

KEYNOTE SPEAKERS



Sandra Gollin-Kies

Institution: Benedictine University, Illinois, USA

Email: skies@ben.edu

Dr Sandra Gollin-Kies is an Associate Professor in the Department of Languages and Literature at Benedictine University in Lisle, Illinois, where she directs and teaches in the MA in Linguistics. She has taught ESL in the UK, Australia and the USA. In Australia she worked as a teacher of ESL to immigrants from a wide variety of backgrounds, many from Vietnam. She was Director of English for Academic Purposes (EAP) at the University of Technology, Sydney (UTS) and the University of Western Sydney (UWS). At Macquarie University she was a teacher professional developer for the National Centre for English Language Teaching and Research (NCELTR), and also taught and developed courses in the MA Linguistics program and graduate level teacher education. Dr Gollin-Kies has lived and worked in the United States since 2006. Her major research interest is the analysis of spoken and written discourse using tools such as corpus linguistics. Her research has been published in the *ESP Journal*, *Quaderns Filologica*, and edited collections pertaining to TESOL. Her latest book is *Language for Specific Purposes* (Gollin-Kies, Hall, and Moore) Palgrave Macmillan, 2015.



Duong Thi Hoang Oanh

Institution: University of Social Sciences & Humanities – VNU-HCM

Email: duonghoanhvnu@gmail.com

Associate Professor **Duong Thi Hoang Oanh**, Country Representative of Vietnam- Asia TEFL, obtained her B.A. in the English Language at Hue University (1985), Vietnam, MA in TESOL at Canberra University (1994), Australia; Ph.D. in Applied Linguistics at Victoria University of Wellington, New Zealand (2003); Post Doctorate in Management in Higher Education at Yale University, USA (2007), Post Doctorate in International Studies at The School of Education, Royal Melbourne Institute of Technology (RMIT), Australia (2010).

Previously, she was the Associate Director of the Department for External Relations of Vietnam National University, Ho Chi Minh City (2010-2014); Acting Director of the Office for International Cooperation and the Director of the Centre for Interpretation and Translation of Hue University (2006-2009); Head of the International Studies Division (2006); Director of the Office for International Relations, Research Management and Post-Graduate Education (2005); and Dean of the English Department (1999) of the Foreign Language College, Hue University.

She is fortunate to have lived and worked in a variety of different cultures as a learner, educator, researcher, counselor, and manager. These experiences have shaped her teaching philosophy and role as an educator, convincing her that the specifics of the teaching objectives should vary depending on the cultural context, course content, class level, and demographics. The ultimate purpose of an intercultural educator is to maintain a constant and stable role while being flexible to

adapt to the needs of both students and the learning environment. Her teaching and researching interests focus on applied critical thinking, communicative competence, international and comparative studies, curriculum design, learner autonomy, and classroom practices. She has received national and international grants for research on educational reforms, higher education management, and assessment. She has participated as both panel chair and presenter at many conferences in Asia, the USA, Australia, and New Zealand. Her most recent publications are "Learning EFL in the Vietnamese Classroom in the 21st Century" (2016, forthcoming), Asian TELF; "Applied Critical Thinking" (2015), VNU Publisher; "Native- and non-native English language teachers: Student perceptions in Vietnam and Japan," (2014), SAGE Open, USA and "Native- and non-native speaking English teachers in Vietnam: Weighing up the benefits", (2012)TESL-EJ: Teaching English as a Second or Foreign Language, USA (co-author: Ian Walkinshaw). Other publications include articles and book chapters on educational reforms, needs assessment, community values and classroom dynamics, student feedback, integrative classroom technique, teacher development, and images of Vietnamese women in literature.