

# GUAVA 2024 **Workshop**

SEPTEMBER 20, 2024 (4:15-6:15 PM) / AFRICANA CENTER, ROOM B01 / CORNELL UNIVERSITY







## GUAVA 2024 Workshop

# EFFECTIVE METHODS OF TEACHING AND LEARNING VIETNAMESE

### PART 1. 4:15-5:15 PM

#### Panel “Heritage Language Instruction and Gen Z Learners” Moderator: **Thúy Tranviet** (Cornell University)

- 4:15-4:30 “Nurturing Cultural Roots: A Quest for Effective Heritage Language Instruction”  
**Trang Tran** (Brown University)
- 4:30-4:45 “Bilingual Books: Engaging Students in Active Cultural Heritage Stewardship”  
**An Sakach** (Arizona State University)
- 4:45-5:00 “Using TikTok in Vietnamese Language Classrooms”,  
**Jennie Tran** (University of Hawai'i)
- 5:00-5:15 Q&A **Break: 5 minutes**

### PART 2. 5:20-6:15 PM

#### Roundtable “Advancing Vietnamese Language Learning: A Task-Based Language Teaching (TBLT) Approach through Open Educational Resources (OER)”

- 5:20-5:25 Introduction to the OER Collaborative Project, **An Sakach** (Arizona State University)
- 5:25-5:35 The Pedagogical Framework and Overview of the Material, **Huy Phung** (UHM/UCSD)
- 5:35-5:45 Showcasing the materials: How will it be applied into classrooms?  
**Chung Nguyen** (Columbia University)
- 5:45-5:55 Showcasing the materials: Student events & student’s feedback  
**ThuyAnh Nguyen** (University of Michigan)
- 5:55-6:15 Q&A moderated by **Chung Nguyen** (Columbia University)

## **Nurturing Cultural Roots: A Quest for Effective Heritage Language Instruction**

*Trang Tran / Brown University*

This presentation aims to enhance practical heritage language (HL) instruction skills in Vietnamese classes by understanding HL learners' diverse backgrounds and needs and providing specific tools to support them effectively. Key strategies include connecting language learning with identity and emotional needs to create a welcoming and culturally rich environment. Developing an asset-based teaching approach that builds on students' strengths and clarifying the distinction between performance and proficiency can also shape well-rounded learners with strong cultural ties. Practical methods such as differentiated teaching, project-based learning (PBL) curricula, and authentic materials will be explored to engage and support HL learners. The presenter will also suggest activities for effective HL teaching, ensuring a dynamic and immersive learning experience. Incorporating open educational resources (OERs) will enhance HL teaching practice with innovative and accessible materials. This presentation represents the journey of becoming a more effective, informed, and innovative HL instructor dedicated to enhancing teaching practices to benefit their institution and the Vietnamese teacher community.

## **Bilingual Books: Engaging Students in Active Cultural Heritage Stewardship**

*An Sakach / Arizona State University*

Translation plays a crucial role in the preservation of cultural heritage by enabling the transfer of intangible cultural elements across different languages and cultures. Through translation, intangible cultural heritage, such as traditional songs, folklore, and oral traditions, can be documented, shared, and understood by a broader audience (Oluoch, 2023). The presentation will explore ways to integrate translation into curricula to engage language learners in cultural heritage preservation. Students from elementary to advanced levels and beyond can actively contribute to target language preservation by developing bilingual books centered around classroom content. A variety of bilingual book projects for students in the Vietnamese program will be presented to illustrate the project's adaptability. Examples will showcase the diverse range of student abilities, from elementary to advanced levels, and accommodate different language learning backgrounds, including heritage and non-heritage learners. These sample projects will highlight the versatility of the community-involvement approach and its potential to engage a wide range of students in celebrating their cultural heritage.

## **Using TikTok in Vietnamese Language Classrooms**

*Jennie Tran / University of Hawai'i*

In this presentation, I will show the practical use of social media such as Instagram, Tik Tok used in other languages and suggest ways to adapt these into the teaching of Vietnamese. Some practical classroom activities using social media will be suggested. We can learn by looking at examples in other languages. Integrating social media into Vietnamese language teaching is hip for the growing young Vietnamese student body who are now very skilled in using these apps and digital vernacular. I suggest that Vietnamese language teachers add social media materials to textbook activities, which oftentimes are unrelatable to this generation's Vietnamese learning students fresh out of high school and just turning 20. Social media materials are authentic, meaningful and relatable to our Vietnamese learners as people share facets of their everyday life and offer diverse topics that reflect our students' personal interests. Vocabulary, cultural aspects and even pronunciation can be learned through short videos and narrations provided on social media. In the cultural context, interacting with rich social materials on social media in the classroom gives students a chance to debunk cultural stereotyping and biased preconception through humor, at the same time also practice multimodal and translingual literacy and enhance their intercultural identity and competence (Vazquez-Calvo, Shafirova, Zhang, 2022). Authentic opportunities help students build community and gain intercultural awareness, and above all, help students enjoy the process of learning Vietnamese in the classroom. I hope that this presentation will be useful to language teachers of Vietnamese or other languages.

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## **HERITAGE LANGUAGE INSTRUCTION AND GEN Z LEARNERS**

**Moderator:**

*Thúy Tranviet / Cornell University*



## PANEL PRESENTATION

### **Advancing Vietnamese Language Learning: A Task-Based Language Teaching (TBLT) Approach through Open Educational Resources (OERs)**

This panel will introduce an innovative project, which leverages Task-Based Language Teaching (TBLT) to create engaging and effective learning modules. The presentations in the panel will cover the development of 12 intermediate Vietnamese modules structured around the TBLT framework, designed to enhance language acquisition through real-world applications. The proposed panel will be 45 minutes and include the following components:

#### **1. Introduction to the OER collaborative project**

This part, led by An Sakach (Arizona State University), will give the audience an overview of the OER Collaborative Project and its collaborative effort.

#### **2. The Pedagogical framework and overview of the materials**

In this section, Huy Phung (previously University of California San Diego) will give an explanation of the TBLT framework and other second language acquisition theories that were applied into designing the materials.

#### **3. Showcasing the materials: how will it be applied into classrooms?**

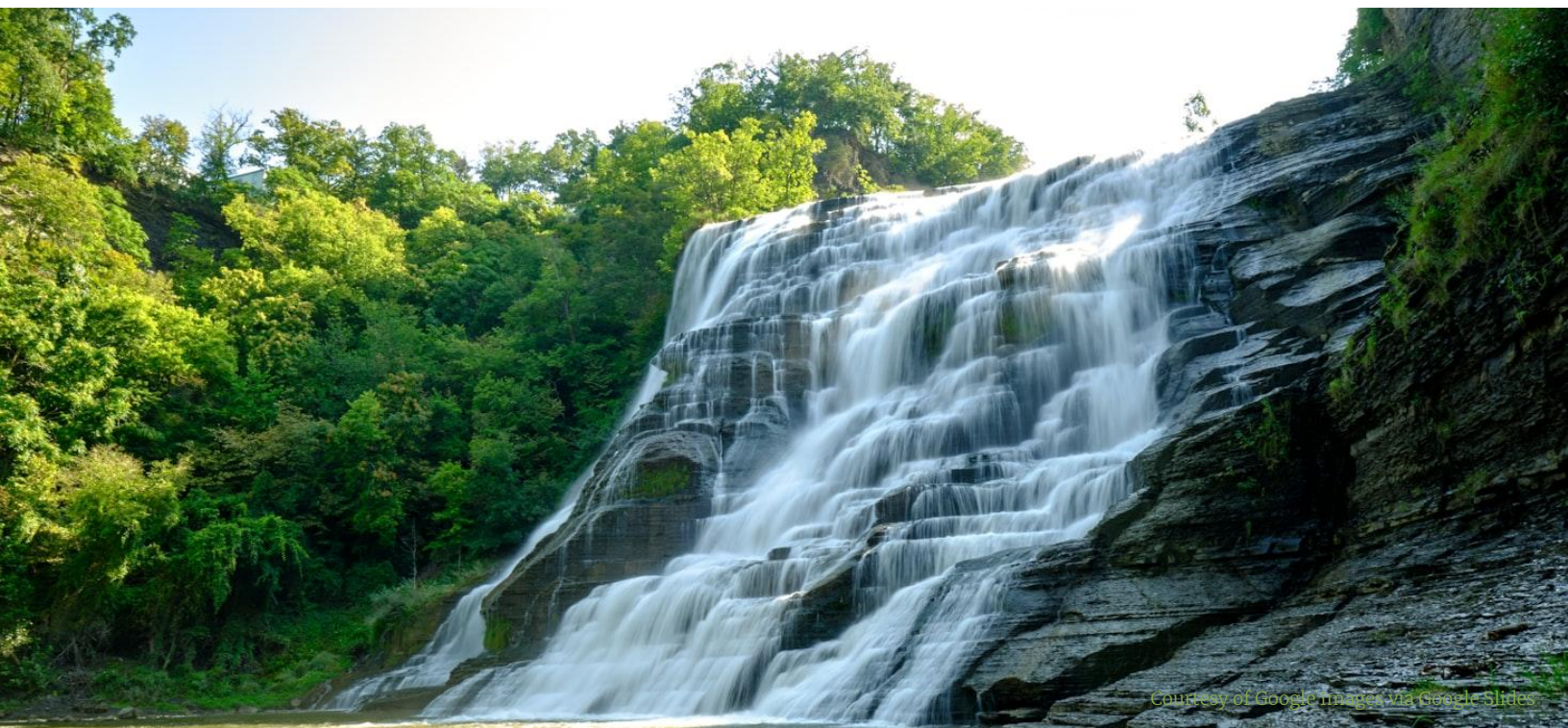
A showcase led by Chung Nguyen (Columbia University) will introduce colleagues to the materials and demonstrate their pedagogical applications. The presentation will highlight key components of the book and offer practical guidance on their implementation in the classroom.

#### **4. Showcasing the materials: student events & student's feedback**

ThuyAnh Nguyen (University of Michigan) will share key findings from student feedback gathered during pilot implementations and describe a collaborative student project designed to enhance the materials.

#### **5. Q&A and Discussion**

Under the moderation of Chung Nguyen, the Q&A session will offer an open platform for audience inquiries, panelist deliberations, and a comprehensive discussion of the OER project and materials.



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