interpretation of a text. This paper is aimed at examining and analyzing the noticeable aspects in reading a text for translation from the angle of discourse analysis, thereby proposing some significant contents that need to be added to the current coursebook on translation theory used for English majors at the University of Foreign Language Studies, the University of Da Nang.



Magnolia Koh-Wanner

Tongue Twister for Fluent Pronunciation

Some non-English speaking countries are now diversifying in adding English subjects into their curriculum. One of the challenges teachers are facing teaching English fluency to the students. The use of tongue twister exercises is an effective tool in re-enforcing as well as re-introducing the phonics sound (e.g. alphabet, vowels and consonants). With regular practice, students will eventually have better command in the English written and verbal communication. This workshop will introduce free on-line materials that help enhance English Pronunciation through tongue twister exercises.

Sun Jie

The Effect of International Teaching Assistant Interaction in Developing Speaking Skills

This paper explores the effect of international teaching assistants (ITAs) in developing undergraduate students' speaking skills at fourth year university level in Japan. A common perception is that ITAs lack English language proficiency, and they are perceived by students as poor teachers. However, students' communication skills do improve with ITA' interaction possibly due to the fact that it may be more motivating than instructional skills training. This case study focuses on class communication practices such as small group discussion with ITAs and students who are preparing for their personal presentations. Group discussion conversation and personal presentations are captured on video, the data is transcribed and analyzed to explain the improvement of students' speaking skills qualitatively and quantitatively. The speaking skills are analyzed for pronunciation, the use of connecting words and gestures, and their organization ability. The goal of this paper is to get a better understanding of the undergraduate students' perceptions of ITAs, and furthermore observe ITAs' challenges and contributions to the class and involve the participants with the opportunity to try this method out during the final stages of the presentation.



Ho Quang Ha

Suggestions for Improving the Teaching-learning Quality of English Courses
(C1 - CAE) Using ICT Applications

With great advances in ICT, particularly CALL (Computer-Assisted Language Learning), teachers of English can apply a range of computer programs and utilities to provide many opportunities for students to enhance learning and use various resources to improve collaborative work as well as practice language skills. This article focuses on the effectiveness of integrating ICT into some English courses at C1 (CAE) level at the University of Foreign Languages Studies –Da Nang University - and makes practical

suggestions for conducting technology-enhanced courses in order to improve the quality of English teaching and learning. The author also discusses a number of pedagogical notes in integrating and diversifying online lectures, tutorials, resources, group work and self-learning into English courses.

Nguyen Thi Thanh Thanh

Applying Technology-enabled Active Learning Models in Flexible Learning Environments
for EFL Students

Thanks to the principle of “*flexible learning environments*” which facilitate learning to take place everywhere, EFL collaboration and group work students are provided with a wide range of learning options in terms of time and structure. Flexible learning often leads to active learning experiences by mostly employing technology-enabled teaching methods in both restricted and broader student community. In fact, “*socially mobile learning environment*” enables technology to be fully explored in order to enhance students’ interaction and collaboration. From that angle, the paper introduces a model of integrating useful online tools and Internet programs in designing a flexible learning program for EFL students. This model is as an advanced content development and management which enables an interactive and intercreative engagement amongst students as well as between students and teachers. The model generates desirable practices such as collaborative content creation, peer review, assessment, formative assessment of student work, individual as well as group reflection on learning experiences.



Hoang Ha & Hoang Anh Thu'

Factors Affecting English Speaking Performance of Students

Spoken language production is often considered one of the most difficult aspects of language learning (Brown & Yule, 1983). In reality, many language learners find it difficult to express themselves in spoken language in the target language and each student has their own problems. The purpose of this study was to investigate the factors affecting English speaking performance of the students at International School, Duy Tan University. More than 200 students of various majors at International School were interviewed to collect data for this research. The result has showed that there are 4 main groups affecting English speaking performance of students, in which pronunciation and listening skill is the strongest factor. Based on the findings, some recommendations were made to improve students' English speaking ability.





**During the conference our AYF14 alumni delegates made a surprise visit.
Some of them joined in the seminar.
Here are your future teachers and we are so proud of them.**





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DECEMBER 16-17, 2017

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NOTIFICATION OF OFFICIAL CONFIRMATION AS A PRESENTER: JUNE 30, 2017

REGISTRATION FEE: 4,000 YEN*

*DEADLINE FOR PAYMENT: JULY 30, 2017

*VOLUNTEER PRESENTERS: PAY TRANSPORTATION AND LODGING FEES ONLY (*SELECT FROM HOTELS NEAR SITE*)

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*ADDRESS FOR SUBMITTING: https://docs.google.com/forms/d/1HFmCqFgtLba6abpfvdQ_EXQdH9Yx26r8qB2asJOBQJw/edit



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