

ADVANCING VIETNAMESE LANGUAGE LEARNING:
**A Task-Based Language Teaching Approach
through Open Educational Resources**

A panel presentation given at

The GUAVA 2024 Workshop

EFFECTIVE METHODS OF TEACHING AND LEARNING VIETNAMESE

September 20, 2024

Africana Center, Room B01
Cornell University, Ithaca, NY

Acknowledgement

This OER Project received a grant from The [Less Commonly Taught and Indigenous Languages Partnership](#), funded by the Andrew W. Mellon Foundation and housed in the [Center for Language Teaching Advancement \(CeLTA\)](#) at Michigan State University.

What will we cover?

1. Introduction to the OER collaborative Project 6 min
2. The Pedagogical Framework: TBLT 10 min
3. Showcasing the materials:
How can it be applied into classrooms? 10 min
4. Showcasing the materials:
student events & student's feedback 2 min
5. Q&A: Discussion & Suggestions 15 min

Introduction to the OER Collaborative Project

An Sakach

Intermediate Vietnamese A Task-based Journey

About the Project

This OER Project received a grant from The Less Commonly Taught and Indigenous Languages Partnership, funded by the Andrew W. Mellon Foundation and housed in the Center for Language Teaching Advancement (CeLTA) at Michigan State University. The project involves creating an open intermediate-level textbook for the Vietnamese language, utilizing open source technologies such as H5P and adhering to the Creative Commons (BY-NC-SA 4.0) license. The textbook is designed following the Task-Based Language Teaching principles with a focus on using authentic materials to maximize opportunities for learner proficiency development. Tasks of various modes of communication are organized and sequenced through topics and themes. As for the structure of the material, the textbook is a loosely sequenced set of task-based materials which allow instructors to adapt easily to their specific teaching contexts. The project is completed on July 31, 2024.

About the Team

We are a dynamic team of experienced Vietnamese lecturers from institutions across the US, with diverse backgrounds in research and pedagogy. The team brings a wealth of knowledge and expertise in teaching Vietnamese, as well as a shared commitment to developing open materials and promoting strategic collaboration.



An Sakach



Chung Nguyen



Huy Phung



ThuyAnh Nguyen

About the Materials

"This taskbook functions as a collection of task-based materials, organized into 10 modules, each with 3 task sets aligned with interpretive, interpersonal, and presentational modes of communication. This structure is familiar to language educators and reflects ACTFL proficiency guidelines. Each mode features a learning/enabling task and an exit/assessment task, both simulating real-world communication. The learning task includes scaffolding like language activities, cultural notes, and grammar explanations. The exit task serves as an assessment, requiring independent student performance. Learning tasks may be further broken down into steps for clarity. Each task set is also accompanied by a glossary and teacher's notes for additional support. Importantly, while categorized by mode, tasks are multimodal, integrating various language skills." (From Taskbook-An Introduction)

How & Why?

MICHIGAN STATE UNIVERSITY

LESS COMMONLY TAUGHT AND INDIGENOUS LANGUAGES PARTNERSHIP

HOME ABOUT MATERIALS ANISHINAABEMOWIN WORKSHOPS SHARED LCTL SYMPOSIUM ONLINE LANGUAGE TEACHING

2023 Call for Working Group Proposals



Libraries MICHIGAN STATE UNIVERSITY OPEN EDUCATIONAL RESOURCES

Basic Vietnamese

Tung Hoang



T
B
L
T

Project Deliverables

- **Materials Development**

- Task-based materials as OERs
- Project-Based Learning Supports

- **Strategic Collaboration**

- Extracurricular Activities (student projects/ competition & awards)
- Professional/ Academic Development (conferences, workshops, articles...)

Intermediate Vietnamese

A Task-Based Journey



Huy Phung, An Sakach, Chung Nguyen
with contribution from Thuy Anh Nguyen

OVERVIEW OF THE MATERIALS

The Pedagogical Framework: TBLT

Huy Phung

<https://doi.org/10.17605/OSF.IO/JHQ6N>

Why TBLT?

- 'A researched pedagogy' advocated by **SLA** scholars
- Aligned with **proficiency-based** instruction & assessment
- '**Learning by doing**' for all: students, teachers, and us
- Serving as a working model for languages **beyond Vietnamese**

Which version of TBLT?

[TBA with Huy Phung]

The Materials Structure

- **Modules:** Topics/Themes/Projects
- Three task sets embraces **three modes of communication: interpretative, interpersonal, and presentational** specified in the ACTFL guidelines.
- Each task set consists of a **learning task** and an **exit task**
- The learning task adheres to the sequence: **Pre-Task, Task, Post-Task and Focus on Form**
- **Exit Task** follows the **GRASPS** model
- Activities, Language Notes, Glossary, Task Notes, **Teacher Notes**

Check it out!

Module 08 HOLIDAYS & FESTIVALS

Kỳ nghỉ và Lễ hội



Photo by Hieu Do Quang on Unsplash
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MBT-Read to summarize holidays / interpretive / read

Summarize a reading about Tết Nguyên Đán

PRE-TASK

Activity 1. "Taste" the Tết

Xem đoạn phim về nhạc sau và trả lời các câu hỏi bên dưới.

Watch the following music video and answer the questions below.



Một món đồ quen thuộc góp phần tạo nên hương vị Tết.

Mail M4 V6 - Hòa Minzy x NSND Bạch Tuyết x Hứa Kim Tuyến | Official MV Nhạc Tết

Câu hỏi:

- Hãy liệt kê điều làm bạn ấn tượng về dịp Tết? Những hình ảnh, phong tục, hoạt động hay trang trí nào khiến bạn nhớ nhất?
- Trong đoạn clip, có phong tục Tết có truyền nào mà bạn cảm thấy thú vị hoặc chưa biết trước đây không?

- Theo bạn, việc chuẩn bị cho Tết có ý nghĩa như thế nào trong gia đình bạn hoặc trong văn hóa Việt Nam?
- Từ "mái" trong đoạn phim ngắn trên có hai nghĩa, hãy điền vào chỗ trống hai nghĩa ấy:
 - "Mái" có nghĩa là _____ ý chỉ thời gian.
 - "Mái" có nghĩa là _____ ý chỉ loại cây truyền thống vào dịp Tết ở miền Nam. Loại cây này chỉ nở hoa một lần trong năm và dịp Tết nguyên đán.

Activity 2. Think about Tết

Bạn nghĩ tới hình ảnh, từ khóa, thông tin nào khi nghe từ "Tết"? Chia sẻ theo cặp hoặc theo nhóm về trải nghiệm Tết (nếu có) của bạn?

What images, keywords, information come to mind when you hear the word "Tết"? Share in pairs or groups about your Tết experiences if any!

Hình ảnh/Từ khóa/ Thông tin	Trải nghiệm về Tết

Activity 3. Form questions

Bạn sẽ đọc một bài viết về Tết Nguyên Đán. Trước khi đọc, đặt 5 câu hỏi mà bạn hy vọng bài đọc có thể trả lời cho bạn.

You are going to read an article about Tết Nguyên Đán. Before reading, ask yourself 5 questions that you hope the reading will answer for you.

Câu hỏi 1	
Câu hỏi 2	
Câu hỏi 3	
Câu hỏi 4	
Câu hỏi 5	

Phung et al. 2024. Intermediate Vietnamese: A Task-Based Journey



MAIN TASK

Summarize a reading about Tết Nguyên Đán

You are an exchange student in Vietnam and want to learn more about Tết Nguyên Đán to share with your family and friends. You come across the article below. Read the article and take notes.

Step 1. Read the article and take notes

Hãy đọc lướt qua bài viết và ghi lại những thông tin chính của bài đọc.

Skim the article and note down key information from the reading.



TẾT NGUYÊN ĐÁN

Tết Nguyên Đán còn được gọi là Tết ta, Tết truyền thống hoặc đơn giản là Tết - một dịp lễ vào đầu năm theo lịch âm của nhiều nước châu Á. Ngày Tết được hiểu theo âm chú Hán là "tiết", khởi đầu buổi sáng. Tết Nguyên Đán thường diễn ra từ ngày 23 tháng Chạp đến hết ngày 7 tháng Giêng. Nguồn gốc của Tết vẫn là một vấn đề tranh cãi. Tết được cho là xuất phát từ Trung Quốc và được Việt Nam áp dụng từ thời kỳ Bắc thuộc. Tuy nhiên, theo truyền thuyết "Bánh chưng bánh giầy", người Việt đã tổ chức Tết từ thời vua Hùng, trước cả thời kỳ Bắc thuộc.

Tết Nguyên Đán không chỉ là sự chuyển giao giữa năm cũ và năm mới mà còn là sự giao thoa giữa con người, thiên nhiên và thần linh. Trong truyền thống nông nghiệp, Tết là thời gian tôn vinh các vị thần như thần Đất, thần Mưa, thần Mặt Trời... Bánh chưng, bánh tét là món ăn truyền thống không thể thiếu, thường được làm và chia sẻ giữa các thành viên trong gia đình và bạn bè.

Việc gói bánh chưng trước ngày Tết là nét đặc trưng của nền văn hóa Việt. Đây cũng là cơ hội để gia đình thêm gắn kết. Ngày Tết, cả gia đình ngồi lại bên nồi bánh chưng nóng hổi là khoảnh khắc đáng nhớ.

Đôi khi trẻ em, việc nhận phong bao lì xì đã là một phần không thể thiếu của Tết. Chúc Tết và mừng tuổi là những hoạt động truyền thống, tạo ra những kỷ niệm đẹp trong những ngày đầu năm mới.

Phung et al. 2024. Intermediate Vietnamese: A Task-Based Journey



<https://osf.io/a2hx4>

SHOWCASING THE MATERIALS:
**How can it be applied
into classrooms?**

Chung Nguyen



Preliminary Outcomes from Material Piloting

1. Piloting Process:

- Four instructors from ASU, Columbia University, UM and UCSD
- 50 students (45 heritages and 5 non-heritages)
- Fall 2023: Piloted 16 tasks out of 30 tasks
- Spring 2024: Piloted 30 tasks out of 30 tasks

2. Focus Group Interview

- How each teacher implemented the materials in their classroom;
- How their students responded to the materials; and
- What each teacher reflected from their classroom experience with the piloted materials.

Preliminary Outcomes from Material Piloting

3. Teacher Feedback

- Two-thirds of teachers lacked familiarity with the textbook structure and task-based principles in the fall semester and increase the confidence of using the textbook after the spring semester.
- The textbook was piloted in both in-person and online teaching mode.
- Request for more detailed grammar support due to mixed-class composition and low-intermediate student proficiency.

4. Student Feedback

- Difficulty in pedagogical tasks focusing on interpretative mode.
- Positive engagement in real-world tasks

5. Solution

- Developed a comprehensive teacher manual with detailed guides and suggested activity answers.
- Revised the Language Focus and exercises for structures and vocabulary.
- Launch the textbook to the community to receive feedback from teachers and students

Teacher Manual

1. The textbook structure
2. Objectives of each task (3 modes of communication)
3. Detailed explanation of activities, language focus, quizlets and H5P
4. Teaching techniques suggestion
5. Answers/ suggested answers

Curriculum Design Cycle Model

Course Type:	Semester
Duration:	15 weeks, 38 instructional days
Content:	<p>5 Modules x 6 sessions (75 min): 5 instructional sessions and a module exam.</p> <p>Day 1: Task 1 (Interpretative Mode) introducing vocab and grammar through listening/ reading inputs</p> <p>Day 2: same input, expand or deepen comprehension. Exit Task 1</p> <p>Day 3: Task 2 (Interpersonal Mode) using vocab and grammar in doing the real-world situations.</p> <p>Day 4: Exit Task 2. Task 3 (Presentational Mode) introducing the writing/speaking genres</p> <p>Day 5: writing clinic/ presentation. Exit Task 3</p> <p>Day 6: Module Exam</p>
Assessment:	2 Quizzes (1 day); midterm and final project presentation (2 days)
Others:	<ul style="list-style-type: none">- First class for course orientation- Four last classes for Final Project Review

Curriculum Design Cycle Model

1. Pre F2F
2. F2F
3. Post F2F

Flow and structure of a flipped classroom design – Cycle 4

[1.5 weeks]- Unit 15. Houses Renting

Meet 4x per week, 65 mins, target level for First Year Vietnamese: IL

PREVIEW/COMPREHENSION CHECK	REVIEW & USE OF LANGUAGE	HOMEWORK & PREVIEW	FORMATIVE ASSESSMENTS
<p>Pre-F2F activities</p> <p>Grammar intro and practice:</p> <p>a) Review the prepositions of location b) Structure with: Mỗi + N + một + N</p> <p>Vocabulary intro and practice:</p> <p>c) Review house rooms and furniture d) Compile the list of house' rooms and furniture.</p> <p>Listening input comprehension:</p> <p>e) Dialogues - Listen 1: match the pictures with the descriptions you hear (6 sentences related to home and house renting). - Listen 2: fill the missing words in the blank (focus on vocab of utilities and amenities)</p>	<p>Day 1 - F2F activities</p> <p>Controlled activities:</p> <p>a) information gap practice (using the preF2F listening input) b) Grammar practices with pre F2F preparation</p> <p>Semi-controlled activities:</p> <p>c) Use the pictures from listening inputs to describe the different rooms and furniture in a pair (one describes the other takes notes and vice versa) using structures: Đây là _____; Trong phòng có _____; Ở cạnh bàn học là _____</p> <p>d) Mix sentences (preF2F grammar preparation) to check and arrange them in a short paragraph.</p> <p>Open-ended pair/group activities:</p> <p>e) Pair work: describe your own room to at least 2 other classmates and collect their descriptions into the table.</p> <p>f) Present your collection in 5 sentences to other groups.</p>	<p>Post-F2F activities</p> <p>Post F2F Expansion activities</p> <p>a) Do a room tour video in 3 minutes. b) Sketch your dream house in a poster (location, kind of house, furnitures)</p>	<p>Pre- F2F & Post F2F</p> <ul style="list-style-type: none"> all grammar intros and practice on coursework to provide immediate feedback or with TA reading/listening inputs have discrete comprehension checks to evaluate the student engagements. Rubrics and peer feedback for writing/ speaking tasks on coursework. <p>F2F</p> <ul style="list-style-type: none"> recall-protocol serves as a reading comprehension quiz. in-class quietlet and quizzes for vocabulary and grammar practices. participation in pair or group work in F2F activities individual/ pair work preparations for in-class activities. language production focuses on more complex sentences. collect written work from groups as assigned. take notes from tutoring with TA.
<p>Pre-F2F activities</p> <p>Grammar intro and practice:</p> <p>a) Comparison structures: S1 + Adj + hơn + S2; S + Adj + nhất; S1 + Adj + bằng + S2. b) Create 3 sentences using the comparison from reading input.</p> <p>Vocabulary intro and practice:</p> <p>c) Different kinds of housing: căn hộ, chung cư mini, nhà riêng, biệt thự, nhà liền kề</p> <p>d) Common Adjectives and Adverbs related to home and house renting.</p> <p>Reading input comprehension:</p>	<p>Day 2 - F2F activities</p> <p>Controlled activities:</p> <p>a) Quizlet Practice with adjectives/adverbs/ houses b) Dictation jigsaws from a house description.</p> <p>Semi-controlled activities:</p> <p>c) Spot the differences of house types. d) Reading Input Comprehension check with Q cards</p> <p>Open-ended pair/group activities:</p> <p>e) Role- play (2 different prompts) - Focus on location preposition: You left an important book in your room. Call your "mother"</p>	<p>Post-F2F activities</p> <p>Post F2F Expansion activities</p> <p>a) Write a short paragraph (250 words) about your dream house using the vocabulary in quietlet and unit's grammar structures</p>	

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MODULE 1: TRỞ LẠI TRƯỜNG [Back to school 8/26 - 09/1]	
M1 - GIỚI THIỆU	
M1 - TASK 1: READ TO RESPOND TO A BLOG POST	
M1 - TỪ VỰNG: Hoạt động mùa hè [Summer Activities] Sep 1 30 pts	
M1 - ĐỌC: Read to respond to a blog post about one's summer Sep 1 100 pts	
M1 - JOURNAL: What I did in the summer Sep 1 30 pts	
M1 - LANGUAGE VARIETIES: Bún chả/ Bún thịt nướng, Com rang/ Com chiên	
M1 - CULTURAL NOTES: Duyên	
M1 - TASK 2: CREATE A CLASS ID	
M1 - VIẾT: Create a Class ID Sep 1 30 pts	
M1 - LANGUAGE VARIETIES: Non-binary Pronouns	
M1 - CULTURAL NOTES: Tên ở nhà [Family Nickname]	
M1 - TASK 3: Gặp bạn & nói về mùa hè của mình	
M1 - GẶP BẠN [09/2-09/8] Sep 8 30 pts	
M1 - POST TASK: Reflection after Interaction Sep 15 10 pts	
FEEDBACK & KEYS [published on the following Wednesday]	
[KEY] M1_T1_Respond to a blog post	

Designed by Chung Nguyen and An Sakach
adapted from LRC, The University of Chicago

Incorporated PBL into Curriculum

PROJECT COMPONENTS

A	(65 pts)	<p>Annotated Bucket List: Create a well-documented bucket list of i) places to visit, ii) food to try, and iii) things to do within your chosen destination.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4-6 items for each list <input type="checkbox"/> Include a brief description in Vietnamese for each item in the list <p>★ Use the Project Notebook to keep track of all components of the project ★ After receiving feedback from the instructor, publish the annotation using Padlet Map, Wakelet, Thinglink, or any other digital tools. ★ The annotation can be written or oral</p>
B	(75 pts)	<p>Travel Tips Video: Produce a video in which you personally introduce the tips when traveling to this destination.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include information on weather conditions and essential items visitors should bring <input type="checkbox"/> 5-6 minute video <input type="checkbox"/> The video is well-planned and publishable
C	(100 pts)	<p>Meet with Language Exchange Partner: Students will be paired with a partner and schedule a meeting with the partner to meet and share their destinations.</p> <ul style="list-style-type: none"> • Before meeting: <ul style="list-style-type: none"> <input type="checkbox"/> Communicate with the partner and schedule a meeting via Zoom • In Zoom: <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and record the Scavenger Hunt Challenge with your partner • After meeting <ul style="list-style-type: none"> <input type="checkbox"/> A brief summary and comparison of your destination and your partner's.
D	(20 pts)	<p>Reflection card: You will write a 120-150 word reflection card where you will discuss your experience (process and knowledge acquired) on completing this project</p>
E	(40 pts)	<p>Create a Blog Post: The Blog post/ Website page/ Wakelet will incorporate all project parts. The post will contain the following components:</p> <ul style="list-style-type: none"> • Your revised bucket list [A] • The embedded "Travel Tips" video [B] • A comparison of your destination and your partner's [C] • A Reflection box [D] <ul style="list-style-type: none"> <input type="checkbox"/> All posted contents are revised based on previous peer's and instructor's feedback

Project "A Must Visit Destination"

(Designed by An Sakach based on M5)

Project Steps and Timeline

Friday, Jan 26, 2024	PA. Create a script for chúc Tết
Jan 28, 2024	<ul style="list-style-type: none"> • PB. Select a New Year celebration that you want to talk about • PC. Select an aspect of Tết celebration to explore • PD. Start a Glossary List
Friday, Feb 2, 2024	PA. Submit the Video Chúc Tết
Feb 4, 2024	<ul style="list-style-type: none"> • PB. Draft 1: Introduce a New Year celebration of a cultural community in the world • PC. Revise Interview Questions
Feb 11, 2024	<ul style="list-style-type: none"> • PB. Revise • PC. Submit Interview • PC. Reflect on the interview
Feb 18, 2024	<ul style="list-style-type: none"> • PC. Revise the interview reflection and add a synthesis of your research on the topic.
Feb 25, 2024	<ul style="list-style-type: none"> • Revise Part C • Reflection Draft 1 • Create and Submit the Quizlet
Thursday, Feb 29, 2024	Revise Reflection
Mar 3, 2024	Publish the project page

Project "Vui Như Tết"

(Designed by An Sakach based on M8)

SHOWCASING THE MATERIALS:

Student Events & Students' Feedback

ThuyAnh Nguyen

Students' Works

'Vui Như Tết' Project

A Virtual Exchange for Lunar New Year

Despite facing challenges that limited our in-person events, we successfully executed a virtual exchange program, **Vui Như Tết**, to celebrate Lunar New Year 2024. Students from five prestigious institutions, including Arizona State University, Columbia University, University of California San Diego, University of North Carolina, and University of Michigan, participated in this enriching experience.

Leveraging the knowledge gained from our Open Educational Resources (OER) modules on Family, Holidays, and Entertainment, students created engaging videos featuring New Year wishes on FlipGrid. These videos were then shared among all participating universities, fostering meaningful interactions through comments, compliments, and voting.

The project's ultimate goal was to create a sense of community and provide a valuable learning experience. By receiving abundant wishes and positive feedback from their virtual peers, students engaged with the project in a genuine and interactive manner. The collected videos were compiled into a comprehensive New Year wishes video, showcasing the project's impact and the students' creativity.



SHOWCASING THE MATERIALS:
Student Events & Students' Feedback

SHOWCASING THE MATERIALS: **Student Events & Students' Feedback**

**Trotter Multicultural Center, South
State Street, Ann Arbor, MI**

I really liked this event because we were able to interact with other students across the US that were taking a Vietnamese language class. It was interesting seeing what type of people are in these classes. It

Trotter Multicultural Center, South State Street, Ann Arbor, MI



Q&A

Discussion & Suggestions



Frequently Asked Questions

Jump to a question:

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