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军事汉语的特殊语音现象 及其教学建议

Special phonetic phenomena in military Chinese and recommendations for teaching

TÔNG VĂN TRƯỜNG* TRẦN THỊ KIM LOAN**

*Academy of Military Science, ✉ tongtruong@hotmail.com

**VNU University of Languages and International Studies, ✉ kimloantw@vnu.edu.vn

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ABSTRACT

As a language for specific purpose, military Chinese not only shares the common characteristics in pronunciation, vocabulary, grammar and writing system of the Chinese language, but also has some special linguistic phenomena due to its specialised application in the military field. Apart from the popular application of common Chinese, military Chinese teaching needs to pay more attention to the specific characteristics of its own domain. In this paper, we analyze the specialised phonetic phenomena in military Chinese from the aspect of pronunciation, and put forward some relevant teaching suggestions in hope of overcoming the incompleteness of the specialised military phonetic system in the course of military Chinese pedagogy.

Keywords: *military Chinese, phonetic phenomena, specialised, language teaching*

一、引言

军事语言属于领域语言，不同领域对语言的要求不同，不同领域的语言也必然会有不同的特点。军队是一个战斗的集体，是一个组织严密，纪律严明的武装集团。军事生活的严格规范、部队战斗力的保证要求、官兵行动的正规统一，使得语言表达上也体现出鲜明的军事特色。人们经常说，在正式场合上，军人说话又洪亮、清楚、准确，又有力、体现一种阳刚之气。军事语言中这种特色取决于语音、词汇、语法等方面的因素，其中语音因素显而易见。

与一般语言语音一样，军事语言的语音是由人的发音器官发出的，负载着一定意义的，并作为语言符号系统载体的声音。但是，军事

语音传递的是军事信息，军事语音负载着军事信息，借助声波传播介质——空气从军事信息发出者传递到军事信息接受者，这一过程决定了军事语音的特殊性。范金平在观察军事语音现象之后，发现军事语音与其它语域语音现象之间的差别主要体现在音高、音强和音长上，同时通过制式军事口语进行录音实验，分析了上述因素在具体语境的表现（范金平，2016，第20-66页）。向音在分析军事口语语体时也指出，军事语音的特点包括：发音多用胸音或腹音；语调铿锵有力，多用降调，重点音突出；节奏感强；声调常有变化（向音，2005，第27-28页）。李苏鸣从语言应用角度出发，认为语音要素在军事领域的应用无疑应当遵守语音一般规则，但也具有一些值得研究的特殊语音现象，例如：队列口令音变、队列呼号音

变、若干数字特殊说法等（李苏鸣，2017，第56-63页）。这些特殊的语音现象是在军事语境中产生的，决定于语音要素军事应用的需求，是现代汉语领域音变现象的特例。

李如龙认为，第二语言教学应该重视语言应用的共性，更应该关注语言的个性特征（李如龙，2014，第1-10页）。教学汉语，除了遵循语言教学的一般规律之外，还应该强调针对汉语的特点，从教学目标和要求、教材编写到教学方法，都能适应这些特点，形成特有的教学体系。作为军事汉语教学的一部分内容，军事汉语语音教学也不例外，一方面要遵循语音教学的规律，一方面要针对汉语军事语言的语音特点，即将汉语军事语言的语音规则变为具体的言语进行军事汉语教学。基于这一思路，本文借鉴上述学者关于军事汉语语音的观点，尤其是李苏鸣关于特殊军事语音现象的归类，对这些内容进行梳理和分析并以此作为军事汉语特殊语音的理论知识，在这基础上展开相关军事汉语语音教学的研究。

二、军事汉语的特殊语音现象

（一）军事汉语中的音变现象

音变是指在语流中，连着说的音素、音节或声调因为前后互相影响而发生变化的现象，从变化时间上可分为历时音变和共时音变两种情况。现代汉语中的共时音变有变调、轻声、儿化和语气词“啊”的变读等现象。军事汉语中的音变现象较为普遍，在队列口令、队列呼号、呼唤和答应语、报告语等都有出现，其中队列口令的音变和队列呼号的音变最为突出。

（1）队列口令的音变

队列口令，是队列训练和日常列队时指挥员下达的口头命令。中国军队《队列条令》附录一规定下达队列口令的基本要领，包括：“

（1）发音部位要正确。下达口令用胸音或者腹音。胸音（即胸膈膜音）多用于下达短促口令；腹音（即由小腹向上提气的丹田音）多用于下达带拖音的口令。（2）掌握好音节。下达口令要有节拍，预令、动令和微歇有明显的

节奏，使队列人员能够听得清晰。（3）注意音色，音量不要平均分配。下达口令一般起音要低，由低向高拔音。（4）突出主音。下达口令时，把重点字的音量加大。”出于这样的规定，军人在下达口令时要把握字音的长度、掌握呼吸、正确使用声区和共鸣部位、掌握口形和开口度等。这一切表明队列口令的发音与汉民族共同语普遍的语音规则和音变规律有所不同。从语音的物理属性上看，这些特殊语音现象主要表现在声调、音长和音强等三个方面的变化。

声调变化方面，由于《队列条令》规定“下达口令一般起音要低，由低向高拔音”，因此队列口令出现三种变调现象：其一，口令“起音”的调值由高变低。例如“向后——转”的“向”，本来是去声，调值51，实际发音时一般变为上声，调值214，与“想”的调值相似。其二，口令“尾音”的调值由低向高。例如“向后——转”的“转”，本来是上声，实际发音时一般变为阴平，调值55，与“专”的调值相似。其三，预令需要延长时适当升高调值。上去两声或曲折或高降，不像阴平、阳平那样高而扬并容易延长。因此，末尾为上去两声的预令在延长时，一般要提高原调值，同时，又要保证动令使用最高调值。例如“向后——转”的“后”原是去声，实际发音时“后”因拖音而出现音高扬起的现象。

音长变化方面，在队列口令中，由于要求发音要有一定的节拍，因此预令、动令、微歇和拖音都要有明显的节奏，既要使队列中的人员能够听清，又要与队列动作的节奏相和。例如：在行进中下达“立定”的口令时，“立——”是预令，要在队列人员左脚着地时下达，一直延长至右脚着地时才下达动令“定”。迈完这一步的时间就是预令的音长值。不同的步伐，预令音长值也不一样。齐步走标准速度为每分钟116~122步，正步走标准速度为每分钟110~116步，跑步走标准速度为每分钟170~180步，这就需要根据行进节奏来确定预令的音长。此外，队列人数的多少也对预令或动令的音长有制约作用。队列人数较少时，预令或动令拖音较短；队列人数较多时，预令或动令拖

音可适当延长。有的连续型口令的预令和动令都有拖音，例如：向军旗——敬礼——。

音强变化方面，下达队列口令时所发出的声音通常强于正常发音，发音时所用的力，呼出的气流量以及发音体振幅都大于正常发音。队列口令按照这一要求发音，就会形成与平时发音不同的音强和音色，同时使发音中的重音更为突出。由于下达口令使用胸音或腹音，发音时中气十足，发出来的声音铿锵有力、声如洪钟。例如“齐步——走”，“齐步”是预令，“走”是动令，预令和动令之间要有半秒时间，先用气由丹田冲上，不让声音直截了当地通过声道奔涌出来，当它通过共鸣器发出“齐步”声音时仍保持一定的压力，“走”字要喊得短促，重音，有坚定不可违背的气势。长期在部队从事室外训练场组训任务的教员，当他们在教室里授课时，有些人也往往难以改变这种特殊的发音方式。

(2) 队列呼号的音变

队列呼号，是指在队列行进中用以调整步伐和提振士气而统一呼喊的数字。中国军队《队列条令》规定，“行进中，需要时，用‘一二一’（调整步伐的口令）、‘一二三四’（呼号）或者唱队列歌曲，以保持步伐的整齐和振奋士气”。队列呼号由数字“一二三四”组成，因此，队列呼号音变就是指相关数字的音变。

部分数字变调是汉语一种重要的音变现象，主要是指“一、七、八”变调。通常情况下，“一”的变调主要有四种，一是单念或用在词句末尾以及序数中，声调仍为阴平（第一声），如“十一”“统一”“第一”。二是在去声前变为阳平（第二声），如“一次演习”“一辆坦克”“一线部队”。三是在非去声前，变为去声（第四声），如“一架飞机”“一支长枪”“一等战备”。四是嵌在相同的动词中间，读轻声，如“想一想”“谈一谈”“管一管”。“七、八”的变调，主要是在去声（第四声）前，调值可以变为阳平，也可以不变，其他场合念原调阴平（第一声）。如“七项制度”“八路军”。

“一、七、八”数字变调现象在军事领域语音要素应用中同样存在。但呼号“一二三四”中“一”的变调则有所不同。按照上述“一”的变调常规，通常在去声前面变为阳平（第二声），如“一个”。但是，在队列呼号中，一般呼号是由指挥员领呼一句，队列人员以同样节奏跟呼一句，虽然“一”之后的“二”是去声，但按照规定的节奏，“一”和“二”是单念的，中间或有休止符，因此，队列呼号中的“一”通常保持原有的阴平调值。

(二) 军事汉语中数字的语音变换

现代汉语中的数字有三种写法，包括：小写“〇、一、二、三、四、五、六、七、八、九、十”；大写“零、壹、贰、叁、肆、伍、陆、柒、捌、玖、拾”和使用阿拉伯写法“0、1、2、3、4、5、6、7、8、9、10”。读音方面，这些数字都有统一的标准读音，但“一、二、七、九、〇”这五个数字，在一定语境中会有特殊的语音变换，如说电话号码、房间号时“一”读作“幺”等。这种语音变换在军事领域语言应用中使用频率高，形成体系，在一些场合有重要的不可替代的作用，我们将其称为军用数字语音变换现象。

(1) 军用数字语音变换情况

中国军队在使用数字时将0至9这10个数字分别读作“洞、幺、两、三、四、五、六、拐、八、勾”，其中“0、1、2、7、9”这5个数字的读音与汉语标准读音不同。其他两位数（两位数序数词除外）、三位数至更高位数的表示，以一位数读法为基础，按顺序读出数字。例如：

27：汉语标准读法为二十七，军用读法为两拐；

90：汉语标准读法为九十，军用读法为勾洞。

110：汉语标准读法为一百一十，用为报警电话时为幺幺零，军用读法为幺么洞。

120：汉语标准读法为一百二十，用为急救电话时为幺二零，军用读法为幺两洞。

尽管中国解放军2011年版《中国人民解放军军语》并未将数字军语列入，但这种军用数字语音变换还常常表现在部队番号和代号、武器装备型号和编号、演习和重大行动代号、电报代码、联络口令等方面的说法上和作战或训练时经常出现以数字表述方向、距离、坐标的说法上，形成了有系统性、特殊性的军用数字语音变化现象。

(2) 军用数字语音变换的作用

军队是一个特殊社团，其成员来自五湖四海，交际中有时会受到军队成员的方言或少数民族语言的影响。再说作战活动，训练活动一般都在特殊环境中进行，由于噪音、远距离、障碍物等因素，语言信号的接受容易发生错误，直接影响到任务的落实。因此，这种数字在军队的替代说法其作用主要是在各种复杂的环境中避免误读、误听，使口语表达更加清晰、以确保军事信息的传递准确无误。为了达到这一效果，从语音方面讲，数字的语音变换应该使用声音响亮、开口度大、可消除近音的音。

汉语里，元音*i*是“舌面、前、高、不圆唇”的元音，发音时唇形呈扁平状、舌头前伸使舌尖抵住下齿背（黄伯荣、廖序东，2002，第61页），在各元音中开口度最小，因此带有元音*i*的数字词，如“一、七”等，声音不太响亮，清晰度较差，没有“么、拐”发音效果好。韵母带有元音*i*的数字词还有“零”和“九”，其韵母分别为*ing*和*iou*，其中*iou*是中响复元音韵母，发音时，前面的元音轻短，中间的元音清晰响亮，后面的元音音值含混（黄伯荣、廖序东，2002，第66页）；*ing*是带鼻音韵母的，发音时先发元音*i*，紧接着发*ng*，整个韵母发音完毕才除阻（黄伯荣、廖序东，2002，第67页）。而在“勾”出现的复元音*ou*（前响复元音韵母）和在“洞”出现的带鼻音韵母*ong*，由于元音*o*起作用，因此“勾”和“洞”发音时比“九”和“零”开口度要大，声音更响亮。另外“二”在语音方面是一个卷舌、央、中、不圆唇的元音，发音时舌尖要向硬腭卷起（黄伯荣、廖序东，2002，第63页），直接影响到清晰度和强度，因此没有“两”发音效果好。

汉语里一些数字词由于发音接近或受方言的影响，容易造成混乱。比如“一”和“七”的韵母和声调完全一样，是两个近似的读音。在比较嘈杂的情况尤其是激烈的作战环境中，使用口语指挥、联络、报告、请示时，往往容易对一些读音近似的用语产生误听现象。如果按字读音，容易把“701”听成“107”，不如把“701”说成“拐洞么”，把“107”说成“么洞拐”，这样发出的声音又响亮，又能避免误听。类似情况，“十”和“四”的发音有明显的区别，但是，在一些方言中，“十”和“四”的读音则十分接近。如汉语闽方言中“十”和“四”只有声调的区别，声母和韵母完全相同。由于受方言影响，一些人在使用普通话说数字时，也往往把“十”和“四”的声母读成一样。因此，在中国军队里就统一把“10”说成“么洞”，以避免出现误读现象。

三、军事汉语特殊语音现象教学现状与建议

(一) 军事汉语特殊语音现象教学现状

有关军事汉语特殊语音的教学内容

语音贯穿于语言活动的全过程，没有良好的语音基础，学生就无法做到听音释义，对所听到的内容反映迟钝或产生的误解就在所难免。一般情况下，学生开始学汉语时就得到了语音方面的训练，大部分汉语词汇的语音都清晰容易辨别，学生可以在不断学习中逐渐掌握，并形成条件发射进而产生快速反映，因此，对听力理解不会造成太大的影响。

但是，在真实情况下，许多语音会因各种情况而发生变化，形成特殊的语音现象，使学生无法对原本熟悉的语音进行准确的辨析，甚至出现误听，对学生的听力理解产生重大影响。可见，习得特殊语音现象的发音特征对提高学生的语音能力，听力理解能力，保证语言交际的顺利进行是十分重要的。认识到这一点，各所院校在选择教材和进行语音教学的时候，都注重现代汉语中变调、轻声、儿化、语气词“啊”的变读等语音现象的教学。

语音教学是汉语教学第一阶段，也就是基础汉语阶段的教学重点内容。在设有汉语言本

科专业的军队院校里，此阶段学生在学习基础通用汉语的过程中，安排学习了初级军事汉语，可使用的教材包括杨寄洲主编的《汉语教程》（第一、二、三册）和汪景民主编的《初级军事汉语》等。我们针对这两套通用汉语和军事汉语教材，考察了相关的语音教学内容，旨在明确上述特殊语音现象在教材里的编入情况，并指出其之间的联系。

对于通用汉语而言，《汉语教程》都有专门涉及现代汉语中变调、轻声、儿化、语气词“啊”的变读和“一”和“二”的读音变化等内容，除了做出详细的讲解，还设计相当部分的练习。更具体，在变调部分，此教材涉及“一”和“不”的变调；在读音变化内容，主要介绍电话号码里出现的“一”读作“幺”等。

对于军事汉语而言，由于军事汉语中特殊的语音现象普遍存在，因此这些特殊的语音现象应该成为军事汉语语音教学的重点内容，相关教材应该有所提及和讲解。我们考察了汪景民主编的《初级军事汉语》（2019年版）教材，此教材所涉及的军事语音内容包括军事口令（第六课）、部队单位番号（第二课）、武器名称（第十一课）等。由于此教材适用对象是具有初级汉语基础且通过HSK三级考试的学生，因此教材没有专门讲述语音内容，与特殊语音现象有关的语音现象虽然编入了教材，但与其相关的语音问题都没有得到解释或引导。学生一般根据已有的拼音方案进行朗读，基本上无法形容在实际呼喊中的变音，甚至不明白“我在第76集团军54旅32营”这一句中的“54旅”读作“Wǔshísì Lǚ”（汪景民，2019，第15页），而“昨天你们留学生去中国军队的123旅参观”这一句中的“123旅”却要读作“Yāo-èr-sān Lǚ”（汪景民，2019，第115页）。考察结果表明，军事汉语教材缺乏有关军事语音的知识，未满足教学的要求。

学生对特殊语音现象的掌握情况

为了进一步探讨军事汉语教材中有关军事语音知识的缺乏对学生产生如何影响，我们进行了问卷调查。本次问卷调查主要考察军事科

学学院汉语专业本科学员有关汉语特殊军事语音的知识结构，以了解军事学员对军事语音知识的接触、理解和运用的情况。问卷调查设计五道题，其中第一和第二道题测试学员对汉语军事队列呼号和队列口令音变的认识，采用多项选择的题型。第三到第五道题测试学员对军用数字语音变换的认识情况的运用能力，采用选项和书写题型。调查的对象为三年级的汉语专业学员（三年级学员刚完成二年级第二学期《初级军事汉语》课程学习），发放问卷28份，收回问卷28份，合格问卷28份。考察结果及分析如下：

关于队列口令和队列呼号的变音（第一和第二道题）有93.1%学生一无所知，6.9%的学生有点印象。我们进一步对选择“有点印象”的学生进行访谈，发现他们只是认为应该有变音的，并没有接触过相关的内容。关于军用数字语音变换（第三道题），100%学生懂得“一”和“二”可以说成“幺”和“两”；懂得“七、九、〇”可以说成“拐、钩、洞”的学生比例分别为0%、6.9%、17.2%。可见，相当多的学生对“七、九、〇”的语音变换现象不了解。引起这种情况是因为他们所使用《汉语教材》对“一”和“二”的语音变换现象都有讲解，而对“七、九、〇”的语音变换现象却没有提及，他们所使用的《初级军事汉语》和《中级军事汉语》教材也没有提及。为了了解学生掌握军事汉语中数字的语音变换现象，问卷还设计部分选项（第四道题），针对一些电话号码、房间号和含有数字的一些部队单位名称、武器名称，用汉语拼音表示其说法让学生选择正误。结果显示，100%学生正确选择电话号码的说法，即懂得电话号码、房间号码中的“一”读作“幺”，但相当部分学生对针对含有数字的一些军队单位名称和武器名称选择错误，如认为“181师”可以说成“一八一师”或“一百八十一师”等。另外，问卷还对学生的军用数字语音使用情况进行了测试，要求学生用汉语拼音书写特殊军事环境中所使用的四组数字，结果100%学生回答错误，学生基本没有这方面的能力。这一考察结果进一步说明军事汉语教学上尚未高度重视特殊军事语音现象教学，未能满足学生的要求。

(二)有关军事汉语特殊语音现象的教学建议

(1) 军事汉语课堂上增加有关军事语言的特殊语音现象讲解和练习, 构建较为完整的军事汉语语音知识教学体系

实际情况表明, 目前军事汉语课程通常是用汉语对有关军事的各方面知识进行简要的介绍, 少有对特有语言现象的讲解和训练, 其中包括特殊的军事语音内容。军事语音是军事汉语课程需要解决的问题, 针对教材关于军事语音解释与引导的空白, 教师在课堂上应该主动增加有关军事语言的特殊语音现象内容, 将其编入教案并在课堂上展开相应的教学活动。当学生学到有关军事单位的代号、武器名称、位置坐标等语言现象, 教师时可进一步讲解并反复让学生做练习。这里讲授的内容应当注意四点: 一是“么、拐、钩、洞”不指称数词。数词是表示数目的词。在“么、两、拐、钩、洞”中, 除了“两”是数词以外, 其他的都不是数词。因此, 说数词时不使用“么、拐、钩、洞”。比如, 在军事领域特定场合, 要使用数字特殊说法指称“181师”时, 可以把“181”视为一组不表示数目的代码, 说成“么捌么”, 但不能把“181”视为一个数词, 说成“么百捌拾么”。二是除了“两”以外, “么、拐、钩、洞”在使用中通常不能带量词。比如, 不能把一碗水端平说成“么碗水端平”, 不能把“九米长”说成“钩米长”。三是“么、两、拐、钩、洞”只是数字的“说法”, 通常只用于口语, 在书面文件中写出来的仍是“0、1、2、7、9”或“〇、一、二、七、九”。四是在作战文书中, 部队番号中的数字以阿拉伯数字标识; 在平时机关公文中, 部队番号中的数字一般使用汉字。部队代号均用阿拉伯数字。在读部队番号和部队代号中的数字时, 通常序数词中的两位数要完整读出, 例如: “第九十三师”, 不宜读作“第九三师”; 序数词中3位以上的数字通常可以省略判读, 例如: “第一二〇师”, 一般不读作“第一百二十师”, 通常将“一、二、〇”依次读出。代号中的数字没有计数意义, 通常依次读出。

至于队列口令和队列呼号的变音这一内容, 学生开始学汉语时, 已经掌握了汉语一些

变音的现象, 当学到队列口令等内容, 更容易接受这种特殊的音变。教师要自己了解情况, 掌握队列口令和队列呼号的变音特点, 并在教案中加以说明, 在教学过程当中适当引入有关一此变音的知识点。关于队列口令变音训练的引入, 教师不仅需要编排一些队列口令, 还需要通过各种渠道让掌握其发音的特点, 为教学打下基础。

(2) 实现通用汉语教学与军事汉语教学的衔接, 进行跨课程的教学内容整合

通用汉语教学是军事汉语教学的基础, 其中通用汉语属于汉语学习的基础阶段, 以帮助学生掌握基本的汉语知识, 理解汉语的基本词汇、语法等为主要目的; 经过通用汉语学习, 学生可以应付日常的汉语应用, 欣赏汉语言文学作品, 通过一般的汉语测试等。而军事汉语则是汉语学习的另一个交叉阶段, 只有通过军事汉语语这个阶段的学习, 学生才能用汉语翻译或写作军事领域的文章, 用汉语处理军事专业领域的事务等, 即能将汉语用在军事交往工作的实践中。这意味着军事汉语教学离不开通用汉语教学。但实际上, 通用汉语的教学内容和军事汉语的教学内容几乎是两个独立的系统, 存在河水不犯井水这一情况, 它们之间有着一定的脱节。

我们认为, 军事汉语不仅是一门课程, 更是整个专业的核心教学内容, 此内容应该贯穿其他课程的教学内容。为了实现通用汉语教学与军事汉语教学的衔接, 需要通用汉语课程、汉语言理论课程、翻译课程等进行军事语言内容整合。从语音方面, 学习通用汉语的初级阶段, 当学生习得“一”的读音改变时, 可加上“七、九、〇”变音的讲解。这工作应该在课堂上进行的。由于学生刚开始学汉语, 因此教师安排的练习也该较为简单, 不要增加学生的学习压力。另外, 这两种特殊的军事汉语语音现象还可以放在《现代汉语理论》课程语音部分进行讲授, 对这些语音现象进行总结, 以巩固学生的知识, 让这课程的军事特色更加鲜明, 军味更加凸显。

(3) 采用语流教学思路, 注重听辨练习和口语表达练习

长期以来, 由于汉语语音系统本身的复杂性和教学安排上的限制, 人们对基础汉语教学阶段的语音教学, 产生了两种不同的认识和价值取向, 从而形成了“音素教学”和“语流教学”两种不同的教学思路。所谓音素教学, 是指语音训练从汉语的声、韵、调的单项练习开始, 逐步过渡到词组、句子和会话练习。语流教学则强调在语流中学习语音, 语音学习从语流练习开始, 教学内容包括句中的停顿、重音、句调、连读、节奏等语音成分的教学(张建强, 2007, 第61-63页), 而这些语音成分在一些军事语言现象, 特别是军事口令, 表现非常突出。可以看出, 语流教学, 强调在语流中学习语音, 通过语流教学, 可以解决语流音变等问题, 这一方法在军事汉语特殊语音现象教学中将发挥重要作用。

学习军事汉语阶段的学生已经过初始阶段对声韵调的集中系统训练, 发音已有了一定的基础。纠正错误的发音和语流教学本应自然而然地成为这一阶段语音教学的重点。但是实际教学中在这个阶段更多的注重词汇、语法的学习, 语音教学特别是语流教学, 受到不同程度的忽视。教师或者完全放弃非零起点阶段的语音教学, 或者只注意到帮助学生正音, 而没有对句子中词语的连读、停顿、重音、句调、节奏等语流现象做特殊的讲解和强调。

语流教学则是以听说为先导, 通过句子把音、律、调统一起来进行教学(乔继华, 2010, 第22-24页)。在语流基本功训练方面, 可选用多种队列口令, 并按照下达的要求让学生通过听辩和说话掌握其变音的特征。反复的训练可帮助学生练习唇、齿、舌、喉等发音器官在语流中灵活而快速的配合, 从中熟悉口令中的韵律特征, 体会到语音的节奏感。教师在示范时可以夸张发音, 加深学生对其音变特点的认识和感受, 便于他们模仿训练, 从而形成语流语感。教师还可以要求学生在网上观看阅兵仪式或队列训练活动, 锻炼自己的听力能力, 同时课下可组织学生用汉语队列口令进行呼喊。

四、结语

军事汉语中特殊的语音现象普遍存在, 而最有代表性的是军事音变现象和军用数字语音变换。这些特殊的军事语音现象, 理应成为军事汉语教学的一个重要内容, 但在通用汉语教材以及军事汉语教材中, 此内容仍是为零。面对这一情况, 需要构建一个较为完整的军事汉语语音知识教学体系, 在军事汉语课堂上增加有关军事特殊语音现象讲解和练习, 实现通用汉语教学与军事汉语教学的衔接, 进行军事特殊语音内容的跨课程教学, 同时采用语流教学思路, 保证军事语音教学的效率。

在信息化的条件下, 为了借助外语获取有用的军事信息, 学习和借鉴外国先进的军事思想与技术, 更好地参与国际军事交流与合作, 军事外语人才的培养是不可忽略的一环。就军事汉语而言, 培养汉语专业军事方向的军事人才, 必须突出汉语教学中的军事语言特色, 构建军事汉语知识体系, 将其编入相关教材和课堂讲授内容, 实现军事汉语教学的针对性和连贯性。作为军事汉语知识中的一部分, 军事语音内容应得到进一步的研究和应用于实际教学当中去。

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HIỆN TƯỢNG NGỮ ÂM ĐẶC THÙ TRONG TIẾNG TRUNG QUỐC QUÂN SỰ VÀ KIẾN NGHỊ TRONG GIẢNG DẠY

TÓNG VĂN TRƯỜNG, TRẦN THỊ KIM LOAN

Tóm tắt: Với tư cách là ngôn ngữ lĩnh vực, ngôn ngữ quân sự tiếng Trung Quốc vừa mang các đặc điểm chung về ngữ âm, từ vựng, ngữ pháp... của tiếng Trung Quốc toàn dân, vừa bao gồm các hiện tượng ngôn ngữ đặc thù có được do ngôn ngữ toàn dân ứng dụng vào lĩnh vực quân sự. Giảng dạy tiếng Trung Quốc quân sự, ngoài việc coi trọng các kiến thức ngôn ngữ ứng dụng chung còn cần phải chú ý nhiều hơn đến các hiện tượng ngôn ngữ quân sự đặc thù. Bài viết tiếp cận từ góc độ ngữ âm, phân tích các hiện tượng ngữ âm đặc thù của tiếng Trung Quốc quân sự, đồng thời khảo sát làm rõ hiện trạng hệ thống kiến thức ngữ âm quân sự đặc thù chưa đầy đủ trong nội dung giảng dạy tiếng Trung Quốc quân sự cũng kết cấu kiến thức ngữ âm quân sự còn thiếu hụt của người học, từ đó đưa ra các đề xuất về giảng dạy có liên quan.

Từ khóa: *Tiếng Trung Quốc quân sự, hiện tượng ngữ âm, đặc thù, giảng dạy*

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A REVIEW OF COGNITIVE LINGUISTIC APPROACHES TO TEACHING VOCABULARY TO EFL LEARNERS

TRẦN TÍN NGHỊ^{*}, NGUYỄN TẮT THẮNG^{**}, NGUYỄN THỊ HẢI YẾN^{***}

^{*}Ho Chi Minh city University of Food industry, ✉ nghiitt@hufi.edu.vn

^{**}Da Lat University, ✉ thangnt@dlu.edu.vn

^{***}Hai Phong University of Medicine and Pharmacy, ✉ nthyen@hpmu.edu.vn

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ABSTRACT

The amount of learners' vocabulary is the most important factor in detecting students' proficiency, competence, and level of learners of English. Vocabulary teaching methods have been appealed to linguists, especially in the TESOL field. This paper aims to discuss three cognitive-linguistic principles in teaching vocabulary for EFL learners of English, namely the study of categorization, prototype, and metaphor. The findings of this research provide light on how EFL learners deal with particular figurative interpretations of lexical items whose core meanings they are familiar with and may therefore help to the improvement of existing methods to vocabulary instruction in the early English process. Categorization, Prototype, and Metaphor are used as guidelines to explore how target language words or phrases acquired figurative meanings (i.e., to identify their polysemous nature) and to facilitate not just their understanding, but also their learning of related phraseology. The implications of these principles in the EFL learning environment, like the Vietnamese context, are applicable and practical.

Keywords: *cognitive linguistics, vocabulary teaching, categorization, prototype, metaphor, metonymy*

1. INTRODUCTION

The knowledge of vocabulary plays an important role in the acquisition of the English language. According to Das (2017), a learner's amount of vocabulary knowledge will determine their proficiency, competence, and ease of acquisition of a second language. Let us examine the meaning of the word 'mushroom' in the following examples:

(1) Children don't like mushrooms in their omelettes.

(2) Crime in the city has mushroomed during the past decade.

One may understand the meaning of mushroom in example (1), but there is no guarantee they acquire the extended definition of mushroom in example (2). The polysemous meaning is one of the barriers for EF learners, especially with the high-frequency words such as prepositions (e.g., 'over') and multiple parts-of-speech words (e.g., 'have'). Therefore, teachers expect students to absorb a vast number of words and their meanings from students' extensive reading that teachers fail

to do during given class time (Krashen, 1985; Krashen, 2011).

Consequently, vocabulary teaching is a vital concern in the English language, which has prompted diverse research and implementations of different vocabulary teaching methods. One important discipline that has been adopted is cognitive linguistics (CL), which focuses on the structural features of natural language, practical principles of the organization of linguistics, and the association between the thought process and language (Ungerer & Schmid, 2006). This makes cognition a very crucial process in the perception and acquisition of the English language. This paper discusses three various cognitive linguistics principles and their implications in the learning environment of English as a foreign language. These include categorization, prototype, and metaphor based on the context of teaching English as a foreign language in the Vietnamese setting.

2. LITERATURE REVIEW

Despite the importance of vocabulary, Nguyen, Fehring, and Warren (2015) observe that English teaching approaches greatly emphasize grammar. In Vietnam, particularly, the grammar-translation method is widespread in teaching activities that are still being used in the instruction of the English language (Nguyen et al., 2015). It is also important to note that the learning of English as a foreign language is highly vital in Vietnam as it provides increased learning and employment opportunities in the country. This makes the acquisition of the language increasingly significant along with potential recommendations associated with vocabulary teaching on the basis of cognitive linguistics. One essential distinction in the learning of English is the grammar-translation method, which is based on the structure of rules, while vocabulary is a massive collection of items (Chen, 2009). As a consequence, the teaching of grammar has been made more important than the teaching of vocabulary. Nevertheless, Afzal (2019) acknowledges diverse underlying

problems in learning English vocabulary such as finding mother tongue equivalents that correspond with English vocabulary. These troubles have led to overdependence on language transfer, hence, leading to misunderstanding of the English language.

It is high time that the use of cognitive linguistics exposed significant implications in the instruction of English vocabulary in English as a foreign language. L2/ Foreign language vocabulary teaching with CL-inspired proposals has been contributed by many modern linguists such as Danesi (2016), MacLennan (1994), Rudzka-Ostyn (2003), and Lindstromberg and Boers (2008). Table 1 below summarizes works related to CL-inspired study on vocabulary teaching. All of these studies are quasi-experimental studies to investigate the effect of CL-informed on Vocabulary teaching with pre-test and post-test treatment to evaluate their CL-inspired methods employed in their studies.

Table 1. An inventory of quasi-experimental intervention studies on the effect of CL-informed treatments on vocabulary retention (Boers, 2013)

Authors	Themes of study	CL-inspired effectiveness
Kovecses (2010)	Phrasal verbs with <i>up</i> and <i>down</i>	Yes
Boers (1996)	Metaphoric word uses in economics (e.g. <i>hurdles; bail out; wean off</i>)	Yes
Boers (2000a)	Metaphors to talk about anger (e.g. <i>fuming; bite someone's head off</i>)	Yes
Boers (2000b)	Phrasal verbs with <i>in, out, up</i> and <i>down</i>	Yes
Boers (2001)	Metaphoric word uses in economics (e.g. <i>plunge; peak; soar; slide</i>)	Yes
Boers (2001)	Figurative idioms (e.g. <i>a dummy run; get into gear; a chink in one's armour</i>)	Yes

Verspoor and Lowie (2003)	Metaphoric word uses (e.g. <i>bulge</i> ; <i>grapple</i> ; <i>smother</i>)	Yes
Csábi (2004)	Uses of <i>hold</i> and <i>keep</i> (incl. phrasal verbs and idioms)	Yes
Boers, Demecheleer and Eyckmans (2004)	Figurative idioms (e.g. <i>cut no ice with someone</i> ; <i>waiting in the wings</i>)	Yes
Morimoto and Loewen (2007)	Uses of <i>break</i> and <i>over</i>	Yes
Berendi, Csabi and Kovacs (2008)	Metaphors to talk about anger (e.g. <i>blow off steam</i> ; <i>add fuel to the fire</i>)	Yes
Condon (2008)	Phrasal verbs with <i>in</i> , <i>out</i> , <i>up</i> and <i>down</i>	Yes
Li (2009)	Metaphoric word uses (e.g. <i>regurgitate</i> ; <i>downhill</i> ; <i>erupt</i>)	Yes
	Figurative idioms (e.g. <i>hit the ceiling</i> ; <i>call the shots</i> ; <i>blow the whistle</i>)	Yes
	Proverbs (e.g. <i>a rolling stone gathers no moss</i> ; <i>look before you leap</i>)	Yes
Cho (2010)	Uses of the prepositions <i>at</i> , <i>in</i> and <i>on</i>	Yes
Gao and Meng (2010)	Metaphors to talk about anger	Yes
Tyler, Mueller and Ho (2010)	Modal verbs <i>could</i> , <i>would</i> , <i>should</i> and <i>must</i>	Yes
Yasuda (2010)	Phrasal verbs with <i>into</i> , <i>up</i> , <i>down</i> , <i>out</i> and <i>off</i>	Yes

These studies have presented the figuratively used words in language vocabulary teaching under term of conceptual metaphors, categorization, and prototypes in their course texts.

3. METHODOLOGY

There are four simple sequential steps involved in this research review such as (i) searching the extant literature; (ii) scanning for inclusion, (iii) examining the quality of primary studies, and (iv)

extracting data and interpreting data. The materials used in this study were obtained mostly from the papers referenced in Table 1. All of steps in this research were used with the application of Sketch Engine in searching for appropriate words. Below is the summary for search vocabulary documents that used in Table 1.

Table 2. Lexical size information used in the research

word?	124,893
Tag	64
Lempos	49,534
lempos_lc	43,493
Adjective	-j
Adverb	-a
Conjunction	-c
Noun	-n
Preposition	-i
Pronoun	-d
Verb	-v

Based on these data, examples for each of the types were inferred for demonstrating the category under the cognitive perspectives.

4. FINDINGS AND DISCUSSION

4.1. Categorization

According to Györi (2013), categorization involves one of the most fundamental cognitive processes. Specifically, categorization entails an activity where different things are placed in groups on the basis of specific kinds of similarities. This makes it an essential cognitive process as it helps in the provision of building blocks which assist with human environment interactions (Györi, 2013). Scientifically, categorization encompasses perception and helps human beings acknowledge phenomena and also find differences based on stimuli as an organism interacts with its surrounding (Cohen et al., 2005). Consequently, the categories built from this process result in cognition and guide the behaviour of the organism

in its adaptation to the environment. Some of useful activities can be applied for teaching vocabulary by categorizing, such as *Adopting a word*, *Collocation Pelmanism*, *Definitions - Get rid of it*, *Hot seat*, *Lexical threads*, *Making it up - Phrasal verb stories*, *Quick revision games*, *Same, opposite or different dictation*, *Spot the vocabulary*, *Stop the bus*, *The comparison game*, *The memory game*, *The revision box*, *Vocabulary box*, *Vocabulary phonemic revision activity*, *Vocabulary self-study activities*, *Wall dictionary*, *Word association recitation*, and *Word grid*.

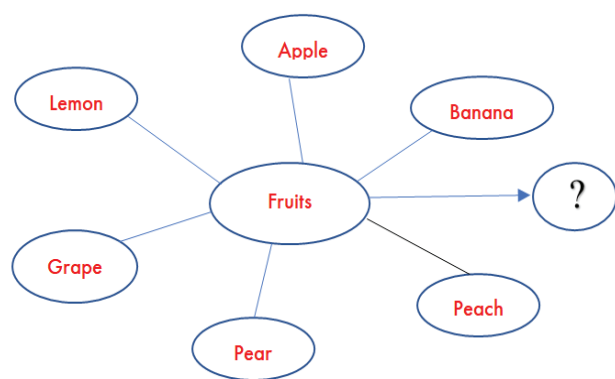


Figure 2. An example of mental web for categorization

In light of the information of categorization in the cognitive process, teaching of a word can be placed in groups that compound on the learning of subsequent vocabulary categories (Chen, 2009). From a cognitive point of view, language provides a system of which knowledge can be derived from and adaptation formed in relation to diverse dimensions in the environment (Ünal & Papafragou, 2018). This implies that the language should be adequately functional in a way that its cognizance to the surrounding environment of the respective organism is relevant. As a result, cognition does not only expand all the categories created through vocabulary and language, but also a dynamic in which the categories that have been established have an impact on the formation of additional categorizations (Cohen et al., 2005). The implications of the concept categorization in the learning of English vocabulary would

mean that categories of vocabulary are taught and subsequently improved on to establish larger categories of vocabulary in the English language. These categorizations can be placed in distinctive groups with attributes that help in differentiating from the other word categories. Hence, the method can be applied to an ease of recognition, repetitive use, and inclusion in communication. Moreover, this approach is practical, particularly in the teaching of English as a foreign language as learners build on vocabulary categories.

4.2. Prototype

Whilst the concept of categorization is significant in the classification of vocabulary, Lewandowska-Tomaszczyk (2012) points out that this specific principle faced the challenge of being distinctive, particularly in the description of concepts that did not fit in certain classes. For instance, while a **spoon**, **plate**, and **bowl** could be categorized as **kitchen items**, it would be difficult to class a toy spoon in the same category, since it is a **plaything** and not **kitchen stuff**. Nevertheless, both a spoon and a toy spoon are representations of kitchen utensils. In the light of the lack of clarity in the categorization of concepts into classes, the theory of prototypes became imperative. Significantly, the prototype concept under cognitive linguistics differentiates between original concepts and subsequent ones that are related to the word in question (Lewandowska-Tomaszczyk, 2012). Within the context of the prototype principle in cognitive linguistics, Rosch advocates that prototypicality bears a resemblance system, a lack of a single definition of criteria, and lack of equal representation of a category (Chen, 2009).

The implications of using the prototype context in the teaching of vocabulary in English as a foreign language are significant. As opposed to memorizing set words, learners are able to identify core words and other words related to the specific categories. From a cognitive perspective, the prototype concept assists learners to recognize that prototypes can also serve as certain vocabulary.

This enables the expansion of learning, especially where learners can use specific categories to expand their knowledge on prototypical classes, or contrastingly use prototypical types to recognize core words. This, additionally, implies that learners are able to adapt to a better approach in the cognitive processing of vocabulary that improves their learning.

4.3 Metaphor

Within the context of cognitive linguistics, Pérez (2016) discusses that the conceptual metaphor theory enables the manifestation of linguistic expression and should be used in teaching English as a foreign language for improved understanding and structural experience. Despite presenting a complex front, the metaphorical context of language not only improves the structure of thought but also enhances a compound understanding of language (Pérez, 2016). In a significant example, a lesson could involve the use of notions related to food to express themselves metaphorically. Categorically, the word *flesh* implies raw food and would systematically belong in the classification of meaty foods. Metaphorically, however, using the term *the flesh of the article* implies that there is a substantial segment in the respective article. This is an important illustration of how vocabulary can be understood in different contexts. As highlighted by Fang (2014), metaphors are one of the vital cognitive methods of developing and improving vocabulary.

The example of the word ‘head’ can be best described for this type:

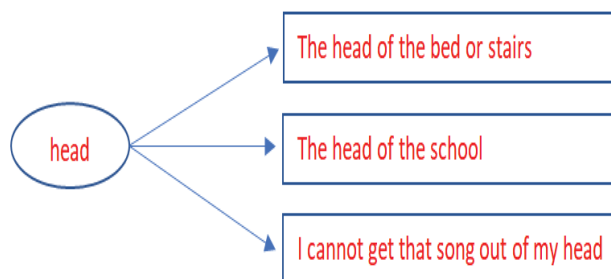


Figure 3. Head for mental abilities (head function)

The ‘head’ in the school’s head is a blend of metonymy (i.e., ‘head’ meaning *control*) and metaphor in this case (i.e., *an organization is a physical body*). This kind of ‘head’ meaning seems to stimulate the linguistic representation of the term ‘head’ and enhance its significance for learners or readers. The ‘head’ of the bed/stairs, where the head is defined as the top piece on a vertical axis, is a metaphorical mapping of the human body schema onto the staircase components. All of these applications of HEAD reflect our daily understanding of our bodies and their functions, whether experiential or cultural in nature. Numerous expressions may be considered figurative, i.e. they have a conventionalized meaning that – with sufficient indications or explanation – can be seen as developing through a trope, the most significant of which are metaphor and metonymy (singly or in combination).

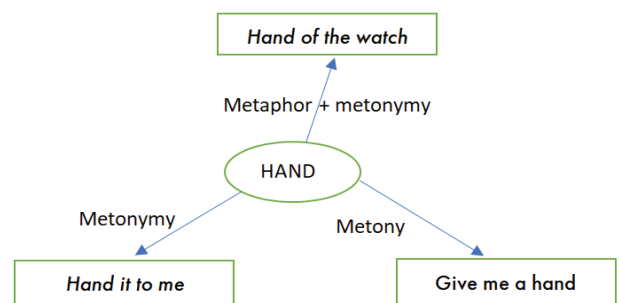


Figure 4. Motivation and bodily/social meaning of the word ‘HAND’

The associations between items and phenomena categorized in vocabulary are best represented in the use of metaphors or its motivated network. Emphasis on the significance of metaphors in teaching vocabulary in the setting of English as a foreign language, therefore, has significant positive implications for improved learning of the language. As illustrated from the example of the word *flesh* as a category and as a metaphor, the word explains a category while the metaphor enhances learning in its relation to other non-related aspects such as significant sections in a document. This shows an instrumental feature in the metaphor that is used in teaching, learning and subsequent communication of English leads to effective EFL learning.

5. CONCLUSION

In conclusion, this discussion has addressed the importance of vocabulary and the acquisition of English as a foreign language. The paper acknowledges that while EFL teachers have largely paid attention to grammatical instruction of English, the acquisition of vocabulary is equally imperative, especially in light of cognitive linguistics. Specifically, the principles of categorization, prototypes, and metaphors have been used to demonstrate a certain learning process of vocabulary that adapts to the cognitive function. From the learning of singular sets of vocabulary categories, to associated prototypes and metaphorical expressions, cognitive linguistics provide a substantial platform in the enhancement and learning of English as a foreign language in settings such as Vietnam. By increasing awareness of the metaphorical motivations, students might improve their understanding and memorization. Non-arbitrary language characteristics may serve as a stimulant for learners' cognitive engagement with certain L2 words and phrases, so aiding in vocabulary retention./.

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ĐÁNH GIÁ VỀ CÁC PHƯƠNG PHÁP TIẾP CẬN CỦA NGÔN NGỮ HỌC TRI NHẬN TRONG DẠY TỪ VỰNG CHO NGƯỜI HỌC TIẾNG ANH NHƯ NGOẠI NGỮ

TRẦN TÍN NGHỊ, NGUYỄN TẮT THẮNG, NGUYỄN THỊ HẢI YẾN

Tóm tắt: Lượng từ vựng của người học là yếu tố quan trọng nhất trong việc xác định mức độ thông thạo, năng lực và trình độ tiếng Anh của người học. Các nhà ngôn ngữ học ngày càng chú ý nhiều vào phương pháp giảng dạy từ vựng, đặc biệt là trong lĩnh vực giảng dạy tiếng Anh như ngoại ngữ thứ hai. Bài báo này nhằm mục đích thảo luận ba nguyên tắc của Ngôn ngữ học tri nhận trong việc dạy Từ vựng cho người học tiếng Anh như ngoại ngữ, đó là các nguyên lý về phân loại, điển mẫu và ẩn dụ. Những phát hiện của nghiên cứu này giúp người học sáng rõ về cách thức người học diễn giải nghĩa từ dựa trên các nét nghĩa quen thuộc và thông qua đó giúp cải thiện các cách thức giảng dạy từ vựng trong giai đoạn đầu của quá trình học. Ba phát hiện trong nghiên cứu này hỗ trợ định hướng cách thức diễn giải nghĩa từ của từ hoặc cụm từ (để xác định tính chất đa nghĩa của chúng) và để tạo điều kiện cho người học không chỉ tiếp thu những từ vựng đó mà còn thông hiểu các từ hoặc cụm từ liên quan khác. Những nguyên tắc này có thể vận dụng trong môi trường học tập ngoại ngữ ở Việt Nam.

Từ khóa: ngôn ngữ tri nhận, dạy học từ vựng, phân loại, điển mẫu, ẩn dụ, hoán dụ

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ЗНАЧЕНИЯ РУССКИХ ГЛАГОЛОВ С ПРИСТАВКОЙ НА- И СРЕДСТВА ПЕРЕДАЧИ ИХ ВО ВЬЕТНАМСКОМ ЯЗЫКЕ

The meanings of Russian verbs with prefix *на-* and ways to translate them into Vietnamese

DƯƠNG TRẦN HƯƠNG THẢO*

*Academy of Military Science, ✉ thaoanhnguyen256@gmail.com
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ABSTRACT

Currently, semantics, which is the focus of attention of Russian linguistics and world linguistics, is attracting more and more attention of researchers in different fields because of its complex nature, multi-faceted and difficult to define its boundaries. Equipping knowledge about the semantic system of a language is of special importance both in theory and in practice. This helps the teaching to be conducted in a systematic way, based on scientific bases and thereby helps to improve the quality of education-training. The article mentions the multiple meanings of the prefix *на-* when combined with Russian verbs and provides a method to translate them in Vietnamese. The research results of the article will be the scientific basis for finding an effective method of teaching Russian in the absence of a language environment, contributing to improving the quality of translation from Russian to Vietnamese, as well as very helpful for the compilation of bilingual dictionaries.

Keywords: *semantics, polysemy, semantic system, prefix, verb prefix*

1. ВВЕДЕНИЕ

В настоящее время семантика, находясь в центре внимания как русского, так и мирового языкознания, привлекает к себе все большее внимание исследователей различных направлений. Это обусловлено прежде всего тем, что без разработки семантического аспекта языка невозможно глубокое понимание его природы, закономерностей его функционирования и развития, его связи с мышлением и поведением человека. Без знания семантической системы языка невозможно также ни научно обоснованное его преподавание, ни сознательная, планомерная борьба за культуру речи, культуру мышления.

Одним словом, изучение семантической системы языка имеет исключительно важное теоретическое и практическое значение.

Известно, что для носителей другого языка русский язык по своему устройству вовсе не прост и содержит в себе огромное количество трудностей для изучающих, одной из которых являются префиксальные глаголы. Сложность в употреблении русских приставочных глаголов связана с многообразием или полисемией значений глагольных приставок. Среди множества русских глагольных приставок самую большую активность в словообразованном процессе проявляет префикс *на-*, чему и посвящается наша статья.

2. СОДЕРЖАНИЕ

Термин *семантика* впервые был введен в лингвистику в 1897 году М. Бреалем. В научной литературе используется и другой термин – *семасиология*, который понимается как обозначение лишь одного из аспектов *семантики*.

По мнению Л.А. Новикова, *семантика* – наука о значениях слов. Современная наука рассматривает значение как важнейшую составную часть языка, один из его неперенных ингредиентов. Выражение и восприятие смысла представляют, по существу, главную и конечную цель любого языка, обеспечивают его важнейшую функцию – коммуникативную. В отличие от плана выражения языка («внешней» формы) план содержания (значение, «внутренняя» форма) как бы непосредственно обращен к человеку и поэтому долгое время оставался без должного внимания (Новикова, 1982, стр. 5).

Значение – основная категория семантики, ее центральное понятие. Определить значение тех или иных единиц знаковой системы, в том числе и языка, который представляет «самую полную и совершенную из систем связи», это значит установить регулярные соответствия между определенными, соотносительными для данной единицы «сегментами» текста и смысла, сформировать правила и раскрыть закономерности перехода от текста к его смыслу и от смысла к выражающему его тексту. Установление регулярных соответствий между текстом и смыслом (закономерностей двустороннего перехода текст → смысл и смысл → текст: смысл ⇔ текст) невозможно без выхода за пределы самого языка, без рассмотрения отражаемого языком объекта – соответствующих «сегментов» объективной внеязыковой действительности (Новикова, 1982, стр. 6).

По мнению Л.А. Новикова лингвистическая семантика изучает значение единиц

естественного языка – морфем, слов, словосочетаний, фразеологических единиц, предложений существующими методами, разработанными в лингвистике. Такие единицы могут быть объектом семантического анализа со стороны как грамматических, так и лексических свойств. Грамматическое и лексическое значения представляют собой качественно различные, разноуровневые абстракции свойств языковых объектов. Лексическое и грамматическое значения, несмотря на их качественное различие, тесно связаны и взаимодействуют в слове, поэтому цельное, законченное представление о смысловой стороне языковой единицы возможно получить лишь в результате полного (лексического-грамматического) анализа. Вместе с тем каждый из аспектов анализа языкового значения – лексический и грамматический – достаточно самостоятельный и может быть предметом отдельного рассмотрения (Новикова, 1982, стр. 7).

2.1. Значение приставки русских глаголов

Исследователи признают, что изучение приставки осложняется различными обстоятельствами, среди которых главное – невычленимость значения приставки из значения текста, предложения или приставочного глагола.

В *Русской грамматике 1980*: в разделе «Префиксальные глаголы» описываются все те семантико-словообразовательные, синтаксические и видовые различия между мотивирующим и мотивированным глаголами, которые обусловлены наличием префикса у мотивированного глагола» (Академия наук СССР, 1980, стр. 355-374). В данное описание префиксального типа включаются: 1) определение значения глагола в его соотношении со значением мотивирующих глаголов; 2) сведения о различиях в синтаксической сочетаемости у тех и у других глаголов; 3) сведения о видовых соотношениях

между мотивирующим и мотивированным глаголами (Академия наук СССР, 1980, стр. 355-356).

А мнение у М.А. Кронгауза такое: непосредственным объектом исследования становятся глагольные пропорции, состоящие из пар «приставочный глагол – бесприставочный глагол». Значением приставки фактически объявляется повторяющаяся в нескольких парах семантическая разница между приставочным и бесприставочным глаголами. Иначе говоря, из значения приставочного глагола вычитается значение бесприставочного глагола и эта разница, если она повторяется в ряде пар, объявляется значением приставки (Кронгауз, 2017, стр. 106). При таком описании появляется и нулевое значение приставки (в тех случаях, когда семантических отличий нет или они полностью совпадают со стандартными семантическими различиями видов: *делать* – *сделать*; *писать* – *написать* и т.д.)

Мы придерживаемся таких мнений в качестве основы модели описания значения префикса.

2.2. Полисемия глагольных приставок

По мнению Л.А. Новикова: «Под полисемией (многозначностью) понимается способность слова иметь одновременно несколько значений (семем), т.е. обозначать различные классы предметов, явлений, действий, процессов, признаков и отношений. Полисемия как лексическая категория – это семантическое отношение внутренне связанных (мотивированных) значений, выражаемых формами одного слова (одной лексемой) и разграничиваемых в тексте благодаря разным, взаимоисключающим позициям этого слова» (Новикова, 1982, стр. 189).

Полисемия, или многозначность, свойственна всем значимым языковым единицам, хотя проявляется она в разных

единицах по-разному. Что касается полисемии единиц словообразовательного уровня, необходимо отметить, что данное явление все еще не получило однозначного решения в лингвистических исследованиях. Интересующая нас тема доказывает, что наиболее актуальными аспектами этой сложной проблемы являются сущность и специфика аффиксальной полисемии, соотношение и взаимодействие полисемии и омонимии, вопрос описания семантической структуры служебных морфем и построения их значений, а также вопрос лексикографической интерпретации многозначности аффиксов в определенных прагматических целях.

М.А. Кронгауз пишет, что под описанием приставки понимается в первую очередь семантическое описание. Сложность семантики русских глагольных приставок, по мнению исследователей, является причиной отсутствия удовлетворительного их описания. Проблема заключается в том, что семантическую структуру приставки характеризуют две, на первый взгляд, противоположные черты: разнообразие подзначений и внутреннее единство (Кронгауз, 2017, стр. 203).

Рассматривая семантику префикса *на-* в ряде глаголов нельзя не сделать вывод о том, что указанный префикс употреблен в разных значениях. Возьмем примеры: *наехать*, *налетать*, *наклеить*, *набросить*, *нападать*, *накинуть* в значении ‘направление движение на поверхность предмета’; *наглядить*, *намыть*, *начистить* в значении ‘тщательно, исчерпанность действия’; *наговорить*, *накупить*, *народить* в значении ‘полнота действия и большое количество его объектов’. Итак, в приведенных примерах показано, что у префикса *на-* не одно значение, а несколько (три и четыре) значений и отсюда возникает полисемия. Итак, полисемия любой языковой единицы заключается в том, что некоторая материальная форма соотносится с двумя

или более двумя смыслами, и между ними обнаруживается семантическая связь.

Итак, приставка выражает разные, и порою очень разные идеи. Отсюда встают вопросы о том, как следует определить значения приставки и какая связь между различными значениями. Обсуждая эти вопросы, нельзя обойти внимание и тесно связанный с ними вопрос об их семантической структуре.

2.3. Значения на-глаголов

Очевидно, что в русском языке имеются многие глаголы, которые начинаются со слогом *на-*, но не все они представлены как приставочные глаголы. В этих случаях *на-* входит в основу слова, например: *наблюдать, навещать, надевать, назначать, называть, наказывать, накладывать, наклонять, надеяться, наслаждаться, намереваться, намечаться, намекать, нанимать, наличествовать, напрягать* и т.д.

Как известно, подавляющее большинство глаголов образует СВ с помощью префиксов для обозначения собственно предела действия, результативного значения, например: *написать, нарисовать, накормить, начертить, намочить, насмешить, напугать* и т.д. Эти типы глаголов не входят в рамки нашего исследования, поскольку они – чистовидовые приставки.

При рассмотрении системы префиксальных значений *на-глаголов* мы предпочитаем больше всего лексикографическую интерпретацию в Словаре русского языка в четырех томах под ред. А.П. Евгеньевой (МАС) (Евгеньева, 1983, стр. 361), так как данная интерпретация в них считается самой полной, усовершенствованной и к ней легко подходят вьетнамские учащиеся.

Обычно в словарной статье дается два пункта: А – это лексико-грамматические и собственно лексические значения приставки, Б – грамматические (чисто видовые). В рамках

нашего исследования мы ограничиваемся рассмотрением лишь лексико-грамматических и собственно лексических значений приставки, входящих в пункт А.

Итак, приставочные *на-глаголы* имеют следующие значения:

2.3.1. Значение направленности действия на поверхность предмета

Значение ‘направленности действия на поверхность предмета’ чаще сочетается с глаголами *движения*, обозначающими *движение, перемещение* и *прикосновение* и относится к *пространственным* значениям: *нагрузить, наклеить, надевать...* . Например:

Через десять минут я уеду, я успею только **наклеить** марку и опустить письмо в почтовый ящик, чтобы не поручать этого никому другому (А. Куприн, *Гранатовый браслет*).

Мы вместе дела развозим какую-то мелодекламацию, – сказал Николай Николаевич, **надевая** шляпу (А. Куприн, *Гранатовый браслет*).

И вот в тот самый миг, когда Волька уже собирался подняться на поверхность, его рука вдруг **нащупала** на дне реки *какой-то продолговатый предмет* (Л. Лагин, Старик Хоттабыч).

Sau 10 phút nữa tôi sẽ ra đi, tôi chỉ còn kịp **dán tem lên** và bỏ lá thư này vào hòm bưu điện để khỏi phải nhờ bất cứ ai làm chuyện đó (А. Cuprin, *Chiếc vòng thạch lưu*, Đoàn Tử Huyền dịch).

Thay vì nói chuyện nghiêm túc, chúng ta lại bày ra một trò hài kịch rẻ tiền, Nicolai Nicolaevitr vừa **đội mũ lên đầu** vừa nói (А. Cuprin, *Chiếc vòng thạch lưu*, Đoàn Tử Huyền dịch).

Đúng vào lúc Volka đã tính ngoi lên mặt nước, tay em bỗng **chạm phải** một vật gì đó *thuôn thuôn* ở dưới đáy sông (L. Laghin, *Ông già Khottabych*, Minh Đăng Khánh dịch).

Работая над этими примерами, мы заметили, что данное значение передается во вьетнамском языке с помощью вьетнамских глаголов в сочетании с лексическими средствами (модификаторами)

и расширенными контекстами: *dán tem lên, đội mũ lên đầu, chạm phải một vật gì đó thuôn thuôn*, которые обозначают направленность действия на поверхность предмета. В функции модификаторов, обозначающих значение направленности действия на поверхность предмета выступают слова *lên, phải*.

2.3.2. Значение постепенного накопления в определенном количестве, достижения полноты действия

Глаголы с префиксом *на-* образуют *накопительный* или *кумулятивный* способ действия (СД). Глаголы *накопительного* СД выражают ‘достижение действием определенной меры’, означают ‘накопление большого количества объектов’ или ‘результат действия’. Данный СД образуется от переходных и непереходных глаголов и употребляется с прямым дополнением, выражается либо родительным-партитивным, либо сочетаниями с количественными словами: *побольше, множество, сколько*. Например:

– ... **накупи побольше** товаров и открой собственные лавки во всех концах города (Л. Лагин, *Старик Хоттабыч*).

Последние годы, годы относительного благополучия, ей вдруг стала мала ее семья, и она втайне горевала, что не было ей суждено **народить множество** детей, как было принято в ее племени (Л. Улицкая, *Сонечка*).

– ... câu hỏi **mua thật nhiều hàng hóa** và mở các cửa hàng của mình trong khắp thành phố (L. Laghin, *Ông già Khottabych*, Minh Đăng Khánh dịch).

Mấy năm gần đây, những năm khá phong lưu, bà bỗng cảm thấy gia đình của mình ít người quá, và bà thậm đau khổ vì vô phúc không **được nhiều** con, như những người đàn bà khác cùng bộ tộc (L. Ulitskaya, *Sonechka*, Nguyễn Thị Kim Hiền dịch).

Он постоял, подумал, а потом кинул пистолет на стол и **наливает полный** стакан шнапса, кусочек хлеба взял, положил на него ломтик сала и все это подает мне и говорит: «Перед **смертью** выпей, русс Иван, за победу немецкого оружия» (М. Шолохов, *Судьба человека*).

Hắn đứng lại ngẫm nghĩ, rồi đặt súng xuống bàn, **rót đầy một cốc rượu**, lấy một miếng bánh mì, đặt lên đó một lát thịt mỡ, đưa tất cả cho tôi và nói: “Thằng Nga Ivan, trước khi chết mày hãy cạn cốc chúc mừng chiến thắng của quân đội Đức” (M. Sholokhov, *Số phận con người*, Nguyễn Duy Bình dịch).

Приведенные примеры показывают, что данный СД во вьетнамском языке передается иногда соответствующими глаголами: **накупить – mua nhiều, народить – đẻ nhiều, наливать – rót đầy**, но чаще всего с помощью контекстуальных распространителей, таких, как: **thật nhiều, nhiều, đầy**.

2.3.3. Значение тщательности или интенсивности действия

Присоединяясь к глаголам, префикс *на-* обозначает значение ‘тщательности или интенсивности’ и, как правило, образует *интенсивно-результативный (сатуративный)* СД. Например:

– Может быть, и не успели бы убедить; тут и без вашего слишком, кажется, **нагорело и накипело** (Ф. Достоевский, *Подросток*).

Николаю **наскучил** разговор, и он желчно ответил: ... (М. Шолохов, *Они сражались за родину*).

– Có thể chưa chắc đã thuyết phục được đâu, không có ngài thì sự tình cũng đã **cháy bỏng và sôi sục** rồi (F. Dostoevski, *Đầu xanh tuổi trẻ*, Thúy Toàn, Nguyễn Chiến, Lê Đức Mão dịch).

Câu chuyện đã làm Nihikôlai **chán ngấy**, anh trả lời giọng cáu gắt: ... (M. Sholokhov, *Họ chiến đấu vì Tổ Quốc*, Nguyễn Duy Bình dịch).

– За каким лешим понесло их днем? Степь голая, **налетят** самолеты, ну и **наделают** лапши. Соображения у людей нету! (М. Шолохов, *Они сражались за родину*)

– Ma quý nào xui chúng nó chớ người ta đi giữa ban ngày thế? Thảo nguyên trần trụi, **máy bay như rươi**, chà đến **nát như tương** mắt, thật chẳng biết cân nhắc gì cả! (M. Sholokhov, *Họ chiến đấu vì Tổ Quốc*, Nguyễn Duy Bình dịch)

Приведенные примеры позволяют утвердить, что значение тщательности или интенсивности действия передается на вьетнамский язык с помощью не только соответствующих глаголов: **cháy bỏng**, **sôi sục**, но и наречий, обозначающих степени проявления действия, как: **chán ngấy**; а **налетят самолеты** и **наделают лапши** чаще всего встречаются как в русском, так в во вьетнамском языках в фразеологизмах или устойчивых словосочетаниях такого типа: **bay như rươi (dơi)** и **nát như tương**.

2.3.4. Значение проявления действия в незначительной степени, слабо, слегка

Данное значение, выраженное глаголами, такими как: **напевать**, **насвистывать** и **накрапывать**. Хотя в практическом материале мы нашли немного примеров, но они популярные в речи. Например:

Чтобы скрыть свое настроение, он вошел в комнату с бодрым видом, беззаботно **насвистывая** (Г. Мединский, *Честь*).

Để che giấu tâm trạng của mình, anh ta bước vào phòng với một vẻ ngoài tươi tỉnh, một cách vô tư vừa đi vừa **khe khẽ huýt sáo** (G. Medunxki, *Danh dự*).

Дождь все еще продолжал **накрапывать**, но сияло солнце (А. Леонтьев, *Путешествие в сны*).

Trời vẫn tiếp tục **mưa lâm thâm**, nhưng vẫn có ánh nắng mặt trời (A. Lêônchép, *Cuộc hành trình trong những giấc mơ*).

Итак, значение проявления незначительной степени, слабо, слегка, выраженное русскими глаголами НСВ с префиксом **на-**, во вьетнамском языке передано с помощью наречий: **khe khẽ**, **lâm thâm**.

2.3.5. Значение ошибочности или неправильности в совершении действия

Данное значение выражают только некоторые глаголы, чаще всего глаголы речи и действия, такие как: **наговорить**, **наделать**, **натворить**. Например:

С устатку да со зла чего только не придумаешь, с дурна ума чего не **наговоришь**... (М. Шолохов, *Они сражались за Родину*).

Mệt mỏi và bức tức thế này làm gì mà không nghĩ vớ vẩn, đầu óc mù đi thì cứ **nói bậy**... (M. Sholokhov, *Họ chiến đấu vì Tổ quốc*, Nguyễn Duy Bình dịch).

Столько ты нам, немец, **беды наделал**, столько посиротил детишек и повдвил наших жен, что нам к тебе непременно надо идти расквитываться (М. Шолохов, *Они сражались за Родину*).

Thằng Đức kia, mày đã **gây** cho chúng tao bao nhiêu **tai họa**, đã làm cho bao nhiêu em bé phải mồ côi, và bao nhiêu người vợ phải góa bụa, nhất định chúng tao sẽ tính sổ với mày (M. Sholokhov, *Họ chiến đấu vì Tổ quốc*, Nguyễn Duy Bình dịch).

Итак, как в русском, во вьетнамском языке при передаче значения ‘ошибочности или неправильности в совершении действия’ употребляются глаголы, но для усиления отрицательного оттенка действия используются модификаторы, такие как: **bậy**, **tai họa**, занимающие место после глагола-сказуемого.

Кроме прямых значений, **на-глаголы** в сочетании с прямым дополнением создают и переносные значения. Приведем несколько сочетаний: 1) **наносить/нанести урон, ущерб, обиду**; 2) **наводить/навести/нагонять на кого страх, тоску, мысль**. Например:

Он, безусловно, крупнейшая после Ленина личность в нашей партии, и он же **нанес** этой партии такой **тяжелый урон** (М. Шолохов, *Они сражались за Родину*).

Tất nhiên, sau Lenin thì đồng chí ấy là người vĩ đại nhất trong Đảng ta, nhưng đồng chí ấy cũng đã **gây ra** cho Đảng những **tổn thất to lớn** như thế đây (M. Sholokhov, *Họ chiến đấu vì Tổ quốc*, Nguyễn Duy Bình dịch).

«Зачем кричать, зачем **страх** **наводит** **на** **ребенка?**» (Ч. Айтматов, *Белый пароход*)

Она постоянно ссорилась с Алешей, возвращалась домой, но Лихоборы **наводили** **на** **нее** **такую** **тоску**, что она снова неслась в свой любимый Питер (Л. Улицкая, *Сонечка*).

Зато слова Хоттабыча **навели** **его** **на** **интересную** **мысль** (Л. Лагин, *Старик Хоттабыч*).

“Sao lại quát mắng **làm** cho trẻ **khiếp** **sợ** làm gì?” (Tr. Aitmatóp, *Con tàu trắng*, Phạm Mạnh Hùng dịch)

Cô liên tục cãi nhau với Aliosa, bỏ về Maxcova, nhưng rồi Likhaboru **khiến** cô **buồn chán**, thành thử cô lại lao về thành phố Piter yêu quý của mình (L. Ulitskaya, *Sonechka*, Nguyễn Thị Kim Hiền dịch).

Nhưng câu chuyện của ông Khottabych đã **gợi** **cho** Volka **một ý tưởng lý thú** (L. Laghin, *Ông già Khottabych*, Minh Đăng Khánh dịch).

Итак, чтобы сделать речь более красивой, образной, выразительной и богатой, употребляют **на-глаголы** с переносным значением.

3. ЗАКЛЮЧЕНИЕ

Русские префиксальные глаголы всегда представляют большие трудности для иностранцев. Сложность русских глагольных префиксов заключается в том, что во-первых, в русском языке – по сравнению с другими языками – большое количество префиксов; во-вторых, почти все глаголы соединяются с теми или иными префиксами и приобретают таким образом самые разные значения. Анализ полученного фактического материала позволяет нам сделать вывод, что глаголы с приставками **на-** обладают целым арсеналом значений.

Многозначность и разнообразие семантического содержания рассматриваемого приставочного глагола **-на** значительно обогащает лексический состав русского языка, делает его речь более образным, выразительным с новыми тонкими стилистическими нюансами. Однако с другой стороны, это и вызывает у иностранных учащихся немало трудностей при их изучении.

Результаты нашей исследовательской работы могут быть применены как один из эффективных подходов в обучении русскому языку как иностранному во вьетнамской аудитории, что во многом облегчает возможные трудности, возникающие у учащихся в овладении таким трудным языком, как русским. Они могут быть применены а также на уроках перевода или в переводе литературы с русского языка на вьетнамский и, наоборот, с вьетнамского на русский.

Какими бы ни были разными по своей структуре языки, любое логическое и эмоциональное содержание, выраженное средствами одного языка, может найти эквивалентные средства передачи в другом. Эта семантическая общность служит важной основой для сопоставления языков, особенно таких языков, типологически далеких друг от друга, как русского и вьетнамского. На наш взгляд, использование в данном случае сопоставительного подхода ускоряет процесс обучения, делает его рациональным и эффективным./.

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NGHĨA CỦA ĐỘNG TỪ TIẾNG NGA VỚI TIỀN TỐ HA- VÀ PHƯƠNG THỨC CHUYỂN DỊCH CHÚNG TRONG TIẾNG VIỆT

DƯƠNG TRẦN HƯƠNG THẢO

Tóm tắt: Hiện nay, ngữ nghĩa học, đang là tâm điểm chú ý của ngôn ngữ học Nga và ngôn ngữ học thế giới, ngày càng thu hút được nhiều sự quan tâm của các nhà nghiên cứu thuộc các lĩnh vực khác nhau bởi tính chất phức tạp, đa diện và khó xác định được ranh giới của nó. Việc trang bị những kiến thức về hệ thống ngữ nghĩa của một ngôn ngữ có tầm quan trọng đặc biệt cả về mặt lý luận, cả về mặt thực tiễn. Điều này giúp cho việc giảng dạy được tiến hành một cách có hệ thống, dựa trên những cơ sở khoa học và qua đó giúp nâng cao chất lượng giáo dục-đào tạo. Bài viết đề cập đến những nghĩa cơ bản của động từ tiếng Nga khi kết hợp với tiền tố **ha-** và đưa ra các phương thức chuyển dịch chúng trong tiếng Việt. Kết quả nghiên cứu của bài báo sẽ là cơ sở khoa học để tìm ra một phương pháp giảng dạy tiếng Nga hiệu quả trong điều kiện không có môi trường tiếng, góp phần nâng cao chất lượng dịch thuật từ Nga sang Việt, cũng như sẽ giúp ích rất nhiều cho việc biên soạn từ điển song ngữ.

Từ khóa: ngữ nghĩa học, đa nghĩa, hệ thống ngữ nghĩa, tiền tố, động từ có tiền tố

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中、越茶与酒名称中的通名 和专名特点

Common and proper names denoting tea and wine in China and Vietnam

PHẠM THỊ THANH VÂN*

*Hanoi University of science and technology, ✉ phamthanhvan1310@gmail.com

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ABSTRACT

Tea and wine have existed in China and Vietnam for a long time, and they play an important role in society and an integral part of national culture. The societal development has diversified the types of tea and wine, and this brings about a variety of names given to tea and wine. The study investigates the characteristics of tea names and wine names to explore the beauty of language and to understand cultural implications contained in those names. In the article, some research methods and research techniques, such as statistical method, analysis method, and comparative method, were used to examine common names and proper names in the names of tea and wine in China and Vietnam.

Keywords: *China, Vietnam, tea, wine, common name, proper name*

一、引言

世界万物五花八门而每一类都拥有至少一个名称。事物名称并不是与生俱来的而是要经过人类长期认知客观事物的过程中采用相关语言形式予以客观事物每一类一种叫法。因此，事物名称十分丰富多样，是人类认识客观事物的一种体现。客观事物的命名并不是武断的，而是有其缘由的并受到民族语言与文化的制约。《现代汉语规范词典》对命名概念解释为“给与名称”（李葆嘉、唐志超，2001，第778页），而马鸣春这位命名及命名学专家认为：“名命作为名词或名词性短语，命名是世界上千事万物的指称符号，即名称或名字。作为动词，命名指人或事物名称的形成过程。”（马鸣春，1999，第1页）。可见，命名作为指称的单位。命名的结果是使事物获得了名称。商品名称也如此，其可能是名词，也可能是名词性词组。

随着社会经济文化的发展，各国民族不断利用周围的原材料制作成为数不胜数的产品并予以每一种产品一种名称。就中越两国茶与酒而言，其种类与名称十分丰富。茶与酒在中国和越南出现的较早并对社会生活占有举足轻重的地位，逐渐成为茶文化和酒文化，是民族文化的重要组成部分。相比之下，中国茶与酒名称更具特色。深入探索其特点，不但能够了解到语言的美而且还能了解到其中所蕴含的文化特色。研究茶与酒的名称，研究者可以从语音、语法、语义以及文化等众多角度去探索。就从茶与酒名称的外观去谈，不难发现其包括通名和专名两个因素构成，而专名显得更为复杂，体现出了每个民族对茶与酒的制作、功能、性质、内在及外在等认知特点。根据专名的构成部分，人们可以将每一种商品区分开来，同时也初步体会到其特色。所谓专名是指产品的专有名称，也是属名，专名是与产品的命名理据密切相关。然而，到目前为止，在越

南关于茶与酒名称的相关研究较为薄弱，值得一提的是笔者（2019）答辩成功的《汉、越语茶酒二类商品名称特点研究》博士论文以及几篇相关文章。如今，在本论文所获成果基础上，笔者采取统计法、分析法和对比法对中国茶与酒每一类300条名称和越南茶与酒每一类200条名称中的通名和专名进行考察与分析，阐明各自的特点。

二、中越茶与酒名称中的通名和专名特点

（一）中越茶与酒名称中的通名特点

作为产品名称的一个组成部分，通名与专名不同，通名一般用以表示该产品所属行业类别。对中越两国的酒名和茶名而言，“酒”（tửu/rượu）与“茶”（trà/chè）是最常见的通名。由于商家始终都要追求其商品名称简单明晰、个性突出，这点引起酒与茶的通名出现了不少变异现象。因此，中国酒商品名称中出现了曲、白干、液、醇、老窖等诸多新的通名，并且通名“酒”出现了“家酒”、“白酒”、“老酒”、“烧酒”、“陈酒”等较多的新变称，“曲”也出现了“大曲”、“小曲”、“陈曲”、“特曲”、“头曲”等新变称。实际上有一些酒的通名甚至消失，只保留下专名。

茶名的情况也与酒名一样，中国茶名也出现了如芽、毫、尖、针、片、功夫等较多的新通名。这些新的通名又可以与其他相关的词或词素构成白毫、仙毫、银毫、春芽、雪芽、翠芽、云针、松针、银针、毛尖、雪尖、翠片、白片、红片等众多新变称。

据笔者的统计数据，就中国酒的通名而言，虽然出现了多元化趋势，但是以“酒”为通名的酒类名称数量占上风，共有220/300条，占73.6%，而以“曲”、“液”、“老窖”、“醇”、“白干”等为通名的酒数量只有79/300条，占26.3%。在茶名中以“茶”一字为通名的共有123/300条，占41.0%。其余包括专名的共有112/300条，占37.33%。带有其他通名的茶称只有65/300条，占21.67%。而越南的茶与酒名称绝大多数都是以“rượu”（酒）和“chè/trà”（茶）为通名的。只有

“cuộc lụi”可算作不带通名的酒名。可见，中国茶名和酒名出现这么多的通名使其名显得更有魅力，增强其形象性，茶、酒商家总是操心去思考使其产品名称得以润色而又短小叫响，有助于吸引消费者的注意力，从而加强销售量。

（二）中越茶酒名称中的专名特点

专名不同于通名，专名是真正区别茶与酒每一类商品的标志性符号，中越茶与酒尤其是中国茶与酒专名千姿百态、丰富多样，生动有趣地体现出茶与酒的个性特征。常见的茶与酒专名通常是由以下因素构成的。

（1）产地：以产地为专名的茶名和酒名指的是人们凭据茶与酒的生产地之名来命名。如，中国茶类的有广东大叶青、温州黄汤、湖南黑茶、四川边茶等。酒类的有贵州茅台酒、泸州老窖、绍兴老酒、广东春酒、山西羊羔酒成都薛涛酒等。越南茶类的有“Chè Thái Nguyên”（太原茶）、“chè Suối Giàng”（天泉茶）、“chè xanh Tân Cương”（新疆绿茶）、“chè xanh Tam Điệp”（三叠茶）、“chè Bảo Lộc”（宝禄茶）等；酒类的有“rượu Bắc Hà”（北河酒）、“rượu Kim Sơn”（金山酒）、“rượu làng Vân”（云村酒）、“rượu bình Khương thôn”（姜村瓶酒）等。

（2）原料：以原料之名为专名的茶名和酒名指的是凭据酒的生产原材料来命名。如中国茶类的有杜仲茶、菊花茶、桂花茶、玄米茶、金银花茶、茉莉花茶等。酒类的有五粮液、红高粱酒、青稞酒、黑糯米酒、椰子酒、葡萄酒等。越南茶类的有“Chè hoa cúc”（菊花酒）、“chè cành”（茶枝茶）、“chè hương nhài”（茉莉香茶）、“chè hương sen”（莲香茶）、“chè hoa bưởi”（柚子香茶）等；酒类的有“rượu nếp”（糯米酒）、“rượu tẻ”（米酒）、“rượu nho”（葡萄酒）、“rượu táo Mèo”（山楂酒）、“rượu ba kích”（巴戟酒）等。

（3）山川：以山川之名为专名的茶名和酒名指的是凭据当地的名山、大川来命名。如中国茶类的有径山茶、西湖茶、黄山毛峰、南岳云雾茶、江珊绿牡丹等。酒类的有泰山特曲、黄山大曲、庐山白酒、赤水河酒、浏阳河酒

等。越南茶类的有“Chè Suối Giàng”（天泉茶）、“chè sông Công”（工江茶）、“chè sen Hồ Tây”（西湖莲茶）等；酒类的有“Rượu Mẫu Sơn”（母山酒）、“rượu mơ Hương Tích”（香迹梅酒）等。

(4) 制作工艺：以制作工艺为专名的茶名和酒名指的是凭据制作茶酒的生产工艺来命名。如中国茶类的有饼茶、锅巴茶、圆茶等。酒类的有红星二锅头酒、河套老窖、水井坊、千年酒坊酒、月池酒等。越南茶类的有“Chè mảnh”（块片茶）、“chè túi lọc”（虑包茶）、“Chè hòa tan”（溶解茶）、“chè ướp hương”（熏香茶）等；酒类的有“rượu ngâm hải sản”（海产泡酒）、“rượu lão từ hạ thổ”（下土老酒）等。

(5) 茶酒颜色及质量：以茶酒颜色及质量之意为专名的茶商品名称和酒商品名称指的是凭据茶与酒的颜色、质量来命名。如，中国茶类的有：红茶、白茶、绿茶等。酒类的有红酒、白酒、黄酒、四特酒等。越南茶类的有“Chè xanh”（绿茶）、“chè đen”（红茶）等；酒类的有“rượu trắng”（白酒）、“rượu đỏ”（红酒）等。

(6) 人名：以人名为专名的茶商品名称和酒商品名称指的是人们在给茶与酒命名时，用上人名做为茶商品名称、酒商品名称。所用的人名一般是制作出该产品的人的名字或者是专供饮用的君王的名字或者是其他领域的名人，像佛教的菩萨、文艺创作领域的诗人、作家、文学作品中的物名字。如中国的有观音茶、铁观音。酒类的有李杜酒、刘玲酒、张飞酒等。据笔者的了解，至今越南茶类尚未出现以人名为专名的。以人名为酒商品名称的有“rượu Minh Mạng”（明命酒）、“rượu Sơn Tinh”（山星酒）、“rượu A ma công”（阿魔公酒）等。

(7) 动物名：以动物之名为专名的茶商品名称和酒商品名称指的是以动物名为茶商品名称、酒商品名称。如中国的有双龙银针、龙凤茶、海马宫茶等。酒类的有蛇酒、龙凤酒、海马酒等。越南茶类的有“Chè mỏ quạ”（鸦啄茶）、“chè ô long”（乌龙茶）等；酒类的有

“rượu mãng xà”（蟒蛇酒）、“rượu tắc kè”（蛤蚧酒）、“rượu sâu chít”（蚕虫酒）、“rượu cá ngựa”（海马酒）等。

(8) 植物名：以植物之名为专名的茶商品名称和酒商品名称指的是以植物名为茶商品名称和酒商品名称。如中国茶类的有竹叶青茶、梅花茶、莲花茶等。酒类的有竹叶青酒、葡萄春酒、松花酒梨花酒等。越南茶类的有“Chè hoa ngâu”（牛花茶）、“chè nhài”（茉莉茶）等；酒类的有“rượu ba kích”（巴戟酒）、“rượu đương quy”（当归酒）、“rượu nho”（葡萄酒）、“rượu táo”（枣果酒）、“rượu sâm”（人参酒）等。

(9) 功能：以产品的功能为专名的茶商品名称和酒商品名称指的是凭据茶和酒的功能来命名。例如，中国茶类的有清热茶、清心茶等。酒类的有壮阳酒、回春酒、强骨酒等。越南茶类的有“Chè thanh nhiệt”（清热茶）、“chè thảo dược”（草药茶）等；酒类的有“rượu bổ”（补酒）、“rượu tráng dương”（壮阳酒）等。

(10) 自然现象：以自然现象之名为专名的茶商品名称和酒商品名称指的是以自然现象的名称来命名。如中国茶类的有象棋云雾、苍山雪绿、雨花茶、庐山云雾、蒙顶甘露等。酒类的有玫瑰雷、山植雷、劈震春、苹果露等。越南茶类的有“Chè tuyết”（雪茶）、“chè sơn tuyết”（山雪茶）、“chè tuyết Lu”（绿雪茶）、“chè xuân Bảo Lộc”（宝禄春茶）、“chè mây”（云茶）等；酒类的有“rượu Đá Bạc”（白石酒）、“rượu xuân”（春酒）等。

(11) 文化典故：以文化典故为专名的茶与酒商品名称指的是凭据民族或当地的文化典故特色来命名。如中国茶类的有：麻姑茶、铁罗汉茶、功夫红茶、铁观音茶等。酒类的有岁寒堂、黄鹤楼酒、孔府家酒、兵马俑酒、琅琊台酒、花明楼酒等。遗憾的是，据笔者的考察，越南茶与酒也有这一类名称，但是所占数量非常少，比如“rượu Minh Mạng”，“trà Ngọc nữ”。

(12) 文学尤其是诗词和历史故事：以文学尤其是诗词和历史故事为专名的茶商品名称和酒商品名称指的是凭据诗词歌赋、历史故事

来命名。如中国茶类的有花果山茶。酒类的有杏花村酒、稻花香酒、凉州曲酒、黄河谣酒等。据笔者的考察，越南茶与酒这一类商品名称极少，如“*rượu Sơn Tinh*”，“*trà Quý phi*”。

(13) 对美好生活的追求：以人们对美好生活的追求之意为专名的茶商品名称和酒商品名称指的是人们采用表达祝福、希望、好感之义的词语来命名。如中国茶类的有福来茶、献寿茶、福禄寿茶等。酒类的有红双喜酒、好日子酒、喜临门曲酒、万年红酒、长寿长乐酒、长春酒、等。越南这一类茶商品名称有“*trà bá tước*”（霸爵茶）、“*trà hoa nghệ thuật*”（艺术花茶）、“*trà bách hợp*”（百合茶）等。酒商品名称有“*rượu tài lộc*”（财禄酒、“*trà ngũ phúc*”（五福茶）等。

(14) 饮用的空间。茶与酒的饮用很多时候是人们生活中的一种消遣方式。古代人特别讲究茶与酒的饮用空间，在特定的、优雅寂静的空间或者君王在宫廷中饮用茶与酒可以增强酒兴和茶兴。特指饮用空间的中国茶商品名称有“云雾茶”、“云海白毫”、“墨江云针”、“天台山云雾茶”等。酒商品名称的有“天一有方酒”、“孔府家酒”、“白云边酒”等。越南这一类茶商品名称有“*trà Thiền*”（禅茶）、“*trà cung đình*”（宫廷茶）等。这一类的酒商品名称有“*ngũ tửu*”（御酒）、“*rượu cung đình*”（宫廷酒）等。

此外，在中国各种酒名中，凭据历史年代、生产时间和历史名人来命名的现象比较多。例如，以历史年代、生产时间为酒商品名称的如“八百岁酒”、“道光廿五酒”、“三千年酒”、“千秋汾酒”等，而凭据历史上的名人来命名的如“太白酒”、“杜康酒”、“文君酒”、“华佗酒”、“阿庆嫂酒”、“刘玲酒”等。但是，同样的都是饮料，因为茶与酒的功能以及使用的对象及范围不尽相同，导致以名人尤其是与诗歌相关的人物为名的只出现在酒商品名称中而茶商品名称却没有。经酿酒所获的经验，人们认为酒陈存时间越长，香味越浓，酒味越醇。就是洋酒的销售包装上也写有存放的时间，如，存放十二年的酒就不如存放十八年的酒好。因此，在给酒命名时，人们还讲究时间和历史年代这一因素，

既可以强调酒存放的时间长又可以通过夸张表达生活长久的渴望。因此才会出现“八百岁酒、三千年酒、千秋汾酒”等，这些酒就从其名称都会吸引购买者和饮用者了。

中国茶名和酒名相比，不同之处还在于，中国茶名大多都带有特指颜色的因素尤其是“青”、“绿”二字以及“叶”、“花”、“芽”、“针”、“尖”、“毫”等字当做通名，这些字眼对茶叶起到描写性作用，使人们只要通过其名称就在一定的程度上可以形容出茶叶的形状、性质等特点，而这些字眼在酒商品名称中却不出现（如“芽”、“针”、“尖”、“毫”等）或者出现的频率极少（像“叶”、“花”等）。中国酒名中的通名一般是“酒”、“窖”、“醇”、“曲”、“液”、“老窖”等。两种商品的通名都带有各自的相关特色。

在茶与酒命名的各种理据中，以产地、山川、以及自然现象等是主要的、使用频率最大的要素。这点集中反映了茶与酒的质量大多都与产地、水源、自然现象及天气气候相关的。作为饮料，茶与酒的质量特别注重用水。可见，茶与酒大多都隶属于自然条件，结合制作方式而成珍品。再说，茶与酒的饮用不仅照顾到物质方面的享受，而且会推上了精神的享受。人间所说的“茶三酒四”已经说明了品茶和饮酒是越中两国自古以来的感情交流的高雅方式。有的文人雅士还特意在茶壶和酒壶上刻有“一片冰心在玉壶”。饮酒诵诗、品茶下棋、品茶诵诗、观看风景、融入自然是越南人和中国人自古以来的享受生活的健康而高雅的活动。所谓“酒后茶余/茶余酒后”就意味着人生交情和精神的享受。

三、中越茶与酒名称中专名和通名的组合方式

(一) 中国茶与酒名称中专名和通名的组合方式

中国茶与酒名称中一般都出现专名和通名。组合方式有以下几种：

(1) 方式₁：“专名+通名”：这是最常见的一类组合方式。如：五粮液、杜仲茶等是属于原料+通名；绵竹大曲、桂林毛尖茶等是属于

于产地+通名；泰山特曲、金山翠芽等是属于山川+通名；太白酒、张飞酒等是属于人名+通名；黄茶、青茶、红茶、黄酒、红酒、白酒等是属于颜色+通名。

(2) 方式₂：“专名+专名+通名”类。如：沧州薯干白酒、南京雨花茶等是属于产地+原料+通名；桂林三花酒、龙岩清香大曲、洞庭碧螺春茶等是属于产地+茶质/酒质+通名；北京二锅头酒、云南白片茶等是属于产地+制作工艺+通名等等。

由于通名缺失，出现了一些茶名和酒名中只有专名的形式，例如：国窖、水井坊、尖庄、小刀、舍得、晒青、韶峰、翠螺等，这一点在商品的标签上经常出现。

尽管专名有多种意义的因素，因素与因素之间的组合也是多样化，但它们基本上遵循着某种顺序，如“专名+通名”的顺序，其中通名可以不出现，但专名一定要显明、突出，专名是生产厂家选择自由度最大的部分，以便突出产品的产地、原材料、色泽、味道、功能、性质等有关因素，其选择对产品的销售影响很大。

除了上述所说的，茶与酒名称不但有专名，而且还有通名以外，按照茶与酒名称的特点，我们也可以另外用另外一种表达法来确定茶与酒名称的构成因素，这就叫做茶与酒商品名称中的标志字和区别字。在一般的情况下，茶名和酒名都由标志字（相当于茶名和酒名中的通名）结合区别字（专名）二个成分组成的。其中，标志字比较简单，对茶类而言，除了“茶”以外还有“芽”、“毫”、“针”、“尖”等字，而区别字比较复杂，具有某些茶叶特征的标志意义。如红茶、绿茶、花茶、白茶、乌龙茶、紧压茶，分别或以颜色词“红”、“绿”、“白”作为区别字，或以茶叶成分“花”作为区别字，或以加工制作方法作为区别字，如“乌龙”、“紧压”等。

对酒类而言，中国酒商品名称的通名则是“酒”、“液”、“曲”、“醇”等单音节通名，和“老窖”、“白干”等双音节通名。区别字如“红”、“黄”、“白”等特指颜色的，或者“窖”、“二锅”、“陈”等特指制

作方式的，或者“葡萄”、“米”、“木薯”等特指原材料的等。

茶与酒的命名方法十分复杂，有以产地、颜色命名的，有的以形状、加工方法命名的，有的以生长的自然环境和采制的时间命名的，也有的以民间传说和佛教名词命名的等。这些命名既复杂，又富有诗意，具有鲜明的特征。

在中国茶与酒的名称中，标志成分一般是单音节的和少一部分是双音节的。区别成分则从单音节的到双音节、三音节以上的都有。在一般的情况下，富有文学和修辞色彩的名称都不用标志字。例如：铁观音、素心兰、碧螺春、白牡丹、金钥匙等茶商品名称。而类似这样的酒商品名称就有张弓射雕、青稞互助、土家土方等。

(二)越南茶与酒名称中专名和通名的组合方式

在越南语中，茶名和酒名一般也出现专名和通名。从组合方式上看，两者都遵守越南语中的语言组合规则，总体上看也有以下几种方式：

(1) 方式₁：“通名+专名”：这一类组合方式也是最常见的。例如：Chè Thái Nguyên（太原茶）、Chè Suối Giàng（天泉茶）、Chè Tân Cương（新疆茶）等是属于通名+产地的茶名；Chè thanh nhiệt（清热茶）、Chè thanh tâm（清心茶）等是属于通名+功能的茶商品名称；Chè vàng（黄茶）、chè xanh（绿茶）、chè đen（红茶）等是属于通名+颜色的茶名。酒名也如此，例如：Rượu Kim Sơn（金山酒）、rượu Bắc Hà（北河酒）、Rượu nho（葡萄酒）、rượu rắn（蛇酒）、rượu mơ（梅酒）、rượu táo Mèo（山楂酒）等都是通名+原材料构成的酒商品名称；rượu xoa bóp（抹擦酒）、rượu tráng dương（壮阳酒）、rượu bổ（补酒）等都是通名+功能因素都成的酒商品名称等等。

(2) 方式₂：“通名+专名+专名”类。例如：Chè xuân Suối Giàng（天泉春茶）、chè vàng Tân Cương（新疆黄茶），chè tuyết lu hương ngát（浓郁香吕雪茶）等都是属于通名之后加两个以上专名的茶名。酒名也如此，例如：Rượu vang Đà Lạt（大叻葡萄酒）、rượu

ngô Bắc Hà (北河玉米酒)、rượu bình Khương thôn (姜村瓶装酒) 等都属于通名后面加两个以上的专名。

从以上的专名和通名的组合方式可见，通名作为中心语，专名起到修饰通名的作用，说明每一类茶与酒的产地、味道、颜色、功能、制作方式、制作原材料等众多特点。其中，专名的成分有的是单一的，有的是复合的。复合专名能够同时向消费者传递关于商品的两个以上的信息，是消费者初步了解到该类商品，从而产生兴趣并作出买或不买的决定。可见，专名对茶与酒名称起到重要的作用。不过，通名与专名的语序也充分反映了汉语和越南语关于定中结构的语序特点，两者完全相反的，说明两个民族思维方式上的差别。中国人是从外延面向中心而越南人是从中心面向外延。

四、结语

中越两国的茶与酒名称都由通名和专名构成。相比之下，中国茶与酒名称中的通名和专名更加复杂，而越南茶与酒的名称无论是通名还是专名都显得很单纯，特别是通名一般

仅有“rượu”（酒）和“chè/trà”（茶）二字来充当。中越茶与酒名称中的专名可分为14种类别，体现出了两国茶与酒的命名理据以及两个民族对茶与酒的认知特点，同时也体现出两国人民的创新能力，加以证明“认知是语言的基础，语言是认知的窗口”、“语言是巩固和记载认知成果的工具”（赵艳芳，2001，第7、8页）。中国茶与酒名称比越南的更加丰富多样。专名和通名的组合方式也不单一，一般是由通名和专名组成。从语序方面看，中越茶酒名称中的专名作为定语去修饰通名最为中心语，两者的语序完全相反，反映了汉语和越南语定语结构语序上的差别。

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ĐẶC ĐIỂM THÀNH TỔ CHUNG VÀ RIÊNG TRONG TÊN TRÀ VÀ RƯỢU TRUNG - VIỆT

PHẠM THỊ THANH VÂN

Tóm tắt: Trà và rượu ở Trung Quốc và Việt Nam xuất hiện khá sớm, chúng đều chiếm vị trí quan trọng trong đời sống xã hội, dần dần trở thành bộ phận hợp thành trong nền văn hóa dân tộc. Cùng với sự phát triển của xã hội, chủng loại trà và rượu ngày càng nhiều, kéo theo tên gọi cũng phong phú đa dạng. Trong tương quan, tên trà và rượu Trung Quốc càng đặc sắc. Nghiên cứu sâu đặc điểm của tên trà và rượu, không những thấy được vẻ đẹp ngôn ngữ mà còn hiểu được đặc trưng văn hóa hàm ẩn trong đó. Trong bài viết này, người viết sử dụng phương pháp và thủ pháp nghiên cứu như thống kê, phân tích, so sánh đối chiếu nhằm khảo sát các thành tố chung và thành tố riêng trong tên trà và tên rượu Trung Việt, làm nổi rõ đặc điểm của chúng.

Từ khóa: Trung Quốc, Việt Nam, trà, rượu, thành tố chung, thành tố riêng

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运用项目教学法提高军事科学学院军事汉语翻译教学质量

Applying project-based language teaching to enhance the teaching quality of military Chinese translation at Military Science Academy

BÙI HUY CƯỜNG*

*Academy of Military Science, ✉ huiqiang1985@gmail.com
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ABSTRACT

Military Chinese translation is a special subject, playing an important role in the Cadets Training Programs specializing in Chinese Language at Military Science Academy. On the basis of analyzing the practical in teaching and with the inspire of constructivism theory, this paper proposes a project-based teaching model of military Chinese translation, as well as deeply analyzes the process of project setting, project implementation, outcomes evaluation. It is expected that through the application of this new model, it is possible to further improve the quality and effectiveness of teaching Military Chinese Translation at Military Science Academy.

Keywords: Project-based teaching; Military Chinese; Chinese translation; constructivism theory

1. 引言

军事汉语翻译是军事科学学院汉语专业的特色课程。按照军事科学学院2021学7月8日新公布的“Chương trình đào tạo sĩ quan cấp phân đội ngành Ngôn ngữ Trung Quốc (4.5 năm)” (汉语专业分队军官培养方案, 4.5年制), 军事汉语翻译课程设有“军事汉语翻译(一)”、“军事汉语翻译(二)”和“军事汉语翻译(三)”三门课, 课时总共135节课, 设有中译越和越译中等内容。该课程的目标是培养学生的越汉军事互译能力, 让学生能够对有关军事理论、军事演练、边境合作、维和行动、军事科技及未来作战等方面的军事新闻和其它军事文件、材料进行翻译, 学会独立及合作完成翻译任务以及形成热爱学习汉语、不断提高知识及翻译能力的好习惯。

根据Bùi Huy Cường (2021) 的考察研究, 近年来军事科学学院“军事汉语翻译”教学质量明显提高, 对汉语军官培养起到重要的作用。但由于军事汉语翻译是一门难度较大的专业课程, 有的学生因为语言基础没打好、背景知识没具备等原因对学习缺乏或丧失兴趣, 导致学习成绩不均衡, 教学效率有待进一步提高。本文认为为了满足新时代国防事业对汉语翻译人才的要求, 军事科学学院应重视改进军事汉语翻译教学模式, 教学中应注重采用一些先进教学方法来提高教学质量和效率。下面将着重探讨如何利用项目教学法来提高军事科学学院军事汉语翻译教学质量。

2. 关于项目教学法

2.1. 项目教学法的理论依据

项目教学萌芽于欧洲的劳动教育思想, 最早的雏形是18世纪欧洲的工读教育和19世纪美

国的合作教育，经过发展到20世纪中后期逐渐趋于完善，并成为一种重要的理论思潮。陈水平（2013）认为作为建构主义教学模式的一种，项目教学是培养实用型人才的一种有效模式，它将受教育者社会化，促使他们不断适应现代生产力和生产关系相统一的社会现实。简而言之，就是让学习者在一定情境即社会文化背景下，以真实项目为依托，利用必要的学习资料，通过主动构建意义而获得知识和能力。

建构主义理论建议教学活动中应该“以学生为中心”，鼓励教师在教学中注重开展讨论活动，激发学生的积极性和主动性，指导并帮助学生主动探索、发现及构建知识。项目通常是产生结果如论文、研究报告、表演等。

2.2. 项目教学法的特点

项目教学法是指将课程乃至学科中的知识内容转化为若干个教学项目的教学方法。这类教学活动将围绕着项目组织和展开，使得学生直接参与项目全部过程。与传统的教学法相比，项目教学法在教学目标、教学内容及教学方法等方面都存在着明显的差别。传统的翻译教学方法是教师选定一篇原文作为翻译任务，学生在课外独立翻译，再回到课堂将粗略的译文提交给教师进行对比审查。苗菊（2007）认为传统翻译教学法以结果为主导的教学方法使得课堂教学单一化，教学气氛压抑，学生处于被动的地位，尤其是削弱了学生的自信心和创造力。项目教学法最为突出的特点与传统教学方法截然不同，该教学法以项目为主线、教师为引导，学生为主体的多元、新型教学模式，激发学生主动性、自主性及创新性。项目教学法的教学重点在于整个过程而不是限于所得的结果。教学过程中教师不是简单地让学生按照教师的讲授的内容去得到一个结果，而是要引导和帮助学生去寻找得到这个结果的途径，最终得到和展示这个结果，并作出自我评价。

应用项目教学法于翻译课堂时，教师需要在学生学习过程中扮演着观察者、引导者、指导者和监督者、评估者等角色。这等于教师的角色不是固定的，而是有所转变的。在项目的立项、准备以及实施的过程中，教师扮演着观

察者、引导者及监督者等角色；项目结束后教师又扮演着评估者的角色。在教学活动中，师生之间以及学生之间的互动与协作非常重要。喻旭东（2017）认为项目教学法为学生创造了一个较为真实的情景，在教师的引导和帮助下让学习者在情境中自主探索、互动协作，在实践中增长知识、提升能力。

3. 项目教学法在军事汉语翻译教学中的构建与应用

3.1. 设置军事汉语翻译项目

在项目教学法的实施的各步骤中，项目的选取是关键之处。翻译项目一旦确定，整个教学过程也就围绕着项目确定下来。教师应该根据军事科学学院《军事汉语翻译课程教学大纲》的教学目标和要求，结合学生的汉语水平，制定相应的项目内容。此外，还应注意军事汉语翻译内容的典型性，翻译材料需要反映同类文本的一般特性，难度要适合学生的翻译能力。如果文本难度过高或者过于容易都无法起到有效训练的效果。军事汉语翻译项目内容的确定还应保证其没有现成译文，这样可以避免出现学生懒于思考，抄袭别人等消极现象。

军事科学学院“军事汉语翻译二”目前使用由Bùi Huy Cường于2020年编写的“*Dịch tiếng Trung Quốc quân sự II*”《军事汉语翻译教程（二）》。该课程内容设有“军事演练”、“边境合作”、“维和行动”等单元。上这门课时，教师可以分别在不同的单元中设置不同的翻译项目。比如：

表1. 《军事汉语翻译二》的汉译越项目

序号	项目
1	中国2019-2021年参加的联合军事演习名称介绍和翻译
2	军事_新华网新闻翻译
3	中国军网新闻翻译
4	中国广西、云南边境口岸搜索及翻译
5	中国广西、云南边防站搜索及翻译

6	中华人民共和国国防部官方网站文献搜索及翻译
7	有关“维和行动”词语搜集及翻译
8	《新时代的中国国防》白皮书介绍及章节翻译

表2. 《军事汉语翻译二》的越译汉项目

序号	项目
1	Giới thiệu và dịch tên các cuộc tập trận quân sự chung mà Việt Nam tham gia giai đoạn 2019-2021 (越南2019-2021参加的联合军事演习名称介绍及翻译)
2	Dịch bài viết trên Báo Quân đội nhân dân (越南人民军队报纸文章翻译)
3	Dịch bài viết trên Tạp chí Quốc phòng toàn dân (全民国防杂志文章翻译)
4	Giới thiệu và dịch tên cửa khẩu biên giới phía Bắc của Việt Nam (越南北部边境省市口岸名称介绍及翻译)
5	Giới thiệu và dịch tên các đồn biên phòng biên giới phía Bắc của Việt Nam (越南北部边境省市边防站名称介绍及翻译)
6	Sưu tầm và dịch một số văn bản pháp lý về vấn đề biên giới của Việt Nam (越南边境一些法律文件搜索及翻译)
7	Sưu tầm từ ngữ lĩnh vực Giữ gìn hòa bình và dịch sang tiếng Trung Quốc (搜集有关“维和行动”词语并翻译成汉语)
8	Giới thiệu và dịch một số chương mục trong Sách trắng Quốc phòng Việt Nam sang tiếng Trung Quốc (《越南国防》白皮书若干章节介绍及翻译)

军事汉语翻译课程教学的最终目的是向国家和国防部输出合格的汉语翻译人才。所以，

教学中教学需要结合军事汉语翻译技能与职业素养，教学中应强调为学生营造军事汉语翻译官的翻译环境，使得学生能够亲临军事汉语翻译职场的氛围。设立项目时，要根据课程大纲的目标、要求以及教学内容来设计“中译越”和“越译中”项目。比如，表1是“中译越”项目，表2是“越译中”项目，两表里的项目都按照课程教学大纲来确立的，这些项目相当贴近于课程的内容，同时也比较符合军事单位的翻译职业。

3.2. 组建军事汉语翻译团队

项目教学法的显著特色是合作学习，所以需要特别强调小组学习的作用。这个学习方法相当符合于军事院校教学环境，因为军事学员比较善于集体合作。军事汉语翻译项目实施前，要建立项目团队，将班级分为若干小组，每个小组人数4至5人。值得注意的是小组数量和成员数量需要适合，因为过多成员有可能造小组本身管理困难，而小组数量过多则不利于教师对整个班级的指导和监控。

每个小组都要选定一位组长，教师要指导各小组组长与小组开会商定项目计划书，就项目的目标、要求、环节、工作量、进度、完成时间、结项材料、评价标准等问题做出初步规划，项目实施前教师对各小组的计划书进行审定和批改。在教师的引导下，学生在团队的组建过程中将得以切身体会团队的真正涵义，学会如何合作，怎样得以受到伙伴们的欢迎，从而能够培养学生的团队意识和技能。

3.3. 军事汉语翻译项目的实施

军事汉语翻译项目的实施是整个教学进程的核心，是学生对所学翻译技能、语言知识及军事知识进行系统内化，实现意义建构的关键环节。教师应对所设立好的军事汉语翻译项目涉及的翻译重点和难点之处做出讲解。各小组需要通过讨论确定采用哪种翻译策略，也要注意对文本中出现频率多的军事术语和特殊表达方式商定一致，需要避免同一军事术语或表达方式在译稿中出现多个翻译版本。各小组成员承担不同的任务，如：查阅相关军事资料、查

找词语、翻译、校对、排版等，按照所定下的计划书要求完成任务。

小组讨论和班级讨论是项目教学法实施的重点活动，学生要通过实施项目，提高自身的军事汉语翻译能力，培养团队合作意识。教师在此过程中同时起着引导和监督两个作用，而这两个作用同样重要。教师可以通过抽查各小组的进度或参与某小组讨论等方式来掌握项目实施情况和进展，每当学生需要协助或者存在疑惑时，教师应及时以启发为主，适当地引导学生自主寻找解决问题的方案，尤其是需要引导学生充分利用网络工具辅助项目的实施。

万兆元(2008)阐述了因特网的三大功能——资源共享、搜索查询和信息交流，翻译过程中充分而巧妙地利用这些功能将有利于提高翻译的质量和效率。Tống Văn Trường(2019)较为全面地论述了因特网语料搜索、评价、选择、分析及加工等技巧，认为因特网语料对翻译的帮助非常大，充分利用因特网语料可以提高翻译的效率和质量。王巍(2019)认为翻译项目教学模式值得推荐，同时应充分引导学生掌握运用信息与翻译技术工具，培养他们具备适应现代社会与职业的翻译能力。这充分说明因特网和翻译工具、现代技术的掌握是现代翻译不可或缺的一部分，上课时教师应该注重引导学生注意培养和积累这方面的知识。

朱慧芬(2013)认为教师在设计项目教学的过程中，可以为项目教学的每个环节或阶段设计和准备丰富的教学资源，对学生的项目学习起到一定支柱作用，同时学生也在完成任务时进行有选择的学习，利用相关资源进行知识构建。比如，当设立“搜集有关‘维和行动’词语并翻译成汉语”这一项目，主要任务包括收集并翻译，成果是词语有关维和行动词语及其汉译方案的列表。教师应根据各小组成员的翻译水平和兴趣来引导小组通过各种渠道，了解和掌握一切有关维和和行动的资料，收集词语和相应的翻译方案。教师同时也需要引导学生借鉴教材，并借助翻译软件和网络资源来实施翻译任务。教师可以提供一些军事词语及其翻译方案供学生参考。比如：

表3. 越中维和行动参考词语

序数	越南语词语	汉译方案
1	Cục Gìn giữ Hòa bình Việt Nam	越南维和局
2	Hoạt động quân dân kết hợp (CIMIC)	军民合作活动
3	Phái bộ Gìn giữ hòa bình của LHQ tại Nam Xu-đăng (UNMISS)	联合国驻南苏丹特派团
4	Phiến quân	叛军
5	Tổ chức dân sự	民间组织
6	Tổ chức khám chữa bệnh	开展义诊/诊疗活动
7	Thiết bị khoan giếng cơ động	便携式钻井设备
8	Trạm lọc nước	净水站
9	Trang bị công binh hạng nặng	工兵重型装备
10	Trưởng căn cứ Phái bộ	特派团首席代表

3.4. 军事汉语翻译项目汇报与评估

军事汉语翻译项目汇报与评估是重要的环节之一。在汇报环节中，教师分别在每组成员汇报之后进行提问，做好记录以便作出客观的评估。教师对各小组乃至各小组成员的表现进行点评，指出他们的优点和不足以及继续完善的方向。项目汇报不仅包括集体工作成果而且还包括各小组成员的工作量、态度表现、任务完成的质量以及实践体会和感悟等方面。可以通过学生自评、成员互评、小组互评以及教师评价等方式，对项目的结果以及学生的表现进行综合评价，这样可以帮助学生发现不足、截长补短，共同进步。

军事汉语翻译项目评价体系应该采用多种方式和环节，包括：学生自评、组内互评、组间互评、教师评价等，最终应该评选出一到两支最优秀的翻译团队，及时予以表扬和奖励，

从而激发学生的成就感和对军事翻译的热爱。项目评价要靠硬性指标和软性指标，其中软性指标是学生表现出的职业素养，包括工作责任、工作态度、工作规范、沟通能力、团队意识、创新精神等，而且要注意尽量做到以鼓励为主，肯定和表扬学生在翻译工作中所取得的成绩，以激发他们在学习上的积极性和主动性。蒋阳建（2019）认为教师评价时，要注重翻译工作任务完成过程中学生所展现的进步，关注善于质疑和创新精神以及团队合作精神等问题。我们认为评价时可以采用其他一些教学方案，使教学形式更加丰富，从而提高学生的学习兴趣 and 效率。比如，教师可以邀请校内或校外军事汉语翻译教师或同行专家对学生的项目成果进行第三方审定，给学生提供最客观和真实的反馈及建议，让学生再次去完善项目成果。教师最后组织学生进行成果展示，将成果排版打印、制作 PPT、汇报成果等激发学生的成就感与向上精神，让学生体会军事翻译的乐趣。

4. 项目教学法应用于军事汉语翻译教学时的注意事项

项目教学法的实施不仅可以提高学生的专业知识能力，且还能培养学生的思考、探索及解决问题等技能。但军事汉语翻译教学实际操作中也需涉及很多因素。首先，与传统翻译教学方法相比，项目教学法对学生的主动性、积极性提出更高的要求。学习过程中，学生要真正发挥主体作用，主动参与、探究、合作以及构建知识。如果学生缺乏积极、主动、创新意识，教学预期的效果将无法实现。

其二是，军事领域知识面广，翻译难度大，这给军事翻译教学者和学习者都带来不小的挑战。所以需要设立由易到难、难度适合的项目。

其三是，有的学生团队工作意识差，团队组织能力不好，使得小组成员的工作量不均衡，小组的全部重活只归为少数的学生，其余学生却轻松享受项目成果。班里有些语言能力

差、翻译技能弱、背景知识缺的学生，难免会出现明显的掉队现象，所以项目实施时教师要特别关注、照顾这些同学，保证班里所有同学都参与到教学活动当中。

其四是，项目教学法不仅要求教师要有较强的教学能力和军事汉语翻译能力，而且要有较强的教学灵活性及能动性以及较强的团队管理能力。尤其是教师本身要具备扎实的军事汉语翻译业务的实战能力及经验才可以更好地给学生提供合理引导。如果翻译教师的业务实战能力薄弱、教学组织能力不够，容易导致项目实施失控状态。军事翻译教师除了需要不断提高专业知识还需要积累军事翻译经验以及提高教学活动的组织和管理能力。

项目教学方法有助于学生军事汉语翻译实践能力的培养和提高，为学生毕业后步入工作岗位打下坚实的基础。军事科学学院该建立学校与单位联合，将教学内容与单位翻译实践发展紧密结合，协助教师为学生提供与将来军事汉语翻译职业有关的真实教学情境，同时为项目教学法乃至先进教学方法的应用供应有的支持。

5. 结语

项目教学法能极大地调动学生的积极性，培养学生的工作技能，强化学生的团队意识，同时也有助于培养学生的知识、技能、情感、态度等各方面综合素质，有利于学生今后工作与发展。如果将该教学方法得当地应用到军事汉语翻译教学，可以为学生展开了一个真实的学习环境并能够突出学生的主动性、积极性和创造性，把所学的知识与实际应用结合起来，提高教学的质量和效果。军事汉语翻译项目的确立、实施和评估等步骤很好地将课堂学习与翻译实践联系在一起。但同时该教学法也对翻译教师和学生提出很高的要求。基于项目教学法的军事汉语翻译教学模式目前在军事科学学院汉语教学中仍是一个新的尝试，不足之处在所难免，需要在具体的教学实践中不断完善与发展才能充分发挥其积极作用。

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**VẬN DỤNG PHƯƠNG PHÁP DẠY HỌC DỰ ÁN
NÂNG CAO CHẤT LƯỢNG DẠY HỌC DỊCH TIẾNG TRUNG QUỐC QUÂN SỰ
TẠI HỌC VIỆN KHOA HỌC QUÂN SỰ**

BÙI HUY CƯỜNG

Tóm tắt: Dịch tiếng Trung Quốc quân sự là môn học đặc sắc, có vị trí và vai trò quan trọng trong Chương trình đào tạo Sĩ quan cấp phân đội ngành Ngôn ngữ Trung Quốc tại Học viện Khoa học Quân sự. Bài viết trên cơ sở phân tích thực trạng dạy học và lấy cảm hứng từ thuyết Kiến tạo, đề xuất mô hình dạy học Dịch tiếng Trung Quốc quân sự dựa trên dự án, đồng thời đi sâu phân tích các bước thiết lập dự án, thực hiện dự án, đánh giá kết quả của mô hình này. Hy vọng thông qua áp dụng mô hình dạy học theo dự án có thể nâng cao hơn nữa chất lượng, hiệu quả dạy học Dịch tiếng Trung Quốc quân sự tại Học viện Khoa học Quân sự.

Từ khóa: *Dạy học dự án, tiếng Trung Quốc quân sự, dịch thuật*

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ИСПОЛЬЗОВАНИЕ РУССКИХ ФРАЗЕОЛОГИЗМОВ СТУДЕНТАМИ НА НАЧАЛЬНОМ ЭТАПЕ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА ВО ВЬЕТНАМСКОЙ АУДИТОРИИ

The use of Russian idioms by Vietnamese beginner Russian learners

HOÀNG CÔNG CHỮ*

*Academy of Military Science, ✉ hoangcongchu1985@gmail.com

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ABSTRACT

Idioms are defined as fixed phrases whose meanings and forms are not negotiable, and they can also function as a single unit. Characteristics and diversity of Russian idioms can be seen in their structures and their use in real-life communication, causing plenty of difficulties for Vietnamese learners. Nevertheless, through the active use of Russian idioms, students not only can strengthen their knowledge of grammar and vocabulary but also improve their understanding of Russian culture. This article aims to suggest using Russian idioms among Vietnamese beginner-level students to enhance their grammar and vocabulary once they have grasped the meaning of those idioms.

Keywords: idiom, Russian idioms, using idioms, benefits of using idioms

1. ВВЕДЕНИЕ

Русские фразеологизмы - это живое и особое наследие и часть культуры русского народа из поколения в поколение. Учёные-лингвисты как Телия В.Н., Назарян А.Г., Виноградов В.В., Амосовой Н.Н. и другие по-разному интерпретируют определение фразеологизмов и его свойств, однако наиболее последовательно выделяемыми различными учёными свойствами фразеологизмов являются: воспроизводимость; устойчивость; сверхсловность; принадлежность к номинативному инвентарю языка.

В настоящее время вьетнамские студенты часто встречаются с разными трудностями в использовании русских фразеологизмов, когда они работают над этой темой во вьетнамской аудитории. Многие из них с большим трудом находят фразеологические обороты в тексте, не понимают их значение, не умеют их употреблять в своей практической речи на начальном этапе изучения русского языка. Фразеологические обороты - особое целостное сочетание русского языка, часть культуры народа, - должны возвратиться в речь и обогатить её. Попадая в разные ситуации, студенты порой не находят слов, чтобы эмоционально выразить свое чувство, отношение к

происходящему, поэтому необходимо учиться правильно подбирать фразеологические обороты к различным жизненным ситуациям на практике.

Именно поэтому активное использование фразеологизмов играет важную роль в процессе изучения русского языка у вьетнамских студентов в настоящее время. С одной стороны, это поможет студентам непрерывно укрепить их знание о грамматике, о лексике русского языка. С другой стороны, это тоже поможет студентам лучше понять о культуре и древней традиции русского народа.

2. СОДЕРЖАНИЕ

2.1. Определение фразеологизмов и пословиц в русском языке

В действительности не существует абсолютно точного общего и конкретного определения фразеологизма, так как каждый филолог-лингвист имеет свой собственный метод сближения к определению фразеологизмов.

По мнению Телии В.Н. «фразеологизм - это общее название семантически связанных сочетаний слов и предложений. Эти предложения, в отличие от сходных с ними по форме синтаксических структур, не производятся в соответствии с общими закономерностями выбора и комбинации слов при организации высказывания, а воспроизводятся в речи в фиксированном соотношении семантической структуры и определенного лексико-грамматического состава» (Телия, 1981, с. 128).

Известный австрийский филолог Назарян А.Г. определяет «фразеологизм, как единицу с полным или частичным семантическим преобразованием» (Назарян, 1987, с. 50). Иными словами, «фразеологизмы представляют собой переносное значение той, или иной фразы, которое хорошо известно носителям языка и могут значительно отличаться друг от друга в языках мира».

Например:

Интерпретация русского фразеологизма “Когда рак на горе свистнет” на вьетнамский язык осуществляется с помощью фразы “*Bao giờ chạch đẽ ngọn cây*”. Они понимаются и объясняются эквивалентно по переносному значению, а по прямому значению, по лексическому сочетанию и по их грамматическому употреблению они полностью различные.

Академик Виноградов В.В. называет «фразеологическими единицами такие устойчивые, или лексические сочетания слов, которые, употребляясь в языке, не вновь образуются в процессе речи, а выступают как “готовые выражения”, “неразложимые целые единицы”, “эквиваленты слов”» (Виноградов, 1977, с. 89).

Говоря о фразеологизмах, не стоит забывать про такое нашедшее понятие, как “идиома”. Смирницкий А.И. разделял фразеологизмы и идиомы: «Фразеологические единицы, имеющие строение свободных, собственно грамматических сочетаний слов в предложении, обладающие значительной семантической цельностью, следует отделять от особого вида идиоматических словосочетаний, которые можно было бы назвать собственно идиомами» (Смирницкий, 1998, с. 145).

По мнению Амосовой Н.Н. «Пословица - меткое образное изречение, обычно ритмичное по форме, отражающее мировоззренческие и нравственные представления народа, его практический опыт.» (Амосова, 1978, с. 68).

Профессор Кунин А.В. считал, что «Фразеологические единицы - это раздельнооформленные единицы языка с полностью или частично переосмысленными значениями» (Кунин, 1984, с. 90).

Арнольд И.В. считал, что «фразеологизм является устойчивым словосочетанием

или предложением, которое, как минимум, состоит из двух полных слов или более, присущих данному языку и выражающее единое целое» (Арнольд, 1987, с. 120).

В процессе работы над этой темой мы полностью придерживаемся мнения с Академиком Виноградовым В.В. об определении фразеологизмов. Далее мы покажем читателям состояние изучения русских фразеологизмов у вьетнамских студентов во вьетнамской аудитории и их практическое использование русских фразеологизмов для укрепления своих грамматических материалов, обогащения лексических запасов, и повышения своих знаний в культурной области русского народа.

2.2. Состояние изучения русских фразеологизмов у вьетнамских студентов на начальном этапе изучения русского языка во вьетнамской аудитории

В настоящее время возникает одна актуальная проблема - это активное и эффективное использование всего многообразия фразеологизмов русского языка на практической речи у вьетнамских студентов во вьетнамской аудитории. В действительности язык у многих студентов в процессе изучения русского языка довольно беден при выражении своих мыслей в практических общениях и с друзьями, и с носителями русского языка. Кроме того, нехватки знаний и пониманий о языковых явлениях сейчас стоит особенно остро, потому что студенты, сдавая экзамены, в своих контрольных работах часто сталкиваются с вопросами, которые нуждаются в своеобразном знании русского языка, и фразеологизмах в частности. Многие из них с большим трудом работают над фразеологическими оборотами в речи, и в тексте. Именно поэтому активное использование русских фразеологизмов у вьетнамских студентов в укреплении их знаний и в повышении качества преподавания русского языка во вьетнамской аудитории в ближайшее время становится актуальным.

В последние годы в институтах и в университетах Вьетнама популярно используют учебник «Дорога в Россию» (часть 1, 2, 3), учебник «Что вы сказали», учебник «Как спросить? Как сказать?» для студентов на начальном этапе изучения русского языка. Оказалось, что начальный этап - исключительно важный этап для студентов во владении русской лексико-грамматикой. Это тоже этап формирования у студентов практических приемов для подхода к материалам русского языка и методов глубокого изучения русского языка в последующем периоде. В процессе работы над этими учебниками вьетнамские студенты часто встречаются с русскими фразеологизмами о разных своеобразных тематиках, таких как: о работе, о расстоянии, о любви, о жизненной привычке, о внешности и характере человека, о мастерстве человека и т.д.

Посмотрим таблицу о статистике русских фразеологизмов, которые студенты встретили в учебниках «Дорога в Россию», «Что вы сказали», и «Как спросить? Как сказать?» на начальном этапе.

Пособие «Дорога в Россию» (часть 1, 2, 3)

Тема фразеологизмов	Количество фразеологизмов
Фразеологизмы о работе	15
Фразеологизмы о расстоянии	12
Фразеологизмы о животных	15
Фразеологизмы о внешности и характере человека	10
Фразеологизмы о труде	15
Фразеологизмы о жизненной привычке	8

Учебник «Что вы сказали»

Фразеологизмы о работе	11
Фразеологизмы о расстоянии	7
Фразеологизмы о животных	12
Фразеологизмы о внешности и характере человека	15
Фразеологизмы о труде	8

Фразеологизмы о любви	12
Фразеологизмы о дружбе	10
Учебник «Как спросить? Как сказать?»	
Фразеологизмы о работе	12
Фразеологизмы о расстоянии	6
Фразеологизмы о животных	15
Фразеологизмы о внешности и характере человека	14
Фразеологизмы о труде	8

На данном этапе изучения русского языка преподаватели часто объясняют значение фразеологизмов студентам, дают примеры и просят студентов работать по парам, по группам во время занятий, и после занятий под указанием преподавателей студенты дома должны все фразеологизмы регулярно повторять, составлять предложения, чтобы хорошо запоминать их значения. Кроме того, преподаватели тоже часто дают студентам другие русские фразеологизмы из разных литературных источников. Это также помогает студентам непрерывно добавлять свои запасные знания в этой области.

Но времени в аудитории не хватает и преподаватели не смогут контролировать как студенты изучают фразеологизмы дома. Именно поэтому практическое использование фразеологизмов у студентов под указанием преподавателей для повышения способности к изучению русского языка дома очень малое.

Именно поэтому мы считаем, что «активное и эффективное использование русских фразеологизмов в процессе изучения русского языка в аудитории для студентов является актуальной проблемой». Благодаря этому использованию студенты смогут повысить свою самоуверенность в любой ситуации практического общения, лучше понять русские грамматические конструкции, обогатить свои лексические запасы, а также лучше понять о прекрасной культуре и давней традиции русского народа.

Чтобы успешно это сделать, студенты должны хорошо владеть русской лексикой, русской грамматикой, уметь выражать свои эмоции, свои мысли, а также иметь хорошее представление о межкультурной коммуникации при изучении русского фразеологизма на именно начальном этапе. В рамках этой статьи мы будем перечислять полученные пользы и эффективности активного использования русского фразеологизмов у студентов во вьетнамской аудитории для укрепления русской грамматики, русской лексики, и ознакомления с культурой русского народа.

2.3. Использование русских фразеологизмов как средство укрепления русской лексико-грамматики и повышения знаний у студентов в русской культурной области

2.3.1. Использование русских фразеологизмов в укреплении русской грамматики

Оказалось, что активное использование фразеологизмов является одним из самых эффективных приемов для расширения и обогащения знаний студентов в процессе изучения русской грамматики. Чтобы хорошо объяснить значение и использование любого русского фразеологизма, студенты должны, с одной стороны, правильно понять его значение, затем они смогут выразить свои мысли по этому фразеологизму. А с другой стороны, студенты должны также использовать свои изучаемые грамматические формы и конструкции в устной или письменной речи. Это способствует у студентов автоматизации и активизации их изучаемых грамматических форм и конструкций в процессе изучения русского языка.

В действительности русские фразеологизмы существуют в различных формах с разными средствами выражения. Фразеологизмы могут выражаться: в форме глаголов повелительного наклонения; в форме

глаголов выражения просьбы, совета; в форме словосочетания; иногда в форме обобщенно-личного предложения; в форме степеней сравнения прилагательных или наречий; в форме глаголов инфинитива и т.д....

Это отражает разнообразие в особенностях образования и выражении именно русских фразеологизмов. Если студенты это хорошо понимают, они могут хорошо использовать грамматические конструкции, чтобы объяснить значение разных русских фразеологизмов.

Далее мы частично перечислим некоторые вышеуказанные формы русских фразеологизмов с примерами и покажем, как студенты используют фразеологизмы в укреплении русской грамматики.

а) Русские фразеологизмы, в состав которых входят глаголы повелительного наклонения

Например:

«Не откладывай на завтра то, что можно сделать сегодня»

Прочитав этот фразеологизм, студенты отметили, что в этом фразеологизме глагол «откладывать» в форме повелительного наклонения «откладывай» и под указанием преподавателя студенты могут правильно понимать значение этого фразеологизма, затем они смогут найти один эквивалентный фразеологизм с этим фразеологизмом во вьетнамском языке - это фразеологизм «*Việc hôm nay chớ để ngày mai*». На основе правильного понимания значения этого фразеологизма преподаватель просит студентов использовать изучаемые грамматические конструкции, чтобы объяснить его значение по-русски и составить предложения, в которых употребляется этот фразеологизм. Это, с одной стороны, поможет студентам лучше владеть русскими изучаемыми грамматическими конструкциями. С другой стороны, студенты смогут использовать этот фразеологизм и в составлении предложений, и в выражении

своих эмоций и мыслей в практической речевой деятельности.

Далее приведены некоторые русские фразеологизмы, в состав которых входят глаголы повелительного наклонения с эквивалентными вариантами во вьетнамском языке:

<i>Поминай как звали</i>	<i>Đi đời nhà ma</i>
<i>Умей сказать, умеи и помолчать</i>	<i>Một điều nhìn, chín điều lành</i>
<i>Не рой другому яму - сам в нее попадешь</i>	<i>Đào lỗ chôn mình</i>
<i>не суй нос не в свои дела</i>	<i>Chỗ mũi vào việc của người khác</i>

б) Русские фразеологизмы, в состав которых входят словосочетания

В процессе изучения русского языка студенты тоже встречаются с фразеологизмами в форме словосочетания.

Например:

<i>В двух шагах</i>	-	<i>Cách hai bước chân</i>
<i>На носу</i>	-	<i>Rất gần, cận kề</i>
<i>Медвежий угол</i>	-	<i>Nơi khi ho cò gáy</i>
<i>Два сапога пара</i>	-	<i>Cá mè một lứa</i>
<i>Пара пятаков</i>	-	<i>Đễ như chơi (như bỡn)</i>

Когда студенты встречаются с такими фразеологизмами на занятиях, преподаватели часто требуют, чтобы они составили предложения по образцу. Исходя из составленных предложений под указанием преподавателя студенты смогут понять изучаемые грамматические конструкции и лучше их запомнить. Такие вышеуказанные фразеологизмы в предложениях часто выражают *повторяющийся подчас* у говорящего.

Например:

Он очень занят, так как его экзамены на носу.

Антон живет очень близко от школы, в двух шагах.

Ира живет и работает очень далеко от города, медвежий угол.

в) Русские фразеологизмы, в состав которых входят степени сравнения прилагательных или наречий

На практике изучения русского языка студенты постоянно встречаются с некоторыми фразеологизмами, в состав которых входят степени сравнения прилагательных или наречий. Это показывает, что студенты смогут легче изучить и освоить степени сравнения прилагательных или наречий и у них нет много трудностей повторять эти изучаемые грамматические явления в своей практической речи с другими в устной форме, а так же при совершенствовании различных задач в письменной форме.

Посмотрим некоторые такие русские фразеологизмы с их эквивалентными вариантами во вьетнамском языке.

Лучше поздно, чем никогда - Miện còn hơn không

Сначала густо, а под конец пусто - Đầu voi đuôi chuột

Чем дальше в лес, тем больше дров - Đi một ngày đàng, học một sàng khôn

Все трудно лишь сначала - Vạn sự khởi đầu nan

г) Русские фразеологизмы, в состав которых входят обобщенно-личные предложения

На практике изучения русского языка студенты также встречаются с некоторыми фразеологизмами, в состав которых входят обобщенно-личные предложения. При использовании таких фразеологизмов в устной и письменной речи студенты смогут лучше понять, что такое *обобщенно-личное предложение* и его особенности образования в русском языке.

Например:

*Поживешь подольше, узнаешь побольше -
Càng càng già càng cay*

*С кем поведешься, от того и наберешься -
Gần mực thì đen, gần đèn thì sáng*

Что посеешь, то и пожнешь - Gieo nhân nào gặt quả nấy

Таким образом, активное использование таких вышеприведенных фразеологизмов для укрепления русской грамматики на уроках русского языка поможет студентам и еще раз повторить свои изученные русские грамматические материалы, и сделать их занятия более интересными, увлекательными и более эффективными.

2.3.2. *Использование русских фразеологизмов в укреплении русской лексики*

Практика изучения русского языка нам показывает, что активное использование русских фразеологизмов не только помогает студентам повторять изученные материалы, но и лучше укреплять изучаемые грамматические материалы, а также постоянно обогащать у студентов лексический запас.

Известно, что фразеологизмы часто употребляются в многих упражнениях для развития речевой деятельности у студентов. В таких упражнениях студенты часто используют фразеологизмы, чтобы стимулировать своих собеседников к выражению чувства и эмоции.

У каждого студента есть свой способ объяснения и использования фразеологизмов в своей речи на основе владения их значением, именно поэтому это тоже помогает самим студентам себе добавить лексические запасы и способности к выражению своей эмоции, собственной мысли, чувства и переживания в практической подготовленной или неподготовленной речи.

Например:

Русский фразеологизм: «Где дым, там и огонь» (эквивалентный вариант во вьетнамском языке: «*Không có lửa làm sao có khói*»).

С одной стороны, при знакомстве с этим русским фразеологизмом студенты понимают, что в этой ситуации «дым» - это знак для опознания места, где есть «огонь». Это непосредственное лексическое значение этого фразеологизма. Студенты это понимают, если они владеют значением всех слов в составе этого фразеологизма. Это практический подход к лексической семантике и толкованию слов.

С другой стороны, под указанием преподавателя студенты смогут понять этот фразеологизм по его переносному значению и узнать эквивалентный вариант во вьетнамском языке. Что этот фразеологизм обозначает? - переносное значение этого фразеологизма выражается о том, что «любое дело», возникающее в мире, имеет «свой источник». Нет ни одного дела в мире естественно возникает и происходит. В любой проблеме существуют свои причины появления и полученные результаты исходят из таких причин.

Таким образом, с помощью объяснения значения и под ориентации преподавателя студенты не только понимают непосредственное и переносное значение этого фразеологизма, но и обогащают свои лексические запасы, активно и эффективно используют полученные лексические материалы в практической подготовленной или неподготовленной речи.

Чтобы активно и эффективно использовать русские фразеологизмы в укреплении русской лексики, студенты могут себе подбирать упражнения для развития речевой деятельности, в которых употребляются фразеологизмы на конкретные темы, такие как: работа, любовь, труд, расстояние и т.д. Это легко поможет студентам понять их значение, выразить свои чувства, эмоции, и себе обогатить лексические запасы.

Далее приведены некоторые фразеологизмы по конкретной теме, которые студенты могут использовать в упражнениях для развития речевой деятельности:

а) На тему «расстояние»:

У чёрта на куличках - *Nơi khi ho cò gáy*

Рукой подать - *Sát vách, cách hai bước chân*

На край света - *Vùng hẻo lánh, nơi khi ho cò gáy*

За тридевять земель - *Vùng sâu vùng xa, vùng hẻo lánh*

б) На тему «труд и работа»:

Без труда не вытащишь и рыбку из пруда - *Tay làm hàm nhai, tay quai miệng trễ*

Засучив рукава - *Hăng say làm việc*

Терпение и труд всё перетрут - *Có công mài sắt có ngày nên kim*

Гореть на работе - *Hết mình trong công việc*

Делу время, потехе час - *Ăn có thời, chơi có giờ*

Вкладывать душу на работе - *Thả hồn vào công việc*

в) На тему «умение, мастерство кого-либо»:

Мастер на все руки - *Toàn năng trong mọi công việc (con dao pha)*

Мастер своего дела - *Thành thạo trong công việc của mình*

Дело мастера боится - *Việc chạy bay khi gặp tay thợ khéo*

Золотые руки - *Vàn tay vàng*

г) На тему «любовь»:

Совет да любовь - *Bách niên giai lão, tương kính như tân*

Потерять голову в любви - *Yêu một cách mù quáng*

Жить/прожить душа в душу - *Tâm đầu ý hợp*

Души не чаять (в ком-л.) - *Yêu thương ai hết lòng*

д) На тему «дружба»:

*Человек без друзей, что дерево без корней -
Người không bạn như cây không cội*

*Друзья познаются в беде - Trong hoạn nạn
mới biết ai là bạn*

*Друга на деньги не купишь - Tiền bạc không
mua được tình bạn*

*Не имей сто рублей, а имей сто друзей -
Giàu vì bạn hơn giàu vì tiền*

Таким образом, активное использование таких вышеприведенных фразеологизмов на уроках русского языка поможет не только постоянно укреплять память студентов, но и научиться их подобно подбирать лексические единицы для развития эмоциональной выразительности в разной речевой подготовленной или неподготовленной деятельности.

2.3.3. Использование русских фразеологизмов в ознакомлении с русской культурой

Русский язык является формой и зеркалом русской культуры. Он вбирает в себя и своеобразно преломляет всю совокупность знаний и представлений человека о мире. Своеобразие русской национальной культуры, отраженной в языке, наиболее ярко проявляется в лексике, и фразеологический фонд русского языка служит тому прекрасным примером. В исконно русской фразеологии отражается картина “русского мира”. Быт, традиции, обычаи, нравы русского народа, природные явления, родственные отношения, религиозные представления, история - таковы основные рубрики этой картины.

Фразеологизм русского языка включает в себя целый набор ключевых концептов, которые определяют национальную специфику языка и отражают культурно-исторический опыт русского народа.

Разумеется, что с помощью изучения русского фразеологизма студенты не только смогут познакомиться с русской прекрасной культурой, но и с давней традицией русского народа.

Далее приведены некоторые пользы, полученные студентами при использовании русских фразеологизмов для ознакомления с русской культурой русского народа:

а) Студенты смогут узнать *символическое значение* некоторых «животных» (собака, кошка, кот, лягушка, волк, медведь и т.д) в русской культуре с помощью изучения русских фразеологизмов, связанных с «животными».

Например:

*Лягушке, сидящей на дне колодца -Ếch ngồi
đáy giếng*

Собака на сене - không ăn được thì đập đồ

*В глубоком пруду - рыба крупная - Ao sâu
cá lớn*

*Без kota мышам масленица - Vắng chủ nhà
gà mọc đuôi tôm*

*Жить как кошка с собакой - Sống với nhau
như chó với mèo*

Голоден как волк - Đói meo bụng

*Волк в овечьей шкуре - Sói đội lốt cừu (giả
nhân giả nghĩa)*

*С волками жить - Đi với bụi mặc áo cà sa,
đi với ma mặc áo giấy*

В этой ситуации роль преподавателя очень важна. Под указанием преподавателя сначала студенты должны понять точное значение вышеприведенных русских фразеологизмов, потом преподаватель попросит студентов думать об их эквивалентных вариантах во вьетнамском языке, связанных с темой «животными». После этого студенты смогут лучше понять символическое значение «животных» в культуре двух стран.

б) Студенты смогут узнать *разные черты характера* по традиции и культуре русского народа при изучении русских фразеологизмов.

Например:

*Без труда не выловишь и рыбку из пруда -
Tay làm hàm nhai, tay quai miệng trễ.*

Когда студенты познакомились с этим фразеологизмом под указанием преподавателя, они смогли понять его значение. Найдя эквивалентные варианты во вьетнамском языке, студенты лучше поняли значение о чертах характера человека по культуре двух стран. В этой ситуации главное значение этого фразеологизма выражается в том, что если человек любит труд и всегда старается трудиться, он сможет сам обеспечить свою жизнь, и наоборот, если он ленивый, то он ничего будет добиваться в жизни.

Далее приведены некоторые русские фразеологизмы, выражающие черты характера человека в русском языке и их эквивалентные варианты во вьетнамском языке:

*Небо кажется не более лужицы - Cõi trời
bằng vung (высока, высокомерие)*

*Где мутная вода, там жирные цапли -
Đục nước béo cò (оппортунист, жадность,
хитрость)*

*Собака на сене - không ăn được thì đập đổ
(хитрость, лицемерие)*

Таким образом, на начальном этапе практическое изучение русских фразеологизмов, отражающих русские национально-культурные особенности языка и культуры, постоянно получает большое внимание у студентов, потому что фразеологизмы - это важные составляющие содержания языковой и культурной картин мира. При помощи таких фразеологизмов студенты смогут не только приобщиться к культуре русского народа, но и смогут легче понять их значение при представлении об их

эквивалентных вариантах во вьетнамском языке, их адаптироваться и социализироваться в практическом общении.

3. ЗАКЛЮЧЕНИЕ

Таким образом, в своей работе мы показали читателям пользы при активном использовании русских фразеологизмов в процессе изучения русского языка у вьетнамских студентов во вьетнамской аудитории на начальном этапе. Мы сравнили некоторые виды русских фразеологизмов с эквивалентными вариантами во вьетнамском языке при анализе их структур, и их употреблений в практической речи, и в их выражении прямого и переносного значения.

На практике не существует одного точного определения о фразеологизмах или поговорах, потому что мнения у лингвистов об этих проблемах всегда разные. Однако, в данной работе мы уже перечислили некоторые определения советских и русских лингвистов о фразеологизмах, поговорах и выразили согласие с мнением Академика Виноградова В.В.. На теоретической основе мы приходили к выводу, что изучение русских фразеологизмов на начальном этапе для вьетнамских студентов считается очень необходимым и преподаватель на этом этапе играет решительную роль в указании, помощи и ориентации студентов на изучение, повторение фразеологизмов и на уроке, и дома.

Изучение русских фразеологизмов и их интерпретация по семантике и по толкованию с эквивалентными вариантами во вьетнамском языке не только помогает студентам повторять и постоянно укреплять грамматическое знание по русскому языку, но и непрерывно повышать свои лексические запасы. Кроме того, с помощью изучения русских фразеологизмов студенты смогут лучше выразить свои эмоции, чувства в практической речевой деятельности и в подготовленной, и в неподготовленной форме.

Кроме того, с помощью изучения русских фразеологизмов на этом этапе все студенты смогут лучше понять о прекрасной культуре русского народа. Это именно прочная опора для студентов в повышении их знаний при знакомстве с предметами о русской истории и культуре в последующем периоде своего изучения русского языка.

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VIỆC SỬ DỤNG THÀNH NGỮ TIẾNG NGA CỦA SINH VIÊN VIỆT NAM Ở GIAI ĐOẠN ĐẦU HỌC TẬP TIẾNG NGA

HOÀNG CÔNG CHỮ

Tóm tắt: Thành ngữ trên thực tế là những cụm từ cố định về thành phần, cấu trúc, từ vựng, luôn thống nhất và không tách rời về mặt ngữ nghĩa và thực hiện chức năng của một đơn vị từ riêng biệt. Những đặc điểm và sự đa dạng của thành ngữ tiếng Nga được thể hiện trong cấu trúc và trong việc sử dụng vào những hoạt động giao tiếp thực tế. Điều này thường gây ra rất nhiều những khó khăn cho sinh viên Việt Nam trong quá trình sử dụng thành ngữ. Nhờ việc sử dụng tích cực thành ngữ tiếng Nga sinh viên không chỉ củng cố cho mình những kiến thức về ngữ pháp và từ vựng, bên cạnh đó còn giúp họ hiểu thêm về văn hóa của dân tộc Nga. Mục đích chính của bài báo là nhằm định hướng cho sinh viên Việt Nam tích cực sử dụng thành ngữ tiếng Nga nhằm thường xuyên củng cố kiến thức ngữ pháp đã học, làm giàu thêm vốn từ vựng cho mình sau khi đã hiểu chính xác ý nghĩa của các thành ngữ ở giai đoạn đầu nghiên cứu tiếng Nga.

Từ khóa: thành ngữ, thành ngữ tiếng Nga, sử dụng thành ngữ, những lợi ích của thành ngữ

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PRACTICAL ACTIVITIES INTEGRATED WITH MUSIC AND SONGS IN EFL CLASSROOM

PHẠM THỊ THÚY*, PHẠM THỊ HOÀI PHƯƠNG**

*Academy of Military Science, ✉ thuybinbong8@gmail.com

**Academy of Military Science, ✉ hoaiphuong0416@gmail.com

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ABSTRACT

One of the main challenges English language teachers face in their daily classes is to find creative ways of keeping their students' interest in language learning, which sometimes can be perceived as boring or tedious. Fortunately, there are ways to successfully address such challenges, and song-based instruction is one of them. This article promotes the strategic use of songs in EFL classrooms to motivate learners as they practice and produce the target language and actively participate in the lessons. First, the paper briefly examines various reasons for using songs in EFL classes in the light of current research and literature. Second, it provides practical guidelines for effective implementation of songs in teaching and learning English. Third, the practical part of the paper is to introduce several practical song-based activities that have been used effectively in the researchers' own classrooms. Hopefully, the current paper demonstrates that teaching and learning English through songs helps students to improve their language skills and makes them more excited in joining EFL classes.

Keywords: *songs, song-based activities, language skills, EFL classrooms*

1. INTRODUCTION

Songs are not only a form of art meant for entertainment, but also a kind of healing art or a medicine for the soul and the body. Simultaneously, songs can be used for educational purposes, especially in teaching languages. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value with their universal appeal, connecting all cultures and languages, which makes them one of the best and most motivating resources in the classroom, regardless of students' age or background.

A number of theorists assimilate music to a tool which fosters language retention and production in

students and helps acquire vocabulary, grammar, improve pronunciation, and develop the language skills of reading, writing, speaking and listening (Gubina, 2017). Songs in class also play an irreplaceable role as an ideal means of motivation which is one of the most important factors in any learning. However, this useful resource appears to be underutilized by English language teachers, which is largely attributable to the lack of understanding of its theoretical rationale and how to exploit it effectively in their own classrooms as well as the scarcity of publications on this subject (Shen, 2009; Paterson & Willis, 2008).

With the aim to demonstrate that teaching and learning English through songs help students to

improve their language skills and make them more excited in joining EFL classes, in the next sections, the paper briefly examines the importance of using songs in EFL classes in the light of current research and literature. Then, it provides practical guidelines for the effective implementation of songs in teaching and learning English. The practical part of the paper is to introduce several practical song-based activities that have been used effectively in the researchers' own classrooms.

2. THE IMPORTANCE OF USING SONGS IN EFL CLASSROOMS

The benefits of songs have been extensively discussed from its aesthetic value to its cultural, social, and educational benefits in the field of EFL and cognitive science (Eken, 1996; González, 2007; Joyce, 2003; Petrus, 2012).

First, using songs in EFL classes can bring great cultural and social values

Songs are a symbol of connecting people and their values based on shared experiences. It is an important component of society as a means by which certain groups of people define themselves and their relationship to the rest of the world (Failoni, 1993). One great benefit of songs is that it promotes multiculturalism among students in the classroom (McMullen, 2004). When language learning is introduced within a cultural framework, it becomes contextualized. Teaching songs to create contexts is beneficial because “songs in particular reflect and comment on key social, political and historical issues” (Ludke, 2009, p. 11). Songs not only give access to cultural information, but they also bring diversity into the classroom by highlighting the musical tastes of various cultural groups. Thus, it can be affirmed that songs provide an opportunity to examine culture and diversity through songs. Teachers can use songs effectively to introduce aspects of culture and diversity, which authentically educates students about the target culture and other cultures.

Second, songs have also been associated with benefits in language acquisition

This statement supported by González (2007) and Ludke (2009) explains that students will acquire the listening skill first, as they have not yet learned how to read so the use of songs in EFL classes is very important. This listening process also backs up with visuals, facial expression, movement, mime and through pictures. The whole process creates the starting point in learning language for the students. It is then claimed that songs might help language acquisition in three main ways: *emotionally* by increasing the level of attention, *perceptually* since the pitch contour aids phonological discrimination, and *linguistically* since the consistent mapping of musical and linguistic structure may optimize the operation of learning mechanisms (González, 2007; Gubina, 2017; Ludke, 2009). In addition, several authors indicate that songs can facilitate the long-term retention of the words, phrases and formulaic sequences that learners need to memorize (Arnold & Herrick, 2017; Gubina, 2017; McMullen, 2004). It is usually necessary for information in working memory to be rehearsed for some time so that it can move to long-term memory as a result of strengthening the memory trace. Thus, given the ability of songs to trigger multiple intelligences, it is advisable to include song-based activities in the English language teaching.

Third, songs can create the student-friendly learning environment

Abbott (2002) explains the use of songs as a teaching tool has its clear advantage: songs can change the classroom atmosphere. And the use of songs can be a relaxed and comfortable environment for the students and also develop their language skills. Similarly, Saricoban and Metin (2000) claim that using songs in ELT class can amuse students, provide a positive attitude while they can grasp lingual structures through the songs. Songs are important to gain the students' attention to fulfill their curiosity and also build

their language skills in a fun and meaningful way. Simpson (2015) argues that students enjoy songs and that it is important for them to feel motivated and the success they experience in participating in the language activities. Likewise, Sariçoban and Metin (2000) clarify the use of songs as one of the most enchanting and culturally rich resources that can easily be used in ELT classrooms. Kuśnierek (2016) shares the opinion that songs are usually identified with fun, which is why learning through songs is associated with an enjoyable experience. Moreover, songs may be used to relax students since for many learning a new language is a new experience.

Forth, songs promote students' autonomy

Songs not only give the edutainment for students but also give a chance to develop autonomy that is the main cognitive reason for using songs in the classroom (González, 2007). This statement leads to the process of building learning autonomously and make students fun learning using songs. Autonomy also means the needs of learning back to students and they try to fill their curiosity with the knowledge that they consider to know. When students are aware of their needs in learning, they will start to plan, implement and evaluate their learning process in an independent way. And the teacher will play a role as the supervisor, to make sure students achieved what they need to acquire. The learning process will run smoothly as students love to find and discuss their own finding while learning, and the goals of language learning will be achieved easily.

In short, the aforementioned reasons are all intertwined and help to demonstrate the value and benefits of using songs in EFL classroom. They are precious resources to develop students' abilities in listening, speaking, reading and writing. Songs can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English through songs also provides a non-threatening atmosphere for students, who are usually tense when speaking English in classroom settings.

3. EFFECTIVE EMPLOYMENT OF SONGS IN EFL CLASSROOMS

Preparing a song-based activity for an EFL class can be time-consuming and maybe not all that productive in the end. However, with all the benefits that songs provide, teachers certainly can bring musical appreciation and linguistic experiences into EFL classrooms. What follows are several considerations for using songs effectively in EFL classrooms.

3.1. Choosing suitable songs

The best learning happens when students have fun. So it is important to choose songs that students like. The best songs for learning English are: not too long (1–3 verses); not too fast (easy to sing along); in everyday English (not too many new or difficult words) and clear (students can easily hear all the words). Moreover, the language level of students will determine not only which songs can be used, but also what other activities – such as games or written exercises will be used to achieve the lesson objectives. Lower levels become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level students.

Based on ideas from Simpson (2015) and Abbott (2002), the following list of questions will help guide the decision-making process for a teacher who is choosing a song:

1. Content: *Does the theme of the song match up with your lesson?*
2. Clarity of speech: *Can your learners understand the lyrics?*
3. Age: *What is the median age of your students?* (Repetitive songs may be better for young learners, while thought-provoking songs may be more suitable for older learners)
4. Speed: *Is the tempo, or speed, of the music what you want it to be?*
5. Vocabulary: *Is there specific vocabulary in the song that correlates with the lesson?*

6. Grammar: *Does the song highlight a grammar point that your lesson focuses on?*

7. Idioms: *How much idiomatic language does the song contain, and would you like to focus learning on the idioms in the song?*

8. Popularity: *Might your learners want to suggest songs they like?*

9. Cultural sensitivity: *Do the lyrics present an opportunity to explore topics of culture, diversity, and multiculturalism?*

10. Offensive lyrics: *Do you want to avoid using songs with explicit lyrics?*

3.2. Considering the lesson objectives with songs

Whatever the lesson focuses on, remember that this does not necessarily place a limit on what teachers can do with the song. For instance, teachers might wish to use songs in question to exemplify a particular verb tense, and structure the lesson accordingly, but teachers might at the same time wish to take the opportunity to look at those interesting idioms in the lyrics.

When songs are not appropriate with the lesson objectives, students can enjoy to listen and sing the song but might not get what they are supposed to learn. Therefore, teachers have to make sure if the songs are related with the theme and the content of the learning materials.

3.3. Tailoring the song material into learning tasks

One way to maximize the advantages and minimize some of potential limitations of using songs in EFL classes might be to develop songs into language learning tasks. Although this alone will not help teachers develop a greater repertoire of songs, it can help maximize the potential of songs as teaching and language learning tools (Shen, 2009). However, more often than not, songs are used relatively ineffectively, often as activities between learning. It is stated above that no matter how enjoyable or memorable songs can be, a song

in itself will not teach students to use the language and will not give them the ability to communicate in another language. Developing a song from an activity into a task with preparation, core, and follow-up stages might be one way to help transfer the words in a song into use and maximize the potential of songs as teaching and learning tools.

4. SOME PRACTICAL SONG-BASED ACTIVITIES IN EFL CLASSROOMS

As is demonstrated above, language awareness and the intrinsic merits that songs possess are all in support of utilizing English songs in EFL classrooms. The next thing is how to bring about the educational value of English songs teaching and learning English. Some specific practices adopted by the researchers are recommended here as initial attempts to integrate English songs into teaching various aspects of language skills, vocabular and grammar in tertiary English teaching.

4.1. In listening practice

A good listening comprehension skill lays the corner-stone for developing other skills in foreign language learning. But it is also the most difficult among all the language skills from novice to master. While listening to a native speaker, in most cases we find their speech running smoothly just like a river, even not fast, so that EFL learners may fail to catch them. Listening to English songs will prepare EFL students to the genuine English language they are to be faced with. Teachers can devise special exercises to assist students in improving their listening comprehension. A gap-fill task as follows can be used to help students notice and absorb the phonetic reality in native English speakers' speech. Take the classic folk song "Home on the Range" as an example.

Teaching procedures

1. Choose a song that is appropriate for the students' proficiency level and the content of the lesson. The song should be new or unfamiliar to the students.

2. Show students the lyrics from a verse (either pass out papers or write the lyrics on the board). Some of the words should be missing, and the part of speech of each missing word should be given under the blank. For example, here are the first few lines of the classic folk song “Home on the Range” presented this way:

*Oh give me a _____ where the buffalo
roam (noun)*

*where the deer and the antelope _____
(verb)*

*where seldom is heard a _____ word
(adjective)*

*and the skies _____ not cloudy all
day. (linking verb)*

3. Before playing the song, discuss the lyrics and vocabulary to create context for the students. This can be done in small groups or as a whole class. Questions might include the following:

- *What do you think the song is about?*
- *Which words seem most important?*
- *What do you think the missing words are (from the given context)?*

4. Before playing the song, have students fill in what they think the missing words are on their papers or on the board.

5. Play the song. Students will listen to see if they guessed the missing words.

6. When the song ends, ask students if they correctly guessed the missing words and engage them in a discussion about the vocabulary and the meaning of the song; you might ask these questions:

- *What words in the song did you already know?*
- *How does the singer feel in this song? How do you know?*
- *What do you think the meaning of the song is?*
- *Which words help us understand the meaning of the song?*

4.2. In speaking practice

Songs in a second language enhance the learning of that target language. Nanda and Narius (2012) claims that song can be used by the teacher to improve the students’ motivation in learning English speaking skills. By using songs as media of teaching, students will be braver to speak English in the class. Moreover, students will work in a group or individually. Songs will improve the interaction of students and make them more interested with the classroom activities. Every student will have conversation with other students by using English. Songs bring energy to the classroom and boost students’ confidence. The type of speaking practice with songs can be of great help because only when the natural pronunciation and all the phonological rules become internalized in students can they gradually catch up with the native speakers’ speech. Here is the example of using songs to improve students’ speaking skills.

Teaching procedures

1. Choose a song that has an interesting and familiar topic to talk about. Here it can be “**Traveller**” by **Luca Aprile**.

2. As a lead-in activity, ask students question about their own travelling experience.

Who do you prefer to travel with? (Why?)

Do you think it is a good idea to travel with friends, or alone? How about with your family?

Are you afraid of going abroad alone?

Are you more fond of long or short distance travel?

Could you live in another country for the rest of your life? Explain.

3. Then play the song once for familiarity and fun.

4. For the second listening, students listen to the song and note down the cities and/ or countries mentioned.

5. On the board, write a number of questions for the students to think of to talk to a partner.

Variation: Individually, students can write 3-5 questions of their own about the song and then interview a partner. After the interviewee has responded to the questions, the partners can exchange roles, so that the interviewer becomes the interviewee.

What is the song about?

What is the singer feeling?

Who is the singer singing to?

What is the message he's trying to convey?

What did the song make you feel?

6. Share responses to the questions as a group and talk about the song or the genre of music in general.

4.3. In enhancing vocabulary

When coming across an impressive song, students are eager to take a further step - to understand what the singers are expressing and to sing it by themselves. With such a motivation, students will feel surprised they can remember all the words that appear in the lyrics, even difficult ones. The nature of songs is fairly repetitive and consistent. For example, "In My Life" by The Beatles - a very familiar song provides ample opportunities for students to focus on the study of vocabulary.

Teaching procedures

1. As a lead-in activity, students discuss the first line of the song written on the board: "*There are places I remember all my life*"

2. Play a song called "In my Life" to the students. The whole class discuss how the song make them feel.

3. Then, discuss some vocabulary words from the songs. They will talk about some synonyms that they could use to replace those words and if they would create the same feeling in the song. The students will turn and talk to their partner about the synonyms.

There are places I remember all my life¹

Though some may have changed²

Some forever, but not for better³

Some have gone and still some remain⁴

And all these great places have their moments⁵

With lovers and friends that I still can recall⁶

*Some are already dead, and also some are
living In my entire life,⁷*

I've loved them all⁸

Suggested synonyms:

Line 1: places – areas, regions, villages, destinations, restaurants...

Line 2: changed – reformed, improved, developed...

Line 5: recall – remember, call up, think of, reminisce...

4. Then the class discuss word choice and how that is so important in a song and that the words and the rhythm of the song are what make it so powerful.

5. After that, the students will create a web of the powerful words from their song.

6. Then as a class the teacher will create a vocabulary quilt of all the vocabulary that the students put in their web. Each group will choose 3 or 4 words and illustrate the meaning of those words on a small square piece of paper, then we will glue them all together to create a quilt.

4.4. In memorizing structure and grammar

As well as texts or articles, songs contain numerous examples of grammatical structures. Therefore it is natural when a teacher uses a particular song in order to highlight the use of that structure in context. For example, a song might contain several examples of the construction 'used to' to illustrate a past habit. If the lyrics of the song are written in an understandable way, it may have a positive effect on students' perception, as the presentation of such a grammatical issue based on

a song may be for many students more attractive than a text or article. Focusing on grammatical structures, the teacher can use multiple song extracts, students have to identify the structure “used to” in 4 different songs (“The Way We Used To Be” by Eric Carmen; “We Used To Wait” by Arcade Fire; “Used To Be” by We Are The Grand; and “Used To” by Daughtry)

Teaching procedures

1. Teacher writes USED TO + VERB on the board and ask students to explain when to use it and give some example sentences. Write some on the board.

2. Teacher asks the following questions:

Did your tastes in music change with time?

What kind of music did you use to listen to?

Why do you think people change their tastes in music?

3. Students listen to the extracts for fun. They are encouraged to note down any phrases with USED TO during the listening.

4. Divide students into pairs or trios (it can also be done individually, depending on the number of students), and tell them they are going to listen the second time. They have to write *used to + verb* as *used to love*

We used to laugh

We used to cry

We used to talk about forever you and I

And love was all we seemed to need

I still recall sometimes

The way we used to be

(From “The Way We Used To Be” by Eric Carmen)

I used to write

I used to write letters

I used to sign my name

I used to sleep at night

Before the flashing lights settled deep in my brain

But by the time we met

By the time we met

The times had already changed

(From “We Used To Wait” by Arcade Fire)

5. When looking at the meaning and use in depth, the teacher might ask questions like these:

Why does the author use the structure USED TO here?

Could the simple past tense be used without any change of the meaning?

If so, what would the sentence be like?

As a matter of fact, the above elaborately-described activities only scrape the surface, considering the large number of creative ways that can be exploited for the adaptation of music and songs to the language classroom.

5. CONCLUSION

The first purpose in presenting this paper is to suggest using songs to keep students’ interest in language learning and motivate them to practise and reproduce the target language. The second purpose is to highlight how, with a little initiative, teachers can adapt songs to better suit their teaching goals. Songs can be used as a valuable teaching and learning tool. Using songs can help students improve their language skills; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Apart from discussing theoretical arguments and empirical evidence in support of using songs in language instruction, the paper provides practical activities for integrating songs into EFL classrooms. It is hoped that a larger number of EFL teachers will deem songs a valuable educational tool which they can use to engage their students both affectively and cognitively and to promote effective and enjoyable language teaching and learning./.

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CÁC HOẠT ĐỘNG THỰC HÀNH TÍCH HỢP ÂM NHẠC VÀ BÀI HÁT TRONG LỚP HỌC TIẾNG ANH

PHẠM THỊ THÚY, PHẠM THỊ HOÀI PHƯƠNG

Tóm tắt: Một trong những thách thức chính mà giáo viên tiếng Anh phải đối mặt trong các lớp học hàng ngày là tìm ra những cách sáng tạo để khiến sinh viên hứng thú với việc học ngôn ngữ, điều mà đôi khi có thể bị coi là nhàm chán hoặc tẻ nhạt. May mắn thay, có nhiều cách để giải quyết thành công những thách thức như vậy, và giảng dạy dựa trên bài hát là một trong số đó. Bài báo này khuyến khích việc áp dụng chiến lược khai thác các bài hát trong lớp học tiếng Anh như một ngoại ngữ (EFL) để thúc đẩy người học khi họ thực hành và sản sinh ngôn ngữ đích cũng như tham gia tích cực vào quá trình học. Đầu tiên, bài báo xem xét ngắn gọn các lý do khác nhau để sử dụng bài hát trong lớp học EFL. Thứ hai, nó cung cấp các hướng dẫn để thực hiện hiệu quả các bài hát trong dạy và học tiếng Anh. Thứ ba, phần thực hành của bài báo là giới thiệu một số hoạt động dựa trên các bài hát thực tế đã được sử dụng hiệu quả trong lớp học của chính các nhà nghiên cứu. Hy vọng rằng bài viết này tái khẳng định rằng việc dạy và học tiếng Anh qua bài hát sẽ giúp sinh viên nâng cao kỹ năng ngôn ngữ và hứng thú hơn khi tham gia các lớp học EFL.

Từ khóa: bài hát, một số hoạt động dựa trên các bài hát, kỹ năng ngôn ngữ, lớp học tiếng Anh như một ngoại ngữ (EFL)

Ngày nhận bài: 07/12/2021; ngày sửa chữa: 06/9/2022; ngày duyệt đăng: 30/11/2022

THE EFFECTIVENESS OF APPLYING GAMIFICATION IN STUDENTS' SELF-STUDY AT THE ARMY ACADEMY

TRÀ THI THOA*

*The Army Academy, ✉ thoatra@gmail.com

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ABSTRACT

Information Communication and Technology in the Industrial Era 4.0 has become a fundamental necessity in supporting the effectiveness and quality of the education process. To meet the needs of learning and especially foreign language learning in the new situation, this study aims to find out whether applying gamification in students' self-study time is significantly effective. With the "students must be proactive in learning" motto nowadays, using gamification software for students to learn, practise and self-evaluate their level is an essential requirement. Data were collected via a teacher-constructed language proficiency test and an introspective interview. A questionnaire was also given to the learners which assessed their attitudes toward self-studying by applying gamification. The findings of the study revealed that students who used gamification in oriented group had a greater positive performance toward English learning process than what was observed in the group with traditional self – studying methods.

Keywords: *English, gamification, learning, self-studying, technology, teachers, students*

1. INTRODUCTION

The development of Information Technology has created great changes in various fields, especially education. Information technology is increasingly proving an indispensable role in both management and training. In the general trend of the national education reform and innovation strategy, foreign language teaching and learning in the military environment has received more and more attention and has yielded significant improvements. In order to meet the educational requirements of the industrial revolution 4.0, the military academies and schools, especially the Army Academy have prioritized the application of information technology in teaching and learning foreign languages. Learning English is crucial

and is not negotiable in the Industry 4.0 era to communicate and to collaborate globally. In fact, not a few students find it difficult and lack of enthusiasm in learning English. One of the major problems is the teaching method which is less interesting and tends to be ineffective. Thus, Information Communication and Technology in the Industrial Era 4.0 has become a fundamental necessity in supporting the effectiveness and quality of the education process. Therefore, one of the solutions to resolve this problem is through the implementation of gamification. These are free game-based learning platform that can be used by teachers and students. Hence, this paper discusses the theoretical aspects of gamification in education as well as its advantages. Furthermore, the paper focuses on some previous research highlighting the

effects of using gamification to enhance students' engagement in learning English.

2. LITERATURE REVIEW

The concept of gamification is basically new, and according to Werbach and Hunter (2012), is the use of game elements and game design techniques in non-game contexts. It is based in the success of the gaming industry, social media, and decades of research in human psychology. In the work of Sailer, Hense, Mandl, and Klevers (2013, p. 28), the gamification can be understood as follows: "Gamification refers to the explicit use of particular elements of games in non-gaming contexts. The term design refers to the use of game design instead of game-based technologies or practices of the wider game ecology. The area of application of gamification is initially very broad. To take account of that and to prevent limiting the definition to certain contexts, the area of application is just described by the term non-game-contexts". Those components are essential to be understood individually, and are explained in an abroad form. On the other hand the concept of gamification takes an additional perspective when the components, perceived as key elements, become instrumental in the development of the concept and application of the concept. Also, gamification is diverse and has different uses as follow:

*Table 1. Game elements and definitions
(<http://greav.ub.edu/der>)*

Points	Numeric accumulation based on certain activities.
Badges	Visual representation of achievements for the use shown online.
Leaderboards	How the players are ranked based on success.
Progress bars/ Progression	Shows the status of a player.
Performance graph	Shows player performance.
Quests	Some of the tasks players have to fulfil in a game.
Levels	A section or part of the game
Avatars	Visual representation of a player or alter ego.
Social elements	Relationships with other user through the game.
Rewards/ reward system	System to motivate players that accomplish a quest.

The use of technology in education has become necessary to fortify the teaching and learning experience in the 21st century. Nowadays, most of the students are digital natives, and they learn and process information differently (Prensky, 2010). Thus, applying gamification is a new term that is being discussed in the last decade. The term of gamification emerged around 2010 where technological developments at the time were very rapid. Gamification is non-game based learning which has become an increasingly popular approach in increasing users' enthusiasm in a variety of contexts, including in the world of education. According to the NMC- Horizon Report (2014) "the gamification of education is gaining support among educators who recognize that effectively designed games can stimulate large gains in productivity and creativity among learners". A very important aspect in gamification with educational purposes is based on the implication that envisions educational objectives. These educational objectives will be seen by the learner as challenges to be accomplished in order to move from one stage to the other.

Gamification method makes the classroom more alive. István Varannai et.al (2017, p. 6) declared "using gamification is capable of eliminating the boredom of students in the classroom and making the learning process more enjoyable". According to Joey and Jessica (2011, p. 2) "gamification offers the opportunity to experiment with rules, emotions, and social roles". Emotions factor becomes the motivation of learners in the learning process takes place. In this case, students compete to get a good score and also feel challenged by the game. Students work hard to get satisfactory results. The next positive impact of gamification is motivation. Motivation is one of the main factors in teaching gamified, which is an important aspect in students' engagement classroom. Along the same line, with Maliakkal (2014, p. 52) "when used in non-game contexts, game elements can trigger motivation, effective player engagement, as well as persistence to win or learn". The next impact of using gamification is to make students more focused in understanding

the material. This is because the learning methods used are very indifferent and do not make the students feel burdened. So, students enjoy more and easily capture the material.

3. METHODOLOGY

This study was conducted to answer the research question of whether the gamification applying in self-studying proves to be more effective than traditional self-studying methods of the command and staff learners at the regimental and divisional level at the Army Academy.

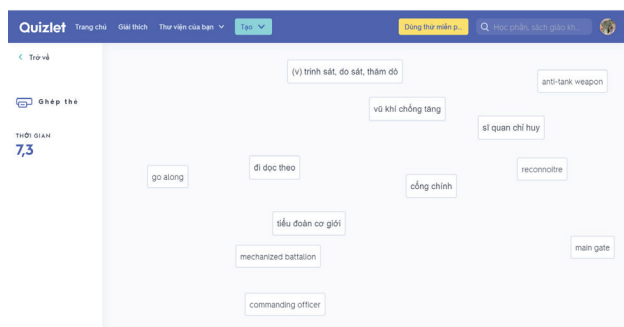
The research involved the participation of 136 students who had studied English as a compulsory subject at officer schools with language ability equivalent to A2 level. As the command and staff students at the regimental and divisional levels, they are expected to have a certain threshold proficiency in English and they have learned specific military English course for 3 months.

The research design used in the present study is a quasi-experimental one which involved both the control and experimental groups. 136 students were in six different classes, three of which were treated as the experimental group (N = 71) and three others as the control group (N = 65). Participants were asked to take a pretest on the first day of the course to determine their English level. After applying gamification in self-studying for experimental classes, both groups took a posttest after the experiment finished. The scores of the pretest and posttest of the two groups were then statistically analyzed to determine if there were any significant differences between the scores of the two groups.

The textbook utilized for both groups was Campaign: English for the military 1 by Simon Mellor-Clark and Yvonne Baker De Altamirano. The application of gamification being used at the Army academy is the quizlet software. Vocabulary and military terms are entered into this software and the software would design the exercises itself in the form of an online game. The pre-test and post-test were designed with exercises mainly focusing on reading skills.

As for the control group, the teacher spoke and taught all the time whereas students' tasks were to listen, copy the new words and take notes. Then, the students were required to fulfill all the exercises in the course-book and workbook which basically included such question types as answering questions, completing sentences, matching and translating exercises at the classroom immediately with the teacher's help to make sure that students do all the exercises correctly and completely.

The experimental group engaged in using quizlet to study after being taught by teacher in classroom. The students were requested to do the exercises at home after taking part in various quizlet games, namely aerolite, matching, choose the best answer, multiple choice, right or wrong,...



Picture 1. sample game of quizlet (https://quizlet.com/vn/594048812/unit-6_-_a-visit-to-the-base-flash-cards/)

4. FINDINGS AND DISCUSSIONS

A paired samples t-test was carried out to compare the mean scores attained on the pretest and posttest by students in the control group. Table 2 presents the results of the paired samples t-test conducted for this purpose. As shown in the table, there was a significant difference in the scores of the pretest (M = 17.25, SD = 6.26) and the posttest (M = 19.62, SD = 7.38) of the control group with $t(64) = -3.03, p < 0.05$, and Sig. (2-tailed) = 0.004. Clearly, the students in the control group performed better in the posttest, earning higher mean scores (19.26 compared to 17.25). The results indicate that students given the traditional teaching made a certain improvement in their reading ability. Their progress was not due to chance alone since

the Sig. (2-tailed) value is 0.004, which is lower than the 0.05 significance point. Therefore, this improvement can be attributed to the students' attainment of knowledge as well as reading skills.

Table 2. Paired samples t -test for comparing the mean scores of the pretest and the posttest performed by the control group

Test Variable	N	Mean	Std. Deviation	t	df.	Sig.(2-tailed)
Pretest	65	17.25	6.26	-3.031	64	.004
Posttest	65	19.62	7.38			

*p<.05

Similarly, a paired samples t-test was conducted to compare the mean scores on the pretest and the posttest achieved by students in the experimental group. Table 3 displays the results of the paired samples t-test carried out for this purpose. There was a significant difference in the scores of the pretest (M = 21.54, SD = 7.79) and the posttest (M = 26.82, SD = 7.09) with $t(70) = -10.7$, $p < .001$, and Sig. (2-tailed = .000). Obviously, there was a large difference of 5.28 between the mean pretest and posttest scores for the experimental group. The difference is significant since the p value is lower than 0.001. Therefore, students' remarkable improvement in their language knowledge as well as in the experimental group is assumed to be influenced by applying gamification in students' self-study.

Table 3. Paired samples t -test for comparing the mean scores of the pre-test and the posttest performed by the experimental group

Test Variable	N	Mean	Std. Deviation	t	df.	Sig.(2-tailed)
Pretest	71	21.54	7.79	-10.7	70	.000
Posttest	71	26.82	7.09			

**p<.001

To sum up, the results of the paired samples t-test for each group indicate that both groups generally made a certain improvement after the three-month experiment. The improvement made by the experimental group, who engaged in applying

gamification for self- studying, was considerably greater than that made by the control group, who followed the traditional instruction. There was a difference of 2.91 in the pretest and posttest means between the experimental group (5.28) and control group (2.36). Nevertheless, further statistical calculations are needed to determine which group truly outperformed in the posttest.

To evaluate the language knowledge as well as reading skills of both groups before the experiment, an independent samples t-test was performed to compare the pretest means of both groups. Table 4 shows the results of the independent samples t-test conducted for this purpose. Before the three-month experimental period, there was a significant difference in the pretest scores of the control group (M = 17.25, SD = 6.26) and the experimental group (M = 21.54, SD = 7.79) with $t(132) = -3.5$, $p < 0.05$, and Sig. (2-tailed) = 0.001. As can be seen from the table, the students in the experimental group outperformed those in the control group on the pretest with a higher mean score (21.54 compared to 17.25). The difference could be ascribed to the fact that there were better students in the experimental group that could have made them better in a second language.

Table 4. Independent samples t-test for comparing the control group and the experimental group on the pretest

Test Variable	N	Mean	Std. Deviation	t	df.	Sig.(2-tailed)
Pretest	71	21.54	7.79	-3.517	132	.001
Posttest	65	17.25	6.26			

*p<.05

Subsequently, an independent samples t-test was run to find out whether there was a statistically significant difference between the means of the two groups on the posttest. Table 5 shows a statistically significant difference in the posttest scores between the control group (M = 19.62, SD= 7.38) and the experimental group (M = 26.82, SD = 7.09) with $t(132) = -5.8$, $p < .001$, and Sig. (2-tailed) = .000. As such, the mean gain of the experimental group was greater than that of

the control group, 26.82 and 19.62, respectively. Besides, the scores of the experimental group were more homogeneous than those of the control group since the former's standard deviation is lower (7.09 compared to 7.38). Moreover, the Sig (2-tailed) value was lower than .001 ($p < 0.001$). Thus, it can be concluded that the difference in the mean scores on the posttest for the two groups is statistically significant, i.e., not due to chance alone.

Table 5. Independent samples t-test for comparing the control group and the experimental group on the posttest

Test Variable	N	Mean	Std. Deviation	t	df.	Sig.(2-tailed)
Pretest	71	26.82	7.09	-5.8	132	.000
Posttest	65	19.62	7.38			

**p<.001

Nevertheless, as one might assume that students in the experimental group, who had higher scores in the pretest, will be more likely to outperform those in the control group on the posttest, it was genuinely important to determine the magnitude of the difference, i.e., the so-called effect size (ES) on the experimental group. This is to ascertain whether the applying gamification in self-studying affects students' improvement or not. Thus, ES was calculated based on the following formula (Rubin, 2013).

$$ES = \frac{\text{Experimental Group Mean} - \text{Control Group Mean}}{\text{Control Group Standard Deviation}}$$

The guidelines for interpreting ES are: $d < 0.02$ = small effect, $d: 0.50-0.79$ = moderate effect, and $d > 0.8$ = large effect (Cohen, 1992, as cited in Rubin [2013]). The effect size for this analysis was 0.97, which indicates that the effect of ER on students was large. Therefore, it can be logically concluded that a significant difference existed between the two groups in terms of applying gamification in self-studying after the three-month experiment. In other words, the higher gain in the mean score made by the experimental group must be largely the effect of applying gamification in students' self studying.

In this presentation of the results, the quantitative descriptive data are presented. Among the 71 experimental participants, only 60 of them filled in the questionnaire. The Cronbach Alpha test was performed to examine the reliability of the 38-item questionnaire; it showed a reliability of .703, which is acceptable.

The findings shown in Figure 1 indicate that, overall, the majority of participants had positive attitudes towards gamification.

As seen in Figure 1, the results revealed that the majority of the responses were positive for all 19 questions. Students' responses to the 19-item questionnaire indicated that a majority of them believed the gamification helped them achieve gains in linguistic competence, e.g., building a large sight vocabulary (75%), enhancing grammar knowledge (75%), memorizing vocabulary and context easier (66.7%), bringing out their prior knowledge into reading comprehension (63.4%), expanding their background knowledge (73.3%), applying what they had learned into practice (75%), improving skills and strategies (81.7%), reading the graded readers with ease and understanding the gist (76.7%), increasing reading and listening skills (73.3%), and making the learning process more enjoyable (75%).

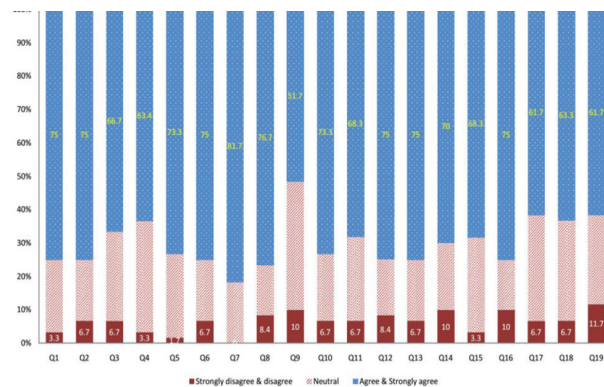


Figure 1. Frequencies of students' attitudes toward applying gamification

A majority of the students also believed that gamification was interesting (68.3%), gave them a chance to have further practice English (76.7%), and developed their skills (68.3%). They also believed themselves to have made gains in self-confidence (75%) and indicated that they would

like this type of learning more (70%) after exposure to gamification.

One of the possible reasons for these findings is that once students achieve improvement in their learning ability, they tend to have a positive attitude toward what they have experienced. The second possible reason is that gamification allows students to study without anxiety and difficulty and motivates them to learn English. A majority of the students also believed that the applying gamification in self-studying was interesting and also gave them a chance to have further practice in all kinds of the exercises as well as gave them a promotion in English learning habits. The students also believed themselves to have made gains in self-confidence and indicated that they would like this type of learning should not only apply in self-studying time but also in classroom time.

5. CONCLUSION

The results of the study indicate that applying gamification in self-studying was greatly beneficial as it resulted in substantial improvement in students' English ability at the regimental and divisional level. The findings also show that most students in the experimental group had positive attitudes toward gamification. Most importantly, after engagement in gamification, those students

developed a habit for learning, which are of great importance for them to achieve their goals in learning English and proficiency in their future academic studies. Thus, the application gamification in students' self-studying should be integrated into the English learning curriculum for all courses./.

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HIỆU QUẢ CỦA VIỆC ÁP DỤNG TRÒ CHƠI HÓA TRONG GIỜ TỰ HỌC CỦA HỌC VIÊN TẠI HỌC VIỆN LỤC QUÂN

TRÀ THỊ THOÀ

Tóm tắt: Truyền thông và Công nghệ Thông tin trong Kỷ nguyên Công nghệ 4.0 đã trở thành nhu cầu cơ bản thiết yếu trong việc hỗ trợ hiệu quả và chất lượng của quá trình giáo dục. Để đáp ứng nhu cầu học tập và đặc biệt là học ngoại ngữ trong tình hình mới, nghiên cứu này nhằm tìm hiểu xem việc áp dụng trò chơi hóa (gamification) trong thời gian tự học của người học có thực sự hiệu quả hay không. Với phương châm “người học” phải là người chủ động trong học tập hiện nay, việc sử dụng phần mềm để người học học, làm bài và tự đánh giá trình độ của mình là một yêu cầu cần thiết. Dữ liệu được thu thập thông qua một bài kiểm tra trình độ ngôn ngữ do giáo viên xây dựng và một cuộc phỏng vấn các học viên trong lớp thực nghiệm. Kết quả khảo sát cho thấy mức tăng đáng kể trong điểm kiểm tra trình độ thông thạo tiếng Anh của học viên. Một bảng câu hỏi cũng được trao cho những người học để học viên tự đánh giá việc tự học của mình bằng cách áp dụng trò chơi hóa. Những phát hiện của nghiên cứu cho thấy rằng những học viên áp dụng trò chơi hóa trong giờ tự học theo định hướng của giáo viên tăng khả năng tích cực đối với quá trình học tiếng Anh cao hơn so với những gì được quan sát trong nhóm có phương pháp tự học theo truyền thống.

Từ khóa: tiếng Anh, trò chơi hỗ trợ học tập, học tập, tự học, kỹ thuật, giáo viên, học viên.

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ACADEMIC WRITING IN ONLINE LEARNING ENVIRONMENT: LOCALIZED PRACTICES AND CHALLENGES

NGUYỄN QUANG NHẬT*, NGUYỄN NGỌC PHƯƠNG DUNG**

*Ho Chi Minh University of Banking, ✉ nhatnq@hub.edu.vn

**Ho Chi Minh University of Banking, ✉ dungnnp@hub.edu.vn

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ABSTRACT

Technology and the outspread of the COVID-19 pandemic have initiated widespread reform in professional and academic domains at higher education. Specifically, the educational settings in many parts of the world have been changing dramatically from the traditional face-to-face environment to the distinctive rise of e-learning whereby teaching is undertaken remotely and on digital platforms. For Vietnamese educators taking charge of academic writing modules, these changes have posed some intriguing questions for our understanding of foreign language education in the digital age: (1) how tech tools were exploited to transform the teaching practices to enhance learners' writing skills? and (2) what challenges are faced by Vietnamese students during the course of online learning in their academic writing classes? By using questionnaire surveys with 256 participants and in-depth interviews with 29 English-majored students in three different universities, this paper displays how the realities of localised technological practices were configured to adapt to the virtual writing classrooms and what challenges were faced by Vietnamese learners during this special era.

Keywords: *Online learning, Learners' autonomy, Tech tools, Localised practices, Challenges*

1. INTRODUCTION

In 2015, UNESCO released their overall vision for 21st-century learning, regarding incorporating digitalisation as a key focus in teaching and learning practices (University of Oxford International Strategy Office, 2015). Thus, this emerging idea advocates for greater and appropriate use of technology to promote personalisation, collaboration, and communication for developing learners' core skills and competences within the contemporary educational paradigm. Such a shift became more prevalent during the Covid-19 outbreak when all teaching and learning practices

in many countries were delivered online. The social distancing policies and the lockdown phase have resulted in fewer social connections, closures of ample educational centers, and an increase in online classes all over the country in 2020 and 2021 (Kusmaryono et al., 2021). In addition, it is not known whether educators will be required to continue employing digital teaching methods and tools after the end of the COVID-19 crisis. Consequently, a number of practitioners have attempted various digitalised measures to provide better learning outcomes during this special era (Cicha et al., 2021). Besides, the shift to online teaching, for instance, forced the universities to use

video conferencing tools as a solution that could ensure the effectiveness of distance learning. For Vietnamese educators taking charge of academic writing modules, there are still struggles with the digitalisation, online learning, and technological transformation so that effective teaching and learning methods could be found to adapt to the new situational context (Nikou & Maslov, 2021). However, empirical studies in teaching academic writing during the Covid-19 pandemic is scarce, especially in the Vietnamese setting. Hence, it is useful to understand how this instruction mode could be exploited via various tech tools to support the learning process. Moreover, no formal studies have been conducted systematically to address the challenges faced by learners during the course of academic writing within the digital environment. Therefore, a study is also needed to examine what challenges are actually faced by Vietnamese learners in a specific subject, and how these elements mediate students' performance. This needs to be established first and before any recommendations can be made as a contribution towards the literature of online learning for better implementation.

In short, this study examines the training of academic writing in online learning environment within the local Vietnamese context (especially in Ho Chi Minh City) to answer two research questions:

1. How were tech tools exploited to transform the teaching practices and to help Vietnamese learners study academic writing in HCMC?
2. What are the challenges faced by Vietnamese students in HCMC during the course of online learning in their academic writing classes?

2. LITERATURE REVIEW

2.1. Definitions and characteristics

E-learning (a.k.a. online learning or electronic learning) is a paradigm of modern education relying on the use of multiple information systems and

technological tools to mediate the teaching process and help learners acquire necessary competencies at their own premise (Singh & Thurman, 2019). This encompasses the online learning during the Covid-19 pandemic (2020-2021) in which learning wholly takes place simultaneously via Internet-delivered instructions and this enables more online interactions between class members via the use of tech tools. Thus, effective delivery of online learning should consider how the whole learning process is structured, including the careful consideration of all relevant factors such as instructors' and learners' attitudes, learners' preferences and acceptance, learners' perceived usefulness and perceived ease of use mediated by exploited technologies, instructional learning materials and contents, the social interrelationships between stakeholders (e.g., students, instructors, schools), and the diversity in assessment activities (Alea et al., 2020; Grabinski et al., 2020).

According to Md Hassan et al. (2020), an effective online learning environments should take into consideration of four following elements:

Table 1. Characteristics of effective online learning environment

Learner-centred	Knowledge-centred
Active learning experiences with meaningful activities and space for individualised reflection	Good use of real-life practice and scaffolding activities
Well-designed classroom procedures for more learners' contributions	Consideration for in-depth and integrated understanding of the subject
Consideration for learners' interactions or internalization with the lessons	An alignment between learning outcomes, teaching contents, materials, and classroom activities
Significant use of diagnostic tools and learner-centred activities to make pre-existing knowledge structures accessible to both teacher and students	Coherently organized and connected knowledge transfer and skill practice
Take into account students' preconceptions and cultural perspectives	A connection between learners' knowledge and market demand

Assessment-centred	Community-centred
Varied assessment methods	An awareness of increasing more interactions inside and outside online classrooms
An exploitation of various online computer-marked tools and collaborative learning techniques	A balance of individual work and group work with equitable division of task contributions.
Use of self-assessments, peer assessments, and online automated tutors	Frequent encouragement of learners' autonomy and responsibility within the community

Md Hassan et al. (2020) asserted that these aforementioned elements should be localised and configured to adapt to the specific contextual and cultural requirements. Thus, these aspects should be considered as key factors to examine the affordances or challenges of online learning environment if a researcher would like to provide a detailed and comprehensive investigation into this field in a particular context. Moreover, Wilson stated that “*learning space continuum has two types of conditions at its extremities, wholly independent self-directed unstructured learning at one end and structured teacher-led didactic learning environments at the other*” (2009, p. 20). Within the scope of the study, the structured teacher-led didactic instructions are the main focus as it suits the current practice in the Vietnamese context.

For the last ten years, online learning known as Internet-based hybrid teaching and learning online has emerged as one of the most important new learning tools (Kusmaryono et al., 2021). During the recent COVID-19 outbreaks in Vietnam, most of the country has been placed under quarantine. As a result, online teaching and learning has been implemented in most universities and other training institutions, and during this tough period, the main concern is not only whether online teaching–learning methods can provide high-quality education, but also how academic institutions will be able to implement online learning on such a large scale to suit various learning needs as well as to adapt to the local settings (Ho et al., 2020).

In addition, the recent emergence of more distance learning English Language BA programmes in Vietnam also requires more understandings of how technology could be facilitated to maximise the learning impacts in EAP and specialised subjects for better curriculum designs (Alea et al., 2020; Pham et al., 2020).

2.2. E-learning during the Covid-19 pandemic

There have been numerous studies about the impacts of e-learning during the Covid-19 pandemic. On a positive side, e-learning could promote a learner-centred, self-paced, and cost-effective way of learning (Fatoni et al., 2020). Besides, learners could be involved during the video-based online lessons and used e-learning devices which promote their motivation towards learning English (Nikou & Maslov, 2021). In their quantitative study with 131 Finnish undergraduates, Nikou and Maslov found that students were able to learn independently as they were motivated continuously throughout the teaching process. Besides, through his online survey with 670 Polish first-year undergraduates, Cicha (2021) claimed that e-learning improved students’ participation in classroom activities, enhanced their feeling of pleasure in this form of education, and fostered a sense of self-efficacy. This study is in line with the studies of Rosyada and Sundari (2021) and Sarikaya (2021), who demonstrated that their students were able to pick up various strategies throughout the lessons to accomplish their goals with the help of e-learning. However, the question as how the technology is configured in a particular module to foster the learning process and how technology impacts learners’ skill mastery of that subject is still left unanswered.

In terms of the educational practice for academic writing during the pandemic, studies revealed that different platforms and means of communication were used in a hope to facilitate learners’ performance in certain ways. At the outset, real-time video conferences were the most frequently used form of online learning, involving tools such as Microsoft Teams, Zoom, or Google

Meeting. They were followed by asynchronous forms such as tailor-made presentations, video recording, and written communications in online forums and chat rooms. Results from several empirical studies revealed that these platforms and means of communication had certain benefits to academic learning. For instance, the explanatory sequential study of Rosyada and Sundari (2021) including in Indonesia. During the COVID-19 pandemic, the issue appears to be more challenging where teachers are persuaded to learn from their home environment (LHE with 96 third-year Indonesian students investigated the beneficial impacts of Google Classroom and the students' academic writing performance. Their findings revealed high satisfaction and good performance ($\alpha = 0.05$) thanks to the clear instructions, practical directions, and the frequent assignment reminders of this tech tool. However, similar studies with such positive findings are still scarce, and negative results have also reported in some other research. For example, in a case study of Sarikaya examining the writing teaching processes of 54 primary school teachers (2021), her semi-structured interviews revealed students' low motivation, poor online classroom management, lack of support and inadequate time for necessary feedback and corrections. These negative results pose the question that more information should be provided to explain how the teaching practice in writing modules should be actually structured and localised to bring more efficacy to the training process. In short, more understanding about localised practices in teaching academic writing within the online environment is needed so that educators could gain better insight into this field as well as have more choices to implement in the classrooms, thus making the teaching process more interesting and meaningful.

A review of literature also confirms multiple challenges related to e-learning as a result of the Covid-19 pandemic. For instance, Kibuku, Ochieng and Wausi (2020) stated that e-learning challenges included limited bandwidth, lack of ICT training, lack of funding priorities, and financial pressures.

Moreover, Almaiah et al. (2020) identified the critical factors of e-learning system usage during COVID-19 pandemic, including e-learning system quality, trust, culture, self-efficacy, financial support, and changes in management or technical maintenance. Alea et al. (2020) also evaluated the perceptions among the teachers about the impact of COVID-19 and found multiple challenges related to it such as individual issues with preparedness for delivering distance learning. Other challenges include the correlation between the effectiveness of online learning with relevant factors such as content design, material preparation, the engagement of classroom members, and the range of classroom interactions. Similarly, Abbasi et al. (2020) stated that the difficulties in learners' preferences, the unfamiliarity with the sudden changes in learning modes, and the ineffective measures taken by faculty members also pose certain pressures to not only the students but the teachers as well. However, it could be said that these challenges were generally investigated in a macro level while special consideration is neglected from the micro perspective, including the specific challenges imposed on learners and localized practice in a particular subject. In other words, no empirical studies have been conducted to address specific challenges faced by learners during the implementation of online learning in a particular subject and in the Vietnamese setting. Therefore, this underpinned the conduct of the present study..

3. METHODOLOGY

The study was conducted with 256 English-major students in a four-year undergraduate programme at three (two public and one private) universities in Ho Chi Minh City, Vietnam in August 2021. These universities were chosen based on the convenience sampling and due to the constraint of time as well as budget. The participants were all first-year and second-year students, with their ages ranging between 18 and 19, and they were at the intermediate level of English proficiency (IELTS 5.0 or above). These students had experienced the

wholly online learning instructions during the lockdown in Vietnam. This study used (1) a questionnaire addressing undergraduate students’ challenges and experience of learning through their online lessons in academic writing modules, and (2) focus-group interviews to elicit more data about students’ challenges as well as how the digitalised practice was exploited and localized in the Vietnamese educational setting. The data collection process was conducted online (for questionnaire) and offline (for interviews) after the social distancing policy in Vietnam in early 2022. Table 2 below displays methodological description of the study as follows.

Table 2. Relationship between research questions and instruments

RQs	Data Collection/Instruments	Data Analysis																				
1. How were tech tools were exploited to transform the teaching practices and to help Vietnamese learners study academic writing in HCMC?	Online questionnaire 256 Students = 47 Males + 209 Females Convenience sampling	Descriptive analysis																				
2. What are the challenges faced by Vietnamese students during the course of online learning in their academic writing classes?	Offline focus group interview (29 students). Purposive sampling: The interviewees were chosen from three different aspects: gender (Male/Female), final grades (High Distinction, Distinction, Pass), and geographical background (Rural/Municipal). The distribution of participants is illustrated as follows: <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th></th> <th>H.D.</th> <th>D.</th> <th>Pass</th> <th>Rural</th> <th>Muni.</th> </tr> </thead> <tbody> <tr> <th rowspan="2">Gender</th> <th>M</th> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <th>F</th> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>			H.D.	D.	Pass	Rural	Muni.	Gender	M	x	x	x	x	x	F	x	x	x	x	x	Thematic analysis
		H.D.	D.	Pass	Rural	Muni.																
Gender	M	x	x	x	x	x																
	F	x	x	x	x	x																

The questionnaire and interview questions were designed based on the studies of Almaiah et al (2020), Nikou and Maslov (2021), and Sarikaya (2021), and they were tested to improve the reliability and validity of their constructs in the Vietnamese context as well as to identify possible flaws. Two members of the Faculty of Foreign Languages and two senior students were asked to review all the items, the appropriateness, and logical organisation of these questions, as well as the clarity of word choice. After reviewing these two sets of questions, these assessors commented that the overall vocabulary and grammar of the questions were understandable for Vietnamese students. They also provided suggestions on how to simplify a few confusing terms for clearer meanings. The questionnaire was also used

with 40 participants, and the Cronbach’s Alpha statistical analysis showed that the items were consistent and reliable, implying that participants in the pilot study provided coherent feedback towards the survey questions with the average point around 0.823. No student gave any unreliable feedback and no cases were excluded. Therefore, the questions from these two instruments could be used for the main research study.

4. RESULTS AND FINDINGS

4.1. Localised practice to foster learners’ academic writing capabilities

First, Figure 1 displays the use of some technological instruments that educators adopted in their online academic writing classes at this institution.

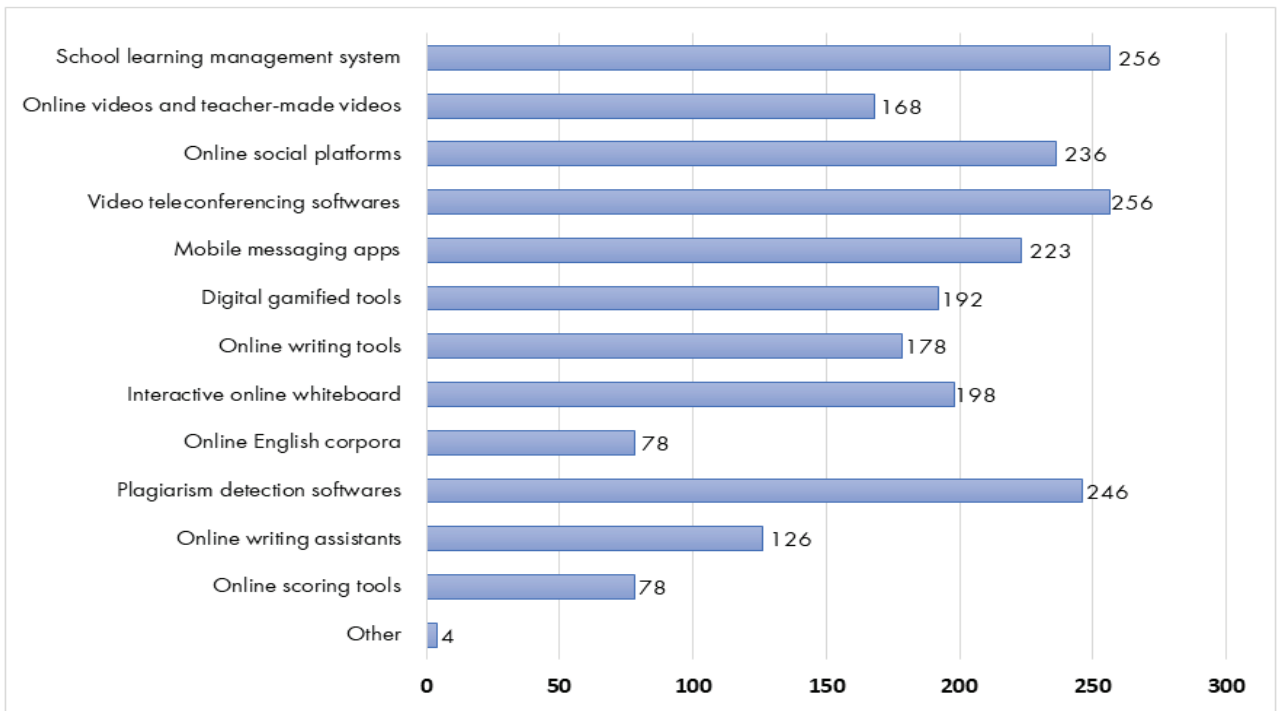


Figure 1. Exploited technological instruments

It could be seen that two most popular technological instruments by many English educators were the school online learning systems and the video teleconferencing softwares (e.g., Google Meeting, Zooms, and Microsoft Teams) as they were the main communication means between teachers and learners in the Vietnamese online environment (with the response rate at 100%). Other three widely-used kinds of tech tools were plagiarism detection softwares (96%), online social platforms such as Facebook or Twitter (92%), and mobile messaging apps (87%).

Interactive online whiteboards, mobile messaging apps, and online writing tools and also received high levels of exploitation, at 77%, 75%, and 69% respectively. However, only 78 participants (30%) stated that online English corpora and online scoring tools were adopted in their classrooms to support academic writing skills.

Table 3 summarises how the localised practice could support the learners to study academic writing. It can be seen that the Mean scores of all

elements clustered in the 3.6–4.5 range, indicating that the students found these technology-assisted endeavours useful.

Table 3. Benefits of technological instruments

	Mean	S.D.
a. Learners had more time to explore writing theories in advance.	4.33	0.36
b. Learners could understand the lessons deeper via further reading or video watching.	4.19	0.42
c. Learners could practice writing skills in various forms of activities.	4.2	0.4
d. Learners could adopt the writing strategies in abundant exercises.	4.26	0.43
e. Learners could revise their knowledge from prior lessons.	4.12	0.52
f. Learners could consolidate their understanding of the online lessons.	4.18	0.44
g. Learners could self-assess their understanding.	4.42	0.36
h. Learners could learn from strengths and weaknesses of their peers.	3.68	0.61

i. Learners could increase their confidence level and critical thinking.	3.82	0.66
j. Learners could develop their ideas from reliable online sources.	4.06	0.72
k. Learners could improve lexical and grammatical knowledge	4.27	0.46

Generally speaking, all students expressed positive attitudes towards the usefulness of the tech tools due to their beneficial impacts. These aspects were further investigated in the focus group interviews as follows.

In terms of the learning outcomes, data showed that the students thought highly of the digitalised instruments. Examples from student interview comments provide illustrations of some of the benefits as follows:

“We as the learners can understand more about the lessons and review them again and again.” - Student 1

“I was able to gain a deeper understanding of the topics as well as improve my writing skills.” - Student 6

“It allowed me to better understand the writing theories before the lessons. So, although writing is rather abstract, I still can understand the online lessons while the teacher was teaching.” - Student 14

“Our lessons became clearer because the teacher provided some pre-reading exercises and online videos. We also had some questions on the LMS before every online lessons. So, I think I became more prepared.” - Student 17

More importantly, twelve participants revealed that there were some encouraging changes in their thinking and learning styles. Their responses showed that they became more active and satisfied with the learning outcomes as indicated in the following extracts:

“I had time to prepare, review the lessons, and practice a lot thanks to the teachers’ games and activities. I think the more exercises we have, the better we write. They are not the writing on paper any more. I had to use technology. I became

active. It is quite suitable if we want to do the Online IELTS test later.” - Student 3

“We are able to use various online platforms and apps that can assist writing skills. They can maximise our interest and imagination in the writing, and we could be more active to explore.” – Student 15

“We had opportunities to explore the topics from various viewpoints on the online websites. We can also check our grammar and vocabulary before submitting the writing. So, we could have few mistakes and have more good ideas.” – Student 22

Responses showed that the participants had to actively prepare the lessons before in-class sessions, and they had ample opportunities to practice, obtain relevant ideas for their assignments, and revise their products. Thus, it could be said that that their learning styles were somehow fostered in this academic online learning atmosphere.

In short, when investigating learners’ responses in details, the benefits of the tech tools approach with regards to the learning outcomes of the course objectives could be summarised in the table below:

Table 4. Benefits of the tech tools

Benefits	Examples
Deeper understanding of the writing theories and topic contents (21 responses)	<p><i>“We could watch the videos, the notes, and even the comments many times when we are free and for the tests.”</i> - Student 4</p> <p><i>“The videos and writing tools helped us to learn and practice in our free time, this means that I could understand the lessons, do exercises and do the tests better”</i> - Student 10</p> <p><i>“Learning from the reliable sources helped me to analyse the topics in a mature way, more professional.”</i> – Student 26</p>
More exposure to practice to sharpen writing skills (19 responses)	<p><i>“We could do different types of writing exercises online, such as multiple choices, sentence transformation, unscrambled sentences, gap filling, matching, error correction, etc. And we got quick results with one click. So, more practice and feedback mean with we could practice our writing skills”</i> - Student 2</p> <p><i>“The lessons are informative with plenty activities provided the technology.”</i> - Student 18</p>

More preparations and commitment (18 responses)	<p><i>"First-year students like me are not prepared for the learning styles at the university. But the technology encouraged me to prepare better than the traditional style." - Student 19</i></p> <p><i>"We feel more responsible and in charge of our learning" – Student 13</i></p> <p><i>"We asked each other in the classroom and in the school LMS or Facebook for advice how to use the technology and learn at home to study writing better." – Student 24</i></p> <p><i>"Some tools recorded the way we prepared the lessons, and the teachers gave marks on our preparations. Therefore, we had to prepare well if we want to get good marks." – Student 28</i></p>
Improve writing skills (18 responses)	<p><i>"I learned a lot of new words and improve my grammar thanks to Grammarly and other tech tools" - Student 3</i></p> <p><i>"I know how to develop the thesis statements and topic sentences from good online webpages. I also know how to paraphrase better because teachers will give us 0 mark for plagiarism." – Student 16</i></p> <p><i>"Some technologies are useful because I can learn a lot about collocations, idioms, and ideas. Especially when the teacher gave us the videos from online teachers and the Internet. Studying from the experience of excellent teachers online can help us remember longer and improve the writing skills." – Student 21</i></p>
Enhance self-assessment skills and critical thinking (16 responses)	<p><i>"I can do other practice online through the link of the teachers, so I can know more about my ability. I can even compare the improvement of my marks with Intelligent Essay Assessor." – Student 2</i></p> <p><i>"Seeing the essays of my friends and the comments of my teacher on their essays made me think more about my abilities, my way of thinking, and my levels. You see, some technologies such as Padlet help us to see the papers of all the class students. Sometimes I really want to know how best students write, but I don't dare to ask them. In the online classes I can do that but I don't need to ask them." – Student 4</i></p> <p><i>"Because my essays were uploaded online, and all friends can read my essays as well as the teacher's comments, I have to write carefully, think carefully, and try not to copy from the websites." – Student 17</i></p>

Responses also revealed some intriguing information about the beneficial impacts of certain tech tools during the online lessons.

"... the use of Nearpod, Kahoot, Classcraft, and Turnitin were some of tools that my teachers used to make the lessons better." – Student 21

"A lot of technical support was provided such as Grammarly, EasyBib, or Google Jamboard. These tools can help us learn in a more interesting way as well as foster our understanding." – Student 9

"The teachers asked us to upload the papers online in Padlet or Facebook, prepare PowerPoint presentations about writing and put them on social platforms. We received the marks based on the contents as well as the number of hearts/likes of our friends. So, it was motivating and useful." – Student 17

Findings from the interviews revealed that the participants could recognise that their writing competencies could develop in some ways thanks to a combination of various elements such as tech tools, teaching methods, and learning activities. Thus, it means that some educators could exploit the technology and adapt to the online learning environment so that learners' interest and motivation could be fostered, and they could construct their knowledge or facilitate their involvement.

Another aspect of the online learning in academic writing modules is learners' appreciation of the classroom procedure with regard to the specific teaching strategies for skill consolidation as well as assessment activities. Some excerpts could be found as follows:

"The teacher used many online apps and technology to help us review the lessons. Some teachers do not repeat their use of technology. So, it was so fun." – Student 1

"My teachers used some tools to mark our essays online. So, we can know the results quite

quickly, and we know what we would be marked. We can see all the essays online. So, we can learn more.” – Student 4

“The teacher gave us a rubric or guideline so that I could give the mark for my friends, and then check it with the Grammarly to see if my corrections were correct. ... I learnt a lot from this activity.” – Student 12

“Technology is good for scoring. We can learn right away about grammar and vocabulary. It is quicker, so the teacher can focus on ideas I feel confident before I submit the writing because I know that I can make as few mistakes as possible due to technology” - Student 16

These findings verified the fact that the interviewees highly valued the use of online scoring technology and the various assessment strategies proposed by the teachers. Specifically, the responses proved that once tech tools could be carefully considered to support the marking process, and transparent criteria for assessment tasks were given, it could enable learners to internalise the contents and sharpen their writing skills even if the lessons were delivered online. This could also reduce the teachers’ time necessary for marking so that more effort could be devoted to help students achieve the expected learning outcomes. In short, the responses implied that an assessment-centered consideration for exploiting technology could serve their practical purposes to develop learners’ understanding, skill practice, and performance.

The final aspect of the tech tools in localised practice refers to the consideration to foster better group work community in online environment. In other words, this refers to the mutual support among peers’ and teacher’s assistance during the course as well as the way learners distributed the workload among group members for assignments.

First, there was no major reported issue about the level of the teacher’s assistance, as all participants commented that they received useful feedback and positive support, both inside and outside the online sessions. Three students

even commented that there was a group forum led by five writing instructors in their faculty so that all learners (about 90 students) could raise their questions, receive support (both financially and academically), and learn from each other. Frequent updated positive news, uploaded videos of experience sharing in IELTS testing, mini-quizzes for writing practice could also demonstrate teachers’ enthusiasm and be a good way to escape from the feeling of isolation during the lockdown process.

In terms of peer support, most learners demonstrated positive feelings towards the members of their group. Some positive comments could be:

“We had worked hard in groups to think critically and work collaboratively to complete the work given.” – Student 2

“Our team had a clear task and we worked towards the outcome of the activity to improve our writing skills.” – Student 6

“I have also developed an appreciation toward the importance of having an effective and supportive community and the role it plays toward a learner, especially in an unpleasant environment like the Covid-19 pandemic” - Student 11

The responses proved that the classroom interactions and work distribution in the online classes played an important role in fostering learners’ conceptual understanding and procedural fluency. Specifically, learners were encouraged to take more initiative in their active roles such as watching videos, preparing the lessons, distributing their tasks among the group members, and taking advantage of the group interactions for assignments. These elements, therefore, laid the foundation for higher-order cognitive development of the learning activities, with the goal of optimising learning.

To sum up, data showed that online learning provided some positive learning experience for the students in this study. Learners’ responses clarified that they could enjoy some beneficial values of the tech tools and localised digitalisation. Moreover,

learners also expressed their satisfaction with such an improvement in skill mastery, their participation, and engagement level. Overall, results from this part revealed that learners held positive attitudes towards the benefits of the online learning environment in relation to the learning outcomes and personal performance.

4.2. Challenges faced by Vietnamese learners during the online learning of academic writing classes

Figure 2 provides intriguing information about the challenges that learners faced during the online learning process in their academic writing lessons.

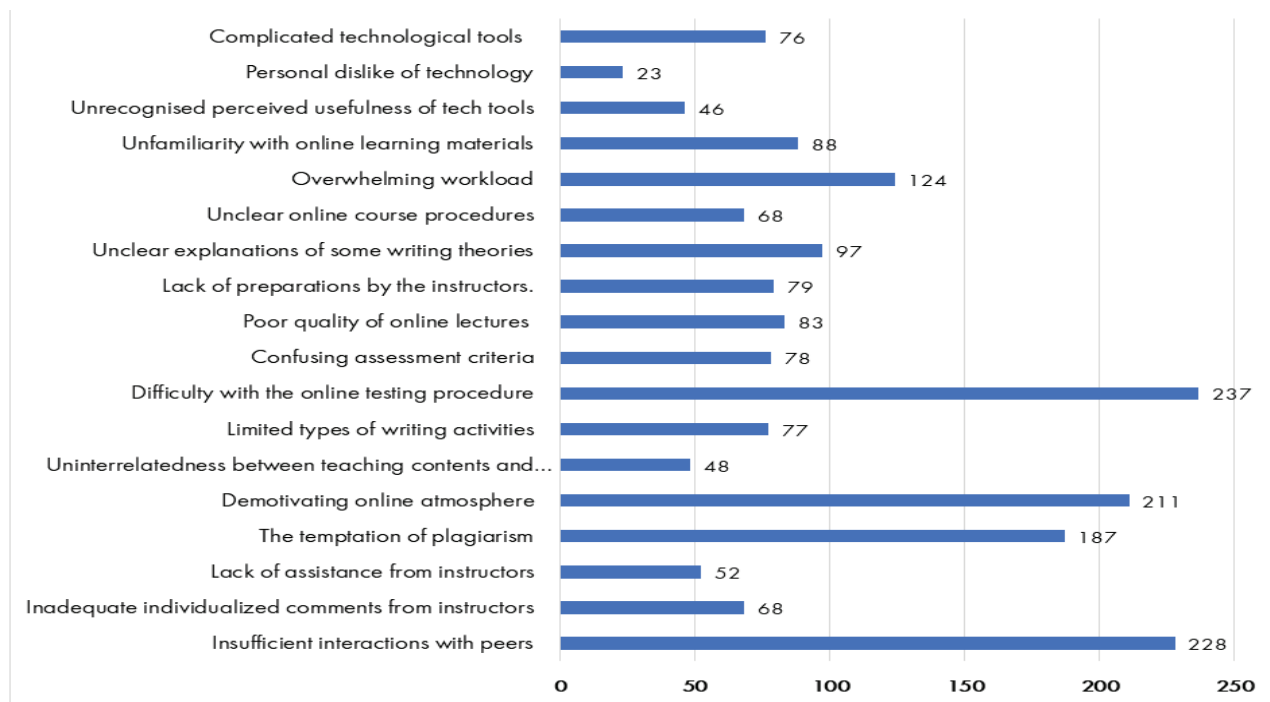


Figure 3. Challenges faced by learners

Results show that 76 students found the online tech tools rather complicated (30%), 23 students expressed their personal dislike of technology and online learning (9%), 46 students could not recognise how some technological tools actually supported their academic writing skills (18%), and 98 students were not familiar with the exploitation of online learning materials (38%). In terms of the teaching contents, 124 students thought the workload were overwhelming (48.4%), and 68 students thought that the course procedure and requirements were somewhat unclear (26.5%). In addition, 97 participants also expressed their difficulty with the explanations and online inputs (37.9%), 79 students felt unhappy with the preparations of some instructors for their online

lessons (34.8%), and 83 participants considered that their online lessons were of poor quality (32.4%). With regard to assessment aspects, 78 students found the assessment criteria confusing (30.4%), 237 participants encountered some difficulties with the online testing procedure (92.6%), and 77 learners experienced limited range of assessment activities (30%). 48 students found no interrelatedness between the teaching contents and materials (18.8%). More importantly, 211 students found the classroom atmosphere not motivating enough (82.4%), and 187 students (73%) admitted that it was so tempting to use other people's words (plagiarism) because they could easily get access to the online sources when dealing with assignments. Finally, 52 students thought

that there was not enough assistance from their instructor (20.3%), 68 students stated that they did not receive adequate individualised comments on their writing papers from instructors (26.5%), and 228 students considered that interactions with peers in the online environment were insufficient (89%).

These results showed that technological use (including the use of tech tools and learners' preference) did not pose big problems to participants. There were also no serious issues related to the course procedure and teacher's assistance, and problematic issues related teaching contents or online assessments were quite marginal. However, the troublesome online testing procedure hindered the learners most, followed by the stress caused by insufficient interactions with peers. Furthermore, learners' distress from demotivating online atmosphere also provoked huge challenges to the participants. Besides, the temptation of surfing the Internet and using other people's words without much paraphrasing was also a big challenge to teach academic writing because educators could not control this process in online lessons. These responses were further investigated in the interview to examine these prominent challenges in detail.

First and foremost, the online testing procedure could be seen as the most prominent difficulty during the online learning process. Some of the comments are:

"It was complicated. We have to use two cameras (mobile phones) to record the process. One was used to show the screen and one was used to show the surrounding environment. I had to make sure the phones work well during the testing process of 60 minutes. I got distracted easily because of that." – Student C

"The testing process was different between subjects and semesters. They changed it all the time and I found it difficult to remember." – Student I

"During the first two semesters, the process kept changing so we were very confused. We are

not allowed to have another person in the room, so I had to worry all the time about the cameras, the testing procedure, and the content of the exam. I could not focus on one thing." – Student K

This problem could be attributed to the fact that the Covid-19 pandemic and prolonged social lockdown was an unprecedented phenomenon that no Vietnamese university had ever expected; as a result, the lack of necessary guidelines, inadequate infrastructure, and inexperience to handle the situation caused some confusions in their online testing procedure, especially the proctored examinations of such subjects like academic writing. As a result, this posed serious concern for learners during their first exposure to the exam process, and three participants even admitted that they still have problems with such the testing procedure, which impacted on their final result significantly.

With regards to peer support during their online learning, most participants demonstrated negative feelings towards their interactions. These students shared their difficulties while working with different group members as follows:

"It was a type of silent communication. We just send messages to share ideas, and sometimes it took quite a long time to have the feedback. We tended to spend more time typing than speaking." – Student H

"I would rather hear people talking, chatting, and discussing at the same time. We were put in a room of Zoom and we could only hear our group ideas. Then, we shared each team's ideas online. It was too long and boring." – Student I

"It was very easy to become lazy to share and exchange ideas because I could only hear the voice but could not see my friends. I like to see their facial expressions, to hear them laughing, and something intimate behaviors. I can also learn more when hearing my friends chatting. But the online classrooms are not suitable for chatting." – Student J

The responses revealed that problems arose from the unfriendly working conditions of the online environment and this posed stressful burden to the participants. On the one hand, learners preferred to have real-life interactions in which they can develop their communication strategies and tactics to handle emerging conflicts or maintain mutual respect in discussions, while the online platform could foster remote interactions with more silent time, typing feedback, and less engaging person-to-person information exchanges. On the other hand, the Vietnamese participants in this study acknowledged that face-to-face interactions could be more beneficial as they allowed the learners to see their friends' facial expression and to experience the human intimacy in classroom relationships. Finally, spontaneous interactions – chatting during break times or overhearing other team's discussions - could also promote collaborative knowledge construction and mutual learning; however, this aspect was not compromised during the online learning process.

In fact, the less interactions among classroom members could be seen as a small part of the bigger picture, that is the challenge caused by the isolated and demotivating online atmosphere. Those with challenging personal circumstances (e.g., some students experienced the loss of a family member diagnosed with COVID-19.) found it increasingly difficult to complete their coursework. Three interviewees also confided that they had experienced some panics and altered living situations because they had to live in the quarantine area. More importantly, 11 interviewees added that online learning was not engaging enough as could be found in the following comments:

“The online learning atmosphere was so tedious. We had to study for a long time but we even did not know the faces of our team members. As a first-year student, after two semesters studying online, I could not make any new friends.” – Student A

“I am a socialized person. I love chatting, seeing real people, and build relationship. I doubt

whether I could recognize my teachers when I see them in real life, let alone our friends.” – Student G

“I just went online, learned the lessons, and did the exercises. I became lazy to communicate and make new friends. That was not the university life that I had imagined ...” – Student I

This challenge meant that more efforts from lecturers and even the staff members were needed to help learners overcome the solitary and isolated feelings of online learning. For one thing, the students in online classes could not create an intimate relationship with their friends and even with their lectures as compared to the offline mode. For another thing, learners became less motivated to expand their friend zones and develop other social acquaintances, which were really essential for their future career and job prospects.

The final obstacle comes when students have not yet understood the importance of avoiding plagiarism in their final products. Specifically, ten interviewees admitted that they still used other people's ideas in some ways as could be seen in the following extracts:

“When I did not have enough time, I did not have the idea, or when I wanted to use complicated structures, I searched online and used other people's sentences. It was not only quicker but I could also develop my writing skills, because I could learn them by heart and use them for other pieces of writing.” – Student B

“It was tempting. Because no one could see that we are searching online, copying sentences, and modifying them, we can take this shortcut if we were stuck at some points.” – Student D

“I know the teachers will use Turnitin or some ways to detect plagiarism, but some students still cannot control themselves. I believe that if we study offline, this could be minimized.” – Student H

“I come from the rural area and did not study writing before going to the university. So, it was difficult to practice writing online.... I think studying from the model essays could help me to learn writing.” – Student I

“The teachers always told me not to copy from model essays. But we are used to studying from the models at high school. It is not easy to avoid plagiarism, especially when you studying online and the teacher cannot see that you are copying.”
– Student K

Responses showed that the participants have little exposure to academic writing before attending the university; therefore, they are easily get caught in the plagiarism trap because of their lack of writing competences, the availability of the Internet sources without the control of their lectures in the online mode, and even their awareness of this unethical conduct. Moreover, the habits of using model papers or teachers’ key answer seemed to impact a lot on their learning styles and mindsets.

Table 5 shows how these challenges impacted learners’ writing capabilities. Many students were not quite confident with their writing ability when all the Mean scores were below 4.0, implying an overall low confidence level of their writing capabilities.

Table 5. Impacts of digitalised challenges on students’ writing capabilities

	Mean	S.D.
Students’ assessment of their confidence in:		
+ writing correct sentences	3.92	0.48
+ writing paragraphs	3.68	0.41
+ writing academic essays	3.15	0.53
+ using appropriate words related to the topics	3.23	0.58
+ using a wide range of complex grammatical structures	3.80	0.59
+ maintaining the coherence and cohesion of your papers	3.38	0.31
+ developing the paragraphs/essays with supporting ideas.	3.52	0.58
+ completing the writing tasks within the time limit.	3.23	0.62

Finally, Table 6 displayed some challenges of academic writing skills that learners still encountered after the course of online learning.

Table 6. Challenges that learners encountered after the online writing modules

	Mean	S.D.
Difficulty in developing ideas relating to the topics	3.94	0.65
Difficulty in writing thesis statements and topic sentences	3.86	0.40
Difficulty in organizing the paragraphs coherently	3.73	0.52
Difficulty in expand lexical vocabulary	3.48	0.59
Difficulty in avoiding grammatical mistakes	3.33	0.65
Difficulty in paraphrasing the sentences properly without plagiarism	4.31	0.52
Difficulty in maintaining understanding and remembering throughout online lessons	4.03	0.56
Difficulty in increasing students’ participation in online environment	4.08	0.48
Difficulty in cooperating actively with class members to exchange ideas	4.28	0.42
Difficulty in learning from peers	4.06	0.51

These challenges could be grouped into two subsets: challenges in writing skills and challenges in classroom procedure. On the one hand, learners still faced some difficulties with their academic writing as a productive skill, especially when they have to study online within their two or three semesters (all Mean scores are above 3.33). On the other hand, the isolated online learning atmosphere prevented learners from taking more active roles in the classroom procedure, thus posed serious challenges to learners in their online writing modules (all Mean scores were quite high and above 4.03).

5. DISCUSSIONS AND RECOMMENDATIONS

5.1. How tech tools were exploited to transform the teaching practices to bring about beneficial impacts in education

The technological instruments were not only important to migrating writing courses online during the Covid-19 pandemic, but are key to the

responsiveness and quality of any academic training in digital environments. It could be concluded from the results that a wide range of tech tools had been used to meet diverse learning needs and bring better efficacy in academic writing modules. Besides the use of certain widely-exploited technology such as the school learning management system (LMS) of each university, the online social platforms, video teleconferencing softwares, and mobile messaging apps, many educators further implemented various tools to promote learners' higher-order thinking skills, their constructivist and socio-constructivist aspects for deeper learning. This included the implementation of digital gamified tools, online writing tools (e.g., Criterion, EasyBib, Draft Back, BoomWriter), Interactive online whiteboards, online English corpora, Plagiarism detection softwares, writing assistants, and online scoring tools. In fact, those teachers and students who could have more chances to get familiar with technology could appreciate the flexibility of the online learning process and thus absorb the course delivery better. The beneficial impacts of these tools could be attributed to the following reasons as to how the tech tools were exploited with regards to the respective literature.

First, lecturers in academic writing modules in this study are well aware of the importance of maintaining a learner-centered atmosphere in their teaching practice. They have tried their best to provide ample opportunities for meaningful active learning experiences such as the use of tailor-made and teacher-made videos to introduce the teaching contents, online writing tools for online practice individually. Moreover, lecturers also used a wide range of diagnostic tools and to make pre-existing knowledge structures accessible to students such as digital gamified tools to check learners' understanding, review the lessons, as well as to bring more engagement into their classrooms. Finally, the teachers also take into account students' preconceptions perspectives by introducing some online writing assistants to help learners check grammar and vocabulary more effectively before submitting their final products. Some educators

also exploit the use of online English corpora to help learners develop their vocabulary repertoire.

Second, the knowledge-centred aspect of the online learning classrooms was also ensured. Specifically, the participants had chances to complete their real-life practice and scaffolding activities via interactive online whiteboard or online group-work discussions to develop their ideas before doing their assignments. The teachers in Vietnamese universities were also required to make sure that there must be an alignment between learning outcomes, teaching contents, and classroom activities. This requirement was enacted by the announcement of the subject syllabus at the beginning of each semester, the upload of each teaching lessons (PPT files and other documents) right after each online sessions, and the frequent comments of learners on the school learning management system.

Third, the assessment-centred aspect of online learning was also taken into serious consideration. This means lecturers were encouraged to use different types of assessments such as hetero-assessment, self-assessment, and peer assessment. As a result, the students could learn from various viewpoints to foster knowledge construction, refine their ideas, and sharpen their skills. This was done by the use of various online computer-marked tools and collaborative learning techniques such as Draft Back, BoomWriter, interactive online whiteboard, and online scoring tools.

In conclusion, the tech tools enabled the students to indulge in a more meaningful online learning environment, provide students with the ability to investigate the topics in a deeper level for their writing assignments. In other words, within the lens of active learning packed in collaborative learning, digitalised teaching practice provided students with space.

5.2. Challenges of tech tools during the online writing education process

However, it is also worth noting that online learning can also pose certain challenges to

the learners and provide hindrance to their internalization process. For example, unfamiliarity with the online testing procedure, the ineffectiveness of peer interactions and social exchanges, distress from demotivating online atmosphere, and the plagiarism trap may prevent them from adopting the new teaching mode effectively in which learners themselves take more charge of their studies. As a result, such a switch from traditional classrooms and face-to-face instructions to computer-based training in a virtual environment makes the learning experience entirely different for students. Therefore, understanding the benefits of online learning and even discussing with learners in great details may change this situation and better prepare students for online classes. This can also be done by outlining participation requirements of the course, encouraging frequent interactions and integration of ideas, and playing a visible role in guiding students towards the achievement of learning goals. Finally, other elements must be reconsidered in facilitating the students to achieve their expected learning outcomes such as varying the learning designs or the learning activities, exploiting more contextual tasks, and configured a wide range of tech tools.

In terms of the use of various cognitive tech tools to maximise the effectiveness of learning as well as to adapt them to particular online conditions, teachers should pay attention to the following elements:

- + How educational methodologies are incorporated in online learning to meet diverse learners' needs and expectations.

- + How the course activities are strategically organised with the use of technology to ensure that learners could complete their assignments and cooperate to enhance their internalisation as well as interactions.

- + How the use of tech tools is exploited to maintain learners' engagement and involvement.

6. CONCLUSION

This research was conducted to evaluate how the tech tools were configured and adapted to the Vietnamese writing classrooms as well as the examine what challenges faced by the learners during the online learning process in Vietnam. Explaining these contributions highlighted the insightful outcomes of this paper in addressing the research gaps. In fact, key issues in the design of effective online learning environments included an accurate pedagogical approach, relevant and authentic assignments, and appropriate tools or technology. Because of budgetary and time constraints, the research was limited to a single public university in Ho Chi Minh City. That means the sample did not represent the whole population of undergraduate students in Vietnam, thus limiting its generalisability to other programmes and levels of degrees in other settings. Therefore, the data collected from this study may also not be applicable to different courses that are taught in the online environments. Finally, survey results were limited in this situation, whereas responses from other research instruments (both quantitative and qualitative methods) could not be collected. Thus, an understanding of the topic could be more beneficial for longitudinal research with a larger scale of participants./.

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I. LEARNER'S BACKGROUND (Please X only one unless stated otherwise)

1. Gender: Male Female
2. Hometown:: Rural area Municipality
3. How many online academic writing classes have you studied?
- Not any 1-2 3-4 More than 4

III. HOW LOCALISED PRACTICE FOSTERED ACADEMIC WRITING

4. What technological instruments did you teacher use in your online academic writing classes? (YOU CAN CHOOSE MORE THAN ONE)

- Your school learning management system (LMS)
- Online videos and teacher-made videos

- Online social platforms (e.g., Facebook, Twitter, Instagram)
- Video conferencing softwares (e.g., Zoom, Google meeting, Microsoft Teams)
- Mobile messaging apps (e.g., Whatsapp, Zalo)
- Digital gamified tools (e.g., Kahoot, Quizizz, Nearpod, Google forms)
- Online writing tools (e.g., Criterion, EasyBib, Draft Back, BoomWriter)
- Interactive online whiteboard (e.g., Google Jamboard, Aww app, Canva)
- Online English corpora
- Plagiarism detection softwares (e.g., Turnitin, Dupli Checker, Copyleaks)
- Online writing assistants to check grammar and vocabulary (e.g., Grammarly, Writing assistant, Virtual writing tutor)
- Online scoring tools (e.g., Intelligent Essay Assessor, Intellimetric, Paper rater, Text evaluator)
- Other:

Please **CIRCLE** a number from 1 to 5 that is most closely the same as your situation. The scale of 1-5 represents the following ratings:

1 = strongly disagree; 2 = disagree; 3 = no opinion; 4 = agree; 5 = strongly agree

5. Your teachers exploited tech tools to help you ...

a. have more time to explore writing theories in advance	1	2	3	4	5
b. understand the lessons deeper via further reading or video watching	1	2	3	4	5
c. practice writing skills in various forms of activities	1	2	3	4	5
d. adopt the writing strategies in abundant exercises	1	2	3	4	5
e. revise your knowledge from prior lessons	1	2	3	4	5
f. check your understanding of the online lessons	1	2	3	4	5
g. self-assess your understanding from the lessons	1	2	3	4	5
h. analyse the writing of your friends to learn from strengths and weaknesses	1	2	3	4	5
i. increase your confidence level and critical thinking	1	2	3	4	5
j. develop ideas for writing topics from reliable online sources	1	2	3	4	5
k. improve your lexical and grammatical knowledge	1	2	3	4	5

III. CHALLENGES OF ONLINE LEARNING IN ACADEMIC MODULES

What were your problems when studying with the online lessons in writing classes? (Please **CIRCLE** an answer)

6. Some technological tools to support writing skills were too complicated.	Yes	No
7. Technology is not your preference.	Yes	No
8. Some technological tools were not useful to improve your academic writing.	Yes	No

9. You were not familiar with using online learning materials to study writing.	Yes	No
10. You fear that long exposure to online learning might have some negative health impacts.	Yes	No
11. The workload was heavy and overwhelming.	Yes	No
12. The online course procedures were not clear.	Yes	No
13. Some writing theories were not explained clearly on the online environment.	Yes	No
14. You feel that some online writing lessons were not well-prepared by the instructors.	Yes	No
15. The quality of the online lectures was not good.	Yes	No
16. The assessment criteria were confusing.	Yes	No
17. You had difficulty with the testing procedure in academic writing modules.	Yes	No
18. You did not experience a wide range of assessment activities.	Yes	No
19. The writing modules did not cover enough teaching contents that you would like to study,	Yes	No
20. The teaching contents and the assessment activities were not related.	Yes	No
21. Some online computer-marked assessments were not useful to help you develop your writing skills.	Yes	No
22. The online atmosphere was not motivating enough.	Yes	No
23. Using other people's words (plagiarism) was tempting because you can easily get access to the online sources.	Yes	No
24. Due to the use of online writing assistants (e.g., Grammarly), you paid less attention to the use of correct grammar points.	Yes	No
25. You did not receive enough personal comments from your instructors on your writing papers.	Yes	No
26. There was not enough assistance from teachers both inside and outside the formal classroom.	Yes	No
27. There were not enough interactions with your peers to support each other.	Yes	No
28. It was hard to share work appropriately in online group work activities.	Yes	No

For questions 29, please **CIRCLE** a number from 1 to 5 that most closely describes your situation. The scale of 1-5 represents the following ratings:

1 = strongly disagree; 2 = disagree; 3 = no opinion; 4 = agree; 5 = strongly agree

29. How would the challenges of online learning influence your writing performance?

You are confident in writing correct sentences.	1	2	3	4	5
You are confident in writing paragraphs.	1	2	3	4	5
You are confident in writing academic essays.	1	2	3	4	5
You are confident in using appropriate words related to the topics.	1	2	3	4	5
You are confident in using a wide range of complex grammatical structures.	1	2	3	4	5
You are confident in maintaining the coherence and cohesion of your writing assignments.	1	2	3	4	5
You are confident in developing the paragraphs/essays with supporting ideas.	1	2	3	4	5
You are confident in completing writing tasks within the time limit.	1	2	3	4	5

For questions 30, please **CIRCLE** a number from 1 to 5 that most closely describes your situation. The scale of 1-5 represents the following ratings:

1 = strongly disagree; 2 = disagree; 3 = no opinion; 4 = agree; 5 = strongly agree

30. What challenges do you still encounter after the online writing course?

You still had difficulty in developing ideas relating to the topics.	1	2	3	4	5
You still had difficulty in writing thesis statements and topic sentences.	1	2	3	4	5
You still had difficulty in organizing the paragraphs coherently.	1	2	3	4	5
You still had difficulty in expand your lexical vocabulary.	1	2	3	4	5
Your writing papers still had many grammatical mistakes.	1	2	3	4	5
You still had difficulty in paraphrasing the sentences properly without plagiarism.	1	2	3	4	5
You still had difficulty in maintaining your understanding and remembering throughout online lessons.	1	2	3	4	5
You still had difficulty in increasing your participation in online environment.	1	2	3	4	5
You still had difficulty in cooperating actively with your friends to exchange ideas.	1	2	3	4	5
You still had difficulty in learning from peers.	1	2	3	4	5
You still had difficulty in maintaining your attentiveness in online classes.	1	2	3	4	5

CÁC PHƯƠNG THỨC BẢN ĐỊA HÓA VÀ THÁCH THỨC CỦA HỌC TRỰC TUYẾN TRONG DẠY VIẾT HỌC THUẬT

NGUYỄN QUANG NHẬT, NGUYỄN NGỌC PHƯƠNG DUNG

Tóm tắt: Công nghệ và ảnh hưởng của đại dịch COVID-19 đòi hỏi những cải cách rộng rãi trong các lĩnh vực chuyên môn và học thuật ở giáo dục đại học. Cụ thể, môi trường giáo dục ở nhiều nơi trên thế giới đã và đang thay đổi đáng kể từ môi trường giảng dạy trực tiếp truyền thống sang học tập trực tuyến, đào tạo từ xa và đào tạo trên các nền tảng kỹ thuật số. Đối với các thầy cô giáo tại Việt Nam phụ trách các học phần viết Tiếng Anh học thuật, những thay đổi này đã đặt ra một số câu hỏi đối với sự hiểu biết của chúng ta về giáo dục ngoại ngữ trong thời đại kỹ thuật số, chẳng hạn như: (1) các công cụ công nghệ đã được khai thác như thế nào để chuyển đổi phương pháp giảng dạy nhằm nâng cao kỹ năng viết của người học? và (2) sinh viên Việt Nam phải đối mặt với những thách thức gì trong quá trình học trực tuyến tại các lớp viết học thuật của họ? Bằng cách sử dụng bảng câu hỏi khảo sát với 256 người tham gia và phỏng vấn sâu 29 sinh viên chuyên ngành tiếng Anh ở ba trường đại học khác nhau, bài báo này cho thấy thực tế của các phương pháp công nghệ bản địa hóa đã được tùy chỉnh như thế nào để thích ứng với môi trường trực tuyến tại Việt Nam và những thách thức mà người học Việt Nam phải đối mặt trong giai đoạn đặc biệt này.

Từ khóa: học trực tuyến, quyền tự chủ của người học, công cụ công nghệ, phương thức bản địa hóa, thách thức

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THE U.S. AND THE “FIVE EYES” INTELLIGENCE ALLIANCE IN THE WAR AGAINST CHINA

TRẦN NGỌC HUNG*

*Academy of Military Science, ✉ ngochung7390@gmail.com

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ABSTRACT

Five Eyes (FVEY) was a multilateral intelligence coalition led by the U.S and formed after the Second World War. However, the goals and functions of the FVEY have undergone important changes in recent years. Since President Donald Trump took office, FVEY has been involved more deeply in activities that contain China. The U.S used the pretext of defending the national security, democratic and liberal values to promote transformation and upgrade this coalition. Therefore, the coordination mechanism was no longer limited to covert cooperation between intelligence agencies, but also attempted to unify the stances and policies of the FVEY countries regarding 5G technology of Chinese telecom companies, Hong Kong’s national security law, the COVID-19 pandemic issue and the Indo-Pacific strategy. In the future, it is not excluded that the FVEY will be upgraded to an integrated political-security alliance, even expanded the number of members with aims to strengthen restraint China.

Keywords: *Five Eyes, the U.S., China, intelligence*

1. INTRODUCTION

The FVEY had five member countries including the U.S., the U.K., Canada, Australia and New Zealand, which all using English and the same U.S.-U.K. legal system, so it could easily promote legal cooperation. In this coalition, a committee, which consisted of the heads of the intelligence agencies of the five nations, was the coordinating body. Independent intelligence agencies of each member country would collect, analyse and share intelligence data in the following fields: security, defence, signals, communications, geospatial, etc.

According to realism, nations tend to form an alliance against a common enemy (Martin

& Brawley, 2000, p. 33). Thus, during the Cold War, to collect and share information related to the Soviet Union and Eastern European countries, the FVEY developed the global spy system ECHELON (originally a secret government code name, is a surveillance program operated by the United States) for the purpose of wiretapping. In 1946, the U.S. and the U.K. secretly signed The United Kingdom – United States of America Agreement (UKUSA), then agreed to continue maintaining a wartime cooperation relationship. The Agreement also involved The Commonwealth of Nations such as Canada, Australia and New Zealand, so it could also be said that the agreement was the basic framework for forming the FVEY.

After Canada became a member in 1948, Australia and New Zealand officially joined in 1956 as independent states and the institutional framework of the FVEY was established (Pfluke, 2019, p. 304).

After the end of the Cold War, especially since September 11th, 2001, the U.S. continued to build the alliance system on the grounds of counter-terrorism. In recent years, the alliance was focusing on cyberspace monitoring activities, especially the World Wide Web. The existence of ECHELON was revealed in the late 1990s and has been a controversial subject in the Parliament of European countries. Former technical officer of the US National Security Agency (NSA) Edward Snowden also revealed the activity of gathering confidential information through the ECHELON intelligence system (Nguyen Thanh Hai, 2021). However, these things did not have a major impact on the cooperation activities of the FVEY's members. In contrast, the countries continued to strengthen the surveillance of communications activities including not only in the defence and diplomacy, but also in the commercial and civil fields (Craymer, 2021). Since 2009, the U.S. and its allies believed that their counter-terrorism operations have achieved significant results, the FVEY has gradually shifted its focus to responding to Russian threats.

But since President Trump took office, participating in restraint China has become this group's new task (Zhou, 2020). The reason stemmed from China's alleged political interference in Australia in 2018, prompting then Prime Minister Malcolm Turnbull's government to pass a new law related to political influence abroad. Events in Canada were even more dramatic, after Canadian authorities arrested Huawei executive Meng Wanzhou in December 2018, the Chinese side arrested two Canadian citizens in retaliation. More importantly, the UK's initial decision to allow Huawei to participate in 5G networks caused the country to be threatened by the Trump administration not to share intelligence if it used Chinese technology. In addition, the situation in

Hong Kong has made Britain embarrassed and especially after expressing dissatisfaction about China's handling of the Covid-19 epidemic (Châu Long, 2020).

2. THE US-LED FIVE EYES' ATTACK AGAINST CHINA

In the context of increasingly fierce strategic competition between the U.S and China, the FVEY's role in Washington's activities against Beijing has become more prominent. Specifically, the FVEY maintained close cooperation in the alliance, reinforced to unify a stance on issues such as Huawei's 5G, Hong Kong issue, COVID-19 pandemic issue and Indo-Pacific strategy, and actively cooperated with other countries out of the alliance.

2.1. On the issue of China's 5G telecommunications network

The US actively unified the position of the FVEY and together "surrounded" Huawei. As the world's leading manufacturer of communications equipment and a leader in 5G technology, Huawei continued to explore overseas markets and became a leader in 5G communications in the world. Huawei's rapid rise has made the U.S. and Western countries concerned that the Chinese government used Huawei equipment to monitor, sabotage foreign telecommunications networks, and threaten the security of their intelligence networks (Maizland & Chatzky, 2020). Therefore, the U.S. actively led the FVEY to coordinate in response to the threat from Huawei. The heads of intelligence agencies in the U.S., the U.K., Canada, Australia and New Zealand, in July 2018, held a conference in Canada and agreed to strengthen blocking Huawei (McKay, 2018).

Moreover, the U.S. has always been a pioneer in opposing and putting pressure on Huawei. From 2018 until now, Washington has applied many measures such as blocking the market for Huawei, listing Huawei on the "Entity List" (black list prohibiting Huawei from trading with US-based

businesses), and cutting off the chip supply chain to restrict Huawei from doing business normally (Binh An, 2019). At the same time, Washington also used economic sanctions and judicial intervention tools to impose lasting control over Huawei, and used diplomatic means to pressure allies to co-control Huawei (Panda, 2020).

Canada was an important “companion” of the U.S in putting more pressures on Huawei. Although Ottawa did not officially make a decision to ban Huawei from building 5G networks, in fact it has followed the U.S pressure policy and supported Washington in exercising long-term control over Huawei. On December 1, 2018, Canada arrested Huawei Chief Financial Officer Meng Wanzhou at the request of the U.S. After that, the U.S. Department of Justice indicted Huawei with 23 counts and formally requested Meng’s extradition. On May 27, 2020, Ottawa issued a decision that Meng Wanzhou is consistent with the extradition criteria with “double criminality” (Cecco, 2021). Minister of Justice and Attorney General of Canada Lametti, on July 31, 2020, announced a request Meng’s extradition to the U.S. for banking fraud. Under pressure from Washington, Canada also vowed to assess the security impact on Huawei. Earlier, in June 2020, many Canadian businesses announced they would no longer use Huawei equipment and choose to cooperate with European suppliers (Evans, 2020).

In addition to Canada, Australia was also actively cooperating with the U.S. to curb Huawei. As of August 23, 2018, Canberra, based on consideration of impacting national security, announced that Huawei was prohibited from participating in the construction of Australia’s 5G network infrastructure (Zhong, 2018). Although the U.K. repeatedly hesitated to decide whether to “shut down” with Huawei or not, under domestic pressure as well as pressure from the U.S. and Australia in the FVEY, finally London made the decision to stop using Huawei equipment during the construction of 5G networks on July 14, 2020 (Satariano, Castle & Sanger, 2020). By the end

of 2019, New Zealand also declared that it would not take any restrictive action against a particular company. Prime Minister of New Zealand Ardern also announced that the licensing of the construction of 5G networks by the Government would be judged on a legal framework rather than political judgment. On July 15, 2020, Wellington said it would follow the U.K. to ban Huawei (Hickey, 2020).

Thus, U.S. has historically been the most steadfast in suppressing Huawei. Australia actively cooperated and closely followed Washington while Canada showed that it would follow the U.S. and Australia to embargo Huawei. Meanwhile the U.K. faced pressure from both inner and outer, so followed the U.S., Canada, and Australia. Although New Zealand still held some distance from the rest of the FVEY on the Huawei issue, under pressure from the alliance, Wellington dared not rush to support Huawei. In addition, Washington continued to pressure other allies through the FVEY. It demanded that all U.S. allies banned using Huawei on the grounds that using Huawei equipment would damage military intelligence cooperation with the U.S.

2.2. On the Hong Kong issue

The FVEY has joined forces in sanctions related to the Hong Kong issue. With China’s National Security Law for Hong Kong officially taking effect, the FVEY has turned its attention to Hong Kong. Foreign ministers of the U.S., the U.K., Australia, and Canada, on May 28, 2020, issued a joint statement that Beijing’s enforcement of the National Security Law for Hong Kong violated international obligations which were specified in the Sino-British Joint Declaration and undermining the “one country, two systems” framework (Rej, 2020). The four of five countries in the FVEY, except New Zealand, clearly stood on the same front. Then, under pressure from other member states, Wellington soon joined the judgment front of the Hong Kong issue (Graham-McLay, 2020). On July 8, 2020, foreign ministers of the FVEY’s nations held an online conference

to discuss the situation in Hong Kong (Ljunggren, 2020). The next day, the Deputy Prime Minister and Minister of Foreign Affairs of New Zealand Winston Peters announced that he would “review its relationship with Hong Kong” (Manch, 2020). And on July 28, 2020, Wellington formally adopted measure of suspending the extradition treaty with Hong Kong.

In the process of sanctions related to Hong Kong, the U.S. always plays a leading role. Meanwhile, the U.K., Canada, and Australia, for calculating their own interests, quickly and actively supported Washington. Although New Zealand initially remained a bystander, under pressure within the alliance, quickly chose to follow the majority. Under the lead of the U.S., the member countries of the FVEY have continuously introduced a number of sanctions against Hong Kong, mainly on 5 aspects: cancelling special Hong Kong regulations, suspending only the extradition treaty with Hong Kong, providing travel warnings for citizens coming to Hong Kong, prohibiting the export of military and civilian materials to Hong Kong, and, opening a bridge to receive immigration for some Hong Kong residents (Ensor, 2020). If it was said that the FVEY together surround Huawei was a result of protecting intelligence security and continuing to conduct global surveillance, sanctions against Hong Kong were entirely played by the arrogant body of the FVEY’s members. The FVEY has gradually evolved from a secret intelligence organization into a public diplomatic and political alliance and became a powerful tool for the U.S. to launch an attack against China.

2.3. On other issues

In addition to the above issues, the FVEY has also collaborated on problems such as the COVID-19 epidemic, the Indo-Pacific strategy and industry chain, the core focus remained on China. After the outbreak of COVID-19, the U.S., Canada, and Australia repeatedly issued travel warnings to Beijing or safety warnings for U.S. and Australian citizens in China. The U.S. and Australian media

also borrowed classified documents from the FVEY to accuse China of deliberately hiding the true situation of the epidemic (Wong, Barnes & Kanno-Youngs, 2020). Although the FVEY later said that they did not sell this document, the incident also created a storm of negative public opinion against Beijing in the international community (Sabbagh, 2020). Australian PM Scott Morrison expressed the willingness to seek for the origin of Covid-19 virus, which shows Canberra’s firm stance on China.

Regarding the industry chain, as the epidemic exacerbated the concerns of Western countries depending on China’s supply chain, the FVEY discussed internally to protect resources and protect security of the key infrastructure. The Henry Jackson Society - a UK-based analytical organization - issued a report to suggest that the FVEY should phase out China’s supply chain, even proposed the idea to set up the commercial freedom of this group (Rogers, Foxall, Henderson & Armstrong, 2020, 16).

On June 22, 2020, defence ministers of the FVEY held an online conference and issued a joint statement. It expressed that FVEY’s members would strengthen the alliance’s defence and security cooperation, fight malicious activities, and ensure the freedom and openness of the Indo-Pacific region (Wang and Xu, 2020). As can be seen, the cooperation of the FVEY went far beyond building an intelligence network, the five countries have cooperated in many fields such as economics, technology, diplomacy, strategy, public opinion, etc. and planned to build a “Union for Democracy and Freedom” that openly and comprehensively restrained China.

3. ABILITY TO EXPAND THE NUMBER OF MEMBERS AND THE FIVE EYES’ TREND TO ATTACK CHINA IN THE COMING TIME

To deal with China as well as maintain peace and legal order in the Indo-Pacific, in December

2019, the United States House Permanent Select Committee on Intelligence (HPSCI) proposed the FVEY to cooperate with India, Japan and South Korea. In particular, Tokyo actively expressed the hope to become “the sixth member” of this alliance and the U.K. publicly supported Japan to join it (Howell, 2020). The FVEY attracted countries with the same concept of participation value, thereby promoting the transformation and upgrading of the alliance, especially the consensus in the implementation of activities to contain China, which made Beijing face a more complex and harsher international environment.

In many important foreign and security policies, Japan has always faithfully supported the U.S. Although there were signs of significant improvement in Sino-Nippon relations in 2019, especially economic relations, with the official signing of the U.S.-Japan trade agreement, the economic relationship between the two countries has been adjusted and the prospect of Tokyo returning to join Washington against Beijing became increasingly clear (Wintour, 2020).

In addition to Australia, Japan was also a pioneer when the U.S. launched the war to contain Huawei. As early as December 2018, the Japanese government decided not to buy Huawei and ZTE products. Affected by the epidemic, Washington has urged companies to move industries out of mainland China. In that context, the Government of Japan actively followed this policy and gradually pulled industries out of Beijing, accelerating the implementation of the “China + 1” strategy, promoting the so-called supply chain diversification and providing financial support for Japanese businesses leaving China (Weedon, 2020). Immediately, there were 87 Japanese enterprises receiving financial support to expand production capacity in Japan or Southeast Asian countries. Not stopping there, Tokyo continued to maintain close interaction with the FVEY, maintain a consistent viewpoint with FVEY member countries in fields such as intelligence,

security, communication, etc. in exchange for getting the “ticket” to join this group.

The idea of Japan joining the FVEY was actively supported by the U.K. After leaving the EU, London was always looking for opportunities to expand its relations outside of Europe, actively promoting bilateral free trade agreements negotiations with Japan, even proposing to join The Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP) led by Japan and striving to build a close economic alliance within the FVEY. After confirming the “shutdown” with Huawei, the U.K. government considered switching to Japan’s 5G network provider. It was a good opportunity that Tokyo was not easy to miss. In the context of increasing Sino-U.S. strategic competition, Japan took advantage of expressing desires and practical actions to become the “6th member” of the FVEY, also known as the “Six Eyes”. This significantly increased the possibility of substantially expanding the FVEY, while also increasing the pressure on Beijing to deal with comprehensive encirclement and restraint activities from Washington (Noboru, 2020).

Like Japan, Indian analysts have repeatedly mentioned the idea of India joining the FVEY to counter China. New Delhi has also shown joining this intelligence network to share intelligence on Beijing was so important in the current context. To some extent, the closeness and traditional ties of the FVEY’s countries were more than those of the North Atlantic Treaty Organization (NATO). Even Japan and South Korea, key U.S. allies in Asia, have not yet joined this alliance. Therefore, if India is invited to join the FVEY, it will be an important opportunity to help New Delhi to strengthen ties with Washington and its allies in the fight against Beijing’s growing influence.

Overall, the FVEY has become an important tool for the U.S. to conduct its strategic competition with China. The five countries continued to increase the pressure on issues such

as strangling Huawei, punishing Hong Kong, and are currently conducting a new “crackdown” on TikTok. Washington declared to ban the use of the TikTok app on the grounds of national security. Australia immediately followed in its footsteps and announced it had begun an investigation into whether TikTok constituted a security threat. Japan also intended to ban the use of TikTok. In the future, Chinese companies, especially import network companies will encounter the continuous attack of the FVEY, especially when entering the markets of these countries, the difficulty will significantly increase. It should be noted that the FVEY’s attack against Beijing was only the first link of the chain in the strategic competition between the U.S. and China. Washington was drawing other international forces to form a broader political and economic alliance to deal with Beijing. Taking advantage of the hesitant European allies was the second link of the U.S. competitive strategy aimed at China. In the future, the trend of FVEY is most likely to be tightening towards China. Supporting Japan and calling for India to join the alliance will be an important basis for FVEY to deploy its position.

Actually, Washington has always been the backbone of its allies in the anti-China careers - especially under the Trump administration. Now, with a new administration, whether or not the new president strengthens the FVEY intelligence alliance to crack down on Beijing is noteworthy. Joe Biden is known to unite and respect U.S. allies. This, he believed, would help Washington achieve its diplomatic goals more effectively. Therefore, the FVEY will definitely be a platform on which he relies and supports. It is likely that Biden will continue to strengthen intelligence sharing and cooperation and coordination on China-related issues with the FVEY’s member countries.

4. CONCLUSION

In general, after the tensions in strategic competition between the U.S. and China, the functions and objectives of the FVEY have changed

profoundly. In particular, under President Trump, the U.S. and the FVEY have strongly intensified anti-China activities on a large scale. These included banning China’s 5G telecommunications network in member countries of FVEY, pressuring Hong Kong, and accusing Beijing of spreading the COVID-19 epidemic and fraudulent trade practices. In the near future, it is likely that FVEY will consider admitting Japan, thereby expanding its network to encircle and contain China./

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MỸ VÀ LIÊN MINH TÌNH BÁO FIVE EYES TRONG CUỘC CHIẾN CHỐNG TRUNG QUỐC

TRẦN NGỌC HÙNG

Tóm tắt: Five Eyes (“Ngũ Nhân”, viết tắt là FVEY) là một liên minh tình báo đa phương do Mỹ lãnh đạo và được thành lập từ sau Chiến tranh thế giới thứ hai. Tuy nhiên, trong những năm gần đây, các mục tiêu và chức năng của FVEY đã có những thay đổi quan trọng. Kể từ khi Tổng thống Donald Trump lên nắm quyền, FVEY đã tham gia sâu hơn vào các hoạt động kiểm chế Trung Quốc. Mỹ coi việc bảo vệ an ninh quốc gia, các giá trị dân chủ và tự do là nhằm thúc đẩy chuyển đổi và nâng cấp liên minh này. Do đó, cơ chế phối hợp không còn giới hạn trong hợp tác bí mật giữa các cơ quan tình báo mà còn nỗ lực thống nhất lập trường và chính sách của các nước FVEY liên quan đến công nghệ 5G của các công ty viễn thông Trung Quốc, luật an ninh quốc gia của Hồng Kông, vấn đề đại dịch COVID-19 và chiến lược Ấn Độ Dương - Thái Bình Dương. Trong tương lai, không loại trừ khả năng FVEY sẽ được nâng cấp thành một liên minh chính trị - an ninh tổng hợp, thậm chí còn mở rộng số lượng thành viên nhằm mục đích tăng cường kiểm chế Trung Quốc.

Từ khóa: *Five Eyes, Mỹ, Trung Quốc, tình báo*

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THE DECLINE OF HEGEMONIC STABILITY THEORY IN INTERNATIONAL RELATIONS

TRỊNH VIỆT DŨNG*, HỒ DIỆU HUYỀN**

*Academy of Military Science, ✉ vietdunghanu.1994@gmail.com

**Institute of African and Middle East Studies, ✉ huyendieuho0807@gmail.com

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ABSTRACT

In the 1970s, the emergence of Hegemonic Stability Theory, stressing on the significance of a hegemon in maintaining peace and stability in the international system, brought a new approach to the analysis of structure and evolution of global order. Nonetheless, recent research has indicated that Hegemonic Stability Theory (HST) is ineffective in explaining the rise of different security issues irrespective of the hegemonic leadership of the US. Based on counter-arguments against this theory, the article argues that HST has lost its importance in international relations because of three main reasons. First, international cooperation keeps rising despite the absence of a hegemon. Second, after the fall of a hegemon, a multiplex world order may be established based on competitiveness and compromise between major powers. And third, the existence of a hegemon brings limited stability in the international system. The article applies the methods of synthesis, analysis, and case study in denying the importance of a hegemon in maintain peace and stability in international relations.

Keywords: *Hegemonic Stability Theory, hegemon, stability, international system, leadership*

1. INTRODUCTION

Hegemonic Stability Theory (HST) emerged in international relations after Charles Kindleberger published his book *The World in Depression 1929-1939*, which concentrates on analysing the importance of the leadership of one predominant state or a hegemon in maintaining stability in the world order. However, in this article, I argue that the hegemon is not a key to maintaining the stable world because (i) after hegemony, world politics would not encounter instability, and international cooperation continues based on common interests and global institutions; (ii) despite the fall of a hegemon, a multiplex world order can be founded

to maintain international peace and stability; (iii) a hegemon only brings limited and imbalanced stability. To clarify my argument, this article is divided into two main parts. The first section gives an overview of HST, and the second section focuses on explaining why HST has lost its importance in international relations.

2. THE BACKGROUND OF HEGEMONIC STABILITY THEORY

HST stresses the pivotal role of a hegemon in maintaining stability in the world order. There are two approaches to HST: the benevolent and coercive versions.

2.1. The benevolent version of HST

The benevolent version of HST is proposed by Kindleberger (1973), who argues that a hegemon could provide public goods in the international economic system: “For the world economy to be stabilised, there has to be a stabiliser, one stabiliser”. There are multiple actors engaging in the global economy and consuming collective goods or public goods (Webb and Krasner, 1989). However, when many medium-sized and small states choose to free ride to pursue their national interests instead of paying the costs of public goods, public goods may face being underproduced or even not being produced anymore (Webb and Krasner, 1989). Thus, to resolve the free-riding issue, it is crucial to enhance the cooperation among self-interested actors and find a potential state that could burden the costs of collective goods (Kindleberger, 1973). Small countries would not intend to pay the costs of producing public goods as they have limited capabilities, and their contributions only have minimal effects due to their free-riding (Webb and Krasner, 1989). Kindleberger holds that only a dominant state playing the role as a world leader could encourage global cooperation and pay the cost of producing public goods (Kindleberger, 1973). Furthermore, the stability of the global economy is based on five elements, including the regulation of the open market, long-term lending, stable exchange rates, cooperation among macroeconomic policies, and the presence of last resort (Min, 2003). Thanks to superior economic capabilities, the hegemon could fulfill the five functions above. Robert Keohane also shares a similar opinion with Kindleberger since he points out that the hegemon could even sacrifice its own short-term benefits in exchange for the long-term interests to stabilise the international order (Min, 2003).

For hegemonic theorists, the stability in the international system is based on the leadership of the UK and the US as two striking hegemons. Ian Clark holds that during the Pax Britannica (1815-1914), Britain produced public goods for the international system by paving the way for the

growth of free trade by removing the Corn Laws and the Navigation Acts and establishing the gold standard to decide the value of their currencies based on gold and exchange paper money into gold (Clark, 2011). Meanwhile, according to Ikenberry (2011), the US provides public goods for the international system by founding several international institutions like the United Nations, the International Monetary Fund, the World Bank, and the Bretton Woods System, which manage relations among states and governing their behaviour in world politics.

Without the hegemon, there would be chaos and instability in the world order. According to Kindleberger (1973), the Great Depression (1929-1933) broke out as a consequence of the absence of a hegemon’s leadership. At that time, Great Britain was no longer economically strong enough to take the leader’s role. Meanwhile, the US had stronger economic capabilities, but not having the will to be a world leader (Solomon, 2014). Arthur Lewis (1978) also supports the view of Kindleberger as he points out that two highest development stages in the international economy, including the 1853-1873 period and the 1951-1973 period are under the leadership of the British and American hegemony. In contrast, the global economy decreases significantly between 1913 and 1945 because of the lack of hegemonic power (Lewis, 1978).

According to Yazid (2015), global institutions may be ineffective if they receive no support from the hegemon. After the end of World War I, President Woodrow Wilson proposed to establish the League of Nations to protect global peace and stability; nevertheless, the US Senate rejected this idea and declined to support this organization (Yazid, 2015). Meanwhile, both Great Britain and France showed its economic weaknesses after the consequences of World War I. Without the support from the US coupled with economic failures of Great Britain and France, the League of Nations could not prevent the aggression of Japan and Germany (Yazid, 2015).

2.2. The coercive version of HST

The coercive version of HST is proposed by Robert Gilpin and Stephen Krasner, who focus on national interests and asymmetric power of a hegemon rather than its responsibility and altruism in maintaining stable world order. With its superior capabilities, the hegemon could coerce or force smaller nations to follow its will. In *War and Change in World Politics*, Robert Gilpin (1981) holds that the hegemon only provides collective goods when this action helps it obtain more benefits than others. Accordingly, hegemons promote open markets, free trade, and stable exchange rate to serve their national interests. In other words, the hegemon plays the role of both “system maker” and “privilege-taker” (Ikenberry, Mastanduno, and Wohlforth, 2011). The benefits that the international system brings for other states are the side effects coming from the hegemonic leadership. To maximise its interests, the hegemon may force and threaten non-hegemonic states to follow the path favourable to its leading role (Min, 2003). Moreover, the hegemon could even punish any country diverging from its global economic system to ensure stability (Min, 2003).

Some scholars like Krahmman (2005) contends that hegemonic leadership is the key to preserving peace and stability in the international order because it could prevent wars and conflicts among major powers. The hegemon’s primacy may discourage other challengers by maximising its military power and expanding political influence since these rivals may understand the high cost of opposing with a hegemon (Ikenberry, Mastanduno, and Wohlforth, 2011). Additionally, the presence and leadership of a hegemon may alleviate pressures related to the security dilemma by reducing the suspicion and unpredictability; therefore, world stability may be maintained.

Despite some differences between the benevolent and coercive versions, HST indicates that the hegemon plays a crucial role in stabilising the world economy by producing public goods for other states to free-ride and get benefits.

Additionally, with its preponderant power, the hegemon may coerce other countries to follow its established order. Thus, the fall of a hegemon will lead to chaotic situations in the international system. To obtain more interests and avoid being punished or bullied by the hegemon, other states tend to back up or bandwagon with the hegemon, which contributes to maintaining the stability in the international system.

3. COUNTER-ARGUMENTS AGAINST THE HEGEMONIC LEADERSHIP

Despite the above-supporting ideas, I support three main counter-arguments against the significance of hegemonic leadership in maintaining stable world order. Opponents of the hegemonic leadership hold that international cooperation continues without the hegemon because of common interests and international regimes. Others think that a multiplex world would maintain the global stability instead of the hegemonic leadership. Meanwhile, some researchers indicate that hegemon only brings limited stability.

3.1. The continuity of international cooperation after the fall of a hegemon

The absence of a hegemon does not lead to chaos and instability in the world order because cooperation among states continues after hegemony. In his *After Hegemony: Cooperation and Discord in the World Political Economy*, Robert Keohane (1984) indicates that without a hegemon, cooperation in international relations is still possible because of two main reasons. Firstly, common interests could make states cooperate and establish international regimes that are rules, norms, and principles governing states’ actions. In other words, not hegemony but shared interests are the keys to cooperation among states. Cooperation will continue regardless of the absence of a hegemon as long as shared interests among different states still exist. Hegemony theorists claim that the emergence of the hegemon is the prerequisite for cooperative relationships among states in world

politics. However, the hegemon is not a necessary and sufficient condition for this trend because common interests are the cornerstone international cooperation. Secondly, though the hegemon plays a vital role in creating international regimes, the decline of hegemony does not cause their decay because maintaining international regimes is not as demanding as creating them (Keohane, 1984).

Additionally, after the decline of a hegemon, international cooperation is still possible based on the distribution of power and shared interests. In this sense, when the interdependence among nations has been higher, they would cooperate in seeking for common benefits. Collective action continues after the fall of a hegemon because other major powers could balance the gap left by the hegemon (Snidal, 1985). The decline of hegemon makes states to cooperate since they want to take reasonable outcomes and prevent the collapse of global economic regimes (Snidal, 1985).

The single leadership of a hegemon is not a necessary and sufficient condition of establishing international monetary structure or producing public goods for the world economy, but cooperation and compromise among states. Eichengreen (2000) contends that despite the British preeminence of international transactions, London was unable to prevent other states from changing the gold standard to their own needs. For example, the large gold coin circulation was permitted in France and Germany while in other countries, this action was limited (Eichengreen, 2000). A number of French, Belgian, and Swiss central banks still allowed their notes to be redeemed into silver regardless of London's effort to urge them to use gold instead of silver (Eichengreen, 2000). To promote the gold standard, Britain had to encourage other states to link their currencies with the value of gold. In this sense, without the support and cooperation from other countries, Britain could not establish the gold standard by itself (Eichengreen, 2000). Also, within the framework of the Bretton Woods system, the US had to compromise with Britain in the White Plan to protect Washington from

diverting towards the sterling bloc, which means the US alone could not create the structure of the international monetary system (Eichengreen, 2000). The hegemon's effort to spur free trade will be "futile" if other states do not agree to abolish their trade barriers.

Furthermore, the provision of public goods and the establishment of international economic structure in the global economy are not based on a hegemon's leadership but the cooperation among different states. Lake (1993) regards the "k" group of state members as main actors of creating the global economic infrastructure. In this regard, the "k" variable is more than one because public goods may be produced by the cooperation at least between two states. Lake (1993) disregards the role of a hegemon and points out two necessary and sufficient conditions of effectively creating an international economic structure. The first condition is the cost of the transaction, which is used to negotiate or bargain between members of the "k" group. The second condition is the benefits that states could obtain when they join the international economy. Producing public goods is the compromise among state members to reap benefits; therefore, when they satisfy the reasonable transactions cost and the level of benefits, the international economic structure will be created.

3.2. The emergence of a multiplex world order after hegemony

Unlike hegemony theorists, in his *The End of the American World Order*, Amitav Acharya (2014) contends that after the fall of a hegemon like the US, a multiplex world order would emerge and maintain stability in the international order. In this sense, the rising number of major powers does not result in uncertainty, but it contributes to keeping the world stable. There are two elements that could maintain stability in a multiplex world order. Amitav Acharya (2014) views the first element as the global concert model. When the hegemon falls, the relations between other major powers are still competitive. However, they understand the severe

consequences of waging wars against each other and have common interests in preserving global stability. Therefore, major powers continue to cooperate on the one hand and rival to obtain more benefits on the other hand. In this regard, common interests among powerful states constrain their willingness to wage wars or conflicts. Meanwhile, the second element helping stabilise a multiplex world order is the significance of regional institutions. Regional institutions not only reduce the levels of competition among great powers but also manage conflicts and enhance cooperation among state members. Regional institutions like ASEAN help build trust among state members, reduces unpredictability, and maintain regional security and stability (Acharya, 2014). These institutions are not affected or controlled by any hegemon but are regulated by state members. Hence, regional institutions reflect the willing and interests of regional countries rather than serving the hegemon's interests. Undoubtedly, without a hegemon, regional institutions still work based on the cooperation of state members.

3.3. Limited stability that a hegemon can bring

The hegemon brings limited and imbalanced stability in the international system. In Bruce Russett's view (1985), under the leadership of a hegemon like the US, world peace and stability seem to be only maintained in Western nations. Meanwhile, in the Third World countries, wars and conflicts still happen. The influence of the US's hegemony does not reach to every corner in the world; therefore, instability still takes place in weaker states. Monteiro (2011) points out that the first decades after the end of the Cold War witness the emergence of non-traditional security threats like terrorism, insurgency, and nuclear proliferation, which makes the world order under the US' hegemony less stable and peaceful than previous times. For Fettweis (2017), the absence of the American hegemony would result in chaos and less democracy because the hegemonic leadership of the US brings a New Peace in the international system. In this regard, American

hegemony helps reduce the number of interstate wars and conflicts. Nonetheless, from the research of Monteiro (2011), although there is no war between major powers during and after the Cold War, less-powerful states, especially those in the Middle East and Africa face higher likelihood and intensity of intrastate wars and conflicts.

Under the US' leadership, the world has faced rising instability related to intrastate wars and conflicts. After the end of the Cold War, despite the fall of interstate wars, the world has been more violent because of increasing numbers of intrastate wars, threatening the lives of millions of people. For example, the Darfur War in Sudan, killing around 300,000 people, is seen as the first case of genocide in the 21st century (Williams, 2012). Furthermore, civil wars in Syria, Afghanistan, and Libya have been continuing regardless of the effort from the US and the international community. The US shows its weaknesses and powerlessness in dealing with intrastate wars and could not provide stability for other states in the world order as a hegemon should do. In their *Goodbye Hegemony: Power and Influence in the Global System*, Reich and Lebow (2014) contend that even if the US had stronger economic and military power, it could not prevent the Arab Spring or the Syrian civil war because strong power does not ensure the absolute control. Moreover, the US' intervention to address the civil wars and conflicts in some countries has exacerbated the situations. In Libya, Iraq, and Afghanistan, the US toppled the regimes but failed to establish effective authorities to control local forces, which results in lasting domestic instability.

Though the American economy is still leading in the world, Washington does not provide public goods and stability for the global economy. The US did not play the role of a stabiliser in the economic crisis. Despite the presence of American hegemony, the 2008 global financial crisis still breaks out. In this crisis, Washington shows its inability to stabilise the international economy. In fact, the US has difficulty in stabilising its own economy, let alone helping other states (Reich and

Lebow, 2014). Susan Strange indicates that the US has been an exploiter rather than a provider of public goods because it has destabilised the global finance. For example, during the Vietnam War, Washington enjoined some of its trading partners to bear the dollar debt through the implementation of stick and carrots (Reich and Lebow, 2014). Susan Strange also points out the 2008 global financial crisis results from the aftermath of the US' rising public debt. In the 1970s, Washington abandoned the dollar from the gold standard, which increased the value of the US dollar but led to the collapse of the Bretton Woods system (Reich and Lebow, 2014). In the 1980s, Washington tended to renege liberal trading policies when imposing tariffs and quotas against products from Asia and Latin America instead of burdening the costs of economic adjustments (Reich and Lebow, 2014). The Trump administration had "waged" the trade war with China, which leads to the vulnerability not only for Beijing or Washington but also for the global economy because it may result in a global severe economic recession. In general, as a hegemon, the US does not ensure stability, but in some cases, it even causes disorder in the global economy.

4. CONCLUSION

Since the end of the Cold War between two superpowers – the US and the Soviet Union at the beginning of the 1990s, the US seemed to live in a period of being a hegemon in world politics. The emergence of Hegemonic Stability Theory has put an emphasis on the significance of a hegemon in ensuring global peace. The role of a hegemon, nonetheless, still sparks a debate between political scientists. Some proponents of the hegemonic leadership contend that a hegemon could maintain stability in the international order since it may provide public goods, coerce less-powerful countries to follow its order, promote international organisations, and prevent the conflicts among major powers. Therefore, the absence of a hegemon would lead to disorder and instability. However, hegemony brings limited stability because it only maintains peace and

stability in the West. After hegemony, cooperation between states still happens thanks to the common interests and international regimes. Besides, a multiplex world order based on stable relations among major powers and the effectiveness of regional institutions may be established to maintain global stability. Admittedly, the leadership of a hegemon is not a prerequisite condition of maintaining stability in the international order, but international cooperation and common interests have contributed to establishing and promoting stronger relations between states with a view to maintaining peace and stability in global politics./.

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SỰ THOÁI TRÀO CỦA THUYẾT BÁ QUYỀN ỔN ĐỊNH TRONG QUAN HỆ QUỐC TẾ

TRỊNH VIỆT DŨNG, HỒ DIỆU HUYỀN

Tóm tắt: Vào những năm 1970, sự xuất hiện của Thuyết Bá quyền Ổn định nhấn mạnh đến vai trò của một bá chủ thế giới trong duy trì hòa bình và ổn định trong hệ thống quốc tế đã mang đến cách tiếp cận mới cho quá trình phân tích cấu trúc và sự phát triển của trật tự thế giới. Tuy nhiên, những nghiên cứu gần đây đã chỉ ra rằng Thuyết Bá quyền Ổn định không giải thích được sự xuất hiện của hàng loạt các vấn đề an ninh khác nhau cho dù thế giới đang nằm dưới sự lãnh đạo bá quyền của Mỹ. Dựa trên những phản biện đối với lý thuyết này, bài viết chỉ ra rằng Thuyết Bá quyền Ổn định dần mất đi tầm quan trọng của mình trong quan hệ quốc tế bởi ba lý do chính. Thứ nhất, hợp tác quốc tế vẫn gia tăng bất chấp sự thiếu vắng vai trò của một bá chủ quốc tế. Thứ hai, sau khi bá chủ quốc tế không còn tồn tại, một trật tự thế giới đa cực sẽ được thiết lập dựa trên sự cạnh tranh và thỏa hiệp giữa các nước lớn. Thứ ba, bá chủ quốc tế chỉ mang lại sự ổn định hạn chế trong hệ thống quốc tế. Bài viết áp dụng phương pháp tổng hợp, phân tích, và nghiên cứu điển hình để phủ nhận vai trò của bá chủ trong duy trì hòa bình và ổn định trong quan hệ quốc tế.

Từ khóa: *Thuyết Bá Quyền Ổn định, bá chủ, ổn định, hệ thống quốc tế, sự lãnh đạo*

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INTERNATIONAL LAW: STATE CONSENT OR STATE RESPONSIBILITY?

TRỊNH QUANG MINH*

*Academy of Military Science, ✉ trinquangminh175@gmail.com
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ABSTRACT

Throughout the historical development of international law since its very dawn, perspectives of legal theorists have been divided into two dominant schools of thought: naturalism (upholding the law of nature) and positivism (emphasizing states' will and consent) in forming modern international law. This article attempts to argue that contemporary international law is created on the basis of the consent among states but gradually limited by new binding non-consensual rules. Not only are they free to pursue their own wills but they also have to shoulder ever-growing responsibilities in this modern world.

Keywords: *international law, natural law, positivism, state responsibility, state consent, jus cogens*

1. INTRODUCTION

International law has played a crucial role in the political life of nation-states since its very dawn. To better grasp of international law, generations of legal academics have researched the ground on which it has developed throughout history. Some may argue that it has flourished on the basis of states' consent, while others are of the opposite opinion, sparking off an endless debate in the international law scholarship. I would argue that contemporary international law, which started to emerge with the advent of the Westphalia order (1648), is created on the basis of the consent among states but gradually limited by new binding non-consensual rules. To substantiate this central argument, this paper will be separated into three sections and utilize the method of data analysis in historical research to elaborate comprehensively. It commences with the conceptualization of international law

and its sources. The following part will focus on elucidating the reasons why international law supposedly grows out of the consent of states. Finally, exceptions and recent developments of international law will illuminate the extent to which it is not truly based on states' consent.

2. CONCEPTUALIZING INTERNATIONAL LAW AND ITS SOURCES

International law does not evolve from a vacuum but takes its roots firmly from the Western history-long social and legal experiences. Therefore, it is essential that the conceptualization of international law not only trace back to its historical origins but also capture its true substance. Additionally, sources of international law also need understanding properly before they are further investigated to explore whether international law is created by states' consent.

Fundamentally, in the modern context, (public) international law is the legal system regulating “the relations between independent states” (as dictated in *the S.S. ‘Lotus’ case*); therefore, it is usually called the law of nations (*jus gentium*). International law stems from the traditions of “the late medieval *jus gentium*” (Crawford, 2019, p. 3), a legal specialization concerning how rulers managed their relations with each other and reflecting different customs implied in their practices, such as *jus ad bellum* and *mare liberum*. At that time, in Europe, such tradition was dominated by the philosophical notions of Roman law and the Roman Church, which submitted to the universality of *jus naturale* (the Law of Nature). Therefore, *jus gentium* was considered merely “the sum of those rules” (Gierke, 1913, p. 76) under *jus naturale*, existing objectively, immutably, and independently from the will of states or rulers. Accordingly, naturalism, one of the original ideas constituting modern international law, argues that the law of nations is fundamentally not created on the basis of the consent of states but the law of nature.

Subsequently, the Peace of Westphalia (1648) marked the turning point in the world’s perspectives on not only international politics but also international law. International law started to develop on the principle of equal sovereignty in an anarchic world, which upheld the supreme power of sovereign states across the international system and paved the way for human beings to manifest their essential role and rationality in the international-law-making process (Simpson, 2004, p. 31). This moment facilitated the strong emergence of positivism, which argues that international law exists as the law between states rather than above states. Under no higher authority than sovereign states in the Westphalian international system, the law between them (international law) is highly state-centric and thus, revolves around what they willingly consent and pursue. Understandably, positivists believe that international law is based on the consent of states, which is “observable” (Mégret, 2012, p. 68) and expressed in a wide range of its sources, in international conventions and international customary practice.

Sources of international law refer to particular rules that comprise the international legal system as well as “the processes by which the rules become identifiable as rules of law” (Jennings & Watts, 2008, p. 23). Generally, the investigation into the “source” of a rule of law can help illuminate how it emerges to have binding effects as a rule of conduct and on what legal basis it can manifest its lawfulness and validity. Therefore, the study on the sources of international law helps answer the question about whether the overarching basis of the entire international legal system is the consent of states or not. There are four main sources of public international law specified in Article 38 of *the Statute of the International Court of Justice (ICJ)*: (1) international conventions, (2) international customary law, (3) the general principles of law recognized by civilized nations, and (4) judicial decisions and the teachings of the most highly qualified international legal academics. The next parts will scrutinize these sources separately to figure out what basis international law is based on.

3. INTERNATIONAL LAW: A CONSENT-BASED LEGAL SYSTEM

Undoubtedly, sovereign states are the predominant law-making forces in the international arena (Klabbers, 2013, p. 21). No higher authority can impose law on them, leading to the fact that obtaining consent is the only way to establish international law to govern them. This position will be consolidated with the analysis of different sources of international law, ranging from treaties and international customs to general principles of law recognized by states themselves.

First, international law can be easily spotted on agreements consented by states, which are generally called “treaties” and regulated by *the Vienna Convention on the Law of Treaties (VCLT)*. Asserted in the preamble, international treaties must adhere to the fundamental and universally-recognized principle of “free consent” among states. This principle was emphasized in the Lotus case as the essence of international law,

which emanates from “their own free will as expressed in conventions or by usages generally accepted as expressing principles of law” (Dixon, McCorquodale & Williams, 2016, p. 282). What matters to the law of treaties does not lie in their forms or sizes but in states’ expression of their consent to be bound by the treaties in question. For example, Article 7 of the VCLT clarifies the qualifications of the person with full powers to express the consent of states. If a treaty is concluded without the consent of a state in any cases under Articles 46-51 of the VCLT, the treaty will become invalid and void. Additionally, the conclusion of an international treaty among its parties may raise the question about the effects on non-party states, which is regulated by Article 34 of the VCLT. Generally, a treaty cannot trigger any legal ramifications for a non-party “without its consent.” This regulation originates from the deep-rooted *pacta tertiis* principle in Roman law of contract (Proelss, 2018, p. 655) to exert the effect of *res inter alios acta* on those who do not consent to be bound by others’ treaty. Again, the regulation clearly demonstrates great respect for international law for states’ free will and the paramountcy of their sovereignty in this Westphalian world order.

Second, international custom, an indispensable constituent of international law, is also created on the consent of states. According to Article 38(1) (b) of the ICJ Statute, customary international law must comprise two essential elements: general practice and *opinio juris*. The former puts forward that only practice that states follow and conduct consistently and uniformly over time can qualify as customary international law (Charlesworth, 2012, p. 193). Meanwhile, the latter refers to the subjective perception of states in which they adopt the practice as “a legal obligation.” Both elements of international custom are reflective of “the positivist spirit” (Boas, 2012, p. 74) of international law, which fundamentally endorses the rational choice of states in forming the law governing their international relations with each other. Additionally, the notion of persistent objectors

during the formation of customary international law also acts as another compelling evidence for its consent-based nature. If a state is discontent with an emerging custom, it can express its objection explicitly and persistently, then avoiding being bound by the custom. This rule was clearly demonstrated in *the Anglo-Norwegian Fisheries case*, which ruled that Norway’s persistent opposition to the ten-mile delimitation rule helped prevent the rule’s application to the Norwegian coast against its will. Eventually, Norway laid the foundation for a new custom of drawing straight baselines, which was later codified in the 1982 *Law of the Sea*.

As regards general principles of international law, it is arguable that this source is also based on the consent of states for some reasons, although it is harder to be traced than international treaties or customs. First, according to Article 38(1)(c) of the ICJ Statute, only general principles which are accepted by “civilized nations” can become the source of international law. After World War II, no longer was standard of civilization, the hangover of colonialism (Boas, 2012, p. 105), a criterion for an eligible entity to be under the auspices of international law. The article should now be understood as general principles of law that nation-states in the international community accept. Understandably, the recognition of states also means their consent to the binding effect of the general principles as a source of international law. Furthermore, from the perspectives of the Statute drafters, Article 38(1)(c) was intended to enable the ICJ to invoke and apply the general principles within the domestic legal systems of all or most nation-states in addressing international law issues (Jennings & Watts, 2008, p. 36-37). Embedded in such principles of municipal law are not only the experiences of states themselves but also their tacit perceptions about what is legal and what is not. Therefore, it can be concluded that this source of international law is established by common consent of nation-states in the international community.

4. RECENT DEVELOPMENTS: FROM STATE CONSENT TO STATE RESPONSIBILITY

The consensual apparatus of international law is not hardline all the time (Krisch, 2014, p. 1) as there exist a wide range of circumstances that bind states to the norms they do not accord with or even object to. Such exceptions can be detected in different sources of international law, including international conventions, customary rules, and general principles of law. In addition, when it comes to recent developments in international law, states are required to shoulder more responsibilities to progress towards a better world for everyone. Obviously, the room for them to decide whether to consent such obligations becomes further limited under modern international law.

It is noticeable that numerous rules identified in international treaties, customs, and general principles of law are established non-consensually. First, the law of treaties also encompasses various regimes enabling international law to be made without states' individual consent. In the making of a multilateral treaty, the principle of "free consent" may slow down and pose considerable hurdles to its conclusion (Helfer, 2008, p. 73). It is impossible to achieve an absolute unanimity, therefore raising the need for a majoritarian voting mechanism to break this deadlock and facilitate the treaty's finalization. For example, in the European Council, members are mandated to abide by its decisions made by majority voting, regardless of their consent (Krasner, 2004, p. 1085). In some circumstances, those who neither are parties to nor express their consent to a certain provision of a treaty may still be bound by it, providing that the treaty contains effect *erga omnes*, such as boundary treaties (Shaw, 2008, p. 495-496). Accordingly, as ruled by the Permanent Court of Arbitration (PCA) in the *Eritrea v Yemen case*, the legal reality created by treaties with effect *erga omnes* has binding effects on third parties even without their consent. The consent of third parties becomes redundant in such cases as the principle

of *res inter alios acta* is considered "without legal import" and thus, inapplicable.

Second, although positivism is best demonstrated in the practice of customary international law, its formation does not require uniform conduct of all states. The expansion of international society has sought to entail states with diverse social and legal experiences (Boas, 2012, p. 74) to involve in the creation of customary international law. Consequently, it is nearly impossible to obtain unanimous conformity; therefore, just "a very widespread and representative [practice] might suffice" to constitute a rule of customary international law (as ruled in the *North Sea Continental Shelf case*). Furthermore, if such custom possesses the *jus cogens* character, states' persistent objection does not mean anything as this rule of law cannot be derogated or violated by any contrary norms of customary or conventional international law (Verdross, 1966, p. 61). In this case, the consent of states does not matter in comparison with the prevalence of *jus cogens* norms themselves.

Third, although positivist notions about the basis of international law have long prevailed, naturalism is still essential for the contemporary international legal order via general principles as a source of international law. As explained previously, states' perception of what is legal/illegal in their municipal legal systems is the intrinsic element of international general principles. However, it would be a huge mistake if the moral aspect embedded in such principles were neglected. All juridical verdicts in all societies must not be given *contra bonos mores*, which still holds true in application to international law (Verdross, 1937, p. 572-573). Such moral values originally derive from Natural Law (Shaw, 2008, p. 22), the existence of which is independent of the will of states. Therefore, some naturalists opine general principles of law strongly reaffirm what already exists in Natural Law as well as act as an objective mechanism to double-check "the validity of the man-made rules" (Shaw, 2008, p. 99). For instance, treaties are rendered void or

terminated if breaching any peremptory norms, already-existing or newly-emerging, according to Articles 53 and 64 of the VCLT.

As international law keeps evolving, the increased burden of responsibility is placed on sovereign states, leading to the growing limitations on their will in managing their own domestic affairs or treating their own citizens (Perkins, 1997, p. 442). Such responsibilities exist in the form of *jus cogens* norms with universal binding effects, challenging states' sovereignty and the positivist notions of the consent-rooted international law. For example, it is compulsory that states refrain from "the threat or use of force" under article 2(4) of the UN Charter. The prohibition of using force was clearly acknowledged to be peremptory in *the Nicaragua case*. Similarly, *jus cogens* rules concerning human rights have also made states' responsibility become heavier and heavier. According to *Protocol I to the 1949 Geneva Conventions*, international humanitarian law is intended to have universal binding effects and must be respected "in all circumstances to all the persons" it protects, no matter if the armed conflict in question is international or non-international. At this point, sovereignty and consent do not suffice to allow states to pursue whatever they want at the expense of others in this modern world. As William D. Nordhaus observes, it is essential that new mechanisms be invented to "overcome the bias toward [...] the voluntary nature of current international law" (Nordhaus, 2006, p. 93) to effectively deal with critical global challenges and provide more global public goods, progressing towards a better world as envisaged in the objectives of the UN Charter.

5. CONCLUSION

Fundamentally, modern international law is constituted in the aftermath of the Peace of Westphalia; hence, based on the principle of states' equal sovereignty. The consent of states obviously emerges to be the major mechanism for the making

of international law. However, international law originates not merely from this basis per se but also from the objective moral norms deriving from natural law, which does not always concur with the will of states. This raises the issue of restricting states' free will and pursuit of their self-interests at the expense of others, calling upon for more state responsibility rather than more state consent in this modern international legal system. In conclusion, international law has always grown out of the consent among states, increasingly constrained but never replaced by their requirements for fulfilling the ever-greater international responsibility, in most circumstances./.

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LUẬT QUỐC TẾ: ĐỒNG THUẬN QUỐC GIA HAY TRÁCH NHIỆM QUỐC GIA?

TRỊNH QUANG MINH

Tóm tắt: Các nhà lý luận pháp lý quốc tế chia thành hai trường phái: Luật tự nhiên (đề cao vai trò của luật tự nhiên, không dựa trên đồng thuận) và chủ nghĩa thực chứng (nhấn mạnh tầm quan trọng của sự đồng thuận quốc gia) trong quá trình hình thành luật quốc tế. Bài viết lập luận rằng luật pháp quốc tế đương đại được hình thành trên cơ sở đồng thuận quốc gia, nhưng dần bị giới hạn bởi các quy định mới ràng buộc họ nhưng không dựa trên sự đồng thuận của họ nữa. Các quốc gia được tự do theo đuổi ý chí nhưng cũng đồng thời phải gánh vác ngày càng nhiều trách nhiệm trong thế giới ngày nay.

Từ khoá: luật quốc tế, luật tự nhiên, chủ nghĩa thực chứng, trách nhiệm quốc gia, đồng thuận quốc gia, jus cogens

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通过项目式教学法培养军事科学学院 中文系学员的科研技能

Developing research skills among Chinese-major cadets
through project-based learning at Military Science Academy

HOÀNG THỊ NGỌC MINH*

*Academy of Military Science, ✉ hoangngocminhbg@gmail.com

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ABSTRACT

In the era of rapid development of science and technology, research skills and other skills such as creativity, problem-solving, cooperation, and self-learning are essential for learners to master. After investigating the effects of Project-based learning on building research skills, this method was experimented with and applied in teaching the subject “China: Country Profile,” which has proven its effectiveness. The article is based on scientific theory and practice, providing procedures for applying, analyzing, and evaluating experimental results of Project-based learning in an effort to develop research skills among Chinese-majored cadets at the Military science Academy.

Keywords: *research skills, Project-based learning, Chinese-majored cadets, Military Science Academy*

一、引言

随着时代的变迁，特别是在第4次工业革命的背景下，科技领域发生了翻天覆地的变化，直接影响到其他领域。在科技创新的带领下，教育也正在发生着变化。据苏西·博斯，之前的传统教学模式逐渐受现代的、广受欢迎的教学方法如个性化学习、翻转课堂、混合学习、项目式教学法等所代替，并且激励学习者在自己的学习过程中发挥积极的作用（苏西·博斯、简·克劳斯, 2014）。

现代社会对于大学生所具备的技能和能力也提出了新的要求：“除了必要的专业知识外，大学生还应该具备，如自学技能、科研技能、创新技能、信息技术应用技能等等能够迎接挑战的技能”（Đặng Vũ Hoạt, Hà Thị Đức, 2015）。在众多重要的技能当中，科研技能具

有举足轻重的地位。大学生不再需要花尽精力来熟记硬背知识内容，而需要能够将他们所学的知识应用在新的环境中，对具有挑战性的问题进行深入研究、同伴合作、有目的地使用科学技术，并与公众分享他们的解决方案，为将来能够站好自己的岗位做好准备。为了适应新时代的要求，各所高等院校正在努力改变着，作为这支庞大队伍中的一支，军事科学学院的各级管理以及教育队伍也正在着力培养学员全方面发展。可是据调查军事科学学院的大部分学员的科研技能却是一项比较薄弱的环节。如何培养学员的科研技能是一个棘手的任务。通过运用各种有科研定向的教学战略如：体验教学法、探索教学法、项目教学法等等可以提高大学生的科研技能（Ngô Thị Trang, 2019）。其中，项目式教学法是一种能对提高学习者的科研技能有效的现代教学方法，但至今为止没

有对如何运用此方法来提高科研技能的单独研究。因此我们通过运用项目式教学法培养军事科学学院中文系三年级学员的科研技能的实验来验证此教学法对学习者的科研技能产生的效果。

二、理论依据与实践依据

2.1. 科研活动与科研技能

科研活动可以理解为一个探索的过程，研究者是探索新事物、新现象等的人。这是一个具有创新性的活动因为它创造出来的成果就是新知识、新经验、新方法。它也是人类一种特别的活动。因为研究者从人类的利益出发，经历过一个艰难并复杂的过程，进行探索发现出新的知识、规律、原理等。Vũ Cao Đàm (2007) 在《Phương pháp luận nghiên cứu khoa học》中认为科研活动的形式很丰富，进行一个科研项目就是其中的一种。他将进行一个科研项目的过程概括为七个步骤：

第一，选择研究题目

第二，拟定研究计划

第三，组织研究小组

第四，搜集并处理有关资料，构建假说

第五，验证假说，分析结果、得出结论并书写报告

第六，评价与验收

第七，公布研究结果

我们可以将以上进行科研项目的七个步骤概括为三大步骤，即：研究的准备、研究的进行与研究的公布。具体如下：

表一. 科研活动进行的步骤

第一，研究的准备	一、选择研究题目 二、拟定研究计划 三、组织研究小组
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第二，研究的进行	四、搜集并处理有关资料，构建假说 五、验证假说，分析结果、得出结论并书写报告 六、评价与验收
第三，研究的公布	七、研究成果的公布

一个科研项目的成功大部分是取决于研究者的科研技能。科研技能是实现一个科研活动所必备的条件。科研活动可以概括为一个探索的过程，研究工作者是探索出新事物的人。科研活动也是一个具有创造性的活动，这个活动创造出来的产品是新知识、新经验、新方法。课题研究是大学生为毕业后步入工作可在校时而准备的一些必备的技能。一种技能的产生是在具体的情况中灵活地运用所学过的知识来解决一个现实中的任务。这个过程不断地重复可以使这个新产生的技能变成成熟。据 Vũ Cao Đàm，科研技能又可细分为下面构成成分：发现及确定研究问题技能、确定研究问题的题目的技能、建立研究提纲的技能、建立研究计划、组织研究小组、收集并处理资料、检查研究结果、报告及解说研究成果等技能（Vũ Cao Đàm, 2007）。

除此之外，Bùi Ngọc Hoàng 在《Rèn luyện kỹ năng Nghiên cứu khoa học cho người dạy tại các Học viện trong Quân đội》中也给研究技能补充了如创新性、逻辑思维、合作等软技能（Bùi Ngọc Hoàng, 2020）。

科研技能可以说是为了达到一个目标、根据一定的条件、按照一定的逻辑性来实现科研活动中的每一个环节的实现方法。人们凭借自己所接收过的科学理论基础，有效地实现一项科研活动的的能力。它表现为为了达到研究目的及任务而选择并进行一系列符合于一定的条件和环境的操作。科研技能固然非常重要但像其他技能一样并不是与生俱来，而是在学习锻炼与实践过程中形成并成熟的。要想培养学习者的科研技能关键是要给他们创造科研的空间、营造科研的氛围并时常给他们锻炼科研技能的机会。除了鼓励学生参加科研活动如参加系级的科研项目、写小论文等以外，教师运用像项

目式教学法一些积极的教学方法也是一种能提高
学生科研技能的教学形式。

2.2. 项目式教学法

据研究，项目式教学法不仅是一种可以激
励学习者的自主性、积极性的现代教学法之
一，而且项目式教学法还可以培养学习者的科
研技能

运用项目式教学法时，学习者是实现一个
比较复杂的任务的主体。“根据学习具体的内
容，教师要求学生完成一个（若干）由理论与
实践相结合的任务项目，并且这个项目结束后
要有一个可以展现出来的产品。这个项目的整
个过程，从目标的确定、计划的安排、检查、
调整与评价等每一个环节都由学生们自己实
现、完成”（Nguyễn Lăng Bình, Đỗ Hương Trà,
2019）。

项目式教学法有以下主要特征：以学生为
中心，而且学生常常扮演一种角色来解决问
题、项目的目的要与学习目标相同、一个学习
项目要从一个驱动问题开始、项目式教学需要
多种评价的形式、另外，项目是教学也需要：

实践性：根据项目式教学法而设计的各项
学习活动都要有实践性，跟很多领域的知识有
所关联，将书本上的理论与生活中的现实连接
起来。所以项目式教学法创造出来的产品完全
可以使用于实际中的生活，帮助解决生活中的
某个问题。

自由性：开始某一项目时，学生根据需求
选择某个主题或研究的问题，因此每个项目的
产品都是自由的、是不确定的、多种多样并且
独特的。每个项目的主题都是根据学生实际生
活中的问题而出发，所以学生有兴趣去接触并
且完成这个项目。学生的想象力非常丰富，他
们的世界观通过他们所生活的环境而形成的。
因此每一个项目的作品都不同并且体现学生独
特的风格。

发挥学生的能力：项目教学中学生要完成
一个较为复杂的任务，需要他们运用多门学科
的知识来解决。这样学生可以将多种学科的知
识连接起来。这种体验激发学生学习的动力和

自主性，帮助他们提高解决复杂问题的能力、
创新能力等等。信息技术支持和促进学生在项
目学习进行的过程，因此学生的科技能力也可
以大大提高。特别是一些项目的选题是基于实
际生活中一些引起争论或一些棘手的问题，在
完成项目的过程中，学生提出对这些问题的解
决方案并创造产品来验证其的可行性，学生的
科研技能也可以从中得到培养和提高。

项目式教学法的组织过程可以概括为三大
步骤：

表二. 项目式教学法进行的步骤

第一，提出解 决方案，建立 研究计划	一、确定需要解决的问题及 题目 二、确定小题目 三、建立学习任务计划
第二，项目的 实现	四、搜集、处理、综合资料 五、展现研究成果 六、说明研究成果
第三，总结、 报告研究成果	七、评价、总结经验

具体如下：

第一步，提出解决方案，建立研究计划

第一部非常重要。教师提出一种状况之后
要学习者组织小组参与确定需要解决或研究的
问题，小题目（需要解决的问题的各项内容）
并建立各项任务的计划。

例如：关于《中国概况》课中的第六
课“中国的经济”，教师可以提出一个实际
的情况：2010年中国超过日本和欧美国家，
成为世界第二大经济体，仅次于美国。教师启
发学习者提出问题：中国经济一直这样发展
吗？中国政府实行了哪些政策使中国经济发展
如此之快？怎样证明你们的观点？这样学习
者可以提出他们的一些观点。教师按照不同的
观点将学习者分组不同的小组。各小组讨论，
确定小题目（跟题目相关的内容），建立学习
任务和研究的计划。到此完成第一步。

第二步，项目的实现：这一步主要是对资料的收集、处理以及综合。

第三步，小组将资料综合出的结果创作成具体的产品。

对比项目式教学的组织过程与科研活动实现的过程我们发现许多相同的地方：

表三. 科研活动进行的过程与项目式教学进行的过程对比

科研活动进行的步骤		项目式教学法进行的步骤	
第一，研究的准备	一、选择研究题目 二、拟定研究计划 三、组织研究小组	第一，提出解决方案，建立研究计划	一、确定需要解决的问题及题目 二、确定小题目 三、建立学习任务计划
第二，搜集与处理资料	四、搜集并处理有关资料，构建假说 五、验证假说，分析结果、得出结论并书写报告 六、评价与验收	第二，项目的实现	四、搜集、处理以及综合资料 五、展现研究成果 六、说明研究成果
第三，报告研究成果	七、研究成果的公布	第三，综合及报告结果	七、评价、总结经验

项目式教学进行的步骤与科研活动的步骤几乎相似。这两种形式最大的区别可以说是在第三步，但是区别不是在于过程而是在于产品的说明。科研活动的产品一般是书写的，而项目式教学的产品却丰富得多。它的形式可以是书写的，也可以是演讲文件、视频、小品、舞

蹈等。另外，关于进行的时间。项目式教学中的项目可以在几个月、几个星期甚至几天就能完成，但是科研活动往往需要比较长的时间（一般为三至六个月，甚至更长）。我们认为这两个活动从组织过程和步骤来看是相同的，时间方面上项目式教学占了优势，完全可以通过项目式教学法培养大量学习者科研技能。

科研技能是由很多技能构成的一各系统，我们根据科研活动进行的步骤确定这些构成技能，结合于项目式教学进行需要的一些技能，我们得出通过项目式教学法培养科研技能包括下面的技能：

表四. 通过项目式教学法培养科研技能的构成技能

序号	技能	科研的构成技能
1	研究准备的技能	发现、确定研究的问题
2		确定研究的题目
3		拟定研究提纲
4		拟定研究计划
5		组织研究小组
6	研究进行的技能	搜集资料
7		处理和综合资料
8		检查研究结果
9		制作项目产品
10	报告书写及产品说明的技能	书写研究成果报告
11		说明产品
12	软技能	创造性
13		逻辑思维
14		合作
15		管理时间

2.3. 关于军事科学学院学员的科研技能

据我们于2021年4月对军事科学学院的239名学员进行的一份调查结果显示，在十项需要掌握的技能当中，科研技能往往排名倒数第

一。我们又进一步深入调查，针对军事科学学院中文系的二、三年和四年级学员对科研技能的认识及对他们的科研技能水平的自我评价等内容进行考察。

表五. 军事科学学院对各项技能的自我评价排名

序号	技能	二年级	三年级	四年级
1	信息技术	9	7	9
2	自我管理	5	1	3
3	合作	1	1	1
4	创造性	7	7	3
5	科学研究	10	10	10
6	专业知识掌握	3	6	6
7	解决问题	2	4	7
8	灵活适应	6	4	2
9	分队管理和指挥	8	9	7
10	接受新任务的自信	3	3	5

第一，关于对科研技能的重要性的认识：大部分被调查的学员都认为对于大学生而言，科研技能很重要（46.3%）和重要（51.9%）。只有1.9%学员认为科研技能对大学生来说不重要。这个考察结果非常重要，它是我们之后进行师范实验的基础，因为正确的认识是改变一种现状的好开始。下面是具体的数据：

据调查，有44.4%学员没有参加过任何一种科研活动的形式，有55.6%学员写过课题或小论文。其中有33.3%学员都曾写过课题或小论文，13.3%学员只写过课题，50%的学员只写过小论文。

学员参加科研活动的内在理由占66%，比如想要锻炼自己（29%）、认为科研技能很重要（19%）和自己的兴趣（18%）。外在理由占31%，如得到老师的鼓励（15%）、参加科研活动可加分（5%）或这是因为课程的要求（5%）。

另外我们也考察了一些让学员难以参加科研活动的阻碍，其中内在理由占53%，主要是因为科研活动需要一定的学习功底（19%）所以学习不太扎实的学员可能认为自己没有参加科研活动的这个天分。另外还有15%的学员担心花太多时间在科研活动上，影响到学习其他课程。有10%的学员认为科研活动不太重要，5%的学员对这项活动不感兴趣，4%的学员是因为不需参加的。外在理由占42%，其中有22%的学员认为阻碍他们参加科研活动的理由是学员的条件基础供应不了、18%的学员认为因为很难接近参考材料，有2%的学员认为是因为没有得到鼓励和指引。

三、通过项目式教学法培养学习者的科研技能的实验

3.1. 实验的进行

在开始学期之前，教师要根据学习的内容，选择符合项目式教学法的部分，确定教学活动的组织方法。上课的时候，特别是首次运用项目式教学法，教师要详细地给学习者讲解一个项目进行的步骤。

在这一步，教师要指导学习者准备项目信息表及项目学习管理簿。

a) 项目信息表

开始一个项目，各小组需要进行多次讨论。他们针对老师提出的问题背景，讨论确定研究的主题和小题目，确定研究项目的提纲与计划，推荐组长、秘书等然后安排每个成员执行任务。所有的计划都要记录在项目信息表上面。项目信息表是为了锻炼学生确定、发现研究问题的技能、确定问题的题目的技能、确定建立研究提纲和研究计划的技能、合作技能。项目信息表实际上也就是项目进行的计划。

b) 项目学习管理簿的作用

在实验过程中，我们要求参加实验者使用“小组项目学习管理簿”以及“个人项目学习管理簿”，是记录实验者小组和个人进行研究计划的工具，其中“小组项目学习管理簿”

是小组组长负责记录的。正是因为实验者习惯性地记录着自己的每一项任务的进度，所以我们可以监督个小组进行项目研究的过程，这也是我们之后评价个小组工作效果的依据之一。同时，实验者也可以通过这本学习管理簿锻炼自己的多种技能，如：时间管理技能、建立并且实现研究计划的技能。另外通过回顾自己每天实行任务的记录而反省自己，及时做出改进。组长和老师也可以通过对照这本管理簿和实验者的实际工作质量来断定实验者的工作效果。

3.2. 实验的结果及评价

根据理论依据和实践依据，为了验证项目式教学法对培养学生的科研技能的效果，我们对军事科学学院中文系三年级的29名学员进行将近三个月实验。在实验的前后，我们都对对象的科研技能进行调查、分析，结果具体如下：（表六）

根据实验前后的调查结果显示，商学院的科研技能在试验后明显有所提高。良好与较好的比例已经有所提升，因此一般和弱的比例也减少。按照科研的构成技能组来分析：

1、第一组技能：科研的设计：这一组技能的各项技能都有较好的改善，特别是确定问题的技能（28%）以及建立研究计划的技能（21%）。

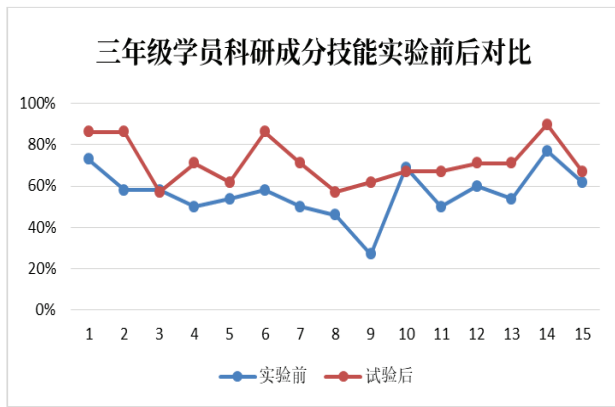
2、第二组技能：科研的实现：这一组技能的各项技能都有所改善。

3、第三组技能：科研的报告：这一组技能的进步是最明显的，如创造产品的技能增加了35%，说明产品的技能增加了17%

4、第四组技能：软技能：这一组技能学员都有所进步。

表六. 通过项目式教学法培养科研技能的实验结果

序号	科研的构成技能	实验前			试验后			结果
		好	较好	总数	好	较好	总数	
1	发现、确定研究的问题	4%	69%	73%	0%	86%	86%	+13%
2	确定研究的题目	8%	50%	58%	5%	81%	86%	+28%
3	拟定研究提纲	0%	58%	58%	5%	52%	57%	-1%
4	拟定研究计划	8%	42%	50%	5%	67%	72%	+21%
5	组织研究小组	8%	46%	54%	0%	62%	62%	+8%
6	搜集资料	15%	42%	58%	19%	67%	86%	+28%
7	处理和综合资料	8%	42%	50%	14%	57%	71%	+21%
8	检查研究结果	12%	35%	47%	10%	48%	58%	+11%
9	制作项目产品	0%	27%	27%	0%	62%	62%	35%
10	书写研究成果报告	0%	69%	69%	0%	67%	67%	-2%
11	说明产品	4%	46%	50%	14%	57%	71%	+21%
12	创造性	4%	56%	60%	5%	67%	71%	+11%
13	逻辑思维	8%	46%	54%	5%	67%	71%	+17%
14	合作	23%	54%	77%	33%	57%	90%	+13%
15	管理时间	15%	46%	62%	19%	48%	67%	+5%



图一. 实验结果前后对比

总之，经过近三个月运用项目式教学法来培养学习者的科研技能的实验，学员的科研技能都有明显的进步，特别是确定问题题目、建立研究计划、收集资料、处理资料、创造研究产品、展现研究成果、说明研究成果、逻辑思维、团队合作等技能。

四、结语

项目式教学法不仅是一种可激发学习者积极合作的现代性的教学方法，教师完全可以通过运用这种教学法培养学习者一些技能如科研技能、创新技能、合作技能等等。项目式教学

法进行的过程和一个科研活动进行的过程几乎相似，也包括三大步骤：项目的准备，项目的实现以及项目的报告。经过近三个月的实验，我们也证明了这种教学方法确实对培养学习者的科研技能有明显的效果。因此我们建议教师在教学的过程中对符合的内容合理地运用项目式教学法结合于其他教学方法来培养学习者的科研技能以及其他重要的技能。

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RÈN LUYỆN KỸ NĂNG NGHIÊN CỨU KHOA HỌC CHO HỌC VIÊN KHOA TIẾNG TRUNG QUỐC TẠI HỌC VIỆN KHOA HỌC QUÂN SỰ THÔNG QUA PHƯƠNG PHÁP DẠY HỌC DỰ ÁN

HOÀNG THỊ NGỌC MINH

Tóm tắt: Trong thời đại khoa học công nghệ phát triển nhanh chóng, sự vật, hiện tượng, vấn đề mới liên tục ra đời, kỹ năng nghiên cứu khoa học cùng với các kỹ năng khác như kỹ năng sáng tạo, kỹ năng giải quyết vấn đề, kỹ năng hợp tác, năng lực tự học... là một trong những kỹ năng quan trọng mà người học cần nắm được. Sau khi nghiên cứu, tìm hiểu về tác dụng của phương pháp dạy học dự án đối với việc rèn luyện kỹ năng nghiên cứu khoa học, chúng tôi tiến hành thực nghiệm vận dụng phương pháp này trong giảng dạy bộ môn Đất nước học Trung Quốc tại Học viện Khoa học Quân sự và đã kiểm chứng được hiệu quả của nó. Bài viết dựa trên cơ sở lý luận và thực tiễn, đưa ra quy trình vận dụng cũng như phân tích, đánh giá kết quả thực nghiệm phương pháp dạy học dự án để rèn luyện kỹ năng nghiên cứu khoa học cho học viên Học viện Khoa học Quân sự.

Từ khóa: kỹ năng nghiên cứu khoa học, dạy học dự án, đất nước học Trung Quốc, Học viện Khoa học Quân sự

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WOMEN'S PERSPECTIVES ON HAPPINESS IN "VANITY FAIR"

NGUYỄN THỊ KIM ANH*, LÀNH THÙY DUNG**, HOÀNG QUỐC KHÁNH***

*Academy of Military Science, ✉ kimanh1910@hotmail.com

**Academy of Military Science, ✉ thuydzunghanh@gmail.com

***University of Transport and Communications, ✉ khanhhq@utc.edu.vn

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ABSTRACT

Learning English is quite a tough process for Vietnamese learners as the cultural differences between the two countries are immense. The ideal solution to bridging the cultural gap when learning English is to study literary works as these works paint a vivid picture of people's values, thoughts, problems and conflicts in English-speaking nations. Therefore, the study entitled "Women's perspectives on happiness in *Vanity Fair*" has been carried out. It has explored distinctive concepts of happiness which Thackeray employed in his prominent characters: Amelia Sedley and Rebecca Sharp. Also, it emphasizes the impacts of family backgrounds, living environments, social factors as well as personal traits of each character and strongly affirm its outcomes. Hopefully, through finding out two female protagonists' views on happiness in this novel, the current paper gives more comprehensive insights into the Victorian literature and culture as well as encouraging learners of English to learn more about this spectacular language.

Key words: *happiness, values, thoughts, materialism, emotionalism, Vanity Fair*

1. INTRODUCTION

In the context of globalization, mastering English undoubtedly plays a key role to keep pace with such an ever-changing world, providing Vietnam with the opportunity to develop faster than ever. However, learning English is quite a tough process for Vietnamese learners as the cultural differences between the two countries are immense. In this circumstance, learning English literary works is among the ideal solutions to bridging the gap as these works paint a vivid picture of people's values, thoughts, problems and conflicts in English-speaking nations, enriching readers' vocabulary and helping to familiarize them with the works of English literature. Therefore, it is

necessary to incorporate studying English literary works with learning English.

In addition, each era of English literature features famous writers with masterpieces which contain humanistic values. *Vanity Fair* is such a work. Written in 1847 by William Makepeace Thackeray, it has become a literary phenomenon and the pioneer of literature revolution at that time. The work contains elements of social criticism and bewilders readers by the way people lived under the Victorian era, depicting various social vices that affected the whole society, leading to the change in the ideology of women, especially their perspectives on happiness embodied in female characters of the work. Even now, *Vanity*

Fair remains an invaluable source and provides a variety of interesting aspects for researchers and people who love English realistic literature all around the world to study.

For all the aforementioned reasons, the study entitled “Women’s perspectives on happiness in *Vanity Fair*” has been carried out. Hopefully, through finding out two female protagonists’ views on happiness in this novel, the journal paper will give more comprehensive insights into the Victorian literature and culture as well as encouraging English learners to learn more about this spectacular language.

2. LITERATURE REVIEW

2.1. Victorian literature

According to the article “Conflictual Ideologies in Victorian Novels and Poetry”, Victorian literature can be supposed to the combination of Romance and Reality as it was preceded by Romanticism in the 18th century and followed by Modernism or Realism in the 20th century. Under the impacts of the Industrial Revolution, social unrest as well as radical movements, Victorian writers tended to describe a society of injustice and lack of equality with the emphasis on the inner goodness of human nature as well as reflecting conflicts in human’s spirits.

The novels of the age, as products of the contemporary era, mostly characterized themselves with the conflicts in the contemporary time. Some works focused on the protagonists that were usually ordinary persons who belonged to the middle class, struggling against the unfairness and immorality of the industrial and mercantile world and managing to keep their souls pure. A number of the novels concentrated on people’s experiences and circumstances and tended to reflect social issues that directly affected the formation of human personality through analyzing personal emotions. The others were about the common man’s moral strain in them with a

belief or doubt in the innate goodness of human nature which also happened to be the struggles of the lower class. In a word, from romanticism to realism, politics to passion, optimism to pessimism, the Victorian novels could successfully deal with the fluctuating mood of the society.

As the highest point in literary history, the Victorian era was remarked by the burgeon of genius writers with the masterpieces that regulated writing styles worldwide and remained their values through time. For most literary critics, Charles Dickens, William Makepeace Thackeray and Thomas Hardy are the outstanding names among those talented writers at the contemporary time.

2.2. Representation of happiness in Victorian literature

The interpretation of happiness

Happiness is defined concisely in the Oxford Dictionary as “*the feeling of being pleased or happy*” (Hawker & Cowley, 2015, p. 736). Throughout life, the human minds are preoccupied with everyday living, but many events and situations are beyond controls. The individual perception of happiness may vary and relate to such factors as experiences, needs, circumstances, and beliefs. Each individual living in the specific environment will form his unique perspective on happiness as it can arise from anything: meeting basic needs of life, or the absence of suffering, or having meaning in life, or having wealth and comfort, etc.

Happiness depicted in Victorian literature

In Victorian literary works, Charles Dickens, William Makepeace Thackeray, and Trollope explicated the conflict between materialistic ideas and moral values exposing the Victorian viewpoints of women, giving birth to different common images of women, traditional and non-traditional ones. Each type features unique characteristics that affected female ideology, leading to various perspectives on happiness (Kane, 2019).

Traditional women, depicted as the “Angles in the House” or “The Queen in the Garden”, describes the ideal men-and-women relationship in which the weaker gender is restricted to be a good wife and mother. Those females idealize the concept of virtue-based happiness that closely related to perceptual and emotionalism. These “Angles” are prominently depicted through *Vanity Fair*’s Amelia Sedley, *Frankenstein*’s Caroline Beaufort Frankenstein and Elizabeth Lavenza, *Dracula*’s Lucy Westenra and Mina Harker, *David Copperfield*’s Agnes Wickfield, *Bleak House*’s Esther Somerson, etc. (Kane, 2019, p. 5).

On the contrary, the non-traditional ones that draw antithetical images to the Angles’ are supposed to be “Fallen women” and “New Women”. The former commonly relates to prostitutes or the ones who transgress the sexual boundaries. The latter represents the ones starting to move away from the concepts that limit her as being created for service to her husband and family. For them, happiness means a contentment closely relating to social status, material benefit, independence of economy, politics and themselves, gender equity and equality. Readers can find the footprints of the non-traditional women in a number of novels, namely tremendously popular *The Woman Who Did* by Grant Allen and *The Heavenly Twins* by Sarah Grand, Gissing in *The Odd Women* (1893). Moreover, Jane Eyre in Charlotte Brontë novel, Ms. Crawley, Rebecca Sharp in Thackeray’s *Vanity Fair* also contribute to the end of the century fascination/fear of female assertiveness and desire; they are representatives that share the different thoughts from the ideal happiness of “Angles” (Kane, 2019).

2.3. William Makepeace Thackeray and *Vanity Fair*

2.3.1. William Makepeace Thackeray

William Makepeace Thackeray was born on July 18, 1811 in Calcutta, India – of the father, Richmond Thackeray, a rising young official from a family prominent in the Indian Civil Service and

the mother, a beauty from another decent family. His early time in England was such a miserable time as Thackeray was frequently bullied by other students in Charterhouse’s public school. The year of 1838 witnessed Thackeray marriage with his wife Isabella Shawe, together they built a family of three daughters. The following years, Thackeray wrote a large number of essays, book reviews, travel notes and novels to earn a living and support his family. Unfortunately, the death of his crazy wife and daughter shook his life. In December 1863, Thackeray died; his death at the age of fifty-two was entirely unexpected, and shocked his family, friends and reading public.

In his life of creativity, Thackeray’s writing career initially started at a sharp-witted and sharp-tongued conservative publication, Fraser’s Magazine. It was not until the publication of *Vanity Fair* (1847-1848) that the world recognized the emergence of Thackeray as a new novelist of the first rank. This novel is considered to be his masterpiece and marks the peak of his literary career.

Thackeray belonged to the mid-Victorian generation whose achievements represented the high point of Victorian culture. As Richard Mullen remarked: “*Thackeray is important not only as a great novelist but also as a brilliant satirist, humorist and moralist*” (Mullen, 1995, p.71). He was capable of subtly of characterization, as his *Vanity Fair* shows; he used a comparatively plain and direct style and had professional competence for using a large variety of idiolects to indicate different characters’ personalities and social background. Obviously, this use of unique individual languages might sometimes result in a satirical effect (Mullen, 1995). He strongly emphasized that folly, social climbing, hypocrisy, cruelty, avarice, lovelessness, as well as selfishness exhibited through individual characters that had their own origin and counterpart in society as a whole. His playful manners, his puzzling shifts in tone and disconcerting irons tended to obscure the seriousness of his interest both in fiction and

in the life that the literature depicted (Dodds, 1941). Marx ever praised: “*His works are very profound. His description of general mood and human feelings of bourgeois society is sharp and penetrating*” (quoted in Dodds, 1941, p. 71).

2.3.2. *Vanity Fair*

An overview of Vanity Fair

Among Thackeray’s literary works, *Vanity Fair*, which is certainly the most influential one was set in the early decades of the Victorian age, 1847, during which the romantic and realistic impulse was at its height. *Vanity Fair* which depicted the first two decades of the era was true to history for it included the Battle of Waterloo 1815 (Craig, 1978).

Vanity Fair, subtitled with “A novel without a hero”, focuses on the fortunes of two women in the male-dominated society: Amelia Sedley who is wellborn and passive, and Rebecca Sharp who is penniless, but ambitious and courageous. Thackeray researches the thoughts of these females in that male-dominated world. He describes Rebecca and Amelia’s life through happy days and sorrowful times from London, Brighton, the country and the Continent. In this paper, women’s perspectives on happiness in *Vanity Fair* are discussed via the life of these two protagonists, the ruthless, self-willed and beautiful Rebecca, who is one of the most famous characters in English literature, an intelligent and cunning young woman determined to make her way in society, and the faithful good-natured girl Amelia (Bennet, 1964).

An overview of Amelia Sedley and Rebecca Sharp

In Amelia, we could easily find a model of the traditional Victorian “Angel in the House”, whose credentials include her infinite capability of self-restraint and self-sacrifice, and commitment to home and family. Rebecca, by contrast, is usually regarded as a non-traditional one, who deliberately escapes the fortress built for the respectable women in order to squeeze into the upper-class for fame and fortune.

- Amelia Sedley

Amelia Sedley was born into a well-to-do family in which her father is a warm-hearted merchant of wealth; her mother is a pleasant woman and her timid brother is the one who regards Amelia as his responsibility. Amelia Sedley exhibits all of the virtue qualities of Victorian women in the contemporary era. Amelia “*had such a kindly, smiling, tender, gentle, generous heart of her own*” (Thackeray, 1848, p. 4). She owns everything she needs, enjoys everyone’s care and has no worry about the money. What she has to do is focusing on her study and trying to be a real lady in the future. In Chiswick Mall, thanks to her pleasant characteristics, she is highly welcomed by everybody, from the highest and mightiest Lord Dexter’s granddaughter Miss Saltire to the poor girl in the scullery. Even when her heart is in great need of consolation, she would not forget to satisfy the people around her. Thackeray credited that she possesses all manners of highly praised virtues in his own age, thus characterizing her as the “Angel in the house”.

- Rebecca Sharp

Thackeray’s description of Rebecca as a manipulative “femme fatale” allows him to put her at odds with Amelia, the image of “the Angle in the House”. As a daughter of an impoverished artist and a French female dancer, Rebecca Sharp early learns how to plan for herself. Owing to her Bohemian blood and clever mind, Rebecca lives by her wits. Rebecca’s ambition is her outstanding characteristic. She sacrifices husband, child, friends to it; and she enjoys the battle. Besides, Rebecca even refers to the image of Siren – the creature which fascinates the sailors with her voice. This depiction sheds light on Rebecca’s negative side, her likelihood to perform evil. In a way, Thackeray announces Rebecca’s slyness in advance by giving her the name Sharp to describe her discerning and cunning personality. These features consolidate Rebecca as the artful Siren. However, Thackeray does not dwell on those aspects of her character, because he believes that “*the moral world, that*

has, perhaps, no particular objection to vice, but an insuperable repugnance to hearing vice called by its proper name” (Thackeray, 1948, p. 577).

3. RESEARCH METHODOLOGY

In order to successfully finding out women’s perspectives on happiness depicted through Amelia Sedley as well as Rebecca Sharp conveyed in *Vanity Fair*, the various sources of related information need to be collected. These include data from *Vanity Fair* novel in English and Vietnamese version and reference books. Materials or comments from libraries, the Internet, newspapers and magazines are also needed for this study.

Firstly, the researchers must read both the Vietnamese as well as the original language versions to fully catch the message of the author and then writes down main ideas useful for the study. Secondly, when the data and materials are sufficiently and carefully checked, they will be categorized into different groups relating the research question and then analyzed.

The study is going to find answers to these following questions:

- What are the perspectives on happiness of the two female characters Amelia Sedley and Rebecca Sharp?
- How do they obtain their happiness?
- Why do they follow their concept of happiness?

4. WOMEN’S PERSPECTIVES ON HAPPINESS IN *VANITY FAIR*

In *Vanity Fair*, Thackeray creates a group of Victorian women, who are led by the obedient Amelia Sedley and rebellious Rebecca Sharp, which is presented on the following points: Emotionalism through Amelia Sedley and Materialism through Rebecca Sharp

4.1. Emotionalism through Amelia Sedley

Amelia Sedley is often identified as the representation of the ideal Victorian woman. She

is empty, weak, passive, and pleased with her role in any circumstances. Through her image, the typical perspectives on the happiness of women in patriarchic society are disclosed. Amelia’s thought of happiness resembles the ideal concept that the women were supposed to pursue in the Victorian Age. For Amelia, happiness lies in the realization of love, child-rearing and friendship.

4.1.1. Amelia’s ways of pursuing happiness

In *Vanity Fair*, kind Amelia’s loyalty and dedication to love and family reflect the view, lifting the banner of the concept of moral idealism happiness.

Amelia as an obedient and dutiful wife

Amelia’s happiness is firmly believed to be filled with love from George Osborne, her lover who then becomes her husband. In Amelia’s mind, love has become her faith when she falls in love with George, the most wonderful man in her world. Anything related to George has a big impact on Amelia. When they are together, Amelia seems to walk on air; she so worships George that she is extremely submissive to her husband and accepts whatever he wants or does; for example, Amelia follows her husband to attend endless parties which is not her style and as she feels lost in the crowd.

Amelia’s connection with George plays an indispensable role in Amelia’s sense of happiness. Whenever George’s attachment to Amelia is in danger, she turns helpless as if she lost the whole world. Old Osborne’s strong objection to their marriage, George’s warning signs of adultery as well as his sudden departure for the Waterloo battle are all nightmare for Amelia. It is worth noting that the announcement of George’s tragic demise in the battle has shaken up Amelia’s life. She considers his death to be the greatest trauma that could befall her. In consequence, she is overwhelmed with sorrow, and she cries subconsciously thinking of her late husband.

Since her widowhood, it is worth noting that Amelia has shown her clear disinterest in marriage, which provides the evidence of her emphasis on happiness with emotionalism. She remains a virtuous wife mourning George through his pictures, the image of their son, and their shared memorable experiences. She turns down all the proposal of good guys to remarry and even gives William Dobbin, George's best friend who loves and devotes his life for the sake of Amelia's happiness silently, a cold shoulder. At the very last chapter, if it were not for the notes about George's betrayal and Rebecca's encouragement, Amelia would miss the ideal man Dobbin forever.

Amelia as a devoted mother

Through the novel, it is clear that Thackeray portrayed Amelia as a person who devotes her life to the well-being of others. Very often does she make sacrifices to please the individuals surrounding her; evidently, her son always receives Amelia's attentive care. Since her husband's death, Amelia lives in pain and sorrow. Motherhood gives new meaning to Amelia's life; again, she has someone whom she could adore and take care of and who is in need of her constant love and devotion. For her, little George is the consolation sent from Heaven to save her from profound sorrow and deeply hurt heartbreak after George's death.

Taking care of little George has become her everyday work as she devotes all her time and energy to the attendance of her son. She teaches George to read and write, teaches about the best of her power, and acknowledges the Maker of all. And every night and every morning, they pray to God together, the mother pleads with all her gentle heart, the child lisps after that, etc. She perfects her act of devotion – scarcely allowing anyone to come between her and her child – because she fears that the past would repeat; that someone would deprive her of her lover's attention. She is afraid that someone would steal her little boy's heart like the way Rebecca stole George's. This proves how Amelia does not settle for second place; she wants to be everything to her son, as he is everything to her. Amelia expresses the same kind of obsessive

love and adoration towards her son as she did towards George her last husband.

Besides, Amelia also considers her son's life the highest priority, which makes her life meaningful. For Amelia, little George is her heart, her treasure, her joy hope, love, worship - almost her God, and giving up her son means giving up herself. She loves him so much that she cannot let him out of her sight. She does not want her son to go to school or let him stay with his wealthy grandfather as she cannot separate from him. However, when Amelia notices that it is good for little George, she accepts it regardless of her inner pains.

It could be said that she has well fulfilled the role of a mother; plus, the importance of motherhood proves that Amelia possessed a maternal feeling innate to most women.

Amelia as a caring friend

Amelia is an innocent girl, who is gentle and warm-hearted. There is no evil existing in her mind, so she lives a life full of love. She is kind to all people she meets, Rebecca is an example.

Amelia treats Rebecca as one of her good and sincere friends. Rebecca has no friends at school and nobody cares about her. Amelia is aware of Rebecca's bad condition; therefore, she makes full efforts to support Rebecca when she lives in Amelia's home. Although several people warn Amelia against Rebecca's bad intentions, her attitude towards Rebecca never changes and sways. The former even forgives the latter for the previous mistakes after Rebecca has done a lot of bad things to her.

This description of friendship is employed for the sake of reinforcing the image of Amelia as a member of the Victorian angels that follow the ideal perspectives on happiness – emotionalism.

4.1.2. The causes of Amelia's perspectives on happiness

In Amelia's inner world, her spiritual desire is much greater than her physical one, thus she seeks more enthusiastically the consonance and

satisfaction in her love and affection for her dear ones. She submits herself entirely to them and never intrudes her idea and demand on others. Her happiness depends on the happiness of the people she loves. She is a kind and tender girl that worships her lost husband and devotes all her energies to her little son Georgy. In fact, Amelia's viewpoint stems from her family background and noble education.

The first factor is her pedigree. Amelia has good, solid background in which she is well-born, well-fostered and well-cultivated. Her family is rich, which provides her with convenient conditions and opportunities to find her identity in the society. She lives in a house with luxurious things and servants; she studies at a noble-like school for upper-class women in the Victorian era, Miss Pinkerton's academy and has herself taken to the academic unit with horses and servants, the symbol of dignity, social status and financial strength.

In addition, the affection from family in the early life craves Amelia's standpoint. She has got so much affection that everyone admires her. Obviously, Amelia lives a life full of love and attentiveness. In her childhood, as she is born in an affluent family, she is comfortably sheltered and lives a carefree life. The family members construct a peaceful and healthy atmosphere aloof from worldly affairs. Under any circumstance, she remains firmly embedded the idea of emotionalism happiness as the formation of thought in childhood is deeply rooted.

Aside from wealthy family, her education is one of the components that forms her outlook on happiness. Amelia has a great and decent educational background, which could be found in Miss Pinkerton's letter to Amelia's parents. Obviously, six-year residence in Chiswick Mall enables her to be worthy to occupy a fitting position in her parents' polished and refined circle. The school has taught her to obey every principle of religion and morality. Consequently, she is moral and religious, as well as friendly to her classmates. She behaves in well-behaved manners, treats

people so kindly that she places their advantages over hers. In her view, there are no bad guys, and everyone should love and be deserved to be loved by others.

Overall, Amelia attaches great importance to happiness in which affection, friendship and love are focused. It could be said that she would have nothing and would not even have the courage to live if all of these were lost.

4.2. Materialism through Rebecca Sharp

Rebecca Sharp deviates in many ways from the stereotypical Victorian wife. Compared to Amelia whose happiness lies in the realization of love and family, Rebecca follows the unconventional one that hardly any women dare to and materialism happiness. These factors have a great impact on her feeling; therefore, the pursuit of sensual pleasure and the enjoyment of material satisfaction are believed her only purpose of life. Instead of human affections, Rebecca naturally combines happiness with wealth and social status.

4.2.1. Rebecca's ways of pursuing happiness

Rebecca's life target is to obtain wealth and rank, therefore, to accomplish this goal, Rebecca prepares for everything at any rate. She flatters others and betrays family, friendship, etc. Everyone is regarded as a climbing ladder that helps her to enter up the circle, and makes her wealthy and powerful. Taking unscrupulous and mean actions, Rebecca excellently masters all means to get what she wants.

Rebecca as a mercantile wife

As soon as Rebecca learns the social rule that an advantageous marriage is the surest approach to wealth and social status, she plays all tricks and wins a handsome and affluent husband who not only enhances her social position immediately but also leads her to a more glamorous social circle. In *Vanity Fair*, Rebecca's husband-hunting reveals her ambitious quest for her own happiness.

For Rebecca, love means nothing for her; except her marriage can alter her social standing,

there is no matter whom she marries. Men are just an embodiment of her desire for social position and financial gain. She wiles on them and exploits them to lift her up the ladders. Rebecca's marriage is reified as a commodity, or a stepping stone to shun from her shabby past, and any relationships she establishes creates offer her benefits as a trade. She intricately weaves her intrigue to achieve her goal, she needs and uses them, and when they violate her interest.

Throughout the novel, Rebecca takes advantage of various men, outstanding among whom are Rawdon Crawley, Lord Steyne, Sir Pitt and Joseph Sedley. Her ultimate act of exploitation is directed at Joseph who becomes Rebecca's sponsor as well as the last resort at the end of the novel.

Rawdon is not really a husband to Rebecca but serves as a supporter in the process of her advancement, a ladder helps her climb up to the higher society. When this supporter disappears; she can easily replace it; when this ladder falls, she can manage to find another. When Rawdon remains useful for her, she pretends to love him, but when he becomes useless, Rebecca does not care about him anymore, even commits adultery.

Though Rebecca has already had a husband, she never stops flirting with other men. Aware of Rawdon's irretrievable disinheritance, she seeks new male preys. She flirts with General Tufto, Lord Steyne, her husband's brother Mr. Crawley, etc. When her adultery comes to light, all abandon her; however, she does not give up. In the very last chapters, Rebecca finds men to parasite. As a result, Joseph is, once again, sacrificed by Rebecca as a tool; she never marries him, but takes in her full control.

Rebecca as an undutiful mother

Rebecca loves neither her husband who has genuine affection for her nor her own child little Rawdon who is united with her by blood. The narrator makes use of her disinterest in her son to elaborate the depiction of Rebecca as a very selfish

person; it proves how she prefers the pursuit of her own happiness to the well-being of her child. In her opinion, her son never brings her happiness but a burden.

Rebecca's neglect of her infant is the ultimate evidence of her happiness tendency. Compared to Amelia's strong maternal love, Rebecca's is extremely opposite. The existence of Rebecca's son never changes her attention and goal - "*ingratiates herself with all who are important*" (Thackeray, 1948, p.137) for high social status in the upper rank. She prefers the pursuit of her own ambition to the well-being of her child. The boy is neither loved nor looked after by his mother. She always leaves him under the care of others.

The boy, himself, is completely estranged from his mother and lives in constant fear for her. In the eyes of her son, the image of the mother is reified and becomes a heap of material objects. Also, for Rawdy, his mother is superior to his father and she is a goddess to be worshipped and admired instead of a mother to give him intimate love and to be loved by him. The indulgence in her ambition of material pleasures and social status, on the one hand, deprives Rebecca of her maternal instinct, but on the other hand, it depraves the image of a mother for little Rawdon.

Rebecca's cold and indifferent attitude towards her son reflects her desire for fame and fortune. Contrasted to Amelia, Rebecca is not a qualified mother as the one with maternal love will not be so neglectful of her child. She cares nothing about her son; for her, little Rawdon is just an obstacle. For nearly two years, Rebecca has rarely talked to his son, so the sight of the beautiful mother has faded after a while. She does not like little Rawdon and thinks it is great trouble when her son has measles and whooping-cough; Rebecca even hits her son after the boy has witnessed the scene in which she is amusing Lord Steyne.

Like Rawdon, Rebecca makes full use of his son as a tool when she needs. It has already been said that Rebecca knows very well that she

has to overpower men if she wants to improve her situation. She makes use of her son to gain acceptance from lady Jane, after such hatred. Moreover, Rebecca even takes her son as an instrument for Amelia's sympathy. She acts as if she loved her son and she was the best mother in the world. However, her wrong answer responding to Amelia's question of her son's age betrays her. In a word, she does not care about her son but what she can attain from him.

Rebecca as a self-interested friend

Rebecca seeks friends to serve her own ends, to show off her charm and wit, and to indulge in play. Anyone amusing she enjoys, anyone useful she coaxes. Others she certainly needs, but because we need luxuries that give piquancy to life, not because necessities without which we die. Rebecca does all she can to be liked. In her viewpoint, to be liked is not a primary emotional exigency but fun and profit (Talon, 2011).

Rebecca is well aware that she must make friends with aristocrats if she wants to climb to the higher society. Therefore, this ambitious woman will make use of anyone available to support her. During the time at Chiswick mall, Rebecca just has one friend – Amelia whose father is a rich London merchant; however, she does not mind making use of her only friend: she takes advantages of Amelia to conquer Joseph's heart so that she can become his wife; she flirts with her friend's husbands to accumulate money from playing card, she uses her story to win both Amelia's sympathy and empathy for her, etc. As a result, Rebecca always achieves her goals even though she has done bad things to her friends.

Aside from Amelia, Miss Briggs is also the unfortunate victim when befriending Rebecca. Her property is nearly wiped out thanks to Rebecca. By the sweet tongue and manipulative hands of Rebecca, within six months, poor Miss Briggs has lent her entire fortune of six hundred pounds to Rawdon Crawley. She tends to deceive all her

friend's property. By using her way, Rebecca makes use of people around her, steadies her position in this noble place and enhances her identity.

4.2.2. The causes of Rebecca's perspectives on happiness

From psychological point of view, Rebecca's striving for materialism happiness is driven by her physical desires formed by family background, living environment, educational factor as well as her negative traits. The ultimate aim of her pursuit of spiritual satisfaction is the realization of her worldly gains. She will always pursue something better whenever she achieves what she has once coveted. Moreover, she usually obtains worldly advantages at the pence of others; therefore, Rebecca's never-ending pursuit naturally manifests her tendency to live happily.

Initially, her perspective on happiness is engendered under the influence of the circumstances in which she lives. Still her surroundings or the circles where she moves are utterly different from those of Amelia, though they live in the same society. The humble background and the position of an underdog are among the causes. As mentioned, Rebecca lives in a place where the weak are preys of the strong, and a person without social status and property will always be down, trodden at the bottom of the society. Therefore, when her desire for acquisition drives her to grasp anything that helps her to have better living conditions and social position, she has no other way but to break the extant social and moral rules. In fact, she cannot obtain her goals of life by fair means. As a result, Rebecca chooses to follow the negative concept of happiness – Materialism.

Her quest for fame and fortune also roots from her deprived education. It could be seen from the novel that Rebecca does not have a standard academic environment. Born into a life of poverty, she does not have a decent identity and the chance to receive enough education in the same way as Amelia has. Nobody teaches her what

she should do, but she is living according to her own goals and desires which are great challenges to her in contemporary society. Even when she stays at Chiswick mall, Rebecca hardly receives any educational help although she stays at Miss Pinkerton's academy which serves the function of educating girls to become ideal women with proper manner accepted by contemporary society.

Besides, what provokes Rebecca to adopt the negative attitude towards happiness is her character defect. She is too aggressive to keep herself motivate herself in a positive way, just always in search of winning and manipulating other people. In *Vanity Fair*, Rebecca is filled with envy and dissatisfaction when she no one cares about her talents. She always feels unsatisfied about her status, so she keeps a firm decision in her mind that she will do everything in order to change her financial status. Nobody has the right to discriminate her from dreaming of being the social limelight.

Throughout the novel, the narrator sheds light on Rebecca's vices and emphasizes her self-centredness. He claims that Rebecca is a social climber by describes how she manipulates and exploits people in her quest for fame and fortune. She spares no effort to pursue wealth and social status, sometimes at risk of love, family as well as other relationships.

4.3. Personal impression on *Vanity Fair*

Virtually, since humans began roaming the Earth, there has existed the demand for pursuing happiness. "What makes a man happy?" is still an immensely complex question that no one can properly answer. Happiness is strongly believed as the ultimate goal and value that people are always yearning for. So beautiful the term is that people tend to abuse its concept regardless of occasion. It could be flashy and frivolous, or serious and solemn occasion. Happiness, as a result, is often confused with interests, welfare, perfect life, etc. Since the values of this subject are not specific but

abstract, uncertain, and changeable, opinions on it vary among people.

The question concerning happiness has become "the fertile soil" for writers to dig in, and William Makepeace Thackeray's *Vanity Fair* can be taken as a prime example. The work is involved two representative women whose attitudes towards happiness and understanding of this matter were starkly disparate. Obviously, through the portrayals of Amelia Sedley and Rebecca Sharp, Thackeray successfully depicts the vivid images of Victorian women and their varied ideologies, attracting readers' attention to a great extent. In like manner, the novel makes a name for itself not only by its theme of happiness but also by different features. Accordingly, there is no doubt that the author of this paper was left impressed with this literary masterpiece.

The researchers were attracted by the artistic framework of the novel in which every action, every step in the plot development and every scene are arranged in a contrastive way. Also, Thackeray's talented skill in characterization gives the novel realistic values. Through the depiction of characters, *Vanity Fair* realistically reflects the Victorian society. The course of experiencing the book was a real journey to the researcher as all the obscene corners of the contemporary society: cruel plunder, inhuman primitive accumulation, bloody trade of slaves and exploitation of human beings are successfully revealed under the accomplished ironic pen of Thackeray. Last but not least, *Vanity Fair* impresses the author of the paper with its valuable lesson about happiness to worshippers of materialism.

With Thackeray's ambiguous attitudes towards women's perspectives on happiness depicted in *Vanity Fair*, the author of the paper, as a female military officer, questions herself about her future pursuit of happiness. She wonders whether she should be Amelia Sedley whose happiness lies in love and family or Rebecca Sharp with great desire to seek for fame and fortune. Obviously, two perspectives on happiness mentioned in the work

both have negative points; therefore, it is important to weigh the pros and cons before choosing a way to attain happiness. Personally, it is likely that the ideal choice to combine both images of two women would create a perfect model that the researcher should follow since there has been a Vietnamese saying: “Đi với bụi mặc áo cà sa, đi với ma mặc áo giấy”. It means that an individual had better have different reactions, manners as well as lifestyles when he or she stays at different places.

To conclude, William Makepeace Thackeray’s *Vanity Fair* is of perennial interest as its certain qualities regarding art, aestheticism and morality are still highly valued. In the eyes of domestic and foreign scholar as well as the author of this paper, *Vanity Fair* not only represents the message of the author but also serves as educational tools for people in every course of time. The story may be considered fictions but that does not make it unrelated to the greater literary canon. It highlights the social rules of a society which requires debates and divergence. They are among the important factors that boosts the growth of each human being and helps to advance the whole society. In other words, this literary work not only had the priceless value at the time it was published but also has maintained its significance until the present days.

5. CONCLUSION

This paper has carried out a detailed analysis of women’s perspectives on happiness in Thackeray’s world-famous novel *Vanity Fair*. After providing readers with general information regarding the work, its periods of history as well as main features of two female protagonists, the paper has explored distinctive concepts of happiness which Thackeray employed in his prominent characters: Amelia Sedley and Rebecca Sharp. Also, the novelist highlights the impacts of family backgrounds, living environments, social factors as well as personal traits of each protagonist and strongly affirm its outcomes. In conclusion, all parts of the study serve the aim of helping students better understand the literary works and encouraging them to read it as well as other English works of literature./.

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QUAN ĐIỂM CỦA PHỤ NỮ VỀ HẠNH PHÚC THỂ HIỆN TRONG TIỂU THUYẾT "HỘI CHỢ PHÙ HOA"

NGUYỄN THỊ KIM ANH, LÀNH THÙY DUNG, HOÀNG QUỐC KHÁNH

Tóm tắt: Học tiếng Anh là một quá trình khá khó khăn đối với người Việt Nam vì sự khác biệt rất lớn giữa hai nền văn hóa của hai quốc gia. Giải pháp lý tưởng để thu hẹp khoảng cách văn hóa khi học tiếng Anh là nghiên cứu các tác phẩm văn học vì những tác phẩm này vẽ nên một bức tranh sống động về những giá trị, suy nghĩ, vấn đề và xung đột của con người ở các quốc gia nói tiếng Anh. Với tình thần này, nghiên cứu mang tên “Quan điểm của phụ nữ về hạnh phúc thể hiện trong tiểu thuyết Hội chợ phù hoa” đã được thực hiện. Nghiên cứu đã khám phá những quan niệm khác nhau về hạnh phúc mà Thackeray đã thể hiện thông qua hai nhân vật chính: Amelia Sedley và Rebecca Sharp. Đồng thời, nghiên cứu cũng nhấn mạnh những tác động của hoàn cảnh gia đình, môi trường sống, các yếu tố xã hội cũng như đặc điểm cá nhân của mỗi nhân vật và khẳng định mạnh mẽ hệ quả của nó. Hy vọng rằng, thông qua việc tìm hiểu quan điểm của hai nhân vật nữ chính về hạnh phúc trong cuốn tiểu thuyết này, bài viết sẽ mang lại những hiểu biết toàn diện hơn về văn học thời kỳ Victoria cũng như khuyến khích người học tiếng Anh tìm hiểu thêm về nét đẹp của ngôn ngữ tiếng Anh.

Từ khóa: hạnh phúc, các giá trị, suy nghĩ, Chủ nghĩa vật chất, Chủ nghĩa tình cảm, Hội chợ phù hoa

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THE INFLUENCES OF WEB-BASED MATERIALS ON EFL STUDENTS' READING COMPREHENSION AT UNIVERSITY OF ECONOMICS - TECHNOLOGY FOR INDUSTRIES

ĐỖ THỊ TIỂU YẾN*

*University of Economics-Technology for Industries, ✉ dttyen@uneti.edu.vn

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ABSTRACT

This action research project examined the impacts of web-based resources on students' reading comprehension and their attitudes towards this implementation. The study was conducted with the participation of 25 non-English major students at University of Economics – Technology for Industries. The data gathered through two fundamental data collection instruments including tests and questionnaire was then calculated in percentage and descriptive analysis via SPSS version 22 to answer the research questions. The results indicated that students improved their reading competence and had favorable views about the use of web-based reading materials. The research additionally offered some recommendations for the utilization of web-based reading texts not only in language instruction but also in other linguistics aspects.

Keywords: *Web-based reading materials, web-based resources, reading comprehension*

1. INTRODUCTION

Information and communication technology (ICT), especially computers and the Internet, are extensively used in language classrooms in the digital era. According to Marin & Moncada (2010), the future of language learning will be dominated by computer-based teaching. ICT is currently used in almost every aspect of language education, including instructional methods, media and resources. Additionally, integrating technology in the language classroom encompasses the majority of language skills and components. Most instructors organize their teaching and learning process via published book-based materials or textbooks. With the advent of the digital age, more interactive and free web-based tools and resources are accessible.

Therefore, the importance of coursebook packages or book-based resources in the classroom is questioned. Numerous teachers prefer web-based materials to print-based ones (Shin & Son, 2007; Luck, 2008, Yang & Chan, 2008). One of the reasons is that web-based materials are often free and may be accessed anywhere and anytime (Son, 2008; Destari, 2010).

According to Yang & Chan (2008) when four language skills are compared, reading seems to be the most vital since it not only aids in the development of other abilities but also gives learners with knowledge of the target language. As a lecturer at the University of Economics – Technology for Industries (UNETI), the researcher has discovered that reading is a complicated

skill for English as a foreign language (EFL) learners, but especially for those with low English competence owing to their academic records. According to the researcher's observations, the majority of students at UNETI are struggling with efficient English communication. Besides, many students report that their lack of vocabulary causes their failure in reading texts during the lesson and they ask for more time to look up new vocabulary in the dictionary. They additionally show their dissatisfaction with the reading topics in the coursebook; they share the ideas of choosing various themes which should fit their suit. English lecturers at UNETI believe that online resources would be diverse and interesting for reading and self-study, as well as for other purposes. Recognizing the critical role of computers in teaching language skills, especially reading comprehension, the researcher decided to employ web-based reading resources to teach reading skills at UNETI, hoping it would contribute to improving students' reading comprehension. Thus, this study sought to determine the influences of web-based materials on students' reading comprehension as well as their perspectives towards this teaching approach by answering two research questions:

To what extent do web-based materials support students to promote their reading comprehension at UNETI?

What are students' perspectives towards the use of web-based materials in EFL classes at UNETI?

2. LITERATURE REVIEW

2.1. Reading and authentic reading materials

Reading is defined as understanding written language (Luck, 2008) or a complex mental process Silva (2009). Meanwhile, the concept of reading comprehension is regarded as "*reconstruction, interpretation, and evaluation of what author of written content means by using knowledge gained from life experience*".

Obviously, resource selection is critical when teaching English as a foreign language. Various

writers classify classroom materials as authentic or non-authentic.

Non-authentic materials are documents that have been created, changed, or modified with educational purposes in mind. Harmer (1991) describes a non-authentic text as one that was created with language learners in mind. Generally, these materials are designed to support specific or broad educational objectives. Language, environment, and people are purposefully selected to satisfy communicative, structural, or behavioral criteria.

With regard to authentic materials, the Oxford dictionary defines the term "authentic" as "genuine, honest." According to Harmer (1991), authentic works are intended for native speakers, not language students. Accomplishing this objective may improve students' motivation to learn and expose them to real language. Both native and non-native speakers communicate using authentic material in daily life. The benefits of authentic material are self-evident, and adopting authentic language is important for a variety of reasons. Students may listen to the more authentic dialogue with all the interactional aspects that scripted products lack. As a result, individuals are more prepared to cope with "real-life" communication after they leave the school setting. Genuine materials may assist students in acquiring new vocabulary and phrases. According to Shin & Son (2007), authentic materials are the most effective method to engage students. By incorporating authentic sources into educational material, you may improve student engagement and diversity.

2.2. Web-based materials for teaching reading

Web pages with pictures, videos, or other digital assets make up a website. A website is accessed through an Internet address (URL) or a private local area network (PLN).

Web-based learning is gaining popularity as a fantastic way to learn today (Yang & Chan, 2008). Web-based learning is one method of learning utilizing web-based technology or applications. They may engage with the instructor, peers, and

course content through computers. Web-based learning includes both conventional classroom and online learning technologies.

The benefits of web-based resources are undeniable since they have become more important in language learning and teaching (Yang & Chan, 2008; Silva, 2009; Marin & Mondaca, 2010). First, web-based resources are constantly updated to reflect changing life and culture. So much information is needed to inspire students and help them catch up with global trends. This promotes student involvement, willingness, motivation, and autonomy. The second advantage of web-based materials is that they are flexible. Unlike textbooks, which are typically simplified and changed. Third, web-based resources enable learners to acquire and practice transferrable abilities such as analyzing, evaluating information, making decisions, and solving problems. Not to mention the usage of multimedia allows for simple access to a wide range of linguistic experiences. It also provides for repeated practice with real resources that go beyond what learners learn in class or in their communities.

Using web-based resources may provide several difficulties for ESL instructors and students. The biggest difficulty is finding the appropriate resources since the overflow of vocabulary, grammar, and structures may quickly lead to dissatisfaction and disillusionment among learners (Luck, 2008). Because the web is not yet regulated, it is difficult to assess content quality. Furthermore, students are placed in classes based on their English proficiency, not the skills of using information technology, some students are great with computers, while others are not. Therefore, insufficient computer expertise may demotivate students (Yang & Chan, 2008; Velandia et al., 2012).

Similar to the previous points, being aware of the pros and cons of using web-based resources to teach reading skills to ESL students helped the author in researching and choosing appropriate materials for her study. Web-based language learning differs from textbooks or other language teaching resources in creation and usage. English

learning websites are rapidly growing along with the use of computers in language education. Web content may be downloaded for later study. English study websites are growing in quantity and offer reading materials that may be saved, maintained, and readily accessible for learning. The proliferation of reading websites has made it difficult for consumers to choose the best. It is now more essential than ever to assess online resources before using them and to choose them for particular objectives in the course and activity designs. Teachers should examine numerous websites and evaluate them individually. Online courseware instructional design, courseware, and multimedia instructional design, learner profile, and learning style should all be evaluated. The table below lists various criteria for assessing English learning websites (Yang and Chan, 2008, p. 405)

Table 1. Evaluation criteria for evaluating English learning websites

Author	Evaluation criteria
Hubbard (1988)	<ul style="list-style-type: none"> Give meaningful rather than mechanical practice, contextualized in a coherent discourse larger than a single sentence. - Provide hints of various types to lead students to correct answers. - Accept appropriate alternative correct answers within a given context. - Offer the option of explanations for why correct answers or incorrect answers are. - Anticipate incorrect answers and offering explanations for why they are in correct.
Chapelle (1998)	<ul style="list-style-type: none"> - Make key linguistic characteristics silent. - Offer modifications of linguistic input. are in correct. - Provide opportunities for comprehensible output, learners' notice of their errors and students' linguistic output. - Support modified interaction between the learner and computer. - Act as a participant in second language tasks.
Corner and Geissler (1998)	<ul style="list-style-type: none"> - Content: quality, depth, tests. - Interface: ease of use, navigation, text quality, graphics, sound, technical. - Interactivity: feedback. - Sequence: questions - Classroom related issues: entry level, motivation, backwash, management. - Support: online help, offline help.

Yang and Chan's (2008) list of criteria seems to encompass all main aspects of reading instruction. They were heavily weighted in the researcher's selection of websites for teaching reading throughout the course of the study. Reading materials for this current study would be particularly described in the next part.

2.3. Empirical studies

Shin & Son (2007) shed light on students' performance on chosen online activities as well as their perceptions and attitudes towards them. Son (2008) reported on the findings of a web-based language learning project that created a website as a supplemental resource for teaching ESL and evaluated the website with a sample of ESL students. The findings of both researches indicate that the web is a valuable tool for language acquisition and that participants are eager to utilize it more within and outside of class. Silva (2009) agreed with the previous researcher in Venezuela after requiring students to read genuine scientific literature published in English for native speakers for three years. The results showed that students developed a positive perception towards reading online. Moreover, students took advantage of the opportunity to access and read from the vast amount of information available online, developed discipline in their time management, and took the necessary risks to explore or evaluate.

Luck (2008) utilized a quasi-experimental study to determine if guided web-based reading may enhance skimming, scanning, student engagement, and motivation. Sixty-six high school students were chosen and split into two classes. Participants read cultural and political literature. The treatment group's skimming and scanning performance improved substantially compared to the control group's. The students' involvement and motivation improved. Although the individuals in the control group improved with time, their performance remained significantly lower than that of the treatment group. These results showed that a range of techniques and approaches should be used in foreign language teaching and that conventional approaches alone are not appropriate.

Using a web-based EFL reading comprehension course, Marin & Moncada (2010) presented early results from an ongoing investigation. According to research, instructors now solve technological issues, provide quick feedback, engage with students in unconventional ways, advise on time management, and constantly motivate students. Their study of web-based remote learning environments as an alternative under permanent development demands their active involvement.

Destari (2010) conducted an experimental study with 255 students in an Asian teaching context to explore the impacts of internet-based materials on students' reading comprehension and motivation. The data collected and analyzed from tests and questionnaires revealed that the experimental group with web-based documents encouraged the participants to read more comprehensively and effectively. Moreover, the experimental group reported their high stimulation thanks to the internet-mediated reading passages. The study additionally indicated a significant relationship between online teaching materials and students' level of learning motivation.

In the action research by Velandia et al. (2012), web-based activities were reported to enhance the 10th-grade students' reading comprehension. The analysis from questionnaires, surveys and web activities indicated the participants' motivation and interests in reading classes originated from the online specific topics. In addition, they claimed and appreciated the opportunities to not only broaden their knowledge but also raise their enthusiasm with reading activities.

After reviewing prior studies, the researcher concluded that the biggest advantage of web-based resources is to encourage students to learn. Moreover, when utilized properly, web-based resources may assist students to improve their reading skills. However, the researcher is unsure whether using web-based resources is appropriate for UNETI. This is why this study was done to see how web-based resources might help UNETI students learn to read comprehensively.

3. RESEARCH METHODOLOGY

3.1. Setting, participants, and reading materials

This action research was conducted at UNETI which offers various courses in such majors as Accounting, Administration Business, English, and Engineering. Students are required to accomplish four credits of English during their four school years.

This research was conducted on 25 non-English major freshmen in QT14A1 in the second semester of the school year 2020-2021. The lecturer who took over the class was well qualified and had more than ten years of experience. The class received two ninety-minute lessons per week.

Three major websites were chosen and assessed for inclusion in the study based on the criteria, namely <https://learnenglish.britishcouncil.org/skills/reading>, <https://learnenglishteens.britishcouncil.org/skills/reading>, and <https://eslgold.com/practice-reading/>. Those web pages were chosen with the criteria set by Corner & Geissler (1998) as those sites consist of meaningful content, appealing interface, logical sequence, high-level interactivity, neat classroom related to issues, and effective support. The first two websites are popular for English education and instruction. They are authored and developed by the British Council, which has built a strong international reputation over the years. They are free websites that are updated on a regular basis and easily accessible. There are exercises for learners at various levels to help them practice and develop their abilities, particularly reading. The third website is beneficial for improving students' reading comprehension since it has a large number of short reading activities that students may do on a daily basis. Additionally, students' vocabulary may be enhanced via the use of glossary from the articles.

3.2. Data collection instruments

The impacts of web-based reading resources on students' reading comprehension and attitudes

towards web-based reading materials were studied using surveys and tests.

Cornell and Martin (1997) claim that surveys may collect data on emotional aspects of teaching and learning such as beliefs, attitudes, motivation, and preferences. Shin & Son (2007) used a Likert Scale questionnaire which was adapted for this research. The questionnaire was used to assess students' motivation and attitudes regarding the use of web-based reading resources in English education, as well as their individual experience or suggestions for improved use of web-based reading materials. The questionnaire was prepared in both English and Vietnamese to avoid students' misunderstandings.

The test was considered a useful data collection tool since it may offer information about students' skill levels, particular language difficulties, and prior program success. Students had to take a pre-intervention test and a post-intervention test. Firstly, the pre-intervention test was used to assess students' comprehension of English reading before the treatment. Then, a post-test was given to assess students' development after two months of using web-based resources. UNETI's well-qualified lecturers designed both tests based on part seven of the TOEIC test. This research utilized two tests from this test bank. Each test consisted of 50 questions with a maximum score of 100. Using two tests prevents participants from recalling the previous test.

3.3. The research procedure

The research was conducted as in Table 2.

Table 2. The procedure of the research

Week/date	Class activities
Week 1 (March 15th – March 20th)	Researcher: - identified problem and plan the action research; - introduced web-based reading learning; - prepared online reading materials; - carried out the pre-test.

Week 2 (March 22nd – March 27th)	Reading process - The teacher helped students to select web-based reading texts; - The teacher guided students to use web-based reading materials.
Week 3 – Week 10 (March 29th – May 22nd)	Students: - received some links related to the lessons, read instruction through Internet by using web-based materials; - read some online text first, receive some information about the topics before hand; - in class, completed text-book reading text exercises, corrected with teachers in about 30 minutes; - showed way(s) to answer the questions of the online texts, gave answers and be corrected with teacher; - were given another reading text via the link, applied the aforementioned reading way(s) to answer the questions.
Week 11 (May 24th – May 29th)	- Students completed the questionnaire and post-test.

4. FINDINGS AND DISCUSSIONS

The data collected was calculated descriptively and analyzed using SPSS version 22 to investigate the effects of web-based reading materials on students’ reading performance and explore their perceptions.

4.1. The influences of web-based reading materials on students’ reading performance

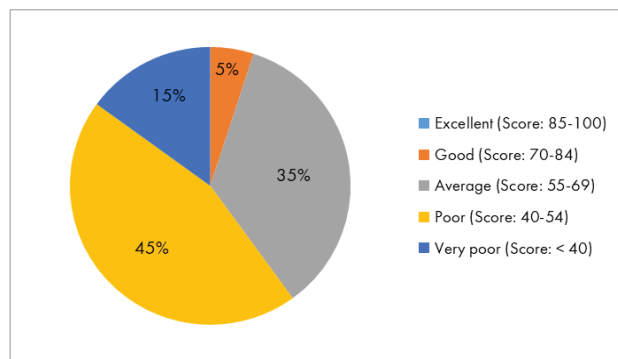


Figure 1. Results of the pre-test

From Figure 1, the data indicate that the largest proportion was made up of students with scores between 40 and 50 points, which accounted

for 45% of the total. Only 5% of students were considered to have a proficient reading ability, with reading scores ranging between 70 and 84. Meanwhile, about one-third of students, or 35%, were categorized as having an average reading ability, defined as having a reading range of 40-54 points. 15% of students, in particular, were performing at a very low level, with reading scores of less than 40. And nobody received an outstanding grade. To summarize, pre-test results indicated that the majority of students had quite low abilities. When compared with the data from the pre-questionnaire, it showed that students seemed bad at reading comprehensively before they participated in the intervention of using web-based materials in reading lessons. Their prior knowledge of reading was quite low, they failed to read comprehensively. In addition, the reading materials in the coursebook could not raise any interest, which might lead to their negative attitude towards reading before the intervention with web-assisted reading materials.

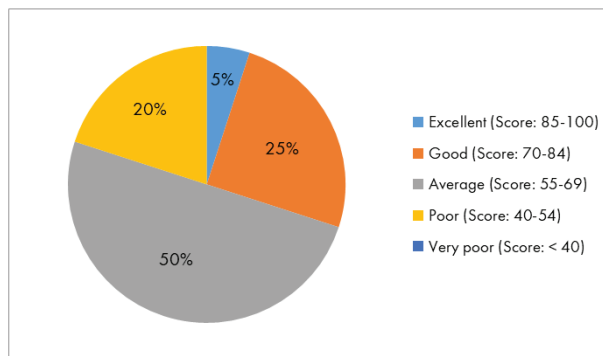


Figure 2. Results of the post-test

Figure 2 demonstrates the results of the post-test. Half of the participants had average scores between 56 and 69 points. The second rank was determined by the 25% of students with reading scores ranging from 70 to 84 points. Only 5% of students earned an outstanding grade, with scores ranging from 85 to 100. Meanwhile, the number of students receiving low scores dropped, accounting for 20% of the total, and no one received a very low score of 40.

Table 3. Descriptive of pre-test and post-test scores

	N	Min	Max	Mean	Std. Deviation
Score on Test before treatment	25	36	73	52.33	9.82
Score on Test after treatment	25	44	84	56.81	10.15

As shown in Table 3, the pre-test scores varied from 36 to 73, with a mean of 52.33 and a Standard deviation of 9.82, indicating that students before to the intervention course had a low level of reading ability. Meanwhile, the post-test scores varied from 44 to 84, with a mean of 56.81 and a Standard deviation of 10.15, which indicates that students' reading ability was improved after the intervention course. The frequency of pre-test results would indicate more precisely the students' reading competence. According to the data transmission, it can be observed that students outperformed themselves with a higher mean in the post-test. The average pre-test score is 54.5, whereas the average post-test score is 64. This implies that the average score has increased by about 9.5 points.

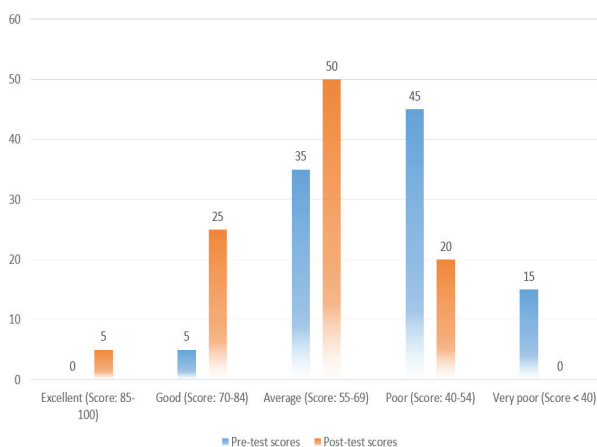


Figure 3. Comparison between pre-test and post-test scores

As seen in the chart above, before the project, most students had poor English reading abilities (45%) and after the treatment, this percentage decreased to 20%. The statistics gathered indicate

a rise in excellent and average participants. The difference between pre-test and post-test results at the average level is 15%. The post-test mean score of learners' English reading ability was substantially greater than the pre-test mean score. To summarize, the students' reading proficiency increased substantially between pre- and post-tests, which showed that the usage of web-based reading materials in reading sessions for class QT14A1 had a positive impact on students' reading comprehension and web-based resources enhanced students' English reading skills.

4.2. Students' attitude towards the implementation of web-based reading materials

The attitude questionnaires showed numerous areas, including student engagement and language competence development in reading classes.

In terms of student involvement, 95% of students (out of 25) were enthusiastic about online reading materials, while 5% were indifferent (neither excited nor bored). Up to 75% believed that online reading resources offer learners chances to promote their reading comprehension. Only 10% of respondents were indifferent or uncertain. Similarly, 45% of students strongly disagreed, 40% agreed, and 5% were neutral.

In class, up to 95% said that web-based reading resources from reading websites inspired them, with 60% strongly agreeing and 35% agreeing, leaving 5% indifferent. Despite the fact that web-based reading resources encouraged students to practice outside of class (20% strongly agreed, 45%), only 35% were motivated enough to do so. 95% felt they improved in reading comprehension, whereas 5% were uncertain. Web-based reading resources may have increased students' self-studying.

Question 10 and 11 compared utilizing textbooks alone versus using online reading resources. According to the questionnaire analysis, the majority of students seemed to prefer online reading resources. Using online tools to learn reading was 100% more enjoyable than using textbooks, and 90% more successful. Hence, all

students voted to utilize web-based materials in future reading sessions (even 90% among them strongly agreed). As seen in the table, students viewed web-based materials use in language acquisition positively.

Students' favorable attitudes towards online reading texts were revealed in the questionnaire at the end of the study. Although student motivation was not specifically measured, certain data indicated that student motivation grew during the study. It was additionally demonstrated that almost all students attended frequently and actively participated in-class activities. Almost half of the research showed a positive connection between computer-assisted language learning and positive attitudes and greater motivation of language learners. This finding aligns with what was found in Marin and Moncada (2010) and Destari (2010). A possible explanation might be that students were motivated to acquire more academic and technical information and abilities from their instructors and classmates while acquiring reading skills using web-based materials. Furthermore, instructors' support during the intervention may result in improved reading abilities, vocabulary, and background knowledge. The increased motivation would assist participants in learning to read using web-based materials. It could be explained that lessons in reading with web-based materials were extremely engaging, helpful, and of the appropriate degree of difficulty for most students in the projects, according to the data. Those courses helped them relax and enjoy reading. They found such courses more interesting and convenient than sorely reading the textbook, which has similar findings to Son (2008).

During the study, students and teachers collaborated more frequently, according to student questionnaire results. In this research, the teacher is a facilitator or collaborator as well as a knowledge supplier. This new position of the instructor served to bridge the gap between teachers and students, encouraging more cooperation. In the interim, students would need to share information on computer-assisted homework assigned by their

instructor, boosting teamwork. This major point is in line with Luck (2008), and Destari (2010) who concluded students' flexibility in applying web-based foreign language reading. In conclusion, the students who used web-based materials in school had favorable views about its usage in reading teaching.

5. CONCLUSION AND RECOMMENDATIONS

The majority of students reported favorable attitudes about the usage of web-based materials and agreed that they should be utilized in addition to the textbook in the curriculum. It was discovered that web-based materials might aid in the reading improvement of non-English majors at UNETI. This substantial advancement may be attributed to the advantages of web-based materials, which include understandable input, decreased desire for reading instruction, and greater learner autonomy. The researcher would like to provide some suggestions based on these results in the hope that they would be helpful and beneficial for the work of language instructors in general and school-based language teachers in particular.

The use of web-based materials has been shown to be helpful in teaching and acquiring reading skills. Nonetheless, certain considerations need to be made in order for web-based materials to be effectively used in language education in general, and in teaching reading skills in particular. To begin, it is critical for instructors to use trustworthy criteria when selecting appropriate websites for their students' learning. This may be accomplished by teacher-researchers on their own, with the assistance of colleagues and feedback from online reviews. Instructional materials should be updated often to ensure that students have up-to-date information for their reading practice. Since reading may be tedious to teach, even with web-based materials, instructors should seek out materials that are sufficiently engaging. Education should be structured in a humorous manner, with plenty of contact between students that are encouraged and produced by the students. Besides, since computer technologies have advanced quickly, instructors should enhance their computer abilities in order

to make the most use of contemporary technology in their classrooms. Moreover, instructors should assist students in comprehending the advantages of utilizing computers in general and web-based materials in particular for language learning. In addition, teachers should increase language students' awareness of the need of utilizing them for study both inside and outside the classroom. Instructors should investigate their students' varied experiences with computers because the better teachers understand their students, the more effective and suitable assistance they can provide for personalized instruction. Last but not least, language instructors should encourage and assist their students in doing independent practice with web-based materials outside of class, but teachers should remember to give frequent feedback to ensure that students' practice is on track./.

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ẢNH HƯỞNG CỦA VIỆC SỬ DỤNG TÀI LIỆU ĐỌC TRÊN MẠNG ĐẾN KHẢ NĂNG ĐỌC HIỂU CỦA SINH VIÊN TRƯỜNG ĐẠI HỌC KINH TẾ - KỸ THUẬT CÔNG NGHIỆP ĐỒ THỊ TIỂU YẾN

Tóm tắt: Nghiên cứu này tìm hiểu về tác động của việc sử dụng nguồn tài liệu trên mạng đối với khả năng đọc hiểu của sinh viên và thái độ của họ đối với việc sử dụng tài liệu trực tuyến để tra cứu khả năng đọc hiểu. Nghiên cứu được thực hiện với 25 sinh viên không chuyên tại Trường Đại học Kinh tế - Kỹ thuật Công nghiệp. Dữ liệu được thu thập qua bài kiểm tra đọc hiểu và khảo sát, sau đó được phân tích theo tỷ lệ phần trăm và thống kê mô tả trên phần mềm SPSS 22 để làm sáng tỏ câu hỏi nghiên cứu. Kết quả cho thấy sinh viên cải thiện khả năng đọc hiểu của mình, bày tỏ thái độ tích cực về việc sử dụng nguồn tài liệu trên mạng. Nghiên cứu cũng đưa ra một số khuyến nghị trong việc áp dụng nguồn tài liệu trực tuyến trong giảng dạy, đồng thời khuyến khích việc áp dụng nguồn tài liệu này đối với các khía cạnh ngôn ngữ học khác.

Từ khóa: tài liệu đọc hiểu trên mạng, nguồn tài liệu trên mạng, khả năng đọc hiểu

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ENGLISH TEACHERS' PERCEPTIONS TOWARDS THEIR ABILITY TO SUPPORT STUDENTS' ONLINE LEARNING DURING COVID-19 PANDEMIC IN VIETNAM

VÕ THỊ KIM ANH^{*}, VINCENT PANG^{**}, HỒ THỊ THỤC NHI^{***}, PHẠM THỊ TỔ NHU^{****}

^{*}University of Foreign Language Studies, The University of Danang, ✉ vtkanh@ufl.udn.vn

^{**}Univesiti Malaysia Sabah, ✉ pvincent@ums.edu.my

^{***}University of Foreign Language Studies, The University of Danang, ✉ htt nhi@ufl.udn.vn

^{****}University of Foreign Language Studies, The University of Danang, ✉ ptt n hu@ufl.udn.vn

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ABSTRACT

The article presents a study which was conducted at the end of 2021 when the online teaching had a better preparation and teachers obtained certain experience of teaching online. The research applied the quantitative approach with a questionnaire consisting of 3 parts. The number of participants was 296 Vietnamese teachers of English in Vietnam. The result revealed that teachers of English had a good ability to support their students' online learning while they still faced challenges due to the facility issues. Gender is found not to influence teachers' ability to support students' online learning while the levels of schools have significant effects on teachers' capability to support their students' online learning. It is highly recommended that teachers should be financially supported to upgrade their facility and constant trainings should be provided. In addition, teachers should be given more flexibility in teaching, and testing and assessment.

Keywords: *Online teaching, English teaching, teachers' support, online learning*

1. INTRODUCTION

2021 saw the world struggling with the COVID-19 virus, especially the Delta variant with millions of cases per day. Schools have been suspended and distant teaching and learning have been implemented to maintain the educational system. Teachers have to try their best to adapt to the new teaching context with numerous difficulties in facility, computer efficacy, pedagogical knowledge and skills and in supporting students' learning activities in regard to students' motivation, students' self-directed learning, students' control,

students' online communication efficacy and students' computer self-efficacy (Al-Mohair & Alwahaishi, 2020; Ali, Hodson-Carlton, & Ryan, 2004; Atmojo & Nugroho, 2020; Austin & Hunter, 2012; Chandrasinghe et al., 2020; Daniel, Schumacher, Stelter, & Riley, 2016; Hung, Chou, Chen, & Own, 2010; Khan, Vivek, Nabi, Khojah, & Tahir, 2021; Mohebi, Parham, Sharifirad, & Gharlipour, 2018; Mohamad, Salleh, & Salam, 2020; Nguyen & Nguyen, 2021; Pham & Ho, 2020; Tartavulea, Albu, Albu, Dieaconescu, & Petre, 2020; Vo & Pang, 2021).

In Vietnam, COVID-19 pandemic first started in early 2020 with only 16 cases. To avoid the spread of the virus, schools in some provinces in Vietnam like Hanoi city, Hochiminh city, and Danang city were closed for around two months. At that time, online teaching was conducted in a very simple way such as sending lessons or exercises to students through emails, or organising some online meetings on Zoom (Vo, 2021; Vo & Pang, 2021). However, after two years of experiencing the “on/off” mode of remote teaching, teachers of English in Vietnam have accumulated a certain amount of online teaching experience and their schools have a better preparation. After more than one year of suffering from the COVID-19 pandemic, the educational system in Vietnam has a better preparation with numerous training programmes organised to equip teachers in general and teachers of English in particular to cope with knowledge and skills necessary for online teaching. Even though many efforts had been put in, the outcomes of online teaching was yet to be desired in 2020.

Many studies on online learning and teaching have been conducted in the world in general and in Vietnam in particular. Specifically, Rasmitadila et al. (2020) conducted a mixed method research on the perceptions of primary school teachers for online learning. The study revealed that the success of online learning was decided by the level of readiness of facility in relation with the support from schools, parents and community. According to Mohamad et al., (2020), knowledge, perceptions and skills are three major factors that affect lecturers’ motivation in implementing their online teaching. Another research conducted in 13 European countries indicated that passive delivery and decreased interaction of online teaching resulted in a low level of effectiveness in distant teaching (Tartavulea et al., 2020).

Nguyen and Nguyen (2021) found that Vietnamese lecturers were resilient to conduct online teaching due to constraints in facility and teaching experiences even though they were supported by universities’ policies and actions. Phan, Vo, Nguyen, and Hoang (2021) conducted a quantitative research in a university in the centre

of Vietnam in early 2020. The study revealed that students’ attitude, motivation and use of technology were essential to decide the online learning and teaching quality. The study done by Vo (2021) showed that Vietnamese teachers of English were not very ready in teaching online and they had lots of difficulties in pedagogical knowledge and skills for online teaching. Yet, these studies were implemented in late 2020 or early 2021 when teachers were not well-prepared for online teaching and the scale of the study was limited in one university or one area of the country. Therefore, there is still much missing information that should be discovered in terms of online teaching in Vietnam in 2021.

In order to have a thorough understanding of how well Vietnamese teachers of English are to support their students’ online learning with the accumulated experience and trainings, the study was conducted in the late 2021 when COVID-19 pandemic was very serious and most of schools were shut down, and online learning was nationwide implemented. The study aimed at examining the English teachers’ perceptions of their own ability to support their students’ online learning during COVID-19 in Vietnam.

The research question is:

- What are English teachers’ perceptions of their own ability to support students’ online learning in Vietnam?

The research also has the following hypothesis.

- English teachers’ perceptions towards their ability to support students’ online learning are influenced by their genders.

- English teachers’ perceptions towards their ability to support students’ online learning are influenced by school levels.

2. LITERATURE REVIEW

2.1. Online learning overview

2.1.1. Concept of online learning

E-learning has existed for a long time with various names such as computer-based learning,

technology-based training, and computer-based training, or the most recent term online learning (Sangra, Vlachopoulos, & Cabrera, 2012). Online learning is defined as the way of learning through instructions delivered electronically through various multimedia and internet platforms and applications (Sangra et al., 2012). Online learning can be carried out in the synchronous, asynchronous modes or the combination of both (Vo & Pang, 2021).

2.1.2. Advantages and disadvantages of online learning

E-learning or online learning has certain benefits (Amer, 2007; Klein & Ware, 2003). The first major benefit is its flexibility, especially when the synchronous mode is applied. Students and teachers can enjoy the flexibility of time and place of the lesson delivery with online learning. Learners can review their lessons or access the course any time convenient to them. Secondly, online learning enables students to easily access a wide range of information. Thirdly, with the use of such functions like online forums or instant chats, online learning facilitates interaction among learners. In addition, online learning is cost effective when it can be conducted at home and does not require much facility like buildings. Travel cost is also reduced greatly with online learning. Another advantage of online learning is that it allows students to study at their own pace and accommodates specific needs of students. With the asynchronous mode, students can learn at their own speed, thus reducing the stress of catching up with the class pace.

Online learning is also found to be disadvantageous in some aspects (Akkoyuklu & Soyulu, 2006; Almosa, 2002; Collins, Hammond, & Wellington, 1997; Klein & Ware, 2003). Firstly, the lack of interaction is the major drawback of online learning in comparison with face-to-face learning. Secondly, online learning is realised to be less effective due to less clarification, explanation and immediate support from the teacher. In addition, online learning cannot sufficiently develop students'

soft skills, especially communication skills. Online assessment depends much on the facility and computer skills, resulting in anxiety among students and low effectiveness of assessment. It is not easy to control or regulate online tests, especially in preventing students from cheating.

2.1.3. Learners' readiness in online learning

The quality of online learning depends on numerous factors including students' readiness for online learning (Hung, Chou, Chen, & Own, 2010; Purwadi & Saputra, 2020; Vo, 2021). According to Hung et al. (2010), students' readiness for online learning is decided by five factors: learners' computer/internet self-efficacy, self-directed learning skills, learners' control, learners' motivation, and online communication self-efficacy. Computer/internet self-efficacy refers to learners' ability to use technological devices, tools or software for their online learning. Self-directed learning is considered to be a process in which students form their own learning goals with specific learning strategies and learning outcomes to suit their individual learning needs (Tang et al., 2021) many countries are facing a dramatic situation in terms of the global economy and human social activities, including education. The shutdown of schools is affecting many students around the world, with face-to-face classes suspended. Many countries facing the disastrous situation imposed class suspension at an early stage of the coronavirus outbreak, and Asia was one of the earliest regions to implement live online learning. Despite previous research on online teaching and learning, students' readiness to participate in the real-time online learning implemented during the coronavirus outbreak is not yet well understood. This study explored several key factors in the research framework related to learning motivation, learning readiness and student's self-efficacy in participating in live online learning during the coronavirus outbreak, taking into account gender differences and differences among sub-degree (SD). Learner control is understood as the degree to which learners' control over their learning experience and process of learning (Min Ling Hung

et al., 2010). Learner motivation includes intrinsic and extrinsic motivation. Intrinsic motivation refers to learners' inherent interests that drive the desire to acquire knowledge and skills which are realised to be in relation with "a lower dropout rate, higher quality learning, better learning strategies, and greater enjoyment of school" (Hung et al., 2010, p.1082). According to Deci and Ryan (1985), extrinsic motivation is the performing of a behavior to obtain a goal/reward such as good results in examinations, awards or prizes. Online communication self-efficacy is students' ability to develop their personal and purposeful relationship for the effective communication in online group discussion (Alqurashi, 2016).

All in all, online learning is understood as the way of learning through the use of electronic devices and internet, either in asynchronous or synchronous modes. Though online learning is advantageous in terms of flexibility, access to information, online interaction, cost, and individual needs' satisfaction, it has such drawbacks like lack of interaction in comparison with face-to-face learning, effectiveness, and soft skill development. The quality of online learning is found to depend on learners' readiness for online learning.

2.2. Online teaching and ICT in language teaching

Integrating ICT in teaching has been greatly transforming education in all aspects including language teaching. To accommodate the need of applying technology in education, many frameworks have been created such as European Profile for Language Teacher Education (Huynh & Nguyen, 2021), TESOL Technology Standards Framework (Healey et al., 2011) or Technological Pedagogical Content Knowledge (Spector, Merrill, Elen, & Bishop, 2014). Despite differences in the way of presenting the standards for technology integration in language teaching, all the frameworks share the view that teachers need to have technological knowledge and skills, and pedagogical knowledge and skills in order to adopt technology in conveying the content of their lessons.

Knowledge and skills of technology adoption in teaching are really useful for teachers in general and language teachers in particular to implement online teaching which has been developed than ever before amid COVID-19 pandemic these days all over the world. Online teaching is defined as "content, materials and instruction delivered via internet, intranet, satellite broadcasts, audio/ videotapes, interactive TV and CD/ DVD-ROM" (Trayek et al., 2016, p. 1). The data were collected using a 23-item, self-developed Likert questionnaire measuring e-learning readiness based on Chapnick's conception of the construct. Principal axis factoring (PAF) The quality of online teaching in an urgent situation like these days is decided by the teachers' readiness for online teaching. Teachers' readiness for online teaching is perceived as the ability and preparedness for conducting online teaching in regard to their ICT integration knowledge and skills, computer skills, belief or ability to support students' online learning, teaching condition, support from schools, and suitable policies (Tartavulea, Albu, Albu, Dieaconescu, & Petre, 2020; Trayek et al., 2016; Vo, Pang, & Lee, 2020). The data were collected using a 23-item, self-developed Likert questionnaire measuring e-learning readiness based on Chapnick's conception of the construct. Principal axis factoring (PAF; Vo, 2021; Vo & Pang, 2021).

2.3. Online teaching during COVID-19 Pandemic

As online teaching is the key element saving the world from the disruption of teaching and learning these days, numerous studies have been conducted in this field. In China where the pandemic first appeared, there was an abrupt switch to online courses through the so-called initiative "disrupted classes, undisrupted learning" (Huang, Liu, Tlili, Yang, & Wang, 2020). An online learning/teaching system was immediately launched in China to ensure that students' learning was not interrupted due to the pandemic (Rasmitadila et al., 2020). It was found from these studies that China's

educational system successfully applied distant teaching nationwide to keep their students' moving ahead in their studies while some challenges in facility, pedagogical and ICT knowledge and skills were found to have certain effects on the quality of online teaching.

Likewise, a massive use of online teaching was implemented in European countries when the pandemic was really serious there. According to European Commission (2020), there was a real need to explore online learning for learning opportunities. A recent study using feedbacks from 362 professors and students from 13 European countries revealed that universities in those countries quickly adapted themselves to the new changes with the remote teaching mode (Tartavulea et al., 2020). With good facility, both asynchronous and synchronous modes of online teaching were used in the distant learning, so the quality of teaching and learning was kept (Vo & Pang, 2021).

Similar situation was seen in Asian countries. In Indonesia, online learning was the solution to the large-scale social restrictions. As soon as the pandemic struck, the "school from home system" was launched in Indonesia to maintain the educational system (Rasmitadila et al., 2020). In Malaysia, Azman and Abdullah (2021) indicated that online teaching was the appropriate solution to the situation though it posed challenges to both teaching and learning. In some poor countries like Sri Lanka, many kinds of available resources like Facebook, Zalo or Zoom were utilized to maintain students' learning (Chandrasinghe et al., 2020).

Vietnam shared the world picture of education in the current days. When some first cases appeared in the early 2020, Vietnamese Ministry of Education and Training issued policies to suspending schools but not to stop learning and teaching (Pham & Ho, 2020). Initially, Vietnamese teachers tried to maintain their students' learning by what they could do. They sent exercises through emails or Zalos, used whatever online platforms that were available and free such as Zoom or Google Meets

(Pham & Ho, 2020; Vo, 2021; Vo & Pang, 2021). The Ministry of Education and Training issued the official dispatch for online teaching "No.1061/BGDĐT-GDTrH" to guide the remote online teaching activities and to widely recognise the results of online testing in all levels of schools (Ministry of Education and Training, 2020).

The situation improved in 2021 when trainings and support were provided by both the schools and companies. Online training workshops for teachers were organised to prepare teachers for conducting online classes. For example, in Danang city, teachers were trained to use MS Team for their online meetings and trainings on how to use some platforms such as LMS for testing were also provided before the second semester' examinations of 2020-2021 school year were held. In Hochiminh city, a network for online teaching was created so that schools could have a close connection with parents to timely support students' learning. The latest dispatch issued on 13 December 2021 of the Ministry of Education and Training provided guidelines about organising online teaching and online testing for all the Departments of Education and Training: (1) being flexible in organising learning and teaching activities; (2) having suitable assessment and testing with on-going assessment and periodical tests; (3) considering cut down some parts of the curriculum to suit the online teaching (Ministry of Education and Training, 2021).

Generally speaking, online teaching in Vietnam is implemented in two main modes: asynchronous and synchronous ones. Often, the combination of the two modes have been found in the implementation of online teaching in Vietnam in order to increase the effectiveness of remote teaching.

3. METHOD

3.1. Research approach

The research applied the quantitative approach. As stated in the introduction, the purpose of the research is to better understand teachers' perception of their ability to support students'

online learning. In the quantitative research which seeks information from a large group of participants, questionnaires should be selected as a mean to collect data because they are cost-effective, time-saving and quick (Cohen, Manion, & Morrison, 2007). To collect data from a large population across Vietnam, the questionnaire was selected as the instrument. In addition, in time of strict social distance, the questionnaire delivered through Google Form is one of the best choices for data collection.

3.2. Data collection and analysis

The data of the research were collected by the use of a questionnaire which was delivered to teachers of English nationwide through Google Form. The data obtained were analysed using IBM SPSS Statistics (SPSS) version 16.

3.3. Research instrument

The survey consisted of three main parts. The first part was to collect the demographic information such as gender, the level of schools (primary schools, lower secondary schools, upper secondary schools), qualifications (Bachelor, Master, or Doctor), and the number of years teaching. The second part aimed at identifying English teachers' facility for online teaching like online learning devices used, and the ownership of primary online learning device used (personal property, family owned, school property, borrowed). The third part gathered data of teachers support to students' online learning with 18 items divided into five dimensions: supporting computer/internet self-efficacy (3 items), supporting self-directed learning (5 items), supporting learners' control (3 items), supporting learners' motivation (4 items), and supporting online communication self-efficacy (3 items). The survey was developed from Hung et al. (2010) and Hung (2015).

3.4. Validity and reliability

In order to ensure the validity and reliability of the research, the pilot study was implemented with 21 teachers of English. The reliability of the pilot study as reflected by Cronbach's Alpha was

0.965, an excellent level. In addition, the survey was sent to two experts for validation. Based on the comments of the two experts, the survey was adjusted to better serve the study. In addition, the reliability of the main study with 296 participants is very high with Cronbach Alpha of .954. The reliability of each dimension was also high with Cronbach Alpha of .860 for supporting computer/internet self-efficacy, .872 for supporting self-directed learning, .823 for supporting learners' control, .894 for supporting learners' motivation, and .863 for supporting online communication self-efficacy.

3.5. Population and sample

The invitation to participate in the research was sent to teachers of English in Vietnam via emails and Facebook. 296 of them agreed to do the questionnaire. Among them are 264 females and 32 are males. 34.5% are primary teachers of English; 36.5% are lower school teachers of English; 29.1% are upper school teachers of English. 84.1 % of them have Bachelor degree of English while 15.9 % have Master degree in TESOL or LINGUISTICS.

4. FINDINGS

4.1. Teaching Condition

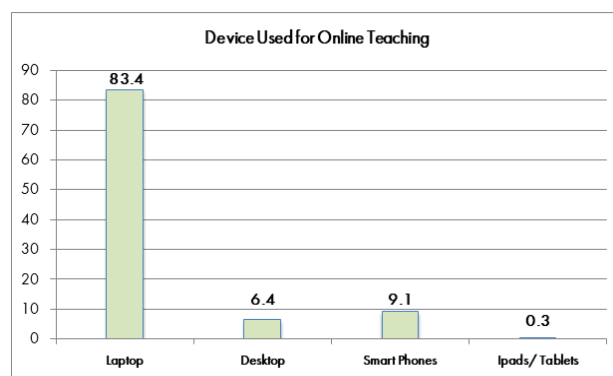


Figure 1. Devices Used for Online Teaching

As shown from the figure 1, most of teachers of English in Vietnam used laptop for their online teaching with 83.4% while 6.4%, 9.1% and 0.3% of them utilised desktops, smart phones and Ipads/ Tablets respectively to deliver online lessons. Yet,

according to Figure 2, 67.2% of devices were personal property while 14.9% of them belonged to teachers’ families. 16.6% used school property and 4.5% had to borrow devices for teaching online.

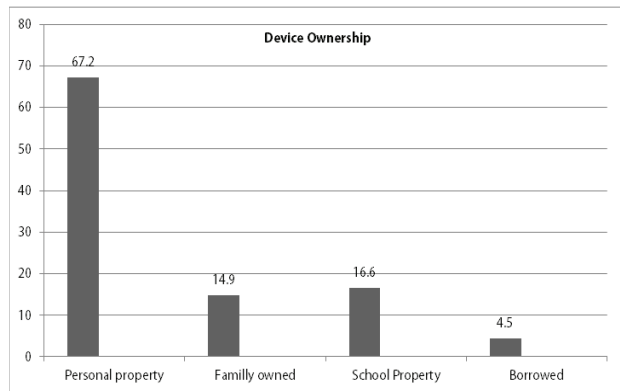


Figure 2. Device Ownership

The questionnaire also revealed that internet connection was a big problem for teachers of English when just over half of them had a moderate speed of internet connection (51.3%) while 43% of them admitted that their internet connection speed was slow. The rest used the school facility, so they could have better internet connection for their teaching.

It can be concluded that facility for the remote teaching was not as good as expected though teachers of English who did not have their own facility could use their school equipment.

4.2. Teachers’ perceptions towards their ability to support students’ online learning

As discussed in the literature review, students’ online learning readiness is decided by five factors: computer/internet self-efficacy, self-directed learning, learners’ control, learners’ motivation, and online communication self-efficacy (Hung et. al, 2010). The level of readiness of students’ online learning and its quality can be raised by teachers’ support in such five factors.

The data obtained which was analysed using SPSS showed that teachers of English in Vietnam had good ability to support their students’ online learning when the mean values for five dimensions ranged from 3.0790 to 3.2491. With a four-point scale, such mean values indicate that teachers of English in Vietnam generally agreed to have good ability to support their students’ remote learning. Teachers had the most ability to support students’ motivation while the least one belonged to supporting learners’ control. (see Table 1).

4.3. Gender effects on teachers’ perceptions towards their ability to support students’ online learning

As usual in the teaching career, the number of female teachers surpassed that of male counterparts with 264 females and 32 males. The data analysis revealed that there was little difference between

Table 1. Statistical Description of Dimensions

N.	Dimensions	Minimum	Maximum	Mean	Std. Deviation
1	Ability to support computer/ internet self-efficacy	1.00	4.00	3.2108	.61764
2	Ability to support self-directed learning	1.60	4.00	3.1759	.48690
3	Ability to support learners’ control	1.67	4.00	3.0790	.55178
4	Ability to support learners’ motivation	1.75	4.00	3.2491	.52829
5	Ability to support online communi-cation self-efficacy	1.67	4.00	3.2027	.55823

the two groups of teachers when the mean values were very similar as in Table 2. Female teachers have slightly higher mean values for all the dimensions than male counterparts. In addition, it is found that both men and women teachers have the highest ability to support learners' motivation when the mean values for that dimension are the highest (3.2097 for males and 3.2538 for females). Mean values for the dimension "ability to support learners' control are the lowest in both groups of male and female teachers of English with 3.0538 for males and 3.0821 for females".

Table 2. Gender Difference

N.	Dimensions	Mean	
		Male	Female
1	Ability to support computer/internet self-efficacy	3.1505	3.2179
2	Ability to support self-directed learning	3.1677	3.1769
3	Ability to support learners' control	3.0538	3.0821
4	Ability to support learners' motivation	3.2097	3.2538
5	Ability to support online communication self-efficacy	3.1209	3.2115

Yet, the result of the independent samples T test shows that there is no significant difference between men and women teachers as in Table 3

Table 3. Independent Samples T Test

Dimensions	F	Sig.	t	df	Sig (2-tailed)	Mean difference	Std. Error Difference
Ability to support computer/internet self-efficacy	8.757	.003	.574	289	.567	.06741	.11749
Ability to support self-directed learning	.070	.791	.099	289	.921	.00918	.09268
Ability to support learners' control	.008	.931	.269	289	.788	.02829	.10501
Ability to support learners' motivation	.177	.674	.439	289	.661	.04417	.10052
Ability to support online communication self-efficacy	1.048	.307	.777	289	.438	.08251	.10614

when the p value is higher than 0.05 for all the dimensions. (see Table 3).

4.4. Effects of school levels on teachers' perceptions towards their ability to support students' online learning

Surprisingly, as illustrated in Table 4, primary teachers of English in Vietnam were a little bit better in supporting their students' online learning than the other two groups of teachers even though the difference was not significant. All three groups of teachers shared the least ability to support students' control.

Table 4. Levels of School Difference

N.	Dimensions	Mean		
		Primary School	Lower Secondary School	Upper Secondary School
1	Ability to support computer/internet self-efficacy	3.3502	3.1524	3.1165
2	Ability to support self-directed learning	3.2768	3.1295	3.1205
3	Ability to support learners' control	3.2357	3.0571	2.9438

4	Ability to support learners' motivation	3.3712	3.2071	3.1596
5	Ability to support online communication self-efficacy	3.3704	3.1365	3.0723

MANOVA test shows that there is significant difference caused by the levels of schools in teachers' ability to support students' online learning when the significant value (.002) is less than 0.05.

Table 5. MANOVA Test

Value	F	Hypothesis df	Error df	Sig.
.882	2.431	15.000	781.640	.002

4.5. Effects of teachers' qualifications on teachers' perceptions towards their ability to support students' online learning

Generally, teachers who have Master degree were identified to be a little more confident in supporting students' online learning in most dimensions excepts for the first one (ability to support computer/internet self-efficacy). The mean values for the group of teachers with Bachelor degree were just a little higher than those with Master degree (3.2109 and 3.2101 respectively).

Table 6. Teachers' Qualification Difference

N.	Dimensions	Mean	
		Bachelor	Master
1	Ability to support computer/internet self-efficacy	3.2109	3.2101
2	Ability to support self-directed learning	3.1682	3.2174
3	Ability to support learners' control	3.0680	3.1377
4	Ability to support learners' motivation	3.2469	3.2609
5	Ability to support online communication self-efficacy	3.1782	3.3333

Yet, the result of the Independent Samples T Test indicated that the difference was not significant

when the sig. values were all higher than 0.05 as in Table 7.

Table 7. Independent Samples T Test

N.	Dimensions	F	Sig.	Sig. (2-tailed)	Mean Difference
1	Ability to support computer/internet self-efficacy	.654	.419	.994	.00074
2	Ability to support self-directed learning	4.457	.036	.530	-.04923
3	Ability to support learners' control	7.655	.006	.433	-.06965
4	Ability to support learners' motivation	4.631	.032	.870	-.01393
5	Ability to support online communication self-efficacy	4.009	.04	.084	-.15510

All in all, the facility for the remote English teaching in Vietnam was not as good as it should be even though teachers received help from their schools. Generally, Vietnamese teachers of English had good perceptions towards their ability to support their students' online learning. There was no difference in teachers' perceptions towards their ability to support students to study online among male and female teachers, but primary teachers of English were found to be a little bit more confident to support students' online learning than their counterparts in lower and upper secondary schools. Those who have Master degree were identified to somehow get better views on their ability to support their students' learning than teachers with Bachelor degree even though the difference was not significant.

5. DISCUSSION

The first aspect reveals from the study is teachers' difficulties caused by the lack of facility.

In order to deliver online lessons, teachers need to be basically equipped with electronic devices like laptops or desktops and stable internet connection. The issues are seen in other Asian developing countries like Indonesia, Malaysia, or Sri Lanka (Al-Mohair & Alwahaishi, 2020; Atmojo & Nugroho, 2020; Chandrasinghe et al., 2020). Even when teachers have enough facility for distant teaching, facility is still a big challenge when students do not have enough devices for their online learning (Vo, 2021). Nguyen and Nguyen (2021) found that facility was a constraint preventing lecturers in a university from delivering effective online lessons in Vietnam. Facility is the major difficulty of online teaching, especially for those who live in the countryside in Vietnam (Vo & Pang, 2021).

Vietnamese teachers of English were found to be less able to conduct online teaching in 2020 and early 2021 even though they participated in lots of trainings for technology integration in English language teaching. Teachers of English in Vietnam are given chances to take part in a series of training programmes including “Technology in Education” one. The programme aims to provide Vietnamese teachers of English in Vietnam with knowledge and skills to integrate technology in English language teaching. Yet, the programme is found to be not very effective (Huynh, 2021; Vo, 2017). According to Pham, Tan, and Lee (2019), the level of adopting ICT in teaching among Vietnamese teachers is quite low, just at the beginning level of SAMR model. As a result, Vietnamese teachers of English were not confident in delivering online lessons when they first conducted online teaching in 2020 and early 2021 when they had to rely much on their available knowledge and skills for their teaching (Vo, 2021). In their opinion, their teaching is not as effective as expected (Vo & Pang, 2021). The similar picture is also recognised in countries with alike economic and social conditions. In Indonesia, the level of readiness for online teaching and learning is not high when students and teachers have to encounter difficulties in facility, computer efficacy and pedagogical knowledge and skills (Rasmitadila et al., 2020). Teachers in

Malaysia also find themselves in the situation of struggling to implement online teaching when they are not equipped with enough knowledge and skills (Ergene & Türk Kurtça, 2020).

Yet, after some months of conducting online teaching, teachers have obtained a certain amount of knowledge and the government also has organized timely trainings and supports for teachers in general and teachers of English in particular. Therefore, it is not surprising when this study implemented in the late 2021 found that Vietnamese teachers of English were better at supporting their students’ online learning in regard to computer/internet efficacy, students’ control, students’ motivation, students’ self-directed learning and students’ online communication self-efficacy. Vietnamese teachers of English are familiar with designing online lessons and then feel more comfortable to teach online. Many tools have been exploited by Vietnamese teachers of English like Quizlet, Google Drive or Memorise Mobile Applications to make online lessons more interactive and increase students’ motivation in learning (Pham & Tran, 2021; Luu & Doan, 2021; Nguyen & Nguyen, 2021). With trainings on designing and conducting online lessons and experiences obtained, teachers of English in Vietnam are more confident in supporting their students in dealing with ICT issues. In addition, they are given very specific guidelines and support from the Ministry of Education and Training for online lesson delivery and online assessment (Ministry of Education and Training, 2020; Ministry of Education and Training, 2021). All the trainings, accumulated experiences, guidelines and supports contribute to raising English teachers’ ability to support students’ online learning.

6. IMPLICATIONS AND CONCLUSION

6.1. Implications

In order to increase the ability of teachers to support students’ online as well as the effectiveness of online teaching and learning, it is highly recommended that teachers in general and teachers of English in particular are provided with

continuous trainings. According to Huynh and Nguyen (2021), training plays an essential role in developing teachers ICT competence, one major element of the effectiveness of online teaching. Yet, it is found that even though teachers of English in Vietnam have certain ICT competence, they still find it hard to implement online teaching if they do not lack pedagogical knowledge (Vo, 2021; Vo & Pang, 2021). Therefore, the training programmes should be informative in regard to both technological and pedagogical knowledge so that teachers can develop the ability to adopt ICT skills and knowledge to effectively deliver online lessons. Besides official training programmes, informal workshops or sharings should be held at the school level. Such informal meetings allows teachers to have chances to exchange experience and knowledge in their online teaching.

In addition, instant support is necessary to raise teachers' ability to support students in online teaching. The in-time technical support from schools can help teachers to deal with technical issues arising in their teaching and make them feel that more comfortable in teaching. It is advisable that schools should have support teams available for facilitating teachers' online teaching (Nguyen & Nguyen, 2021). Financial support should also be considered, especially for those who work as teachers in remote areas.

Flexibility should be given to teachers in their distant teaching so that they are less stressed in catching up with the regular curriculum. For instant, teachers should be allowed to redesign the syllabus with some parts more adaptable for remote teaching. For example, teachers can replace the assessment component using tests by others like projects or assignment. Some parts of the lessons that may be unsuitable for online teaching can be removed or edited for more effective lessons.

6.2. Conclusion

All in all, the study, which was conducted in late 2021 with participants across Vietnam, revealed improvements in online teaching among Vietnamese teachers of English when English

teachers have good perceptions towards the ability to support students' online learning in regard to five dimensions: supporting computer/internet self-efficacy, supporting self-directed learning, supporting learners' motivation, supporting learners' control, online communication self-efficacy even though they still confronted some challenges in facility.

However, the research limits itself to employing teachers' own perceptions towards their ability to support students' online learning in regards to 5 dimensions: ability to support computer/internet self-efficacy, ability to support self-directed learning, ability to support learners' control, ability to support learners' motivation, and ability to support online communication self-efficacy. Further studies on teachers' support for the process of online learning, or how teachers support students should be carried out to make more contribution to the field of study./.

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NHẬN THỨC CỦA GIÁO VIÊN TIẾNG ANH VỀ KHẢ NĂNG HỖ TRỢ VIỆC HỌC TRỰC TUYẾN CỦA SINH VIÊN TRONG ĐẠI DỊCH COVID-19 Ở VIỆT NAM

VÕ THỊ KIM ANH, VINCENT PANG,
HỒ THỊ THỰC NHI, PHẠM THỊ TỎ NHƯ

Tóm tắt: Bài báo trình bày nghiên cứu được thực hiện vào cuối năm 2021 khi việc giảng dạy trực tuyến được chuẩn bị tốt hơn và giáo viên đã có kinh nghiệm giảng dạy trực tuyến nhất định. Nghiên cứu áp dụng phương pháp định lượng với bảng câu hỏi gồm 3 phần. 296 giáo viên dạy tiếng Anh Việt Nam tham gia vào nghiên cứu. Kết quả cho thấy giáo viên tiếng Anh có khả năng hỗ trợ tốt việc học trực tuyến của học sinh dù họ phải đối mặt với những thách thức do các vấn đề về cơ sở vật chất. Giới tính không ảnh hưởng đến khả năng của giáo viên trong việc hỗ trợ học tập trực tuyến của học sinh trong khi các cấp học ảnh hưởng đáng kể đến khả năng của giáo viên trong việc hỗ trợ học trực tuyến. Nghiên cứu đặc biệt khuyến nghị giáo viên cần được hỗ trợ tài chính để nâng cấp cơ sở vật chất của họ và các khóa đào tạo cần được tổ chức thường xuyên. Ngoài ra, giáo viên cần được linh hoạt hơn trong việc giảng dạy và kiểm tra, đánh giá.

Từ khóa: dạy trực tuyến, giảng dạy tiếng Anh, hỗ trợ của giáo viên, học trực tuyến

Ngày nhận bài: 19/9/2022; ngày sửa chữa: 25/11/2022; ngày duyệt đăng: 30/11/2022

THƯ NGỎ

Kính gửi Quý độc giả!

Tạp chí Khoa học Ngoại ngữ Quân sự của Học viện Khoa học Quân sự hoạt động theo Giấy phép hoạt động báo chí in số 200/GP-BTTTT ngày 19/4/2016 của Bộ trưởng Bộ Thông tin và Truyền thông và đã được Bộ Khoa học và Công nghệ cấp Mã số chuẩn quốc tế ISSN 2525-2232 ngày 28/6/2016.

Tạp chí Khoa học Ngoại ngữ Quân sự là một trong những Tạp chí thuộc danh mục tạp chí khoa học được tính điểm của Hội đồng Giáo sư Nhà nước từ năm 2017:

- Hội đồng Giáo sư ngành Ngôn ngữ: 0,25 điểm

- Hội đồng Giáo sư ngành Khoa học Quân sự: 0,5 điểm

Từ năm 2022, tạp xuất bản định kỳ 1 năm/4 số (vào các tháng 3, 6, 9, 12 trong năm), gồm các chuyên mục: Lý luận chuyên ngành, Phương pháp giảng dạy, Quan hệ quốc tế, Trao đổi,... Các bài viết sẽ được Ban biên tập gửi đến các chuyên gia đánh giá theo quy trình phản biện kín, chuyên nghiệp, khách quan, đảm bảo chất lượng khoa học cao. Hiện tại, tác giả không phải trả bất kỳ khoản phí nào khi gửi bài.

Với mục tiêu tạo điều kiện cho các nhà khoa học trong và ngoài nhà trường đăng tải các hoạt động khoa học, chuyển giao công nghệ, các bài viết tổng quan khoa học, các ý kiến trao đổi về học thuật có giá trị khoa học và thực tiễn trên các lĩnh vực nghiên cứu chuyên ngành và các lĩnh vực liên quan khác chưa được công bố ở trong nước và quốc tế; đồng thời, nhằm từng bước nâng cao chất lượng và uy tín để trở thành một Tạp chí khoa học đạt chuẩn quốc tế trong thời gian tới, Tạp chí Khoa học Ngoại ngữ Quân sự trân trọng thông báo và kính mời các nhà khoa học, các Giáo sư, Phó Giáo sư, Tiến sĩ, Nghiên cứu sinh, các nhà giáo và sinh viên viết và gửi bài đến tòa soạn theo thể lệ gửi bài như sau:

1. Bài viết gửi đăng là kết quả nghiên cứu của tác giả có giá trị khoa học và thực tiễn trong các lĩnh vực nghiên cứu ngôn ngữ, ngoại ngữ, văn hóa các nước... Bài viết chưa được công bố trên bất kỳ ấn phẩm, tạp chí nào và không được gửi cùng lúc tới các tạp chí khác.

2. Bài viết định dạng thống nhất bằng font chữ Times New Roman; cỡ chữ 14; khổ giấy A4; lề trên 2,5 cm, lề dưới: 2 cm, lề trái: 3,5 cm, lề phải: 1,5 cm; cách dòng single; cách đoạn spacing before 6pt.

3. Nội dung bài viết cô đọng, súc tích, theo cấu trúc của bài báo khoa học. Bài viết dài khoảng 8-15 trang, đảm bảo đủ các phần: tên bài viết, tóm tắt, từ khóa, mở đầu, nội dung nghiên cứu, kết luận, tài liệu tham khảo và chú thích (nếu có). Quy chuẩn các thành phần nội dung bài viết:

3.1. Tên bài viết (title): Phản ánh trực tiếp nội dung của bài viết, có độ dài từ 10 đến 20 từ, bằng tiếng Việt và tiếng Anh. Tên bài viết được viết chữ thường, đậm, canh giữa trang.

3.2. Tóm tắt bài viết (Abstract): Có độ dài từ 150 đến 200 từ, bao gồm các thành phần quan trọng xác định nội dung bài viết: mục đích, đối tượng, phương pháp nghiên cứu và kết luận chính của tác giả, phản ánh đầy đủ các kết quả và ý cơ bản của bài báo. Phần tóm tắt bằng tiếng Việt và tiếng Anh.

3.3. Từ khóa (Keywords): Có từ 3 đến 5 từ khóa được sắp xếp theo thứ tự Alphabet. Đây là những từ được cho là quan trọng đối với nội dung nghiên cứu đặc trưng cho chủ đề của bài viết. Từ khóa gồm 2 phần tiếng Việt và tiếng Anh.



3.4. **Đặt vấn đề:** Phần này giới thiệu sơ bộ tổng quan lĩnh vực chung mà nghiên cứu này là một bộ phận; tính cần thiết và cấp bách của chủ đề nghiên cứu; các vấn đề mà nghiên cứu sẽ giải quyết; những đóng góp của đề tài nghiên cứu về lý luận và thực tiễn mà đề tài dự kiến đạt được...

3.5. **Nội dung nghiên cứu đã thực hiện:** Giải quyết vấn đề nghiên cứu bằng những lập luận chặt chẽ, có cơ sở khoa học. Các số liệu, kết quả thu được phải biện luận rõ ràng, chính xác, chỉ rõ nguồn trích dẫn. Các hình, ảnh, bảng, biểu cần được đánh số thứ tự, trình bày rõ ràng.

3.6. **Quy định đánh số đề mục:** Trong phần nội dung chính của bài viết, các đề mục lớn phải là chữ đậm, canh trái và được đánh số liên tục theo chữ số Ả-rập. Các tiểu mục cấp 1 là chữ in hoa, đậm (ví dụ: **1.**). Các tiểu mục cấp 2 là chữ in thường, đậm (ví dụ: **2.1.**). Các tiểu mục cấp 3 là chữ in nghiêng, đậm (ví dụ: **2.1.1.**).

3.7. **Quy định trình bày bảng biểu, hình vẽ, ký hiệu, công thức**

Các bảng biểu và hình vẽ trong bài viết phải được đánh số riêng biệt và theo thứ tự liên tục bằng chữ số Ả-rập, số thứ tự được đặt sau từ "Bảng" hoặc "Hình" (ví dụ: *Bảng 1.*, *Hình 1.*). Mỗi bảng biểu và hình vẽ cần phải có tên tương ứng mô tả chính xác nội dung. Tên hình vẽ, ảnh và đồ thị đặt ở giữa trang phía dưới hình; tên bảng biểu đặt giữa trang phía trên bảng. Các hình vẽ phải được nhóm lại (grouping) và định dạng rõ ràng, sắc nét.

Trong nội dung bài viết, khi tham chiếu đến bảng biểu hay hình vẽ, tác giả cần chỉ rõ bảng biểu hay hình vẽ cụ thể nào. Không sử dụng các cụm từ tham chiếu không rõ ràng như "hình trên" hay "bảng dưới đây".

Các ký hiệu, công thức phải rõ ràng, chính xác, có tên và chú thích đầy đủ, có đánh số thứ tự và chỉ rõ vị trí trong nội dung bài viết; số của công thức ở phía bên phải.

3.8. **Kết luận:** Phần này đưa ra kết luận ngắn gọn về kết quả của nghiên cứu và nêu các đề xuất.

3.9. **Chú thích:** Đặt trước phần "Tài liệu tham khảo", được bắt đầu bằng tiêu đề "Chú thích". Mỗi chú thích được đánh số theo thứ tự tăng dần (1,2,3) và phải tương ứng với số đánh chú thích trong nội dung bài viết. Các chú thích phải ngắn gọn, chỉ bao hàm các thông tin bổ sung thật cần thiết.

3.10. **Tài liệu tham khảo (References):** Trình bày theo chuẩn APA. (Bài viết cần trích dẫn ít nhất 01 bài đã đăng trên tạp chí KHNNQS).

4. Ban Biên tập chỉ nhận những bài đã được định dạng rõ ràng, hình vẽ rõ nét, quy cách đúng theo quy định. Ban biên tập không trả lại bản thảo.

5. Tác giả bài viết hoàn toàn chịu trách nhiệm trước pháp luật về nội dung bài viết, xuất xứ tài liệu trích dẫn.

6. Thông tin về tác giả: Họ và tên, cơ quan, địa chỉ, số điện thoại, email của tác giả.

7. Địa chỉ liên hệ và gửi bài viết:

TẠP CHÍ KHOA HỌC NGOẠI NGỮ QUÂN SỰ

Học viện Khoa học Quân sự,

322E Lê Trọng Tấn, Định Công, Hoàng Mai, Hà Nội.

☎ 069.569.315 ☎ 0966.29.78.78 ✉ tapchikhnnqs@gmail.com

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