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LANGUAGE COMPETENCE

This is to certify that

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was a presenter at

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PROF. DR. JAYAKARAN MUKUNDAN  
CHAIR

## The 1<sup>st</sup> International ASEAN English Language Teaching (ASEAN-ELT) Conference

English lessons for those who recognize the importance of EIL. This accentuates "the need to move away from monocultural and monolingual norms" (Galloway & Rose, 2015, p. 206) and the need to re-examine the notion of target culture from within the EIL paradigm (Pennycook, 2007; Doan, 2014). Since teacher discussion about the implications of the current status of English for the teaching of culture(s) is missing in the Vietnamese EIL literature, this paper attempts to address this issue from the perspective of Vietnamese ELT teachers. Through the in-depth interviews with 52 teachers, the study presents three main themes: (1) teachers' preference for American and British cultures; (2) the need to include other cultures in teaching, and (3) various ways for teaching a variety of cultures in the classroom.

PARALLEL 2 / 0800-0825 / ROOM 9

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### EXPLORING AREAS OF SYNTACTIC CHALLENGE FOR THE ADVANCED NON-NATIVE LEARNER

With upper-intermediate to advanced non-native learners of English, locating what constitutes demanding lexical, syntactic and discursive structures emerges as a worthwhile effort. For its optimal demarcation, such a package can benefit from Systemic Linguistics, syntactic theory, research on the good and autonomous language learner, cognitive linguistics, among others. What is proposed here is a re-articulated model in this regard, putting the main focus on the syntactic areas of challenge. Experienced teachers attest that, coached and instructed consistently enough, the student usually picks up complex but rewarding syntax quite reliably, and is enabled to deploy it in authentic contexts outside the zone of the instructor's presence and reminders. Although these are two separate areas, the manner in which the instructor monitors the learner's attention so that it is allocated variably to constructions requiring added attention, and the instructor's actual knowledge of these attention-worthy constructions, it is important to recognize that the latter constitutes an intuitive and necessary springboard for the former; awareness of what complex but native-like and rewarding syntax encompasses could be as important as, or more so than, how to teach them.

PARALLEL 2 / 0800-0825 / ROOM 10

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