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BOOK OF ABSTRACTS



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School of Foreign Languages

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Intercultural Approach in Teaching YLL

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Abstract

Culture and language are two intertwined elements in education especially in language teaching. It is the interrelation between the two factors that makes integrating culture in foreign language lessons taken for granted. The inseparable combination of language acquisition and cultural awareness is found at all levels of English education from primary to secondary. The study aims at reviewing the published literature on the importance of teaching intercultural competence to young language learners from different theories in teaching and learning a foreign language. The study will provide a synthesized overview of the necessary and natural role of IC in language lessons for the teachers in the field .

Key words: *Language and culture, intercultural competence, intercultural education, young language learners*

Approche Interculturelle dans L'apprentissage Précoce d'une Langue Étrangère

Synthèse

La culture et la langue sont deux éléments étroitement liés dans le système éducatif, notamment dans l'apprentissage d'une langue. C'est cette corrélation qui permet de conférer à la culture une place de choix dans l'apprentissage d'une langue étrangère.

L'indissociabilité de l'acquisition d'une langue et d'une conscience culturelle est présente à tous niveaux d'enseignement de l'anglais dès l'école primaire jusqu'au secondaire. L'étude consiste à faire un compte-rendu des écrits existants sur l'importance d'enseigner la compétence interculturelle à de jeunes apprenants à partir de diverses théories d'enseignement et d'apprentissage d'une langue étrangère. L'étude donnera un aperçu du rôle nécessaire et évident de la culture intégrée aux cours de langue pour les professeurs concernés.

Mots-clés: *Langue et culture, compétence interculturelle, système éducatif interculturel, apprenants précoces en langues.*

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Comparing Spoken and Written Responses in Vietnamese EFL Classrooms

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Abstract

EFL students often experience a number of difficulties when presented with speaking and writing tasks in the classroom. These difficulties can arise from confusion surrounding comprehension of content and misuse of simple grammatical rules. While much research has been completed that examines students' performance on different individual EFL skills, very little has been done that examines the performance of specific subsets of learners across both of the output tasks: speaking and writing skills. Therefore, the researchers wished to examine Vietnamese EFL university students to explore if students displayed greater strengths in speaking or writing tasks. University students were first interviewed about classes and study habits by two researchers and then, after one week, filled out a questionnaire containing the same questions. Answers were analyzed for content, focusing on question comprehension by students and if responses make sense semantically; and grammar, focusing on subject/verb agreement and correct use of tenses.

Key words: *EFL: English as a Foreign Language, Vietnamese learners, speaking and writing skills, performance*

Étude Comparative des Réponses Orales et Écrites dans une Classe Vietnamienne d'anglais Langue Étrangère

Synthèse

Les étudiants en anglais langue étrangère rencontrent un certain nombre de difficultés lors des tâches orales et écrites en classe. Ces difficultés peuvent être dues à un contresens du contenu et au mauvais usage de règles simples de grammaire. Alors que de nombreuses recherches ont été effectuées sur les différentes compétences individuelles des étudiants en anglais langue étrangère, très peu ont été menées sur la performance des sous-ensembles spécifiques des apprenants au travers des tâches de production, à savoir les compétences de production orale et écrite. Par conséquent, les enquêteurs ont souhaité observer les étudiants vietnamiens en anglais langue étrangère afin de déterminer s'ils manifestaient plus de points forts dans l'exécution de tâches orales ou écrites.

Les étudiants ont d'abord été interrogés sur les cours et habitudes d'apprentissage par deux enquêteurs puis, une semaine plus tard, ont complété un questionnaire avec les mêmes questions. Le contenu des réponses a été analysé mettant l'accent sur la compréhension des questions et la cohérence sémantique des réponses, ainsi que la grammaire, mettant l'accent sur l'accord sujet/ verbe et l'emploi correct des temps.

Mots-clés : *Anglais langue étrangère, apprenants vietnamiens, compétences de production orale et écrite, performance*

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Integrating Environmental Issues into English Writing Classrooms

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Abstract

Much has been written on pedagogical practices to foster English as a foreign language learners' motivation in classrooms. Additionally, there has been a body of investigations into the benefits of merging environmental education and language instruction to raise the awareness of sustainable development for students of various levels of English language. Under the light of Content-based instruction, this action research explored the potential advantages of integrating environmental themes into the instructions of IELTS academic writing to enhance learners' motivation in writing classrooms. Qualitative data revealed positive influences of introducing local environmental problems on learners' motivation. Recommendations for language professionals to make the IELTS writing instructions more meaningful and interesting are also discussed.

Key words: *pedagogical practices, learners' motivation, Content-based instruction, Action research.*

Intégrer la Problématique Environnementale dans les Cours de Production Écrite en Anglais

Synthèse

Il y a eu beaucoup d'écrits sur les pratiques pédagogiques visant à renforcer la motivation des étudiants en classe d'anglais langue étrangère. En outre, un ensemble de recherches ont été menées sur les avantages d'une combinaison entre la sensibilisation écologique et l'apprentissage d'une langue afin de réveiller les consciences des étudiants de niveaux divers en anglais à la notion de développement durable. À la lumière d'un enseignement basé sur le contenu, cette recherche-action a exploré le bien-fondé de l'insertion des thèmes environnementaux dans les formations à l'épreuve écrite de l'examen du IELTS (International English Language Testing System) afin d'augmenter la motivation des apprenants en classe de production écrite. Des données qualitatives ont révélé l'influence positive de l'introduction des problèmes environnementaux locaux sur leur motivation ainsi qu'une auto-efficacité en écriture.

Des conseils aux linguistes pour que les formations à l'épreuve écrite du IELTS soient plus probantes et intéressantes sont également en cours de discussion.

Mots-clés: *pratiques pédagogiques, motivation des apprenants, enseignement basé sur le contenu, recherche-action.*

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The Impact of Train-the-Trainer Programmes on EFL Teachers' Pedagogical Practices – The Case of Vietnamese English Language Teachers

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Abstract

English language teachers' professional development in general and teachers' pedagogical practices in particular have received much attention from researchers in the field of language teaching. Additionally, professional development programmes such as Train-the-trainer courses have become popular in countries such as Vietnam where standardizing the quality of English teachers on the nationwide scale is given an emphasis. Except for annual general reports on such projects, the outcomes of specific train-the-trainer programmes are, however, received little evidence from empirical studies. This case study aims to investigate the extent of improvement in professional practices that the train-the-trainer courses bring about. The study is on 44 teachers of English (EFL teachers). A mixed research method was employed in this study. Although qualitative data generally revealed several positive effects of train-the-trainer courses on the participants' pedagogical practices, quantitative data analysis showed no statistical differences in pedagogical practices between those taking train-the-trainer courses and those not attending these courses. Recommendations for improving the quality of train-the-trainer programmes are also discussed.

Key words: *professional development, pedagogical practices, language teaching, EFL teachers, Train-the-trainer*

Impact des Programmes de Formation de Formateurs sur les Pratiques Pédagogiques des Professeurs D'anglais – Cas des Professeurs D'anglais Vietnamiens

Synthèse

Le développement professionnel en général des professeurs d'anglais, de même que leurs pratiques pédagogiques en particulier, ont retenu toute l'attention des chercheurs dans le domaine de l'enseignement des langues.

En outre, des programmes de développement professionnel tels que des formations de formateurs se sont popularisées dans des pays comme le Vietnam où la standardisation de la qualité de l'anglais des professeurs à l'échelle nationale s'est accentuée. À l'exception de rapports annuels généraux sur de tels projets, les résultats des formations de formateurs spécifiques sont quant à elles très peu étudiés. L'étude de cas vise à enquêter sur l'étendue des progrès dans les pratiques professionnelles que les formations de formateurs engendrent. Cette étude concerne 44 enseignants d'anglais. La méthode mixte de recherche a été employée. Bien que les données qualitatives aient généralement révélé plusieurs effets positifs des formations de formateurs sur les pratiques pédagogiques des participants, une analyse des données quantitatives n'a démontré aucune différence dans les pratiques pédagogiques entre ceux ayant suivi ces cours et les autres. Des conseils pour améliorer la qualité des programmes de formations de formateurs sont également en cours de discussion.

Mots-clés : *développement professionnel, pratiques pédagogiques, enseignement des langues, formations de formateurs.*

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The Impact of Professional Development Programmes on EFL Teachers' Professional Identities.

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Abstract

Professional identity development is increasingly perceived to be a dynamic process on which one continues to understand and (re)interpret his own values and experiences. In this sense, English language teachers' experiences with professional development programmes may significantly influence the formation and development of their professional identities. This mixed-method case study investigated 44 teachers of English at a Vietnam university to test the extent to which their experiences with such intensive programs influenced the development of their professional identities including the job satisfaction, attitudes toward professional development and professional self-efficacy. Qualitative data showed that the participants had positive experiences with professional development courses regardless of some discontent of the course organization. However, descriptive statistics revealed that generally there is no significant difference in the professional identity development between those taking part in train-the-trainer course and those not attending such programmes.

Limitations on testing teachers' professional identities are also taken into consideration.

Additionally, recommendations for improvement of professional development courses are also discussed.

Key words: *Professional identity, English language teachers, professional development programs, train-the-trainer*

Impact des Programmes de Développement Professionnel sur les Identités Professionnelles des Professeurs D'anglais

Synthèse

Le développement de l'identité professionnelle est de plus en plus perçu comme un processus dynamique par lequel on continue de comprendre et (ré)interpréter ses propres valeurs et expériences. En ce sens, l'expérience des enseignants de langue des programmes de développement professionnel pourrait influencer fortement la formation et le développement de leurs identités professionnelles.

Cette étude de cas de méthode mixe a observé 44 professeurs d'anglais d'une université vietnamienne afin d'évaluer l'impact de leur expérience de ces programmes intensifs sur le développement de leurs identités professionnelles comprenant la satisfaction professionnelle, les attitudes face au développement professionnel ainsi que l'auto-efficacité professionnelle. Des données qualitatives ont démontré les expériences positives des participants de suivi de formations de développement professionnel, indépendamment d'un certain mécontentement concernant l'organisation des cours. Néanmoins, les statistiques descriptives ont révélé que généralement il n'y a pas de différence significative en termes d'identité professionnelle entre les participants aux formations de formateurs et les autres. Les limites de l'analyse des identités professionnelles sont également prises en compte. En outre, des conseils pour améliorer les formations sur le développement professionnel sont en cours de discussion.

Mots-clés: *identité professionnelle, professeurs d'anglais, programmes de développement professionnel, formations de formateurs.*

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Highlights on Speaking Skills Assessment at B2 CEFR Level

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Abstract

Teaching and assessing B2 CEFR speaking skills are considered as some of the most considering questions to those who are training teachers of English in high schools in Vietnam. Truly, Vietnamese teachers of B2 CEFR level are coping with some challenges in guiding speaking skills for learners. This study aimed to seek for more objective and specific criteria in assessing learners' B2 speaking performance. In this study, a group of 20 teachers of B2 CEFR level were invited to answer a questionnaire investigating their experiences in assessing B2 CEFR Speaking Skills. The responses were then collected and analyzed by the researchers. The results of the study revealed that the majority of participants employed 5 specific criteria for assessing learners' B2 speaking skills including (1) grammar and vocabulary use, (2) discourse management, (3) pronunciation, (4) interactive communication, and (5) global achievement. These criteria may be a useful guide for language teachers in their classrooms.

Key words: *B2 CEFR Speaking Skills, teachers of B2 CEFR level, assessing, criteria.*

Mise en Évidence de L'évaluation de la Compétence de Production Orale au Niveau B2 du CEFR

Synthèse

L'enseignement et l'évaluation de la compétence de production orale au niveau B2 du CECRL font partie des questionnements majeurs des formateurs de professeurs de lycée en anglais au Vietnam. Accompagner les stagiaires dans l'acquisition de cette compétence constitue un véritable défi pour les formateurs de niveau B2 du CECRL. Cette étude a cherché à déterminer des critères plus objectifs et spécifiques lors de l'évaluation de la performance orale des apprenants de niveau B2. Dans cette étude, un groupe de 20 professeurs de niveau B2 du CECRL a été sollicité pour répondre à un questionnaire sur leurs expériences d'évaluation de la production orale au niveau B2 du CECRL. Leurs réponses ont été recueillies puis analysées par les enquêtrices.

Les résultats ont révélé que la majorité des participants exploitaient cinq critères spécifiques afin d'évaluer la compétence de production orale de niveau B2 des stagiaires, à savoir (1) l'emploi de la grammaire et du vocabulaire, (2) la compétence discursive, (3) la prononciation, (4) l'interactivité, et (5) la performance globale. Ces critères pourront guider efficacement les professeurs dans leurs classes de langue.

Mots-clés: *compétence de production orale niveau B2 du CECRL, professeurs du niveau B2 du CECRL, évaluation, critères.*

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Motivation for Vietnamese Non-English Majors Learning General English

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Abstract

A plethora of research has been conducted on bringing motivation into language classrooms. According to the Oxford Dictionaries: Language matters by Oxford University Press (2016), "Motivation refers to a reason or reasons for acting or behaving in a particular way." Therefore, the researchers believe that if students have motivation, they will learn the language better. This research aimed at identifying factors that can help bring motivation to students who are studying General English at Tra Vinh University. The data were collected from a survey of 60 first year non-English majors learning General English at beginning level. The survey used twenty nine questions focusing on three aspects: students' self-motivation, language teachers' efforts to improve students' motivation and school's future motivational policies. The findings could be useful to both language teachers and educators when considering their curricula and teaching methodologies.

Key words: *General English, motivation, language teachers, self-motivation, motivational policies*

Motiver les Étudiants Vietnamiens Non-spécialistes en Anglais à Apprendre L'anglais Général

Synthèse

Une multitude de recherches ont été conduites sur la motivation en classe de langue. D'après le dictionnaire Oxford : Language matters by Oxford University Press (2016), "La motivation fait référence à une raison ou des raisons d'agir ou de se comporter d'une manière particulière. " Par conséquent, les chercheurs pensent que si les étudiants ont une motivation, ils apprendront mieux la langue. Cette enquête vise à identifier les facteurs de motivation pour les étudiants en anglais général à l'université de Tra Vinh. Les données ont été recueillies à partir d'un sondage réalisé auprès de 60 étudiants de première année non-spécialistes en anglais apprenant l'anglais général au niveau débutant. Le sondage contenait vingt-six questions axées sur trois aspects: l'auto-motivation des étudiants, les efforts des enseignants de langue pour renforcer leur motivation et la future politique de motivation de la faculté. Les conclusions pourraient être utiles autant aux professeurs qu'aux éducateurs au vue de leur programme et méthodes d'enseignement.

Mots-clés : *Anglais général, motivation, professeurs de langues, auto-motivation, politique de motivation*

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Khau, Hoang Anh currently works at English Department, School of Foreign Languages, Tra Vinh University. He completed his Bachelor of English Teaching at Can Tho University in 2002 and Master of TESOL (Teaching English to Speakers of Other Languages) at California State of Fullerton, USA in 2011. He is interested in teaching English to both young and adult learners. His favourite research is on pedagogical innovation. In spring 2010, he made a presentation about Assisting ESL Teachers to Teach Grammar to Vietnamese Students at the CATESOL Conference 'Dreams and Diversity, Visions of Tomorrow'. He also co-presented his Poster on Using Derivatives to Lessen Word Learning Load at the CATESOL Orange County Chapter Workshop, University of Biola, USA in 2010. He, in addition, had an article about Make use of Motivation in class: a Synthesis of Second Language Acquisition printed in the conference book at Thu Dau Mot University, Vietnam in 2013.

Huynh, Nhu

BA, Tra Vinh University, Vietnam

Huynh, Nhu has been working at Teaching and Learning Center of Tra Vinh University for more than 8 years. She also had an opportunity to be a secretary for Higher Education Project on supporting for the education that Tra Vinh University was sponsored. She has participated in many training courses on teaching methods and applying informatics in teaching by professors or experts from various universities inside and outside the country. Her teaching experiences include non-English major and soft-skills. She, moreover, has an interest in doing research on teaching innovation.

Analysis of Third-Year English Majors' Difficulties in Translating News Headlines from English into Vietnamese

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Abstract

This study aimed to examine difficulties which third-year students of English face in translating news headlines from English into Vietnamese. A questionnaire and a translation test were administered to 49 third-year English majors to gather information about many aspects of news translating, students' knowledge and perceptions of how they experienced and translated news headlines. The results showed that the main difficulties in translating English headlines into Vietnamese were unfamiliar words, grammar, and the contexts in news headlines. The thesis identified the necessary skills required for translation in the media field, and thereafter made suggestions for effective translation strategies for those involved in translating news headlines.

Key words: *News headlines, Skopos theory, translation strategies.*

Analyse des Difficultés des Étudiants de Troisième Année en Anglais pour Traduire les Titres de L'actualité de L'anglais vers le Vietnamien

Synthèse

Cette étude vise à analyser les difficultés que les étudiants de troisième année en anglais rencontrent lorsqu'ils traduisent les titres de l'actualité de l'anglais vers le vietnamien. Un questionnaire ainsi qu'un test de traduction ont été distribués à 49 étudiants de troisième année en anglais afin de collecter des informations sur de nombreux aspects de la traduction de l'actualité, sur les connaissances des étudiants et la manière dont ils perçoivent leur expérience de la traduction des titres de l'actualité. Les résultats ont démontré que les difficultés majeures de traduction résidaient dans les lacunes lexicales, grammaticales et contextuelles des titres de l'actualité. La thèse a identifié les compétences requises en traduction dans le domaine des médias, et de ce fait a proposé des techniques efficaces de traduction pour les personnes concernées.

Mots-clés : *titres de l'actualité, théorie de Skopos, techniques de traduction.*

Nguyen, Thi My Tu

BA, Tra Vinh University, VietNam

Nguyen, Thi My Tu successfully graduated from Tra Vinh University in 2015 and was 1 of 6 students who got high score in graduated thesis that year. Her thesis entitled "Analysis of Third-Year English Majors' Difficulties in Translating News Headlines from English into Vietnamese" has identified the necessary skills required for translation in the media field, and thereafter made suggestions for effective translation strategies for those involved in translating news headlines. Recently, she has been working as a secretary at Power Engineering Consulting Joint Stock Company – Ho Chi Minh City.

EFL Learners' Collocation Problems in Vietnamese – English Translation

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Abstract

This study aimed to gain insights into students' awareness of collocations, and difficulties faced by the students in Vietnamese – English translation. A group of 30 third year English majors at Tra Vinh University were invited as participants. A survey questionnaire and a mini-test were used to gather the data. The results revealed that the students were incompetent to use collocations in spite of their awareness of the importance of collocations. Some common mistakes made by the participants when using collocations for translating texts from Vietnamese into English were also identified such as the proper target language equivalence and word formation. Objective (L1 interference) and subjective causes (learners' knowledge of collocations) of issues in using collocations were also observed. Additionally, some implications for English teachers and students were suggested in order that they could use collocations better in learning languages.

Key words: *collocation, language equivalence, L1 interference*

La Problématique des Collocations en Traduction du Vietnamien vers L'anglais pour les Apprenants en Anglais

Synthèse

Cette étude a eu pour but de mieux appréhender la sensibilisation des étudiants aux collocations et à leurs difficultés de traduction de la langue source vers la langue cible. 30 étudiants de troisième année en anglais de l'université de Tra Vinh ont été invités à y participer. Un sondage ainsi qu'un petit test ont servi à collecter les données. Les conclusions ont démontré l'incapacité des étudiants à utiliser les collocations bien qu'ils soient conscients de l'importance de celles-ci. Certaines erreurs communes commises par les participants dans l'emploi des collocations lors de la traduction de textes du vietnamien vers l'anglais ont également été répertoriées telles que : l'équivalence inappropriée en langue cible et la formation des mots. Des causes objectives (interférence avec la langue source) et subjectives (la connaissance des apprenants des collocations) ont en outre été observées. De plus, des préceptes pour les professeurs et étudiants en anglais ont été suggérés afin d'améliorer l'emploi des collocations dans l'apprentissage des langues.

Mots-clés : *collocation, équivalence linguistique, interférence avec la langue source.*

Nguyen, Thi Ngoc Quyen

BA, Tra Vinh University, Vietnam

Nguyen, Thi Ngoc Quyen has been currently working as an English teacher at Kim Hoa A Primary school for one month. She also has been an invited teacher at Victory Informatics & Languages Center and at Tra Vinh University – Vietnam for three years. Her teaching experiences include instructing non-English major students at tertiary level in various courses and teaching English to children aged from 5 to 12. She received her Bachelor Degree of English at Tra Vinh University in 2013 after successfully defending her graduation thesis on *“English as foreign language learners’ collocation problems in Vietnamese – English translation”*.

Difficulties of Tra Vinh University's Third-Year English Majors in Translating Vietnamese Culture-Specific Terms into English and Ways of Using English Equivalents for Vietnamese

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Abstract

Nowadays, translation plays an important role in various fields because it is a bridge to connect many countries and ethnics around the world. It helps us to curtail the distance of languages and cultures between two or more different languages. Although there are many studies in translation strategies, translators still face some obstacles in their translation processes. One of the obstacles is the effect of culture in translating Vietnamese culture-specific terms (VCSTs) into English. In fact, most of English majors at Tra Vinh University get that problem. Through a survey, the study found out students' difficulties when translating VCSTs were finding equivalent words in the English language, lacking cultural vocabularies, cognitive knowledge and translation experience. Hence, some suggested strategies might help students translate better and make greater VCSTs into English such as descriptive translation and functional equivalence technique.

Key words: *Vietnamese culture-specific terms (VCSTs), cultural vocabularies, cognitive knowledge, translation experience*

Difficultés des Étudiants de Troisième Année en Anglais à L'université de Tra Vinh pour Traduire des termes Propres à la Culture Vietnamienne vers L'anglais et Techniques D'utilisation des Équivalents en Anglais pour les Vietnamiens

Synthèse

De nos jours, la traduction joue un rôle majeur dans divers domaines car elle constitue une passerelle entre de nombreux pays et ethnies à travers le monde. Elle nous permet d'atténuer la barrière de la langue et culturelle entre deux ou plusieurs langues. Bien qu'il existe de nombreuses études autour des stratégies de traduction, les spécialistes rencontrent encore aujourd'hui des obstacles dans le processus de traduction. L'un de ces obstacles est l'effet de la culture sur la traduction en anglais de termes propres à la culture. En fait, la plupart des étudiants en anglais de l'université de Tra Vinh font face à ce problème.

Par le biais d'une enquête, il a été observé que les lacunes des étudiants dans la traduction de ces termes propres à la culture résidaient dans l'acquisition difficile du vocabulaire équivalent en anglais, le manque de lexique culturel, de savoir cognitif et d'expérience de la traduction. Ainsi, des stratégies ont été suggérées afin de consolider les méthodes de traduction vers l'anglais telles que la traduction descriptive et les techniques d'équivalence fonctionnelle.

Mots-clés : *termes propres à la culture vietnamienne, lexique culturel, savoir cognitif, expérience dans la traduction.*

Nguyen, Thi Yen Thy

BA, Tra Vinh University, Vietnam

Nguyen, Thi Yen Thy has been working as a young English language teacher at Tra Vinh University and a teaching and study manager at Victory Informatics and Foreign Languages Center – Tra Vinh city – Vietnam for 6 months. She successfully earned her Bachelor degree in English Translation in 2015. Her experiences include teaching non-English major students at general English levels and working as a freelance translator. During the last year, she has completed a research on Vietnamese – English translation

The Effectiveness of Learning Vocabulary Using Memory Strategies

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Abstract

The current study investigated the frequency of using Memory strategies in acquiring vocabulary and the effectiveness of these strategies. Three groups of students of English as a foreign language (n= 113) at Tra Vinh University took part in this study. The data were collected by various research instruments including the questionnaire, in-depth interview questions and the vocabulary tests, i.e. sentence formation, translating and filling in the blanks. The findings revealed that the participants preferred to use Memory strategies as an effective tool for vocabulary learning. Pedagogical implications for applying Memory strategies in teaching and learning English vocabulary were also discussed.

Key words: *Memory strategies (MEM), vocabulary learning strategies*

Synthèse

L'efficacité de L'apprentissage du Vocabulaire à Travers les Stratégies de Mémorisation

Cette étude s'est intéressée à la fréquence d'utilisation des stratégies de mémorisation dans l'acquisition du vocabulaire et à l'efficacité de ces stratégies. Trois groupes d'étudiants en anglais (nombre de participants = 113) de l'université de Tra Vinh ont participé à cette étude. Les données ont été collectées via divers supports de recherche incluant des questionnaires, des questions sous forme d'entretiens approfondis et des tests de vocabulaire ; par exemple la création de phrases, la traduction et des exercices à trous. Les résultats ont démontré que les étudiants préféraient utiliser les stratégies de mémorisation comme outil efficace à l'apprentissage du vocabulaire. Des préceptes pédagogiques de mise en pratique des stratégies de mémorisation dans l'enseignement et l'apprentissage du vocabulaire en anglais sont également débattus.

Mots-clés : *stratégies de mémorisation, stratégies d'apprentissage du vocabulaire.*

Quach, Ngoc Thy

BA, Tra Vinh University, Vietnam

Quach, Ngoc Thy is working as an office worker at Vinh Long Footwear Co. Ltd. Although she graduated from TVU with a degree in English Language Studies, she's experienced a lot of knowledge of footwear costing. It seems that she becomes proficient at using English in the footwear field and applying skills she has trained in more than two years to calculate prices for each Converse shoe style as well. In her opinion, these experiences are totally new and interesting, which has helped her become more mature. Apart from her work, she also loves reading books and listening to music.

An Investigation into the Influence of Vietnamese on L2 Writing from Micro Linguistic Perspective

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Abstract

A limited number of studies have been conducted on the influence of L1 on L2 writing from a micro linguistic perspective in Vietnam. Thus, the current study was designed to consider problems in using English articles and subject-verb agreement in the writing of undergraduate students majoring in English at Tra Vinh University. Twenty written response texts to literature were collected for this purpose. The study examined 6 types of errors concerning article usage: (1) omission of the definite article, (2) omission of the indefinite article, (3) wrong insertion of the definite article, (4) wrong insertion of the indefinite article, (5) wrong use of the definite article and (6) wrong use of the indefinite article. As for subject-verb agreement, the study only observed errors of incorrect subject-verb agreement. Results of the study indicated that students committed all types of article errors. Out of those, the majority was omission of the definite article. The students were also found to have difficulty in subject-verb agreement structure. The major cause of these errors might lie in L1 interference. The study was concluded with L2 pedagogical implications.

Key words: *L1 interference, writing errors, undergraduate students, L2 writing*

Enquête Sur L'influence du Vietnamien sur la Production Écrite en Langue Cible d'un Point de Vue Micro-linguistique

Synthèse

Peu d'études ont été menées sur l'influence de la langue source sur la langue cible en production écrite d'un point de vue micro-linguistique au Vietnam. Ainsi, la présente étude a été conçue afin d'examiner les problèmes liés à l'emploi des articles en anglais et à l'accord sujet-verbe en production écrite pour les étudiants en anglais à l'université de Tra Vinh. Vingt textes de réponses ont été recueillis à cet effet. L'étude a révélé 6 types d'erreurs concernant l'usage de l'article: (1) omission de l'article défini, (2) omission de l'article indéfini, (3) insertion erronée de l'article défini, (4) insertion erronée de l'article indéfini, (5) emploi incorrect de l'article défini et (6) emploi incorrect de l'article indéfini. Quant à l'accord sujet-verbe, l'étude a simplement décelé des erreurs d'accord sujet-verbe. Les résultats de cette enquête ont indiqué que les étudiants commettaient tous types d'erreurs sur les articles, l'erreur la plus fréquente étant l'omission de l'article défini.

Des lacunes structurelles autour de l'accord sujet-verbe ont également été observées. La cause majeure de ces erreurs semble résider dans l'interférence avec la langue source. L'étude a été conclue par des implications pédagogiques en langue cible.

Mots-clés : *interférence avec la langue source, erreurs de production écrite, étudiants, production écrite en langue cible.*

Thi, Huynh Hanh Duyen

BA, Tra Vinh University, Vietnam

Thi, Huynh Hanh Duyen has been working as a part-time teacher at Victory Informatics and Foreign Languages Center (VIFL) since 2015. She graduated from Tra Vinh University in 2013, majoring in translation and interpretation. She was awarded her Bachelor Degree of English in 2014. Currently, she has just experienced teaching English to young learners. The expectation of developing knowledge and practical skills in the language teaching career leads her to taking a Master of Education (TESOL) Course in HCMC Open University.

Second Language Acquisition through Reading Short Stories of English Majors at Tra Vinh University

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Abstract

This study examined the effectiveness of reading short stories on second language acquisition of the second language Vietnamese learners at Tra Vinh University. The effect was examined on students' reading comprehension, critical thinking and writing skills. The data were collected during two days of short story reading review. The participants were three English students at post intermediate level of English proficiency. The reading input's level of difficulty, fluency of both pre-test and post-test were controlled. Time for reading intervention was also controlled. The pre-test and post-test questions measured the same capacity of language and critical thinking to ensure that one of the texts was not more difficult than the other. The experiment found no difference in reading comprehension of the participants but positive change in critical thinking and writing skills.

Key words: *short story, reading comprehension, critical thinking, writing skills*
Acquisition d'une Deuxième Langue à Travers la Lecture de Nouvelles pour les Étudiants en Anglais de L'université de Tra Vinh

Synthèse

Cette étude a eu pour objet d'examiner l'efficacité de la lecture de nouvelles dans l'acquisition d'une deuxième langue par les apprenants vietnamiens de l'université de Tra Vinh. L'impact a été observé sur la compréhension écrite des étudiants, la pensée critique et la compétence de production écrite. Les données ont été collectées lors de deux journées consacrées à la relecture de nouvelles. Les trois participants étudient l'anglais à un niveau post-intermédiaire dans la maîtrise de la langue. Le niveau de difficulté de départ des lectures ainsi que la facilité des tests en amont et en aval ont été contrôlés. Le temps dédié aux interventions en lecture a également été contrôlé. Les questions des tests en amont et en aval ont testé la même compétence langagière et d'esprit critique afin de s'assurer de l'égalité de difficulté entre les textes. L'expérimentation n'a démontré aucune différence dans la compréhension écrite des participants mais a révélé un changement positif ayant trait à la pensée critique et la compétence de production écrite.

Mots-clés : *nouvelle, compréhension écrite, pensée critique, compétence de production écrite*

Thi, Ngoc Minh Thuy

BA, Tra Vinh University, Vietnam

Thi, Ngoc Minh Thuy joined the School of Foreign Languages at Tra Vinh University, a green university as a young contract teacher of English Language in 2015. She successfully got her bachelor's degree in translation and interpretation at Tra Vinh University in 2015. She has also gained hands-on experience in teaching the English Language for non-major students at Tra Vinh University.

Identifying English Collocation Mistakes Made by Non-English Majors at Tra Vinh University

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Abstract

English collocations have captured the attention of many researchers who master them in English. However, the term “collocation” seems unfamiliar to almost non-English majors at Tra Vinh University. With the objective of bringing a new approach of studying English language more effectively, the researcher carried out a study entitled “Identifying English Collocation Mistakes Made by Non-English Majors at Tra Vinh University” to figure out some mistakes of collocations that non-English majors usually make. To collect the data, the researcher designed a test including four tasks to check how the students know and use English collocations. After collecting the tests which were completed by 37 non-English majors, the researcher found out that the majority of students’ collocational knowledge is limited. Furthermore, poor collocation understanding limits their translation and writing skills. Therefore, non-English learners should enhance the knowledge of English collocations by learning words with their collocations, paying more attention to native-speakers’ speaking style and practice using collocations by doing some exercises in academic collocation books.

Key words: *collocations, collocational knowledge, collocation understanding, non-English majors.*

Identification des Erreurs de Collocation en Anglais par les Étudiants Non-spécialistes en Anglais à L’université de Tra Vinh

Synthèse

Les collocations en anglais ont retenu l’attention de nombreux chercheurs qui les maîtrisent. Cependant, le terme « collocation » semble inconnu pour la plupart des étudiants non-spécialistes en anglais de l’université de Tra Vinh. L’objectif étant de proposer une nouvelle approche pour étudier l’anglais de manière plus efficace, l’enquêtrice a mené un sondage intitulé « Identification des erreurs de collocation en anglais par les étudiants non-spécialistes en anglais à l’université de Tra Vinh » afin de comprendre les erreurs de collocation couramment commises par les étudiants non-spécialistes en anglais. La collecte de données s’est faite par le biais d’un test créé par l’enquêtrice comprenant quatre tâches dans le but de vérifier la connaissance et l’utilisation des collocations anglaises par les étudiants.

Les résultats des tests effectués par 37 étudiants non-spécialistes en anglais ont prouvé que la majorité d'entre eux ont une connaissance limitée de celles-ci. De plus, une faible compréhension des collocations constitue un frein à la traduction et aux compétences de production écrite. Aussi, les apprenants non-spécialistes en anglais ont tout intérêt à renforcer leurs connaissances concernant les collocations en mémorisant des mots avec leur correspondant, en prêtant davantage attention à la manière de s'exprimer des natifs et à l'emploi des collocations à l'aide d'exercices dans des ouvrages universitaires sur les collocations.

Mots-clés : *collocations, connaissance des collocations, compréhension des collocations, étudiants non-spécialistes en anglais.*

Thach, Tha Ri

BA, Tra Vinh University, Vietnam

Thach, Tha Ri is one of the alumni of School of Foreign Languages. She clearly found interested in English from the beginning of studying this language. She successfully earned her Bachelor Degree of English for Translation and Interpretation at Tra Vinh University in 2015. She is now taking an extra course to fulfill her ambition of becoming a teacher of English. During this course, she has accumulated useful experiences in teaching English to non-English majors at Tra Vinh University.

A Survey on Perception of Vietnamese Learners at Elementary Level of English toward Teachers' Code-Switching between English and Vietnamese

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Abstract

The current survey attempted to find out how Vietnamese learners of English at elementary level perceive the switch of Vietnamese and English of their teachers in English language lessons and the effects of this strategy on their language learning. Participants were 60 elementary learners of English at a Foreign Languages Center in Ho Chi Minh city, Vietnam. All the respondents were administered with one questionnaire seeking to gain insight into learners' attitudes toward teachers' code-switching. Data from 60 questionnaires on learners' perception towards their teachers' code-switching indicated that the students appreciated the use of this strategy of their language teachers. Moreover, the study reveals that the students believed the code-switching by their teachers is contributing to their learning success. The study suggests some recommendations for using this strategy effectively in English classrooms in Vietnam.

Key words: *Elementary level, Code-switching, English and Vietnamese*

Enquête Sur la Perception par les Apprenants Vietnamiens au Niveau Élémentaire de L'alternance des codes Linguistiques entre L'anglais et le Vietnamien

Synthèse

L'objectif du présent sondage fut de déceler la manière dont les apprenants vietnamiens en anglais à un niveau élémentaire perçoivent le passage du vietnamien à l'anglais par les enseignants en classe d'anglais et l'impact de cette stratégie sur l'apprentissage de la langue. 60 apprenants élémentaires en anglais au Centre de Langues Étrangères d'Ho Chi Minh-ville au Vietnam ont participé à cette enquête. Un questionnaire leur a été administré afin d'appréhender l'attitude des apprenants vis-à-vis de l'alternance des codes linguistiques par les enseignants. Les éléments collectés à partir des 60 questionnaires ont indiqué que les étudiants appréciaient cette stratégie employée par leurs professeurs de langues. D'autre part, l'étude révèle que les étudiants croient en leur succès grâce à cette méthode. Cette étude donne quelques clés pour utiliser cette stratégie efficacement en classe d'anglais au Vietnam.

Mots-clés: *niveau élémentaire, alternance des codes linguistiques, anglais et vietnamien.*

Tran Hoa Mi

BA, MA, University of Social Sciences and Humanities, Vietnam

Tran, Hoa Mi is a lecturer at the Department of Foreign Languages at the University of People's Security in Vietnam. She earned her Master degree in TESOL at the University of Social Sciences and Humanities, Ho Chi Minh City National University. Her recent research interests include language proficiency and learner autonomy.

Kim Phi Rum

BA, MA, University of Social Sciences and Humanities, Vietnam

Kim, Phi Rum has been working as a young researcher at Science Technology Office and an English Language teacher at Tra Vinh University for more than three years. He earned his Master in TESOL at Ho Chi Minh City University of Social Sciences and Humanities in 2013. His teaching experiences include general English, TOEIC, English for majored and non-majored students, English B1, B2 (CEF), etc. His study interests include *second language acquisition and English teaching methodology*.

Strategies for Translating English Advertising Slogans into Vietnamese: An Analytical Approach

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Abstract

Advertising slogans, also known as taglines, have been considered as a form of art to influence consumer buying behaviour. In today's globalized Vietnam, English language advertising slogans have been popular, but their translation in Vietnamese receives little attention. This study examines translation strategies and the use of cultural references that translators employed to render an English advertising slogan into Vietnamese. A parallel corpus of twelve English advertising slogans and their translated Vietnamese pairs provides the research data. This study used different analytical approaches (text analysis, sentence structure, cultural references, and translation strategies) to discuss the translation of advertising slogans. The results showed that the 'formal equivalence', a translation strategy that "focuses attention on the message itself, in both form and content", has been employed to translate seven out of twelve English slogans into Vietnamese. This thesis suggested that the advertising slogan should be translated taking into account translation theory encompassing linguistic and cultural equivalences if the target translated slogan is to function within the target market as though it were an original.

Key words: *teaching translation, advertising slogans, translation strategy, linguistic equivalences, cultural equivalences*

Techniques de Traduction des Slogans Publicitaires de L'anglais vers le Vietnamien: Approche Analytique

Synthèse

Les slogans publicitaires sont considérés comme une forme d'art dont le but est d'influencer le comportement d'achat des consommateurs. Dans le Vietnam globalisé d'aujourd'hui, les slogans publicitaires en langue anglaise se sont popularisés, mais leur traduction en vietnamien suscite encore peu d'intérêt. Cette étude s'est attachée à examiner les stratégies et références culturelles que les traducteurs ont employées pour adapter un slogan publicitaire anglais en vietnamien. Un corpus parallèle de douze slogans publicitaires en anglais et leur équivalent en vietnamien constitue le résultat de la recherche. Celle-ci a exploité différentes approches analytiques (analyse de texte, syntaxe, références culturelles et techniques de traduction) afin d'étudier la traduction des slogans publicitaires.

Les résultats ont révélé que “l'équivalence formelle”, une technique de traduction qui “se concentre sur le message lui-même, tant sur la forme que sur le fond”, a été utilisée pour traduire sept slogans sur douze de l'anglais vers le vietnamien. Cette thèse laisse entendre que les slogans publicitaires soient traduits en tenant compte de la théorie de la traduction incluant les équivalences linguistiques et culturelles, dans le cas où le slogan traduit est amené à exister sur le marché visé comme étant l'original.

Mots-clés : *enseignement de la traduction, slogans publicitaires, équivalences linguistiques, équivalences culturelles.*

Trieu, To Hoa

BA, Tra Vinh University, Vietnam

Trieu, To Hoa is a recently graduated English major from Tra Vinh University. She has been interested in translation and English teaching. During her 4 years at university, she participated in different educational programs related to English teaching and completed translating articles for her school website. Recently, she has been working as a secretary, but translating is still one of her leisure activities.

Investigating Difficulties Non-English Majors Encounter in Speaking Classrooms

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Abstract

Speaking skills have aroused interest of numerous researchers in many countries where English is taught as a foreign language because they are considered a big challenge to most learners. This study aimed to investigate some difficulties that students face in speaking classrooms. A group of 57 participants at Tra Vinh university were selected to answer the survey questionnaire including closed and half-closed questions to diagnose students' speaking problems relating to psychological and linguistic aspects. The results of the study revealed that the students have encountered difficulties of self-confidence, habit of using the mother tongue, poor vocabulary, fear of making grammatical and pronunciation mistakes. Based on the findings above, some possible solutions were suggested to assist students in improving their speaking skills.

Key words: *self-confidence, speaking skills, habit of using the mother tongue, poor vocabulary, grammatical mistakes, pronunciation mistakes*

Analyse des Difficultés Rencontrées par les Étudiants Non-spécialistes en Anglais en Classe de Production Orale

Synthèse

La compétence de production orale a suscité l'intérêt de nombreux chercheurs dans beaucoup de pays où l'anglais est enseigné comme langue étrangère, cette compétence étant perçue comme un défi majeur par la plupart des étudiants. L'objet de cette étude a consisté à examiner les difficultés des étudiants en classe de production orale. 57 participants ont été sélectionnés à l'université de Tra Vinh pour répondre à des questionnaires de sondage comprenant des questions fermées et semi-fermées afin de diagnostiquer les problèmes de production orale d'ordre psychologique et linguistique. Les résultats de l'étude ont révélé que les étudiants ont souvent des difficultés liées à la confiance en soi, à l'automatisme de l'emploi de la langue maternelle, au manque de vocabulaire, à la crainte de faire des erreurs grammaticales et de prononciation. Sur la base de ces constats, des solutions possibles ont été suggérées pour aider les apprenants à améliorer leur compétence de production orale.

Mot-clés: *confiance en soi, compétence de production orale, automatisme de l'emploi de la langue maternelle, manque de vocabulaire, erreurs grammaticales et de prononciation.*

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The Effect of Humor on Threat-Induced Anxiety of Vietnamese High School Students in the Classroom

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Abstract

Humor can be used as an effective tool in education in general and language learning in particular. Humor is one of the useful means of enhancing students' motivation to study English. In fact, it can promote students' interaction and encourage them to take part in most of the designed activities in their course book. Humor serves as an effective means of reducing debilitating or threat-induced anxiety – one of the affective barriers to language learning and create a comfortable learning environment. Moreover, it can be used effectively in a number of ways and for different reasons in foreign language learning. This study aimed at investigating the effect of humor on threat-induced anxiety of Vietnamese high school students in the classroom. Therefore, research was conducted with the participation of 50 high school students of grade 11, including 25 students in the control group and 25 in the treatment group. In order to measure students' anxiety in the classroom before the study, a 22-item questionnaire adapted from the FLCAS (Foreign Language Classroom Anxiety Scale) of Horwitz, Horwitz and Cope (1986) was delivered to students in both groups as a pre-questionnaire. In the experimental group, humor was added. After 8 weeks of intervening humor in the classroom, the questionnaire was distributed again as a post-questionnaire. The result revealed that humor can help reduce negative feelings to some extent and affects the classroom atmosphere in a positive way and that there is a slightly decrease of classroom anxiety of the students after the experiment.

Key words: *humor, threat-induced anxiety, FLCAS*

Impact de L'humour sur L'anxiété Induite par la Menace des Lycéens Vietnamiens en Classe

Synthèse

L'humour peut être un outil efficace dans l'enseignement en général et l'apprentissage des langues en particulier. Elle fait partie des moyens efficaces pour renforcer la motivation des étudiants dans l'apprentissage de l'anglais. En effet, l'humour peut promouvoir l'interactivité avec les étudiants et les encourager à participer à la plupart des activités de leur manuel.

L'humour est un procédé efficace pour défier leurs faiblesses ou encore réduire l'anxiété induite par la menace – l'une des barrières affectives à l'apprentissage d'une langue – et créer une ambiance de travail conviviale.

De plus, elle peut être utilisée efficacement de différentes manières et pour différentes raisons dans l'apprentissage des langues étrangères. Cette étude a eu pour objet d'enquêter sur l'impact de l'humour sur l'anxiété induite par la menace des lycéens vietnamiens en classe. Par conséquent, l'enquête a été conduite avec la participation de 50 lycéens de première, incluant 25 étudiants dans le groupe témoin et 25 étudiants dans le groupe expérimental. Afin de mesurer l'anxiété des étudiants dans la classe avant l'enquête, un questionnaire en 22 points adapté du FLCAS (Foreign Language Classroom Anxiety Scale – échelle de xénoglossophobie en classe - de Horwitz, Horwitz et Cope, 1986) a été distribué aux deux groupes comme questionnaire préalable. Dans celui du groupe expérimental, l'humour a été ajouté. Après 8 semaines d'intégration de l'humour dans les cours, le questionnaire a été à nouveau remis comme questionnaire d'évaluation. Les résultats ont prouvé que l'humour permet de limiter les sentiments négatifs dans une certaine mesure, d'affecter de manière positive l'ambiance générale de classe et de réduire légèrement l'anxiété des étudiants en classe après l'expérimentation.

Mots-clés: *humour, anxiété induite par la menace, FLCAS*

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