



**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC CẦN THƠ**

**ĐỀ ÁN  
ĐÀO TẠO TRÌNH ĐỘ TIẾN SĨ**

**NGÀNH  
LÝ LUẬN VÀ PHƯƠNG PHÁP  
DẠY HỌC BỘ MÔN TIẾNG ANH  
MÃ SỐ: 9140111**

**Cần Thơ, năm 2021**

Số: \_\_\_\_\_/ĐHCT-KSDH

Cần Thơ, ngày \_\_\_\_\_ tháng 6 năm 2021

**TỜ TRÌNH**

**ĐỀ NGHỊ CHO PHÉP ĐÀO TẠO TRÌNH ĐỘ TIẾN SĨ**

**Ngành: LÝ LUẬN VÀ PHƯƠNG PHÁP DẠY HỌC BỘ MÔN TIẾNG ANH**

**Mã số: 9140111**

Kính gửi: Hội đồng Trường Đại học Cần Thơ

Trường Đại học Cần Thơ (ĐHCT) đã tiến hành đào tạo ngành Thạc sĩ (ThS) Lý luận và phương pháp dạy học bộ môn Tiếng Anh (LL&PPDHBMTA) từ năm 2004. Trong 17 năm qua, Trường ĐHCT tuyển sinh hàng năm trung bình khoảng khoảng 37 HV cao học ngành LL&PPDHBMTA. Cho đến nay, Trường đã và đang đào tạo 17 khóa với 689 học viên (HV), trong đó có 555 HV đã tốt nghiệp. Nhiều HV tốt nghiệp ThS LL&PPDHBMTA hiện đang công tác tại các cơ quan Nhà nước hoặc các Viện, Trường có mong muốn tiếp tục học tập nâng cao trình độ lên bậc TS. Tuy vậy, Trường ĐHCT vẫn chưa có đào tạo trình độ TS về lĩnh vực LL&PPDHBMTA. Việc mở ngành đào tạo bậc cao về LL&PPDHBMTA là rất cần thiết trong thực tế hiện nay, đặc biệt là cho khu vực Đồng bằng sông Cửu Long (ĐBSCL). Đây cũng là một trong những nhiệm vụ cốt lõi nhằm góp phần thực hiện mục tiêu “Xây dựng Trường ĐHCT thành trường đại học xuất sắc về đào tạo, NCKH và CGCN; có chức năng đào tạo đa ngành, đa lĩnh vực” theo Kết luận số 28-KL/TW ngày 14/8/2012 của Bộ Chính trị về phương hướng, nhiệm vụ, giải pháp phát triển kinh tế - xã hội và bảo đảm an ninh, quốc phòng vùng ĐBSCL thời kỳ 2011 – 2020. Đồng thời, việc mở ngành đào tạo LL&PPDHBMTA trình độ TS tại Trường ĐHCT cũng góp phần thực hiện Đề án 89 của Bộ Giáo dục và Đào tạo về nâng cao năng lực đội ngũ giảng viên, cán bộ quản lý các cơ sở giáo dục đại học đáp ứng yêu cầu đổi mới căn bản, toàn diện giáo dục và đào tạo giai đoạn 2019 – 2030. Với nguồn lực hiện có về nhân sự và cơ sở vật chất, việc mở đào tạo trình độ TS ngành LL&PPDHBMTA tại Trường ĐHCT là khả thi và rất cần thiết.

Trường ĐHCT hiện có 15 khoa, 3 viện nghiên cứu, 22 đơn vị/trung tâm trực thuộc và 14 phòng ban chức năng đảm nhận đào tạo 109 ngành/chuyên ngành bậc đại học, 48 chuyên ngành trình độ thạc sĩ và 19 chuyên ngành trình độ TS. Tính đến cuối năm 2020, Trường có 1.825 công chức, viên chức và 35.264 sinh viên đại



học và 2.177 học viên sau đại học và 299 nghiên cứu sinh. Đội ngũ cán bộ cơ hữu của Trường khá mạnh gồm 1.080 người có chức danh giảng viên (GV), trong đó có 15 Giáo sư (GS), 141 Phó Giáo sư (PGS), tổng số GV có trình độ TS là 508 và ThS là 720. Số lượng TS của trường được đào tạo ở ngoài nước chiếm 76,03% và trong nước là 23,97%. Ngoài ra, trường đang có 215 GV trẻ đang được đào tạo TS ở trong và ngoài nước, sẽ góp phần vào lực lượng GV cơ hữu để phát triển công tác đào tạo sau đại học của Trường trong tương lai.

Khoa Ngoại ngữ (KNN) được thành lập vào ngày 23 tháng 03 năm 2015 theo Quyết định số 714/QĐ-ĐHCT. Theo thống kê quý 1/2021, KNN có 1.738 SV chính quy với 05 ngành đào tạo và 01 chuyên ngành bao gồm Sư phạm tiếng Anh, Sư phạm tiếng Pháp, Ngôn ngữ Pháp, Ngôn ngữ Anh và Ngôn ngữ Anh, chuyên ngành Biên – Phiên dịch tiếng Anh và chương trình đào tạo (CTĐT) chất lượng cao ngành Ngôn ngữ Anh. Khoa tham gia đào tạo hơn 1.231 học viên tại các Trung tâm liên kết đào tạo của ĐBSCL. Về đào tạo sau đại học, tính đến tháng 3 năm 2021 có 134 HV cao học ngành LL&PPDHBMTA và Lý luận và Phương pháp Dạy học Bộ môn tiếng Pháp. KNN là một đơn vị luôn phấn đấu hướng đến sự đồng thuận, tận tâm, chuẩn mực, sáng tạo và là một địa chỉ đào tạo, bồi dưỡng, nghiên cứu khoa học (NCKH) đáng tin cậy.

Với năng lực hiện có về đội ngũ giảng viên là 3 PGS, 18 TS; với nhu cầu nâng cao chuyên môn giảng dạy tiếng Anh của đội ngũ giảng viên các trường đại học, cao đẳng trong khu vực và cả nước; với khả năng nghiên cứu khoa học và ứng dụng vào thực tiễn; với kết quả kiểm định ngoài của hai chương trình cử nhân Sư phạm tiếng Anh và thạc sĩ LL&PPDHBMTA; căn cứ theo quy định của Bộ Giáo dục và Đào tạo, thực tế của Trường ĐHCT và nhu cầu phát triển khu vực và cả nước, Trường Đại học Cần Thơ đã xây dựng chương trình đào tạo trình độ tiến sĩ ngành Lý luận và Phương pháp dạy học bộ môn tiếng Anh (mã ngành 9140111) theo tinh thần Thông tư số 38/2010/TT-BGDĐT ngày 22/12/2010; Thông tư số 07/2015/TT-BGDĐT ngày 16/04/2015 và Thông tư số 09/2017/TT-BGDĐT ngày 04/4/2017 của Bộ trưởng Bộ Giáo dục và Đào tạo.

**Ngành đăng ký đào tạo và chương trình đào tạo:**

- Tên ngành đào tạo đăng ký mở:

Lý luận và Phương pháp dạy học Bộ môn tiếng Anh.

- Tên chương trình đào tạo:

Lý luận và Phương pháp dạy học Bộ môn tiếng Anh.

- Mã số: 9140111

- Trình độ đào tạo: Tiến sĩ.
- Tổng khối lượng kiến thức toàn khóa: 90 TC với người có trình độ thạc sĩ; 120 TC với người có trình độ đại học thuộc cùng nhóm ngành.
- Thời gian đào tạo: 3 năm với người có trình độ thạc sĩ; 4 năm với người có trình độ đại học thuộc cùng nhóm ngành.
- Chỉ tiêu dự kiến tuyển trong 5 năm tới: 20-30 NCS (4-6 chỉ tiêu/năm).

### **Kết luận và đề nghị**

Trường Đại học Cần Thơ khẳng định việc đầu tư để thực hiện có kết quả, đảm bảo chất lượng đối với ngành đăng ký mở là nhiệm vụ của nhà trường và hoàn toàn đầy đủ khả năng hoàn thành nhiệm vụ.

Toàn bộ nội dung hồ sơ đăng ký mở ngành đào tạo được đưa lên trang web của cơ sở đào tạo tại địa chỉ: <http://www.ctu.edu.vn>

Kính trình Hội đồng trường, Trường Đại học Cần Thơ xem xét cho phép đào tạo bậc tiến sĩ, chuyên ngành Lý luận và Phương pháp dạy học Bộ môn tiếng Anh, mã số 9140111.

Trân trọng kính chào./

Nơi nhận:

**HIỆU TRƯỞNG**

- Hội đồng trường;
- Khoa SĐH; KNN
- Lưu VT.

## MỤC LỤC

<b>MỤC LỤC .....</b>	<b>i</b>
<b>DANH MỤC BẢNG .....</b>	<b>iii</b>
<b>DANH MỤC TỪ VIẾT TẮT .....</b>	<b>iv</b>
<b>PHẦN 1. SỰ CẦN THIẾT PHẢI XÂY DỰNG ĐỀ ÁN.....</b>	<b>1</b>
1. Giới thiệu sơ lược về cơ sở đào tạo.....	1
2. Nhu cầu về nguồn nhân lực trình độ tiến sĩ ngành LL&PPDHBMTA.....	2
3. Giới thiệu về Khoa Ngoại ngữ .....	2
4. Lý do đề nghị mở ngành đào tạo trình độ tiến sĩ LL&PPDHBMTA.....	3
<b>PHẦN 2. NĂNG LỰC CỦA CƠ SỞ ĐÀO TẠO.....</b>	<b>7</b>
1. Khái quát chung về quá trình đào tạo .....	7
2. Đội ngũ giảng viên, cán bộ cơ hữu .....	8
3. Cơ sở vật chất phục vụ đào tạo .....	10
3.1 Cơ sở vật chất.....	10
3.2. Thư viện, giáo trình, sách nghiên cứu, tài liệu tham khảo.....	12
3.3 Mạng CNTT và thiết bị phục vụ đào tạo .....	15
4. Hoạt động nghiên cứu khoa học.....	21
4.1 Đề tài NCKH đã thực hiện.....	22
4.2 Các hướng nghiên cứu đề tài, luận án.....	24
4.3 Các công trình đã công bố của cán bộ cơ hữu .....	26
5. Hợp tác quốc tế trong hoạt động đào tạo và nghiên cứu khoa học .....	28
6. Kiểm định chất lượng.....	28
<b>PHẦN 3. CHƯƠNG TRÌNH VÀ KẾ HOẠCH ĐÀO TẠO.....</b>	<b>29</b>
1. Chương trình đào tạo.....	29
1.1. Thông tin chung về chương trình đào tạo .....	29
1.2. Những căn cứ xây dựng chương trình.....	29
1.3. Tóm tắt chương trình đào tạo .....	30
1.3.1. Mục tiêu đào tạo.....	30

1.3.2. Chuẩn đầu ra .....	31
1.3.3. Lượng kiến thức toàn khóa và các phần kiến thức .....	32
1.4. Chương trình đào tạo chi tiết: .....	32
1.4.1. Các học phần ở trình độ tiến sĩ, các chuyên đề tiến sĩ và tiểu luận tổng quan .....	32
1.4.2. Nghiên cứu khoa học .....	34
2. Kế hoạch tuyển sinh, đào tạo và đảm bảo chất lượng đào tạo .....	35
2.1. Kế hoạch tuyển sinh .....	35
2.1.3. Các ngành đúng, ngành gần với chương trình đào tạo .....	37
2.2. Kế hoạch đào tạo .....	38
2.3. Kế hoạch đảm bảo chất lượng .....	40
2.3.1 Kế hoạch phát triển đội ngũ giảng viên .....	40
2.3.2 Kế hoạch phát triển cơ sở hạ tầng .....	40
2.3.3 Kế hoạch hợp tác quốc tế .....	40
2.3.4 Tổ chức hội nghị .....	41
2.3.5 Học phí .....	41
<b>PHẦN 4. CÁC MINH CHỨNG KÈM THEO ĐỀ ÁN .....</b>	<b>42</b>

## DANH MỤC BẢNG

Bảng 1: Số lượng sinh viên chính quy, học viên Trường Đại học Cần Thơ năm 2020 ..	8
Bảng 2: Đội ngũ cán bộ cơ hữu chịu trách nhiệm mở ngành đào tạo Tiến sĩ chuyên ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh.....	9
Bảng 3: Đội ngũ cán bộ cơ hữu tham gia đào tạo TS chuyên ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh.....	10
Bảng 4: Danh sách các thư viện, mạng CSDL thông tin khoa học trong và ngoài nước có khả năng kết nối và khai thác .....	14
Bảng 5: Danh mục sách/tạp chí phục vụ cho đào tạo tiến sĩ .....	18
Bảng 6: Danh sách các đề tài NCKH .....	22
Bảng 7: Danh sách các hướng nghiên cứu đề tài, luận án .....	24
Bảng 8: Danh sách các công trình khoa học tiêu biểu.....	26
Bảng 9: Danh mục các học phần trình độ Tiến sĩ (11 tín chỉ).....	32
Bảng 10: Các hoạt động nghiên cứu khoa học của nghiên cứu sinh .....	35
Bảng 11: Dự kiến quy mô tuyển sinh tiến sĩ ngành LL&PPDHBMTA.....	36
Bảng 12: Danh mục các học phần bổ sung (đối tượng A2) .....	37
Bảng 13: Danh mục các học phần bổ sung (đối tượng A3) .....	38
Bảng 14: Kế hoạch đào tạo của CTĐT tiến sĩ LL&PPDHBMTA .....	39

## **DANH MỤC TỪ VIẾT TẮT**

BGD&ĐT	Bộ Giáo dục và Đào tạo
CGCN	Chuyển giao công nghệ
CBHD	Cán bộ hướng dẫn
ĐBSCL	Đồng bằng Sông Cửu Long
GS	Giáo sư
GV	Giảng viên
HV	Học viên
KHTN	Khoa học Tự nhiên
KNN	Khoa Ngoại ngữ
LATS	Luận án TS
LL&PPDHBMTA	LL&PPDHBMTA
NCKH	NCKH
NCS	Nghiên cứu sinh
NTD	Nhà tuyển dụng
PCCC	Phòng cháy chữa cháy
PGS	Phó Giáo sư
SV	Sinh viên
ThS	Thạc sĩ
TA	Tiếng Anh
TS	Tiến sĩ

# PHẦN 1

## SỰ CẦN THIẾT PHẢI XÂY DỰNG ĐỀ ÁN

*Cần Thơ, ngày ... tháng ... năm 2021*

## **ĐỀ ÁN MỞ NGÀNH ĐÀO TẠO TRÌNH ĐỘ THẠC SĨ/TRÌNH ĐỘ TIẾN SĨ**

- Tên ngành đào tạo: LÝ LUẬN VÀ PHƯƠNG PHÁP DẠY HỌC BỘ MÔN TIẾNG ANH
- Mã số: 9140111
- Tên cơ sở đào tạo: Trường Đại học Cần Thơ
- Trình độ đào tạo: Tiến sĩ

### **PHẦN 1. SỰ CẦN THIẾT PHẢI XÂY DỰNG ĐỀ ÁN**

#### **1. Giới thiệu sơ lược về cơ sở đào tạo**

Viện Đại học Cần Thơ thành lập ngày 31 tháng 3 năm 1966 và được đổi tên thành Trường Đại học Cần Thơ (ĐHCT) sau năm 1975. Trường Đại học Cần Thơ là một cơ sở đào tạo đại học và sau đại học trọng điểm của Việt Nam ở Đồng bằng sông Cửu Long (ĐBSCL). Trường là cơ sở đào tạo đa ngành với 15 khoa, 3 viện nghiên cứu, 22 đơn vị/trung tâm trực thuộc và 14 phòng ban chức năng đảm nhận đào tạo 109 ngành/chuyên ngành bậc đại học, 52 ngành và chuyên ngành trình độ thạc sĩ và 19 chuyên ngành trình độ tiến sĩ. Tính đến tháng 3/2021, Trường có 1.815 công chức viên chức và 41.606 sinh viên đại học và 2.109 HV sau đại học cùng 281 nghiên cứu sinh. Đội ngũ cán bộ cơ hữu của Trường khá mạnh gồm 1.080 người có chức danh GV, trong đó có 15 GS, 141 PGS, tổng số GV có trình độ TS là 508 và ThS là 720. Số lượng TS của trường được đào tạo ở ngoài nước chiếm 76,03% và trong nước là 23,97%. Ngoài ra, trường đang có 215 GV trẻ đang được đào tạo TS ở trong và ngoài nước, sẽ góp phần vào lực lượng GV cơ hữu để phát triển công tác đào tạo sau đại học của Trường trong tương lai.

Nhiệm vụ chính của Trường là đào tạo, nghiên cứu khoa học (NCKH), chuyển giao công nghệ phục vụ phát triển kinh tế - xã hội trong vùng. Bên cạnh công tác đào tạo, Trường đã tham gia tích cực các chương trình NCKH cấp Nhà nước, cấp Bộ, cấp Tỉnh, cấp Huyện và cấp Trường, và ứng dụng những thành tựu khoa học kỹ thuật nhằm giải quyết các vấn đề về khoa học, công nghệ, kinh tế, văn hóa và xã hội của vùng. Thông qua các chương trình hợp tác đào tạo và NCKH quốc tế, năng lực



quản lý và chuyên môn của đội ngũ cán bộ của Trường đã được nâng cao, cơ sở vật chất và trang thiết bị thí nghiệm được bổ sung và hiện đại hoá, thư viện và tài liệu thông tin khoa học được nâng cấp, đã đáp ứng có hiệu quả yêu cầu nâng cao chất lượng và mở rộng các ngành đào tạo.

## **2. Nhu cầu về nguồn nhân lực trình độ tiến sĩ ngành LL&PPDHBMTA**

Thực hiện Nghị quyết số 12/QN-HĐT của Hội đồng Trường ĐHCT ngày 22/01/2019 về mở ngành đào tạo đại học, ThS, TS giai đoạn 2019-2022 và định hướng đến năm 2030, KNN đã tiến hành khảo sát nhu cầu nguồn nhân lực TS để chuẩn bị cho đề án mở ngành.

Khảo sát được thực hiện từ ngày 7 đến 18/12 năm 2020 với 17 nhà tuyển dụng và 65 người học tiềm năng về nhu cầu của ngành đào tạo LL&PPDHBMTA trình độ TS. Các kết quả khảo sát NTD và người học tiềm năng cho thấy cả hai đối tượng đều có nhu cầu mở ngành học TS LL&PPDHBMTA (16/17 NTD chiếm 94,1%; 48/65 người học tiềm năng, chiếm 73,9%).

Chương trình đào tạo LL&PPDHBMTA đã được Trường Đại học Cần Thơ thông qua Hội đồng Khoa học và Đào tạo đưa vào đề án mở ngành mới (Số 3590/ĐHCT-KSĐH ngày 22/12/2016), Hội đồng Khoa học và Đào tạo đồng ý mở ngành đào tạo (Biên bản họp số 124/BB-ĐHCT-HĐKHĐT) và được Hội đồng Trường Đại học Cần Thơ ra quyết nghị về việc mở ngành đào tạo này (Quyết nghị số 12/QN-HĐT ngày 22/01/2019).

## **3. Giới thiệu về Khoa Ngoại ngữ**

Khoa Ngoại ngữ được thành lập vào ngày 23 tháng 03 năm 2015 theo Quyết định số 714/QĐ-ĐHCT. Văn phòng Khoa tọa lạc tại số 411 đường 30/4, P. Hưng Lợi, Q. Ninh Kiều, TP. Cần Thơ. KNN là đơn vị đào tạo, NCKH chuyên sâu trong lĩnh vực ngoại ngữ, là đơn vị tư vấn cho Ban Giám hiệu Trường trong các hoạt động đào tạo, bồi dưỡng, NCKH, CGCN, khảo thí và đánh giá năng lực ngoại ngữ. KNN đang xây dựng lộ trình phát triển thêm nhiều ngành đào tạo, chương trình giảng dạy ngôn ngữ và văn hóa các nước như Hàn Quốc, Nhật Bản...

Về tổ chức, Khoa có 05 Bộ môn và 01 Tổ văn phòng Khoa: Bộ môn Phương pháp Dạy học tiếng Anh, Bộ môn Phương pháp Dạy học tiếng Pháp, Bộ môn Ngôn ngữ và Văn hóa Anh, Bộ môn Ngôn ngữ và Văn hóa Pháp, Bộ môn tiếng Anh Căn bản và Chuyên ngành, Tổ Văn phòng khoa. Khoa hiện có 06 chuyên viên, 01 nhân viên và 72 GV, trong đó có 03 PGS, 18 TS, 51 Thạc sĩ. Khoa hiện có 14 GV đang theo học các chương trình đào tạo TS ở trong và ngoài nước.

Về đào tạo và bồi dưỡng, theo thống kê quý 1/2021 KNN có 1.738 SV chính quy theo học các ngành Sư phạm tiếng Anh, Sư phạm tiếng Pháp, Ngôn ngữ Pháp, Ngôn ngữ Anh và Biên – Phiên dịch tiếng Anh và CTĐT chất lượng cao ngành Ngôn ngữ Anh. Khoa tham gia đào tạo hơn 1231 SV tại các Trung tâm liên kết đào tạo của ĐBSCL. Về đào tạo sau đại học, tính đến tháng 3 năm 2021 Khoa có 134 HV cao học ngành Lý luận và phương pháp dạy học bộ môn Tiếng Anh và Lý luận và Phương pháp dạy học bộ môn tiếng Pháp. KNN phụ trách giảng dạy ngoại ngữ không chuyên sinh viên toàn Trường ĐHCT. Khoa là đơn vị được Lãnh đạo Trường giao nhiệm vụ tổ chức thực hiện chương trình bồi dưỡng Giáo viên ngoại ngữ và những viên chức có nhu cầu học ngoại ngữ. Hiện KNN phụ trách 2 chương trình đào tạo ThS và 6 chương trình đào tạo cử nhân.

Với CTĐT LL&PPDHBMTA, tính đến tháng 3/2021, Trường ĐHCT đã và đang đào tạo 17 khóa với tổng số 689 HV. Phần lớn các HV ra trường đều có việc làm 1 năm sau tốt nghiệp. Theo thống kê vào tháng 9/2020, tỉ lệ HV có việc làm của ngành LL&PPDHBMTA trong 2 năm 2018 và 2019 lần lượt là 98.2% và 96.7% với mức thu nhập bình quân là 8.6 triệu đồng/tháng.

Về hợp tác quốc tế, Khoa đã phát triển nhiều chương trình hợp tác với các đối tác Pháp, Bỉ, Mỹ, Úc, Thái Lan, Hàn Quốc, Nhật Bản... Các chương trình hợp tác nhằm nâng cao nguồn nhân lực của Khoa, góp phần nâng cao nguồn nhân lực cho ĐBSCL và cho việc nâng cao chất lượng bồi dưỡng, NCKH & CGCN của Khoa. Trong thời gian qua các chương trình hợp tác quốc tế của Khoa đã tập trung nhiều đến các hoạt động trao đổi giáo viên và sinh viên với các đối tác.

KNN là một đơn vị luôn phấn đấu hướng đến sự đồng thuận, tận tâm, chuẩn mực, sáng tạo và là một địa chỉ đào tạo, bồi dưỡng, NCKH đáng tin cậy.

#### **4. Lý do đề nghị mở ngành đào tạo trình độ tiến sĩ LL&PPDHBMTA**

Từ năm 2004 đến nay, Trường ĐHCT đã và đang đào tạo 17 khóa ThS của chương trình đào tạo LL&PPDHBMTA với tổng số HV là 689 người. Các HV tốt nghiệp từ chương trình đã quay về công tác tại các địa phương và giữ nhiều vai trò và vị trí quan trọng tại các Sở Giáo dục và đào tạo, các trường cao đẳng và đại học trong khu vực ĐBSCL, các trường trung học phổ thông, và các trung tâm ngoại ngữ. Nhiều cựu HV đã có cơ hội xin các học bổng để theo học chương trình TS ở nước ngoài nhờ vào uy tín đào tạo từ chương trình. Dù ở vai trò, vị trí và công việc nào, đội ngũ cựu HV từ chương trình đã và đang đóng góp công sức và trí tuệ cho sự nghiệp giảng dạy tiếng Anh, nghiên cứu và giáo dục giúp người học tăng cường lợi thế cạnh tranh trong bối cảnh hội nhập quốc tế hiện nay.

Đào tạo TS chuyên ngành LL&PPDHBMTA, Trường ĐHCT sẽ góp phần tạo ra đội ngũ cán bộ, nguồn nhân lực có trình độ cao nhằm giải quyết các vấn đề thực tiễn, tồn tại của địa phương ĐBSCL trong quá trình công nghiệp hóa, hiện đại hóa đất nước. Đồng thời việc đào tạo TS chuyên ngành LL&PPDHBMTA tại trường ĐHCT cũng tiết kiệm được nhiều nguồn lực của xã hội như thời gian và chi phí đi lại, ăn ở của HV trong suốt thời gian học tập so với đưa đi đào tạo ở các thành phố khác trong nước hoặc nước ngoài.

Mặt khác thực hiện đào tạo TS chuyên ngành LL&PPDHBMTA, một chuyên ngành có tác động lớn đến việc phát triển năng lực ngoại ngữ của cả nước cũng là một trong những nhiệm vụ nhằm hướng tới mục tiêu phát triển Trường ĐHCT ngang tầm các nước tiên tiến trong khu vực và xây dựng Trường ĐHCT thành trường đại học xuất sắc về đào tạo, NCKH và CGCN; có chức năng đào tạo đa ngành, đa lĩnh vực theo kết luận số 28-KL/TW ngày 14 tháng 8 năm 2012 của Bộ Chính Trị.

Nhiều GV đang công tác tại KNN, Trường ĐHCT được đào tạo sau đại học một cách chính quy từ nhiều quốc gia khác nhau trên thế giới, có nhiều kinh nghiệm trong giảng dạy, NCKH và hợp tác quốc tế sẽ là lực lượng tin cậy để thực hiện tốt chương trình đào tạo trình độ TS chuyên ngành LL&PPDHBMTA.

Trường cũng đã cũng đã đáp ứng được các điều kiện của Thông tư số 9/2017/TT-BGDĐT về việc cho phép đào tạo các chuyên ngành ở trình độ TS, cụ thể như sau:

- a. Trường đã đảm nhận đào tạo trình độ ThS chuyên ngành LL&PPDHBMTA từ năm 2004, cho đến nay đã có 15 khóa tốt nghiệp;
- b. Trường không vi phạm các quy định hiện hành về tuyển sinh, tổ chức, quản lý đào tạo trình độ đại học, trình độ ThS ở các ngành hoặc chuyên ngành đang đào tạo và các quy định liên quan khác của pháp luật trong thời hạn 3 năm tính đến ngày cơ sở đào tạo đề nghị cho phép đào tạo chuyên ngành trình độ TS;
- c. Trường đội ngũ GV đủ về số lượng, đảm bảo về chất lượng để tổ chức đào tạo trình độ TS ở chuyên ngành đề nghị cho phép đào tạo (xem phần lý lịch khoa học của các GV), cụ thể:
  - Có khả năng xây dựng và tổ chức thực hiện chương trình đào tạo trình độ TS, có khả năng phát hiện vấn đề nghiên cứu, hướng dẫn, chỉ đạo nghiên cứu sinh xây dựng đề cương nghiên cứu đề tài luận án, hướng dẫn nghiên cứu sinh thực hiện đề tài luận án, viết luận án và tham gia Hội đồng chấm LATs;

- Có 3 PGS và 2 TS là cán bộ cơ hữu của cơ sở đào tạo có cùng chuyên ngành đề nghị cho phép đào tạo;
  - Trường cũng có 5 TS chuyên ngành gần (ngôn ngữ học, ngôn ngữ học ứng dụng ...) tham gia quá trình đào tạo khi cần thiết.
- d. Có đủ khả năng và điều kiện để thành lập hội đồng đánh giá LATTS và tổ chức đánh giá luận án theo quy định của Quy chế đào tạo trình độ TS hiện hành;
- e. Có cơ sở vật chất, trang thiết bị bảo đảm đáp ứng yêu cầu đào tạo trình độ TS, cụ thể:
- Có đủ phòng học, phòng chuyên đề với trang thiết bị cần thiết bảo đảm để nghiên cứu sinh có thể triển khai thực hiện đề tài luận án;
  - Thư viện có đủ nguồn thông tin tư liệu và phương tiện để nghiên cứu sinh tìm hiểu, tra cứu khi thực hiện đề tài luận án, viết luận án như sách, giáo trình, tạp chí khoa học trong và ngoài nước, thư viện điện tử có thể liên kết với các cơ sở đào tạo cùng lĩnh vực, cùng chuyên ngành đào tạo trong và ngoài nước;
  - Có của cơ sở đào tạo được cập nhật thường xuyên, công bố công khai cam kết chất lượng giáo dục và chất lượng giáo dục thực tế, công khai các điều kiện đảm bảo chất lượng của cơ sở giáo dục, công khai thu chi tài chính;
- f. Cơ sở đào tạo đã thực hiện các nhiệm vụ NCKH, trong đó có 1 đề tài khoa học cấp Bộ và 12 đề tài khoa học cấp Trường;
- Có kinh nghiệm trong đào tạo, bồi dưỡng những người làm công tác NCKH;
  - Các GV tham gia giảng dạy trong chương trình đào tạo trình độ TS đã và đang chủ trì các đề tài khoa học các cấp trong đó có đề tài cấp Bộ hoặc cấp trường ở chuyên ngành đề nghị cho phép đào tạo. Mỗi GV là TS có công trình khoa học được công bố trên các tạp chí khoa học chuyên ngành có trong danh mục của Hội đồng Chức danh GS nhà nước quy định trong 5 năm trở lại đây tính đến ngày cơ sở đào tạo đề nghị cho phép đào tạo chuyên ngành trình độ TS;
- g. Đã hợp tác với các trường đại học và tổ chức trên thế giới và trong nước như Đại học Sur phạm Naruto (Nhật Bản), Đại học Tours (Pháp), Đại học Phranakhon, Nakhon Pathom, Rangsit (Thái Lan), Tổ chức Princeton in Asia, Tổ chức Teachers for Vietnam trong hoạt động đào tạo và NCKH;

- h. Có chương trình đào tạo và đề cương chi tiết các học phần trong chương trình đào tạo của chuyên ngành đề nghị cho phép đào tạo, được xây dựng theo quy định của Quy chế đào tạo trình độ TS hiện hành do Bộ Giáo dục và Đào tạo ban hành;
- i. Tên ngành đào tạo (Lý luận và dạy học bộ môn tiếng Anh – mã số 9140111) có trong danh mục chuyên ngành đào tạo trình độ TS do BGD&ĐT ban hành;
- j. Có đơn vị quản lý chuyên trách đáp ứng yêu cầu chuyên môn nghiệp vụ quản lý hoạt động đào tạo trình độ TS; đã xây dựng quy định đào tạo trình độ TS của cơ sở đào tạo.

Dựa vào những tiên đề trên và nhu cầu học tập cập nhật kiến thức và nâng cao trình độ của người học liên quan đến nghiên cứu và giảng dạy tiếng Anh trong vùng, cùng với khả năng đào tạo của Trường và của Khoa Ngoại ngữ, Khoa Ngoại ngữ, Trường ĐHCT đề nghị các cấp thẩm quyền cho phép mở đào tạo TS chuyên ngành Lý luận và dạy học bộ môn tiếng Anh với mã ngành là 9140111.

## **PHẦN 2**

# **NĂNG LỰC CỦA CƠ SỞ ĐÀO TẠO**

## **PHẦN 2. NĂNG LỰC CỦA CƠ SỞ ĐÀO TẠO**

### **1. Khái quát chung về quá trình đào tạo**

Hiện tại ĐHCT là một trường đa ngành đa lĩnh vực, là cơ sở đào tạo bậc đại học và sau đại học trọng điểm của nhà nước ở ĐBSCL. Đồng thời, Trường là trung tâm giáo dục, văn hóa và khoa học kỹ thuật của vùng. Với 1.825 công chức, viên chức, trong đó có 1.080 cán bộ là giảng viên, ĐHCT đang đào tạo 109 chương trình bậc đại học (99 Chương trình đào tạo đại trà, 02 Chương trình đào tạo tiên tiến và 08 Chương trình đào tạo chất lượng cao), 48 chương trình bậc cao học (trong đó 1 ngành liên kết với nước ngoài, 3 ngành đào tạo bằng tiếng Anh), 04 chuyên ngành và 19 chương trình nghiên cứu sinh.

Đối với đào tạo sau đại học, Trường ĐHCT được Bộ Giáo dục và Đào tạo giao quyền tự chủ trong việc đào tạo thạc sĩ và tiến sĩ. Hàng năm Trường tiếp nhận khoảng 1.000 học viên sau đại học. Kể từ năm 1993 Trường bắt đầu được phép tuyển sinh bậc cao học. Đối với đào tạo tiến sĩ, Trường đã được phép tuyển sinh kể từ năm 1982 với hai chuyên ngành Trồng trọt và Vi sinh vật (Quyết định số 1207/QĐ-QLKH ngày 15/11/1982, theo danh mục mới là Vi sinh vật học). Đến 2003, một số chuyên ngành khác cũng được phép tuyển sinh như Bệnh cây và Bảo vệ Thực vật (Quyết định số 536/QĐ-BGD&ĐT-SĐH ngày 31/01/2002, theo danh mục mới là Bảo vệ Thực vật), Chăn nuôi Động vật Nông nghiệp (Quyết định số 517/QĐ-BGD&ĐT-SĐH ngày 31/01/2002, theo danh mục mới là Chăn nuôi Động vật), Nông hóa (Quyết định số 1207/QĐ-QLKH ngày 15/11/1982, theo danh mục mới là Đất và Dinh dưỡng Cây trồng). Trường có Trung tâm học liệu với hệ thống sách tư liệu phong phú và hệ thống học liệu mở liên kết với nhiều nguồn tư liệu trong và ngoài nước; hệ thống phòng học đạt chuẩn với trang thiết bị hiện đại và đầy đủ, đáp ứng nhu cầu phục vụ giảng dạy.

Hiện tại Trường đang tiếp tục đầu tư phát triển thêm các chương trình nghiên cứu sinh (NCS) mới và đã tham gia đề án 911 do Bộ Giáo dục và Đào tạo chủ trì để đào tạo 20.000 giảng viên có trình độ tiến sĩ cho các trường đại học và cao đẳng giai đoạn 2010-2020 và hiện nay là đề án 89, giai đoạn 2019-2030. Ngoài tuyển sinh đào tạo sau đại học trong nước, ĐHCT còn được Bộ Giáo dục và Đào tạo giao nhiệm vụ tuyển sinh đào tạo sau đại học ở nước ngoài bằng ngân sách nhà nước. Năm 2011, Trường đã thành lập Khoa Sau Đại học (Quyết định số 1753/QĐ-ĐHCT ngày 01/08/2011) để chuyên trách về mảng đào tạo này.

**Bảng 1: Số lượng sinh viên chính quy, học viên Trường Đại học Cần Thơ năm 2020**

TT	Đơn vị đào tạo	Đại học	Cao học	NCS	Tổng
1.	Khoa Công nghệ	6.725	190	5	6.920
2.	Khoa Công nghệ thông tin và truyền thông	3.991	173	7	4.171
3.	Khoa Khoa học Chính trị	643	0	0	643
4.	Khoa Khoa học Tự nhiên	1.103	204	8	1.315
5.	Khoa Khoa học xã hội và nhân văn	1.639	31	0	1.670
6.	Khoa Kinh tế	6.061	457	77	6.595
7.	Khoa Luật	1.175	116	0	1.291
8.	Khoa Môi trường và Tài nguyên thiên nhiên	1.802	141	27	1.576
9.	Khoa Ngoại ngữ	1.408	137	0	1.939
10.	Khoa Nông nghiệp	4.253	220	82	4.555
11.	Khoa Phát triển nông thôn	2.049	0	0	2.049
12.	Khoa Sư phạm	1.449	202	0	1.651
13.	Khoa Thủy sản	1.609	103	27	1.739
14.	Viện Nghiên cứu phát triển ĐBSCL	72	114	19	205
15.	Viện Nghiên cứu & PT Công nghệ sinh học	1.173	89	47	1.309
16.	Bộ môn Giáo dục thể chất	112	0	0	112
		<b>35.264</b>	<b>2.177</b>	<b>299</b>	<b>37.740</b>

*Nguồn: Số liệu thống kê ĐHCT đến 31.12.2020*

Theo thống kê vào tháng 9/2020, tỉ lệ HV có việc làm của ngành LL&PPDHBMTA trong 2 năm 2018 và 2019 lần lượt là 98.2% và 96.7% với mức thu nhập bình quân là 8.6 triệu đồng/tháng.

## **2. Đội ngũ giảng viên, cán bộ cơ hữu**

Đội ngũ viên chức thuộc KNN hiện nay gồm 78 người, trong có 72 giảng viên và 06 chuyên viên. Trong số cán bộ giảng dạy có 03 PGS, 18 TS, 50 ThS và 08 giảng viên đang là nghiên cứu sinh trong và ngoài nước. Lực lượng giảng dạy TS ngành LL&PPDHBMTA bao gồm:

- Cán bộ cơ hữu có học hàm PGS và học vị TS của KNN và Trường ĐHCT.
- Cán bộ có học vị TS mời giảng từ Đại học ngoại ngữ, Đại học Huế.

Giảng viên giảng dạy trình độ tiến sĩ và người hướng dẫn nghiên cứu sinh phải đáp ứng tiêu chuẩn theo quy chế tuyển sinh và đào tạo trình độ tiến sĩ hiện hành.

Lực lượng tham gia giảng dạy sẽ được bổ sung khi một số lượng lớn cán bộ của Khoa, Trường hoàn thành chương trình đào tạo TS trở về sau năm 2021.



**Bảng 2: Đội ngũ cán bộ cơ hữu chịu trách nhiệm mở ngành đào tạo Tiến sĩ chuyên ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh**

Số TT	Họ và tên, năm sinh, chức vụ hiện tại	Học hàm, năm phong	Học vị, nước, năm tốt nghiệp	Chuyên ngành	Tham gia đào tạo SDH (năm, CSĐT)	Thành tích khoa học (số lượng đề tài, các bài báo)
1	Trịnh Quốc Lập, 1967 Trưởng khoa KNN	PGS-2017	TS, Hà Lan, 2006	Giáo dục ngôn ngữ - Thiết kế chương trình giảng dạy tiếng Anh	2007, ĐHCT	01 đề tài cấp Bộ, 27 bài báo (01 Scopus, 19 quốc tế và 08 trong nước)
2	Phương Hoàng Yến, 1978 Phó trưởng khoa KNN	PGS-2019	TS, Bỉ, 2014	Ngôn ngữ và giáo dục	2017, ĐHCT	03 đề tài cấp trường, 42 bài báo (01 Scopus, 15 quốc tế, 26 trong nước)
3	Nguyễn Bửu Huân, 1966	PGS, 2020	TS, New Zealand, 2014	Giáo dục học	2016, ĐHCT	01 đề tài cấp trường, 35 (05 bài Scopus, 27 quốc tế, 3 trong nước)
4	Nguyễn Văn Lợi, 1972		TS, New Zealand, 2011	Giáo dục học	2012, ĐHCT	04 đề tài cấp trường, 25 bài báo (05 Scopus, 14 quốc tế, 06 trong nước)
5	Nguyễn Anh Thi, 1985 Trưởng bộ môn Phương pháp dạy học tiếng Anh		TS, Bỉ, 2018	Ngôn ngữ và giáo dục	2019, ĐHCT	05 bài báo (01 Scopus, 04 quốc tế )

**Bảng 3: Đội ngũ cán bộ cơ hữu tham gia đào tạo TS chuyên ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh**

Số TT	Họ và tên, năm sinh, chức vụ hiện tại	Học hàm, năm phong	Học vị, nước, năm tốt nghiệp	Chuyên ngành	Tham gia đào tạo SDH (năm, CSDT)	Thành tích khoa học (số lượng đề tài, các bài báo)
1	Lê Xuân Mai, 1980, Trưởng bộ môn Anh văn căn bản và chuyên ngành		TS, Úc, 2016	Giáo dục học	2019, ĐHCT	01 đề tài cấp trường, 12 bài báo (01 bài Scopus, 07 quốc tế, 04 trong nước)
2	Nguyễn Hải Quân, 1979		TS, Úc, 2018	Giáo dục học	2019, ĐHCT	6 bài báo (04 quốc tế, 02 trong nước)
3	Nguyễn Thị Văn Sửu, 1985		TS, Úc, 2015	Giáo dục học	2017, ĐHCT	06 bài báo quốc tế
4	Nguyễn Thị Phương Hồng, 1973		TS, Hà Lan, 2013	Ngôn ngữ học ứng dụng	2017, ĐHCT	08 bài báo (04 quốc tế, 04 trong nước)
5	Nguyễn Duy Khang 1979		TS.Ba Lan, 2017	Giáo dục học	2019, ĐHCT	20 bài báo (02 scopus, 16 quốc tế, 2 trong nước)

### 3. Cơ sở vật chất phục vụ đào tạo

#### 3.1 Cơ sở vật chất

Về mặt cơ sở vật chất thì Nhà trường có hệ thống phòng học, và giảng đường với trang thiết bị đầy đủ phục vụ cho việc học tập được diễn ra hiệu quả. Về địa điểm thì các phòng học được bố trí ở cả Khu II (đường 3/2, TP Cần Thơ) và một hội trường khu I (đường 30/4, TP Cần Thơ). Về trang thiết bị thì các phòng học được trang bị máy chiếu hoặc màn hình tivi cỡ lớn kèm cáp kết nối với máy tính của GV, âm thanh, ánh sáng đầy đủ; một số phòng được trang bị máy điều hòa. Điều kiện thiết bị và cơ sở vật chất đáp ứng nhu cầu học tập của HV.

Cảnh quan của Nhà trường đảm bảo được sự thoải mái cho HV. Khuôn viên Trường rộng rãi, được trồng nhiều cây xanh và cây có hoa theo mùa như phượng,

điệp, bằng lăng, sứ trắng và kèn hồng. Do đó, không khí rất trong lành và có phong cảnh đẹp. Sau những giờ học tập trung căng thẳng tại lớp, HV có thể tản bộ dọc theo các con đường trong khuôn viên trường để thư giãn, hoặc có thể học nhóm trên các bãi cỏ hoặc bàn ghế công cộng trong khuôn viên tại khu II. Đặc biệt, theo trang web toplist.vn thì Trường ĐHCT được xem là một trong số 19 trường đại học có khuôn viên xanh đẹp nhất Việt Nam.

Ngoài ra, hệ thống ký túc xá đảm bảo an toàn và thoải mái cho việc sinh hoạt cá nhân ngoài giờ học, hỗ trợ HV yên tâm học tập và NCKH. Mỗi học kỳ, Trung tâm Phục vụ sinh viên luôn có thông báo cho HV đăng ký ở ký túc xá của Nhà trường Trường ĐHCT xây dựng khu ký túc xá B ưu tiên cho HV cao học và nghiên cứu sinh trong và ngoài nước. Khu ký túc xá có 8 dãy, mỗi dãy 5 tầng, mỗi tầng có khoảng 15 phòng, mỗi phòng có khoảng 6 giường; tổng cộng có khoảng 3.600 chỗ ở. Trong khu ký túc xá có kèm các tiện ích khác như nhà để xe, nhà ăn và cửa hàng tiện ích phục vụ nhu cầu của HV khi cần. Ngoài ra, HV lưu trú ở ký túc xá còn có cơ hội giao tiếp với các HV cao học và nghiên cứu sinh nước ngoài tới học tập tại trường ĐHCT. Điều này cho thấy HV của Nhà trường được quan tâm không những về cơ sở vật chất và cảnh quan mà cả môi trường tâm lý xã hội cũng được xây dựng tích cực. Tuy nhiên, Nhà trường còn thiếu đội ngũ chuyên gia tư vấn tâm lý để thực hiện công tác tư vấn cho HV khi họ cần.

Bên cạnh cơ sở vật chất cho học thuật và cảnh quan thì Nhà trường cũng quan tâm đặc biệt đến việc đảm bảo sức khỏe thông qua dịch vụ chăm sóc y tế tại Trường khi có nhu cầu và nơi tập thể dục thể thao rèn luyện sức khỏe cho người học như nhà thi đấu đa năng và những nơi bố trí dụng cụ thể dục ngoài trời. Hoạt động thể dục thể thao ngoài tác dụng tăng cường sức khỏe còn tạo điều kiện cho HV thư giãn và mở rộng quan hệ xã hội. Từ đó, giúp duy trì môi trường tâm lý xã hội tích cực cho HV.

Việc PCCC phòng cháy chữa cháy (PCCC) cũng được Nhà trường lưu tâm để đảm bảo sự an toàn tính mạng và tài sản cho HV khi tham gia học tập tại Trường. Cụ thể, Nhà trường ban hành Quyết định về Nội quy PCCC tại Trường ĐHCT. Nhà trường cũng có quyết định thành lập đội PCCC của Trường.

Trong 10 năm qua, Nhà trường xác định rõ việc tiếp tục xây dựng một môi trường học tập an toàn, hiệu quả với điều kiện cơ sở vật chất và trang thiết bị đầy đủ, hiện đại là một trong những ưu tiên hàng đầu. Thừa hưởng những điểm mạnh này về cơ sở vật chất, KNN còn được tăng cường thêm các nguồn lực hỗ trợ thông qua Đề án Ngoại ngữ Quốc gia 2020 cùng với những cơ sở vật chất được thiết kế dành riêng cho công tác đào tạo giáo viên đảm bảo phục vụ thật tốt nhất nhu cầu

đào tạo cả sinh viên bậc đại học và HV cao học ngành ThS LL&PPGD BM Tiếng Anh do Khoa phụ trách và quản lý.

### **3.2. Thư viện, giáo trình, sách nghiên cứu, tài liệu tham khảo**

Trung tâm học liệu Trường ĐHCT (<http://www.lrc.ctu.edu.vn/>) với diện tích 7.500 m<sup>2</sup>, ngay lối vào cổng chính của khu 2 Trường ĐHCT, hiện là một trong 4 trung tâm đạt tiêu chuẩn quốc tế và hiện đại nhất Việt Nam, được xây dựng ở phía Bắc, miền Trung và ĐBSCL. Trung tâm học liệu Trường ĐHCT được xây dựng từ nguồn vốn tài trợ hơn 9 triệu đô la Mỹ của Quỹ từ thiện Đại Tây Dương trong một dự án do Đại học quốc tế RMIT điều phối, với thiết kế phù hợp khí hậu, địa lý và thổ nhưỡng vùng ĐBSCL, trung tâm học liệu Trường ĐHCT có sức chứa hơn 1.000 người, được trang bị cơ sở vật chất hiện đại nhằm cung cấp dịch vụ đa năng cho tất cả sinh viên, đội ngũ sinh viên, nhân viên nhà trường, được xem là một trong những thư viện đại học chủ lực của Việt Nam. Tiền thân của trung tâm học liệu Trường ĐHCT là thư viện trung tâm ĐHCT bởi hiện có hơn 70% tài liệu và toàn bộ cán bộ của thư viện được điều sang phục vụ tại đây. Được trang bị 500 máy tính truy cập mạng tốc độ cao với hơn 60 nhân viên phục vụ. Thư viện có khoảng 100.000 đầu sách, tạp chí và tư liệu nghe nhìn cung cấp cho sinh viên, các độc giả những dịch vụ hiện đại nhằm hướng tới sự thoải mái, tiện lợi và kích thích nhu cầu học tập và nghiên cứu của mọi người.

Trung tâm học liệu Trường ĐHCT được xây dựng 4 tầng với tổng diện tích sử dụng 7.200 m<sup>2</sup>, mỗi tầng của tòa nhà được thiết kế khoa học, phù hợp cho từng góc học tập, nghiên cứu, làm việc độc lập hoặc học theo nhóm, đặc biệt, là sự bố trí hợp lý dây chuyền tổ chức, điều hành nhằm phục vụ một cách nhanh chóng, kịp thời nhất mọi nhu cầu của các đối tượng độc giả. Tầng 1 là nơi bạn đọc có thể mượn, trả và gia hạn thời gian sử dụng tài liệu cũng như được các nhân viên hướng dẫn sử dụng các sản phẩm và dịch vụ của trung tâm học liệu; tại khu vực tài liệu dành riêng, bạn đọc có thể sử dụng tại chỗ và hoàn trả lại trong vòng 3 giờ các tài liệu luận văn cử nhân loại giỏi, luận văn thạc sĩ, luận án TS, giáo trình, sách tham khảo và các tài liệu có nhu cầu sử dụng cao. Khu vực tài liệu tham khảo có nhiều loại tài liệu phong phú như: bách khoa toàn thư, các tự điển tổng hợp, tự điển chuyên ngành như niên giám thống kê, danh bạ, atlas...những tài liệu này chỉ được sử dụng tại chỗ. Đối với hệ thống máy tính ở tầng 1, sinh viên có thể sử dụng cho việc học tập, nghiên cứu hay tra tìm thông tin trên các cơ sở dữ liệu của trung tâm học liệu. Trung tâm học liệu đóng vai trò rất quan trọng trong việc học tập và nghiên cứu của mọi người, không khác gì các phòng thí nghiệm, giảng đường ...

Một trong những nhiệm vụ lớn của trung tâm học liệu là hỗ trợ cho khách hàng định hướng và hỗ trợ cho họ các nguồn thông tin và dịch vụ, với nguồn tài liệu

rất đa dạng, phong phú và thường xuyên được cập nhật, trung tâm học liệu là một thư viện đa năng. Riêng kho sách ở tầng 2 hiện có hơn 100.000 nhan đề tương đương 210.000 cuốn đây là thành quả của hơn 40 năm sưu tập, chọn lọc của thư viện trường ĐHCT bằng nguồn ngân sách nhà nước cũng như nguồn viện trợ của các tổ chức cá nhân trong và ngoài nước. Bộ sưu tập còn thể hiện sự đa dạng về loại hình và sự phong phú về ngôn ngữ của tài liệu, đặc biệt là nội dung rất phù hợp với các lĩnh vực học tập, nghiên cứu của sinh viên, GV ĐHCT và các Trường Đại học khác trong vùng. Trung tâm học liệu Trường ĐHCT có sở hữu một lượng không nhỏ các cơ sở/ sở dữ liệu và tạp chí điện tử EBSCO, Blackwell...là những tạp chí khoa học hàng đầu đã được thẩm định bao gồm tất cả các lĩnh vực kinh tế, luật, y học, khoa học xã hội, sinh thái học, phục vụ cho những ai ham thích học tập và nghiên cứu. Ở các tầng 1, 2, 3 của trung tâm đều có thiết kế dành cho các khu vực tự học của sinh viên với những loại bàn ghế hiện đại tạo điều kiện thoải mái nhất cho sinh viên. Các nhân viên của trung tâm cũng luôn sẵn sàng hỗ trợ sinh viên trong việc khai thác các nguồn tài liệu một cách hiệu quả nhất. Khu vực máy tính ở tầng 2 với trang tra cứu OPAC của trung tâm sinh viên sẽ được hỗ trợ tìm kiếm nhanh và định vị các loại tài liệu cần thiết, qua trang tra cứu này sinh viên có thể biết loại tài liệu mình cần đang có ở trung tâm học liệu hay không và sinh viên cũng có thể biết loại tài liệu đó được mượn về nhà hay chỉ được đọc tại chỗ. Tầng 2 còn có các phòng thảo luận nhóm dành để phục vụ cho tất cả cán bộ, sinh viên Trường ĐHCT khi có nhu cầu nghiên cứu, thảo luận theo nhóm hoặc hỗ trợ cho các hội nghị, hội thảo được tổ chức tại trung tâm học liệu.

Tòa nhà trung tâm học liệu ĐHCT, ngoài thư viện, hội trường hiện đại xây dựng theo kiểu nhà hát, hệ thống cách âm, các phòng học, các phòng hội nghị đa phương tiện có thể tiến hành các cuộc hội thảo một cách chuyên nghiệp qua hệ thống cầu truyền hình. Tại tầng 3 còn được thiết kế khu vực dịch vụ nghe nhìn với hệ thống thiết bị đa truyền thông hiện đại, nơi đây sẽ cung cấp cho sinh viên các tài liệu điện tử với nhiều chuyên ngành khác nhau, bộ sưu tập đa phương tiện CD, DVD cho phép sinh viên mượn ổ đĩa để sao chép tài liệu và tra cứu bản đồ các nước. Ngoài ra, sinh viên cũng có thể tham khảo các thông tin mới nhất về du học các nước qua góc thông tin du học. Khu vực lưu trữ các thông tin từ báo, tạp chí của trung tâm thường xuyên có trên 200 đầu báo, tạp chí quốc văn và ngoại văn. Chức năng của phòng báo, tạp chí còn bao gồm cả hướng dẫn kỹ năng, hỗ trợ tìm kiếm các tổ chức cá nhân, cũng như thực hiện các dịch vụ tìm kiếm thông tin theo yêu cầu. Phòng dịch thuật sẵn sàng cung cấp dịch thuật các loại tài liệu thông thường và một số tài liệu chuyên ngành. Ngoài ra nơi đây còn thực hiện nhiệm vụ phiên dịch song song thường sử dụng trong các cuộc hội nghị, hội thảo quốc tế. Tầng 3 cũng là nơi dành riêng cho các nghiên cứu sinh và HV cao học với 12 phòng nghiên cứu cá

nhân cùng khu vực thư giãn hỗ trợ mạng truy cập không dây. Với gốc thông tin ngân hàng thế giới tại trung tâm học liệu ĐHCT, sinh viên có thể được chia sẻ/sẻ nhiều thông tin phong phú từ ngân hàng thế giới về các vấn đề phát triển dân số, môi trường, văn hóa, giáo dục ở Việt Nam cũng như các nước trên thế giới nói chung.

Ngoài ra, từ website của Trung Tâm, cán bộ và sinh viên cũng có thể truy cập nhiều CSDL trong nước và trên thế giới để nghiên cứu và giảng dạy.

**Bảng 4: Danh sách các thư viện, mạng CSDL thông tin khoa học trong và ngoài nước có khả năng kết nối và khai thác**

TT	Tên CSDL điện tử	Tên nước	Địa chỉ website	Đại học Cần Thơ truy cập
1	Trung tâm Học liệu trường Đại học Cần Thơ	Việt Nam	<a href="http://www.lrc.ctu.edu.vn">www.lrc.ctu.edu.vn</a>	<a href="http://www.lrc.ctu.edu.vn">www.lrc.ctu.edu.vn</a>
2	Thư viện Pháp luật Việt Nam	Việt Nam	<a href="https://thuvienphapluat.vn/">https://thuvienphapluat.vn/</a>	<a href="https://thuvienphapluat.vn/">https://thuvienphapluat.vn/</a>
3	CABI Direct	Anh	<a href="http://www.cabi.org/default.aspx?site=170&amp;page=1028">http://www.cabi.org/default.aspx?site=170&amp;page=1028</a>	<a href="https://ezproxy.ctu.edu.vn:2077/cabdirect/search/">https://ezproxy.ctu.edu.vn:2077/cabdirect/search/</a>
4	Emerald Emerging Markets Case Studies	Anh	<a href="http://www.emeraldgroupublishing.com">www.emeraldgroupublishing.com</a>	<a href="https://ezproxy.ctu.edu.vn/login?url=https://www.emerald.com/insight">https://ezproxy.ctu.edu.vn/login?url=https://www.emerald.com/insight</a>
5	Emerald e-journal	Anh	<a href="http://www.emeraldgroupublishing.com">www.emeraldgroupublishing.com</a>	<a href="https://ezproxy.ctu.edu.vn:2171/insight/products">https://ezproxy.ctu.edu.vn:2171/insight/products</a>
6	Sage	Mỹ	<a href="https://journals.sagepub.com/">https://journals.sagepub.com/</a>	<a href="https://ezproxy.ctu.edu.vn:2266/en-us/nam/journals">https://ezproxy.ctu.edu.vn:2266/en-us/nam/journals</a>
7	Ebrary ebooks	Mỹ	<a href="http://www.Ebrary.com">www.Ebrary.com</a>	<a href="https://ezproxy.ctu.edu.vn:2129/lib/ctuvn/home.action">https://ezproxy.ctu.edu.vn:2129/lib/ctuvn/home.action</a>
8	IngentaConnect	Anh	<a href="http://www.Ingenta.com">www.Ingenta.com</a>	<a href="https://ezproxy.ctu.edu.vn:2094/">https://ezproxy.ctu.edu.vn:2094/</a>
9	Lyell Collection	Anh	<a href="http://www.lyellcollection.org">http://www.lyellcollection.org</a>	<a href="http://www.lyellcollection.org">http://www.lyellcollection.org</a>
10	JSTOR	Mỹ	<a href="https://www.jstor.org/">https://www.jstor.org/</a>	Open Access
11	Viện xuất bản tài liệu số đa ngành (MDPI)	Thụy Sĩ	<a href="https://www.mdpi.com/">https://www.mdpi.com/</a>	Open Access
12	Openlibrary	Hoa kỳ	<a href="https://openlibrary.org/">https://openlibrary.org/</a>	Open Access

TT	Tên CSDL điện tử	Tên nước	Địa chỉ website	Đại học Cần Thơ truy cập
13	AGORA (FAO)	Liên Hiệp Quốc (UN)	<a href="http://www.fao.org/agora">http://www.fao.org/agora</a>	Open Access
14	HINARI (WHO)	Liên Hiệp Quốc (UN)	<a href="http://extranet.who.int/hinari/en/journals.php">http://extranet.who.int/hinari/en/journals.php</a>	Open Access
15	ARDI	Liên Hiệp Quốc (UN)	<a href="http://ardi.wipo.int/content/en/journals.php">http://ardi.wipo.int/content/en/journals.php</a>	Open Access
16.	OARE	Liên Hiệp Quốc (UN)	<a href="http://oare.research4life.org/content/en/journals.php">http://oare.research4life.org/content/en/journals.php</a>	Open Access
17.	GOALI	Liên Hiệp Quốc (UN)	<a href="http://goali.ilo.org/content/en/journals.php">http://goali.ilo.org/content/en/journals.php</a>	Open Access
18.	IMF	IMF	<a href="https://www.elibrary.imf.org">https://www.elibrary.imf.org</a>	Open Access

Nghiên cứu sinh, học viên, sinh viên, và cán bộ của Trường ĐHCT có tài khoản truy nhập miễn phí vào các CSDL nêu trên.

### 3.3 Mạng CNTT và thiết bị phục vụ đào tạo

Trong 10 năm qua, Trường ĐHCT đã đầu tư nâng cấp liên tục nhằm đảm bảo trang bị đầy đủ hệ thống nền tảng công nghệ thông tin (CNTT) hiệu quả phục vụ cho nhu cầu làm việc cũng như dạy và học của GV và người học. Tầm quan trọng của công tác đầu tư phát triển CNTT tại ĐHCT được thể hiện rõ trong Quy hoạch phát triển tổng thể ĐHCT đến 2022, kế hoạch trung hạn của trường về CNTT cùng với các quyết định về quy trình công tác và các quy định về chức năng, nhiệm vụ các đơn vị trực thuộc trường.

Trước hết, Nhà trường luôn đảm bảo hệ thống CNTT hiệu quả và đầy đủ phục vụ tốt cho công tác đào tạo và nghiên cứu. Đơn vị chủ quản phụ trách CNTT của Trường là Trung tâm Thông tin và Quản trị mạng (TTTTQTM) và Phòng Quản trị - Thiết bị (QTTB) của Trường. TTTTTQTM được phân giao nhiệm vụ phụ trách toàn bộ hệ thống thông tin và thiết bị, đảm bảo phục vụ tốt nhất nhu cầu làm việc, học tập, nghiên cứu của CB, NV, và người học của Trường. Với tổng số gần 4.000 máy tính trong toàn trường trong đó 90% phục vụ hoạt động dạy, học và NCKH, số còn lại phục vụ cho nhu cầu làm việc của đội ngũ NV. Tỷ lệ bình quân tính theo sinh viên chính quy là 9,47 SV/ máy tính. Đối với hoạt động đào tạo trực tuyến, giảng dạy E-learning, tập huấn các lớp về CNTT, Nhà trường sử dụng 03 phòng máy tính với 97 máy trực thuộc TTTTTQTM.

Ngoài hệ thống máy tính cố định người học có thể sử dụng các máy tính được bố trí tại TTHL với tổng số 411 máy tính được kết nối mạng Internet phục vụ nhu cầu học tập và nghiên cứu của người học, các thư viện cấp khoa và các phòng máy tính, toàn bộ khuôn viên trường và các khu nhà học đều được trang bị hệ thống mạng wifi ổn định phục vụ tốt cho nhu cầu truy cập mạng và tiếp cận dữ liệu phục vụ cho nghiên cứu và giảng dạy. Đi kèm với hệ thống mạng là việc trang bị các thiết bị trình chiếu như máy chiếu (projector) và TV màn hình khổ lớn trong từng phòng học. cũng đã tận dụng tốt thế mạnh của CNTT trong khâu thông tin liên lạc và quản lý hầu hết tất cả các hoạt động liên quan đến dạy, học và nghiên cứu của Nhà trường thông qua hệ thống phần mềm tích hợp. Với sự phối hợp giữa TTTTQTM, Phòng QTTB của Trường, cán bộ phụ trách đào tạo và CNTT có mặt ở từng Khoa, Nhà trường luôn đảm bảo hệ thống CNTT hoạt động hiệu quả, an toàn và ổn định phục vụ cho các yêu cầu của HV và GV. Với hơn 40 máy tính chủ chuyên dụng hiện đại, gần 4.000 máy phục vụ người học và hệ thống phần mềm quản lý tích hợp, công tác quản lý của nhà trường đã từng bước tin học hoá. Mỗi người học và GV đều có tài khoản cá nhân riêng để truy cập vào tài khoản do Nhà trường cung cấp, có email riêng. Người học thực hiện tất cả các khâu lập kế hoạch học tập, đăng ký học phần, lập thời khóa biểu cá nhân, theo dõi lịch học, thông báo từ Nhà trường và GV, kiểm tra tiến độ học tập, kết quả học tập, điểm trung bình,.. qua việc sử dụng hệ thống trực tuyến.

Nhà trường cũng thiết lập hệ thống học tập trực tuyến giúp công khai và truyền tải các thông tin về chương trình học, đề cương học phần, tài liệu học tập, ôn tập trực tuyến. Các nguồn thông tin quan trọng khác còn được cập nhật thường xuyên qua hệ thống các websites và fanpage của từng đơn vị đào tạo trong đó có KNN.

Nhằm đáp ứng đáp ứng nhu cầu đa dạng của người học, Trường ĐHCT còn đầu tư phát triển hệ thống dạy học và đánh giá trực tuyến, trong đó có lồng ghép sử dụng các chương trình dạy học trực tuyến phổ biến hiện nay như Dokeos, Edmodo, Moodle. Trong giai đoạn điều kiện học tập và giảng dạy thay đổi do dịch bệnh trong năm 2020, Nhà trường cũng từng bước triển khai và khuyến khích GV nghiên cứu thực hiện công tác giảng dạy trực tuyến thông qua việc sử dụng các phần mềm chuyên dụng như Zoom hay livestream. Các hình thức học trực tuyến này giữ vai trò khá quan trọng đối với công tác trao đổi thông tin, thảo luận giữa GV và HV, theo dõi quá trình tự học của người học ngoài lớp học đặc biệt là với loại hình đào tạo từ xa. Để đảm bảo chất lượng giảng dạy và học tập, TTTTQTM và TT Liên kết đào tạo đã ban hành các hướng dẫn sử dụng phần mềm dạy học trực tuyến và hướng dẫn sử dụng hệ thống E-learning.



Để đảm bảo hệ thống hoạt động tốt, hàng năm, Nhà trường đều có kế hoạch bảo trì, bảo dưỡng, nâng cấp hệ thống CNTT trong phạm vi toàn trường. TTTTQTM thường xuyên thực hiện các đợt rà quét, nâng cấp và xử lý các lỗi liên quan đến máy tính và phần mềm. Bên cạnh đó, việc tập huấn CNTT cho cán bộ nhằm kịp thời cập nhật và có thể sử dụng hiệu quả hệ thống công nghệ cũng được tổ chức thường xuyên.

Trong giai đoạn 2015-2020, Nhà trường đã tiếp tục được đầu tư hệ thống phần mềm luyện tập, kiểm tra đánh giá trực tuyến trong dạy và học ngoại ngữ với vốn đầu tư 618.000.000 đồng từ Đề án Ngoại ngữ Quốc gia 2020 (HĐ số 2112-18/HĐ-ĐHCT-NNGD ngày 21/12/2018). Nhà trường cũng ký kết hợp đồng “Số hoá và tạo trang web cung cấp tài khoản học tập trực tuyến CT tiếng Anh Bậc 2 dành cho sinh viên không chuyên ngữ và GD thường xuyên với tổng giá trị HĐ 458.000.000 (HĐ số 29/HĐ-ĐHCT-BM ngày 27/12/2017).

Công tác theo dõi tình hình sử dụng các thiết bị CNTT của Nhà trường được theo dõi hàng năm thông qua hệ thống cán bộ quản lý phòng máy tính. Đối với KNN, trong giai đoạn trước tháng 10/2020, việc theo dõi sử dụng CSVC và các trang thiết bị CNTT được thực hiện chung bởi văn phòng KNN. Tuy nhiên, từ tháng 10/2020, KNN đã có quyết định phân công chính thức nhân sự phụ trách chung cho công tác quản lý các nguồn lực này và phân giao nhiệm vụ cụ thể cho nhân sự, đảm bảo quản lý, theo dõi và kịp thời cập nhật, sửa chữa cũng như tối ưu hoá hiệu suất sử dụng CSVC của Khoa.

**Bảng 5: Danh mục sách/tạp chí phục vụ cho đào tạo tiến sĩ**

Số TT	Tên sách, tên tạp chí (chỉ ghi những sách, tạp chí xuất bản trong 10 năm trở lại đây)	Năm xuất bản	Số lượng bản sách	Tên học phần/chuyên đề sử dụng sách, tạp chí
1.	Fraenkel, J. R., & Norman, E. Wallen. How to Design and Evaluate Research in Education. pp. 27-28, 91, 111-149, 458, 459, 488, 557-558). New York, NY: McGraw-Hill Education.	2011	01	Phương pháp NCKH nâng cao trong giảng dạy tiếng Anh
2.	Paltridge, B., & Phakiti, A. (Eds.). <i>Research methods in applied linguistics: A practical resource</i> . Bloomsbury Publishing.	2015	01	Phương pháp NCKH nâng cao trong giảng dạy tiếng Anh
3.	McKinley, J., & Rose, H. (Eds.). <i>The Routledge handbook of research methods in applied linguistics</i> . Routledge.	2019	01	Phương pháp NCKH nâng cao trong giảng dạy tiếng Anh
4.	Mishan, F., & Timmis, I. <i>Materials Development for TESOL</i> . Edinburgh University Press.	2015	01	Xu hướng nghiên cứu về Phát triển chương trình và tài liệu dạy học tiếng Anh
5.	Tan, L.S., Ponnusamy, L.D., & Quek, C.G. <i>Curriculum for High ability learners: Issues, trends and practices</i> . Springer.	2017	01	Xu hướng nghiên cứu về Phát triển chương trình và tài liệu dạy học tiếng Anh
6.	Schunk, D.H. (2013). <i>Learning theories: an educational perspective</i> (6th ed.). Pearson.	2013	01	Xu hướng nghiên cứu về Lý luận và Phương pháp dạy học tiếng Anh

Số TT	Tên sách, tên tạp chí (chỉ ghi những sách, tạp chí xuất bản trong 10 năm trở lại đây)	Năm xuất bản	Số lượng bản sách	Tên học phần/chuyên đề sử dụng sách, tạp chí
7.	Polat, N., Gregersen, T. & MacIntyre, P. Research driven pedagogy: Introduction (Eds.). London: Routledge, Taylor & Francis Group	2020	01	Xu hướng nghiên cứu về Lý luận và Phương pháp dạy học tiếng Anh
8.	Ellis, R. <i>Language teaching research and language pedagogy</i> . Maiden, MA. Wiley-Blackwell.	2012	01	Xu hướng nghiên cứu về Lý luận và Phương pháp dạy học tiếng Anh
9.	Renandya, W. A. & Widodo H. P. (Eds). <i>English language teaching today: Linking theory and practice</i> . Springer: Singapore	2016	01	Xu hướng nghiên cứu về Lý luận và Phương pháp dạy học tiếng Anh
10.	Richards, J. C., & Rodgers, T. S. <i>Approaches and methods in language teaching</i> . Cambridge university press.	2014	01	Xu hướng nghiên cứu về Phương pháp giảng dạy tiếng Anh
11.	Russell, V., & Murphy-Judy, K. <i>Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses</i> . Routledge.	2020	01	Xu hướng nghiên cứu về Phương pháp giảng dạy tiếng Anh
12.	Carrió Pastor, M. L.. <i>Technology implementation in second language teaching and translation studies</i> . New Frontiers in Translation Studies, June 2016.	2016	01	Xu hướng nghiên cứu về Phương pháp giảng dạy tiếng Anh
13.	May, S. & Thorne, S. <i>Language, Education and Technology</i> . Cham: Springer International Publishing.	2017	01	Xu hướng nghiên cứu về công nghệ thông tin trong dạy học tiếng Anh

Số TT	Tên sách, tên tạp chí (chỉ ghi những sách, tạp chí xuất bản trong 10 năm trở lại đây)	Năm xuất bản	Số lượng bản sách	Tên học phần/chuyên đề sử dụng sách, tạp chí
14.	Trede, F., Markauskaite, L., McEwen, C., & Macfarlane, S.. <i>Education for Practice in a Hybrid Space: Enhancing Professional Learning with Mobile Technology</i> . Singapore: Springer Singapore.	2019	01	Xu hướng nghiên cứu về công nghệ thông tin trong dạy học tiếng Anh
15.	Rahimi, M. & Pourshahba, S. <i>EFL teachers' TPACK: emerging research and opportunities</i> . Hershey, PA: IGI Global	2018	01	Xu hướng nghiên cứu về công nghệ thông tin trong dạy học tiếng Anh
16.	Shohamy, E., Or, I. G., & May, S. (Eds.). <i>Language testing and assessment</i> . Springer.	2017	01	Xu hướng nghiên cứu về Kiểm tra và đánh giá trong giảng dạy tiếng Anh
17.	Cheng, L., & Fox, J. <i>Assessment in the language classroom: Teachers supporting student learning</i> . Palgrave.	2017	01	Xu hướng nghiên cứu về Kiểm tra và đánh giá trong giảng dạy tiếng Anh
18.	Creemers, B., Kyriakides, L., Antoniou, P. <i>Teacher professional development for improving quality of teaching</i> . Springer.	2013	01	Xu hướng nghiên cứu về Phát triển chuyên môn giảng dạy tiếng Anh
19.	Martin, C., & Polly, D. <i>Handbook of research on teacher education and professional development</i> . IGI Global.	2017	01	Xu hướng nghiên cứu về Phát triển chuyên môn giảng dạy tiếng Anh
20.	Mishan, F., & Timmis, I. <i>Materials development for TESOL</i> . Edinburgh University Press.	2015	01	Xu hướng nghiên cứu về Phát triển chuyên môn giảng dạy tiếng Anh

Số TT	Tên sách, tên tạp chí (chỉ ghi những sách, tạp chí xuất bản trong 10 năm trở lại đây)	Năm xuất bản	Số lượng bản sách	Tên học phần/chuyên đề sử dụng sách, tạp chí
21.	Murray, J., & Swennen, A. <i>International research, policy and practice in teacher education</i> . Springer.	2019	01	Xu hướng nghiên cứu về Phát triển chuyên môn giảng dạy tiếng Anh
22.	Pinar, W.F. <i>International handbook of curriculum research</i> . New York: Routledge	2014	01	Xu hướng nghiên cứu về Phát triển chuyên môn giảng dạy tiếng Anh
23.	Wedell, M., & Grassick, L. <i>International perspectives on teacher with curriculum change</i> . Palgrave Mcmillan	2018	01	Xu hướng nghiên cứu về Phát triển chuyên môn giảng dạy tiếng Anh
24.	Hinkel, E. <i>Handbook of Research in Second Language Teaching and Learning, Volume III</i> . New York: Routledge.	2017	01	Xu hướng nghiên cứu trong lĩnh vực giao tiếp liên văn hoá
25.	Phạm Thị Hồng Nhung. <i>Communicating with Vietnamese in Intercultural Contexts: Insights into Vietnamese Values</i> . NXBGD, Việt Nam.	2011	01	Xu hướng nghiên cứu trong lĩnh vực giao tiếp liên văn hoá

#### 4. Hoạt động nghiên cứu khoa học

Nghiên cứu khoa học là một trong các nhiệm vụ trọng tâm của Trường Đại học Cần Thơ nhằm nâng cao chất lượng đào tạo và phục vụ phát triển kinh tế - xã hội vùng ĐBSCL và cả nước. Trường đã đẩy mạnh hợp tác triển khai nghiên cứu khoa học với các Sở ban ngành và các huyện của các tỉnh thành vùng ĐBSCL. Nhiều đề tài nghiên cứu khoa học đã được tuyển chọn hoặc được chỉ định chủ trì đã triển khai góp phần giải quyết các vấn đề thực tiễn của địa phương với sự tham gia của các đơn vị trong trường.

#### 4.1 Đề tài NCKH đã thực hiện

Các đề tài NCKH của GV liên quan đến ngành hoặc chuyên ngành đề nghị cho phép đào tạo do cơ sở đào tạo thực hiện (kèm theo bản liệt kê có bản sao quyết định, bản sao biên bản nghiệm thu).

**Bảng 6: Danh sách các đề tài NCKH**

<b>Số TT</b>	<b>Tên đề tài</b>	<b>Cấp quyết định, mã số</b>	<b>Số QĐ, ngày tháng năm/ ngày nghiệm thu</b>	<b>Kết quả nghiệm thu</b>
1	Phát triển năng lực nghiên cứu về khoa học giáo dục của các trường, khó sư phạm vùng ĐBSCL.	<b>Cấp Bộ, MS: B2013-16-21</b>	Số 6240/QĐ-BGDĐT Ngày 30/12/2016	<b>Đạt</b>
2	Cấu trúc tu từ phân dẫn nhập bài báo nghiên cứu ngôn ngữ học ứng dụng tiếng Anh và tiếng Việt: Đối chiếu trên cơ sở thể loại”	Cấp trường	Số 2991/QĐ-ĐHCT Ngày 25/8/2015	<b>Tốt</b>
3	Khảo sát cấu trúc tu từ trong phân dẫn nhập bài báo nghiên cứu tiếng Anh chuyên ngành ngôn ngữ học ứng dụng trên cơ sở thể loại.	Cấp trường, <b>MS: T2015 – 87</b>	Số 716/QĐ – ĐHCT Ngày 16/3/2016	<b>Tốt</b>
4	Tìm hiểu thực trạng và đề xuất giải pháp đẩy mạnh hoạt động NCKH cho GV tiếng Anh tại Trường ĐHCT.	Cấp trường, <b>MS: T2016-50</b>	Số 5342/QĐ – ĐHCT 06/12/2016	<b>Tốt</b>
5	Hiệu quả của mô hình đào tạo tiếng Anh có ứng dụng dạy học dự án trong chương trình đào tạo ngành Sư phạm tiếng Anh	Cấp trường, <b>MS: T2016 – 49</b>	Số 956/QĐ – ĐHCT Ngày 30/3/2017	<b>Tốt</b>

Số TT	Tên đề tài	Cấp quyết định, mã số	Số QĐ, ngày tháng năm/ ngày nghiệm thu	Kết quả nghiệm thu
6	Cải tiến chương trình tiếng Anh của các ngành Công nghệ Sinh học và Nuôi trồng Thủy sản tiên tiến tại Trường ĐHCT	Cấp trường, <b>MS: T2017-46</b>	Số 4929/QĐ-ĐHCT Ngày 15/12/2017	Tốt
7	Đánh giá chương trình đào tạo ngành Ngôn Ngữ Anh tại Trường ĐHCT và đề xuất giải pháp nhằm cải tiến chương trình.	Cấp trường, <b>MS: T2017 – 47</b>	Số 02/QĐ-ĐHCT Ngày 02/01/2018	Tốt
8	Thực trạng và giải pháp nâng cao năng lực tiếng Anh cho sinh viên chuyên ngữ trường ĐHCT.	Cấp trường, <b>MS: T2018 – 83</b>	Số 5389/QĐ-ĐHCT Ngày 23/11/2018	Tốt
9	Đánh giá hiệu quả của chương trình tiếng Anh tăng cường đến việc học chuyên môn bằng tiếng Anh (EMI) của các ngành tiên tiến và chất lượng cao tại trường ĐHCT.	Cấp trường, <b>MS:T2018-83</b>	Số 1241/QĐ-ĐHCT 26/4/2019	Tốt
10	Thực trạng và giải pháp nâng cao hiệu quả của việc học kết hợp trên lớp và trực tuyến trong chương trình tiếng Anh của ngành chất lượng cao và tiên tiến.	Cấp trường, <b>MS: T2018-46</b>	Số 4448/QĐ-ĐHCT 09/10/2019	Tốt
11	Thực trạng và giải pháp viết tiếng Anh học thuật cho sinh viên ngành kinh doanh quốc tế chất lượng cao.	Cấp trường, <b>MS: T2019 – 55</b>	Số 5790/QĐ – ĐHCT 02/12/2019	Tốt

Số TT	Tên đề tài	Cấp quyết định, mã số	Số QĐ, ngày tháng năm/ ngày nghiệm thu	Kết quả nghiệm thu
12	Nghiên cứu tính thích ứng của chương trình đào tạo chuyên ngành Biên dịch – Phiên dịch tiếng Anh với nhu cầu của nhà tuyển dụng	Cấp trường, <b>MS: T2019 – 54</b>	Số 1008/QĐ-ĐHCT Ngày 21/5/2020	Tốt
13	Đánh giá các loại hình phát triển chuyên môn cho GV giảng dạy tiếng Anh căn bản tại Trường ĐHCT.	Cấp trường, <b>MS: T2017-45</b>	Số 3582/QĐ-ĐHCT Ngày 23/10/2020	Tốt
14	Khảo sát năng lực ứng dụng CNTT trong dạy học tiếng Anh của giáo viên THPT khu vực ĐBSCL	Cấp trường MS: T2020-56	Số 3582/QĐ-ĐHCT Ngày 23/10/2020	Tốt

#### 4.2 Các hướng nghiên cứu đề tài, luận án

Các hướng nghiên cứu đề tài luận án và số lượng NCS có thể tiếp nhận được trình bày trong bảng sau.

**Bảng 7: Danh sách các hướng nghiên cứu đề tài, luận án**

Số TT	Hướng nghiên cứu, lĩnh vực nghiên cứu có thể nhận hướng dẫn nghiên cứu sinh	Họ tên, học vị, học hàm người người có thể hướng dẫn NCS	Số lượng NCS có thể tiếp nhận
<b><i>Nghiên cứu chương trình và phát triển tài liệu dạy học (Curriculum Studies and Materials Development)</i></b>			
1.	Curriculum innovations/ Change	PGS. TS. Trịnh Quốc Lập TS. Nguyễn Văn Lợi	2
2.	Text-driven approach to materials development	TS. Nguyễn Văn Lợi PGS.TS. Phương Hoàng Yến	2



Số TT	Hướng nghiên cứu, lĩnh vực nghiên cứu có thể nhận hướng dẫn nghiên cứu sinh	Họ tên, học vị, học hàm người người có thể hướng dẫn NCS	Số lượng NCS có thể tiếp nhận
<b><i>Đào tạo giáo viên phát triển chuyên môn (Teacher Professional Learning and Development)</i></b>			
3.	Models/Approaches for teachers' professional learning	PG.TS. Trịnh Quốc Lập TS. Nguyễn Anh Thi	2
4.	Models/ Approaches for teachers' professional development	PGS.TS. Nguyễn Bửu Huân TS. Nguyễn Duy Khang	2
<b><i>Phương pháp dạy học tiếng Anh (English Language Pedagogy)</i></b>			
5.	Classroom discourse	TS. Lê Xuân Mai	2
6.	Effects of teaching methods from socio-cultural perspective	TS. Nguyễn Văn Lợi	2
7.	Blended learning	TS. Nguyễn Duy Khang	1
<b><i>Sự phát triển của người học (Learner development)</i></b>			
8.	Learner autonomy Learner mindset/ Multiple Intelligences	PGS. TS. Phương Hoàng Yến TS. Nguyễn Văn Lợi	2
9.	Communicative Competence (Inter-culturalcommunicative competence)	TS. Nguyễn Anh Thi	2
<b><i>Kiểm tra và đánh giá trong GD tiếng Anh (Testing- Assessment)</i></b>			
10.	Alternative assessment	PGS. TS. Phương Hoàng Yến	1

Số TT	Hướng nghiên cứu, lĩnh vực nghiên cứu có thể nhận hướng dẫn nghiên cứu sinh	Họ tên, học vị, học hàm người người có thể hướng dẫn NCS	Số lượng NCS có thể tiếp nhận
11.	Dynamic assessment	TS. Nguyễn Văn Lợi PGS.TS. Trịnh Quốc Lập	2
12.	Constructing and validating self-assessment measures	TS. Nguyễn Văn Lợi	1

### 4.3 Các công trình đã công bố của cán bộ cơ hữu

Dưới đây là các công trình đã công bố của các cán bộ cơ hữu thuộc ngành hoặc chuyên ngành đề nghị cho phép đào tạo của cơ sở đào tạo. Ở đây chỉ liệt kê các công trình tiêu biểu trong 5 năm qua của các GV. Danh sách đầy đủ xin tham khảo tại Phụ lục 3.

**Bảng 8: Danh sách các công trình khoa học tiêu biểu**

Số TT	Tên công trình	Tên tác giả	Nguồn công bố
1	English Proficiency Gain And Mediating Factors in Training: A Self-Evaluation of Pre-Service Teachers	<b>Nguyen Van Loi &amp; Chung Thi Thanh Hang</b>	International Journal of Learning, Teaching and Educational Research (2021), 20(1), 259-274 (Q4 - Scopus)
2	Implementing Task-Based Language Teaching in an Asian Context: Is It a Real Possibility or a Nightmare? A Case Study in Vietnam	<b>Nguyen Anh Thi, Koen Jaspaert.</b>	ITL-International Journal of Applied Linguistics (2020), 172(1), 121-151. (Q1 – Scopus)
3	English Language Teaching Reforms in Vietnam: EFL Teachers' Perceptions of Their Responses And the Influential Factors.	Le Thanh Thao, & <b>Le Xuan Mai</b> (2020).	Innovation in Language Learning and Teaching, 1-12. (Q1 – Scopus)

<b>Số TT</b>	<b>Tên công trình</b>	<b>Tên tác giả</b>	<b>Nguồn công bố</b>
4	Online Meaning Negotiation: Native-Speaker Versus Non-native Speaker Teachers & Vietnamese EFL learners	Pham Kim Chi <b>Nguyen Van Loi</b>	Language Learning and Technology (2020), 24 (3) (Q1-Scopus)
5	Vietnamese EFL Teachers' Beliefs And Practice of Alternative Assessment in Teaching English At Secondary School	<b>Nguyen Van Loi</b>	The Asian EFL Journal (2020), 24(2)31-57 (Q2-Scopus)
6	A Case Study of Vietnamese EFL Teachers' Conception of Language Output and Interaction	<b>Nguyen Van Loi</b>	Journal of Language and Education (2020), 6(1), 55-71 (Q3-Scopus)
7	Unpacking Perceptual And Contextual Influences on Task-based Instruction: A Framework of Teacher Beliefs and Practice	<b>Nguyen Van Loi</b>	PASAA: Journal of Language Teaching and Learning in Thailand (2020), v59, 154-180 (Q3, Scopus)
8	Lecturers' Beliefs And Agency about Active Learning in English for Specific Purposes Classes	<b>Nguyen Buu Huan</b>	International Journal of Learning, Teaching and Educational Research (2020), 19(3), 86-105. (Q4 – Scopus)
9	Teachers' Perceptions About Using Songs in Vocabulary Instruction to Young Language Learners	Nguyen Cam Tien, <b>Nguyen Buu Huan</b>	Universal Journal of Educational Research (2020), 8(6):2678-2685 (Q4 – Scopus)
10	EFL Teachers' Beliefs and Practices of Teaching Pronunciation in a Vietnamese Setting	Tran Thi Diem Phuong, <b>Nguyen Buu Huan</b>	Universal Journal of Educational Research (2020), 8(12), 7022-7035 (Q4 – Scopus)

<b>Số TT</b>	<b>Tên công trình</b>	<b>Tên tác giả</b>	<b>Nguồn công bố</b>
11	Unravelling Vietnamese Students' Critical Thinking and Its Relationship with Argumentative Writing	Tuyen Son Nguyen, <b>Nguyen Buu Huan</b>	Universal Journal of Educational Research (2020), 8(11B), 5972-5985. (Q4 – Scopus)
12	Challenging ESP Teacher Beliefs about Active Learning in a Vietnamese University	<b>Nguyen Buu Huan</b> , Penny Haworth, Sally Hansen	Teacher Development (2019), 23(3), 345-365.
13	Today's Teachers' CEFR Competence in the Classroom - A View of Critical Pedagogy in Vietnam	<b>Nguyen Duy Khang</b>	Theoria et Historia Scientiarum (2018), 15:121-148, (Q3 – Scopus)
14	A New Application of Raymond Padilla's Unfolding Matrix in Framing Qualitative Data and the Follow-Up Activities for Educational Research	<b>Nguyen Duy Khang</b>	The International Journal of Qualitative Methods (2018) 17(1),1-8 (Q4 – Scopus)

## **5. Hợp tác quốc tế trong hoạt động đào tạo và nghiên cứu khoa học**

Trường Đại học Cần Thơ rất chú trọng đẩy mạnh các chương trình hợp tác quốc tế nhằm phục vụ việc nghiên cứu khoa học, đào tạo, bồi dưỡng cán bộ và nâng cấp cơ sở vật chất nhằm nâng cao chất lượng đào tạo và nghiên cứu khoa học. Uy tín của Trường ngày càng được khẳng định đối với bạn bè quốc tế. KNN đã hợp tác với các trường đại học và tổ chức trên thế giới và trong nước như Đại học Sur phạm Naruto (Nhật Bản), Đại học Tours (Pháp), Đại học Phranakhon, Nakhon Pathom, Rangsit (Thái Lan), Tổ chức Princeton in Asia, Tổ chức Teachers for Vietnam trong hoạt động đào tạo và NCKH

## **6. Kiểm định chất lượng**

Ngành Sư phạm tiếng Anh (trình độ đại học) và Lý luận và phương pháp dạy học bộ môn tiếng Anh (trình độ thạc sĩ) đã được kiểm định theo tiêu chuẩn của BGD&ĐT và cấp giấy chứng nhận đạt chuẩn chất lượng đào tạo (Phụ lục 3).

# PHẦN 3

## CHƯƠNG TRÌNH VÀ KẾ HOẠCH ĐÀO TẠO

## **PHẦN 3. CHƯƠNG TRÌNH VÀ KẾ HOẠCH ĐÀO TẠO**

### **1. Chương trình đào tạo**

#### **1.1. Thông tin chung về chương trình đào tạo**

Tên ngành đào tạo: LÝ LUẬN VÀ PHƯƠNG PHÁP DẠY HỌC  
BỘ MÔN TIẾNG ANH

Mã số: 9140111

Tên cơ sở đào tạo: Trường Đại học Cần Thơ

Trình độ đào tạo: Tiến sĩ

#### **1.2. Những căn cứ xây dựng chương trình**

Đề án mở ngành Tiến sĩ Lý luận và phương pháp dạy học bộ môn tiếng Anh được lập dựa trên các cơ sở sau:

Nghị quyết số 45-NQ/TW ngày 17/02/2005 của Bộ Chính trị về xây dựng và phát triển thành phố Cần Thơ trong thời kỳ công nghiệp hóa, hiện đại hóa đất nước có nội dung “Nâng cấp Trường Đại học Cần Thơ thành trường đại học trọng điểm quốc gia theo hướng phát triển đa ngành”;

Quyết định số 1982/QĐ-TTg ngày 18/10/2016 của Phó Thủ tướng Vũ Đức Đam ban hành Khung trình độ Quốc gia Việt Nam, qui định chuẩn đầu ra đối với từng bậc trình độ, trong đó có qui định về trình độ thạc sĩ;

Thông tư số 08/2017/TT-BGDĐT ngày 04/04/2017 của Bộ trưởng BGD&ĐT về Quy chế đào tạo tiến sĩ.

Thông tư số 09/2017/TT-BGDĐT ngày 4/4/2017 của Bộ trưởng Bộ Giáo dục và Đào tạo ban hành Quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ thạc sĩ, trình độ tiến sĩ;

Thông tư số 18/2021/TT-BGDĐT ngày 28 tháng 6 năm 2021 của Bộ trưởng Bộ Giáo dục và Đào tạo về Quy chế tuyển sinh và đào tạo trình độ tiến sĩ.

Đề án 89 của Bộ GD&ĐT về nâng cao năng lực đội ngũ giảng viên, cán bộ quản lý các cơ sở giáo dục đại học đáp ứng yêu cầu đổi mới căn bản, toàn diện giáo dục và đào tạo giai đoạn 2019 – 2030

Nghị quyết số 12/QN-HĐT của Hội đồng Trường ĐHCT ngày 22/01/2019 về Kế hoạch mở ngành đào tạo đại học, thạc sĩ, TS giai đoạn 2019 – 2022 và định hướng đến năm 2030.

Căn cứ trên số lượng sinh viên đã tốt nghiệp các ngành gần, ngành khác bậc đại học được đào tạo tại Trường Đại học Cần Thơ, cũng như các cơ sở đào tạo khác trong vùng và Việt Nam;

Căn cứ nguồn nhân lực và cơ sở vật chất đã được trang bị tại Khoa Ngoại ngữ và các đơn vị khác của Trường Đại học Cần Thơ đủ để đáp ứng nhu cầu giảng dạy và hỗ trợ cho học viên tích lũy kiến thức, kỹ năng và trách nhiệm nghề nghiệp;

Nhu cầu về nguồn nhân lực chất lượng cao của ĐBSCL để phục vụ cho việc nghiên cứu, giảng dạy ở các trường Đại học, Cao đẳng và Viện nghiên cứu trong khu vực.

Chương trình đào tạo TS LL&PPDHBMTA đã được nhiều trường đại học danh tiếng trong và ngoài nước xây dựng và triển khai. Tham khảo các chương trình đào tạo tương ứng giúp chọn lọc cấu trúc học phần phù hợp với bối cảnh của Việt Nam và xu hướng phát triển của thế giới.

- Chương trình đào tạo TS ngành LL&PPDHBMTA của trường đại học Sydney, Úc tại địa chỉ website:

<https://www.sydney.edu.au/research/opportunities/opportunities/523>

- Chương trình đào tạo TS ngành Giảng dạy tiếng Anh của trường đại học Assumption, Thái Lan tại địa chỉ website: <https://www.grad.au.edu/phd-elt>.

Ngoài ra, nhằm mục đích tăng cường nắm bắt nhu cầu thực tế và tính cần thiết cho việc mở ngành, đề án đã tiến hành khảo sát bằng bảng câu hỏi cấu trúc được thiết kế chặt chẽ (có tham khảo ý kiến chuyên gia Trung tâm Quản lý Chất lượng của Trường Đại học Cần Thơ) cho 82 đối tượng thuộc các ngành nghề, lĩnh vực, và vị trí khác nhau. Giới thiệu mục tiêu rõ ràng và tham khảo ý kiến để xây dựng chương trình đào tạo cho đối tượng điều tra là mục đích hướng đến của cuộc khảo sát và kết quả trả lời của các đáp viên rất khả quan và tích cực đối với triển vọng phát triển của ngành.

### **1.3. Tóm tắt chương trình đào tạo**

#### **1.3.1. Mục tiêu đào tạo**

##### ***a. Mục tiêu chung***

Đào tạo người học có trình độ TS có kiến thức chuyên sâu, toàn diện về lĩnh vực nghiên cứu liên quan đến chuyên ngành LL&PPDHBMTA; có kỹ năng tự nghiên cứu, tự xác định vấn đề và độc lập giải quyết các vấn đề có ý nghĩa trong lĩnh vực giảng dạy tiếng Anh; có những phẩm chất và kỹ năng cá nhân và nghề

nghiệp ở trình độ cao để trở thành chuyên gia, các nhà quản lý, lãnh đạo hàng đầu trong lĩnh vực chuyên môn của mình.

***b. Mục tiêu cụ thể***

Chương trình đào tạo trang bị cho người học

a. Kiến thức chuyên sâu, toàn diện về lĩnh vực nghiên cứu liên quan đến chuyên ngành LL&PPDHBMTA;

b. Kỹ năng tự nghiên cứu, tự xác định vấn đề và độc lập giải quyết các vấn đề có ý nghĩa trong lĩnh vực giảng dạy tiếng Anh;

c. Các phương pháp nghiên cứu tiên tiến để thực hiện độc lập và hướng dẫn thực hiện một cách hiệu quả các NCKH thuộc chuyên ngành LL&PPDHBMTA;

d. Khả năng thích ứng, tự định hướng và dẫn dắt người khác đồng thời có trách nhiệm cao trong việc học tập để phát triển tri thức chuyên nghiệp, kinh nghiệm và sáng tạo ra ý tưởng mới và quá trình mới.

**1.3.2. Chuẩn đầu ra**

Sau khi hoàn thành CTĐT, người học sẽ đạt được các chuẩn đầu ra như sau:

***1.3.2.1. Kiến thức***

LO.1. Nắm vững và vận dụng hiệu quả kiến thức cốt lõi, nền tảng, tiên tiến, chuyên sâu và toàn diện về các vấn đề thuộc chuyên ngành LL&PPDHBMTA;

LO.2. Vận dụng thành thạo các kiến thức về tổ chức NCKH trong nghiên cứu các vấn đề thuộc chuyên ngành LL&PPDHBMTA.

***1.3.2.2. Kỹ năng:***

LO.3. Phát hiện, phân tích, giải quyết được các vấn đề phức tạp trong thực tiễn nghiên cứu, giảng dạy và quản lý thuộc lĩnh vực LL&PPDHBMTA;

LO.4 Độc lập nghiên cứu và hướng dẫn thực hiện một cách hiệu quả các NCKH thuộc chuyên ngành LL&PPDHBMTA;

LO.5 Tham gia thảo luận trong nước và quốc tế thuộc lĩnh vực LL&PPDHBMTA và phổ biến các kết quả nghiên cứu.

***1.3.2.3. Thái độ/Mức độ tự chủ và trách nhiệm cá nhân***

LO.6. Sử dụng kiến thức và kỹ năng đã học để đưa ra những quyết định có tính chuyên môn cao trong lĩnh vực LL&PPDHBMTA.

LO.7. Thích ứng, tự định hướng và dẫn dắt những người khác.



LO.8. Trách nhiệm cao trong việc học tập để phát triển tri thức chuyên nghiệp, kinh nghiệm và sáng tạo ra ý tưởng mới và quá trình mới.

### 1.3.3. Lượng kiến thức toàn khóa và các phần kiến thức

Chương trình đào tạo LL&PPDHBMTA cấu trúc theo Thông tư số 08/2017/TT-BGDĐT ngày 04/04/2017 của Bộ trưởng BGD&ĐT về Quy chế đào tạo tiến sĩ; Thông tư số 09/2017/TT-BGDĐT ngày 4/4/2017 của Bộ trưởng Bộ Giáo dục và Đào tạo ban hành Quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ thạc sĩ, trình độ tiến sĩ; và Thông tư số 17/2021/TT-BGDĐT ngày 22 tháng 6 năm 2021 của Bộ trưởng BGD&ĐT về Quy định về chuẩn chương trình đào tạo; xây dựng, thẩm định và ban hành chương trình đào tạo các trình độ của giáo dục đại học.

### 1.4. Chương trình đào tạo chi tiết:

- Tổng số tín chỉ: 90 TC cho người có bằng thạc sĩ; 120 TC cho người có bằng đại học.
- Thời gian đào tạo: 4 năm, tối đa 6 năm.

#### 1.4.1. Các học phần ở trình độ tiến sĩ, các chuyên đề tiến sĩ và tiểu luận tổng quan

##### 1.4.1.1. Học phần Tiến sĩ

Mỗi NCS phải hoàn thành 2 học phần bắt buộc và 3 học phần tự chọn với tổng khối lượng 11 tín chỉ thuộc trình độ TS. Tùy theo lĩnh vực của đề tài luận án, NCS sẽ chọn học phần dưới sự cố vấn của người hướng dẫn khoa học và hội đồng Khoa.

**Bảng 9: Danh mục các học phần trình độ Tiến sĩ (11 tín chỉ)**

TT	Mã số HP	Tên học phần	Số tín chỉ	Bắt buộc	Tự chọn	Số tiết LT	Số tiết TH	HP tiên quyết	HK thực hiện
1	SPA901	Phương pháp NCKH nâng cao trong giảng dạy tiếng Anh	3	x		45			I
2	SPA902	Xu hướng nghiên cứu trong lĩnh vực lý luận và phương pháp dạy học tiếng Anh	2	x		30			I

TT	Mã số HP	Tên học phần	Số tín chỉ	Bắt buộc	Tự chọn	Số tiết LT	Số tiết TH	HP tiên quyết	HK thực hiện
3	SPA903	Xu hướng nghiên cứu về phát triển chương trình và tài liệu dạy học tiếng Anh	2		x	30			II
4	SPA904	Xu hướng nghiên cứu về phương pháp giảng dạy tiếng Anh	2		x	30			II
5	SPA905	Xu hướng nghiên cứu về ứng dụng công nghệ thông tin trong giảng dạy tiếng Anh	2		x	30			II
6	SPA906	Xu hướng nghiên cứu về kiểm tra và đánh giá trong giảng dạy tiếng Anh	2		x	30			II
7	SPA907	Xu hướng nghiên cứu về phát triển chuyên môn cho giáo viên tiếng Anh	2		x	30			II
8	SPA908	Xu hướng nghiên cứu về giao tiếp liên văn hóa trong giảng dạy tiếng Anh	2		x	30			II
9	SPA909	Viết xuất bản nghiên cứu khoa học	2		x	30			II
<b>Cộng: 11 TC (Bắt buộc: 5 TC; Tự chọn: 6 TC)</b>									
		<b>Tổng cộng</b>	<b>11</b>	<b>5</b>	<b>6</b>				

#### 1.4.1.2. Chuyên đề TS

Các NCS phải thực hiện chuyên đề TS nhằm cập nhật kiến thức mới liên quan trực tiếp đến đề tài của NCS, nâng cao năng lực NCKH, giúp NCS giải quyết một số nội dung của luận án. Mỗi nghiên cứu sinh phải hoàn thành 2 chuyên đề TS với khối lượng 6 tín chỉ. Các chuyên đề tiến sĩ được thiết kế tùy thuộc vào từng nội dung nghiên cứu của Luận án.

Hàng năm, các chuyên đề TS sẽ được GV đề xuất phù hợp với sự phát triển của các định hướng nghiên cứu và được Hội đồng Khoa thông qua. Các hướng nghiên cứu này cũng sẽ được tiếp tục mở rộng trong tương lai.

Thời gian thực hiện:

Đối với NCS đã có bằng ThS, học tập trung liên tục:

- Chuyên đề 1: năm thứ 1
- Chuyên đề 2: năm thứ 2

Đối với NCS chưa có bằng ThS:

- Chuyên đề 1: HKI năm thứ 2
- Chuyên đề 2: HKII năm thứ 2

#### *1.4.1.2 Bài tiểu luận tổng quan (3 TC)*

NCS phải thực hiện một bài tiểu luận tổng quan về tình hình nghiên cứu và các vấn đề liên quan đến luận án. Bài tiểu luận này đòi hỏi NCS thể hiện khả năng phân tích, đánh giá các công trình nghiên cứu đã có của các tác giả trong và ngoài nước liên quan mật thiết đến luận án, nêu những vấn đề tồn tại và chỉ ra những vấn đề luận án cần tập trung nghiên cứu giải quyết. Qua bài báo cáo này, hội đồng sẽ xem xét quyết định NCS có thể tiếp tục nghiên cứu theo đề cương ban đầu hay cần bổ sung, điều chỉnh hướng nghiên cứu cho phù hợp.

Thời gian thực hiện: trong thời gian 24 tháng kể từ khi trúng tuyển.

#### **1.4.2. Nghiên cứu khoa học**

NCKH là giai đoạn đặc thù, bắt buộc thực hiện để đạt được tri thức mới hoặc giải pháp mới và hoàn thành viết LATs. Nghiên cứu sinh phải đảm bảo về tính trung thực, chính xác, tính mới của kết quả NCKH của mình, chấp hành các quy định về sở hữu trí tuệ của Việt Nam và quốc tế.

LATS phải là một công trình NCKH sáng tạo của chính nghiên cứu sinh, có đóng góp về mặt lý luận và thực tiễn trong lĩnh vực nghiên cứu hoặc giải pháp mới có giá trị trong việc phát triển, gia tăng tri thức khoa học của lĩnh vực nghiên cứu, giải quyết sáng tạo các vấn đề đang đặt ra của ngành khoa học hay thực tiễn kinh tế - xã hội.

Các hoạt động nghiên cứu khoa học của nghiên cứu sinh được thể hiện ở Bảng 10.

Việc đánh giá luận án sẽ được thực hiện theo quy chế đào tạo trình độ tiến sĩ.

Luận án được tiến hành đánh giá qua 3 cấp: cấp đơn vị chuyên môn, phản biện độc lập và cấp cơ sở đào tạo.

**Bảng 10: Các hoạt động nghiên cứu khoa học của nghiên cứu sinh**

TT	Các nội dung chính	Định mức (TC)	Số lượng	Bắt buộc (TC)	Tự chọn (TC)	Tổng TC	Ghi chú
<b>1</b>	<b>Chuyên đề, tiểu luận tổng quan</b>	<b>9</b>	<b>3</b>	<b>9</b>		<b>9</b>	
	- Chuyên đề 1	3	1	3			
	- Chuyên đề 2	3	1	3			
	- Tiểu luận tổng quan	3	1	3			
<b>2</b>	<b>Bài báo khoa học</b>				<b>10</b>	<b>10</b>	
	<i>Tạp chí KH thuộc WoS/Scopus</i>	6	1				
	<i>Tạp chí KH nước ngoài có phản biện</i>	5	2				
	<i>Kỷ yếu quốc tế có phản biện</i>	5	2				
	<i>Tạp chí trong nước (theo danh mục HĐCDGSNN, theo quy định của trình độ tiến sĩ)</i>	4	1				
<b>3</b>	<b>Báo cáo hội nghị khoa học (trong nước/quốc tế)</b>	<b>2-4</b>	<b>1-3</b>		<b>7</b>	<b>7</b>	Tự chọn mục trong 2
3.1	Trong nước (tiếng Việt)						
	Oral	3					
	Poster	2					
3.2	Quốc tế (tiếng nước ngoài)						
	Oral	4					
	Poster	3					
<b>4</b>	<b>Seminar</b>	<b>0,25-2</b>	<b>4-11</b>		<b>5</b>	<b>5</b>	Tự chọn trong mục 3
4.1	Thuyết trình seminar	1	4				
4.2	Tham dự báo cáo chuyên đề, seminar	0,25	8				
4.3	Seminar về kết quả nghiên cứu toàn luận án trước bảo vệ cơ sở	2	1				
<b>5</b>	<b>Tham gia giảng dạy/hướng dẫn thực tập/luận văn ĐH</b>	<b>1-2</b>	<b>4-8</b>		<b>8</b>	<b>8</b>	Tự chọn trong mục 4
5.1	Luận văn đại học	2	1-3				
5.2	Giảng dạy, hướng dẫn thực tập		1-5				
<b>6</b>	<b>Luận án</b>			<b>40</b>		<b>40</b>	
6.1	Hoạt động nghiên cứu	30	1	30			
6.2	Báo cáo kết quả nghiên cứu cho NHD và BM theo tiến độ; hoàn chỉnh luận án	10		10			
	<b>TỔNG CỘNG</b>			<b>49</b>	<b>30</b>	<b>79</b>	

## **2. Kế hoạch tuyển sinh, đào tạo và đảm bảo chất lượng đào tạo**

### **2.1. Kế hoạch tuyển sinh**

#### *2.1.1. Phương án tuyển sinh*

Trường dự kiến sẽ tuyển sinh tiến sĩ LL&PPDHBMTA bắt đầu từ năm 2021. Kế hoạch tuyển sinh từ năm 2021 đến năm 2025 được đề xuất ở Bảng sau:

**Bảng 11: Dự kiến quy mô tuyển sinh tiến sĩ ngành LL&PPDHBMTA**

Năm	2021	2022	2023	2024	2025
Số lượng tuyển sinh	5	5	5	5	5

*2.1.2. Đối tượng tuyển sinh*

1. Yêu cầu chung đối với người dự tuyển:

a) Đã tốt nghiệp thạc sĩ hoặc tốt nghiệp đại học hạng giỏi trở lên ngành phù hợp (quy định ở mục 2.1.3);

b) Đáp ứng yêu cầu đầu vào theo chuẩn chương trình đào tạo do Bộ Giáo dục và Đào tạo ban hành và của chương trình đào tạo tiến sĩ đăng ký dự tuyển;

c) Có kinh nghiệm nghiên cứu thể hiện qua luận văn thạc sĩ của chương trình đào tạo định hướng nghiên cứu; hoặc bài báo, báo cáo khoa học đã công bố; hoặc có thời gian công tác từ 02 năm (24 tháng) trở lên là giảng viên, nghiên cứu viên của các cơ sở đào tạo, tổ chức khoa học và công nghệ;

d) Có dự thảo đề cương nghiên cứu và dự kiến kế hoạch học tập, nghiên cứu toàn khóa.

2. Người dự tuyển là công dân Việt Nam phải đạt yêu cầu về năng lực ngoại ngữ được minh chứng bằng một trong những văn bằng, chứng chỉ sau:

a) Bằng tốt nghiệp trình độ đại học trở lên do một cơ sở đào tạo nước ngoài, phân hiệu của cơ sở đào tạo nước ngoài ở Việt Nam hoặc cơ sở đào tạo của Việt Nam cấp cho người học toàn thời gian bằng tiếng nước ngoài;

b) Bằng tốt nghiệp trình độ đại học ngành ngôn ngữ tiếng nước ngoài do các cơ sở đào tạo của Việt Nam cấp;

c) Có một trong các chứng chỉ ngoại ngữ quy định của Quy chế tuyển sinh và đào tạo trình độ tiến sĩ còn hiệu lực tính đến ngày đăng ký dự tuyển hoặc các chứng chỉ ngoại ngữ khác tương đương trình độ bậc 4 (theo khung năng ngoại ngữ 6 bậc dùng cho Việt Nam) do Bộ Giáo dục và Đào tạo công bố.

3. Người dự tuyển là công dân nước ngoài phải đáp ứng yêu cầu về ngoại ngữ do cơ sở đào tạo quyết định, trừ trường hợp là người bản ngữ của ngôn ngữ được sử dụng trong chương trình đào tạo trình độ tiến sĩ.

### 2.1.3. Các ngành đúng, ngành gần với chương trình đào tạo

- Ngành đúng đối với đối tượng đã có bằng ThS là LL&PPDHBMTA (8140111).

- Ngành đúng đối với đối tượng chỉ tốt nghiệp đại học là Sư phạm Tiếng Anh (7140231).

- Ngành gần đối với đối tượng đã có bằng ThS là Ngôn ngữ Anh (8220201)

#### ***Danh mục các học phần học bổ sung kiến thức***

- Đối tượng A2: Có bằng đại học chuyên ngành đúng là Sư phạm tiếng Anh.

Đối tượng A2 cần học bổ sung 30 tín chỉ trong các học phần trong Bảng 12 sau đây và một số học phần ở bậc đại học trong trường hợp cần thiết và sẽ do hội đồng tuyển sinh quyết định.

**Bảng 12: Danh mục các học phần bổ sung (đối tượng A2)**

TT	Mã số HP	Tên học phần	Số tín chỉ	Bắt buộc	Tự chọn	Số tiết LT	Số tiết TH	HP tiên quyết
<b>Phần kiến thức chung</b>								
1	ML605	Triết học	3	x		45		
<b>Cộng: 3 TC (Bắt buộc 3 TC)</b>								
<b>Phần kiến thức cơ sở</b>								
2	SPA621	Phương pháp NCKH trong giảng dạy tiếng Anh	3	x		45		
3	SPA631	Nguyên lý giảng dạy tiếng Anh	3	x		45		
4	SPA630	Kỹ năng giao tiếp sư phạm tiếng Anh	2		x	30		
5	SPA608	Xây dựng môi trường học tiếng Anh	2		x	30		
6	SPA619	Phát triển nghiệp vụ và khả năng tự học tiếng Anh	2		x	30		
7	SPA603	Đánh giá giáo dục trong giảng dạy tiếng Anh	2		x	30		
<b>Cộng: 10 TC (Bắt buộc: 6 TC; Tự chọn: 4 TC)</b>								
<b>Phần kiến thức chuyên ngành</b>								
9	SPA625	Giao tiếp liên văn hóa	2	x		30		
10	SPA622	Tiếp thu ngôn ngữ thứ hai	2	x		30		
11	SPA635	Viết tiếng Anh học thuật sau đại học	3	x		45		
12	SPA614	Phương pháp giảng dạy tiếng Anh	3	x		45		
13	SPA634	Kiểm tra và đánh giá trong giảng dạy tiếng Anh	3	x		45		
14	SPA615	Giảng dạy môn Đọc hiểu tiếng Anh	2		x	30		

TT	Mã số HP	Tên học phần	Số tín chỉ	Bắt buộc	Tự chọn	Số tiết LT	Số tiết TH	HP tiên quyết
15	SPA616	Giảng dạy môn Nghe Nói tiếng Anh	2		x	30		
16	SPA637	Giảng dạy môn Viết tiếng Anh	2		x	30		
17	SPA617	Giảng dạy môn Cấu trúc ngôn ngữ tiếng Anh	2		x	30		
18	SPA601	Thu thập và phân tích dữ liệu trong nghiên cứu giáo dục tiếng Anh	2		x	30		
<b>Cộng: 17 TC (Bắt buộc: 13 TC; Tự chọn: 4 TC)</b>								
		<b>Tổng cộng</b>	<b>30</b>	<b>22</b>	<b>8</b>			

- Đối tượng A3 (Tốt nghiệp ThS chuyên ngành gần): Với đối tượng đã có bằng ThS là ngành Ngôn ngữ Anh (8220201).

Đối tượng A3 cần học bổ sung 6 tín chỉ (Bảng 13) và một số học phần ở bậc đại học trong trường hợp cần thiết và sẽ do hội đồng xét duyệt chương trình đào tạo của Trường quyết định.

**Bảng 13: Danh mục các học phần bổ sung (đối tượng A3)**

TT	Mã số HP	Tên học phần	Số tín chỉ	Bắt buộc	Tự chọn	Số tiết LT	Số tiết TH	HP tiên quyết
1	SPA631	Nguyên lý giảng dạy tiếng Anh	3	x		45		
2	SPA614	Phương pháp giảng dạy tiếng Anh	3	x		45		
<b>Cộng: 9TC (Bắt buộc: 6 TC)</b>								
		<b>Tổng cộng</b>	<b>6</b>	<b>6</b>	<b>0</b>			

## 2.2. Kế hoạch đào tạo

Hình thức đào tạo chính quy tập trung; thời gian đào tạo toàn khóa 3 năm đối với người có bằng thạc sĩ ngành đúng và ngành gần; 4 năm đối với người tốt nghiệp loại giỏi ngành đúng.

Thông tin về tên các học phần, lượng tín chỉ, học kỳ thực hiện, tên/chuyên ngành và học vị của giảng viên được trình bày chi tiết trong Bảng 14.

**Bảng 14: Kế hoạch đào tạo của CTĐT tiến sĩ LL&PPDHBMTA**

TT	Mã học phần	Học phần	Số TC	HK thực hiện	Tên giảng viên	Chuyên ngành	Học vị Học hàm
1	SPA901	Phương pháp NCKH nâng cao trong giảng dạy tiếng Anh	3	I	Trịnh Quốc Lập	Giáo dục học – Thiết kế chương trình giảng dạy tiếng Anh	PGS. TS.
2	SPA902	Xu hướng nghiên cứu trong lĩnh vực lý luận và phương pháp dạy học tiếng Anh	3	I	Nguyễn Văn Lợi	Giáo dục học	TS
3	SPA903	Xu hướng nghiên cứu về phát triển chương trình và tài liệu dạy học tiếng Anh	2	II	Nguyễn Bửu Huân	Giáo dục học	PGS.TS.
4	SPA904	Xu hướng nghiên cứu về phương pháp giảng dạy tiếng Anh	2	II	Phương Hoàng Yến	Giáo dục và ngôn ngữ	PGS.TS.
5	SPA905	Xu hướng nghiên cứu về ứng dụng công nghệ thông tin trong giảng dạy tiếng Anh	2	II	Nguyễn Duy Khang	Sư phạm giảng dạy tiếng Anh	TS.
6	SPA906	Xu hướng nghiên cứu về kiểm tra và đánh giá trong giảng dạy tiếng Anh	2	II	Phương Hoàng Yến	Giáo dục và ngôn ngữ	PGS.TS.
7	SPA907	Xu hướng nghiên cứu về phát triển chuyên môn cho giáo viên tiếng Anh	2	II	Lê Xuân Mai	Giáo dục học	TS.
8	SPA908	Xu hướng nghiên cứu về giao tiếp liên văn hóa trong giảng dạy tiếng Anh	2	II	Lê Xuân Mai	Giáo dục học	TS.
9	SPA909	Viết xuất bản nghiên cứu khoa học	2	II	Trịnh Quốc Lập	Giáo dục học – Thiết kế chương trình giảng dạy tiếng Anh	PGS.TS.



## **2.3. Kế hoạch đảm bảo chất lượng**

NCS phải hoàn thành chương trình đào tạo trình độ tiến sĩ và yêu cầu về trình độ ngoại đầu vào (ngoại ngữ đạt được mức tương đương cấp độ B2 hoặc bậc 4/6 theo Khung năng lực ngoại ngữ Việt Nam (Quyết định số 1982/QĐ-TTg ngày 18/10/2016 của Thủ tướng Chính phủ về Khung trình độ quốc gia).

### **2.3.1 Kế hoạch phát triển đội ngũ giảng viên**

Hiện nay, Trường ĐHCT có 1.076 giảng viên, giảng viên có trình độ sau đại học chiếm tỉ lệ 97,21%, trình độ tiến sĩ chiếm 38,94%. Hiện đang cử đi học 40 tiến sĩ và 23 thạc sĩ .

Khoa Ngoại ngữ, đơn vị phụ trách ngành LL&PPDHBMTA, có 72 giảng viên trong đó có 03 PGS, 18 TS, 50 ThS và 08 giảng viên đang là nghiên cứu sinh trong và ngoài nước. Kế hoạch phát triển đội ngũ giảng viên đến 2025 tăng 4 giảng viên có trình độ tiến sĩ, 3 giảng viên có học hàm Phó GS để phục vụ công tác đào tạo ngành LL&PPDHBMTA.

### **2.3.2 Kế hoạch phát triển cơ sở hạ tầng**

Cơ sở vật chất của Trường ĐHCT đủ điều kiện phục vụ đào tạo (đã được kiểm định năm 2018). Kế hoạch đến năm 2022 sẽ phát triển Trường Đại học Cần Thơ ngang tầm với các trường đại học trong khu vực và thế giới với Dự án "Nâng cấp Trường Đại học Cần Thơ" bằng nguồn vốn vay ODA của chính phủ Nhật Bản với tổng vốn là 10.456 triệu Yên (2.250 tỉ đồng) triển khai thực hiện từ 2015 đến 2022.

### **2.3.3 Kế hoạch hợp tác quốc tế**

Về hợp tác quốc tế, Khoa đã phát triển nhiều chương trình hợp tác với các đối tác Pháp, Bỉ, Mỹ, Úc, Thái Lan, Hàn Quốc, Nhật Bản... Các chương trình hợp tác nhằm nâng cao nguồn nhân lực của Khoa, góp phần nâng cao nguồn nhân lực cho ĐBSCL và cho việc nâng cao chất lượng bồi dưỡng, NCKH & CGCN của Khoa. Trong thời gian qua các chương trình hợp tác quốc tế của Khoa đã tập trung nhiều đến các hoạt động trao đổi giáo viên và sinh viên với các đối tác. Phát huy thế mạnh này, KNN sẽ tiếp tục hợp tác để đẩy mạnh đào tạo và nghiên cứu khoa trong thời gian sắp tới theo các hướng nghiên cứu sau:

- Nghiên cứu chương trình và phát triển tài liệu giảng dạy tiếng Anh;
- Đào tạo giáo viên phát triển chuyên môn;
- Phương pháp dạy học tiếng Anh;
- Sự phát triển của người học;
- Kiểm tra và đánh giá trong giảng dạy tiếng Anh.

#### **2.3.4 Tổ chức hội nghị**

Hàng năm, Trường và Khoa tổ chức nhiều Hội thảo, hội nghị khoa học quốc tế và rất nhiều Hội thảo, hội nghị khoa học trong nước với đa dạng chủ đề, trong đó có lĩnh vực về lý luận và phương pháp dạy học bộ môn tiếng Anh. Tiếp tục phát huy thế mạnh này, các năm tới khi hoàn thành dự án nâng cấp Trường ĐHCT sẽ có nhiều cơ hội tổ chức nhiều Hội thảo, hội nghị chuyên về lĩnh vực lý luận và phương pháp dạy học bộ môn tiếng Anh hơn nữa.

#### **2.3.5 Học phí**

Mức học phí được áp dụng theo quy định hiện hành của Trường ĐHCT. Đối với học phí năm học 2021-2022 là 24.500.000 đ/năm học, 815.000 đ/tín chỉ. Học phí thu theo từng năm học; quá thời hạn đào tạo mà NCS chưa hoàn thành xong chương trình thì phải đóng học phí tốt nghiệp chậm tiến độ theo từng học kỳ, mức thu bằng 50 % mức học phí của học kỳ trễ hạn. Các chi phí liên quan đến hội đồng bảo vệ luận văn tốt nghiệp do Nhà trường chi trả.

Mức học phí này chỉ áp dụng cho những NCS đã tốt nghiệp ThS ngành đúng và học chương trình chính thức toàn thời gian của TS bao gồm: 2 chuyên đề + 1 tiểu luận tổng quan + các học phần TS + luận án.

Trường hợp NCS tốt nghiệp đại học và tốt nghiệp ThS ngành gần thì ngoài chương trình chính thức của TS phải học những học phần ThS, học phần bổ sung bậc TS và phải đóng học phí cho những học phần phải học ngoài chương trình theo quy định chung của Trường về mức học phí theo tín chỉ của trình độ ThS và TS.

Dự kiến mỗi năm mức học phí sẽ thay đổi theo quy định chung của Bộ GD&ĐT (Nghị định số 86/2015/NĐ-CP ngày 2/10/2015, Quy định về cơ chế thu, quản lý học phí đối với cơ sở giáo dục thuộc hệ thống giáo dục quốc dân).

## **PHẦN 4. CÁC MINH CHỨNG KÈM THEO ĐỀ ÁN**

<b>PHỤ LỤC 1:</b> Quyết nghị của Hội đồng Trường về việc đồng ý mở ngành LL&PPDH bộ môn tiếng Anh.	<b>44</b>
<b>PHỤ LỤC 2:</b> Phiếu tự đánh giá thực hiện điều kiện mở ngành của cơ sở đào tạo	<b>47</b>
<b>PHỤ LỤC 3:</b> Các điều kiện thực tế về đội ngũ giảng viên cơ hữu, kỹ thuật viên, cơ sở vật chất, thiết bị, thư viện, giáo trình, tài liệu phục vụ đào tạo; lý lịch khoa học; bằng tốt nghiệp; xuất bản khoa học	<b>53</b>
<b>PHỤ LỤC 4:</b> Minh chứng biên soạn, thẩm định và ban hành CTĐT	<b>455</b>
4.1. Quyết định thành lập Hội đồng biên soạn;	455
4.2. Biên bản ý kiến của các bên liên quan về mở ngành đào tạo	457
4.3. Biên bản của Hội đồng KH&ĐT Trường thông qua CTĐT sau khi lấy ý kiến các bên liên quan và thông qua danh sách HĐĐT	459
4.4. Quyết định thành lập Hội đồng thẩm định chương trình đào tạo và các điều kiện đảm bảo chất lượng thực tế;	473
4.5. Hồ sơ và biên bản thẩm định chương trình đào tạo và các điều kiện đảm bảo chất lượng thực tế	474
4.6. Văn bản giải trình việc tiếp thu ý kiến của hội đồng thẩm định chương trình đào tạo và các điều kiện đảm bảo chất lượng thực tế;	508
4.7. Biên bản thông qua đề án của Hội đồng Khoa học và Đào tạo của Trường Đại học Cần Thơ;	512
4.8. Quyết định ban hành Chương trình đào tạo.	514
<b>PHỤ LỤC 5:</b> Đề cương chi tiết học phần và chuyên đề của CTĐT tiến sĩ LL&PPDHBMTA	<b>524</b>
<b>PHỤ LỤC 6:</b> Minh chứng đáp ứng yêu cầu Thông tư 09	<b>568</b>
6.1. Báo cáo khảo sát nhu cầu;	568
6.2. Quyết nghị của Hội đồng trường về chủ trương mở ngành (Kế hoạch phát triển của Trường);	585
6.3. Minh chứng hợp tác với các trường đại học trên thế giới trong hoạt động đào tạo;	589
6.4. Quyết định cấp Giấy chứng nhận kiểm định chất lượng giáo dục cấp cơ sở giáo dục cho Trường Đại học Cần Thơ;	627
6.5. Quyết định thành lập Khoa Sau Đại học - Đơn vị quản lý chuyên trách đáp ứng yêu cầu chuyên môn nghiệp vụ quản lý đào tạo trình độ thạc sĩ;	628
6.6. Quyết định ban hành quy định đào tạo trình độ tiến sĩ của cơ sở đào tạo.	629
6.7. Minh chứng ngành đào tạo thạc sĩ và đại học được kiểm định theo chuẩn của Bộ Giáo dục và đào tạo;	673

6.8. Minh chứng 2 chương trình đào tạo tham khảo	675
6.9. Minh chứng về đào tạo thạc sĩ ngành LL&PPDHBMTA	681
<b>PHỤ LỤC 7: Minh chứng về giao quyền tự chủ và quy chế làm việc, quy chế tự chủ tài chính của Hội đồng trường.</b>	<b>690</b>

# **PHỤ LỤC 1:**

**QUYẾT NGHỊ CỦA HỘI ĐỒNG TRƯỜNG VỀ VIỆC  
MỞ NGÀNH**

**LÝ LUẬN VÀ PHƯƠNG PHÁP DẠY HỌC BỘ MÔN  
TIẾNG ANH**

## NGHỊ QUYẾT

### Kỳ họp thứ tư của Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2020 - 2025

#### HỘI ĐỒNG TRƯỜNG TRƯỜNG ĐẠI HỌC CẦN THƠ

*Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;*

*Căn cứ Nghị định số 99/2019/NĐ-CP ngày 30 tháng 12 năm 2019 của Chính phủ quy định chi tiết và hướng dẫn thi hành một số điều của Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học;*

*Căn cứ Quyết định số 3054/QĐ-BGDĐT ngày 16 tháng 10 năm 2020 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc công nhận Hội đồng trường Trường Đại học Cần Thơ;*

*Căn cứ Nghị quyết số 29/NQ-HĐT ngày 19 tháng 5 năm 2020 của Hội đồng trường Trường Đại học Cần Thơ về quy chế tổ chức và hoạt động của Trường Đại học Cần Thơ;*

*Căn cứ Nghị quyết số 09/NQ-HĐT ngày 27 tháng 11 năm 2020 của Hội đồng trường Trường Đại học Cần Thơ về quy chế làm việc của Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2020-2025;*

*Xét các tờ trình của Chủ tịch Hội đồng trường và Hiệu trưởng Trường Đại học Cần Thơ tại Kỳ họp thứ tư của Hội đồng Trường;*

*Sau khi Hội đồng Trường thảo luận và biểu quyết tại kỳ họp thứ tư tổ chức vào ngày 25 tháng 6 năm 2020.*

#### QUYẾT NGHỊ:

**Điều 1.** Hội đồng Trường đã hoàn thành nội dung chương trình kỳ họp thứ tư, nhiệm kỳ 2020-2025 và đã xem xét, quyết định các nội dung sau đây:

1. Bổ nhiệm ông Nguyễn Chí Ngôn, Phó Giáo sư, Tiến sĩ, Giảng viên cao cấp giữ chức vụ Phó Chủ tịch Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2020-2025.

2. Bổ nhiệm lại ông Vũ Xuân Nam, Thạc sĩ, Phó Trưởng phòng Tài chính giữ chức vụ Kế toán trưởng Trường Đại học Cần Thơ nhiệm kỳ 2020 - 2025.

3) Thông qua nội dung điều chỉnh, bổ sung quy chế Tổ chức và hoạt động của Trường Đại học Cần Thơ.

4) Thông qua Quy định về tuyển dụng viên chức Trường Đại học Cần Thơ.

5) Thông qua tờ trình của Hiệu trưởng về cơ cấu lại các bộ môn thuộc khoa Khoa học Chính trị

6) Thông qua tờ trình của Hiệu trưởng về chủ trương chuyển đổi Trường Đại học Cần Thơ thành Đại học Cần Thơ và giao cho Hiệu trưởng xúc tiến xây dựng đề án chi tiết trình Hội đồng trường quyết định trong Phiên họp thứ 5.

7) Thông qua tờ trình của Hiệu trưởng về chủ trương thành lập 4 trường thuộc Trường Đại học Cần Thơ (gồm Trường Nông nghiệp, Trường Kinh tế, Trường Công nghệ Thông tin và Truyền thông và Trường Bách Khoa), giao Hiệu trưởng chỉ đạo hoàn thành đề án để gửi xin ý kiến thành viên Hội đồng trường trước khi ra nghị quyết thành lập.

8) Thông qua các đề án đào tạo trình độ tiến sĩ 02 chuyên ngành Nuôi trồng thủy sản, giảng dạy bằng tiếng Anh (mã ngành cấp IV: 9620301) và chuyên ngành Lý luận và Phương pháp dạy học bộ môn tiếng Anh (mã số ngành cấp IV: 9140111).

9) Thông qua các đề án đào tạo trình độ thạc sĩ của 02 ngành Chính sách Công (mã số ngành cấp IV: 8340402) và ngành Công nghệ thông tin (mã số ngành cấp IV: 8480201).

10) Thông qua tờ trình của Hiệu trưởng về tiếp tục đào tạo bằng tiếng Anh ngành Công nghệ thực phẩm trình độ thạc sĩ (mã số ngành cấp IV: 8540101).

11) Thông qua tờ trình của Hiệu trưởng về chủ trương cải tạo Nhà 4T2 từ nhà ở sang Nhà học tập trung và giao Hiệu trưởng xem xét các vấn đề kỹ thuật để đảm bảo khai thác hiệu quả và an toàn.

12) Thông qua tờ trình của Hiệu trưởng về chủ trương xây dựng 06 công trình trong kế hoạch đầu tư trung hạn từ nay đến 2025 bằng nguồn kinh phí hợp pháp của Trường để trình Bộ Giáo dục và Đào tạo gồm Nhà học Khoa Ngoại ngữ và Nhà học Khoa Luật tại Khu I, Trung tâm Nghiên cứu Phát triển Công nghệ phần mềm tại Khu III, Khu liên hợp thể dục thể thao, Nhà học Trường Thực hành sư phạm tại Khu II và Ký túc xá Trung tâm Giáo dục Quốc phòng và An ninh 360 chỗ (Khu Hoà An). Giao Hiệu trưởng cân đối và bố trí ngân sách hợp pháp của Trường và các các nguồn huy động khác theo phân kỳ đầu tư báo cáo Hội đồng trường phê duyệt trong kế hoạch ngân sách hàng năm của Trường.

**Điều 2.**

1. Thường trực Hội đồng Trường, Hiệu trưởng, các Ban của Hội đồng Trường, các đơn vị thuộc trường theo chức năng, nhiệm vụ được giao tổ chức thực hiện có hiệu quả Nghị quyết.

2. Thường trực Hội đồng Trường, các Ban của Hội đồng Trường và thành viên Hội đồng Trường phối hợp giám sát việc thực hiện Nghị quyết.

Nghị quyết này đã được Hội đồng Trường Đại học Cần Thơ nhiệm kỳ 2020-2025, kỳ họp thứ tư thông qua ngày 25 tháng 6 năm 2021 và có hiệu lực kể từ ngày thông qua./.

**Nơi nhận:**

- Bộ Giáo dục và Đào tạo (b/c);
- Như Điều 2;
- Các đơn vị thuộc trường;
- Lưu: VT, HĐT.

**TM. HỘI ĐỒNG TRƯỜNG  
CHỦ TỊCH**



**Nguyễn Thanh Phương**



## **PHỤ LỤC 2:**

### **PHIẾU TỰ ĐÁNH GIÁ THỰC HIỆN ĐIỀU KIỆN MỞ NGÀNH CỦA CƠ SỞ ĐÀO TẠO**

Cần Thơ, ngày 24 tháng 6 năm 2021

**PHIẾU TỰ ĐÁNH GIÁ ĐIỀU KIỆN MỞ NGÀNH ĐÀO TẠO**

Tên ngành: **Lý luận và phương pháp dạy học bộ môn Tiếng Anh**

Mã số: 9140111

Trình độ: Tiến sĩ

TT	Điều kiện mở ngành theo quy định	Điều kiện thực tế, minh chứng thể hiện trong hồ sơ	Đáp ứng/ không đáp ứng
1	<p><b>1. Về ngành đào tạo</b></p> <p>1.1. Ngành đề nghị cho phép đào tạo phù hợp với nhu cầu nguồn nhân lực (trên cơ sở kết quả khảo sát);</p> <p>1.2. Được xác định trong phương hướng/kế hoạch phát triển của cơ sở đào tạo;</p> <p>1.3. Ngành phải thuộc Danh mục giáo dục, đào tạo cấp IV trình độ đại học hiện hành.</p> <p>1.4. Quyết nghị của Hội đồng trường/Hội đồng quản trị thông qua việc mở ngành đăng ký đào tạo;</p> <p>1.5. Ngành mới (thuyết minh được tính thực tiễn và kinh nghiệm đào tạo của một số nước);</p> <p>- Ngành này đã được đào tạo ở nước ngoài; đang thí điểm ở Việt Nam hoặc là trường đầu tiên thí điểm;</p> <p>- Chương trình đào tạo tham khảo của 2 trường đại học đã được kiểm định ở nước ngoài;</p>	<p>- Nhu cầu mở ngành tiến sĩ Lý luận và phương pháp dạy học bộ môn tiếng Anh (LL&amp;PPDHBMTA) đã được khảo sát với kết quả ủng hộ của 16/17 nhà tuyển dụng (94.1%) và 48/56 người học tiềm năng (73.9%).</p> <p>- Được xác định trong kế hoạch từ năm 2018.</p> <p>- Mã ngành: 9140111</p> <p>- Ngành đại học là ngành đúng: Sư phạm tiếng Anh đã đào tạo từ năm 1976.</p> <p>Quyết nghị số 12/QN-HĐT ngày 22 tháng 01 năm 2019 của Hội đồng Trường ĐHCT.</p> <p>Không phải là ngành mới; tuy nhiên CTĐT đã tham khảo của 2 ĐH nước ngoài và có ý kiến về sự cần thiết.</p> <p>Không phải thí điểm</p> <p>Đại học Sydney (Úc): <a href="https://www.sydney.edu.au/research/opportunities/opportunities/523">https://www.sydney.edu.au/research/opportunities/opportunities/523</a></p> <p>-Chương trình đào tạo TS ngành Giảng dạy tiếng Anh của trường</p>	Đáp ứng

TT	Điều kiện mở ngành theo quy định	Điều kiện thực tế, minh chứng thể hiện trong hồ sơ	Đáp ứng/ không đáp ứng
	<p>- Có ít nhất 02 ý kiến về sự cần thiết đào tạo của 02 cơ quan, tổ chức có nhu cầu sử dụng nguồn nhân lực sau đào tạo.</p> <p>1.6. Ngành đào tạo trình độ đại học/thạc sĩ là ngành đúng hoặc ngành gần (nếu không có ngành đúng) là điều kiện đầu vào của ngành đăng ký đào tạo trình độ thạc sĩ/tiến sĩ đã được đào tạo hình thức chính quy tại cơ sở đào tạo và có sinh viên/học viên đã tốt nghiệp.</p>	<p>đại học Assumption, Thái Lan tại địa chỉ website: <a href="https://www.grad.au.edu/phd-elt">https://www.grad.au.edu/phd-elt</a></p> <p>Sở Giáo dục Đồng Tháp, Trường Đại học An Giang, Trường Đại học Kiên Giang ...</p> <p>Phù hợp Ngành đào tạo trình độ ThS là ngành đúng: mã số ngành 8140111, đã có quyết định mở ngành theo văn bản số 2919/QĐ-BGDĐT, ngày 06/8/2012; CTĐT đã tuyển sinh và đào tạo 14 khóa; thông tin tốt nghiệp của HV cao học đều được đăng tải công khai trên <a href="https://gs.ctu.edu.vn/quyet-dinh/qd-tot-nghiep-thac-si.html">https://gs.ctu.edu.vn/quyet-dinh/qd-tot-nghiep-thac-si.html</a></p>	
	<p><b>2. Đội ngũ giảng viên:</b></p> <p>a) Có ít nhất năm (5) giảng viên cơ hữu có chức danh giáo sư, phó giáo sư, có bằng tiến sĩ khoa học, tiến sĩ ngành đúng hoặc ngành gần với ngành đăng ký đào tạo và không trùng với danh sách giảng viên cơ hữu là điều kiện mở ngành đào tạo cùng trình độ của các ngành khác; trong đó có ít nhất 01 giáo sư hoặc phó giáo sư đúng ngành chịu trách nhiệm chủ trì, tổ chức thực hiện chương trình đào tạo và cam kết đảm bảo chất lượng đào tạo trước cơ sở đào tạo và xã hội;</p> <p>b) Giảng viên giảng dạy đủ điều kiện; các giảng viên khác phải có trình độ thạc sĩ trở lên. Giảng viên cơ hữu tham gia giảng dạy ít nhất 70% khối lượng chương trình đào tạo; khối lượng kiến thức còn lại do giảng viên thỉnh giảng (trong và ngoài nước) đã được ký kết hợp</p>	<p>Có năm (5) giảng viên cơ hữu trong đó có 3 PGS và 2 TS có bằng tiến sĩ ngành đúng chịu trách nhiệm, tổ chức thực hiện chương trình đào tạo. Cụ thể</p> <ul style="list-style-type: none"> <li>- PGS. TS. Trịnh Quốc Lập</li> <li>- PGS. TS. Phương Hoàng Yên</li> <li>- PGS. TS. Nguyễn Bửu Huân</li> <li>- TS. Nguyễn Văn Lợi</li> <li>- TS. Nguyễn Anh Thi</li> </ul> <p>Có 10 CBGD cơ hữu có trình độ Tiến sĩ. Có phân công GV cơ hữu đảm nhiệm giảng dạy các khối lượng chương trình đào tạo</p>	Đáp ứng

TT	Điều kiện mở ngành theo quy định	Điều kiện thực tế, minh chứng thể hiện trong hồ sơ	Đáp ứng/ không đáp ứng
	<p>đồng trình giảng với cơ sở đào tạo thực hiện. Các giảng viên cơ hữu và thỉnh giảng đều phải có bằng cấp phù hợp với nội dung các học phần được phân công giảng dạy;</p> <p>c) Đảm bảo điều kiện về nghiên cứu khoa học đối với mỗi giảng viên đứng tên chủ trì mở ngành và mỗi giảng viên giảng dạy lý thuyết phần kiến thức cơ sở ngành, chuyên ngành theo quy định tại điểm d, khoản 2 Điều 2 và điểm d, khoản 2 Điều 3;</p> <p>d) 30% khối lượng kiến thức còn lại do giảng viên thỉnh giảng đã được ký kết hợp đồng thỉnh giảng với cơ sở đào tạo thực hiện;</p> <p>đ) Đối với cơ sở đào tạo ngoài công lập, phải có tối thiểu 40% giảng viên ở trong độ tuổi lao động;</p> <p>e) Đối với mở ngành theo Danh mục giáo dục đào tạo có mã số gồm 7 chữ số nếu được ghép từ nhiều chuyên ngành của danh mục giáo dục đào tạo có mã số gồm 8 chữ số thì đội ngũ giảng viên phải đảm bảo theo quy định của khoản 2 Điều 2 và Điều 3.</p> <p>g) Đối với mở ngành trình độ thạc sĩ thuộc nhóm ngành sức khỏe: mỗi môn học cơ sở ngành hoặc chuyên ngành phải có 01 giảng viên theo quy định tại điểm b trên đây; nếu có học phần liên quan đến khám bệnh, chữa bệnh thì các giảng viên và người hướng dẫn thực hành phải có chứng chỉ hành nghề khám bệnh, chữa bệnh, đã hoặc đang làm việc trực tiếp tại các cơ sở khám bệnh, chữa bệnh đủ điều kiện là cơ sở thực hành trong đào tạo khối ngành sức khỏe theo quy định.</p>	<p>Đáp ứng quy định Có bảng liệt kê các công trình nghiên cứu của GV, các công bố khoa học liên quan đã được kiểm tra trên hệ thống và có minh chứng đính kèm trong đề án.</p> <p>GV cơ hữu của trường đủ đảm trách các nội dung học phần theo chương trình đào tạo.</p> <p>Không thuộc trường ngoài công lập.</p> <p>Đáp ứng quy định Không thuộc nhóm này.</p> <p>Không thuộc nhóm ngành sức khỏe</p>	

TT	Điều kiện mở ngành theo quy định	Điều kiện thực tế, minh chứng thể hiện trong hồ sơ	Đáp ứng/ không đáp ứng
3	<p><b>3. Cơ sở vật chất:</b></p> <p>a) Có đủ phòng học, thư viện có phòng tra cứu thông tin cung cấp các nguồn thông tin tư liệu được cập nhật trong 5 năm, tính đến ngày đề nghị mở ngành hoặc thư viện điện tử có bản quyền truy cập cơ sở dữ liệu liên quan đến ngành đề nghị cho phép đào tạo, đáp ứng yêu cầu giảng dạy, học tập và nghiên cứu khoa học;</p> <p>b) Có đủ phòng thí nghiệm, xưởng thực hành, cơ sở sản xuất thử nghiệm với các trang thiết bị cần thiết đáp ứng yêu cầu giảng dạy, học tập và nghiên cứu khoa học của ngành đề nghị được đào tạo và đảm bảo đủ theo danh mục trang thiết bị tối thiểu phục vụ công tác đào tạo ngành/nhóm ngành đã được quy định (nếu có);</p> <p>c) Có phòng máy tính nối mạng internet để học viên truy cập thông tin;</p> <p>d) Có website của cơ sở đào tạo được cập nhật thường xuyên, công bố công khai theo đúng quy định tại Điều 2, 3 của Thông tư.</p> <p>đ) Có tạp chí khoa học công nghệ riêng của cơ sở đào tạo (đối với mở ngành trình độ tiến sĩ).</p>	<p>- Có đủ phòng học, phòng chuyên đề với trang thiết bị cần thiết bảo đảm để nghiên cứu sinh có thể triển khai thực hiện đề tài luận án;</p> <p>- Trung tâm học liệu Trường Đại học Cần Thơ có đủ nguồn thông tin tư liệu và phương tiện để nghiên cứu sinh tìm hiểu, tra cứu khi thực hiện đề tài luận án, viết luận án như sách, giáo trình, tạp chí khoa học trong và ngoài nước, thư viện điện tử có thể liên kết với các cơ sở đào tạo cùng lĩnh vực, cùng chuyên ngành đào tạo trong và ngoài nước;</p> <p>Ngành LL&amp;PPDH BMTA không sử dụng phòng thí nghiệm; tuy nhiên có đầy đủ các phòng chuyên đề để NCS nghiên cứu.</p> <p>Trung tâm học liệu Trường Đại học Cần Thơ có trang bị 500 máy tính truy cập mạng tốc độ cao với hơn 60 nhân viên phục vụ.</p> <p>Website của Khoa Ngoại ngữ (sfl.ctu.edu.vn), và website của Trường Đại học Cần Thơ (<a href="http://www.ctu.edu.vn">www.ctu.edu.vn</a>) được cập nhật thường xuyên</p> <p>Tạp chí khoa học Trường Đại học Cần Thơ. Năm bắt đầu: 1995 (theo Giấy phép hoạt động báo chí do Bộ Văn hóa Thông tin cấp, số 3426/GPXB ngày 20/11/1995); hình thức: 6 kỳ/năm, khổ 19x27cm, 50 trang, 400 bản/kỳ.</p>	Đáp ứng

TT	Điều kiện mở ngành theo quy định	Điều kiện thực tế, minh chứng thể hiện trong hồ sơ	Đáp ứng/ không đáp ứng
4	<p><b>4. Chương trình đào tạo và một số điều kiện khác để thực hiện chương trình đào tạo:</b></p> <p>a) Chương trình đào tạo theo định hướng nghiên cứu hoặc theo định hướng ứng dụng;</p> <p>b) Có chương trình đào tạo của ngành đề nghị cho phép đào tạo được xây dựng theo quy định; phù hợp với Khung trình độ quốc gia hiện hành; được thủ trưởng cơ sở giáo dục đại học ban hành theo quy định;</p> <p>c) Đã công bố chuẩn đầu ra các ngành đào tạo ứng với các trình độ khác nhau, trong đó chuẩn đầu ra đào tạo trình độ thạc sĩ tối thiểu phải đạt bậc 7, trình độ tiến sĩ tối thiểu là bậc 8 theo Khung trình độ quốc gia Việt Nam;</p> <p>d) Có kết quả hợp tác với các trường đại học trên thế giới trong hoạt động đào tạo và hoạt động khoa học công nghệ (trừ các ngành phải bảo mật thông tin theo quy định của pháp luật);</p> <p>đ) Có chương trình phối hợp với doanh nghiệp, đơn vị sử dụng lao động liên quan đến ngành thạc sĩ đề nghị cho phép đào tạo nếu chương trình đào tạo theo định hướng ứng dụng;</p>	<p>- Chương trình đào tạo theo định hướng nghiên cứu (90TC).</p> <p>- Có chương trình đào tạo phù hợp với Khung trình độ quốc gia hiện hành ban hành theo Quyết định 1982/QĐ-TTg ngày 18/10/2016.</p> <p>- Trong CTĐT đã công bố chuẩn đầu ra đạt bậc 8 theo Khung trình độ quốc gia Việt Nam.</p> <p>- Có nhiều kết quả hợp tác với rất nhiều trường đại học trên thế giới trong hoạt động đào tạo và khoa học công nghệ như ĐH KNN đã hợp tác với các trường đại học và tổ chức trên thế giới và trong nước như Đại học Sur phạm Naruto (Nhật Bản), Đại học Tours (Pháp), Đại học Phranakhon, Nakhon Pathom, Rangsit (Thái Lan), Tổ chức Princeton in Asia, Tổ chức Teachers for Vietnam trong hoạt động đào tạo và NCKH.</p> <p>- Ngành đào tạo tiến sĩ theo định hướng nghiên cứu.</p>	Đáp ứng

TT	Điều kiện mở ngành theo quy định	Điều kiện thực tế, minh chứng thể hiện trong hồ sơ	Đáp ứng/ không đáp ứng
	<p>e) Đã đăng ký kiểm định chất lượng giáo dục hoặc được công nhận đạt tiêu chuẩn chất lượng giáo dục theo quy định hiện hành và theo kế hoạch kiểm định của Bộ Giáo dục và Đào tạo;</p> <p>g) Có đơn vị quản lý chuyên trách đáp ứng yêu cầu chuyên môn nghiệp vụ quản lý đào tạo trình độ thạc sĩ; đã ban hành quy định đào tạo trình độ thạc sĩ của cơ sở đào tạo;</p> <p>h) Không vi phạm các quy định hiện hành về điều kiện mở ngành đào tạo, tuyển sinh, tổ chức và quản lý đào tạo ở các ngành đang đào tạo và các quy định liên quan đến giáo dục đại học trong thời hạn 3 năm, tính đến ngày đề nghị mở ngành.</p>	<p>- Trường đã được đánh giá ngoài theo chuẩn của Bộ Giáo dục và Đào tạo và đạt chuẩn năm 2018. QĐ số 14/QĐ-TTKĐ ngày 19/5/2023; vào sổ đăng ký số 2018.04/CEAHCM/ĐH.</p> <p>- 02 ngành đúng trình độ đại học và thạc sĩ đều được công nhận đạt chuẩn kiểm định CTĐT:</p> <p>- Ngành Sư phạm tiếng Anh (trình độ đại học): QĐ số 161/QĐ-KĐCLGD, ngày 14/6/2021 và vào sổ GCN số CTĐT2021.15/CEA-AVU&amp;C.</p> <p>- Ngành LL&amp;PPDHBMTA (trình độ thạc sĩ): QĐ số 161/QĐ-KĐCLGD, ngày 14/6/2021 và vào sổ GCN số CTĐT2021.15/CEA-AVU&amp;C.</p> <p>-Đơn vị quản lý chuyên trách quản lý đào tạo trình độ sau đại học là Khoa Sau đại học.</p> <p>- Không vi phạm.</p>	
5	<p>* Thẩm định chương trình đào tạo và điều kiện đảm bảo chất lượng thực tế:</p> <p>- Quyết định thành lập Hội đồng thẩm định ghi rõ ngành đào tạo, trình độ, chức danh, đơn vị công tác của thành viên.</p> <p>- Biên bản hội đồng thẩm định và kết luận.</p> <p>- Giải trình của cơ sở đào tạo theo góp ý của hội đồng thẩm định (nếu có).</p>	<p>QĐ 1791/QĐ-ĐHCT, 18/06/2021</p> <p>Biên bản họp HĐ thẩm định ngày 20/6/2021, kèm nhận xét và biên bản kiểm phiếu.</p> <p>Tờ trình về việc điều chỉnh theo góp ý của HĐ thẩm định, ký ngày 21/6/2021</p>	Đáp ứng

TT	Điều kiện mở ngành theo quy định	Điều kiện thực tế, minh chứng thể hiện trong hồ sơ	Đáp ứng/ không đáp ứng
	* Trường hợp sử dụng chương trình đào tạo của trường khác/nước ngoài nêu rõ của nước nào, đã được kiểm định chất lượng chưa? bản quyền sử dụng. * Biên bản của hội đồng khoa học đào tạo trường thông qua đề án.	Không thuộc trường hợp này.  Biên bản số 1229/BB-ĐHCT-HĐKHĐT phiên họp 22/6/2021	Đáp ứng
6	Điều kiện thực hiện: Nguồn lực con người khác và tài chính	Nhà trường có đủ nguồn lực con người để quản lý và giảng dạy bậc tiến sĩ ngành LL&PPDH BMTA; Về tài chính, thu từ nguồn học phí theo qui định và chia sẻ nguồn lực tài chính chung của trường đảm bảo quá trình đào tạo.	Đáp ứng

**Kết luận của cơ sở đào tạo/đơn vị đề nghị:** Điều kiện mở ngành trình độ tiến sĩ ngành Lý luận và Phương pháp dạy học bộ môn tiếng Anh đã đáp ứng các tiêu chí theo Thông tư số 09/2017/TT-BGDĐT ngày 04/4/2017.

Kính đề nghị Bộ Giáo dục và Đào tạo cho phép Trường Đại học Cần Thơ đào tạo trình độ tiến sĩ ngành Lý luận và Phương pháp dạy học bộ môn tiếng Anh (mã số ngành cấp IV: 9140111).

KT. **HIỆU TRƯỞNG**  
**PHÓ HIỆU TRƯỞNG**



**Trần Trung Tính**



## **PHỤ LỤC 3**

### **CÁC ĐIỀU KIỆN THỰC TẾ VỀ:**

- ĐỘI NGŨ GIẢNG VIÊN CƠ HỮU**
- KỸ THUẬT VIÊN, CƠ SỞ VẬT CHẤT**
- THIẾT BỊ, THƯ VIỆN, GIÁO TRÌNH**
- TÀI LIỆU PHỤC VỤ ĐÀO TẠO**
- LÝ LỊCH KHOA HỌC**
- BẰNG TỐT NGHIỆP**
- XUẤT BẢN KHOA HỌC**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO      CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**TRƯỜNG ĐẠI HỌC CẦN THƠ      Độc lập - Tự do - Hạnh phúc**

*Cần Thơ, ngày 19 tháng 06 năm 2021*

**XÁC NHẬN ĐIỀU KIỆN THỰC TẾ CỦA CƠ SỞ ĐÀO TẠO**

**1. Về giảng viên**

**Mẫu 1: Danh sách giảng viên, nhà khoa học cơ hữu tham gia đào tạo các học phần trong chương trình đào tạo CTĐT tiến sĩ LL&PPDHBM-TA**

TT	Họ và tên, năm sinh, chức vụ hiện tại	Học hàm, năm phong	Học vị, nước, năm tốt nghiệp	Ngành/Chuyên ngành	Tham gia đào tạo SDH (năm, CSĐT)	Thành tích khoa học (số đề tài, các bài báo)	Tham gia giảng dạy học phần	Ghi chú
1	Trịnh Quốc Lập, 1967 Trưởng khoa KNN	PGS- 2017	TS, Hà Lan, 2006	Giáo dục ngôn ngữ - Thiết kế chương trình giảng dạy tiếng Anh	2007, ĐHCT	01 đề tài cấp Bộ, 23 bài báo	Phương pháp NCKH nâng cao trong giảng dạy tiếng Anh	
2	Phương Hoàng Yến, 1978 Phó trưởng khoa KNN	PGS- 2019	TS, Bỉ, 2014	Ngôn ngữ và giáo dục	2017, ĐHCT	03 đề tài cấp trường, 36 bài báo	Xu hướng nghiên cứu về kiểm tra và đánh giá trong giảng dạy tiếng Anh	

3	Nguyễn Bửu Huân, 1966	PGS, 2020	TS, New Zealand, 2014	Giáo dục học	2016, ĐHCT	01 đề tài cấp trường, 32 bài báo	Viết xuất bản nghiên cứu khoa học	
4	Nguyễn Văn Lợi, 1972		TS, New Zealand, 2011	Giáo dục học	2012, ĐHCT	04 đề tài cấp trường, 23 bài báo	Xu hướng nghiên cứu về phương pháp giảng dạy tiếng Anh Xu hướng nghiên cứu trong lĩnh vực lý luận và phương pháp dạy học tiếng Anh	
5	Nguyễn Anh Thi, 1985 Trưởng bộ môn Phương pháp dạy học tiếng Anh		TS, Bỉ, 2018	Ngôn ngữ và giáo dục	2019, ĐHCT	4 bài báo	Xu hướng nghiên cứu về phát triển chương trình và tài liệu dạy học tiếng Anh	
6	Lê Xuân Mai, 1980, Trưởng bộ môn Anh văn căn bản và chuyên ngành		TS, Úc, 2016	Giáo dục học	2019, ĐHCT	1 đề tài cấp trường, 12 bài báo	Xu hướng nghiên cứu về phát triển chuyên môn cho giáo viên tiếng Anh	
7	Nguyễn Hải Quân, 1979		TS, Úc, 2018	Giáo dục học	2019, ĐHCT	3 bài báo	Xu hướng nghiên cứu về giao tiếp liên văn hóa trong giảng dạy tiếng Anh	

8	Nguyễn Thị Văn Sứ, 1985		TS, Úc, 2015	Giáo dục học	2017, ĐHCT	6 bài báo	Xu hướng nghiên cứu về phát triển chuyên môn cho giáo viên tiếng Anh		
9	Nguyễn Thị Phương Hồng, 1973		TS, Hà Lan Lan, 2013	Ngôn ngữ học ứng dụng	2017, ĐHCT	4 bài báo	Xu hướng nghiên cứu về giao tiếp liên văn hóa trong giảng dạy tiếng Anh		
10	Nguyễn Duy Khang 1979		TS.Ba Lan, 2017	Giáo dục học	2019, ĐHCT	18 bài báo	Xu hướng nghiên cứu về ứng dụng công nghệ thông tin trong giảng dạy tiếng Anh		



**Mẫu 2: Danh sách giảng viên, nhà khoa học cơ hữu đứng tên mở ngành, giảng viên giảng dạy các học phần trong CTĐT tiến sĩ LL&PPDHBMTA**

TT	Họ và tên, năm sinh, chức vụ hiện tại	Học hàm, năm phong	Học vị, nước, năm tốt nghiệp	Ngành/ Chuyên ngành	Tham gia đào tạo SDH (năm, CSDT)	Thành tích khoa học (số đề tài, các bài báo)	Ghi chú
<b>I. Giảng viên, nhà khoa học cơ hữu đứng tên mở ngành</b>							
1	Trình Quốc Lập, 1967 Trưởng khoa KNN	PGS-2017	TS, Hà Lan, 2006	Giáo dục ngôn ngữ - Thiết kế chương trình giảng dạy tiếng Anh	2007, ĐHCT	01 đề tài cấp Bộ, 23 bài báo	
2	Phương Hoàng Yến, 1978 Phó trưởng khoa KNN	PGS-2019	TS, Bỉ, 2014	Ngôn ngữ và giáo dục	2017, ĐHCT	03 đề tài cấp trường, 36 bài báo	
3	Nguyễn Bửu Huân, 1966	PGS, 2020	TS, New Zealand, 2014	Giáo dục học	2016, ĐHCT	01 đề tài cấp trường, 32 bài báo	
4	Nguyễn Văn Lợi, 1972		TS, New Zealand, 2011	Giáo dục học	2012, ĐHCT	04 đề tài cấp trường, 23 bài báo	
5	Nguyễn Anh Thi, 1985		TS, Bỉ, 2018	Ngôn ngữ và giáo dục	2019, ĐHCT	4 bài báo	

	Trưởng bộ môn						
	Phương pháp dạy học tiếng Anh						

## II. Giảng viên giảng dạy các học phần trong CTĐT

			TS, Úc, 2016	Giáo dục học	2019, ĐHCT	1 đề tài cấp trường, 12 bài báo	
1	Lê Xuân Mai, 1980, Trưởng bộ môn Anh văn căn bản và chuyên ngành						
2	Nguyễn Hải Quân, 1979		TS, Úc, 2018	Giáo dục học	2019, ĐHCT	3 bài báo	
3	Nguyễn Thị Văn Sử, 1985		TS, Úc, 2015	Giáo dục học	2017, ĐHCT	6 bài báo	
4	Nguyễn Thị Phương Hồng, 1973		TS, Hà Lan Lan, 2013	Ngôn ngữ học ứng dụng	2017, ĐHCT	4 bài báo	
5	Nguyễn Duy Khang 1979		TS.Ba Lan, 2017	Giáo dục học	2019, ĐHCT	18 bài báo	

**Mẫu 3: Danh sách cán bộ quản lý phụ trách ngành đào tạo**

TT	Họ và tên, năm sinh, chức vụ hiện tại	Trình độ đào tạo, năm tốt nghiệp	Ngành/Chuyên ngành	Ghi chú
1	Phường Hoàng Yến 1978 Phó trưởng khoa	Tiến sĩ, 2014	Ngôn ngữ và giáo dục	Quản lý đào tạo Khoa Ngoại ngữ
2	Nguyễn Anh Thi 1985 Trưởng Bộ môn	Tiến sĩ, 2018	Ngôn ngữ và giáo dục	Quản lý Bộ môn
3	Nguyễn Hải Quân 1979	Tiến sĩ, 2018	Giáo dục học	Quản lý chuyên ngành đào tạo

**TRƯỞNG PHÒNG TCCB**  
(Ký tên xác nhận)

  
**Nguyễn Thị Kim Loan**

**TRƯỞNG KHOA/VIỆN**

  
**Trịnh Quốc Lập**

*Ghi chú:* Xác nhận đội ngũ giảng viên cơ hữu của cơ sở đào tạo (danh sách và ngành, chuyên ngành đào tạo) kèm theo bảng lương (đối với giảng viên ngoài độ tuổi lao động) của cơ sở đào tạo trong 06 tháng liên tục (tính đến thời điểm xác nhận), sổ bảo hiểm (đối với giảng viên trong độ tuổi lao động), quyết định tuyển dụng, hợp đồng tuyển dụng; đối chiếu tên ngành/chuyên ngành trên văn bằng với tên ngành/chuyên ngành của giảng viên cơ hữu ghi trong danh sách. Đối với những giảng viên cơ hữu làm việc theo chế độ hợp đồng lao động/hợp đồng làm việc thì hợp đồng phải ghi rõ làm việc toàn thời gian cho cơ sở đào tạo.



**2. Cơ sở vật chất, trang thiết bị, thư viện phục vụ cho thực hiện chương trình đào tạo**

**Mẫu 4: Trang thiết bị phục vụ cho thực hiện chương trình đào tạo**

TT	Tên gọi của máy, thiết bị, ký	Nước sản xuất,	Số	Tên học phần	Ghi
1	Máy tính Dell Inspiron 3647; 17" Dell 1715s	China,2015	6	VP	
2	Tivi TOSHIBA 55L3650VN/150W	Nhật, 2018	5	Nhà học	
3	Máy điều hòa Mitsubishi SRK- 12CM-5(1,5HP;2 dàn)12CM- 5(1,5HP;2 dàn)	Nhật, 2019	6	VP	
4	Máy tính để bàn HP 280G3-LCD 19.5 HP	Nhật, 2019	2	VP	
5	Laptop HP core i5	Nhật, 2018	20	Phục vụ nghiên cứu và làm việc	
6	Máy điều hòa Mitsubishi PLY- P24BALCM;3Hp âm trần, 1 chiều lạnh	Nhật, 2020	12	Phòng học CLC	
7	Hộp đ/khiển Hiclass V-IK 220	Nhật, 2012	32	Phòng học đa phương tiện	
8	Hộp đ/khiển Hiclass V-IK 180	Nhật, 2012	2	Phòng học đa phương tiện	
9	LCD 18.5" AOC	Nhật, 2012	2	Phòng học đa phương tiện	
10	LCD 18.5" HP LV1911	Nhật, 2012	8	Phòng học đa phương tiện	
11	UPS Santak 1000 VA	Nhật, 2012	2	Phòng học đa phương tiện	
12	Switch 48 port	Nhật, 2012	2	Phòng học đa phương tiện	
13	Microphone	Nhật, 2012	58	Phòng học đa phương tiện	
14	Ghế xếp inox,mouse	Nhật, 2012	60	Phòng học đa phương tiện	
15	Bàn vi tính (0,4x0,8)m	Nhật, 2012	56	Phòng học đa phương tiện	



16	Bàn vi tính (0,7x1,6)m	Nhật, 2012	2	Phòng học đa phương tiện	
17	UPS Santak TG1000	Nhật, 2012	1	Phòng học đa phương tiện	
18	Hộp đ/khiển Hiclass V-IK 220	Nhật, 2012	32	Phòng học đa phương tiện	
19	Máy in canon LBP 2900 (NMY A467979)	Nhật, 2016	8	Văn phòng	
20	Tivi LED LG 55UM7300 PTA	HQ, 2019	2	Phòng học	

**TRƯỞNG PHÒNG QTTB**

**Nguyễn Văn Trí**

**TRƯỞNG KHOA/VIỆN**

**Trịnh Quốc Lập**

*Ghi chú:* Xác nhận cơ sở vật chất, trang thiết bị thực tế của cơ sở đào tạo: phòng học, phòng thí nghiệm, xưởng thực hành, cơ sở sản xuất thử nghiệm, thư viện, các công trình xây dựng phục vụ hoạt động giải trí, thể thao, văn hóa, các công trình y tế, dịch vụ phục vụ cán bộ, giảng viên, sinh viên; danh mục sách, tạp chí phục vụ đào tạo ngành đăng kí đào tạo kèm theo các minh chứng xây dựng, thuê, mua, được tặng, được cấp, chuyển nhượng (đối chiếu với sổ tài sản, hóa đơn, chứng từ bản gốc). Đối với các máy móc, thiết bị được tặng từ các tổ chức, cá nhân nước ngoài thì phải có giấy tờ của cơ quan có thẩm quyền cho phép tiếp nhận và nhập khẩu.

### Mẫu 5: Thư viện

Số TT	Tên sách, tên tạp chí	Nước xuất bản/Năm xuất bản	Số lượng bản sách	Tên học phần sử dụng sách, tạp chí
1	Fraenkel, J. R., & Norman, E. Wallen. <i>How to Design and Evaluate Research in Education. pp. 27-28, 91, 111-149, 458,</i>	2011	01	Phương pháp NCKH
2	Paltridge, B., & Phakiti, A. (Eds.). <i>Research methods in applied linguistics: A practical resource.</i> Bloomsbury Publishing.	2015	01	Phương pháp NCKH nâng cao
3	McKinley, J., & Rose, H. (Eds.). <i>The Routledge handbook of research methods in applied linguistics.</i> Routledge.	2019	01	Phương pháp NCKH nâng cao
4	Mishan, F., & Timmis, I. <i>Materials Development for TESOL.</i> Edinburgh University Press.	2015	01	Xu hướng nghiên cứu về Phát
5	Tan, L.S., Ponnusamy, L.D., & Quek, C.G. <i>Curriculum for High ability learners: Issues, trends and practices.</i> Springer.	2017	01	Xu hướng nghiên cứu về Phát
6	Schunk, D.H. (2013). <i>Learning theories: an educational perspective</i> (6th ed.). Pearson.	2013	01	Xu hướng nghiên cứu về Lý luận
7	Polat, N., Gregersen, T. & MacIntyre, P. <i>Research driven pedagogy: Introduction</i> (Eds.). London: Routledge, Taylor & Francis Group	2020	01	Xu hướng nghiên cứu về Lý luận
8	Ellis, R. <i>Language teaching research and language pedagogy.</i> Maiden, MA. Wiley-Blackwell.	2012	01	Xu hướng nghiên cứu về Lý luận
9	Renandya, W. A. & Widodo H. P. (Eds). <i>English language teaching today: Linking theory and practice.</i> Springer: Singapore	2016	01	Xu hướng nghiên cứu về Lý luận
10	Richards, J. C., & Rodgers, T. S. <i>Approaches and methods in language teaching.</i> Cambridge university press.	2014	01	Xu hướng nghiên cứu về Phương



11	Russell, V., & Murphy-Judy, K. <i>Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses</i> . Routledge.	2020	01	Xu hướng nghiên cứu về Phương
12	Carrió Pastor, M. L.. <i>Technology implementation in second language teaching and translation studies</i> . New Frontiers in Translation Studies, June 2016.	2016	01	Xu hướng nghiên cứu về Phương
13	May, S. & Thorne, S. <i>Language, Education and Technology</i> . Cham: Springer International Publishing.	2017	01	Xu hướng nghiên cứu về công
14	Trede, F., Markauskaite, L., McEwen, C., & Macfarlane, S.. <i>Education for Practice in a Hybrid Space: Enhancing Professional Learning with Mobile Technology</i> . Singapore: Springer Singapore.	2019	01	Xu hướng nghiên cứu về công
15	Rahimi, M. & Pourshahba, S. <i>EFL teachers' TPACK: emerging research and opportunities</i> . Hershey, PA: IGI Global	2018	01	Xu hướng nghiên cứu về công
16	Shohamy, E., Or, I. G., & May, S. (Eds.). <i>Language testing and assessment</i> . Springer.	2017	01	Xu hướng nghiên cứu về Kiểm tra
17	Cheng, L., & Fox, J. <i>Assessment in the language classroom: Teachers supporting student learning</i> . Palgrave.	2017	01	Xu hướng nghiên cứu về Kiểm tra
18	Creemers, B., Kyriakides, L., Antoniou, P. <i>Teacher professional development for improving quality of teaching</i> . Springer.	2013	01	Xu hướng nghiên cứu về Phát
19	Martin, C., & Polly, D. <i>Handbook of research on teacher education and professional development</i> . IGI Global.	2017	01	Xu hướng nghiên cứu về Phát
20	Mishan, F., & Timmis, I. <i>Materials development for TESOL</i> . Edinburgh University Press.	2015	01	Xu hướng nghiên cứu về Phát
21	Murray, J., & Swennen, A. <i>International research, policy and practice in teacher education</i> . Springer.	2019	01	Xu hướng nghiên cứu về Phát
22	Pinar, W.F. <i>International handbook of curriculum research</i> . New York: Routledge	2014	01	Xu hướng nghiên cứu về Phát

23	Wedell, M., & Grassick, L. <i>International perspectives on teacher with curriculum change</i> . Palgrave Mcmillan	2018	01	Xu hướng nghiên cứu về Phát
24	Hinkel, E. <i>Handbook of Research in Second Language Teaching and Learning, Volume III</i> . New York: Routledge.	2017	01	Xu hướng nghiên cứu trong lĩnh
25	Phạm Thị Hồng Nhung. <i>Communicating with Vietnamese in Intercultural Contexts: Insights into Vietnamese Values</i> . NXBGD, Việt Nam.	2011	01	Xu hướng nghiên cứu trong lĩnh

p. GIÁM ĐỐC THƯ VIỆN

(Ký tên xác nhận)

TRƯỞNG KHOA/VIỆN

Nguyễn Thị Tuyết Trinh

Trịnh Quốc Lập



### 3. Nghiên cứu khoa học, đề tài luận văn, luận án

**Mẫu 6: Các đề tài nghiên cứu khoa học của giảng viên, nhà khoa học liên quan đến ngành LL&PPDHBM TA**

Số TT	Tên đề tài	Cấp quyết định, mã số	Số QĐ, ngày tháng năm/ngày	Kết quả nghiệm thu
1	Phát triển năng lực nghiên cứu về khoa học giáo dục của các trường, khó sự phạm vùng ĐBSCL.	Cấp Bộ, MS: B2013-16-21	Số 6240/QĐ-BGDĐT Ngày 30/12/2016	Đạt
2	Cấu trúc tu từ phần dẫn nhập bài báo nghiên cứu ngôn ngữ học ứng dụng tiếng Anh và tiếng Việt: Đối chiếu trên cơ sở thể loại”	Cấp trường	Số 2991/QĐ-ĐHCT Ngày 25/8/2015	Tốt
3	Khảo sát cấu trúc tu từ trong phần dẫn nhập bài báo nghiên cứu tiếng Anh chuyên ngành ngôn ngữ học ứng dụng trên cơ sở thể loại.	Cấp trường, MS: T2015 – 87	Số 716/QĐ – ĐHCT Ngày 16/3/2016	Tốt
4	Tìm hiểu thực trạng và đề xuất giải pháp đẩy mạnh hoạt động NCKH cho GV tiếng Anh tại Trường ĐHCT.	Cấp trường, MS: T2016-50	Số 5342/QĐ – ĐHCT 06/12/2016	Tốt
5	Hiệu quả của mô hình đào tạo tiếng Anh có ứng dụng dạy học dự án trong chương trình đào tạo ngành Sư phạm tiếng Anh	Cấp trường, MS: T2016 – 49	Số 956/QĐ – ĐHCT Ngày 30/3/2017	Tốt
6	Cải tiến chương trình tiếng Anh của các ngành Công nghệ Sinh học và Nuôi trồng Thủy sản tiên tiến tại Trường ĐHCT	Cấp trường, MS: T2017-46	Số 4929/QĐ-ĐHCT Ngày 15/12/2017	Tốt
7	Đánh giá chương trình đào tạo ngành Ngôn Ngữ Anh tại Trường ĐHCT và đề xuất giải pháp nhằm cải tiến chương trình.	Cấp trường, MS: T2017 – 47	Số 02/QĐ-ĐHCT Ngày 02/01/2018	Tốt

8	Thực trạng và giải pháp nâng cao năng lực tiếng Anh cho sinh viên chuyên ngữ trường ĐHCT.	Cấp trưởng, <b>MS: T2018 – 83</b>	Số 5389/QĐ- ĐHCT Ngày 23/11/2018	<b>Tốt</b>
9	Đánh giá hiệu quả của chương trình tiếng Anh tăng cường đến việc học chuyên môn bằng tiếng Anh (EMI) của các ngành tiên tiến và chất lượng cao tại	Cấp trưởng, <b>MS:T2018-83</b>	Số 1241/QĐ- ĐHCT 26/4/2019	<b>Tốt</b>
10	Thực trạng và giải pháp nâng cao hiệu quả của việc học kết hợp trên lớp và trực tuyến trong chương trình tiếng Anh của ngành chất lượng cao và tiên tiến.	Cấp trưởng, <b>MS: T2018-46</b>	Số 4448/QĐ- ĐHCT 09/10/2019	<b>Tốt</b>
11	Thực trạng và giải pháp viết tiếng Anh học thuật cho sinh viên ngành kinh doanh quốc tế chất lượng cao.	Cấp trưởng, <b>MS: T2019 – 55</b>	Số 5790/QĐ – ĐHCT 02/12/2019	<b>Tốt</b>
12	Nghiên cứu tính thích ứng của chương trình đào tạo chuyên ngành Biên dịch – Phiên dịch tiếng Anh với nhu cầu của nhà tuyển dụng	Cấp trưởng, <b>MS: T2019 – 54</b>	Số 1008/QĐ- ĐHCT Ngày 21/5/2020	<b>Tốt</b>
13	Đánh giá các loại hình phát triển chuyên môn cho GV giảng dạy tiếng Anh căn bản tại Trường ĐHCT.	Cấp trưởng, <b>MS: T2017-45</b>	Số 3582/QĐ- ĐHCT Ngày 23/10/2020	<b>Tốt</b>
14	Khảo sát năng lực ứng dụng CNTT trong dạy học tiếng Anh của giáo viên THPT khu vực ĐBSCL	Cấp trưởng <b>MS: T2020-56</b>	Số 3582/QĐ- ĐHCT Ngày 23/10/2020	<b>Tốt</b>

**TRƯỞNG PHÒNG QLKH**

(Ký tên xác nhận)



**Lê Nguyễn Đoàn Khôi**

**TRƯỞNG KHOA/VIỆN**



**Mẫu 7: Các công trình công bố của giảng viên, nhà khoa học cơ hữu liên quan ngành LL&PPDHBMTA của Trường Đại học Cần Thơ trong 05 năm trở lại đây**

TT	Tên công trình	Tên tác giả	Năm và nguồn công bố
1	English Proficiency Gain And Mediating Factors in Training: A Self-Evaluation of Pre-Service Teachers	<b>Nguyen Van Loi</b> & Chung Thi Thanh Hang	International Journal of Learning, Teaching and Educational Research (2021), 20(1), 259-274 (Q4 - Scopus)
2	Implementing Task-Based Language Teaching in an Asian Context: Is It a	<b>Nguyen Anh Thi</b> , Koen	ITL-International Journal of Applied Linguistics (2020),
3	English Language Teaching Reforms in Vietnam: EFL Teachers'	Le Thanh Thao, & <b>Le Xuan Mai</b>	Innovation in Language Learning and Teaching, 1-12.
4	Online Meaning Negotiation: Native-Speaker Versus Non-native Speaker	Pham Kim Chi & <b>Nguyen Van Loi</b>	Language Learning and Technology (2020), 24 (3) (Q1-
5	Vietnamese EFL Teachers' Beliefs And Practice of Alternative	<b>Nguyen Van Loi</b>	The Asian EFL Journal (2020), 24(2)31-57 (Q2-Scopus)
6	A Case Study of Vietnamese EFL Teachers' Conception of Language	<b>Nguyen Van Loi</b>	Journal of Language and Education (2020), 6(1), 55-71
7	Unpacking Perceptual And Contextual Influences on Task-based	<b>Nguyen Van Loi</b>	PASAA: Journal of Language Teaching and Learning in
8	Lecturers' Beliefs And Agency about Active Learning in English for	<b>Nguyen Buu Huan</b>	International Journal of Learning, Teaching and
9	Teachers' Perceptions About Using Songs in Vocabulary Instruction to	Nguyen Cam Tien, <b>Nguyen</b>	Universal Journal of Educational Research (2020),
10	EFL Teachers' Beliefs and Practices of Teaching Pronunciation in a	Tran Thi Diem Phuong, <b>Nguyen</b>	Universal Journal of Educational Research (2020),
11	Unravelling Vietnamese Students' Critical Thinking and Its Relationship	Tuyen Son Nguyen,	Universal Journal of Educational Research (2020),
12	Challenging ESP Teacher Beliefs about Active Learning in a	<b>Nguyen Buu Huan</b> , Penny	Teacher Development (2019), 23(3), 345-365.
13	Today's Teachers' CEFR Competence in the Classroom - A View of Critical	<b>Nguyen Duy Khang</b>	Theoria et Historia Scientiarum (2018), 15:121-148, (Q3 –

TT	Tên công trình	Tên tác giả	Năm và nguồn công bố
14	A New Application of Raymond Padilla's Unfolding Matrix in	Nguyen Duy Khang	The International Journal of Qualitative Methods (2018)

**TRƯỜNG PHÒNG QLKH**  
  
**TRƯỜNG ĐẠI HỌC CẦN THƠ**  
**Trần Nguyễn Đoàn Khôi**

(Ký tên xác nhận)

**TRƯỞNG KHOA/VIỆN**



**Trịnh Quốc Lập**



## LÝ LỊCH KHOA HỌC

### I. LÝ LỊCH SƠ LƯỢC

Họ và tên: TRỊNH QUỐC LẬP      Giới tính: Nam  
Ngày, tháng, năm sinh: 09.12.1967      Nơi sinh: Nhon Ái, Phong Điền, Cần Thơ  
Quê quán: Nhon Ái, Phong Điền, Thành phố Cần Thơ) Dân tộc: Kinh  
Học vị cao nhất: Tiến sĩ      Năm, nước nhận học vị: 2005  
Chức danh khoa học cao nhất: Phó Giáo sư, Giảng viên cao cấp; Năm bổ nhiệm: 2018  
Chức vụ (hiện tại hoặc trước khi nghỉ hưu): Trưởng khoa  
Đơn vị công tác (hiện tại hoặc trước khi nghỉ hưu): Khoa Ngoại ngữ  
Chỗ ở riêng hoặc địa chỉ liên lạc: Khoa Ngoại ngữ- Trường Đại học Cần Thơ, số 411-  
Đường 30/4- Phường Hưng Lợi- Thành phố Cần Thơ  
Điện thoại liên hệ: 0939411261  
E-mail: tqlap@ctu.edu.vn  
Số CMND/CCCD: 092067002855      Ngày cấp: 11.03.2020  
Nơi cấp: Cục quản lý hành chính về trật tự xã hội

### II. QUÁ TRÌNH ĐÀO TẠO

#### 1. Đại học:

Hệ đào tạo: tập trung  
Nơi đào tạo: Trường Đại học Cần Thơ  
Ngành học: Sư phạm Anh văn  
Nước đào tạo: Việt Nam      Năm tốt nghiệp: 1990

#### 2. Sau đại học

- Thạc sĩ chuyên ngành: Ngôn ngữ học ứng dụng; Năm cấp bằng: 1999  
Nơi đào tạo: UMass Boston, Hoa Kỳ

- Tiến sĩ

Ngành: Khoa học xã hội và khoa học hành vi (Social and behavioral sciences)

Chuyên ngành: Lý luận dạy học (Didactics)

Năm cấp bằng: 2005

Nơi đào tạo: Đại học Amsterdam, Hà Lan

Tên luận án: **Stimulating learner autonomy in English language education  
A curriculum innovation in a Vietnamese context**

### III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

#### 1. Các hoạt động chuyên môn đã thực hiện

Thời gian	Nơi công tác	Công việc đảm nhiệm
07/1990 - 07/2005	Khoa Sư Phạm, Trường Đại học Cần Thơ	Giảng viên; Giảng viên chính
08/2005 - 05/2012	Khoa Sư phạm, Trường Đại học Cần Thơ	Phó Trưởng khoa, Tiến sĩ giảng dạy và nghiên cứu
05/2012 - 02/2015	Khoa Sư phạm, Trường Đại học Cần Thơ	Trưởng khoa, Tiến sĩ, giảng dạy và nghiên cứu
03/2015- 3/2018	Khoa Ngoại ngữ, Trường Đại học Cần Thơ	Trưởng khoa, Tiến sĩ, giảng dạy và nghiên cứu
4/2018- nay	Khoa Ngoại ngữ, Trường Đại học Cần Thơ	Trưởng khoa, PGS. Tiến sĩ, giảng dạy và nghiên cứu

#### 2. Hướng dẫn luận văn thạc sĩ

STT	Tên học viên	Tên đề tài	Năm bảo vệ
1	Nguyễn Thị Minh Thảo	Metacognitive strategy use and reading comprehension: a case study at an upper secondary school in the Mekong Delta	2009
2	Nguyễn Thị Khánh Đoan	The effects of problem-based learning on non-English major seniors' critical thinking enhancement	2010
3	Lê Thị Thanh Long	Teacher's evaluative questions and learners' critical thinking: insights from an English speaking course in the Mekong Delta	2010
4	Phạm Ngọc Thúy	The impact of teacher indirect feedback on learners writing ability in EFL writing classes	2010
5	Võ Hồng Dũng	Meeting the demands of the IELTS speaking test: An investigation into learners accuracy, fluency and complexity	2011

6	Lê Bích Thuận	EFL learners major problems in writing argumentative essays in the IELTS test: Insights from a Vietnamese context	2011
7	Trần Quốc Vinh	Meeting the demands of the IELTS speaking test: Issues of coherence and cohesion	2011
8	Huỳnh Thị Hường	The Impact of Evaluative Questions on High School Learners Critical Thinking in Their Speaking English	2012
9	Nguyễn Thanh Trúc	The Impacts of Genre - Based Approach on Learners Argumentative Essays	2012
10	Cao Hoàng Yến	Peer Feedback in English Writing : A Case Study in a Vietnamese Context	2012
11	Lê Thị Vân	Effects of Outlining and Depicting Strategies on Novice EFL Learners Descriptive Writings	2013
12	Đinh Yến Phượng	The Impact of Practicum Experiences on English as a Foreign Language Student Teachers Attitudes Towards Teaching Profession	2013
13	Nguyễn Thị Ngọc Hà	The Effects Of Different Reading Task on EFL Learners Incidental Vocabulary Acquisition: A Case Study at a Private University in the Mekong Delta.	2013
14	Dương Đoàn Trang	Lecturers and Students Perception of EFL Policy and Practice at Can Tho University	2014
15	Hà Diễm Trang	The Impact of Task-Based Learning on EFL Students Reading Comprehension: A Case Study at a High School in The Mekong Delta	2014
16	Huỳnh Thị Thái Ngân	Teaching Writing Descriptive Paragraphs by Using Extensive Reading	2014
17	Trần Thị Anh Đào	The impacts of the instructions of predicting and visualizing strategies on EFL learners reading comprehension.	2015
18	Nhâm Thành Lập	Students Difficulties in Doing Thesis: A Case Study in a Master Program in TEFL	2015
19	Bùi Nhã Uyên	EFL Teachers Perceptions and Practices of Action Research as a Tool to Professional Development: The Mekong Delta Case	2015
20	Đặng Thị Ngọc Huyền	Challenges and Support for Novice EFL Teachers	2016
21	Lê Minh Thư	EFL Teachers Perceptions and Practices of Accommodating Students Learning Styles	2016
22	Võ Diễm Trinh	EFL teachers use of ICT tools to teach listening and non-English majored students attitudes	2018
23	Bùi Huệ Phương	The impact of using picture cues on students coherence in speaking English	2018
24	Đặng Vũ Hoài Nhân	EFL teachers use of trained knowledge from professional development courses	2018

25	Trần Thị Dương Diệp	EFL Students Perceptions of the Impact of Professional Learning Courses on their Teaching Practices	2019
26	Nguyễn Thị Hồng Liên	The Interaction between EFL Teachers Efficacy and Their Choice of Instructional Strategies and Classroom Management	2019
27	Phạm Minh Hải	EFL teachers learning needs in relation to pedagogical knowledge	2019
28	Nguyễn Thị Niên Hoa	Investigating the Impact of Online Peer and Teacher Written Corrective Feedback using Google Docs on EFL High School Students Writing Performance: A Comparative Study	2020
29	Nguyễn Thị Diệu Liên	The Effects of the learning of the International Phonetic Alphabet on adult learners pronunciation	2020
30	Nguyễn Thị Diễm Thúy	The perceptions and practices of EFL teachers in adapting speaking activities to develop students communicative competence	2020
31	Nguyễn Mai Thy	The impact of storytelling on young learners reading comprehension	2020

#### IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

##### 1. Các đề tài nghiên cứu khoa học đã thực hiện

STT	Tên đề tài nghiên cứu/lĩnh vực áp dụng	Năm hoàn thành	Đề tài cấp(Cơ sở, bộ, ngành, trường)	Trách nhiệm tham gia trong đề tài
1	Phát triển năng lực nghiên cứu khoa học giáo dục cho giảng viên sư phạm tại các trường Đại học	2017	Đề tài cấp Bộ	Chủ nhiệm

##### 2. Sách và giáo trình xuất bản

STT	Tên sách	Nhà xuất bản	Năm xuất bản	Số ISBN	Tác giả	Đồng tác giả
1	Giáo trình Learning Breakthrough 1	Đại học Cần Thơ	2010		Đồng chủ biên	
2	Giáo trình Learning Breakthrough 2	Đại học Cần Thơ	2010		Đồng chủ biên	
3	Giáo trình Learning Breakthrough 3	Đại học Cần Thơ	2010		Đồng chủ biên	
4	Sách chuyên khảo Investigating Issues in	The DEPISA	2016	978-0-9923846-23	Đồng chủ biên	Tác giả

	Teaching and Learning English					
5	Sách tham khảo Developing English Teaching Practices in the Mekong Delta	Đại học Cần Thơ	2019	978-604-965-226-4	Đồng chủ biên	

### 3. Các công trình nghiên cứu khoa học đã công bố

Trinh Quoc Lap (2017). Inferring the meaning of unknown words, using the context cues: A Vietnamese high school case. *European Journal of English Language Teaching*, ISSN 2501-7136, Volume 3, Issue1, 180-197.

Trinh Quoc Lap & Huynh Vuong Uyen Thy (2017). EFL teachers' challenges in maximizing classroom interaction. *Studies in English Teaching*, ISSN 2372-9740 (print), ISSN: 2329-311X (online) Volume 5, Number 4, 695-709.

Trinh Quoc Lap & Ha Diem Trang, The effect of task-based learning on EFL students' learning reading: A case study in the Mekong Delta of Vietnam. *Studies in English Teaching*, ISSN 2372-9740 (print), ISSN: 2329-311X (online) Volume 5, Number 1, 34-48, 2017

Duong Doan Trang & Trinh Quoc Lap (2016). Lecturers' and students' perception of EFL policy and practice at a higher education institute. *Can Tho University Journal of Science*, ISSN: 1859-2333, Volume 3, 49-56.

Chau Ngo, Lap Trinh & Kevin Laws (2016). Implementing a project-based learning approach in a Vietnamese secondary school, Monograph: Investigations into Professional Practice Learning from Action Research Projects: Australia and Southeast Asia, ISBN: 978-0-9923846-3-0, 95-111.

Nguyễn Thị Hồng Nam, Trịnh Quốc Lập & Võ Huy Bình (2015). Chiêm nghiệm- một biện pháp hiệu quả để phát triển chuyên môn cho giáo viên, *Tạp chí Khoa học Đại học Cần Thơ*, ISSN: 1859-2333; Volume 41, 97-101.

Trinh Quoc Lap & Nguyen Thanh Truc (2014), Enhancing Vietnamese learners' ability in writing argumentative essays, *The Journal of Asia TEFL*, Indexed in Scopus- (Q1 Language and Linguistics, Q2: Education), ISSN: 2466-1511 (online); ISSN: 1738-3102 (print), Volume 11, Number 2, 63-91.

Trinh Quoc Lap & Nguyen Thi Hong Nam (2014). Bồi dưỡng nghiệp vụ sư phạm cho giảng viên, giáo viên: Những bài học kinh nghiệm của Khoa Sư phạm, Đại học Cần Thơ, *Tạp chí Giáo dục*, ISSN: 21896-0866-7476, Số đặc biệt, 84-86 & 144.

Chau Ngo, Lap Trinh & Kevin Laws (2014). Continuing teacher professional development through lesson study for learning community (LSLC) in a Vietnamese secondary school,

Monograph: *Improving Teaching and Learning: Perspectives from Australia & Southeast Asia*, ISBN: 978-0-9923846-1-6. 73-86.

Trinh Quoc Lap, Kevin Laws & Son-Jang-Ho (2014). Developing attributes of global citizenship: Lessons for Vietnamese higher education from partnership programs with Australian and Korean universities. Monograph: *Improving Teaching and Learning: Perspectives from Australia & Southeast Asia*, ISBN: 978-0-9923846-1-6. 20-28.

Lesley Harbon, Trinh Quoc Lap & Kevin Laws (2014), A five-pointed star: Enhancing explorations into English teaching in the Mekong. *Pacific-Asian Education*, ISSN:10109-8725, Volume 26, Number 1, 2014.

Trinh Quoc Lap & Cao Hoang Yen (2013). Vietnamese learners' ability to write English argumentative paragraphs: The role of peer feedback giving, *Tạp chí I-manager's Journal of English Language Teaching*, ISSN: 2231-3338 (Print), 2249-0752 (online), Volume 3, Number 4, 12-20.

Trinh Quoc Lap & Kevin Laws (2013). Facilitating professional development through developing a learning community: Lessons learned from the case of Can Tho University and the University of Sydney, *Monograph: Supporting Professional Development with Learning through Action Projects: Research from Australia & Southeast Asia*, ISBN: 978-0-9923846-0-9, 23-30.

Chau Ngo, Lap Trinh & Kevin Laws (2013). The process-based approach and the teaching of argumentative English writing in secondary schools in Vietnam *Monograph: Supporting Professional Development with Learning through Action Projects: Research from Australia & Southeast Asia*, ISBN: 978-0-9923846-0-9, 97-112.

Nam Ta & Lap Trinh (2013). Power-point as a potential tool to learners' vocabulary retention: Empirical evidences from a Vietnamese secondary education setting, *Tạp chí I-manager's Journal of English Language Teaching*, ISSN: 2231-3338 (Print), 2249-0752 (online), Volume 3, Number 4, 14-20.

Nguyễn Văn Đệ & Trịnh Quốc Lập (2011). Đôi nét về đào tạo nghề ở Australia, *Tạp chí Giáo dục*, ISSN: *Tạp chí Giáo dục*, ISSN: 21896-0866-7476, Số 269, 64-65 & 57.

Nguyễn Thị Hồng Nam, Trịnh Quốc Lập & Bùi Lan Chi (2011). Những vấn đề lý thuyết và kinh nghiệm thực tiễn trong việc phát triển chuyên môn cho giáo viên trung học, *Tạp chí Khoa học Đại học Cần Thơ*, ISSN: 1859-2333; Volume 18a, 128-138.

Lê Thị Huyền & Trịnh Quốc Lập (2011). Năng lực tự đánh giá trong việc học tiếng Anh không chuyên của sinh viên tại trường Đại học Cần Thơ, *Tạp chí Khoa học Đại học Cần Thơ*, ISSN: 1859-2333; Volume 19b, 97-103.

Chau M. Ngo & Lap Trinh (2011). Lagging behind writing pedagogical developments: The impact of implementing process-based approach on learners' writing in a Vietnamese secondary education context, *Tạp chí I-manager's Journal of English Language Teaching*, ISSN: 2231-3338 (Print), 2249-0752 (online), Volume 1, Number 3, 59-70.

Lap Trinh, Chau Ngo & Kevin Laws (2011). The impact of coaching on in-service teachers' professionalism in developing and using evaluative questions in Vietnamese secondary education, *Monograph: Teacher Professional Development in Southeast Asia: Perspectives from Indonesia, Laos, Thailand and Vietnam*, ISBN: 978-0-646-56895-9, 92-113.

Thao Nguyen & Lap Trinh (2011). Learners' meta-cognitive strategy use and reading comprehension: Insights from a Vietnamese context, *Tạp chí I-manager's Journal of English Language Teaching*, ISSN: 2231-3338 (Print), 2249-0752 (online), Volume 1, Number 1, 9-19.

Huỳnh Minh Hiền & Trịnh Quốc Lập (2010). Đánh giá trực tiếp theo bạn cùng lớp: Một biện pháp tăng cường động cơ học và khả năng viết tiếng Anh, *Tạp chí Khoa học, Đại học Sư phạm Thành phố Hồ Chí Minh*, ISSN: 1859-3100, số 22, 16-27.

Trịnh Quốc Lập & Kevin Laws (2010). Phát triển năng lực nghề nghiệp thông qua việc xây dựng cộng đồng học tập, *Tạp chí Khoa học, Đại học Sư phạm Thành phố Hồ Chí Minh*, ISSN: 1859-3100, số 19, 130-139, 2010.

Laws, K, Harbon, L, Trinh, L. & Nguyen, N (2009). Professional development for teacher educator: A cross-border story. *Proceeding of the international conference "Crossing borders, cultures, contexts and communities and curriculum*. Australian Teacher Education Association (ATEA), ISBN: 978-0-9752324-4-6, 1-13.

Trịnh Quốc Lập (2008). Phát triển năng lực tự học trong hoàn cảnh Việt Nam, *Tạp chí Khoa học Đại học Cần Thơ*, ISSN: 1859-2333; Volume 10, 169-175.

Nguyễn Thị Hồng Nam & Trịnh Quốc Lập (2008). Người học tự đánh giá và đánh giá lẫn nhau: Một cách làm mới trong việc đánh giá kết quả học tập, *Tạp chí Khoa học Đại học Cần Thơ*, ISSN: 1859-2333; Volume 9, 28-36.

Nguyễn Thị Hồng Nam & Trịnh Quốc Lập (2007). Đổi mới phương pháp đánh giá kết quả học tập của sinh viên sư phạm, trường Đại học Cần Thơ, *Tạp chí Giáo dục*, ISSN: 21896-0866-7476, Số 174, 37-39.

John Dirkx, Kris Renn, Trinh Quoc Lap & Nguyen Thi Hong Nam (2009). Project-based faculty development: A collaborative project of Can Tho University and Michigan State University. *American Educational Research Association (AERA)*, Post Secondary Education Network, 9-11, 2009

#### 4. Lĩnh vực nghiên cứu khoa học chính

STT	Tên lĩnh vực
1	Nghiên cứu chương trình (Curriculum studies)
2	Đào tạo và bồi dưỡng giáo viên (Teacher professional learning and development)
3	Phương pháp giảng dạy tiếng Anh (EFL Pedagogy)

Xác nhận của Trường Đại học Cần Thơ

 **FL. Hiệu Trưởng**  
**Trưởng phòng QLKH**  
  
**\* Lê Nguyễn Đoàn Khôi**

Cần Thơ ngày 1 tháng 7 năm 2021

Người khai ký tên



**Trịnh Quốc Lập**



# LÝ LỊCH KHOA HỌC

## I. LÝ LỊCH SƠ LƯỢC

Họ và tên: **PHƯƠNG HOÀNG YẾN**

Ngày, Năm sinh: 16/06/1978

Quê quán: TX.Sa Đéc, Đồng Tháp,

Chỗ ở riêng hoặc địa chỉ liên lạc: 178/44/11, đường 3/2, P.Hung Lợi, Q.Ninh Kiều, Cần Thơ

Điện thoại liên hệ: 0919756660

Chức vụ: Phó Trưởng khoa

Ngạch viên chức: Giảng viên cao cấp

Trình độ chuyên môn cao nhất: Phó giáo sư, Tiến sĩ

Giới tính: Nữ

Nơi sinh:

Dân tộc: Kinh      Tôn giáo:  
Không

Email: phyen@ctu.edu.vn

Đơn vị công tác: Bộ môn Ngôn ngữ và Văn hóa Anh

Thâm niên công tác: 21 năm

## II. QUÁ TRÌNH ĐÀO TẠO

### 1. Đại học

Hệ đào tạo: Chính quy

Ngành học chuyên môn: SP Anh văn

Nơi đào tạo: Trường  
ĐH Cần Thơ

Năm tốt nghiệp: 2000

### 2. Thạc sĩ

Thời gian đào tạo: 01 năm

Chuyên ngành đào tạo: Nghiên cứu Giáo dục

Tên luận văn: **Individual Differences among EFL Learners in Learning English**

Năm được cấp bằng: 2006

Nơi đào tạo: Trường  
ĐH Leuven

### 3. Tiến sĩ

Thời gian đào tạo: 04 năm

Chuyên ngành đào tạo: Ngôn ngữ

Nơi đào tạo: Trường  
ĐH Leuven

Tên luận án: **The Impact of PPP and TBLT on Vietnamese students' writing performance and self-regulation**

Năm được cấp bằng: 2014

#### **4. Ngoại ngữ**

1. Pháp

Mức độ thành thạo: B1  
theo khung Châu Âu

### **III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN**

#### **1. Các hoạt động chuyên môn đã thực hiện.**

<b>Thời gian</b>	<b>Nơi công tác</b>	<b>Công việc đảm trách</b>
01/2001 - 03/2018	Đại học Cần Thơ	Giảng viên tại BM. Ngôn ngữ và Văn hóa Anh
08/2005 - 08/2006	Đại học Cần Thơ	Học lấy bằng Master ngành Giáo dục học tại Bỉ
02/2010 - 08/2014	Đại học Cần Thơ	Học lấy bằng Tiến sĩ ngành Ngôn ngữ tại Bỉ
04/2018 - 03/2020	Đại học Cần Thơ	Giảng viên chính tại BM. Ngôn ngữ và Văn hóa Anh
05/2018 - 06/2021	Đại học Cần Thơ	Trưởng Bộ môn BM. Ngôn ngữ và Văn hóa Anh
05/2018 - 04/2021	Đại học Cần Thơ	Phó Trưởng khoa Khoa Ngoại ngữ
04/2020 - nay	Đại học Cần Thơ	Giảng viên cao cấp tại BM. Ngôn ngữ và Văn hóa Anh
04/2021 - nay	Đại học Cần Thơ	Phó Trưởng khoa Khoa Ngoại ngữ
06/2021 - nay	Đại học Cần Thơ	Trưởng Bộ môn BM. Ngôn ngữ và Văn hóa Anh

## 2. Hướng dẫn luận văn thạc sĩ, luận án tiến sĩ.

### 2.1 Luận án tiến sĩ

STT	Tên nghiên cứu sinh	Tên đề tài	Năm bảo vệ
1	Hồ Thị Phụng Duyên (Đồng hướng dẫn)	Teaching Intercultural Communicative Competence (ICC) to Business Students - a Case Study at a College in Vietnam	2021

### 2.2 Luận văn thạc sĩ

STT	Tên học viên	Tên đề tài	Năm bảo vệ
1	Trần Hoàng Oanh	High School Specialized Students English Learning Demotivating Factors	2016
2	Đặng Kiều Tiên	An Investigation of Gifted High School Teachers and Students Perception on Pronunciation Instruction	2016
3	Lê Như Phương Thùy	An Investigation into the Relationship Between EFL High School Students Self - Regulated Learning Strategies and Their Level of Writing Performance	2016
4	Nguyễn Hoàng Anh	Students' Perception of Using Authentic Materials for Medical English Terminology Retention	2017
5	Nguyễn Lam Giang	Teachers' Questions in Reading Classroom and Students' Critical Thinking Development	2017
6	Nguyễn Văn Thắm	Factors Inhibiting Vietnamese Non-majored English Students' Willingness to Communicate.	2017

STT	Tên học viên	Tên đề tài	Năm bảo vệ
7	Hà Thị Bích Ngân	Non English Major Students' Common Errors in Paragraph Writing and Their Preferences of Teachers Feedback: A Case at a College in Can Tho City.	2018
8	Nguyễn Trọng Nghĩa	EFL Nursing Students Problems in Reading Medical Academic Texts : A Case in a Medical College in Can Tho City	2018
9	Trần Thị Thanh Thủy	The Impact of Semantic Map and Questioning in pre-reading stage on EFL Gifted High School Students Reading Comprehension: A Comparative study	2018
10	Phan Quốc Toàn	The Impact of Using Analytic Rubrics for Peer Assessment and for Self-Assessment on Students Essay Writing	2019
11	Cao Thị Mai Thy	EFL Teachers Expectations and Satisfaction about the Professional Development Activities in a Foreign Language Center	2019
12	Trần Thị Diễm My	Employers Requirements for Bachelor Graduates of English Translation and Interpretation Program: A case in the Mekong Delta of Viet Nam	2019
13	Nguyễn Thị Kim Sang	An Investigation into the Implementation of a Mentoring Program for EFL Novice Teachers at an English Center in Mekong Delta	2020
14	Chung Kim Phụng	The Impacts of the Implementation of the Flipped Model on High School EFL	2020

STT	Tên học viên	Tên đề tài	Năm bảo vệ
		Students Reading Comprehension and Intrinsic Motivation	
15	Nguyễn Nhật Phương	EFL Learners Speaking Anxiety - Aocio-Cultural Related Causes and Solutions	2020

#### IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

##### 1. Các đề tài nghiên cứu khoa học đã thực hiện

STT	Tên đề tài nghiên cứu/lĩnh vực áp dụng	Năm hoàn thành	Đề tài cấp (Cơ sở, bộ, ngành, trường)	Trách nhiệm tham gia trong đề tài
1	Tìm hiểu thực trạng và đề xuất giải pháp đẩy mạnh hoạt động nghiên cứu khoa học cho giảng viên tiếng Anh tại Trường Đại học Cần Thơ	2016	Đề tài cấp trường	Chủ nhiệm
2	Cải tiến chương trình tiếng Anh của các ngành Công nghệ Sinh học và Nuôi trồng Thủy sản tiên tiến tại Trường Đại học Cần Thơ	2017	Đề tài cấp trường	Chủ nhiệm
3	Thực trạng và giải pháp nâng cao năng lực tiếng Anh cho sinh viên chuyên ngữ Trường Đại học Cần Thơ	2019	Đề tài cấp trường	Chủ nhiệm
4	Thực trạng và giải pháp của việc học kết hợp trên lớp và trực tuyến trong chương	2019	Đề tài cấp trường	Thành viên chính

STT	Tên đề tài nghiên cứu/lĩnh vực áp dụng	Năm hoàn thành	Đề tài cấp (Cơ sở, bộ, ngành, trường)	Trách nhiệm tham gia trong đề tài
	trình tiếng Anh ngành chất lượng cao và tiên tiến ở trường ĐH Cần Thơ			
5	Nghiên cứu tính thích ứng của chương trình đào tạo ngành biên dịch – phiên dịch tiếng Anh với nhu cầu của nhà tuyển dụng	2020	Đề tài cấp trường	Thành viên chính
6	Khảo sát ý kiến của giảng viên và sinh viên về chương trình học phần tiếng Anh căn bản 3 hướng tới đạt chuẩn đầu ra B1	2021	Đề tài cấp trường	Thành viên chính

## 2. Sách và giáo trình xuất bản.

STT	Tên sách	Nhà xuất bản	Năm xuất bản	Số ISBN	Tác giả	Đồng tác giả
1	Giáo trình Ngữ pháp nâng cao	Nhà xuất bản Đại học Cần Thơ	2016	9786049196775	X	
2	Giáo trình Nói trước công chúng	Nhà xuất bản Đại học Cần Thơ	2016	9786049197024	X	
3	Ngữ pháp căn bản 1	Đại học Cần Thơ	2016	9786049197017		X

4	Ngữ pháp căn bản 2	Nhà xuất bản Đại học Cần Thơ	2017	978-604-919- 806-9		X
5	Ngữ pháp đúng dụng (English Grammar in Use)	Nhà xuất bản Đại học Cần Thơ	2018	978-604-965- 013-0		X
6	Nói trước công chúng	Nhà xuất bản Đại học Cần Thơ		978-604-919- 702-4		X
7	Using Alternative Assessment to Improve EFL Learners' Learning Achievement: From Theory to Practice	NOVA Science Publishers, (New York) 2019.		978-1-53615- 161-9		X

### 3. Các công trình nghiên cứu khoa học đã công bố .

1. **Phương Hoàng Yến**, Kris Van den Branden, Elke Van Steendam, Lies Sercu. **2015**. THE IMPACT OF PPP AND TBLT ON VIETNAMESE STUDENTS' WRITING PERFORMANCE AND SELF-REGULATORY WRITING STRATEGIES. International Journal of Applied Linguistics. 166. 37-93.
2. Võ Phương Quyên, Lý Thị Bích Phượng, **Phương Hoàng Yến**. **2016**. IMPROVING ENGLISH TEACHING QUALITY USING ACTION-RESEARCH: MEKONG DELTA TEACHERS' PERCEPTIONS. Developing Educational Professionals in Southeast Asia DEPISA Monograph no. 4. . 60-70.
3. **Phương Hoàng Yến**, Nguyễn Thị Quế Phương. **2016**. EFFECTS OF PEER FEEDBACK ON FACEBOOK ON HIGH SCHOOL STUDENTS' WRITING PERFORMANCE AND ATTITUDES. ICELT 2016 - Exploring new paths to a better future of ELT in a globalised world - Ho Chi Minh City - Oct. 2016. . 250 - 267.

4. **Phường Hoàng Yến. 2016.** CHALLENGES OF SHIFTING TO TASK-BASED LANGUAGE TEACHING: A STORY FROM A VIETNAMESE TEACHER. Tạp chí Khoa học Trường Đại học Cần Thơ. Số 02. 37-45.
5. **Phường Hoàng Yến, Nguyễn Phương Thảo. 2017.** TEACHERS' PERCEPTIONS TOWARD USING COMMUNICATIVE LANGUAGE GAMES IN TEACHING YOUNG EFL LEARNERS. IOSR Journal of Research & Method in Education. Volume 7, Issue 3 Ver. II (May - June 2017). 55-60.
6. **Phường Hoàng Yến, Phạm Nguyễn Thảo Nguyên. 2017.** THE IMPACT OF BOARD GAMES ON EFL LEARNERS' GRAMMAR RETENTION. IOSR Journal of Research & Method in Education. Volume 7, Issue 3 Ver. II (May - June 2017). 61-66.
7. **Phường Hoàng Yến, Nguyễn Lương Thiện. 2017.** TEACHERS' PERCEPTIONS TOWARDS TEACHER-STUDENT INTERACTION IN EFL CLASSES. IOSR Journal of Research & Method in Education. Volume 7, Issue 3 Ver. III (May - June 2017). 81-86.
8. **Phường Hoàng Yến, Phan Thanh Xuân. 2017.** USING ANALYTIC RUBRIC FOR SPEAKING SELF-ASSESSMENT: EFL STUDENTS' PERCEPTIONS AND CHALLENGES. IOSR Journal of Research & Method in Education. Volume 7, Issue 3 Ver. IV (May - June 2017). 34-39.
9. **Phường Hoàng Yến, Nguyễn Hoàng Anh. 2017.** STUDENTS' PERCEPTION OF USING AUTHENTIC MATERIALS FOR MEDICAL ENGLISH TERMINOLOGY RETENTION. Kỷ yếu hội nghị OpenTESOL lần thứ 5 - Innovation and creativity in teaching and learning foreign languages. 5. 38-52.
10. **Phường Hoàng Yến, Nguyễn Lam Giang. 2017.** TEACHERS' QUESTIONS IN READING CLASSROOM AND STUDENTS' CRITICAL THINKING DEVELOPMENT. Kỷ yếu hội nghị OpenTESOL lần thứ 5 - Innovation and creativity in teaching and learning foreign languages. 5. 123-139.
11. **Phường Hoàng Yến, Phan Thị Mỹ Loan. 2017.** HIGH SCHOOL STUDENTS' PERCEPTION AND WRITING PERFORMANCE WITH FREEWRITING TECHNIQUE IMPLEMENTATION. Kỷ yếu hội nghị OpenTESOL lần thứ 5 - Innovation and creativity in teaching and learning foreign languages. 5. 270-285.
12. **Phường Hoàng Yến, Lê Hồng Cẩm Tú. 2017.** STUDENTS' ATTITUDES TOWARDS PROJECT ACTIVITIES IN PILOT ENGLISH TEXTBOOKS. Kỷ yếu hội nghị OpenTESOL lần thứ 5 - Innovation and creativity in teaching and learning foreign



languages. 5. 526-538.

13. **Phương Hoàng Yến**, Nguyễn Văn Thắm. **2017**. FACTORS INHIBITING VIETNAMESE NON-MAJORED ENGLISH STUDENTS' WILLINGNESS TO COMMUNICATE. Kỷ yếu hội nghị OpenTESOL lần thứ 5 - Innovation and creativity in teaching and learning foreign languages. 5. 600-612.

14. **Phương Hoàng Yến**, Nguyễn Thị Lam Giang. **2017**. ENGLISH TEACHERS' QUESTIONS IN A VIETNAMESE HIGH SCHOOL READING CLASSROOM. Journal of English Education and Linguistics Studies. 4(2). 1-26.

15. **Phương Hoàng Yến**, Võ Phương Quyên, Lý Thị Bích Phượng. **2017**. FACTORS INHIBITING ENGLISH LECTURERS FROM DOING RESEARCH: THE CASE OF THE MEKONG DELTA, VIETNAM. PHRANAKHON RAJABHAT RESEARCH JOURNAL (Humanities and Social Sciences). 12 (2). 60-72.

16. **Phương Hoàng Yến**, Võ Phương Quyên, Lý Thị Bích Phượng, Lưu Bích Ngọc. **2017**. FACTORS INHIBITING TEACHERS FROM RESEARCH ENGAGEMENT: A REVIEW. Tạp chí Khoa học Trường Đại học Cần Thơ. Số 06. 17-22.

17. **Phương Hoàng Yến**. **2017**. TASK-BASED LANGUAGE TEACHING AND ITS IMPACT ON VIETNAMESE STUDENTS' USE OF SELF-REGULATED LEARNING STRATEGIES IN A WRITING CLASSROOM. Tạp chí Khoa học Trường Đại học Cần Thơ. Số 05. 30-38.

18. Le Thi Hong Cam, **Phương Hoàng Yến**. **2017**. A PHENOMENOLOGICAL STUDY OF CHALLENGES ENCOUNTERED BY MOUNTAINOUS HIGH SCHOOL STUDENTS IN VIETNAM. Tạp chí Khoa học Trường Đại học Cần Thơ. Số 06. 1-8.

19. Bùi Lê Diễm, Hồ Thị Thu Hồ, Trần Trung Tính, **Phương Hoàng Yến**, Bùi Lê Diễm Trang , Yong-Gi Kim, Won Ho. **2018**. THE BUILDING OER IN OKMINDMAP FOR INNOVATIVE TEACHING AND LEARNING. International Journal of Engineering and Technology (UAE). 7. 26-31.

20. Võ Phương Quyên, **Phương Hoàng Yến**. **2018**. THE IMPACTS OF CLASS SIZE ON THE EFFECTIVENESS OF FACEBOOK PEER ASSESSMENT. Proceedings of the 1st National Conference on English Language Teaching Upgrade. ISBN 978-604-67-1159-9. 60-75.

21. Nguyễn Trọng Nghĩa, **Phương Hoàng Yến**. **2018**. ESP NURSING STUDENTS' PROBLEMS IN READING MEDICAL ACADEMIC TEXTS AND THEIR PROPOSED SOLUTIONS.. Language teaching and learning today 2018 - Proceedings –

Diversity and unity of language education in the globalized landscape. . 316 - 341.

22. **Phương Hoàng Yến**, Thái Minh Nguyên. **2018**. THE IMPACT OF ENGLISH-MAJORED STUDENTS' COLLOCATION KNOWLEDGE ON THEIR READING AND WRITING PERFORMANCES. The 6th International Open TESOL Conference 2018 – Language learning and teaching transformation in the post-method era. 355-366.

23. **Phương Hoàng Yến**, Phạm Thị Khanh Van, Nguyễn Thúy Liễu. **2018**. EMPLOYERS' REQUIREMENTS FOR ENGLISH-MAJORED STUDENTS IN VIETNAM AND IMPLICATIONS FOR EDUCATIONAL INSTITUTIONS. The 3rd International TESOL conference – Promoting ELT: Diverse perspectives and new horizons. . 191-202.

24. Hà Thị Bích Ngân, **Phương Hoàng Yến**. **2018**. NON-ENGLISH MAJOR STUDENTS' PREFERENCES OF TEACHER'S FEEDBACK FOR THEIR COMMON WRITING ERRORS. Language teaching and learning today 2018 - Proceedings – Diversity and unity of language education in the globalized landscape. . 379 - 397.

25. Trần Thị Thanh Thủy, **Phương Hoàng Yến**. **2018**. THE IMPACT OF QUESTIONING AND SEMANTIC MAP IN PRE-READING STAGE ON STUDENTS' READING COMPREHENSION: A COMPARATIVE STUDY. European Journal of Education Studies. 4(6). 279-294.

26. Ngô Bích Ngọc, **Phương Hoàng Yến**. **2018**. THE FREQUENCY AND FUNCTIONS OF TEACHERS' USE OF MOTHER TONGUE IN EFL CLASSROOMS. European Journal of English Language Teaching. 3(4). 15-28.

27. Võ Phương Quyên, **Phương Hoàng Yến**. **2018**. ENGLISH LECTURERS' PERCEPTIONS OF IMPROVING ENGLISH TEACHING QUALITY THROUGH ACTION RESEARCH: WHAT DO LECTURERS OF CAN THO UNIVERSITY SAY?. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 54, No. 2. 98-105.

28. **Phương Hoàng Yến**, Huỳnh Chí Minh Huyền, Nguyễn Hải Quân. **2018**. ENGLISH-AS-A-MEDIUM-OF-INSTRUCTION STUDENTS' EVALUATION OF AN ENGLISH FOUNDATION PROGRAM AT A UNIVERSITY IN VIETNAM. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 54, No. 5. 30-37.

29. **Phương Hoàng Yến**, Võ Phương Quyên, Lý Thị Bích Phượng, Lưu Bích Ngọc. **2018**. ENGLISH LECTURERS' PERCEPTIONS AND PRACTICES OF RESEARCH ENGAGEMENT: THE CASE OF CAN THO UNIVERSITY. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 54, No. 2. 122-130.

30. **Phương Hoàng Yến**, Võ Phương Quyên. **2018**. VIETNAMESE STUDENTS' INTERNET USE HABIT AND IMPLICATIONS FOR ENGLISH LANGUAGE TEACHING. The 38th ThaiTESOL International conference – Digital literacy in English language learning and teaching. . 117-141.
31. **Phương Hoàng Yến**, Nguyễn Thị Quế Phương. **2019**. IMPACT OF ONLINE PEER FEEDBACK ON STUDENTS' WRITING PERFORMANCE AND ATTITUDE. Using Alternative Assessment to Improve EFL Learners' Learning Achievement: From Theory to Practice. 1. 81-98.
32. **Phương Hoàng Yến**, Phan Thanh Xuân. **2019**. BENEFITS AND CHALLENGES OF USING ANALYTIC RUBRICS FOR STUDENTS' SPEAKING SELF-ASSESSMENT. Using Alternative Assessment to Improve EFL Learners' Learning Achievement: From Theory to Practice. 1. 99-116.
33. **Phương Hoàng Yến**, Nguyễn Thiện Thông. **2019**. STUDENTS' PERCEPTIONS TOWARDS THE BENEFITS AND DRAWBACKS OF EMI CLASSES. English Language Teaching. 12 (5). 88-100.
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35. Tran Le Huu Nghia, **Phương Hoàng Yến**, Trần Lê Kim Hương. **2019**. THE CONTRIBUTION OF PART-TIME WORK EXPERIENCE TO PRE-SERVICE TEACHERS' DEVELOPMENT OF GRADUATE EMPLOYABILITY. Advances in Higher Education and Professional Development. 1. 20-47.
36. Trần Thị Thanh Quyên, **Phương Hoàng Yến**. **2019**. AN INVESTIGATION INTO ENGLISH PREPARATORY PROGRAMS FOR EMI LEARNING IN HIGHER EDUCATION INSTITUTES IN VIETNAM. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 11, No. 2. 51-60.
37. **Phương Hoàng Yến**, Huỳnh Minh Hiền, Huỳnh Chí Minh Huyền. **2019**. STUDENTS' PERCEPTIONS OF A BLENDED LEARNING ENVIRONMENT FOR ENGLISH TRAINING AT A UNIVERSITY IN VIETNAM. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 11, No. 3. 57-64.
38. **Phương Hoàng Yến**, Trần Mai Hiền, Võ Phương Quyên. **2019**. A REVIEW OF FACTORS INFLUENCING LEARNERS' GAIN OF ENGLISH PROFICIENCY. Tạp

39. **Phương Hoàng Yến**, Hứa Hồng Hiền. **2020**. EMPLOYERS' REQUIREMENTS FOR ENGLISH-MAJORED STUDENTS: A CASE STUDY FROM VIETNAM. RANGSIT JOURNAL OF SOCIAL SCIENCES AND HUMANITIES. 7. 23-32.
40. **Phương Hoàng Yến**, Chung Kim Phụng. **2020**. THE IMPACTS OF IMPLEMENTING THE FLIPPED MODEL ON EFL HIGH SCHOOL STUDENTS' READING COMPREHENSION. European Journal of Educational Studies. 7. 413-429.
41. **Phương Hoàng Yến**, Huỳnh Văn Hiến. **2020**. EMPLOYABILITY ATTRIBUTES OF INTERPRETATION AND TRANSLATION STUDENTS IN VIETNAM. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 12, No 2. 25-32.
42. Nguyễn Anh Thi, **Phương Hoàng Yến**. **2020**. IMPACTS OF A ONE-SHOT TRAINING PROGRAM FOR IN-SERVICE TEACHERS ON THE APPLICATION OF TASK-BASED LANGUAGE TEACHING. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 12, No 3. 38-46.

**Xác nhận của Trường Đại học Cần Thơ**

*Cần Thơ, ngày 15 tháng 6 năm 2021*

**TL. Hiệu trưởng**

(Người kê khai ký tên và ghi rõ họ tên)

**Trưởng Phòng Quản lý khoa học**



**Lê Nguyễn Đoàn Khôi**

A handwritten signature in blue ink, consisting of a series of loops and a long horizontal stroke.

**Phương Hoàng Yến**

## LÝ LỊCH KHOA HỌC

### I. LÝ LỊCH SƠ LƯỢC

Họ và tên: NGUYỄN BỬU HUÂN                      Giới tính: Nam  
Ngày, tháng, năm sinh: 31.07.1966                      Nơi sinh: Tân An, Phong Dinh (Cần Thơ)  
Quê quán: xã Thành lợi, huyện Bình tân, tỉnh Vĩnh Long                      Dân tộc: Kinh  
Học vị cao nhất: Tiến sĩ                      Năm, nước nhận học vị: 2014  
Chức danh khoa học cao nhất: Phó Giáo sư, Giảng viên cao cấp Năm bổ nhiệm: 2020  
Chức vụ (hiện tại hoặc trước khi nghỉ hưu): không  
Đơn vị công tác (hiện tại hoặc trước khi nghỉ hưu): Khoa Ngoại ngữ  
Chỗ ở riêng hoặc địa chỉ liên lạc: 62/ 16 Trần Việt Châu, An hòa, quận Ninh Kiều, thành phố Cần Thơ  
Điện thoại liên hệ: 091888233  
E-mail: nbhuan@ctu.edu.vn  
Số CMND/CCCD: 092066000975                      Ngày cấp: 16.12.2016  
Nơi cấp: Cảnh sát Cần Thơ

### II. QUÁ TRÌNH ĐÀO TẠO

#### 1. Đại học:

Hệ đào tạo: tập trung

Nơi đào tạo: Trường Đại học Cần Thơ

Ngành học: Sư phạm

Nước đào tạo: Việt Nam

Năm tốt nghiệp: 1988

#### 2. Sau đại học

- Thạc sĩ chuyên ngành: Quản lý Giáo dục                      Năm cấp bằng: 2003

Nơi đào tạo: Đại học Rutgers, bang New Jersey, Hoa kỳ

- Tiến sĩ chuyên ngành: Giáo dục Năm cấp bằng: 2014  
Nơi đào tạo: Đại học Massey, New Zealand
- Tên luận án: Teacher change in science education in a Vietnamese university  
(Hỗ trợ giảng viên tiếng Anh chuyên ngành khoa học tại một trường Đại học Việt Nam)

### III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

#### 1. Các hoạt động chuyên môn đã thực hiện:

Thời gian	Nơi công tác	Công việc đảm nhiệm
09/1988-09/1991	Khoa Ngoại ngữ, Đại học Cần Thơ	Giảng dạy tại Bộ môn Anh văn
09/1991-07/2001	Trung tâm Ngoại ngữ Đại học Cần Thơ	Giảng dạy tại Trung tâm Ngoại ngữ (TTNN) Bộ môn Anh văn, Khoa Sư phạm
08/2001- 05/2003	Đại học Cần Thơ	Học Thạc sỹ Quản lý Giáo dục, chuyên ngành: Thiết kế chương trình tại Mỹ
06/2003- 01/2010	Đại học Cần Thơ	Giảng viên chính, Phó Giám đốc TTNN
02/2010- 01/2014	Đại học Cần Thơ	Học Tiến sỹ tại New Zealand
08/2014- 01/2019	Đại học Cần Thơ	Giảng viên chính, Phó Giám đốc TTNN
01/2019-12//2020	Đại học Cần Thơ	Giảng viên chính, Tiến sĩ, Bộ môn Ngôn ngữ và Văn hóa Anh, Khoa Ngoại ngữ
01/2021- nay	Đại học Cần Thơ	Giảng viên cao cấp, Phó Giáo sư, Tiến sĩ, Bộ môn Ngôn ngữ và Văn hóa Anh, Khoa Ngoại ngữ

#### 2. Hướng dẫn luận văn thạc sĩ

STT	Tên học viên	Tên đề tài	Năm bảo vệ
1.	Tất Thiên Thư	Addressing factors that hinder Vietnamese learners of English to participate in cooperative learning activities in their speaking class	2007
2.	Đặng Văn Toại	An assessment of the effectiveness of teaching test-taking strategies for multiple choice English reading comprehension tests	2008
3.	Lê Ngọc Thanh	Motivating non-English major college students to acquire vocabulary through task-based learning	2008
4.	Lâm Thái Quang	The use of reading comprehension strategies and its interaction with Grade Point Average	2009

		among second year English majored students at Mekong University	
5.	Lê Thị Nhân Duyên	Factors that influence English as a foreign language (EFL): A case study at a university in the Mekong Delta	2015
6.	Nguyễn Thị Kim Ngân	EFL students' perceptions of the effects of the summarizing strategy on reading comprehension: A case study at a vocational school in Hau Giang province	2016
7.	Lê Trung Kiên	EFL teachers' beliefs about teaching critical reading skills: A case study in the Mekong Delta	2016
8.	Lê Trần Thị Cẩm Thúy	EFL teachers' perceptions and techniques of scaffolding young learners in vocabulary learning	2016
9.	Nguyễn Hoài An	Investigating task-based vocabulary instruction in high school students to tenth graders using the new textbook: A case study at a high school in Can Tho City	2016
10.	Trần Thị Bé Ba	Reading instruction to young language learners: Subskills taught and activities used by EFL teachers in Can Tho Foreign Language Centers	2016
11.	Trần Thị Tú Trinh	An investigation into EFL students motivation in learning speaking English with native speakers at a college in the Mekong Delta	2017
12.	Trần Thị Bích Phương	EFL teachers' practice of delivering oral corrective feedback on student speaking performance and student uptake	2017
13.	Phạm Trung Nghĩa	Exploring EFL teachers' perceptions of task-implementation in universities in the Mekong Delta	2017
14.	Thang Thiếu Quân	Teaching proficiency through reading and storytelling: The impacts on preschoolers oral retelling	2017
15.	Phạm Văn Toàn	The effects of VOA news on first year English majored students listening skill	2017
16.	Phạm Ngọc Quan	The effects of concept mapping on EFL students ability to summarize reading passages	2017
17.	Phan Thùy Trang	The effects of concept mapping on English as a foreign language (EFL) students reading comprehension	2017
18.	Đỗ Thị Ngọc Nhi	The effects of drama-based role play activities on English as a foreign language (EFL) students speaking performance: A case at a university in the Mekong Delta	2017

19.	Phòng Ngọc Đoan	The effects of extensive reading on non-English major students vocabulary use in their letter writing	2017
20.	Phạm Thị Hồng Nhung	The impact of text-based vocabulary instruction on EFL freshmen s reading comprehension: A case at a university in the Mekong Delta	2017
21.	Nguyễn Thị Hồng Gấm	EFL teachers' perceptions about teaching vocabulary through flashcards at English language centers in Can Tho City	2018
22.	Phạm Thái Hồng	EFL teachers' perceptions of using PowerPoint as an ICT tool for teaching vocabulary in Kien Giang province	2018
23.	Lê Thị Kim Phụng	Scaffolding in developing young learners oral performance: Teachers' perceptions and practices	2018
24.	Nguyễn Thị Bích Thủy	The effects of question-answer relationship strategy on EFL high school students' reading comprehension	2018
25.	Nguyễn Thanh Loan	The impact of storytelling on high school students' oral performance	2018
26.	Phạm Thanh Mỹ Dịu	The impact of writing journals on vocabulary learning of EFL young learners	2018
27.	Nguyễn Thị Thanh Nhân	EFL students' perceptions about classroom participation in speaking classes	2019
28.	Hồng Diễm Thúy	EFL teachers' beliefs and practices of scaffolding students' reading comprehension through questioning at pre-reading stage	2019
29.	Nguyễn Cẩm Tiên	EFL teachers' perceptions about using songs in vocabulary instruction for young language learners	2019
30.	Trần Thị Diễm Phương	EFL teachers' beliefs and practices of teaching pronunciation in a Vietnamese setting	2020
31.	Nguyễn Sơn Tuyền	Investigating Vietnamese EFL university students' critical thinking and its relationship with argumentative writing	2020



#### IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

##### 1. Các đề tài nghiên cứu khoa học đã thực hiện

STT	Tên đề tài nghiên cứu/lĩnh vực áp dụng	Năm hoàn thành	Đề tài cấp(Cơ sở, bộ, ngành, trường)	Trách nhiệm tham gia trong đề tài
1	Problems and potential solutions to writing academic English for advanced students in foreign trade, School of Economics	2019	Đề tài cấp trường	Chủ nhiệm
2	Developing oral communications skills for intermediate students at Center for Foreign Languages	2000	Đề tài cấp trường	Thành viên

##### 2. Sách và giáo trình xuất bản

STT	Tên sách	Nhà xuất bản	Năm xuất bản	Số ISBN	Tác giả	Đồng tác giả
1	Anh văn chuyên ngành khoa học môi trường English for Environmental Sciences	Đại học Cần Thơ	2014	978-604-919-106-0		X
	Anh văn chuyên ngành khoa học môi trường-Tái bản English for Environmental Sciences (1st Edition)	Đại học Cần Thơ	2019	978-604-965-205-9		X
2	Anh văn chuyên môn - Sinh học English for Biology	Đại học Cần Thơ	2017	978-604-919-838-0		X
3	Viết học thuật 2 Advanced Writing Skills II	Đại học Cần Thơ	2018	978-604-919-991-2	X	
	Viết học thuật 2-Tái bản Advanced Writing Skills II- (1st Edition)	Đại học Cần Thơ	2019	978-604-965-190-8	X	
4	A topic-based collection of English-Vietnamese translation (Tuyển tập các bài dịch Anh-Việt theo chủ đề)	Đại học Cần Thơ	2020	978-604-965-331-5		X
5	Teacher Change and Dynamics of English Language Teaching Practices	Lambert Academic Publishing	2020	978-620-56373-4	X	
6	Giáo trình Anh văn chuyên ngành công nghệ thực phẩm	Đại học Cần Thơ	2021	978-604-965-547-0		X

	(English for Food Science)					
7	Giáo trình Dinh dưỡng (English for Nutrition)	Đại học Cần Thơ	2021	978-604-965-512-8		X

### 3. Các công trình nghiên cứu khoa học đã công bố

1.	Le Ngoc Thanh, <b>Nguyễn Bửu Huân</b> . (2012). Task-based language learning and student motivation in vocabulary acquisition. <i>Language Education in Asia</i> , 3, 106-120.
2.	<b>Nguyễn Bửu Huân</b> . (2013). Beliefs about support for teacher change in ESP university classes. <i>New Zealand Studies in Applied Linguistics</i> , 19 (2), 36-48.
3.	<b>Nguyễn Bửu Huân</b> , Nguyễn Thị Kim Ngân. (2017). Summarizing strategy: Potential tool to promote English as a foreign language students' reading comprehension in a vocational school, Vietnam. <i>European Journal of Education Studies</i> , 3(8), 51-71.
4.	Lê Trung Kiên, <b>Nguyễn Bửu Huân</b> . (2017). Teacher beliefs about critical reading strategies in English as a foreign language classes in Mekong delta institutions, vietnam. <i>European Journal of English Language Teaching</i> , 2(4), 39-57
5.	<b>Nguyễn Bửu Huân</b> , Đỗ Thị Ngọc Nhi. (2017). Students' attitudes towards drama-based role play in freshmen's oral performance. <i>European Journal of Foreign Language Teaching</i> , 2(3), 30-48.
6.	<b>Nguyễn Bửu Huân</b> , Nguyễn Anh Thư. (2017). English for Specific Purposes (ESP): Perceptions of students and teachers of learning needs at a Vietnamese school. <i>International Journal of Advanced Research</i> , 5(4), 793-803.
7.	<b>Nguyễn Bửu Huân</b> , Phạm Thị Tường Vi. (2017). English-major students' perceptions of demotivating factors in learning reading. <i>International Journal of Advanced Research</i> , 5(8), 200-207.
8.	Phạm Thị Hong Nhung, <b>Nguyễn Bửu Huân</b> . (2017). Text-based vocabulary instruction as a learning tool for EFL freshmen reading comprehension. <i>European Journal of English Language Teaching</i> , 3(1), 39-59.
9.	Le Thi Nhân Duyên, <b>Nguyễn Bửu Huân</b> . (2017). Factors influencing group work of students in learning English as a foreign language (EFL): A case study at a Vietnamese university. <i>Tạp chí Khoa học Trường Đại học Cần Thơ</i> , 6, 9-16.
10	Tran Thi Be Ba, <b>Nguyễn Bửu Huân</b> . (2017). Reading strategy instruction to Vietnamese young language learners: Teachers' practices and perceptions. <i>Tạp chí Khoa học Trường Đại học Cần Thơ</i> , 7, 138-147
11	Đỗ Thị Ngọc Nhi, <b>Nguyễn Bửu Huân</b> . (2017). Drama-based role play activities to impact on students' speaking performance. <i>Tạp chí Khoa học Trường Đại học Cần Thơ</i> , 7, 91-99
12	Phạm Trung Nghĩa, <b>Nguyễn Bửu Huân</b> , (2018). Teachers' perceptions about task-based language teaching and its implementation. <i>European Journal of Foreign Language Teaching</i> , 3(2), 68-86
13	Nguyễn Thị Bích Thủy, <b>Nguyễn Bửu Huân</b> . (2018). The effects of question-

	answer relationship strategy on EFL high school students' reading comprehension. <i>European Journal of English Language Teaching</i> , 3(4), 34-48
14	<b>Nguyễn Bửu Huân</b> , Nguyễn Hoài An. (2018). Task-based vocabulary instruction at a vietnamese high school: Students' perceptions. <i>European Journal of English Language Teaching</i> , 3(3), 1-20
15	<b>Nguyễn Bửu Huân</b> , Phạm Ngọc Quan. (2018). Concept mapping influencing students' ability to summarize reading passages. <i>European Journal of Education Studies</i> , 4(4), 306-319
16	Nguyen Thanh Loan, <b>Nguyễn Bửu Huân</b> . (2018). The impact of storytelling on high school students' oral performance. <i>European Journal of English Language Teaching</i> , 3(4), 49-64
17	Trần Thị Bích Phương, <b>Nguyễn Bửu Huân</b> . (2018). Teacher corrective feedback on students' speaking performance and their uptake in EFL classes. <i>European Journal of Foreign Language Teaching</i> , 3(3), 110-131
18	Liêu Thị Kiều Quyên, <b>Nguyễn Bửu Huân</b> . (2018). Impact of pictures on young learners speaking ability at a primary school in Tra Vinh province Vietnam. <i>The international Journal of Humanities and Social Studies</i> , 6(8), 441-447
19	Nguyễn Bình Thanh, <b>Nguyễn Bửu Huân</b> . (2018). Students' attitudes towards pair work in a Vietnamese university. <i>The International Journal of Humanities and Social Studies</i> , 6(9), 157-162
20	Nguyễn Thị Minh Trinh, <b>Nguyễn Bửu Huân</b> . (2018). Impact of cooperative learning on learner motivation in speaking. <i>European Journal of English Language Teaching</i> . 4(1), 136-148
21	Phạm Thái Hồng, <b>Nguyễn Bửu Huân</b> . (2018). Teachers' perceptions about PowerPoint as an ICT tool for teaching vocabulary in Vietnam. <i>European Journal of Foreign Language Teaching</i> 3(4), 104-119
22	<b>Nguyễn Bửu Huân</b> , Nguyễn Phương Bảo Trân. (2019). Edmodo use in ESP writing: Students' perceptions. <i>European Journal of English Language Teaching</i> , 4(4), 130-140
23	<b>Nguyễn Bửu Huân</b> , Nguyễn Thị Lan Anh. (2019). Source-based academic writing through paraphrasing and summarizing: Students' perceptions and practices. <i>International Journal of Innovative Research and Development</i> , 8(10), 22-28
24	<b>Nguyễn Bửu Huân</b> , Sally Hansen, Penny Haworth. (2019). Challenging ESP teacher beliefs about active learning in a Vietnamese university. <i>Teacher Development</i> , 23(3), 345-365 (SJR 2018=0.42; <b>Scopus, Q2</b> )
25	<b>Nguyễn Bửu Huân</b> . (2019). Teacher beliefs and their change process in ESP university classes. <i>Proceedings of ICSAI Conferences</i> , 2 (11), 24-36.
26	Hồng Diễm Thúy, <b>Nguyễn Bửu Huân</b> . (2019). Teacher beliefs and practices of scaffolding students' reading comprehension through questioning at pre-reading stage. <i>European Journal of Foreign Language Teaching</i> , 4 (2), 72-92
27	Nguyễn Thị Hồng Gấm, <b>Nguyễn Bửu Huân</b> . (2019). Teachers' perceptions about vocabulary instruction through flashcards at English language centers in the Mekong delta city. <i>i-manager's Journal of English Language Teaching</i> , 9(3), 36-48

28	Nguyễn Bửu Huân. (2020). Lecturers' beliefs and agency about active learning in English for Specific Purposes. <i>International Journal of Learning, Teaching and Educational Research</i> . 19(3), 86-105 (SJR 2019=0.16; Scopus, Q4)
29	Nguyễn Sơn Tuyền., Nguyễn Bửu Huân. (2020). Unravelling Vietnamese students' critical thinking and its relationships with argumentative writing. <i>Universal Journal of Educational Research</i> . 8(11B), 5972-5985 (Scopus, Q4)
30	Nguyễn Cẩm Tiên, Nguyễn Bửu Huân. (2020). Teachers' perceptions about using songs in vocabulary instruction to young language learners. <i>Universal Journal of Educational Research</i> . 8(6), 2678-2685 (Scopus, Q4)
31	Nguyễn Thị Thanh Nhân, Nguyễn Bửu Huân. (2020). Classroom participation in EFL speaking classes: Students' perceptions. <i>International Journal of Innovative Research and Development</i> , 9 (4), 1-8.
32	Trần Thị Diễm Phương, Nguyễn Bửu Huân. (2020). EFL teachers' beliefs and practices of teaching pronunciation in a Vietnamese setting. <i>Universal Journal of Educational Research</i> . 8 (12), 7022-7035 (Scopus, Q4)
33	Phạm Thị Hồng Nhung, Nguyễn Bửu Huân (2021). Difficulties in English speaking skills of non-majored English freshmen at a university. <i>International Journal of Innovative Research and Development</i> , 10(4), 11-17
34	Nguyễn Bảo Toàn, Nguyễn Bửu Huân (2021). Teachers' beliefs about the impact of students' peer correction at post-writing stage on letter writing. <i>International Journal of Science and Management Studies</i> . 4(3), 122-133
35	Trịnh Minh Lý, Nguyễn Bửu Huân (2021). EFL students' perceptions of collaborative writing in a private university, Vietnam. <i>International Journal of Science and Management Studies</i> , 4(3), 195-201

#### 4. Lĩnh vực nghiên cứu khoa học chính

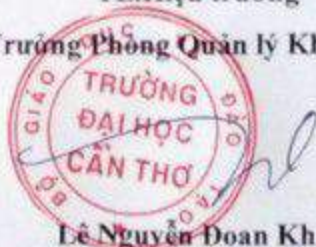
STT	Tên lĩnh vực
1	Giảng dạy tiếng Anh như một ngôn ngữ (Teaching English as a foreign language)
2	Giảng dạy và học tập tích cực (Active learning strategies)
3	Xu hướng phát triển chuyên môn giảng dạy (Research trends in ELT)

Cần Thơ ngày 1 tháng 7 năm 2021

Xác nhận của Trường Đại học Cần Thơ

TL. Hiệu trưởng

Trưởng Phòng Quản lý Khoa học



Lê Nguyễn Đoàn Khôi

Người khai ký tên

Nguyễn Bửu Huân

## LÝ LỊCH KHOA HỌC

### I. LÝ LỊCH SƠ LƯỢC

Họ và tên: **Nguyễn Anh Thi**

Giới tính: **Nam**

Ngày, tháng, năm sinh: **02/12/1985**

Nơi sinh: **Bến Tre**

Quê quán: **Mỏ Cày Nam**

Dân tộc: **Kinh**

Học vị cao nhất: **Tiến sĩ**

Năm, nước nhận học vị: **2018, Bỉ**

Chức vụ hiện tại: **Trưởng Bộ môn**

Đơn vị công tác hiện tại: **Trường Đại học Cần Thơ**

Chỗ ở riêng hoặc địa chỉ liên lạc: **128, đường số 5, Thới Nhứt 2, An Khánh, Ninh Kiều, Cần Thơ**

Điện thoại liên hệ: **CQ:**

**NR:**

**DD: 0919137545**

**Fax:**

**Email: [nathi@ctu.edu.vn](mailto:nathi@ctu.edu.vn)**

### II. QUÁ TRÌNH ĐÀO TẠO

#### 1. Đại học:

Hệ đào tạo: **Chính quy tập trung**

Nơi đào tạo: **Đại học Cần Thơ**

Ngành học: **Sư phạm tiếng Anh**

Nước đào tạo: **Việt Nam**

Năm tốt nghiệp: **2007**

#### 2. Sau đại học

- Thạc sĩ ngành/chuyên ngành: **Lý luận và Phương pháp dạy học Bộ môn Tiếng Anh**

Năm cấp bằng: **2010**

Nơi đào tạo: **Khoa Sư phạm – Trường Đại học Cần Thơ**

- Tiến sĩ chuyên ngành: **Ngôn ngữ học**

Năm cấp bằng: **2018**

Nơi đào tạo: **KU Leuven – Bỉ**

- Tên luận án: **Task-based Language Teaching: English as a Foreign Language in Vietnam**

3. Ngoại ngữ: **1. Pháp**

Mức độ sử dụng: **C**

### III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

#### 1. Các hoạt động chuyên môn đã thực hiện

Từ tháng, năm đến tháng, năm	Chức danh, chức vụ, đơn vị công tác (đảng, chính quyền, đoàn thể, tổ chức xã hội), kể cả thời gian được đào tạo, bồi dưỡng về chuyên môn, nghiệp vụ,...
12/2009 - 09/2011	Giảng viên, Khoa Thủy sản

10/2011 - 03/2012	Tổ trưởng công đoàn, Khoa Thủy sản
04/2012 - 12/2012	UVTV Đoàn TN khoa, Khối PB; Tổ trưởng công đoàn, Khoa Thủy sản
01/2013 - 04/2013	UVTV Đoàn TN khoa, Khối PB; Tổ trưởng công đoàn, Khoa Khoa học Xã hội và Nhân văn
04/2013 - 10/2013	Tổ trưởng công đoàn, Khoa Khoa học Xã hội và Nhân văn
10/2013 - 03/2015	Giảng viên, Khoa Khoa học Xã hội và Nhân văn
03/2015 - 04/2019	Giảng viên, Khoa Ngoại ngữ
05/2019 - 06/2021	Trưởng Bộ môn, Khoa Ngoại ngữ
06/2021 - 06/2021	Trưởng Bộ môn, Khoa Ngoại ngữ
06/2021	Trưởng Bộ môn, Khoa Ngoại ngữ

## 2. Hướng dẫn luận văn thạc sĩ, luận án tiến sĩ.

STT	Tên học viên	Tên đề tài	Năm bảo vệ
1	Võ Phương Anh	Vietnamese EFL Teachers' Perceptions of Task-based Language Teaching and its implementation	2020
2	Nguyễn Thị Mỹ Hương	Impacts of a training program on Task-based Language Teaching: Voices from Vietnamese teachers	2020
3	Võ Xuân Thu	Effects of Task-based Language Teaching on Vietnamese EFFL High school students' speaking ability	2020

## IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

### 1. Các đề tài nghiên cứu khoa học đã và đang tham gia (thuộc danh mục Hội đồng Chức danh giáo sư nhà nước quy định):

TT	Tên đề tài nghiên cứu	Năm bắt đầu/Năm hoàn thành	Đề tài cấp (NN, Bộ, ngành, trường)	Trách nhiệm tham gia trong đề tài
1	Khảo sát sự hài lòng của người học đối với Chương trình đào tạo ngành Sư phạm tiếng Anh tại Trường Đại học Cần Thơ	2020/2021	Đề tài NCKH cấp Trường	Chủ nhiệm đề tài



## 2. Sách và giáo trình xuất bản

STT	Tên sách	Nhà xuất bản	Năm xuất bản	Số ISBN	Tác giả	Đồng tác giả
1	A Handbook of VSTEP Preparation Test – Level 3	Đại học Cần Thơ	2021	978-604-965-467-1	X	

## 3. Các công trình khoa học đã công bố (thuộc danh mục Hội đồng Chức danh giáo sư nhà nước quy định): Tên công trình, năm công bố, nơi công bố.

1	Nguyễn Anh Thi, Nguyễn Thị Ngọc Liên. (Forthcoming). Vietnamese EFL Pre-service Teachers' Perceptions of the Quality of a Training Course on English Language Teacher Education. <i>Can Tho University Journal of Science</i> (Chờ xuất bản).
2	Nguyễn Anh Thi, Koen Jaspaert. 2020. Implementing Task-Based Language Teaching in an Asian context: Is it a real possibility or a nightmare? A Case study in Vietnam. <i>ITL - International Journal of Applied Linguistics</i> . Published online. 1-31. (Đã xuất bản)
3	Nguyễn Anh Thi, Phương Hoàng Yến. 2020. Impacts of a One-Shot Training Program for in-service teachers on the application of Task-Based Language Teaching. <i>Can Tho University Journal of Science</i> , 12(3), 38-46. (Đã xuất bản).
4	Trần Thị Huệ, Nguyễn Anh Thi. 2018. Effects of English Collocation Instruction on Vietnamese Students' Writing Performance. <i>The VietTESOL International Conference 2017 - ENGLISH LANGUAGE EDUCATION IN DIVERSE CONTEXTS</i> . 69-83. (Đã xuất bản).
5	Nguyễn Anh Thi, Koen Jaspaert, Kris Van den Branden. 2018. EFL Teachers' Perceptions of Task-Based Language Teaching in a Vietnamese university. <i>The European Journal of Applied Linguistics and TEFL</i> , 7(1), 73-90. (Đã xuất bản).

## 4. Lĩnh vực nghiên cứu khoa học chính

STT	Tên lĩnh vực
1	Task-based Language Teaching
2	Teacher training of Task-based Language Teaching
3	English teaching pedagogy

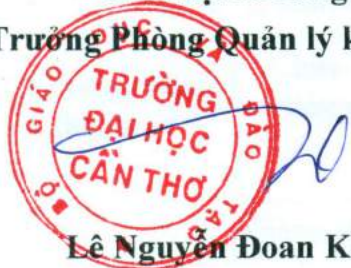
Cần Thơ, ngày 01 tháng 7 năm 2021

Xác nhận của Trường Đại học Cần Thơ

Người kê khai

TL. Hiệu trưởng

Trưởng Phòng Quản lý khoa học



Lê Nguyễn Đoàn Khôi

Nguyễn Anh Thi

# LÝ LỊCH KHOA HỌC

## I. LÝ LỊCH SƠ LƯỢC

Họ và tên: **NGUYỄN VĂN LỢI**

Giới tính: Nam

Ngày, Năm sinh: 08/10/1972

Nơi sinh: Mỹ Phước, Long Xuyên, AG

Quê quán: Hoàng Ngõ, Quốc Oai, Hà Nội

Dân tộc: Kinh

Học vị cao nhất: Tiến sĩ

Năm nhận học vị: 2011

Chức vụ: Không

Đơn vị công tác: Bộ môn Phương pháp dạy học tiếng Anh, Khoa Ngoại ngữ, ĐHTC

Địa chỉ liên lạc: 50/76 Trần Hoàng Na, Hưng Lợi, Cần Thơ

Điện thoại liên hệ: 0948709772

Email: loinguyen@ctu.edu.vn

## II. QUÁ TRÌNH ĐÀO TẠO

### 1. Đại học

Hệ đào tạo: Chính quy tập trung

Nơi đào tạo: Đại Học Cần Thơ

Ngành học: Anh văn

Năm tốt nghiệp: 1994

Nước đào tạo: Việt Nam

### 2. Sau đại học

**Thạc sĩ ngành:** Ngôn ngữ Anh

Năm cấp bằng: 2000

Nơi đào tạo: Đại học Ngoại ngữ, ĐHQG Hà Nội

Tên Luận Văn: Causes of errors in written English of full-time Vietnamese students of English at the intermediate level

**Tiến sĩ chuyên ngành:** Giáo dục học (Lý luận dạy học bộ môn tiếng Anh)

Năm cấp bằng: 2011

Nơi đào tạo: ĐH Waikato, New Zealand

Tên luận án: Dynamic conceptions of input, output and interaction: Vietnamese EFL lecturers' learning Second Language Acquisition theory

**3. Ngoại ngữ:** Pháp văn (B), Anh văn (tương đương C1)

**4. Chứng chỉ khác:** Nghiệp vụ sư phạm giảng dạy đại học



### III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

#### 1. Quá trình công tác

Thời gian	Nơi công tác	Công việc đảm nhiệm
10/1994 - 12/1996	Khoa Ngoại ngữ, Trường Đại học Cần Thơ	Tập sự giảng dạy
01/1997- 12/1999	Giảng viên cơ hữu Khoa sư phạm, trường ĐHCT	Học thạc sĩ tại Trường ĐH ngoại ngữ, ĐHQG Hà Nội
01/2000- 12/2006	Khoa Sư phạm, Trường Đại học Cần Thơ	Giảng viên Bộ môn sư phạm tiếng Anh: Giảng dạy các học phần kỹ năng tiếng Anh, Hình vị học, Biên dịch, Tiếp thu ngôn ngữ 2, hướng dẫn luận văn đại học
01/2007- 10/2010	Giảng viên cơ hữu Khoa sư phạm, Trường Đại học Cần Thơ	Nghiên cứu sinh tiến sĩ ngành Giáo dục học, chuyên ngành lý luận dạy học tiếng Anh tại New Zealand
10/2010- 07/2012	Khoa Sư phạm Trường Đại học Cần Thơ	Giảng viên chính, Phó trưởng bộ môn Sư phạm tiếng Anh: Giảng dạy các học phần ngôn ngữ học dẫn luận, quá trình tiếp thu ngôn ngữ 2, phương pháp dạy học tiếng Anh, nguyên lý dạy học tiếng Anh, hướng dẫn luận văn thạc sĩ, nghiên cứu khoa học; phụ trách công tác đào tạo.
07/2012- 03/2015	Khoa Sư phạm, Trường Đại học Cần Thơ	Giảng viên chính, Trưởng bộ môn sư phạm tiếng Anh: Giảng dạy học phần ngôn ngữ học dẫn luận, quá trình tiếp thu ngôn ngữ, nguyên lý dạy học tiếng Anh, ứng dụng CNTT trong giảng dạy tiếng Anh, hướng dẫn luận văn thạc sĩ, nghiên cứu khoa học; quản lý công tác chuyên môn
03/2015- 5/2019	Khoa ngoại ngữ Trường Đại học Cần Thơ	Trưởng bộ môn, Bộ môn Phương pháp dạy học tiếng Anh: Giảng dạy học phần ngôn ngữ học dẫn luận, quá trình tiếp thu ngôn ngữ, nguyên lý dạy học tiếng Anh, ứng dụng CNTT trong giảng dạy tiếng Anh, hướng dẫn luận văn thạc sĩ, nghiên cứu khoa học; quản lý công tác chuyên môn

5/2019-nay	Khoa ngoại ngữ Trường Đại học Cần Thơ	Giảng viên chính, Bộ môn Phương pháp dạy học tiếng Anh: Giảng dạy quá trình tiếp thu ngôn ngữ, nguyên lý dạy học tiếng Anh, ứng dụng CNTT trong giảng dạy tiếng Anh, Phương pháp nghiên cứu khoa học, hướng dẫn luận văn thạc sĩ, nghiên cứu khoa học
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## 2. Kinh nghiệm chuyên môn

TT	Nội dung	Đơn vị tổ chức	Năm
1.	TOT workshop on English for Teaching and ICT in teaching English	SAMEO - Đề án NNQG2020	10/ 2014
2.	Leadership skills development program	Institute of continuing & Tesol Education- University of Queensland - Australia	12/2013
3.	Introduction to online learning for EFL educators	University of Oregon - American English Institute	12/2012
4.	Vietnamese Teacher Training Program	English Language Institute -Victoria University of Wellington- NZ và Đề án NNQG 2020	12/2012
5.	Designing and Implementing Case-based Instruction in Higher Education (Active interpreter)	Khoa sư phạm- Đại học Cần Thơ và Khoa sư phạm đại học Michigan University	12/2010
6.	Creating ESP Materials: What and How?	Đại học Cần Thơ và World University Service of Canada	01/2005
7.	Methodology for ESP Teaching	Đại học Cần Thơ và World University Service of Canada	04/2005
8.	Quality Assurance in Language Teaching	CAMTESOL – IDP	02/2010
9.	Bồi dưỡng Phương pháp giảng dạy tiếng Anh cho giáo viên THCS các tỉnh ĐBSCL	Đề án NNQG2020	Tháng 7/2012

10.	Bồi dưỡng phương pháp giảng dạy tiếng Anh cho giáo viên THPT các tỉnh ĐBSCL	Đề án NNQG2020	Tháng 7/2013
11.	Bồi dưỡng sử dụng CNTT trong dạy học tiếng Anh cho giảng viên ĐH Tiền Giang	Đề án NNQG2020	Tháng 9/2014
12.	Tập huấn chuyển giao sử dụng CNTT trong dạy tiếng Anh cho giảng viên cốt cán các trường cao đẳng đại học địa phương	Đề án NNQG2020	Tháng 7/2013
13.	Báo cáo về sử dụng chuẩn trong quản lý đào tạo - Hội thảo Tập huấn xây dựng đơn vị điển hình dạy tiếng Anh bậc tiểu học	Đề án NNQG2020	Tháng 12/2014
14.	Tập huấn đánh giá thường xuyên cho giảng viên các trường CĐ-ĐH địa phương	Đề án NNQG2020	Tháng 12/2015
15.	Tập huấn nâng cao năng lực phát triển giáo trình giảng dạy cho GV CĐ-ĐH địa phương	Đề án NNQG2020	Tháng 3/2016

### 3. Đề tài luận văn thạc sĩ đã hướng dẫn thành công trong 5 năm gần nhất

STT	Tên đề tài	Năm
1.	Responses of high school EFL teachers in the Mekong delta to attaining the standards-based proficiency level	2016
2.	Teacher motivational strategies: EFL high school teachers' practices and students' attitudes	2016
3.	An investigation into the validity of an English reading achievement test at a university in Mekong delta	2016
4.	Teachers' perceptions and use of metacognition - promoting questions in the general English classroom at a university	2017
5.	Negotiation of meaning in online voice interaction: native speaker teacher - Vietnamese EFL learner and non-native speaker teacher - Vietnamese EFL learner	2018
6.	The effect of Moodle quizzes on EFL grade-10 students' vocabulary	2018

	retention	
7.	Implementing project activities in Tiếng Anh 10 and 11: EFL teachers' challenges and strategies	2018
8.	The effect of a text-driven approach to task-based EFL language teaching on EFL teenager learners' reading comprehension	2019
9.	The impact of Moodle-assisted activities for vocabulary recycling on EFL grade-11 students vocabulary retention	2019
10.	High school EFL teachers' self-assessment of their technological pedagogical content knowledge: A case study in An Giang	2020
11.	The effect of idiom instruction on EFL teenage learners retention of idioms: A study at a private language center in the Mekong delta	2020

#### IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

##### 1. Các đề tài nghiên cứu khoa học đã thực hiện

TT	Tên đề tài nghiên cứu/lĩnh vực áp dụng	Năm hoàn thành	Đề tài cấp	Trách nhiệm tham gia trong đề tài
1.	Năng lực tiếng Anh của sinh viên Sư phạm Anh văn trong chương trình đào tạo theo tín chỉ	2012	Cơ sở	Chủ nhiệm
2.	Nâng cao tính tự chủ trong học tập cho sinh viên chuyên Anh văn: Nhận thức và việc thực hiện của giảng viên tiếng Anh	2014	Cơ sở	Chủ nhiệm
3.	Hiệu quả của mô hình đào tạo kết hợp dạy học dự án trong đào tạo giáo viên tiếng Anh	2016	Cơ sở	Chủ nhiệm
4.	Khảo sát năng lực ứng dụng CNTT trong dạy học tiếng Anh của giáo viên THPT khu vực ĐBSCL	2021	Cơ sở	Chủ nhiệm

## 2. Các công trình nghiên cứu khoa học xuất bản

TT	Tên công trình	Năm XB	Trách nhiệm	Tên tạp chí/Nhà XB
1.	Vietnamese EFL teachers' beliefs and practice of alternative assessment in teaching English at secondary school	2020	Tác giả	Asian EFL Journal, số 24 (2) SCOPUS (Q2)
2.	Online Meaning Negotiation: Native-Speaker Versus Non-native Speaker Teachers & Vietnamese EFL learners	2020	Đồng tác giả	Language Learning and Technology, số 24 (3) SCOPUS, ISI (Q1)
3.	A Case Study of Vietnamese EFL Teachers' Conception of Language Output and Interaction	2020	Tác giả	Journal of Language and Education, số 6 (1) SCOPUS (Q3)
4.	Unpacking perceptual and contextual influences on task-based instruction: A framework of teacher beliefs and practice	2020	Tác giả	PASAA: A Journal of language teaching and learning, số 59 SCOPUS index (Q3)
5.	EFL student engagement in an English-for-specific-purposes tourism class: Flipping the class with Facebook	2020	Đồng tác giả	Chương sách: "Technology and the Psychology of Second Language Learners and Users", NXB Palgrave. ISBN 978-3-030-34211-1
6.	Moodle Quiz to support vocabulary retention in EFL teaching and learning	2020	Đồng tác giả	European Journal of Foreign Language Teaching, số 4 (4)
7.	EMI in Vietnam: What High School Teachers Think and Do	2020	Đồng tác giả	International Journal of Language Teaching and Education, số 4 (1)
8.	An investigation of Vietnamese EFL teenage learners' knowledge of common English idioms: Implications for idiom instruction	2020	Đồng tác giả	European Journal of Foreign Language Teaching, số 5 (1)
9.	Motivational Practice in High-Schools in Vietnam: EFL Teachers' Strategies from Student Perspective	2020	Tác giả chính	International Journal of Foreign Language Teaching and Research, số 8 (30)

10.	The effect of idiom instruction on EFL teenage learners' retention of idioms	2020	Đồng tác giả	European Journal of Applied Linguistics Studies, số 3 (1)
11.	Implementing project-based learning: The case of Vietnamese High-school teachers' challenges	2019	Tác giả chính	International Journal of Foreign Language Teaching and Research, Số 7 (26)
12.	Flipped model for improving students' English speaking performance	2018	Đồng tác giả	Can Tho University Journal of Science, số 8
13.	Promoting learner autonomy: Lesson from using project work as a supplement in English skills courses	2017	Tác giả	Can Tho University Journal of Science, Số 7
14.	High school EFL teachers' self-directed strategies in response to the standards-based proficiency level	2017	Đồng tác giả	HCM City University of Education Journal of Science: Education Science, 14 (1)
15.	Validating an English reading achievement test	2016	Đồng tác giả	Da Nang University Journal of Science, 10 (107)
16.	Learner autonomy in Vietnam: Insights from English language teachers' beliefs and practices	2016	Tác giả	Language Education in Asia, Special Edition, Phnom Penh, IDP Education Cambodia Ltd. ISBN: 978 99963 584 3 2
17.	Determinants of pre-service English teachers' proficiency variation	2016	Tác giả	International E-Journal for Research in ELT, Số 2, Kỳ 1
18.	Phát triển tư duy phê phán trong viết luận: Tác động của diễn đàn thảo luận trên Facebook	2016	Đồng tác giả	Ngôn ngữ và Đời sống, Số 8 (250)
19.	Lớp học nghịch đảo: Mô hình dạy học kết hợp trực tiếp và trực tuyến.	2014	Tác giả	Tạp chí khoa học Trường Đại học Cần Thơ, Số 34, 56-61. NXB ĐHCT
20.	A report on secondary school EFL teachers' beliefs regarding alternative assessment.	2014	Tác giả	Conference Proceedings on Language Testing and Assessment for School-Age Learners. 23-24 July, Hue University College of Foreign

				Languages.
21.	Năng lực tiếng Anh của sinh viên sư phạm tiếng Anh được đào tạo theo chương trình 120 tín chỉ.	2013	Tác giả	Tạp chí khoa học Trường Đại học Cần Thơ, Số 26, 1-8. NXB ĐHCT.
22.	Conceptions of language input in second language acquisition: A case of Vietnamese EFL teachers.	2010	Tác giả chính	Language Education in Asia, 2010, 1(1), 62-76.
23.	Tổng quan nghiên cứu về kiến thức ứng dụng công nghệ thông tin trong giảng dạy tiếng Anh	2021	Tác giả	Tạp chí khoa học Trường Đại học Cần Thơ, Số 57,1 186-195
24.	Vietnamese high school teachers' perceptions of TPACK in teaching English as a foreign language	2021	Tác giả	European Journal of Education Studies; 8,4, 183-198
25.	English proficiency gain and mediating factors in training: A self-evaluation of pre-service teachers	2021	Tác giả chính	International Journal of Learning, Teaching and Educational Research 20, 1, 22-47 (Scopus Q4)

### 3. Sách/giáo trình xuất bản

TT	Tên sách	Nhà XB	Năm XB	Số ISBN	Trách nhiệm
1	A course book: Principles of English Language Teaching	Đại học Cần Thơ	2016	978-604-919-923-3	Chủ biên
2	A course book: Methodology in teaching English to young learners	Đại học Cần Thơ	2017	978-604-919-987-5	Chủ biên
3	A course book: Teaching English with information and communication technology	Đại học Cần Thơ	2021	978-604-965-452-7	

Cần Thơ, ngày 01 tháng 7 năm 2021

Xác nhận của Trường Đại học Cần Thơ

Người kê khai

TL. Hiệu trưởng  
Trưởng Phòng Quản lý khoa học



Lê Nguyễn Đoàn Khôi

Nguyễn Văn Lợi

# LÝ LỊCH KHOA HỌC

## I. LÝ LỊCH SƠ LƯỢC

Họ và tên: **LÊ XUÂN MAI**

Giới tính: Nữ

Ngày, Năm sinh: 16/09/1980

Nơi sinh: **Cần Thơ**

Quê quán: Xã An Lợi, H.Phụng Hiệp, Hậu Giang,

Dân tộc: Kinh      Tôn giáo: Không

Chỗ ở riêng hoặc địa chỉ liên lạc: 285, đường Hàng Gòn, Yên Thạnh, P.Thường Thạnh, Q.Cái Răng, Cần Thơ

Điện thoại liên hệ: 0939286161

Email: lxmai@ctu.edu.vn

Chức vụ: Trưởng Bộ môn

Đơn vị công tác: Bộ môn Tiếng Anh căn bản và chuyên ngành

Ngạch viên chức: Giảng viên

Thâm niên công tác: 19 năm

Trình độ chuyên môn cao nhất: Tiến sĩ

## II. QUÁ TRÌNH ĐÀO TẠO

### 1. Đại học

Hệ đào tạo: Tập trung

Nơi đào tạo: ĐH Cần Thơ

Ngành học chuyên môn: SP Anh văn

Năm tốt nghiệp: 2002

### 2. Thạc sĩ

Thời gian đào tạo: 1.5 năm

Nơi đào tạo: ĐH Monash

Chuyên ngành đào tạo: Giáo dục học

Tên luận văn:

English Teachers' Self-Efficacy in Blended Teaching at Can Tho University, Vietnam

Năm được cấp bằng: 2008



### 3. Tiến sĩ

Thời gian đào tạo: 04 năm

Nơi đào tạo: ĐH Sydney

Chuyên ngành đào tạo: Giáo dục học

Tên luận án:

Lecturers' adoption and integration of information and communication technology in English teacher education at two universities in the Mekong Delta, Viet Nam

Năm được cấp bằng: 2016

### 4. Ngoại ngữ

1. Pháp

Mức độ thành thạo: Trình độ B

## III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

### 1. Các hoạt động chuyên môn đã thực hiện.

Thời gian	Nơi công tác	Công việc đảm trách
10/2002 - nay	Đại học Cần Thơ	Giảng viên tại trường Đại học Cần Thơ
05/2006 - 12/2007	Đại học Cần Thơ	Học lấy bằng Master ngành Giáo dục học tại Úc
10/2009 - 01/2011	Đại học Cần Thơ	Phó Trưởng bộ môn
01/2011 - 03/2015	Đại học Cần Thơ	Học lấy bằng Tiến sĩ ngành Giáo dục học tại Úc
04/2015 – nay	Đại học Cần Thơ	Trưởng Bộ môn BM. Tiếng Anh căn bản và chuyên ngành

### 2. Hướng dẫn luận văn thạc sĩ.

STT	Tên học viên	Tên đề tài	Năm bảo vệ
1	Tạ Thị Thanh Lan	EFL teachers' beliefs and practices of formative assessment in the classroom: A case of Vinh Long province	2017
2	Phạm Thanh Loan	Lecturers' and students' perceptions towards using interactive whiteboard in EFL classrooms: A case at a university in the Mekong Delta	2017

3	Thái Thị Kim Ngọc	An Investigation into High School Students' Motivation and Preparation for Internet Olympiads of English (IOE) Contests: A Case in Soc Trang Province	2017
4	Lê Thị Diễm	EFL High School Teachers' Strategies to Promote Students' Willingness to Communicate in English: Teachers' Perceptions and Practices	2018
5	Trần Thị Quế Nhi	High School Students' Perceptions of the Use of Facebook-based E-portfolios in Writing	2018
6	Nguyễn Thị Minh Trang	Professional development for EFL high school teachers: expectations and experiences. A case study in Soc Trang province	2018
7	Nguyễn Thị Lâm Đan	Professional development needs of EFL secondary and high school teachers: A case study in Bac Lieu city	2018
8	Phan Thị Nguyệt Quế	An Giang Medical College Teachers' And Students' Evaluations Of English For Specific Purposes CourseBook For Students Of Health Sciences	2018
9	Bùi Thị Mỹ Duyên	EFL Primary School Teachers' Professional Development in Can Tho city: Evaluation and Post Training Stage	2018
10	Đinh Thanh Hưng	Teachers' perceptions of the use of E-textbooks in EFL classes at Lower Secondary Schools in Dong Thap Province	2019
11	Nguyễn Thị Tố Quyên	EFL Teachers' Evaluation of the Coursebook "Skillful 02" for English Foundation Program at a University in Can Tho	2019
12	Phan Thành Đạt	An investigation on EFL teachers' expectations and satisfaction on the teaching pedagogy training courses in Can Tho	2019
13	Lê Thanh Thảo	EFL High-School Teachers' Perceptions of ELT Pedagogical Reforms and Their Practice in Response to These Reforms	2020
14	Lê Khánh Ngọc	Factors Influencing Students' Low Participation	2020

		in English Speaking Classrooms: Teachers' and Non-Majored English Students' Perceptions	
15	Huỳnh Thiện Chí	Students' Low Participation in English Speaking Classes: High School Students' Perceptions of Influential Factors and Suggestions	2020

## IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

### 1. Các đề tài nghiên cứu khoa học đã thực hiện.

STT	Tên đề tài nghiên cứu/lĩnh vực áp dụng	Năm hoàn thành	Đề tài cấp(Cơ sở, bộ, ngành, trường)	Trách nhiệm tham gia trong đề tài
1	Đánh giá các loại hình phát triển chuyên môn cho giảng viên giảng dạy tiếng Anh căn bản tại Trường Đại học Cần Thơ	2020	Đề tài cấp trường	Chủ nhiệm

### 2. Sách và giáo trình xuất bản.

STT	Tên sách	Nhà xuất bản	Năm xuất bản	Chủ biên	Đồng tác giả
1	Listening – Speaking 2 (Nghe Nói 2)	Trường ĐHCT	2021	X	
2	Reading 2 (Đọc hiểu 2)	Trường ĐHCT	2021	X	
3	Anh văn chuyên ngành Bảo vệ thực vật (Academic English in Plant Protection)	Trường ĐHCT	2020		X
4	Ngữ pháp đúng dụng (English Grammar in Use)	Trường ĐHCT	2018		X

### 3. Các công trình nghiên cứu khoa học đã công bố.

1. **Lê Xuân Mai. 2013.** INTRODUCING ICT INTO AN ENGLISH LANGUAGE TEACHER EDUCATION PROGRAM IN VIETNAM. DEPISA Monograph. 02. 113-129.
2. **Lê Xuân Mai, Võ Kim Hồng. 2014.** FACTORS AFFECTING SECONDARY-SCHOOL ENGLISH TEACHERS' ADOPTION OF TECHNOLOGIES IN SOUTHWEST VIETNAM. Giảng dạy tiếng Anh. Volumn 5, Issue 2. 198-215.
3. **Lê Xuân Mai, Trần Thị Quế Nhi. 2018.** HIGH SCHOOL STUDENTS' PERCEPTIONS OF THE USE OF FACEBOOK-BASED E-PORTFOLIOS IN EFL WRITING: A CASE IN THE MEKONG DELTA, VIETNAM. European Journal of Education Studies. 4. 27-48.
4. **Lê Thị Diễm, Lê Xuân Mai. 2018.** STRATEGIES TO PROMOTE STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH: TEACHERS' PERCEPTIONS AND PRACTICES. The 6th Open TESOL international conference. . 192-210.
5. **Lê Xuân Mai, Nguyen Thi Minh Trang. 2019.** PROFESSIONAL DEVELOPMENT FOR EFL HIGH-SCHOOL TEACHERS: A CASE STUDY IN THE MEKONG DELTA. 1st International Conference on Innovation of Teacher Education; Đại học Quốc gia Hà Nội, tháng 11/2019. . 74-85.
6. **Lê Xuân Mai, Lê Thanh Thảo. 2020.** ENGLISH LANGUAGE TEACHING REFORMS IN VIETNAM: EFL TEACHERS' PERCEPTIONS OF THEIR RESPONSES AND THE INFLUENTIAL FACTORS. Innovation in Language Learning and Teaching. 0. 1-12.
7. **Lê Thanh Thảo, Lê Xuân Mai. 2020.** EFL HIGH-SCHOOL TEACHERS' RESPONSES TO ELT PEDAGOGICAL REFORMS IN THE MEKONG DELTA, VIETNAM. European Journal of Education Studies. 7. 157-170.
8. **Huỳnh Thiện Chí, Lê Xuân Mai. 2020.** SUGGESTIONS FOR PROMOTING STUDENTS' PARTICIPATION IN ENGLISH SPEAKING CLASSES: STUDENTS' PERCEPTIONS. European Journal of Education Studies. 7. 514-534.
9. **Lê Khánh Ngọc, Lê Xuân Mai. 2020.** FACTORS AFFECTING NON-MAJORED ENGLISH STUDENTS' LOW PARTICIPATION IN EFL SPEAKING CLASSROOM: A CASE IN VIETNAM. European Journal of Education Studies. 7. 264-287.
10. **Dinh Thanh Hung, Lê Xuân Mai. 2020.** EFL TEACHERS' PERCEPTIONS OF THE USE OF E-TEXTBOOKS AT SECONDARY SCHOOLS IN DONG THAP PROVINCE. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 12, No 2. 15-24.
11. **Lê Xuân Mai. 2020.** EFL LECTURERS' NEEDS FOR PROFESSIONAL DEVELOPMENT: A CASE STUDY OF AN INSTITUTION IN THE MEKONG DELTA. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol. 12, No 3. 7-16.

12. Lê Xuân Mai, Lê Thanh Thảo. 2021. ELT PEDAGOGICAL REFORMS: EFL HIGH-SCHOOL TEACHERS' PERCEPTIONS AND RESPONSES. Tạp chí Khoa học Trường Đại học Cần Thơ. Vol.13, No.1. 48-56.

#### 4. Lĩnh vực nghiên cứu khoa học chính.

STT	Tên lĩnh vực nghiên cứu chính
1	Khoa học giáo dục học nói chung, bao gồm cả đào tạo, sư phạm học, lý luận giáo dục,...
2	Các vấn đề khoa học giáo dục khác
3	Ngôn ngữ học ứng dụng
4	Nghiên cứu ngôn ngữ và văn hóa khác

Xác nhận của Trường Đại học Cần Thơ

TL. Hiệu trưởng

Trưởng Phòng Quản lý khoa học



Lê Nguyễn Đoàn Khôi

Cần Thơ, ngày 1 tháng 7 năm 2021  
(Người kê khai ký tên và ghi rõ họ tên)



Lê Xuân Mai

## LÝ LỊCH KHOA HỌC

### I. LÝ LỊCH SƠ LƯỢC

Họ và tên: **NGUYỄN HẢI QUÂN** Giới tính: Nam  
Ngày sinh: 16/08/1979 Nơi sinh: Bình Tân, Vĩnh Long  
Quê quán: An Thạnh, Tân An Thạnh, Bình Tân, Vĩnh Long Dân tộc: Kinh  
Trình độ chuyên môn cao nhất: Tiến sĩ Năm nhận bằng: 2018  
Chức vụ: Không  
Đơn vị công tác: Bộ môn Ngôn ngữ và Văn hoá Anh, Khoa Ngoại Ngữ – Đại học Cần Thơ  
Địa chỉ liên lạc: 39 Mậu Thân, Phường Xuân Khánh, Quận Ninh Kiều, Tp Cần Thơ  
Điện thoại liên hệ: 093 99 88 747 E-mail: nhquan@ctu.edu.vn

### II. QUÁ TRÌNH ĐÀO TẠO

#### 1. Đại học

Hệ đào tạo: Chính quy Nơi đào tạo: Đại học Cần Thơ  
Ngành học chuyên môn: Sư phạm Anh Văn Năm tốt nghiệp: 2001  
Nước đào tạo: Việt Nam

#### 2. Sau Đại học

Thạc sỹ chuyên ngành: Thạc sỹ Ngôn ngữ và Văn hoá Châu Âu (Ngôn ngữ Anh)  
Năm cấp bằng: 2006  
Nơi đào tạo: Đại học Antwerpen, Vương Quốc Bỉ  
Tên luận văn: “Quá trình phát triển ngữ nghĩa của động từ khiếm khuyết trong tiếng Việt và tiếng Anh”

Tiến sỹ Khoa học Chuyên ngành Giảng dạy Tiếng Anh (TESOL)

Năm cấp bằng: 12/ 2018

Nơi đào tạo: Đại học Wollongong, Úc

Tên luận văn: Phương pháp dạy kỹ năng Nói tiếng Anh: Những hiểu biết từ góc độ tư duy và thực tiễn lớp học của giáo viên Việt Nam (*Speaking Pedagogy: Insights from Vietnamese EFL Teachers' Cognitions and Classroom Practices*)

#### 3. Ngoại ngữ

1. Tiếng Anh

Mức độ sử dụng: lưu loát

IELTS: 8.0

2. Tiếng Pháp

Mức độ sử dụng: căn bản

### III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

#### 1. Các hoạt động chuyên môn đã thực hiện

Thời gian	Nơi công tác	Công việc đảm trách
11/2018-nay	Bộ môn Ngôn ngữ và Văn Chương Anh – Khoa Ngoại Ngữ	Giảng viên
01/2014 – 11/2018	Đang theo học chương trình Tiến sĩ Giáo dục (chuyên ngành Giảng dạy tiếng Anh) tại Đại học Wollongong, Úc	Theo học chương trình Tiến sĩ
07/2012-12/2013	Bộ môn Anh văn, Khoa Khoa học Xã hội và Nhân văn, ĐHCT	Giảng viên; Phó trưởng Bộ môn Anh văn
08/2009-06/2012	Bộ môn Anh văn, Khoa Khoa học Xã hội và Nhân văn, ĐHCT	Giảng viên; Phó trưởng Khoa
09/2006-07/2009	Bộ môn Anh văn – Khoa Sư phạm, ĐHCT	Giảng viên; Phó trưởng Bộ môn Anh văn
08/2005-08/2006	Đại học Antwerpen, Vương Quốc Bỉ	Theo học chương trình Thạc Sĩ
11/2001-07/2005	Bộ môn Anh văn – Khoa Sư phạm, ĐHCT	Giảng viên

#### 2. Hướng dẫn luận văn tốt nghiệp cử nhân: sinh viên ngành Ngôn ngữ Anh

STT	Tên học viên	Tên đề tài	Năm bảo vệ
1	Nguyễn Duy Bình	Vietnamese High School Teachers' Perceptions of the Impact of the Existing PD Activities and Their Needs for Further Development	2020
2	Lê Tấn Phát	Teaching Listening Skills to Young Learners in a Vietnamese Context: An Investigation from Teachers' Perspectives	2020

#### 3. Biên, Phiên dịch viên:

1. *Hội thảo phát triển thủy, hải sản bền vững khu vực Mekong 2016*; Bộ Công Thương Việt Nam
2. *TRIG Project* (Kế hoạch phát triển chiến lược đến 2020): Đại học Cần
3. *Public Management*: Sở Nội vụ Thành phố Cần Thơ
4. *Climate Change: Water Issues in the Mekong Delta Project*: Viện phát triển Đồng Bằng SCL; Đại học Cần Thơ
5. *Vietnamese History*: Chương trình Học phần nhiệt đới; Đại học Cần Thơ
6. *Peer Educators for Drug Addicts and Sex Workers (Chương trình giáo dục Đồng đẳng viên)*: Hội thảo dự án SIDA
7. *Switching to the Credit System*: Hội thảo Chương trình đại học theo tín chỉ; Đại học Cần Thơ

## IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

### 1. Các đề tài nghiên cứu khoa học đã và đang tham gia

TT	Tên đề tài nghiên cứu/lĩnh vực ứng dụng	Năm hoàn thành	Đề tài cấp (Cơ sở, bộ ngành, trường)	Trách nhiệm tham gia trong đề tài
1	Vietnamese teachers' cognitions about teaching speaking skills	2018	Đề tài cấp trường Đại học Wollongong	Nghiên cứu chính
2	Holistic approach to teaching speaking in Vietnamese context: linking theory to practice	Đang thực hiện, 2020-2021	Đề tài cấp trường Đại học Wollongong	Đồng nghiên cứu (với Ts. Amanda Baker, ĐH Wollongong, Úc)
3	Vietnamese learners' perceptions of effective English teachers	Đang thực hiện, 2021	Nghiên cứu độc lập	Nghiên cứu chính
4	Cải tiến chương trình tiếng Anh các ngành Tiên tiến Đại học Cần Thơ	Đã hoàn thành 2018	Cấp trường, ĐH Cần Thơ	Đồng nghiên cứu
5	Vietnamese EFL teachers' definitions of CLT: A revisiting	Đang thực hiện, 2021	Đề tài cấp trường Đại học Wollongong	Đồng nghiên cứu
6	Vietnamese EFL teachers' strategies in teaching listening skills	Đang thực hiện, 2021	Đề tài cấp trường Đại học Wollongong	Đề tài cấp trường Đại học Wollongong
7	Xây dựng lộ trình đào tạo trình độ đầu ra B1 (CEFR) cho sinh viên không chuyên ngữ tại ĐHCT	Đang thực hiện, 2021	Đề tài cấp trường Đại học Cần Thơ	Chủ nhiệm đề tài

### 2. Sách và giáo trình xuất bản

TT	Tên sách	Nhà xuất bản	Năm xuất bản	Tác giả	Đồng tác giả
	<i>Learning Breakthrough 2: English Course Book for General English Program</i>	Đại học Cần Thơ	2009		+

### 3. Các bài báo đăng tạp chí, kỷ yếu hội nghị:

#### 3.1 Các bài báo đăng tạp chí

- (1) Nguyen Hai Quan (2007). Action Research for Novice Teachers. *Teachers' Edition Journal*, Volume 2.
- (2) Nguyen Hai Quan (2006). Using Songs to Teach English Grammar and Speaking. *Teacher's Edition Journal*, Volume 1.
- (3) Nguyen Hai Quan (2010) Hệ thống tín chỉ: 3 năm thực hiện tại Đại học Cần Thơ; *Kỷ yếu hội nghị đánh giá chương trình đào tạo theo tín chỉ*, Đại học Cần Thơ.
- (4) Nguyen Hai Quan (2012) Better Grammar for Better Speaking: An Analysis of Grammatical Mistakes Made by Vietnamese IELTS advanced and Intermediate Learners; *CAMTESOL Conference Proceeding*, Phnompenh.
- (5) Phương Hoàng Yến, Huỳnh Chí Minh Huyền, Nguyễn Hải Quân (2018) English as a medium of instruction: students' evaluation of an English foundation program at a university in Vietnam. *Tạp chí Khoa học Trường Đại học Cần Thơ*. Vol. 54, No. 5. 30-37.



### 3.2 Báo cáo hội nghị

1. *Speaking Pedagogy: Insights from Vietnamese EFL teachers' Reported Cognitions and Practice*; **AALA Conference**, Auckland, New Zealand, November, 2017.
2. *Vietnamese EFL Teachers' Knowledge Base and Practice in Teaching Speaking*; Doctoral Forum; **TESOL Convention**, Seattle, Washington, March, 2017.
3. *Speaking Pedagogy: Vietnamese EFL Teachers' Cognitions and Practices*. Main Conference, **TESOL Convention**, Seattle, Washington, March, 2017.
4. *What Makes an Effective Teacher of English in Vietnam?* **1<sup>st</sup> Mekong TESOL Conference**, Can Tho City, Vietnam.
5. *The Role of Academic Counselors in Credit-based Teaching Programs*, **Can Tho University Conference**, 2009.
6. *Questions – Teachers' Perception and Classroom Practices*. **CAMTESOL Conference 2005**, Phnompenh.

### 4. Lĩnh vực nghiên cứu chính.

STT	Tên lĩnh vực
1	Language pedagogy and teachers' professional development
2	Language learners' development
3	Intercultural communicative competence (ICC)

Xác nhận  
của Trường Đại học Cần Thơ  
TL. Hiệu trưởng  
Trưởng phòng Quản Lý Khoa học



Lê Nguyễn Đoàn Khôi

Cần Thơ, ngày 01 tháng 07 năm 2021

Nguyễn Hải Quân

## LÝ LỊCH KHOA HỌC

### I. LÝ LỊCH SƠ LƯỢC

Họ và tên: **Nguyễn Thị Văn Sử**

Giới tính: **Nữ**

Ngày, tháng, năm sinh: **10/04/1985**

Nơi sinh: **Cần Thơ**

Quê quán: **Cần Thơ**

Dân tộc: **Kinh**

Học vị cao nhất: **Tiến sĩ**

Năm, nước nhận học vị: **2017, Úc**

Chức danh khoa học cao nhất: **Giảng viên**

Năm bổ nhiệm: **2008**

Chức vụ hiện tại: **không có**

Đơn vị công tác hiện tại: **Trường Đại học Cần Thơ**

Chỗ ở riêng hoặc địa chỉ liên lạc: **39/13 Đường 3/2, P. Xuân Khánh, Q. Ninh Kiều, TP Cần Thơ**

Điện thoại liên hệ:

NR:

DD: **0903 960 557**

Fax:

Email: **ntvsu@ctu.edu.vn**

### II. QUÁ TRÌNH ĐÀO TẠO

#### 1. Đại học:

Hệ đào tạo: **Chính quy tập trung**

Nơi đào tạo: **Đại học Cần Thơ**

Ngành học: **Su phạm Anh văn**

Nước đào tạo: **Cần Thơ - Việt Nam**

Năm tốt nghiệp: **2007**

#### 2. Sau đại học

- Thạc sĩ ngành/chuyên ngành: **Phương pháp giảng dạy Tiếng Anh**

Năm cấp bằng: **2010**

Nơi đào tạo: **Khoa Giáo Dục và Công Tác Xã Hội – Trường Đại học Sydney (Úc)**

Tên luận văn: **Motivational Strategies of non-English majored Students – A Case Study at Can Tho University**

- Tiến sĩ chuyên ngành: **Giáo Dục Học**

Năm cấp bằng: **2018**

Nơi đào tạo: **Khoa Giáo Dục và Công Tác Xã Hội – Trường Đại học Sydney (Úc)**

Tên luận án: **Conceptual changes in Higher Education Teaching and Learning: Insights from a compulsory teacher training program for higher education teachers in Vietnam**

#### 3. Ngoại ngữ: 1. Pháp

Mức độ sử dụng: **B1**

### III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

#### 1. Các hoạt động chuyên môn đã thực hiện

Thời gian	Nơi công tác	Công việc đảm trách
Tháng 03/2017 - nay	Khoa Ngoại ngữ, Trường Đại học Cần Thơ	<p>Giảng dạy (Giảng dạy môn Viết tiếng Anh cho học viên cao học, môn Viết Học Thuật và Viết Nghiên Cứu Khoa Học cho sinh viên Sư phạm Anh).</p> <p>Nghiên cứu (hướng nghiên cứu: phát triển bồi dưỡng chuyên môn cho giáo viên ngoại ngữ, phát triển giáo trình và khung chương trình).</p> <p>Hỗ trợ Khoa trong đề án Ngoại ngữ quốc gia 2020 (giảng dạy, soạn giáo trình và tham gia công tác đánh giá các khóa bồi dưỡng giáo viên tiếng Anh THPT và THCS).</p>
Tháng 03/2010 – 02/2012	Khoa Sư Phạm, Trường Đại học Cần Thơ	<p>Giảng dạy các môn Kỹ năng tiếng Anh (Nghe, Nói, Đọc, Viết) cho sinh viên Sư phạm Anh, ESP (tiếng Anh Du Lịch) cho sinh viên ngành Du Lịch.</p> <p>Tham gia hỗ trợ các dự án bồi dưỡng chuyên môn nghiệp vụ cho giáo viên DBSCL tại Khoa.</p> <p>Viết đề cương và điều phối đề án “Using Blended Learning for Vocational Colleges in the Mekong Delta”, tài trợ bởi chính phủ Bỉ trong khuôn khổ hợp tác với Đại học Leuven (Bỉ) và Đại học Sydney (Úc).</p>
Tháng 10/2007 – Tháng 01/2009	Khoa Sư Phạm - Trường Đại học Cần Thơ	Giảng viên dạy tiếng Anh Căn Bản cho sinh viên không chuyên ngữ.

#### 2. Hướng dẫn luận văn thạc sĩ, luận án tiến sĩ.

STT	Tên học viên	Tên đề tài	Năm bảo vệ
1	Nguyễn Nhật Minh	EFL Learners' and Teachers' Perceptions of Written Corrective Feedback: Insights into Three Writing Classes of an English-Majored Writing Program	2020
2	Phạm Quốc Thịnh	A Comparison of Extrinsic and Intrinsic Motivations to Speak English: A Case Study of a University in the Mekong Delta, Vietnam	2019
3	Lê Thị Thùy Linh	EFL Teachers' Questioning Techniques and Students' Attitudes towards Questioning Techniques: Two Cases in Vietnamese High School Classrooms	2019

#### IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

##### 1. Các đề tài nghiên cứu khoa học đã và đang tham gia (thuộc danh mục Hội đồng Chức danh giáo sư nhà nước quy định):

TT	Tên đề tài nghiên cứu	Năm bắt đầu/Năm hoàn thành	Đề tài cấp (NN, Bộ, ngành, trường)	Trách nhiệm tham gia trong đề tài
1	Nghiên cứu đánh giá hoạt động áp dụng thí điểm quy trình “Tổ chức hoạt động kiểm tra đánh giá ngoại ngữ bậc cao đẳng và đại học tại Đại học Cần Thơ - 2018”	2018	Đề Án Ngoại Ngữ Quốc Gia (2020) – Bộ GD&ĐT	Nghiên cứu và báo cáo viên

##### 2. Sách và giáo trình xuất bản

STT	Tên sách	Nhà xuất bản	Năm xuất bản	Số ISBN	Tác giả	Đồng tác giả
1	Using Alternative Assessment to Improve EFL's Learners Learning Achievement: From Theory to Practice	Nova Science publishers	2019	978-1-53615-162-6	Phuong, H. Y.	Nguyen, T. V. S.

##### 3. Các công trình khoa học đã công bố (thuộc danh mục Hội đồng Chức danh giáo sư nhà nước quy định): Tên công trình, năm công bố, nơi công bố.

###### *Book chapters*

1. Nguyen, T. V. S. (2019). English Curriculum Reform and Formative Assessment Policies: Cross-Case Analysis and Implications for Alternative Assessment Research in Vietnam. In H.Y. Phuong, & T. V. S. Nguyen (Eds.), *Using Alternative Assessment to Improve EFL's Learners Learning Achievement: From Theory to Practice* (pp. 23-40). New York: Nova Science publishers.
2. Nguyen, T. V. S., & Laws, K. (2016b). Higher Education Teachers' Conceptions of Teaching: Are Changes Feasible? In T. Doe & K. Sell (Eds.), *Practitioners as Researchers: Case Studies of Innovative Practice* (pp. 70-85). Sydney, Australia: Primrose Hall Publishing.

###### *Peer-reviewed articles*

1. **Nguyen, T. V. S.**, & Laws, K. (2019). Changes in higher education teachers' perceptions of curriculum. *Journal of Applied Research in Higher Education*, 11(1), 76-89. doi:10.1108/JARHE-06-2018-0097
2. **Nguyen, T. V. S.**, & Laws, K. (2016a). Higher Education purposes through teachers' lenses: perspectives from Vietnam. *Journal of Teaching and Education (JTE)*, 5(1), 707-718.

3. **Nguyen, T. V. S., & Khuu, Q. D. (2013).** Planning a teachers' professional development project: an action learning approach. In K. Laws, L. Harbon, & C. Wescombe (Eds.), *Supporting professional development with learning through action projects: Research from Australia and Southeast Asia* (pp. 81-96). Developing Educational Professionals in Southeast Asia (DEPISA).
4. **Nguyen, T. V. S. (2011).** Reforming the Initial Teacher Training Education Program: An Impact Evaluation. *Ho Chi Minh University of Education, Viet Nam*, 25(59), 36–44.

#### 4. Lĩnh vực nghiên cứu khoa học chính

STT	Tên lĩnh vực
1	English Language Teachers' Professional Development
2	English Language Curriculum Development and Assessment Practice
3	Language Policies – Comparative Education

Cần Thơ ngày 01 tháng 7 năm 2021

Xác nhận của Trường Đại học Cần Thơ (Người kê khai ký tên và ghi rõ họ tên)

TL. Hiệu trưởng

Trưởng Phòng Quản lý khoa học



Lê Nguyễn Đoàn Khôi

Nguyễn Thị Văn Sử

## LÝ LỊCH KHOA HỌC

### I. LÝ LỊCH SƠ LƯỢC

Họ và tên: **Nguyễn Thị Phương Hồng**

Giới tính: Nữ

Ngày, tháng, năm sinh: 30/10/1973

Nơi sinh: Thanh Chương-Nghệ An

Quê quán: Thanh Hà-Hội An-Quảng Nam

Dân tộc: Kinh

Học vị cao nhất: Tiến sĩ

Năm, nước nhận học vị: 2013, Hà Lan

Chức danh khoa học cao nhất: Giảng viên

Năm bổ nhiệm: 09/1998

Chức vụ hiện tại: Thư ký Hội đồng Khoa

Đơn vị công tác hiện tại: Trường Đại học Cần Thơ

Chỗ ở riêng hoặc địa chỉ liên lạc: CC12 đường số 12 Khu Đô thị Mới Hưng Phú, phường Hưng Thạnh, Quận Cái Răng, thành phố Cần Thơ

Điện thoại liên hệ: CQ:

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Email: [ntphong@ctu.edu.vn](mailto:ntphong@ctu.edu.vn)

### II. QUÁ TRÌNH ĐÀO TẠO

#### 1. Đại học:

Hệ đào tạo: Chính quy tập trung

Nơi đào tạo: Đại học Cần Thơ

Ngành học: Cử nhân Anh văn

Nước đào tạo: Việt Nam

Năm tốt nghiệp: 1995

#### 2. Sau đại học

- Thạc sĩ ngành chuyên ngành: Hoa Kỳ học

Năm cấp bằng: 2006

- Nơi đào tạo: Khoa Liberal Arts – Đại học Massachusetts-Boston (Hoa Kỳ)

- Tên luận văn: American Multiculturalism – Contacts and Conflicts among Ethnic Groups (A Curriculum Project)

- Tiến sĩ ngành/chuyên ngành: Ngôn ngữ học ứng dụng và giảng dạy ngoại ngữ tiếng Anh

- Năm cấp bằng: 2013

- Nơi đào tạo: Khoa Arts – Trường Đại học Groningen – Hà Lan

- Tên luận án: A Dynamic Usaged-based Approach to Second Language Teaching

#### 3. Ngoại ngữ:

1. Pháp

Mức độ sử dụng: B

#### 4. Các khóa tập huấn chuyên môn nghiệp vụ ngắn hạn

Năm	Nội dung các khóa tập huấn, seminars
2020	Seminar “ Using history and literature to study environmental problems”, Viện Biến đổi khí hậu-Deagon Institute, Can tho University, February, 10 <sup>th</sup> 2020
2018	Certificate for the 4 <sup>th</sup> International VietTESOL conference as peer reviewer and attendee, Ho Chi Minh City, Vietnam. December 7-8, 2018.
2018	Certificate for the training course “VSTEP speaking and writing assessment”, Đại học Sư phạm TPHCM, HCMC, Vietnam. October, 2018
2018	Certificate for the international conference on Contemporary Trends in Translation. Hoa Sen University, Ho Chi Minh City, Vietnam. January 13, 2018
2017	Certificate for the training course, “Pedagogy”. Can Tho University. October, 2017. Certificate for the workshop, “Training course for Lecturers of English from Universities”. Seameo Retract, Ho Chi Minh City, Vietnam. February 21-23, 2017
2017	Certificate for the workshop, “ English Language Leaning Pedagogy”. Can Tho University, Can Tho City, Vietnam. January 6, 2017.
2015	Certificate for the workshop, “Training ToTs on Testing and Assessment”, Can Tho University, Vietnam (auspiced by Project 2020). October 22-27, 2015.
2015	Certificate for the workshop, “Training Master Trainers on Action Research”, Thai Nguyen University, Vietnam (auspiced by Project 2020). June 5-6, 2015.
2015	Certificate for the workshop on professional development and TESOL, Can Tho University and University of Queensland, Can Tho, Vietnam (auspiced by Project 2020). April 13-25, 2015.
2014	Certificate for the workshop “The practical aspects of doing research: Problem to Publication”, Seameo, Ho Chi Minh City, Vietnam. March-August, 2014.
2014	Certificate for the international conference “Leadership and Management in Higher Education for Sustainable Development”, Seameo Retract, Ho Chi Minh City, Vietnam. July, 2014.
2011	Certificate for the workshop on Young Learners’ Language Assessment: SOPA, Center of Applied Linguistics and University of Groningen, the Netherlands. 2011.
1999-2001	Certificate for an Upgrading Course “TESOL-methodology” organized by Can Tho University and VVOB (Flemish Association for Development Cooperation and Technical Assistance), Can Tho City, Vietnam. 1999-2001.

### III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

#### 1. Các hoạt động chuyên môn đã thực hiện

Năm công tác	Nơi công tác	Nhiệm vụ đảm nhiệm
2018-nay	Khoa Ngoại ngữ, Trường ĐHCT	<ul style="list-style-type: none"> <li>- Thư ký Hội đồng Khoa – Khoa Ngoại ngữ</li> <li>- Nhóm trưởng Nhóm nghiên cứu Ngôn ngữ- Ngôn ngữ học Ứng dụng</li> <li>- Nhóm trưởng Nhóm hỗ trợ người học phát triển năng lực tự học</li> <li>- Giảng dạy và hướng dẫn luận văn cho học viên cao học ngành Lý luận và phương pháp giảng dạy bộ môn tiếng Anh</li> <li>- Giảng dạy các học phần chuyên ngành và hướng dẫn luận văn, tiểu luận cho sinh viên chính qui năm 3, 4: Lý thuyết dịch, Dịch thuật đại cương, Tiếng Anh định hướng việc làm</li> <li>- Giảng dạy cho các hệ đào tạo VLVH, từ xa.</li> </ul>
3/2015- 4/2018	Khoa Ngoại ngữ, Trường ĐHCT	<ul style="list-style-type: none"> <li>- Trưởng Bộ môn Ngôn ngữ và Văn hóa Anh</li> <li>- Thư ký Hội đồng Khoa – Khoa Ngoại ngữ</li> </ul>



		<ul style="list-style-type: none"> <li>- Triển khai xây dựng chương trình đào tạo ngành Ngôn ngữ Anh chất lượng cao</li> <li>- Phiên dịch và biên dịch cho các sự kiện lớn của Trường (Lễ kỷ niệm 50 năm ngày thành lập Trường ĐHCT, đánh giá ngoài AUN chương trình đào tạo Kinh doanh quốc tế thuộc Khoa Kinh tế)</li> <li>- Tham gia Hội đồng thẩm định Chương trình đào tạo ngành Ngôn ngữ Anh, trường Đại học An Giang</li> </ul>
1/2014 -3/2015	Khoa KHXH và NV – Trường ĐHCT	<ul style="list-style-type: none"> <li>- Phó trưởng Bộ môn – Bộ môn Anh văn</li> <li>- Triển khai đánh giá trong đối với Chương trình đào tạo ngành Ngôn ngữ Anh 120 tín chỉ năm 2014</li> <li>- Tham gia Hội đồng thẩm định Chương trình đào tạo ngành Ngôn ngữ Anh, trường Cao đẳng Cộng đồng Vĩnh Long</li> </ul>
11/2009 – 12/2013	Khoa KHXH và NV – Trường ĐHCT	Nghiên cứu sinh tại Trường Đại học Groningen, Hà Lan
2007 -10/2009	Khoa Sư phạm, Trường Đại học Cần Thơ	<ul style="list-style-type: none"> <li>-Tổ trưởng Tổ chuyên môn Dịch thuật</li> <li>-Thư ký chương trình phát triển nghiệp vụ sư phạm</li> <li>-Xây dựng chương trình đào tạo chuyên ngành Biên Phiên dịch tiếng Anh</li> <li>-Tổ phó Công đoàn Bộ môn</li> </ul>
6/2005 - 2007	Khoa Sư phạm, Trường Đại học Cần Thơ	Giảng viên
9/2003- 6/2005	Khoa Sư phạm, Trường Đại học Cần Thơ	Học Master tại trường Đại học Massachussetts – Boston, Hoa Kỳ
1998-2003	Khoa Sư phạm, Trường Đại học Cần Thơ	Giảng viên
6/1998	Khoa Ngoại ngữ, Trường Đại học Cần Thơ	Giảng viên
9/1995– 9/1998	Khoa Ngoại ngữ, Trường Đại học Cần Thơ	Giảng viên tập sự

## 2. Hướng dẫn luận văn thạc sĩ, luận án tiến sĩ.

STT	Tên học viên	Tên đề tài	Năm bảo vệ	Nơi cấp bằng thạc sĩ
1	Võ Thị Cẩm Nhung	English Language Learning Difficulties: A case study at Can Tho University	6/2015	ĐHCT
2	Nguyễn Thị Mộng Tuyền	Assessing Student Writing: EFL Teachers Actual Practices and the Effects of Using the Composition Profile	6/2015	ĐHCT
3	Huỳnh Thị Thu Nguyệt	A Dynamic Usage-Based Approach: Using Video Segments in Teaching Listening Skill (Co-supervised with Prof. Marjolijn Verspoor)	6/2015	Đại học Groningen, Hà Lan
4	Bùi Thanh Thảo	EFL Learners Misuse of Collocatons: A Case Study in Viet Nam	6/2016	ĐHCT



5	Nguyễn Bảo Hoàng Diễm Trinh	The wrong use of formulaic sequences of EFL learners in the Mekong Delta	6/2017	ĐHCT
6	Trần Thị Ngọc Viên	Using lesson plan study for teacher professional development: Practices and perceptions on EFL high school teachers in Can Tho City	6/2017	ĐHCT
7	Lê Thị Thảo	Factors hindering non-English major students from performing in oral presentation	6/2017	ĐHCT
8	Nguyễn Thị Thu Hiền	The Effects of Peer Assessment on EFL Learners' Writing Performance	6/2017	ĐHCT
9	Trần Minh Khuyên	A comparative study on the effects of intuitive-imitative and analytic-linguistic approaches on EFL adult learners' pronunciation	6/2017	ĐHCT
10	Phạm Thị Tuyết Ngân	Perception of EFL teachers and learners of reflective journal writing	6/2017	ĐHCT
11	Nguyễn Thị Mai Hương	The effect of portfolios on Vietnamese EFL learners' writing performance	6/2017	ĐHCT
12	Ngô Ngọc Thảo	A comparative study on the lexical ambiguity that causes funniness in English and Vietnamese verbal jokes	2018	Đại học Thủ Dầu Một
13	Đặng Thị Huyền Trân	The Effects of Mind Mapping Activities on EFL Students' Writing Performance: A Case at an Upper Secondary School	6/2018	ĐHCT
14	Đặng Thị Tú Quyên	EFL Teachers' Perceptions and Practice of Using Physical Activities to Teach Vocabulary to Young Learners	10/2019	ĐHCT
15	Nguyễn Lâm Trúc Đào	Deductive and Inductive Approaches to Teaching Grammar: Attitude of Grade 9 EFL Teachers in the Mekong Delta	10/2020	ĐHCT
16	Nguyễn Hoàng Phương	EFL Preservice Teachers' Perceptions of the Requirements of Their Future Teaching Career and Context	10/2020	ĐHCT
17	Nguyễn Thị Cẩm Tiên	EFL Students' Perspectives on Conditions for Developing Their Intercultural Communicative Competence	10/2020	ĐHCT
18	Trần Thị Mỹ Linh	Effectiveness of Interactive Peer Scaffolding (IPS) in Enhancing EFL Learner's Speaking Skill	10/2020	ĐHCT

#### IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

##### 1. Các đề tài nghiên cứu khoa học đã và đang tham gia (thuộc danh mục Hội đồng Chức danh giáo sư nhà nước quy định)

STT	Tên đề tài nghiên cứu khoa học	Cấp	Vai trò

## 2. Sách v giáo trình xuất bản

STT	Tên sách	Nhà xuất bản	Năm xuất bản	Số ISBN	Tác giả	Đồng tác giả
1	Breakthrough	Đại học Cần Thơ	2008			Bùi Minh Châu, <b>Nguyễn Thị Phợng Hồng</b> , Lý thị Bích Phợng, Trương Khả Trình

## 3. Các công trình khoa học đã công bố thuộc danh mục Hội đồng Chức danh giáo sư nh nước quy định): Tên công trình, năm công bố, nơi công bố.

Năm xuất bản	Tên bài báo/book chapters
2016	Phan Thị Yến Khoa and <b>Nguyễn Thị Phợng Hồng</b> . (Nov-Dec, 2016). Communicative Language Teaching (CLT): Learners' Perspectives. <i>IOSR Journal of Research &amp; Method in Education (IOSR-JRME)</i> e-ISSN: 2320 - 7388, p-ISSN: 2320-737X Volume 6, Issue 6 Ver. VIII, pp. 31-40. <a href="http://www.iosrjournals.org">www.iosrjournals.org</a>
2016	Huỳnh Thị Thu Nguyệt and <b>Nguyễn Thị Phợng Hồng</b> . (2016). A Dynamic Usage-Based Approach: Using Video Segments in Teaching Listening Skill In Official Conference Proceedings, the Asian Conference on Language Learning 2016, ISSN: 2186-4691, Sakae Nagoya, Aichi Japan, pp. 235 – 248. <a href="http://www.iafor.org">www.iafor.org</a>
2015	Verspoor, M. and <b>Nguyen, Thi Phuong Hong</b> . (2015). A dynamic usage-based approach to communicative language teaching. In Usage-Based Perspectives on Second Language Learning, Ed. by Cadierno, Teresa and Eskildsen, Søren Wind (book chapter).
2013	Verspoor, M and <b>Nguyen, Thi Phuong Hong</b> . (2013). A dynamic usage-based approach to Communicative Language Teaching. <i>EuJAL</i> 1(1): 1–33.

## 4. Các báo cáo hội nghị, hội thảo khoa học trong và ngoài nước

Năm	Nội dung báo cáo
2021	Nguyễn Thị Phợng Hồng. Một số đề xuất ban đầu nhằm nâng cao năng lực tự học cho sinh viên Khoa Ngoại ngữ. Báo cáo Seminar cấp Khoa, Khoa Ngoại Ngữ, trường Đại học Cần Thơ. Ngày 3 tháng 6 năm 2021.
2017	Nguyễn Thị Phợng Hồng. A dynamic usage-based approach to L2 teaching. Paper presented at Hoa Sen University workshop on Dynamic Trends in Communicative Language Teaching. Ho Chi Minh City, Vietnam. June 1st, 2017.
2013	Nguyễn Thị Phợng Hồng. A dynamic usage-based approach to L2 teaching, Paper presented at the International Conference on Thinking, Doing, Learning: Usage Based Perspectives on Second Language Learning. Odense, Denmark. April 24-26, 2013.
2013	Nguyễn Thị Phợng Hồng. A dynamic usage-based approach to L2 teaching. Paper presented at the Seminar at the School of Social Sciences and Humanities, Can Tho University. Can Tho City, Vietnam. March, 2013.

### 5. Lĩnh vực nghiên cứu khoa học chính

STT	Tên lĩnh vực
1	Second language acquisition from the theoretical perspective of usage-based linguistics, with focus on the role of authentic input and input frequency in L2 learning
2	Curriculum design
3	Learner development
4	Affective factors in language learning

Xác nhận của Trường Đại học Cần Thơ  
TL. Hiệu Trưởng  
Trưởng phòng Quản lý khoa học



Lê Nguyễn Đoàn Khôi

Cần Thơ, ngày 02 tháng 7 năm 2021  
Người khai ký tên

A blue ink signature, likely of Nguyễn Thị Phương Hồng, written in a stylized cursive script.

Nguyễn Thị Phương Hồng

## LÝ LỊCH KHOA HỌC

### I. LÝ LỊCH SƠ LƯỢC

Họ và tên: **Nguyễn Duy Khang**

Giới tính: **Nam**

Ngày, tháng, năm sinh: **25/12/1979**

Nơi sinh: **Vị Thanh - Hậu Giang**

Quê quán: **Long Mỹ - Hậu Giang**

Dân tộc: **Kinh**

Học vị cao nhất: Tiến sĩ

Năm, nước nhận học vị: **2017, Ba Lan**

Chức danh khoa học cao nhất: **Giảng viên chính**

Năm bổ nhiệm: **04/2018**

Chức vụ hiện tại: **không có**

Đơn vị công tác hiện tại: Trường Đại học Cần Thơ

Chỗ ở riêng hoặc địa chỉ liên lạc: 268D Nguyễn Văn Lâu, Khóm 5, Phường 8, thành phố Vĩnh Long, tỉnh Vĩnh Long.

Điện thoại liên hệ: **0868 43 63 47**

Email: [ndkhang@ctu.edu.vn](mailto:ndkhang@ctu.edu.vn)

Số CMND/CCCD: 363860454

Ngày cấp: 25/5/2012

Nơi cấp: Công An Tỉnh Hậu Giang

### II. QUÁ TRÌNH ĐÀO TẠO

#### 1. Đại học:

Hệ đào tạo: Chính quy tập trung

Nơi đào tạo: Đại học Cần Thơ

Ngành học: Cử nhân Anh văn

Nước đào tạo: Việt Nam

Năm tốt nghiệp: 2002

Bằng đại học 2: Cử nhân Công nghệ Thông tin

Năm tốt nghiệp: 2012

Nơi đào tạo: Trường Đại học Công nghệ thông tin – Đại học Quốc gia TP HCM

#### 2. Sau đại học

- Thạc sĩ ngành/chuyên ngành: Lý luận và Phương pháp dạy học Bộ môn Tiếng Anh  
Năm cấp bằng: 2010

Nơi đào tạo: Khoa Sư phạm – Trường Đại học Cần Thơ

Tên luận văn: The impact of Encouraging-Activating-Involving-Assisting (EAIA) Activities on writing performance and students' self-regulated learning.

- Tiến sĩ chuyên ngành: Sư phạm

Năm cấp bằng: 2017

Nơi đào tạo: Viện Sư phạm – Khoa Khoa học Xã hội – Trường Đại học Gdansk – Ba Lan

- Tên luận án: Problematizing significant learning at University of Gdansk. The international students' perspectives.

#### 3. Ngoại ngữ:

1. Pháp

Mức độ sử dụng: C

2. Ba Lan

Mức độ sử dụng: B2

### III. QUÁ TRÌNH CÔNG TÁC CHUYÊN MÔN

#### 1. Các hoạt động chuyên môn đã thực hiện

Thời gian	Nơi công tác	Công việc đảm trách
Tháng 9/2019 - nay	Khoa Ngoại ngữ, Trường Đại học Cần Thơ	Giảng dạy, nghiên cứu, phụ trách học phần thực tế ngoài trường cho sinh viên chất lượng cao. Phụ trách mảng nghiên cứu KH sinh viên CLC từ năm 2020.
Tháng 12/2018 - nay	Tình nguyện viên tham gia Cộng đồng Giáo dục Sáng tạo của Microsoft, Chuyên gia giáo dục sáng tạo Microsoft	Thành viên tích cực, tham gia tập huấn, học tập, chia sẻ kinh nghiệm vận dụng công nghệ thông tin hiệu quả vào đổi mới giáo dục và phát triển chuyên môn trên nền tảng các công cụ giáo dục của Microsoft và các công cụ giáo dục trực tuyến khác
Tháng 10/2017 – Tháng 8/2019	Trường Đại học Trà Vinh	Giảng dạy các chuyên đề bồi dưỡng giáo viên nâng hạng viên chức lên hạng 2 ở cấp tiểu học và THCS của Tỉnh Trà Vinh  Phản biện chương trình đào tạo thạc sỹ ngành giáo dục.
	Trường Đại học Kiên Giang	Giảng viên thỉnh giảng các môn tiếng Anh chuyên dành cho sinh viên Đại học ngành ngôn ngữ Anh các môn Cú pháp, Ngữ nghĩa học, Ngữ âm năm 3, Nghe năm 3, Nói năm 3
	Trường Đại học Tây Đô	Phản biện chương trình tiếng Anh A2 theo đề án ngoại ngữ 2020 và các sách cho trình độ này dành cho khu vực đồng bằng sông Cửu Long.
	Trường Đại học Cần Thơ	Phản biện 4 đề tài thạc sỹ cho các học viên cao học ngành Lý luận và phương pháp dạy học tiếng Anh khóa 22 và 23. Hướng dẫn khoa học cho học viên cao học làm luận văn thạc sỹ khóa 24 năm 2018.
	Trường Đại học Vinh	Phụ trách học phần “Giảng dạy các kỹ năng ngôn ngữ” cho các lớp cao học tại Long An và Đồng Tháp
Tháng 07/2017 – Tháng 8/2019	Trường Cao đẳng Cộng đồng Vĩnh Long	Nghiên cứu khoa học. Giảng viên huấn luyện đổi mới giảng dạy. Chuyên gia thiết kế và cải tiến chương trình đào tạo. Giảng dạy tiếng Anh chuyên và ESP.  Biên tập viên và phản biện tạp chí Community College Journal of Research and Practice, tạp chí Humanities and Social Sciences Research, tạp chí khoa học Đại học Vinh và tạp chí khoa học Đại học Văn Hiến

Tháng 10/2013 – tháng 06/2017	Trường Đại học Gdansk, Ba Lan	Nghiên cứu sinh ngành sư phạm, tham gia soạn giảng và giảng dạy trực tiếp sinh viên quốc tế và sinh viên Ba Lan theo học ngành sư phạm tiếng Anh hoặc sư phạm nói chung tại Viện Sư phạm và tham gia giảng dạy các môn học thuộc ngành sư phạm dành cho học sinh có nhu cầu đặc biệt, tâm lý học, xã hội học ở trình độ Đại học và Thạc sỹ.
Tháng 10/2012 – tháng 09/2013	Trường Đại học Lodz, Poland	Nghiên cứu văn hóa và ngôn ngữ Ba Lan theo điều kiện của học bổng tiến sĩ do chính phủ Ba Lan cấp
Tháng 9/2011- tháng 9/2012	Trường Cao đẳng Cộng đồng Vĩnh Long	Giảng viên giảng dạy tiếng Anh chuyên, không chuyên, ESP, soạn giảng môn học, nghiên cứu khoa học và tham mưu công tác hợp tác quốc tế
Tháng 3/2009 – tháng 5/2009 Tháng 6/2015 – tháng 9/2015	Trường Mohawk Valley Community College, Utica, New York và Trường LongBeach City College, California, USA	Giảng viên thỉnh giảng và chịu trách nhiệm đàm phán dự án hợp tác trao đổi giáo viên, trong đó phía Việt Nam mỗi năm cử 1 giáo viên sang giảng dạy và nhận lương của Trường ở Hoa Kỳ đủ để trang trải tất cả chi phí đi lại, ăn ở và sinh hoạt tại đây. Hiện đơn vị hưởng lợi từ dự án này là Trường Cao đẳng Cộng đồng Kiên Giang
Tháng 9/2004 – tháng 8/2011	Trường Cao đẳng Cộng đồng Kiên Giang	Trưởng Bộ môn tiếng Anh, giảng viên giảng dạy tiếng Anh chuyên ESP, tiếng Anh không chuyên, tiếng Việt cho người nước ngoài thiết kế chương trình đào tạo, chương trình liên kết. Phụ trách quản lý hoạt động Trung tâm ngoại ngữ và tham mưu lĩnh vực hợp tác quốc tế.
Tháng 10/2003 – tháng 12/2003	UBND Tỉnh Kiên Giang	Biệt phái cho dự án phát triển quy hoạch bền vững Phú Quốc do tổ chức Du lịch thế giới tài trợ.
Tháng 9/2002 – tháng 8/2004	Trường Cao đẳng Cộng đồng Kiên Giang	Cán bộ ngoại vụ phụ trách hợp tác quốc tế và quản lý người nước ngoài

## 2. Hướng dẫn luận văn thạc sĩ, luận án tiến sĩ.

STT	Tên học viên	Tên đề tài	Năm bảo vệ
1	Trần Văn Hậu	EFL teachers of teaching practices functional words to young learners: A case at an English Center	2019
2	Trần Tố Quyên	High School EFL Teachers' Understanding and Application of Strategies to Maximize Students' Use of English in Speaking Classes	2019

3	Nguyễn Anh Thư	Challenges EFL Learners Face When Writing at B1 Level and Their Causes	2019
4	Trần Thị Bạch Tuyết	The influences of the Flipgrid app on the EFL learners' speaking anxiety in a high school in the Mekong Delta	2020
5	Tạ Thị Hương Lan	EFL Students' Recognition and Production of Fricative Sounds at a University Context in the South of Viet Nam	2020
6	Lê Lâm Phương Khanh	EFL Teachers' Perceptions of Active Learning in the Reading Classrooms	2020

#### IV. QUÁ TRÌNH NGHIÊN CỨU KHOA HỌC

##### 1. Các đề tài nghiên cứu khoa học đã và đang tham gia (thuộc danh mục Hội đồng Chức danh giáo sư nhà nước quy định):

TT	Tên đề tài nghiên cứu	Năm bắt đầu/Năm hoàn thành	Đề tài cấp (NN, Bộ, ngành, trường)	Trách nhiệm tham gia trong đề tài
1	Điều tra nhu cầu phát triển nguồn nhân lực Phú Quốc và phát triển năng lực nghiên cứu khoa học của giảng viên	2006 – 2007	Dự án ACDI/VOCA do Hoa Kỳ tài trợ	Điều phối viên và thành viên tổ nghiên cứu của Dự án
2	Đánh giá nhu cầu nhằm tăng cơ hội việc làm cho sinh viên Trường Cao đẳng Cộng đồng Vĩnh Long	2011	Dự án do tổ chức WUSC Canada tài trợ	Thành viên dự án, Tham gia thiết kế công cụ và thu thập số liệu, phỏng vấn doanh nghiệp và sinh viên
3	Tác động của công cụ tương tác trong giảng dạy tiếng Anh đối với khả năng học tập độc lập môn ngữ pháp của sinh viên	2012	Đề tài NCKH Cấp Khoa	Chủ nhiệm đề tài
4	Đánh giá hiệu quả phục vụ của Phòng Quản lý Xuất Nhập cảnh thành phố Gdansk, tỉnh Pomorskie, Ba Lan	2015	Đề tài do Liên minh Châu Âu tài trợ cho Trung tâm trợ giúp người nhập cư Gdansk	Nghiên cứu viên, trực tiếp xây dựng công cụ nghiên cứu, thu thập, phân tích dữ liệu và viết báo cáo.
5	Dự án VSEP phát triển hệ thống giáo dục nghề nghiệp và chương trình tiến tiến ở các Trường Cao đẳng Cộng đồng	2017	Đề tài do chính phủ Canada tài trợ	Chuyên gia phát triển chương trình đào tạo
6	Nghiên cứu ý kiến và phân tích thực trạng dạy và học tiếng Anh không chuyên tại Trường Đại học Cần Thơ	2021	Đề tài NCKH cấp Trường	Chủ nhiệm đề tài

## 2. Sách và giáo trình xuất bản

STT	Tên sách	Nhà xuất bản	Năm xuất bản	Số ISBN	Tác giả	Đồng tác giả

## 3. Các công trình khoa học đã công bố (thuộc danh mục Hội đồng Chức danh giáo sư nhà nước quy định): Tên công trình, năm công bố, nơi công bố.

### *Book chapters*

**Nguyễn Duy Khang** (2016). Characteristics of a good teacher: A case study at University of Gdańsk. Academic Collection entitled “Challenges and Trends of Social Sciences”. Institute of Political Science, Faculty of Social Sciences, University of Gdańsk. 301-328. (ISBN: 978-83-64970-11-5)

**Nguyễn Duy Khang** and Phan Thị Tuyết Vân (2016). The New Movement of Family Structures in Vietnam and its Effects to Education. The resources of the family - education, counseling, and social work (zasoby rodziny - wychowanie, poradnictwo, praca socjalna). Editors: Eliza Czerka-Fortuna, Katarzyna Kmita-Zaniewska, Alicja Zbierchowska. WN Katedra: Gdańsk .552 – 561 (ISBN: 978-83-65155-37-5)

**Nguyễn Duy Khang** and Phan Thị Tuyết Vân (2016). “Values” of the University and an Investigation to the “Core Values” of University Commitments in Vietnam. The journal of humanities of the SHEE «Pereyaslav-Khmelnytskyi State Pedagogical University. Collection of scientific works. Publication 36 - Volume 1 (17). 429 – 435. (ISBN: 978-966-2760-32-3)

Nguyễn Thúy Hồng, **Nguyễn Duy Khang**, Nguyễn Hồng Minh (2021). Vietnam MIE Experts and the practical applications of Online educational tools from Microsoft in the reality of teaching and learning renovation in Vietnam during the period of 2015 and 2020. In Duong, B.-H., Hoang, A.-D., & Bui, T. M. H. (Eds.). (2021). (1st ed., pp. 296-312) General education in Vietnam: Challenges, change, and innovations. IPER-Quang Van & Dan Tri Publisher.

### *Peer-reviewed articles*

Trần Thị Bạch Tuyết & **Nguyễn Duy Khang** (2020). The Influences of the Flipgrid App on Vietnamese EFL High School Learners’ Speaking Anxiety. *European Journal of Foreign Language Teaching*, 5(1). doi:<http://dx.doi.org/10.46827/ejfl.v5i1.3264>

**Nguyễn Duy Khang** and Phan Thị Tuyết Vân (2019). Promoting EFL learners’ exposure to multiculturalism using Skype in the classroom - a case study. *Educational Role of Language Journal*. 2(2). 26-36.

**Nguyễn Duy Khang**, Phan Thị Tuyết Vân and Dương Thị Ngọc Ngân (2018). “How languages are learned”: Revisiting the phenomenon of learners being oppressed in the English classrooms from the view of critical pedagogy. *Beyond Philosophy*. 15(2). 129 – 147.

**Nguyễn Duy Khang** (2018). New Application of Raymond Padilla’s Unfolding Matrix in Framing Qualitative Data and the Follow-up Activities for Educational Research. *Journal of International Qualitative Methods*. Available at <http://journals.sagepub.com/doi/metrics/10.1177/1609406918786820>

**Nguyễn Duy Khang** (2018). Today’s teachers’ CEFR competence in the classroom – a view of critical pedagogy in Vietnam. *Theoria Et Historia Scientiarum*, 15, 121. Available at <http://dx.doi.org/10.12775/ths.2018.009>

**Nguyễn Duy Khang** (2017). Exploiting the values of negative feedback from students’ reflections as an innovative approach for pedagogical professional development. *International Journal of Pedagogy, Innovation and New Technologies(IJPINT)*, 4 (1):16-26



Phan Thị Tuyết Vân & Nguyễn Duy Khang (2017). The signals of being oppressed and the oppressors in the teachers' perception of education. A case study of Vietnam from critical theories. Journal of Society Register. 1(1): 107-122.

Nguyễn Duy Khang (2017). Action Research about Students' Significant Learning in Higher Education: one of the Valuable Tools for Pedagogical Professional Development. VNU Journal of Science: Educational research. 33(2): 39-51. DOI:10.25073/2588-1159/vnuer.4077

Nguyễn Duy Khang and Phan Thị Tuyết Vân (2016). Vietnamese Immigration in Poland: Issues of Education and Integration for Children? Journal of Issues in Early Education. 4(35)/ ROK XII 2016. 127-144. DOI:10.5604/01.3001.0009.7639

Nguyễn Duy Khang & Phan Thị Tuyết Vân (2016). An investigation to Vietnamese educational system: a view from history and Paulo Freire's Pedagogy of the Oppressed. Papers of Social Pedagogy. 1(4)/2016. 82 – 98.

Nguyễn Duy Khang and Phan Thị Tuyết Vân (2016). Issues in Educating Children: What should be cared by the parents? Papers of Social Pedagogy. 2(5)/2016. 30 – 50.

Nguyễn Duy Khang (2015). From "Letter to a Teacher": seeking the implied portraits of a good teacher. A Vietnamese father's perspective. Issues in Early Education. 1(28)/Rok XI-2015. 128 - 139.

Nguyễn Duy Khang and Marta Siciarek. (2015). Report of Badanie dostępności wydziału cudzoziemców urzędu wojewódzkiego w Gdańsku. Research from the project „Wspieranie Integracji i Aktywizacji Cudzoziemców” with the funds from EFI and EOG.

Nguyễn Duy Khang, Phan Thị Tuyết Vân and Lý Thị Ánh Nguyệt (2011). The Effectiveness of Activities for Teaching EFL Writing in a Context of Vietnam. Journal of NELTA. 16(1-2)/2011. 82 – 96.

Nguyễn Duy Khang (2010). Teachers' Perceptions about Readability and Modification of Authentic Texts Chosen for Teaching Reading in the Vietnamese Context. Journal of NELTA. 15(1-2)/2010. 89 – 97.

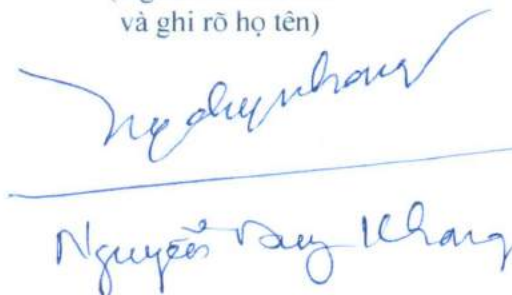
#### 4. Lĩnh vực nghiên cứu khoa học chính.

STT	Tên lĩnh vực
1	Critical pedagogy
2	ICT in language teaching and learning
3	Practices of language teaching and learning
4	Trends of qualitative research in social sciences

Xác nhận  
của Trường Đại học Cần Thơ  
TL. Hiệu Trưởng  
Trưởng Phòng Quản lý Khoa học

  
Lê Nguyễn Đoàn Khôi

Cần Thơ, ngày 2 tháng 7 năm 2021  
(Người khai ký tên  
và ghi rõ họ tên)

  
Nguyễn Duy Khang

SOCIALIST REPUBLIC OF VIET NAM  
Independence - Freedom - Happiness

THE CHAIRMAN  
OF THE STATE COUNCIL FOR PROFESSOR TITLE

- Pursuant to Decision N° 174/2008/QĐ-TTg dated December 31, 2008 and Decision N° 20/2012/QĐ-TTg dated April 27, 2012 by the Prime Minister of the Socialist Republic of Vietnam;
- Pursuant to Decision N° 06/QĐ-HĐCĐGSNN dated March 05, 2018 by the Chairman of the State Council for Professor Title,

CONFERS  
THE CERTIFICATE OF RECOGNITION

Upon: **Mr. Trinh Quoc Lap**

Born on: **December 09, 1967**

In: **Phong Dien, Can Tho**

for having met the standards of associate professor title

in: **Education**



Given under the Seal  
of the State Council for Professor Title



CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập - Tự do - Hạnh phúc

CHỦ TỊCH  
HỘI ĐỒNG CHỨC DANH GIÁO SƯ NHÀ NƯỚC

- Căn cứ Quyết định số 174/2008/QĐ-TTg ngày 31/12/2008 và Quyết định số 20/2012/QĐ-TTg ngày 27/4/2012 của Thủ tướng Chính phủ;
- Căn cứ Quyết định số 06/QĐ-HĐCĐGSNN ngày 05/3/2018 của Chủ tịch Hội đồng Chức danh giáo sư nhà nước,

CÔNG NHẬN  
**ĐẠT TIÊU CHUẨN CHỨC DANH PHÓ GIÁO SƯ**

Ngành: **Giáo dục học**

Cho: **Ông Trịnh Quốc Lập**

Sinh ngày **09** tháng **12** năm **1967**

Quê quán: **Phong Điền, Cần Thơ**



Phùng Xuân Nha  
Bộ trưởng Bộ Giáo dục và Đào tạo



SOCIALIST REPUBLIC OF VIET NAM  
Independence - Freedom - Happiness

THE CHAIRMAN  
OF THE STATE COUNCIL FOR PROFESSORSHIP

- Pursuant to Decision N° 37/2018/QĐ-TTg dated August 31, 2018 by the Prime Minister of the Socialist Republic of Vietnam;
- Pursuant to Decision N° 68/QĐ-HDGSNN dated November 27, 2019 by the Chairman of the State Council for Professorship,

CONFERS  
THE CERTIFICATE OF RECOGNITION

Upon: *Ms. Phuong Hoang Yen*

Born on: *June 16, 1978*

In: *Sa Dee, Dong Thap*

for having met the standards of associate professor title  
in: **Education**



Given under the Seal  
of the State Council for Professorship



CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập - Tự do - Hạnh phúc

CHỦ TỊCH  
HỘI ĐỒNG GIÁO SƯ NHÀ NƯỚC

- Căn cứ Quyết định số 37/2018/QĐ-TTg ngày 31/8/2018 của Thủ tướng Chính phủ;
- Căn cứ Quyết định số 68/QĐ-HDGSNN ngày 27/11/2019 của Chủ tịch Hội đồng Giáo sư nhà nước,

CÔNG NHẬN  
**ĐẠT TIÊU CHUẨN CHỨC DANH PHÓ GIÁO SƯ**

Ngành: **Giáo dục học**

Cho: *Bà Phương Hoàng Yến*

Sinh ngày *16* tháng *6* năm *1978*

Quê quán: *Sa Đéc, Đồng Tháp*

Hà Nội, ngày *01* tháng *12* năm *2019*

CHỦ TỊCH HỘI ĐỒNG



*Phùng Xuân Nhạ*  
Bộ trưởng Bộ Giáo dục và Đào tạo

Số: *5383*/PGS

SOCIALIST REPUBLIC OF VIET NAM  
Independence - Freedom - Happiness

**THE CHAIRMAN  
OF THE STATE COUNCIL FOR PROFESSORSHIP**

- Pursuant to Decision N° 37/2018/QĐ-TTg dated August 31, 2018 and Decision N° 25/2020/QĐ-TTg dated August 31, 2020 by the Prime Minister of the Socialist Republic of Vietnam;
- Pursuant to Decision N° 66/QĐ-HĐGSNN dated December 23, 2020 by the Chairman of the State Council for Professorship,

**CONFERS  
THE CERTIFICATE OF RECOGNITION**

Upon: **Mr. *Nguyen Bui Huan***

Born on: ***July 31, 1966***

In: ***Binh Tan, Vinh Long***

for having met the standards of associate professor title

in: **Education**



Given under the Seal  
of the State Council for Professorship



CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập - Tự do - Hạnh phúc

**CHỦ TỊCH  
HỘI ĐỒNG GIÁO SƯ NHÀ NƯỚC**

- Căn cứ Quyết định số 37/2018/QĐ-TTg ngày 31/8/2018 và Quyết định số 25/2020/QĐ-TTg ngày 31/8/2020 của Thủ tướng Chính phủ;
- Căn cứ Quyết định số 66/QĐ-HĐGSNN ngày 23/12/2020 của Chủ tịch Hội đồng Giáo sư nhà nước,

**CÔNG NHẬN**

**ĐẠT TIÊU CHUẨN CHỨC DANH PHÓ GIÁO SƯ**

Ngành: **Giáo dục học**

Cho: **Ông *Nguyễn Bửu Huan***

Sinh ngày **31** tháng **7** năm **1966**

Quê quán: ***Bình Tân, Vĩnh Long***

Hà Nội, ngày **23** tháng **12** năm **2020**  
CHỦ TỊCH HỘI ĐỒNG



**Phùng Xuân Nha**  
Bộ trưởng Bộ Giáo dục và Đào tạo

Số: **5700/PGS**



UNIVERSITEIT VAN AMSTERDAM

---

No. 13388

EXTRACT from the Doctoral List  
of the Universiteit van Amsterdam

According to the records of the Universiteit van Amsterdam,

**Trinh Quoc Lap**

born on 9 December 1967 in Can Tho, Vietnam

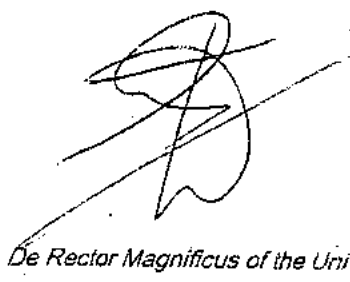
was awarded the degree of DOCTOR, on 29 September 2005

after successfully defending a thesis prepared in the faculty of:

**Social and Behavioral Sciences, particularly in the discipline of Didactics**

with the title: Stimulating learner autonomy in English language education

Propositions:-



*De Rector Magnificus of the Universiteit van Amsterdam,*

AMSTERDAM, 29 September 2005

# Rector et Collegium Decanorum Universitatis Amstelodamensis

Lectoribus Salutem!

Sapienti consilio a maioribus nostris institutum est, ut bonarum artium studiosi, antequam doctrinam ad communem vitae usum conferrent, laudabiliter peractis studiis academicis publicum peterent industriae et eruditionis testimonium et documentum. Quamobrem cum Ornatissimus

Trinh Quoc Lap

ex urbe c.n. Caitho Vietnam

legibus academicis satisfecisset atque ad summos honores iam contenderet ipsius eruditioni debitos, Nos, quo causam honestissimam adiuvaremus, cum de progressibus eius in disciplinis ad facultatem

rerum socialium,

scilicet in disciplina didacticæ,

pertinentibus disquisitionem instituiamus, tum audivimus eum defendentem dissertationem cui titulus: *Stimulating learner autonomy*

*in English language education: a curriculum innovation study in a Vietnamese context*

In quibus omnibus cum sese talem praestitisset, ut Nobis doctrinam et diligentiam probaret, honorificum quod ei debetur virtutis testimonium tribuimus.

Quapropter Nos, pro potestate Nobis concessa, eundem

Trinh Quoc Lap

DOCTOREM sollemni more creavimus et renuntiavimus et ei concessimus quicquid iuris et honoris doctori legitime creato aut lege aut longa consuetudine tribui haberique solet. Cuius rei quo sit certior et testator fides, Diploma hoc publicum, manu Actuarii Nostri subscriptum et maiore Universitatis sigillo confirmatum, ei tradendum curavimus.

AMSTELODAMI ad diem 11<sup>id</sup> mensis 12<sup>is</sup> anni M. M. V

RECTOR MAGNIFICUS

COLLEGIACTUARIUS

  
  
  
  
bonaurent



# KU Leuven

We, Rector of the KU Leuven, upon the nomination of the relevant Board of Examiners hereby declare that

**Hoang Yen Phuong**

born in Dong Thap (Vietnam) on 16 June 1978  
has been awarded the degree of

**Doctor of Linguistics (PhD)**

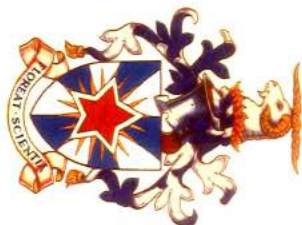
KU Leuven grants this diploma through its legally recognised degree-awarding powers in the field of Language and Literature.

In testimony thereof we have awarded her this degree in accordance with the requirements of the Code Higher Education, coordinated on 11 October 2013.  
The holder of this degree can use the title of doctor.

Leuven, 19 August 2014



**Professor Rik Torfs**  
Rector



# MASSEY UNIVERSITY



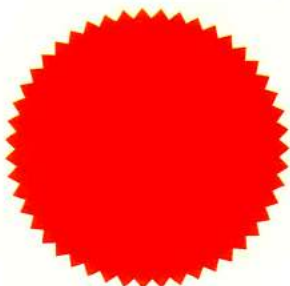
HEREAS MASSEY UNIVERSITY HAS BEEN EMPOWERED BY THE LEGISLATURE  
OF NEW ZEALAND TO GRANT DEGREES OF THE UNIVERSITY: NOW THEREFORE

*THIS IS TO CERTIFY THAT*

*Nguyen Buu Huan*

HAVING PURSUED THE PRESCRIBED COURSE OF STUDY AND HAVING IN THE YEAR 2014  
SATISFIED THE COURSE REQUIREMENTS, HAS BEEN AWARDED THE DEGREE OF

DOCTOR OF PHILOSOPHY



*Given under our hand this*

*16th day of July 2014*

*Steve Webb*  
Vice-Chancellor

*C. M. Kelly*  
Chancellor

MASSEY UNIVERSITY, NEW ZEALAND.





THE UNIVERSITY OF  
**WAIKATO**

*Te Whare Wānanga o Waikato*

This is to certify that

**Nguyen Van Loi**

having satisfied the requirements of the University

has been admitted to the Degree of

**Doctor of Philosophy**

Professor Roy Crawford

Vice-Chancellor

Given under the Seal of  
The University of Waikato  
08 June 2011





We, Rector of the KU Leuven, upon the nomination of the relevant Board of Examiners hereby declare that

## Anh Thi Nguyen

born in Ben Tre (Vietnam) on 2 December 1985  
has been awarded the degree of

**Doctor of Linguistics (PhD)**

KU Leuven grants this diploma through its legally recognised degree-awarding powers in the field of Language and Literature.  
In testimony thereof we have awarded him this degree in accordance with the requirements of the Code Higher Education, coordinated on 11 October 2013.  
The awarded qualification is situated on level 8 according to the Flemish Qualification Structure (VKS), as stipulated in the decree of 30 April 2009.  
The holder of this degree can use the title of doctor.

Leuven, 6 April 2018

**Professor Luc Sels**  
Rector

The diploma and the diploma supplement are inextricably linked and form one integral entity. Only diplomas printed on paper containing KU Leuven's watermark and hologram and the Rector's signature are legally valid. The side containing the hologram is the original side, the other side is a translation.





# THE UNIVERSITY OF SYDNEY

In the name of the Senate and by the authority of the same be it known that

**Mai Xuan Le**

having fulfilled all the requirements and having passed all the examinations prescribed by the By-laws has been this day admitted to the degree of

**Doctor of Education**

and to all the privileges attached to the same by Royal Charter in token whereof the Senate has authorised the Corporate Seal of the University to be hereunto affixed

Vice-Chancellor and Principal

Dean of the Faculty of Education and Social Work

Dated this Fourth day of July, Two thousand and sixteen

Deputy Vice-Chancellor (Registrar)





UNIVERSITY  
OF WOLLONGONG  
AUSTRALIA

Quan Hai Nguyen

has this day been admitted by the Council to the Degree of

Doctor of Philosophy

The Common Seal of the University was affixed hereto on

**11 December 2018**

in the pursuance of a Resolution of the Council as witness the hands of

  
Chancellor



Secretary to Council  
in whose presence the seal was affixed



**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
CỤC QUẢN LÝ CHẤT LƯỢNG**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập - Tự do - Hạnh phúc**

*Hà Nội, ngày 29 tháng 7 năm 2019*

# CÔNG NHẬN

Văn bằng số:

Ngày cấp: 11/12/2018

Do:

**Trường Đại học Wollongong, Australia**

Cấp cho:

**Nguyễn Hải Quân**

Ngày sinh:

16 tháng 8 năm 1979

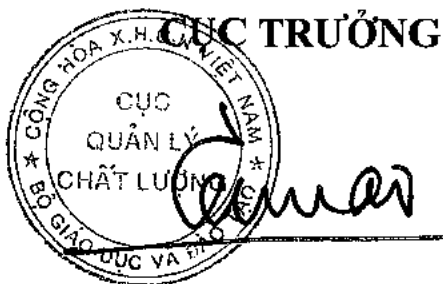
Nơi sinh:

Vĩnh Long

Là bằng tốt nghiệp:

**Tiến sĩ**

Đã đăng ký tại Bộ Giáo dục và Đào tạo ngày 29 tháng 7 năm 2019



**Mai Văn Trinh**

Đã vào sổ đăng ký số...0106231. CNVB-TS



# THE UNIVERSITY OF SYDNEY

In the name of the Senate and by the authority of the same be it known that

Thi Van Su Nguyen

having fulfilled all the requirements and having passed all the examinations prescribed by the By-laws has been this day admitted to the degree of

Doctor of Philosophy

and to all the privileges attached to the same by Royal Charter in token whereof the Senate has authorised the Corporate Seal of the University to be hereunto affixed

Vice-Chancellor and Principal

Deputy Vice-Chancellor (Education)

Dated this Twenty-third day of January, Two thousand and eighteen





academia  
groningana

# Rector & Deans of the Faculties of the University of Groningen Lectoribus Salutem

Wisely and prudently did our predecessors determine, that students of the liberal arts, before applying their knowledge for the benefit of the commonweal, when once they had in meritorious fashion brought their academic studies to completion, might request a public and official document testifying to their industry and learning. For which reason, and in consideration that the learned

Nguyen Thi **Phuong Hong**

born in the city of Ha Tinh, on 30 October, 1973, having satisfied the academic requirements and regulations, might petition for the highest honours due to her learning. We, that we might support this laudable ambition, and having enquired into her progress in the academic studies proper to the Faculty of Arts, have heard her defend a dissertation entitled

## A dynamic usage-based approach to second language teaching

with further theses thereunto pertaining.

In all of which, since she has shown herself to be such, that she has convinced Us of her scholarship and diligence, We have awarded the honourable testimony of merit due to her. We, therefore, by virtue of the legal authority invested in Us, have solemnly proclaimed her DOCTOR, and have granted and awarded to her, as Doctor properly appointed, all the rights and honours which, by virtue of law or ancient custom, belong to this title. In corroboration and evidence of this decision, We have had given to her the public and official document, duly signed, and confirmed with the Great Seal of the University.



Rector Magnificus

*[Signature]*

Promotor

*[Signature]*

Pro Collegio Decanorum

*[Signature]*

Given at Groningen, 2 December, 2013



# DIPLOMA

DUPLICATE

issued in the Republic of Poland



UNIWERSYTET GDAŃSKI

## UNIVERSITY OF GDAŃSK

Faculty of Social Sciences, Institute of Pedagogy

(name of higher education institution)

**NGUYEN DUY KHANG**

(name(s) and surname)

born December 25<sup>th</sup> 1979 in Hau Giang (Vietnam)

on the basis of presented doctoral thesis

**Problematizing Significant Learning at the University of Gdańsk.**

**The International Student's Perspective**

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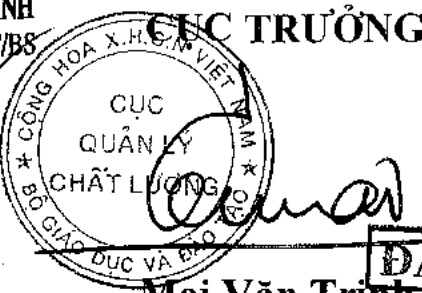
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## English Proficiency Gain and Mediating Factors in Training: A Self-Evaluation of Vietnamese Pre-Service EFL Teachers

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**Abstract.** Following international language proficiency standards, Vietnam has recently set the advanced English proficiency (C1- CEFR) for teacher graduates from an English teacher education program. Considering regional differences, this standard setting has raised a concern about its feasibility. This paper aims to report the language proficiency development of English teacher trainees at a Vietnamese university as an illustration and examine training factors that may influence this proficiency outcome. To this end, a self-report questionnaire was designed to collect the data on the trainees' self-assessment of EP and their responses to the training factors. A group interview was then conducted to obtain qualitative evidence that backed up the questionnaire results. The participants were 41 fourth-year EFL teacher students, seven of whom agreed to participate in the group interview. The results showed that approximately 62.4% of the candidates self-assessed their level equivalent to the C1-advanced proficiency, while a significant percentage still desired additional language proficiency support. Their responses to the training factors revealed that they were overall satisfied with the effectiveness of English proficiency training. Noticeably, their proficiency scores positively correlated with their use of self-regulated learning strategies, which in turn correlated with the types of teaching and assessment activities during the training years. Their starting proficiency level also had a significant correlation to their proficiency gain at the end. These findings offer useful implications for preparing foreign language teachers in the context towards the general proficiency standards, and for understanding expectations versus realities regarding this issue.

**Keywords:** training factors; effectiveness; advanced proficiency; language proficiency

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## 1. Introduction

The quality of initial teacher education is central to the improvement of teaching and learning and school accountability (Gunashekar, 2016). Second language teacher education programs, therefore, need to provide sufficient knowledge base for teacher candidates. In spite of the different views on the contents of teacher professional knowledge in the field, content knowledge including LP is accepted as a teacher competence (Freeman et al., 2015; Kissau & Algozzine, 2017) especially in foreign language teacher education (FLTE) (Glisan, Swender & Surface, 2013; Kissau & Algozzine, 2017; Richards, 2017; Stedick, 2013). For non-native English teachers (NNETs) in many parts of the world, English proficiency (EP) is strongly desirable and helps build their professional confidence (Choi & Lee, 2016), but it seems to be inadequately trained in teacher education programs (Eslami & Fatahi, 2008; Sandhu, 2016).

The construct of general language proficiency (GLP) was early defined as the ability to communicate effectively in a target language (Canale & Swain, 1980), or the mastery of a language (Stern, 1983). Academics in teacher education have recently argued the kind of proficiency involving “metalinguistic terminology and discourse competence for managing the classroom” (Pearson, Fonseca-Greber & Foell, 2006, p. 508) the teacher needs in order to instruct and interact with students in ways that generate comprehensible input and a conducive environment for language learning (Freeman et al., 2015; Le & Renandya, 2017; Richards, 2015). It is also argued that this specific LP and GLP complement each other in helping the teacher to teach effectively (Pham, 2017). In spite of the controversies on the construct (Tsang, 2017), LP standards have already been set for training, assessing and accrediting language teachers worldwide (ACTFL, 2012; Byram & Parmenter, 2013; NESA, 2017; Pearson et al., 2006; TESOL, 2010). These LP standards, though different in contents, contexts and uses, seem to suggest that a native-like LP is needed for language teachers to function well in the classroom.

Abundant research has focused on the GLP against the benchmarks, and concluded that a high level of LP increases teachers’ self-efficacy in teaching, especially managing the classroom and communicating contents (Chacón, 2005; Choi & Lee, 2016; Tsang, 2017; Yusuf & Novita, 2020). In contrast, teachers’ LP inadequacy reduces their self-efficacy in providing comprehensible input, modelling, giving feedback and managing activities (Butler, 2004; Chen & Goh, 2011; Copland, Garton & Burns, 2014; Ghasemboland & Hashim, 2013; Richards et al., 2013; Yilmaz, 2011). Although a threshold level for effective teaching is unclear (Tsang, 2017), Tsui (2003) indicated that the advanced proficiency enabled teachers to provide more accurate meaningful explanations and respond to learners’ errors better than the lower level. In this respect, however, using the ACTFL standards’ Oral Proficiency Interview to gauge the speaking proficiency of 2,881 teacher candidates of 11 different languages in the USA, Glisan et al. (2013) found that only 54.8% met the low advanced speaking proficiency in their target languages (e.g., German, Spanish). Noticeably, their proficiency variance emerged from their undergraduate experiences. This finding implies that teachers’ LP could originate in their higher education experience, which is

arguably the case of Vietnam, where over 90% of Vietnamese high school teachers needed upgrading their level (T. Nguyen & Mai, 2015).

In Vietnam, English teacher education strictly follows the stipulations of the Ministry of Education and Training (MOET) with respect to training quota, recruitment procedures and program design. Given an annual quota, universities select candidates by using the results of three subject tests administered in the national school graduation examination. English is compulsory and focuses on grammar, vocabulary and reading. Since 2008, the national 2020 Project missioned by the MOET, aiming to improve foreign language instruction (Prime Minister, 2008) adopted the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) as standards. The CEFR contains six levels: A1, A2, B1, B2, C1 and C2. Following the benchmark for language teacher graduates in Europe (Cárdenas & Chaves, 2013), C1 level, 'Proficient' or 'effective operational proficiency,' is set as a LP standard for high school teachers and graduates from FLTEPs (MOET, 2014). While the question of which LP and which level exactly is needed for a teacher's effective teaching remains unclear and controversial (Pham, 2017; Tsang, 2017), this standard setting is commonly assumed to improve foreign language instruction (Kissau, & Algozzine, 2017). How effectively current FLTEPs prepared their trainees to meet the standard, however, remains a question (Pearson et al., 2006) and a gap in Vietnam. Little is known about the extent to which ETEPs prepare pre-service teachers to meet the advanced level, especially in the disadvantaged area like the Mekong Delta (V. Nguyen, 2015).

To fill the gap, we examined the ETEP of a representative university in the region, focusing on the following research questions:

1. What are pre-service teachers' levels of English proficiency (EP) before and upon training completion based on their self-assessment? To what extent do they attain the advanced level?
2. What are their evaluations of the EP training effectiveness and related quality factors?

## 2. Literature review

Language program evaluation is essential to inform and improve the training quality (Aldoobie, 2015). Given that this task involves a systematic process of collecting, dissecting, and interpreting information for "forming judgments about the value of a particular program" (Robinson, 2003, p.199, as cited in Peacock, 2009), which is beyond our ability to manage, we find it imperative to gain insight into which training attributes may benefit LP development.

The literature on ETEP evaluation has concentrated on some important elements for effective training. These include a needs-based curriculum, an awareness of program goals, course structuring and linkage, the balance between teacher-centered and learner-centered activities, and that between content knowledge and pedagogical knowledge (Bolitho, 2016; Peacock, 2009; Sung, 2009). Regarding LP development, a sufficient emphasis is widely suggested (Bolitho, 2016; Chacón, 2005). In particular, to achieve the advanced level, Cambridge English Assessment suggests that learners need 700-800 guided learning hours (Cambridge University Press, 2013). Besides, instructional activities should place a focus on learners and

practice, instead of theory-laden lectures (Sung, 2009); learners' awareness of the proficiency goal, their effort and time investment and willingness to practice the language outside class are also crucial elements (Chambless, 2012). Additionally, teacher educators' LP, opportunities for learner-learner interaction, and learning strategy instruction are quality attributes (Sung, 2009). Research has further confirmed that the use of self-regulated learning strategies influences LP development (Fukuda, 2017). Importantly, the onset LP level could be a crucial mediator in the advanced LP achievement (L. Nguyen, 2014).

Research on FLTE has to date largely focused on teacher preparedness for pedagogical competence or professional knowledge (Akcan, 2016; Baecher, 2012; Carmel & Badash, 2018; Faez & Valeo, 2012; Kiely & Askham, 2012; Senom, Zakaria & Shah, 2013; Uzun, 2016). A few studies have yet contributed some insights into the preparation of teachers' LP via pre-service teacher training. Peacock's (2009) study is one of the few in Hong Kong that indicated that the NNET trainees desired an increased time for EP apart from the need for further teaching practice and classroom management skills. Examining the impact of a one-year EFL teacher training program in Cambodia, Sovann and Chomdokmai (2012) assessed eighty-nine trainees using an EP test and a teaching knowledge test whose results showed that they only achieved an average level in both English and teaching knowledge. Four training elements to be improved were the learning environment, resources, curriculum and program management. This study, however, is limited in terms of the EP test which lasted only 50 minutes, a far limited time to gauge the overall EP. In Norwegian contexts, Vold (2017) noted the LP component was not prioritized in FLTEPs, and his study confirmed evidence on the LP deficiency among novice teachers and their desire for a stronger focus on oral skills. With a qualitative approach to delving into an EFL teacher preparation curriculum in Indonesia, Hadi (2019) similarly concludes that the teachers are not adequately prepared for EP, because of the lack of theory-practice balance, and a facilitative learning environment. Faez, Karas and Uchiyara (2019) found that after one-year training in an MA TESOL program in Australia, most of the Chinese EFL teachers improved their EP by one level, but only 26% achieved C1. The English-medium courses, and exposure to the language environment were reported as factors contributing to their EP development. Overall, previous research has revealed a common picture that pre-service teachers are not adequately prepared for LP, but the extent to which the teachers achieve the advanced level is not mentioned in most studies.

### **3. Methods**

Formative evaluation could not be undertaken, so the study focused only on the trainees' self-evaluation. We relied on a mixed-method approach (Lynch, 1996) combining a questionnaire and a group interview to collect data.

#### **3.1. Data collection methods**

The questionnaire consisted of two parts: Part 1 collected the participants' background information; Part 2 elicited the trainees' self-assessment of EP, and their responses to training effectiveness and related factors which were previously reviewed in the literature (see appendix 1).

We adopted the CEFR self-assessment grid because of financial constraints in conducting standardized tests. Researchers further question the exact measurement of GLP due to the controversy on the construct (Tsang, 2017). Besides, combined measures such as self-rating and tests are suggested (Stern, 1983; Tsang, 2017). This is based on research findings about the relatively strong correlation between self-assessment and tests (Diamond et al., 2014; Ross, 1998; Wilson, 1999). Ma and Winke (2019) conclude that can-do statements are useful for low-stakes self-assessments. In this sense, the CEFR with both holistic descriptions and specific can-do statements and separate scales for listening, reading, spoken interaction, spoken production and writing, can facilitate learners' self-assessment, and was adopted in recent studies (e.g., Faez et al., 2019).

Five six-point scales (1 to 6) of each skill ranging from A1 to C2 were used for self-rating the start level and exit level. The alpha coefficients of these scales were calculated, and the overall result was  $\alpha = .886$ , which means sufficient internal reliability. The participants were also asked to report proficiency proofs, which were then used to corroborate with their self-assessment.

For the self-evaluation of EP training effectiveness, five-point Likert's scales were used. The current study report the data on the following factors as indicated in Table 1.

**Table 1: Factors for self-evaluation and scales**

Factors	Scales	Alpha Coefficients
Overall effectiveness of EP training (6 items)	1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree	$\alpha = .852$
Teaching activities (29 items)	1= never, 2= seldom, 3= sometimes, 4= most of the time, 5= always	$\alpha = .921$
Assessment activities (13 items)	1= never, 2= seldom, 3= sometimes, 4= most of the time, 5= always	$\alpha = .767$
Self-regulated learning strategies (5 items)	1= never, 2= seldom, 3= sometimes, 4= most of the time, 5= always	$\alpha = .858$

The questionnaire also contains three open questions about which factors could enhance or limit the EP gain (questions 18-19), and which program aspects needed improving (question 20).

A group interview was then conducted in a conversational style to gain further information on training effectiveness because of the power imbalance between the trainees and the researcher as an insider lecturer. This would reduce anxiety, increase comfort and confidence in sharing ideas, and allow free interactions and mutual catalysts (Taber, 2013). Open-ended questions are employed to elicit free opinions. The following questions were posed in Vietnamese, and prompts were used to develop the talk: *What would say about the effectiveness of EP courses? Do you feel that the EP training helped you improve your EP? To what extent did they prepare you for the C1 level?*

### 3.2. Context and Participants

The study was conducted at a representative public university in the Mekong Delta. As per admission procedure, candidates to the four-year 140-credit ELTEP submit the results of three tests: mathematics (or geography, or history), literature and English, and are recruited basing on the in-take year quota. When admitted, they follow a mandated training structure: 30% of the total credits are for general knowledge delivered in Vietnamese, and 70% for the professional knowledge. The 2014-2018 program consisted of linguistics and culture courses (9.3%), courses on general and subject-specific pedagogy, assessment, technology for teaching and practicum (32.2%) and EP courses (28.5%). The time for EP equals to 787 in-class contact hours; each contact hour requires students to take two self-study hours. All the EP courses were aligned with the CEFR can-do abilities, starting with B1 and targeting C1. The EP courses relied on the two textbook series, *North-star* and *Pathways*, which endorse the communicative approach; accompanied with an IELTS book series for guided self-study. They were delivered by lecturers who held Master's degrees in TESOL, or Applied Linguistics, and had a teaching experience of three years minimum. English was the main medium of instruction (EMI) in most professional knowledge courses.

Forty-one teacher trainees from the 2014-2018 in-take responded to the questionnaire, accounting for 50% of the population. They included 24 females (58.6%) and 17 males (41.5%); 30 candidates (73.2%) came from the countryside, and eleven (26.8%) from the city. Their entry English score was  $M = 6.99$ ,  $SD = .965$  (out of ten). Of the total, 68.3% reported proficiency proofs equivalent to C1 level<sup>3</sup>, and 14.6% B2; while the EP qualification of the remaining ten participants was unknown. Regarding their training motivation, albeit the program outcome is the English teaching career, only 65.9% desired to pursue this career; 9.8% wanted to find any job that uses English; 14.6% elected the major because of free tuition<sup>4</sup> mainly, and 2.4% followed their family advice or imposition, and 7.3% thought it is a popular language. Five males and two females who had obtained C1 volunteered to participate in the interview.

### 3.3. Data collection and analysis procedures

The questionnaire was put on Google Form and emailed to all the trainees in the program, accompanied by an invitation message at the end of their coursework before they left for the school practicum to complete their training. The participants had two weeks to respond to the invitation. The interview was conducted two weeks after that. Curricular documents were only consulted to obtain information on the intended goals and contents.

The returned questionnaire responses were collated into an excel file and transferred to the SPSS software. Cronbach's alpha coefficients were then calculated to assess the questionnaire reliability. Descriptive statistics were employed to depict the trainees' self-evaluation. Then, inferential statistics such as independent-samples t-tests and correlation tests were used to explore the

<sup>3</sup> Standard setting in Vietnam (IELTS-7.0, national VSTEP-level 5; TOEFL ITP-550; TOEFL iBT-80; TOEIC-850, CAE-180)

<sup>4</sup> Teacher education programs are funded by the government, while tuition applies to other programs.



differences in their EP, and the relationship between the training factors and the EP results. Given the only one-shot interview, it was only used to extract the evidence that could clarify the questionnaire results.

## 4. Results

### 4.1. EFL teacher trainees' self-assessed EP levels

**Table 2: EFL teacher trainees' self-rated entry and exit levels of EP across skills**

Skills Levels	Listening		Reading		Spoken interaction		Spoken production		Writing	
	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit
<b>Mean</b>	2.05	4.49	2.44	4.71	1.93	4.58	1.95	4.54	2.12	4.61
<b>SD</b>	.805	.675	.923	.559	.848	.590	.805	.596	.954	.586
<b>1-A1 %</b>	26.9	-	14.6	-	34.1	-	31.7	-	34.1	-
<b>2-A2 %</b>	43.9	2.4	39.1	-	43.9	-	43.9	-	24.4	-
<b>3-B1 %</b>	26.8	2.4	36.6	2.4	17.1	4.9	22	4.9	36.6	4.9
<b>4-B2 %</b>	2.4	39.1	7.3	26.8	4.9	31.7	2.4	36.6	4.9	29.2
<b>5-C1 %</b>	-	56.1	2.4	68.4	-	63.4	-	58.5	-	65.9
<b>6-C2 %</b>	-	-	-	2.4	-	-	-	-	-	-

Table 2 reveals that the trainees started with various levels across all English skills. Between 26.9% and 34% began with level A1, and 43.9% had A2 for listening and speaking. Over one-third of the respondents attained B1 in reading and writing, while 26.8% and around 20% rated themselves on B1 for listening and speaking respectively. Only less than 5% (2.4% to 4.9%) believed they possessed an overall B2, or a reading proficiency equivalent to C1. Overall, most respondents assessed their EP level between A2 and B1 ( $M = 1.93$ ,  $SD = .848$  for speaking;  $M = 2.44$ ,  $SD = .923$  for reading), and they were less self-confident in listening and speaking than reading and writing abilities. Their individual variance was quite large ( $SD = .805$  for listening and spoken production, and  $SD = .954$  for writing)

In contrast, their self-assessment upon training completion showed a significant gain, with all the skills being estimated from level B2. The mean scores increased to over 4.0 (4.49 - 4.71), and the standard deviations decreased (.559 -.675). They continued to show most confidence in reading (2.4% attained C2, 68.4% C1, 26.8% B2, and 2.4% B1). Roughly similar numbers of participants self-rated their writing ability equivalent to C1 (65.9%), B2 (29.2%), and B1 (4.9%). On average, both spoken interaction and production were rated closely the same ( $M = 4.58$ , and  $M = 4.54$  respectively). Specifically, 63.4% of trainees assessed their spoken interaction at C1, and 31.7% at B2, while ratings for spoken interaction were 58.5% and 36.6% respectively. A small amount (4.9%) remained at B1. Their listening proficiency was ranked the lowest with only 56.1% of participants reporting level C1, 39.1% B2, 2.4% B1, and 2.4% A2.

On average, 62.4% of teacher trainees rated their EP as C1-equivalent upon completion of training. This number is comparable to 68.1% reporting official certificates of the same level. 28.7% of participants graded themselves on level B2, and 3.65% estimated their EP at level B1, which is the recommended starting standard (MOET, 2014).



### *Exploring trainees' EP differences*

To explore further, the participants were reassigned into two groups according to the Entry English scores: the below-seven, and the seven plus. Then comparing the self-rated EP means, we found that the below-seven group rated their onset proficiency at significantly lower level than the other group ( $t = -3.17, p < .05$ ). In contrast, the ratings of exit EP were not significantly different between the groups ( $M = 4.44, SD = .505$ , and  $M = 4.71, SD = .443$  respectively,  $t = 1.5, p > .05$ ). Regarding regional difference, the candidates coming from rural areas had significantly lower entry English scores than those from urban schools ( $M = 6.73$  compared to  $M = 7.7, p < .05$ ), but overall they self-evaluated their EP gain approximately the same at the end.

A Pearson's correlation test was run between the entry English scores and the self-rated exit EP levels, producing a significant but low coefficient ( $r = .324, p < .05$ ). A similar calculation revealed a significantly stronger positive correlation between the self-perceived entry level and the exit level ( $r = .514, p < .05$ ). This means that the higher EP candidates start with, the more likely they could attain the advanced level.

## **4.2. Trainees' self-evaluation of EP training effectiveness factors**

*What is their evaluation of the effectiveness elements of EP training?*

**Table 3: Trainees' perceived effectiveness of EP courses by percentage**

Items	Disagree	Unsure	Agree	Strongly agree
The language skills courses state clear goals for developing EP.	2.4	7.3	75.6	14.6
The language skills courses have a clear link and progress from easy to difficult levels.	0	7.3	70.7	22
The language skills courses satisfied your needs.	7.3	17.1	70.7	4.9
The language skills courses prepared you well for the EP equivalent to C1.	7.3	26.8	48.8	17.1
The teaching and learning activities in the skills courses helped you improve your EP.	2.4	24.4	51.2	22
Teachers' assessment in the skills courses pushed you to improve your EP.	7.3	17.1	56.1	19.5

Seen from Table 3, the trainees overall agree on the effectiveness of EP courses. The majority contended that the courses had clear goals, and were well connected and progressed (over 86% and 92% respectively). 75.6% felt the courses met their needs, while only 17.1% were uncertain and 7.3% disagreed with this. For attaining C1, nearly 66% of the trainees were content that the courses sufficiently prepared them, 26.8% were unsure, and 7.3% disagreed. A majority (73.2%), however, admitted that EP activities helped them improve their English to a large extent; while nearly one-fourth expressed uncertainty about this preparation. 75.6% of them also reported that assessment activities affected their learning to improve their EP.

In the interview, the interviewees overall express positive attitudes to the EP courses in terms of goal statement, logical linkage and needs satisfaction.

However, they believed the order of training writing genres seemed unclear. For them, starting with writing general texts such as messages, memos and letters, then continuing with writing basic academic paragraphs seemed unclear, as one trainee said, "I can't see the difference in the level between 'Reading and Writing General Texts' and 'Basic Academic Writing and Reading'."

The choice of materials also presents gaps in the level progression and relevance. Different lecturers selected different textbooks from two different series suggested in the syllabuses. A male trainee mentioned, "It depends on the lecturers; one lecturer chose *Pathways* for the basic and intermediate courses, then in the subsequent course, another selected *North star*, and then for Critical Writing and Reading, another lecturer switched back to *Pathways*." The trainees further commented that *North star* was boring, and contained several topics irrelevant to their life and interest. One of the females recalled, "Even some lecturers commented the book is boring to them."

For following the course syllabuses, they said most of lecturers used the suggested textbooks, but tweaked some activities and contents to a certain degree. However, the concerning issues are the teaching method that failed to motivate them, and the ineffective exploitation of the textbooks. One male trainee said, "I think the contents were interesting, but the lecturers' methods failed to make the material interesting." Another male trainee complained, "Once a native-speaker teacher taught us; he either strictly followed the book or completely ignored it; some contents he substituted were inconsistent with the syllabus and caused us confusion; consequently, many students skipped his classes because they felt demotivated."

Regarding the question about awareness of the EP standard, only 65.9% of the trainees reported they were well-aware. In the interview, a female candidate noted, "As far as I know, many of my classmates now still believe that they don't need to achieve C1 as one of the requirements, and they don't care about it."

To the open-ended question "what do you suggest to improve the program towards EP development?" most of the opinions concentrate on three crucial issues. First, further EP courses should be offered with a focus on oral skill development. Second, general knowledge courses should be reduced so that they could better invest effort and time into the development of EP. They said studying many general knowledge courses shared their time budget. This factor is also frequently repeated as the one affecting their EP development in another open-ended question. Third, there should be more practice, instead of theory-laden lectures in many EMI courses.

#### ***What types of teaching and assessment activities were often used in EP courses?***

To understand the training effectiveness further, 29 learning activities, and 13 assessment activities were grouped into categories. Table 4 reveals that both teacher-centered activities (M= 3.88, SD= .448) and summative assessment (M= 3.95, SD= .462) recurred more regularly than learner-oriented activities (M= 3.58, SD= .463) and formative assessment (M= 3.55, SD= .524). The trainees' use of self-regulated learning strategies were relatively high (M= 3.87, SD= .524).

**Table 4: Teaching and assessment activities in EP courses**

EP Course Activities	Min.	Max.	Mean	SD
Teacher-centered activities	3.0	4.71	3.88	.448
Learner-centered activities	2.61	4.56	3.58	.463
Summative assessment	2.67	4.67	3.95	.462
Formative assessment	2.43	4.71	3.55	.469

In detailed examination, for the teacher-centered activities, textbook-based practice was often guided by the teacher ( $M = 4.29$ ,  $SD = .601$ ), followed by teacher feedback ( $M = 4.12$ ,  $SD = .714$ ), lectures ( $M = 4.0$ ,  $SD = .866$ ), and teacher-controlled practice ( $M = 3.66$ ,  $SD = .728$ ). For the learner-centred category, group discussion occurred most frequently ( $M = 4.19$ ,  $SD = .557$ ), followed by output and interaction tasks ( $M = 3.93$ ,  $SD = .608$ ). Other less recurrent activities involved strategy instruction, promoting strategy use on tasks, extensive reading, presentations, projects, and task-based, self and peer assessment. Summative tests were employed more repeatedly ( $M = 3.95$ ,  $SD = .462$ ) than alternative formative assessment such as project, portfolio, journal and so on ( $M = 3.55$ ,  $SD = .469$ ).

**Table 5: Trainees' use of self-regulated learning strategies**

Items	Min.	Max.	Mean	SD
Find out about course goals	3.0	5.0	3.68	.6099
Set goals for studying the course	3.0	5.0	3.93	.7208
Choose suitable learning strategies	3.0	5.0	4.00	.6325
Plan to study and use learning strategies	3.0	5.0	4.00	.7746
Monitor and notice success or problems	2.0	5.0	3.80	.6790
Evaluate and change strategies if necessary	2.0	5.0	3.80	.6790
<b>Total</b>			3.87	.524

Regarding the level of self-regulated learning ( $M = 3.87$ ,  $SD = .524$ ), Table 5 shows that the trainees usually set goals for what they wanted to learn, selected appropriate strategies for learning, monitored, evaluated and regulated their strategies when necessary ( $M = 3.8 - 4.0$ ). In contrast, they less frequently found out about course goals beforehand ( $M = 3.68$ ,  $SD = .609$ ).

## 5. Discussion

The results above reveal that overall the trainees make a significant progress in EP. A large proportion (62.4%) reported the achievement of the advanced level both in terms of self-rating and EP proofs, and many candidates appeared to make much improvement given their low starting point (A2). This number is closely consistent with previous research especially for the oral proficiency (approximately 60%) (Glisan et al., 2013), and is much higher than what Faez et al. (2019) found. The percentage closely matches the large proportion of A2-B2 at the beginning. The rest of candidates who achieved B1 to B2 appears sensible, given their lower starting point (A1). Despite the significant training effect, it seems that adequate preparation for the advanced EP remains a debate.

Specifically, good proportion still desired further EP support, whereas the qualified candidates would be challenged to maintain their level upon entering careers being distracted by multiple factors (T. Nguyen & Mai, 2015). This finding, as with previous research (Glisan et al., 2013), means that teachers' LP gaps could originate in pre-service teacher education. Ongoing professional development that emphasizes EP is necessary to ensure the new graduates' levels will not drop. Alternatively, as noted by Moeller (2013), it is hard to jump the hurdle to the advanced LP, if current training programs are not restructured or improved to respond better to the reality, this target will be unachievable.

Several related factors could mediate the trainees' EP outcome and hence should be considered. First, as indicated by Peacock (2009), the effect might be due to the clear structuring and organization of EP courses. However, the fact that many candidates were unaware of the EP standard and entered training without clear career goals could possibly reduce their time and effort commitment (Bolitho, 2016; Chambless, 2012), and the likelihood to achieve their goals (Ball, 2010, as cited in Moeller, 2013). The choice of some materials and lecturers' methods which failed to interest the trainees could have further exacerbated their motivation. This might have in turn undermined the program effectiveness (Peacock, 2009; Sovann & Chomdokmai, 2012; Sung, 2009). The trainees' desire for further language support, much like in previous research (Uzun, 2016; Vold, 2017), also reflects the specific needs for EP regarding regional difference among the candidates. Given their varied start levels, certain students might need more extensive EP training than others. This means that the program should respond better to the candidates' needs, especially the less proficient ones.

The balance between theory and practice and between knowledge components in the program is a crucial factor to consider. 28.5% of credits devoted to EP coursework is incomparable to 41.5% for pedagogical and linguistic knowledge courses delivered in both Vietnamese and English. This imbalance could have reduced the impact on EP growth (Bolitho, 2016; Chacón, 2005; Chambless, 2012). Obviously, the contact hours fall within the range 700-800 for C1 achievement (Cambridge University Press, 2013). Nevertheless, as indicated in this study, trainees may enter the program with various backgrounds (e.g., initial levels, motivation, school education and residency), and given that second language acquisition depends on sociocultural constraints (Lantolf, Thorne & Poehner, 2015), the existing time allocation seems to suffice only to push trainees up to two levels. This means those starting with the right level (A2-B1 at least) will be more likely to achieve the goal.

Other essential factors may be the teaching and assessment activities. Although a mixture of activity types were implemented, there were more lectures and textbook-based activities than learner-oriented activities. Learner autonomy was less often promoted by offering choices of study topics, and process-oriented activities namely portfolios, or projects. Further exploration about the relationships of assessment activities and EP course activities with the trainees' use of self-regulated learning strategies revealed significant but low correlations ( $r = .39$ ,  $p = .008$ , and  $r = .36$ ,  $p = .012$  respectively); however, a slightly higher correlation was observed between self-regulated learning strategies and the EP outcome ( $r = .42$ ,  $p < .05$ ). This suggests that the type of course and assessment

activities may mediate the level of self-regulation which in turn impacts EP development (Fukuda, 2017).

Noticeably, the onset EP is a significant factor to predict LP gain (L. Nguyen, 2014). Despite the tuition-free policy for teacher education in the context which aims to recruit the best candidates, findings from this study show that a majority of candidates were below the onset required level (B1). This is due to the recruitment procedure which rigidly relied on the English test whose validity and reliability are doubted with respect to GLP assessment. This is evident in the low correlation between the test scores and the exit EP level, while a stronger correlation existed between the self-rated initial EP and the gained EP. This finding echoes a concern that has been raised in other contexts (Bolitho, 2016; Sandhu, 2016). As Bolitho (ibid.) noted, in many contexts “entry-level requirements are frequently relaxed..., which means that the profession does not always receive the best possible candidates” (p. 28).

## 6. Implications

Despite the limitations regarding the lack of process-oriented evaluation data, and a small sample size that limits generalizations, this study offers some implications for LP standardization in FLTE. Firstly, it is evident that the current program responds better to candidates with a proper starting level (A2-B1). Therefore, FLTE institutions should consider additional measures to recruit those candidates with the right levels. For the local program in this study, given the variant onset levels of the candidates as evident in their English test scores and EP self-rating, the collaboration of related recruitment units is necessary to further examine future candidates’ speaking and listening skills to ensure the suitable candidates be recruited.

Additionally, current FLTEPs need to respond better to the demands of teacher trainees for LP development. Specifically, consideration should be taken into the balance between LP coursework and theoretical knowledge components. Further curricular changes are required to increase the LP proportion, and especially reducing coursework (30%) perceived as unrelated to their professional training. Alternatively, additional opportunities for LP development can be designed into LP courses for enriching exposure to authentic materials and practice of English. For example, in-class instruction can be integrated with online learning resources and activities, using learning management systems.

Third, this study reveals that among the many mediating factors, teaching and assessment activities that push learner self-regulated learning and autonomy can enhance LP gain. Therefore, it is suggested that classroom instruction deploy more learner-centred activities and formative assessment to push the trainees’ use of learning strategies. Self-assessment using the CEFR grid is advisable to raise students’ awareness of the outcome goal and identify their gaps so that they can have timely LP supports (Pearson et al., 2006). It is stressed that the responsibility of all program constituents namely educators, trainees, and related departments and units will help achieve the goal (Moeller, 2013).

## 7. Conclusion

Teacher capacity primarily relies on initial teacher education. Expectations seem high compared to the current reality, but measures taken to ensure the quality of pre-service FLTEPs will urge would-be teachers to meet the LP standard goal. Findings from this study on the EP training effectiveness at a large university in the Mekong Delta suggest that the feasibility in attaining the advanced EP goal remains an issue for further exploration across variable local contexts, especially disadvantaged areas. It is arguable that this level is achievable if teacher candidates have the right LP qualifications before training. Besides this, other potential factors to consider are learner-oriented course and assessment activities, self-regulated learning strategy use, and a balance between LP and other knowledge components. Despite the socio-cultural context where this study was conducted, we hope to contribute further understanding about features of ETEPs with respect to teachers' LP preparation. Future studies in other contexts which employ both quantitative and qualitative data to follow teachers' LP development may help to depict a fuller picture that informs teacher education towards the LP standardization policy.

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## Appendix 1

### Evaluation questionnaire

This questionnaire aims to give you the opportunity to evaluate the English teacher training program you have followed. The main purpose is to obtain information on how effective it is to help you improve your English skills. This information is useful for improving training in the future. Please answer the questions as objectively as possible. It will take about 20 minutes. Thank you for your cooperation.

#### Part 1: Personal information

Please leave your information.

Email address:.....

Gender (1=Male, 2=Female). Mark only one oval.

- ☐ 1
- ☐ 2

Where do you come from? (1=Countryside, 2=City; 3=Suburbs). Mark only one oval.

- ☐ 1
- ☐ 2
- ☐ 3

When did you begin studying English? (1=elementary school, 2=secondary school, 3=high school). Mark only one oval.

- ☐ 1
- ☐ 2
- ☐ 3

What was your English score at the entrance exam? (e.g., 5; 6; 6.5) .....

What was your total score of 3 subjects at the entrance exam? .....

What certificate did you have before entering the training programme at CTU? (e.g., IELTS 6.0; TOEIC 500; PET, KET, FCE...) .....

What certificate do you currently have? (e.g., IELTS 6.0; TOEIC 500; PET, KET, FCE...).....

What is the most important reason why you chose English language education as your major?  
How many credits have you completed up to now?

## Part 2: Questions

Please answer the following questions.

1. Please assess your level of listening skills at the start of the program and NOW. Read the description below carefully and choose the one that best describes your level.

Mark only one oval per row.

A1                      A2                      B1                      B2                      C1                      C2

At the start of the  
program

NOW

Listening	
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

2. Please assess your level of reading skills at the start of the programme and NOW. Read the descriptions below carefully and choose the one that best describes your level.

A1	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
A2	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
B1	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
B2	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
C1	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
C2	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Mark only one oval per row.

A1      A2      B1      B2      C1      C2

At the start of  
the program

NOW

3. Please assess your level of interaction skills at the start of the programme and NOW. Read the description below carefully and choose the one that best describes your level.

Spoken Interaction	
A1	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
A2	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
B1	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
B2	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
C1	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.
C2	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Mark only one oval per row.

A1      A2      B1      B2      C1      C2

At the start of  
the program

NOW

4. Please assess your level of spoken production at the start of the programme and NOW. Read the description below carefully and choose the one that best describes your level.

Spoken Production	
A1	I can use simple phrases and sentences to describe where I live and people I know.
A2	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
B1	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
B2	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
C2	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Mark only one oval per row.

A1                      A2                      B1                      B2                      C1                      C2

At the start of the  
program

NOW

5. Please assess your writing skills at the start of the program and NOW. Read the descriptions below and choose the one that best describes your level.

Writing	
<b>A1</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
<b>A2</b>	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.
<b>B1</b>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
<b>B2</b>	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
<b>C1</b>	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.
<b>C2</b>	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Mark only one oval per row.

A1                      A2                      B1                      B2                      C1                      C2

At the start of the  
program

NOW

6. Did you know from the beginning that C1 level was one of the goals of the training program?

Mark only one oval.

- ☐ Yes
- ☐ No

7. The language skills courses state clear goals for developing English proficiency. Mark only one oval. (2=disagree, 3=unsure, 4=agree)

1   2   3   4   5

Strongly disagree

Strongly agree

8. The language skills courses satisfied your needs. (2=disagree, 3=unsure, 4=agree. Mark only one oval.

1 2 3 4 5

Strongly disagree

Strongly agree

9. The language skills courses prepared you well for the English proficiency equivalent to C1. (2=disagree, 3=unsure, 4=agree). Mark only one oval.

1 2 3 4 5

Strongly disagree

Strongly agree

10. The teaching and learning activities in the skills courses helped you improve your English proficiency. Mark only one oval.

1 2 3 4 5

Strongly disagree

Strongly agree

11. Teachers' assessment in the skills courses pushed you to improve your English proficiency. (2=disagree, 3=unsure, 4=agree). Mark only one oval.

1 2 3 4 5

Strongly disagree

Strongly agree

12. The language skills courses have a clear link and progress from easy to difficult levels. (2=disagree, 3=unsure, 4=agree). Mark only one oval.

1 2 3 4 5

Strongly disagree

Strongly agree

13. The following courses helped develop your English proficiency towards the level of C1. Mark only one oval per row.

strongly disagree   Disagree   unsure   agree   strongly agree

1. Linguistics courses (e.g., grammar, pronunciation, phonology, syntax, discourse analysis...)

2. English Speaking Cultures

3. Teaching Literature

4. Teaching Methodology courses

5. Testing and Assessment

6. Technology in teaching English

7. Problem Solving Skills

8. Professional Communication Skills

9. Curriculum Design

10. Second Language Acquisition

14. How often did the teaching in language skills courses engage you in the following activities?  
Mark only one oval per row.

	Always	Most of the time	Sometimes	Seldom	Never
1. Presenting a topic assigned by the teacher					
2. Group discussion on a topic					
3. Role play or drama					
4. Demonstration					
5. Project (e.g. make a video clip, a guidebook, a survey,...)					
6. Portfolio					
7. Practice exercises from the textbooks (listen, read, write,...)					
8. Self-assessing the tasks you have done					
9. Giving feedback on your classmates' tasks					
10. Listening to teachers' talks					
11. Activities that help you know how to learn English					
12. Writing reflections on your learning process					
13. Communicative language games					
14. Online forum managed by the teachers					
15. Further practice of language skills on the e-learning system managed by the teachers					
16. Pairwork exchanges					
17. Reading further (materials online, newspapers, or books)					
18. Listening further to English on public media					
19. Further speaking practice outside classes					
20. Regular review of important knowledge					
21. Watching a video clip/film					

22. Learning the supplementary materials introduced in the course syllabus

23. Interaction with a peer to complete a task

24. Teachers' feedback on your work/tasks

25. Using strategies to complete a task

26. Controlled practice (e.g., repetition, completing a given pattern, or similar practice)

27. Learning activities linked to your experience or life outside the classroom

28. Presenting a topic of your interest/choice

29. Vocabulary and grammar practice

15. *How often did the teaching in the other courses taught in English engage you in the following activities? Mark only one oval per row.*

Always      Most of the time      Sometimes      Seldom      Never

1. Presenting a topic assigned by the teacher

2. Group discussion on a topic

3. Role play or drama

4. Demonstration

5. Project (e.g. make a video clip, a guidebook, a survey,...)

6. Portfolio

7. Completing practice exercises from the textbooks or materials individually

8. Self-assessing the tasks you have done

9. Giving feedback on your classmates' tasks

10. Listening to teachers' talks

11. Activities that help you know how to learn



12. Writing reflections on your learning process
13. Online forum managed by the teachers
14. Further practice on the e-learning system provided by the teachers
15. Pairwork exchanges
16. Reading further (materials online, newspapers, or books)
17. Listening further to related materials
18. Further speaking practice outside classes
19. Regular review of important knowledge
20. Watching a video clip/film
21. Learning the supplementary materials introduced in the course syllabus
22. Interaction with a peer to complete a task
23. Teachers' feedback on your work/tasks
24. Using strategies to complete a task
25. Controlled practice (e.g., repetition, completing a given pattern)
26. Learning activities linked to your experience or life outside the classroom
27. Presenting a topic of your choice

15. How often was each of the following assessment forms used in the courses?  
Mark only one oval per row.

- |   | Always | Most<br>of the<br>time | Sometimes | Seldom | Never |
|---|--------|------------------------|-----------|--------|-------|
| 1. Regular tests/quizzes (multiple choice or essay) |        |                        |           |        |       |
| 2. Final-term tests                                 |        |                        |           |        |       |

3. Group assignments in form of essays or reports
4. Group presentation
5. Group project
6. Portfolio
7. Writing a journal/diary
8. Self-assessment forms
9. Teacher regular feedback
10. Assessment from other classmates
11. Individual assignments in form of essays or reports
12. Mind map/concept map
13. Participating in in-class tasks/activities

16. Are you satisfied with the following aspects? Mark only one oval per row.

	Very satisfied	Satisfied	Not sure	Dissatisfied	Extremely dissatisfied
1. Teachers' English proficiency					
2. Teachers' methods of teaching					
3. Assessment methods					
4. Contents of English major courses					
5. Course delivering plan					
6. Amount of class time for language skills courses					
7. Learning Materials					
8. Learning facilities					
9. Teachers' knowledge of the subject taught					
10. Structuring courses in the program					

17. How often did you do the following over the years of learning? Mark only one oval per row.

Always    Most of the time    Sometimes    Seldom    Never

1. find out about course goals
2. set your own goals for studying what you feel necessary
3. choose learning strategies that help achieve the goals
4. make a plan to study and use learning strategies
5. monitor the process to notice success or problems
6. evaluate and change the strategies if necessary

18. Which factors in the training program helped you develop English proficiency? Explain how they influenced your EP development?

19. Which factors in the training program limited your development of English proficiency? Why?

20. Which aspects of the training program do you think need improving to help you achieve C1?

21. Please leave your contact number if you want to participate in an interview in the next stage.

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# Implementing Task-based language teaching in an Asian context

Is it a real possibility or a nightmare?

A case study in Vietnam

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Task-based language teaching (TBLT) has increasingly been used in an Asian context. However, research into its implementation in Vietnam remains scarce. This study aims to investigate the effects of a task-based intervention on learners' performance of listening, reading, speaking and writing tasks compared to the effects of a more traditional teaching method (TTM), which is based on form-focused instruction in combination with the Presentation-Practice-Production method. Through a pretest-posttest design, the researcher can measure the effects of the two settings on learners' progress. The results show that the participants in the TBLT setting outperformed the participants in the TTM setting for speaking, listening and writing, but not for reading. The results of this study will encourage more research in the field of TBLT implementation in Vietnam.

**Keywords:** Task-based language teaching, reading, writing, listening, speaking

## Introduction

The term *foreign language education* has existed for a long time in Vietnam. English, however, was not popularly used until the late 1980s when the country decided to expand international relations through an Open-door policy. Since then English has flourished and become the most important foreign language among learners, with up to 90% of undergraduate students deciding to learn it at school (Loc, 2005; Huy Thinh, 2006; Canh, 2007). English language education in Vietnam, similar to other Asian countries, has experienced a lot of problems usually caused by the influence of Confucian ideology and traditional teaching

methods which basically focused on linguistic rules and explicit instruction, with little regard for communicative effectiveness (Loi, 2011). In an attempt to solve the problem of learners' poor outcomes in language proficiency, the Vietnamese Ministry of Education and Training (MOET) decided to take action. This action gave rise to a policy shift from a rule-based instruction to a meaning-based instruction. The policy states that 'Communicative skills are the goals of the teaching of English at secondary schools while formal knowledge of the language serves as a means to an end' (MOET, 2006, p.6) and education should be 'learner-centered, communicative task-based' (MOET, 2006, p.14). To promote the move toward a more communicative approach, the Vietnamese Prime Minister issued Decision No 1400/QĐ-TTg on approving the 10-year National Plan for 'Teaching and Learning Foreign Languages in the National Formal Education System in the period of 2008–2020'. This policy includes a strong financial support of up to five billion USD aiming at developing a foreign language curriculum, especially for English.

With regard to the promotion of Task-Based Language Teaching (TBLT), it is worth mentioning that the number of studies conducted in Vietnam, and in the Asian context at large, on the effects of TBLT versus a more traditional form-based approach (or traditional teaching method – TTM) in terms of classroom-based practice has remained scarce. In an attempt to find more evidence for this field of literature, this study aims to investigate the effects of TBLT compared to those of TTM on learners' language development in listening, speaking, reading and writing. The results of this study will contribute to answering the question whether TBLT can be an effective alternative teaching method for language education in Vietnam.

## Literature review

### Confucian Heritage Culture: Impacts on language education in Vietnam

The term *Confucian Heritage Culture* (CHC) was coined by a Chinese philosopher – Confucius (551–479 BC) and later developed by his followers. It is characterised by an emphasis on ethics and statecraft rooted in a context dominated by 'a secular elite recruited through a merit-based examination system' (Starr, 2012, p.4). In CHC, education was said to play a fundamental role and maintained a high priority. In terms of language teaching, Vietnam, like other Asian countries such as Taiwan, Hong Kong, Korea and Japan, has been heavily influenced by the Chinese CHC due to continual invasions by the Chinese from the first century until the mid-19th century. To clarify the impact of CHC on language education in

Vietnam, five key features are proposed by Hofstede & Hofstede (2005). They are *power distance*, *collectivism*, *masculinity orientation*, *uncertainty avoidance*, and *long-term time orientation*.

First, *power distance*, refers to unequal relationships among people. With respect to an educational context, power distance refers to the relationship between the teacher and the students in which the teacher is considered to be a guru who can satisfy learners as both a giver of knowledge and life model (Phuong-Mai, Terlouw & Pilot, 2006); according to Maley (1983), the teacher represents the ultimate, the one and the only source of knowledge in the classroom. The teacher is considered a king who takes the role of a transmitter of knowledge and a model of morality and wisdom (Canh, 2011), while the students need to show their full respect and always keep a distance from the teacher, even outside the classroom environment. Students must stand when the teacher enters the classroom, and they are allowed to speak only when being invited to do so (Phuong-Mai *et al.*, 2006). It can be assumed that power distance strongly results in the coinage of teacher-centered education.

Second, *collectivism* refers to the extent in which people tend to form strong, cohesive groups. It is not surprising, in this respect, that the CHC students highly value the virtue of harmony in the classroom (Leung, 1997). The students, therefore, rarely dare to contribute or share their personal ideas to others due to the fact that they are afraid of being considered silly or making their classmates look silly (Cocroft & Ting-Toomey, 1994; Tsui, 1996). Since the teachers are expected to teach in a disciplined and quiet class, noise in the classroom is considered to be a big failure for the teacher. For these reasons, promoting interaction during communicative-based activities is extremely difficult and challenging.

Next, *masculinity-orientation* refers to the social gender roles in which males are said to be decisive, tough and ready to be successful while females are supposed to be weak and dependent in all social aspects. This is clearly reflected in studies on cooperative learning, i.e., mixed-group activities in Asian classrooms. Belenky *et al.* (1997) found out that female students were likely to talk less and were often interrupted in a mixed-group activity. Similarly, Phuong-Mai, Terlouw & Pilot (2005b) indicated that males had more influence in group discussions than their female counterparts and they also had a higher chance of being elected group leader. Together with collectivism, masculinity-orientation can be considered as one of the factors that results in the passive status among female students.

Another feature of CHC is *uncertainty avoidance* which can be defined as the extent to which people try to avoid dealing with uncertainty or unknown situations. In education, this feature is clearly reflected in the CHC students' learning style who tend to feel comfortable only with discrete learning and detailed assignments under strict control of the teacher (Hofstede & Hofstede, 2005). In

this respect, the CHC students strongly expect the teacher to teach them everything without having them to discover things for themselves. In other words, they wish to be spoon-fed (Phuong-Mai *et al.*, 2006) rather than being active discoverers. In CHC examinations, the students have to reproduce all theoretical knowledge taught at school to obtain good marks (Ballard & Clanchy, 1984; Chalmers & Volet, 1997). Also, the students are expected to be extremely passive and reluctant to participate in the classroom (Cortazzi & Jin, 1996b). Tomlinson and Dat (2004) surveyed 300 Vietnamese adult students and they found that the students seemed to be quiet, attentive and reluctant to express themselves. They were good at memorizing and following instructions but were rather shy in sharing ideas in front of a crowd (also see Nguyen, 2002). They also relied heavily on their teachers and textbooks.

Finally, CHC highly values a *long-term time orientation*, that is the orientation towards future rewards which can be seen in personal perseverance and thrift (Phuong-Mai *et al.*, 2006). This type of extrinsic motivation runs counter to the intrinsic task-based motivation that TBLT activities are supposed to give rise to. In summary, it is noted that English language education in Vietnam has been heavily influenced by CHC over the past several decades, resulting in teacher-dominated and form-focused approaches to English language education. In what follows, we will discuss the main differences between these traditional teaching methods and task-based language teaching.

### Traditional teaching methods versus Task-based language teaching

TTM is mainly concerned with the idea that explicit form-based instruction (linguistic rules and lexical items) must be a primary focus in second language classes. In sharp contrast, TBLT primarily places a strong focus on meaning, stating that communication must be the center of all pedagogical activities and teaching procedures (Van den Branden, Bygate & Norris, 2009). Long (1985, 2015) argues that second language learners need to be provided with functional tasks and have to be involved in intensive interaction and real-world language use. In the same vein, Van den Branden (2016) states that learners need to be exposed to meaningful input from early stages of second language acquisition. By focusing on meaning rather than on linguistic accuracy while communicating and interacting with their interlocutors, the learners' motivation and interest can be successfully promoted. Although TBLT emphasizes communicative effectiveness in real-world tasks, it does not preclude form-based activities or teacher-led activities (Ellis, 2003, 2009; Van den Branden *et al.*, 2009; Norris, 2009, 2016; Ellis & Shintani, 2014; Van den Branden, 2016). Rather, it 'allows, even encourages – a focus on form in view of optimizing the learning potential of task-based educational activities' (Van den



Branden *et al.*, 2009, p.6). As such, explicit form-focused instruction can be considered to be an integral part of TBLT (Van den Branden, 2016). Unlike *focus on forms* in TTM (Long, 1988, 1991), which means that particular linguistic items such as grammar rules or lexical items must be first introduced through explicit instruction, then practised in isolation under the form of grammar-based exercises before being memorized automatically by the learners, the term *focus on form*, from a TBLT perspective, refers to the teaching of linguistic items within the context of communicative activities. This typically occurs when the teacher reacts to the form-focused issues that the learner is struggling with during the performance of communicative tasks. For instance, during the negotiation for meaning (Long, 2015), the learner can be supported by the teacher and other learners to deal with new linguistic items without interrupting the flow of communication. Van den Branden also advocates that the teacher may correct learners' errors or scaffold their problem-solving in an explicit way to help them figure out problems while understanding or producing an utterance.

TTM is primarily teacher-centered education while TBLT is said to be learner-centered (Long, 1985, 2015; Ellis, 2003; Ellis & Shintani, 2014; Van den Branden 2006; Van den Branden *et al.*, 2009; Van den Branden 2016). In teacher-centered education, classroom activities and interaction are dominated by the teacher. In a learner-centered approach, however, the learners are fully supported and encouraged to take care of their own learning process and self-reflect on what they are learning. Instead of being controlled, TBLT learners, according to their needs and capacities, are allowed to freely engage in discussing, sharing and evaluating their own learning outcomes.

Rather than segmenting language into discrete units of linguistic features such as grammar rules or words for explicit teaching, TBLT takes holistic, functional and communicative tasks as its main unit of analysis (Van den Branden, 2006). The learners are expected to 'induce knowledge about smaller units from their actual performances and communication challenges in complex situations' (Van den Branden *et al.*, 2009, p.2). In this respect, learners are fully supported and encouraged to work with real-life tasks and engage in intensive interaction, and as a result, they are claimed to learn the target language more effectively (Long, 1985, 2015).

Regarding assessment, TTM mainly tests the isolated application of memorized data, i.e., grammatical patterns or words at an extremely low level of critical thinking. The tests often take the form of paper-and-pencil tests using multiple choice, matching items or true/false statements. Clearly, such items mainly measure what the learners know about the language rather than testing what learners can actually do with the language. In sharp contrast, task-based language assessment aims to measure students' ability to complete target tasks – *task-based*

*performance* (Long, 2015; Norris, 2016) – up to criterion. From this perspective, Norris (2016, p. 232) defines task-based assessment as:

The elicitation and evaluation of language use (across all modalities) for expressing and interpreting meaning, within a well-defined communicative context (and audience), for a clear purpose, toward a valued goal or outcome.

Brindley (1994, p. 76) states that assessments based on communicative tasks are valid ‘since they attempt to replicate ‘real life’ language use situations, which is ultimately what communicative language teaching and assessment are concerned with’. Similarly, Paltridge (1992) considers tests *task-based* if they include communicative activities (target tasks) performed by learners.

### Why TBLT in Vietnam?

In 2004, the Presentation-Practice-Production (PPP) method was officially introduced into the language teaching curriculum in Vietnam to replace TTM. This is because it was believed to satisfy the innovation goals: PPP reflected a notion of ‘practice makes perfect’, which is common in the acquisition of many skills (Thornbury, 1999) and it provided a clear role for the teacher, which is in accordance with power relations often found in Asian classrooms (Skehan, 2003). In PPP, a discrete item from the target language is first chosen by the teacher from a syllabus, and the teacher plays a dominant role in teaching the item to the learners (Ducker, 2012). Typically, a PPP lesson is divided into three stages: presentation, practice and production (Byrne, 1986; Willis & Willis, 1996; Samuda & Bygate, 2008; Sato, 2010). In the presentation stage, the teacher begins the lesson by setting up a situation in which the target language item is explicitly taught. In the practice stage, the learners mainly practise or drill the language via controlled activities, i.e., repeating after the teacher or the tape, matching parts of sentences or answering questions using the target language until they master the target language item. Finally, in the production stage, the learners have to produce the new language in combination with their previous learned language in a freer way. However, up to date, educationalists have realized that PPP is not as successful as expected (Ellis & Shintani, 2014). For one, PPP is too linear and behavioristic in nature. Thus, it does not take learners’ linguistic syllabus and readiness into consideration (Ellis, 2003). Also, PPP relies heavily on the use of decontextualized and meaningless drills (Wong & Van Patten, 2003). In fact, PPP focuses on accuracy rather than fluency (Thornbury, 1999; Skehan, 2003).

In an attempt to seek an alternative approach for PPP, Communicative Language Teaching (CLT) was considered to have high potential for language education in Vietnam. In line with the reform stating that ‘learner-centered,

communicative task-based' language teaching (MOET, 2006, p.14) must be a priority, CLT appeared to be a learner-centered approach (Littlewood, 1981; Richards & Rodgers, 1986), placing functional language use at the center of language pedagogy (Van den Branden *et al.*, 2009). It should be mentioned that classroom learning, under CLT perspective, must mimic the natural acquisition of communicative activities occurring in the real world (Norris, 2009). However, Norris (2009) argues that there are at least three problems associated with CLT. First, by strictly adhering to a strong version of CLT, grammatical features may be totally ignored in teaching and accuracy may be neglected in favour of meaningful communication. Second, by only focusing on meaning-making, it may be impossible for learners to achieve native-like attainment regardless of how much time they are exposed to inputs in the target language. Finally, it may be impossible for teachers to offer learners substantial time and full resources to maximize the benefit of learning through natural processes.

In response to the above-mentioned weaknesses of TTM, PPP and CLT, TBLT has been expected to be the most suitable teaching method for language education in Vietnam: its basic principles are assumed to match current needs. Nevertheless, it is undeniable that TBLT implementation is problematic in Vietnam where CHC has dominated for a long time and hierarchic relations between teachers and learners still exist. Nunan (2003, p.606) investigated a number of Asian countries including Vietnam which subscribed to principles of TBLT concluding that 'rhetoric rather than reality is the order of the day'. It is evident that there are mismatches between theories of TBLT and learning cultures which prefer more examination-oriented and teacher-dominated classroom instruction (Rao, 1996; Chow & Mok Cheung, 2004; Samimy & Kobayashi, 2004). In this respect, Littlewood (2007) supposes that TBLT does not prepare learners sufficiently for more traditional and form-oriented examinations. Canh and Barnard (2009) concluded in their study that the exam-oriented instruction which resulted in learners' desire to, first and foremost, achieve correctness in form-focused tasks strongly affected their language use ability. The test which mainly included grammatical multiple choice tasks and few oral components led to the ignorance of meaningful tasks in the classroom.

It should be mentioned that the number of studies on TBLT in Vietnam is limited. Phuong *et al.* (2015) conducted a study in which they compared learners' writing development under two treatment settings: PPP and TBLT. The results of the immediate post-tests showed that learners in the TBLT group outperformed those in the PPP group in terms of lexical density and self-regulation, but not linguistic accuracy. The delayed post-test indicated that the level of communicative effectiveness in the TBLT group was much higher than that of the PPP group. To complement that study, this study aims to compare learners' progress on language

proficiency (listening, speaking, reading and writing) in two treatment settings: TBLT and TTM.

## **Present study**

The current study aims at investigating whether the use of TBLT can help Vietnamese English as a Foreign Language (EFL) learners improve their language proficiency better than through the use of TTM. For this purpose, learners' development in listening, speaking, reading and writing will be measured.

To this end, the following research question was formulated:

Does TBLT enhance learners' language proficiency more than TTM? Are there any significant differences in listening, speaking, writing and reading development between the two methods?

## **Method**

### *Participants*

A total of 56 learners of English (35 males and 21 females) participated in this study. The age range was between 19 and 21 years, with an average of 19.3 years. All had been studying English for at least seven years. Prior to the investigation, the participants had been tested through a standardized placement test (Cambridge English: Preliminary English Test (PET)) to make sure their English language proficiency was comparable. In addition, three teachers participated in this study. First, one of the researchers took the role of the teacher working in the TBLT setting since he was well trained and familiar with principles and techniques of TBLT. Second, a native English-speaking teacher, a volunteer teacher working at the English department at Can Tho University, was involved as a co-teacher in the TBLT setting. It should be noted that this teacher visited the TBLT classroom three times throughout the treatment. Each time, she stayed for five minutes to help the TBLT teacher play out a short dialogue. On the whole, her role was minimal, and therefore cannot be assumed to have an impact on the effect of both methods. Finally, the TTM classroom was taught by an experienced teacher who had been teaching English for almost 20 years.

### *Design*

The learners were randomly divided into two groups that were each assigned to a different teaching setting: TBLT and TTM. Each group consisted of 28 learners. The official treatment course lasted for ten weeks and included two extra sessions

for the pretest and post-test activity, comprising four sixty-minute periods of English instruction per week. For the sake of consistency and comparability, the two groups received a similar teaching syllabus.

### *The TBLT setting*

In the TBLT setting, the teaching involved the integration of different language skills: the learners were given materials (i.e., articles, notes, emails, etc.) for reading or listening comprehension, and then were asked to write a letter or other communicative message pertaining to the text they had read or listened to, or were asked to discuss or report on what they had read or written to their peers or groups. By doing so, all four skills were involved and integrated. In addition, the teaching principally followed a three-stage model for task completion, consisting of a *pre-task phase*, a *task-performance phase* and a *post-task phase* (Willis & Willis, 1996). The pre-task phase began with a teacher-led introduction of a topic or a situation, followed by the learners discussing and sharing. In this stage, the learners could be asked to work alone, in pairs or in groups. The learners' prior knowledge and personal motivation as well as interest were strongly encouraged. The teacher could also introduce some crucial vocabulary associated with the topic to help learners mobilize useful or necessary vocabulary for the discussion, and also for subsequent activities. During the task-performance phase, the learners were asked to work on a task and then discuss or evaluate task outcomes. In this stage, the learners could be asked to work alone, in pairs or in groups. Interactional support was given during this stage (and also throughout the lesson) via the interaction between the learners, while the teacher helped learners double check, revise and evaluate their own learning progress. In the post-task phase, the learners were asked to summarize and reflect on what they had done. Form-focused and other follow-up activities could be provided at this stage, offering learners opportunity to practise certain linguistic rules as well as vocabulary. In addition, correcting learners' error and giving feedback were encouraged. It was also worth considering task repetition or evaluation in this stage. At all stages of the activities, the primary focus was on meaning. A sample of a TBLT lesson can be found in Appendix 1.

### *The TTM setting*

TTM in this study refers to the method that is typically used by most Vietnamese teachers in language teaching. It is characterized by the combination of a conventional teacher-centered, form-focused approach together with some basic features of PPP.

In contrast to the TBLT setting, the language skills (listening, speaking, reading, writing) in the TTM setting were taught separately. TTM activities consisted

of two periods. During the first period, the learners were taught listening only. The second period was used for speaking. A similar procedure was applied during the next class, but for reading and writing. In terms of teaching sequences, the lesson was designed in a fixed and systematic way following a three-phase sequence: *opening*, *drilling* and *closing*. In the opening phase, the teacher immediately introduced the lesson content to the learners after a greeting activity. A list of discrete language items (vocabulary and grammatical features) associated with the topic at hand was first introduced to the learners, followed by the teacher's explicit instruction. Next, the drilling phase was fully devoted to learners' isolated practice. All kinds of form-based exercises were given to learners at this stage. Learners were asked to work on the exercises under a certain time pressure. After this stage, the teacher corrected the tasks and gave feedback on learners' output in an explicit way. This typically took the shape of one-way interaction from the teacher to the individual learners or to the whole class, which is typical for TTM-based teaching. Finally, in the closing phase, the teacher introduced follow-up activities for learners so that they could have an opportunity for free discussion about relevant topics but the time allowed for this activity was limited (average from 3–5 minutes). The teacher was also allowed to skip this activity in case of lacking time. The teacher closed the lesson by giving learners homework and reminding them to review what they had been taught. In summary, the teacher in the TTM controlled most of the teaching time and delivered explicit knowledge to learners. Learners were expected to digest and memorize the knowledge in order to reproduce it in the exercises. Clearly, the TTM primarily focused on accuracy rather than fluency. A sample of a TTM lesson can be found in Appendix 1. Table 1 below summarizes key differences between the two treatment settings.

### *Task types*

Three task types (*personal information exchange*, *narrative* and *decision-making*) and 18 topics (see Table 2) were used for two settings. The choice of these tasks was based on the assumption that they could target learners' attention and raise a variety of cognitive demands (Foster & Skehan, 1996). The personal task required the least cognitive effort because it mainly involved familiar and well-known information whereas in the narrative task, the learners had to encode new information and also imagine a fictitious situation while performing the task. In the decision-making task, the cognitive demand was assumed to be the highest since the learners had to judge and defend an opinion against another one.

### *Tests*

The tests used in this study were part of the Cambridge English: Preliminary English Test (PET). The choice of PET was based on the assumption that the pro-

**Table 1.** Differences in teaching sequences between the TBLT and the TTM

Traditional teaching method	Task-based language teaching
Form-focused priority	Meaning-focused priority
<i>Opening phase</i>	<i>Pre-task phase</i>
– Greeting	– Greeting and warm up activity
– Introducing the lesson content	– Teacher-led discussion
*Aims of the lesson	– Discussing and sharing ideas
*Language focus	– Stimulating learners' prior knowledge and motivation
– Explicit teaching of linguistic items	– Providing crucial support (vocabulary)
*Grammatical rules	
*Vocabulary	
<i>Drilling phase</i>	<i>Task-performance phase</i>
– Form-based exercise practices	– Planning stage
– Exercise correction and feedback	– Working on task
	– Sharing and interacting with interlocutors
	– Reflecting and evaluating own progress
	– Maintaining and stimulating interest as well as motivation
<i>Closing</i>	<i>Post-task phase</i>
– Teacher-led discussion	– Summarizing output
– Homework	– Focusing on form and mistake
	– Task repetition and/or evaluation

**Table 2.** Description of task types and topics for learning

Task types			
	<i>Personal information exchange task</i>	<i>Narrative task</i>	<i>Decision-making task</i>
Topics	– Personal introduction	– A cartoon	– A help letter
	– Family	– A picture story	– A destination for a picnic
	– School	– A road construction	– At the supermarket
	– Hometown	– A robbery	– Home away
	– Favorite destinations	– A cooking lesson	– Cinema or football match
	– Leisure time activities	– Story telling	– City building

iciency level in this test is equivalent to the B1-level of the Common European Framework of Reference for Languages (CEFR) which is appropriate for learners in the current study who are on their way to obtain B1 level as a compulsory condition for graduation. The PET is made up of four sub-tests including a listening, writing, reading and speaking test.

The listening test included four parts comprising a total of 25 questions. Learners were allowed 36 minutes including 6 minutes to transfer the answers to the answer sheet. Part 1 was a multiple choice test mainly aiming at testing learners' skill of listening for main ideas. Learners selected the right picture (from three options) matching the main information delivered in an audio fragment. Similarly, part 2 was also a multiple choice test but aimed at checking learners' skill of listening for details. Here learners had to listen to longer fragments and answer six questions. Next, part 3 was a gap-filling test in which learners had to listen to a long monologue and were handed a page of notes which summarized the text. Learners were required to fill in the six missing information items in the note. Part 4 was a true/false test. In this part, learners had to listen to an informal conversation and then decide whether a sentence was true or false (6 items). Each fragment of the listening test was played twice, and the learners were given time to look through the questions and also to check their answers before and after the listening.

For the reading test, learners were asked to answer 35 questions in 60 minutes. There were five parts in the test. Part 1 was a multiple choice test for which learners had to understand the main message of short texts or notices such as signs, messages, postcards, etc. Part 2 was a matching test in which learners had to read eight short texts in order to find specific information. In part 3, learners had to read a long text and say whether each statement was true or false. Part 4 was another multiple choice test. Unlike part 1 in which the learners had to read short texts, in part 4, the learners had to read a long text and try to understand detailed information. Finally, part 5 was a multiple-choice cloze test in which learners had to fill in the missing words. This part was mainly aimed at testing learners' linguistic knowledge (grammar rules and vocabulary).

The writing test consisted of three parts and the learners were given 30 minutes to complete it. Part 1 comprised five questions in which learners were required to make a new sentence that meant the same as the original one. In part 2, learners were asked to write a card to a friend, saying thank you for a party that they had been invited to. In part 3, learners were asked to write a reply letter to a friend talking about his/her leisure time activities.

The speaking test consisted of three parts. In part 1, the examiner interviewed the learner by asking him/her personal questions (2–3 minutes). In part 2, the learner was given a picture and a situation, then asked to discuss and come up with a decision on the given situation. This part took 3 minutes. In part 3, the learner was given another picture that (s)he had to describe it. Then, the examiner had further discussion with the learner about the same topic. The total time devoted to part 3 was around 5 minutes.



### Scoring

The test was calculated up to 100 marks. Table 3 below describes the total division of marks of each sub-tests in detail.

**Table 3.** Calculation of total marks per percentage

	Reading test	Listening test	Writing test	Speaking test
Part 1	5	7	5	3
Part 2	5	6	5	5
Part 3	10	6	15	7
Part 4	5	6		
Part 5	10			
	35%	25%	25%	15%
<b>Total</b>	<b>100</b>			

For scoring, each correct answer in the listening and reading tests received one mark. For the writing and the speaking tests, the scoring rubrics provided by the Cambridge test developers were used (see Appendix 2). The discussion during the speaking test was audio-recorded to be checked afterwards. The pre-test, middle test 1, middle test 2 and the post-tests were rated and then double-checked by two independent judges (the researcher and another invited judge). Pearson's correlation coefficient was computed to assess the interrater reliability between the two judges. The results showed that a strong correlation was found ( $r_{\text{pre, middle1, middle2, post}} = 1, .91, .99, .99; n = 56; p < .001$  respectively).

### Data collection procedures

This study was carried out during 12 consecutive weeks, starting from March, 2015 to May, 2015. Two groups of participants were involved in the data collection. The data were collected through a repeated measure test design involving tests for 4 skills (listening, speaking, reading and writing). At the beginning of the course, a pre-test was administered to 200 volunteer participants. Out of them, a total of 56 participants were selected for the study whose mean scores on the pretest were very similar. This was done to make sure that the EFL level of language proficiency of learners in both settings did not differ significantly prior to the study. During the course the learners were asked to do the same test twice as a middle test 1 and 2 to see whether any changes in proficiency occurred in learners, and once at the end of the course (Week 12) as a post-test. All data were collected and coded for analysis.

*Data analysis*

Data of the study were quantitatively analyzed with the help of SPSS software. All test data were analysed for descriptive statistics to identify (1) whether there were any pre- middle1- middle2- and post-test differences for either setting and how the two settings (TBLT and TTM) differed from each other, and (2) whether there were any differences in learners’ development of specific skills (listening, speaking, reading and writing) between the two settings. In order to check whether any observed differences were statistically significant, a mixed analysis of variance (ANOVA) design with four test administrations as within-subjects factors and TBLT or TTM setting as between-subjects factors was conducted. The alpha level for statistical significance was set at  $p < .05$ .

Results

Descriptive quantitative findings on the effectiveness of TBLT and TTM on learners’ proficiency are reported. Following this, a comparative analysis of learners’ development in reading, listening, speaking and writing between the TBLT setting and the TTM setting is presented.

Differences in learners’ proficiency between the TBLT setting and the TTM setting

The data were analysed using descriptive statistics and repeated measures ANOVA. Descriptive statistics of the pre- middle 1- middle 2 and post-tests (see Table 4) indicated that although both settings of TBLT ( $M = 21,04$ ,  $SD = 1,23$ ) and TTM ( $M = 21,11$ ,  $SD = 1,13$ ) had similar mean values in the pre-test, the TBLT setting outperformed the TTM setting in the middle test 1 ( $M_{TBLT} = 34,89$ ,  $SD = 1,81$ ;  $M_{TTM} = 33,68$ ,  $SD = 2,11$ ), middle test 2 ( $M_{TBLT} = 51,18$ ,  $SD = 1,96$ ;  $M_{TTM} = 46,46$ ,  $SD = 1,90$ ) and the post-test ( $M_{TBLT} = 61,71$ ,  $SD = 2,65$ ;  $M_{TTM} = 53,60$ ,  $SD = 2,36$ ).

Table 5 shows the ANOVA results for the pre- middle1- middle2- and post-tests in the two settings. There was a significant effect for time (pre- middle1- middle2- and post-test), which means that learners in both settings experienced a significant increase in their scores across the four test administrations. The results also showed that there was a significant value for Time\*Group interaction ( $p < 0.001$ ), indicating that the TBLT setting significantly outperformed the TTM setting.

**Table 4.** Descriptive statistics for pre- middle 1- middle 2- & post-tests in the TBLT and the TTM

Test	Condition	<i>M</i>	<i>SD</i>	<i>N</i>
Pre-test	TBLT	21.04	1.23	28
	TTM	21.1	1.33	28
	<b>Total</b>	<b>21.07</b>	<b>1.17</b>	<b>56</b>
Middle-test 1	TBLT	34.89	1.81	28
	TTM	33.68	2.11	28
	<b>Total</b>	<b>34.29</b>	<b>2.04</b>	<b>56</b>
Middle-test 2	TBLT	51.18	1.96	28
	TTM	46.46	1.9	28
	<b>Total</b>	<b>48.82</b>	<b>3.05</b>	<b>56</b>
Post-test	TBLT	61.71	2.65	28
	TTM	53.61	2.36	28
	<b>Total</b>	<b>57.67</b>	<b>4.79</b>	<b>56</b>

**Table 5.** Analysis of variance with repeated measures tests

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig</i>
Within-Subjects					
Time	43669.73	1	43669.73	5.5	.00 *
Time * Group	569.51	1	569.51	71.69	.00 *
Error	429.01	54	2.65		
Between Subjects					
Intercept	366687.36	1	366687.36	4.99	.00 *
Group	682.5	1	682.5	92.86	.00 *
Error	396.88	54	7.35		

\*  $p < .05$ 

### Differential effect of TBLT and TTM on learners' specific language skills

Descriptive statistics of the pre- middle1- middle2- and post-tests from the listening, speaking, reading and writing test (see Table 6) revealed that learners in both settings improved their scores across the four test administrations.

**Table 6.** Descriptive statistics for the language skill tests in the TBLT and the TTM

Language skill	Test	Condition	<i>M</i>	<i>SD</i>	<i>N</i>
Listening	Pre-test	TBLT	4.89	0.79	28
		TTM	5.14	0.8	28
	Middle-test 1	TBLT	8.11	0.88	28
		TTM	8.29	1.24	28
	Middle-test 2	TBLT	12.39	1.03	28
		TTM	11.89	1.29	28
	Post-test	TBLT	14.86	1.29	28
		TTM	13.79	0.91	28
Speaking	Pre-test	TBLT	3.04	0.58	28
		TTM	3.04	0.58	28
	Middle-test 1	TBLT	6.21	0.92	28
		TTM	5.14	0.8	28
	Middle-test 2	TBLT	8.79	1.1	28
		TTM	6.89	0.74	28
	Post-test	TBLT	11.96	1.1	28
		TTM	7.79	0.69	28
Reading	Pre-test	TBLT	7.6	0.5	28
		TTM	7.5	0.51	28
	Middle-test 1	TBLT	11.71	1.12	28
		TTM	12.57	0.96	28
	Middle-test 2	TBLT	17.79	0.83	28
		TTM	18.04	1.2	28
	Post-test	TBLT	19.89	1.13	28
		TTM	21.21	1.47	28
Writing	Pre-test	TBLT	5.5	0.51	28
		TTM	5.42	0.5	28
	Middle-test 1	TBLT	8.86	0.76	28
		TTM	7.68	0.61	28
	Middle-test 2	TBLT	12.21	0.69	28
		TTM	9.64	0.91	28
	Post-test	TBLT	15	1.25	28
		TTM	10.82	1.41	28

In order to investigate the effect of TBLT and TTM on learners' development of the four skills, a repeated measures analysis of variance (ANOVA) was run. The results will be reported below for each of the skills.

### Listening

For the listening tests (see Table 7), the value of Time\*Group interaction was significant ( $p < 0.001$ ), which indicates that the TBLT setting significantly outperformed the TTM setting.

**Table 7.** *Analysis of variance with repeated measures tests for listening*

Source	SS	df	MS	F	Sig
Within-Subjects					
Time	2873.66	1	2873.66	1.54	.00 *
Time*Group	16.32	1	16.32	8.73	.00 *
Error	101.01	54	1.87		
Between Subjects					
Intercept	22041.45	1	22041.45	8.82	.00 *
Group	4.57	1	4.57	1.83	0.18
Error	134.98	54	2.5		

\*  $p < .05$

### Speaking

Table 8 shows ANOVA results for the speaking pre- middle1- middle2- and post-tests. There was a statistically significant value for Time\*Group interaction ( $p < 0.001$ ), which means that the learners in the TBLT setting did better than those in the TTM setting.

### Reading

The results of ANOVA for the reading pre-middle1- middle2- and post-tests (see Table 9) showed that the significance value of Time\*Group was  $p = 0.013$ . That is, the TTM setting significantly outperformed the TBLT setting.

**Table 8.** *Analysis of variance with repeated measures tests for speaking*

Source	SS	df	MS	F	Sig
Within-Subjects					
Time	1445.6	1	1445.6	1.62	.00 <sup>*</sup>
Time*Group	132.1	1	132.1	147.74	.00 <sup>*</sup>
Error	48.29	54	0.89		
Between Subjects					
Intercept	9778.57	1	9778.57	5.13	.00 <sup>*</sup>
Group	178.57	1	178.57	93.75	.00 <sup>*</sup>
Error	102.86	54	1.9		

<sup>\*</sup>  $p < .05$

**Table 9.** *Analysis of variance with repeated measures tests for reading*

Source	SS	df	MS	F	Sig
Within-Subjects					
Time	5716.55	1	5716.55	2.22	.00 <sup>*</sup>
Time*Group	16.91	1	16.91	6.55	.013 <sup>*</sup>
Error	139.3	54	2.58		
Between Subjects					
Intercept	47357.36	1	47357.36	3.04	.00 <sup>*</sup>
Group	18.86	1	18.86	12.12	.00 <sup>*</sup>
Error	84.03	54	1.56		

<sup>\*</sup>  $p < .05$

Writing

Table 10 shows that there was a significant value of Time\*Group interaction ( $p < 0.001$ ), which indicates that the TBLT setting significantly outperformed the TTM setting on learners’ performance of writing.

Discussion

In view of the fact that four measurements (a pre-test, a mid-test1, a mid-test2 and a post-test) with the same test battery were conducted, it is undeniable that part of the progress the learners (in both settings) made must be attributed to practice effects: the learners just got better because they were more familiar with the test.

**Table 10.** Analysis of variance with repeated measures tests for writing

Source	SS	df	MS	F	Sig
Within-Subjects					
Time	1760.25	1	1760.25	1.04	.00 <sup>*</sup>
Time*Group	132.54	1	132.54	78.04	.00 <sup>*</sup>
Error	91.71	54	1.7		
Between Subjects					
Intercept	19762.57	1	19762.57	1.35	.00 <sup>*</sup>
Group	224	1	224	153.25	.00 <sup>*</sup>
Error	78.92	54	1.46		

<sup>\*</sup>  $p < .05$

To mitigate the practice effect, the time lapse between consecutive test administrations was kept as large as possible (four weeks). Clearly, these test-taking practice effects occurred in both settings. We have no reason to assume that those practice effects were larger in either of the two settings. Therefore, we believe that the differential effects between the two settings should be attributed to the treatments the participants received.

The research question focused on whether the participants in the TBLT setting would outperform the TTM learners. The results indicated a statistically significant difference between the two settings in favor of the TBLT setting. To answer the sub-question, learners' development in four language skills was examined separately. The results indicated that the TBLT setting significantly outperformed the TTM for listening, speaking, writing, but not reading. For reading, the TTM setting was significantly better.

With regard to listening, the results showed that TBLT learners significantly outperformed TTM learners. The possible reason can be explained in the characteristic of listening itself. Listening is a simultaneous online processing cognitive activity in which listeners must actively involve three interconnected phases of comprehension: perceptual processing, parsing and utilization (Anderson, 1995). Clearly, in the TBLT setting, besides listening activities conducted via a cassette player, learners were given more opportunities to work with real-life communicative tasks which allowed highly intensive two-way interaction between the learners and their interlocutors. To maintain the conversation and smooth the process of interaction, learners had to always engage in the process of speech receiving-delivering. In sharp contrast, this opportunity was not created in the TTM classroom where learners were seen as passive listeners. In this respect, TBLT learners received much more help to become aware of and regulate these

phases of comprehension in listening compared to their TTM counterparts. This might have contributed to the higher scores of the listening test among TBLT learners. Another possible explanation can be found in learners' motivation. Vandergrift (2005) states that there is a clear evidence for a positive relationship between motivation and the achievement of L2 listening. Motivation, together with other affective variables appears to contribute to L2 listening success (Vandergrift, 2011). In the TTM, the teacher hardly chose the listening activities based on the analysis of learners' needs, but only considered pedagogical aspects. Moreover, the task sequences strictly followed a cycle of asking, answering and checking. Needless to say, this kind of education results in learners' low motivation. On the other hand, the teacher in the TBLT setting chose the tasks in terms of considering learners' needs analysis. In other words, based on the identity of which goals and communicative language needs the learners had to perform in the task, the teacher made decisions about thematic content and what skills or abilities learners needed to be trained. In this respect, TBLT learners found themselves comfortable and confident, resulting in high motivation in their learning.

Regarding speaking, the TBLT learners were reported to achieve higher scores than the TTM learners did. This could be explained by the fact that the TBLT learners were given a variety of communicative and meaningful speaking tasks at all stages of the lesson whereas the TTM learners, under a strict control of the teacher, were offered only a limited number of communicative activities. Indeed, TBLT learners received more opportunities to develop their speaking proficiency by doing, which is consistent with Swain's (1985, p. 248) principle "one learns to speak by speaking". In addition, TBLT learners, while producing task-based target language output may have had more chances of noticing gaps in their interlanguage knowledge, which may have prompted them to listen more carefully to particular elements in the teachers' input in an effort to improve their own speaking proficiency (Swain & Lapkin, 1995). Clearly, these opportunities were not effectively created in the TTM setting. To illustrate this, a lesson plan for speaking in two settings will be briefly described (see Appendix 1). During the pre-task phase, the TBLT learners were immediately given a realistic task (giving directions to a learner's house from school) for communication while learners in the TTM had to digest a great number of linguistic-lexical related items fed by the teacher. During the task-performance phase, TBLT learners were provided more opportunities for speaking via interacting with their interlocutors. The TTM learners, in contrast, had to devote more time to drilling linguistic rules. Also, TBLT learners were offered plenty of opportunities to build up their speaking capacity from communicative activities in all stages. TBLT learners were also offered chances to self-evaluate and improve their speaking skills in interaction. In sharp contrast, learners in the TTM classroom were given a limited amount of



time for practising speaking, mainly occurring during the drilling phase. In fact, only two learners were given an opportunity to be engaged in the follow-up activity before the lesson ended. In addition, focusing on form at the post-task phase in the TBLT may have helped the TBLT learners to use the language more accurately, while allowing learners to maintain their focus on meaning in EFL learning (Van den Branden, 2016). Similar to the case of listening discussed above, intrinsic motivation could be better activated among TBLT learners compared to those in the TTM by means of real-life target tasks taken from meaningful situations. In the TTM setting, however, learning activity often occurred in a condition manipulated by the teacher which could demotivate the learners.

For writing, significant differences in learners' scores were found between the two settings in favor of TBLT. This could result from the fact that the TBLT learners were engaged in collaborating and performing communicative target tasks, allowing them to engage in sharing meaningful information with their peers and also to extend a wider range of new topics while in discussion. The TBLT learners, therefore, may have been exposed to a great source of interesting and excellent written clues. Compared to TTM learners, TBLT learners had more opportunities to consult different sources of materials given by both the teacher and their peers via classroom activities while TTM learners had to work only with materials provided by the teacher. In addition, TBLT learners may have benefited much from the process of self-regulation in writing (Graham & Perin, 2007; Phuong *et al.*, 2015), while this opportunity did not exist in TTM learners. In the TTM classroom, the learners were primarily taught lexical and grammatical items in an explicit and traditional way which was unlikely to help improve their quality in writing (Anderson, 1997; Saddler & Graham, 2005). TBLT learners, in view of the support of the teacher, had to plan the writing tasks themselves, for instance during the task-planning stage and they had to discuss with their interlocutors later at the phase of task-performance. Meanwhile, they had to perform self-evaluation and revise their output based on feedback and responses received from their peers. Needless to say, planning, evaluating and revising could help these learners accomplish a writing task more effectively (Zimmerman & Risemberg, 1997). Another possible reason for TBLT learners' higher scores in writing could be that TBLT learners may have felt more comfortable and motivated than their counterparts in the TTM (Graham & Perin, 2007). This motivation could come from having been given a higher degree of autonomy. For instance, they were allowed to decide themselves whether to use simple or complex structures in their text. In contrast, learners in the TTM were treated in a controlled way in which they had to strictly adhere to given materials and guidelines as well as come up with standardized output as expected. This may have negatively affected learners' motivation and interest.

Regarding reading, the results indicated that TTM learners significantly outperformed TBLT learners. Different from listening and speaking, reading is an off-line task, which does not require an immediate, simultaneous response, which allows learners more time to brood over the meaning of a word or a sentence. Thus, reading can be greatly improved by means of explicit teaching, which was more evident in the TTM setting. It is important to note that writing is also an off-line task which allows learners time to mobilize explicit knowledge. In this study, however, TTM learners significantly outperformed their TBLT counterparts in reading, but not writing. For writing, the TBLT learners significantly outperformed the TTM learners. This seems to suggest that language development is skill-specific and that teaching methods may have differential effects on the development of different skills. One reason why TTM may have worked better for reading but not for writing in this study is that reading is a receptive skill which allows learners to work on a task in which all the information, and language needed to convey that information, is fully provided. Writing, on the other hand, is a productive skill. This implies that learners have to mobilize relevant language and compose adequate sentences and messages themselves (Graham & Perin, 2007), which is more demanding in terms of active language processing. In this respect, it is clear that the TBLT learners had more opportunities to practise these skills compared to the learners in the TTM setting. Additionally, TTM learners may have benefited from the teacher's explicit instruction of linguistic items (vocabulary and grammar rules) occurring during the opening phase, together with extensive time of hard working on the reading tasks during the drilling phase. As a result, TTM learners could achieve better reading scores than their TBLT counterparts.

## Conclusions

The overall results show that the TBLT setting could help learners improve their language proficiency better than those of the TTM setting. We find this encouraging because it can be asserted that the implementation of TBLT as an innovation into Vietnamese language teaching curriculum can be positively evaluated as a real solution for the shift from traditional teaching method to more communicative, task-based language teaching. However, it should be mentioned that a careful investigation into the local context of Vietnam must be taken into consideration. For this to occur, the educational policy as well as public demands are supposed to play a fundamental role in the effectiveness of TBLT implementation. It is reported that TBLT could not help learners better than TTM teaching in terms of reading, which may suggest that TBLT is less effective than TTM for

fostering reading development or may have to do with other reasons that we have not discovered yet. Thus, it is of vital importance to look more critically toward the task-based approach to reading.

It should be noted that the learner participants have long been accustomed to teacher-centered education while those in the TBLT treatment had to adapt themselves to the new way of learning, i.e., meaning-based focus, learner-centered instruction, which may be a time consuming and efforts-demanding job. As a result, a ten-week course treatment seems not enough for these students to fully adjust themselves to and afterwards benefit from this kind of learning. For future research, a longer treatment time should be considered. In addition, the fact that participants in the TBLT setting could not perform better than those in the TTM setting in reading skill is interesting and deserves future exploration, as this area is still relatively under-explored in terms of TBLT implementation, especially in the context of Vietnam.

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Appendix 1. Samples of teaching lesson plans in the TBLT and the TTM

Topic: Asking/Giving instructions

TBLT lesson sample – Integrated skills	TTM lesson sample for speaking
<p><i>Pre-task phase</i></p> <p>The learners were given a detailed map of Can Tho city where they are living and studying. Then, they were asked to work in pairs describing how to get to their home/boarding house from school.</p>	<p><i>Opening phase</i></p> <p>The teacher introduced the lesson content including:</p> <ul style="list-style-type: none"><li>– Aim: After the lesson, learners were expected to remember the linguistic items (grammar rules and words/phrases) and to be able to ask and give directions to a person in need.</li><li>– Language focus: Modal verbs; Imperatives; Prepositional phrases</li></ul> <p>The teacher taught these linguistic items separately and explicitly. The learners were asked to take notes and pay much attention on how to memorize them.</p>
<p><i>Task-performance phase</i></p> <p>The learners were given a paper sheet with clear instructions on how to get to my boarding house. They were asked to read the map that I had given to them before and try to find out the places mentioned, and also trace the route.</p> <p><i>Planning stage</i></p> <p>The learners were asked to pay attention to my sample (phrases, language, etc.), then make notes about directions to their own home/boarding house.</p> <p><i>Reporting stage</i></p> <p>Learners were asked to work with another partner and describing how to get to their home/</p>	<p><i>Drilling phase</i></p> <p>In individual: learners were given a number of exercises of modal verbs, imperatives and preposition to do.</p> <p>In pairs: learners checked the answers together and helped correct mistakes. The teacher – the whole class: the teacher corrected all the exercises.</p> <p>The learners were given a topic for speaking activity, that was ‘Describing how to get to the Can Tho bookstore from Can Tho university’. Learners were asked to write down a paper and</p>

TBLT lesson sample – Integrated skills	TTM lesson sample for speaking
<p>boarding house from school to their partner again.</p> <p><i>Reporting back stage</i></p> <p>Learners were asked to come to another partner (far away from him/her) and give directions to their partners’ home. The other learner had to listen, negotiate so that s(he) could put a post pin in that spot on the map and pinned the directions to that area of the map as well.</p> <p><i>Post-task phase</i></p> <p><i>Summarizing output and focusing on forms</i></p> <p>Learners took notes specific linguistic items (grammar rules, words/phrases) of asking and giving directions while I indicated some mistakes that learners had made and explicitly corrected them.</p> <p><i>Follow-up:</i> I asked learners to give me directions to the postoffice nearby.</p>	<p>talk to their partner when they felt ready.</p> <p><i>Closing</i></p> <p>The teacher randomly invited two learners and asked them to give directions on the same topic in front of the class.</p> <p>The teacher reminded learners to do homework and learn by heart the lesson.</p>



## Appendix 2. Framework for speaking and writing assessment

### Assessing speaking performance – Level B1

	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive Communication
<b>B1</b>				
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</li> <li>Uses a range of appropriate vocabulary to give and exchange views on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces extended stretches of language despite some hesitation.</li> <li>Contributions are relevant despite some repetition.</li> <li>Uses a range of cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is intelligible. Intonation is generally appropriate</li> <li>Sentence and word stress is generally accurately placed.</li> <li>Individual sounds are generally articulated clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Maintains and develops the interaction and negotiates towards an outcome with very little support.</li> </ul>
4	Performance shares features of Bands 3 and 5.			
3	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are extended beyond short phrases, despite hesitation.</li> <li>Contributions are mostly relevant, but there may be some repetition.</li> <li>Uses basis cohesive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and responds appropriately.</li> <li>Keeps the interaction going with very little prompting and support.</li> </ul>
2	Performance shares features of Bands 1 and 3.			
1	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses a limited range of appropriate vocabulary to talk about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Produces responses which are characterised by short phrases and frequent hesitation.</li> <li>Repeats information or digresses from the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
0	Performance below Band 1.			


Assessing writing performance – Level B1

B1	Content	Communicative achievement	Organization	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.  Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.  Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately.  Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

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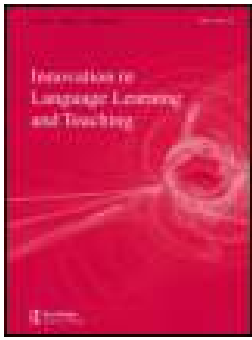
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# English language teaching reforms in Vietnam: EFL teachers' perceptions of their responses and the influential factors

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## ABSTRACT

**Introduction:** Educational change, particularly English language teaching (ELT) pedagogical reforms, has received much attention from language researchers in the era of globalization and internationalization, especially in Vietnam. **Purpose:** This study is aimed to investigate teachers' responses to ELT pedagogical reforms, what factors influence the responses, and if there are any differences in these factors among different groups of participants. **Methodology:** This study was conducted quantitatively, followed by qualitatively, i.e. a mixed method approach. The data were collected from 102 English as a foreign language (EFL) high-school teachers in the Mekong Delta in Vietnam. **Findings:** The results from the questionnaire and interview revealed that teachers highly accepted ELT pedagogical reforms. Besides that, the teachers were strongly affected by the influential factors, especially students' learning outcomes. Furthermore, the teachers with different educational qualifications were affected by the influential factors at different levels. Finally, the study found that the more teachers were affected by these factors, the more they accepted ELT pedagogical reforms. Based on these findings, implications were made for enhancing teachers' teaching practices in response to ELT pedagogical reforms.

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## KEYWORDS

Educational change; EFL teachers; ELT pedagogical reforms; influential factors; the Mekong Delta

## Introduction

In Vietnam, English is the most popular compulsory foreign language subject to students from primary schools to tertiary institutions. To enhance positive results in teaching and learning English, many projects, specifically Decision No. 1400/QĐ-TTg, has been promulgated. However, the National Foreign Languages Project 2020 as a reform for enhancing English proficiency of Vietnamese people, introduced in Decision No.1400/QĐ-TTg, faced many challenges, such as teachers' levels, schools' facilities, or lack of effective leadership. After implementing the project, the results of English in the annual national graduation examination of high school students in Vietnam are still not satisfactory. According to Le and Nguyen (2017), it is an unsuccessful project or a failure in a bad way of explaining. Le and Nguyen (2017) also indicated that this failure of the project has caused a lot of debate and doubts about the feasibility of the objectives set by the Project in both domestic and foreign experts as well as social opinions. The reasons for this subjective judgment are due to far-off and unrealistic goals because these goals do not match with EFL teachers' proficiency and their willingness to change. Actually, the ones directly involved in the project is none other than the EFL teachers but the importance teachers' role was not correctly assessed. Besides that, there are many studies on educational change and pedagogical reforms in countries

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around the world, including Vietnam (i.e. Harvey and Broyles 2010; Ibrahim, Al-Kaabi, and El-Zaatari 2013; Nguyen and Burns 2017). However, there is still little research to find out what factors influencing EFL high-school teachers' responses to ELT pedagogical reforms, especially in the Vietnamese context. Due to the reason presented, this study was conducted.

## Literature review

### *EFL high-school teachers' responses to ELT pedagogical reforms*

The key term 'ELT pedagogical reform' means a process of transforming from the original form to a new form of teaching and learning English to improve EFL students' learning. The ELT pedagogical reforms are characterized by the same elements with pedagogy but they focus on teaching English. Knapp (1997), stated that reform is considered as an opportunity to learn. Furthermore, it is aimed to do a process of teachers' professional development.

Several studies have been conducted to explain the reasons why teachers resist change in education. To explain the reasons for teachers' resistance to change, understanding what resistance to change needs to be well-explained. Resistance to change is a kind of mentality that people resist unusual things (Gravenhorst, 2003, cited by Ali El Zaatar 2011). Ali El Zaatar (2011) defined the term resistance to change as a lack of interest and collaboration to make a change, and people who resist change prefer to keep the status quo. Fullan and Ballew (2004) described a change as a double-edged sword because the change cannot occur in stagnant societies where people are not interested in changing.

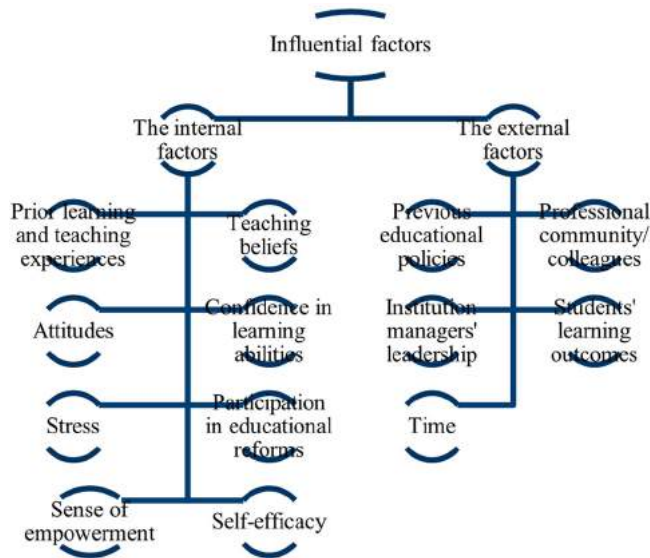
*Teachers' resistance:* According to De Jager (2001), resistance can be rational or not. Sometimes, teachers have reasons for resisting; but sometimes, they do it without any reasonable explanations. There are various representations of teachers' resistance. Graetz et al. (2006) shared that resistance to change might be represented as the refusal to participate in solving common problems, to look for a common opinion, to collaborate, and to be calm for the promoter for change. In the study, teachers' resistance to change means that they do not support the reform.

*Teachers' acceptance:* According to Ali El Zaatar (2011), the differences in school culture create different responses to change. When change occurs, some teachers resist the change because of several causes. However, change can be accepted and supported. Change acceptance plays the opposite pole of change resistance (Coetsee 1999). Mohamad, Hassan, and Hamid (2019) called resistance and acceptance as the two-polar opposite of change. Other than change resistance, there is little research on change acceptance. While the topic resistance to change has been studied through the years, acceptance to change cannot find a concrete definition (Mohamad, Hassan, and Hamid 2019).

### *Influential factors*

Based on the foundations of Thieman (2000) and Ali El Zaatar (2011), a more detailed model of influential factors of EFL teachers' responses to ELT pedagogical reforms was created by the author of the paper. Influential factors are divided into two groups, the internal and external factors. First, the internal factors include *prior learning and teaching experiences, teaching beliefs, teachers' attitudes, teachers' confidence in learning abilities, stress, teachers' participation in educational reforms, teachers' sense of empowerment, and teachers' self-efficacy*. Second, the external factors consist of *previous educational policies, professional communities and colleagues, institution managers' leadership, students' learning outcomes, and time for implementing*. Figure 1 describes the overview of influential factors.

*Teachers' prior teaching and learning experiences:* Previous learning and teaching experiences form a metal learning and teaching model (Thieman 2000). Based on the experiences as a learner, teachers use the teaching strategies which they have the best experience in their learning.



**Figure 1.** The influential factors of EFL teachers' responses to ELT pedagogical reforms.

*Teachers' teaching beliefs:* Teaching beliefs are the ways teachers believe in which are good or bad for their teaching. Besides that, prior learning experiences also form teachers' teaching beliefs that are not easy to be reformed (Darling-Hammond 1990).

*Teachers' attitudes towards reform:* Positive attitudes enhance teachers' willingness to take risks, such as overcoming fear of failure or fear of external danger, for the success of the reforms, applying uncertain teaching approaches (Ali El Zaatar 2011).

*Teachers' confidence in their learning abilities:* Reforming a standards-based curriculum or teaching strategies requires the teacher to understand and acquire new knowledge. Teachers, who lack confidence in their abilities, tend to resist change (Peterson 1990). Otherwise, other teachers, who believe in themselves, are willing to support the reforms (Peterson, McCartney, and Elmore 1996).

*Teachers' stress:* Stress from abundant works also affects teachers' response to reforms. The change process requires teachers to receive a large store of information. Margolis and Nagal (2006) found that stress from physical and mental exhaustion demotivates teachers' adaption of change.

*Teachers' participation in educational reform:* Teachers play the role of the chief agents for reforming teaching strategies and implementing new policies (Cohen 1990). Participation in the educational reforming process gives teachers opportunities to experience 'the best professional development' (Chrispeels 1997) and encourages them to give great effort in the educational change process.

*Teachers' sense of empowerment:* Teacher's involvement in decision-making related to giving instruction and students' learning and teachers' sense of empowerment makes an impact on teachers' accountability and learning opportunities (Smylie, Lazarus, and Brownlee-Conyers 1996). Being empowered through decision-making related to giving instruction and students' learning encourages teachers to support change.

*Teachers' self-efficacy:* Teachers, who are with a stronger and more positive self-efficacy, give greater efforts in adopting the reforms in their teaching (Vitali, 1994). Moreover, they accept change because their beliefs in change in practice can positively and sufficiently influence students' performance (Kelley and Protsik 1997).

*Previous educational policies:* Previous educational policies include required curriculum, mandated teaching strategies, and national testing. They affect teachers' response to standards-based reforms

(Thieman 2000). Although new educational policies are introduced, previous educational policies continue to make a huge impact (Darling-Hammond 1990).

*Professional community/colleagues:* Some teachers experience conflicts and difficulties with other teachers' expectations, the school goals, and their teaching beliefs (Flexer and Gerstner 1993); while, some teachers are inspired and encouraged by the mutual supports among teachers and respect for the ideas of colleagues (Leithwood, Leonard, and Sharratt 1998). However, the social relationships among teachers can be the barrier to implementing reforms. Teachers may show no enthusiasm in discussing the matters of curriculum and instruction reforms with their colleagues in order to maintain the social relationships, the established work norms, and the traditional organizational arrangements (McGreal, 1997; cited in Thieman 2000).

*Institution managers' leadership:* The active support of the managers strongly affects the implementation of the educational reforms; moreover, the principal is called the 'gatekeeper of change' (Sararon 1996, 77). The empowering managers' behaviors as supporting and facilitating encourage teachers' implementation (Reitzug 1994). Furthermore, the working relationship of the manager-teacher affects teachers' willingness to involve in making decisions-related to the reforms (Smylie 1992).

*Students' learning outcomes:* The process of change and the improvement of students in learning have a close connection (Thieman 2000). It can be explained that when students show their improvement in learning, teachers continue to implement new teaching strategies or methods and slowly transform their beliefs of using these new strategies or methods.

*Time:* Time for learning, being trained, planning, practicing, revising as well as collaborating with colleagues cannot be underestimated in the change process (Thieman 2000; Ali El Zaatar 2011). Besides enthusiasm and energies, teachers need a ton of time to learn new teaching techniques, use new material effectively, and apply new teaching approaches (Prestine and McGreal 1997). The lack of time to reflect, to deeply analyze, and to train the reforms hinders the teacher's positive responses to change. Further, lack of time to incorporate the reforms into teaching philosophy may lead to change resistance (Flamholtz and Randle 2008).

In summary, ELT pedagogical reform has attracted much attention. However, the results are still not satisfying. To find out the most appropriate way to enhance this process, EFL teachers' perceptions should be investigated in depth. Besides that, determining what factors influencing their adoption of the reforms will promise to enhance the outcomes of this process. Due to these reasons, the study was conducted.

## Methodology

This research aims to answer the three following research questions:

- What are EFL high-school teachers' responses to ELT pedagogical reforms in Vietnam?
- What factors influence the EFL high-school teachers' responses to ELT reforms?
- Are there any differences in influential factors among different groups of participants?

To find out the answers for these research questions, this study was conducted as a mixed-method approach, using a questionnaire and interviews to collect data. There are strengths in the mixed-methods approach because different methods can support each other to draw a complete research picture (Morrison 2007). While quantitative data provides information on a large sample and yields results on frequency and magnitude of trends, qualitative data offers insightful perspectives on the research topic and provides details of the situation. The two methods when combined allow the research to assess both outcomes and process of the social phenomenon.

A questionnaire was designed with 29 items on a 5-point Likert scale. The first 15 items ask teachers to indicate how frequently (never, rarely, sometimes, often, or always) they use teaching practices that advocated in the ELT pedagogical reform in Vietnam. The remaining 14 items from 2.1 to



**Table 1.** The questionnaire structure.

Sections	Content	Items	Scales
Teachers' responses to change Factors	Practices	1.1–1.15	Never – Always
	Internal factors	2.1–2.9	Strongly disagree – Strongly agree
	External factors	2.10–2.14	

2.14 ask teachers about factors influencing their responses to reform. The five responses are *strongly disagree*, *disagree*, *neutral*, *agree*, and *strongly agree*. Table 1 below displays the structure of the questionnaire.

It was sent via emails, provided by acquaintances of the researcher, such as friends, colleagues, and lecturers, to more than 150 EFL high-school teachers. Then, 102 EFL high-school teachers working at different high schools in seven provinces and cities in the Mekong Delta, responded. Table 2 below display the information of the participants.

Quantitative data collected from the questionnaire were analyzed by SPSS software version 20.0. First of all, the questionnaire's reliability was checked by a scale test. Then, the descriptive statistics test was run to figure out the average level of EFL high-school teachers' responses to ELT pedagogical reforms and the factors affecting these responses. After that, One Sample T-Test was used to compare the mean score with the medium frequency of use of teaching practices (3.5) recommended by Oxford (1990). The test value is adapted from Oxford (1990). Next, the researcher used a combination of One-way ANOVA test and Independent Sample T-test to check whether teachers with different demographic information have any differences in their responses.

The interviews were conducted after distributing the questionnaires. Six participants including three teachers from the 'most supportive' group, who have highest mean scores of practices (cluster 1), and three teachers from the 'least supportive' group, who have lowest mean scores of practices (cluster 1), were selected for interviews. After that, the researcher contacted the representative participants via email and phone. Because of the Covid-19 pandemic, teachers are interviewed directly via online platforms such as Zalo, Skype, and Zoom. The length of time for each interview ranged from 25 to 30 min. All of the interviews were conducted in Vietnamese. All the responses were recorded and taken notes carefully with the permission of the participants. Then, the content of the interviews was translated into English. After that, the transcriptions were carefully re-read and critically analyzed by the researcher. After that, they were carefully reviewed by the supervisor and another master student. To clarify misunderstanding, the researcher contacted the participants via email or directed phone-calls. Finally, the data were interpreted and analyzed according to themes, the framework in the literature review, and then presented in the research.

**Table 2.** The participants' demographic information.

Variables		Number	Percent
Gender	Male	30	29.4%
	Female	72	70.6%
Qualifications	Bachelor	78	76.5%
	Master	24	23.5%
Workplaces	Regular high-schools	82	80.4%
	Gifted high-schools	20	19.6%
Teaching experience	<5 years	10	9.8%
	>5 & <20 years	72	70.6%
	>20 years	20	19.6%
Teaching areas	City / town	49	48.0%
	Suburb / countryside	53	52.0%
Age	Under 30	15	14.7%
	30–39	40	39.2%
	Over 40	47	46.1%

## Results

This section consists of the results of quantitative data and qualitative data.

- Research question 1: What are EFL high-school teachers' responses to ELT pedagogical reforms in Vietnam?

To find out the answer for research question 1, a Descriptive Statistics Test was run to analyze the teachers' responses to 15 first items in the questionnaire in order to find out the average level of their practices in response to ELT pedagogical reforms. The results of this test was displayed in Table 3.

Table 3 shows that, on average, the level of use of the teaching practices recommended by the reform was 3.68, which was approaching 'often' in the frequency scale. The results of One-sample T-test show that there was a significant difference between EFL high-school teachers' practices in response to ELT pedagogical reforms ( $M = 3.68$ ;  $SD = .50$ ) and the test value 3.5 ( $t = 3.661$ ,  $df = 101$ ,  $p = .00$ ). The results supported the conclusion that the teachers highly accepted the reforms.

The results of One-Sample T-Test show that the teachers' responses to *doing ELT action research* ( $M = 3.54$ ), *conducting subject-based studies* ( $M = 3.52$ ), and *participating in extra-curricular activities and English speaking club* ( $M = 3.50$ ) were not different from the test value of 3.50 (the  $p$ -values are .67, .83, and 1 respectively). As the results, these three types were accepted at the medium level. Among these three types, the mean score of *doing ELT action research* was the highest. It could be inferred that the types with lower mean scores of *doing ELT action research* ( $M = 3.54$ ), including *conducting subject-based studies* ( $M = 3.52$ ), *participating in extra-curricular activities and English speaking club* ( $M = 3.50$ ), *using mind-map* ( $M = 3.10$ ), *establishing English communities* ( $M = 2.96$ ), and *designing English proficiency test based on VSTEP framework* ( $M = 2.75$ ), belonged to the group of less supported types.

On the other hand, the remaining types, consisting of *adapting teaching material* ( $M = 4.24$ ), *integrating skills in a lesson* ( $M = 4.14$ ), *teaching grammar in context* ( $M = 4.10$ ), *doing on-going assessment* ( $M = 4.08$ ), *using technology in teaching* ( $M = 3.94$ ), *using open-ended questions or referential questions to enhance students' critical thinking* ( $M = 3.94$ ), *focusing on language use* ( $M = 3.85$ ), *teaching vocabulary in phrases and collocations* ( $M = 3.79$ ), and *implementing oral tests* ( $M = 3.79$ ), were highly supported.

The results of One-Sample T-Test show that there was a significant difference between EFL high-school teachers' practices in response to ELT pedagogical reforms ( $M = 3.68$ ;  $SD = .50$ ) and the test value 3.5 ( $t = 3.661$ ,  $df = 101$ ,  $p = .00$ ). The results supported the conclusion that the teachers highly accepted the reforms.

**Table 3.** The teachers' practices in response to the reforms (N = 102).

Types	Min.	Max.	Mean	SD
Establishing English communities	1	5	2.96	1.03
Doing ELT action research	1	5	3.54	.93
Focusing on language use	1	5	3.85	.84
Using open-ended questions or referential questions to enhance students' critical thinking	2	5	3.94	.78
Teaching grammar in context	1	5	4.10	.74
Integrating skills in a lesson	1	5	4.14	.72
Using technology in teaching	2	5	3.94	.78
Teaching vocabulary in phrases and collocations	1	5	3.79	.85
Using mind-map	1	5	3.10	.85
Conducting subject-based studies	1	5	3.52	.91
Adapting teaching material	3	5	4.24	.66
Participating in extra-curricular activities and English speaking club	1	5	3.50	1.04
Designing English proficiency tests based on the VSTEP framework	1	5	2.75	1.04
Implementing oral tests	2	5	3.79	.84
Doing on-going assessment	1	5	4.08	.78
Total mean = 3.68 ( $M = 3.68$ )				

The results of One-Way ANOVA show that there was no significant difference in teachers' responses to ELT pedagogical reforms based on their *gender, workplaces, years of teaching experiences, teaching areas, and ages* ( $p = 1, .12, .31, .65$ , and  $.54$  respectively). However, a significant difference was found between the teachers with master degrees and those with bachelor degrees ( $p = .00$ ). Specifically, the mean score of teachers with master degrees ( $M = 4.11$ ) was higher than that of those with bachelor degrees ( $M = 3.55$ ). As a result, it could be concluded that teachers with master degrees supported ELT pedagogical reforms more than teachers with bachelor degrees did in this study.

The qualitative data from the interviews also contributed more insights on the reasons why the teachers adopted these reforms more easily than the others. Several reasons were found out to explain the teachers' acceptance of change, including making their students less bored, reducing the difficulties of lessons to be more appropriate to their students' levels, bringing a breath of fresh air to their teaching, and showing many benefits to both their students and themselves. One of them said,

The reforms could be reforming the content of teaching, the learning methods, the teaching methods, and the ways for evaluating. For example, in terms of the teaching content, it is no longer too heavy. It creates content that is lively, realistic, and close to life. It likes I teach grammar in a specific situation to help students relax and gain more grammatical structure knowledge.

- Research question 2: What factors influence the EFL high-school teachers' responses to ELT reforms?

Table 4 shows the results of the Descriptive Statistics Test of the last 14 items.

Table 4 shows that the mean score of the factors affecting the teachers' responses to ELT pedagogical reforms was high ( $M = 3.74$ ). It could be inferred that these factors strongly affected the teachers' responses to ELT pedagogical reforms.

Next, the mean score of *students' learning outcomes* ( $M = 4.53$ ) was highest, followed by that of *self-efficacy* ( $M = 4.22$ ), *attitudes* ( $M = 4.00$ ), *sense of empowerment* ( $M = 3.82$ ), *confidence in learning and teaching abilities* ( $M = 3.80$ ), *institution managers' leadership* ( $M = 3.79$ ), *time* ( $M = 3.74$ ), *participation in educational reforms* ( $M = 3.72$ ), *teaching beliefs* ( $M = 3.66$ ), *stress* ( $M = 3.59$ ), *previous educational policies* ( $M = 3.39$ ), *professional communities/colleagues* ( $M = 3.34$ ), and *prior learning and teaching experiences* ( $M = 2.81$ ). According to the results, it could be inferred that EFL high-school teachers' responses to ELT pedagogical reforms were affected by *students' learning outcomes* most and by *prior learning and teaching experiences* least in this study.

The factors were divided in to two groups. Two internal factors, including *stress* ( $M = 3.59$ ) and *prior learning and teaching experiences* ( $M = 2.81$ ), and two external factors, consisting of *previous*

**Table 4.** The factors affecting EFL high-school teachers' responses to ELT pedagogical reforms ( $N = 102$ ).

Factors	Min.	Max.	Mean	SD
Prior learning and teaching experiences	1	4	2.81	.83
Teaching beliefs	2	5	3.66	.81
Attitudes	1.5	5	4.00	.65
Confidence in learning and teaching abilities	1	5	3.80	.94
Stress	1	5	3.59	1.00
Participation in educational reforms	2	5	3.72	.74
Sense of empowerment	2	5	3.82	.75
Self-efficacy	2	5	4.22	.64
Previous educational policies	1	5	3.39	1.10
Professional community/colleagues	1	5	3.34	.96
Institution managers' leadership	1	5	3.79	.91
Students' learning outcomes	2	5	4.53	.70
Time	1	5	3.74	.94
Overall mean score: 3.74 ( $M = 3.74$ )				

*educational policies* ( $M=3.39$ ) and *professional community/colleagues* ( $M=3.34$ ) affected at the medium level. On the contrary, five internal factors, including *self-efficacy* ( $M=4.22$ ), *attitudes* ( $M=4.00$ ), *sense of empowerment* ( $M=3.82$ ), *confidence in learning and teaching abilities* ( $M=3.80$ ), and *participation in educational reforms* ( $M=3.72$ ), and three external factors, consisting of *students' learning outcomes* ( $M=4.53$ ), *institution managers' leadership* ( $M=3.79$ ), and *time* ( $M=3.74$ ), influenced at the high level.

To sum up, this study found some following findings of the Research Question 2 via the results of the quantitative data from the questionnaire. First, the factors highly affected EFL high-school teachers' responses to ELT pedagogical reforms. Second, the internal factors and the external factors affected the teachers' responses to ELT pedagogical reforms at the same level. Third, the most influential factor was *students' learning outcomes* and the least one was *teachers' prior learning and teaching experiences*.

For qualitative data, following findings were found. Firstly, teachers accepted *students' learning outcomes* as the most influential factor. If there were signs of development in their students' learning outcomes after adopting these reforms, it would enhance teachers' willingness to change. A teacher said,

There are many influential factors but the most important factor is students' learning outcomes. For example, for the same type of ELT pedagogical reforms, a teacher applies to his or her teaching but the students' results are poor while another uses it and has good results. For the teacher whose students have bad results, he or she stops. On the other hand, the teacher whose students have achieved good results after applying the reform will continue to use it.

Second, although teachers' *self-efficacy* was ranked at the top two in the results of the questionnaire, it was mentioned by only one teacher. It meant that the teachers might be not strongly affected by this factor. A teacher shared, 'Every year, I have to review the old teaching materials to avoid outdated ones immediately.' Reflection on the teaching materials enhances the teachers' willingness to change.

Third, the findings from the interviews about *teachers' attitudes* towards ELT pedagogical reforms were similar to the results of the questionnaire. Teachers were highly affected by their attitudes. They showed their high awareness of the advantages of ELT pedagogical reforms, their fearlessness of uncertain things, and their trust in the change. A teacher stated, 'Perhaps in the early time of adapting ELT pedagogical reforms, we will feel unfamiliar, but gradually it will get better.'

Fourth, there was a mismatch of the results of the questionnaire and the findings of the interviews in *previous educational policies*. While the results of the questionnaire showed that previous educational policies belonged to the least influential factors, the findings from interviews showed it significantly affected teachers' responses to ELT pedagogical reforms. Although the pedagogy was reformed to enhance students' communicative competence, the National exams still focused on grammatical structures. It leads teachers' resistance to change. A teacher indicated,

Although ELT pedagogical reforms aim to increase the time of teaching listening and speaking skills, the curriculum still mainly focuses on grammar, vocabulary, and reading comprehension. Besides that, because of the final goal, students' good scores in the exams, I often avoid adapting these reforms to get the goal.

Fifth, half of participants for interviews supposed that they did not have enough *time* to well understand and effectively adopt these reforms in their teaching. Therefore, it prevented teachers from adopting change. A teacher said,

If there is no pressure in the time for running the program, I personally find the teaching experience to influence the adoption of English language teaching reforms in a good way. [...] The other factor is the pressure of limited time. Teachers must bring good results for students within a given time. The Department of Education decides everything and does not give the teacher any freedom to work. Now, everything is too detailed and teachers have no room to be creative anymore. Therefore, I cannot adapt to ELT pedagogical reforms effectively.

Sixth, regarding *teachers' sense of empowerment*, teachers had no power in making decision related to adopting ELT pedagogical reforms in their teaching. In other words, the teachers were tightly

controlled by the school-to-central system. They were obliged to obey orders from their superiors in each act if they wanted to continue working. Therefore, teachers had tendency to accept change. A teacher said, 'Besides that, the second factor is the administrators of the school. If they require me to adopt a certain teaching method, then I have no choice but to do it.'

Seventh, in terms of *institution managers' leadership*, teachers confessed that they needed more supports from their superiors. It seemed that without the on-going supports, their adoption of ELT pedagogical reforms could not be effective. A teacher stated,

The last one is the institution managers' leadership. \*Shook his head\* They ask us to do much work when ELT pedagogical reforms are introduced. I want to adopt these reforms in my teaching but I do not have enough time to learn or improve my skills.

Eighth, to *teachers' prior teaching and learning experiences*, the factor had the lowest mean score in the results of quantitative data, most teachers considered this factor as a supportive factor. It helped them evaluate the suitability of a certain reform before adopting. A teacher said,

The teaching experience helps teachers in making decisions related to the adaption of ELT pedagogical reforms. Because experienced teachers are able to assess their students' level and personality. Then, they choose the most appropriate type of ELT pedagogical reforms for their teaching.

Besides the factors reviewed in the literature review, this study found some other ones like *ages, students' levels, students' attitudes, and learning culture*.

- Research question 3: Are there any differences in influential factors among different groups of participants?

To answer Research Question 3, One-Way ANOVA Tests were run to check whether the teachers with different demographic information were influenced by the factors differently. The results of these tests showed that the teachers having different *genders, workplaces, years of teaching experiences, teaching areas*, and *ages* were influenced at the same level (the *p*-values are .66, .25, .41, .53, and .95 respectively).

Otherwise, a significant difference between teachers with master degrees and teachers having bachelor degrees was found ( $p = .00 < .05$ ). Specifically, the mean score of teachers with master degrees ( $M = 4.01$ ) was higher than that of teachers having bachelor degrees ( $M = 3.66$ ). As a result, it could be concluded that the influential factors affected teachers with master degrees more than teachers having bachelor degrees in this study.

## Summary of findings

### Answer to research question 1

First, on average, the high-school teachers adopted teaching practices recommended by ELT pedagogical reforms quite often. Second, those with master educational degrees supported more than the ones with bachelor ones. In other words, teachers' *qualifications* also affected their responses to change.

### Answer to research question 2

The teachers' responses to ELT pedagogical reforms were strongly affected by the influential factors, such as *students' learning outcomes* or *teachers' self-efficacy*. Besides that, *teachers' prior teaching and learning experiences* prevented their responses to ELT pedagogical reforms as an evaluative factor, which means that the teachers based on this factor to evaluate the suitability of the reforms in their teaching.

### Answer to research question 3

The teachers with master degrees not only often practiced ELT pedagogical reforms more than those with bachelor degrees, but they also were affected by the influential factors more than the teachers having bachelor educational degrees. In conclusion, the more the teachers were affected by the influential factors, the more they supported ELT pedagogical reforms in this study.

### Discussion

Regarding teachers' practices in response to ELT pedagogical reforms, EFL high-school teachers highly accepted the change in this study. It was consistent with the findings of many previous studies (Nisbet and Collins 1978; Emo 2010; Ibrahim, Al-Kaabi, and El-Zaatari 2013). This shows that the teachers recognized the effectiveness of ELT pedagogical reforms in their teaching. It is a good sign for enhancing their adoption of reforms. Besides that, it motivates their willingness to learn and develop their teaching.

In terms of the factors influencing teachers' response to ELT pedagogical reforms, the teachers' responses to ELT pedagogical reforms were strongly affected by them, especially students' learning outcomes, previous educational policies, and teachers' attitudes. The findings are similar to many previous studies. Firstly, this study showed that the teachers would continue to adopt the reforms if the implementation brought the improvement in their students' learning (Emo 2010). Then, this study found that the teachers had positive attitudes towards ELT pedagogical reforms. Besides that, they understood the benefits of ELT pedagogical reforms in their teaching (Kelley and Protsik 1997). Next, this study showed that the heterogeneity between teaching approaches and the National exam in the reform process led to the teachers' resistance to change (Darling-Hammond 1990). Another factor was the limited time for implementing. In this study, the teachers thought that they did not have enough time to deeply understand the value of ELT pedagogical reforms and adopted them effectively (Prestine and McGreal 1997; Flammholtz and Randle 2008). Additionally, the finding, the teachers with master degrees supported ELT pedagogical reforms more than those with bachelor degrees, also proved that the teachers' educational qualifications affected their responses to ELT pedagogical reforms (Islam, Ali, and Wafi 2010). The following result of this study showed that prior teaching and learning experiences played the role of a supportive factor for evaluating ELT pedagogical reforms before the teachers adopted these reforms, which led to their resistance to change (Nisbet and Collins 1978).

Besides that, this study found four factors that were not mentioned in the literature, *students' levels, students' attitudes, school's facilities, and the Vietnamese learning culture*.

### Implications and recommendations

First, teachers were influenced by many influential factors, some hindered their responses to ELT pedagogical reforms and some encouraged them to adopt. For the hindering factors, the administrators should limit their influences on teachers as much as possible. In terms of encouraging factors, the administrators need to be aware of their strengths and maximize them to enhance teachers' willingness to change.

Second, the scientific researchers, who are going to conduct the study related to ELT pedagogical reforms, particularly the factors that influence teachers' responses, this study found several interesting results. In addition to the factors mentioned in the literature, students' levels, students' attitudes, school's facilities, and learning culture also influenced teachers' responses. Therefore, they should be considered as influential factors in further studies.

Finally, before implementing any types of ELT pedagogical reforms, it should be carefully evaluated to see if it works effectively at the teaching contexts. This will greatly reduce the loss of money, effort, and time.

## Limitations and suggestions

The current study aims to investigate EFL high-school teachers' perceptions, their practice in response, and the factors that influence their response to ELT pedagogical reforms. To obtain these aims, the researcher absolutely made it with many efforts but there are a few limitations to acknowledge.

Firstly, regarding the sample population, the study was conducted on a small sample population of EFL high school teachers in seven provinces in the Mekong Delta. Therefore, the results cannot be generalized to all EFL high-school teachers in Vietnam. Therefore, further research in the field should be conducted with all EFL high-school teachers in all provinces in the Mekong Delta or around Vietnam. Also, EFL teachers of other contexts including primary, secondary, and higher education should become the subjects for upcoming research to give a full picture of EFL teachers' perceptions, their practice in response, and the factors that influence their response to ELT pedagogical reforms. Besides that, teachers with leadership role (e.g. academic leaders or head teachers) should be considered to be the participants.

Secondly, in terms of time, the time constraints prevented the researcher from contacting all teachers from different high schools in the Mekong Delta to participate in the study. In addition, due to a short period of time, few interviews were organized to get more insights relating to EFL high-school teachers' perceptions, their practice in response, and the factors that influence their response to ELT pedagogical reforms. Therefore, future research should be conducted over a longer period of time, which allow the researchers to contact and interview more participants. The more participants for interviews are, the more significant results can be.

Finally, the results of the study based on the self-reported information from the teachers. There were not any observations or fieldtrips made in order to check the self-reported data. In order to more clearly understand the topic, future research can include observations or field trips to the sites in order to check the data obtained from other research instruments such as questionnaire and interviews. Doing observations based on a detailed framework, set up carefully in the literature review section, is able to help researchers analyze the obtained data in real classrooms.

## Disclosure statement

No potential conflict of interest was reported by the author(s).

## Notes on contributors

**Mr. Le Thanh Thao** is a graduate student of Cantho University, one of the best universities in Mekong Delta. With his tireless endeavor and the guidance of his supervisor.

**Dr. Le Xuan Mai**, he successfully completed his master's thesis. Dr. Le Xuan Mai, Head of Department of General English and English for Specific Purposes in School of Foreign Languages of Cantho University, is an enthusiastic instructor with teaching and doing research. Thanks to her passion, many research have been conducted and contributed to the development of the School of Foreign Languages of Cantho University.

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## Online learning negotiation: Native-speaker versus nonnative speaker teachers and Vietnamese EFL learners

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### Abstract

*Online English language teaching can now be facilitated by communication technology, which allows easy access to interaction with native speakers. Nevertheless, this industry subscribes to an assumption that native speaker English teachers (NESTs) are the gold standard of language whereas the non-native speaker English teachers (NNESTs) are inferior educators (Walkinshaw & Duong, 2014). Rare research has provided evidence of the negotiation produced by NESTs versus NNESTs with EFL learners online and its impact on the learners' output. Thus, the current study narrows this empirical gap. Drawing upon a database of 30 five-minute interaction sessions between 30 teachers (15 NESTs and 15 NNESTs) and 30 basic level Vietnamese EFL adult learners, the study revealed similar negotiation of meaning functions as reported in previous research. However, the NESTs used more elaboration while the NNESTs used more confirmation checks, clarification requests, and reply clarification. Qualitative analysis further indicated that the NNESTs provided more productive support, encouraging the learners' output, than the NESTs did. This implies that although online voice interaction creates an environment for EFL learners to practice, language educators and teachers, regardless of status, should heed how to handle it so that online learners can benefit from both comprehensible input and opportunities for pushed output.*

**Keywords:** Computer-mediated communication, output, meaning negotiation, EFL learners

**Language(s) Learned in This Study:** English

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### Introduction

Opportunities to practice speaking with English native speakers are crucial to improve English learners' proficiency. In most situations, learners sharing the same L1 feel communication in the L2 is inauthentic (Zhao, 2005) and frequently switch to L1 to solve communication problems (Smith, 2005); they have few opportunities to use the target language to communicate with different L1 speakers or native speakers outside the classroom (Chiu et al., 2007). Yet, technology now can allow anyone with an Internet connection access to real conversations with English speakers worldwide.

Online classes with English teachers both native and non-native are valuable language practice opportunities for EFL learners who lack daily exposure to English. Engaging in interaction with these English teachers, they are likely to receive comprehensible input, produce modified output through negotiation of meaning (NoM) and receive negative feedback that facilitates language acquisition (Long, 1996). According to Long (1996, p. 418), negotiation of meaning is the process in which learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure and message content, or all three until an acceptable level of understanding is achieved.

However, the English language teaching industry in the East and Southeast Asia currently subscribes to an assumption that native English speaking teachers (NESTs) are the gold standard of spoken and written language, whereas non-native English speaking teachers (NNESTs) are inferior educators due to their lack of native-like linguistic competence (Walkinshaw & Duong, 2014). As Medgyes (1992)

noted, NESTs are commonly deemed preferable to NNESTs regardless of proficiency or experience. Presumably, few NNESTs have experienced the target culture or attained a proficiency level deemed adequate for providing English language learners with “good target language models” (Snow et al., 2006, p. 275). This belief is in line with learners’ ideology for successful communication. Conversation with native English speakers is what EFL learners generally cite as the most desired form of language study (Terhune, 2013).

Despite recent debates on English nativeness, the distinction between NESTs and NNESTs continues to exist in “the minds of general public” (Pacek, 2005, p. 243). Kachru’s (1997) model indicates that English in the Inner Circle represents the traditional historical and sociolinguistic bases and is currently used as the native language. In this regard, a NEST is defined as an “inner circle” instructor for whom English is the home language; a NEST is a native of the United States, Australia, Ireland, the United Kingdom, Canada and South Africa (Seidlhofer, 2004). The Outer Circle expanded towards Asia and Africa, where English serves as a useful lingua franca between various ethnic and language groups who may speak English for practical purposes. This circle includes India, Nigeria, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, non-Anglophone South Africa, the Philippines and others. The Expanding Circle involves the rest of the world’s population who use English mainly as a medium of international communication. In this study, the term NNEST covers educators from numerous nations in the outer or expanding circle locations; they are speakers of world Englishes (Seidlhofer, 2004, p. 210).

Many studies have investigated types of NoM in text-based interactions (Patterson & Trabeldo, 2006, Akayoglu & Altun, 2009). In synchronous voice-based computer-mediated communication (CMC), NESTs were found to be beneficial in modifying EFL learners’ output (Bueno, 2012). However, research has yet to compare the quality of interactions between NESTs versus NNESTs with EFL learners in voice-based CMC. Thus, this current study narrows the empirical gap by examining NoM between Vietnamese EFL adult learners with NESTs versus NNESTs through online voice-based interactions. The study aims to investigate the two following research questions:

1. What functions of NoM are found in online voice interactions between NESTs and Vietnamese EFL learners, and between NNESTs and Vietnamese EFL learners?
2. Is there any difference between the two types of dyads in negotiation functions and how does NEST and NNEST language use impact the amount of learner output?

## Literature Review

This section discusses the role of interaction and NoM in second language acquisition (SLA), CMC interactions and previous studies on CMC interactions.

### Interaction and NoM in SLA

Interaction is commonly defined as communication between two interlocutors (Fernández-García & Martínez-Arbelaiz, 2002). From SLA perspectives, interaction has a more extended meaning. Long (1981) defined interaction as functions manifest in linguistic forms such as expansion and clarification. Interaction is also defined as social behaviour that occurs when one person communicates with another (Ellis, 2003). By this, interaction may take different functions depending on the context and the needs of communicators.

In the early to mid 1980s, research on interaction focused on the role of input in SLA. Long (1981) examined NS-NNS conversation and NNS-NNS conversation, observing that interaction between NS-NNS dyads generated more comprehensible input than that between NNS-NNS dyads. Interaction has been proved to benefit language learners because it triggers NoM which in turn produces comprehensible input and feedback that can promote language acquisition (Long, 1996; Pica, 1994). Swain’s (1985) Output Hypothesis further reinforces the position of interaction. According to Swain (1985), when L2 learners attempt production, they test out their assumptions about the target language. Through receiving feedback or signals during interaction, learners are pushed to produce more comprehensible output, being aware of the gap between their existing knowledge and what they intend to convey, which in turn forces them to extend their inter-language syntactically. Swain (1985) stressed that language production facilitates acquisition when learners experience communication failure.

Central to interaction is NoM, which is considered an essential element of language acquisition in many SLA studies (Pica, 1994; Ellis, 2003). For Pica (1994, p. 494), NoM refers to “the modification and restructuring of interaction between interlocutors when they experience comprehension difficulties.” Similarly, Ellis (2003) described it as “the process by which two or more interlocutors identify and then attempt to resolve a communication breakdown” (p. 346). Long’s (1983) framework of interactional modifications which involves clarification requests, confirmation checks and comprehension checks is useful for SLA studies on NoM.

### Interaction in CMC

Computer-mediated communication (CMC) involves a variety of forms of synchronous, asynchronous or real-time interaction. With strong technical features, CMC has attracted many researchers in both synchronous and asynchronous modes, and research on computer-based interaction in SLA has also continued to proliferate.

CMC has extended boundaries to surpass time and location for language learning and teaching. As Olaniran (1996) stated, CMC promotes group communication via electronic mail, voicemail, and videoconferences among organizations. Research (e.g., Warschauer, 2003) shows that CMC can be a good tool for second language (L2) learning. Studies comparing CMC interaction and face-to-face in L2 concluded that quiet learners are more expressive in CMC than in face-to-face interactions (Kern, 1995; Warschauer, 1996).

Web-conferencing platforms (e.g. [Adobe Connect](#), [Blackboard Collaborate](#), and [Big Blue Button](#)) provide educators with synchronous, multimodal communication opportunities. Synchronous CMC resembles real-time interactions (Smith, 2003) and may elicit higher-quality spoken output (Warschauer, 1996). According to Fernández-García and Martínez-Arbelaiz (2002), not only does synchronous CMC in the L2 classroom give learners opportunities to negotiate meaning, but it also enables them to do so at their own pace.

### NoM Framework for CMC

The current study involves synchronous CMC mediated by BigBlueButton, an open source web conferencing system for online learning. While it is mainly premised on Long’s (1983) Interaction Hypothesis for the values of interaction and NoM in language acquisition, it is not restricted to his move framework. Studies have suggested that negotiation routines and strategies in CMC are different from those in face-to-face interactions (Fernández-García and Martínez-Arbelaiz, 2002; Smith, 2003). Learners were found to participate more in CMC compared to face-to-face conversation (Warschauer, 1996). Research on CMC (e.g., Kötter, 2003; Jepson, 2005; Patterson & Trabeldo, 2006; Akayoglu & Altun 2009; Samani & Noordin, 2014) thus has expanded the framework to include more negotiation moves.

Different frameworks have been employed to describe NoM functions in both asynchronous and synchronous interaction. The categories of Patterson (2001) were utilized for analysis of NoM moves in studies on e-mail chat and Instant Messaging (e.g. Patterson & Trabeldo, 2006); the negotiation model described in Varonis and Gass (1985) was used to identify negotiation routines in task-based email exchanges (e.g., Kitade, 2006) and in face-to-face interactions and CMC (e.g., Shim, 2007). Long’s (1983) framework was employed in research on text chat versus voice chat (e.g., Jepson, 2005); negotiation strategies defined by Long (1983), Pica and Doughty (1985) and Tarone (1980) in face-to-face exchanges were used in online discussions among learners (e.g., Lee, 2001); the NoM framework proposed by Patterson and Trabeldo (2006) was employed in research on text-based learners’ interaction (e.g., Samani & Noordin, 2014).

This study relied on the taxonomy developed by Patterson and Trabeldo (2006) which was based on Patterson’s (2001) work on Computer-Assisted Class Discussions, and extended by Akayoglu and Altun (2009), as presented in Table 1.

There are two main reasons for using this framework. First, the taxonomy was based on various resources in CMC environment as previously reviewed. More importantly, it was well suited to the research questions and study focus.

Table 1. *Taxonomy of NoM functions by Patterson and Trabeldo (2006)*

Functions of NoM	Explanation
Confirmation check (ConC)	Asking for confirmation of a previously made statement to be sure they have understood correctly.
Clarification request (ClarR)	Requesting clarification for an ambiguous statement, which may cause misunderstanding.
Vocabulary request (VocR)	Requesting a vocabulary word or phrase in the target language
Comprehension check (ComC)	Asking if the other person understood what was said or written, and generally expecting that he or she has understood.
Reply clarification (RClar)	Clarifying their previous statement as a result of request (clarification request).
Reply confirmation (RConf)	Confirming a statement when someone requests confirmation with expressions like “yes,” “OK,” “you are right.”
Reply vocabulary (RVoc)	Giving a meaning of the words or phrase as a result of request.
Reply comprehension (RCom)	Replying to comprehension check or indicating that statement was understood.
Elaboration (Elab)	Elaborating the meaning of a previous statement no matter whether the previous statement belongs to them.
Correction – Self correction (Cor)	Correcting an error made by another speaker or self-correction of one’s own error.
Confirmation* (Conf)	Confirming the previous statement although there is no confirmation request
Elaboration request* (ER)	Requesting elaboration if they do not have an idea about the speaker’s utterance, and requesting extra information.
Reply elaboration* (RElab)	Elaborating their own statement to make it clear as a result of request (elaboration request).

*\*Functions of NoM added by Akayoglu and Altun (2009)*

### Previous studies on interaction in CMC

Until recently, researchers have investigated NoM in various CMC modes with different types of participants. Following Long (1983), Lee (2001) examined the negotiation strategies of learners of Spanish, using ParaChat program and found that the learners tended to use comprehension checks, clarification checks, requests and self-repairs. Clarification checking was the most salient move. The study further indicated that these strategies facilitated learners’ input and output. Patterson and Trabeldo (2006) found that learners of Spanish and learners of English were engaged more in Instant Messaging than email, and used NoM functions somewhat differently, specifically clarification requests, vocabulary requests, confirmation, and comprehension checking. Using a similar framework, Samani and Noordin (2014) indicated that ESL learners most frequently used confirmation, confirmation checks and elaboration and least frequently used reply confirmation, reply clarification and comprehension checks in text-based CMC. In Kötter’s (2003) study between German learners of English and American learners of German in online Tandems learning, clarification requests and elaboration were often employed, and notably the learners produced a similar number of confirmation checks and clarification requests. Bueno (2012) examined synchronous voice-based CMC from three dyads: Spanish learner of English-Spanish learner of English, Spanish learner of English-Turkish teacher of English, and Spanish learner of English-American learner of Spanish. The study indicated that dyads with different L1s produced NoM and modified output significantly higher than dyads of the same L1.

A few studies have also focused on NoM patterns between native speakers of English and EFL learners. Akayoglu and Altun (2009) involved EFL learners in Turkey and native speakers of English in negotiating by text chat through Tapped In, the online workplace of an international community, where teachers, professional development staff, university faculty, students and researchers gathered to learn, collaborate, share and support one another using online features as conversation transcripts automatically emailed, text-based chat or private messaging. These researchers found that the native speakers frequently used clarification requests, confirmation checks and elaboration requests while the

learners often utilized reply confirmation, confirmation and reply elaboration. Shim (2007) analyzed NoM of a NEST with EFL Korean, Chinese, Colombian and Brazilian learners in Daedalus Interchange chats and face-to-face modes. The study revealed that the teacher used confirmation more than other signals in both communication modes. The teacher often decoded learner messages in face-to-face exchanges while elaborating on her understanding of what the learners had said.

The interest in CMC learning has grown recently in Vietnam as a number of Vietnamese learners found this mode novel and motivating, as compared with traditional teacher-fronted classes, and importantly, what they liked most was the freedom to share ideas (Nguyen, 2011). Pham et al. (2014) investigated the frequency and patterns of interaction of Vietnamese learners and instructors from Vietnam and other countries in asynchronous CMC forums. Using descriptive statistics and content analysis based on Salmon's (2003) model, they showed that communication forums enhanced learners' English communication with instructors and participation in online interactions. Besides that, instructors paid more attention to guiding and motivating the learners to interact.

To sum up, research has explored NoM in various settings and participants; but a paucity of research has compared NoM between teachers of different L1 backgrounds and EFL learners. To gain further insights into the difference in interaction between them and to provide further empirical evidence for more rigorous interaction, the current study examined the NoM between NESTs versus NNESTs and Vietnamese EFL (VEFL) learners in online voice synchronous CMC. It seeks to further understand how teachers create facilitative conditions of SLA in an online environment.

## Methods

### Interaction analysis and database

The current study was mainly based on the analysis of a database of 30 interaction sessions video-recorded, including 15 NEST-VEFL learner dyads and 15 NNEST-VEFL learner dyads. All the thirty VEFL learners were working adults with the same basic level of proficiency as measured by a proficiency test administered by the company. The 15 NESTs consisted of males (12) and females (3) from three English speaking countries: England (7), the US (5) and Australia (3). They all have university degrees and TESOL certificates. The 15 NNESTs consisted of males (5) and females (10) from the Philippines (8), Ukraina (1), Poland (1) and Serbia (5). They all also have obtained university degrees and TESOL certificates.

The general method of this study is computer-mediated discourse analysis (CMDA), which was first proposed by Herring (1995; cited in Herring, 2001). As cited in Herring (2001), interactive exchanges can be the subject of CMDA, including analysis of logs of verbal interaction such as characters, words, utterances, exchanges, etc. The basic methodological orientation of CMDA is qualitative in that it makes observations of discourse phenomena and quantitative in that those phenomena are coded and counted and summaries of their relative frequencies are produced.

Each recording was transcribed and analyzed quantitatively and qualitatively to answer the two research questions. The coding and counting approach was adopted using the taxonomy described above. To ensure the reliability, one colleague in the field of TESOL was asked to re-code the interactions based on the coding taxonomy. The inter-coder reliability was tabulated using SPSS statistical package; the reliability was established by using inter-coders of a sample of the data.

### Procedures

To create the database of video recordings, the first author obtained permission from her online education company, where she worked as a teaching assistant. As an assistant teacher, the researcher was allowed to record each lesson session for writing evaluative reports to the company. The participants were made aware of the video recording activity as part of the company's work for quality appraisal. In this way, the recordings were taken for interaction analysis, and to ensure anonymity, each teacher was given a code which was then used in reporting the data (e.g. NEST1, NNEST1).

Each online lesson lasted 45 minutes and usually followed a format. The lesson started with a warm-up interaction between the teacher and learners, then peer interaction occurred among learners, followed

by pronunciation practice, and finally teacher-learner interaction which lasted around five minutes each. These teacher-learner interaction sessions formed the database for the study.

### Coding procedures

NoM functions were coded, using the taxonomy described above. Examples of each type of NoM are provided below.

Table 2. *NoM coding scheme with examples*

Functions	Examples
Clarification request	H2: I want to know how much is the fee? NNEST2: <u>for? for what?</u>
Confirmation *	H3: in February fourteen twenty eighteen NNEST3: <u>so it is in February, February fourteen</u>
Confirmation check	H1: my skin is dull and I want to make it brighter NNEST1: <u>you want your skin to make it brighter?</u> H1: yes
Correction or self-correction	L12: features, features NEST12: that's OK and <u>features</u> NEST8: you can learn on the Internet
Elaboration	L8: yes, <u>internet goes to any corner of the world, every field, economy, education, art</u>
Elaboration request *	H6: I think Ha Long Bay is the most beautiful place in my country NNEST6: <u>Ha Long Bay? and where is that? can you explain?</u> H6: I know Ha Long Bay is the famous place in the world NNEST14: maybe some bubble wrap
Reply clarification	H14: bubble wrap what? NNEST14: <u>it is a packing material and it prevents damages, packing company uses it for their devices</u>
Reply confirmation	NNEST6: Eiffel Tower? H6: <u>yes, I think it is attractive because structure, architect a long time</u>
Reply elaboration *	NNEST6: and do you visit some other parts of French or only Paris? H6:

*\*Functions of NoM added by Akayoglu and Altun (2009)*

In order to ensure the reliability of coding, 20% of the entire data set was coded by two independent coders. The coders agreed on 90% of their coding, suggesting that the data were coded with strong consistency.

### Data Analysis

In order to answer the first question, the interactions of 30 pairs of participants were analyzed and coded for NoM functions. The Conversation Analysis transcription was based on **Atkinson & Heritage (1984)**. The codes were then quantified by counting out of the total words of the teachers, the total number of NoMs per 100 words, and the total number of each type of NoM per 100 words. The data was entered into SPSS for statistical analysis.

The differences between the two groups were statistically analyzed by using Mann-Whitney U test because the assumption of a normal distribution was not met in this small sample. The comparison is made in the number of words, NoM functions per 100 words and specific NoM functions. The differences in interaction quality was further examined and illustrated by qualitative interaction analysis.

### Results

First, the distributions of NoMs and specific NoM functions are analyzed for NESTs, NNESTs, and VEFL learners. Then quantitative comparisons between NESTs and NNESTs are presented. Finally, a qualitative analysis of learner output is conducted to analyze how NEST and NNEST NoM input affects

learner output.

### NoM functions used in NEST and NNEST groups

The NESTs produced far more words than the VEFL learners and also produced NoMs at a higher rate. Out of 4,083 total words produced across the 15 sessions, the NESTs produced 2501 words, while the learners produced 1582 words. Among 210 NoM instances across 15 sessions, the teachers used 3.38 NoMs per hundred words, while the learners used 1.76.

As Table 3 reveals, four dominant NoM functions were observed among the NESTs. These functions included elaboration request (1.03 per 100 words), confirmation (0.86 per 100 words), elaboration (0.76 per 100 words), and correction (0.39 per 100 words). In contrast, functions dominant among the learners were reply elaboration (0.86 per 100 words), reply confirmation (0.27 per 100 words) and elaboration (0.24 per 100 words). Five negotiation functions in the framework were not observed, namely comprehension check, reply clarification, reply comprehension, reply vocabulary and vocabulary request.

**Table 3.** *Frequency of NoM and Ratio of NoM per 100 words in both dyads*

Function	NESTs-VEFL				NNESTs-VEFL			
	Words = 4083; NoM = 210				Words = 4997; NoM = 239			
	NEST		VEFL		NNEST		VEFL	
	Freq	Ratio	Freq	Ratio	Freq	Ratio	Freq	Ratio
Elaboration request	42	1.03	3	0.10	64	1.28	3	0.06
Confirmation	35	0.86	8	0.20	35	0.70	8	0.16
Elaboration	31	0.76	10	0.24	7	0.14	2	0.04
Reply elaboration	4	0.10	35	0.86	1	0.02	41	0.82
Correction or self-correction	16	0.39	0	0.00	5	0.10	0	0.00
Reply confirmation	4	0.10	11	0.27	9	0.18	14	0.28
Confirmation check	5	0.12	4	0.10	17	0.34	5	0.10
Clarification request	1	0.02	0	0.00	10	0.20	6	0.12
Comprehension check	0	0.00	0	0.00	0	0.00	0	0.00
Reply clarification	0	0.00	0	0.00	6	0.12	6	0.12
Reply comprehension	0	0.00	0	0.00	0	0.00	0	0.00
Reply vocabulary	0	0.00	0	0.00	0	0.00	0	0.00
Vocabulary request	0	0.00	0	0.00	0	0.00	0	0.00

In other words, on average, the NESTs used more NoMs than the VEFL learners. They often utilized elaboration requests, confirmation, elaboration, and correction. In return, the learners used reply elaboration, reply confirmation and elaboration more frequently, and elaboration requests and confirmation checking less often.

In contrast, the NNESTs and VEFL learners produced a similar number of words across the 15 sessions. Out of 4997 words, the teachers produced 2636 words and the learners did 2361 words. There were 239 NoM moves out of 15 sessions among which the learners were engaged in negotiation at a ratio of 1.70 NoMs per hundred words, whereas the NNESTs engaged at a rate of 3.08 NoMs per hundred words.

Table 3 further reveals nine specific NoM functions the NNESTs were engaged in. The ones frequently used were elaboration requests (1.28 per hundred words), confirmation (0.70 per hundred words), confirmation checking (0.34 per hundred words), and clarification requests (0.20 per hundred words). The less frequent ones involved elaboration (0.14 per hundred words), reply elaboration (0.12 per hundred words), and correction (0.10 per hundred words). Like the NESTs, the NNESTs used elaboration requests most frequently. This means that reply elaboration, which is the corresponding response function, was most frequent in the learners (0.82 per hundred words); followed by reply confirmation (0.28 per hundred words) in return to confirmation checking by the NNESTs. The learners rarely used confirmation checking, clarification requests and reply clarification. They also seldom asked

for elaboration (0.06) and elaborate on their ideas (0.04). Comprehension checks, reply comprehension, reply vocabulary and vocabulary requests were not used.

In a word, the data indicated that like the NESTs, the NNESTs made use of more negotiation functions than the VEFL learners in their interactions. They preferred elaboration requests, confirmation, and confirmation check respectively, while the VEFL learners frequently used reply elaboration and reply confirmation; and this difference will be discussed in a later section.

### Quantitative differences between NESTs and NNESTs

**Table 4.** *Frequency of NoM functions per 100 words compared between NESTs and NNESTs*

Functions	NESTs NoM Rate	NNESTs NoM Rate
Elaboration request	1.03	1.28
Confirmation	0.86	0.70
Elaboration	0.76	0.14
Reply elaboration	0.10	0.02
Correction or self-correction	0.39	0.10
Reply confirmation	0.10	0.18
Confirmation check	0.12	0.34
Clarification request	0.02	0.20
Reply clarification	0.00	0.12
<b>Total</b>	<b>3.38</b>	<b>3.08</b>

A Mann-Whitney U test was used to compare the number of words between NESTs and NNESTs, VEFL learners (with NESTs) and VEFL learners (with NNESTs), NESTs and their VEFL learners, NNESTs and their VEFL learners. The result showed that the number of words uttered by NESTs and NNESTs was not significantly different ( $p > .05$ ). However, the number of words produced by the learners with NESTs and the learners with NNESTs showed a significant difference ( $p = .021$ ). The learners interacting with NNESTs produced more words than those interacting with NESTs across the fifteen sessions. The NESTs produced far more words than their VEFL learners ( $p = .022$ ), while the NNESTs and their learners showed no difference in this respect ( $p = .191$ ).

**Table 5.** *Differences in NoM functions used by NESTs and NNESTs*

	ER	Conf	Elab	Relab	Cor	RConf	ConC	ClarR	RClar
Mann - Whitney U test	108.5	110.5	64.5	90	88	84	55	52	82.5
Asymp. Sig. (2- tailed)	0.867	.932	.031	.148	.209	.153	.009	.002	.035

As further shown in Table 4 and Table 5, among the nine NoM functions produced by NESTs and NNESTs, significant differences were observed in the use frequency of elaboration ( $p = .031$ ), confirmation checking ( $p = .009$ ), clarification requests ( $p = .002$ ), and reply clarification ( $p = .035$ ). The NNESTs used more clarification requests (ClarR), reply clarification (Rclar), and confirmation check (ConC), whereas the NESTs used elaboration (Elab) more often, and this difference will be discussed in a later section.

### Quantitative differences between VEFL learners with NESTs and NNESTs

The Mann-Whitney U test of the NoM differences between VEFL learners when interacting with NESTs and NNESTs (Table 6) further revealed significant results in elaboration ( $p = .046$ ) and reply clarification ( $p = .007$ ). The learners interacting with NNESTs used more elaboration while the learners interacting with NESTs used more reply clarification.

**Table 6.** *Differences in NoM functions used by VEFL learners in the two groups of dyads*

	ER	Conf	Elab	Relab	RConf	ConC	ClarR	Rclar
Mann - Whitney U Test	92	95.5	74	104.5	97	105.5	90	67.5



Asymp. Sig. (2-tailed)	.189	.408	.046	.733	.485	.694	.073	.007
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### Qualitative evidence

Elaboration, confirmation check, clarification request, and reply clarification were significantly different between NESTs and NNESTs. Elaboration and reply clarification were also significantly different between VEFL learners in dyads with NESTs and with NNEST. Therefore, these functions are taken further for the qualitative analysis.

### Elaboration

As indicated, the NESTs used elaboration more frequently, and this happened when the learners failed to provide sufficiently comprehensible information. Although elaboration with explanations and examples is useful to generate comprehensible input for learners, it is likely to limit the time for learner production. The following excerpt from Session 8 in a NEST-VEFL learner dyad showed that the NEST could have blocked opportunities for the learners to respond and move the talk forward.

NEST8: ok, do you know any disadvantages of learning online?

L8: it is advantages of learning online - it is ((pause))

NEST8: [ok

L8: [I join - the forum there and I study the group ((pause))=

NEST8: =ok, very good, you also talk about advantages. I will give you some advantages. As I said before I want to tight a tie on Youtube and having videos, if I do not remember something, I can go back and watch the video again. I can also see the video if I want to, and I can pause or start to follow steps, step by step and do slowly to make sure that everything I do correctly. And one disadvantage or maybe students are shy speaking English, learning on the Internet will help build up confidence, but they don't have experience talking to someone, one on one or face to face, learn online, participate online when they talk to actual person, they are very shy because there are a lot of difference when I am talking to you here and talking to you in person across to me. A big difference and if you are shy, face to face interaction, you will be very shy, ok, very good job

Despite providing rich comprehensible input, NEST8, an American teacher appeared to block the opportunity for L8 to practice output by taking the floor, instead of asking prompt questions to elicit the learner to speak further. Also, after providing the input, the teacher neglected to check whether the learner understood it or not. The teacher's elaboration strategy, in this case, unintentionally prevented the learner's elaboration, which seemed to be limited to "it is advantages of learning online - it is ((pause))" or "I join - the forum there and I study the group ((pause))".

However, elaboration was more frequently used by VEFL due to elaboration prompting from NNESTs, leading to more production. As the excerpt below from Session 3 illustrates, a Filipino teacher maintained the conversation by encouraging H3 to elaborate.

NNEST3: =where do you celebrate Tet holiday?=  
=

H3: =yeah family celebrate the Tet holiday because it is the most important holiday in my country, yes family so fun and happy when Tet holiday is coming=  
=

NNEST3: =what about traditional food? Do you cook traditional food during the holiday? Does your family cook traditional food?=  
=

H3: =my mother every year, my mother cooks traditional cake such as Chung cake or Tet cake and nowadays, people can eat in the restaurant so many traditional food and after eating yes ((pause))  
=

NNEST3: go on? after eating?=  
=

H3: =after eating, we can visit relatives, sometimes you visit pagodas, we have happy new year  
=

The learner, H3, elaborated more on Tet celebration, traditional food, and activities following the Filipino teacher's elaboration requests "where do you celebrate Tet holiday?", "what about traditional food? Do you cook traditional food during the holiday? Does your family cook traditional food?", "go on?"

after eating?" In this case, these questions gave the learner the opportunity to elaborate and produce more output.

### Confirmation check

Confirmation check helps to ensure conversational exchanges are comprehensible, and as used by the teacher together with other functions like elaboration requests, also pushes learners to elaborate on what they have said. The following excerpt from Session 9 in a NNEST-VEFL learner dyad illustrates that the NNEST9, a Filipino teacher, combined confirmation checking and elaboration requests to encourage the learner to speak more.

NNEST9: so when you use your camera, what do you like to photograph? You have any subject? =

H9: =subject, no, I like ah ((pause)) I do not have subject, I just like taking photos and video=

NNEST9: =ah ok yes, you just take photos of anything, right?=

H9: =yes=

NNEST9: =uh huh so do you have a lot of photos and video in your phone?=  
=uh yeah I have a lot of photos and videos in my phone

H9: =sorry? =

NNEST9: =I think you have a lot of photos in your phones now?=  
=

H9: =yes, yes I have about three thousands pictures=

NNEST9: =oh that's a lot

The teacher confirmed the information “yes, you take photos of anything, right?” and upon hearing the learner’s response, maintained interaction with an elaboration request “do you have a lot of photos and video in your phone?” In this case, the teacher pushed the learner to produce more output.

Unlike the Filipino teacher in the preceding excerpt, the conversation in Session 9 below demonstrates the different way a NEST used confirmation checking followed by elaboration to negotiate with a learner.

L9: yes, ((pause)) when my children have been vaccinated, they always have got a fever, I am so worry=

NEST9: =ah, ok, so ah he still has a fever?=  
 NEST10: yes

L9: =yes=

NEST9: =but he has been vaccinated?=  
 NEST10: =yes, he has been vaccinated. =

L9: =yes<sup>↑</sup>

NEST9: =ok, perhaps, you should take him to the doctor and check out what the problem is=

L9: =yes, I take my children to the doctor, the doctor has got it very uh it very- easy, he will uh - they will -uh- [they will=

NEST9: =ok, you can take him to the doctor and maybe give him some medication. If he had vaccine, it should be ok

The teacher confirmed the information “but he has been vaccinated?” then upon hearing the learner’s confirmation, elaborated “ok, perhaps, you should take him to the doctor and check out what the problem is” or “ok, you can take him to the doctor and maybe give him some medication. If he had vaccine, it should be ok,” rather than using other functions to encourage the learner to speak. Therefore, if the learner had no ideas for discussion, the interaction would stop.

### Clarification requests

Clarification requests prevent misunderstanding and create smooth exchanges in authentic interactions. Below is an example from Session 9, a dialogue between a Ukrainian teacher and a VEFL learner.

H2: I want to know how much is the fee?=  
=

NNEST2: =for? for what? =

H2: =the fee for luggage, I want to check my baggage on the train so I want to know how the fee is. How much the fee is?

NNEST2: =what is the fee? you can say how much does it cost? to check the baggage. It is 10 dollars for one suitcase, but you have 2 suitcases, it will cost you 15 dollars for everything

In the conversation, the learner was allowed to provide better explanations, making her message clearer by saying “the fee for luggage, I want to check my baggage on the train so I want to know how the fee is.” Followed by “for? for what?” a request from NNEST2. On the other hand, the interaction between NEST15, an American teacher and L15 in the following excerpt from Session 15 seemed less successful in getting the message across.

NEST15: =of course, you can pay by visa, so would you like some cookies or anything with you? or you just want to pay now =

L15: = uh I want to pay by visa =

NEST15: =ok ok sure, so I will bring the bill, here is the bill? does it look correct? the bill?

L15: ((pause)) no

NEST15: no? =

L15: =yes, I want nine cookies bring home =

NEST15: =ok, so I give you the bill can you pay 50,000 Vietnamese dong? =

L15: = uh, fifty thousand? yes =

NEST15: =yeah, fifty thousand =

L15: =yes, it is correct exactly

When the NEST15 asked “does it look correct?” the learner answered “no” and the NEST15 requested for clarification by asking “no?” with a raising intonation. However, the learner seemed not to understand the request and continued with “I want nine cookies bring home”, understood as an answer to the previous question “would you like some cookies or anything with you?” Although the teacher used a clarification request, the interaction was not as productive as with the case of NNEST-VEFL learner illustrated above.

### **Reply clarification**

Reply clarification is to elucidate a previous statement. When learners fail to make sense of something, they may use this function, which may elicit the use of reply clarification from the teacher. In the following case from Session 14, in NNEST-VEFL learner dyad, the negotiation led the learner to ask for clarification to which the teacher replied with an explanation. Such negotiation provides further comprehensible input to the learner.

NNEST14: ok, this is a good idea, and put them around the device, ((pause)) right? =

H14: [yes

NNEST14: =[maybe some bubble wrap

H14: [bubble wrap what? =

NNEST14: =it is a packing material that prevents damages, so I think bubble wrap some packing company uses it for their devices, good thank you very much =

H14: =thank you teacher

Evidently, H14 failed to know what the bubble wrap is for, which led to her to getting to know the meaning. The NNEST14, a Serbian teacher, explained it with a clear context which made the input comprehensible to the learner who then confirmed her comprehension with “thank you teacher”. The data of the study showed that throughout 15 sessions, reply clarification was not present in NEST-VEFL

learner dyads. This may be because the learners in these dyads did not have much chance to negotiate further.

The frequent request for clarification by NNESTs also made a significant difference in their learners' reply clarification compared with the VEFL learners in the NEST dyads, as illustrated in the excerpt from Session 2 in a NNEST-VEFL learner dyad.

H2: I want to know how much is the fee? =

NNEST2: =for? for what? =

H2: =the fee for luggage, I want to check my baggage on the train so I want to know how the fee is. How much the fee is?

By replying to clarification requests, the learner had another chance to negotiate for meaning, which could prompt more thoughts and longer sentences. H2 seemingly produced more extended output upon the request, giving the context and explaining why she wanted to ask the question: "the fee for luggage, I want to check my baggage on the train so I want to know how the fee is. How much the fee is?" In this case, the NNEST, an Ukrainian teacher failed to understand the learner or intentionally used a clarification request to encourage the learner to elaborate.

To sum up, both quantitative and qualitative data indicate that there were marked differences in the patterns of NoM functions and the quality of interactions. The NESTs tended to provide more extended input than the NNESTs instead of further prompting learners to speak, and thereby unintentionally restricted the VEFL learners' opportunities to talk. This is confirmed by the outweighing number of words produced by NESTs compared to that of their learners ( $p = .022$ ) and the frequent use of elaboration. In contrast, the NNESTs tended to create more opportunities for their learners to produce more output by using confirmation checking, clarification requests apart from other functions.

## Discussion and Implications

In this study, VEFL learners participated in online voice CMC interactions with either a NEST or an NNEST. The use of NoMs by the learners, NESTs, and NNESTs was analyzed both quantitatively and qualitatively. Significant differences were observed in the use of NoM functions by NESTs and NNESTs which impacted learner output.

The results revealed that elaboration request was most frequently and equally used by both NESTs and NNESTs, and this function seems to be effective in encouraging learners' production. This finding is consistent with previous studies (Akayoglu & Altun, 2009; Samadi & Noordin, 2014). In terms of online learning environment, voice interactions seem to be more effective than text-based or email interactions and was preferred by learners (Patterson and Trabello, 2006). This raises a crucial question regarding the conditions for effective interactions EFL learners can have when choosing their interlocutors and learning environment.

In addition, the result analysis indicated that NESTs and NNESTs used elaboration differently. The fact that the NESTs used more elaboration than the NNESTs is consistent with what Kitade (2006) found. Nevertheless, the current study found that too much teacher elaboration apparently reduces learners' output practice. Instead of asking the learners to elaborate more on their responses or clarify their ideas, the NESTs tended to negotiate meaning by giving detailed explanations or examples. In contrast, the NNESTs used more confirmation checking, clarification requests, or elaboration requests to prompt further interaction and output. While provision of comprehensible input is essential to improve learners' listening, output practice also contributes to language acquisition (Swain, 1985). It is crucial that teachers be aware of balancing these opportunities to create the most facilitative environment especially for adult learners who seek opportunities for speaking practice online.

The current study demonstrates the crucial role of teachers in online voice CMC in supporting EFL learners' learning through creating quality interactions. Learner involvement in NoM is only successful as long as learner output is considered as a key factor in the online environment, especially in cases where learners have rare opportunities to practice speaking with English-speaking teachers. The online learners in this study produced output in negotiating with teachers in both types of dyads, but the learners

produced more output in interaction with the NNESTs than with NESTs. Such evidence is consistent with Lee (2001) who found that requesting clarification is the most salient negotiation function and with Jepson (2005) who found that it encourages the speaker to elaborate ideas on and sustain interactions. This result provides further evidence to reconsider the stereotype that NNESTs are inferior to NESTs, and that in terms of negotiation functions in CMC, an awareness of the role and purpose of interaction could be vital in supporting EFL learners to develop proficiency. It would be more effective if teachers of English, regardless of native status, are made aware of deploying interactions not only to provide comprehensible input and corrective feedback, but also to encourage and push learners to produce output.

Despite the small sample of the participants, the findings of the present study have several implications for the research on the relationship between the online education industry, teachers, and learners in terms of second language acquisition. First and foremost, the results of this study suggest that online voice CMC interactions could be an ideal environment for EFL learners to practice the target language. The increasing availability and affordability of online chat technology will continue to create conditions that facilitate EFL learning. Evidence from this study suggests that voice chat synchronous CMC interactions offer a promising environment where learners can participate in meaning negotiation. This online environment seems to be supportive and sufficient to EFL learners in participating in distance learning without spatial barriers; the learners worked independently and learned actively with online teachers who did not see their faces during the interaction. This could create a secure learning environment compared to face-to-face interaction which poses face threatening risks for low proficiency learners. However, it might have contributed to misunderstanding which possibly accounts for the differences in patterns of NoM functions.

Second, the EFL learners benefit from both NESTs and NNESTs in different ways. Evidence from this study showed that they received more comprehensible input from NESTs and produced more output in negotiating with NNESTs. In this respect, the status of nativeness is no longer crucial; rather it is vital to be aware of how to negotiate with learners as well as the purpose of online interaction sessions. However, this tentative conclusion needs corroborating evidence from future research with larger sample sizes.

In particular, clarification requests, confirmation checks, or any functions which could move the dialogue forward, should be employed to produce learner output. Online learning undeniably brings foreign language learners in closer contact with expert users of English which increases the likelihood of exposure to rich input, but spending a lot of time to provide elaboration limits opportunities for learners who need to practice extended discourse in order to improve their speaking proficiency. From significant differences in learners' use of NoM functions, this research suggests that VEFL learners could benefit more from input when interacting with NESTs whereas they would have more comprehensible output with NNESTs.

## **Conclusion**

This study attempted to examine the use of negotiation of meaning functions in dyads with NESTs and NNESTs and compare the interactions between them, as well on their impact on learner production. The data confirmed that the teachers are generally effective in negotiating with the learners and the VEFL learners benefited from voice chats with both NESTs or NNESTs. However, the VEFL learners had restricted opportunities to talk when they interacted with NESTs due to NEST overuse of elaboration. On the other hand, NNESTs used more negotiation functions that encouraged learners to talk more. The differences in the number of words VEFL learners produced and the negotiation highlight important implications for the online teaching industry. The study further emphasizes the effectiveness of synchronous online voice CMC interactions in promoting VEFL learners involvement in conversations. It also helps to strengthen the important position of NNESTs in supporting EFL learners in CMC interactions. The study has two major limitations. The majority of NNESTs were Filipino, so the qualitative data was not maximally representative of NNESTs. Also, future research based on a larger database and different learner levels of proficiency would probably produce more insights into how online interactions are handled and how they could benefit second language learners.

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## Table of Contents

<b>Foreword by Copy Editor.....</b>	<b>1-2</b>
<b>Feature Articles</b>	
<b>1. George Skuse.....</b>	<b>3-30</b>
<i>The Talk Skills Project: Improving Dialogic Interaction in the Korean Adult Foreign Language Classroom</i>	
<b>2. Nguyen Van Loi.....</b>	<b>31-57</b>
<i>Vietnamese EFL Teachers' Beliefs and Practices of Alternative Assessment in Teaching English at Secondary School</i>	
<b>3. Ngan Nguyen and Francis Godwyll.....</b>	<b>58-82</b>
<i>Why we are not where we want to be: Dilemmas of English language teachers and learners in Vietnam</i>	
<b>4. Stan Pederson.....</b>	<b>83-98</b>
<i>Target Language Use and Support for Comprehension by Japanese Primary Teachers in English Classes: A Quantitative Perspective</i>	
<b>5. Chalida Janenoppakarn and Saneh Thongrin.....</b>	<b>99-135</b>
<i>Enhancing Medical and Health Science Students' Writing Development Through a Modified Process-Genre Approach</i>	
<b>6. Richard Janosy and Michael Thomas.....</b>	<b>136-161</b>
<i>Self-Taught Language Learners in China and Their Learning Strategies: A Multiple, Instrumental Case Study of Approaches in Contextual Situations</i>	
<b>Book Reviews</b>	
<b>7. Yangmen Liu.....</b>	<b>162-164</b>
<i>Learner Corpora and Language Teaching</i>	
<b>8. Derek Bell.....</b>	<b>165-167</b>
<i>Language Assessment: Principles and Classroom Practices (Third Edition)</i>	

## **Vietnamese EFL Teachers' Beliefs and Practices of Alternative Assessment in Teaching English at Secondary School**

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### **Abstract**

As part of the National Foreign Languages Project on renovating foreign language instruction, a new English assessment policy that incorporates alternative assessment into teaching English has been introduced to the school system of Vietnam. The current paper discusses the uptake of this innovation by investigating the perspectives and practices of public secondary school EFL teachers. A self-report questionnaire which includes both closed and open-ended questions to elicit quantitative data and qualitative comments was administered to a sample of 164 lower and upper secondary school teachers in four Mekong Delta's provinces of Vietnam. The results showed that although the teachers were well aware and appreciative of the values of alternative assessment, they held a less positive perception towards the feasibility of those alternative assessment tasks that are so demanding and time-consuming. They also expressed a weak belief in the importance of these methods to students' development of proficiency. In practice, they reported rarely using these forms in their classrooms due to students' proficiency, time and workload pressures, which possibly suggests an interaction of contextual factors with a lack of confidence in implementing them. The results offer useful implications for educators and administrators in terms of EFL teachers' professional development, training and change support.

**Keywords:** teacher beliefs, alternative assessment, formative, secondary school, innovation, EFL

## **Introduction**

Besides curricular and methodological innovations, assessment practices are indispensable for improving the quality of foreign language teaching and learning. Alternative assessment (AS) has values which need to be incorporated into the classroom, and skills and knowledge of AS is regarded as an essential element of language assessment literacy for language teachers (Giraldo, 2017). For long, however, the mainstream school system in Vietnam has largely relied on high-stakes testing to gauge the effects of teaching on learning (Canh, 2020). Accordingly, a variety of tests, namely regular quizzes, mid-term tests, end-of-term tests, and graduation tests have been adopted as the main measures of language competence and performance. While traditional formal tests remain a key practice in assessing learners' achievements and school accountability, through the National Foreign Languages Project (NFLP) 2020, a new policy has introduced AS methods into schools.

The Ministry of Education and Training of Vietnam (MOET), through the NFLP 2020, introduced other measures of assessment than tests into their classrooms. According to Dispatch 5333, school teachers are to use one of the alternative techniques to assess students, namely portfolios, projects, and journals, in replacement of one 45-minute test, in order to enhance the learning process (MOET, 2014). However, what the school teachers currently believe and do about assessment remains a gap to be filled. The present study was thus conducted with an aim to shed light on how alternative assessment methods could be accommodated into existing practices in an EFL context. Drawing upon previous research on teachers' conceptions of language assessment (Almaamari, 2014; Brown, 2011; Muñoz, Palacio, & Escobar, 2012; Van Loi, 2014; Widiastuti, 2018) and the data obtained from a semi-opened questionnaire administered to a sample of Vietnamese EFL secondary teachers, this paper discusses the values and uses attached to AS from the perspective of Vietnamese EFL school teachers. Specifically, teachers' beliefs are examined with a focus on assessment nature, purposes, effectiveness, and forms, the desirability for and the feasibility of AS, and teachers' practices are revealed by self-reported scales on AS use frequency and factors influencing their choices.

## **Literature review**

### ***Nature of alternative assessment***

Assessment theory in language education has developed from formal product-oriented assessment which particularly emphasizes the use of tests to less formal process-oriented

assessment which involves a variety of ways of collecting information about students' performance or progress in the day-to-day classroom (Harris & McCann, 1994; Fox, 2017). Apart from traditional testing, there exist many alternative methods of collecting evidence about students' progress, defined as AS, in the form of classroom tasks and activities, namely posters, presentations, discussions, observations of students' behaviours, projects, journals, and portfolios (Brown, 2001; Harris & McCann, 1994; Shermis & Vesta, 2011).

Alternative assessment is predicated on a constructivist view of knowledge which stresses the active role of the learner and learning process. This suggests assessment is an on-going dynamic process which empowers learners in their learning and informs teachers of their teaching effectiveness for performance improvement (Brown, 2001; Janisch, Liu, & Akrofi, 2007) which are referred to as formative purposes. In fact, AS is synonymous to formative assessment, classroom assessment or assessment for learning (Leung 2005, cited in Saito & Inoi, 2017). In contrast, formal tests usually imply teacher judgments on learning achievements, and are intended for summative purposes such as classifying learners and informing administrators and society of the educational quality (Brown, 2001). Nevertheless, Looney, Cumming, van Der Kleij, and Harris (2017) note that the borderline between summative and formative assessment in formal respects is blurred, as tests could be employed to provide feedback information to students and teachers. Formal testing largely has instrumental purposes such as judging and classifying learners' levels of learning or ability or deciding if a student passes or fails. In contrast, alternative forms of assessment mainly aim to motivate students, and provide useful feedback to push teaching and learning. Thus, it has the potentiality to improve learning achievement. According to Bachman and Palmer (2010), classroom assessment tasks are implicit such that they involve dual purposes of collecting information about students' learning and facilitating their learning. They further point out that classroom assessment has a dynamic and cyclical nature, which means the teacher constantly conducts assessment, making decisions, adapting instructions, and assessing students again and so on.

Classroom assessment is conventionally undertaken by the teacher, but assessment should be understood as an on-going process in which both the learner and teacher are engaged in making judgments about the learner's progress in language learning (Hancock, 1994). Thus, non-conventional methods such as self-assessment, peer assessment, and other options offer possible measures to elicit feedback that informs learners of their learning and teachers of their teaching. One crucial benefit of incorporating alternative methods into the

language classroom is that they provide a wider range of evidence than formal tests on which to judge and boost the language competence of students as well as teach them learning skills (Hancock, 1994). The problem, however, is that AS increases teachers' workload and demands on their time (Nasri et al., 2010). Gronlund (2006) stressed that AS requires more time to design and score, and is more complex than traditional types.

Given the nature of AS, the meanings EFL teachers attributed to it, which may be shaped by their existing beliefs about the nature of language teaching and learning, testing and assessment, and practical experiences, are central to their implementation of assessment innovations (Looney et al., 2017). As cited by Brown (2011), drawing on the term *conception* which "encompasses beliefs, concepts, meanings, propositions, rules, mental images, preferences and the like" (Thomson, 1992, p.130), teachers' conceptualisations of assessment can be inconsistent with policy expectations and even with their classroom practices.

### ***Teacher beliefs and practices about language assessment***

In recent decades, researchers have paid close heed to the relationship between teacher cognition including teacher beliefs, teacher knowledge and learning, and their classroom practices on the ground that an understanding of its nature benefits teacher education and professional development (Borg, 2006; Freeman, 2002). This focus is especially required in the context "where [English] is taught by non-native teachers and where syllabuses are to various degrees prescribed" (Borg, 2003, p.98). Johnson (2006) particularly stresses that research on teacher beliefs has made significant contributions in terms of informing L2 teacher educators that there exists "an epistemological gap between how L2 teacher educators have traditionally prepared L2 teachers to do their work and how L2 teachers actually learn to teach and carry out their work" (p.239). A closer examination of the role of teachers' beliefs about educational innovations uncovers informative lessons to teacher development (Cuban, 1993).

Research on teacher beliefs and practices has been established in language education (Barcelos, 2003; Berliner, 2005; Borg, 2006). The term *belief* seems to be a complex construct (Pajares, 1992) without semantic consensus (Borg, 2001), but according to Borg some specific features can identify a belief. In this paper, a belief is understood as "a proposition which is consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and therefore is imbued with emotive commitment, [serving] as a guide to thought or behaviour" (Borg, 2001, p.186). To Brown (2004), teachers' conceptions

or beliefs can be revealed by their agreement or disagreement with propositions about assessment.

It is generally concluded that teachers' beliefs interact with their practices such that the former can shape the latter or is not congruent with the latter due to practical constraints (Borg, 2006). Teacher assessment of students' behaviours, for example, is shaped by their beliefs regarding the nature of teaching, learning and assessment (Borko, Mayfield, Marion, Flexer, & Cumbo, as cited in Muñoz, Palacio, and Escobar, 2012). Therefore, pedagogical innovations can be fruitfully implemented if teacher beliefs which are unconsciously shaped by their training, working experience and context, and substantially hindering their innovation take-up, are justified and addressed.

Research about teacher assessment beliefs and practices in general education has indicated that teachers hold positive beliefs about formative assessment, but in practice they may display reluctance to employ assessment for improvement of learning and teaching and face tensions in making assessment decisions. Brown (2004) indicated that the New Zealand primary school teachers concurred with the view that assessment is a channel to improve pedagogical practices and student learning outcomes, and to increase teacher and school accountability, while they disagreed that assessment is for student accountability and is irrelevant for teachers and students. Using a phenomenographic study to examine the experience and thinking of 26 New Zealand school teachers, Harris and Brown (2009) concluded that the teachers felt a tension between what assessment they deemed useful for student learning and the need for school accountability to society and other stakeholders. Brown (2011) further points out later that while teachers expressed their consensus with formative assessment values, they refused using it in practice; those teachers who were resistant to changing assessment practices often have a low sense of professional development and success.

In language education, despite ample research on language teacher cognition over the last four decades (see Borg, 2006), inadequate attention has been devoted to teacher beliefs and practices regarding language assessment, especially alternative assessment methods. A few studies have revealed a relatively positive relationship between teachers' assessment-for-learning beliefs and practices in monitoring and scaffolding learning (Gan, Liu & Yang, 2017; Hasan & Zubairi, 2016) and no teacher perceptual difference in terms of their academic qualifications, teaching experiences and learners' proficiency level (Nasr et al., 2018). Others



have unpacked a complex interaction between teachers' assessment beliefs and practices, reflecting a similar observation in general education.

Rogers, Cheng, and Hu (2007) compared the assessment beliefs of EFL instructors across three university-level contexts, namely Canada, Hong Kong, and Beijing. The study found that the instructors' beliefs were linked to their assessment methods and intentions. The instructors believed that assessment is important both for formative and summative purposes. In practice, they all reported using a variety of assessment methods for their formative purposes such as providing feedback to improve learning or collecting information on teaching effectiveness. However, the mismatch also emerged probably because of cultural and social context. Teachers in Beijing claimed that AS is more effective than formal tests for evaluating students, but in practice, they used objective tests more than the Canadian and Hong Kong instructors. The researchers attribute this discrepancy to the need to prepare students for college exams and large class sizes. The study further revealed that the teachers found AS (performance assessment in the study) time-consuming and labour intensive, which negatively influenced their use of AS; their insufficient understanding of how to implement the AS results to improve teaching and learning also contributed to their reluctance. As cited in Saito & Inoi (2017), Cheng et al. (2011) found Chinese high school teachers used journals and portfolios less regularly (around 30%) than self and peer assessment (approximately 50%), while Cheng et al. (2004) found teachers in Hong Kong used all these forms less frequently. Saito and Inoi (2017) further confirmed that these methods were less regularly employed by Japanese high school teachers. Likewise, Muñoz, Palacio, and Escobar (2012) examined the beliefs of 62 teachers in an adult English program of a private institute of languages, regarding using formative assessment in oral and writing evaluation. They showed that their beliefs and practices were contradictory due to their lack of assessment literacy. Despite their robust belief in the formative values of assessment, the instructors reported a concern for the inadequate ability to apply assessment results in improving their teaching and learning. This explained why they preferred summative testing, an observation consistent with what Rogers, Cheng, and Hu reported. Widiastuti (2018) similarly found that the Indonesian EFL teachers needed a more thorough knowledge of formative assessment especially how to use feedback obtained to improve teaching, and how to design tests for improvement purposes. Almaamari's (2016) study at the Language Centre at Sultan Qaboos University, with a mixed-methods approach and the participation of 127 EFL teachers, similarly revealed that the teachers mostly shared similar positive beliefs about assessment

for teaching and learning improvement, which were highly congruent with their practices. However, they raised concerns about the validity and reliability of this assessment type in practice. Several factors were found to have shaped their beliefs namely the institutional policy, pre-service training, teaching experience and schooling experience, collegial influence, in-service professional training and personal learning from research. Research in Egypt (e.g., Gebril & Brown, 2014; Gebril, 2017) indicated that in-service teachers endorse assessment for formative purposes more than pre-service teachers. They emphasized that the high-stakes, test-driven system needs to be deemphasized to enhance a positive attitude towards formative assessment. In other contexts, Burner (2016) found contradictory perceptions between Norwegian teachers and students regarding formative assessment purposes, suggesting a mutual understanding should be established.

In Vietnam, Thuy and Nga (2018) found that Vietnamese EFL high school teachers from one province preferred formative assessment methods namely interviews, question-answers, presentations, conversations, role-plays, and peer assessment in assessing speaking. In contrast, portfolios and self-assessment were not appreciated because of the teachers' limited knowledge of how to implement these measures in assessing students' speaking, limited time, and overloaded work. This finding is congruent with what Giang (2017) found, but in Giang's study, both self-assessment and peer assessment were less employed in writing classes because of time and work pressure, large class sizes, and objectivity in marking. Vu (2017) revealed that high school teachers in a big city lacked time and felt a heavy workload to design reliable classroom assessment tools. They were tightly controlled by the assessment system set by administrators. This study relied on individual interviews and has a limited sample. Thuy and Nga's study (2018) only focuses on speaking assessment and involves teachers in one province, while Giang (2017) drew on a small sample of 38 participants from another province. In a pilot study, Van Loi (2014) involved 117 EFL secondary school teachers from the Mekong Delta in responding to a semi-structured questionnaire, revealing positive perceptions of assessment for learning, but a less positive attitude towards using AS, especially peer-assessment and self-assessment, because the teachers doubted students' language ability. Projects, journals, and portfolios were regarded as the least desirable and feasible in their working contexts because of students' low proficiency, large class sizes, and limited curricular time. This study has two limitations: inadequate data on participants' responses to factors influencing the use of AS, and no data on teachers' practices of AS. The

current research, therefore, focused on similar issues, overcoming these shortcomings by revising the questionnaire.

All the previous studies have pointed to the various results regarding teachers' language assessment beliefs and practices. One common observation, however, is that teachers in general appreciate assessment for learning, but studies outside Vietnam show this belief interacts, or is not consistent with their real practices due to their lack of confidence in conducting AS and using its results, beliefs in the reliability and validity of AS, and contextual constraints namely limited time, and class sizes. These studies have also centred on the contexts and participants which differ from the one investigated in the current study. Related studies in Vietnam have revealed similar results, but also highlighted students' proficiency and teacher lack of trust in this. These studies, however, have small sample sizes and focus on a certain local context. Therefore, further research is still essential to provide insight into the culture of AS implementation.

## **The study**

### ***Design***

This study aimed to unpack the shared beliefs and practices of teachers in using alternative assessment. To do this, a self-report survey was designed and administered to a large sample of teachers in the Mekong Delta region. The study mainly used a semi-structured questionnaire, which is a popular introspective method of capturing teachers' thinking, beliefs or cognition (Borg, 2006). As mentioned, the questionnaire was a revised version of a previous pilot study (Van Loi, 2014). Two five-point scales were added, namely one to elicit factors which influenced teacher practices, and another that aimed to investigate teachers' use of common AS activities. Two open-ended questions were designed to elicit follow-up comments or explanations about the teachers' choice of assessment and explanations of factors that influence their AS use.

### ***Instruments and data collection procedure***

The questionnaire content was grounded in the literature about assessment especially alternative formative assessment. The Likert-scale questionnaire is composed of three parts. Part 1 collects demographic information. Part 2 elicits teachers' agreement or disagreement on a five-point scale with 18 belief statements about formative purposes and values of assessment (items 1-9); peer assessment (items 10-15) and self-assessment (items 16-18).

Part 3 consists of various scales focusing on the perceived importance of various AS activities to impacting students' English ability (item 19, five-point scale); the perceived desirability for using AS (item 20, four-point scale), the perceived feasibility of different AS activities in practice (item 21, four-point scales); the factors that hindered teachers from using AS activities (item 22); the perceived levels of usefulness of AS forms to promoting students' learning (item 23, five-point scale), teachers' self-reported use of AS activities in practice (item 24, five-point scale), and teachers' confidence in assessment practice (item 25, three-point scale). Two open-ended questions were added to elicit further explanations about the factors which constrained their alternative assessment practices. These questions include "Can you explain further the factors you chose from the list which hindered your use of alternative assessment?" and "Can you explain why you rarely or never used the assessment activities you chose from the list?" All the questions were written in Vietnamese to reduce misunderstanding. The Cronbach's Alpha of the assessment beliefs scales (items 1-18) run on the SPSS software produced a coefficient of .73, an acceptable level for the internal reliability.

The participants were invited to respond to the questionnaire during a professional development course. First, the researcher informed them of the research purpose and explained that their participation was voluntary, their personal information would be confidential, and that for future publication, anonymity would be applied. Then the questionnaire was delivered to the teachers who agreed to take part. They had 15 to 20 minutes to answer all the questions. Most of them returned the questionnaire after completing, but some of them suggested returning the questionnaire on the following day.

### ***Context and Participants***

The participants were 164 English language teachers, involving 130 females and 34 males. This proportion reflects gender imbalance in ELT in Vietnam. Of the total, 101 (61.6%) teachers worked in lower secondary schools (grades 6-9), and 63 (38.4%) were upper secondary school teachers (teaching grades 10-12); they were from various schools in four representative provinces of the Mekong Delta, Vietnam. A hundred and twenty participating teachers came from rural schools and 44 from urban ones. These teachers were invited to participate in the survey while they attended a professional development course organized by the researcher's institution during their summer time. Their teaching experiences ranged between one and over twenty years. The majority (75%) had a four-year

Bachelor's degree, 24.4% had a three-year college diploma. One teacher (0.6%) had a Master's degree. With respect to assessment skills and knowledge, 62.8% reported having received training during their undergraduate or professional development programs, while 37.2% had never received any training before.

The teachers follow the textbooks designed by the MOET. On average, they teach a 27 standard 45-minute hours per week a semester. On average, students receive 3 standard hours of lessons per week. Student learning assessment follows a fixed plan of specific schools and were set by their provincial Department of Education and Training. According to Dispatch 5333 (MOET, 2014), in-class assessment per semester includes regular 15-minute tests (at least 2), periodical 45-minute tests (at least 2), which are conducted by the teacher, following the specifications of their schools. One application assessment must be conducted as a substitute for one 45-minute test. Suggested measures are portfolios, journals, projects, written essays, or debates. One end-of-semester test was administered by the provincial Education and Training departments. The MOET designs and administers the national graduation tests through provincial departments.

### ***Data analysis***

Descriptive statistics were run to reveal patterns in the teachers' assessment beliefs and use. Means, standard deviations, and percentages were calculated. The data was tabulated, and teachers' open comments on incorporating AS into their existing classrooms were analysed to add evidence to the quantitative results. Independent sample t-tests were employed to explore the differences in beliefs and practices according to demographic variables such as school locations and school levels they worked with.

## **Results**

### ***Perceived formative values and purposes of assessment***

Table 1 below reveals that the Vietnamese secondary school teachers of English overall had a positive disposition towards the formative values and purposes of assessment.

Table 1

*Vietnamese EFL secondary teachers' beliefs about alternative assessment*

Questions	Min.	Max.	Mean	SD.
1. Teachers should use assessment to promote students' competence as set by the teaching goals.	1.00	5.00	4.0	.70
2. Assessment should be used to give feedback to teachers about their teaching effectiveness.	1.00	5.00	3.91	.80
3. Assessing students' learning can be done in many other ways than testing.	2.00	5.00	4.2	.75
4. Assessment is effective only when it aims at developing students' competences.	1.00	5.00	3.71	.85
5. Assessment activities should encourage students to be active and creative in learning.	1.00	5.00	4.19	.65
6. Assessment activities should help students understand their strengths and weaknesses to improve themselves.	1.00	5.00	4.04	.70
7. Teachers should use assessment activities to encourage students to take responsibility for their learning.	2.00	5.00	4.06	.56
8. Teachers should help students understand their own learning process by using assessment alternatives.	3.00	5.00	4.12	.38
9. Assessment can be used to improve teaching.	1.00	5.00	4.0	.33

\*(1=strongly disagree, 5= strongly agree)

The mean scores ranged between 3.71 and 4.2. The latter score (item 3) indicated an overall accurate perception of assessment, which is not merely contingent on tests. As shown in the table, the teachers tended to agree that assessment should be used to promote learning by developing students' competences (*item 1, M=4.0; item 4, M=3.71*), and to encourage them to be active and responsible for their learning (*item 5, M=4.19; item 7, M=4.06*). They similarly revealed quite a strong belief in the use of assessment for improvement of teaching (*item 2, M=3.91; item 9, M=4.0*) and learning (*item 6, M=4.04; item 8, M=4.12*).

### ***Peer and self-assessment***

*Table 2*

*Vietnamese EFL school teachers' beliefs about peer and self-assessment*

<b>Questions</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD.</b>
10. Only English teachers have enough ability to assess students' English learning outcomes	1.00	5.00	3.01	1.0
11. Assessment done by school students is not reliable.	1.00	5.00	2.83	1.0
12. School students can evaluate their peers in learning English.	1.00	5.00	3.25	.97
13. School students have ability to evaluate each other in English learning activities.	1.00	5.00	3.04	.96
14. In teaching and learning English at school, the teachers should involve students in assessing their peers.	1.00	5.00	3.57	.82
15. School teachers of English should have activities to involve their students in evaluating each other.	1.00	5.00	3.38	.88
16. School teachers of English should give their students opportunities to evaluate their own learning.	1.00	5.00	3.90	.69
17. It is necessary to organize activities for school students to evaluate their own English learning progress.	2.00	5.00	3.82	.78
18. School students can assess their own English learning progress.	1.00	5.00	2.90	.99

*\*(1= strongly disagree, 5= strongly agree)*

More specifically, Table 2 below indicates the teachers' beliefs about self and peer assessment. It was revealed that the school teachers overall showed an uncertain attitude towards whether assessment should be implemented by the teacher only (*item 10, M = 3.01*) although the high standard deviation showed a wide range of opinions on this statement. They tended to disagree with or be undecided about the view that assessment conducted by students

is unreliable (*item 11*,  $M = 2.83$ ). Their views were also relatively disparate with regards to students' ability to conduct assessment. The attitudes can be uncovered by the low mean scores of item 12 ( $M = 3.25$ ), item 13 ( $M = 3.04$ ), and item 18 ( $M = 2.9$ ).

However, granting students opportunities for peer assessment was viewed as less positive than that for self-assessment. For peer assessment, items 14 ( $M = 3.57$ ) and 15 ( $M = 3.38$ ) revealed a relatively neutral attitude. Despite their undetermined belief in students' ability to assess themselves (*item 18*,  $M = 2.9$ ), they deemed it necessary to grant students the opportunities for self-assessment practice (*item 16*,  $M = 3.9$ ; *item 17*,  $M = 3.82$ ).

In short, the teachers tended to hold a positive attitude towards the formative values of assessment, but they were neutral or uncertain about implementing self-assessment and peer assessment possibly because of their inadequate trust in students' ability to do the assessment task.

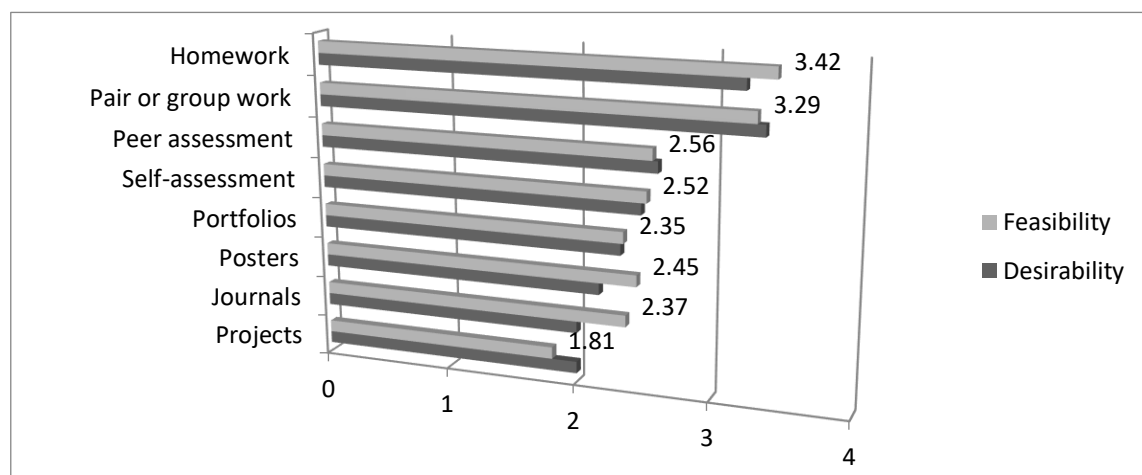


Figure 1. Vietnamese secondary EFL teachers' desirability versus feasibility of alternative assessment

\*(1=not desirable/feasible; 2=slightly desirable/feasible, 3=quite desirable/feasible, 4=very desirable/feasible)

Figure 1 further displays the extent to which the teachers desired to implement AS techniques as opposed to the perceived feasibility of using them in the classroom. Overall, they found it less feasible and desirable to use AS methods such as projects, journals, posters, portfolios, and peer and self-assessment ( $M=1.81-2.56$ ) than in-class activities in pairs or groups, and homework exercises ( $M=2.96-3.42$ ). Project-based assessment was seen to be the least wanted and doable, followed by journals and portfolios. Particularly, among the three



least desirable and feasible forms, project work was deemed to have the least practicality in their contexts of teaching ( $M=1.81$ ).

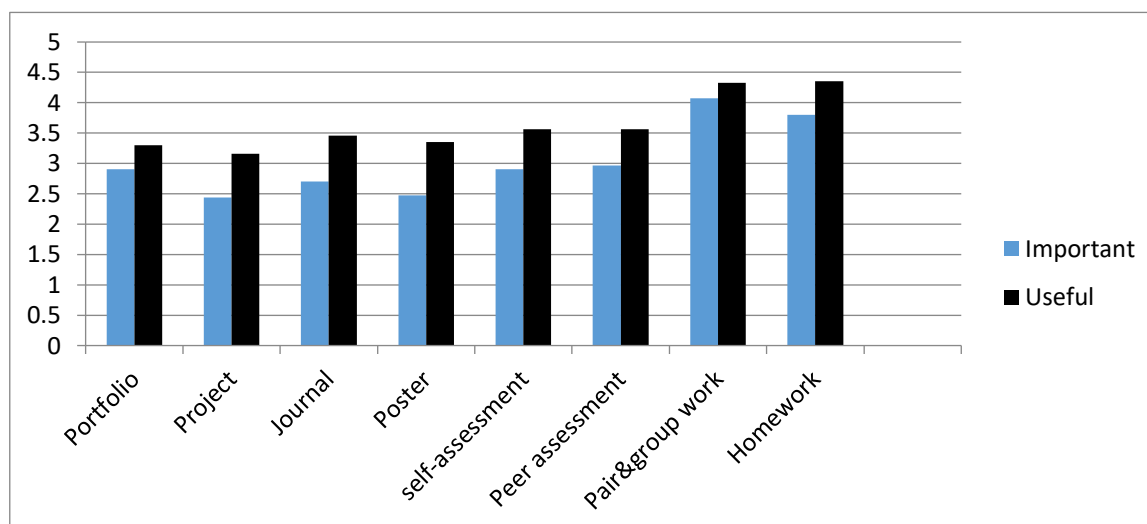


Figure 2. Perceived importance versus usefulness of alternative assessment activities to students' English proficiency development

\*(1=not important/useful at all, 5= very important/useful)

The above results were consistent with their beliefs about the importance and usefulness of using AS for facilitating students' English improvement as revealed in the data from Figure 2. In question 19, the teachers were asked to rate how important they believe each assessment activity is to students' language development. Question 23 required them to judge how useful each assessment activity is to help push students' English ability.

It was further revealed from Figure 2 that with respect to the question whether AS is deemed crucial in enhancing students' English competence or not, the teachers placed more emphasis on pair and group work practices, and homework exercises ( $M=3.8$ , and  $M=4.07$  respectively) than on portfolios, journals, projects, and peer and self-assessment in assessing students' English progress ( $M < 3.0$ ). Similarly, the teachers perceived pair or group work activities and homework exercises as more useful tools for boosting students' English skills, with nearly equal means of 4.35. The mean scores for project work, portfolios, journals, posters as well as peer and self-assessment varied between 3.16 and 3.56, indicating a neutral view.

Further exploration of the differences in teachers' beliefs according to demographic features showed that only two variables were significant in indicating their contrasting

perceptions. These included the area where the teachers were working, and the level of school students they were teaching as shown in Tables 3 and 4.

*Table 3*

*Difference in beliefs about alternative assessment by working locations*

						T-test for equality of means
	Working areas	N	Mean	SD.	SEM	Sig.
MeanFA	Countryside	120	3.99	.34	.0309	.02
(items 1-9)	City	44	4.12	.29	.0442	
MeanPA	Countryside	120	3.13	.61	.0559	.70
(items 10-15)	City	44	3.09	.61	.0925	
MeanSA	Countryside	120	3.70	.58	.0531	.99
(items 16-18)	City	44	3.70	.66	.1000	

*\*MeanFA (mean of formative purposes of assessment); MeanPA (mean of peer assessment); MeanSA (mean of self-assessment)*

Table 3 presents the mean differences in the teachers' assessment beliefs according to their working area. The results suggest a significant difference regarding the formative nature of assessment. The teachers in the countryside were less positive towards using assessment of formative purposes than those teaching in the city despite their similarity in perceiving peer and self-assessment ( $p < .05$ ).

*Table 4*

*Teachers' belief difference by school levels*

						T-test for equality of means
	Levels of school	N	Mean	SD.	SEM	Sig.
MeanFA	Lower secondary	101	3.97	.32	.0324	.008*
(items 1-9)	Upper secondary	63	4.11	.32	.0408	
MeanPA	Lower secondary	101	3.16	.64	.0635	.294
(items 10-15)	Upper secondary	63	3.05	.56	.0710	

MeanSA	Lower secondary	101	3.60	.64	.0637	.006*
(items 16-18)	Upper secondary	63	3.86	.50	.0629	

Table 4 similarly presents the mean differences in the teachers' perceptions about formative alternative assessment (MeanFA), peer assessment (MeanPA) and self-assessment (MeanSA) according to the levels of students they are working with. It was shown that lower secondary school teachers were generally less positive towards formative assessment and self-assessment than the upper secondary school group ( $p < .05$ ). Regarding peer assessment, their perceptions were not different ( $p > .05$ ).

### *Teachers' reported practice in alternative assessment*

*Table 5*

*Reported use of alternative assessment activities by percentage*

<b>Activities Assessment</b>	<b>for</b>	<b>Never</b>	<b>Once several years</b>	<b>in years</b>	<b>Every two years</b>	<b>Every year</b>	<b>Every semester</b>
Portfolios		66.5%	4.9%		0.6%	17%	11%
Projects		85.4%	3.6%		-	9.8%	1.2%
Journals		78.7%	4.9%		0.6%	8.5%	7.3%
Posters		68.9%	5.5%		2.4%	18.3%	4.9%
Self-assessment		64%	5.5%		1.9%	9.1%	19.5%
Peer assessment		44.5%	3%		0.6%	16.5%	35.4%
Pair/group work activities		3.7%	0.6%		-	12.8%	82.9%
Homework		7.3%	1.2%		0.6%	10.4%	80.5%

Table 5 describes the frequency of teachers' reported use of alternative activities for assessment in their teaching. In general, the teachers reported more often employing in-class activities such as pair and group work (12.8% chose 'every year', and 82.9% 'every semester' respectively), and homework exercises (10.4% and 80.5% respectively) for assessing student learning. On the other hand, a large proportion (72.7% on average) reported never or once in several years using portfolios, projects, posters, journals, and self-assessment, which also means a low percentage of the teachers often implemented these

activities. The responses to the use of peer assessment were nearly equally split, nearly 48% on the ‘never’ scale (never, once in several years), and slightly over 50% on the ‘often’ scale. Pair/group work and homework accounted for over 90% of the teachers’ choice.

The teachers’ self-report on their implementation of AS may be related to their confidence in employing AS activities. As revealed in Table 6, for the question ‘How confident are you in implementing the following activities for assessment?’, the mean scores for their confidence in using portfolios, projects, journals, posters, self-assessment, and peer assessment were relatively low, ranging in ascending order from 1.67 to 2.21. This mean range means that they lacked confidence in undertaking these alternative methods. Familiar and traditional activities such as pair/group work and home assignments achieved the highest mean scores (closer to the maximum), indicating a high level of teacher confidence.

*Table 6*

*Vietnamese EFL school teachers’ confidence in using alternative assessment*

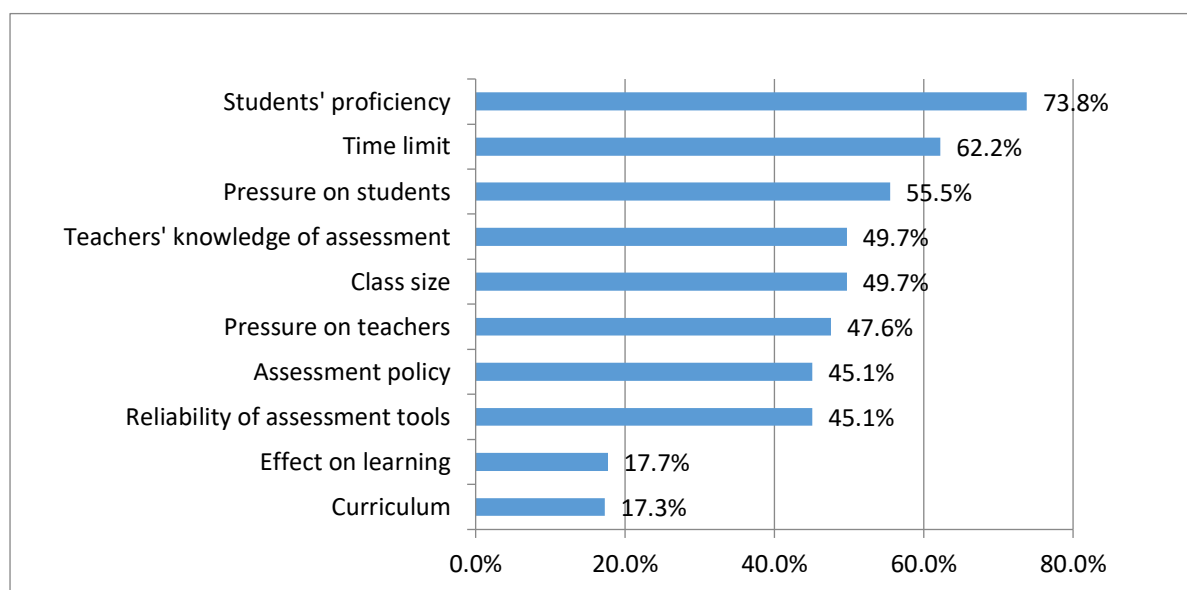
	<b>Minimum</b>	<b>Maximum</b>	<b>M</b>	<b>SD</b>
Portfolios	1.00	3.00	1.67	.675
Projects	1.00	3.00	1.72	.654
Journals	1.00	3.00	1.97	.723
Posters	1.00	3.00	2.04	.722
Self-assessment	1.00	3.00	2.19	.682
Peer-assessment	1.00	5.00	2.21	.722
Pair/group work practices	1.00	4.00	2.73	.550
Homework	1.00	4.00	2.79	.521

*\*(1=Training needed, 2=little confidence and further training needed, 3= confidence)*

The results above are consonant with their reported practices as presented previously. A Spearman’s test confirmed the correlation between their assessment practice and relevant confidence level (portfolio,  $\rho=.237$ ,  $p=.002$ ; project,  $\rho=.178$ ,  $p=.023$ ; journal,  $\rho=.375$ ,  $p=.000$ ; poster,  $\rho=.337$ ,  $p=.000$ ; self-assessment,  $\rho=.154$ ,  $p=.049$ ; peer assessment,  $\rho=.273$ ,  $p=.000$ ).

### ***Factors influencing the feasibility of alternative assessment implementation***

In terms of why the teachers perceived many proposed alternative methods as less feasible to undertake in the classroom, the following figure represents the factors as perceived by the Vietnamese EFL secondary teachers to have an impact on their assessment practice.



*Figure 3. Reported factors influencing teachers' decisions about alternative assessment*

The chart above reveals the influential factors in descending rank. Noticeably, students' English proficiency and time limit were the two most crucial factors mediating the teachers' decisions on whether to employ AS described previously (73.8% and 62.2% of the teachers respectively). Ranked third was the pressure on students when conducting AS for learning (55.5%). Teachers' knowledge of AS design, their work pressure, class size, assessment policy, and the reliability of AS were perceived to be relatively powerful factors, with a range of 45% and 49.7% teachers' responses. Importantly, just over 45% teachers selected assessment policy as the factor that influences their choice of AS. In contrast, the curriculum policy and the effect of AS on learning outcomes had the least impact on their decisions to implement AS, accounting for 17.7% and 17.3 % respectively.

Teachers' additional comments garnered from open-ended questions lend support to the teachers' beliefs and practices described above. The teachers attributed students' limited English ability to their reluctance to use projects, journals, and peer assessment in their practices. One female teacher with 15-year experience wrote, "Students in the countryside are still weak in English proficiency to make peer assessments or comments, especially for English, they are not capable enough to identify errors." "In doing projects, due to lack of ability, students can copy documents from the internet," commented another female 11-working-year

teacher. Students' activeness was to blame as well: "In the countryside, it is hard for the students to do projects, and they are not used to working independently and writing journals," a male teacher who had 12 years of experience reported.

Time limit constrains the teachers' implementation because they thought that it would take too much time to incorporate AS into class activities and to evaluate students' work: "There is time constraint. Teachers have to stick to the time allocation of the syllabus," or "teachers do not have enough time and conditions to read all the journals, so journal writing is not feasible." (A 10-years-of-experience male teacher)

Assessing learners' learning progress also puts more pressure on the workload of both students and teachers. This is especially true in the context where most classes are large, over 30 students. One female seven-years-of-experience teacher stated, "Assessing students through project doing is not feasible since it puts more pressure on them. Besides English, they have to study many other subjects," and "teachers have to teach several classes and each class is over 30 students."

Teachers' lack of training similarly was to blame for their reluctance to use some AS tools. One teacher reported, "We are not trained to use projects in teaching and assessing students' learning." (A female teacher with 8 years of teaching experience)

## **Discussion and implications**

In general, despite their positive attitudes toward using alternative formative assessment for improving teaching and students' learning, the Vietnamese EFL secondary teachers were not highly willing to implement alternative forms of assessment they considered to be time-consuming and pressure-causing. Believing that such activities as projects, journals, and portfolios are less likely to be successfully employed in the EFL classroom of Vietnam, they rarely used them in practice. Their beliefs and practice were explained by the difficulties they mentioned, namely students' proficiency levels to undertake an active role in learning activities, teachers' assessment knowledge, and the contextual factors such as time limit, large class sizes, and a heavy workload which puts pressure on both students and teachers. In particular, the lower secondary teachers displayed a less robust belief in peer and self-assessment than the upper secondary teachers. Teachers in the countryside also held a less optimistic view than teachers in the city in this regard.

The findings above in general are in line with insights into teachers' beliefs, which mediate their practices, and the interaction of beliefs, practices and working contexts (Borg,

2006; Canh, 2007). They are especially congruent with teachers' conceptions of classroom assessment in EFL and ESL teaching as reviewed earlier (Almaamari, 2014; Brown, 2011; Muñoz, Palacio, & Escobar, 2012; Van Loi, 2014; Widiastuti, 2018).

Teachers' difference in perceiving the values attached to assessment for formative purposes, including AS, may be attributable to teacher educational qualifications and working conditions. The lower secondary teachers exhibited less confidence in using AS, reporting more challenges than the upper secondary teachers because they received insufficient professional preparation. In Vietnam, most lower secondary school teachers graduate from three-year colleges, whereas the upper secondary school teachers must hold a minimum four-year degree. This professional difference could render more difficulties for the lower secondary teachers, given the complex and demanding nature of AS (Gronlund, 2006). The fact that 37.2% participants had not received any assessment training can further account for their perceptual difference. In terms of working conditions, teachers in the countryside typically have less favourable conditions to access professional development opportunities, which may also explain why they expressed a lower level of confidence. In this respect, assessment literacy was found to mediate teachers' beliefs and implementation of formative assessment (Muñoz, Palacio, and Escobar, 2012; Widiastuti, 2018). Vogt and Tsagari (2014) have stressed that teachers demand different training priorities in assessment literacy which should suit their local contexts.

The finding that projects, journals, portfolios, self-assessment and peer assessment were less frequently employed is in line with previous studies in Asian contexts (Cheng *et al.*, 2011; Rogers, Cheng & Hu, 2007; Saito & Inoi, 2017). This result has links to contextual factors namely student proficiency levels, large class sizes, restricted time, and a high workload, confirming previous research (Giang, 2017; Rogers, Cheng & Hu, 2007; Thuy & Nga, 2018; Van Loi, 2014; Vu, 2017). Most importantly, students' level of proficiency was cited as the major concern that might discourage teachers from undertaking AS activities. In fact, having experienced large classes of students who have limited English proficiency (EF, 2018; VietNamNet Bridge, 2016) in restricted curricular time and in the exam-oriented context, the teachers have been disposed towards filtering out any measure which is unfamiliar, time-consuming and demanding to themselves and students. These factors elucidate why they were reluctant to grant students chances to participate in process-oriented learning activities such as projects, journals and other similar ones.

Noticeably, the assessment policy was perceived to be less influential to the teachers' decisions on whether to use AS than their assessment knowledge. Saneia (2012) has particularly stressed that using AS to push students' learning is appealing to teachers, but its feasibility needs consideration. Alternative methods complex in nature, time-consuming, and demanding to both teachers and students, namely projects, journals, portfolios, and self and peer assessment were less likely welcomed probably because they were perceived to be not applicable in the teachers' context. Such a finding echoes the importance of practical or applicable assessment tools in the classroom (Brown, 2001; Harris & McCann, 1994).

Another perceptible observation is that the current assessment policy unintentionally seems to encourage teachers to use AS forms in replacement of a test for the purpose of student evaluation. This employment reflects the habitual practice that assessment results are not employed for learning and teaching improvement, but only for informing students and teacher and school accountability (Vu, 2017). This result reflects the observation that teachers' assessment purposes and intentions influence the way they use formative assessment, and that teachers rely on FA results for grading students (Saito and Inoi, 2017). This practice probably causes teachers to lose sight of the formative values of assessment, which could illuminate the beliefs and practice of Vietnamese EFL teachers in the present study. It was possible that these teachers misunderstood the purpose of assessment for learning, and their lamentation about the heavy workload of AS is possibly because they thought grading students' products (e.g. portfolios or journals) creates more work for them.

Despite the limitations of self-report data and an imbalanced gender sample, the present study offers some useful implications. First, the study suggests that changes in assessment practice should take into consideration and address the school teachers' current mind-sets regarding their students' English ability, class sizes, their time budget, and preparation of related knowledge and skills, which are potential barriers to implementing new assessment measures in the classroom. For AS to be fruitfully integrated into the EFL classroom, teachers should be made clearly aware of not merely the benefits of AS, but also ways to conduct it efficiently with respect to their students' characteristics and working contexts. Professional development courses and teacher training programs should prioritize practical measures or applications relevant to the local needs. One way is to synergize summative and formative assessment such that tests can be relevantly employed as assessment for learning (Wei, 2017). As argued by Xiao (2017), teachers working in exam-oriented contexts can be supported to design tests as an appropriate measure to push student



learning and collect information for teaching improvement. Second, Giraldo (2017) emphasizes language teachers need, among other skills in assessment literacy, the ability to reflect on their own beliefs, context, and needs for assessment, and to evaluate the assessment policy and existing tensions that affect their assessment practice. Muñoz, Palacio, and Escobar (2012) also suggest that more guidance for and reflections on formative assessment practice be provided for the teachers.

Finally, in policy, more emphasis is to be placed on AS than currently is used as a replacement of one 45-minute test (MOET, 2014). This inadequate attention was already pointed out by Vu (2017) as an explanation for high school teachers' dominant use of tests. In other contexts, deemphasizing the use of tests is also suggested as a measure to change teachers' beliefs and practices (Gebril & Brown, 2014). In fact, the new assessment policy was introduced top-down to departments and schools without any consideration of the current situation. Although training workshops were organized to support the teachers to implement AS activities, the teachers may have been left without administrative support. School teachers strictly follow a schedule and specifications for formal assessment stipulated by administrative departments based on Dispatch 5333, and class-based assessment is left without due attention and support (Vu, 2017). Therefore, specific plans and procedures for integrating AS should also be designed and negotiated by staff, schools and related administration units. In that way, teachers will be better supported to complete their assessment tasks not only to account for student learning outcomes, but also to employ results to inform their teaching. The current study suggests that time, workload, and student proficiency mediated teachers' assessment decisions. Attention should be paid to appropriate time allocation for skill-developing, process-oriented activities in the curriculum such as projects, self-assessment and portfolios, which in turn could facilitate teachers' implementation of AS for formative purposes. Future research could further explore how administrators can support teachers in employing assessment for learning (see Moss, Brookhart & Long, 2013), and take account of students' voice regarding AS.

## **Conclusion**

Alternative assessment as conceived by the Vietnamese EFL school teachers in this study shows evidence that while endorsing its benefits, the teachers reported the lack of confidence in using it, given the challenges they face in implementing. It is implied that AS procedures for formative purposes should be trained carefully, and emphasis be placed on

practical tools or measures that suit their working contexts. Drawing upon the relationship between teacher beliefs and practices, and shared insights into teachers' beliefs regarding language assessment, this study adds further evidence to conclude that any pedagogical innovation is likely to face the impact of existing beliefs and contextual constraints, including what teachers perceive regarding the feasibility and willingness for change. Changes in education-related aspects such as language assessment as researched in this study requires mediation with the socio-cultural context. Future teacher training and development are encouraged to address the practicality of assessment tools or techniques and the tensions between the need for school accountability and student learning. Further research which combines various methods such as observations, interviews, students' data, and involves a representative sample is essential to generalize and corroborate the current findings.

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# A Case Study of Vietnamese EFL Teachers' Conception of Language Output and Interaction

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There exists a gap between what second language acquisition research has to say and what teachers do in the classroom. As part of an attempt to bridge this gap, this study is driven by the motive to understand how pedagogical innovations such as task-based language instruction can be influenced by teacher beliefs. Drawing on the perspective of research on teachers' thinking which aims to inform language teaching pedagogy and teacher education, the study employed multiple data sources (focus group, lesson plan, and stimulated recall interview) to tap into the conception of six Vietnamese EFL instructors regarding language output and interaction. Cross-case analysis showed that most of the teachers geared language output and interaction activities towards achieving a targeted linguistic aim. Further analysis revealed that this view reflects a synthetic, product-oriented conception of teaching and learning by skill-building, and is in line with traditional approaches which emphasise transmission style and form instruction. This finding implies that constructivist perspectives on teaching such as task-based language instruction may run counter to teachers' existing conception of teaching. The implementation of task-based instruction thus needs to consider negotiating between supporting teachers to focus on meaning and the need for form-focused instruction.

**Keywords:** teacher conception, output, interaction, task-based language teaching, product-oriented

## Introduction

The transfer from theory to practice is still generating research interest in language learning and teaching (Mackay, Birello & Xerri, 2018) and contextual influences have become a crucial issue. In Vietnam, English is a school subject, and English teachers are familiar with the transmission style of teaching and form-focused instruction (Nguyen, Le & Barnard, 2015). However, recent curricular innovations have embarked on meaning-oriented, task-based language instruction that facilitates a constructivist approach to language teaching (Barnard & Nguyen, 2010). This innovation has attracted much attention among scholars and researchers. One assumption is that the new approach may run counter to teachers' existing beliefs and practices.

Decades ago, it was cautioned that teachers' beliefs constituted one of the strong forces that restricted the impact of educational reforms (Fullan, 1993). Such awareness has led to a boom of research on teacher cognition in an attempt to unveil the hidden side of teachers, which aims to offer implications for teacher education and development (Borg, 2006). Johnson (2006, p.239) has pointed out "an epistemological gap between how L2 teacher educators have traditionally prepared L2 teachers to do their work and how L2 teachers actually learn to teach and carry out their work".

Theoretically, knowledge about second language acquisition (SLA) principles is argued to offer teachers a tool for trial in their classrooms, and the opportunity to reflect and change (Johnson, 2006; MacDonald, Badger & White, 2001). However, research that focuses on the effect of SLA theory training has revealed little impact on teacher beliefs about language learning and teaching (MacDonald, Badger & White, 2001; Mattheoudakis, 2007; Peacock, 2001). In this respect, according to Berliner (2005), research on teachers' cognition should concentrate on "phenomena that have been found important from the perspective of the process-product research programme" (p.14). Thus, basic SLA principles such as language output and interaction in SLA theory merit an inquiry. Instead of investigating teachers' perceptions of task-based language teaching, this study



explored their responses to these SLA-enabling conditions underlying the task-based approach. This bottom-up approach to understanding teachers' reactions is expected to provide insight into how teachers perceive and uptake task-based language teaching (TBLT). The report in this paper is part of the researcher's doctoral thesis (Nguyen, 2011).

## Literature Review

### Conceptual Framework of Teacher Conceptions

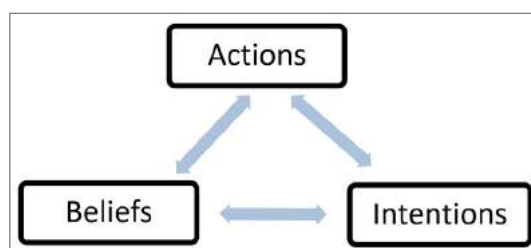
Teachers' thinking has generated much interest in educational inquiry (Eley, 2006; Day, Calderhead, & Denicolo, 2012; Kember, 1997). However, the development of research on teachers' cognition has led to overlapping terminologies (Borg, 2006). Given this overlap, the current study employs the term 'conception' and Pratt's (1992) conceptual framework of teacher conceptions.

As noted by Entwistle, Skinner, Entwistle, and Orr (2000), in North America, the school education literature prefers such terms as 'beliefs' and 'knowledge', while the higher education literature uses the term 'conceptions' to indicate "researchers' ways of describing different aspects of teaching" (p.8). For example, Freeman and Richards (1993, p.194) referred to conceptions as systematic "bodies of knowledge about an object, idea, or phenomenon", based on which they identified *scientifically-based*, *theory and values-based*, and *art or craft-oriented* conceptions. The term 'conception' in this sense reflects the epistemological belief of how knowledge grows and teaching should be conducted. In contrast, according to Entwistle et al. (2000), in the European literature, the term 'conception' is commonly employed in higher education to denote "teachers' own ways of thinking and their beliefs about teaching" (p.8).

A popular definition of conception in adult education is described by Pratt (1992). Accordingly, "conceptions are specific meanings attached to phenomena, which then mediate our response to situations involving those phenomena" (p.204). Pratt (ibid.) further explained that a conception consists of actions, intentions, and beliefs, together forming a dynamic relationship as presented in Figure 1.

Figure 1

*Aspects of Teacher Conception of Teaching*



Note. Adapted from "Conceptions of teaching," by D. D. Pratt, 1992, *Adult Education Quarterly*, 42(4), p. 206. Copyright 1992 by SAGE.

Following Figure 1, one's beliefs, intentions and actions are intertwined, and together constitute one's interpretation. Thus, by examining beliefs in conjunction with intentions and actions, a conception can be unveiled. Pajares (1992, p.320) states that "beliefs and concepts are central to a conception". Benson and Lor's (1999) distinction between conceptions, beliefs, and approaches also aligns with Pratt's conceptualization. Accordingly, a belief can be investigated by data interpretation, while conceptions "call for a further level of analysis" (Benson & Lor, 1999, p.464). Conceptions and beliefs are translated into instructional approaches employed by teachers in a specific context. Therefore, based on the interaction between belief statements, intentions, and actions, teachers' conceptions can be identified (Pratt, 1992).

In language teaching, a similar conceptualisation of the term is found. To Tsui (2003), teachers' personal beliefs, assumptions, metaphors, images, and values constitute their conceptions. These conceptions, she contends, have an interactive effect on their teaching and development. This way of conceptualizing teacher conception

is also employed by other researchers (Farrell & Lim, 2005; Freeman, 1991; Mangubhai, Dashwood, Berthold, Flores, & Dale, 1998; Sato & Kleinsasser, 1999; Shi & Cumming, 1995).

Teachers' conception in the current study is, therefore, defined as teachers' personal ways of making sense of new information or knowledge. It can be reflected in teachers' personal established beliefs, pedagogical intentions, and classroom actions. Teachers' conceptions interact with their teaching context and classroom experiences (Borg, 2006).

## Language Output and Interaction in Second Language Acquisition

Researchers have recognised the indispensable role of language output and interaction in fostering second language acquisition (Long, 1996; Pica, 1994; Shehadeh, 1999; Swain, 1995). Language production, both non-interactively and interactively, have recognised values. In the light of Output Hypothesis (Swain, 1995), second language learners can test out their assumptions about the target language rules, become fluent, and extend their interlanguage discourse (Ellis, 2003; Skehan, 1998; Swain, 1995). When pushed to produce language, learners become aware of "the relationship of the forms and rules to the meaning they are trying to express" (Swain & Lapkin, 1998, p. 69). Furthermore, the Interaction Hypothesis (Long, 1996) states that through interaction, learners negotiate for meaning and receive feedback which pushes them to modify their language in such a way that makes it comprehensible. In this way, learners actively generated comprehensible input, which is useful for second language learning (Long, 1996; Markee, 1997). Long (1996) stressed the connection of interaction, comprehensible input, and output with selective attention as the facilitative conditions for SLA.

Convergent empirical evidence in SLA research has testified to the relationship between output, interaction and second language learning (Ellis & He, 1999; Ellis, Tanaka, & Yamazaki, 1994; Gass & Torres, 2005; Izumi & Bigelow, 2000; Mackey, 1999; Pica, Young, & Doughty, 1987). After conducting a meta-analysis, Kech, Iberri-shea, Tracy-Ventura, and Wa-Mbaleka (2006), for example, concluded that interaction has some effect on the acquisition of certain lexical and grammatical features, especially when tasks force the use of essential features or elicit useful language for task completion.

Pedagogically, Ellis (2005) proposed ten crucial principles for instructed language acquisition. Two of these principles include creating opportunities for output and interaction in the target language. Proponents of TBLT also place a focus on communication and language use as the ultimate goal and principle of learning and teaching (Foster & Skehan, 1999; Prabhu, 1987; Skehan, 1996; Skehan, 2003; Swain & Lapkin, 2000; Willis & Willis, 2007).

In summary, theoretical, pedagogical and empirical arguments have confirmed that language output and interaction are potential facilitative conditions for second language learning. Therefore, from the SLA perspective, ESL and EFL teachers should engage learners in language use practice (Ellis, 2005), particularly when exposure to the target language is too inadequate to support natural language acquisition (Green, 2005). These theoretical positions, however, need to be examined against teachers' existing beliefs and practices.

## Research on Teacher Conceptions about SLA Principles

Studies that explore the effect of SLA and methodology training on teachers' uptake of SLA principles generally point to a limited change in their beliefs about SLA. Mattheoudakis (2007) found that Greece EFL pre-service teachers changed some of their beliefs significantly after a three-year programme. Most of the teachers, for example, changed their belief about focusing on grammar knowledge, which they strongly held. They also thought teachers should correct all errors made by beginner learners, but this belief became obsolete. In Hong Kong, Peacock (2001) investigated 145 ESL pre-service teachers learning in a three-year programme, and discovered some changes in their SLA beliefs; but the majority of teachers still held on to the view that learning a language means mastering vocabulary and grammar rules. Likewise, MacDonald et al. (2001) detected a shift in only some beliefs of 55 TESOL non-native speaker undergraduate and postgraduate students after an SLA course. Overall, they found that the teachers significantly moved away from the behaviourist view, particularly from viewing language input as grammatical knowledge. Nonetheless, these teachers remained doubtful of the benefit of learner-learner interaction to their language learning. MacDonald et al. (2001) attributed this reluctance to the teacher-fronted teaching culture to which these students were accustomed before attending the training.

Such inadequate trust was also expressed by the six Thai EFL instructors in McDonough's (2004) study. They were concerned that interaction cannot push learners to modify their linguistic output or provide useful feedback to peers, and that learners produce less accurate TL forms during interaction. Pair work and group work, for them, were the opportunities for students to practice certain targeted language items, believing that students should focus on intended forms during practice. They also reported some factors which constrained their practice of promoting interaction, namely how to manage and monitor interaction in large classes with fixed desks, and the need for preparing students for high-stakes tests. In a different way, Howard and Millar (2009) responsively introduced Ellis's (2005) ten instructed SLA principles to fifteen South Korean EFL teachers attending a four-week professional development course in New Zealand. The researchers found that the Korean teachers lacked the confidence in using English proficiency to conduct class activities in English. Although all the teachers viewed interaction as an important principle, only two of them reported implementing interaction in their classrooms. Inadequate training, students' limited proficiency and L1 overuse, large and mixed-proficiency classes, and limited instructional time were the major reasons why most of them rarely generated opportunities for output and interaction. The biggest challenge involved the university entrance examination, which focused on grammar and reading rather than communicative skills. These findings, in general, resemble what McDonough (2004) reported.

In Vietnam, scant research has examined teachers' conceptions of SLA principles. Some studies reported findings relevant to the current issue under investigation. Chau (2009), with a survey of 106 EFL university instructors, revealed that the teachers gave more priority to grammatical accuracy than communication skills. Le (2008), in a different way, focused on high school teachers' beliefs regarding the new English task-based curriculum, an approach that concentrates on communication as well as language output and interaction. He concluded that the teachers' beliefs and practices remained the same. The teachers still focused on grammar and reading skills, which were to prepare their students for examinations. Case studies such as Barnard and Nguyen (2010), Nguyen (2014), and Nguyen, Le, and Barnard (2015) further confirmed that Vietnamese EFL teachers had a strong belief in teaching grammar, which restricted their focus on meaning and communication as required by task-based language teaching (TBLT).

The studies reviewed above provide a general understanding of EFL teachers' conceptions of SLA principles. However, most studies (e.g., MacDonald et al., 2001; Mattheoudakis, 2007; Peacock, 2001) concentrate on pre-service teachers, subscribing to an etic perspective, which stresses a straightforward causal effect and treats participants as "objects rather than subjects" (Kalaja & Barcelos, 2003, p.2) without considering the mediational effect of teachers' cognition. Teachers' conceptions and beliefs are strong mediators of their practice and change. A study by Howard and Millar (2009) relied on a context-responsive approach to teacher development to impact change, but the study employed interviews and questionnaires without classroom data. These methods fail to consider the correspondence between teachers' self-report and their real classroom practices (Breen, Hird, Milton, Oliver, & Thwaite, 2001). Although the case studies (Barnard & Nguyen, 2010; Nguyen, 2014; Nguyen, Le, & Barnard, 2015) have contributed some insight into Vietnamese teachers' responses to TBLT, further research using multiple methods is indispensable for gaining further insight. The current study relied on a bottom-up approach to working with EFL teachers at a workshop that focused on output and interaction, following them in their classrooms to record their lessons and interview them. From this, the study sought to answer the following question:

*What conception do Vietnamese university EFL instructors hold about language output and interaction as manifested in their self-reporting and teaching of General English?*

## Method

### Design

The present case study employed multiple methods to tap into the Vietnamese teachers' conceptions, following their self-report on group discussions, lesson planning, teaching, and stimulated reflections.

As a case design, the study relied on the working concept of cases as "specific individuals, particular events, processes, organizations, locations, or periods of time" (Stake, 1995, p.2). It aimed to examine a single instance in detail, as this may be useful to predict recurrent characteristics of human systems (Sturman, 1994), and

extend the observation to a wider population (Cohen, Manion, & Morrison, 2000). Contemporariness, real-life context, and boundary are three essential characteristics of a case study (Yin, 1994). Despite the blurred and indistinctive boundary of what a case is (Yin, 1994), as well as the tension in identifying uniqueness, complexity, and patterns, David (2006) contends that the power of case research is an in-depth exploration and description. In a case study, the results are not statistically but theoretically generalizable. According to (Yin, 1994, p.10), evidence from cases can serve to modify or develop theory, thus being generalised as “theoretical propositions” rather than “populations or universes”.

In the present study, six individual cases of teachers are treated as subcases within a specific institutional case, a representative university. They serve dual purposes: to compare and reveal a holistic description of teacher conceptions, and to illustrate the meanings the teachers attached to language output and interaction in their specific context of General English (GE) classrooms. The study aimed to gain insight into how SLA precepts can be put to practice, a way of informing the gap between theory and practice. A combination of multiple data sources and cross-case analysis aimed to uncover “the complex “hidden side” of teachers (Freeman, 2002).

## **Instruments**

Three main instruments were used to tap teacher conceptions: focus group interviews, lesson plans and quick interviews, and stimulated recall interviews after teaching.

### ***Focus Group Interviews***

Focus groups were selected because this method can elicit experiences, attitudes, and opinions (Wilson, 1997). A focus group discussion was conducted to obtain teachers' initial understanding of output and interaction before the teachers wrote lesson plans and had their lessons video-recorded. A discussion guide was provided for two small groups of three teachers, an ideal number to keep the discussion focused (Cohen, Manion, & Morrison, 2000). Each group discussion lasted around 20 minutes and the teachers' discussions in English were video-recorded. The following questions were posed:

1. What does the term ‘output’ mean to you?
2. What role does it have in language learning?
3. What is good interaction? What role does it play in language learning?
4. To what extent do you create opportunities for output and interaction in your lessons? Why?

### ***Lesson Plans and Quick Interviews***

Lesson plans and interviews were employed to document the teachers' intentions and beliefs about output and interaction. They served as the initial door to look into the teachers' conceptions. A quick individual interview was conducted individually with teachers before their lesson was taught, aiming to clarify the lesson's procedure, activities, and objectives.

### ***Stimulated Recall Interviews Following Video-Recording***

Stimulated recall interview (SRI) was employed to engage participants in viewing their lesson recordings, and then recalling and evaluating their actions. This introspective method is suited to elicit data about “thought processes involved in carrying out a task or activity” (Gass & Mackey, 2000, p.1). The issues of reliability and validity in stimulated recall data were addressed. Following Gass and Mackey's (2000) suggestions, to reduce risks of forgetting and ensure 95 percent accurate recall at least, the stimulated recall interview was conducted less than 48 hours after the lesson. The effect of prompt questions on teachers' recall was addressed by designing prompts that focused on their reflection at the time a classroom event happened (Gass & Mackey, 2000) (e.g., *What were you thinking? What was in your mind at that time?*). The interview schedule (see appendix) was based on a sample of Mackey, Gass, and McDonough (Cited in Gass & Mackey, 2000) to assist the interview process. Each interview lasted around one hour and was conducted in Vietnamese by the researcher. The interview was conducted in an arranged empty classroom so that the teachers felt secure. The teachers watched their recorded lessons on the researcher's laptop. While reviewing the lesson, the researcher paused at classroom activities related to output and interaction, and used the interview protocol (see appendix) to prompt the recall.

## Participants

Purposeful sampling (Glense, 2005) was applied to select the participants with different teaching experiences, ages, and degree qualifications. Six lecturers from the Department of English of a university in the Mekong Delta of Vietnam agreed to participate. As shown in Table 1, these teachers' workloads for General English (GE) classes varied because they taught students of various majors and of different levels (GE level 1: 45 hours, GE level 2: 45 hours, and GE level 3: 60 hours). They had a range of teaching experiences from less than one year to 12 years. Three of the teachers held a Master's degree: one TESOL, one American Studies, and one Educational Studies. All of them had completed a Bachelor's programme in teaching English as a foreign language.

Table 1  
*Profiles of Six Vietnamese EFL Teachers*

Teacher	Age	Gender	Years of service	Qualifications	Status	*GE hours/ total semester workload
Teacher 1	35	Female	12	BA in TEFL; MA in TESOL	Lecturer	45/175
Teacher 2	34	Female	11	BA in TEFL; MA in American Studies	Lecturer	135/360
Teacher 3	29	Female	6	BA in TEFL; MA in Educational Studies	Lecturer	135/270
Teacher 4	26	Female	4	BA in TEFL	Lecturer	185/330
Teacher 5	24	Female	3	BA in TEFL	Lecturer	180/330
Teacher 6	22	Female	0.5	BA in TEFL	Apprentice Lecturer	225/225

*Note.* Each GE hour lasts 45 minutes. Reprinted from *Dynamic conceptions of input, output and interaction: Vietnamese EFL lecturers learning second language acquisition theory* (p. 114), by V. L. Ngyen, 2011, University of Waikato. Copyright 2011 by V. L. Ngyen.

## Data Collection Procedure

Invitation letters were sent to nine lecturers in the Department of English of the university where the researcher is working. Six of them agreed to participate. A meeting was set up with them to talk about the project in detail and consent forms were signed. Following that, a focus group discussion was conducted in the first workshop about SLA facilitating conditions. They were divided into two groups, and each discussion was recorded with a digital recorder. After the workshop, the teachers planned and taught a lesson that incorporated their views about language output and interaction. Before teaching the lesson, they were asked to clarify their intentions in a quick interview. While the lesson was taught, the researcher recorded it with a handheld camera. To avoid disturbing them, the researcher sat in a corner, using the camera's zoom function. One day after the lesson was taught, a stimulated recall interview was conducted.

## Data Analysis

The SRIs were transcribed and translated into English by the researcher. This allowed for a more precise translation because of the researcher's familiarity with the contextual information. Feedback on the translation was obtained from a native speaker and a colleague so that readability could be improved and information about the context could be fully included. Upon obtaining the feedback, the researcher returned to the recordings to check the information reported and fixed the English translation to ensure a match of representations of information.

Data analysis followed the procedure suggested by Braun and Clarke (2006). Data were initially coded with short descriptions and then reduced into themes. A cross-case comparison of themes was made to obtain a holistic

view, and individual cases were examined to gain further insights and develop thick and detailed descriptions. Lesson plans were described in terms of objectives and activities, and documented into tables. A triangulation

## Results

### An Initial Product-Oriented Conception

The data from focus group interviews showed that all the teachers initially held a perception of output as language production, viewing it as an end-product rather than a process to facilitate language learning. For example, Teacher 4 stated, "The language output is what students can use, can produce after a lesson". Likewise, Teacher 1 said output means "How much progress students make in picking up the language".

The teachers also identified features of good interaction congruent with the literature. All of them viewed effective interaction as two-way communication or information exchange. Teacher 2 said, "If they do not understand, they should ask, and by asking questions to be clarified, that is a good interaction." Besides recognizing negotiation for meaning as the key feature of good interaction, Teacher 1 added effective interaction a communicative goal: "They can achieve the aim that they want." Teacher 6 and Teacher 4 also perceived interaction as an essential condition for peer feedback and learning. Teacher 4 clarified:

I think good interaction means that students can work effectively with their partners and they can learn from their partners, and their partners can find out their mistakes, adjust themselves, and correct their mistakes themselves.

All the teachers thought that interaction is required for English learning. Teacher 4 emphasised that, "...there must be interaction in the classroom. Interaction helps students to produce or to perform what they have studied; it is to prepare them for language performance outside the classroom".

Most of the teachers agreed they regularly created opportunities for students to practice language output and interact with one another. For instance, Teacher 4 used role cards to encourage students to make a conversation. Teacher 2 employed discussion before her students did main reading or listening tasks. Besides, Teacher 5 shared her way of providing output practice from a controlled to a free manner:

With controlled practice, I give students handouts, some information gap activities or some charts, so that I can check at least that they can use English under the teacher's control, and then move on to free production. I provide many choices, many questions, or many prompts in order for the students to be able to talk about what they want, based on their acquisition.

Only Teacher 1 said she rarely engaged GE students in group or pair interaction in the classroom because of their limited and mixed-level proficiency, willingness to participate, and especially the time restriction. Teacher 1 explained that with only 30 or 45 hours, with that number of lessons [ten units], she found it hard to create interaction in the classroom. Teacher 2 also reported that for output like writing she usually asked her students to do it at home because the activity is time consuming.

In general, the focus group data showed that all the teachers initially shared a product-oriented conception of language output. They understood the nature of interaction, and believed language output and interaction are important for language learning. However, some contextual factors could affect their practice such as time restrictions and students' characteristics.

### Conception of Output and Interaction in Practice

An analysis of the lesson plans and stimulated recall revealed some intentions and actions across four major themes: target linguistic content-oriented, language accuracy-oriented, institutional restrictions, and student characteristics.

### Target linguistic content-oriented

Target linguistic content orientation describes the teachers' control of language production activities in such a way that focuses on particular language items they were teaching, although the way output and interaction were manipulated varied slightly among the six teachers. Their lesson plans partially uncovered their intentional focus.

As shown in Table 2, oral output and interaction was implemented in all the lessons, whereas written output was also given in Teacher 1's and Teacher 2's lessons. Most of the lesson objectives, however, showed the production of a particular TL content. Teacher 3, Teacher 2, and Teacher 6 clearly gave a priority to the linguistic objective. Teacher 1's plan put the topical content on top, and the linguistic objective followed as a support, which was confirmed in the lesson plan interview: "The grammar use [final objective listed] supports all the output parts above." Teacher 5's planned focus appeared to resemble Teacher 1's. Teacher 4 did not specify any objectives.

Table 2  
*Lesson Plans for Output and Interaction*

Teachers	Lessons	Time	Objectives	Focus
Teacher 1	How do you get to work? (Level 2)	135 min.	<ul style="list-style-type: none"> <li>- Read and comprehend a short passage on the topic of travel and transportation.</li> <li>- Talk about how they [students] get to school/work and the trip they have just taken.</li> <li>- Listen to some people's talks on travelling.</li> <li>- Write a paragraph describing how they get to school/work/travel.</li> <li>- Use grammatical points such as articles, present tense, or past tense in both writing and speaking.</li> </ul>	Comprehension Oral & topical Comprehension Written & topical Linguistic, oral and written
Teacher 2	I'm going to save money. (Level 3)	135 min.	<ul style="list-style-type: none"> <li>- Use <i>be going to</i> to talk and/or write about their near future plans and <i>because</i> plus a clause to give the reason for the plans.</li> <li>- Use <i>so</i> plus a clause to give a consequence.</li> <li>- Use a number of vocabulary items related to future plans (save money, buy a new bicycle/dictionary/cell phone, move out/in, take a new course, spend less money on clothes/food, invite friends to a party, change sleeping habits, etc.)</li> </ul>	Oral/written & linguistic
Teacher 3	There is/ there are (Level 1)	NG	Students will be able to describe things and people using There is/There are	Oral & linguistic
Teacher 4	I'm going to save money. (Level 3)	NG	NG	None
Teacher 5	Can I help you? (Level 3)	135 min.	<ul style="list-style-type: none"> <li>- Read and listen for specific information.</li> <li>- Say what they want to buy, make decisions as well as the way to express opinions at a shop.</li> <li>- Talk about their shopping habits.</li> <li>- Use collocations for uncountable and countable nouns.</li> </ul>	Comprehension Oral & functional Topical Oral & linguistic
Teacher 6	A day in my life (Level 2)	NG	<ul style="list-style-type: none"> <li>- Use words/phrases about daily activities fluently.</li> <li>- Ask/answer Yes-No and Wh-questions in present simple tense.</li> </ul>	Oral & linguistic

Note. NG: not given. Reprinted from *Dynamic conceptions of input, output and interaction: Vietnamese EFL lecturers learning second language acquisition theory* (p. 176), by V. L. Nguyen, 2011, University of Waikato. Copyright 2011 by V. L. Nguyen.

The teachers' intentions were further revealed in the way they organised output and interaction activities in Table 3

Table 3  
*Procedure of Lesson Plans for Output and Interaction*

Teachers	Lessons	Lesson procedure
Teacher 1	How do you get to work? (Level 2)	<ul style="list-style-type: none"> <li>-T introduces vocabulary on transportation and travel.</li> <li>-Ss practice in pairs, asking and answering questions on how to get to school.</li> <li>-Ss read a passage on transportation.</li> <li>-Ss notice the use of articles in the passage.</li> <li>-T explains and Ss complete practice exercises in the book.</li> <li>-T introduces vocabulary about vacation activities.</li> <li>-Ss listen to people talking about their vacations.</li> <li>-Ss talk about their vacations in pairs.</li> <li>-Ss write a paragraph describing how they go to school/work or their vacation.</li> </ul>
Teacher 2	I'm going to save money. (Level 3)	<ul style="list-style-type: none"> <li>-T presents vocabulary.</li> <li>-Ss read the passage "My New Year's Resolution."</li> <li>-Ss work in pairs and discuss the reasons why some people make their resolutions (given in the textbook unit).</li> <li>-Ss report the reasons and T writes them on the board.</li> <li>-Ss work in pairs to match the reasons with the resolutions</li> <li>-Ss listen to four people talking about their resolutions and take notes.</li> <li>-T translates the grammar points and examples presented in the unit.</li> <li>-Ss recognise the difference between simple present and present continuous tense.</li> <li>-Ss write sentences with the verbs given in the textbook unit.</li> <li>-Ss write about their plans individually.</li> <li>-Ss go around and ask each other about their plans for this school year</li> </ul>
Teacher 3	There is/there are (Level 1)	<ul style="list-style-type: none"> <li>-T presents THERE BE.</li> <li>-Ss practice the structure with a transformation drill.</li> <li>-Ss practice asking and answering the questions in pairs.</li> <li>-Ss do practice exercises in the book.</li> <li>-Ss work in pairs to ask each other about the numbers of things and people in their pictures (given by T).</li> </ul>
Teacher 4	I'm going to save money. (Level 3)	<ul style="list-style-type: none"> <li>-T teaches vocabulary.</li> <li>-Ss match the resolutions with the reasons (given in the textbook unit).</li> <li>-Ss do information gap task, exchanging information about the resolutions of two people.</li> <li>-Ss prepare to talk about their plans for the weekend.</li> <li>-Ss share their plans with a partner.</li> <li>-T correct any common mistakes during pair work.</li> </ul>
Teacher 5	Can I help you? (Level 3)	<ul style="list-style-type: none"> <li>-T teaches vocabulary, presents reflexive pronouns, expressions to say in a shopping situation.</li> <li>-Ss practice grammar activities.</li> <li>-Ss listen to a shopping conversation.</li> <li>-Ss work in pair/group to share decisions about shopping for something.</li> <li>-Ss role-play the conversations.</li> </ul>
Teacher 6	A day in my life (Level 2)	<ul style="list-style-type: none"> <li>-Ss work on the meaning of new phrases given in a list, and ask each other how often and what time they do the activities in the list.</li> <li>-One pair of students demonstrate the practice.</li> <li>-Ss listen to Sam's activities [on an audio] and complete the table/list.</li> <li>-Ss work in pairs, ask and answer questions to complete a chart about three famous persons.</li> </ul>

Note. Reprinted from *Dynamic conceptions of input, output and interaction: Vietnamese EFL lecturers learning second language acquisition theory* (p. 176), by V. L. Ngyen, 2011, University of Waikato. Copyright 2011 by V. L. Ngyen.

Table 3 further shows that the lesson procedures of Teacher 3 and Teacher 6 were aligned with their specified aims, while those of Teacher 1, Teacher 2, and Teacher 5 were not. In contrast, in Teacher 1's plan, the language focus was ordered before the language output activity, which was incongruent with her objectives reported in the lesson interview. Teacher 2's lesson apparently proceeded in the way that prioritised meaning expression before the simple past tense was taught, which differed from the objectives listed (Table 2). Teacher 5 clearly indicated a focus on teaching target linguistic forms prior to providing output practice in the subsequent activities. The target forms included 'self' and common expressions used at a shop. In contrast, Teacher 4's procedure spelled out her intention to prioritise meaning; that is, students' speaking about New Year's resolutions and plans for weekends.



Further evidence from the SRIs uncovered a form-oriented linguistic performance. In Teacher 3's video-recorded lesson, the form 'there be' was explicitly instructed first. Then a transformation drill was used to develop students' automatic processing and accurate production of the form. A question-answer drill followed to further prepare the students for an information gap task later that was provided as an opportunity for contextualised practice. The teacher explained that the last task was to evaluate whether the students used the structure accurately. She recalled:

My purpose at this stage was to give them practice on how to make and answer the questions. Therefore, this was the preparation for them to do the production stage later on. It was a bit inauthentic but useful to them, I think, because they repeated the *structure*, and they would memorise that *structure*. (Emphasis added)

Likewise, Teacher 2 provided opportunities for language production late in her lesson. After presenting the structure 'be going to', she asked her students to write down their own weekend plans, and then move around to share this with their classmates orally. For Teacher 2, these activities allowed students to reproduce the language, or "apply the language they had just learned to talk about their weekend." She explained that this was aimed at helping her students be able to use 'be going to' to talk about their weekend plan, which was in line with her lesson plan.

For Teacher 1, the first language practice, the ask-answer practice on means to go to school, was the opportunity when "they can make a small conversation; for example, they would ask about how to go, how long it takes, why they like to take a certain transport, or so on." This explanation reflects a linguistic focus on certain questions. A more authentic task, she added, was students' talking about their own vacations in pairs, which represents the same linguistic focus. She recalled:

...in pairs, they more or less had a chance to speak English, but in terms of using *these questions* in real life, I am afraid that this activity was not enough....So in the next lesson, I planned to give them another situation where they will role play going to a travel agency to ask, for example, if they want to go to Dalat City, they will ask 'How can I go there?' or 'How far?' or 'How much?' so they can know how to ask questions. (Emphasis added)

Teacher 6 provided two language practice activities. The first one was an interview with cue cards where students acted as journalists interviewing the daily routines of a celebrities, followed by a brief oral report. In this activity, she recalled, "students can both ask and answer and finally come to the same outcome," an opportunity for them to practice the target language items taught earlier in the lesson. The second activity was the students' interview about their daily routines where they practised using the questions they had studied, "First, they asked about the activities, asked *what*, and second *how often*. Those who asked would learn how to ask, and those who answered would use *adverbs of frequency*, and then focusing on time, they would use *prepositions of time* to answer questions." (Emphasis added)

However, Teacher 6 believed language should bear a resemblance to real life, instead of what the textbook provided. This urged her to introduce the input close to her students' daily routines. For her, this activity generated more authentic language use because it freed students so that "they could choose to ask and answer about their daily activities". Her explanation evidently revealed the need for teaching certain language items targeted in the lesson, but she adapted to create a meaningful language practice.

Overall, there was obvious evidence that the teachers had a tendency to gear language output and interaction activities towards the linguistic content specified in the textbook in the control-free process. This predisposition is linked to their concern for controlling students' language use to impact accuracy.

### Language Accuracy-Oriented

A concern for language accuracy was observed among the six teachers. It was manifested in a variety of ways they ensured students' accurate performance. Table 3 shows that most of the teachers delayed 'free production' until the end of their lessons. In practice, the teachers initially taught students the vocabulary items or grammatical structures necessary for their language output later. Presentation was stressed as being essential for students as it can give them various sources of language input. Teacher 5 said, for the usual utterance 'I need', students can

be taught to say 'I am looking for or I'd like'. Teacher 6 revealed this belief when she reviewed some grammatical patterns to guarantee her students' accurate language production: "I wanted them to do it [make questions] by themselves before they did the task because I heard some students asking *inaccurate* questions". (Emphasis added)

The second way to ensure accuracy involved pronunciation practice before pair work practice. This helps students develop both fluency and accuracy in using the target forms in subsequent output activities. Teacher 2 explained why she had students repeat some words aloud, "I wanted to prepare them for the speaking activity". Teacher 6 shared the same worry in her recall session, "I wanted to ensure they had correct pronunciation before they produced output".

Another example lies in teachers' reasons for initiating interactions with their students. Teacher 2 viewed her intention to interact with her students not as a way to maximise learning opportunities for students, but as a classroom management strategy. She commented on an exchange with some students after their pair work talking about daily routines: "It was not to find out about their peers' routines, but to check who had worked and whether they could use *accurate grammatical structures* or pronounce an *accurate final -s*." (Emphasis added)

Teachers' authority is manifested in their control of how students wanted to use the language. The power distance in the cultural context of Vietnam (Hofstede, 2019) has entitled Teacher 2 to dominate her students and forced them to stay on the track she intended. She recounted: "This morning I crossed out a sentence a student said. I wrote a clear model introduction: 'Hello, everyone, I would like to tell something about a US holiday.' The student began with 'Today I introduce to you a holiday.' I wrote it on the board, crossed it out, and told him never to use it again."

In summary, although the six teachers exhibited an initial understanding of the merit of language output and interaction, a common thread among them was their manipulation of lesson activities to target the accurate production of particular planned linguistic forms. Such practice reflects a conception of language accuracy and form-oriented teaching and learning, and is further mediated by various contextual constraints that will be discussed below.

## Institutional Constraints

The way the teachers implemented output and interaction was restricted by the institutional syllabus restriction, which was based on the textbook. Their lesson plans represented the textbook units they had to teach. Evidence from lesson interviews further showed that the prescribed content somehow influenced how they taught despite its relevance to the students' lives. Teacher 1, for example, recounted, "From the title 'How do you get to work?' when you introduce the lesson, you can ask this question, so the students would have to notice the question and how to answer it. The question lies in Exercise 3. I turned this exercise into an oral practice."

Time restrictions created difficulties for optimising output and interaction in the GE classroom. According to the GE syllabus, ten units had to be completed within forty-five standard hours, each lasting 45 minutes. Thus, a particular activity like sharing opinions about some statements in pairs was assumed to be potentially time-consuming and was replaced with a teacher-fronted discussion by Teacher 2.

Before listening, there is a discussion section 'What do you think about these statements?' so I prepared them for this discussion. Here in the book there was 'work in pairs' but I did not do that... If I had had time I would have let them do that.

Also, because of the time limit, accuracy emphasis right from the beginning was thought to be effective. Teacher 2, for instance, recalled a moment in her lesson that "My purpose was to let them listen first, so that they could imitate the conversation, so they could be correct from the start. If I had let them think and do the work by themselves, they would have used Vietnamese or asked me and it would have wasted time."

## Student Characteristics

The teachers perceived student characteristics as a barrier to fostering language output and interaction. These characteristics involved students' limited and mixed levels of English, students' passive attitude to learning, and students' failure to initiate communication.

First, students' limited and mixed levels of proficiency made the teachers cautious. As mentioned, all the teachers had a strong belief in language instruction for language performance, mostly manipulating student production by giving a model and delaying activities for free language production until the later phases of a lesson. Teacher 1 said in the recall, "For this level [GE], if you do not give a model and just give a task and ask them to talk... even though I gave them a model, as you see, their output was so bad". The teacher's orientation towards language output accuracy reflects a cost-benefit analysis view in teaching English to mixed-ability classes. Teacher 2 expressed a similar mind-set, "You will become very tired of correcting them. Here they were all prepared, and they just needed to speak." She expressed her strong belief that without a dialogue model, they would have made mistakes. This concern represents a product-oriented perspective on learning where trial-and-error is discouraged. She continued, "They did not have to try and make mistakes. *I was afraid they would make mistakes...* For GE students I think we should introduce the correct form right from the start, so they could follow the track." (Emphasis added)

Students' unfamiliarity with active learning was an additional reason. This implied a common assumption that Vietnamese students in GE classes are often passive learners. Teacher 5 commented, "If they had been more active, I would have asked them to talk in front of the class and make their decisions". Teacher 2 complained, "They just listen and wait to be asked to give an answer, but they seldom ask questions." Teacher 1 described it as "the students' culture of learning, an established study habit that was still not learner-centred". With such a learning culture, Teacher 1 said, "[Teachers] have to give them a model and then give them time to practice," or "teachers need to scaffold lessons and can't allow students complete freedom." This culture is related to students' lack of competence in handling a conversation. Teacher 2 attributed this to the culture where "people do not like to ask questions", and stressed that "students can't communicate or start a conversation, and they will get confused and begin to speak Vietnamese". Such a perception might have induced the teachers to model interaction for their students. For example, Teacher 5 said "I began to ask sample questions, so they would know how to maintain a conversation".

Overall, most of the EFL teachers in the current study had a tendency to control output and interaction activities mainly for the desire of accurate performance. Their responses reflected a language form and accuracy-oriented teaching view. Factors in the educational context, including both institutional factors and students' characteristics, mediated their conception.

## Discussion

Unlike the studies of MacDonald et al. (2001) and McDonough (2004), the current study showed that the six Vietnamese teachers believed in the importance of learner language production in second language learning, a similar outcome reported in Howard & Millar's (2009) study. The teachers' tendency to manipulate output and interaction activities for the mastery of certain targeted linguistic content is in line with previous research in a similar context (McDonough, 2004). Although the Vietnamese teachers did not believe that peer interaction could lead learners to make errors as their colleagues did in McDonough's (2004) study, they implicitly signalled disbelief in the contribution of student talk in pairs and groups, given their mind-set of language output accuracy. To foster learner output and interaction, most of the Vietnamese teachers created activities for contextual and communicative practice of certain targeted language items, the kind of activities resembling what Ellis (2003) called linguistically focused tasks designed to support meaningful language practice. Such teaching practice is depicted as a weak approach to using tasks (Skehan, 1996), which is favoured by many Asian teachers in Hong Kong primary schools (Carless, 2003, 2007) and the Thai tertiary classroom context (Todd, 2006).

The conception of the teachers in the current study described above represents Vietnamese EFL teachers' belief in grammatical accuracy over communication skills (Chau, 2009). It also resembles what previous research on curricular innovations regarding the necessity for explicit grammar teaching (Barnard & Nguyen, 2010), and preparing students linguistically before task performance (Nguyen, Le & Barnard, 2015). Such established practice that builds around particular language forms reflects a deep belief about form-focused instruction, and a lack of focus on meaning aligned with TBLT (Nguyen, 2014).

Conceptions of learning have a correlation with and underpin instructional approaches (Goodyear & Hativa, 2002; Lamb & Kember, 2006; Richards & Rodgers, 2001), and conceptions of learning are related to conceptions

of language teaching (Benson & Lor, 1999; Freeman & Richards, 1993). Therefore, we can infer the conception of the Vietnamese EFL teachers about English learning and teaching based on their conception of language output and interaction. In this way, a synthetic approach (Long & Crookes, 1992), a reflection of a product-oriented conception of teaching, could better capture these teachers' views. It represents the perspective of language pedagogy primarily oriented towards the presentation and practice of discrete language items or forms, as opposed to communicative meaning or fluency-oriented pedagogy (Wilkin, 1976). It can also be likened to focus-on-forms (Ellis, 2001), although their conception is not entirely structural at the expense of communicative meaning. The orientation of these teachers is likely to have its roots in their established experiences in teaching GE as well as professional backgrounds. It is further shaped by contextual constraints, namely institutional constraints and student characteristics. Such a conception seems to compromise the use of communicative tasks in that language production opportunities serve to prime the internalization of TL forms.

## Conclusion

Despite its limited generalizability, the study offers useful implications. Considering that language pedagogy needs to investigate teaching conceptions to benefit language teacher education and development (Freeman & Richards, 1993), it is imperative that teachers' preconceptions, which could be shaped by prior training or classroom experience, be tackled and brought to explicit discussion and reflections. In that way, theory and practice could be brought closer. The conception of Vietnamese EFL teachers in the current study uncovers a form-focused perspective on language teaching, which is reflected in the present-practice-produce model they are familiar with. This conception seems to fit into their teaching context. Thus, for bottom-up approaches such as TBLT which advocates a constructivist and trial-and-error view of learning to be incorporated in an Asian context like Vietnam, this teacher conception should be addressed if the gap is to be narrowed.

In conclusion, the current study employed multiple sources of data to unpack what six Vietnamese EFL instructors believed about language output and interaction. The case-based thematic analysis revealed that the teachers held a conception of language teaching in the light of skill building theory (McLaughlin, 1987). This empirical evidence is corroborated by similar studies in other Asian contexts. The finding implies that the Western idea about a flexible communicative approach with a strong focus on meaning and a constructivist view of learning needs to work in tandem with the conception of learning and teaching in the light of skill acquisition and building in EFL settings. In these settings, teaching and learning are not supported in terms of an authentic language environment, institutional imperatives, and students' characteristics compatible with a constructivist learning approach. The limitation of the current study is the small sample size biased towards gender. Further research could employ a larger sample which involves a wider range of variables.

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## Appendix

### Protocol for stimulated recall interviews

This protocol is adapted from a sample used by Mackey, Gass & McDonough, as attached in Gass and Mackey (2000) for task-based interaction. The protocol is adapted for two purposes: to stimulate participants to recall what they were thinking in their lesson actions and to reflect on aspects of their lesson as related to conditions for effective second language learning.

#### Instructions

1. Engage in some chitchat for about 1-2 minutes
2. Give the following directions for the task

*What we are going to do now is watch the video. I am interested in what you were thinking at the time you were talking or giving an activity. I can see what you were doing by looking at the video, but I don't know what you were thinking. What I'd like you do is tell me what you were thinking, what was in your mind. I am also interested in what you think or perceive about some aspects of your lesson, or your reflection now.*

*So I am going to pause the video where I want to have some questions. If you are not sure about my questions, please ask me to clarify. If you want to pause at any time and talk about what you were thinking, please feel free to do so.*

Demonstrate stopping the video and asking a question for them.

1. If the participant stops the video, listen to what he or she says.
2. Ask the questions on the next page
3. Focus on each condition first; then ask them to tell what they think about/evaluate their practice or lesson.
4. If their response is that they don't remember, do not pursue this because "fishing" for answers that were not immediately provided increases the likelihood that the answer will be based on what the person thinks now or some other memory or perception.
5. Try not to direct participant responses.
6. Try not to react to responses other than providing back-channeling cues or non-responses: *Oh, Mmh, I see, uh-huh, alright.*

### Prompt questions for stimulated recall interviews

These indicative questions are based on the question frame employed by Clark and Peterson (1981). Some of them are taken from the researchers (\*). Others are adapted (\*\*) and created, but depending on the specific activities in each lesson, they were adapted.

1. What were you thinking when you gave that task/activity? \*\*
2. What were you aiming at when you gave this task/activity?
3. How was the students' response? \*\*
4. Were you thinking about any other alternative actions or strategies at that time?\*
5. What were you thinking about students' interaction here?
6. Do you think students had good interaction? Can you justify that?
7. What would you say about their reactions? Why was it so?
8. What would you say about the activity/task you intended?
9. What is your general comment about this lesson?
10. Do you think you have created optimal opportunities for output and interaction? How?



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**Unpacking Perceptual and Contextual Influences on  
Task-based Instruction:  
A Framework of Teacher Beliefs and Practice**

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**Abstract**

Task-based language teaching (TBLT) is one of the contemporary approaches which attracts a vast amount of research in the past decades. Research on the dissemination of TBLT, however, has provided abundant evidence of hindering factors in various educational contexts, especially in Asian cultures. Two major groups of factors were reported. One is directly associated with the teachers, namely their language proficiency, understanding of TBLT, and beliefs about language pedagogy. The other group involves the social, cultural, and educational forces which indirectly militate against the teachers' implementation, including assessment policy, large mixed-ability classes, social accountability, and instructional time constraint. This situation reflects an existing gap between what second language acquisition research has to say and classroom realities, in which the teacher plays a crucial bridging role. The current paper draws on studies on TBLT published within two to three recent decades to argue that teachers' belief is a key mediator of their practice which interacts with their classroom experiences and contextual factors. Based on this position, the paper attempts to depict a conceptual framework that captures the interaction to provide

implications for future research and work on EFL teachers' education and development.

**Keywords:** task-based learning, teacher beliefs, change, framework

## Introduction

In the policy of many countries, innovative pedagogical approaches such as task-based learning (TBLT) have been promoted (Butler, 2011). The diffusion of the task-based approach in these settings, however, has unveiled a divide between “two different forms of discourse” on which SLA research and classroom practice operate (MacDonald, Badger & White, 2001, p. 950). Rahman and Pandian (2016) have recently stressed that research findings are not realistically applicable and/or accessible. Even though TBLT is claimed to be grounded in psycholinguistics and SLA research (Nunan, 2004; Van den Branden, Bygate, & Norris, 2009), the approach has, in practice, encountered obstacles especially in Asian settings.

The challenges of TBLT have led to various reactions or suggestions. One suggestion was a flexible adaptation of TBLT to educational contexts (Carless, 2003, 2004). Another reaction was to synthesize the challenges (e.g., Cao, 2018), or use case studies to gain further insight into challenges in pedagogical shifting (e.g., Phuong, 2018) in order to provide temporary pedagogical implications. Advocates of TBLT (e.g., Harris, 2016) also examined successes and failures from the teacher perspective to suggest measures that make the challenges “less arduous” (p.112). These studies, nonetheless, fail to depict a general framework of interactive factors that mediate TBLT implementation, which could offer further insights and implications for future work.

An updated research has particularly reiterated the impact of teacher beliefs on TBLT implementation (Zhang & Lou, 2018). The current paper thus aims to unpack the interactive influences of teacher beliefs and contextual factors on TBLT diffusion, and attempt to sketch a socially situated model of teacher beliefs and

practice. This model hopefully provides further insight into English pedagogy innovation, teacher education and future research in Vietnam and similar contexts. To this end, the paper draws on the conceptual framework of teacher belief and practice (Borg, 2006), research results of major studies on teachers' implementation and beliefs regarding TBLT, and the educational contexts of Vietnam and similar ones.

### **Task-based Language Teaching Principles**

To understand the challenges TBLT has encountered, a brief recapture of principles underlying this approach is essential. TBLT is predicated on the contemporary view of language as integrated, holistic discourse in communication (Foster, 1999; Holliday, 1994, Long & Crookes, 1992; Van den Branden, Bygate, & Norris, 2009), and the psycholinguistic processes of second language (L2) acquisition (Ellis, 2000; Richards & Rodgers, 1986, 2001). Unlike most previous language pedagogical approaches, it assumes that L2 learning takes place not in the order the target language (TL) segments are broken down and presented as in traditional syllabuses no matter how carefully teaching is organized, simply because learners follow their own natural route of acquisition (Ellis, 1994; Foster, 1999; Van den Branden, 2006). TBLT advocates a natural, organic, process-oriented approach to learning, as opposed to a strictly mechanical, behaviourist view underpinning many traditional methods (e.g., Grammar Translation, Audiolingualism, to name a few). Thus, TBLT is identified as a perspective (Brown, 2001), a logical development (Littlewood, 2004), or family member (Nunan, 2004) of communicative language teaching or, "communication-oriented language teaching" (Littlewood, 2004, p. 326).

Various task-based interpretations have emerged over decades (e.g., Long, 1983, 1996; Long & Crookes, 1992; Prabhu, 1987; Skehan, 1996; Willis, 1996). At a curricular level, TBLT uses tasks as units of planning and teaching drawing on the interactional framework (e.g. Long & Crookes, 1992; Prabhu, 1987). Methodologically, TBLT incorporates task sequence in an

instructional cycle of three stages namely pre-task, task cycle, and post-task (e.g., Willis, 1996; Skehan, 1996). Although these approaches differ from one another, they are typically “based on the use of tasks as the core unit of planning and instruction in language teaching” (Richards & Rodgers, 2001, p.223). A task-based approach “seeks to engage learners in interactive, authentic language use. By performing a series of tasks, learners “both acquire new linguistic knowledge, and proceduralize their existing knowledge” (Ellis, 2007, p.2). The most central tenet of a task-based approach is, therefore, the task in which language is contextualized and processed, and motivation is generated by a target outcome achievement (Richards & Rodgers, 2001; Shehadeh, 2005; Willis, 1996); language knowledge is constructed through task-based social interaction (Ellis, 2000; Lantolf, 2000).

Such a language learning perspective is ascribed to a strong view or version of task-based instruction (Skehan, 1996; 2003). In contrast, a weak version (Skehan, 1996) or task-supported teaching (Ellis, 2003) treats tasks as an integral part of language instruction, but only use them for communicative practice (Adams & Newton, 2009; Ellis, 2003), preceding and following which a focused instruction of certain linguistic features may be conducted (Skehan, 1996). This version “could also be compatible with a traditional presentation, practice, production sequence, only with production based on tasks” (Skehan, 1996, p.39).

Critical to TBLT is the concept of task which has provoked various interpretations (e.g., Bygate, Skehan & Swain, 2001; Van den Branden, 2006). Shared features of a task, however, include a primary focus on meaning, some resemblance to real-world tasks, a clearly defined outcome or communicative goal, engagement of cognitive processes and integration of language skills (Ellis, 2003; Nunan, 2004; Skehan, 1996; Willis & Willis, 2007). Central to the task-based activity must be learners’ use of TL as a medium of communication (Van den Branden, 2006) “in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express their meaning” (Nunan (2004, p.4).

Due to its primary focus on communicative meaning, TBLT is classified as a meaning-focused approach as opposed to traditional form-focused instruction. A strong emphasis on communication, as criticized, may encourage task-based learners to pay focal attention to meaning at the expense of linguistic form, thus producing fluent but inaccurate language ability (Foster, 1999; Skehan, 1996). This concern has urged TBLT proponents to return to form in a less conventional way, namely an incidental focus-on-form, an approach that stresses instruction of forms that arise from the learner needs for them in communication (Long, 1996). On the other hand, a traditional approach called focus-on-forms, preselects a form to teach explicitly either deductively or inductively with an aim to support learners to use the form in their communication.

TBLT also advocate manipulating task characteristics and conditions purposely and selectively to develop learner accuracy, fluency, and complexity (Skehan, 1996), or alternatively leading learners through cycles of planning, implementing a task, and comparing it with native speaker performance (Willis, 1996) in which attention is drawn to linguistic forms. Furthermore, the distinction between unfocused tasks which focus on communication only, and linguistically focused tasks which “elicit the uses of specific linguistic features” while maintaining an attentional focus on meaning (Ellis, 2003, p.141), has rendered TBLT less radical and more complex to practitioners. Therefore, the concept of tasks incorporates a broader sense than communicative tasks, the so-called communicative activities in CLT (Skehan, 2003).

The teacher’s role in task-based classrooms also becomes more complex than in traditional classrooms (Samuda & Bygate, 2008). Teachers facilitate, monitor and advise rather than dominate and control learners in their learning process and language use. Task-based learners mainly have to take more responsibility than waiting to be ‘spoon fed’ (Nunan, 2004). Although TBLT is not necessarily learner-centered (Ellis, 2003), learners are expected to actively participate in learning activities

organized around tasks, working preferably with peers in the learning process. This role adoption is not familiar to Asian students who are familiar with the traditional transmission or lecture-based style. On the other hand, the teacher may feel they lose control and do not take their responsibility because they are paid to teach.

Besides, TBLT is claimed to be a multifaceted approach, allowing for a creative and flexible design by deploying a diverse range of materials, textbooks, and technologies for the ESL and EFL classrooms (Oxford, 2001), and thereby better cater for contextual demands (Leaver & Willis, 2004). Nonetheless, both Ellis (2003) and Kumaravadivelu (2006) noted that the social, cultural, political, and historical context were seldom considered in TBLT implementation. It is in this respect that TBLT has faced reactions due to long-standing teacher beliefs and practices which have been contextually established (Borg, 2006).

### **Factors Mediating Communicative Task-based Language Teaching**

Abundant research has recognized some benefits of task-based instruction, namely learners' increased satisfaction with learning (Kaplan & Leaver, 2004; Lopes, 2004), increased strategic competence (Kaplan & Leaver, 2004), changed beliefs about language learning (Lopes, 2004), collaborative learning beyond individual abilities (Muller, 2005; Swain & Lapkin, 2000), and learner development of fluency, accuracy, and complexity (Diapora, 2005; Johnston, 2005). Nevertheless, TBLT opponents such as Swan (2005) consider the belief in better language learning achievement rendered by TBLT than previous traditional approaches to be misleading.

The remaining, and perhaps most debatable issue is the extent to which TBLT is applicable or relevant to Asian countries, where the communicative approach has faced challenges over the past decades (e.g. Anderson, 1993; Ellis, 1996; Holliday, 1994; Jarvis & Atsilarat, 2004), and been reduced to a weak version like the presentation, practice and production model (Holliday, 1994;

Van den Branden, Bygate & Norris, 2009). A considerable body of studies across Asia has spotted practical issues, highlighting the interconnection of perceptual, social and cultural factors in which teacher beliefs appear to play the key role of change.

### **Teacher knowledge and beliefs about language pedagogy and TBLT**

Research across Asian contexts has revealed teacher-related factors such as their language ability, understanding of TBLT, and beliefs about language pedagogy as major barriers.

#### ***Teacher language proficiency***

From a review of 14 countries, Ho (2004) identified teacher inadequate English proficiency as an impediment to the dissemination of communicative teaching methods in East Asia. In various school contexts, Jeon and Hahn (2006) confirmed that South Korean EFL teachers had limited English proficiency which mainly caused them to avoid TBLT. Similar findings were discovered in Japan and Hong Kong (Butler, 2005; Butler, 2011; Li, 1998). As Littlewood (2007) concluded, insufficient English ability may result in teacher lack of confidence to address unpredictable needs arising in CLT classrooms. But it is noteworthy that while this is a crucial factor, its impact depends upon individual teachers. Most studies reported this difficulty at the primary and secondary school level. For university EFL instructors, English proficiency is not necessarily a barrier (e.g., Nguyen, 2011; Barnard & Nguyen, 2014).

#### ***Teacher understanding of TBLT***

Teachers' surface understanding of TBLT also influences their implementation. In fact, this was the most important reason why many Korean teachers were reluctant to conduct task-based activities (Jeon & Hahn, 2006). It also limited school teachers' implementation of task-based curricular innovations in Hong Kong (Clark et al., 1999, as cited in Adams & Newton, 2009), Mainland China (Cheng & Wang, 2004; Zhang, 2007), and South

Korea (Li, 1998). Nguyen, Le and Barnard (2015) found Vietnamese teachers lacked a thorough knowledge of TBLT, which caused them to focus on forms rather than meaning. Van Loi (2011) similarly found that the Vietnamese EFL instructors in his study tended to manipulate tasks to focus students' practice on certain linguistic forms targeted in their lessons.

### ***Teacher pedagogical beliefs***

Teacher knowledge of TBLT seems to be outweighed by teacher beliefs about language pedagogy which has been contextually shaped over time. Although many Korean teachers understood TBLT, they rejected it because of the time and exam pressure, the need for classroom management, and their beliefs in grammar instruction (Jeon & Hahn, 2006). Jeon and Hahn (2006) further observed that Korean secondary school teachers lacked trust in the linguistic effect that TBLT claims to have.

The Thai EFL tertiary teachers could grasp the communicative approach tenets, but attributed the educational system, students, and learning culture, to their avoidance (Jarvis & Atsilarat, 2006), which highlights the impact of teacher contextually-shaped mind set. Todd (2006) further reported three reasons why the Thai EFL university instructors in his study switched from a pure task-based English-for-academic-purpose syllabus to a mixed methodology that involved traditional explicit instruction. Two of the reasons were concerned with teacher beliefs in teaching grammar and in the appropriateness of TBLT to limited proficiency students.

In Vietnam, Barnard and Nguyen (2010) reported alongside espousing communicative principles, Vietnamese teachers found the necessity for explicit grammar teaching. They feel the need to prepare grammar for students before task performance (Nguyen, Le & Barnard, 2015). Nguyen (2014) also observed that Vietnamese teachers' practice is built around particular language forms, and reveals a lack of focus on meaning aligned with TBLT, which reflects a deep belief about form-focused instruction. Undoubtedly, teachers' beliefs about language pedagogy plays a



key mediating role, and interact with contextual factors to impact teachers' practice (Borg, 2006).

### **Educational, social and cultural factors**

Research across different settings report similar findings about the effect of educational, social and cultural factors on TBLT implementation.

#### ***Educational features***

An issue that confronts EFL teachers across Asia regards the educational policy and conditions. One key hindrance is the psychological burden of form-focused examination. Asian teachers as reported in the literature are caught between the need to prepare students for exams and the top-down policy to conduct communicative task-based language teaching. Many studies have found the pressure to prepare students for norm-referenced, form-focused tests as well as national high-stakes tests prevented teachers from communication-focused teaching in many contexts namely Mainland China (Hu, 2005a, Liu, Mishan, & Chambers, 2018), Hong Kong (Carless, 2003, 2007; Deng & Carless, 2009), South Korea (Li, 1998; Shim & Baik, 2004), Japan (Gorsuch, 2000), and Vietnam (Barnard & Nguyen, 2010; Canh, 2008). Liu, Mishan and Chambers (2018) stressed that the public examination system was one of the main barriers to TBLT implementation in China. Carless (2007) emphasized that multiple-choice testing formats administered by external assessors made Hong Kong school teachers return to explicit instruction. This finding echoes what Canh (2008) observed about curricular innovations in Vietnam where multiple-choice tests in the General Education Diploma Examination and University Entrance Examination restricted teachers' teaching of language skills designed in the English textbooks.

Hu (2005a) found the effect of high-stakes testing more salient in less developed areas of China where the teachers had to adopt explicit instruction to prepare students for standardized testing, whereas in developed regions, teachers had the right to

develop curricula to meet the increasing demands for English proficiency, so their teaching was more communication-oriented. Littlewood (2007) identified this issue as a failure of assessment policy “to keep pace with other developments in the curriculum” (p.245). Adams and Newton (2009), however, noted that communication-oriented assessment would not necessarily lead teachers to enact tasks in language classrooms because they may still think old ways of teaching are more appropriate. Carless (2007) has pointed this out in Hong Kong secondary contexts, implying that the wash-back effect of testing seems to be far a complex matter. It is obvious that examination policy is one of the factors mediating teachers’ beliefs and practice.

Instructional material is also matter of concern for teachers in many Asian countries. The Korean teachers reported that their textbooks were not supportive of task-based instruction (Jeon & Hahn, 2006). Carless (2003) encouraged Hong Kong teachers to consider tweaking textbook contents to integrate tasks. While it is observed that textbook-based instruction is a popular practice in Asian countries (Canh, 1999; Pham, 2000), research evidence shows that using textbooks as an agent of change may not be effective. Canh (2008), for example, found that even though the new English textbooks focused on four language skills, Vietnamese school teachers still taught lessons in their accustomed ways, claiming that the books could not change their teaching approach. With this observation, he concluded that teacher beliefs should be the focus of change. By the same token, Thai EFL teachers returned to explicit grammar instruction as a way of negotiating a purely task-based syllabus with the need for grammar instruction in the pre-task phase or separate lessons to prepare students for task completion (Todd, 2006). Teacher existing beliefs about language pedagogy again appear to be a strong mediator. This factor is what Freeman (2002) called the “hidden side” of teachers that teacher educators and developers should consider.

Alongside is the multi-level proficiency of students in large classes which, as blamed by many teachers, also limits task-based

instruction. Many Asian classrooms are commonly organized in volume and age rather than proficiency levels (Adams & Newton, 2009). Consequently, teachers had difficulty in selecting, designing and organizing communicative activities to cater for the various student levels. In Vietnam, expatriate teachers reported this problem in teaching English (Bock, 2000). EFL teachers in many studies also expressed a concern for the relevance of TBLT to low-proficiency students (Canh, 2008; Jarvist & Atsilarat, 2004; Li, 1998; Todd, 2006).

The student proficiency level explains why a Mainland Chinese teacher was frustrated and returned to grammar exercises as “many students just sit there idling their time” (Li, 2003, p.76). It also accounts for the excessive L1 use reported by school teachers in South Korea (Lee, 2005), Hong Kong (Carless, 2004), and Mainland China (Li, 2003). Eguchi and Eguchi (2006) observed that their students even switched to Japanese for simple verbal exchanges, which could have been done in English. Learners’ impoverished and minimal use of English on task also worried many teachers in Hong Kong (e.g., Carless, 2004; Lee, 2005). Instead of using communication strategies for meaning negotiation as claimed by the theory of TBLT, students only tended to use simple strategies like prediction that involved little demands on language (Lee, 2005), a criticism regarding the effectiveness of TBLT raised by Seedhouse (1999). Adams and Newton (2009) further remarked that “learner reluctance to speak in class may then undercut the value of interactive and production tasks for language development” (p.8). To solve the problem, teachers are encouraged to place students of different language abilities in groups (Sachs, 2007), but this suggestion should consider the fact that competition and group cohesiveness are characteristic of Asian cultures (Hofstede, 1986). These values may challenge a constructive and cooperative learning perspective, and implicitly influence teachers’ beliefs about TBLT.

### ***Social factors***

Another factor that strengthens teacher attitudes towards TBLT is the investment of time on task preparation and conducting tasks within classroom time restriction. While instructional time restriction fails to support Chinese teachers in Denmark educationally (Bao & Du, 2015), time involves a social dimension as well because it relates to income and workload.

In some Asian contexts, teachers are underpaid, leading them to “take a second or even a third teaching job” (Yu, 2001, p.196). This may discourage them from preparing and enacting tasks because doing so means more time investment and pressure (Hui, 1997). Because of economic instability and low salaries, many English teachers in Uzbekistan had to do extra work, thus they invested less time and energy in new methodologies (Hasanova & Shadieva, 2008). Although in other contexts the economic factor was not reported, insufficient class time was a major factor for teachers’ avoidance of TBLT, for example, in Korea (Jeon & Hahn, 2006), and for teachers’ returning to explicit approaches in Thailand (Todd, 2006). In Vietnam, teachers’ low income requires them to teach extra classes or take extra jobs, which definitely is an essential mediator to consider. Carless (2003), in contrast, referred to Hong Kong primary teachers’ heavy workload as an impediment to their preparation of tasks and teaching materials, but he further concluded that it was overall not a main hindrance, because textbook publishers have supplied suitable task-based materials.

Interacting with time and income is the need for social accountability. EFL teachers may feel discouraged from providing communicative tasks which are believed to be neither worthwhile nor satisfactory for parents and students who were more concerned about passing the national examinations (Carless, 2003; Cheng & Wang, 2004; Gorsuch, 2000; Li, 1998). Swan (2005) observed that three-to-four-hour lessons per week pressed teachers to teach the linguistic knowledge required for examinations (Swan, 2005).

Last but not least, teachers have voiced ideas about the affordance of an overall socio-cultural environment, or a TL environment available which could motivate Asian students to study for communicative competence. As Nishino and Watanabe (2008) indicated, much as in other Asian contexts, the substantial difficulty facing Japanese EFL teachers is the absence of a communicative environment outside the classroom.

The social factors seem to mediate teachers' practice of TBLT in different ways, depending on the support of social settings. However, time seems to play a mediating role in teacher change which normally confronts them with challenges in pedagogy, high workload, and social accountability in terms of examination results.

### ***Cultural values in teaching and learning***

Classroom management additionally influences teacher decisions to enact TBLT, which further fortifies teacher educational beliefs affected by cultural values. Research has indicated that discipline and order are necessary in Asian schools, where many teachers feel that noise from a communicative task-based activity may affect neighboring classrooms (Carless, 2004; Li, 1998). There is an inherent challenge for teachers to manage large classes (Li, 1998; Yu, 2001) if they are to conduct task-based lessons because of the burden in controlling interaction and noise (Littlewood, 2007). In several studies, teachers have voiced this concern (Carless, 2002; Li, 1998; Jarvis & Atsilarat, 2004; Jeon & Hahn, 2006; Nishino & Watanabe, 2008). In this respect, Littlewood (2007) argues, the PPP model is in favor because it not solely allows the teacher to teach the TL but also gives them control over classroom interaction. As Carless (2009) observed, this model "appears to be more easily understandable, more manageable, and provides a clearer teacher instructional role" (p.62), which explains why teachers prefer it to TBLT. Adams and Newton (2009), in contrast, suggest that large class sizes may be a problem when interactive tasks are used, rather than listening, reading and writing tasks. It could be argued that teachers

interpreted TBLT as restricted to interactive tasks which clash with their beliefs about an orderly class atmosphere.

Rooted in the need for managing discipline and order is the cultural value regarding teacher-student relationship cited as one of impediments (Cortazzi & Jin, 1996). Many Asian societies place importance on a hierarchical order and respect (Hofstede, 1986), and a deferential attitude towards teachers, which could undermine students' confidence to take initiatives as required by CLT (Jarvis & Atsilarat, 2004). This relationship leads teachers to take an authoritative and transmitting role aligned with a transmission conception underpinning the teacher-fronted mode that many Asian teachers are familiar with (Hu, 2005b). This approach conflicts with the learner-centered approach to learning generated by TBLT (Bock, 2000; Ellis, 1996; Hu, 2005b; Rao, 1996). Although it is advisable that teachers and practitioners adapt rather than adopt a new approach (Bax, 2003; Canh, 2004; Larsen-Freeman, 1999; Li, 1998; Lee, 2005; Jarvis & Atsilarat, 2004), arguably, educational conceptions need to be impacted and shifted before a methodological shift can start. The assumptions and values underlying TBLT are likely to conflict with the prior knowledge, beliefs and experiences of EFL teachers who are probably still accustomed to transmission teaching style, and a discrete-item teaching perspective such as the PPP procedure.

## **Summary**

A review of research on TBLT implementation has unveiled the confrontation of both cognitive and contextual influences as noted by critics (e.g. Foster, 1999; Swan, 2005), and in a broader view, underscored the challenges in reconciling SLA research with classroom practice, particularly with respect to the constructive task-based approach. Carless (2004) suggests that "adaptation and a flexible situated version of task-based teaching" (p.595) be needed. This adaptation should take account of the socio-cultural context (Butler, 2005), exploring possible factors affecting three stages of an educational process: task planning, task design characteristics, and task implementation, all of which should be

weighed to decide the extent to which communicative tasks can be inserted into classroom activities (Carless, 2003). As noted by Carless (2012), teachers' pedagogical conceptions have a stronger effect than other factors in innovation take-up. Undoubtedly, teachers' beliefs about learning and teaching established by social and cultural influences should be put to the front in this consideration. It is the connecting point of influential forces.

### **A Conceptual Framework of Teacher Beliefs and TBLT Implementation**

Drawing on the synthesis of research above, a conceptual framework could be developed to sketch influential forces that shape TBLT implementation. This tentative framework can be further developed as future empirical research accumulates. The framework is adapted from the conceptual model suggested by Borg (2006) based on his research review of language teacher cognition. His model describes dimensions of factors impacting teacher cognition such as teachers' personal history and schooling experience which shape their difficult-to-change preconceptions; professional training that may impact teacher existing cognitions. The contextual factors inside and outside the classroom mediate teacher cognition and classroom teaching, possibly causing a mismatch between what teachers believe and what they do. Classroom practice is defined as the interaction between cognition and contextual factors and unconsciously or consciously influences teacher cognition through conscious reflections. The context, in other words, functions as a mediator between teacher cognition and practice. Borg's (2006) model highlights the central role of teacher beliefs in their teaching as stated below:

Teachers' beliefs play a major role in defining teaching tasks and organizing the knowledge and information relevant to those tasks. But why should this be so? Why wouldn't research-based knowledge or academic theory serve this purpose just as well? The answer suggested here is that the contexts and environments within which

teachers work, and many of the problems they encounter, are ill-defined and deeply entangled, and that beliefs are peculiarly suited for making sense of such contexts. (Borg, 2006, p. 324)

In this regard, Borg's model, however, appears to position language teachers' beliefs as an independent component which is situated in and shaped by the context or shapes the context itself. The adjusted framework below draws on Borg's to highlight similar impactful forces on EFL teachers' conception about TBLT, but instead it positions teacher beliefs within a contextual circle where a vast variety of contextual factors could interact to affect them. Language teachers' beliefs then interact with their implementation of TBLT.

As described in Figure 1, teachers' conceptions about TBLT are nested in their existing beliefs regarding language pedagogy formulated over years of schooling, professional training, and especially their day-to-day lived experiences with classrooms and institutions which are all historically originated in a broader social, cultural and educational environment in which the teachers are situated. Contextual factors as reviewed above involve the language environment conducive to communicative learning, cultural values and educational conceptions, time pressure (restricted class time and workload), social accountability, and assessment. Their classroom practice overall and TBLT implementation specifically are thus mediated by their conceptions about TBLT which interact with their existing pedagogical beliefs, including form instruction.



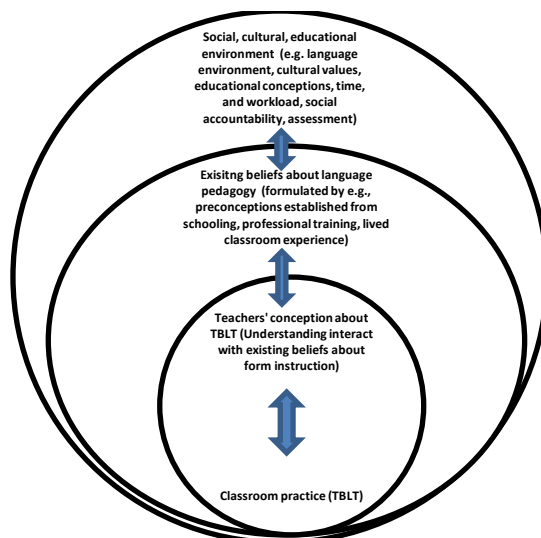


Figure 1. A framework of teacher beliefs and practice of task-based instruction

### Implications and Conclusions

The framework above offers a tentative but more explicit view of the relationship between teacher beliefs, teacher practice and context. This framework could serve as the departure point for a confirmatory factor analysis study to explore the interaction of influential factors highlighted in the paper. Future research could examine to what extent teachers' beliefs about language pedagogy determine their implementation of TBLT, or interact with other factors in determining teachers' decision on TBLT practice.

Pedagogically, the model also provides an explicit view on how integrating an approach (e.g., TBLT) into EFL teachers' practice can be facilitated. Being a central element (Borg, 2006), teacher pedagogical beliefs can be a good starting point for work on integrating TBLT. Teachers' beliefs are personal and tacit (Pajares, 1992), which explains why the uptake level of TBLT varied according to different individuals as indicated in some studies (Cheng & Moses, 2011; Hu, 2013). For in-service teachers whose teaching experiences strongly shape their pedagogical beliefs (Johnson, 1994; Nunan 1992; Mok, 1994), it is not easy to impact their changes through short training workshops as previously observed (Canh, 2008), but there should be measures to introduce TBLT in a more context-sensitive manner.

Future teacher development courses may consider which existing beliefs can filter out TBLT, so that work could be more carefully designed to tackle them. Nguyen (2014) argues that for Vietnamese EFL school teachers to change towards alignment with TBLT, their deep beliefs regarding form instruction should be reflected on and changed. Perhaps, TBLT should not be treated as a 'super star', but introduced to the teachers in terms of when and how it can be applicable in the classroom. EFL teachers have the need to be well-prepared for, instead of being reactive to arising situations, so teacher developers could support them to anticipate language focus or linguistic problems which may arise during the task activity so that they can be prepared for dealing with these problems at the end stage of a task-based lesson.

Importantly, teachers are encouraged to trial and consciously reflect on the approach (Borg, 2006; Nguyen, 2014). In particular, EFL teachers need to be supported in terms of focusing on meaning in their classroom actions. Training the teachers to manage interaction with students in the classroom in a way that focuses on communication exchanges is essential to help them move closer to TBLT.

Professional training or teacher education programs are also where pre-service teachers' beliefs may be impacted (Borg, 2006). Accordingly, specific TBLT models and principles should be given due attention alongside other approaches or procedures. From my personal experience and observation, the PPP procedure remains a dominant model in English teacher education programs and schools in Vietnam because it has been established as a highly successful model since its induction through the ELTP project in 1998 (Watson, 2003). In fact, the PPP is highly structured and organized (Watson, 2003), thus being congruent with Vietnamese teachers' beliefs and practice about English teaching. Therefore, it is not sufficient to introduce TBLT principles or theory in methodological courses. Without a specific, practical model like the PPP, TBLT will remain a theoretical proposal.

Furthermore, Long (2015) argues that teachers need to be

involved early with practical demonstrations of TBLT so that the approach could be spread. Alongside a clear demonstration is the need to tackle pedagogical preconceptions which are resistant to change (Kennedy, 1991) and may filter new input received from education courses (Richardson, 1996). Conscious reflections on these preconceptions, which are normally inadequate and defected, are key to enabling trainee teachers to be aware of them, thereby accepting changes.

In conclusion, much still needs to be researched about developing task models that could be applicable to Asian contexts, which share common educational, social and cultural features. Teacher education programs are the initial stage for impacting teachers' pedagogical preconceptions. For teacher development, TBLT should be viewed as an alternative approach in teachers' professional repertoire, rather than a replacement of traditional practices which are reinforced over years in Asian countries. A conceptual framework of the interaction between teacher beliefs and practice with the contextual factors regarding TBLT implementation as suggested in this paper, albeit being tentative, hopefully provides a basis for future confirmatory research or initiating change in EFL teacher beliefs about TBLT and foreign language teaching. Future work on addressing the gap between research and classroom practice needs to put teacher beliefs to the front.

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# Lecturers' Beliefs and Agency about Active Learning in English For Specific Purposes Classes

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**Abstract.** This paper examines how English for Specific Purposes lecturers changed their teaching strategies that align with their beliefs about active learning at a Vietnamese university. There is a growing interest in making changes in tertiary instructional practices to involve students in active learning in response to increasing international contexts. Significant reforms of higher education in Vietnam have called for the quality of education, particularly foreign language teaching and learning. Thus, it requires teachers to change not only thinking about new instructional ways but also role shift in improving student learning. However, there is a paucity of research into how science lecturers perceive their practice changes as improving student learning in interactive and dynamic ways. This paper draws on data collected as part of a qualitative action research study including interviews, classroom observations, and planning meetings over three-semester periods. The focus of this study is on the data which examined how five lecturers perceived and implemented active learning strategies. The findings indicate lecturers' positive beliefs about the change process and their growing awareness of the need for role changes in their practices, thereby associating change with their agency in the change process. Pedagogical implications for policymakers and ESP lecturers are also considered.

**Keywords:** agency; active learning; ESP; beliefs; change process

## 1. Introduction

Much research has been done about the role active learning plays in higher education over the last few decades as it is viewed as student engagement, participation in, and responsibility for their learning process (e.g., Bonwell & Eison, 1991; Freeman et al., 2014; Mintzes & Walter, 2020). From the constructivist student-centered approach to date there has been an increased emerging need for active learning in tertiary education in Vietnam and this trend influences how teachers change their beliefs and instructional practices (Prince, 2004). Yet, teaching at universities is mostly grounded on lecture mode (Nguyen, 2014), thus, the current shift from traditional lecture views towards a student-centered active

learning approach is a real challenge for lecturers and students (Nguyen, Haworth, & Hansen, 2019). Also, there appears to be little research into science teachers' agency about the active learning process in English for Specific Purposes classes to enhance student learning within the context in Vietnam. This paper therefore presents a new lens of active learning in the teacher change process that science lecturers perceived the need for change and then implemented their new strategies in their ESP classes.

To effect changes in instructional practices and to promote student active learning in response to increasing international contexts, the Vietnamese Government has called for role changes of lecturers. This guiding principle necessitates lecturers' innovative teaching strategies to enhance student learning, including their greater responsibility and participation in their learning process. In particular, the National Foreign Language Project 2020 have called for the quality of teaching and learning foreign languages, including English at all levels of education to meet the needs of students (Ministry of Education and Training, 2008). These strategic policies present a real challenge for lecturers since teaching practices at Vietnam higher education institutions have been lecture-based (Pham, 2010). Integrating more active learning strategies, therefore, involves substantial changes in the beliefs, roles, and decision-making of lecturers. Understanding such challenges, therefore, suggests that lecturers in ESP classes perceived themselves as agents of change in their teaching practices in line with new government policies.

This paper provides insights from a study that examined lecturer agency about the change process that aligns with their beliefs in ESP classes to enhance student learning. The research question that guided the study reported in this paper was: 'How do ESP lecturers change their teaching strategies in line with their beliefs about active learning?'

## **2. The literature**

### **2.1. Active Learning**

Research into active learning has indicated its role as an alternative to traditional-based approach (e.g., Armbruster, Patel, Johnson, & Weiss, 2009; Watters, 2014). Specifically, active learning strategies exert a strong impact on student learning (Prince, 2004). There are several perspectives on active learning in the literature. In this paper, two key features of active learning are discussed. Firstly, active learning refers to the notion of what students are engaging in doing activities and thinking about what they are doing (Bonwell & Eison, 1991). Their view entails the vital role of higher-order thinking processes (e.g. analysis, synthesis and evaluation) as highlighted in Bloom's (1956) taxonomy. Once students are engaged as active participants in the learning process, their learning attitudes and skills may occur as a result (Smith, Sheppard, Johnson, & Johnson, 2005). This constructivist view suggests that students are likely to take greater responsibility for and involvement in learning.

Secondly, active learning is that it "provides opportunities for students to talk and listen, read, write, and reflect as they approach course content through problem-

solving exercises, information small groups, simulation, case studies, role-playing, and other activities, all of which require students to apply what they are learning” (Meyers & Jones, 1993, p. xi). In this definition, active learning is particularly associated with the integration of skills mediated by the lecturer to help students learn. Thus, active learning places a strong emphasis on the role of the lecturer (Arthurs & Kreager, 2017; Auster & Wylie, 2006; Keyser, 2000) and importantly, the implementation of new strategies such as problem-solving, technology advanced tasks, or evidence-based instruction (Strubbe, Stang, Holland, Sherman, & Code, 2019). From these perspectives, active learning is viewed, for this study, as an interactive process in which students construct and utilize knowledge in critical and meaningful ways.

## 2.2. Lecturer agency

The notion of *agency* refers to the exercise of control over one’s behavior (Bandura, 1997; Holland, Lachicotte Jr., Skinner, & Cain, 1998); the power to act purposefully and reflectively (Inden, 2000); the power to make decisions that bring positive change (Moore, 2008); or the capacity to understand personal goals towards actions (Edwards, 2009). Bandura (1997) and Holland and his colleagues (1998) further describe *agency* as a causative interaction of self-efficacy beliefs influencing change (Water & Gerson, 2007). From these perspectives, effective teaching is likely to depend upon or is driven by the teacher or lecturer agency. There is a growing interest in teacher agency in response to the call for curriculum and instruction change initiated by the government; therefore, teachers are likely to act their roles as ‘agents of change’ (Priestley, Biesta, & Robinson, 2015), ‘ecology’ (Biesta, Priestley, & Robinson, 2017), or ‘agentic professionals’ (Simpson, Sang, Wood, Wang, & Ye, 2018). As its name suggests, teachers are believed to play an indispensable role within the social, political, and cultural-mediated contexts in which they work to effect changes (Willis, McGraw, & Graham, 2019). Such agentic beliefs are associated with lecturer commitment (Tao & Gao, 2017) and their passion for teaching. Lecturers, therefore, with a strong sense of agency can provide students with an effective learning environment, which contributes to their personal and social growth (Calvert, 2016; Tschannen-Moran & Hoy, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). The present study reported in this paper examines how lecturers' sense of agency was modified over time.

## 2.3. Lecturers’ beliefs, Self-efficacy

Despite a growing concern of content-based instruction taught through English as a challenge to lecturers and students in Asia (Feryok, 2008, 2012; Nunan, 2003), few studies have examined lecturers’ beliefs about change concerning active learning strategies presented to students within the ESP teaching and learning context where lecturers language and science are Vietnamese (Nguyen, 2013). This study is about lecturers’ beliefs about the change process and their implementation of active learning strategies.

Lecturers’ beliefs refer to the ways that lecturers think about their actions (Clark & Peterson, 1986; Dewey, 1933; Martin, Park, & Hand, 2019). Beliefs influence lecturers’ actions in specific classroom practices for the sake of enhancement of

student learning (Dewey, 1933; Nespor, 1987; Pajares, 1992), including that of science education (Boesdorfer, Del Carlo, & Wayson, 2019; Lumpe, Haney, & Czeniak, 2000; Martin et al., 2019). Boesdorfer and colleagues (2019) reveal that science teachers' beliefs about student learning of science and their instructional practices are connected and that teachers' practices are viewed as enactment of what teachers believe is best for student learning. However, since beliefs are likely to be hard to change (Pajares, 1992), lecturers may need support and involved in new instructional activities that result in a change in their beliefs, knowledge, and practices (Bakkenes, Vermunt, & Wubbels, 2010). In other words, belief change is likely to promote practice change (Clark & Peterson, 1986; Cronin-Jones, 1991).

Self-efficacy plays an important part in understanding the impact of lecturers' beliefs and their instructional practices (Bandura, 1977; Hoy & Miskel, 2001; Pajares, 1992). Bandura (1977) defines self-efficacy as "beliefs in one's capacities to organize and execute the courses of action required to produce given attainments" (p. 3). In this definition, self-efficacy refers to a person's judgment of his or her potential success in performing a given task, as noted in Hoy and Miskel (2001), Hansen (2004), and Kazempour (2008). Self-efficacy beliefs are thus integral to teaching concerning motivation and student learning. Such beliefs help lecturers to "determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experiences" (Bandura, 1977, p. 194). Other literature also supports the view that highlights the impact of self-efficacy beliefs on lecturer practice (Hoy & Miskel, 2001; Pajares, 1996; Usher & Pajares, 2008). If lecturers have strong beliefs in their capabilities, then they are motivated to accomplish their tasks by developing instructional activities or active learning strategies that are important and relevant to their student learning in specific subjects or disciplines.

#### **2.4. English for Specific Purposes and teacher change**

Over the last four decades, English for Specific Purposes has gained its increasing recognition in English language teaching and learning in science education (Basturkmen, 2006; Dudley-Evans & St John, 1998; Khan, 2020) to meet the needs and interests of learners (Hutchinson & Waters, 1987; Ramirez, 2015) within multifaceted contexts of life, including education. The terms 'learner-needs', 'goal-oriented', and 'process-oriented' all denote the defining characteristics of English for Specific Purposes (Kırkgöz & Dikilitaş, 2018; Nunan, 2003). ESP instruction, therefore, entails lecturer knowledge of the interplay of complexities of student learning, course content, and instructional practices.

English for Specific Purposes, as its name and above features suggests, demands that lecturers should make changes in practices to ensure student learning in effective ways. To keep up with ever-changing globalized world of academia and work, English for Specific Purposes lecturers in Vietnamese tertiary context are no exception in shifting roles and making innovative instructional decisions to move students forward.

While science lecturers recognize English for Specific Purposes as a crucial part in their teaching practices, the challenges as teachers' lack of teaching skills,

knowledge, and inadequate preparedness for the instruction are identified in the literature (e.g., Alsharif & Shukri, 2018). In Vietnam, students with mixed-levels of English proficiency challenged lecturers in science classes. A more recent study about teacher beliefs about active learning by Nguyen and his colleagues (2019) has identified big class size, unqualified subject-specific lecturers; inactive students, and resources as key issues while experiencing change (Nguyen et al., 2019). Therefore, there is a pressing need for lecturers to tailor their instruction and syllabi, which in turn, drives them to change.

### **3. The Study**

#### ***3.1. Design and participants***

This paper reports on an aspect of a wider study that used qualitative action research undertaken at a university in the Mekong Delta, Vietnam to explore how lecturers in science classes implemented changes in line with beliefs about active learning and their role change. The criteria for selecting the lecturers focused on their similar tenure, professional and research knowledge, and English proficiency. However, these five science lecturers who were not trained with English for Specific Purposes teaching experienced new teaching strategies while endeavoring to improve their teaching practices through enhancing students' active learning. These lecturers were working in five different colleges at university voluntarily participated in the study. At the time of the study, years of teaching experience of the lecturers varied from 14 to 32, with an average of 21.8 years. In this research the researcher played a facilitative role, working alongside the lecturers to develop active learning activities and reflect on their change practices. Pseudonyms are used to protect lecturers' identities.

#### ***3.2. Instruments***

Over the three-semester periods, data gathered through semi-structured interviews, observations, and planning meetings were electronically recorded. The first investigative tool focused on an in-depth examination of lecturers' beliefs about active learning and changes in their teaching practices. Extracts from observation and planning meetings were identified as the role change of lecturers and their decision-making process in line with their beliefs in the change process.

As action research focuses on bringing about changes and improving practice (Burns, 2010; Elliott, 1991; McNiff & Whitehead, 2010), the present study qualitatively recorded ways that both the researcher and participating lecturers collaboratively planned, acted, observed, reflected, and made action plans for changes. These opportunities allowed the lecturers in this study to understand the benefits of change, increase their capacity for change, and enhance their learning and professional growth.

The lecturers were first interviewed at the beginning and at the end of the action research process where they expressed their beliefs about active learning, the impact of beliefs on their role changes in science teaching over time. Each interview lasted approximately one hour. The lecturers were then observed in each class once a week from four to six times over the three-semester period. Each



fifty-minute observation of lecturers' lessons were video-recorded, transcribed, and translated into English. Observation categories of the five-stage lesson plan allowed lecturers to reflect on the effects of their role change in practice, and for the researcher to encourage further thinking and action plan through the key incidents in lecturers' practices. Following the class observation, planning meetings were set with each lecturer to revisit the action, reflect on or evaluate the change effects, and then develop new active learning strategies for subsequent classes. Follow-up interviews were finally conducted with the lecturers at the end of each semester of the study.

### **3.1. Data analysis**

Interview data were analyzed using the thematic analysis (Boyatzis, 1998). This type of analysis helped identify categories and themes, as noted by Craig (2009) with reviewing data as 'units of meaning', as noted by Stringer (2008). These themes along with observation scenarios and planning meeting notes examined changes in lecturers' beliefs, roles and practices over time.

## **4. Findings**

This section presents the findings from the qualitative action research examining how science lecturers experienced the change process in English for Specific Purposes classes. Analysis of data is organized into three themes identified as lecturers' beliefs about implementing active learning, awareness of role change, and their agency in the change process over time.

### **4.1. Lecturers' beliefs about implementing active learning**

The first theme identified from interview data was that all of the participating lecturers believed active learning was related to student-centeredness and this trend was found to grow stronger in the implementation of change over time. For example, Tung said:

*"I think active learning was useful although I had to do many things and spent hours preparing new lesson plans and problem-solving. In previous classes, I had not considered the answers to questions raised by students because they were passive (Tung, follow-up interview)"*

These comments indicate the increased involvement of both the participating lecturer and his students in the co-construction of new knowledge.

Another lecturer revealed that the implementation of active learning was necessary because this awareness indicated their students' responsibility for learning sciences. In a planning meeting, this lecturer further noted that active learning could allow students to contribute their ideas to what was presented to them (Bach, planning meeting notes).

Initially, Tham believed that promoting active learning meant being student-centered. She contended that

*“Active learning is focused on the role of the students, particularly how to help them build up new knowledge from previous experience and how to connect that knowledge”*

Thus, Tham's view recognized the importance of high-order thinking that required students to utilize what they learned and expanded such learned knowledge for their new learning experience.

At the end of her action project, Tham confirmed her beliefs about active learning that fitted into her teaching. She said:

*“Through students' attitudes, I realize that they like this course. They express more ideas, speak more in English, and participate in more activities in a friendly and collaborative way. They can make presentations in class well whereas previously they were not told to do so (Tham, follow-up interview).”*

These above views suggest that these lecturers were more aware of students who were independent of their lecturers in learning new knowledge through interactions and implementation of technological resources. Their instructional change was therefore closely related to their motivation to promote student autonomy.

At the onset of the study, Bach associated change with the role of the students in their learning process. He said it was a real issue as active learning depends on student involvement and their accountability for their learning outcomes (Bach, initial interview). While participating in the change process, Bach acknowledged that active learning had fitted into his teaching and had been a positive experience up to this time:

*“Active learning is needed because it has fitted my role. Previously, I lectured and my students listened. They only knew the literal interpretation by translating texts and were passive. They forgot many things. Now, I have my students do many activities; therefore, they can use words with various meanings to fit in the context of their discipline (Bach, follow-up interview).”*

The theme of viewing students as active participants in their learning process happened again along with other interviewees about vocabulary teaching in context as a means of relating prior to new knowledge. Such changes in lecturers' beliefs indicated that the higher-order thinking he utilized could help students to learn more actively. Thus, students could learn, internalize their learning, and apply new knowledge.

For most lecturers, as change progressed, active learning had fitted into their teaching as a result of students' increased participation in activities planned as part of the study. One lecturer stated:

*"I do think active learning has been part of my lesson plans and would be sustained if more time was provided. Biology terms are the most complicated ones in this paper. Well, it is therefore through discussions with peers, students are expected to learn more (Tam, follow-up interview)."*

Overall, despite some varying degrees of positive beliefs about active learning in the change process, their belief change to some extent could influence how they attempted alternative ways to get students involved in taking charge of their learning in English for Specific Purposes classes.

#### **4.2. Awareness of the role change**

The second theme was that the participating teachers were aware of their roles in the change process as they viewed themselves as facilitators of active learning. They indicated that they only provided students with basic knowledge and require them to find further information. The following extracts illustrate their views.

*"I think now I act as a facilitator rather than a controller. Otherwise, students are still passive. I try to help them with ideas and keywords and make them think about what they want to study and to discuss" (Tung, follow-up interview)*

It can be found that Tung shifted his roles in moving students beyond traditional ways of learning assigned tasks at different stages of his lessons and that by doing so, students as active participants of developing subject-specific knowledge could involve in learning and thinking about the tasks presented to them instead of being asked to do. At the end of the action plan, Tung positively reflected on his role change:

*"I kept asking what students know and want, such as 'What else can you say about this?' rather than having them listen to me all the time as I did previously. In pairs or groups, they learned from interacting with others."*

These comments suggest that Tung had changed his views on the lecturer-student relationship, which allowed students to take more active roles. By taking a facilitative role, he engaged students in a dialogue that entailed thought-provoking and shared ideas.

In line with beliefs about active learning as noted earlier, Bach indicated a shift between his roles as a knowledge provider, a lecturer, and a facilitator:

*"The teacher has to master the vocabulary. Therefore, in the first lesson, I play the role of a guide. When students present ideas or opinions, I provide them with translating new terms. While students work in groups, I facilitate their tasks."*

This reflects how Bach conceptualized active English for Specific Purposes teaching as engaging his students in an interactive learning process.

Initially, Tham noted that by interweaving her roles, she was able to help move students beyond the passive learning they were used to. She said:

*"I am a controller of in-class activities. In the role of an instructor, I assign them exercises and then correct their mistakes to help them know where they are. Besides, I act as a facilitator in leading group discussions."*

Recognizing the need for a role shift from a controller to a facilitator during teaching, Tham further said that she wanted to help less able students in practicing English skills. Thus, by taking a facilitative role, Tham provided her students with an opportunity to speak more English since they were seen as owners of new knowledge in their learning process.

After she participated in the study, Tham revealed an increased awareness of her role change:

*"I provide students with the knowledge and the way to approach that knowledge. However, I focus more on teaching them how to learn, depending upon the stages of the lesson. I have different roles such as being an observer, a facilitator, or an assessor. I think the role of a facilitator or a guide dominates."*

These comments suggest that by taking a facilitative role, Tham perceived her students as active learners who were becoming more responsible for constructing their knowledge.

Two lecturers noted that towards the end of their participation in the study, they recognized the importance of the weaving of three roles in delivering their lessons. These role changes include a provider, a guide, and a facilitator at different stages of his lessons, as noted in the following two extracts:

*"First, I take the role of a knowledge provider. Second, [I am] a guide who shows students how to find references, and a controller throughout activities. When students take advanced papers, they will be more autonomous and I will act as a facilitator."* (My, planning meeting notes)

*"I teach students vocabulary and content knowledge. During the group discussion and exercises, I position myself as a facilitator. When students do not know what to do next for a given task, I play the role of a guide. Towards the end of the course, well, I talk less but my students talk more during the lesson"* (Tam, planning meeting notes)

These reflections suggest that the lecturers played more supportive roles as time progressed as they focused upon the active roles of the students as autonomous learners instead of seeing them as passive recipients of knowledge. They also saw that the lecturer-student relationships were established to contribute to more active learning of students in their classes.

### 4.3. Self-efficacy and agency driving change

#### *Self-efficacy*

The participating lecturers expressed varying degrees of self-efficacy, which is a key component of personal beliefs about making changes.

They expressed a strong sense of self-efficacy about the change process. While Tung and Bach believed that the need for change was part of their work or responsibility, two other lecturers (Tham and My) expressed their sense of self-efficacy to make changes in pedagogical practices, particularly teaching strategies. One good example that reflects personal efficacy is the case of Bach who said,

*“Lecturers have to find their ways to teach their papers. As a teacher, academic advisor, or supervisor, I know what to do for my students in learning this paper”* (Bach, follow-up interview)

This quote suggests that Bach’s sense of self-efficacy was based upon his teaching competence and roles rather than external or contextual influences by the university and college. Also, he became aware of not only general teaching efficacy but also English for Specific Purposes teaching efficacy that could drive him to make changes in his teaching practices.

With further regard to the self-efficacy beliefs of lecturers, Tham’s case is an interesting example. She expressed her self-efficacy beliefs about her planning of new teaching strategies,

*“I strive to engage my students in practicing as many exercises as possible to acquire sufficient English and find their ways to learn”* (Tham, follow-up interview)

Tham’s assertion reflected her dedication to change in active learning practice as she viewed students taking responsibility for their learning process. Such beliefs may influence the choices of the strategies she could make, which were relevant to the needs of her students.

In contrast, Tam's view on self-efficacy expressed how change related to personal and professional pride, before she implemented the change process. She said,

*“I want my students to get through what I present to them. It would be my shame if my students did not understand my lesson”* (Tam, follow-up interview).

Her response perhaps came as much from her expectations of herself as a teacher as from her teaching philosophy.

#### *Agency drives change*

All lecturers believed that they were agents of change in the implementation process of change in English for Specific Purposes science classes.

Evidence of responsibility and roles about change can be seen in the case of Tam who said,

*"If I do not make any changes in my ways, students will not learn much. I always want to help them to learn better and to be a role model"* (Tam, follow-up interview).

In Tam's case, she held a strong sense of agency about student learning. What she expected students to see her as a role model seemed to reflect not only the construction of identity about student learning outcomes but also her identity about moral values she could perceive.

Tam also revealed that she had a strong sense of agency about his professional identity. She said,

*"If I do not make any changes in teaching, I will be left behind and cannot improve my teaching"* (Tam, follow-up interview).

Tam viewed herself as a person who was ready to change. Her teaching philosophy of being an agent of change, as a science lecturer perhaps came from the strong link between the teaching goals set for her and her strong sense of professional identity, which could bring about change in her classroom practices. Inherent in Tam's view concerning her role as being an agent of change was also the commitment she had to drive changes that allowed students opportunities to learn.

My's strong sense of agency demonstrated that his commitment and determination to make changes in his teaching profession was related to his role as an agent of change. He said,

*"If the University does not provide any support, I will still make changes."*

In My's words, he believed change was more likely to come from the lecturer himself rather than being contingent upon the institution. Unlike other lecturers in the present study, he believed change was a major part of his professional goals and closely linked with his identity as a science lecturer. He said,

*"Change is expected to perfect my desired goals - bringing students to a higher level. Moreover, seeing students enjoy working with their businesses is an intellectual capital for me"* (My, follow-up interview).

His personal goals for student learning and their future work drove him to change while implementing new instructional practices.

Aligned with the beliefs about active learning noted earlier, the science lecturers were observed while implementing more active and interactive activities in their English for Specific Purposes classes, as evidenced in the following extracts of observation notes.

Initially, Tung focused on teaching reading and speaking activities as two integral parts of his change process. He had students seat in groups of five and complete the reading task for ten minutes. In guiding students to interact with other peers, he and the researcher provided them some prompts, moved around the class to check if they needed help (Tung, observation notes). In a planning meeting, Tung shared that he now understood reading for main ideas was essential because students needed an exact content knowledge (planning meeting). Near the end of the study, Tung utilized interactive ways such as panel discussion, brainstorming, and concept mapping to allow his students to take more active roles, as shown below.

*“Each group member [student] first presented one section on ‘Bacteria growth phases’. Students were asked to brainstorm some ideas related to each of the five phases (from lag to death phases). Then, they were given some new words and their meanings for clarity. Later, students were asked to link ideas and to develop the logic of the topic” (Tung, observation notes)*

One can see that Tung shifted his role to a facilitator while encouraging students to speak more English. During the planning meeting, he said these new strategies could expose students to a deeper thinking about the lesson.

Likewise, at the beginning of the project, Bach stated that reading and translation were key to his teaching. He contended that these two skills in chemistry were needed to assist students in understanding technical terms (Bach, planning meeting), as presented in the observation notes:

*“Students were asked to read online a short text on chemistry for two minutes and then to translate into Vietnamese. In groups of four, they list the major points or ideas and then each group leader/ representative presents their completed task.” (Bach, observation notes #1)*

Bach further provided his students with an opportunity to take greater responsibility for their learning through watching short video clips of the ‘Human body and life process’.

*“The teacher had students watch a video clip, ‘Biology: Seven life processes’. The time for the task is four minutes. Students were asked to complete the blanks provided on the blackboard. The teacher replayed the recording two times. Then, he asked students to read out loud the answer for each slot of the blanks to answer the questions mentioned on the board.” (Bach, observation notes #2)*

Similar to Back, Tham used reading and translation strategies in her class. However, as change occurred, she put students into interactive group work activities through brainstorming and concept mapping as she thought these two strategies provoked student thinking, as noted below.

*“The teacher asked students to brainstorm what factors affect the development and growth of trees. Students were then asked to connect ideas using maps. The teacher finally had students discussed with their peers and report the final work” (Tham, observation notes # 4)*

Through reflections, Tham acknowledged the benefits of collaborative undertaking with the researcher

*“This co-working research is useful because it allows me to change a lot and forward my professional growth. Action means improvement and commitment to inquiring into classroom practice. I think I will continue new ways to make students learn better” (Tham, planning meeting)*

From Tham’s joint decision-making, it can be concluded that she understood the effects of changes in practice were in close connection with professional growth.

As part of implementing active learning, Tung used a questioning technique, matching, and reflective writing. These activities aimed to provide students with more opportunities to take more active roles in their learning (planning meeting). Observation notes below illustrated how Tung initiated the changes.

*“Students were asked to tell what they knew about the cell (definition, functions and history) before watching slides of ‘Parts of the cell’. In pairs, students were asked to observe the diagram, answer true-false questions, read the passage, and translate these segments into Vietnamese. Pronunciation of new words was included” (Tung, observation notes #2)*

Thus, Tung believed that the use of questioning accompanying video clips helped students learn. This practice indicates that he integrated all English language skills into the lesson to enhance students’ speaking opportunities and familiarize them with critical thinking. He went on to explain that when students worked in pairs, they tended to feel more relaxed and to interact with other students (planning meeting).

Throughout the study, Tung was more aware of the usefulness of the role of the students as active learners while positioning himself as a facilitator, as illustrated in the following episode

*“Tung had students do the matching exercise on two cell categories (prokaryotic and eukaryotic). He pointed to three students who were completed the task and checked their answers. Students then presented their work. Then, Tung explained cell parts illustrated by a picture” (Tung, observation notes #3).*

The observed changes in Tung’s strategies indicated that he considered students to be the center of the learning process. In particular, he asked students to write a short passage about the topic just presented and indicated he would continue to use journal writing as a lesson closure. He shared that this strategy not only enabled students to think about what they learned and improve writing skills as



well but also allowed him to reflect on the effects of his new actions on student learning (planning meeting).

Tung also expressed his positive views on the change process about active learning:

*"It is a good opportunity for me not only to learn more about the methods to teach this paper but also to gain other perspectives about teaching. After sharing experiences with you, I learned to make the syllabus available to students from the very beginning of the class because I can save time for other class activities; and the syllabus offers students a whole picture of what is going on within the whole year."* (Tung, follow-up interview)

Throughout the interactions, Tung learned more about other aspects of teaching practice, thereby nurturing his personal and professional growth.

Tam showed how she developed her teaching strategies over the semester of her participation through the use of video clips, pictures, and reflective writing to engage students in taking more active roles. Her changes are described in the following scenarios.

*"Tam had students watch an online broadcast on tiger shrimp and fish base. Students observed, took notes, and identified key concepts from the picture of a fish. Time for the listening and observing task was three minutes. Students were asked to jot down the names of thirteen parts of a fish. Then Tam had them free practice."* (Tam, observation notes #3)

*"Before ending her class, Tam asked students to write reflections on 'fish morphology.' Time for this task was ten minutes."* (Tam, observation notes #4)

The observed changes illustrated how Tam employed new active learning strategies in the change process to enhance students' listening and writing, promote lecturer-student interactions, and particularly her new understanding of the value of collaborative involvement.

## 5. Discussion

The present study contributes to the lecturer agency about active learning literature in language and teaching of English as a foreign language, particularly involving lecturers in integrating English skills with subject content as a result of working alongside with the researcher. In understanding the need to place students in the center of their learning, the science lecturers change to view themselves as facilitators rather than traditional lecturers. Teacher change in this study was found to be a dynamic and collaborative process in that the stages of developing, implementing, reflecting, and then planning further actions occurred cyclically.

Over the semester periods, the implementation of active learning strategies reflected the intricacies of lecturers' strong beliefs about change and increased

awareness of change about their role shifts. In particular, it is interesting to note that in the collaborative change process, the lecturers' beliefs about active learning were consistent with the ways they changed their practices. Their beliefs support the literature that indicates the value of recognizing the active roles for students in their learning process (Bonwell & Eison, 1991; Mintzes & Walter, 2020). The insights that these lecturers had were developed through interviews, observations, and planning meetings. Despite slight variations within their views on active learning, they came to understand the need to shift their teaching roles from lecturers to facilitators of student learning or act interwoven roles at different stages of their lessons in the change process, thereby encouraging students to voice their ideas, select and construct new knowledge. This awareness is consistent with the literature on learning space design in higher education (Harrop & Turpin, 2013; Savin-Baden, 2008), indicating that informal learning spaces allow students to have greater engagement in active learning.

The varying degrees of lecturers' self-efficacy were found to drive lecturers to make changes in their English for Specific Purposes teaching practices. While some lecturers perceived the need for change as part of their work and responsibility, others expressed their self-efficacy to make changes in pedagogical practices, particularly planning new strategies. Such beliefs were articulated in line with changed practices as they viewed themselves as agents of change, reflecting their strong commitment of the lecturers. It may be that their sense of self in enhancing student learning was intertwined with their beliefs about meeting the needs of students. This finding is important because their beliefs about active learning were more likely to be driven by their personal and professional identities. Agency and identity are closely connected (Beauchamp & Thomas, 2009; Holland et al., 1998; Tao & Gao, 2017; Wenger, 1998); therefore, once lecturers' beliefs changed, they were likely to reconceptualize or change roles and embark on experimenting with agentic teaching practices to promote student learning.

## 6. Conclusions

This study examined lecturers' beliefs and agency about how active learning was utilized in English for Specific Purposes classes at a university. The findings of this study contribute to agency literature about science teaching at a tertiary non-western context, particularly in Vietnam, in several ways. This study enhances understanding of the meaning of teacher change and its close connection with the process of learning and professional growth. The lecturers' reflections on the change process provided insights into the impact of lecturers' beliefs on their decision-making processes. The potential to implement new approaches has expanded the theory of change in science teaching.

This research illustrates how action and change can occur in Science classes in Vietnam, thereby promoting further investigation into how lecturers' beliefs about change influence their agency. In other words, lecturers of different disciplines could consider ways to reflect on their practices and enhance their beliefs about the capacity for change over time. As a result of such benefits, more lecturers may move forward by participating in qualitative action research

projects or initiatives on a large scale. Awareness of the nature of the lecturer agency about active learning raises some implications for policymakers and ESP lecturers. Policymakers should consider providing lecturers with high demands for change and better resources to ensure change occurs and becomes part of lecturers' personal and professional growth. As belief change could heighten their self-efficacy through active learning strategies, lecturers should be encouraged to research into improving their practice by observing how other academic colleagues teach their papers. Thus, these beliefs together with their roles could influence and inform their future actions. The lecturers can discover the worth of collaborating with others through conducting action research into how active learning strategies that change their existing practices.

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# Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners

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**Abstract** There is an increasingly pressing demand for improving the quality of teaching and learning English in Vietnam to meet the needs and interests of learners in the global integration. Research into vocabulary instruction through songs has indicated its positive effects on young learners' vocabulary gains and language learning, including English as a foreign or second language. However, little research focuses on the use of songs perceived by teachers in vocabulary instruction to young learners within the teaching and context in Vietnam where English is taught as a foreign language. This paper therefore considers teachers' perceptions about this instructional delivery at a foreign language center in the Mekong Delta. A descriptive study was conducted with seventy-five teachers from an English language center in the Mekong Delta. Data on teachers' perceptions about using songs to teach young learners' vocabulary were collected through the questionnaire and follow-up semi-structured interviews as part of a wider study over fifteen-week semester time. The findings indicate that teachers had positive perceptions about songs used in vocabulary instruction for young learners. Also, the findings provide teachers with insightful views of the effectiveness of implementing songs in promoting young learners' vocabulary and serve as a useful resource for teachers and practitioners by suggesting how to use songs to facilitate young learners' vocabulary. The paper concludes by giving pedagogical implications for further research into seeking alternative ways to maximize young learners' vocabulary learning.

**Keywords** Songs, Vocabulary Instruction, Young Learners, Perceptions

## 1. Introduction

Vocabulary is widely held as an indispensable part in helping learners become competent in foreign or second language learning [1-3]. Songs are viewed as one of the most effective ways for vocabulary learning [4-6]. According to Pavia and colleagues[6], songs are known as valuable resource for vocabulary learning as they provide learners with an opportunity to gain a large amount of words, allow for repetition, learn both individual and sequence of words, retain memory, reduce anxiety, and foster acquisition. Recent reforms in Vietnam have stressed the quality of foreign language teaching and learning across all school levels, particularly English to meet the learners' needs and interests to work or study in the globalized era [7]. This calls for change sets high expectations for teachers to seek ways or strategies to enhance learners' English language proficiency. Vocabulary learning provides learners with an opportunity to use that language and communicate with others [8-10]. One way to help learners to achieve this goal is learning vocabulary through songs. Research into the use of songs in language teaching has indicated its effects on improving vocabulary acquisition and motivation in young learners [11, 12]. However, evidence shows that the benefits of songs for vocabulary gains have received little attention from empirical studies [13] and yielded less strong findings [14]. In Vietnam, this type of instruction is limited within the context of teaching and learning English and teachers' perceptions about songs in young learner class are needed. This paper, therefore, attempts to investigate this aspect of learning.



## 2. The Literature

The following section reviews the literature on perceptions, young learners and vocabulary learning, songs and vocabulary instruction.

### 2.1. Perceptions

There are several definitions of perceptions in the literature. Perceptions are defined as an individual's ability to think and understand information or the world around us through senses [e.g., 15, 16, 17]. Perceptions are viewed as an experience-based process of information [16] or a process of recognizing, organizing, and interpreting information [15]. These views imply that teachers' perceptions are key to the teaching and learning process. In particular, teachers must perceive that their instructions are accountable for learners to approach or acquire foreign languages, particularly English [18]. For the purposes of this study reported in this paper, the term 'perceptions' refers to teachers' understanding or awareness of doing things that enhance learners' knowledge.

### 2.2. Perceptions about Vocabulary Instruction

Studies have shown that teachers perceived vocabulary instruction as an essential part of language teaching and learning, especially in learning a foreign language [3, 9]. Two approaches to vocabulary instruction include explicit and incidental learning [1]. While the former is targeted at word study, the latter involves focusing more on the use of language than the learning itself. As depicted as incidental, vocabulary instruction denotes words learned through exposures in the contexts and experiences [19, 20] or in other words, it is viewed as a by-product of reading and listening in and outside the classroom milieu[21]. Thus, this practice influences vocabulary learning of learners. This type of instruction also enables learners to develop four language skills of reading, writing, speaking, and listening for meaning-focused, fluency, and language-focused features [22-24]. Meaning-focused instruction involves key ideas from particular messages generated by the learners to others. Fluency entails practices that learners are likely to become fluent and capable of using the target language. Language-focused vocabulary knowledge takes place when other aspects of language, such as grammar, writing, and syntax to name a few, are provided during instruction [24]. From these perspectives, this study provides insights into the potentiality of the use of vocabulary strategies to promote young learners' vocabulary gains.

### 2.3. Young Learners and Vocabulary Learning

There are several ways to define the term 'young learners' in the literature. The term 'young learners'

generally understood as any learner under the age of eighteen can be vague since it indicates a varying age range with regard to big difference in physical, emotional, social, and cognitive development among children[25]. Thus, to clarify this concept, Ellis suggests a list of terms to describe young learners according to life stage to align with early years, pre-primary and primary schooling in English language teaching profession for age range from two to five, six to ten or eleven respectively. Young learners are viewed as either first-year learners of formal schooling, or those between the ages of five or six to eleven or twelve[26] or any learners from five to twelve to learn a foreign or second language [27-29]. In this study, young learners are defined as ones from the age of five up to nine years old since kids first start very basic English classes at a foreign language center.

Young learners process information in both their native language (L1) and foreign language (L2) differently from adult learners because the former classify words related to concrete objects from an early age [30]. Young learners, who even do not quite understand why or how to do things, tend to be more active, enthusiastic, and energetic to participate in an activity than adult learners. Young learners tend to lose concentration more quickly and are less able to keep themselves interested in doing difficult tasks [31]. Young learners are interested in imagination and movement [32]. In other words, they are energetic and physically active because they cannot sit in one place for too long [33]. These views suggest that young learners' vocabulary acquisition is an active process that engages them with language contexts or patterns. As vocabulary plays a crucial part of language proficiency and communication with others [8, 34, 35], young learners need to be provided greater exposure to lexical knowledge in effective ways.

### 2.4. Songs in Vocabulary Instruction to Young Learners

Research has indicated that songs can be a potential tool for facilitating young learners' vocabulary learning and enhancement [e.g., 4, 36, 37]. Songs, as pieces of music, benefit young learners in several ways. Songs offer a gaiety, fun and friendly atmosphere in the classroom and tendentiously attract the attention of young learners [38, 39]. According to [4], songs can impact on the receptive lexical knowledge of learners when exposed to both sung and spoken forms through a theme or topic[11, 14, 40]. Songs help teachers to provide young learners with language knowledge based on teachers' design of different activities and draw young learners' attention easily [41]. They allow learners to get a large amount of words, expose to using both individual and sequences of words through repetition and occurrences, retain words, and reduce anxiety in classrooms[6, 14]. As noted by [12], the popularity of the use of songs in foreign language classes is

evidenced in United States [42], the United Kingdom [43], China [44], Greece [45], Japan [46], Malaysia [47], and Vietnam [48]. Furthermore, songs used in English classrooms can foster learners' interest and motivate them to learn and enhance their vocabulary gains in English [5, 49]. Despite a plethora of empirical research of the effects of songs in young learner classes, the question as to perceptions about vocabulary acquisition with songs remains scarce. This paper attempts to fill the gaps in the literature on teachers' perceptions about songs used within the Vietnamese context of teaching and learning English to enhance young learners' vocabulary growth.

### 3. The Study

This study was undertaken in a foreign language center in the Mekong Delta area over a fifteen-week semester period of academic years 2018-2019. The aim was to examine teachers' perceptions about the use of songs in vocabulary instruction to young learners.

A descriptive study using mixed- methods design was conducted to investigate teachers' perceptions about songs used in vocabulary instruction to young learners at a foreign language center. Questionnaires, classroom observations, and interviews were the three research instruments. The thirty-three questionnaire was organized into four clusters. The first cluster focuses on teachers' perceptions about the use and benefits of songs in vocabulary instruction [items 1-15]. The second cluster is targeted at teachers' views of challenges of using songs while teaching vocabulary [items 16-20]. The third cluster sought to explore teachers' ways of selecting songs in vocabulary instruction [items 21-27]. The fourth cluster is centered on teachers' implementation of songs to teach young learners' vocabulary. There are two open-ended questions at the end of the questionnaire for obtaining further ideas or views from teachers. Classroom observations were the second tool for recording the happenings or occurrences of teachers' implementation of songs in their classes. At the end of the study, semi-structured interviews were conducted with teachers to obtain their views of the four above-mentioned aspects in the questionnaire. However, for the purposes of this paper, the data discussed are mainly drawn from the questionnaires and interviews with the teachers. Pseudonyms were used to protect teachers' identities.

Participants in this study were seventy-five teachers at a foreign language center in the Mekong Delta, Vietnam. At the time of the study, the range of the participants' teaching experience was from one to five years. The teachers' participation was voluntary when they were asked to respond to the questionnaire. Of the total population, nine teachers were selected to participate in the semi-structured interviews to gain insights into their views of songs to teach young learners vocabulary. Each interview took

approximately half an hour.

The quantitative data from the questionnaire were statistically analyzed using an SPSS (Statistical Package for the Social Sciences). The questionnaire is weighted by the rubric of five-point Likert scale (1=strongly disagree; 2=disagree; 3=neutral/ undecided; 4=agree; and 5=strongly agree). The pilot study was delivered to forty-two teachers who were working in other language centers to check the reliability of the items in the questionnaire. The Cronbach's alpha for this pilot .791 indicates the high reliability of the questionnaire for collecting the data for this study. All interview responses were recorded, transcribed, and translated from Vietnamese to English. The data were analyzed by thematic analysis.

### 4. Findings

#### 4.1. Findings from Questionnaires

This section presents the findings of the study with regard to teachers' perceptions about the use and benefits of songs in vocabulary instruction in EFL young learners classrooms. The findings reveal teachers' positive perceptions about this area of study.

#### 4.2. Insights into Teachers' Perceptions about Songs in Vocabulary Instruction

Section One of the questionnaire contains nine items with regard to teachers' perceptions about songs in vocabulary instruction to young learners (VIYLs), as shown in Table 1.

Table 1 shows that teachers' perceptions about songs in vocabulary instruction to young learners are at high level. Of the total of 75 surveyed teachers responded to the questionnaire, 74 teachers (98.6%), the highest response rate, indicated that songs are effective in teaching vocabulary to young learners (item 2), followed by 71 teachers (94.7 %) who believed that songs are essential and draw learners' attention to the lesson (items 1 &4). When asked if songs are important to develop young learners' vocabulary (item 3), 69 teachers (92%) indicated the high level of agreement on the role of songs. Songs are also reported as providing young learners with opportunities to practice (85.3%), learn English (84%), and identify word meanings in context (82.6%), and maintain frequent practice (80%). These results show the high level of agreement or consensus among teachers about the effectiveness of songs to improve young learners' vocabulary achievement or performance.

#### 4.3. Teachers' Perceptions about Benefits of Songs in VIYLs

Section Two of the questionnaire consists of six items

with regard to teachers' perceptions about benefits of songs when teaching vocabulary to young learners, as indicated in Table 2.

Table 2 shows the frequency and percentage distribution of teachers' perceptions about benefits of songs in vocabulary instruction to young learners (VIYLs). The majority of responses falls between the category of 'Neutral and Agree'. In particular, Item 10 represents 98.7% (n=74), the highest response rate, of the participants who recognized that songs are used to facilitate young learners' vocabulary retention. The second response rate

came with Item 15 as 94.7% (n=71) of the participants perceived that songs provide young learners with opportunities for vocabulary revision. The third response rate goes with Item 14 indicating that 73.3 % (n=55) of the participants considered songs help learners improve their vocabulary input, followed by 68 % (n=51) of responses to Item 13 regarding songs that draw learners' attention to vocabulary. Moreover, about two-thirds of the participants (69.3% and 61.3%, respectively) agreed that songs are good tools for learners to pick up and practice vocabulary as well as expand their words.

**Table 1.** Teachers' perceptions about songs in vocabulary instruction

		Frequencies					
		Disagree & strongly disagree		neutral		Agree & Strongly agree	
	Item	n	%	n	%	n	%
1	I think it is necessary to use songs to teach vocabulary to young learners.	2	2.6	2	2.7	71	94.7
2	I think it is effective to use songs to teach vocabulary to young learners.	0	0	1	1.3	74	98.6
3	I think songs are important in developing young learners' vocabulary.	0	0	6	8.0	69	92
4	I think songs can draw young learners' attention to the lesson.	0	0	4	5.3	71	94.7
5	I think songs provide young learners with opportunities to learn English.	2	2.7	10	13.3	63	84
6	I think songs provide young learners with opportunities to practice vocabulary.	1	1.3	10	13.3	64	85.3
7	I think songs allow learners to practice vocabulary regularly.	2	2.7	13	17.3	60	80
8	I think songs used to teach vocabulary can offer young learners a friendly environment.	1	1.3	7	9.3	67	89.3
9	I think songs create a meaningful context for young learners to gain vocabulary.	2	2.7	11	14.7	62	82.6

**Table 2.** Teachers' perceptions about benefits of songs in VIYLs

		Frequencies					
		Disagree & strongly disagree		Neutral		Agree & strongly agree	
	Item	n	%	n	%	n	%
1	I think songs facilitate young learners' vocabulary retention.	0	0	1	1.3	74	98.7
2	I think songs allow young learners to learn more vocabulary than usual.	1	1.3	28	37.3	46	61.3
3	I think songs can create conditions for young learners to learn and practice vocabulary.	4	5.3	19	25.3	52	69.3
4	I think songs can help young learners focus on vocabulary.	7	9.3	17	22.7	51	68
5	I think songs can help young learners develop vocabulary.	4	5.3	16	21.3	55	73.3
6	I think songs can offer young learners opportunities to review vocabulary.	1	1.3	3	4.0	71	94.7

**Table 3.** Teachers' perceptions about the use of songs in VIYLs

	Item	Frequencies					
		Disagree & strongly disagree		Neutral		Agree & strongly agree	
		n	%	n	%	n	%
1	The teacher sets the context before using songs to teach vocabulary to young learners.	2	2.7	5	6.7	68	90.7
2	The teacher introduces new vocabulary before having learners listen to a song.	4	5.3	7	9.3	64	85.4
3	The teacher encourages young learners to act out or mime words in the song.	3	4	12	16	60	80
4	The teacher plays the song multiple times for young learners to repeat words.	2	2.7	3	4	70	93.4
5	The teacher delivers handouts of a song and asks young learners to fill the gaps and match words using pictures with lines.	8	10.6	7	9.3	60	80
6	The teacher plays the song again to check learners' understanding and memory of words.	1	1.3	6	8	68	90.7

#### 4.4. Teachers' Perceptions about the Use of Songs in VIYLs

Findings from six items about teachers' perceptions about the use of songs in vocabulary instruction are shown in Table 3.

As can be seen in Table 3, the frequency and percentage distribution of each item (Items 16 to 21) regarding teachers' perceptions about the use of songs in VIYLs, whereby the majority of responses fall between the category of 'Agree and Strongly Agree' (high level of agreement). In particular, Item 19 represents the highest response rate of 93.4% (n=70) of the participants who have learners listen to the song several times in order to repeat words. Items 16 and 21 ranked second as 90.7% (n=68) of the participants set the context before playing the song and replay a song to check if learners understood and remembered the words in that song. 85.4% (n=64) of participants' responses to Item 17 indicating that the teacher introduced new vocabulary before having learners listen to the song. 80% of the participants responded that they encouraged learners to act out or mime words as well as practice gap-fill or matching exercises.

#### 4.5. Findings from the Interviews

Teachers' perceptions about using songs in vocabulary instruction to young learners

The findings indicate that nine interviewed teachers reported positive perceptions about using songs in vocabulary instruction to young learners. The six themes are identified as memorizing vocabulary, reviewing vocabulary, drawing attention, stimulating learning atmosphere, improving reading and writing of words, and facilitating pronunciation.

#### 4.6. Memorizing Vocabulary

Three of nine teachers claimed that songs contributed to

young learners' memorizing words. The following extracts illustrate their views.

*"Songs can help young learners to expand their vocabulary and memorize words more deeply when they listen to songs and sing them again".* (Huong, interview extract).

*"Songs containing contexts make young learners remember vocabulary very easily."* (Nhi, interview extract).

*"Songs provide young learners with opportunities to expand vocabulary by looking at other words and asking for meanings"* (Lan, interview extract).

#### 4.7. Reviewing Vocabulary

Two teachers reported that listening to songs could help learners review words. Chi emphasized that pictures and actions in video songs facilitated young learners' vocabulary development and vocabulary revision. Chi said,

*"When listening to video songs with following pictures and doing actions in songs, young learners will review vocabulary from previous lessons."* (Chi, interview extract).

Ngoan indicated that songs helped to review vocabulary for young learners thanks to the song actions and melodies. She shared,

*"Songs help learners review vocabulary because they remember the song and automatically sing it when listening and acting it out."* (Ngoan, interview extract).

#### 4.8. Drawing Learners' Attention

Two teachers asserted that young learners could concentrate more on vocabulary learning when they

listened to songs. Khai asserted that the teacher could draw young learners' attention to the lesson when playing the songs. Khai said,

*"Young learners will concentrate more on the lesson because the teacher plays the song to engage students in listening."* (Khai, interview extract).

In Ngoan's views, melodies of songs made young learners attentive in learning vocabulary. Ngoan said,

*"Songs attract their attention to the vocabulary learning because the young learners like listening to melodies in the songs."* (Ngoan, interview extract).

#### 4.9. Providing Stimulating Learning Environment

Three teachers believed that songs helped young learners to avoid boredom and distraction in vocabulary learning. The following extracts illustrate their views.

*"Listening to songs, young learners will not feel bored and are easy to do whatever the teacher asks them to do."* (Thanh, Interview extract).

*"Learners can dance and sing the song. That's fun and entertaining. They like to learn more new words instead of sitting in one place."* (Thy, Interview extract).

*"I think songs used to start the lesson always make learners feel excited as they can feel at ease and move."* (Nguyen, Interview extract).

#### 4.10. Enhancing Reading and Writing

One teacher thought through practicing listening to the songs, young learners could develop reading and writing abilities. Phi said,

*"When learners are asked to observe or look at an activity related to the song, they can write or read words from that song."* (Phi, Interview extract).

#### 4.11. Improving Pronunciation

Two teachers contended that songs could help improve or facilitate young learners' pronunciation of words. Nhi said,

*"Songs help young learners pronounce the sounds or words set in songs more exactly by listening to songs."* (Nhi, interview extract).

Lan emphasized that if young learners listened to songs many times, their pronunciation of new words could be improved thanks to singers' accents. Lan shared,

*"Young learners will improve their pronunciation of words because video songs contain standard accents, which young learners listen to and repeat many times."*

(Lan, interview extract).

## 5. Discussion

Findings from this study reveal that the participating teachers perceived songs as beneficial in teaching vocabulary to young learners. In particular, these teachers reported that songs were effective in young learners' vocabulary instruction with regard to amount of words, retention, increased attention, friendly environment, practice opportunities, and meaningful contexts. These positive aspects suggest that songs serve as a useful tool for promoting young learners' vocabulary, which aligns with findings of several studies[e.g., 4, 6, 14, 22]. These authors claim that songs are a valuable resource for teachers to promote lexical knowledge and improvements of young learners through their exposure and repeated occurrences or practices. The study provides insights into how teachers' perceptions can influence their decision-making in selecting songs and appropriate strategies in order to involve young learners in interactive, entertaining, and motivating learning process of vocabulary gains.

Analysis from the interview responses reveals themes that were congruent with teachers' perceptions about songs in vocabulary instruction from the findings from the questionnaire. Pronunciation practice of words reported as an improved part of young learners' English through songs confirms the connection between songs and language learning, as documented in the literature[50, 51]. These argue that listening to music and songs can enhance listening skills in a foreign language, one of the key features needed for language learning. From the linguistic perspective, songs provide learners a source of language to develop their listening abilities, including pronunciation coupled with grammar, syntax, and vocabulary development.

## 6. Conclusions

The findings from the study show that teachers had positive perceptions about using songs in instructing vocabulary to young learners. There are some important pedagogical implications for teachers and school administrators. First, teachers' perceptions about using songs in vocabulary instruction to young learners play an important role in young learners' vocabulary gains. Given the importance of perceived effects of songs, it is important for teachers to become more aware of their roles and responsibility for providing young learners with apposite contexts to learn and practice vocabulary through songs as a potentially resourceful means. Furthermore, teachers should find ways to select songs pertinent to the needs and interests of learners in order to enhance learners' vocabulary gains in their learning process. Moreover, teachers should be given opportunities to have professional

development training particularly in using songs in different classroom contexts of vocabulary learning in order to meet the English proficiency levels of young learners. Schools or language center authorities should equip classrooms with facilities for teachers to make best use of songs and create a fun and motivating learning space or atmosphere for learners.

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# EFL Teachers' Beliefs and Practices of Teaching Pronunciation in a Vietnamese Setting

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**Abstract** A plethora of research has witnessed the relationship between beliefs and practices that influence how language teachers make their own decisions to improve their instruction and enhance student learning at tertiary education. In particular, to date, there has been a growing interest in pronunciation teaching of English as a foreign or second language. However, research into beliefs and practices of foreign language learning, namely English, with regard to pronunciation within the Vietnamese context is still scarce. This current study, therefore, is aimed to explore what beliefs teacher hold and how they teach pronunciation in a Vietnamese context. This paper draws on data collected as part of a larger study including questionnaires, interviews, and observations over a fifteen-week semester of an EFL pronunciation course. The focus of this paper is on the data from the questionnaire and observations. The study was conducted with seventy teachers at an English language center in the Mekong Delta, Vietnam. The findings indicate that the teachers had positive beliefs about teaching pronunciation and that the teachers integrated pronunciation in their English classes with specific focus on intelligibility. The findings further extend the literature on pronunciation teaching practices by providing insights into how contextual factors mediate teachers' existing beliefs and actual happenings that inform their future practices by reflecting on their professional development and learning regarding pronunciation as crucial constituent of learners' communicative competence. The paper concludes by discussing pedagogical implications for teachers, school administrators for the

sake of better pronunciation instruction.

**Keywords** Teachers' Beliefs, Pronunciation Teaching, Intelligibility

## **1. Introduction**

Since English is widely held as an international language that help people communicate in different aspects of life, it is necessary for Vietnamese learners to obtain intelligible communication in English to keep up with the increased demands of academic and job markets in the globalized world, as highlighted in the National Foreign Language Project (VNFLP) launched by the Ministry of Education and Training. To obtain the communicative competence, pronunciation plays a crucial role in the real-life communication process which reflects speakers' identities [1]. Effective pronunciation teaching will contribute to facilitating learners' academic achievements and potential job opportunities. However, there has been little discussion about teachers' beliefs and practices in relation to teaching pronunciation in Vietnam. In particular, it was found that in a study of common pronunciation problems of Vietnamese learners of English by [2], pronunciation challenges Vietnamese learners as only a few have intelligible English pronunciation in direct communication with foreigners. This could be explained in ways that English sound system has sounds foreign to Vietnamese speakers, and that the



English ending sounds were pronounced differently from those by Vietnamese learners or speakers. These challenges may somehow hinder learners from successful communication or communicative competence. This paper, therefore, examines teachers' beliefs and practices in pronunciation classrooms within the Vietnamese context of teaching and learning.

## 2. Literature review

### 2.1. Teachers' Beliefs

Teachers' beliefs have been discussed in several ways in the literature, including teaching and learning English as a foreign language. The term *teachers' beliefs* is integral in helping teachers make their instructional decisions in their classroom practices and enhance learners learning [3]. Pajares claims that beliefs are "an individual's judgements of the truth or falsity of a proposition" (p.316). Thus, beliefs function as a filter to reflect individual teachers' prior expectations and form their actions. In particular, there is evidence that there is an increasing recognition of the significance of teacher beliefs about change in teaching and learning of foreign languages [4]. In other words, teachers' beliefs contribute to effective teaching. However, there have not been any studies that have examined teacher's beliefs and practices regarding teaching pronunciation within the Vietnamese context of teaching and learning English as a foreign language. This paper, therefore, explores teachers' beliefs and their practices of pronunciation teaching in a Vietnamese setting.

### 2.2. Pronunciation teaching

Pronunciation is a process of producing sounds of a language that makes communication effective and as a result, learners become aware of such impact while using English [5]. Canagarajah states that "pronunciation is perhaps the linguistic most open to judgment. As a surface structure, phenomenon that is most noticeable, one's accent easily evokes people's biases. For the same reason, pronunciation has been the most prescriptively taught aspect of language instruction" (p.365). In the same vein, pronunciation is the way in which a word is pronounced and used for making meanings [6] and [7]. It includes segments such as consonants and vowels of language, supra-segmental features like stress, rhythm, intonation and how the voice is described (voice quality). To put it simply, pronunciation is viewed as a part of communication process that addresses how to correct sounds in order to express the meanings in different contexts.

#### *The importance of English pronunciation instruction*

Hismanoglu states that pronunciation instruction plays

an important role in communicative competence supported by the speaker and the listener's understanding which requires a comprehensible pronunciation skill. Learners' pronunciation capacity has an influence on their overall language ability. Hence, effective pronunciation provides positive impression, understanding and effective communication. Mastering of grammatical structures and having a wide range of vocabulary are essential elements of language, but they can be useless if the speakers pronounce [6].

In order to become proficient in pronunciation, learners are encouraged to produce the accuracy of phonemes, intonation, rhythm, stress, connected speech and other things [8]. It should be noticed that pronunciation instruction is a crucial and fundamental component of each oral communication classroom [9]. Therefore, it is impossible to overlook the significance of pronunciation pedagogy. Teaching pronunciation helps the speakers understand and enhance their ability to communicate [7]. Thomson and Derwing [10] also state pronunciation instruction has brought positive results which lead to improve the target of L2 production. Moreover, pronunciation instruction is beneficial to learners because they enhance their self-awareness, improve listening skills, arouse their motivation and establish a life-long study [11].

#### *The targets of teaching English pronunciation*

According to [12], English pronunciation instruction has two different goals: nativeness and intelligibility. While nativeness goal is to help speakers acquire a native-like accent, intelligibility focuses on the extent to which the speakers' intended utterance is understood by a listener [13]. Furthermore, the reducing and moving a second language (L2) accent are teachers' criteria or judgments of learners' speech [12], [14]. Similarly, most of learners responded that they consider native accents pronunciation as a benchmark of academic achievement [15]. As an advocate of this view, [16] stress that the removal of native models from pronunciation class could make pronunciation poor quality. However, the native-like goal of teaching pronunciation seems to be difficult for most English adult speakers because of several aspects such as age, sociocultural factors, and the like [17]. Hence, nativeness principle can be a main objective, but it cannot be the target for teachers to improve their learners' pronunciation and confidence.

On the other hand, the intelligibility principle is realistic and gives desirable outcomes. The intelligibility principle is defined as learners' understanding of L2 speech [13]. Recently, the intelligibility goal of pronunciation teaching is dominant the native-like accent and more realistic target for L2 learners [12], [13]. Thornbury [18] claims that intelligibility in English pronunciation is more significant than nativeness. He also suggests that teachers should increase learners' awareness of intelligible and receptive aspects. Likewise, it is interesting to note that speakers will

be successful in communicative competence if they are comfortably intelligible to what others can comprehend what they say and they understand what others speak to them [7]. In the same vein, learners' perceptions and views on English pronunciation teaching in Finland have been considered [19]. The result revealed that intelligible speech was the primary goal and a native-like accent was not mentioned as their aspirations in English pronunciation. A study of five experience English teachers demonstrates that teachers needed to support learners to achieve intelligibility in pronunciation to comprehend listeners from variety language backgrounds [20].

In spite of the current dominance of intelligibility as the prime goal of pronunciation instruction, both intelligibility and nativeness continually influence both pronunciation patterns or models indicated in the foreign/second language curriculum and pronunciation acquisition of L2 learners.

#### *Approaches in teaching pronunciation*

Celce-Murcia, Brinton & Goodwin [21] indicate that intuitive-imitative approach, analytic-linguistic approach and integrative approach are the three pronunciation instructional approaches.

With regard to intuitive-imitative approach, L2 learners imitate and listen to the sounds and rhythms of a foreign language without interference of explicit instruction. Some recommended tools for this approach include audiotapes, websites, videos, computer-based programs [22], whereas analytic-linguistic approach provides learners with explicit intervention of pronunciation pedagogy like phonetic alphabets, articulatory descriptions, and vocal charts. The explicit data can be presented in different interactive speech software and websites [23]. In the integrative approach, teachers point out that the best way to teach pronunciation is the integration of skills into language use, as perceived as beneficial in EFL classrooms by [24]. First of all, learners have countless opportunities to interact with authentic and meaningful lessons, instead of learning pronunciation in isolation. Second, the incorporation of multiple skills supports learners' language learning process which focuses on a positive and collaborative environment and lateral thinking skills. Third, learners can develop academic subjects and interaction. Moreover, a study by [25] asserts that "integral teaching helps to overcome three primary problems in pronunciation teaching: insufficient time in class, miss-targeting of lessons to intermediate and advanced students, and lack of awareness by students and teachers of the connection between pronunciation teaching and effective aural-oral communication" (p.99). Therefore, it is used as the second theoretical background for this study in teaching pronunciation.

#### *Techniques in teaching pronunciation*

Pronunciation instruction is a fundamental component in oral communication. Traditionally, EFL teachers have

taken advantages of the phonetic alphabets and activities such as repetition drills, detailed description of the articulatory system, focused on production tasks (e.g., minimal pair drills, reading aloud, contextualized sentence practices, recognition and discrimination tasks, visual aids and recordings [21]. There is no the best technique for teachers because of various target learners and different contexts. Some techniques are beneficial to some learners, but other learners are not easily advantageous from pronunciation techniques that are useful for someone. It depends on the learners and teachers' needs to determine which techniques are appropriate for them. Since communicative approach has dominated the foreign language teaching. Therefore, modern techniques are being developed to complement the English pronunciation pedagogy. There are recently immense genres of technology equipment and applications utilized in education. They include computers, LCD panels, projectors, website development, presentation software (Power Point), digital cameras, internet, e-mail, scanners, distance education/ video conferencing system, assistive technologies, databases, graphics programs, electronic references (e.g., Encarta, World Book), word processing, spreadsheets, discussion groups/ list servers, instructional software (tutorials, drills and practice), instructional methods for integrating technology, and hypermedia [26].

### **2.3. Teachers' Beliefs and Practices in Teaching Pronunciation**

Recently, increased attention has focused on teachers' beliefs and practices in teaching pronunciation at several countries, namely Australia [27], in USA [28] and [29], in Europe [22], in Asia [30], [31], [32].

Practitioners are likely to lack awareness or become reluctant to teach pronunciation. For example, the findings from a study by [27] who interviewed eight teachers in Australia, indicated that teachers were unwilling to teach pronunciation because of their lack of encouragement to teach pronunciation based on the set curricula, insufficient knowledge of assessing learners' pronunciation, and feeling uncomfortable while monitoring their learners' practices. The call for more education opportunities was indicated in the literature that English teachers were not given sufficient pronunciation training and strived to improve professional development in this area [33], [29]. [29] as an example, demonstrated that teachers wish to have more pronunciation training to acknowledge linguistic diversity. Sixteen NNESTs were interviewed in Hong Kong and it was found that teachers are likely to feel unsure in their classrooms, possibly caused by inadequate teacher education and particular institutional and sociocultural context [30]. This view was supported by [32]. The teachers had the lack of initial training and professional learning opportunities in teaching pronunciation.

A considerable amount of literature considered the preferred approaches and techniques employed by teachers regarding pronunciation instruction. Chiu [31], for example, interviewed six participants including three NNESTs and three NESTs in Taiwan. The findings demonstrated the NESTs preferred intuitive-imitative approach when teaching pronunciation while the NNESTs tended to use more linguistic-analytic approach, but both emphasized their teaching on the segmental levels. In addition, [22] surveyed 103 EFL teachers in North Cyprus to examine the preferred approaches and techniques when teaching pronunciation. The survey indicated that teachers tended to use intuitive-imitative approach, and dictation, reading aloud, and dialogues were the three favored traditional techniques in teaching pronunciation. It could be concluded teachers seemed to be in favor of traditional approaches in teaching pronunciation, even though these approaches were criticized without innovation and variety in pedagogical pronunciation.

Borg [34] states that teachers' practices are an expression of their beliefs. Beliefs have a potential influence on the pedagogy making decisions. Therefore, a growing body of research into educators' beliefs and how their cognition linked to their actual practices regarding grammar [35] and [36]; reading comprehension [37]; listening [38] and pronunciation instructions in different contexts including Australia [27], Taiwan [31], Canada [33], Brazil [28], Iran [39], Europe [40], [41], [22], USA [29] and Vietnam [32] to have a solid foundation for further explanation on pronunciation.

A growing body of literature investigated which goals of teaching pronunciation should be considered and which features of pronunciation should be taught. Sifakis and Sougari [40], for instance, explored the beliefs regarding the significance of native speakers' accents and their roles in pronunciation norms and models in Greece. The results showed that the standards English of native-speakers as models were dominantly important in primary level. Other relevant findings were found that accentedness was an integral goal in English language learning and teaching by most of respondents. They lacked the ability and self-perceived efficacy in teaching pronunciation and were convinced that NESTs would be better to teach pronunciation because learners could access with standard pronunciation. Conversely, in the study of [28] who examined the beliefs and practices of Brazilian EFL teachers, an absolutely high proportion of teachers had generously positive attitudes towards in teaching pronunciation. Numerous studies stated that intelligible speech was a dominant goal in teaching pronunciation than accentedness [30], [29], [12], and [32].

Teachers tended to concentrate less on suprasegmental features and more on segmental ones though they had a generously high degree of importance in teaching suprasegments for the intelligible goal of oral communication [31], [33], [32]. Foote, Holtby and

Derwing [33] conclude that the degree of teachers' beliefs about teaching pronunciation was insignificant differences, an awareness of the importance of suprasegmental features had a sharply increase, but the teachers seemed to be more segmental in actual practices. To support this view, there was a triangulation of data to scrutinize the teachers' cognitions and the practices of language teachers conducted by [42]. Based on the results, an unsurprising finding from both quantitative and qualitative data was that teachers had a tendency to take precedence over individual segments and transcription exercises, but neglected the suprasegmental aspects as stress and intonation which do not differ the findings with one of previous study in Saudi Arabia [43]. In the same vein, [32] reveal that vowels and consonants were much more focused than prosody. It was a contradictory with teachers' goal of teaching pronunciation since the vast majority of teachers favored in the intelligibility principle in teaching pronunciation than nativeness.

Teaching pronunciation mastery is influenced by several factors which has addressed in some studies regarding teachers' beliefs and practices in teaching pronunciation [e.g., 8, 31]. According to [30], the majority of teachers in Hong Kong reported that they were of time constraints, pronunciation resource restrictions, heavily exam-oriented cultures and teacher education inadequacy. Hence, they mainly paid attention to teach grammar and vocabulary knowledge in their actual classes. In the same vein, a study by [44] in Cyprus investigated teachers' cognitions, challenges and practices of different age groups varied from 23 to 61 of EFL teachers with regard to teaching pronunciation. As the results, the oldest group responded different cognitions with the younger groups (e.g., they believed that pronunciation skills were less important than other teaching areas). The challenges were listed in teaching pronunciation such as time constraints, insufficient training, lack of pronunciation activities and resources. It was consistent with [45]. The findings were that Japanese EFL teachers were inadequate time and lacked of pronunciation training courses.

Although most above-mentioned studies examine teachers' beliefs and practices in teaching pronunciation, little research has been undertaken to look into how teachers believe in what to do with pronunciation instruction at foreign language centers within the Vietnamese context. This study, therefore, fills the gap.

### 3. The study

#### 3.1. Design and Participants

This study examines an aspect of a wider study that utilized a mixed-methods design to identify teachers' beliefs and their practices of pronunciation teaching. According to [46], a mixed methods study allows for

countless opportunities to corroborate findings across methods, and as a result of such combination this could enhance the validity of the study.

Questionnaires were used to assemble data about participants' background information and their beliefs regarding teaching English pronunciation. In addition, to shed more light on teachers' beliefs, a qualitative method is recommended [47]. Qualitative data from observations were conducted to deepen understandings of the actual happenings of teachers' pronunciation practices.

Seventy EFL teachers (seven males and sixty-three females) from a private English language center in the Mekong Delta, Vietnam participated in the study. They were of various teaching experiences ranging from less than 2 years ( $n=15$ ) made up for 21.4%, 2 to 5 years ( $n=35$ ) accounted for 50%, 6 to 10 years ( $n=18$ ) occupied 25.7 % and more than 10 years ( $n=2$ ) constituted 2.9%. Their participation was voluntary when they were asked to respond to the questionnaire. After completing the questionnaires, six teachers whose teaching experiences were from five years were observed according to their willingness and predetermined schedule. The time for individual observations was approximately a forty-five-minute period.

### 3.2. Data Analysis

#### 3.2.1. Analysis of the questionnaires

The questionnaires were analyzed using the SPSS, version 20. First the *Scale test* was run to check the reliability of the questionnaires collected from the

participants. The result showed that the reliability coefficient of the questionnaires was confirmed ( $\alpha=.80$ ), as indicated at a high level ( $\alpha=.70$ ) [48]. Next, the *Descriptive Statistic Test and One Sample t-Test* were computed to examine teachers' beliefs and their practices regarding teaching pronunciation.

#### 3.2.2. Analysis of the classroom observations

For qualitative data from observation, the researcher was of a general description at the beginning. The participants became more concrete on the essential aspects of the research questions. From the observation checklist, the question types were grouped. The researcher, then described the scenario as examples of categories teachers used in their classrooms.

## 4. Findings

This section presents the findings of the study regarding teachers' beliefs and practices about pronunciation instruction in EFL classroom practices.

### 4.1. Teachers' beliefs about teaching pronunciation

#### 4.1.1. Findings from questionnaires

##### *a Beliefs regarding teaching pronunciation*

Of 70 surveyed teachers, 67 teachers (95.7 %) valued pronunciation as effectively communicative skill, as presented in Table 1.

**Table 1.** Percentages of teachers' beliefs about teaching pronunciation

Items	Frequencies (F)					
	Disagree & strongly disagree		Neutral		Agree & Strongly agree	
	F	%	F	%	F	%
I think teaching pronunciation does not influence the learners' output.	64	94.1	0	0	6	8.6
I think teaching pronunciation is a difficult task.	12	17.2	12	17.1	46	65.8
I think a heavy accent usually makes learners incomprehensible.	13	18.6	17	24.3	40	57.1
I think pronunciation taught by a native speaker can be a good way to enhance learners' listening ability.	3	4.3	9	12.9	58	82.9
I think pronunciation teaching allows learners to communicate with each other effectively.	1	1.4	2	2.9	67	95.7
I think mastering native-like pronunciation can be limited by age relation.	19	27.1	22	31.4	29	41.4
I think motivated learners can learn pronunciation better.	2	2.8	8	11.4	60	85.8
I think pronunciation teaching is not seen as necessary, as learners tend to acquire this practice once frequently exposed to it.	58	82.8	5	7.1	7	10
I think some teachers do not want to change their English pronunciation in order to maintain their L1 identity.	40	57.1	19	27.1	11	15.8
I think pronunciation is best learned by exposing to it while living in English speaking country.	21	30	15	21.4	34	48.5
I think pronunciation is best learned through thorough practice, instead of rules or theoretical explanations.	31	44.3	17	24.3	22	31.5
I think most learners are afraid of being corrected while learning pronunciation.	12	17.1	14	20	44	62.8
I think it is difficult to teach pronunciation to elementary learners.	56	80	10	14.3	4	5.7
I think I do not love teaching pronunciation.	54	77.1	10	14.3	6	8.5

Table 1 shows that almost all of the teachers (95.7 %) believed that pronunciation instruction could allow learners to communicate with others in English (n=67). A smaller but still large percentage (85.8 %) thought that learners could learn better if they were highly motivated. 82.9 % believed that native speakers played a crucial role in enhancing learners' listening ability. However, about two-thirds of participants (62.8%) agreed that learners were concerned about being corrected by the teacher while learning pronunciation.

Of the seventy participants who responded to the statement, sixty-four disagreed that pronunciation instruction did not affect to learners' output. A larger number of participants (82.8%) highly evaluated the role of pronunciation instruction. The majority of those who disagreed with the belief that frequent exposure to good input is sufficient for learners to acquire pronunciation (n=58). Over half of those surveyed (57.1%) indicated that a heavy accent usually made learners incomprehensible, whereas 24.3% were neutral or unsure. A similar percentage (51.7%) disagreed that some people resisted changing their pronunciation so as to sustain their L1

identity (n=40), 15.8% agreed with this statement (n=11).

Though most of participants (77.1%) enjoyed teaching pronunciation (n=54), most of them agreed (65.8%) that it was a difficult task (n=46). Moreover, (80%) disagreed that it was hard to teach pronunciation at the elementary level.

#### *b The level of training and confidence in teaching pronunciation*

When the teachers were asked to indicate their level of agreement for their confidence and training in teaching pronunciation, nearly half of the respondents (44.3%) agreed that they were pleased with their own English pronunciation. The rest ones indicated the disagreement and neutral about this statement were 25.7 % and 30% respectively. Besides that, the proportion of those who were confident to teach segments was 67.2 %, higher than teaching supra-segmental features 20.1%. Fewer were comfortable teaching prosodic features (n=7). The high percentage of participants expressed a desire for more training in pronunciation instruction (65.7%). Only four of them did not want more training as shown in Table 2.

**Table 2.** Percentages of teachers' beliefs in teaching pronunciation regarding level of training and confidence

Items	SD & D		N		A & SA	
	F	P (%)	F	P (%)	F	P (%)
I think I am completely comfortable teaching supra-segmental features (e.g. syllable structure, stress, rhythm & intonation).	12	17.2	25	35.7	33	47.1
I think I am completely comfortable teaching segmental features (e.g. individual sounds, such as /p, /s/, /t/, /i:/, ...).	7	10	16	22.9	47	67.2
I think I am satisfied with my own English pronunciation	18	25.7	21	30	31	44.3
I think I need further training in pronunciation teaching.	4	5.7	20	28.6	46	65.7

#### *c The most serious pronunciation problems experienced by learners*

With regard to the main pronunciation problems experienced by the participants' learners, two main genres are identified as segments and supra-segments. Table 3 lists the features that were challenges for learners.

**Table 3.** Most difficult features experienced by learners

Pronunciation Problems		F	P (%)
1	Stress (e.g. perfect= PERFect, eleven = eLEven)	33	47.1
2	Rhythm (e.g. CAT, EAT, FISH takes roughly the same time to say as the CATS will EAT the FISH)	32	45.7
3	Intonation (e.g. I have a new house (falling intonation) and I have a new house? (rising intonation))	46	65.7
4	Syllable (e.g. pencil has two syllables: /pensl/)	18	25.7
5	Vowel sounds (e.g. /i/, /i:/, ...)	18	25.7
6	Consonant sounds (e.g. /t/, /k/, /s/, ...)	28	40
7	Minimal pairs in general (e.g. cut and cat, not and note, ball and tall)	25	35.7
8	-ed and/ or -s endings	47	67.1
9	The sounds of th (/θ/ and /ð/)	56	80

Table 3 shows that the most frequently reported (n=56) refers to segments, especially with the sounds of “th” (/θ/ and /ð/), followed by suffixes *-ed* and *-s* (n=47). Another teachers mentioned that their learners found difficult in learning consonant sounds (n=28), minimal pairs (n=25), syllable (n=18) and vowel sounds (n=18). Whereas, enormous teachers also indicated difficulties related to supra-segmental aspects. Intonation was reported as a common problem (n=46). Thirty-two and thirty-three teachers listed rhythm and stress respectively as troublesome aspects in learning pronunciation. Syllable and vowel sounds were mentioned as the least prevalent problems (n=25).

## 4.2. Teachers' practices of teaching pronunciation

### 4.2.1. Findings from the questionnaires

The teachers' responses to the question that asked about the frequency of teaching pronunciation on a five-point scale were extremely positive: 27.1% said they always

taught pronunciation in the classroom, and up to 51.4% said they taught it often (n=36); 20% answered “sometimes” and only 1.4% said they rarely taught pronunciation (n=1). None of the participants responded they never delivered a lecture on pronunciation (n=0).

### *Teachers' practices in relation to general approaches of teaching pronunciation*

The five following statements present the primary approaches applied by the participants in teaching pronunciation. The positive results are shown in Figure 1.

Figure 1 shows that about half of the teachers (57.1%) reported their integration of pronunciation teaching into their classes with specific focus of providing learners with feedback on mispronunciations. Furthermore, frequently using extra resources to teach explicit pronunciation were less popular approaches. They rarely applied teaching pronunciation as of 15.7% and 21.4% respectively. Three teachers (4.3%) responded that they never taught pronunciation explicitly in their classes.

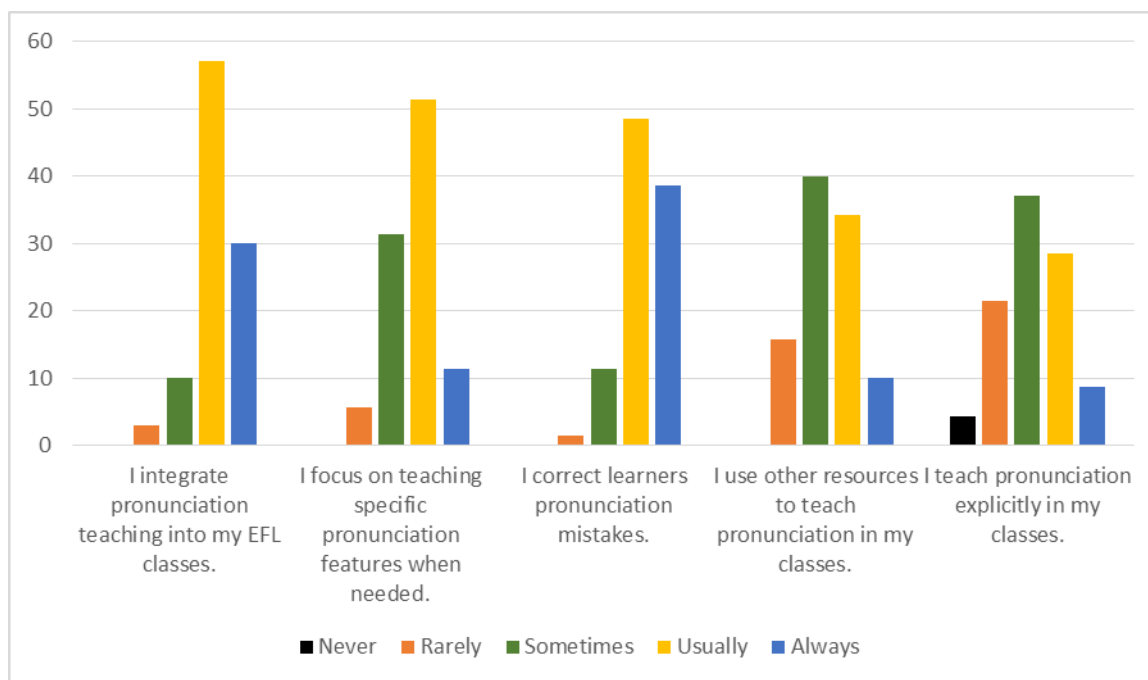


Figure 1. Main approaches to pronunciation teaching

### Teachers' practices with regard to pronunciation features

The following table informed the percentages of teachers' responses for each item in teachers' practices about features taught of teaching pronunciation.

Table 4 presents the majority of frequency was suffixes such as *-ed* and *-s* endings. 82.9% of the participants indicated that they often and always taught pronunciation. The second most frequently taught features were word stress (78.6%), followed by problematic sounds which was

often and always worked by 65.7% of the teachers. Additionally, utterance stress and intonation were commonly prevalent features taught by 62.9% and 58.5% of the teachers respectively. Approximately half of those who sometimes taught syllabus structures (52.9%) and silent letters (45.7%). Whereas, the two features never and rarely worked were weak forms (30%) and schwa (25.7%). Other aspects and detailed information are shown in Table 4.

**Table 4.** Percentages of teachers' practices of pronunciation features

	Items	Never & Rarely		Sometimes		Usually & Always		Mean	SD
		F	P(%)	F	P(%)	F	P(%)		
1	Problematic sounds: e.g. th sounds (/θ/ and /ð/)	4	5.7	20	28.6	46	65.7	3.77	.80
2	Suffixes (-ed, -s ) e.g. the -ed endings (visited, stayed, watched); the -s endings (tomatoes, bats, computers)	0	0	12	17.1	58	82.9	4.06	.74
3	Word stress :e.g. perfect= PERFect, eleven = eLEven	1	1.4	14	20	55	78.6	3.44	.85
4	Syllable structures: e.g. pencil has two syllables : /pensl/	6	8.6	37	52.9	27	38.6	3.44	.86
5	Silent letters: e.g. knife, exhibition	8	11.4	32	45.7	30	42.9	3.21	.85
6	Minimal pairs: e.g. cut and cat, not and note, ball and tall	15	21.4	29	41.4	26	37.1	3.54	.88
7	Connected speech: e.g. Look it sounds like loo.kit, short time sounds like shortime.	9	12.9	23	32.9	38	54.3	3.21	.82
8	Accents: Differences between English accents (e.g. British English and American English)	14	20	30	42.9	26	37.2	3.67	.96
9	Intonation: e.g. I have a new house (falling intonation) and I have a new house? (rising intonation)	9	12.9	20	28.6	41	58.5	3.70	.77
10	Utterance stress: stress placement on certain words in utterances (e.g. I want that APPLE or I want THAT bag)	4	5.7	22	31.4	44	62.9	3.01	.89
11	Schwa: /ə/: e.g. the sound in again and support	21	30	27	38.6	22	31.5	3.14	.87
12	Weak forms: e.g. in I want a banana the word "a" is less strong than the other words.	18	25.7	28	40	24	34.3	4.37	.89
13	Stress-timed rhythm: e.g. CAT, EAT, FISH takes roughly the same time to say as the CATS will EAT the FISH.	10	14.3	30	42.9	30	42.9	4.21	.72

*Teachers' practices concerning to activities used of teaching pronunciation*

The mean score of teachers' practices of activities ( $M=3.30$ ,  $SD=.47$ ) was at low level. A *One Sample t-Test* was conducted to examine whether they are statistically different. The result illustrates a statistically significant difference ( $t=2.98$ ,  $df=69$ ,  $p=.00 < .05$ ). Hence, the mean score of teachers' practices regarding activities was at high frequency.

Table 5 shows the detailed results in regard to activities used in teaching pronunciation

Reading aloud was the most popular strategy often or

sometimes used by most of the teachers ( $n=69$ ). The second common activity used by 95.7% ( $n=67$ ) was classroom games. Repetition and imitation were the top prevalent activity ( $n=66$ ). Other practices often or sometimes used by most teachers were minimal pair drills and role play (88.6%), marking words or sentences (84.3%), reinforcement (81.5%), chanting and body movements (77.2%), and interactive media (75.7%). The least frequent techniques were visual aids and mirrors. Half of the teachers ( $n=35$ ) never or rarely employed visual aids. 44.3% of the teachers indicated that they never or hardly ever used mirrors to help learners observe themselves how to articulate words ( $n=31$ ).

**Table 5.** Percentages of teachers' practices in teaching pronunciation regarding activities used

Items	Never & Rarely		Sometimes		Usually & Always		Mean	SD
	F	P(%)	F	P(%)	F	P(%)		
Minimal pair drills (e.g., chip/cheap, ship/sheep)	8	11.4	40	57.2	22	31.4	3.20	.63
Repetition and imitation: e.g. learners listen to the teacher or to a CD and repeat, trying to imitate as closely as possible.	4	5.7	7	10	59	84.3	4.00	.74
Recordings: Having learners record and listen to their pronunciation	28	40	23	32.9	19	27.1	2.70	1.05
Chanting: e.g. using Jazz Chants to practice rhythm.	16	22.8	24	34.3	30	42.8	3.14	.95
Reading aloud	1	1.4	16	22.9	53	75.7	4.01	.81
Visual aids (e.g., vocal tract animated diagrams, representation of how a sound is articulated)	35	50	19	27.1	16	22.9	2.53	1.06
Phonetic alphabet	23	32.9	23	32.9	24	34.3	3.03	1.15
Marking (e.g., underline the stressed words or draw intonation arrows in a passage of text)	11	15.8	14	20	45	64.3	3.64	1.02
Interactive media (e.g., online games, pronunciation software)	17	24.3	18	25.7	35	50	3.27	1.03
Drama and role play (e.g., practicing and performing dialogues in pairs or groups paying special attention to pronunciation)	8	11.5	31	44.3	31	44.3	3.39	.87
Tactile reinforcement (e.g., asking learners to touch their throats while pronouncing voiced and voiceless sounds)	13	18.5	20	28.6	37	52.9	3.40	1.08
Mirrors: Having learners observe their own articulation in a mirror.	31	44.3	23	32.9	16	22.8	2.60	1.08
Classroom games	3	4.3	12	17.1	55	78.6	4.10	.84
Body movement: e.g. having learners step, clap their hands, tap their fingers or nod their heads according to stress and intonation patterns	16	22.8	21	30	33	47.2	3.31	1.12



### *Teachers' practices with regard to most effective activities in teaching pronunciation*

The participants were asked to list the pronunciation activities that were beneficial in helping learners to improve their pronunciation. These activities could be grouped into three categories: explicit, less explicit and implicit pronunciation activities. These results are presented in Table 6.

**Table 6.** Most effective activities in pronunciation instruction

	Effective activities	F	P (%)
1	Using phonetic symbols	28	40
2	Individual sound exercises	22	31.4
3	Minimal pairs	33	47.1
4	Stress placement activities	42	60
5	Syllable structure activities	24	34.4
6	Using mirrors	16	22.9
7	Doing repetition	65	92.9
8	Singing English songs	30	42.9
9	Reading aloud	51	72.9
10	Using games	40	57.1
11	Watching English videos	45	64.3
12	Speaking to their classmates and to native speakers	60	85.7
13	Role play	26	37.1

Overall, it is interesting to note that the vast majority of teachers preferred less explicit pronunciation activities, such as doing repetition (n=65), reading aloud (n=51), and singing English songs (n=30). The teachers mentioned exclusively implicit activities: speaking to their classmates and to native teachers (n=60), watching English videos (n=45), using games (n=40) and role play (n=26). Additionally, explicit pronunciation activities were reported with some variations. None of the respondents listed other effective pronunciation activities.

### **4.3 Findings from observation**

Three themes are identified as teachers' main approaches, the focused lesson content and teachers' activities.

#### **4.3.1. Teachers' main approaches**

The following extract demonstrates general approaches were used in their classrooms which were intuitive-imitative, analytic-linguistic and integrative approach. For example:

*"The teacher integrated pronunciation lessons in speaking and listening lessons. She focused on final sounds in a vocabulary part by emphasizing and repeating the words, then asked the learners to imitate. She showed the flashcard with the picture of the color "orange" and pointed at the flashcard, said "orange,*

*orange, orange", "It's an orange orange". She focused on final sound /dʒ/. Then the learners repeated the words and sentences after the teacher" (OB. Nguyen.6.04-6.06 p.m.).*

Giang introduced new vocabularies (numbers) and incorporated pronunciation during the lesson. She asked the learners to repeat and correct mistakes if necessary. The following conversation is an example of that discourse.

*"T: Number.... [The teacher showed the flashcard of number eleven]*

*Ss: eleven*

*T: good job, thank you!*

*Ss: eleven...eleven..... eleven, right.*

*T: and number....*

*Ss: twelve*

*T: twelve.... tw...tw.....twelve ....v.... v..., twelve... [The teacher focused on /tw/ and /v/]*

*Ss: twelve.... twelve...*

*T: Number....*

*Ss: thirteen*

*T: oh no...*

*Ss: thirteen. Thirteen....th....th .... [The teacher emphasized on /θ/]*

*T: and number....*

*Ss: fourteen*

*T: good job!*

*Ss: fourteen.... fourteen*

*T: Number....*

*Ss: fifteen*

*T: fifteen???*

*Ss: fifteen.*

*T: fifteen.... fifteen...f.... f...f... fifteen [The teacher focused on /f/]*

*Ss: fifteen*

*T: and number....*

*Ss: sixteen*

*T: sixteen.....six.... /ks/.... six...../ks/.... Sixteen [The teacher focused on /ks/]*

*Ss: sixteen" [Learners practiced and imitated after the teacher's pronunciation] (OB.Giang.6.05-6.06 p.m.)*

Besides the implicit way to teach pronunciation, the teacher also highlighted the phonetic alphabet with letter "m" and "n". The practice was carried out in a form of oral drill where she presented the pronunciation of each word, focused on the sound /m/ and /n/ and the learners imitated after her. It was also observed that whenever the group reading aloud made any mistakes in pronunciation were corrected by the teacher. Cat repeated the word and her learners mimicked until they have pronounced the word correctly.

*"T: letter....*

*Ss: /m/*

*T: sounds like....*

*Ss: m.....*

*T: m.....m....*

Ss: m.....m.....m...

T: easy...letter....

Ss: /n/

T: letter /n/.... /n/....

Ss: /n/..... /n/...../n/....

T: /m/.../n/.... /m/.../n/

Ss: /m/.../n/...../m/.../n/

T::m.....n.....m.....n...n.....m...m...m...n...n....

Ss: m...n...m.....n...m n.....m...m...m...n...n.... n...

[The teacher made a chant]

T: m..... n.....n.... n..... n...n [The learners tried to imitate]

Ss: n..... n

T: m.....m...m....

Ss: monkey

T: monkey.... monkey

Ss: monkey

T: m...m.....

Ss: mouth

T: mouth.... mouth /θ/.... mouth / θ/

Ss: mouth....mouth." (OB.Cat. 11.01-11.04 a.m.)

Other teacher explicitly taught pronunciation with a minimal pair initial /k/ and /g/.

"The teacher wrote and read loud the letters /k/ and /g/ in front of the learners. The learners were asked to search for words which started with letters /k/ and /g/. Those words were imitated and practiced individually and chorally. She had conducted an exercise on discrimination of sounds /k/ and /g/ from the textbook. And the learners identified the sounds by circling or writing in their textbook. She also applied games to let the learners practice these sounds" (O.B. Nhi.15.19-15.35. p.m.)

#### 4.3.2. The focused areas in teaching pronunciation

Table 7 indicates the content focus in the lesson observed of six teachers. The findings revealed that the vast majority of teachers paid attention to the segmental features more than the supra-segmental features.

Table 7 shows that most of the teachers preferred to teach segmental features in their lessons. Examples of

these aspects are presented below:

"Giang reviewed the numbers (1-20) and wrote the numbers (30, 40, 50, 60, 70, 80, 90, 100) on the board. After that, she read aloud these numbers several times and distinguished the way to pronounce (13 & 30; 14 & 40; 15 & 50). Specially, she exaggerated the long vowel sounds /i:/ of thirteen, fourteen and fifteen. The learners strived to remember and imitated afterwards." (O.B. Giang. 6.08-06.15 p.m.)

"Nguyen focused on the plural sounds /s/ and /z/ in the structure "They are + colors + objects". For instance, "They are green crayons/ They are brown ants". Her focus on pronunciation content was on teaching the production of sounds /s/ and /z/ in the sentence. She directly corrected the mistakes for each sentence if the learners mispronounced." (O.B. Nguyen. 6.20-6.27 p.m.)

On the other hand, two other teachers had tried to integrate both segmental and supra-segmental features in their lessons. The supra-segmental features as stress, rhythm and intonation were indirectly taught through speaking activities.

"Tam created the context to lead to the grammar point of modal verb for permission and obligation (must/ mustn't; have to/ don't have to). She emphasized on final sounds /t/, /v/ and also taught the learners the way to link the sound "have to" to /hæftə/. The learners had practiced in advance and presented in front of the class with the context. She asked the learners to focus on intonation for raising the wh-questions or yes/no questions." (O.B. Tam. 3.03-3.27 p.m.)

"Loc asked the learner to show the cardinal directions by giving the picture. Any mistakes were noted and she gave feedback later. For example, she asked "Can you pronounce the word "south" again?" because the learner did not focus on the sound /θ/. She also wrote the sentence "Sanghai is in the east of China." and drew the line to link "is in" and "east of". The learners were asked to practice several times." (O.B. Loc. 6.43-6.55 p.m.)

**Table 7.** Focused areas in the teaching of pronunciation

	Tam	Nhi	Loc	Giang	Nguyen	Cat
Sound discrimination (vowels and consonants)	✓	✓	✓	✓	✓	✓
Consonant clusters in different combinations	✓	✓	✓	✓	✓	✓
Past tense and plural forms	✓	✓		✓	✓	
Sentence stress and intonation	✓		✓			

#### 4.3.3. Teachers' activities

The activities teachers used to help learners practice pronunciation include spelling the words, conducting error correction, playing games, reading aloud, role play, and using tongue twisters, as shown in the following scenarios.

*"S1: Hey... Would you like to hang out today?"*

*S2: uhm.... I would love, that, but.... I have to stay at home to do the household chores. [The teacher asked the learners to practice like "hafia"]*

*S1: What do you have to do?*

*S2: I have to clean my room, wash the dishes, take out the garbage and sweep the floor.*

*S1: Oh... Do you have to clean the toilet? I hate it.*

*S2: I hate it too. I don't have to do that because my mom does it.*

*S1: Sounds good!*

*S2: Yeah..... " (O.B. Tam. 3.18-3.27 p.m.)*

*"Nhi used tongue twisters to teach pronunciation. She wrote "A good cook could cook as much cookies as a good cook who could cook cookies", and "Get the glass with the green grapes" on the board. After that she said out loud as a sample, then asked them to mimic as follow and played with the words." (O.B. Nhi 15.36-15.45 p.m.)*

*"T: Ok.. What color is it? [The teacher showed the flashcard of yellow]*

*Ss: yellow*

*T: yellow... again*

*Ss: Yellow*

*T: This one?*

*Ss: black*

*T: Again.....black.....k...k... [The teacher focused on a sound /k/]*

*Ss: black.*

*T: /k/...../k/...../k/*

*Ss: Black.../k/*

*T: How about this one?*

*Ss: Green....*

*T: G.... G.... G...Gr.....Gr.... Green*

*Ss: G.... Green [The learners pronounced without the sound /r/]*

*T: G.... r..... G.... r.....Gr.... Green [The teacher emphasized the cluster sounds /gr/]*

*Ss: Green.*

*T: And...?*

*Ss: White*

*T: /t/.... /t/...../t/.....White [The teacher focused on the sound /t/]*

*Ss: White." (O.B. Nguyen. 6.08-6.13 p.m.)*

centers. However, their self-reports reveal that they tended to correct learners' mispronounced words. This positive influence is in line with several studies on pronunciation teaching practices (e.g., [33]). However, as noted in the literature [28], evidence shows that frequently correcting mispronunciations for Brazilians were less prevalent approach. The most preferred and effective activities are repetition, read aloud and classroom games while body movement, mirrors, pronunciation visual aids and recordings are never or rarely used. These findings are in agreement with several studies in the literature [22] and [8] findings which show the favored traditional activities were repetition and read aloud. It can be inferred that teachers were insufficient professional knowledge in teaching pronunciation. One more explanation for favoring in traditional activities is perhaps contextual factors such as time constraints, insufficient teaching and learning resources.

Moreover, the participants' beliefs and practices mostly concentrate on segmental features and thus, this tendency explains the challenges teachers encountered while teaching supra-segmental features. The teachers tended to focus on the most challenging features such as the problematic sounds /θ/ and /ð/ (80%) and suffixes sounds "-ed" and "s" 67.1%). Despite the difficult supra-segmental features experienced by the learners were mentioned like stress (47.1%), rhythm (45.7%) and intonation (65.7%), they were neglected in the classrooms. The findings concur with [43]; [31]; [32]; [42], indicating this focus on the features found challenging by learners. First, pronunciation was incorporated with other skills, so the teacher would correct pronunciation mistakes made by learners. Second, it could be attributed to the inadequate professional training because of teachers' awareness and knowledge of pronunciation regarding phonetics course at university. As a result of a lack of professional pronunciation training courses, teachers found the need for more training opportunities in pronunciation, which aligns with previous studies [28]; [32]; [29] and [30].

The majority of teachers indicated that intelligibility is a better goal for teaching pronunciation than a nativeness target which is widely supported by scholars of the field such as [30]; [28]; [49] and [12]. They stated that pronunciation teaching could be handled by non-native English speakers. This result may be explained by the fact that most of the participants could not speak like native speakers, and their learners did not live and work in English speaking countries which presents a challenge to achieve the nativeness target. Another explanation for this is that the school did not put much pressure for teachers to obtain the native-like proficiency. Therefore, the purpose of teaching pronunciation is to help learners communicate intelligibly and fluently.

## 5. Discussion

The findings from the current study indicate that teachers held strong beliefs about the value of teaching pronunciation in English classes at foreign language

## 6. Conclusions

The purpose of the current study was to examine

teachers' beliefs and practices of teaching pronunciation in a Vietnamese context. The findings from this investigation show that teachers had positive beliefs about pronunciation instruction and that they were observed to integrate pronunciation into their lessons together with other English skills. Most of the teachers reported that intelligibility was their goal and the focus on segmental features took precedence over in teaching pronunciation aspects. Moreover, the teachers seemed to employ traditional approaches and activities due to the lack of professional knowledge in pronunciation pedagogy. Repetition, read aloud and classroom games were their preferred activities. Time constraints, learners' English language proficiency, syllabus requirements and examination-focused format, insufficient pronunciation knowledge and learning resources should be considered. Although the current study is based on a small sample of participants, the findings provide other teachers with insights into how to tailor their pronunciation instruction and maximize learners' pronunciation learning in the long run.

## 7. About the Authors

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# Unravelling Vietnamese Students' Critical Thinking and Its Relationship with Argumentative Writing

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**Abstract** Critical thinking has been recognized as a key academic skill due to its role in the learning process, especially in higher education, and particularly in second and foreign language teaching and learning of writing. This thinking pattern is crucial in Vietnamese tertiary education since in the globalized world of information. There has been increased demand for students to gain greater depth of subject-specific knowledge and develop their ability to synthesize, process, and evaluate different sources of texts for the sake of meeting the needs of their own academia and future studies. However, it is quite a new concept in Vietnamese educational system and few studies have been conducted to examine critical thinking in relation to argumentative writing. This paper, henceforth, reports a descriptive study that investigates the critical thinking ability of Vietnamese EFL (English as a foreign language) university students and its relationship with their writing argumentative essays. Data collected in this study include a questionnaire and an essay writing test. Participants were 126 EFL students at three universities in the Mekong delta, Vietnam. The findings reveal that Vietnamese EFL university students' critical thinking is at high level while it was statistically insignificant that a relationship between their critical thinking and their argumentative writing existed. The obtained results indicate that instructional methods and activities employed by Vietnamese EFL teachers in universities of the Mekong region may well promote cognitive development of their students. It also suggests urgent actions from EFL teachers and stake-holders to seek for feasible solutions to foster

students' implementation of their cognitive skills into their writing and other language skills.

**Keywords** Critical Thinking, Argumentative Writing, EFL, Higher Education, English Majors

## 1. Introduction

Critical thinking has been acknowledged as a core academic skill because of its significance in the learning process [1, 2]. According to the six cognitive levels of Bloom's taxonomy, the last three highest forms of cognition, namely analyzing, evaluating, and creating, which are the basic of critical thinking, are the goal of educational objectives, especially in higher education [3]. Many countries around the world have implemented critical thinking into their teaching and learning practices. more and more schools in Asia such as Singapore, Malaysia, China [4], and Indonesia [5] shared a similar trend. Understanding the global tendency, Vietnam has recently introduced elements of higher order of thinking skills into the new general education program about to take effects in the academic years of 2020-2021 [6].

Critical thinking skills and language skills are reported to be closely related [5, 7, 8]. It can be reflected through productive skills such as writing, especially argumentative writing due to its requirements in analyzing situations, problem-solving, and clarifying opinions. However,

writing is a complex and challenging task to both first language and second language writers [9]. One of the problems with students' writing is their lack of cohesion and coherence. That is to say, they struggle with developing their ideas in an organized and logical manner. Researchers have argued that the cause of this issue may not be students' lack of knowledge in the subject but their lack of critical thinking [7]. Should language teachers be well informed of the relationship between critical thinking and argumentative writing, it may entice them to search for appropriate teaching practices to promote students' critical thinking skills and their argumentative writing performance. It is especially useful in the Vietnamese teaching and learning context because critical thinking is still a new concept in Vietnamese education.

The focus of this research, therefore, is to unpack the critical thinking ability of Vietnamese university students and the relationship between critical thinking and their writing argumentative essays.

## 2. Literature Review

### 2.1. Critical Thinking

#### A. Defining critical thinking

Over time, an extensive literature has been done to define 'critical thinking'. Despite numerous attempts to provide apposite definitions, the term is still to be redefined as it is not easy to come to consensus.

Critical thinking can be traced back to as far as 2,500 years ago when the ancient Greek teacher, scholar, and philosopher Socrates revealed that provocative questioning could uncover one's rational self-consciousness [10]. Educator Dewey [11], however, is often cited as the first to coin the term 'reflective thinking' [12]. This term refers to the kind of thinking that comprises of 'turning a subject over in the mind' and considering it seriously and consecutively [2].

According to Bloom and his colleagues [13], critical thinking is generalized as 'intellectual abilities and skills' that individuals can apply appropriate knowledge and strategies from their previous experiences to new issues and circumstances [13]. This notion is agreed by Moon [3] as she associates critical thinking with "tools of manipulation of knowledge" (p.25). She points out that the process of critical thinking involves generating prior knowledge ("internal experience") and external material ("external experience") while thinking critically about one's own actions or ideas before making a judgment.

A simple definition is defined by Professor Robert Ennis [14]. He believes that critical thinking is a hands-on practice. It is reflective and reasonable thinking activities that help individuals "decide what to believe or do" [14]. In other words, critical thinking, according to Ennis, focuses on reasonableness, reflection, and the process of decision-making [15].

In their extensive study, a panel of forty-six critical thinking experts (including Professor Ennis as mentioned previously) reaches a consensus that critical thinking is a form of "higher-order thinking" together with problem-solving, decision-making, creative thinking and the like [16]. Critical thinking, which is a 'purposeful' and 'pervasive' human phenomenon, is a crucial tool in the process of discovering facts about a subject [16]. Situations such as IT technicians programming a computer, lawyers defending their clients, or a man helping his friend fix his vehicle, are examples for critical thinking to be applied in individual lives [16].

Similarly, the American psychologist and professor Halpern, in her overview of working definitions of critical thinking, highlights that critical thinking is purposeful, reasoned, and goal directed [17]. It gives evidence and reasons to overcome individual biases.

Moreover, it is worth noting that critical thinking is different from "being critical" or "criticizing" which often carry negative connotations [3, 17]. Instead, critical thinking denotes "constructive reflections" of evaluating one's thought processes and their outcomes [17].

Despite the plethora of critical thinking's definitions, a general conception can be concluded about critical thinking. It can be understood as the ability to objectively make well-informed and rational judgments and decisions. This skill is crucial in education [1, 3], especially in language learning as it promotes effective communication [16].

#### B. Core critical thinking skills

In the scope of this study, core critical thinking skills are in accordance with The Delphi Report [16]. After a two-year study, a panel of forty-six critical thinking experts came to an agreement that critical thinking includes six core skills: analysis, evaluation, interpretation, inference, explanation, and self-regulation. Each core skills come with several sub-skills which are summarized in Table 1.

**Table 1.** Critical thinking and sub-skills (Facione,1990)

Skills	Sub-skills
1. Analysis	Examining ideas
	Identifying arguments
	Analyzing arguments
2. Evaluation	Assessing claims
	Assessing arguments
3. Interpretation	Categorization
	Decoding significance
	Clarifying meaning
4. Inference	Querying evidence
	Conjecturing alternatives
	Drawing conclusions
5. Explanation	Stating results
	Justifying procedures
	Presenting arguments
6. Self-Regulation	Self-examination
	Self-correction

### C. Critical thinking skills in Asia

Few empirical studies have been published on the critical thinking levels of Asian students, including Vietnamese. For instance, to explore the effects of questions on high school students' critical thinking ability in learning Literature, Lam [18] studied 32 grade-11 learners at a high school in a rural area of the Mekong delta. In order to measure the critical thinking levels of the participants prior to the experimental study, the students were asked to write down their opinion about a well-known Vietnamese legend named "My Chau – Trong Thuy". Based on the way they responded to the questions (e.g., accurately aimed at the target questions, applied knowledge and evidence appropriately to debate), their critical thinking levels would be ranked in accordance with the marking rubric. The outcomes of her study suggest that Vietnamese high school students were mostly weak and average at critical thinking.

A similar conclusion was found in a doctoral thesis [19]. Nguyen explores critical thinking practices in a Vietnamese EFL context at a tertiary level. The qualitative study included twenty observations of two class types: 14 skills-based and 6 content-based classes. Semi-interviews on 8 teachers and 22 students were also carried out. One of her findings is that Vietnamese EFL university students were believed to be weak at thinking critically as perceived by their teachers. This finding is limited to personal perceptions rather than a verifiable measurement.

On the other hand, D.T.K. Nguyen [20] adapts a verified instrument to measure the participants' critical thinking in her master thesis. In order to investigate the impacts of problem-based learning on the development of students' critical thinking, she conducted an experimental study on 80 non-English major seniors at a college in a province of the Mekong delta. The instrument used to estimate students' critical thinking is the California critical thinking disposition inventory questionnaire. Although Nguyen did not specify the critical thinking level of the students, it can be inferred from the data outcomes that Vietnamese non-English majored students were at average level (mean=3.07, SD=.58) (p.30). The instrument of her study, however, is not intended to measure critical thinking skills or ability as admitted by the author herself. Instead, it is designed for the purpose of evaluating the disposition dimension or the internal motivation to use critical thinking skills.

In other Asian context such as China, Pei and his associates reveals that Chinese EFL students are not strong at critical thinking skills [4]. They lack demonstrations of these skills such as direct questioning or debating ideas in class. Similarly, Okada surveyed 1,481 Japanese high school students and 277 Japanese freshmen and sophomores who studied information and telecommunications engineering in a private university in Japan [21]. Results from the survey show that Japanese students have difficulty in presenting their verbal opinions

and ideas. According to Okada, traditional Japanese cultures and values of harmony prevents learners from raising questions and expressing their thoughts which are manifestations of critical thinkers. Vietnam, as a Confucian-influenced country like Japan and China [22], shares similar cultural values. Hence, it can be assumed that students of Vietnamese cultures may display corresponding characteristics in terms of critical thinking. Nonetheless, as noted, despite the literature about issues regarding teaching and learning critical thinking in Vietnamese education, evidence of students' current critical thinking skills remains to be addressed. For these reasons, the purpose of this present study is reinforced.

## 2.2. Argumentative Writing

### A. Defining argumentative writing

Writing is a language skill in which writers transfer their thoughts and ideas into comprehensibly written forms to communicate with readers. Different communicative purposes require different genres of writing such as academic writing (lab reports, theses, dissertations), job-related writing (business emails, announcements, schedules), or personal writing (diaries, invitations, greeting cards) [23]. Targeted readers also determine the writing style: informal among peers, and formal in professional or academic contexts.

Argumentative writing is an important genre of writing [24]. It can be defined by its purpose to convince readers about the correctness of a central statement. In order to persuade the readers, an argumentative writing must present relevant points with supporting evidence [25]. An example for this genre is an essay to argue about the urge to make higher education free for everybody. With the aim of getting readers on the writer's side, he or she must demonstrate the benefits and necessity of free tertiary-level education, and the like.

### B. Elements of argumentative writing

According to the British linguist and professor Ken Hyland, argumentative essay writing involves a three-stage structure that represents the organization of this genre [24]. They are *thesis*, *argument*, and *conclusion*. First, the thesis plays an introductory role. It identifies the proposition or the topic to be argued. That includes background for contextualizing, and a statement of the writer's viewpoints. Second, argument is presented in the essay's body. Reasons for the thesis statement are discussed in this part. Besides examples, explanations, evidence to support the writer's position, a refutation or counter argumentation of the other perspectives can be considered to strengthen the author's point of view. Finally, a conclusion is drawn to synthesize the discussion and affirms the thesis' validity. An effective conclusion may extend the context to wider circumstances.



### 2.3. Related Studies

Although plethoras of studies have shown that critical thinking and writing have a positive correlation, few studies indicate the opposite.

*Positive correlation between critical thinking and writing.* Many empirical studies have supported the positive correlation between critical thinking and writing [e.g., 5, 7, 26, 27-30]. For instance, in 2014, in order to examine the correlation between Iranian EFL learners' critical thinking and their argumentative writing achievement. Hashemi and his associates studied 178 EFL learners from three universities in Iran. After employing the Watson-Glaser Critical Thinking Appraisal and an argumentative writing assignment, they found a significant relationship between the two variables. Likewise, evidence from study on first-year Chilean EFL students reveal a positive correlation between critical thinking and argumentative writing [27].

This relationship is further reflected in other studies such as that by Nejmaoui's [28]. Aiming to explore the effect of integrating critical thinking skills in argumentative writing, 36 Moroccan EFL university students were divided into an experimental group and a control group. The first one was taught writing together with critical thinking skills while the other received only writing instructions with no reference of critical thinking skills. After one semester, results from the pre-test and post-test indicate a development in learners' use of critical thinking skills in writing argumentative essays. For example, students can use evidence to support their arguments in a clearer and more credible fashion. They can also consider alternative positions as well as maintain a logical organization of ideas in their essays. Although their improvements did not reach a mastery level, it was an encouraging outcome considering the short period of treatment time. In other words, integrating critical thinking skills into writing instructions bring positive effects on learners' writing argumentative essays.

In a similar manner, Fahim and Mirzaei [30] claim that combining dialogic critical thinking into writing instruction can enhance the quality of students' argumentative writing. Furthermore, Widyastuti's [29] study on students of an English literature program in Indonesia suggests that integrating critical thinking aspects into argumentative writing could improve learners' English language competence in addition to critical thinking skills.

*No or negative correlation between critical thinking and writing.* Despite the long-held belief that writing and thinking are inevitably linked, few studies such as those of Condon and Kelly-Riley [31], or Pei and his colleagues [4] disprove such assertion. In a study at Washington State University in USA, sixty samples of students' writing from a (entry-level) Writing Placement Exam and a (junior-level) Writing Portfolio were examined. The scores of their work unveiled a surprising discovery: a negative relationship exists between students' critical thinking and their writing.

That is to say, the higher students scored in critical thinking, the poorer their writing was, and the other way around with low critical thinking scores and good writing marks. The finding from their study calls into question the existence of relationship between critical thinking and writing.

A study conducted in China by Pei and his colleagues [4] found an insignificant correlation between Chinese EFL university students' critical thinking skill and their argumentative writing. 110 English majors were given a Chinese version of Watson-Glaser Critical Thinking Appraisal test and an EFL argumentative writing test. On the one hand, the results from the tests indicate an insignificant relationship between the two variables. On the other hand, learners with strong critical thinking outperformed the weak ones in several elements of argumentative writing such as relevance, clarity, logicity, profundity, and flexibility.

To date, findings about the relationship between critical thinking and argumentative writing have remained inconsistent. Even poorly investigated in Vietnamese EFL context, to the best of our knowledge, critical thinking is a new concept in Vietnamese educational system. The present paper, henceforth, contributes to the body of critical thinking literature by examining the critical thinking ability of Vietnamese university students and its relationship with their writing argumentative essays.

## 3. Research Methodology

### 3.1. Research Questions

Two questions which guide the enquiry of this research are:

1. What is Vietnamese students' critical thinking ability?
2. What is the relationship between students' critical thinking and their writing argumentative essays?

### 3.2. Participants

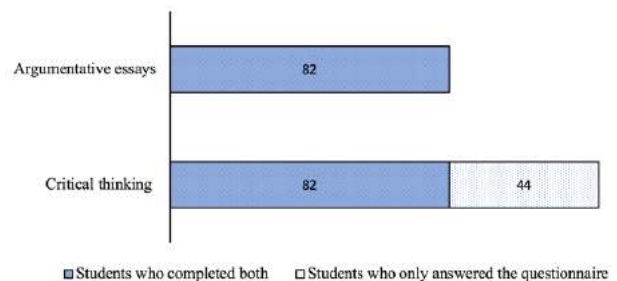


Figure 1. Summary of the collected data

126 students at three universities of the Mekong delta, Vietnam took part in the study. They were English majors from the first to the fourth years. Their ages ranged between 19 and 34 with eighty percent being female. Because of Covid-19 pandemic, participants were selected

via convenience sampling technique in order to collect as much data as possible. All of the participants answered the questionnaire to measure their critical thinking levels while 82 completed the essays, which was used to explore the relationship between their critical thinking ability and their writing performance. Figure 1 illustrates the collected data.

### 3.3. Instruments

Two main instruments used to collect data include critical thinking questionnaire and argumentative essay.

*Critical thinking questionnaire* (Appendix A). In order to investigate students' critical thinking ability, a three-part questionnaire was utilized. They are (1) *participants' background*, (2) *critical thinking appraisal*, and (3) *self-report*. The first part dealt with demographic questions such as participants' major, year of study, hometown, and gender. It was followed by a list of thirty-four structured items in Part 2 to measure their critical thinking ability which was the main concern of the instrument. The thirty-four items were statements exploring activities that one possibly does when thinking critically about a subject. Participants were asked to rate the frequency of those activities on a 5-point Likert scale starting from *never* (1 point), to *always* (5 points). Open-ended questions for participants to self-report were presented in the final part. This questionnaire was developed based on The Delphi Expert Consensus Definition of Critical Thinking that was generally agreed by a panel of forty-six critical thinking experts [16], combined with a critical thinking questionnaire generated by Dr. Peter Honey, a psychologist and founder of Peter Honey Publications Ltd [32].

*Argumentative essay test* (Appendix B). Students' writing was measured by an argumentative essay test. The essay question includes a prompt introducing two modes of schools' activities about which people had different views: working in a team and working alone. The participants were asked to give their opinion about the matter. This topic was believed to be familiar with university students because their learning in university requires different modes of activities either in a group or by his or herself. According to Hyland's [33], a writing test is invalid if its topic requires special knowledge that test-takers do not possess. Familiar topics, additionally, give participants opportunity to exploit their background knowledge on the given subject [5]. Regarding the duration of the test, it was unlimited to those who submitted it online and forty minutes to others who did it on-the-spot in class. The required length of the writing test was 250 words minimum.

*The writing marking rubrics* (Appendix C). Besides the questionnaire and the writing test, a rubric for marking argumentative essays was created on the basis of VSTEP (Vietnamese Standardized Test of English Proficiency), and a scoring scheme with "similar interpretations of overall CEFR level classifications" was well recognized by

Vietnamese universities [34]. The four criteria of VSTEP, namely task fulfilment, organization, vocabulary and grammar, were delineated by seven categories in this study. They were topic presentation, thesis statement, supporting data (evidence), refutation (counter argumentation), conclusion, organization (structure and transitions), and language (vocabulary, grammar, and mechanics). Each criterion ranges from 1 (do not match the requirements) to 4 (excellence). Maximum score from seven categories is 28 points. Descriptions for the first five criteria were adapted from Liu's rubric for critical thinking in writing [35]. The other two were derived from VSTEP. The current rubric was well validated by three EFL teachers who are experienced in teaching and marking writing.

### 3.4. Procedures

The three main stages of the data collection procedure were (1) piloting the questionnaire (online), (2) administering the questionnaire to the actual participants (online and on-site), and (3) administering the writing test (online and on-site).

After being validated by experienced EFL teachers and piloted on 30 students of similar background to the official participants, the questionnaire was reliable for the actual study (Cronbach's Alpha=0.87). The actual research went through two stages: online and on-the-spot. Due to the Covi-19 (coronavirus) pandemic, at first, with the permission of the lecturers in charge, the questionnaire together with the essay test were emailed to students in March and April 2020. However, the response rate was low due to several reasons such as their busy online-study schedule, inaccessible email addresses, and the like. The data was further collected in classrooms (questionnaire and essay completion tasks) as soon as schools were allowed to resume their work.

Before the study, students were informed of the study objectives, questionnaire and writing tests for the clarity of the questions.

To ensure subjectivity and reliability, the data, after collected and coded, were marked by two experienced EFL teachers using the rubric provided by the researcher. A strong positive correlation was obtained ( $r=.99$ ,  $p<0.001$ ), which indicates the two sets of scores were almost identical. In other words, the interrater reliability, the level of similarity between different raters, was maintained [36].

The collected data were, then, analyzed using the software SPSS (Statistical Package for the Social Sciences). Findings of the study are reported in the next section.

## 4. Findings and Discussion

### 4.1. Findings

#### 4.1.1. Vietnamese Students' Critical Thinking Ability

A *Descriptive Statistics* test was run to identify the critical thinking ability of Vietnamese EFL university students. Results from the questionnaire show that the students were at high level of critical thinking ( $M=3.77$ ,  $SD=.38$ ) as referred to the Oxford's (1990) framework summarized in Table 4. Specifically, 75% of the participants reported that they were at high and very high levels of critical thinking while the other 25% appraised themselves as average critical thinkers. Summary of the result from the critical thinking questionnaire is shown in Table 2.

**Table 2.** Descriptive Statistics of critical thinking (CT)

	n	Min	Max	Mean	SD
CT ability	126	2.62	4.76	3.77	.38
Valid N (listwise)	126				

**Table 3.** Students' critical thinking per year of study

School year	n	M	SD
Freshmen	9	3.70	.41
Sophomores	44	3.71	.41
Juniors	38	3.78	.42
Seniors	35	3.84	.28
Total	126	3.77	.38

Table 3 compares students' critical thinking ability across four school years. When collating the mean scores of their critical thinking, a gradual rise from freshmen ( $M=3.70$ ,  $SD=.41$ ) to seniors ( $M=3.84$ ,  $SD=.28$ ) was observed.

A One-Sample *t*-Test was performed to check if there was a significant difference between the mean score from the participants' responses to the questionnaire ( $M=3.77$  as high critical thinking level) and the test value of 3.4 (average critical thinking level) in accordance with the adapted framework proposed by Oxford (1990) (Table 4). The result shows a significant difference ( $t(125)=10.87$ ,  $p=.00$ ). Hence, it could be concluded that Vietnamese EFL students' critical thinking ability is at high level.

**Table 4.** Adapted critical thinking levels (Oxford, 1990)

Mean ranges	Frequency	Critical thinking levels
4.5 – 5.0	Almost	Very high
3.5 – 4.4	Often	High
2.5 – 3.4	Sometimes	Average
1.5 – 2.4	Rarely	Low
1.0 – 1.4	Never	Very low

Regarding six skills of critical thinking, a Descriptive Statistics test was run to identify students' level with respect to each skill, namely analysis, evaluation, interpretation, inference, explanation, and self-regulation.

Table 5 shows a consistency in learners' ability to analyze, evaluate, interpret, infer, explain, and self-regulate, with the mean scores ranging from 3.60 to 4.01; all were within the high level according to the Oxford's framework (1990). Students scored highest in interpretation ( $M=4.01$ ,  $SD=.53$ ) and lowest in explanation ( $M=3.60$ ,  $SD=.53$ ). Results from the One-sample *t*-test (Table 6) indicate a statistically significant difference between the high skill scores of the participants in the present study and the test value of 3.4 representing the average level according to the Oxford's framework (1990). Their statistical reports are as follows: analysis ( $t(125)=6.57$ ,  $p=.00$ ), evaluation ( $t(125)=9.02$ ,  $p=.00$ ), interpretation ( $t(125)=12.27$ ,  $p=.00$ ), inference ( $t(125)=6.04$ ,  $p=.00$ ), explanation ( $t(125)=3.93$ ,  $p=.00$ ), and self-regulation ( $t(125)=7.16$ ,  $p=.00$ ).

**Table 5.** Report on core critical thinking skills

	n	Min	Max	Mean	SD
Analysis	126	2.33	5.00	3.72	.51
Evaluation	126	2.60	5.00	3.86	.53
Interpretation	126	2.67	5.00	4.01	.53
Inference	126	2.00	5.00	3.74	.59
Explanation	126	2.00	5.00	3.60	.53
Self-regulation	126	2.33	5.00	3.69	.43
Valid number of participants	126				

**Table 6.** One-Sample *t*-Test on core critical thinking skills

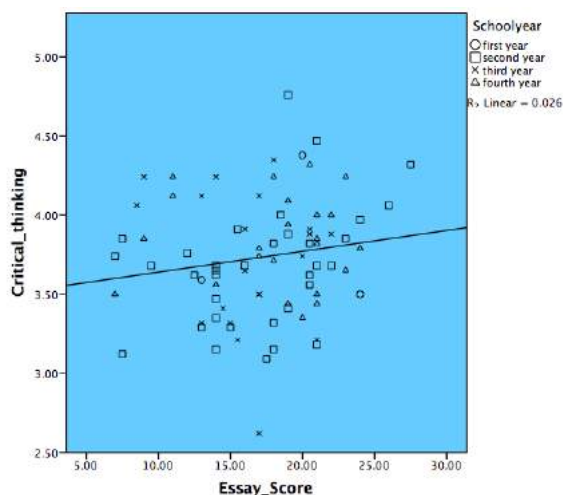
	Test Value = 3.4					
	t	degrees of freedom	Significance level (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Analysis	6.57	125	0.00	0.32	0.22	0.42
Evaluation	9.02	125	0.00	0.46	0.36	0.56
Interpretation	12.27	125	0.00	0.62	0.52	0.72
Inference	6.04	125	0.00	0.34	0.23	0.45
Explanation	3.93	125	0.00	0.20	0.10	0.30
Self-regulation	7.16	125	0.00	0.29	0.21	0.37

#### 4.1.2. Relationship between CT and AW Essays

A correlation test was executed to investigate the relationship between students' critical thinking ability and their writing argumentative essays. As comparing the marks from their essays and their scores in the critical thinking questionnaire, it revealed that the relationship between the two was statistically insignificant ( $r=.16$ ,  $p=.15$ ). Table 7 reports the results from the correlation test. Figure 2 presents the relationship between critical thinking argumentative writing.

**Table 7.** Results from the correlation test

Correlations between critical thinking (CT) and argumentative writing (AW)			
		Critical thinking	Essay score
Critical thinking	Pearson Correlation	1	.16
	Sig. (2-tailed)		.15
	N	82	82
Essay score	Pearson Correlation	.16	1
	Sig. (2-tailed)	.15	
	N	82	82

**Figure 2.** Correlation between CT and AW

Correlation tests were repeated on seven criteria of the argumentative essay's marking rubrics including (1) topic presentation, (2) thesis statement, (3) supporting data (evidence), (4) refutation (counter argumentation), (5) conclusion, (6) organization (structure and transitions), and (7) language (vocabulary, grammar, and mechanics) in order to determine whether any of these sub categories was associated with test-takers' critical thinking ability. The results reveal that none of these criteria was correlated with students' critical thinking ability (Table 8). The highest correlation found was organization at 0.22 ( $p=.05$ ) while the lowest was topic presentation at 0.08 ( $p=.49$ ).

**Table 8.** Correlation between CT and AW category

	Critical thinking	
	Correlation (r)	Statistical significance (p)
Topic presentation	0.08	0.49
Thesis statement	0.12	0.27
Supporting data	0.14	0.21
Refutation	0.17	0.12
Conclusion	0.1	0.38
Organization	0.22	0.05
Language	0.16	0.16

## 4.2. Discussion

This section discusses the key findings of the research regarding two research questions.

### A) Research Question One: *What is Vietnamese EFL university students' critical thinking ability?*

Concerning critical thinking ability of Vietnamese EFL university students, three interesting findings were discovered in the present study.

*First, the most striking result to emerge from the data is that Vietnamese EFL university students are at high level of critical thinking.* The current finding is in contradiction with previous research in the field [e.g., 18, 19, 20]. For example, the study of Nguyen [20] indicates that non-English major students at a province in the Mekong delta are weak and average at critical thinking as resulted from their answers to a critical thinking disposition questionnaire. Similarly, Lam [18] found that high school students at a rural area demonstrated weak and average level of critical thinking when they expressed their opinion about a well-known Vietnamese legend. In a similar manner, Nguyen [19] highlights a lack of critical thinking among English-majored students in an urban city as perceived by their in-charged teachers.

Additionally, this finding challenges the previous studies where Asian students' critical thinking is concerned. Various authors claim that the social practices of group harmony and conformity in such culture impede the development of critical thinking ability [37]. For instance, a study from Pei and his colleagues [4] stresses that English-majored Chinese students show a syndrome of critical thinking absence in classroom practices such as overt questioning or debating ideas in class. Similar classroom behaviours are noticed from Japanese EFL students in Okada's [21] study. She argues that such difficulties are caused because these activities (e.g., asking questions, expressing opinion in class) are not suitable with their cultural values of harmony and confrontation avoidance.

There are several possible explanations for these differences. *Firstly*, the different methods of obtaining data may be the reason for the different results. By way of example, Lam [18], and Nguyen [19] employ a writing test with a marking rubric for assessing critical thinking, and interviews for personal evaluation from observers (in-charge teachers), respectfully. In this study, students self-report the frequency of cognitive activities they do when thinking about a subject. Data from the research indicate that students often practice critical thinking activities such as searching out for further clarification when the given information is deficient, or checking the source of information to evaluate its reliability. Based on the frequency of these activities, their critical thinking ability was estimated. *Secondly*, the teaching and learning environment may influence the development of critical thinking among students. In fact, Vo and Moore [38]

indicate that appropriate teaching methods can overcome the presumed cultural barrier. As a matter of fact, although Vietnamese and Chinese students share similar cultural values such as harmony and hierarchy, teaching and learning practices are reported to be different. In their study, Pei and his colleagues [4] admitted the drawbacks of teaching methods in Chinese education. Emphasis on imitation, rote memorisation, and repeated drilling in their pedagogical practices are acknowledged to hinder the growth of critical thinking [4]. In contrast, to the researcher's knowledge, the English programmes in the current study's settings are often task-based and project-driven. Students are regularly required to participate in classroom's discussion, or work in groups to conduct presentations. These activities are likely to provide opportunities for students to practice making appropriate choices to meet the requirements of the task or the project, solving problems occurred during group works, being creative in their performance and the like. As a result, their critical thinking seems to develop gradually. *In addition to the first two reasons*, the Internet era of today may promote critical thinking outside of the classroom. Most students have accessed to the Internet and social media in particular. Because of the vast sea of information in their hands (namely, their smartphone or computers) since the young age, students may have unconsciously learnt to select the right source of information and express their opinion.

*Second, students' critical thinking ability is likely to be associated with their years of study in university.* In other words, when comparing their critical thinking ability, the data illustrated an increase from freshmen, sophomores, juniors, to seniors, respectfully. This finding is consistent with previous results [e.g., 39, 40]. For instance, Ventura and his colleagues [39] highlight the effects of collective college experience on students' cognitive enhancement as reported in a large body of literature. Particularly, it is concluded in Huber's and Kuncel's [40] study that students' critical thinking tends to improve after four years of college. In the current research, an assumption could be drawn that learning activities in English-majored classes may enhance students' critical thinking. With four primary language skills such as reading, listening, speaking, and writing, students are encouraged to participate in various activities such as finding main ideas, looking for details to support the ideas, inferring and interpreting the meaning behind authors' or speakers' words, expressing their thoughts, seeking for errors and fixing them. Besides those, when working on tasks, projects, or presentations to which Vietnamese EFL learners in the current study's context are regularly required, they have to analyse the tasks and evaluate the situation before making appropriate decisions to compete their requirements. Such activities are closely related to elements of critical thinking which are analysis, evaluation, interpretation, inference, explanation, and self-regulation. That could explain the reasons for English-majored students who had more experience in

learning also scored higher in the critical thinking questionnaire.

*Third, comparing to being good at interpretation, Vietnamese EFL university students' ability to expressing themselves is not great.* This finding is in line with Okada [21]'s study. The Japanese students in her research are also reported to face difficulty in expressing opinions due to its contradiction with Japanese value which is living in harmony with others. In that respect, Vietnamese culture shares similar value. As noted in Pham [41]'s book on Vietnamese cultural values, harmony is reflected through indirect communication style, and avoidance of conflict and confrontation [41]. That possibly unfolds factors affecting Vietnamese students' trouble in expressing opinions.

#### **B) Research Question Two: *What is the relationship between students' CT and their AW essays?***

Contrary to expectations, no relationship was observed between Vietnamese EFL students' critical thinking and their writing argumentative essays. This finding is inconsistent with most of previous empirical studies in the area [e.g., 7, 26-28, 42, 43]. For example, several studies found that integrating critical thinking into teaching argumentative writing can help EFL learners enhance their writing performance [e.g., 28, 30], or improve their English language competence [29].

Although the finding of the present study significantly differs from most previous results reported in the literature, it provides additional support for the few other studies. They indicate that the relationship between critical thinking and argumentative writing is not always significant and sometimes even negative [4, 31]. Whereas Pei and his colleagues [4] found an insignificant correlation between Chinese EFL students' critical thinking and argumentative writing, Condon and Kelly-Riley [31] even found it to be negative among students at Washington State University. In fact, their study unveils that the most problematic writing was produced by students with the highest critical thinking score, and vice versa.

Despite the seemingly surprising mismatch between critical thinking and writing, two possible rationalisations could be generated: affective dispositions, and English language proficiency. The first reason refers to students' "consistent internal motivation" to make use of their critical thinking skills [44]. According to Facione and his associates [44], critical thinking skills and dispositions are two separate dimensions. A person may have the skill and ability but their internal motivation to use it may lack consistency. By the same token, Condon and Kelly-Riley [31] argue that asking students to write does not guarantee them to apply their critical thinking into it. It could be a result of lacking interest in the topic or even their emotional and physical condition at that moment.

Another explanation for this mismatch between students' critical thinking and their writing argumentative essays

could be their English language proficiency. Pei and his colleagues [4] indicated that English proficiency plays a crucial role in demonstrating students' writing ability. Low linguistic proficiency may hinder EFL students from critical thinking. Even when students are high critical thinkers, linguistic barrier may prevent them from expressing their thoughts. In fact, if students do not have sufficient knowledge of the field, they are unlikely to argue convincingly about an issue [45].

## 5. Conclusions

This research explored the critical thinking ability of Vietnamese EFL students and the relationship between students' critical thinking and their writing argumentative essays. The findings of the research reveal that students had high critical thinking level. Of the six core critical thinking skills (namely analysis, evaluation, interpretation, inference, explanation, and self-regulation), students are strongest at interpretation and weakest at explanation skill. Additionally, there is a steady increase in their critical thinking level across the four grades from freshmen to seniors. However, no correlation was observed between their critical thinking ability and writing argumentative essays.

This study extends understanding of literature on critical thinking and its practices in Vietnamese tertiary education. Since it is still a new concept in the country's educational system, the findings from this study imply a positive outcome of recent pedagogical practices in EFL classes in the Mekong delta region. Instructional methods and activities employed by these EFL teachers may well

promote cognitive development among their students.

The mismatch between critical thinking ability and students' writing, anyhow, suggests urgent actions from EFL teachers. Feasible solutions are needed to foster students' implementation of their cognitive skills into their writing and other language skills. This requires cooperation among textbook creators, curriculum developers, and importantly the support from the government's educational policymakers.

One limitation of the present study is the sample size due to the impact of Covi-19 (coronavirus) pandemic. Future research is needed on a larger scale with a more balanced gender distribution.

## 6. About the Authors

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# APPENDIX A

## Critical Thinking Questionnaire

Adapted from Honey [32] and the Delphi report [16]

Please put a tick (✓) in the box that is true in your situation. There is no right or wrong answer.

1 = never    2 = rarely    3 = sometimes    4 = often    5 = always

Items	Statements	1	2	3	4	5
1	I ask for information from other people to expand my understanding about a topic. (Tôi tiếp thu thông tin từ những người khác để mở rộng hiểu biết của tôi về một chủ đề.)					
2	I ask questions to help me understand more about a topic. (Tôi đặt câu hỏi để giúp bản thân hiểu rõ hơn về một chủ đề.)					
3	I break down the information so that I can see how the idea is organized and developed. (Tôi chia nhỏ thông tin để thấy cách các ý tưởng được sắp xếp và phát triển như thế nào.)					
4	I carefully look at an idea to see if it is logical. (Tôi cẩn thận xem xét một ý tưởng để thấy nó có hợp lý hay không.)					
5	I check the proof of an argument to decide if it is strong enough to believe in. (Tôi xem xét bằng chứng của một tranh luận để quyết định nó có đáng tin tưởng hay không.)					
6	I check the source of information to see if it's trustworthy. (e.g.: well-known newspaper, official TV channels instead of a youtube channel...) (Tôi kiểm tra nguồn gốc của thông tin có đáng tin cậy không (ví dụ: báo chí chính thống, kênh truyền hình chính thống thay vì kênh youtube...))					
7	I check whether someone's opinion can be trusted. (Tôi kiểm tra xem ý kiến cá nhân của ai đó có đáng tin hay không.)					
8	I consider new information to see if I need to come up with a new conclusion about a previous problem. (Tôi xem xét các thông tin mới để xem liệu tôi có phải đưa ra một kết luận mới cho một vấn đề trước đó hay không.)					
9	I distinguish main points from secondary points. (Tôi phân biệt các điểm chính với các điểm phụ.)					
10	I double-check facts and opinions to make sure they are correct. (Tôi kiểm tra lại các sự thật và ý kiến để bảo đảm rằng chúng đúng.)					
11	I explain reasons for my decision or my choice. (Tôi giải thích lý do cho quyết định hay lựa chọn của tôi.)					
12	I express my thoughts clearly. (Tôi bày tỏ suy nghĩ của mình một cách rõ ràng.)					
13	I find solutions to correct mistakes in my work. (Tôi tìm cách sửa các lỗi trong bài của mình.)					
14	I find the main ideas of people's arguments. (Tôi tìm điểm trọng tâm trong các tranh luận của người khác.)					
15	I don't have evidence and reasons to respond to arguments against my conclusion. (Tôi không có bằng chứng và lý lẽ để hồi đáp các phản biện.)					
16	I ignore emotional language to avoid being influenced by personal opinions. (Tôi bỏ qua ngôn từ cảm xúc trong câu nói của người khác để tránh cảm nhận cá nhân của họ làm ảnh hưởng suy nghĩ của tôi.)					
17	I look back at my work to find any mistake or error. (Tôi xem lại bài để tìm các lỗi nếu có.)					
18	I look for similarities between different problems. (Tôi tìm kiếm điểm giống nhau giữa các vấn đề khác nhau.)					
19	I make a decision by myself, not because of people's opinion. (Tôi tự đưa ra quyết định thay vì bị ảnh hưởng bởi ý kiến của người khác.)					
20	I make notes on the main points of an argument. (Tôi lưu ý các điểm chính của một lập luận.)					
21	I let my feelings affect my evaluation of a subject. (Tôi để cảm xúc hay định kiến của mình làm ảnh hưởng đánh giá của tôi về một vấn đề.)					
22	I raise questions when the information is not given enough. (Tôi đặt câu hỏi khi thông tin đưa ra chưa đầy đủ.)					
23	I realise the hidden message from someone's facial expression or body language. (Tôi nhận ra thông điệp ẩn chứa qua biểu cảm gương mặt, hay ngôn ngữ cơ thể của người khác.)					
24	I recognize the difference between facts and opinions. (Tôi phân biệt giữa sự thật và ý kiến cá nhân.)					
25	I rephrase information I have read or seen into my own words to help me understand it. (Tôi chuyển thông tin mình đã đọc hoặc xem thành ngôn ngữ của chính mình để giúp tôi hiểu nó tốt hơn.)					

## APPENDIX A Continuous

26	I say my reasons for accepting or rejecting an idea. (Tôi trình bày lý do cho việc chấp nhận hay từ chối một ý tưởng.)					
27	I show the main points of my arguments. (Tôi chỉ ra điểm trọng tâm trong lập luận của mình.)					
28	I state the standards that I have used to evaluate information or problems. (Tôi nêu các tiêu chuẩn mà tôi sử dụng để đánh giá thông tin hay vấn đề.)					
29	I study carefully about an idea before I decide to accept or deny it. (Tôi nghiên cứu kỹ về một ý tưởng trước khi quyết định chấp nhận hay từ chối nó.)					
30	I summarize what I have heard or read to make sure I have understood correctly. (Tôi tóm tắt điều mình nghe hay đọc được để bảo đảm tôi đã hiểu đúng.)					
31	I think about arguments against an idea to understand it more fully (e.g. advantages and disadvantages of a problem). (Tôi nghĩ đến các ý kiến đối nghịch về một vấn đề để hiểu rõ hơn về vấn đề đó (ví dụ: thuận lợi và bất lợi của A))					
32	I use a set of standards to check the strength of an argument or idea. (Tôi sử dụng một bộ tiêu chí để đánh giá sức thuyết phục của một lập luận hoặc một ý tưởng.)					
33	When explaining something to someone, I give examples to help them understand easier. (Khi giải thích một vấn đề cho ai đó, tôi đưa ra các ví dụ để giúp họ hiểu dễ dàng hơn.)					
34	When information is not clear, I search it out to make sure I don't misunderstand. (Khi thông tin còn chưa rõ, tôi tìm hiểu thêm để bảo đảm mình không hiểu nhầm.)					

## APPENDIX B

## Writing Test

*You should spend about 40 minutes on this task.*

At schools, students are often asked to work in a team or work individually. While some people argue that it is more effective to work alone, others think working as a team brings more benefits.

What are your views of this argument?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

*You should write at least 250 words.*



## APPENDIX C

### Rubric for Marking Argumentative Essays

Adapted from VSTEP and Liu's (2014)

	1	2	3	4
TOPIC PRESENTATION (background information)	Does not identify or explain main issue; Is confused.	Identifies main issue, does not explain clearly.	Identify main issue/topic clearly, explains in limited fashion.	Identify main issue/topic clearly, explains fully by discussing subsidiary and/or other relevant issues.
THESIS STATEMENT	Fails to identify and state his/her own perspective on the issue/ topic.	Identifies and states own perspective, but fails to clarify own perspective versus other opposing views.	Identifies and states own perspective, but does so in a limited fashion.	Identifies and states own perspective, and considers it in light of other opposing view.
SUPPORTING DATA (evidence)	Fails to support own perspective with appropriate data.	Supports own perspective with limited, insufficient data.	Supports own perspective with data, but data are weak.	Supports own perspective with sufficient, convincing data.
REFUTATION (counter argumentation)	Does not consider opposing views regarding the topic/ issue.	Considers opposing views that are irrelevant/ inappropriate to the topic/issue.	Considers opposing views, but does so in a limited fashion.	Considers opposing views, and refutes them logically and clearly.
CONCLUSION	Does not summarize main points.  Does not provide commentary.	Summarizes main points.  Does not provide commentary.	Summarizes topics effectively.  Provides Commentary.	Effectively summarizes and goes beyond restating the thesis.  Provides logical and well-thought-out commentary
ORGANIZATION (structure & transitions)	Has no organizational features.	Presents information and ideas with some organization. Uses basic high frequency linking words and cohesive devices	Organizes information and ideas coherently.  Uses a range of linking words and cohesive devices, but does so in a limited fashion.	Organizes information and ideas logically.  Uses a range of cohesive devices and organizational patterns flexibly and appropriately.
LANGUAGE (vocabulary, grammar, & mechanics)	Uses only a few isolated words. Cannot use sentence form at all.  Makes distracting errors in punctuation, spelling, capitalization.	Uses basic vocabulary and simple structures with some errors that distort the meaning.  Uses punctuation, spelling, capitalization correctly with some errors. (3-4)	Uses a sufficient range of vocabulary, both simple and complex structures.  Uses punctuation, spelling, capitalization correctly with few errors. (1-2)	Uses a wide range of vocabulary and varied structures precisely and flexibly.  Uses punctuation, spelling, capitalization correctly with no errors.

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ARTICLE



## Challenging ESP teacher beliefs about active learning in a Vietnamese university

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### ABSTRACT

This article provides insights into how participating in an action research study challenged traditional beliefs about teaching practices and led to more active learning strategies being included in English for Specific Purposes (ESP) Science classes at a Vietnamese university. Recent reforms in higher education teaching and learning by the Vietnamese government have placed increased demands on universities to employ more active learning approaches to meet future global needs. In Vietnam, university teaching has generally been based upon traditional lecturing, whereas active learning requires a more student-centred approach whereby students engage cognitively in learning through increased participation and take greater responsibility for inquiring into new knowledge in meaningful and critical ways. Using a participatory action research approach, interviews, observations and planning meetings were undertaken with eight Science lecturers who were currently teaching ESP. The findings revealed how the lecturers underwent positive pedagogical shifts from traditional lecturing to more constructivist approaches to teaching and learning over the time of the study.

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### KEYWORDS

Action research; active learning; ESP; teacher change; teacher beliefs

## Introduction

Research into active learning indicates it has an indispensable role in enhancing student engagement, participation in and responsibility for their learning process (e.g. Bonwell and Eison 1991). Compared to conventional teacher-centred approaches, active learning has been deemed effective in higher education science disciplines since a more active, student-centred approach influences how students learn, but it also requires the need for teachers to change their perceptions and practices (Prince 2004). Recently, active learning has become increasingly recognized in the higher education system in Vietnam. However, teaching at tertiary institutions in this context still remains mainly based on traditional lecturing. In particular, little is known about how challenging science teachers' perceptions and beliefs about active learning practices in English for Specific Purposes (ESP) classes may help them to improve student learning within the higher teaching and learning context in Vietnam. The research reported in this article, therefore, provides timely insights into the change process that Science lecturers at a university in

Vietnam went through in moving from traditional lecturing to utilizing more active teaching and learning strategies in their ESP classes.

Over the last decade, the Vietnamese Ministry of Education and Training has been placing increased pressure on teachers in higher education to implement strategies to encourage more active learning by their students. This change in policy is reflected in the Education Law of Vietnam (National Assembly of Vietnam 2005). However, this change in practice presents a significant challenge as university teaching in Vietnam has long been based on traditional lecturing approaches (Pham 2010). Utilizing more active learning strategies involves significant changes in the roles, beliefs and behaviours of academic staff. Understanding more about how to support the process of this change is, therefore, important for implementing the new policy.

In Vietnam, academic curricula are designed primarily for examinations; therefore, creativity, practical application, career orientation and the needs of learners are generally not taken into account in this environment (Ministry of Education and Training 2006). Nonetheless, the Vietnamese government has recently asserted the need to have a highly qualified workforce which can react positively to the external pressures of globalization and modernization, and create advantages for the economy and general development of the country. Such a change also responds to the Ministry of Education and Training (2008) indicating that the quality of education at all levels in Vietnam is still comparatively low, and that the curricula and textbooks are mainly based on theory with little application to practice. Since the quality of student learning and achievement depends largely on the commitment and capability of lecturers to provide materials and methods that motivate active learning, science lecturers are being encouraged to design their own materials and use new pedagogical methods. However, this new direction is often challenging for science lecturers who have traditionally been accustomed to teaching using set course texts and traditional transmission strategies.

The current Vietnamese government further stresses that, in response to the 2020 vision for higher education in Vietnam, there is a pressing need to promote the quality of teaching and learning foreign languages at all levels to meet learners' needs (The Government of Vietnam 2008). The government policy, therefore, sets high expectations for teachers, particularly in the field of ESP, which is primarily taught by Science lecturers in Vietnamese universities.

The current article reports on insights from a study which explored how eight lecturers went about developing active learning in their ESP university classes, in response to the requirements of the Ministry of Education and Training in Vietnam. The key research questions that guided the study reported on in this article were: 'What do ESP lecturers believe active learning is?' and 'How do these beliefs change as teachers begin to utilize more active learning strategies?'

Before addressing the two questions central to the study reported in this article, relevant literature will be summarized on three key areas: active learning, teacher beliefs and ESP teaching. It will also be clarified how each of these terms was defined for the purpose of this study.

## Active learning

Active learning has been widely utilized within the context of teaching and learning as an alternative to traditional lecturing (Armbruster et al. 2009). In particular, research has indicated that active learning strategies have had a positive effect on the student learning process (Nguyen 2014; Prince 2004). A search of the relevant literature identifies two key features of active learning that are relevant for this study. First, active learning generally refers to student participation and interaction. Active involvement in the learning process, by nature, implies that students take an active role as owners and generators of new knowledge rather than being merely passive receivers of information (Armstrong 1983).

Second, active learning is related to the notion that students are engaged in actually doing activities and thinking about what they are doing (Bonwell and Eison 1991). This view embraces the importance of higher order cognitive processes (e.g. analysis, synthesis and evaluation) as highlighted in Bloom's taxonomy (1956). When active learning is coupled with critical thinking skills, improved student attitudes towards their learning may occur as a result (Smith et al. 2005). This view implies that much of the responsibility for learning lies with students themselves. Therefore, active learning involves a student-centred approach and increased learner autonomy, with students not only being responsible for their learning but also having an input into decision-making about their learning (Sahin-Taskin 2017).

Drawing on the above ideas, active learning is defined, for the purposes of this study, as an interactive learning approach in which students construct and utilize knowledge in critical and meaningful ways.

## Teacher beliefs and change

Teacher beliefs influence the ways that teachers evaluate their actions with regard to student learning (Dewey 1933; Nespor 1987; Pajares 1992). These beliefs can act as powerful determinants of teachers' decisions about their actions in their classes (Bandura 1986; Hall 2005).

Teacher beliefs are known to be difficult to change as such beliefs tend to consolidate over time (Haney and McArthur 2002; Haworth 2004; Pajares 1992). For example, Cronin-Jones (1991) found that teachers who believed students learned through transmission of knowledge responded negatively to being asked to implement constructivist instructional strategies. However, other evidence suggests that when belief change occurs this can result in instructional practice change (Clark and Peterson 1986; Cronin-Jones 1991; Richards, Gallo, and Renandya 2001).

A number of previous studies confirm the impact of lecturer beliefs on instructional practices (e.g. Borg and Al-Busaidi 2012; Feryok 2008). These authors suggest that beliefs have a strong influence on teacher actions and their specific teaching practices. Examining the process of how teacher beliefs change is, therefore, likely to contribute to understanding of how teachers may improve their teaching practice. However, there have not been any studies which have investigated teacher beliefs about active learning in ESP practice, and in particular there have been no such studies within a Vietnamese context. It is also significant that the Science teachers in this study had not previously had any training in

teaching ESP and they were aware of the increased expectation for them to include more active learning practices although they had not had any prior training on how to do this.

### *English for specific purposes and teacher identity*

Since its inception in the 1980s, research into ESP has had a strong influence within the context of teaching and learning of English as a second or foreign language for particular disciplines (Swales 1988, 2011). ESP-related research especially emphasizes responsiveness to learners' needs (Nguyen and Nguyen 2017; Ramirez 2015), within international contexts for trade, communication, economy and education. In the literature on ESP, the process of identifying 'learner needs' is also linked to initiating 'goal-oriented' teaching practices and 'process-oriented' learning (Nunan 1999, 2003). In particular, ESP courses are designed to meet not only learners' current needs, but also their specific future needs (Dudley-Evans and St-John 1998; Hutchinson and Waters 1987; Nguyen and Nguyen 2017). ESP course design, therefore, encompasses teacher knowledge of the nature of student learning styles, their needs, the content of the specific subject and how English should be taught in relation to these subject-specific contexts.

In particular, ESP as international phenomenon (Belcher 2004) requires shifts in teacher practices and roles, to respond to specific occupational goals (e.g. Norton 1997, 2000; Wenger 1998). In line with this view, in Vietnam, ESP has been applied to subject-specific teaching and curriculum innovation. This change has become more prominent since Vietnam has implemented its open-door policies in 1986 and entered the World Trade Organization in 2007. As priority is now given to interactive curriculum development, one of the university strategic policies requires Science lecturers and ESP teachers to change their roles from that of traditional lecturing to a more active learning approach to promote student learning (Nguyen 2013).

The emergence of ESP has compelled many teachers to critically evaluate what is the 'backbone' of their courses (Richards 2006). While it is very important that Science teachers take account of the ESP discourses, the wide variation in students' English language proficiency across the provinces in Vietnam, including those at the university, is a major issue for ESP lecturers, especially when teaching a specialist subject such as Science. In addition to the diversity of English language proficiency, there are also the challenges in relation to large classes; unqualified teachers who lack specialized knowledge; and the students' passive learning styles (Nguyen and Nguyen 2017). Inappropriate teaching materials and unqualified teachers who lack relevant pedagogical competence are other two major problems indicated in recent studies on ESP practice in Vietnam (Nguyen and Nguyen 2017; Pham and Ta 2016). Therefore, there is increased expectation for more active learning and this has resulted in pressure on ESP lecturers to change their teaching in ways that also influence their current professional identities.

In the light of these complex challenges, some teachers may display resistance to implementing changes in relation to including more active learning.

### *Action research*

Over the past three decades, action research has gained increased recognition in understanding how to improve teaching and student learning (Calhoun 1993; Somekh 2006).



Action research in tertiary settings has been seen as a useful way to bring about teacher change in their own instructional practices, and to bridge the gap between theory and practice (Ary, Jacobs, and Sorensen 2010; Zuber-Skerritt 1992). In subject-specific disciplines, action research has been reported as a practical way to help science lecturers to reflect on their own professional experiences and practices, construct new knowledge and move beyond their usual zone of interest (Nguyen 2014).

With a view to establishing the relevance of action research to this study on teacher change in ESP practice, the following definition of action research is examined. Carr and Kemmis (1986) define action research in the following terms:

Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out. (162)

In Carr and Kemmis's definition, action research implies the importance of reflection by research participants. In this process, reflection by ESP lecturers in this study allowed the researcher to gain insight into the ways in which they experienced changes. This insight reinforced Dewey's conception of action research as critical reflection in educational practice, as confirmed by Holly, Arhar, and Kasten (2009) and Sowa (2009). Reflection was, therefore, a way to involve these ESP lecturers in an action research process of developing an action plan, acting, observing change effects, reflecting on these effects and then further developing new plans (Hendricks 2009, 2013; Herr and Anderson 2005; Kemmis and McTaggart 1988, 2005; McNiff and Whitehead 2006, 2010; Springer 2010). In particular, this reflective practice focused on helping these lecturers to seek effective strategies in order to enhance the active learning of students in ESP classes.

The action research selected for the present study aimed at investigating how ESP lecturers changed their practices. It was, therefore, important for the collaboration between the researcher and these lecturers, in developing active learning strategies, to improve their understandings and the teaching contexts in which they were practising. This collaboration reflects Lewin's (1947) view of action research as a process of making group decisions and commitment to improvement (Zuber-Skerritt 1992). In addition, Lewin's theory of 'no action without research; no research without action' (Adelman 1993, 8) confirms the dialectical interplay between theory and practice, thinking and action, planning and change, as noted by Poskitt (1994). Collaborative decision-making processes can, therefore, deepen understanding of the lecturers' abilities to bring about social change (Noffke and Somekh 2009, 2013). This study adopts the vision in Lewin's theory on collaborative decisions, so it will be essential to involve the lecturers in creating more active learning opportunities for students in their Science classes.

In addition, the literature indicates that there have been no studies on the impact of active learning underlying teacher change on ESP practice within non-western contexts such as Vietnam. Therefore, in the current study, action research provided a useful tool for investigating science teachers' beliefs about active learning as they engaged students in taking active roles in the learning process within their ESP classes.

For the purposes of this study, action research also involved collaboration between the researcher and a group of Science lecturers, as they went about developing active learning strategies in their ESP teaching contexts.

## The study

The study reported on in this article took place over three sequential semester periods during two academic years (2011–12). The aim was to improve the quality of education and educational outcomes for the student population through the development of active learning strategies, which was identified as one of the university's key priorities (University Annual Report 2010). In addition, it was decided to focus the study on Science classes, as Science is seen as a key economic priority within this context. This subject is generally taught through the medium of English language, so ESP. These classes are generally taught by Science lecturers, but they have had little or no experience of teaching English. Therefore, the ESP Science classes were chosen as the setting for this study, as it was identified that this was a key area in which teachers needed specific support in order to include more active teaching and learning strategies.

## Participants

Eight ESP Science lecturers from five colleges within a university took part in the study reported in this article. To protect identities, all names used in this article are pseudonyms. As qualitative research is concerned with smaller samples (Cohen, Manion, and Morrison 2011), the participant selection criteria focused on identifying ESP Science lecturers with similar levels of seniority, academic knowledge, English language proficiency and research experience. These lecturers were working in different college departments and did not have any ESP training; however, they had taught ESP classes for a differing number of years. They had also gained experience and English language while pursuing their studies overseas or during professional development courses in English-speaking countries.

The lecturers' participation was voluntary pursuant to Massey University research ethics. Verbal and written permission was provided by the lecturers who agreed to participate in the study. They were also encouraged to fully participate in design and decision-making (Poskitt 1994; McNiff and Whitehead 2006, 2010; Sewell 2006). This full involvement was necessary because the action research involved the collaborative process of planning, implementing, reflecting and further initiating changes that evolved overtime.

At the time of the study, the range of the participants' overall teaching experience was 14 to 32 years. Two of the lecturers were very experienced (Anh and Hung, with between 30 and 32 years' experience, respectively), two had moderate experience (Binh and Tin, with between 26 and 21 years' experience, respectively) and four were less experienced than the others (Mai, Cuc, Lan and Truc, with between 14 and 17 years' experience, respectively). All of the participants were senior lecturers who had taught ESP classes from 1 to 10 years. They each worked in different areas such as microbiology, chemistry, biology, aquaculture and environmental science. All eight of them had also had overseas experiences in relation to professional development and their respective areas of expertise, a factor that may have made them more receptive to implementing a change to active learning.

## Research design

A qualitative action research approach was used to explore the beliefs of the university lecturers as they moved towards including more active learning in ESP classes at a Vietnamese university. The design of the study included semi-structured interviews, observations and planning meetings. These multiple sources of data also provided triangulation that contributes to the trustworthiness or validity of the study (Glesne 2011).

In this article, insights into the beliefs about active learning of the participating lecturers and the progressive changes in their ESP practice were obtained through semi-structured interviews with eight lecturers. In addition, excerpts from classroom observations and planning meetings were used to illustrate the lecturer roles and their decision-making processes in actual practice.

In line with the qualitative research paradigm, the study involved naturalistic inquiry, thick description, process, inductive approach and meaning making (Bogdan and Biklen 2007). Drawing on these five key features of qualitative research, this study explored the nature of changes by Science lecturers within a Vietnamese tertiary context. As action research aims at bringing about changes and improving practice (Burns 2010; Elliott 1991; McNiff and Whitehead 2010), the present study qualitatively recorded ways that both the researcher and participating lecturers collaboratively planned, acted, observed, reflected and made action plans for changes. These opportunities allowed the lecturers in this study to understand the benefits of change, increase their capacity for change, and enhance their learning and professional growth.

As indicated earlier, the action research cycle consists of developing an action plan, acting, observing and reflecting, and then developing new plans. Three action research cycles were carried out over three semesters totalling 24 weeks. The cycles began in Semester Two, 2010–11 academic years (eight weeks), Semester One, 2011–12 academic years (10 weeks) and ended in Semester Two (six weeks). In each of the three action research cycles, the sequence was slightly different. They include interviews, observations and stimulated recall discussion, planning meetings and follow-up interviews for reflection on change. It began with initial interviews with participating lecturers in Semester Two of the 2010–11 academic years. Observations were then undertaken in each class, followed by stimulated recall discussion and planning meetings with the lecturers. This sequence was repeated again in Semester One of the 2011–12 academic years. Finally, in Semester Two of the 2011–12 academic years, a final round of data collection, following the same pattern, was undertaken.

The eight participating lecturers were interviewed individually both at the beginning and at the end of the action research process. Semi-structured interviews were used, beginning with open-ended questions, followed up by prompts and probes, as recommended by Drever (1997) and Gillham (2005). These interviews helped to gain insights into the lecturer beliefs about active learning in ESP classes, and any changes to these over the course of the study. Each interview took approximately one hour.

The initial interviews were conducted with individual lecturers in the first week of each of three semester time points of the study. They were intended to establish mutual rapport and then focused on identifying possible aspects of practice to support lecturers to change their teaching strategies. In the final week near the end of each semester of the study, the follow-up interviews were conducted with the lecturers.

A range of four to six observations was conducted in each lecturer's class during the study. Each observation covered two 50-minute periods. Observations of each teacher's lessons were video-recorded and transcribed. The participating lecturer was then provided with an opportunity to reflect on the effects of their changes to practice, and for the researcher to provoke further thinking by assisting in the recall of major incidents in their lecturer's classroom. The observation schedule focused particularly on the stages in the lesson plan together with a description of the actual lesson while it was in progress. The participating lecturers also had a copy of the observations so that they could refer to them in their own time.

After each classroom observation, a planning meeting was undertaken with each of the individual participating lecturers. These meetings took place during the lecturer's release time (after hours), and focused on problem solving with regard to including active learning. Each meeting took between half an hour and one hour. At the meetings, the lecturers voluntarily shared reflections on their existing practice. Examining copies of observational data also prompted the researcher and participating lecturers to review their in-class practice, to reflect upon any changed practice and to discuss further new action strategies for subsequent lessons. The shared reflections and discussion on the lecturers' accounts of practice change were recorded in note form by the researcher and copies provided to the lecturers for their own reference and independent reflection on modifications.

## Data analysis

To begin the analysis process, the researcher transcribed all interviews and translated the data from Vietnamese into English. The data were then organized and coded using NVivo 10 software to support the thematic analysis. To ensure that information was accurate and appropriate, the interview transcripts, observational notes and planning messages were checked, shared and discussed with the participating lecturers. All transcripts were required to be validated, and signed by the participating lecturers. Then, these transcripts were entered into the researcher's computer files. The data were logged on a table noting date, venue, tool, participant and focus of the research instrument for the researcher's own reference. This organization of the data was done for management and analysis, as advocated by Marshall and Rossman (2011). To get a general sense of the data, the researcher read all transcriptions and took notes in the margins, as suggested by Creswell (2012).

The resulting data were recorded, transcribed and analysed using thematic analysis (Boyatzis 1998). Thematic coding led to identifying emerging categories and themes, as noted by Craig (2009), for each of the eight lecturers. Thematic coding was carried out by the researcher with reviewing data, developing themes and categorizing information and interconnected ideas, known as 'units of meaning', as noted by Stringer (2008). Here, the focus was on the teachers' roles and beliefs as they worked towards developing active learning in their classes. The coding of data included the quotes from interview transcripts and notes from observations, minutes of planning meetings or shared discussions. The data were coded by category using the NVivo 10 software. Both categories and subcategories were developed under the tree nodes. These coding categories helped the researcher to view, identify and review the coded data at the

nodes. All nodes were assigned with labels to ensure the themes and categories emerged from the data sources were consistent with the action research questions.

An example of the coding based upon the interview transcript is shown below:

I just tell students to access the internet or discuss in group. Or I only present basic knowledge to students and require them to find information, exchange with friends or consult with me via email at any time. (Follow-up interview with Anh)

The words from the interview quote were coded as 'role shift of the teacher', 'accessing resources' and 'role of students' as teacher beliefs about active learning. These codes with meaningful units could be conceptualized as beliefs about active learning in relation to lecturer roles.

Two key themes emerged from the data sources in answer to the research questions addressed above. These themes were beliefs about active learning, as well as lecturer roles which involved insights into how active learning strategies were implemented.

This process also helped to reduce the data to a manageable form (Gay, Mills, and Airasian 2009). As the study was conducted during three sequential semesters over the 2011 and 2012 academic years, the action research procedure facilitated the tracking of teachers' practice changes and their reflections on this process. The progression that occurred in the lecturers' thinking over the time of the study is clarified in more detail in the findings below.

## Findings

The findings from the action research study are organized into sections aligned with the two research questions. The first section focuses on changes to the lecturers' beliefs about the nature of active learning, followed by insights into how they implemented active learning strategies within their university ESP classes.

### *Lecturers' beliefs about active learning*

It was found that the eight ESP lecturers all understood active learning to be a student-centred approach, and recognized that their expected teaching roles changed as they endeavoured to include active learning in their classes.

The eight ESP lecturers, however, demonstrated a range of beliefs that reflected their initial perceptions and understandings of active learning as a student-centred approach. For instance, Anh associated active learning with what students could do in their class. He said in his initial interview, 'Active learning is very important because students can have their roles in class. They do not need to wait for others or me to tell them to do.' In his view, greater emphasis was placed on students' roles as independent learners, thereby allowing them to construct new knowledge as autonomous learners rather than being passive recipients of facts.

In contrast, Binh showed a slight shift in his beliefs about what active learning was during the action research process in this study. At the beginning of the study, he said, 'Previously, I lectured and my students listened to me' (Binh, initial interview). This shows his belief that students learned through his traditional lecture mode where he had a dominant power over his students. While participating in the study, however, he

recognized the value of active student participation in constructing and using knowledge in a meaningful and relevant way. For example, in a planning meeting, he spoke of the importance of using vocabulary in context. This focus reflected his beliefs about students being responsible for their learning and suggests his role had shifted from traditional lecturing to implementing more active learning.

In her initial interview, Mai shared that she thought active learning would engage students in problem-solving activities, noting that she had learned this during the tenure-track examination to become a full-time lecturer, and through co-teaching and working with an Australian expert in environment projects. She believed that students play a central place in taking responsibility for their own learning.

In contrast to Mai, whose awareness of the need for a role change in her practice may have been influenced by her professional interactions with foreigners, Lan's initial beliefs about active learning were associated with the role of students and their content knowledge. She stated:

I think active learning is what students learn by themselves and the teacher is a facilitator. I also think of how to get students to understand the lesson and remember vocabulary as much as possible. Students are thus required to work hard. (IT.Lan.S2.I)

Lan's reference to the role of students in taking responsibility for their own learning indicated her growing awareness of her role shift as well as the importance of students memorizing vocabulary. These insights suggest her practices were at that time in a transitional stage, including a mixture of more traditional and active student learning.

Two other lecturers (Cuc and Truc) believed that active learning was related to the importance of critical thinking that results in positive student learning. Cuc thought active learning 'focuses on how to help students to construct new knowledge by adding to prior knowledge and [understanding of] how to connect that knowledge' (Cuc, initial interview). Interestingly, however, in engaging students in an active learning environment at the beginning of the study, Truc indicated she believed that active learning was related to involving adjunct lecturers in seminar teaching. She stated:

I like to work with my students in a seminar in which adjunct lecturers, from English-speaking countries, who teach in the department, participate. I consider this type of instruction as a long-term project for students to discuss and solve a particular problem. (IT.Truc.S1.I)

This quote suggests that Truc believed the problem-solving role of students was important in the learning process, but that this could be better facilitated by foreign lecturers. Nonetheless, she also felt the need to engage the students in thinking about a particular learning activity in order to build on their subject knowledge. Her perceptions therefore appeared to be associated with a view of active learning that involved critical thinking and interactive discourse.

Hung believed that active learning and the associated learning conditions had influenced students' attitudes in an ESP class. He explained:

Active learning first depends on student attitudes, followed by learning conditions. Some students with no laptops could not make use of the compact discs I provided. If students were not motivated, it would challenge a teacher to make them learn technical terms. (IT.Hung.S1.I)

Hung's reflection shows he believed that students' interest in more active learning of Science concepts in English could also influence his own motivation on whether to make changes to his current teaching practices.

Like Hung, Tin also indicated that his ability to implement active learning was linked to his students' positive attitudes and also their access to relevant resources. However, in a planning meeting he also related how he recognized that students in his aquaculture class had begun to feel more confident through verbally presenting their assignments to the class.

Although there were some variations in the participating lecturers' views on active learning, it is likely that these two lecturers' experiences during the action research process positively influenced their beliefs about utilizing more active learning practices. As a result, they endeavoured to find ways to encourage students to actively participate in their learning.

### *Insights into how active learning strategies were implemented*

While participating in the action research change process, the lecturers were observed while they endeavoured to implement more active and interactive activities in their classroom practices. In particular, these activities reflected the inclusion of more lecturer–student interactions than would normally occur in a more traditional lecture. All eight lecturers also indicated they believed that active learning strategies should create opportunities for greater lecturer–student interactions in their teaching practices. For example, in Cuc's class, the following observational notes provided evidence of her change:

At the beginning of the lesson on 'Biology and classifications of organisms', Cuc had students number off, one to five around the class and required them to sit in groups, discussing what they expected to learn. Students read aloud and translated posters into Vietnamese. (OB.Cuc.S2)

The way in which Cuc arranged student seating in her biology class engaged students in practising not only reading and translation strategies, but also involved them in interactive group work activities that helped them to clarify and develop their conceptual understanding of the subject. Her grouping of students also allowed them opportunities to interact with her and with other students and to relate to the new knowledge of the previous lesson.

Six of the eight participating lecturers (Anh, Binh, Cuc, Mai, Tin and Truc) recognized that active learning involved the inclusion of interactive speaking activities. For example, reflecting in a planning meeting, Truc reported that group presentations allowed students to speak more English in class. Later in the study, in the final follow-up interview, Lan also stated how she had come to realize that, as she shifted her role to include more active learning, students in her Biology class learned better when they took part in speaking activities with each other and with the lecturer. She said, 'Both the teacher and students have to work together and build on new knowledge.'

The following example provides further insights into the development of interactive decision-making in Anh's practice, as observed near the end of the project. In giving students opportunities to take more active roles in the learning process, Anh utilized three different techniques: panel discussion, brainstorming and concept mapping.



Each student in a panel group presented a task on 'Sewage Treatment' while the rest listened and raised questions. Anh had students brainstorm the topic, and then provided them with clues to guess new words and express their ideas. Later, he had students expand that topic by connecting these ideas. (OB.Anh.S2.7.00-7.40am)

These extracts reflect Anh's role change as a facilitator of a student-centred active learning approach as he involved his students in speaking activities. Anh explained that panel discussion encouraged by the researcher enabled students to relate to prior knowledge and changed the class atmosphere. Anh further indicated that brainstorming and concept-mapping techniques allowed students to speak more English in class. Moreover, he was exposing students to in-depth thinking about the lesson (PM6. Anh.S2). Therefore, his new teaching strategies seemed to increase interactions among students, their interests and attention, which stresses the active role of students.

Lan's developing beliefs also included the notion that students may have not only greater opportunities to become more collaboratively involved in constructing knowledge, but also more opportunity to build their independent learning skills. In engaging students in an active learning environment, Lan initially noted that she was now more of a facilitator in her teaching practice: 'I think of the role of a facilitator as the key to my teaching' (IT.Lan.S2.I). This role was also confirmed in the follow-up interview when she declared: 'I now act as a facilitator. I am not a sort of a provider of knowledge to my students as I get them to think learning is their work and tell them to do things on their own' (IT.Lan.S2.F). Lan had therefore come to believe that a facilitative role would allow students to become more autonomous and independent in choosing what they want to learn or investigating what knowledge is worthwhile for their subject matter.

In the final planning meeting at the end of her participation in the study, Lan elaborated on how she enacted her role as a facilitator in presenting the knowledge to students:

I use matching exercises to help students understand the lesson. I have them scan a paragraph, identify main ideas, define a word, or encourage them to do group activities. If they cannot answer questions, I will give them some clues. (PM1.Lan.S2)

The quote above indicates that Lan provided students with a variety of critical reading skills that actively involved students in their own learning process.

It is also worth noting that in Hung's final interview, he revealed he now encouraged students to consult with him via email at any time. His changed beliefs about how students learned also suggested he now saw himself more as a resource person, instead of a traditional teacher-centred lecturer.

At the end of the action research process, all eight participating lecturers also showed they now believed that providing a platform for students to exchange their ideas and understand a particular topic might be a crucial ingredient for facilitating a positive, active learning environment which also supported building learner autonomy. For example, Anh reported that students had fun when saying what they knew and presenting that knowledge to others. This observation suggests her growing awareness that, once students were engaged in an active learning process, they would be more inclined to interact and collaborate with others in a friendly and relaxed learning environment, which in turn helped them to expand their knowledge. In addition, Cuc indicated that while students had not been previously told how to make a presentation,



through engaging in more active learning they had now had more understanding of different presentation designs and performance styles.

The observations conducted during the action research process provided further evidence of how Science teachers were including active learning in their classroom practices. Over the time of his participation in the study, speaking activities became a major part of Hung's teaching approaches, as shown in the following scenario.

Students were asked to watch a video clip, observe and tell how adenosine triphosphate is produced. Hung prompted student participation with some questions related to the previous lesson on 'The carbon cycle' presented the week before. (OB1.Hung.S2)

The observation above, in which Hung involved students in his lesson through video clips, shows how he used this strategy to draw students' attention to using critical thinking in the lesson tasks. Not only did students have to relate pre-learned ideas to new knowledge, but this became a way of provoking thought that also motivated students to interact with the teacher.

Over the course of the study, Hung also recognized the importance of asking his students to engage in reflective journal writing. The following observation extract illustrates how he used this strategy.

Hung had students write a short passage, within ten minutes, regarding what they could learn from the lesson. Both Hung and the researcher moved around the class to check student word choice and language use. (OB2.Hung.S2)

Hung also explained how, as a result of this strategy, he was able to make future changes to his classes and he was also able to better clarify his instructions.

The researcher's in-class observation notes also provided evidence of the changes that Mai implemented in her class. The observation below shows how, in particular, speaking activities became a major part of Mai's teaching approaches.

The five-student group presenting 'Wetland for wastewater treatment' was seated at the front right-hand corner of the class while the rest of the students were arranged in modular seating [to allow student-student interaction among the group]. Time for this task and the questions was 20 minutes. Mai stood on the left corner at the back of the class observing how each student presented and checking on student progress. (OB1.Mai.S2)

In this extract, Mai's seating arrangements allowed students to interact and to question the teacher and other students. Mai explained that she believed the use of questioning could provoke student thinking and allow them to take more responsibility for their learning. Therefore, students were encouraged to question the panel group regarding the nitrification process that was part of the Environment curriculum. She indicated that questions would bring students together and help them to relate new information to prior knowledge. She also mentioned that such interactions provided students with equal opportunities to share ideas and understandings of the lessons in English with one another, even after they had been told to undertake more traditional tasks such as reading and translating texts (PM1.Mai.S2). In the planning meeting she also explained that she now believed that students, if placed in a relaxed and dynamic environment, could find their own ways to learn although her lessons might be behind the schedule.

Initially, Binh focused on reading and translation to teach his ESP class. However, while participating in the change process, he was observed including interactive

activities in this. Binh explained that correct English for Chemistry must be used, so correct translation allowed students to understand the technical terms (PM2.Binh.S2). The following observation notes illustrate his new instructional practices:

Binh had students read online the chunks of English text on organic chemistry and required them to translate sentences into Vietnamese spontaneously. In groups, students had to find the key ideas of the reading topics and each group leader summarised the main points. Students took turns to read aloud the text segments. (OB.Binh.S2.13.30-13.50pm)

Pronunciation practice was included, as Binh believed correct pronunciation of vocabulary improved students' understanding of the lesson. Before the class ended, Binh had students write a summary of one of the ten categories of chemistry to check whether students understood the lesson and their writing skills improved. Observation data showed that Binh not only used translation strategies, but he also used interactive group work. The topic-based tasks suggest that Binh believed that changes in his practice influenced the ways in which students learned. His role changes suggest that he now described himself as a facilitator rather than a traditional lecturer. Binh also used the four language skills now to engage student in active learning tasks.

## Discussion

The findings from this study have provided useful insights into how participating ESP lecturers evolved their active learning practices. In particular, it is interesting how students' positive responses to the changed teaching-learning practices were not just motivating to the students to develop as independent learners, but also provided motivation to the lecturers in implementing the change to including more active learning practices. In this change process, the lecturers' beliefs about active learning guided their initial instructional strategies, but over time their experiences in facilitating more active student learning of science concepts in ESP classes within the context of teaching in a Vietnamese university enabled them to be more reflective and the design and understanding of their practices also became more complex.

Ultimately, the study shows how the lecturers improved their understanding of the reasons for placing students in the centre of their learning. This change process involved lecturers taking a facilitative role in enhancing pedagogical content knowledge, and increasing the interactions between themselves and their students as well as the interactions among students. While there were similarities between the development of each lecturer's practices, there were also variations across the lecturers in their beliefs about the important active learning dimensions. In particular, their beliefs about active learning extended to embrace learner autonomy, construction of new knowledge, role change, problem solving and critical thinking.

Over the course of the study, the lecturers' beliefs came to concur more closely with the literature that indicates the importance of encouraging active roles for students in the learning process (Bonwell and Eison 1991; Meyers and Jones 1993). Although much of the existing literature appears to focus on the theoretical perspectives of using active learning strategies, this study sheds new light on how lecturer beliefs about how to implement active learning strategies are associated with a student-centred approach within the context of teaching ESP within Science undergraduate classes. Understanding

the importance and benefits of placing students in the centre of the learning process also appears to have assisted lecturers (who were also Science teachers) in changing their ways of assessing student performance, evaluating their learning and engaging them in acquiring new knowledge in accordance with the credit-based system required by the university. In the credit-based system, lecturers are now being encouraged to design their own curricula in ESP so this policy perhaps encouraged them to adopt a student-centred active learning approach more easily than might occur without external expectations.

Over time, lecturers also showed increased awareness of their roles as facilitators of active learning, which appears to give students a new learning space in which to voice their own ideas and construct new knowledge meaningfully and critically. This understanding is also consistent with the literature on learning space design in higher education, which suggests that informal learning spaces allow students to have greater engagement in active learning (Harrop and Turpin 2013; Matthews, Andrews, and Adams 2011). It is worth noting that the eight lecturers' developing conceptualizations of their roles as facilitators also initiated timely self-reflections on their practice and efforts to find ways to create opportunities conducive to active learning for students.

Studies by Briscoe (1991), Crawford (2000) and Grant (2003) have suggested that the subject of Science may be well suited to a student-centred active learning approach. Therefore, locating the current study in Science classes may have contributed to the change to active learning being more acceptable to the lecturers in this study. In addition, earlier studies have described how, when lecturers were encouraged to experience active learning strategies, they shifted towards taking facilitative roles that can be likened to the role of a *stage manager* (Ciaccio 2004), rather than that of a traditional lecturer. Similar to other researchers (e.g. Benson 2001; Holec 1981), the current study illustrates how this shift encouraged students to become more autonomous learners (Benson 2001; Holec 1981). However, the current study provides more in-depth insights into how this change process took place and the factors that enabled this to occur.

Some researchers claim that central beliefs are likely to be more resistant to change (Haney and McArthur 2002; Pajares 1992). However, in this study, the lecturer let go of their central beliefs about teacher-centred learning, and came to see how active learning increases a focus on pedagogical content knowledge. This effect is supported by the work of Shulman (1986, 1987), who highlights how knowledge of teaching strategies associated with active learning can make subject content knowledge more accessible to students.

While the participating lecturers may have been influenced by their beliefs about the need for pedagogical content knowledge, their articulated beliefs may also reflect their professional identities as committed academic lecturers in a Vietnamese university. Once lecturers came to know that their new active learning strategies could enhance student learning, they reconceptualized their roles in order to maintain their identities as committed teachers, and were thereby empowered to engage in greater co-construction of knowledge with both their peers and their students. As noted earlier, their commitment to making change was also likely to have been reinforced by the prevailing government policies that strongly supported a shift to more active learning.

A study by Sullivan (2000) on learning English as a foreign language in a Vietnamese university found that lecturer–student interactions are the core foundations for creating a community of learners. In building such a community, students seem likely to become motivated to co-construct knowledge with lecturers, feel more comfortable and foster their active participation in learning activities. In the current study, positive interactions and increased rapport also appeared to inspire lecturers with more confidence to trial new active learning instructional strategies and to design these to fit the specific needs of the students learning ESP in Science subjects. However, they also extended the idea of active learning beyond just lecturer–student interaction, to include student–student interaction and in so doing, they also facilitated students in building greater learning autonomy.

All of the lecturers underwent a degree of positive pedagogical shift, from traditional lecturing to a more constructivist approach in teaching and learning. In particular, this continuum illustrates a shift from traditional views on teacher-centred learning to understanding student-centred learning, and an ability to link past and new knowledge, confidence to make changes to seating in the class, and to release student agency as independent learners to facilitate critical problem solving. In progressing along this continuum, the lecturers moved from observing the benefits of constructivist learning to increasing their confidence in expanding active learning practices. A constructivist view fits well with an active learning approach and with how the lecturers began to understand the benefits of active learning and were in turn encouraged to change their teaching strategies in order to promote more active learning of science concepts in their ESP classes. Successfully implementing ESP requires teachers to focus on developing students' knowledge of a particular field or discipline alongside the requisite English language skills that they need in order to learn the subject successfully.

## Conclusion

The findings from the current study give rise to some pedagogical implications for university administrators, policy makers and Science teachers. The findings from this study therefore raise possibilities for engaging in further research on how teachers can make changes to their practices and the nature of the support needed in this process.

Firstly, it appears that once lecturers have formed strong beliefs about the benefits of active learning, both for learners and for their own identity as good teachers, they will be more prepared to change their teaching strategies to meet the policy directions required by the university in relation to quality teaching and learning. Through illustrating the benefits of a shift from traditional lecturing-based teaching to a more constructivist approach in this qualitative action research, other Science teachers may be provided with encouragement to diversify or refine their ESP teaching approaches, which in turn would engage students in taking a more active role in the learning process.

Secondly, it appears that lecturers' positive beliefs about their identity in a specific context may influence whether and how they redefine their roles in the classrooms, in order to assist students in constructing new knowledge in critical and meaningful ways through integrating more active learning strategies into their ESP classes.

Thirdly, since lecturers' core beliefs may influence their decision-making processes in relation to changing their practices, they may need to be provided with professional

development on active learning strategies that are effective in ESP contexts. Reinforcing core beliefs such as ‘commitment to being good teachers’ is also likely to be helpful in supporting change within the Vietnamese university context, thereby shaping ESP teachers’ pedagogical choices. More specifically, including action research in professional development programs within the multidisciplinary university in the Mekong Delta may be productive in serving Vietnam’s higher education objectives, by encouraging positive beliefs about including active learning and enhancing ESP teaching.

Finally, a significant contribution to the teacher change literature with regard to Science teaching at a tertiary non-western context, particularly in Vietnam, is that this study deepens our understanding of the nature of teacher change and its close connection with a process of learning and professional growth. The lecturers’ reflections on the change process provide insights into the impact of lecturer beliefs on their decision-making processes, and suggest that teacher change may be a positive learning experience, not only for Science lecturers but also for lecturers in other related science disciplines.

## Disclosure statement

No potential conflict of interest was reported by the authors.

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# Today's teachers' CEFR competence in the classroom – A view of critical pedagogy in Vietnam

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## **Today's teachers' CEFR competence in the classroom – a view of critical pedagogy in Vietnam**

**Abstract.** This paper aims to investigate new perspectives about today's teachers' CEFR Competence<sup>1</sup> in the classroom under the view of critical pedagogy in Vietnam. The focus is on recognizing teachers' CEFR competence in their teaching practice and beliefs in the context of Vietnam when developing learners' CEFR competence. In light of pedagogical innovation and the social-adaptive divergence of English teaching and learning practices, various critical pedagogical perspectives would be analysed using the data collected from 13 Vietnamese teachers teaching learners with various CEFR goals with the instruments of a survey and semi-structured interviews. The data would be processed using Padilla's technique of unfolding matrix and then classified to be relevant to different categories of CEFR competence in teaching language in today's Vietnamese society. The findings would be considered in terms of types of teachers' CEFR competence in teaching to satisfy learners' goals in their learning. To some extent, teachers showed their unfamiliarity with or alienness to CEFR principles for teaching and learning English in which teachers were aware of and prepared themselves with new abilities, skills, and expectations to strengthen their language competence. The results of this study may be valuable for pedagogical trainers, educators, teachers, and teacher trainees of English at different levels of education and schools where learners represent a diversity of abilities and goals.

**Keywords:** language education; CEFR competence; English teaching and learning; EFL context; today's teachers' competence; English learning in Vietnam.

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<sup>1</sup> CEFR – Common European Framework of Reference.

## Introduction

In the context of Vietnam, English has been classified as a primary foreign language with *around 90% of learners learning this language*<sup>2</sup>. In recent years, the importance of learning English has even been tied to the new demands of any courses, careers, or businesses. The development of English teaching and learning has been accelerated in accordance to globalization with legal and directed documents from the Vietnam Communist Party (VCP) emphasizing the new holistic educational reform<sup>3</sup> such as Resolution 29, the national foreign languages project (Project 2020)<sup>4</sup> and an updated version of this project to the year of 2025.

Although English teaching and learning has been given much attention and has somehow contributed considerably to the development of the tendency to learn English, a result of a non-standardized and regular assessment in the country has revealed ten serious problems, three of which follow:

- Sufficient attention has not been paid to quality assurance in English teaching and learning. Many tasks must be done in the future to put in place quality assurance and accreditation criteria and practices.
- It has been controversial in the Vietnamese context whether or not the two foreign languages should be taught in secondary school and children should start studying English earlier in primary school. A national project on foreign language study has been completed and presently shown out for public discussion.
- There has been an increasing trend to recognize English as a very important tool in national development, cooperation, and globalization. (Extracted from Worldwide Translation, 2007)

Along with the official contributions of the British Council, Cambridge English Language Assessment, and so on, the quality of English teaching and learners' demands as well have been significantly changed. In addition, as a turning point in the national foreign languages project, Vietnam has adopted the CEFR framework for English teaching, learning, and evaluation. A Vietnamese version of the framework for language competence with 6 levels has been approved and enacted by both the Ministry of Education and Training and the Ministry of Home Affairs to all levels of education

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<sup>2</sup> Worldwide Translation (2017).

<sup>3</sup> Vietnam Communist Party's (2013) Resolution 29.

<sup>4</sup> The Vietnamese national foreign languages project 2020.

in Vietnam from kindergarten to higher education, including that of English as a Foreign Language (EFL) teachers<sup>5</sup>. However, the notions of CEFR may not have been fully understood and applied into real teaching contexts among state-owned, private, and international schools or language centers.

In the meantime, teachers in general and English teachers specifically in Vietnam have been oppressing the learners with many standards or focusing on accuracy or immediate effects rather than promoting the use of real language functions to the learners (Nguyen, 2017). Consequently, it is worth examining if teachers recognize any standards for teachers of English as a foreign language in the CEFR.

A solution is recommended so that teachers of English can be aware of the future development of language teaching in Vietnam. Thus, the goal of the present case study is to examine how teachers of English understand their competence in the light of the CEFR, what they have been teaching for years to learners of English and how they perceive students' central roles.

Concurrently, the paper will clarify the concepts of teachers' CEFR competencies versus standards under the view of critical pedagogy.

## A review of literature

Different standards are applied for classifying EFL teachers in Vietnam. Various competencies and standards have been employed by different institutions to classify Vietnamese EFL teachers without any clear unification. According to Merriam-Webster's definition, standards include criteria or qualifications established by an authority, an institution, a system, or *general consent as a model or example*. In any levels of education, certain standards are applied to teaching as models or units of measurement with specific criteria or structures.

In the case of education, standards thus serve as a point of reference and a way of ensuring consistency when needed, both in school and in life.

Kuhlman & Knežević (2014, p.7)

In their study, Seufert et al. (2005, p. 6–7) identify standards in education as (1) content standards, (2) indicators as pedagogical standards, (3)

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<sup>5</sup> Joint Circular 21-22-23/2015 and Joint Circular 36/2014 about standards for teachers in the educational system.

performance standards, and (4) program standards as indicators of quality. These standards have been combined, analyzed, adapted, and cited in TESOL guidelines as follows:

1. Content standards: Content knowledge is teacher candidates' knowledge of the content they plan to teach and their ability to explain important principles and concepts that are delineated in professional standards. This might include, for example, linguistics, language acquisition and development, and culture. Generally, there are two types of content standards:
  - a. Declarative knowledge consists of what candidates know, or knowledge of concepts and facts.
  - b. Procedural knowledge is what candidates know how to do.
2. Pedagogical standards: These standards focus on:
  - a. how to teach, how students learn
  - b. what is taught (the curriculum)
  - c. effective teaching strategies to impart the specialized knowledge of a subject area (e.g., planning, instruction, analysis, and evaluation)
  - d. students' diversity and on differing approaches to learning
  - e. how culture influences teaching and learning
  - f. what teachers need to know about students' preconceptions that must be engaged for effective learning
  - g. teachers' familiarity with standards-based instruction, assessment, and learning
3. Performance standards: Performance standards describe how well or to what extent:
  - a. standards are met
  - b. the criteria and evidence document that a standard has been met
  - c. standards demonstrate the level of performance expected to determine progress (this often includes scoring rubrics)
  - d. standards include exemplars of learners' work to help teachers align instruction
  - e. instruction and assessment are at the appropriate level of difficulty
  - f. standards lead to assessments aligned with content standards

Kuhlman & Knežević (2014, p. 7)

If EFL teachers adopt these aforementioned standards in their teaching, it would be fully compatible with the CEFR descriptors of the teachers' competencies. From that sense, professional standards should be examined

in comparison to CEFR competencies (Council of Europe, 2001) and defined with the following characteristics:\

Six levels of language proficiency that range from the A1 “breakthrough” level to the C2 “mastery” level by a set of descriptors that define language learning outcomes in actual language use. The assessment accuracy is increased with clear descriptors defining standards of proficiency.

The CEFR is currently widely adopted, especially at the policy level and in the context of assessment.

Denies & Janssen (2016)

In Yoneoka's (2011, p. 89) research, the adoption of CEFR has been assured to be goals with a transparent and consistent framework for 25 different languages. However, in Vietnam, most private or international schools, centers, and institutions have applied different standards for quality assurance when hiring their teaching staff including those with diplomas or certificates issued by the British Council or Cambridge English Language Assessment. In other contexts in Vietnam, state schools and centers have used the frameworks issued by the Vietnamese government for standardizing EFL teachers and none of them is similar or related to the CEFR or even the EFL professional teaching standards (Kuhlman & Knežević, 2014) issued by TESOL International Association. However, although the Vietnamese project 2020 has certified a new set of standards for EFL teachers in line with the competencies for linguistic knowledge and skills set by the CEFR, it briefly demonstrates the requirements for EFL teachers in any English teaching conditions (see Table 1).

According to Fleckenstein, Leucht & Köller (2018, p. 2), “standardized tests for foreign language proficiency have been increasingly mapped onto the CEFR by standard-setting procedures”. With an increased usage in education, the CEFR becomes the guidelines for EFL teachers in many contexts including Vietnam for curriculum development, pedagogy, quality assurance, and assessment. However, an interesting finding from this study is that “teachers have not been extensively trained in using the CEFR, this is a rather encouraging finding” (Fleckenstein, Leucht & Köller 2018, pp. 9–10)

Table 1. The requirement for EFL teachers in Vietnam (Source: Government, adapted by the researcher)

Positions	Requirements
EFL teachers for early education to primary schools	B.A. or higher including or with a certificate of pedagogy and a certificate of language competence at B1
EFL teachers for secondary schools	B.A. or higher including or with a certificate of pedagogy and a certificate of language competence at B2
EFL teachers in high schools	B.A. or higher including or with a certificate of pedagogy and a certificate of language competence at C1
EFL teachers in higher education	B.A. or higher including or with a certificate of pedagogy and a certificate of language competence at C1
EFL teachers in international or private schools/ centers	Not any official records and the requirements depending on the demands on the quality of each institution, but usually IELTS* 6.0 or higher for different levels of learners and locations (city, suburb, or the countryside)

\* International English Language Testing System

Teachers have not accessed or been trained thoroughly and systematically on CEFR-based materials, assessment, or even their self-evaluation towards their own competencies. As a result, CEFR training may extremely influence the EFL teachers' qualifications, characteristics, and their teaching. In some contexts, CEFR competencies may or may not satisfy or build up the capacity for the current teachers of English. The terminology of competence varies itself as the mastery of the subject matter, empathy, interaction, communicating skills, pedagogical skills, didactical skills, situational understanding, soft skills, motivation, social skills, knowledge of learners, oral presentation skills, creativity ability, and pedagogical knowledge (Ubani, 2012, p. 40). According to Ballantyne et al. (1998, p. 53), teacher competence has an important role in making decisions and positively or negatively affects the teacher's behavior, and teaching, and the learning process of the learners.

However, one well-known competence, which every Vietnamese teacher may possess, but does not exist in the CEFR is the competence of being an oppressor in traditional teaching. Therefore, if considering today's teachers' competence to "be an oppressor" (Freire, 2005), English teachers in Vietnam need training to abandon the oppressor's attitude in their teaching.

In addition, intercultural competence is nowadays important for teachers of English. According to Deardorff (2009, p. 6), this complex competence is an ambiguous concept with different important components of knowledge which requires deep and thorough comprehensions from the others' perspectives. It involves the skills and organizational ability to manage



interaction, to build the relationship, to communicate, to plan, and so on (Ballantyne et al., 1998, pp. 56–57).

Besides, the teachers may need to have social competence. This type of competence is compatible with the sociolinguistic competence in the CEFR (Council of Europe, 2001) and described as the ability to understand the situations and make some logical decisions in one's learning and living related to the social issues. Magelinskaitė-Legkauskienė et al. (2018, p. 1) find that the learners encounter troubles in productive functioning at school in Norway. For that reason, if the teachers do not have the social competence to guide or facilitate their learners to overcome a variety of situations in their real life, more training for this competence should be organized and social competence should be added to CEFR guidelines or standards.

In some contexts, new teachers are expected to have the ability of mastering the knowledge and the linguistic competence as well as the competence of making accurate assessment of learners' capacity and also of their own professionalism. According to the CEFR guidelines, there has been more focus on assessment, the pedagogical possibilities, the levels of references, the language learners' or users' competencies (the competencies for teachers could be extracted or generalized from the learners' ones), the issues of learning and teaching languages, the tasks and roles in the language teaching environment, and the diversified conditions and curriculum. A set of competencies has not been prepared for EFL teacher education neither by the Council of Europe or any official agents in other countries.

The CEFR (2001, p. 193) equates the competence of giving fair and consistent assessment with the following qualitative categories: turn-taking strategies, co-operating strategies, asking for clarification, fluency, flexibility, coherence, thematic development, precision, sociolinguistic competence, general range, vocabulary range, grammatical accuracy, vocabulary control, and phonological control. Although these categories have not been allocated to the teachers' competencies, teachers of English as any users of the language should be aware of them so as to ensure good training and promote appropriate learning conditions for the learners. Prominently, the competence of multicultural education for classroom interaction should be recognized widely when this language is spoken by not only the native speakers of English but also the majority of non-native speakers. Wiseman and Fox (2010, p. 27) emphasize the competence in multicultural education as follows:

When most teachers had the opportunity to consider a broad view of culture and then apply it to their professional contexts, their understandings of teaching and learning in the classroom was enhanced.

Wiseman and Fox (2010, p. 35)

Finally, another prominent competence, mentioned in the CEFR is the competence of using ICT (Kirschner et al., 2008, p. 435). The pedagogical competence of using ICT may facilitate the process of teaching and learning and enhance the capability of educational innovation and practice. If EFL teachers recognize how fast the world is changing and how it affects education, the art of teaching and learning English should be connected with the use of technology as one of the most effective teaching aids and even as a source of language input around the world. In research carried out by Kuusisto et al. (2016, pp. 12–13), new technology and digital life have forced the teachers to change their attitude to different values, knowledge, and philosophies. It is essential for any teacher to be confident with a new set of competences towards ethics and life demands in this digital era.

### **The methodological concepts**

The study focuses on examining whether the EFL teachers in the context of Vietnam have mastered or seriously taken into account the notions of CEFR for their understandings and daily teaching practices. The research aimed at answering the question:

*What are the EFL teachers' practice and beliefs about their CEFR competencies?*

In order to answer this question, this case study was conducted with qualitative data from a structured interview with 13 EFL teachers from an international language center in a province in the remote area of the Mekong Delta. These teachers have been teaching English from 6 months to 10 years. The interviews were carried out in Vietnamese, the native language of both the interviewer and interviewees. This helped the interviewees fully express their opinion about the reality of their teaching regarding the notions of the CEFR. In addition, the quantitative data were collected from an online survey using google documents given to the same participants. However, interviewees were anonymous and this contributed to the reliability of the study.

The data from the interviews was coded and framed using Nguyen (2018) – the author's new application of Paddila's (1994) *techniques of unfolding matrix to locate the answers for the research question*<sup>6</sup>. The interviewed data were translated into English by the author and checked by one of his colleagues who specialized in English teaching.

## The findings

The findings from the interviews and the survey have shown different perceptions about the competence of EFL teachers in teaching learners of English. It seems that Vietnamese EFL teachers notice more competencies than the authors of the CEFR. English teaching in accordance to CEFR describes the framework of language proficiency from which the essential competencies for the teachers have been retrieved. As discussed in the review of literature, the teachers of English may need varied sorts of competencies including (1) the standards of content, pedagogy, and performance from TESOL guidelines, (2) the competence of evaluating the learners' language performance, understanding learners, coping with the multicultures and plurilingual conditions, activating the pedagogical possibilities for different levels of references, and being able to promote the language learners or users' competences, (3) the competencies of mastering the subject matter, empathy, interaction, communicating skills, teaching skills, situational understanding, soft skills, motivation, social skills, knowledge of learners, oral presentation skills, creativity ability, and pedagogical knowledge, and (4) the possible competences from the critical pedagogy of not being an oppressor, making decisions, having intercultural knowledge, being confident with social competence, and having the ability of using ICT in EFL teaching. From the analysis of this case study, Vietnamese EFL teachers shared their language teaching competences based on the CEFR descriptors. These competences have been collected from the teachers' own teaching experience and working duties.

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<sup>6</sup> The original version of Padilla's (1994) unfolding matrix was used to frame to direct the collecting data process. This new application of using Padilla's technique was for the post collecting process. It was consulted to Prof. Raymond Padilla for the ideas and it was agreed to be an original application of this technique.

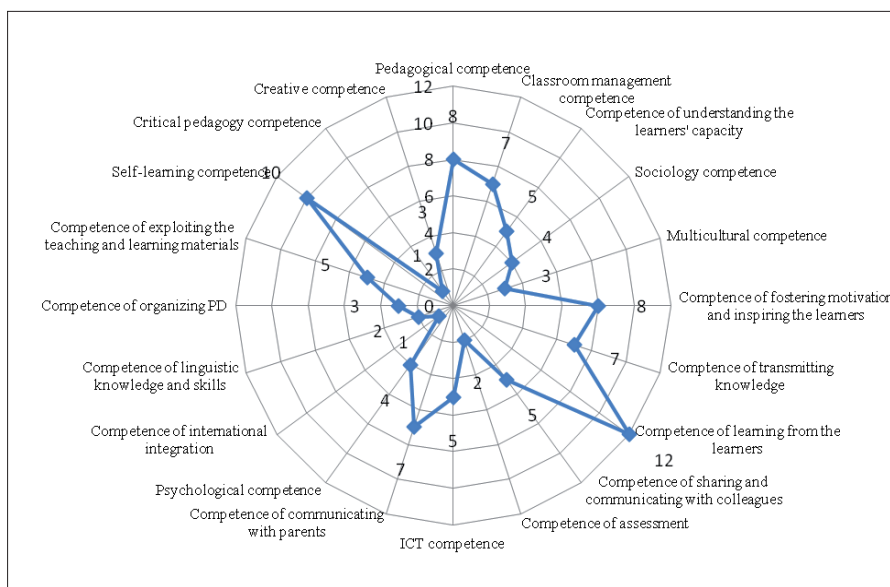


Figure 1. The distribution of Vietnamese teachers' competence in EFL teaching in accordance to CEFR

As can be seen from Figure 1, the today EFL teachers of English in the research context should involve around 20 types of competencies. Of these, the top competencies should be the peaks in the figure including (1) competence of learning from the learners, (2) self-learning competence, (3) the competence of fostering motivation and inspiring the learners, and (4) pedagogical competence. This figure also emphasizes the teachers' perception about their essential competencies in their EFL teaching career. The lowest attention was on two competencies of (1) international integration and (2) critical pedagogy. The highest attention was on the competence of learning from the learners.

If searching for the CEFR competencies as reviewed in the literature, the social competence, multicultural competence, the competence of assessment, and that of linguistic knowledge and skills were not commonly classified as important for the EFL teachers with less than three votes out of 13 from the survey.

Generally, the data presented some featured competencies of today teachers of English. After the analysis process, it is obvious that the teachers self-reflected on the competencies for their careers. In the following section, the writing will focus on discussing the findings about: (1) the important competence to Vietnamese EFL teachers, (2) the competence of being

humorous in the classroom, and (3) the competence of making changes from teachers' roles to students' ones.

### **The major important competence of Vietnamese EFL teachers**

The data showed that Vietnamese EFL teachers had their own thoughts about the competences for their careers. In this research context, they shared their important competences in teaching English for CEFR standards.

A major difference was found between the qualitative data and quantitative data. From the qualitative data, one of the most important competences of an EFL teacher would be the competence of self-learning. Most interviewees believed that the ability of self-learning would allow them to improve their skills, knowledge, and teaching demands. The competence of learning would open their minds and give them chances to communicate and share their teaching ideas with their colleagues without the issue of losing face which is a feature of Asian culture. This competence would also help them learn from the materials, the program, the scales, the requirements for language teaching in the CEFR. Their teaching would be more compatible with the new demands of the learners and the society. In addition, the second most important competence was the resistance of being an oppressor. In most teaching contexts in Vietnam, although most courses or trainings target the learners to achieve the language capacity as described in the CEFR, teachers tend to design their teaching in accordance to their oppression of the learners. The oppressing signals were found in how the lessons should be organized, what materials should be exploited, and how the linguistic performance should be recognized. The qualitative data demonstrates that EFL teachers should not be oppressors in the classroom. However, the quantitative data indicated three most important competences, i.e. pedagogical competence, classroom management, and self-learning competence. Pedagogical competence was about the ability to create the learning activities and build a language learning environment for learners. The competence of classroom management was about the skills or techniques to organize or facilitate the teaching tasks so that the lessons can be taught effectively. Self-learning competence would be also important as one of the lifelong learning requirements for any teachers.

The pedagogical competence linked many interesting stories from the interviewee's teaching experience with one main untested fact. This untested fact shows that *"the pedagogical competence was not learned during their university study but they started to recognize their paths of professional development and the demands of changes in every lesson for different learners"*

*needs*” [this idea was found in all 13 interviews]. The working and teaching environment in a private center that forces them to use English as the main medium of instruction and the high demands of the learners’ needs presented in the CEFR have led them to the notion of pedagogical competence. This competence is totally different from what could be studied and practiced at the college or university levels because they have been facing different generations of language learners. The learners in the digital era need different types of teachers for their learning rather than those who have been embedded too long with a fixed mindset during the domination of traditional education of the oppressors (Freire, 2005). The learners need to be listened to and their needs or learning capacity should be the main attention in any classroom. Teaching EFL in Vietnam these days requires different sorts of pedagogical competence. Teachers should be able to understand the learners’ central roles in learning, experiencing, developing, and acquiring the language. That explains why most Vietnamese EFL teachers in the research context voted for this competence to be the most important one (9 votes out of 13). Some extracts about the importance of pedagogical competence are as follows:

A teacher of English must have good language knowledge, skills, devotion in education, and the pedagogical competence. Pedagogical competence is important because it helps the teachers to be the teachers, not the machines. [VA01M]

Teaching methodology has been changed and my teaching competence is totally different from my teachers at the university. We care more about the learners, their language development, and the requirements for the tests from English Cambridge. For that reason, pedagogical competence is like a soft skill for teachers to do the better job in their teaching. Without it, learners may not want to study with us. [VA09Y]

Pedagogical competence is not learned but acquired or emancipated by the teachers’ own levels of teaching experience. I need this competence for my teaching, my preparation, my methods to work with children, my ways to share with them or guide them in their learning, and my reactions during the class activities. [VA11T]

Pedagogical competence has become the new strength of EFL teachers in Vietnam and has turned out to be one of the criteria for recruitment in private sectors. It is also compatible with Newby (2012) for the purposes of making didactic competencies explicit and transparent. This competence allows teachers to be able to organize lessons, solve problems, design activities,

be flexible and creative in many situations, understand the learners, nurture their language improvement, inspire the learners, involve all no matter their ability, and be a good listener in the classroom.

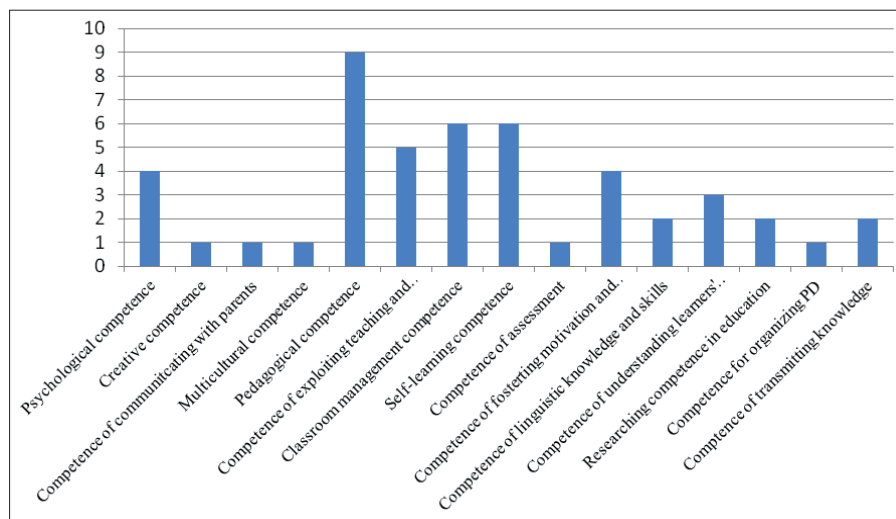


Figure 2. The important competences to Vietnamese EFL teachers

In Figure 2, it is interesting that Vietnamese EFL teachers identified (1) competence of assessment, (2) creative competence, (3) competence of communicating with parents, (4) multicultural competence, and (5) competence of organizing PD (professional development) as the least important competencies in their teaching. It is unexplainable that the teachers do not really pay attention to the CEFR although their learners exams organized by Cambridge English Language Assessment which are based on the Framework. Out of 13 responses, only three of the answers mentioned the six levels of English proficiency as described in CEFR while the rest could not give the appropriate notions. This finding is also compatible with the data from the interviews.

### **The competence of being humorous in the classroom**

This competence of being humorous in the classroom is not documented in any TESOL guidelines or the CEFR features or requirements. However, Vietnamese EFL teachers add this unfamiliar competence to the CEFR principles for language teaching and learning.

This competence seems at odds with language teaching in the traditions of Vietnamese education where the teachers are the transmitter of the language knowledge and evaluation goes through the system of principles in *banking education* (Freire, 2005). In that context, there is usually one way of communication and teaching. No humorous contents or acts should be involved. However, in the current trends of English teaching with the massive influence of the CEFR, the philosophy should be changed. The research participants believed that the learners can learn and develop their language skills through interaction (Barnes, 1976). A sense of humor in the language classroom may encourage them to learn more effectively. This idea has been confirmed by all 13 interviewees. They have all tried to bring fun moments to their classroom. These humorous acts could be from the teachers' teaching, the exaggeration of something happening in the class, the activities, and even the teachers' intentional ideas for making the class fun. The reasons for bringing humor to their classroom can be found in the following opinions:

My learners usually laugh in the class. They sometimes laugh at their friends' ideas, my different use of language, my voice, or even some fun things from the lessons. [VA15M]

I think I make the class laugh and learn. I sometimes prepare with attention the humorous moment for them and act for them to be fun. [VA04N]

Sometimes when the lessons are too difficult or boring, I organized some relax minutes to the class. I use my facial expression or my voice to create something fun for them and then we continue the lessons. It always works better everytime. [VN28D]

Although this competence was classified important by all research participants through the interviews, no signal was found from the survey. The open question was included but no answers were collected. This discrepancy illustrates the possible values of different methods of data collection so that one type of data would support or contribute to the missing parts of the other. In other words, the competence of being humorous in the language classroom is unexpectedly important because it may contribute to the process of language teaching and learning.



## The competence for making changes

Another competence not discussed in CEFR, but as important as an urgent call for any Vietnamese EFL teachers, is the competence of making changes. Making changes was meant to reflect the teachers' ability to renovate their teaching, accept new facts and ideas, incorporate new trends, apply alternatives in every new lesson, or *transcend themselves in every new lesson of their teaching* (Biesta, 2013). Again, all the interviewees expressed their viewpoints about the ability to make changes in their teaching. They tried to convince the author that their teaching tendency has been modified from less teacher-talking to more learners-talking or learning. All participants highlighted this change as one of the vital competencies for a teacher of English in Vietnam in the era of information and fast technology transformation.

The participants nominated the roles of the ability to change or to make changes in teaching languages in accordance to the new demands of the society. The teachers with an open mind would be able to accept or be tolerant with different ideas or confrontations. From that, they can learn more, try more ways of teaching, discuss or share their "ignorant ideas" (Ranciere, 1991) with colleagues or educators in other contexts, and "listen to understand"<sup>7</sup> the learners' capacity easier. One of the interviewees commented as follows:

Any good teachers of English, regarding of any official standards and tested qualifications, should be aware of the competence of changing or making changes. Without this competence, teaching becomes harder, the lessons become less interesting, and the learners become more boring [VA26K]

Making changes would be limited to the changes in how the teacher understands what language competence means, its sources, and its properties; how the teachers would design, teach, and reflect in every lesson; how the teachers would like to be different or give alternative teaching with or without the aids of educational tools such as computer-assisted tools, applications for learning, TED education, google and so on; and how they added diversity to learners' learning in every lesson. In fact, the data from the interviews revealed that the teachers in this research site would like to share their openness and their competence of changing or making changes for themselves and for their careers as language instructors.

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<sup>7</sup> The ability to observe, to care, to listen, and to nurture for understanding the learners

## Conclusions

An obvious limitation of the study is a small amount of participants, i.e. only 13 Vietnamese EFL teachers from a private education sector. Consequently, the results may not be representative of all EFL teachers in the Vietnamese educational system. However, the new ideas of the teachers in the research context have revealed some new trends of the CEFR requirements in this country. The CEFR requires some sort of competences for the teachers and learners to use as references for their teaching and learning. The Vietnamese government has some official standards for EFL teachers, but they are usually different from the descriptors in the CEFR.

The findings in this research have shown that more attention should be paid to enhance teachers' essential capacity to fulfill the requirements and standards in the CEFR.

Competencies of EFL teachers not discussed in CEFR and useful in the context of Vietnam include pedagogical skills, the competence of being humorous and the competence of making changes.

However, the oddness of these perceptions was synthesized from experienced EFL teachers who have been teaching English to the learners targeting the mastery of different levels of the language from A1 to C2 in accordance with the CEFR. The values of these competences would foster the teachers to change their mind, their teaching, their lessons, their understandings, and even their approach or environment to be the new appropriate teachers for different type of today learners. In this research context, the competence of learning is always the most important one. They have urged themselves to learn from the learners, their colleagues, new teaching and learning materials and channels, new demands, new technology, and even the new facts in any future.

No matter how the Vietnamese government builds and operates the system of plurilingual testing, the teachers and the learners in the private educational sectors, like in this research, will always target the qualifications from the Council of Europe, the CEFR. For that reason, the teachers will always need a variety of competences plus those in this study.

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# A New Application of Raymond Padilla's Unfolding Matrix in Framing Qualitative Data and the Follow-Up Activities for Educational Research

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## Abstract

This article introduces the new application of Raymond Padilla's unfolding matrix in setting boundaries for postcollection qualitative data in educational research. It focuses on displaying the sample ways of using Padilla's technique to solve the common problems of qualitative research when the researcher may have collected unnecessary data or may have missed important data in certain research. Using the sample of a real educational research aims to illustrate how this technique is used and modified to be different from its original versions. This article would call for attention and be helpful to any researchers with qualitative data of similar research contexts and designs.

## Keywords

unfolding matrix, Padilla's unfolding matrix, technique for qualitative data, framing qualitative data, post-data collection

## What Is Already Known?

In qualitative research, researchers tend to design and make appropriate estimation for their samples, data, and how the data would be analyzed. The collected data in a research are usually framed before the completion of the collecting process. This protocol is popular and commonly used among the researchers.

## What This Paper Adds?

This paper adds a new solution for the case when the data collection turns to be too huge and exceeds the estimation before conducting the research. When the researchers collect a lot of data and the scale of these data exceeding all the possible slots. The researchers should find a way to frame the data so that they will not miss any pieces of information during the analysis process. The new application, described in this paper, would facilitate the process of framing data in the stage of post-collection data. The newbie researchers of qualitative methods would have one more option for their academic practices.

The inquiry of learning about Raymond Padilla's unfolding matrix arose during the stage of sorting and framing the collection of qualitative data for my doctoral studies. The problem was not estimated in the earlier stages until the collection of data reached over 62,000 words from interviews and feedback.

Regardless of the reliability and validity of the tools and assuming that research methods have been used correctly for that process, this huge collection created the needs for an essential way to set boundaries for answering the research questions and analyze these qualitative data.

At the time Padilla's<sup>1</sup> unfolding matrix was introduced, the challenges seemed to be resolved until mastering the process of self-studying and figured out how the unfolding matrix should be understood and applied to the current set of data. This technique was soon recognized to be good for qualitative acquisition and analyses (Padilla, 1994). However, the unfolding matrix is a technique for pre-data collection as described in Padilla's book chapter about it.

The new application of the unfolding matrix in this article is especially viable because the research leading to this technique has large qualitative data sets which contain enough data to

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complete a matrix. The reason is that if the data set is too small, it may not be possible to get a clear picture of the phenomenon under study. According to Padilla,

that's really the principle argument to be made for using the Unfolding Matrix for data collection: One can collect relevant data to saturation (assuming one knows the relevant categories before hand). In the case of using the Unfolding Matrix post data collection, and especially if the data set is small, there is the risk that the data set may not have saturated the relevant concepts sufficiently.<sup>2</sup>

For this case of having a lot of data, the technique of unfolding matrix would help the researcher limit and reduce the risks of collecting unnecessary data or missing important data.

Unless a reasonable boundary is established, the research runs a risk of collecting unnecessary data while possibly missing data that are essential to the research question. Padilla (1994, p. 273)

Aiming to use Padilla's unfolding matrix as a technique to grasp the data and analyze the research findings and discussions, I recognized that the collection of data had some common patterns to move on with the data analysis. Regarding the methods of data analysis, several levels of exploring the data can be applied. A wide range of qualitative data could be framed using Padilla's (1994) method to unfold the matrix into the boundaries of the raw data before the analysis process including, but not limiting to, those from interviews, documents, expectations, and reflection. These types of data can be synthesized in the general inductions from all data for analysis in the findings and discussions of each part of the whole research project. The purposes are to make in-depth interpretations of the found data in answering the questions about the research issues.

In order to describe how the notion of Padilla's unfolding matrix was used in my research, this article focuses on the practical application of data analysis with samples for similar inquiries in educational research. Since this writing is not genuinely a research article, but more as a descriptive paper for introducing and sampling how the unfolding matrix differed from its original version, let's assume that all the data are ready for setting the boundaries and analysis. The content of this article was mainly extracted and modified from the reports of my PhD studies.

## Sample Research for Data Analysis

A research sought to problematize significant learning in a university context from the perspectives of the international students on how professors teach and facilitate students' learning. The research focus was on interpreting the perspectives, learning, and teaching practices in relation to the teachers' orientations for student learning in accordance with Fink's six dimensions<sup>3</sup> of significant learning and professional development for both the teachers and pedagogical students.

This study is a mixed-type qualitative research with an empirical study and an action research (Kemmis, 1988, 2009; Kemmis & McTaggart, 1988; Zeni, 1998) using a multiple

design which aims to investigate the teachers' factors in facilitating students' learning and that from the practicum processes to formulate and problematize significant learning. According to Shank (2006), the concept of mixed methods in qualitative approach was involved in debating on quantitative methods for a long time. In many research contexts, the notion of mixing qualitative and quantitative methods could become controversial because some researchers utilized multiple interrelated methods aiming to cover the problem of one by another involving different types of tools and data (Denzin & Lincoln, 1994). However, the design of this research project was simply a qualitative research with mixed type of approaches in an empirical study and an action research. This design is theoretically supported by Merriam (1998, 2009) that qualitative research is used widely in various ways for conducting a qualitative inquiry. Since the lack of history to support the qualitative methodology in the seventies of the previous century, Howe and Eisenhart (1990) propose a set of standards when the proliferation of qualitative methods in educational research became a considerable controversy for the design and conduct of research.

The research interpreted the collected data from different research tools in two main research projects to problematize significant learning with the teachers' teaching orientations. The empirical research project investigated the teachers' orientations as the grounded notion from a prestudy in the data from 102 observing hours, nonstandardized interviews of three teachers, and eight interviewed international students. Different from the first research project, the action research focus was on the process of teaching modification from the teacher's side to facilitate students' significant learning through the practicum and the analysis of 45 students' expectations and 96 reflections about their learning in a specific course of classroom management for pedagogical students of English. The data collected were categorized, coded, and analyzed using Padilla's unfolding matrix. The explanations for the findings were combined with the existing data, theoretical backgrounds, and grounded theories of the research concepts.

The data in this research were analyzed using the technique of unfolding matrix (Padilla, 1994) for classifying the raw data into the set of boundaries to be relevant to the teachers' orientations and students' learning. After having these data in the unfolded matrices from all research tools, the data were synthesized using the deductive methods and then using the traditional method approach to writing the research findings which were separated from the sections for discussions (Burnard, Gill, Stewart, Treasure, & Chadwick, 2008).

In short, the study problematized students' learning through the study of the teachers with their orientations in the job and how the learning process would be facilitated and students would be emancipated for their significant learning from the applicable notions of the taxonomy of significant learning (Fink, 2002, 2003). The data from this study will be used as the samples for describing the applications of Padilla's unfolding matrix in the cases of analyzing interviews and reflections.

## Sample Application of Using Padilla's Unfolding Matrix With Data From Interviews

This part describes the ways the patterns were searched within the data for analysis and interprets the data. During the process, the guides of the unfolding matrix were applied to classify the data into different orientations of the teachers who facilitated students' learning. According to the grounded theory in the prestudy<sup>4</sup> for the definitions of the teachers with six orientations, the data of this study including observations (not introduced in this article), interviews with teachers, and interviews with international students were classified into six orientations. During the process of unfolding matrix, if the patterns were found unrelated to these orientations but important for answering the research question, they would be analyzed in the session beyond the orientations.

Prior to the explanation and description of the whole process, a brief numbered proposed or possible steps in detail can be generalized as follows:

*Step 0:* Read, learn, and understand how and the reasons why to create the matrix for framing data in qualitative analysis.

*Step 1:* Design the matrix forms relevant to your types and scales of data.

*Step 2:* Carefully and systematically code the data so that no information will be missed after the framing process; when a piece of data seems to be irrelevant, it is possible to retrieve the original messages from the whole set of data. Taking notes of all codes and possible explanation during the coding process that would be very important for the clarification in the methods of analysis in any reports later.

*Step 3:* Read the data from each tool one by one, code each piece of data relevant to the research inquiries into the appropriate folder in the matrix until each relevant data from all tools are quoted and coded in a specific place in the matrix.

*Step 4:* Read the matrix with coded quotes from the data and analyze and draw out some patterns from different sets of data. The pattern will be about the same type of answers or information that different sources of data give in the research. For example, the answers of different types of participants about their schools. From these patterns, the findings will be available.

*Step 5<sup>+</sup>:* In case the data are still huge after seeing the patterns from the unfolding matrix, *a new process of Steps 1 to 4* should be repeated for each pattern to figure out smaller patterns. This step will help the researchers to narrow again the data for analysis as in Figure 1 for the data mining process.

I first designed matrix forms to unfold during the process of capturing the relevant data (Padilla, 1994). The empty matrix form is given in Table 1.

As with Table 1, the data relevant to the teachers' communication orientation were first captured, coded, and then put into the parallel column of coded extracts. When all data from all research tools were completely captured and sorted into the (1) communication orientation, the same process was done for the next orientation of expertise (2). The same method was used for capturing, coding, and extracting to the column in the matrix until it unfolded to the last data. Then, the same procedures and steps were repeated for (3) student orientation, (4) teaching orientation, (5) professional orientation, and (6) personal orientation.

The coding method for the data of interviews used in the unfolding matrix is given in Table 2.

From Table 2, every extract displaying in this session could be tracked for its source in the set of raw data. In fact, it could be understood that the extracts from applying the technique of unfolding matrix were also raw data but found within the boundaries to answer the research question. In this case, these classified data were unfolded to find the ways on how the teachers facilitated students' learning in analyzing them with the orientations. Therefore, the patterns from each teacher's orientation were synthesized for the findings and further discussions.

In order to clarify how the coding system was applied for extracting relevant data into the unfolding matrix of Padilla, Table 3 displayed some samples from each orientation with each type of data from different groups of respondents.

The next step after unfolding the data into the matrices was to carefully analyze and find the patterns among these raw data from both students and the teachers.

The completed matrices and supplementary data represent the raw data which then are subjected to careful analysis. (Padilla, 1994, p. 280)

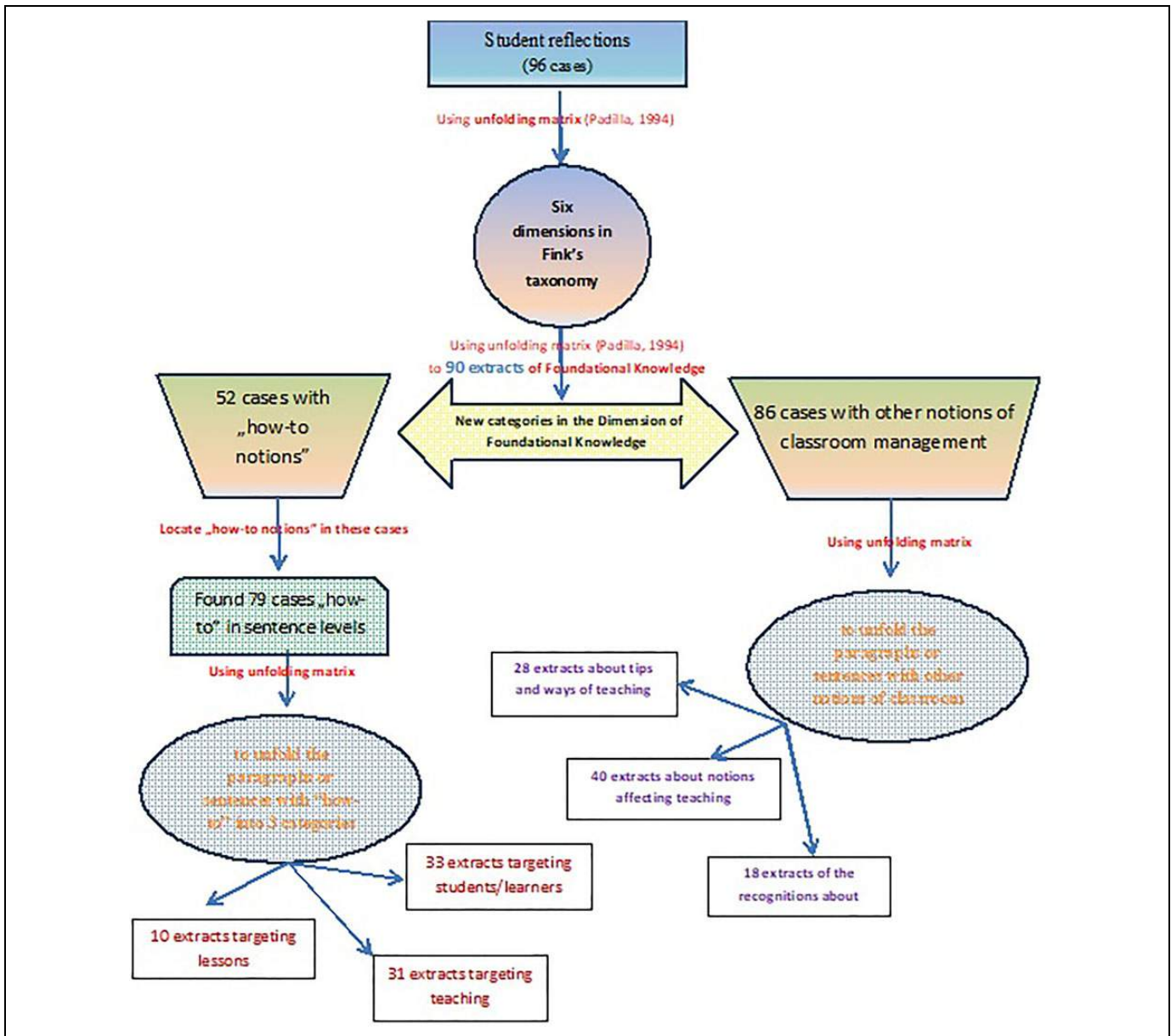
Some extracts from these matrices could be removed or used as the extracts in the main report after the process of synthesis and interpretation of the patterns among all research tools.

## Another Application of Padilla's Unfolding Matrix to Students' Reflections and One Special Method of Analysis

I applied two different ways to analyze the data from student reflections. *The first way* was applying Padilla's technique of unfolding matrix as the above descriptions of how to set the boundaries to the data, unfold the raw data to Fink's taxonomy,<sup>5</sup> and then analyzing the patterns found from each dimension of significant learning. The finding from this method of analysis was presented after the section of general information about student reflections.

*The second way* to analyze the word used in students' reflections was the application of discourse analysis.<sup>6</sup> It was done simply from the surface level of words in the reflections before checking the issues of semantics using the first way of unfolding matrix. For the first step, the frequency of words in all 96





**Figure 1.** Data mining process for the dimension of foundational knowledge. Professor Raymond Padilla commented on the author's idea about this Figure in his e-mail dated December 14, 2016, as "I like the way that you displayed your research in Figure 1."

**Table 1.** Empty Unfolding Matrix.

Teachers' and Students' Orientation	Coded Extracts From Data of Interviewed Teachers	Coded Extracts From Data of Interviewed Students
The communication orientation	↓	↓

cases was analyzed. Then, all these words were grouped into different categories of (1) the objects in classroom management, (2) the notions of what they learned, (3) the degree of satisfaction about the lessons, and (4) the negative awareness. The counted words were classified into these four categories

for analysis. Since the purposes of learning from student reflections were mainly for the modifications to teach better, in the next step, all the cases with negative awareness were carefully analyzed. All the words within the categories of negative awareness were used as a link to locate the extracts containing them.

After setting the boundaries of raw reflections in terms of extracts using unfolding matrix of relevant research questions, these found extracts with negative words inside the sentences containing that word were analyzed using Atlas.ti (version 7.5.12) to categorize into different codes and filter for quotations.<sup>7</sup> Although these quotations embedded the negative words, it could be the situations of (1) a double negation, (2) a way of emphasis using negations, or (3) the real negative



**Table 2.** Description of Codes for the Data of Interviews.

Code for Type of Respondent	Code for Respondent	Code for the Teachers' Orientation	Number of the Order of Found Data
Teacher = T Student = S	For teachers: Alisa = A Rolex = R Pike = P For students: P = P L = L A = A T = T M = M m = m K = K	Communication orientation = D Expertise orientation = A Student orientation = C Teaching orientation = B Professional orientation = F Personal orientation = E	The codes of each extract start with 1 and continue until it is not possible to find relevant data to unfold the matrix.  Data from interviewing students are numbered continuously from that of the teachers. Both of them separately started from 1.

**Table 3.** The Samples of Coded Extracts.

Code	Samples	Original Sources
TPD01	Sometimes I hear some complaints, when students complaining about teaching at the university . . . I like to take everything to myself, like they say for examples, that you teach about the activation, how to activate students that we should activate students in order for them to learn but the main way you provide teaching is that you talk and we listen, and sometimes say "oh" . . .	T = interview of teacher P = ideas of Pike D = communication orientation 01 = this is the first extract found that is relevant to the orientation
TRA158	My kind of the first experience of teaching . . . , it has started in my high school where my friends who like, stereotype of the best students. He has always to be the best students but a total failure in term of the language and English . . . . And automatically, I became his teacher.	T = interview of teacher R = ideas of Rolex A = Expertise orientation 158 = this is 158th extract found that is relevant to the orientation
SmD84	The class is much better at this university because the groups are smaller and smaller than in Spain. Like in my university, you can find a class with 80 students for only 1 teacher. This is teachers only speak, we tell you this with pleasure. In Spain, the teachers only speak and after we write the notes . . . ok, the teachers ask "do you understand it?", yes, yes. But here not that, it is much better students, you can speak more with the teachers, it is like a bit more personal here. In the end of the course, of course, it is much better.	S = Interview of student m = ideas of a student with the pseudo name as m D = communication orientation 84 = this is 84th extract found that is relevant to the orientation
SLD03	I think it is really a good way of learning that asking the student, to talk about the subjects and think about a way of realizing something and bringing our own experiences. Our thoughts that one subject, we work in groups and that is very constructive, I think.	S = Interview of student L = ideas of a student with pseudo name as L D = communication orientation 03 = this is 3rd extract found that is relevant to the orientation
TAA35	And so, but I really enjoy having contacts with people and that's a job to give you an opportunity, you discuss things, you meet people and I also think that you know, sharing the knowledge you have, it gives me a lot of pleasure. When you see some students that come here, they are interested in getting some knowledge and you can share it with them, and they can really [really] get interested in what you are teaching them. This is real, it gives you a lot of satisfaction. It's not just about what you know, giving information and then make it a test, it's like looking for the passion and at least a few of them get this passion that they really get interested in motivating teaching, that's really inspired.	T = interview of teacher A = ideas of Alisa A = expertise orientation 35 = this is the 35th extract that is found relevant to orientation
TAC71	Nowadays students are more interested in practical information that helps them have practical skills. They are not interested in knowledge or wisdom per se but they want practical skills that they use for their job for earning money. They are less interested in developing consciousness or philosophy knowledge. They want something useful.	T = interview of teacher A = ideas of Alisa C = student orientation 71 = this is the 71st extract found that is relevant to orientation
SMC42	They have to find a way to teach children that in their way that children are more, they have more interests to learn, something that the teachers teach them. So, when a child goes to school and teachers only talk and you say that they have to study, what in the books, they are good and they are not motivated so they lose the interests. Because children have a lot of interests to learn new things and the teachers have to potentiate them to learning.	S = Interview of student M = ideas of a student with pseudo name as M C = student orientation 42 = this is the 42nd extract found that is relevant to the orientation

**Table 3.** (continued)

Code	Samples	Original Sources
TRF89	Laziness, the higher ranked of the teacher, the more laziness. I wouldn't expect . . . I have no comment because comments may reduce my competence, especially your competence.	<b>T</b> = interview of teacher <b>R</b> = ideas of Rolex <b>F</b> = professional orientation <b>89</b> = this is the 89th extract found that is relevant to the orientation
SKB65	In some classes we have in Spain, the teacher is giving the class, . . . he does not move much, running with us . . . , but not in all classes. Depending on the teachers, the teaching methods are different. In Spain we have two types of classes, I is theoretical and one I practical. And for those with practical, teachers are much like those in Poland, close to students. But in theoretical type, they only talk and we take notes.	<b>S</b> = Interview of student <b>K</b> = ideas of a student with pseudo name as K <b>B</b> = teaching orientation <b>65</b> = this is the 65th extract found that is relevant to the orientation
TAE96	No one is objective when he or she has to judge him or herself. I hope I am a good teacher and I try to be a good teacher but it's only my students who can tell you the truth.	<b>T</b> = interview of teacher <b>A</b> = ideas of Alisa <b>E</b> = personal orientation <b>96</b> = this is the 96th extract found that is relevant to orientation

**Table 4.** Description of Codes for the Data of Interviews and Sample Interpretation.

Code for Type of Respondent and Type of Data	Code for Negative Signals From Students' Reflections	Number of Collected Cases	Additional Division of Extracts
Student = S Reflection = R	Negatives = N	The number is associated with the series from 1 to 96 for cases of students' reflections	In Case 1, abstract with negative signals can be classified in some other patterns, that extract will be divided into smaller ones with the same code + a/b/c/d . . .
Code	Samples	Original source	
SRN11	You made that now people are not afraid to judge and express their opinions. Each of us had to engage in these activities. I think that this course was useful.	S = students R = Reflection N = from the analysis of negative signals 11 = the order of student reflection	
SRN61	It is different from the other courses because we are needed to act as a real teacher and we can see what sort of things we have to correct, to do not make these mistakes in front of our future students.	S = students R = reflection N = from the analysis of negative signals 61 = the order of student reflection	
SRN9	It was demanding course, we have not been sitting and doing nothing. Every lesson we made projects in group or individual. I was not expecting that, for me it was little challenge to understand what you (teachers) says because of different in accent.	S = students R = reflection N = from the analysis of negative signals 9 = the order of student reflection	

reflections. Among these, the next step in my way of analysis was to focus on these real negative reflections to study the meanings of the extracts so as to learn and plan for some modifications about the coming teaching courses.

During the analysis process, a similar system of codes was used to indicate the extracts that were analyzed with negative signals. The samples are given in Table 4.

I have to clarify that this way of analyzing the data from student reflection with negative signals was totally separated from the methods of data analysis in accordance with Fink's taxonomy. It could be simply seen that the same data of students' reflections were analyzed by two different ways for other aspects of looking at the data.

A different special way of analysis was applied to analyze the dimension of foundational knowledge from student reflections because this dimension was unfolded with a large quantity of data. Ninety extracts were found relevant to this dimension which needed a special way for analysis. The data mining approach was applied to find the data patterns in it. Data mining approach was the way for a researcher to divide the data into smaller categories prior to analysis. This dimension was grouped into two smaller categories of those with "how-to" notions and those without "how-to." Similar to Padilla's unfolding matrix, a loop of classifying data<sup>8</sup> into smaller groups was used before naming any patterns for analysis. The data mining which was applied to the extracts in the dimension of foundational knowledge could be display in Figure 1.

It can be seen from Figure 1 that Padilla's technique of unfolding matrix was used in a loop of at least 4 times for this dimension of foundational knowledge. The scale of data was large and complicated because the distinction among the knowledge in this course of classroom management was vague. It was complicated because the skills of managing the class could also be classified as the foundational knowledge. The skills could be understood and interpreted into both the dimensions of application and foundational knowledge because the contents of the courses involved practical and applicable aspects of each element in the lessons.

## Conclusions

This application to the process of analyzing the data raised the aforementioned awareness about how the researchers ensure their data are not missed or irrelevant to the main research issues. It was not to be used to compare with Raymond Padilla's unfolding matrix or any other process in framing qualitative data in the pre- or post-data collection. It is just newly applied for a specific research with large sets of data, a new application of framing huge qualitative data derived from Padilla (1994). This article introduces not only how the process has been used, but also how the follow-up activities for educational research have been modified from a certain research to introduce how this technique can be used differently. In addition, even when experienced researchers mastered and did not have problems with the technique of unfolding matrix for their data collection and analysis, the clarification and examples of how these extracted data found and displayed in the matrices can be coded and used in the main reports have possibly become a quest for new researchers. As a result, this technique of unfolding matrix has been used in different ways for the concentration of relevant data. It can be used at the levels of meanings with manual selection of data and technical recognitions with current software for qualitative data analysis. This technique of Padilla could be expanded to a loop of different repetition processes until the researchers could locate important extracts of their data.

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## Notes

1. Raymond V. Padilla (born in 1944 in Mexico) is currently a Professor Emeritus in the University of Texas, USA.
2. Professor Raymond Padilla's opinions about the unfolding matrix using differently in stages of pre- and post-data collection sent the author's e-mail dated December 14, 2016.

3. **"The dimension of foundational knowledge** provides a basic understanding and subjectspecific information that students need from their learning courses. Understanding and remembering some basic information and ideas refer to students' basic learning ability and it is also popular in much research and perspectives about learning. **The dimension of application** refers to the opportunities that learners have to apply what they have learned and turned it into action. The application requires students to engage in various kinds of thinking skills and conditions created for these skills to be developed. **The dimension of integration** shows the students' ability which is facilitated to make connections between their learning and experiences or other forms of studies. Understanding and seeing connections between things or what they have learned and what happened or existed in the reality allow them to develop skills of linking knowledge, ideas, and experiences. These notions later possible create a new form of power and eagerness for their learning. **The human dimension** allows learners to consider learning in their own living context or others and learning about self and factors for interacting effectively with people surrounding them. It allows students to be informed about the human significance which develops their new vision what they want to become and who they want to be. **The dimension of caring** encourages learners to care about learning experiences which develop some new feelings and interests for them to care and be curious about. This caring and curiosity lead them to a new type of power for significant learning to happen. Finally, **the dimension of learning how to learn** is used in this study to be 'the dimension of learning how to teach' because students learn to develop competencies as teachers. It offers learners an opportunity to gain knowledge about teaching and learning to teach so that they can become better students of learning to become a better future teacher. This dimension helps a learner to become agents, self-engaged, self-directed, and a self-reflective student" (Nguyễn, 2017, p. 4).
4. A prestudy was used with the method of grounded theory for the teachers' teaching orientation. The result of this prestudy was reported in an international conference in Poland (2015) and published in an academic collection in 2016.
5. "Fink's taxonomy was developed with an attempt to improve students' learning in academic (foundational knowledge, application, and integration) and personal growth (human dimension, caring, and learning how to learn). This Fink's taxonomy of significant learning is 'relational and interactive' and it contributes to learning in a different synergistic view. As long as a course is designed with the teachers' attention and alignment with the Fink's taxonomy, it will help students engage in significant learning. With a full set of dimensions, the teachers possibly meet the goals to facilitate students' achievements" (Nguyễn, 2017, p. 4).
6. Language phenomena plus meaning at and above the sentence levels.
7. Categorizing different codes can be understood as a version of unfolding matrix; however, Atlas.ti was used at this follow-up stage because of the purposes of finding extracts with similar word usages automatically. Atlas.ti was applied to save time for the mechanical unfolding matrix to save time for reading and classifying in larger data with "reading between the lines."
8. This loop for data mining was generated from the application of Padilla's unfolding matrix in different steps and repetition of the techniques to narrow the data to relevant focus and analysis.

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**QUYẾT ĐỊNH**

**Về việc thành lập Hội đồng đánh giá nghiệm thu cấp Bộ  
đề tài khoa học và công nghệ cấp Bộ**

**BỘ TRƯỞNG BỘ GIÁO DỤC VÀ ĐÀO TẠO**

Căn cứ Nghị định số 123/2016/NĐ-CP ngày 01/9/2016 của Chính phủ quy định chức năng, nhiệm vụ, quyền hạn và cơ cấu tổ chức của Bộ, cơ quan ngang Bộ;

Căn cứ Nghị định số 32/2008/NĐ-CP ngày 19/3/2008 của Chính phủ quy định chức năng, nhiệm vụ, quyền hạn và cơ cấu tổ chức của Bộ Giáo dục và Đào tạo;

Căn cứ Nghị định số 08/2014/NĐ-CP ngày 27/01/2014 của Chính phủ quy định chi tiết thi hành một số điều của Luật Khoa học và Công nghệ;

Căn cứ Thông tư số 11/2016/TT-BGDĐT ngày 11/4/2016 của Bộ trưởng Bộ Giáo dục và Đào tạo quy định về quản lý đề tài khoa học và công nghệ cấp Bộ của Bộ Giáo dục và Đào tạo;

Xét đề nghị của Hiệu trưởng Trường Đại học Cần Thơ, Vụ trưởng Vụ Khoa học, Công nghệ và Môi trường,

**QUYẾT ĐỊNH:**

**Điều 1.** Thành lập Hội đồng đánh giá nghiệm thu cấp Bộ đề tài khoa học và công nghệ cấp Bộ “*Phát triển năng lực nghiên cứu về khoa học giáo dục của các trường, khoa sư phạm vùng Đồng bằng Sông Cửu Long*”, Mã số B2013-16-21 do **TS. Trịnh Quốc Lập** làm chủ nhiệm, Trường Đại học Cần Thơ là cơ quan chủ trì. Hội đồng gồm các thành viên trong danh sách kèm theo.

**Điều 2.** Hội đồng có nhiệm vụ đánh giá nghiệm thu đề tài theo các quy định tại Thông tư số 11/2016/TT-BGDĐT ngày 11/4/2016 của Bộ trưởng Bộ Giáo dục và Đào tạo ban hành Quy định về quản lý đề tài khoa học và công nghệ cấp Bộ của Bộ Giáo dục và Đào tạo. Hội đồng tự giải thể sau khi hoàn thành nhiệm vụ.

**Điều 3.** Chánh Văn phòng, Vụ trưởng Vụ Khoa học, Công nghệ và Môi trường- Bộ Giáo dục và Đào tạo, Hiệu trưởng Trường Đại học Cần Thơ và các thành viên trong Hội đồng có trách nhiệm thi hành quyết định này.

**Nơi nhận:**

- Như Điều 3;
- Bộ Trưởng (để b/c);
- Lưu: VT, KHCNMT.

**KT. BỘ TRƯỞNG**

**THỨ TRƯỞNG**



Bùi Văn Ga

## **BỘ GIÁO DỤC VÀ ĐÀO TẠO**

### **DANH SÁCH THÀNH VIÊN HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU CẤP BỘ ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP BỘ**

Tên đề tài: *Phát triển năng lực nghiên cứu về khoa học giáo dục của các trường, khoa sư phạm vùng Đồng bằng Sông Cửu Long*

Mã số: *B2013-16-21*

Chủ nhiệm đề tài: *TS. Trịnh Quốc Lập*

*(Kèm theo Quyết định số 6240/QĐ-BGDĐT ngày 30 tháng 12 năm 2016)*

<b>TT</b>	<b>Họ và tên</b>	<b>Đơn vị công tác</b>	<b>Nhiệm vụ trong HĐ</b>
1	PGS.TS. Nguyễn Thị Hồng Nam	Trường Đại học Cần Thơ	Chủ tịch
2	TS. Phạm Phương Tâm	Trường Đại học Cần Thơ	Ủy viên Phản biện
3	TS. Lê Thị Thơ	Trường Cao đẳng nghề Cần Thơ	Ủy viên Phản biện
4	ThS. Trần Quang Vinh	Sở Giáo dục và Đào tạo tỉnh Đồng Tháp	Ủy viên
5	ThS. Bùi Thị Cao Nguyên	Trường Đại học Đồng Tháp	Ủy viên
6	ThS. Phan Văn Chí	Trường Đại học An Giang	Ủy viên
7	TS. Phương Hoàng Yến	Trường Đại học Cần Thơ	Ủy viên Thư ký

*(Danh sách gồm 07 thành viên)*



*Thư ký hành chính:*

- 1. PGS.TS. Lê Văn Khoa, Phòng Quản lý khoa học, Trường Đại học Cần Thơ.*
- 2. ThS. Nguyễn Phương Thảo, Phòng Quản lý khoa học, Trường Đại học Cần Thơ.*

Cần Thơ, ngày 10 tháng 02 năm 2017

**BIÊN BẢN HỌP HỘI ĐỒNG ĐÁNH GIÁ, NGHIỆM THU CẤP BỘ  
ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP BỘ**

1. Tên đề tài, mã số: Phát triển năng lực nghiên cứu về khoa học giáo dục của các trường, khoa sư phạm vùng Đồng bằng sông Cửu Long; B2013- 16-21
2. Chủ nhiệm đề tài: TS. Trịnh Quốc Lập
3. Tổ chức chủ trì: Trường Đại học Cần Thơ
4. Quyết định thành lập Hội đồng: 6240/QĐ-BGDĐT ngày 30/12/2016
5. Ngày họp: 10/02/2017
6. Địa điểm: Phòng họp Khoa Ngoại ngữ
7. Thành viên của Hội đồng: Tổng số: 07      có mặt: 07      vắng mặt: 0
8. Khách mời dự: 02
9. Kết luận và kiến nghị của Hội đồng:
  - 9.1. Về mức độ đáp ứng được yêu cầu số lượng, khối lượng sản phẩm theo Thuyết minh đề tài:
    - Đề tài đáp ứng tốt yêu cầu về số lượng, khối lượng sản phẩm theo Thuyết minh đề tài. Ngoại trừ trường hợp bài báo trong nước chỉ có 01 bài so với thuyết minh là 02, các sản phẩm còn lại đều vượt yêu cầu (03 sản phẩm so với thuyết minh là 02).
  - 9.2. Về chất lượng sản phẩm và giá trị khoa học, giá trị thực tiễn của các kết quả thực hiện đề tài:
    - Đề tài mang tính thời sự, rất thiết thực và đem lại nhiều thông tin rất hữu ích về tình hình nghiên cứu khoa học giáo dục của ba nhóm đối tượng (các nhà quản lý, giảng viên và sinh viên) thuộc các trường, khoa sư phạm vùng Đồng bằng sông Cửu Long.
    - Đề tài là nguồn tài liệu tham khảo quý giá cho các trường và khoa sư phạm trong khu vực.
    - Các sản phẩm khoa học của đề tài đều có chất lượng tốt, có giá trị cao về mặt khoa học và thực tiễn.
  - 9.3 Kết quả đánh giá xếp loại chung của đề tài:
    - a) Kết quả đánh giá, xếp loại của Hội đồng ở mức sau (đánh ✓ vào ô tương ứng):  
☐ Xuất sắc      ☒ Đạt      ☐ Không đạt
    - b) Phân luận giải của hội đồng về kết quả đánh giá, xếp loại (chọn ✓ vào ô tương ứng và luận giải):  
☐ Đề tài được xếp loại “Xuất sắc” bởi những lý do cụ thể dưới đây:  
☒ Đề tài được xếp loại “Đạt” bởi những lý do cụ thể dưới đây:
      - Đề tài được 100% thành viên nhất trí thống nhất mức Đạt.  
☐ Đề tài được xếp loại “Không đạt” bởi những lý do cụ thể dưới đây:
  - 9.4. Kiến nghị của Hội đồng:



a) Chủ nhiệm đề tài điều chỉnh, bổ sung và hoàn thiện báo cáo tổng kết, báo cáo tóm tắt ở những vấn đề sau (nếu có):

- Một số điều chỉnh nhỏ về mặt hình thức và biểu bảng.

b) Bộ Giáo dục và Đào tạo nghiệm thu các sản phẩm dưới đây:  
Danh mục sản phẩm khoa học đáp ứng được yêu cầu hợp đồng:

STT	Tên sản phẩm	Ghi chú
1	Bài báo trong nước	01
2	Bài báo quốc tế	03
3	Luận văn thạc sĩ	03

c) Chuyển giao, sử dụng kết quả thực hiện đề tài:

(nêu cụ thể cơ quan, địa chỉ áp dụng, sử dụng từng kết quả thực hiện đề tài)

- Chuyển giao kết quả đề tài đến các trường đại học, cao đẳng thuộc khu vực Đồng bằng sông Cửu Long.
- Kết quả đề tài có thể được mở rộng ứng dụng đến các đối tượng giáo viên trung học phổ thông thuộc khu vực ĐBSCL.

d) Công bố, xuất bản kết quả thực hiện đề tài:

- Đề nghị công bố, xuất bản kết quả thực hiện đề tài.

Biên bản họp Hội đồng được thông qua với sự thống nhất của các thành viên Hội đồng dự họp vào 17g ngày 10 tháng 02 năm 2017.

THƯ KÝ

Phương Hoàng Yến

CHỦ TỊCH HỘI ĐỒNG

Nguyễn Thị Hồng Nam

XÁC NHẬN CỦA BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TL. BỘ TRƯỞNG  
VỤ TRƯỞNG VỤ KHOA HỌC, CÔNG NGHỆ VÀ MÔI TRƯỜNG



VỤ TRƯỞNG VỤ KHOA HỌC CÔNG NGHỆ VÀ MT

Lê Trọng Hùng



**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC CẦN THƠ**

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**BẢN GIẢI TRÌNH HOÀN THIỆN HỒ SƠ ĐÁNH GIÁ,  
NGHIỆM THU CẤP BỘ ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP BỘ**

1. Tên đề tài: Phát triển năng lực về khoa học giáo dục cho các trường, khoa sư phạm vùng Đồng bằng sông Cửu Long
2. Mã số: B2013-16-21
3. Chủ nhiệm đề tài: TS.Trịnh Quốc Lập
4. Tổ chức chủ trì đề tài: Trường Đại học Cần Thơ
5. Quyết định nghiệm thu: 6240/QĐ-BGD ngày 30/12/2016
6. Giải trình hoàn thiện hồ sơ: Theo kiến nghị của hội đồng nghiệm thu đề tài ngày 10/2/2017, nhóm nghiên cứu đã hoàn thành các công việc sau:
  - Nhóm nghiên cứu đã điều chỉnh bảng cung cấp thông tin các chữ viết tắt.
  - Trong phần mở đầu, nhằm làm nổi bật phần tổng quan tài liệu, lịch sử vấn đề, tại mục 7.3, các trang 10,11 và 12, nhóm nghiên cứu đã điều chỉnh và lược bỏ bớt những số liệu thống kê. Một số số liệu thống kê đã được chuyển sang chương 2 (phần thực trạng)
  - Các bảng biểu thể hiện nhóm đối tượng tham gia nghiên cứu đã được trình bày rõ hơn (trang 40).
  - Đã điều chỉnh các lỗi đánh máy nhằm giữa cán bộ quản lý và giảng viên tại các trang 41 và 42.
  - Các biện pháp tại các trang 68, 71,75) nhằm nâng cao năng lực nghiên cứu về khoa học giáo dục cho sinh viên, giảng viên và cán bộ quản lý đã được điều chỉnh cho ngắn gọn, ý nghĩa.
  - Các kiến nghị, đề xuất được trình bày từ trang 88 đã được cân nhắc và điều chỉnh phù hợp và đảm bảo tính thiết thực hơn.

- Nhóm nghiên cứu đã đọc lại bản báo cáo kết quả nghiên cứu và chỉnh sửa các lỗi sai về đánh máy và hình thức như số thứ tự các tiêu mục, phân đoạn
- Các mẫu biểu báo cáo kết quả nghiên cứu đã được giải thích rõ hơn.

**Ý kiến của Chủ tịch Hội đồng  
đánh giá, nghiệm thu cấp bộ**  
(Ký và họ tên)

*21/4*

*Nguyễn Thị Hồng Nhung*

**Xác nhận của tổ chức  
chủ trì**  
(Ký, họ tên, đóng dấu)



**Hà Thanh Toàn**

**Chủ nhiệm đề tài**  
(Ký và họ tên)

*Trịnh Quốc Lập*

**Trịnh Quốc Lập**

BỘ GIÁO DỤC VÀ ĐÀO TẠO CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
TRƯỜNG ĐẠI HỌC CẦN THƠ Độc lập – Tự do – Hạnh phúc

Số: 5342/QĐ-ĐHCT

Cần Thơ, ngày 06 tháng 12 năm 2016

**QUYẾT ĐỊNH**

**Về việc thành lập Hội đồng đánh giá nghiệm thu  
đề tài khoa học và công nghệ cấp Trường**

**HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Điều 11, Chương II của Điều lệ Trường đại học ban hành kèm theo Quyết định số 70/2014/QĐ-TTg ngày 10/12/2014 của Thủ tướng Chính phủ quy định về quyền hạn và trách nhiệm của hiệu trưởng trường đại học;

Căn cứ quyết định số 144/QĐ-ĐHCT ngày 19 tháng 01 năm 2016 của Hiệu Trưởng Trường Đại học Cần Thơ về việc ban hành Quy định quản lý nhiệm vụ Khoa học và Công nghệ Trường Đại học Cần Thơ;

Xét đề nghị của Trường phòng Quản lý Khoa học – Trường Đại học Cần Thơ,

**QUYẾT ĐỊNH:**

**Điều 1.** Thành lập Hội đồng Khoa học – Công nghệ cấp Trường để đánh giá và nghiệm thu đề tài cấp Trường: “**Tìm hiểu thực trạng và đề xuất giải pháp đẩy mạnh hoạt động nghiên cứu khoa học cho giảng viên tiếng Anh tại Trường Đại học Cần Thơ**”, mã số: T2016-50 do TS. Phương Hoàng Yên làm chủ nhiệm đề tài. Hội đồng gồm các thành viên trong danh sách kèm theo.

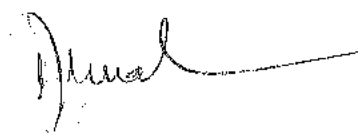
**Điều 2.** Hội đồng có nhiệm vụ đánh giá nghiệm thu đề tài trong vòng 30 ngày kể từ ngày ký Quyết định và chịu trách nhiệm về kết quả đánh giá của mình. Hội đồng tự giải thể sau khi hoàn thành nhiệm vụ.

**Điều 3.** Trường Phòng Quản lý Khoa học, Trường Khoa Ngoại ngữ, các thành viên Hội đồng và chủ nhiệm đề tài chịu trách nhiệm thi hành quyết định này.

*Nơi nhận:*

- Như điều 3;
- Lưu: VT, QLKH.

**KT. HIỆU TRƯỞNG  
PHÓ HIỆU TRƯỞNG**

  
**Lê Việt Dũng**

BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC CẦN THƠ

**DANH SÁCH THÀNH VIÊN HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP TRƯỜNG**

Tên đề tài: **Tìm hiểu thực trạng và đề xuất giải pháp đẩy mạnh hoạt động  
nghiên cứu khoa học cho giảng viên tiếng Anh  
tại Trường Đại học Cần Thơ**

Mã số: **T2016-50**

Chủ nhiệm đề tài: **TS. Phương Hoàng Yến**

(Kèm theo quyết định số: 5392/QĐ-ĐHCT ngày 06 tháng 12 năm 2016)

1. TS. Trần Văn Lự

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Chủ tịch

2. TS. Thái Công Dân

Khoa Khoa học Xã hội và Nhân văn  
Trường Đại học Cần Thơ

Ủy viên – Phản biện

3. TS. Nguyễn Bửu Huân

Trung tâm Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên – Phản biện

4. TS. Lê Xuân Mai

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên

5. ThS. Huỳnh Minh Hiền

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên – Thư ký

(Danh sách gồm có 05 thành viên)

Thư ký hành chính:

ThS. Nguyễn Văn Tấn  
Trường Đại học Cần Thơ

Cần Thơ, ngày 12 tháng 12 năm 2016



**BIÊN BẢN HỌP HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP TRƯỜNG**  
(do Cán bộ thực hiện)

1. Tên đề tài, mã số: Tìm hiểu thực trạng và đề xuất giải pháp đẩy mạnh hoạt động nghiên cứu khoa học cho giảng viên tiếng Anh tại Trường Đại học Cần Thơ, mã số: T2016-50
2. Chủ nhiệm đề tài: **Phương Hoàng Yên**  
Đơn vị (Khoa/Viện): **Khoa Ngoại ngữ**
3. Quyết định thành lập Hội đồng: Số 5342/QĐ-ĐHCT ngày 06 tháng 12 năm 2016
4. Ngày họp: 12/12/2016
5. Địa điểm: Phòng họp Khoa Ngoại ngữ
6. Thành viên Hội đồng: Tổng số: 5      có mặt: 5      vắng mặt: 0
7. Khách mời dự: .....
8. Tổng số điểm: ..... 4.64 .....
9. Tổng số đầu điểm: ..... 05 .....
10. Điểm trung bình ban đầu: ..... 92.8 .....
11. Tổng số đầu điểm: 05      trong đó: + hợp lệ: ~~05~~ ; + không hợp lệ: 0
12. Tổng số điểm hợp lệ: ..... 4.64 .....
13. Điểm trung bình cuối cùng: ..... 92.8 .....
14. Kết luận và kiến nghị của Hội đồng:

- Các giá trị khoa học và ứng dụng:

\* Giá trị khoa học:

Góp phần khắc phục một số hạn chế trong việc thực hiện  
NCKH của GV tiếng Anh Trường ĐH CT.

\* Giá trị ứng dụng:

- Góp phần giúp Khoa Ngoại ngữ, Trường ĐHET và GV hiểu rõ thực trạng NCKH để từ đó có giải pháp tích cực trong các hoạt động NCKH.
- Ứng dụng tham khảo trong NCKH.
- Thông tin tới lãnh đạo để có phương thức thúc đẩy việc NCKH của GV tiếng Anh.

- Hiệu quả nghiên cứu:

\* Về giáo dục và đào tạo:

- Góp phần nâng cao cơ sở lý luận, năng lực NG, góp phần thúc đẩy việc tham gia các hoạt động NCKH của GV tiếng Anh.
- Các giải pháp cụ thể cho các cấp và đối tượng có liên quan.

\* Về kinh tế - xã hội:

- Góp phần thay đổi nhận thức, nâng cao hoạt động NCKH của GV tiếng Anh.

ĐC CẢ

Ý KHO

\* Phương thức chuyên giao kết quả nghiên cứu và địa chỉ ứng dụng:

Có khả năng ứng dụng cao trong việc xây dựng kế hoạch hoạt động NCKH của đơn vị.

- Các nội dung cần sửa chữa, bổ sung, hoàn chỉnh:

- Các hình trang 31-33 cần in rõ hơn.
- Xem lại format (font, size) tiếng Việt.
- Phần tóm tắt (Abstract, trang 4): cần định dạng theo qui định về trường. Lưu ý định dạng trích dẫn trật tự năm ở các trang 13, 16, 17, 19.
- Lưu ý định dạng trích dẫn theo trật tự ABC ở trang 29, 30.
- Các giả chưa đề cập thời gian đăng bài tạp chí quốc tế.

- Kiến nghị về khả năng áp dụng, chuyển giao kết quả nghiên cứu, địa chỉ ứng dụng:

- Tác giả chưa đề cập thời gian đăng bài tạp chí quốc tế  
- Tài liệu trong thư viện và trực tuyến

- Kiến nghị về khả năng phát triển của đề tài:

15. Xếp loại: Tốt

Ghi chú:

- > Xếp loại (theo điểm trung bình cuối cùng): Xuất sắc: 95-100 điểm; Tốt: 85-94 điểm; Khá: 70-84 điểm; Đạt: 50-69 điểm; Không đạt: < 50 điểm
- > Điểm của thành viên hội đồng chênh lệch > 15 điểm so với điểm trung bình ban đầu coi là điểm không hợp lệ và không được tính vào tổng số điểm hợp lệ.

Chủ tịch hội đồng

Trần Văn Lợi

Thư ký

Huỳnh Minh Hiền

XÁC NHẬN CỦA TRƯỜNG ĐẠI HỌC CẦN THƠ  
TL. HIỆU TRƯỞNG  
TRƯỞNG PHÒNG QUẢN LÝ KHOA HỌC

18/06/2019



Số: 116 /QĐ-ĐHCT

Cần Thơ, ngày 30 tháng 8 năm 2017

### **QUYẾT ĐỊNH**

**Về việc thành lập Hội đồng đánh giá nghiệm thu  
đề tài khoa học và công nghệ cấp Trường**

### **HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Điều 11, Chương II của Điều lệ Trường đại học ban hành kèm theo Quyết định số 70/2014/QĐ-TTg ngày 10/12/2014 của Thủ tướng Chính phủ quy định về quyền hạn và trách nhiệm của hiệu trưởng trường đại học;

Căn cứ quyết định số 144/QĐ-ĐHCT ngày 19 tháng 01 năm 2016 của Hiệu trưởng Trường Đại học Cần Thơ về việc ban hành Quy định quản lý nhiệm vụ Khoa học và Công nghệ Trường Đại học Cần Thơ;

Xét đề nghị của Trưởng phòng Quản lý Khoa học – Trường Đại học Cần Thơ,

### **QUYẾT ĐỊNH:**

**Điều 1.** Thành lập Hội đồng Khoa học – Công nghệ cấp Trường để đánh giá và nghiệm thu đề tài cấp Trường: “**Hiệu quả của mô hình đào tạo tiếng Anh có ứng dụng dạy học dự án trong chương trình đào tạo ngành Sư phạm tiếng Anh**”, mã số: T2016-49 do TS. Nguyễn Văn Lợi làm chủ nhiệm đề tài. Hội đồng gồm các thành viên trong danh sách kèm theo.

**Điều 2.** Hội đồng có nhiệm vụ đánh giá nghiệm thu đề tài trong vòng 30 ngày kể từ ngày ký Quyết định và chịu trách nhiệm về kết quả đánh giá của mình. Hội đồng tự giải thể sau khi hoàn thành nhiệm vụ.

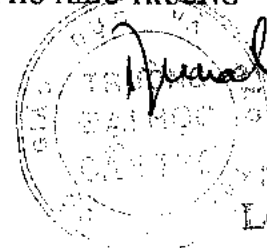
**Điều 3.** Trưởng Phòng Quản lý Khoa học, Trưởng Khoa Ngoại ngữ, các thành viên Hội đồng và chủ nhiệm đề tài chịu trách nhiệm thi hành quyết định này.

**Nơi nhận:**

- Như điều 3;
- Lưu: VT, QLKH.

HC HIỆU TRƯỞNG

PHÓ HIỆU TRƯỞNG



Lê Việt Dũng

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC CẦN THƠ**

**DANH SÁCH THÀNH VIÊN HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP TRƯỜNG**

Tên đề tài: **Hiệu quả của mô hình đào tạo tiếng Anh có ứng dụng dạy học dự án  
trong chương trình đào tạo ngành Sư phạm tiếng Anh**

Mã số: **T2016-49**

Chủ nhiệm đề tài: **TS. Nguyễn Văn Lợi**

(Kèm theo quyết định số: 956 /QĐ-ĐHCT ngày 30 tháng 5 năm 2017)

1. TS. Trần Văn Lụa

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ - Chủ tịch

2. TS. Nguyễn Bửu Huân

Trung tâm Ngoại ngữ  
Trường Đại học Cần Thơ Ủy viên – Phản biện

3. TS. Thái Công Dân

Khoa Khoa học Xã hội và Nhân văn  
Trường Đại học Cần Thơ Ủy viên – Phản biện

4. TS. Lê Xuân Mai

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ Ủy viên

5. ThS. Hồ Phương Thùy

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ Ủy viên – Thư ký

(Danh sách gồm có 05 thành viên)

Thư ký hành chính:

ThS. Nguyễn Văn Tấn  
Trường Đại học Cần Thơ

Cần Thơ, ngày 06 tháng 04 năm 2017

TRƯỜNG Đ/  
PHÒNG QUẢN

**BIÊN BẢN HỌP HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP TRƯỜNG**  
(do Cán bộ thực hiện)

1. Tên đề tài, mã số: Hiệu quả của mô hình đào tạo tiếng Anh  
cố gắng dạy học dựa trên chương trình  
đào tạo ngành Sư Phạm tiếng Anh 12016-49
2. Chủ nhiệm đề tài: Tiến sĩ Nguyễn Văn Lợi  
Đơn vị (Khoa/Viện): Khoa Ngoại ngữ Đại học Cần Thơ
3. Quyết định thành lập Hội đồng: Số 956/QĐ-ĐHCT ngày 30 tháng 03 năm 2017
4. Ngày họp: 06/04/2017
5. Địa điểm: Phòng họp Khoa Ngoại ngữ
6. Thành viên Hội đồng: Tổng số: 05 có mặt: 05 vắng mặt: 0
7. Khách mời dự: .....
8. Tổng số điểm: 450
9. Tổng số đầu điểm: 05
10. Điểm trung bình ban đầu: 90
11. Tổng số đầu điểm: 05 trong đó: + hợp lệ: 05 ; + không hợp lệ: .....
12. Tổng số điểm hợp lệ: 450
13. Điểm trung bình cuối cùng: 90
14. Kết luận và kiến nghị của Hội đồng:

- Các giá trị khoa học và ứng dụng:

\* Giá trị khoa học:

Thúc đẩy ứng dụng mô hình dạy học dựa trên  
để rèn luyện kỹ năng ngoại ngữ và kỹ năng mềm  
trong sinh viên

\* Giá trị ứng dụng:

Là tài liệu tham khảo hữu ích cho hoạt động  
đối với phương pháp dạy học ngoại ngữ nói chung  
và tiếng Anh nói riêng

- **Hiệu quả nghiên cứu:**

\* Về giáo dục và đào tạo:

Bổ sung nguồn tài liệu về đổi mới phương pháp giảng dạy, khuyến khích mô hình dạy học dự án

\* Về kinh tế - xã hội:

Góp phần nâng cao chất lượng dạy-học

\* Phương thức chuyển giao kết quả nghiên cứu và địa chỉ ứng dụng:

Có ứng dụng cao trong việc tổ chức các hoạt động dạy mạnh vai trò người học; là nguồn tham khảo trong phạm vi dạy học ngoài giờ.

- Các nội dung cần sửa chữa, bổ sung, hoàn chỉnh:

- Chính là một số lớn về định dạng, chính là
- Số ứng thêm bài tập để cân vào phục lực.

- Bổ sung thêm bài tập để ôn vào phục hồi.

**- Kiến nghị về khả năng áp dụng, chuyển giao kết quả nghiên cứu, địa chỉ ứng dụng:**

Tài liệu tham khảo cho thuê viên

- Kiến nghị về khả năng phát triển của đề tài:

Đề nghị nghiệm thu đề tài

15. Xếp loại: .....Tốt

**Ghi chú:**

- Xếp loại (theo điểm trung bình cuối cùng): Xuất sắc: 95-100 điểm; Tốt: 85-94 điểm; Khá: 70-84 điểm; Đạt: 50-69 điểm; Không đạt: < 50 điểm
- Điểm của thành viên hội đồng chênh lệch >15 điểm so với điểm trung bình ban đầu coi là điểm không hợp lệ và không được tính vào tổng số điểm hợp lệ.


➤ Điểm của thành viên hội đồng chênh lệch  $> 15$  điểm so với điểm trung bình ban đầu coi là điểm không hợp lệ và không được tính vào tổng số điểm hợp lệ.

**Chủ tịch hội đồng**

Thư ký

Trần Văn Lược

110 Phai Long Thang

XÁC NHẬN CỦA TRƯỜNG ĐẠI HỌC CẦN THƠ  
 TT. HIỆU TRƯỞNG   
 TRƯỞNG PHÒNG QUẢN LÝ KHOA HỌC

Chiều mẫu này là 0,5 ha

Lê Văn Khoa

Số: 429/QĐ-ĐHCT Cần Thơ, ngày 15 tháng 12 năm 2017

**QUYẾT ĐỊNH**  
**Về việc thành lập Hội đồng đánh giá nghiệm thu**  
**đề tài nghiên cứu khoa học cấp cơ sở**  
**(do cán bộ thực hiện)**

**HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Điều 11, Chương II của Điều lệ Trường đại học ban hành kèm theo Quyết định số 70/2014/QĐ-TTg ngày 10/12/2014 của Thủ tướng Chính phủ quy định về quyền hạn và trách nhiệm của hiệu trưởng trường đại học;

Căn cứ quyết định số 144/QĐ-ĐHCT ngày 19 tháng 01 năm 2016 của Hiệu Trưởng Trường Đại học Cần Thơ về việc ban hành Quy định quản lý nhiệm vụ Khoa học và Công nghệ Trường Đại học Cần Thơ;

Xét đề nghị của Trường phòng Quản lý Khoa học – Trường Đại học Cần Thơ,

**QUYẾT ĐỊNH:**

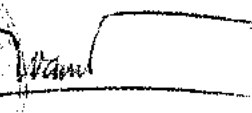

**Điều 1.** Thành lập Hội đồng Khoa học – Công nghệ cấp Trường để đánh giá và nghiệm thu đề tài: “Cải tiến chương trình tiếng Anh của các ngành Công nghệ Sinh học và Nuôi trồng Thủy sản tiên tiến tại Trường Đại học Cần Thơ”, mã số: T2017-46 do TS. Phương Hoàng Yến làm chủ nhiệm đề tài. Hội đồng gồm các thành viên trong danh sách kèm theo.

**Điều 2.** Hội đồng có nhiệm vụ đánh giá nghiệm thu đề tài trong vòng 30 ngày kể từ ngày ký Quyết định và chịu trách nhiệm về kết quả đánh giá của mình. Hội đồng tự giải thể sau khi hoàn thành nhiệm vụ.

**Điều 3.** Trường Phòng Quản lý Khoa học, Trường Khoa Ngoại ngữ, các thành viên Hội đồng và chủ nhiệm đề tài chịu trách nhiệm thi hành quyết định này.

**Nơi nhận:**

- Như điều 3;
- Lưu: VT, QLKH.

**HIỆU TRƯỞNG**  
  
  
Hà Thanh Toàn

BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC CẦN THƠ

**DANH SÁCH THÀNH VIÊN HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI NGHIÊN CỨU KHOA HỌC CẤP CƠ SỞ  
(do cán bộ thực hiện)**

Tên đề tài: **Cải tiến chương trình tiếng Anh của các ngành Công nghệ Sinh học  
và Nuôi trồng Thủy sản tiên tiến tại Trường Đại học Cần Thơ**

Mã số: **T2017-46**

Chủ nhiệm đề tài: **TS. Phương Hoàng Yến**

(Kèm theo quyết định số: 492/QĐ-ĐHCT ngày 15 tháng 12 năm 2017)

1. TS. Trần Văn Lụa

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Chủ tịch

2. TS. Thái Công Dân

Khoa Khoa học Xã hội và Nhân văn  
Trường Đại học Cần Thơ

Ủy viên – Phản biện

3. TS. Nguyễn Bửu Huân

Trung tâm Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên – Phản biện

4. TS. Lê Xuân Mai

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên

5. ThS. Huỳnh Minh Hiền

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên – Thư ký

(Danh sách gồm có 05 thành viên)

Thư ký hành chính:

ThS. Nguyễn Văn Tấn  
Phòng Quản lý Khoa học  
Trường Đại học Cần Thơ

Cần Thơ, ngày 19 tháng 12 năm 2017

**BIÊN BẢN HỌP**  
**HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU**  
**ĐỀ TÀI NGHIÊN CỨU KHOA HỌC CẤP CƠ SỞ**  
**(do Cán bộ thực hiện)**

1. Mã số, Tên đề tài: *T2017-46 Cải tiến chương trình tiếng Anh của các ngành Công nghệ Sinh học và Nuôi trồng Thủy sản tiên tiến tại Trường Đại học Cần Thơ*
2. Chủ nhiệm đề tài: TS. Phương Hoàng Yến  
Đơn vị: KHOA NGOẠI NGỮ
3. Quyết định thành lập Hội đồng: Số *4929/QĐ-ĐHCT* ngày *15* tháng *12* năm 20*17*
4. Ngày họp: *19.12.2017*
5. Địa điểm: Phòng họp Khoa Ngoại ngữ, Trường Đại học Cần Thơ
6. Thành viên Hội đồng: Tổng số: *05* có mặt: *05* vắng mặt: *0*
7. Khách mời dự: .....
8. Tổng số điểm: *469*
9. Tổng số đầu điểm: *05*
10. Điểm trung bình ban đầu: *93,8*
11. Tổng số đầu điểm: *05* trong đó: + hợp lệ: *05* ; + không hợp lệ: *0*
12. Tổng số điểm hợp lệ: *05*
13. Điểm trung bình cuối cùng: *94*
14. Kết luận và kiến nghị của Hội đồng:

**- Các giá trị khoa học và ứng dụng:**

\* Giá trị khoa học:

*tiếp phân khối phục một số học chế' trong việc giảng dạy tiếng Anh cho sinh viên các ngành liên liên và đề xuất giải pháp nâng cao chất lượng giảng dạy tiếng Anh cho các ngành này*

\* Giá trị ứng dụng:

Góp phần giúp giảng viên hiểu rõ thực trạng của việc dạy tiếng Anh cho các ngành trên diện để từ đó có giải pháp nâng cao hiệu quả giảng dạy.

- Hiệu quả nghiên cứu:

\* Về giáo dục và đào tạo:

Giúp giảng viên nâng cao cơ sở lý luận, hiểu rõ thực trạng của vấn đề từ đó có giải pháp nâng cao chất lượng giảng dạy.

\* Về kinh tế - xã hội:

Góp phần thay đổi năng cao chất lượng dạy - học, nâng cao hiệu quả của việc giảng dạy tiếng Anh cho sinh viên các ngành trên diện.

\* Phương thức chuyển giao kết quả nghiên cứu và địa chỉ ứng dụng:

Cố thể áp dụng ngay để làm cơ sở cải tiến chương trình PPGD tiếng Anh của các ngành Công nghệ Sinh học và Nuôi trồng Thủy sản trên diện tại trường Đại học Cần Thơ.

- Các nội dung cần sửa chữa, bổ sung, hoàn chỉnh:

Theo mục 7 của các phiếu đánh giá của thành viên HĐ.

- Kiến nghị về khả năng áp dụng, chuyển giao kết quả nghiên cứu, địa chỉ ứng dụng:

Sử dụng làm tài liệu trong thư viện và hội thảo.



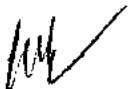
- **Kiến nghị về khả năng phát triển của đề tài:**

15. Xếp loại: Tốt

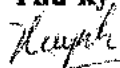
**Ghi chú:**

- Xếp loại (theo điểm trung bình cuối cùng): Xuất sắc: 95-100 điểm; Tốt: 85-94 điểm; Khá: 70-84 điểm; Đạt: 50-69 điểm; Không đạt: < 50 điểm
- Điểm của thành viên hội đồng chênh lệch >15 điểm so với điểm trung bình ban đầu coi là điểm không hợp lệ và không được tính vào tổng số điểm hợp lệ.

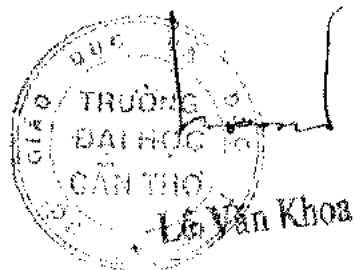
**Chủ tịch hội đồng**

  
Trần Văn Lụa

**Thư ký**

  
Huỳnh Minh Hiền

**XÁC NHẬN CỦA TRƯỞNG ĐẠI HỌC CẦN THƠ  
TL. HIỆU TRƯỞNG  
TRƯỞNG PHÒNG QUẢN LÝ KHOA HỌC**



**BỘ GIÁO DỤC VÀ ĐÀO TẠO CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**TRƯỜNG ĐẠI HỌC CẦN THƠ** **Độc lập – Tự do – Hạnh phúc**

Số: 5389 /QĐ-ĐHCT

Cần Thơ, ngày 23 tháng 11 năm 2018

**QUYẾT ĐỊNH**

**Về việc thành lập Hội đồng đánh giá nghiệm thu  
đề tài nghiên cứu khoa học cấp cơ sở  
(do cán bộ thực hiện)**

**HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Điều 11, Chương II của Điều lệ Trường đại học ban hành kèm theo Quyết định số 70/2014/QĐ-TTg ngày 10/12/2014 của Thủ tướng Chính phủ quy định về quyền hạn và trách nhiệm của hiệu trưởng trường đại học;

Căn cứ quyết định số 144/QĐ-ĐHCT ngày 19 tháng 01 năm 2016 của Hiệu Trưởng Trường Đại học Cần Thơ về việc ban hành Quy định quản lý nhiệm vụ Khoa học và Công nghệ Trường Đại học Cần Thơ;

Xét đề nghị của Trường phòng Quản lý Khoa học – Trường Đại học Cần Thơ,

**QUYẾT ĐỊNH:**

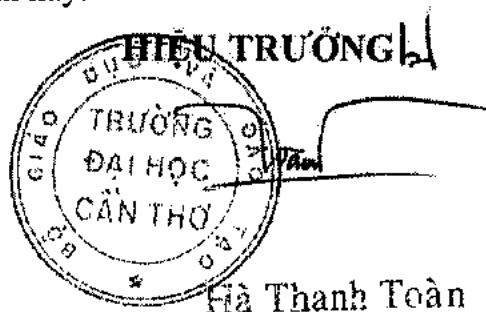
**Điều 1.** Thành lập Hội đồng Khoa học – Công nghệ cấp Trường để đánh giá và nghiệm thu đề tài: “**Thực trạng và giải pháp nâng cao năng lực tiếng Anh cho sinh viên chuyên ngữ Trường Đại học Cần Thơ**”, mã số: **T2018-83** do **TS. Phương Hoàng Yến** làm chủ nhiệm đề tài. Hội đồng gồm các thành viên trong danh sách kèm theo.

**Điều 2.** Hội đồng có nhiệm vụ đánh giá nghiệm thu đề tài trong vòng 30 ngày kể từ ngày ký Quyết định và chịu trách nhiệm về kết quả đánh giá của mình. Hội đồng tự giải thể sau khi hoàn thành nhiệm vụ.

**Điều 3.** Các ông Trưởng phòng Kế hoạch Tổng hợp, Tổ chức Cán bộ, Tài chính, Quản lý Khoa học, Trưởng Khoa Ngoại ngữ, các thành viên Hội đồng và chủ nhiệm đề tài chịu trách nhiệm thi hành quyết định này.

**Nơi nhận:**

- Như điều 3;
- Lưu: VT, QLKH.



BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC CẦN THƠ

**DANH SÁCH THÀNH VIÊN HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI NGHIÊN CỨU KHOA HỌC CẤP CƠ SỞ  
(do cán bộ thực hiện)**

Tên đề tài: **Thực trạng và giải pháp nâng cao năng lực tiếng Anh  
cho sinh viên chuyên ngữ Trường Đại học Cần Thơ**

Mã số: **T2018-04**

Chủ nhiệm đề tài: **TS. Phương Hoàng Yến**

(Kèm theo quyết định số: 5389 /QĐ-ĐHCT ngày 23 tháng 11 năm 2018)

1. TS. Trần Văn Lựa

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Chủ tịch

2. TS. Thái Công Dân

Khoa Khoa học Xã hội và Nhân văn  
Trường Đại học Cần Thơ

Ủy viên – Phản biện

3. TS. Nguyễn Bửu Huân

Trung tâm Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên – Phản biện

4. ThS. Hồ Phương Thùy

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên

5. ThS. Trần Thị Thanh Quyên

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên – Thư ký

(Danh sách gồm có 05 thành viên)

Thư ký hành chính:

ThS. Nguyễn Văn Tấn  
Phòng Quản lý Khoa học  
Trường Đại học Cần Thơ

*Cần Thơ, ngày 10 tháng 12 năm 2018*

**BIÊN BẢN HỌP**  
**HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU**  
**ĐỀ TÀI NGHIÊN CỨU KHOA HỌC CẤP CƠ SỞ**  
**(do Cán bộ thực hiện)**

1. Mã số, Tên đề tài: **T2018-83 thực trạng và giải pháp nâng cao năng lực tiếng Anh cho sinh viên chuyên ngữ Trường Đại học Cần Thơ**
2. Chủ nhiệm đề tài: **PHƯƠNG HOÀNG YẾN**  
Đơn vị (Khoa/Viện): **Khoa Ngoại ngữ**
3. Quyết định thành lập Hội đồng: Số **5399/QĐ-ĐHCT** ngày **23** tháng **11** năm **2018**
4. Ngày họp: **10/12/2018**
5. Địa điểm: **Phòng họp Khoa Ngoại ngữ**
6. Thành viên Hội đồng: Tổng số: **5** có mặt: **5** vắng mặt: **0**
7. Khách mời dự:
8. Tổng số điểm: **478**
9. Tổng số đầu điểm: **5**
10. Điểm trung bình ban đầu: **95.6**
11. Tổng số đầu điểm: **5** trong đó: + hợp lệ: **5** ; + không hợp lệ: **0**
12. Tổng số điểm hợp lệ: **478**
13. Điểm trung bình cuối cùng: **95.6**
14. Kết luận và kiến nghị của Hội đồng:
  - **Các giá trị khoa học và ứng dụng:**
    - \* **Giá trị khoa học:**  
Công trình nghiên cứu đạt chất lượng giá trị khoa học cao, là cơ sở cho các nghiên cứu tiếp theo.
    - \* **Giá trị ứng dụng:**  
Có giá trị ứng dụng cao và tức thì tại Bộ môn Ngôn ngữ và Văn hoá Anh, Khoa Ngoại ngữ.
  - **Hiệu quả nghiên cứu:**
    - \* **Về giáo dục và đào tạo:**  
Gồm 1 luận văn Thạc sĩ đã bảo vệ thành công và 1 bài báo gửi cho tạp chí khoa học Trường Đại học Cần Thơ đã được thẩm định đợi ngày đăng.
    - \* **Về kinh tế - xã hội:**

Góp phần nâng cao năng lực ngoại ngữ cho sinh viên, đảm bảo chuẩn đầu ra theo Khung năng lực ngoại ngữ do Bộ GD&ĐT qui định.

\* Phương thức chuyển giao kết quả nghiên cứu và địa chỉ ứng dụng:

Công trình nghiên cứu mang tính ứng dụng cao trong việc điều chỉnh Chương trình đào tạo tại Bộ môn Ngôn ngữ & Văn hoá Anh, Khoa Ngoại ngữ.

**- Các nội dung cần sửa chữa, bổ sung, hoàn chỉnh:**

Một số lỗi kỹ thuật: đánh máy, format và biểu bảng

Xem lại cách sử dụng Tiếng Việt vài chỗ cho phù hợp hơn

Làm rõ kỳ thi nội bộ V-step

**- Kiến nghị về khả năng áp dụng, chuyển giao kết quả nghiên cứu, địa chỉ ứng dụng:**

Bảng kiến nghị góp phần điều chỉnh Chương trình đào tạo tại Bộ môn Ngôn ngữ & Văn hoá Anh, Khoa Ngoại ngữ.

**- Kiến nghị về khả năng phát triển của đề tài:**

Nghiên cứu tiếp theo có thể khai thác sâu, đánh giá các yếu tố về Giáo trình, tài liệu, phương pháp giảng dạy ... đối với việc nâng cao chất lượng giảng dạy.

15. Xếp loại: Xuất sắc

**Ghi chú:**

- Xếp loại (theo điểm trung bình cuối cùng): Xuất sắc: 95-100 điểm; Tốt: 85-94 điểm; Khá: 70-84 điểm; Đạt: 50-69 điểm; Không đạt: < 50 điểm
- Điểm của thành viên hội đồng chênh lệch >15 điểm so với điểm trung bình ban đầu thì điểm không hợp lệ và không được tính vào tổng số điểm hợp lệ.

**Chủ tịch hội đồng**

**Trần Văn Lụa**

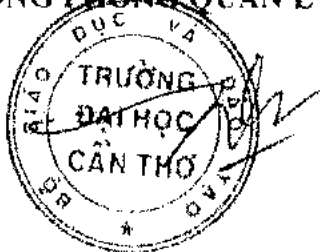
**Thư ký**

**Trần Thị Thanh Quyên**

**XÁC NHẬN CỦA TRƯỞNG ĐẠI HỌC CẦN THƠ**

**TL. HIỆU TRƯỞNG**

**p. TRƯỞNG PHÒNG QUẢN LÝ KHOA HỌC**



**Lê Nguyễn Đoàn Khôi**

Số: 5790/QĐ-ĐHCT

Cần Thơ, ngày 12 tháng 12 năm 2019

### QUYẾT ĐỊNH

**Về việc thành lập Hội đồng đánh giá nghiệm thu  
đề tài nghiên cứu khoa học cấp cơ sở  
(do cán bộ thực hiện)**

### HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ

Căn cứ Điều 11, Chương II của Điều lệ Trường đại học ban hành kèm theo Quyết định số 70/2014/QĐ-TTg ngày 10/12/2014 của Thủ tướng Chính phủ quy định về quyền hạn và trách nhiệm của hiệu trưởng trường đại học;

Căn cứ quyết định số 144/QĐ-ĐHCT ngày 19 tháng 01 năm 2016 của Hiệu trưởng Trường Đại học Cần Thơ về việc ban hành Quy định quản lý nhiệm vụ Khoa học và Công nghệ Trường Đại học Cần Thơ;

Xét đề nghị của Trưởng phòng Quản lý Khoa học – Trường Đại học Cần Thơ,

### QUYẾT ĐỊNH:

**Điều 1.** Thành lập Hội đồng Khoa học – Công nghệ cấp Trường để đánh giá và nghiệm thu đề tài: “**Thực trạng và giải pháp viết tiếng Anh học thuật cho sinh viên ngành Kinh doanh quốc tế chất lượng cao**”, mã số: **T2019-55** do TS. Nguyễn Bửu Huân làm chủ nhiệm đề tài. Hội đồng gồm các thành viên trong danh sách kèm theo.

**Điều 2.** Hội đồng có nhiệm vụ đánh giá nghiệm thu đề tài trong vòng 30 ngày kể từ ngày ký Quyết định và chịu trách nhiệm về kết quả đánh giá của mình. Hội đồng tự giải thể sau khi hoàn thành nhiệm vụ.

**Điều 3.** Các ông Trưởng phòng Kế hoạch Tổng hợp, Tổ chức Cán bộ, Tài chính, Quản lý Khoa học, Trưởng Khoa Ngoại ngữ, các thành viên Hội đồng và chủ nhiệm đề tài chịu trách nhiệm thi hành quyết định này.

**Nơi nhận:**

- Như điều 3;
- Lưu: VT, QLKH.

**HIỆU TRƯỞNG**  
  
**Hà Thanh Toàn**

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC CẦN THƠ**

**DANH SÁCH THÀNH VIÊN HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI NGHIÊN CỨU KHOA HỌC CẤP CƠ SỞ  
(do cán bộ thực hiện)**

Tên đề tài: **Thực trạng và giải pháp viết tiếng Anh học thuật cho sinh viên  
ngành Kinh doanh quốc tế chất lượng cao**

Mã số: **T2019-55**

Chủ nhiệm đề tài: **TS. Nguyễn Bửu Huân**

(Kèm theo quyết định số: 5790/QĐ-ĐHCT ngày 22 tháng 12 năm 2019)

1. TS. Trần Văn Lạ

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Chủ tịch

2. TS. Thái Công Dân

Khoa Khoa học Xã hội và Nhân văn  
Trường Đại học Cần Thơ

Ủy viên – Phản biện

3. PGS.TS. Lê Nguyễn Đoàn Khôi

Phòng Quản lý Khoa học  
Trường Đại học Cần Thơ

Ủy viên – Phản biện

4. ThS. Nguyễn Thị Nguyên Tuyết

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên

5. ThS. Hồ Phương Thủy

Khoa Ngoại ngữ  
Trường Đại học Cần Thơ

Ủy viên – Thư ký

(Danh sách gồm có 05 thành viên)

Thư ký hành chính:

ThS. Nguyễn Văn Tấn  
Phòng Quản lý Khoa học  
Trường Đại học Cần Thơ

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**DIỄN BẢN ĐỢT  
HỘI ĐỒNG BAN GIÁM KHẢO TRƯỞNG  
BỘ TÀI KHOẢN HỌC VÀ NGHIÊN CỨU KHOA HỌC  
(Hội đồng Ban Giám khảo)**

1. MÃ SỐ, Tên địa phương, Địa chỉ, Số điện thoại của người nhận:
  - .....
  - .....
  - .....
2. Chỉ định của đơn vị: .....  
Đơn vị (Khu/Vùng).....
3. Quốc gia được nhận là: .....
4. Ngày: / /



- Hiện tại phiên bản:

\* Về giáo dục và đào tạo:

Giúp việc điều chỉnh bài giảng trong chương trình giảng dạy chất lượng cao

\* Về kinh tế - xã hội:

Để tài góp tiếng nói của các sinh viên, nhà nghiên cứu thành lập quỹ ủng hộ các sinh viên nghèo

\* Phương thức chuyển giao và vận hành:

Là tài điều chỉnh chương trình giảng dạy chất lượng cao

Để tài giúp các sinh viên nghèo

Các sinh viên nghèo được miễn học phí

Để tài giúp các sinh viên nghèo

Để tài giúp các sinh viên nghèo

Để tài giúp các sinh viên nghèo

Để tài giúp các sinh viên nghèo

Số: 352/QĐ-ĐHCT

Cần Thơ, ngày 25 tháng 10 năm 2020

### **QUYẾT ĐỊNH**

**Về việc thành lập Hội đồng đánh giá nghiệm thu  
đề tài nghiên cứu khoa học cấp cơ sở  
(do cán bộ thực hiện)**

### **HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;

Căn cứ Nghị định số 08/2014/NĐ-CP ngày 27/01/2014 của Chính phủ “Quy định chi tiết và hướng dẫn thi hành một số điều của Luật Khoa học và công nghệ”;

Căn cứ quyết định số 144/QĐ-ĐHCT ngày 19 tháng 01 năm 2016 của Hiệu Trưởng Trường Đại học Cần Thơ về việc ban hành Quy định quản lý nhiệm vụ Khoa học và Công nghệ Trường Đại học Cần Thơ;

Xét đề nghị của Trường phòng Quản lý Khoa học – Trường Đại học Cần Thơ,

### **QUYẾT ĐỊNH:**

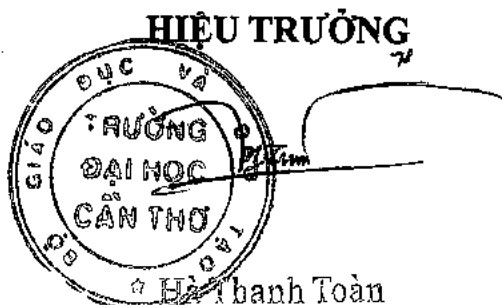
**Điều 1.** Thành lập Hội đồng Khoa học – Công nghệ cấp Trường để đánh giá và nghiệm thu đề tài: “Đánh giá các loại hình phát triển chuyên môn cho giảng viên giảng dạy tiếng Anh căn bản tại Trường Đại học Cần Thơ”, mã số: T2017-45 do TS. Lê Xuân Mai làm chủ nhiệm đề tài. Hội đồng gồm các thành viên trong danh sách kèm theo.

**Điều 2.** Hội đồng có nhiệm vụ đánh giá nghiệm thu đề tài trong vòng 30 ngày kể từ ngày ký Quyết định và chịu trách nhiệm về kết quả đánh giá của mình. Hội đồng tự giải thể sau khi hoàn thành nhiệm vụ.

**Điều 3.** Các ông Trưởng phòng Kế hoạch Tổng hợp, Tổ chức Cán bộ, Tài chính, Quản lý Khoa học, Trường Khoa Ngoại ngữ, các thành viên Hội đồng và chủ nhiệm đề tài chịu trách nhiệm thi hành quyết định này.

#### **Nơi nhận:**

- Như điều 3;
- Lưu: VT, QLKH.



BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC CẦN THƠ

**DANH SÁCH THÀNH VIÊN HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI NGHIÊN CỨU KHOA HỌC CẤP CƠ SỞ  
(do cán bộ thực hiện)**

Tên đề tài: **Đánh giá các loại hình phát triển chuyên môn cho giảng viên  
giảng dạy tiếng Anh căn bản tại Trường Đại học Cần Thơ**

Mã số: **T2017-45**

Chủ nhiệm đề tài: **TS. Lê Xuân Mai**

(Kèm theo quyết định số: 3582 /QĐ-ĐHCT ngày 28 tháng 10 năm 2020)

- |                           |  |                     |
|---------------------------|--|---------------------|
| 1. PGS.TS. Trịnh Quốc Lập | Khoa Ngoại ngữ<br>Trường Đại học Cần Thơ                   | Chủ tịch            |
| 2. TS. Nguyễn Bửu Huân    | Khoa Ngoại ngữ<br>Trường Đại học Cần Thơ                   | Ủy viên – Phản biện |
| 3. TS. Thái Công Dân      | Khoa Khoa học Xã hội và Nhân văn<br>Trường Đại học Cần Thơ | Ủy viên – Phản biện |
| 4. ThS. Võ Kim Hồng       | Trung tâm Ngoại ngữ<br>Trường Đại học Cần Thơ              | Ủy viên             |
| 5. ThS. Bùi Nhã Quyên     | Khoa Ngoại ngữ<br>Trường Đại học Cần Thơ                   | Ủy viên – Thư ký    |

(Danh sách gồm có 05 thành viên)

Thư ký hành chính: ThS. Nguyễn Văn Tấn  
Phòng Quản lý Khoa học  
Trường Đại học Cần Thơ

*Cần Thơ, ngày 18 tháng 11 năm 2020*

**BIÊN BẢN HỌP  
HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU  
ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP CƠ SỞ  
(do Cán bộ thực hiện)**

1. Mã số, Tên đề tài: **T2017 – 45; Đánh giá các loại hình phát triển chuyên môn cho giảng viên giảng dạy tiếng Anh căn bản tại Trường Đại học Cần Thơ.**
2. Chủ nhiệm đề tài: **TS. Lê Xuân Mai**  
Đơn vị (Khoa/Viện): Khoa Ngoại ngữ
3. Quyết định thành lập Hội đồng: Số: 3582/QĐ – ĐHCT, ngày 23 tháng 10 năm 2020
4. Ngày họp: 18/11/2020
5. Địa điểm: Phòng họp Chuyên đề - Khoa Ngoại ngữ - Đại học Cần Thơ
6. Thành viên Hội đồng: Tổng số: **05** có mặt: **05** vắng mặt: **0**
7. Khách mời dự: **0**
8. Tổng số điểm: **425**
9. Tổng số đầu điểm: **05**
10. Điểm trung bình ban đầu: **85**
11. Tổng số đầu điểm: **05** trong đó: + hợp lệ: **05**; + không hợp lệ: **0**
12. Tổng số điểm hợp lệ: **425**
13. Điểm trung bình cuối cùng: **85**
14. Kết luận và kiến nghị của Hội đồng:

**- Các giá trị khoa học và ứng dụng:**

**\* Giá trị khoa học:**

+ Giúp nâng cao hiệu quả công tác nghiên cứu khoa học và ứng dụng.

+ Nhóm nghiên cứu đề xuất hướng nghiên cứu cụ thể trong việc nâng cao chuyên môn nghiệp vụ tại Khoa Ngoại ngữ.

+ Bài báo đã được thẩm định và đang chờ duyệt đăng trên tạp chí khoa học của Trường Đại học Cần Thơ.

**\* Giá trị ứng dụng:**

+ Là nguồn tài liệu tham khảo của Khoa Ngoại ngữ và Trường Đại học Cần Thơ trong việc xem xét lên kế hoạch phát triển chuyên môn và nghiệp vụ sư phạm cho GV dạy TACB trong bối cảnh tiếng Anh được dạy và học như là ngoại ngữ và việc chú trọng nâng cao năng lực tiếng Anh cho SV các ngành không chuyên ngữ hướng tới đạt chuẩn đầu ra theo Nghị quyết của Đảng ủy trường Đại học Cần Thơ.

**- Hiệu quả nghiên cứu:**

**\* Về giáo dục và đào tạo:**

+ Góp phần củng cố cơ sở lý thuyết và được dùng làm tài liệu tham khảo thực hiện luận văn tốt nghiệp về phát triển chuyên môn.

+ Góp phần nâng cao năng lực và bồi dưỡng kinh nghiệm giảng dạy tiếng Anh cho GV tham gia giảng dạy các học phần TACB nhằm nâng cao chất lượng đào tạo, giúp SV đạt mục tiêu chuẩn đầu ra tiếng Anh khi hoàn thành các học phần TACB.

+ Là nguồn tài liệu tham khảo hữu ích trong chương trình đào tạo tiếng Anh chuyên ngành; góp phần nâng cao chất lượng giảng dạy và học tập.

**\* Về kinh tế - xã hội:**

+ Việc nâng cao chất lượng giảng dạy tiếng Anh sẽ góp phần vào việc thúc đẩy nền kinh tế của Việt Nam

+ Giúp sinh viên tăng khả năng cạnh tranh trong việc tìm việc làm.

**\* Phương thức chuyển giao kết quả nghiên cứu và địa chỉ ứng dụng:**

+ Bảng báo cáo tổng kết và bảng đề xuất các giải pháp phát triển chuyên môn và nghiệp vụ sư phạm đến BM Tiếng Anh Căn Bản và Chuyên Ngành, BCN Khoa Ngoại ngữ, Trường DHCT

+ Bài báo được xuất bản trên các tạp chí chuyên ngành trong và ngoài nước.

**\* Các nội dung cần sửa chữa, bổ sung, hoàn chỉnh:**

+ Cần phải phân biệt 02 nhóm đối tượng tham gia nghiên cứu.

+ Bổ sung các khóa bồi dưỡng: Công nghệ, kỹ năng ngôn ngữ, kiến thức ngôn ngữ.

+ Kiểm tra và điều chỉnh theo định dạng đúng theo các yêu cầu liên quan NCKH.

**- Kiến nghị về khả năng áp dụng, chuyển giao kết quả nghiên cứu, địa chỉ ứng dụng:**

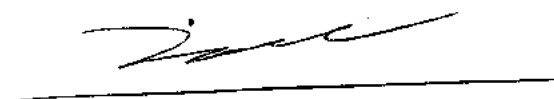
- Đề tài được ứng dụng tại Khoa Ngoại ngữ - Trường Đại học Cần Thơ

**- Kiến nghị về khả năng phát triển của đề tài:**

Đề tài cần mở rộng phạm vi nghiên cứu.

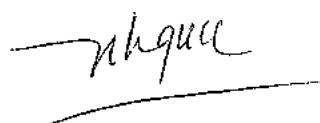
Xếp loại: **Tốt**

**Chủ tịch hội đồng**



**PGS.TS. Trịnh Quốc Lập**

**Thư ký**



**Bùi Nhã Uyên**

**XÁC NHẬN CỦA TRƯỜNG ĐẠI HỌC CẦN THƠ  
TL. HIỆU TRƯỞNG  
TRƯỞNG PHÒNG QUẢN LÝ KHOA HỌC**

Số: 1002 /QĐ-ĐHCT

Cần Thơ, ngày 22 tháng 4 năm 2021

**QUYẾT ĐỊNH**  
**Về việc thành lập Hội đồng đánh giá nghiệm thu**  
**đề tài nghiên cứu khoa học cấp cơ sở**  
**(do cán bộ thực hiện)**

**HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;

Căn cứ Nghị định số 08/2014/NĐ-CP ngày 27/01/2014 của Chính phủ “Quy định chi tiết và hướng dẫn thi hành một số điều của Luật Khoa học và công nghệ”;

Căn cứ quyết định số 144/QĐ-ĐHCT ngày 19 tháng 01 năm 2016 của Hiệu Trưởng Trường Đại học Cần Thơ về việc ban hành Quy định quản lý nhiệm vụ Khoa học và Công nghệ Trường Đại học Cần Thơ;

Xét đề nghị của Trường phòng Quản lý Khoa học – Trường Đại học Cần Thơ,

**QUYẾT ĐỊNH:**

**Điều 1.** Thành lập Hội đồng Khoa học – Công nghệ cấp Trường để đánh giá và nghiệm thu đề tài: “**Khảo sát năng lực ứng dụng công nghệ thông tin trong dạy học tiếng Anh của giáo viên trung học phổ thông khu vực Đồng bằng sông Cửu Long**”, mã số: **T2020-56** do TS. Nguyễn Văn Lợi làm chủ nhiệm đề tài. Hội đồng gồm các thành viên trong danh sách kèm theo.

**Điều 2.** Hội đồng có nhiệm vụ đánh giá nghiệm thu đề tài trong vòng 30 ngày kể từ ngày ký Quyết định và chịu trách nhiệm về kết quả đánh giá của mình. Hội đồng tự giải thể sau khi hoàn thành nhiệm vụ.

**Điều 3.** Các ông Trưởng phòng Kế hoạch Tổng hợp, Tổ chức Cán bộ, Tài chính, Quản lý Khoa học, Trưởng Khoa Ngoại ngữ, các thành viên Hội đồng và chủ nhiệm đề tài chịu trách nhiệm thi hành quyết định này.

**Nơi nhận:**

- Như điều 3;
- Lưu: VT, QLKH.

HIỆU TRƯỞNG  
PHÓ HIỆU TRƯỞNG



Trần Ngọc Hải

Cần Thơ, ngày 26 tháng 04 năm 2021

**BIÊN BẢN HỌP**  
**HỘI ĐỒNG ĐÁNH GIÁ NGHIỆM THU**  
**ĐỀ TÀI KHOA HỌC VÀ CÔNG NGHỆ CẤP CƠ SỞ**  
(do Cán bộ thực hiện)

1. Mã số, Tên đề tài: T2020-56, Khảo sát năng lực ứng dụng công nghệ thông tin trong dạy học tiếng Anh của giáo viên THPT khu vực Đồng bằng Sông Cửu Long
2. Chủ nhiệm đề tài: TS. Nguyễn Văn Lợi  
Đơn vị (Khoa/Viện): Khoa ngoại ngữ
3. Quyết định thành lập Hội đồng: Số 1002/QĐ-ĐHCT ngày 22 tháng 4 năm 2021
4. Ngày họp: 26/04/2021
5. Địa điểm: Phòng Semina - Khoa Ngoại Ngữ - Khu 1
6. Thành viên Hội đồng: Tổng số: 05 có mặt: 05 vắng mặt: 00
7. Khách mời dự: 0
8. Tổng số điểm: 465
9. Tổng số đầu điểm: 05
10. Điểm trung bình ban đầu: 93
11. Tổng số đầu điểm: 05 trong đó: + hợp lệ: 05 ; + không hợp lệ: 0
12. Tổng số điểm hợp lệ: 465
13. Điểm trung bình cuối cùng: 93
14. Kết luận và kiến nghị của Hội đồng:

**- Các giá trị khoa học và ứng dụng:**

\* Giá trị khoa học:

Kết quả đề tài góp phần nâng cao hiểu biết về lý thuyết năng lực ứng dụng CNTT trong dạy học Ngoại ngữ



\* Giá trị ứng dụng:

- Tác giả có 2 bài báo
- (1) đăng trên tạp chí Khoa học trường ĐHT
  - (2) đăng trên tạp chí European Journal of Educational Studies (một tạp chí thuộc danh mục tạp chí khoa học chuyên ngành được hội đồng chí danh Giáo sư Nhà nước Công nhận)

- **Hiệu quả nghiên cứu:**

\* Về giáo dục và đào tạo:

Kết quả đề tài có thể được sử dụng trong xây dựng chương trình và tổ chức học tập theo hướng chuyên môn để nâng cao năng lực ứng dụng CNTT trong dạy học cho trường đại học có đào tạo giáo viên ngoại ngữ

\* Về kinh tế - xã hội:

Kết quả đề tài góp phần nâng cao chất lượng đào tạo và phát triển nghiệp vụ chuyên môn cho giáo viên Ngoại ngữ trong trường đại học đồng bằng sông Cửu Long

\* Phương thức chuyển giao kết quả nghiên cứu và địa chỉ ứng dụng:

Kết quả có thể được chuyển giao qua hội thảo, hội nghị đào tạo giáo viên hoặc tập huấn ứng dụng CNTT trong dạy học Ngoại ngữ

- **Các nội dung cần sửa chữa, bổ sung, hoàn chỉnh:**

- Tên đề tài nên sửa lại: Nhận thức của gv THPT về ứng dụng CNTT trong dạy học tiếng Anh
- Phần thảo luận nên xem xét thêm tại sao 3 thành tố (TP, PK, CK) không tương tác với nhau
- Phần kết luận nên đề xuất theo các cấp

- Kiến nghị về khả năng áp dụng, chuyển giao kết quả nghiên cứu, địa chỉ ứng dụng:

+ kết quả đề tài có thể chuyển giao qua hội thảo, hội nghị, tập huấn giữa các viện

+ kết quả đề tài có thể in thành sách cho sinh viên, giáo viên tham khảo, nghiên cứu

- Kiến nghị về khả năng phát triển của đề tài:

tiếp tục nghiên cứu áp dụng

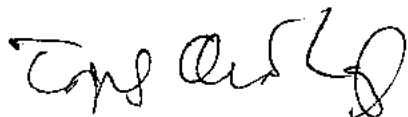
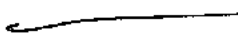
dự chế chế độ ưu đãi

15. Xếp loại: Tốt Tổng Hợp

Ghi chú:

- Xếp loại (theo điểm trung bình cuối cùng): Xuất sắc: 95-100 điểm; Tốt: 85-94 điểm; Khá: 70-84 điểm; Đạt: 50-69 điểm; Không đạt: < 50 điểm
- Điểm của thành viên hội đồng chênh lệch >15 điểm so với điểm trung bình ban đầu coi là điểm không hợp lệ và không được tính vào tổng số điểm hợp lệ.

Chủ tịch hội đồng



Thư ký



Phạm Thị Mai Duyên

XÁC NHẬN CỦA TRƯỜNG ĐẠI HỌC CẦN THƠ  
TL. HIỆU TRƯỞNG  
TRƯỞNG PHÒNG QUẢN LÝ KHOA HỌC

# **PHỤ LỤC 4**

**MINH CHỨNG BIÊN SOẠN, THẨM ĐỊNH  
VÀ BAN HÀNH CTĐT**

Số: 4958/QĐ-ĐHCT

Cần Thơ, ngày 29 tháng 12 năm 2020

**QUYẾT ĐỊNH**  
**Về việc thành lập Tổ soạn thảo đề án mở ngành**

**HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

*Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;*

*Căn cứ Thông tư số 08/2017/TT-BGDĐT ngày 04 tháng 4 năm 2017 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Quy chế tuyển sinh và đào tạo trình độ tiến sĩ;*

*Căn cứ Thông tư 09/2017/TT-BGDĐT ban hành ngày 04 tháng 4 năm 2017 của Bộ Giáo dục và Đào tạo Quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ tiến sĩ, trình độ tiến sĩ;*

*Xét đề nghị của Trường Khoa Sau đại học,*

**QUYẾT ĐỊNH:**

**Điều 1.** Nay thành lập Tổ soạn thảo đề án mở ngành Lý luận và phương pháp giảng dạy bộ môn tiếng Anh trình độ tiến sĩ, mã ngành 9140111 tại Trường Đại học Cần Thơ và cử các viên chức có tên sau đây làm thành viên:

1. PGS.TS. Phương Hoàng Yến	Phó Trưởng khoa, Khoa Ngoại ngữ	Tổ trưởng
2. TS. Lê Xuân Mai	Trưởng Bộ môn, Khoa Ngoại ngữ	Thành viên
3. TS. Nguyễn Anh Thi	Trưởng Bộ môn, Khoa Ngoại ngữ	Thành viên
4. TS. Nguyễn Hải Quân	Giảng viên, Khoa Ngoại ngữ	Thành viên
5. ThS. Bùi Nhã Quyên	Chuyên viên, Khoa Ngoại ngữ	Thư ký

**Điều 2.** Quyền hạn, trách nhiệm của Tổ soạn thảo chương trình đào tạo ở Điều 1 thực hiện theo quy định tại Thông tư 09/2017/TT-BGDĐT của Bộ Giáo dục và Đào tạo.

**Điều 3.** Các ông (bà) Trường Khoa Sau đại học, Trường Khoa Ngoại ngữ, Giám đốc Trung tâm Quản lý Chất lượng, thủ trưởng các đơn vị có liên quan và các viên chức có tên ở Điều 1 chịu trách nhiệm thi hành quyết định này kể từ ngày ký./.

**Nơi nhận:**

- Như Điều 3;
- Lưu: VT, KSĐH, PKHTH.

KT. **HIỆU TRƯỞNG**  
**PHÓ HIỆU TRƯỞNG**



**Trần Trung Tĩnh**



**QUYẾT ĐỊNH**  
**Về việc thành lập Tổ soạn thảo chương trình đào tạo**

**HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

*Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;*

*Căn cứ Thông tư số 08/2017/TT-BGDĐT ngày 04 tháng 4 năm 2017 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Quy chế tuyển sinh và đào tạo trình độ tiến sĩ;*

*Căn cứ Thông tư 09/2017/TT-BGDĐT ban hành ngày 04 tháng 4 năm 2017 của Bộ Giáo dục và Đào tạo Quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ tiến sĩ, trình độ tiến sĩ;*

*Xét đề nghị của Trường Khoa Sau đại học,*

**QUYẾT ĐỊNH:**

**Điều 1.** Nay thành lập Tổ soạn thảo chương trình đào tạo ngành Lý luận và phương pháp giảng dạy bộ môn tiếng Anh trình độ tiến sĩ, mã ngành 9140111 để làm đề án mở ngành đào tạo tại Trường Đại học Cần Thơ và cử viên chức có tên sau đây làm thành viên:

1. PGS.TS. Phương Hoàng Yến	Phó Trưởng khoa, Khoa Ngoại ngữ	Tổ trưởng
2. ThS. Nguyễn Vĩnh An	Phó Trưởng khoa, Khoa Sau đại học	Thành viên
3. CN. Nguyễn Thị Trinh	Chuyên viên, Trung tâm QLCL	Thành viên
4. TS. Nguyễn Anh Thi	Trưởng Bộ môn, Khoa Ngoại ngữ	Thành viên
5. TS. Lê Xuân Mai	Trưởng Bộ môn, Khoa Ngoại ngữ	Thành viên
6. TS. Nguyễn Hải Quân	Giảng viên, Khoa Ngoại ngữ	Thành viên
7. TS. Nguyễn Bửu Huân	Giảng viên, Khoa Ngoại ngữ	Thành viên
8. TS. Nguyễn Văn Lợi	Giảng viên, Khoa Ngoại ngữ	Thành viên
9. ThS. Bùi Nhã Quyên	Chuyên viên, Khoa Ngoại ngữ	Thư ký

**Điều 2.** Quyền hạn, trách nhiệm của Tổ soạn thảo chương trình đào tạo ở Điều 1 thực hiện theo quy định tại Thông tư 09/2017/TT-BGDĐT của Bộ Giáo dục và Đào tạo.

**Điều 3.** Các ông (bà) Trưởng Khoa Sau đại học, Trưởng Khoa Ngoại ngữ, Giám đốc Trung tâm Quản lý Chất lượng, thủ trưởng các đơn vị có liên quan và các viên chức có tên ở Điều 1 chịu trách nhiệm thi hành quyết định này kể từ ngày ký./.

**Nơi nhận:**

- Như Điều 3;
- Lưu: VT, KSDH, PKHTH.

KT. **HIỆU TRƯỞNG**  
**PHÓ HIỆU TRƯỞNG**  
  
  
**Trần Trung Tĩnh**



**BIÊN BẢN**  
**HỘI THẢO LẤY Ý KIẾN VỀ CHƯƠNG TRÌNH ĐÀO TẠO**  
**Ngành: Lý luận và phương pháp dạy học bộ môn tiếng Anh**  
**Mã ngành: 62140111**  
**Trình độ: Tiến sĩ**

Thời gian: 08 giờ 00, ngày 20 tháng 5 năm 2021

Địa điểm: Họp trực tuyến trên Zoom

Chủ tọa: PGS. TS. Phương Hoàng Yến – Phó Trưởng khoa Ngoại ngữ

Thành phần tham dự:

- Đại diện Khoa Ngoại ngữ, Trường Đại học Cần Thơ
- Đại diện nhà tuyển dụng từ các Sở Giáo dục và đào tạo Đồng Tháp, Cần Thơ, Hậu Giang; Trường Đại học Kiên Giang, Trường Đại học An Giang, Trường Cao đẳng cộng đồng Đồng Tháp
- Cựu học viên và học viên đã được đào tạo bậc thạc sĩ Lý luận và phương pháp dạy học bộ môn tiếng Anh (LL&PPDHBMTA); cựu sinh viên ngành sư phạm tiếng Anh
- Ngoài ra, nhiều đại biểu tuy không tham dự nhưng gửi ý kiến, góp ý qua phiếu lấy ý kiến các bên liên quan [https://docs.google.com/forms/d/e/1FAIpQLScGB12faVc3GXCvztzJ4GnVBogZ7xo2S0pGIIZZ5sWl1\\_Et-A/viewform](https://docs.google.com/forms/d/e/1FAIpQLScGB12faVc3GXCvztzJ4GnVBogZ7xo2S0pGIIZZ5sWl1_Et-A/viewform)

**1. Trình bày nội dung đề án mở ngành đào tạo**

Tổ soạn thảo trình bày các căn cứ để xây dựng chương trình đào tạo, mục tiêu, cấu trúc, thời lượng, nội dung, đề cương chi tiết và giảng viên phụ trách các học phần và chuẩn đầu ra của chương trình đào tạo, điều kiện dự tuyển,...

**2. Ý kiến của đại biểu tham dự**

**2.1. Sự cần thiết của CTĐT LL&PPDHBMTA**

- CTĐT tiến sĩ LL&PPDHBMTA có tính cần thiết cao vì giúp đào tạo nguồn nhân lực trình độ cao cho công tác giảng dạy và học tập ngoại ngữ không chỉ ở Đồng bằng Sông Cửu Long mà còn trên phạm vi cả nước.
- Nguồn tuyển sinh phong phú gồm giảng viên tiếng Anh tại các trường cao đẳng và đại học, đội ngũ cán bộ quản lý các Sở Giáo dục và đào tạo, các tổ trưởng chuyên môn và giáo viên tại các trường trung học phổ thông muốn nâng cao trình độ chuyên môn để phục vụ công tác giảng dạy và quản lý.

**2.2. Chuẩn đầu ra**

- Chuẩn đầu ra đã làm rõ các khối kiến thức, kỹ năng cứng và kỹ năng mềm mà NCS có được sau khi tốt nghiệp CTĐT này.

### 2.3. Cấu trúc các học phần

- Cấu trúc các học phần đáp ứng được qui định khung của CTĐT tiến sĩ và gắn kết các xu hướng hiện nay về lý luận và phương pháp dạy học tiếng Anh
- Các phần kiến thức/ học phần trước làm nền tảng cho các phần kiến thức/học phần sau; từng bước nối kết các mảng kiến thức, kỹ năng và nâng cao theo tiến trình đào tạo.
- Chương trình đào tạo Tiến sĩ cần cân bằng giữa việc nắm vững lý thuyết và áp dụng vào thực tế giảng dạy.
- Chương trình nên có thêm học phần về kỹ năng quan sát trong khi tham gia nghiên cứu lớp học (observation) và học phần về tâm lý học hành vi để có thể tiếp cận các chủ điểm thực tiễn hơn trong cuộc sống.
- Nên tập trung đào tạo chuyên sâu về thực hành và kiến thức giảng dạy để có thể dạy tốt ở môi trường đại học và sau đại học.
- Nên có thêm định hướng nghiên cứu đề xuất cụ thể để NCS có thể định hướng nghiên cứu rõ ràng.

### 2.4. Khác

- Mong muốn chương trình đào tạo tiến sĩ có trải nghiệm thực tế về phương pháp giảng dạy tiếng Anh ở nước ngoài.
- Cần tạo nhiều điều kiện hơn cho nghiên cứu sinh tiếp cận học sinh, học viên và các phương pháp giảng dạy trong môi trường thực tế.
- Hy vọng Khoa sẽ có kế hoạch hỗ trợ học viên đạt Ngoại ngữ 2.

### 3. Kết luận

Tổ soạn thảo đã lắng nghe, thảo luận trực tiếp với đại biểu và nghiên cứu những góp ý và sẽ điều chỉnh một số chỗ trong chương trình đào tạo theo ý kiến của đại biểu.

Hội nghị kết thúc lúc 11:00 giờ cùng ngày.

Biên bản này được lập thành 3 bản: 1 bản lưu tại đơn vị đào tạo, 1 bản chuyển cho Tổ soạn thảo để chỉnh sửa theo kết luận của chủ tọa hội thảo, 1 bản đưa vào phụ lục để án mở ngành đào tạo.

**Chủ tọa Hội thảo**



**Phương Hoàng Yến**

**Thư ký Hội thảo**



**Bùi Nhã Uyên**



**BIÊN BẢN HỌP**  
**THƯỜNG TRỰC HỘI ĐỒNG KHOA HỌC VÀ ĐÀO TẠO TRƯỜNG**  
**Phiên họp Tháng 06 năm 2021**

**I. Thời gian và địa điểm**

- **Thời gian:** phiên họp bắt đầu lúc 14 giờ, ngày 17 tháng 6 năm 2021.
- **Địa điểm:** Phòng họp 1, Nhà Điều hành, Trường ĐHCT.

**II. Thành phần tham dự**

- **Thường trực Hội đồng KH&ĐT:** PGS.TS. Trần Trung Tính, PGS.TS. Trịnh Quốc Lập, GS.TS. Trần Ngọc Hải, GS.TS. Hà Thanh Toàn, PGS.TS. Nguyễn Duy Cần, GVC.TS. Lê Thị Nguyệt Châu và PGS.TS. Ngô Thanh Phong.
- **Tổ Thư ký Hội đồng KH&ĐT:** PGS.TS. Ngô Thanh Phong, GVC.ThS. Nguyễn Minh Trí, PGS.TS. Lê Nguyễn Doan Khôi, PGS.TS. Mai Văn Nam, CVC.CN. Lê Phi Hùng, GVC.TS. Phạm Phương Tâm, CVC.ThS. Dương Thanh Long và GVC.ThS. Nguyễn Văn Duyệt.
- **Khoa Sau đại học:** PGS.TS. Mai Văn Nam, PGS.TS. Trần Thanh Trúc và bà Nguyễn Hữu Giao Tiên.
- **Khoa Nông nghiệp:** PGS.TS. Lê Văn Vàng và PGS.TS. Lý Nguyễn Bình.
- **Khoa Thủy sản:** PGS.TS. Vũ Ngọc Út và GS.TS. Trần Ngọc Hải.
- **Khoa Ngoại ngữ:** PGS.TS. Trịnh Quốc Lập.
- **Khoa Công nghệ thông tin và truyền thông:** GVC.TS. Nguyễn Hữu Hòa, PGS.TS. Phạm Nguyên Khang và GVC.TS. Phạm Thế Phi.
- **Phòng Tổ chức – Cán bộ:** ông Lê Phi Hùng và bà Trịnh Thị Thanh Quốc.
- **Phòng Đào tạo:** ThS. Nguyễn Minh Trí, ông Nguyễn Kỳ Tuấn Sơn và ông Trần Hữu Phước.
- **Phòng Công tác sinh viên:** TS. Nguyễn Thanh Tường.
- **Phòng Thanh tra – Pháp chế:** TS. Nguyễn Lan Hương.
- **Trung tâm Liên kết đào tạo:** TS. Phạm Phương Tâm.

**III. Nội dung chính**

PGS.TS. Trần Trung Tính chủ trì phiên họp về các nội dung như sau:

1. Xem xét thông qua Chương trình đào tạo trình độ tiến sĩ chuyên ngành Nuôi trồng thủy sản được giảng dạy bằng tiếng Anh.
2. Xem xét gia hạn Chương trình đào tạo trình độ thạc sĩ ngành Công nghệ thực phẩm được giảng dạy bằng tiếng Anh.
3. Xem xét Danh sách thành viên chuyên môn tham gia Hội đồng thẩm định chương trình đào tạo và các điều kiện đảm bảo chất lượng ngành Lý luận và Phương pháp dạy học tiếng Anh trình độ tiến sĩ và ngành Công nghệ thông tin trình độ thạc sĩ.



4. Xem xét thông qua Hướng dẫn Viết và trình bày luận văn thạc sĩ và luận án tiến sĩ.

5. Xem xét chủ trương tổ chức bồi dưỡng nghiệp vụ sư phạm theo Thông tư 11/2021/TT-BGDĐT và Thông tư 12/2021/TT-BGDĐT của Bộ Giáo dục và Đào tạo.

6. Cho ý kiến về việc kéo dài thời gian làm việc đối với giảng viên có chức danh Giáo sư, Phó giáo sư và giảng viên có trình độ Tiến sĩ (đợt 6 tháng cuối năm 2021).

7. Xem xét thông qua Quy định công tác học vụ dành cho sinh viên trình độ đại học hệ chính quy áp dụng từ học kỳ 1, năm học 2021 – 2022.

8. Xét điều kiện tốt nghiệp tiến sĩ cho nghiên cứu sinh Võ Phước Hưng, Nguyễn Thu Tâm, Đỗ Viết Phương, Bùi Thị Mai Phụng, Võ Hoàng Ngân, Huỳnh Văn Hiền, Lê Văn Dũng, Phạm Minh Trí, Võ Văn Hà, Tất Duyên Thư, Lê Xuân Thái, Huỳnh Văn Quốc và Nguyễn Thanh Sang để ra quyết định công nhận học vị và cấp bằng tiến sĩ theo Quy định tại Thông tư 08/2017/TT-BGDĐT ngày 04 tháng 4 năm 2017 của Bộ Giáo dục và Đào tạo, cụ thể:

8.1. Nghiên cứu sinh Võ Phước Hưng chuyên ngành Hệ thống thông tin Khóa 2016 đợt 2, MSHV: P1616002.

*a) Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Võ Phước Hưng bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 28/11/2020.

*b) Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.*

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

*c) Thẩm định chất lượng và hồ sơ luận án.*

- NCS Võ Phước Hưng không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

*d) Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 07/01/2021.

*e) Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 03/01/2021.

*f) Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 06/3/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Võ Phước Hưng	Hệ thống thông tin, 62480104	4696/QĐ-DIICT ngày 25/10/2016	28/11/2020	7/7 tán thành

8.2. Nghiên cứu sinh Nguyễn Thu Tâm chuyên ngành Bệnh lý học và chữa bệnh vật nuôi Khóa 2013 đợt 2, MSHV: P1013003.

a) *Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Nguyễn Thu Tâm bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 05/12/2020.

b) *Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.*

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) *Thẩm định chất lượng và hồ sơ luận án.*

- NCS Nguyễn Thu Tâm nằm trong danh sách thẩm định chất lượng luận án của Bộ Giáo dục và Đào tạo theo công văn số 205/BGDDT-GDDH ký ngày 19/01/2021.

- Trường Đại học Cần Thơ đã gửi công văn số 116/ĐHCT-KSDH ngày 20/01/2021 và hồ sơ thẩm định quá trình đào tạo theo yêu cầu Bộ Giáo dục và Đào tạo.

- Bộ Giáo dục và Đào tạo đã có công văn số 1526/BGDDT – GDDH ngày 20/4/2021 về việc thông báo kết quả thẩm định hồ sơ quá trình đào tạo tiến sĩ của NCS Nguyễn Thu Tâm và đề nghị Trường Đại học Cần Thơ xét tốt nghiệp tiến sĩ cho nghiên cứu sinh theo quy định.

d) *Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 15/01/2021.

e) *Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 11/01/2021.

f) *Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 25/02/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Nguyễn Thu Tâm	Bệnh lý học và chữa bệnh vật nuôi, 62640112	5160/QĐ-ĐHCT ngày 05/11/2013	05/12/2020	7/7 tán thành

8.3. Nghiên cứu sinh Đỗ Viết Phương chuyên ngành Công nghệ thực phẩm Khóa 2014 đợt 2, MSIIV: P1114004.

a) *Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Đỗ Viết Phương bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 05/12/2020.

b) Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) Thẩm định chất lượng và hồ sơ luận án.

- NCS Đỗ Viết Phương không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

d) Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 10/3/2021.

e) Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 06/3/2021.

f) Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Đỗ Viết Phương	Công nghệ thực phẩm, 62540101	5753/QĐ-ĐHCT ngày 28/10/2014	05/12/2020	7/7 tán thành

8.4. Nghiên cứu sinh Bùi Thị Mai Phụng chuyên ngành Môi trường đất và nước Khóa 2013 đợt 2, MSHV: P0713006.

a) Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.

- NCS Bùi Thị Mai Phụng bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 12/12/2020.

b) Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) Thẩm định chất lượng và hồ sơ luận án.

- NCS Bùi Thị Mai Phụng nằm trong danh sách thẩm định chất lượng luận án của Bộ Giáo dục và Đào tạo theo công văn số 205/BGDĐT-GDDH ký ngày 19/01/2021.

- Trường Đại học Cần Thơ đã gửi công văn số 116/ĐHCT-KSPH ngày 20/01/2021 và hồ sơ thẩm định quá trình đào tạo theo yêu cầu Bộ Giáo dục và Đào tạo.

- Bộ Giáo dục và Đào tạo đã có công văn số 1527/BGDĐT-GDDH ngày 20/4/2021 về việc thông báo kết quả thẩm định hồ sơ quá trình đào tạo tiến sĩ của NCS Bùi Thị Mai

Phụng và đề nghị Trường Đại học Cần Thơ xét tốt nghiệp tiến sĩ cho nghiên cứu sinh theo quy định.

*d) Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 15/01/2021.

*e) Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 08/01/2021.

*f) Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 25/02/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Bùi Thị Mai Phụng	Môi trường đất và nước, 62440303	5160/QĐ-ĐHCT ngày 05/11/2013	12/12/2020	6/6 tán thành (có 01 ủy viên vắng nhưng có bản nhận xét đồng ý cho bảo vệ)

8.5. Nghiên cứu sinh Võ Hoàng Ngân chuyên ngành Công nghệ thực phẩm Khóa 2015 đợt 1, MSHV: P1115002.

*a) Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Võ Hoàng Ngân bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 13/12/2020.

*b) Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.*

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

*c) Thẩm định chất lượng và hồ sơ luận án.*

- NCS Võ Hoàng Ngân không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

*d) Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 10/3/2021.

*e) Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 01/3/2021.

*f) Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Võ Hoàng Ngân	Công nghệ thực phẩm, 62540101	1577/QĐ-ĐHCT ngày 29/5/2015	13/12/2020	7/7 tán thành

8.6. Nghiên cứu sinh Huỳnh Văn Hiền chuyên ngành Kinh tế nông nghiệp Khóa 2013 đợt 1, MSHV: P0813003.

a) Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.

- NCS Huỳnh Văn Hiền bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 29/12/2020.

b) Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) Thẩm định chất lượng và hồ sơ luận án.

- NCS Huỳnh Văn Hiền không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

d) Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 10/3/2021.

e) Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 08/3/2021.

f) Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Huỳnh Văn Hiền	Kinh tế nông nghiệp, 62620115	2826/QĐ-DIICT ngày 28/6/2013	29/12/2020	7/7 tán thành

8.7. Nghiên cứu sinh Lê Văn Dũng chuyên ngành Khoa học đất Khóa 2013 đợt 1, MSHV: P0113001.

a) Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.

- NCS Lê Văn Dũng bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 31/12/2020.

b) Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của IID đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) Thẩm định chất lượng và hồ sơ luận án.

- NCS Lê Văn Dũng nằm trong danh sách thẩm định chất lượng luận án của Bộ Giáo dục và Đào tạo theo công văn số 205/BGDĐT-GDĐH ký ngày 19/01/2021.

- Trường Đại học Cần Thơ đã gửi công văn số 116/ĐHCT-KSDH ngày 20/01/2021 và hồ sơ thẩm định quá trình đào tạo theo yêu cầu Bộ Giáo dục và Đào tạo.

- Bộ Giáo dục và Đào tạo đã có công văn số 1528/BGDĐT – GDĐH ngày 20/4/2021 về việc thông báo kết quả thẩm định hồ sơ quá trình đào tạo tiến sĩ của NCS Lê Văn Dũng và đề nghị Trường Đại học Cần Thơ xét tốt nghiệp tiến sĩ cho nghiên cứu sinh theo quy định.

d) Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 15/01/2021.

e) Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 08/01/2021.

f) Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 25/02/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Lê Văn Dũng	Khoa học đất, 62620103	2809/QĐ-ĐHCT ngày 28/6/2013	31/12/2020	6/6 tán thành (phản biện 2 vắng nhưng có bản nhận xét đồng ý cho bảo vệ)

8.8. Nghiên cứu sinh Phạm Minh Trí chuyên ngành Kinh tế nông nghiệp Khóa 2014 đợt 2, MSHV: P0814002.

a) Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.

- NCS Phạm Minh Trí bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 12/9/2020.

b) Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) Thẩm định chất lượng và hồ sơ luận án.

- NCS Phạm Minh Trí không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

*d) Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 10/3/2021.

*e) Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 07/3/2021.

*f) Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Phạm Minh Trí	Kinh tế nông nghiệp, 62620115	5753/QĐ-ĐHCT ngày 28/10/2014	09/01/2021	7/7 tán thành

8.9. Nghiên cứu sinh Võ Văn Hà chuyên ngành Phát triển nông thôn Khóa 2014 đợt 2, MSHV: P1214004.

*a) Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Võ Văn Hà bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 15/01/2021.

*b) Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.*

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

*c) Thẩm định chất lượng và hồ sơ luận án.*

- NCS Võ Văn Hà không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

*d) Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 25/3/2021.

*e) Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 16/3/2021.

*f) Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Võ Văn Hà	Phát triển nông thôn, 62620116	5753/QĐ-ĐHCT ngày 28/10/2014	15/01/2021	7/7 tán thành

8.10. Nghiên cứu sinh Tất Duyên Thư chuyên ngành Quản trị kinh doanh Khóa 2013 đợt 2, MSIIV: P1313004.

a) *Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Tất Duyên Thư bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 19/01/2021.

b) *Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.*

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) *Thẩm định chất lượng và hồ sơ luận án.*

- NCS Tất Duyên Thư không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

d) *Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 25/3/2021.

e) *Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 26/02/2021.

f) *Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Tất Duyên Thư	Quản trị kinh doanh, 62340102	5160/QĐ-ĐHCT ngày 05/11/2013	19/01/2021	7/7 tán thành

8.11. Nghiên cứu sinh Lê Xuân Thái chuyên ngành Tài chính – Ngân hàng Khóa 2015 đợt 1, MSHV: P1515003.

a) *Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Lê Xuân Thais bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 22/01/2021.

b) *Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.*

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.



c) *Thẩm định chất lượng và hồ sơ luận án.*

- NCS Lê Xuân Thái không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

d) *Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 25/3/2021.

e) *Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 19/3/2021.

f) *Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Lê Xuân Thái	Tài chính - Ngân hàng, 62340201	1577/QĐ-ĐHCT ngày 29/5/2015	22/01/2021	7/7 tán thành

8.12. Nghiên cứu sinh Huỳnh Văn Quốc chuyên ngành Khoa học đất Khóa 2013 đợt 1, MSHV: P0113004.

a) *Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Huỳnh Văn Quốc bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 05/02/2021.

b) *Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.*

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) *Thẩm định chất lượng và hồ sơ luận án.*

- NCS Huỳnh Văn Quốc không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

d) *Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 25/3/2021.

e) *Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 10/3/2021.

f) *Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Huỳnh Văn Quốc	Khoa học đất, 62620103	2809/QĐ-ĐHCT ngày 28/6/2013	05/02/2021	7/7 tán thành

8.13. Nghiên cứu sinh Nguyễn Thanh Sang chuyên ngành Quản trị kinh doanh Khóa 2014 đợt 1, MSHV: P1314004.

a) *Đủ 3 tháng kể từ ngày bảo vệ thành công luận án tại Hội đồng đánh giá luận án cấp Trường.*

- NCS Nguyễn Thanh Sang bảo vệ thành công luận án tiến sĩ cấp trường vào ngày 06/02/2021.

b) *Đã chỉnh sửa, bổ sung những nội dung trong luận án theo nghị quyết của HĐ đánh giá luận án tiến sĩ cấp trường trước và sau khi nhận được kết quả thẩm định chất lượng luận án.*

- NCS đã được Chủ tịch HĐ kiểm tra và xác nhận đã chỉnh sửa đầy đủ theo yêu cầu.

c) *Thẩm định chất lượng và hồ sơ luận án.*

- NCS Nguyễn Thanh Sang không nằm trong danh sách thẩm định chất lượng và hồ sơ luận án của Bộ Giáo dục và Đào tạo.

d) *Nghiên cứu sinh đã nộp Thư viện Quốc gia Việt Nam một bản luận án (bản chỉnh sửa sau khi chỉnh sửa theo Nghị quyết Hội đồng chấm cấp Trường), một bản tóm tắt luận án, một đĩa CD ghi toàn văn luận án và tóm tắt luận án (bao gồm cả trang bìa).*

- NCS có biên nhận của Thư viện Quốc gia Việt Nam đã nộp quyền luận án theo yêu cầu vào ngày 25/3/2021.

e) *Nghiên cứu sinh đã nộp Hồ sơ cấp bằng.*

- NCS đã nộp Hồ sơ cấp bằng cho Khoa Sau đại học vào ngày 10/3/2021.

f) *Luận án của nghiên cứu sinh đã được đưa lên trang thông tin của cơ sở đào tạo sau khi bảo vệ cấp trường.*

- Luận án của nghiên cứu sinh sau khi bảo vệ cấp trường đã được đưa lên trang thông tin của Trường Đại học Cần Thơ vào ngày 31/5/2021.

Họ và Tên	Chuyên ngành, mã ngành	Số quyết định công nhận	Ngày BVLA cấp Trường	Kết quả BVLA cấp Trường
Nguyễn Thanh Sang	Quản trị kinh doanh, 62340102	2139/QĐ-ĐHCT ngày 26/6/2014	06/02/2021	7/7 tán thành

#### IV. Kết luận của phiên họp

1. Đồng ý thông qua Chương trình đào tạo chuyên ngành Nuôi trồng thủy sản trình độ tiến sĩ giảng dạy bằng tiếng Anh (mã ngành cấp IV: 9620301).

2. Đồng ý đề xuất gia hạn Chương trình đào tạo Công nghệ thực phẩm trình độ thạc sĩ được giảng dạy bằng tiếng Anh (mã ngành cấp IV: 8540101), thời gian 5 năm (từ năm 2022 đến năm 2026). Đề nghị Khoa Sau đại học phối hợp các đơn vị liên quan hoàn thành hồ sơ gia hạn đào tạo ngành Công nghệ thực phẩm trình độ thạc sĩ được giảng dạy bằng tiếng Anh theo đúng quy định hiện hành. Chú ý bổ sung vào

đề án gia hạn biên bản họp thống nhất không điều chỉnh chương trình đào tạo của các trường tham gia đào tạo cho ngành này.

3. Về Chương trình đào tạo và Danh sách thành viên chuyên môn tham gia Hội đồng thẩm định chương trình đào tạo và các điều kiện đảm bảo chất lượng

3.1. Đồng ý với chương trình đào tạo ngành Lý luận và Phương pháp dạy học bộ môn tiếng Anh trình độ tiến sĩ (mã ngành cấp IV: 9140111) đã được soạn thảo và điều chỉnh trên cơ sở tham khảo 02 chương trình đào tạo quốc tế và các ý kiến đóng góp của các bên liên quan; Danh sách thành viên Hội đồng thẩm định chương trình đào tạo và điều kiện đảm bảo chất lượng đào tạo ngành Lý luận và Phương pháp dạy học bộ môn tiếng Anh trình độ tiến sĩ như sau:

TT	Họ và tên	Đơn vị công tác	Chuyên môn, năm tốt nghiệp tiến sĩ, nước tốt nghiệp	Chức danh trong hội đồng
1	PGS.TS. Trịnh Quốc Lập	Trường Đại học Cần Thơ	Thiết kế chương trình giảng dạy tiếng nước ngoài, 2005, Hà Lan	Chủ tịch
2	PGS. TS. Trương Viên	Trường Đại học Ngoại ngữ Huế, Đại học Huế	Ngôn ngữ đối chiếu, 2005, Việt Nam	Phản biện 1
3	TS. Tiêu Thanh Thủy	Trường Đại học Trà Vinh	Đào tạo bồi dưỡng giáo viên, 2018, Úc	Phản biện 2
4	TS. Trương Bạch Lê	Trường Đại học Ngoại ngữ Huế, Đại học Huế	Giảng dạy ngôn ngữ, 2009, Úc	Ủy viên
5	TS. Nguyễn Thị Xuân Lan	Trường Đại học Mở Thành phố Hồ Chí Minh	Giáo dục học (thiết kế chương trình giảng dạy), 2017, Úc	Ủy viên
6	TS. Nguyễn Phúc Tăng	Sở Giáo dục và Đào tạo Thành phố Cần Thơ	Khoa học giáo dục, 2015, Việt Nam	Ủy viên Đại diện đơn vị sử dụng
7	TS. Nguyễn Trung Cang	Trường Đại học Kiên Giang	Ngôn ngữ học, 2015, Anh Quốc	Thư ký

3.2. Đồng ý với chương trình đào tạo ngành Công nghệ thông tin trình độ thạc sĩ (mã ngành cấp IV: 8480201) đã được soạn thảo và điều chỉnh trên cơ sở tham khảo 03 chương trình đào tạo quốc tế và các ý kiến đóng góp của các bên liên quan; Danh sách thành viên Hội đồng thẩm định chương trình đào tạo và điều kiện đảm bảo chất lượng đào tạo ngành Công nghệ thông tin trình độ thạc sĩ như sau:

TT	Họ và tên	Đơn vị công tác	Chuyên môn, năm tốt nghiệp tiến sĩ, nước tốt nghiệp	Chức danh trong hội đồng
1	PGS.TS. Nguyễn Thái Sơn	Trường Đại học Trà Vinh	Công nghệ thông tin, 2015; Đài Loan	Chủ tịch
2	TS. Phan Anh Cang	Trường Đại học Sư phạm kỹ thuật Vĩnh Long	Khóa học máy tính, 2012; Cộng hòa Pháp	Phản biện 1

3	TS. Dương Minh Đức	Trường Đại học Công nghệ thông tin, Đại học Quốc gia Thành phố Hồ Chí Minh	Công nghệ thông tin, 2014, Việt Nam	Phản biện 2
4	ThS. Trần Minh Hùng	Công ty Công nghệ PTN GLOBAL	Công nghệ thông tin, ThS 2016, Việt Nam (có kinh nghiệm trong lĩnh vực CNTT từ 1996)	Ủy viên Đại diện đơn vị sử dụng
5	TS. Nguyễn Văn Hòa	Trường Đại học An Giang, Đại học Quốc gia Thành phố Hồ Chí Minh	Khoa học máy tính, 2009, Cộng hòa Pháp	Ủy viên
6	TS. Lê Thanh Vân	Trường Đại học Bách Khoa, Đại học Quốc gia Thành phố Hồ Chí Minh	Tin học, 2008, Cộng hòa Pháp	Ủy viên
7	PGS.TS. Nguyễn Thái Nghe	Trường Đại học Cần Thơ	KH máy tính, 2012, Cộng hòa Liên bang Đức	Thư ký

4. Đồng ý thông qua Hướng dẫn Viết và trình bày luận văn thạc sĩ và luận án tiến sĩ do Khoa Sau đại học chủ trì biên soạn và lấy ý kiến các đơn vị có liên quan. Thống nhất (1) có thể sử dụng 1 trong 2 cách trích dẫn tài liệu tham khảo theo APA hoặc IEEE; (2) số trang tối thiểu cho phần chính của luận án tiến sĩ là 100 trang (không kể các trang tài liệu tham khảo, phụ lục và phần phụ bìa, mục lục, danh sách hình, bảng, từ viết tắt,...). Đề nghị Khoa Sau đại học hoàn chỉnh và trình Hiệu trưởng quyết định ban hành Hướng dẫn.

5. Đồng ý chủ trương tổ chức bồi dưỡng nghiệp vụ sư phạm theo Thông tư 11/2021/TT-BGDĐT và Thông tư 12/2021/TT-BGDĐT của Bộ trưởng Bộ Giáo dục và Đào tạo. Đề nghị Trung tâm Liên kết đào tạo phối hợp các đơn vị có liên quan hoàn chỉnh các đề án đào tạo và trình Hiệu trưởng quyết định.

6. Đồng ý với Danh sách giảng viên có chức danh Giáo sư, Phó giáo sư và giảng viên có trình độ Tiến sĩ thuộc diện kéo dài thời gian làm việc (đợt 6 tháng cuối năm 2021). Đề nghị Phòng Tổ chức – Cán bộ trình Hiệu trưởng quyết định danh sách.

7. Đồng ý với đề xuất Quy định công tác học vụ dành cho sinh viên trình độ đại học hệ chính quy áp dụng từ học kỳ 1, năm học 2021 – 2022 do Phòng Đào tạo chủ trì phối hợp với Phòng Công tác sinh viên, Phòng Thanh tra – Pháp chế biên soạn và lấy ý kiến các đơn vị trong Trường. Đề nghị Phòng Đào tạo và Phòng Công tác sinh viên hoàn chỉnh và trình Hiệu trưởng quyết định ban hành quy định. Phòng Đào tạo và Phòng Công tác sinh viên tổ chức phổ biến quy định được phê duyệt đến lãnh đạo các đơn vị đào tạo để có thể triển khai tiếp theo đến giảng viên và sinh viên thuộc đơn vị.

8. Thông qua các điều kiện xét tốt nghiệp và đề nghị ra Quyết định công nhận học vị và cấp bằng Tiến sĩ cho nghiên cứu sinh Võ Phước Hưng, Nguyễn Thu Tâm, Đỗ Viết Phương, Bùi Thị Mai Phụng, Võ Hoàng Ngân, Huỳnh Văn Hiền, Lê Văn Dũng, Phạm Minh Trí, Võ Văn Hà, Tất Duyên Thư, Lê Xuân Thái, Huỳnh Văn Quốc và Nguyễn Thanh Sang. Khoa Sau đại học hoàn thành hồ sơ, triển khai các bước tiếp theo để cấp bằng tốt nghiệp tiến sĩ cho nghiên cứu sinh đúng quy định hiện hành.

Buổi họp kết thúc lúc: 17 giờ 00 phút cùng ngày./.

**TỔ THƯ KÝ HĐ KH&ĐT TRƯỜNG  
TỔ TRƯỞNG**



**Ngô Thanh Phong**

**HỘI ĐỒNG KH&ĐT TRƯỜNG  
CHỦ TỊCH**



**Trần Trung Tính**

**Nơi nhận:**

- Ban Giám hiệu (để b/c);
- Hội đồng trường;
- Thường trực HĐKH&ĐT;
- Tổ Thư ký HĐKH&ĐT;
- Khoa: SĐH, TS, Nghiệp, NNgữ, CNTT&TT;
- Phòng: TCCB, ĐT, CTSV, TTPC;
- Trung tâm LKĐT;
- Lưu: VT, HĐKH&ĐT.



Số: 1791/QĐ-ĐHCT

Cần Thơ, ngày 18 tháng 6 năm 2021

## QUYẾT ĐỊNH

Về việc thành lập Hội đồng thẩm định chương trình đào tạo  
và các điều kiện đảm bảo chất lượng đào tạo thực tế trình độ tiến sĩ

### HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ

Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;

Căn cứ Thông tư 07/2015/TT-BGDĐT ngày 16/4/2015 của Bộ Giáo dục và Đào tạo ban hành Quy định về khối lượng kiến thức tối thiểu, yêu cầu về năng lực mà người học đạt được sau khi tốt nghiệp đối với mỗi trình độ đào tạo của giáo dục đại học và quy trình xây dựng, thẩm định, ban hành chương trình đào tạo trình độ đại học, thạc sĩ, tiến sĩ;

Căn cứ Thông tư số 08/2017/TT-BGDĐT ngày 04 tháng 4 năm 2017 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Quy chế tuyển sinh và đào tạo trình độ tiến sĩ;

Căn cứ Thông tư 09/2017/TT-BGDĐT ban hành ngày 04 tháng 4 năm 2017 của Bộ Giáo dục và Đào tạo Quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ thạc sĩ, trình độ tiến sĩ;

Căn cứ kết luận của Hội đồng Khoa học và Đào tạo Trường Đại học Cần Thơ tại Biên bản số 1199/BB-ĐHCT-HĐKHĐT trong phiên họp ngày 17 tháng 6 năm 2021.

## QUYẾT ĐỊNH:

**Điều 1.** Nay thành lập Hội đồng thẩm định chương trình đào tạo và các điều kiện đảm bảo chất lượng đào tạo thực tế trình độ tiến sĩ chuyên ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh, mã số 9140111 để làm đề án mở ngành đào tạo tại Trường Đại học Cần Thơ và cử các viên chức có tên sau đây làm thành viên:

1. PGS.TS. Trịnh Quốc Lập	Trường Đại học Cần Thơ	Chủ tịch
2. PGS.TS. Trương Viên	Trường Đại học Ngoại ngữ Huế, ĐH Huế	Phản biện 1
3. TS. Tiêu Thanh Thủy	Trường Đại học Trà Vinh	Phản biện 2
4. TS. Trương Bạch Lê	Trường Đại học Ngoại ngữ Huế, ĐH Huế	Ủy viên
5. TS. Nguyễn Thị Xuân Lan	Trường Đại học Mở TPHCM	Ủy viên
6. TS. Nguyễn Phúc Tăng	Sở Giáo dục và Đào tạo TP Cần Thơ	Ủy viên
7. TS. Nguyễn Trung Cang	Trường Đại học Kiên Giang	Thư ký

**Điều 2.** Hội đồng ở Điều 1 thực hiện thẩm định chương trình đào tạo và các điều kiện đảm bảo chất lượng đào tạo thực tế trình độ tiến sĩ quy định Thông tư 09/2017/TT-BGDĐT ngày 04/4/2017 của Bộ Giáo dục và Đào tạo. Hội đồng tự giải tán sau khi hoàn thành nhiệm vụ.

**Điều 3.** Các ông (bà) Trưởng Khoa Sau đại học, Trưởng Khoa Ngoại ngữ và các viên chức có tên trong Điều 1 chịu trách nhiệm thi hành quyết định này./.

#### Nơi nhận:

- Như Điều 3;
- Khoa Ngoại ngữ (để phối hợp);
- Lưu: VT, KSDH.



Trần Trung Tính

**BIÊN BẢN HỌP THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO  
VÀ CÁC ĐIỀU KIỆN ĐẢM BẢO CHẤT LƯỢNG THỰC TẾ**

Quyết định thành lập Hội đồng số 1791/QĐ-ĐHCT ngày 18 tháng 6 năm 2021 của  
Hiệu trưởng trường Đại học Cần Thơ

Thời gian tổ chức: 14:00 ngày 20 tháng 6 năm 2021.

Địa điểm: Trực tuyến

Ngành hoặc chuyên ngành đào tạo: LL và PPDHBM tiếng Anh Mã số: 9140111

Số thành viên Hội đồng có mặt: 07, gồm có:

- PGS. TS. Trịnh Quốc Lập	Chủ tịch
- PGS. TS. Trương Viên	Phản biện 1
- TS. Tiêu Thanh Thủy	Phản biện 2
- TS. Trương Bạch Lê	Ủy viên
- TS. Nguyễn Thị Xuân Lan	Ủy viên
- TS. Nguyễn Phúc Tăng	Ủy viên
- TS. Nguyễn Trung Cang	Thư ký

Số vắng mặt: 0 gồm có:

**1. Trình bày nội dung đề án**

Đại diện tổ biên soạn chương trình trình bày căn cứ để xây dựng chương trình đào tạo; mục tiêu của chương trình đào tạo; cấu trúc chương trình đào tạo; thời lượng của chương trình đào tạo; nội dung của chương trình đào tạo; đề cương chi tiết học phần và các điều kiện đảm bảo thực hiện chương trình đào tạo.

**2. Các thành viên Hội đồng nhận xét và đặt câu hỏi:**

*- Hai thành viên phản biện của Hội đồng thẩm định đọc nhận xét và đặt câu hỏi*

Cả 6 nội dung của CTĐT đạt yêu cầu.

Mục tiêu và nội dung CTĐT rõ ràng, đảm bảo được chất lượng. Thời lượng của chương trình đảm bảo đúng quy định.

Đề cương chi tiết thể hiện được sự hiện đại của chương trình và tương thích với mục tiêu đào tạo và chuẩn đầu ra của chương trình

Đề xuất: Quy định về đối tượng 3 trong tuyển sinh cần được xem xét lại.

Đối tượng 2 ngoài việc tốt nghiệp loại giỏi cần bổ sung thêm đã làm luận văn tốt nghiệp.

Bổ sung thêm các tiến trình cụ thể cho chương trình đào tạo (hết năm thứ 1 học viên cần đạt được những gì, năm thứ 2, .....).

Các chuyên đề cần liên quan mật thiết để hỗ trợ cho luận án.

Cần kiểm tra phần và điều chỉnh căn cứ xây dựng chương trình cho phù hợp với các thông tư và hướng dẫn.



Chuẩn đầu ra CTĐT cần xem xét bổ sung thêm 2 mục (có khả năng tham gia thảo luận tại các hội thảo trong nước và quốc tế và chuẩn đầu ra về thái độ)

Cần xem xét và điều chỉnh cho nhất quán về tín chỉ của từng mục.

Phân chuẩn đầu ra ngoại ngữ 2 cần ghi rõ các ngoại ngữ theo quy định tại thông tư 09.

Tên HP trong ĐCCT và danh mục các HP cần điều chỉnh lại cho thống nhất.

Phân hướng dẫn tự học trong đề cương chi tiết HP cần bổ sung cho đầy đủ theo các chương.

Bổ sung phần vị trí công việc của người học sau khi tốt nghiệp.

**- Các thành viên của Hội đồng thẩm định nhận xét và đặt câu hỏi**

Xem xét và điều chỉnh cách ghi chuẩn đầu ra trong đề cương chi tiết học phần cho thống nhất với chuẩn đầu ra của CTĐT.

Cập nhật các tài liệu tham khảo các phiên bản mới nhất.

Bổ sung kỹ năng biên soạn, lựa chọn tài liệu và kỹ năng hợp tác trong NCKH vào chuẩn đầu ra của CTĐT.

Xem xét bổ sung ma trận của chuẩn đầu ra và mục tiêu của CTĐT.

Làm rõ mục tiêu của các chuyên đề.

**- Đại diện cơ sở đào tạo trả lời và giải trình**

Đại diện tổ biên soạn CTĐT tiếp thu ý kiến đóng góp của các thành viên. Tổ biên soạn thống nhất các góp ý và sẽ điều chỉnh.

**3. Đánh giá**

Trưởng ban kiểm phiếu: PGS. TS Trương Viên

Thành viên 1: TS. Trương Bạch Lê

Thành viên 2: TS. Nguyễn Trung Cang

Tổng số phiếu phát ra: 07

Tổng số phiếu thu vào: 07

Số phiếu hợp lệ: 07

Số phiếu không hợp lệ: 07

Kết quả kiểm phiếu: 7/7 đạt

**4. Kết luận của Hội đồng thẩm định**

- Điều kiện mở ngành đào tạo: cơ sở pháp lý rõ ràng; phù hợp với nhu cầu xã hội, định hướng phát triển của Trường ĐHCT, và xu thế hội nhập quốc tế. Cơ sở đào tạo hiện đang đào tạo bậc Đại học Sư phạm tiếng Anh và Thạc sĩ ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh. Cả hai chương trình đào tạo đều đã được kiểm định, đạt tiêu chuẩn chất lượng giáo dục do Bộ Giáo dục và Đào tạo ban hành.
- Đội ngũ giảng viên: giảng viên cơ hữu và giảng viên tham gia giảng dạy đều đáp ứng yêu cầu về chuyên môn, trình độ (Tiến sĩ) và điều kiện nghiên cứu khoa học.
- Cơ sở vật chất: đảm bảo điều kiện nghiên cứu, học tập của NCS; trung tâm học liệu với nhiều tài liệu chuyên môn; có Tạp chí khoa học riêng.



- Khung chương trình đào tạo: được xây dựng theo định hướng nghiên cứu, phù hợp với khung trình độ quốc gia. Một số điểm cần điều chỉnh, bổ sung theo đánh giá, góp ý của thành viên Hội đồng.

- Đánh giá chung: 7/7 thành viên thống nhất đánh giá **Đạt**

Đề nghị tổ biên soạn chỉnh sửa CTĐT theo biên bản và bản nhận xét góp ý của các thành viên trong hội đồng.

Thư ký đọc biên bản và Chủ tịch Hội đồng tuyên bố kết thúc phiên họp thẩm định vào lúc 17h10 cùng ngày.

**Chủ tịch Hội đồng**

(Ký tên, họ tên)



PGS. TS. Trịnh Quốc Lập

**Thư ký Hội đồng**

(Ký tên, họ tên)



TS. Nguyễn Trung Cang

**Xác nhận của cơ sở đào tạo**

**HIỆU TRƯỞNG**



Hà Thanh Toàn

**PHIẾU THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Họ và tên thành viên Hội đồng thẩm định: **Trịnh Quốc Lập**

Chức danh trong Hội đồng thẩm định: Chủ tịch

Tên đơn vị đào tạo đề nghị thông qua chương trình đào tạo: Khoa Ngoại ngữ, Trường Đại học Cần Thơ

Ngành hoặc chuyên ngành đào tạo: Lý luận và Phương pháp dạy học bộ môn tiếng Anh;  
Mã số: 9140111

Trình độ đào tạo: Tiến sĩ



TT	Nội dung thẩm định	Nhận xét của thành viên Hội đồng	Kết luận (đạt yêu cầu hay không đạt yêu cầu)
1	Căn cứ để xây dựng chương trình đào tạo	Theo đúng quy định của Thông tư 07 và 08,	Đạt
2	Mục tiêu của chương trình đào tạo	Rõ ràng; có sử dụng mục tiêu được xác định theo khung trình độ Việt Nam; có tham khảo các chương trình tiến sĩ cùng ngành trong và ngoài nước.	Đạt
3	Cấu trúc của chương trình đào tạo	Hợp lý	Đạt
4	Thời lượng của chương trình đào tạo	Đúng theo quy định nhà nước	Đạt
5	Nội dung của chương trình đào tạo (đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế – xã hội đất nước)	Phù hợp, sẽ giúp người học phát triển những kiến thức, kỹ năng hay năng lực tự chịu trách nhiệm của người học sau khi theo học ngành LL & PPDH Bộ môn tiếng Anh bậc tiến sĩ. Tuy nhiên, đề nghị bổ sung vào chương trình nội dung phân tích dữ liệu (dành cho đối tượng có bằng cử nhân) và nội viết đề xuất bản công trình nghiên cứu	Đạt

		khoa học dành cho tất cả các đối tượng người học của chương trình.	
6	Đề cương chi tiết của học phần/môn học (mục tiêu, nội dung, phương pháp giảng dạy, phương pháp đánh giá, tài liệu tham khảo)	Có sự gắn kết với mục tiêu đào tạo chung và mục tiêu cụ thể	Đạt

**Những ý kiến khác:** Nhóm biên soạn cần bổ sung quy trình học 3 / 4 năm cho 2 nhóm đối tượng người học.

**Kết luận chung** (cần khẳng định đạt yêu cầu hay chưa, những nội dung cần bổ sung chỉnh sửa): Đạt nhưng cần bổ sung như góp ý.

**Thành viên Hội đồng thẩm định**  
(Ký tên, họ tên)

  
  
Trịnh Quốc Lập



**PHIẾU THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIỀN SĨ**

Họ và tên thành viên Hội đồng thẩm định: PGS.TS. TRƯƠNG VIÊN

Trường Đại học Ngoại ngữ, Đại học Huế

Chức danh trong Hội đồng thẩm định: PHẢN BIỆN

Tên đơn vị đào tạo đề nghị thông qua chương trình đào tạo: Khoa Ngoại ngữ, Trường Đại học Cần Thơ

Ngành hoặc chuyên ngành đào tạo: Lý luận và Phương pháp dạy học bộ môn tiếng Anh;  
Mã số: 9140111

Trình độ đào tạo: Tiến sĩ

TT	Nội dung thẩm định	Nhận xét của thành viên Hội đồng	Kết luận (đạt yêu cầu hay không đạt yêu cầu)
1	Căn cứ để xây dựng chương trình đào tạo	Đầy đủ, chi tiết, và liên quan đến Chương trình đào tạo tiến sĩ	Đạt yêu cầu
2	Mục tiêu của chương trình đào tạo	Rõ ràng, gồm mục tiêu chung và mục tiêu cụ thể	Đạt yêu cầu
3	Cấu trúc của chương trình đào tạo	Rõ ràng, chi tiết	Đạt yêu cầu
4	Thời lượng của chương trình đào tạo	Phù hợp	Đạt yêu cầu
5	Nội dung của chương trình đào tạo (đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế – xã hội đất nước)	Đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế – xã hội đất nước	Đạt yêu cầu
6	Đề cương chi tiết của học phần/môn học (mục tiêu, nội dung, phương pháp giảng dạy, phương pháp đánh giá,	mục tiêu, nội dung, phương pháp giảng dạy, phương pháp đánh giá,	Đạt yêu cầu

	tài liệu tham khảo)	tài liệu tham khảo của các đề cương chi tiết là phù hợp.	
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**Những ý kiến đề nghị khác:**

1. Quy định 03 nhóm đối tượng tuyển sinh: Đề nghị vẫn giữ 03 nhóm, nhưng điều chỉnh phù hợp hơn:

**Nhóm 1:** Tốt nghiệp thạc sĩ chuyên ngành đúng: PPDHTA (không kể tốt nghiệp bao nhiêu năm, nếu đã tốt nghiệp nhiều năm - ở trang 6 ghi là 15 năm – e rằng chưa phù hợp, nhất là đối với GV đã dạy tốt và nghiên cứu tốt ở phổ thông sau khi tốt nghiệp sắp xếp ổn định mọi thứ (có thể từ 6-20 năm), muốn được đào tạo nâng cao, như vậy sẽ tạo phản ứng từ GV ngành đúng khi nộp hồ sơ khi so với SV vừa mới tốt nghiệp 1-5 năm, như ghi ở trang 6)

**Nhóm 2:** Tốt nghiệp đại học chính quy loại giỏi (nên có hoàn thành luận văn tốt nghiệp, điểm luận văn loại giỏi)

**Nhóm 3:** Tốt nghiệp thạc sĩ chuyên ngành gần, như ngôn ngữ Anh, Phiên dịch, Du lịch...(Nhóm này tách biệt với nhóm ngành đúng, và phải học 6 HPBS như đề cập ở trang 6)

2. Nên có Mục: QUY TRÌNH/LỘ TRÌNH ĐÀO TẠO TỔNG QUÁT, nằm trong Phần 2 (Chương trình đào tạo) ghi tiến trình việc *thực hiện các học phần TS, các chuyên đề TS, các seminar liên quan đến nội dung luận án của NCS*, nhằm giúp NCS có một cái nhìn tổng thể những công việc lớn cần thực hiện và hoàn thành trong 3-4 năm đào tạo. Chẳng hạn, trong năm 1, cần hoàn tất các HP các chuyên đề TS, song song với hoàn tất đề cương chi tiết của luận án (Mục 1.3.1 (36 TC) và Mục c/ Bài Tiểu luận tổng quan (trang 17-18), Quy trình tổng quát có thể là:

Năm 1:

NCS hoàn tất các HP và CD TS

NCS hoàn thiện đề cương nghiên cứu của luận án TS

Năm 2:

NCS tiếp tục hoàn tất các HP và CD tiến sĩ

NCS hoàn tất Chương 1 trong luận án của mình, bao gồm: 1/ Chuyên đề Cơ sở lý luận & các Nghiên cứu liên quan;

NCS hoàn tất Chương 2 - Phương pháp nghiên cứu; và hoàn tất Chương 3 - Kết quả và thảo luận

Năm 3:

NCS hoàn tất báo cáo tổng thể

Viết các bài báo, tham dự hội thảo khoa học

Bảo vệ cơ sở

Bảo vệ chính thức

Cuối năm 2, NCS có thể tiến hành viết article đăng các báo quốc tế và trong nước.

3. Thêm phần: Cách thức đào tạo: Tập trung, chính quy, từ xa, kết hợp Facetoface và online instruction,...

4. Phần điều kiện về trình độ tiếng nước ngoài khác tiếng Anh, ghi ở trang 4, cần ghi rõ và cụ thể hơn, như thông tư 08/2017/TT-BGDDT ngày 4/4/2017 của Bộ GD và ĐT. Đây là điểm mà các NCS rất quan tâm, nhất là hướng xử lý của nhà trường Trường ĐHNN/ĐHQGHN đã có những hướng mở tạo điều kiện cho NCS vượt qua điều kiện này.

5. Trong điều kiện các bài báo trước khi bảo vệ, điều kiện nên giảm nhẹ và mang tính động viên:

- Một bài báo đăng tạp chí quốc tế có peer review và có chỉ số ISSN

- Một bài báo trong nước có có peer review và có chỉ số ISSN

Nếu NCS có bài báo chỉ số ISI hoặc SCOPUS (tùy theo số lượng) sẽ được cộng điểm khi bảo vệ hoặc được giấy khen và quà tặng của cơ sở đào tạo.

**Kết luận chung** (*cần khẳng định đạt yêu cầu hay chưa, những nội dung cần bổ sung chỉnh sửa*):



*Chương trình đào tạo Lý luận và Phương pháp dạy học bộ môn tiếng Anh cơ bản là đạt yêu cầu, những phần đề nghị bổ sung trên đây chỉ nhằm làm tăng chất lượng của chương trình mà thôi.*

**Thành viên Hội đồng thẩm định**  
(Ký tên, họ tên)



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PGS.TS. TRƯƠNG VIÊN

**PHIẾU THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO**  
**TRÌNH ĐỘ TIỀN SĨ**

Họ và tên thành viên Hội đồng thẩm định: TIÊU THANH THỦY

Chức danh trong Hội đồng thẩm định: Phản biện 2

Tên đơn vị đào tạo đề nghị thông qua chương trình đào tạo: Khoa Ngoại ngữ, Trường Đại học Cần Thơ

Ngành hoặc chuyên ngành đào tạo: Lý luận và Phương pháp dạy học bộ môn tiếng Anh;  
Mã số: 9140111

Trình độ đào tạo: Tiến sĩ

TT	Nội dung thẩm định	Nhận xét của thành viên Hội đồng	Kết luận (đạt yêu cầu hay không đạt yêu cầu)
1	Căn cứ để xây dựng chương trình đào tạo	<p>Liệt kê đầy đủ các căn cứ để xây dựng CTĐT. Tuy nhiên,</p> <ul style="list-style-type: none"><li>- <b>Cần lược bỏ</b> Thông tư số 10/2009/TT-BGDĐT Quy chế đào tạo trình độ tiến sĩ và Thông tư số 05/2012/TT-BGDĐT ngày 15 tháng 02 năm 2012 sửa đổi, bổ sung một số điều của Quy chế đào tạo trình độ tiến sĩ (<i>02 Thông tư này đã được thay thế bởi Thông tư 08/2017/TT-BGDĐT</i>)</li><li>- <b>Thay thế</b> Thông tư số 07/2015/TT-BGDĐT ngày 16/04/2015 của Bộ trưởng BGD&amp;ĐT ban hành Quy định về khối lượng kiến thức tối thiểu, yêu cầu về năng lực mà người học đạt được sau khi tốt nghiệp đối với mỗi trình độ đào tạo của</li></ul>	Đạt



		<p>giáo dục đại học và quy trình xây dựng, thẩm định, ban hành chương trình đào tạo trình độ đại học, thạc sĩ, TS <b>bằng</b> Thông tư 09/2017/TT-BGDĐT về Quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ thạc sĩ, trình độ tiến sĩ.</p> <p>- Cần mô tả rõ hơn về căn cứ cuối (Kết quả đào tạo đại học, cao học của Trường ĐHCT)</p>	
	Mục tiêu của chương trình đào tạo	<p>- Mục tiêu chung, mục tiêu cụ thể được phát biểu đúng cách.</p> <p>- Chuẩn đầu ra cơ bản đáp ứng Bậc 8 Khung trình độ quốc gia. Tuy nhiên, đề nghị bổ sung, điều chỉnh một số nội dung sau đây:</p> <p>1. <b>L.O.1:</b> bỏ động từ “nắm vững” vì không đo lường được. Đồng thời cân nhắc cụm từ “toàn diện” vì liệu có quá cao hay không?</p> <p>2. <b>L.O.5:</b> đề nghị chỉnh lại thành “Viết các bài báo khoa học thuộc chuyên ngành một cách thành thạo”.</p> <p>3. <b>Bổ sung thêm L.O cho kỹ năng:</b> (L.O.6) Tham gia thảo luận trong nước và quốc tế thuộc chuyên ngành LL&amp;PPDHBMTA và phổ biến các kết quả nghiên cứu. Vì trong Khung trình độ QG và cả CTĐT đều có (5TC báo cáo hội nghị khoa học &amp; 5TC seminar).</p> <p>4. Mục 6.3: Chỉnh lại từ ngữ “... đầu vào và đầu ra”</p> <p>5. <b>Bổ sung thêm L.O cho Thái độ:</b> (L.O.9) Quản lý nghiên cứu hoặc đưa ra quyết định mang tính chuyên gia. Vì trong Khung trình độ QG và cả CTĐT đều có (7TC hướng dẫn luận văn ĐH hoặc giảng dạy).</p>	Đạt
2			

3	Cấu trúc của chương trình đào tạo	Đầy đủ 3 nhóm học phần theo quy định.	Đạt
4	Thời lượng của chương trình đào tạo	Đáp ứng yêu cầu của Thông tư 09/2017/TT-BGDĐT	Đạt
5	Nội dung của chương trình đào tạo (đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế – xã hội đất nước)	<p>Đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế – xã hội đất nước. Tuy nhiên, cần kiểm tra lại 11 điểm sau:</p> <ol style="list-style-type: none"> <li>1. <b>Trang 11</b>, cần ghi Đối tượng A2 đầy đủ như trang 6.</li> <li>2. <b>Trang 12</b>, tổng số TC là 30. Trong khi trang 4, 6 và 11 thì ghi là 32?</li> <li>3. <b>Trang 13</b>, tổng số TC là 9. Trong khi trang 4, 6 và 12 thì ghi là 6?</li> <li>4. <b>Trang 14</b>, tổng số TC là 9. Trong khi trang 6 và 13 thì ghi là 12?</li> <li>5. <b>Bảng 6 trang 15</b>, cần đánh số thứ tự lại.</li> <li>6. <b>Trang 16</b>, thời gian thực hiện đối với NCS học CT 3 năm: đề nghị bổ sung thêm “hoặc 3,5 năm”</li> <li>7. <b>Trang 17</b>, xem lại thời gian thực hiện chuyên đề 1 và chuyên đề 2. Hai chuyên đề trong cùng 1 năm học?</li> <li>8. <b>Trang 17, mục c. Bài tiểu luận tổng quan:</b> Trong phần mô tả về nội dung tiểu luận có ghi “... đề cương ban đầu...”. Nếu là đề cương thì phải có xác định mục tiêu nghiên cứu, câu hỏi nghiên cứu và phương pháp nghiên cứu. Vì vậy, đề xuất bổ sung những nội dung này vào yêu cầu của nội dung tiểu luận.</li> </ol>	Đạt



		<p>9. Phần thời gian thực hiện: đề nghị bổ sung ý “hoặc 3,5 năm”.</p> <p>10. <b>Trang 17, mục 1.3.1 Phần 3</b> .....: đề nghị chỉnh lại thành 2.3 Phần 3. NCKH và Luận án TS (giống như trong bảng 1, trang 6)</p> <p>11. Bảng 7: mục 1: đề nghị chỉnh “Nội dung 3: Nghiên cứu” thành “Nghiên cứu khoa học”. Ở dòng tiếp theo, chỉnh thành “ít nhất 01 bài báo KH trong nước thuộc danh mục do HĐ chức danh GS ngành quy định”.</p> <p>12. <b>Trang 18, dòng 2:</b> đề nghị xác định rõ 3TC thuộc bắt buộc hay tự chọn.</p> <p>13. <b>Trang 19, mục 5:</b> đề nghị ghi rõ ngoại ngữ gì (theo yêu cầu của Thông tư 09/2017/TT-BGDDT, Phụ lục V).</p>	
6	<p>Đề cương chi tiết của học phần/môn học (mục tiêu, nội dung, phương pháp giảng dạy, phương pháp đánh giá, tài liệu tham khảo)</p>	<p>ĐCCT học phần được mô tả chi tiết, đầy đủ. Tuy nhiên có một số lưu ý sau:</p> <ol style="list-style-type: none"> <li>1. Tên học phần trong ĐC không khớp với tên HP trong danh mục ở trang 13, 14.</li> <li>2. Số tín chỉ của HP PPNCKH nâng cao ... không khớp với số TC trong danh mục trang 13.</li> <li>3. CĐR của học phần PPNCKH nâng cao (trang 22) nên được sắp xếp lại giữa CĐR kiến thức và CĐR kỹ năng.</li> <li>4. CĐR của học phần Xu hướng nghiên cứu về PTCT &amp; TLDH tiếng Anh (trang 27) chưa tương thích với Mục tiêu của học phần. Cần nhắc điều chỉnh lại số tiết giữa các chương. Chương 9 là trọng tâm của học phần nhưng chỉ có 5 tiết. Ba chương đầu cung cấp kiến thức nền tảng (mô tả học phần ghi là kiến thức chuyên sâu) nhưng lại được phân bổ nhiều tiết</li> </ol>	Chưa đạt

		<p>hơn những chương sau. Phần hướng dẫn tự học chỉ ghi có 4 chương, trong khi học phần có 9 chương.</p> <p>5. Phần đánh giá tiêu luận của các học phần đều giống nhau. Nên cụ thể hơn và gắn với mục tiêu và CDR của từng học phần.</p> <p>6. Phần hướng dẫn tự học của học phần Xu hướng nghiên cứu về PTCM giảng dạy tiếng Anh (tên học phần không khớp với danh mục trang 14) chỉ có 4 chương trong khi học phần có 6 chương.</p> <p>7. Tiêu luận của học phần Xu hướng nghiên cứu trong lĩnh vực giao tiếp liên văn hóa (nghiên cứu cải tiến trong việc ứng dụng PP dạy tiếng Anh trong ngữ cảnh giáo dục hiện đại): không phù hợp với CDR và MT của học phần.</p>	
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**Những ý kiến khác:** Đề nghị bổ sung thêm vị trí, công việc có thể đảm nhiệm của người học sau khi tốt nghiệp, và trình bày lại theo biểu mẫu quy định ở Phụ lục V – Chương trình đào tạo và Kế hoạch đào tạo (*kèm theo Thông tư số 09/2017/TT-BGDĐT ngày 4/4/2017 của Bộ Giáo dục Đào tạo quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ thạc sĩ, trình độ tiến sĩ*).

**Kết luận chung** (cần khẳng định đạt yêu cầu hay chưa, những nội dung cần bổ sung chỉnh sửa): **ĐẠT YÊU CẦU**. Tuy nhiên cần bổ sung, chỉnh sửa những nội dung như đã góp ý ở trên.

**Thành viên Hội đồng thẩm định**



**TS. Tiêu Thanh Thủy**

**PHIẾU THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Họ và tên thành viên Hội đồng thẩm định: Trương Bạch Lê

Chức danh trong Hội đồng thẩm định: Thành viên Hội đồng

Tên đơn vị đào tạo đề nghị thông qua chương trình đào tạo: Khoa Ngoại ngữ, Trường Đại học Cần Thơ

Ngành hoặc chuyên ngành đào tạo: Lý luận và Phương pháp dạy học bộ môn tiếng Anh;  
Mã số: 9140111

Trình độ đào tạo: Tiến sĩ

<b>TT</b>	<b>Nội dung thẩm định</b>	<b>Nhận xét của thành viên Hội đồng</b>	<b>Kết luận (đạt yêu cầu hay không đạt yêu cầu)</b>
1	Căn cứ để xây dựng chương trình đào tạo	-Có trích dẫn nhiều văn bản, thông tư, nghị quyết liên quan làm căn cứ lập đề án.  - Qui định đào tạo TS của Trường ĐHCT cần trích dẫn số và ngày tháng.	Đạt yêu cầu
2	Mục tiêu của chương trình đào tạo	-Mục tiêu chung bao quát, hướng đến đào tạo toàn diện về kiến thức chuyên sâu, năng lực phát hiện và nghiên cứu vấn đề trong lĩnh vực chuyên môn, có những phẩm chất và kỹ năng cá nhân và nghề nghiệp ở trình độ cao để trở thành chuyên gia, nhà quản lý, lãnh đạo hàng đầu trong lĩnh	Đạt yêu cầu

		vực chuyên môn.	
3	Cấu trúc của chương trình đào tạo	<ul style="list-style-type: none"> <li>-Chương trình đào tạo được bố trí phù hợp với các đối tượng dự tuyển A 1, A2, A3, có các học phần bổ sung cho đối tượng A2, A3.</li> <li>- Các học phần trình độ tiến sĩ: ngoài 2 học phần bắt buộc ( Phương pháp NCKH nâng cao, Xu hướng nghiên cứu trong lĩnh vực lý luận và phương pháp dạy học tiếng Anh), 6 học phần tự chọn trải rộng các xu hướng nghiên cứu trong giảng dạy ngoại ngữ</li> <li>-Các chuyên đề tiến sĩ: 12 chuyên đề thuộc 5 nhóm hướng nghiên cứu</li> <li>- Các hoạt động NCKH, nhiệm vụ NCS, luận án TS: có định mức về bài báo khoa học đăng trong tạp chí trong nước và quốc tế ( 1 bài ISI/scopus hoặc 2 bài tạp chí khoa học nước ngoài có phản biện)</li> <li>- Đề xuất: trang 17:xem lại ghi nhầm số mục 1.3.1 ( Phần 3: Nghiên cứu khoa học, báo cáo khoa học, ngoại ngữ, thực hiện nhiệm vụ NCS) thuộc phần 2.2</li> </ul>	Đạt yêu cầu
4	Thời lượng của	-Phù hợp với 3 loại đối tượng	Đạt yêu cầu

	chương trình đào tạo	A1,A2, A3.	
5	Nội dung của chương trình đào tạo (đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế – xã hội đất nước)	<p>-Tiệm cận quốc tế: Điều kiện Bảo vệ luận án TS: sản phẩm trình độ QUỐC TẾ ( 2 báo cáo ht quốc tế, tc nước ngoài , 1 bài tc scopus/ IS)</p> <p>-Trang 9-10: Xác định rõ 5 hướng nghiên cứu trong giảng dạy ngoại ngữ;có những mảng đề tài mới, sâu sát thực tế phát triển và trau dồi dạy học ngoại ngữ trên thế giới và có tính đột phá đối với dạy học ngoại ngữ ở Việt Nam: Text-driven approach to materials development, Learner autonomy, Classroom discourse, Blended learning, Alternative assessment</p> <p>-Các học phần TS: 7 hỗ trợ học viên định hướng nghiên cứu c không những đối với luận án TS mà còn chuẩn bị kiến thức về các chủ đề nghiên cứu để tiếp tục phát triển sau khi hoàn thành TS, đáp ứng mục tiêu “Đào tạo người học có trình độ TS có kiến thức chuyên sâu, toàn diện về lĩnh vực</p> <p>nghiên cứu liên quan đến chuyên ngành LL&amp;PPDHBMTA”</p>	Đạt yêu cầu

		-Phần 3 trang 17-18: – Nghiên cứu khoa học, báo cáo khoa học, ngoại ngữ, thực hiện nhiệm vụ NCS: qui định chặt chẽ , tạo ý thức NCKH ,tạo đà cho hv phát triển sau khi hoàn thành chương trình TS	
6	<p>Đề cương chi tiết của học phần/môn học (mục tiêu, nội dung, phương pháp giảng dạy, phương pháp đánh giá, tài liệu tham khảo)</p>	<p>1. Học phần <i>Xu hướng nghiên cứu về phát triển chương trình và tài liệu dạy học tiếng Anh</i>:</p> <p>-Nội dung học phần chưa phản ánh rõ xu hướng nghiên cứu trong xây dựng chương trình và phát triển tài liệu giảng dạy</p> <p>2. Học phần <i>Xu hướng nghiên cứu về Lý luận và Phương pháp dạy học tiếng Anh</i>: Có 7 mảng đề tài nghiên cứu rõ ràng</p> <p>3. Học phần <i>Xu hướng nghiên cứu về công nghệ thông tin trong dạy học tiếng Anh</i></p> <p>-Tên tiếng Anh <i>Technology Trends and Research on Teaching English with Technology</i>: thừa từ "Technology" trong cụm từ "Technology Trends"</p> <p>4. Học phần <i>Research Trends in Professional Development in English Language Teaching</i>: Phản ánh rõ, tập trung vào xu hướng nghiên cứu như tên của học phần</p>	Đạt yêu cầu



		<p>5. Học phần <i>Xu hướng nghiên cứu trong lĩnh vực giao tiếp liên văn hoá</i>: Mô tả tóm tắt nội dung học phần có liên quan cụ thể đến nghiên cứu trong lĩnh vực chủ đề.</p> <p>- Đề xuất: cập nhật Tài liệu tham khảo ( trang 73) ở đề cương chuyên đề</p> <ul style="list-style-type: none"> <li>- McGrath, I (2002): đã có ấn bản 2016</li> <li>- McCalister &amp; Nation ( 2011): đã có ấn bản 2019</li> </ul> <p>+ Bảng <i>Cấu trúc nội dung học phần</i> trong mỗi Đề cương chi tiết học phần: Cột trái ngoài cùng ( <i>Chương...</i>) nên chuyển thành <i>Chủ đề</i>. Nếu ghi <i>Chương</i> thì cần thể hiện rõ chương nào ở tài liệu tham khảo nào.</p>	
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**Những ý kiến khác:** Không có

**Kết luận chung** (*cần khẳng định đạt yêu cầu hay chưa, những nội dung cần bổ sung chỉnh sửa*): Đạt yêu cầu; đề nghị cân nhắc bổ sung chỉnh sửa những chi tiết có nêu ở các mục 3,6.

**Thành viên Hội đồng thẩm định**  
(Ký tên, họ tên)



Trương Bạch Lê

**PHIẾU THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Họ và tên thành viên Hội đồng thẩm định:

Chức danh trong Hội đồng thẩm định:

Tên đơn vị đào tạo đề nghị thông qua chương trình đào tạo: Khoa Ngoại ngữ, Trường Đại học Cần Thơ

Ngành hoặc chuyên ngành đào tạo: Lý luận và Phương pháp dạy học bộ môn tiếng Anh;  
Mã số: 9140111

Trình độ đào tạo: Tiến sĩ

TT	Nội dung thẩm định	Nhận xét của thành viên Hội đồng	Kết luận (đạt yêu cầu hay không đạt yêu cầu)
1	Căn cứ để xây dựng chương trình đào tạo	rõ ràng phù hợp	Đạt yêu cầu
2	Mục tiêu của chương trình đào tạo	rõ ràng phù hợp	Đạt
3	Cấu trúc của chương trình đào tạo	phù hợp đúng quy định	Đạt
4	Thời lượng của chương trình đào tạo	phù hợp	Đạt
5	Nội dung của chương trình đào tạo (đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế – xã hội đất nước)	Đầy đủ, rõ ràng đáp ứng yêu cầu chuyên môn, chuẩn đầu ra	Đạt

6	Đề cương chi tiết của học phần/môn học (mục tiêu, nội dung, phương pháp giảng dạy, phương pháp đánh giá, tài liệu tham khảo)	- Đây đủ, phù hợp - đòi hỏi chuẩn đầu ra môn học và CAP của Ch. I và II	Đạt, điều chỉnh
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Những ý kiến khác:.....

**Kết luận chung** (cần khẳng định đạt yêu cầu hay chưa, những nội dung cần bổ sung chỉnh sửa):..... Đạt với các điều chỉnh theo góp ý.....

**Thành viên Hội đồng thẩm định**  
(Ký tên, họ tên)



Nguyễn Thị Xuân Lan



**PHIẾU THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Họ và tên thành viên Hội đồng thẩm định: **Nguyễn Phúc Tăng**

Chức danh trong Hội đồng thẩm định: **Ủy viên**

Tên đơn vị đào tạo đề nghị thông qua chương trình đào tạo: Khoa Ngoại ngữ, Trường Đại học Cần Thơ

Ngành hoặc chuyên ngành đào tạo: Lý luận và Phương pháp dạy học bộ môn tiếng Anh;  
Mã số: 9140111

Trình độ đào tạo: Tiến sĩ


TT	Nội dung thẩm định	Nhận xét của thành viên Hội đồng	Kết luận (đạt yêu cầu hay không đạt yêu cầu)
1	Căn cứ để xây dựng chương trình đào tạo	Đầy đủ, dựa trên các quy định của nhà nước. Tôi nghĩ là trước khi ký quyết định thành lập hội đồng thẩm định chương trình đào tạo này, các bộ phận có liên quan của Trường Đại học Cần Thơ đã có những tư vấn cho nhóm biên soạn	
2	Mục tiêu của chương trình đào tạo	Rõ ràng. Tuy nhiên, tôi đề nghị nhóm biên soạn cân nhắc bổ sung thêm “ <i>trang bị cho người học năng lực hợp tác, cộng tác với người khác trong hoạt động nghiên cứu và phát triển</i> ”	
3	Cấu trúc của chương trình đào tạo	Hợp lý	

4	Thời lượng của chương trình đào tạo	Hợp lý theo quy định của nhà nước	
5	Nội dung của chương trình đào tạo (đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế – xã hội đất nước)	Phù hợp, phản ánh được những kiến thức, kỹ năng hay năng lực tự chịu trách nhiệm của người học. Với tư cách là đơn vị sử dụng lao động, tôi mong muốn trong quá trình thực hiện chương trình, những kỹ năng nghiên cứu cũng như quản lý nghiên cứu thực tiễn lớp học tiếng Anh, kỹ năng nghiên cứu điều chỉnh tài liệu, hoạt động dạy học tiếng Anh hay phát triển tài liệu giảng dạy tiếng Anh được tập trung hơn. Những kỹ năng này sẽ giúp cho học viên sau khi học xong chương trình trở thành những giảng viên hay giáo viên nòng cốt trong lĩnh vực giảng dạy tiếng Anh.	
6	Đề cương chi tiết của học phần/môn học (mục tiêu, nội dung, phương pháp giảng dạy, phương pháp đánh giá, tài liệu tham khảo)	Có sự gắn kết với mục tiêu đào tạo chung và mục tiêu cụ thể	

Những ý kiến khác: Không có

**Kết luận chung** (cần khẳng định đạt yêu cầu hay chưa, những nội dung cần bổ sung chỉnh sửa): Đạt yêu cầu

**Thành viên Hội đồng thẩm định**  
(Ký tên, họ tên)

  
Nguyễn Phúc Tấn



**PHIẾU THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Họ và tên thành viên Hội đồng thẩm định: Nguyễn Trung Cang

Chức danh trong Hội đồng thẩm định: Thư ký

Tên đơn vị đào tạo đề nghị thông qua chương trình đào tạo: Khoa Ngoại ngữ, Trường Đại học Cần Thơ

Ngành hoặc chuyên ngành đào tạo: Lý luận và Phương pháp dạy học bộ môn tiếng Anh;  
Mã số: 9140111

Trình độ đào tạo: Tiến sĩ

TT	Nội dung thẩm định	Nhận xét của thành viên Hội đồng	Kết luận (đạt yêu cầu hay không đạt yêu cầu)
1	Căn cứ để xây dựng chương trình đào tạo	Cung cấp đầy đủ các căn cứ pháp lý, năng lực đào tạo của cơ sở đào tạo và nhu cầu thực tiễn về nguồn nhân lực.	Đạt
2	Mục tiêu của chương trình đào tạo	Mục tiêu đào tạo được nêu rõ ràng, cụ thể, đáp ứng được chuẩn đầu ra CTĐT theo khung trình độ quốc gia bậc Tiến sĩ. Cần bổ sung ma trận của chuẩn đầu ra CTĐT và mục tiêu CTĐT.	Đạt
3	Cấu trúc của chương trình đào tạo	Cấu trúc chương trình đào tạo có những danh mục các học phần bổ sung cho từng đối tượng cụ thể với nhiều học phần tự chọn. Danh mục các học phần trình độ tiến sĩ thể hiện được sự mềm dẻo (nhiều học phần tự chọn) Các học phần định hướng phát triển kiến thức và kỹ năng theo xu thế hiện đại giúp người học nắm được xu thế phát triển giáo dục và nghiên cứu giáo dục của thế giới nói chung	Đạt

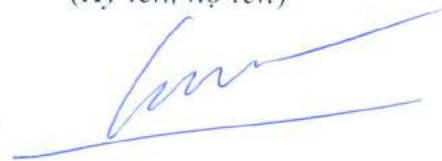
		và việc giảng dạy và nghiên cứu trong lĩnh vực giảng dạy tiếng Anh nói riêng.	
4	Thời lượng của chương trình đào tạo	Phù hợp với chương trình và mục tiêu đào tạo. Cần cụ thể hóa mục tiêu học viên cần đạt được cho từng năm học cụ thể.	Đạt
5	Nội dung của chương trình đào tạo (đáp ứng mục tiêu, phù hợp trình độ đào tạo, đảm bảo tính hiện đại, tính hội nhập và phù hợp với yêu cầu phát triển kinh tế - xã hội đất nước)	Nội dung của CTĐT đáp ứng mục tiêu và đảm bảo được tính hiện đại phù hợp với xu thế phát triển trong giáo dục, nghiên cứu giáo dục và giảng dạy, nghiên cứu về giảng dạy tiếng Anh trên thế giới. Tuy nhiên, chưa có ma trận giữa các chuẩn đầu ra của CTĐT và mục tiêu chương trình.	Đạt
6	Dề cương chi tiết của học phần/môn học (mục tiêu, nội dung, phương pháp giảng dạy, phương pháp đánh giá, tài liệu tham khảo)	Dề cương chi tiết mô tả cụ thể mục tiêu HP, sự tương thích của mục tiêu HP và CDR CTĐT; CDR HP với mục tiêu và CDR CTĐT. Cần điều chỉnh cách ghi CDR CTĐT trong đề cương chi tiết HP cho tương thích với cách ghi chuẩn đầu ra của CTĐT.	Đạt

**Những ý kiến khác:** Không

**Kết luận chung:** Đạt. Chính sửa theo bản nhận xét.

**Thành viên Hội đồng thẩm định**

(Ký tên, họ tên)



TS. Nguyễn Trung Cang

**BIÊN BẢN KIỂM PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Ban Kiểm phiếu đánh giá chương trình đào tạo trình độ Tiến sĩ ngành LL và PPDHBM tiếng Anh của Trường Đại học Cần Thơ bao gồm:

- |                          |            |
|--------------------------|------------|
| 1. PGS.TS. Trương Viên   | Trưởng ban |
| 2. TS. Bạch Lê           | Ủy viên    |
| 3. TS. Nguyễn Trung Cang | Thư ký     |

đã tiến hành kiểm phiếu, kết quả như sau:

07 phiếu đạt

00 phiếu chưa đạt

Kết luận: có 7 phiếu đạt / 7.

Cần Thơ, ngày ..... tháng ..... năm 2021

Thư ký

Ủy viên

Trưởng ban kiểm phiếu



TS. Nguyễn Trung Cang

TS. Trương Bạch Lê

PGS.TS. Trương Viên



**PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ .....**

Thành viên Hội đồng thẩm định chương trình đào tạo trình độ .....  
ngành.....*Ly luận và PP dạy học Bộ môn Tiếng Anh*.....của  
Trường Đại học Cần Thơ, đánh giá:

☒ Đạt

☐ Chưa đạt

**Người đánh giá**



*Trịnh Quốc Lập*

**PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Thành viên Hội đồng thẩm định chương trình đào tạo trình độ Tiến sĩ ngành  
Lý luận và phương pháp dạy học bộ môn tiếng Anh, mã số 9140111 của Trường  
Đại học Cần Thơ, đánh giá:

☒ Đạt

☐ Chưa đạt

**Người đánh giá**



PGS TS Trương Viên

**PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Thành viên Hội đồng thẩm định chương trình đào tạo trình độ Tiến sĩ ngành  
Lý luận và phương pháp dạy học bộ môn tiếng Anh, mã số 9140111 của Trường  
Đại học Cần Thơ, đánh giá:

- ☒ Đạt  
☐ Chưa đạt

Người đánh giá

  
Trần Thanh Thủy

**PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO**  
**TRÌNH ĐỘ TIẾN SĨ**

Thành viên Hội đồng thẩm định chương trình đào tạo trình độ Tiến sĩ ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh, mã số 9140111 của Trường Đại học Cần Thơ, đánh giá:

- ☒ Đạt  
☐ Chưa đạt

**Người đánh giá**



Trương Bạch Lê


**PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Thành viên Hội đồng thẩm định chương trình đào tạo trình độ Tiến sĩ ngành  
Lý luận và phương pháp dạy học bộ môn tiếng Anh, mã số 9140111 của Trường  
Đại học Cần Thơ, đánh giá:

☒ Đạt

☐ Chưa đạt

**Người đánh giá**

  
Nguyễn Thị Xuân Lan

**PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Thành viên Hội đồng thẩm định chương trình đào tạo trình độ Tiến sĩ ngành  
Lý luận và phương pháp dạy học bộ môn tiếng Anh, mã số 9140111 của Trường  
Đại học Cần Thơ, đánh giá:

- ☒ Đạt  
☐ Chưa đạt

**Người đánh giá**

*Nguyễn Thanh*  
*Nguyễn Phai Răng*



**PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Thành viên Hội đồng thẩm định chương trình đào tạo trình độ Tiến sĩ ngành  
Lý luận và phương pháp dạy học bộ môn tiếng Anh, mã số 9140111 của Trường  
Đại học Cần Thơ, đánh giá:

☒ Đạt

☐ Chưa đạt

**Người đánh giá**



**Nguyễn Trung Cang**

**BIÊN BẢN KIỂM PHIẾU ĐÁNH GIÁ CHƯƠNG TRÌNH ĐÀO TẠO  
TRÌNH ĐỘ TIẾN SĨ**

Ban Kiểm phiếu đánh giá chương trình đào tạo trình độ Tiến sĩ ngành LL và PPDHBM tiếng Anh của Trường Đại học Cần Thơ bao gồm:

- |                          |            |
|--------------------------|------------|
| 1. PGS.TS. Trương Viên   | Trưởng ban |
| 2. TS. Bạch Lê           | Ủy viên    |
| 3. TS. Nguyễn Trung Cang | Thư ký     |

đã tiến hành kiểm phiếu, kết quả như sau:

07 phiếu đạt

00 phiếu chưa đạt

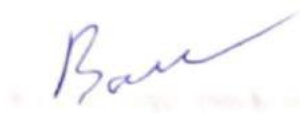
Kết luận: có 7 phiếu đạt / 7.

Cần Thơ, ngày ..... tháng ..... năm 2021

Thư ký

Ủy viên

Trưởng ban kiểm phiếu



TS. Nguyễn Trung Cang

TS. Trương Bạch Lê

PGS.TS. Trương Viên



## **TỜ TRÌNH**

**V/v điều chỉnh theo góp ý của Hội đồng thẩm định chương trình đào tạo đề án mở ngành trình độ tiến sĩ**

Chuyên ngành: Lý luận và Phương pháp dạy học Bộ môn tiếng Anh

Mã số: 9140111

**Kính gửi: Hội đồng thẩm định chương trình đào tạo đề án mở ngành**

- Căn cứ Thông tư số 07/2015/TT-BGDĐT, ngày 16/4/2015 của Bộ Giáo dục và Đào tạo ban hành Quy định về khối lượng kiến thức tối thiểu, yêu cầu về năng lực mà người học đạt được sau khi tốt nghiệp đối với mỗi trình độ đào tạo của giáo dục đại học và quy trình xây dựng, thẩm định, ban hành chương trình đào tạo trình độ đại học, thạc sĩ, tiến sĩ;
- Căn cứ Thông tư số 09/2017/TT-BGDĐT, ngày 04/4/2017 của Bộ Giáo dục và Đào tạo ban hành Quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ thạc sĩ, trình độ tiến sĩ;
- Căn cứ Quyết định số 1791/QĐ-ĐHCT, ngày 18 tháng 6 năm 2021 của Hiệu trưởng Trường Đại học Cần Thơ về việc thành lập Hội đồng thẩm định chương trình đào tạo trình độ tiến sĩ chuyên ngành Lý luận và Phương pháp dạy học Bộ môn tiếng Anh của Trường Đại học Cần Thơ (ĐHCT);
- Căn cứ biên bản họp thẩm định chương trình đào tạo trình độ tiến sĩ chuyên ngành Lý luận và Phương pháp dạy học Bộ môn tiếng Anh theo Quyết định số 1791/QĐ-ĐHCT của Trường Đại học Cần Thơ, tổ chức họp Hội đồng ngày 20/06/2021;

Kính trình Hội đồng thẩm định chương trình đào tạo đề án mở ngành các nội dung đã điều chỉnh trong đề án đào tạo trình độ tiến sĩ chuyên ngành Lý luận và Phương pháp dạy học Bộ môn tiếng Anh của Trường Đại học Cần Thơ theo góp ý của hội đồng như sau:

<b>Nội dung góp ý</b>	<b>Nội dung đã điều chỉnh</b>	<b>Ghi chú</b>
<b>Phản biện 1: PGS. TS. Trương Viên</b>		
Trong quy định 03 nhóm đối tượng tuyển sinh: đề nghị vẫn giữ nhưng cần điều chỉnh phù hợp hơn	Đã điều chỉnh theo góp ý, cụ thể không giới hạn số năm sau khi tốt nghiệp đối với nhóm 1. Đối với nhóm 2, đã thêm yêu cầu có thực hiện luận văn tốt nghiệp và điểm luận văn đạt loại giỏi. Đối với nhóm 3 cần tách biệt	

Nội dung góp ý	Nội dung đã điều chỉnh	Ghi chú
	với nhóm ngành đúng và học thêm học phần bổ sung.	
Cần bổ sung mục quy trình/lộ trình đào tạo tổng quát, nằm trong phần 2 (Chương trình đào tạo) ghi tiến trình việc thực hiện các học phần tiến sĩ, các chuyên đề seminar có liên quan đến nội dung luận án	Đã bổ sung trong phần 2 trong mô tả chương trình đào tạo	
Cần bổ sung cách thức đào tạo	Đã bổ sung theo đề xuất	
Phần điều kiện về trình độ tiếng nước ngoài khác tiếng Anh cần ghi rõ và cụ thể hơn theo đúng thông tư của Bộ Giáo dục và Đào tạo	Đã thực hiện bổ sung, cụ thể theo đúng thông tư 08/2017/TT-BGDĐT ngày 4/4/2017 của Bộ GD và Đào tạo	
<b>Phản biện 2: TS. Tiêu Thanh Thủy</b>		
Cần lược bỏ Thông tư số 10/2009/TT-BGDĐT về Quy chế đào tạo trình độ tiến sĩ và Thông tư số 05/2012/TT-BGDĐT ngày 15 tháng 02 năm 2012 sửa đổi, bổ sung Quy chế đào tạo trình độ Tiến sĩ	Đã thay thế bằng Thông tư 08/2017/TT-BGDĐT ngày 4/4/2017	
Thay thế thông tư 07/2015/TT-BGDĐT ngày 16/4/2015 cho phù hợp quy định đổi mới	Đã thay thế bằng Thông tư 09/2017/TT-BGDĐT về Quy định điều kiện, trình tự, thủ tục mở ngành hoặc chuyên ngành đào tạo và đình chỉ tuyển sinh, thu hồi quyết định mở ngành hoặc chuyên ngành đào tạo trình độ thạc sĩ, tiến sĩ	
Bổ sung L.O cho mục kỹ năng và thái độ	Đã thực hiện bổ sung cụ thể thêm phần tham gia thảo luận trong nước và quốc tế thuộc chuyên ngành LL&PPDHBMTA. Mục thái độ có thêm chuẩn đầu ra về quản lý nghiên cứu, đưa ra quyết định mang tính chuyên gia.	
Kiểm tra các mục ở trang 11, 12, 13, 14, Bảng 6 trang 15, 16, 17, 18, 19	Đã kiểm tra và điều chỉnh	



Nội dung góp ý	Nội dung đã điều chỉnh	Ghi chú
Tên một số học phần trong đề cương chưa khớp với tên học phần trong chương trình đào tạo	Đã kiểm tra và điều chỉnh	
Số tín chỉ học phần Phương pháp nghiên cứu khoa học nâng cao không khớp số tín chỉ trong danh mục	Đã kiểm tra và điều chỉnh	
Chuẩn đầu ra một số học phần chưa tương thích với mục tiêu học phần	Đã kiểm tra và điều chỉnh	
Bổ sung thêm vị trí công việc có thể đảm nhiệm của người học sau khi tốt nghiệp	Đã thực hiện và trình bày lại theo mẫu quy định như trong Thông tư 09/2017/TT-BGDĐT ngày 4/4/2017	
<b>Ủy viên 1: TS. Nguyễn Thị Xuân Lan</b>		
Đối chiếu chuẩn đầu ra môn học và chuẩn đầu ra chương trình đào tạo	Đã điều chỉnh cho phù hợp	
<b>Ủy viên 2: TS. Trương Bạch Lê</b>		
Đề xuất cập nhật tài liệu giảng dạy, tài liệu tham khảo vì một số tài liệu đã có phiên bản mới	Đã tiến hành cập nhật	
Bảng cấu trúc nội dung học phần trong mỗi đề cương chi tiết học phần: Cột trái ngoài cùng (Chương...) nên chuyển thành Chủ đề. Nếu ghi Chương thì cần thể hiện rõ chương nào.	Đã điều chỉnh theo góp ý	
<b>Thư ký: TS. Nguyễn Trung Cang</b>		
Trong mục thời lượng chương trình cần cụ thể hóa mục tiêu học viên cần đạt được cho từng năm học cụ thể	Đã bổ sung mục tiêu cụ thể cho từng năm học mà học viên cần đạt được	
Bổ sung ma trận giữa chuẩn đầu ra chương trình đào tạo và mục tiêu chương trình	Đã bổ sung	
Cần điều chỉnh cách ghi chuẩn đầu ra chương trình đào tạo trong đề cương chi tiết học phần cho tương thích với	Nội dung chuẩn đầu ra trong các đề cương chi tiết học phần đã được điều chỉnh sao cho phù hợp với chuẩn đầu ra trong chương trình đào tạo	

Nội dung góp ý	Nội dung đã điều chỉnh	Ghi chú
cách ghi chuẩn đầu ra trong chương trình đào tạo		
<b>Chủ tịch: PGS. TS. Trịnh Quốc</b>		
Cần bổ sung quy trình học 3/4 năm cho 2 nhóm đối tượng người học	Đã bổ sung	
<b>Kết luận của Hội đồng:</b>		
Đạt yêu cầu theo quy định hiện hành. Đề nghị chỉnh sửa các vấn đề lưu ý và góp ý	Đã chỉnh sửa những nội dung lưu ý và góp ý của các thành viên hội đồng thẩm định	

**TRƯỞNG KHOA KHOA NGOẠI NGỮ**



Trịnh Quốc Lập

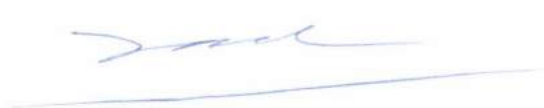
**HỘI ĐỒNG THẨM ĐỊNH CHƯƠNG TRÌNH ĐÀO TẠO**

**THƯ KÝ**



Nguyễn Trung Cang

**CHỦ TỊCH**



Trịnh Quốc Lập

**XÁC NHẬN CỦA CƠ SỞ ĐÀO TẠO THẨM ĐỊNH  
CHƯƠNG TRÌNH ĐÀO TẠO**




Trần Trung Tính

**BIÊN BẢN HỌP**  
**THƯỜNG TRỰC HỘI ĐỒNG KHOA HỌC VÀ ĐÀO TẠO TRƯỜNG**  
**Phiên họp lần 2 Tháng 6 năm 2021**

**1. Thời gian và địa điểm**

- **Thời gian:** Phiên họp bắt đầu lúc 13 giờ 30, ngày 22 tháng 6 năm 2021.

- **Địa điểm:** Phòng họp 1 BGH, Trường ĐHCT.

**2. Thành phần tham dự**

- **Thường trực Hội đồng KH&ĐT:** PGS.TS. Trần Trung Tính, PGS.TS. Trịnh Quốc Lập, GS.TS. Trần Ngọc Hải, GS.TS. Hà Thanh Toàn, PGS.TS. Nguyễn Duy Cần, GVC.TS. Lê Thị Nguyệt Châu và PGS.TS. Ngô Thanh Phong.

- **Tổ Thư ký Hội đồng KH&ĐT:** PGS.TS. Ngô Thanh Phong, GVC.ThS. Nguyễn Minh Trí, PGS.TS. Lê Nguyễn Đoàn Khôi, PGS.TS. Mai Văn Nam, CVC.CN. Lê Phi Hùng, GVC.TS. Phạm Phương Tâm, CVC.ThS. Dương Thanh Long và GVC.ThS. Nguyễn Văn Duyệt.

- **Khoa Sau đại học:** PGS.TS. Mai Văn Nam, PGS.TS. Trần Thanh Trúc và bà Nguyễn Hữu Giao Tiên.

- **Khoa Công nghệ thông tin và truyền thông:** GVC.TS. Nguyễn Hữu Hòa, PGS.TS. Phạm Nguyên Khang và GVC.TS. Phạm Thế Phi.

- **Khoa Ngoại ngữ:** PGS. TS. Trịnh Quốc Lập và PGS. TS. Phương Hoàng Yến

**3. Nội dung chính**

PGS.TS. Trần Trung Tính chủ trì phiên họp về nội dung như sau: Xem xét 02 chương trình đào tạo:

- Ngành Công nghệ thông tin, trình độ thạc sĩ (mã số ngành cấp IV: 8480201)

- Chuyên ngành Lý luận và Phương pháp dạy học bộ môn tiếng Anh (mã ngành cấp IV: 9140111) đã được điều chỉnh theo nội dung góp ý của Hội đồng thẩm định chương trình đào tạo.

**4. Kết luận của phiên họp**

Đồng ý với chương trình đào tạo (CTĐT) của 2 ngành/chuyên ngành sau:

- Ngành Công nghệ thông tin, trình độ thạc sĩ (mã số ngành cấp IV: 8480201) đã được điều chỉnh theo nội dung góp ý của Hội đồng thẩm định chương trình đào tạo.



- Chuyên ngành Lý luận và Phương pháp dạy học bộ môn tiếng Anh (mã ngành cấp IV: 9140111) đã được điều chỉnh theo nội dung góp ý của Hội đồng thẩm định chương trình đào tạo

Đề nghị khoa Sau Đại học, Khoa Công nghệ thông tin và Truyền thông, Khoa Ngoại ngữ phối hợp với các đơn vị có liên quan hoàn thành đề án mở ngành theo quy định hiện hành.

Buổi họp kết thúc lúc: 14 giờ 30 cùng ngày./.

**TỔ THƯ KÝ HĐ KH&ĐT TRƯỜNG  
TỔ TRƯỞNG**



**Ngô Thanh Phong**

**Nơi nhận:**

- Ban Giám hiệu (để b/c);
- Hội đồng trường;
- Thường trực HDKH&ĐT;
- Tổ Thư ký HDKH&ĐT;
- Khoa: SDH, CNTT&TT;
- Lưu: VT, HDKH&ĐT.

**HỘI ĐỒNG KH&ĐT TRƯỜNG  
CHỦ TỊCH**



**Trần Trung Tính**

**QUYẾT ĐỊNH**  
**Về việc ban hành chương trình đào tạo trình độ tiến sĩ**

**HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;

Căn cứ Thông tư 07/2015/TT-BGDĐT ngày 16 tháng 4 năm 2015 của Bộ Giáo dục và Đào tạo quy định về khối lượng kiến thức tối thiểu, yêu cầu về năng lực mà người học đạt được sau khi tốt nghiệp đối với mỗi trình độ đào tạo của giáo dục đại học và quy trình xây dựng, thẩm định, ban hành chương trình đào tạo trình độ đại học, thạc sĩ, tiến sĩ;

Căn cứ Thông tư số 08/2017/TT-BGDĐT ngày 04 tháng 4 năm 2017 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Quy chế tuyển sinh và đào tạo trình độ tiến sĩ;

Căn cứ Quyết định số 4488/QĐ-ĐHCT ngày 10 tháng 10 năm 2018 của Hiệu trưởng Trường Đại học Cần Thơ về việc ban hành Quy định tuyển sinh và đào tạo trình độ tiến sĩ;

Căn cứ Biên bản số 1229/BB-ĐHCT-HĐKHĐT phiên họp ngày 22 tháng 6 năm 2021 của Hội đồng Khoa học và Đào tạo Trường Đại học Cần Thơ;

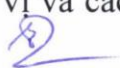
Theo đề nghị của Trường Khoa Sau đại học.

**QUYẾT ĐỊNH:**

**Điều 1.** Nay ban hành chương trình đào tạo chuyên ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh trình độ tiến sĩ, mã số 9140111.

(Đính kèm chương trình đào tạo)

**Điều 2.** Chương trình đào tạo trình độ tiến sĩ này được áp dụng tại Trường Đại học Cần Thơ sau khi Hội đồng Trường có nghị quyết cho phép mở ngành.

**Điều 3.** Các ông (bà) Trường Khoa Sau đại học, Trường Khoa Ngoại ngữ, thủ trưởng các đơn vị và các cá nhân có liên quan chịu trách nhiệm thi hành quyết định này kể từ ngày ký./. 

**Nơi nhận:**

- Như Điều 3;
- Lưu: VT, KSĐH.

**HIỆU TRƯỞNG**  
  
  
**Hà Thanh Toàn**

CHƯƠNG TRÌNH ĐÀO TẠO TRÌNH ĐỘ TIẾN SĨ

Chuyên ngành: Lý luận và phương pháp dạy học bộ môn Tiếng Anh

Mã ngành: 9140111

1	<b>Tên ngành đào tạo</b> (Tiếng Việt và Anh)	Lý luận và phương pháp dạy học bộ môn Tiếng Anh Principles and Methods of English Language Teaching
2	<b>Mã ngành</b>	9140111
3	<b>Đơn vị quản lý</b> (ghi Bộ môn và Khoa)	Bộ môn Phương pháp dạy học tiếng Anh
4	<b>Các ngành dự thi</b>	
4.1	<b>Ngành đúng, phù hợp</b> (không học bổ sung kiến thức)	Lý luận và phương pháp dạy học bộ môn Tiếng Anh, trình độ Thạc sĩ (8140111) Sur phạm Tiếng Anh (7140231)
4.2	<b>Ngành gần</b> (học bổ sung kiến thức)	Ngôn ngữ Anh (8220201)
5	<b>Mục tiêu đào tạo</b>	<b>Mục tiêu chung</b> Đào tạo người học có trình độ TS có kiến thức chuyên sâu, toàn diện về lĩnh vực nghiên cứu liên quan đến chuyên ngành LL&PPDHBMTA; có kỹ năng tự nghiên cứu, tự xác định vấn đề và độc lập giải quyết các vấn đề có ý nghĩa trong lĩnh vực giảng dạy tiếng Anh; có những phẩm chất và kỹ năng cá nhân và nghề nghiệp ở trình độ cao để trở thành chuyên gia, các nhà quản lý, lãnh đạo hàng đầu trong lĩnh vực chuyên môn của mình. <b>Mục tiêu cụ thể</b> CTĐT trang bị cho người học a. Kiến thức chuyên sâu, toàn diện về lĩnh vực nghiên cứu liên quan đến chuyên ngành LL&PPDHBMTA; b. Kỹ năng tự nghiên cứu, tự xác định vấn đề và độc lập giải quyết các vấn đề có ý nghĩa trong lĩnh vực giảng dạy tiếng Anh; c. Các phương pháp nghiên cứu tiên tiến để thực hiện độc lập và hướng dẫn thực hiện một cách hiệu quả các NCKH thuộc chuyên ngành LL&PPDHBMTA; d. Khả năng thích ứng, tự định hướng và dẫn dắt người khác đồng thời có trách nhiệm cao trong việc học tập để phát triển tri thức chuyên nghiệp, kinh nghiệm và sáng tạo ra ý tưởng mới và quá trình mới.
6	<b>Chuẩn đầu ra</b>	Sau khi hoàn thành CTĐT, người học sẽ đạt được các chuẩn đầu ra như sau:
6.1	Kiến thức	LO.1. Nắm vững và vận dụng hiệu quả kiến thức cốt lõi, nền tảng, tiên tiến, chuyên sâu và toàn diện về các vấn đề thuộc chuyên ngành LL&PPDHBMTA; LO.2. Vận dụng thành thạo các kiến thức về tổ chức NCKH trong nghiên cứu các vấn đề thuộc chuyên ngành LL&PPDHBMTA.
6.2	Kỹ năng	LO.3. Phát hiện, phân tích, giải quyết được các vấn đề phức tạp trong thực tiễn nghiên cứu, giảng dạy và quản lý thuộc lĩnh vực LL&PPDHBMTA;



		LO.4 Độc lập nghiên cứu và hướng dẫn thực hiện một cách hiệu quả các NCKH thuộc chuyên ngành LL&PPDHBMTA; LO.5 Tham gia thảo luận trong nước và quốc tế thuộc lĩnh vực LL&PPDHBMTA và phổ biến các kết quả nghiên cứu.
6.3	Thái độ/Mức độ tự chủ và trách nhiệm cá nhân	LO.6. Sử dụng kiến thức và kỹ năng đã học để đưa ra những quyết định có tính chuyên môn cao trong lĩnh vực LL&PPDHBMTA. LO.7. Thích ứng, tự định hướng và dẫn dắt những người khác. LO.8. Trách nhiệm cao trong việc học tập để phát triển tri thức chuyên nghiệp, kinh nghiệm và sáng tạo ra ý tưởng mới và quá trình mới.
6.4	<b>Ngoại ngữ trong quá trình học tập, nghiên cứu</b>	Học viên tự học nâng cao khả năng ngoại ngữ
7	<b>Đã tham khảo CTĐT của trường</b>	- CTĐT bậc Tiến sĩ Chương trình đào tạo TS ngành Lý luận &PPDH bộ môn Tiếng Anh của trường đại học Sydney, Úc tại <a href="https://www.sydney.edu.au/research/opportunities/opportunities/523">https://www.sydney.edu.au/research/opportunities/opportunities/523</a> - Chương trình đào tạo TS ngành Giảng dạy tiếng Anh của trường đại học Assumption, Thái Lan tại địa chỉ website: <a href="https://www.grad.au.edu/phd-elt">https://www.grad.au.edu/phd-elt</a>

### **Chương trình đào tạo chi tiết**

**Tổng số tín chỉ:** 90 TC cho người tốt nghiệp thạc sĩ; 120 TC cho người tốt nghiệp đại học.

**Thời gian đào tạo:** 3 năm.

**Một số hướng nghiên cứu:**

TT	Hướng nghiên cứu, lĩnh vực nghiên cứu có thể nhận hướng dẫn nghiên cứu sinh	Họ tên, học vị, học hàm người có thể hướng dẫn NCS	Số lượng NCS có thể tiếp nhận
<b><i>Nghiên cứu chương trình và phát triển tài liệu dạy học (Curriculum Studies and Materials Development)</i></b>			
1.	Curriculum innovations/ Change	PGS. TS. Trịnh Quốc Lập TS. Nguyễn Văn Lợi	2
2.	Text-driven approach to materials development	TS. Nguyễn Văn Lợi PGS.TS. Phương Hoàng Yến	2
<b><i>Đào tạo giáo viên phát triển chuyên môn (Teacher Professional Learning and Development)</i></b>			
3.	Models/Approaches for teachers' professional learning	PG.TS. Trịnh Quốc Lập TS. Nguyễn Anh Thi	2
4.	Models/ Approaches for teachers' professional development	PGS.TS. Nguyễn Bửu Huân TS. Nguyễn Duy Khang	2
<b><i>Phương pháp dạy học tiếng Anh (English Language Pedagogy)</i></b>			
5.	Classroom discourse	TS. Lê Xuân Mai	2
6.	Effects of teaching methods from socio-cultural perspective	TS. Nguyễn Văn Lợi	2
7.	Blended learning	TS. Nguyễn Duy Khang	1
<b><i>Sự phát triển của người học (Learner development)</i></b>			
8.	Learner autonomy Learner mindset/ Multiple Intelligences	PGS. TS. Phương Hoàng Yến TS. Nguyễn Văn Lợi TS. Nguyễn Thị Phương Hồng	2

TT	Hướng nghiên cứu, lĩnh vực nghiên cứu có thể nhận hướng dẫn nghiên cứu sinh	Họ tên, học vị, học hàm người người có thể hướng dẫn NCS	Số lượng NCS có thể tiếp nhận
9.	Communicative Competence (Inter-culturalcommunicative competence)	TS. Nguyễn Hải Quân TS. Nguyễn Anh Thi	2
<b>Kiểm tra và đánh giá trong GD tiếng Anh (Testing- Assessment)</b>			
10.	Alternative assessment	PGS. TS. Phương Hoàng Yến	1
11.	Dynamic assessment	TS. Nguyễn Văn Lợi PGS.TS. Trịnh Quốc Lập	2
12.	Constructing and validating self-assessment measures	TS. Nguyễn Văn Lợi	1

**Đề cương nghiên cứu:** Theo kế hoạch tập trung của Trường.

## Phần 1: Học phần bổ sung

**1.1. Có bằng đại học ngành phù hợp:** học bổ sung các học phần sau đây:

T T	Mã số HP	Tên học phần	Số tín chỉ	Bắt buộc	Tự chọn	Số tiết LT	Số tiết TH	HP tiền quyết	HK thực hiện
<b>Phần kiến thức chung</b>									
1	ML605	Triết học	3	x		45			I, II
<i>Cộng: 3 TC (Bắt buộc 3 TC)</i>									
<b>Phần kiến thức cơ sở</b>									
2	SPA621	Phương pháp NCKH trong giảng dạy tiếng Anh	3	x		45			I, II
3	SPA631	Nguyên lý giảng dạy tiếng Anh	3	x		45			I, II
4	SPA630	Kỹ năng giao tiếp sư phạm tiếng Anh	2		x	30			I, II
5	SPA608	Xây dựng môi trường học tiếng Anh	2		x	30			I, II
6	SPA619	Phát triển nghiệp vụ và khả năng tự học tiếng Anh	2		x	30			I, II
7	SPA603	Đánh giá giáo dục trong giảng dạy tiếng Anh	2		x	30			I, II
<i>Cộng: 10 TC (Bắt buộc: 6 TC; Tự chọn: 4 TC)</i>									
<b>Phần kiến thức chuyên ngành</b>									
9	SPA625	Giao tiếp liên văn hóa	2	x		30			I, II
10	SPA622	Tiếp thu ngôn ngữ thứ hai	2	x		30			I, II
11	SPA635	Viết tiếng Anh học thuật sau đại học	3	x		45			I, II
12	SPA614	Phương pháp giảng dạy tiếng Anh	3	x		45			I, II
13	SPA634	Kiểm tra và đánh giá trong giảng dạy tiếng Anh	3	x		45			I, II
14	SPA615	Giảng dạy môn Đọc hiểu tiếng Anh	2		x	30			I, II
15	SPA616	Giảng dạy môn Nghe Nói tiếng Anh	2		x	30			I, II
16	SPA637	Giảng dạy môn Viết tiếng Anh	2		x	30			I, II
17	SPA617	Giảng dạy môn Cấu trúc ngôn ngữ tiếng Anh	2		x	30			I, II
18	SPA601	Thu thập và phân tích dữ liệu trong nghiên cứu giáo dục tiếng Anh	2		x	30			I, II
<i>Cộng: 17 TC (Bắt buộc: 13 TC; Tự chọn: 4 TC)</i>									
<b>Tổng cộng</b>			<b>30</b>	<b>22</b>	<b>8</b>				I, II

## 1.2. Có bằng thạc sĩ ngành gần: Học bổ sung các học phần sau đây:

TT	Mã số HP	Tên học phần	Số tín chỉ	Bắt buộc	Tự chọn	Số tiết LT	Số tiết TH	HP tiên quyết	HK thực hiện
1	SPA631	Nguyên lý giảng dạy tiếng Anh	3	x		45			I, II
2	SPA614	Phương pháp giảng dạy tiếng Anh	3	x		45			I, II
		<b>Tổng cộng</b>	<b>6</b>	<b>6</b>	<b>0</b>				

## Phần 2: Các học phần trình độ tiến sĩ

### 2.1. Các học phần trình độ tiến sĩ:

TT	Mã số HP	Tên học phần	Số tín chỉ	Bắt buộc	Tự chọn	Số tiết LT	Số tiết TH	HP tiên quyết	HK thực hiện
1	SPA901	Phương pháp NCKH nâng cao trong giảng dạy tiếng Anh	3	x		45			I
2	SPA902	Xu hướng nghiên cứu trong lĩnh vực lý luận và phương pháp dạy học tiếng Anh	2	x		30			I
3	SPA903	Xu hướng nghiên cứu về phát triển chương trình và tài liệu dạy học tiếng Anh	2		x	30			II
4	SPA904	Xu hướng nghiên cứu về phương pháp giảng dạy tiếng Anh	2		x	30			II
5	SPA905	Xu hướng nghiên cứu về ứng dụng công nghệ thông tin trong giảng dạy tiếng Anh	2		x	30			II
6	SPA906	Xu hướng nghiên cứu về kiểm tra và đánh giá trong giảng dạy tiếng Anh	2		x	30			II
7	SPA907	Xu hướng nghiên cứu về phát triển chuyên môn cho giáo viên tiếng Anh	2		x	30			II
8	SPA908	Xu hướng nghiên cứu về giao tiếp liên văn hóa trong giảng dạy tiếng Anh	2		x	30			II
9	SPA909	Viết xuất bản nghiên cứu khoa học	2		x	30			II
<i>Cộng: 12 TC (Bắt buộc: 6 TC; Tự chọn: 6 TC)</i>									
		<b>Tổng cộng</b>	<b>11</b>	<b>5</b>	<b>6</b>				

## Phần 3: Nghiên cứu khoa học và luận án tiến sĩ (79 TC)

### 3.1 Các chuyên đề tiến sĩ (6 TC)

- Số chuyên đề: 2
- Tổng số tín chỉ của 2 chuyên đề: 6 TC
- Thời gian thực hiện:
  - + Chuyên đề 1: Năm thứ 1
  - + Chuyên đề 2: Năm thứ 2

### 3.2 Bài tiểu luận tổng quan (3 TC)

- Tổng số tín chỉ: 3 TC
- Thời gian thực hiện: Năm thứ 2

- 3.3. Bài báo khoa học, báo cáo hội nghị khoa học, seminar: 22 TC  
3.4. Tham gia giảng dạy/hướng dẫn thực tập/luận văn ĐH: 8 TC  
3.5. Luận án tiến sĩ (40 TC)

**BAN GIÁM HIỆU  
HIỆU TRƯỞNG**



**Hà Thanh Toàn**

**HỘI ĐỒNG KH&ĐT  
CHỦ TỊCH**

**Trần Trung Tính**

*Cần Thơ, ngày tháng 6 năm 2021*  
**TRƯỞNG KHOA**

**Trịnh Quốc Lập**

**Khung khối lượng tín chỉ (TC) trong chương trình đào tạo trình độ tiến sĩ**

<b>TT</b>	<b>Các nội dung chính</b>	<b>Định mức (TC)</b>	<b>Số lượng</b>	<b>Bắt buộc (TC)</b>	<b>Tự chọn (TC)</b>	<b>Tổng TC</b>	<b>Ghi chú</b>
<b>I</b>	<b>Nội dung 1:</b> Học phần (HP) trình độ tiến sĩ	2-3 TC/HP	5-6 HP	5	6	11	
<b>II</b>	<b>Nội dung 2: Nghiên cứu khoa học, luận án tiến sĩ</b>			49	30	79	
<b>1</b>	Tiểu luận tổng quan, chuyên đề tiến sĩ		3	9		9	
1.1	Tiểu luận tổng quan	3	1	3		3	
1.2	Chuyên đề tiến sĩ	3	2	6		6	
<b>2</b>	<b>Bài báo khoa học</b>		2		10	10	
	<i>Tạp chí KH thuộc WoS/Scopus</i>	6	1				
	<i>Tạp chí KH nước ngoài có phản biện</i>	5	2				
	<i>Kỷ yếu quốc tế có phản biện</i>	5	2				
	<i>Tạp chí trong nước (theo quy định, thuộc HĐCDGSNN)</i>	4	1				
<b>3</b>	<b>Báo cáo hội nghị khoa học</b> (trong nước/quốc tế)	2-4	1-3		7	7	Tự chọn trong mục 4
3.1	Trong nước (tiếng Việt)						
	Oral	3					
	Poster	2					
3.2	Quốc tế (tiếng nước ngoài)						
	Oral	4					
	Poster	3					
<b>4</b>	<b>Seminar</b>	0,25-2	4-11		5	5	Tự chọn trong mục 5
4.1	Thuyết trình seminar	1	4				
4.2	Tham dự báo cáo chuyên đề, seminar	0,25	8				
4.3	Seminar về kết quả nghiên cứu toàn luận án trước bảo vệ cơ sở	2	1				
<b>5</b>	<b>Tham gia giảng dạy/hướng dẫn thực tập/luận văn ĐH</b>	1-2	4-8		8	8	Tự chọn trong mục 6
5.1	Luận văn đại học	2	1-3				
5.2	Giảng dạy, hướng dẫn thực tập		1-5				
<b>6</b>	<b>Luận án</b>			40		40	
6.1	Hoạt động nghiên cứu	30	1	30			
6.2	Báo cáo kết quả nghiên cứu cho NHD và BM theo tiến độ; hoàn chỉnh luận án	10		10			
	<b>TỔNG CỘNG</b>			54	36	90	

**Ma trận mối quan hệ giữa mục tiêu và chuẩn đầu ra chương trình đào tạo**

<b>Mục tiêu đào tạo (1)</b>	<b>Chuẩn đầu ra</b>							
	<b>Kiến thức</b>		<b>Kỹ năng</b>			<b>Thái độ/Mức độ tự chủ và trách nhiệm cá nhân</b>		
	LO.1	LO.2	LO.3	LO.4	LO.5	LO.6	LO.7	LO.8
a.	X	X						
b.			X	X				
c.				X	X			
d.						X	X	X

**Ma trận mối quan hệ giữa các học phần với chuẩn đầu ra**

<b>Học phần</b>			<b>Chuẩn đầu ra</b>							
			<b>Kiến thức</b>		<b>Kỹ năng</b>			<b>Thái độ/Mức độ tự chủ và trách nhiệm cá nhân</b>		
<b>TT</b>	<b>MSHP</b>	<b>Tên học phần</b>	LO.1	LO.2	LO.3	LO.4	LO.5	LO.6	LO.7	LO.8
1	SPA901	Phương pháp NCKH nâng cao trong giảng dạy tiếng Anh	X		X	X				X
2	SPA902	Xu hướng nghiên cứu trong lĩnh vực lý luận và phương pháp dạy học tiếng Anh	X	X		X	X	X		
3	SPA903	Xu hướng nghiên cứu về phát triển chương trình và tài liệu dạy học tiếng Anh	X		X		X		X	X
4	SPA904	Xu hướng nghiên cứu về phương pháp giảng dạy tiếng Anh	X		X	X				X
5	SPA905	Xu hướng nghiên cứu về ứng dụng công nghệ thông tin trong giảng dạy tiếng Anh	X	X		X		X		

Học phần			Chuẩn đầu ra							
			Kiến thức		Kỹ năng			Thái độ/Mức độ tự chủ và trách nhiệm cá nhân		
TT	MSHP	Tên học phần	LO.1	LO.2	LO.3	LO.4	LO.5	LO.6	LO.7	LO.8
6	SPA906	Xu hướng nghiên cứu về kiểm tra và đánh giá trong giảng dạy tiếng Anh	X		X	X				X
7	SPA907	Xu hướng nghiên cứu về phát triển chuyên môn cho giáo viên tiếng Anh	X			X	X		X	
8	SPA908	Xu hướng nghiên cứu về giao tiếp liên văn hóa trong giảng dạy tiếng Anh	X	X	X	X			X	
9	SPA909	Viết xuất bản nghiên cứu khoa học	X		X		X		X	

# **PHỤ LỤC 5**

**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN VÀ CHUYÊN ĐỀ  
CỦA CTĐT TIẾN SĨ LL&PPDHBMTA**



### ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN

**1. Tên học phần:** Phương pháp Nghiên cứu khoa học nâng cao trong giảng dạy tiếng Anh

- Tên tiếng Anh: Advanced research methodology in English language teaching

- Mã số học phần: SPA901

- Số tín chỉ học phần: 03 tín chỉ

- Số tiết học phần:

- Số tiết lý thuyết: 45 ; - Số tiết thực hành: .

- Số tiết tiểu luận: 45 ; - Số tiết tự học: 90 .

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

GV phụ trách: PGS.TS. Trịnh Quốc Lập

PGS. TS. Phương Hoàng Yến

TS. Nguyễn Anh Thi

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Nắm vững các kiến thức chuyên sâu, toàn diện về các phương pháp nghiên cứu trong giảng dạy tiếng Anh	LO.1
4.2	Phát hiện, phân tích, giải quyết được các vấn đề phức tạp khi nghiên cứu giảng dạy tiếng Anh	LO.3
4.3	Độc lập nghiên cứu về các phương pháp nghiên cứu trong giảng dạy tiếng Anh	LO.4
4.4	Trách nhiệm cao trong việc học tập để phát triển tri thức chuyên nghiệp, kinh nghiệm và sáng tạo ra ý tưởng mới và quá trình mới.	LO.8

**5. Chuẩn đầu ra của học phần:**

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	<b>Kiến thức</b>		
CO1	Phân tích các phương pháp NCKH trong giảng dạy tiếng Anh.	4.1	LO.1

CO2	Vận dụng linh hoạt các phương pháp NCKH cho các mục tiêu, đối tượng và bối cảnh nghiên cứu khác nhau.	4.1	LO.3
CO3	Phân tích, đánh giá và vận dụng các phương pháp NCKH vào thực tiễn giảng dạy và nghiên cứu.	4.3	LO.3
	<b>Kỹ năng</b>		
CO4	Vận dụng cơ sở lý thuyết khoa học, phù hợp và sáng tạo	4.2	LO.4
CO5	Vận dụng kiến thức về phương pháp NCKH giúp nâng cao hiệu quả giảng dạy và nghiên cứu trong giảng dạy.	4.3	LO.4
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO6	Tích cực và chủ động trong nghiên cứu chuyên môn	4.4	LO.8
CO7	Tôn trọng các quan điểm khác biệt trong khoa học	4.4	LO.8

#### 6. Mô tả tóm tắt nội dung học phần:

Học phần cung cấp kiến thức chuyên sâu về các phương pháp NCKH trong giảng dạy tiếng Anh. Các nội dung chính trong học phần cập nhật các phương pháp, công cụ và tiến trình NCKH, giúp nghiên cứu sinh vận dụng sáng tạo, linh hoạt và hiệu quả khi thiết kế đề tài nghiên cứu trong khuôn khổ luận án TS.

#### 7. Cấu trúc nội dung học phần:

##### 7.1. Lý thuyết

	Nội dung	Số tiết	CĐR HP
<b>Chương 1</b>	<b>The basics of educational research</b>	<b>10</b>	CO1, CO4, CO5, CO6, CO7
1.1	The research problem		
1.2	Locating and reviewing literature		
1.3	Ethics and research		
1.4	Variables and hypotheses		
1.5	Sampling		
1.6	Instrumentation		
<b>Chương 2</b>	<b>Quantitative research methodology</b>	<b>10</b>	CO2, CO4, CO5, CO6, CO7
2.1	Experimental research		
2.2	Single subject research		
2.3	Correlational research		
2.4	Causal – comparative research		
2.5	Survey research		



<b>Chương 3</b>	<b>Qualitative research</b>	<b>10</b>	CO3, CO4, CO5, CO6, CO7
3.1	Observation and interviewing		
3.2	Content analysis		
3.3	Ethnographic research		
3.4	Historical research		
<b>Chương 4</b>	<b>Mixed method studies</b>	<b>15</b>	CO2, CO4, CO5, CO6, CO7
4.1	Definition		
4.2	Rationale		
4.3	Designs		

### 8. Phương pháp giảng dạy:

- Thuyết giảng, thảo luận, và chuyên đề seminar

### 9. Nhiệm vụ của HV:

HV phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một chuyên đề thảo luận và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học và nghiên cứu tiểu luận

### 10. Đánh giá kết quả học tập của HV:

#### 10.1. Cách đánh giá

HV được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CĐR HP
1	Điểm bài tập chuyên đề thảo luận	-Báo cáo và thảo luận một chủ đề/vấn đề quan tâm trong nội dung học phần	50%	CO3, CO5, CO6, CO7
2	Điểm tiểu luận	-Viết tiểu luận (2500-3000 từ) trình bày và đánh giá một quan điểm lý thuyết	50%	CO1, CO2, CO4, CO6, CO7

#### 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.
- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định về công tác học vụ của Trường.

### 11. Tài liệu học tập:

	Thông tin về tài liệu	Số đăng ký cá biệt
1	Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012). <i>How to design and evaluate research in education</i> . McGraw Hill.	MON.052811 370.72/ F798
2	Paltridge, B., Phakiti, A. (2015). <i>Research methods in applied linguistics: A practical resource</i> . Mahwah, NJ: Lawrence Erlbaum.	MON.055845 418.0072/ R432
3	McKinley., & Rose, H. (2015). <i>The Routledge handbook of research methods in applied linguistics</i> , New York: Taylor and Francis.	MON.065391 418.0072/ R869

### 12. Hướng dẫn HV tự học:

Tuần	Nội dung	Lý thuyết (tiết)	Thực hành (tiết)	Nhiệm vụ của HV
1	Chương 1	20		- Nghiên cứu trước: + Tài liệu [1,2]
2	Chương 2	10		- Nghiên cứu trước: + Tài liệu [1,2],
3	Chương 3	10		- Nghiên cứu trước: + Tài liệu [1,2]
4	Chương 4	20		- Nghiên cứu trước: + Tài liệu [2,3]

Cần Thơ, ngày 24 tháng 6 năm 2021

GIẢNG VIÊN BIÊN SOẠN

TL. HIỆU TRƯỞNG  
TRƯỜNG KHOA NGOẠI NGỮ



Trịnh Quốc Lập

Phương Hoàng Yến

### ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN

**1. Tên học phần:** Xu hướng nghiên cứu về Lý luận và Phương pháp dạy học tiếng Anh

- Tên tiếng Anh: Theory and Methods for English Teaching: Trends and Research

- Mã số học phần: SPA902

- Số tín chỉ học phần: 02 tín chỉ

- Số tiết học phần:

- Số tiết lí thuyết: 30 ; - Số tiết thực hành: .  
- Số tiết tiểu luận: 30 ; - Số tiết tự học: 60 .

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

GV phụ trách: TS. Nguyễn Văn Lợi

TS. Lê Xuân Mai

TS. Nguyễn Hải Quân

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Phát triển kiến thức về lý luận dạy học tiếng Anh	LO.1
4.2	Cập nhật các xu hướng phát triển về Lý luận và phương pháp dạy học tiếng Anh	LO.2
4.3	Phát triển kỹ năng tự nghiên cứu	LO.4
4.4	Tham gia thảo luận thuộc lĩnh vực LL&PPDHBMTA	LO.5
4.5	Sử dụng kiến thức và kỹ năng đã học để đưa ra những quyết định có tính chuyên môn cao trong lĩnh vực LL&PPDHBMTA	LO.6
4.6	Thích ứng và tự định hướng.	LO.7

**5. Chuẩn đầu ra của học phần:**

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	Kiến thức		



## 5. Chuẩn đầu ra của học phần:

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	<b>Kiến thức</b>		
CO1	Phân tích tiến trình thiết kế chương trình trong dạy-học ngoại ngữ	4.1	LO.1
CO2	Nắm vững, thảo luận các khái niệm cốt lõi khi thiết kế chương trình giảng dạy tiếng Anh	4.1	LO.1
CO3	Phân tích, đánh giá mục tiêu, nhu cầu, xác định các nguyên tắc thiết kế chương trình dạy và học tiếng Anh	4.1	LO.1
	<b>Kỹ năng</b>		
CO4	Vận dụng cơ sở lý thuyết khoa học, phù hợp và sáng tạo	4.2	LO.4
CO5	Vận dụng kiến thức về các xu hướng thiết kế chương trình và phát triển tài liệu giảng dạy giúp định hướng chất lượng và nhu cầu người học và sử dụng tiếng Anh	4.2	LO.4
CO6	Tìm, duyệt và phân loại tài liệu phục vụ cho mục đích nghiên cứu	4.2	LO.4
CO7	Trình bày nội dung nghiên cứu có tính khoa học	4.2	LO.5
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO8	Tích cực và chủ động trong nghiên cứu chuyên môn	4.3	LO.8
CO9	Tôn trọng các quan điểm khác biệt trong khoa học	4.3	LO.7

## 6. Mô tả tóm tắt nội dung học phần:

Học phần cung cấp kiến thức chuyên sâu về phát triển chương trình và tài liệu giảng dạy tiếng Anh. Các nội dung chính trong học phần là nền tảng và cập nhật giúp nghiên cứu sinh sáng tạo khi thiết kế tài liệu giảng dạy phù hợp với môi trường dạy và học, đáp ứng nhu cầu người học phát huy năng lực sử dụng tiếng Anh.

## 7. Cấu trúc nội dung học phần:

### 7.1. Lý thuyết

	Nội dung	Số tiết	CĐR HP
<b>Chương 1</b>	<b>Language curriculum design: An overview</b>	<b>4</b>	CO1, CO4, CO8, CO9
1.1	Curriculum design process		
1.2	Discovering needs		
1.3	Content and sequencing		
1.4	Tasks		

<b>Chương 2</b>	<b>Needs analysis</b>	<b>3</b>	
2.1	Focuses of needs analysis		
2.2	Evaluating needs analysis		
2.3	Issues in needs analysis		
2.4	Tasks		
<b>Chương 3</b>	<b>Principles</b>	<b>5</b>	CO1, CO4, CO8, CO9
3.1	Methods and principles		
3.2	The twenty principles		
3.3	Monitoring and assessment		
3.4	Tasks		
<b>Chương 4</b>	<b>Goals, content and sequencing</b>	<b>3</b>	CO2, CO8, CO9
4.1	Guidelines for content and sequencing		
4.2	What will the progression be used for?		
4.3	Vocabulary, grammar, functions, discourse		
4.4	Task-based syllabuses		
<b>Chương 5</b>	<b>Approaches to curriculum design</b>	<b>3</b>	CO1, CO4, CO8, CO9
5.1	Models of curriculum design		
5.2	Doing curriculum design		
5.3	Deciding on an approach		
5.4	Tasks and case studies		
<b>Chương 6</b>	<b>Adopting and adapting an existing coursebook</b>	<b>2</b>	CO2, CO8, CO9
6.1	Course book, learners, the teacher		
6.2	Dividing the parts of the process		
6.3	Teacher beliefs		
6.4	Tasks and case studies		
<b>Chương 7</b>	<b>Principled Materials Development, Evaluation and Adaptation</b>	<b>2</b>	CO3, CO5, CO6, CO7
7.1	Awareness-raising and language learning materials		
7.2	The need for principled evaluation		
7.3	The nature of evaluation		
7.4	Additional readings		
<b>Chương 8</b>	<b>Materials Design: From process to product</b>	<b>3</b>	CO3, CO5,
8.1	The Production sequence		



8.2	The production sequence in Action		CO6, CO7
8.3	The creative process		
8.4	Additional readings		
<b>Chương 9</b>	<b>Current Research Trends and Issues</b>	<b>5</b>	CO3, CO5,CO6 CO7
9.1	Theory, Research and Conceptions of Curriculum for High Ability Learners: Key findings, issues and debates		
9.2	Concept-based curriculum and the teacher: Galvanising teacher agency		
9.3	Designing and Implementing concept-based curriculum		
9.4	Curriculum Evaluation		

### 8. Phương pháp giảng dạy:

- Thuyết giảng, thảo luận, và chuyên đề seminar

### 9. Nhiệm vụ của HV:

HV phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một chuyên đề thảo luận và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học và nghiên cứu tiểu luận

### 10. Đánh giá kết quả học tập của HV:

#### 10.1. Cách đánh giá

HV được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CĐR HP
1	Điểm bài tập chuyên đề thảo luận	-Báo cáo và thảo luận một chủ đề/vấn đề quan tâm trong nội dung học phần	50%	CO3, CO5, CO6, CO7, CO8, CO9
2	Điểm tiểu luận	-Viết tiểu luận (2500-3000 từ) trình bày và đánh giá một quan điểm lý thuyết	50%	CO1, CO2, CO4, CO7, CO8, CO9

#### 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.
- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một



3	Chương 3	10		- Nghiên cứu trước: + Tài liệu [13-14]
4	Chương 4	20		- Nghiên cứu trước: + Tài liệu [15-19]

*Cần Thơ, ngày 24 tháng 6 năm 2021*

**GIẢNG VIÊN BIÊN SOẠN**

**TRẦN HIỆU TRƯỞNG**  
**TRƯỞNG KHOA NGOẠI NGỮ**



**Trịnh Quốc Lập**



**Lê Xuân Mai**

**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN**

**1. Tên học phần: Xu hướng nghiên cứu về Phát triển chương trình và tài liệu dạy học tiếng Anh**

**- Tên tiếng Anh: Research Trends in Curriculum and Materials Development in English Teaching**

**- Mã số học phần: SPA903**

**- Số tín chỉ học phần: 02 tín chỉ**

**- Số tiết học phần:**

- Số tiết lý thuyết: 30 ; - Số tiết thực hành: .  
- Số tiết tiểu luận: 30 ; - Số tiết tự học: 60 .

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

GV phụ trách: PGS.TS. Nguyễn Bửu Huân

TS. Lê Xuân Mai

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Mở rộng kiến thức cốt lõi về nghiên cứu phát triển chương trình và tài liệu giảng dạy tiếng Anh	LO.1
4.2	Phát triển kỹ năng vận dụng các nguyên lý, lý thuyết cơ bản vào việc biên soạn chương trình đào tạo, nội dung đào tạo, bài giảng tiếng Anh khoa học và hợp lý	LO.1
4.3	Tổng hợp và vận dụng độc lập, sáng tạo nội dung, chương trình, thiết kế bài giảng, giáo trình hợp lý, đa dạng	LO.4
4.4	Phân tích và đánh giá tình hình thực tế các chương trình và nội dung giảng dạy tiếng Anh tại các trường trung học phổ thông đáp ứng nhu cầu không ngừng cải tiến chất lượng dạy và học trong khu vực	LO.5
4.5	Thích ứng, tự định hướng và dẫn dắt những người khác.	LO.7
4.6	Trách nhiệm cao trong việc học tập để phát triển tri thức chuyên nghiệp, kinh nghiệm, sáng tạo ra ý tưởng mới và quá trình mới.	LO.8

CO1	Đánh giá các quan điểm lý thuyết giáo dục trong dạy-học ngoại ngữ	4.1	LO.1
CO2	Giải thích mối quan hệ hiện tại giữa lý luận và thực tiễn trong lĩnh vực dạy học tiếng Anh	4.2	LO.2
CO3	Phân tích các xu hướng nghiên cứu về lý luận và phương pháp dạy học tiếng Anh	4.2	LO.2
	<b>Kỹ năng</b>		
CO4	Vận dụng lý thuyết phù hợp và củng cố quan điểm lý luận trong lĩnh vực chuyên môn/nghiên cứu	4.3	LO.4
CO5	Vận dụng kiến thức về các xu hướng lý luận và phương pháp dạy học để hình thành vấn đề nghiên cứu trong dạy học tiếng Anh	4.3	LO.4
CO6	Tìm, duyệt và phân loại tài liệu phục vụ cho mục đích nghiên cứu	4.3	LO.4
CO7	Trình bày nội dung nghiên cứu có tính khoa học	4.4	LO.5
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO8	Tích cực và chủ động trong tìm hiểu nội dung học tập để đưa ra những quyết định mang tính chuyên môn cao về LL&PPDHBMTA.	4.5	LO.6
CO9	Tôn trọng các quan điểm khác biệt trong khoa học.	4.6	LO.7

## 6. Mô tả tóm tắt nội dung học phần:

Học phần cung cấp kiến thức chuyên sâu về lý luận và phương pháp dạy học tiếng Anh. Các nội dung chính trong học phần chuyển tải các vấn đề nền tảng và cập nhật về lý luận và phương pháp dạy học ngoại ngữ, giúp nghiên cứu sinh tự nghiên cứu, hình thành và phát triển định hướng và vấn đề nghiên cứu mình.

## 7. Cấu trúc nội dung học phần:

### 7.1. Lý thuyết

	Nội dung	Số tiết	CĐR HP
<b>Chương 1</b>	<b>Philosophies and Theories in Education and Language Learning and Teaching</b>	<b>10</b>	CO1, CO4, CO8, CO9
1.1	Four general philologies and education		
1.2	Modernism vs postmodernism		
1.3	Four main psychological approaches to cognition and learning		
1.4	Educational approaches that influence language learning: collaborative learning, project-based learning, problem-based learning		



1.5	Contemporary theories in second language learning		
1.6	Conceptions of second language teaching		
<b>Chương 2</b>	<b>Theory and Practice Nexus</b>	<b>10</b>	CO2, CO8, CO9
2.1	Concept of ‘theory’		
2.2	Research on language teaching methods		
2.3	Context-responsive methodology and the post-method principles		
2.4	Research on SLA theory and classroom practice: current status		
2.5	Bridging the gap between theory and practice: classroom research, language teacher cognition		
<b>Chương 3</b>	<b>Trends in English Learning and Teaching</b>	<b>10</b>	CO3, CO5, CO6, CO7
3.1	Goals of teaching and learning: English as a lingua franca, not just language skills, but international cultural knowledge, social responsibility and critical thinking as well		
3.2	Teaching content: not only language skills, but also disciplinary content, learning and thinking skills, intercultural competence		
3.3	Learners: early start, digital generation, multiple intelligences, various needs		
3.4	Teaching approaches: from method to context-responsive methodology/post-method principles, content and language integration, critical pedagogy		
3.5	Means and modes: from face-to-face teaching to online and blended learning, resources-based learning		
3.6	Learning skills: strategy instruction and learner autonomy		
3.7	Assessment: Assessment for learning, standard-based assessment, online assessment		
3.8	Teacher identity: what is an effective English teacher?		
<b>Chương 4</b>	<b>Some Current Research Trends</b>	<b>45</b>	CO3, CO5,CO6 CO7
4.1	Research on teaching methodology that draws on contemporary SLA theories (e.g., TBLT, usage-based instruction), and teacher practice in the EFL context		

4.2	Research on strategy instruction and learner autonomy in English learning		
4.3	Research on psychological issues and effectiveness regarding the use of technology in English language learning and development		
4.4	Research on teaching and assessing intercultural competence		
4.5	Research on language teacher cognition and identity as a contributor to theory development		
4.6	Research on the mediating role of learner differences in teaching and learning		
4.7	Research on assessment issues: construct validity, technology-assisted assessment, task-based assessment		

#### 8. Phương pháp giảng dạy:

- Thuyết giảng, thảo luận, và chuyên đề seminar

#### 9. Nhiệm vụ của HV:

HV phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một chuyên đề thảo luận và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học.

#### 10. Đánh giá kết quả học tập của HV:

##### 10.1. Cách đánh giá

HV được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CDR HP
1	Điểm bài tập chuyên đề thảo luận	-Báo cáo và thảo luận một chủ đề/vấn đề quan tâm trong nội dung học phần	50%	CO3, CO5, CO6, CO7, CO8, CO9
2	Điểm tiểu luận	-Viết tiểu luận (2500-3000 từ) trình bày và đánh giá một quan điểm lý thuyết	50%	CO1, CO2, CO4, CO7, CO8, CO9



## 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.

- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định về công tác học vụ của Trường.

## 11. Tài liệu học tập:

	Thông tin về tài liệu	Số đăng ký cá biệt
1	Tan, C., Wong, B., Chua, J. S. M., & Kang, T. (2006). Philosophical perspectives on education. Truy cập từ <a href="https://oregonstate.edu/instruct/ed416/PP2.html">https://oregonstate.edu/instruct/ed416/PP2.html</a>	Truy cập link
2	Schunk, D.H. (2013). Learning theories: an educational perspective (6th ed.). Pearson.	MON.065503
3	Uzun, L. (2012). What is your educational philosophy? Modern and postmodern approaches to foreign language education. SSLT, 2 (3), 333-348. <a href="https://pressto.amu.edu.pl/index.php/sslt/article/view/5123">https://pressto.amu.edu.pl/index.php/sslt/article/view/5123</a>	Truy cập link
4	Hosseini, A. Khalili, S. (2011). Explanation of creativity in postmodern education. <i>Procedia Social and Behavioral Sciences</i> 15 (2011) 1307–1313.	<a href="http://www.onlinesciencedirect">www.onlinesciencedirect</a>
5	Ellis, R. (2015). Understanding second language acquisition (2 <sup>nd</sup> ed.). Oxford: Oxford University Press.	418 / E47
6	Lightbown, P. M., & N. Spada. (2013). How languages are learned (4th ed.). China: Oxford University Press.	428.24 / L724
7	Freeman, D., & Richards, J. (1993). Conceptions of Teaching and the Education of Second Language Teachers. <i>TESOL Quarterly</i> , 27(2), 193-216. doi:10.2307/3587143	
8	Canagarajah, S. (2016). TESOL as a professional community: A half-century of research, pedagogy, and theory. <i>TESOL Quarterly</i> , 5(1), 7-41	
9	Canagarajah, S. (2006). TESOL at forty: What are the issues? <i>TESOL Quarterly</i> , 40(1), 9-34	
10	Polat, N., Gregersen, T. & MacIntyre, P. (2020). Research driven pedagogy: Introduction (Eds.). London: Routledge, Taylor & Francis Group	MON.065507
11	McKinley, J. (2019). Evolving the TESOL Teaching–Research Nexus. <i>TESOL Quarterly</i> , 53(3), 875-884	

12	Ellis, R. (2012). Introduction: Developments in language teaching research. In <i>Language teaching research and language pedagogy</i> . Maiden, MA. Wiley-Blackwell.	MON.065490
13	Rose, H. (2019). Dismantling the ivory tower in TESOL: A renewed call for teaching-informed research. <i>TESOL Quarterly</i> , 53(3), 895-905. doi: 10.1002/tesq.517. <a href="https://onlinelibrary.wiley.com/doi/full/10.1002/tesq.517">https://onlinelibrary.wiley.com/doi/full/10.1002/tesq.517</a>	
14	Sun, Y. (2017). Major trends in the global ELT field: A nonnative English speaking professional's perspective. <i>Language Education in Asia</i> , 5(1), 17-32	
15	Cohen, A.D. & Griffiths, C. (2015). Revisiting LSS research 40 years later. <i>TESOL Quarterly</i> , 49(2), 414-429	
16	Wilkinson, M. (2016). Language learning with ICT. In W. A. Renandya & H. P. Widodo (Eds). <i>English language teaching today: Linking theory and practice</i> , pp 257-276. Springer: Singapore	MON.065494
17	Hockly, N. & Dudeney, G. (2018). Current and future digital trends in ELT. <i>RECL Journal</i> , 49(2), 164-178.	
18	Plakans, L. (2018). Then and now: Themes in language assessment research. <i>Language Education and Assessment</i> , 1(1) 3-8.	
19	Tomlinson, B. (2016). Current issues in the development of materials for learners of English as an International language. In W. A. Renandya & H. P. Widodo (Eds). <i>English language teaching today: Linking theory and practice</i> , pp 53-67. Springer: Singapore	MON.065494

## 12. Hướng dẫn HV tự học:

Tuần	Nội dung	Lý thuyết (tiết)	Thực hành (tiết)	Nhiệm vụ của HV
1	<b>Chương 1</b>	20		- Nghiên cứu trước: + Tài liệu [1-7]
2	<b>Chương 2</b>	10		- Nghiên cứu trước: + Tài liệu [8-12],

3	Chương 3	10		- Nghiên cứu trước: + Tài liệu [13-14]
4	Chương 4	20		- Nghiên cứu trước: + Tài liệu [15-19]

*Cần Thơ, ngày 24 tháng 6 năm 2021*

**TL. HIỆU TRƯỞNG  
TRƯỜNG KHOA NGOẠI NGỮ**



**Trịnh Quốc Lập**

**GIẢNG VIÊN BIÊN SOẠN**

**Nguyễn Văn Lợi**



### ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN

**1. Tên học phần:** Xu hướng nghiên cứu về Phương pháp giảng dạy tiếng Anh

- Tên tiếng Anh: Research trends in English language teaching

- Mã số học phần: SPA904

- Số tín chỉ học phần: 02 tín chỉ

- Số tiết học phần:

- Số tiết lý thuyết: 30 ; - Số tiết thực hành: .

- Số tiết tiểu luận: 30 ; - Số tiết tự học: 60 .

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

GV phụ trách: PGS.TS. Phương Hoàng Yến

TS. Nguyễn Anh Thi

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Nắm vững các kiến thức chuyên sâu, toàn diện về các phương pháp giảng dạy tiếng Anh	LO.1
4.2	Phát hiện, phân tích, giải quyết được các vấn đề phức tạp trong giảng dạy tiếng Anh, đặc biệt là giảng dạy trực tuyến	LO.3
4.3	Độc lập nghiên cứu về các phương pháp giảng dạy tiếng Anh;	LO.4
4.4	Trách nhiệm cao trong việc học tập để phát triển tri thức chuyên nghiệp, kinh nghiệm và sáng tạo ra ý tưởng mới và quá trình mới.	LO.8

**5. Chuẩn đầu ra của học phần:**

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	<b>Kiến thức</b>		
CO1	Phân tích các phương pháp giảng dạy tiếng Anh phổ biến từ thế kỷ 20 đến nay	4.1	LO.1

CO2	Vận dụng linh hoạt các phương pháp giảng dạy tiếng Anh cho các đối tượng người học và môi trường giảng dạy khác nhau.	4.1	LO.1
CO3	Phân tích, đánh giá và vận dụng các phương pháp giảng dạy tiếng Anh trực tuyến	4.1	LO.1
	<b>Kỹ năng</b>		
CO4	Vận dụng cơ sở lý thuyết khoa học, phù hợp và sáng tạo	4.2	LO.3
CO5	Vận dụng kiến thức về phương pháp giảng dạy tiếng Anh giúp nâng cao hiệu quả giảng dạy.	4.2	LO.4
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO6	Tích cực và chủ động trong nghiên cứu chuyên môn	4.3	LO.8
CO7	Tôn trọng các quan điểm khác biệt trong khoa học	4.3	LO.8

## 6. Mô tả tóm tắt nội dung học phần:

Học phần cung cấp kiến thức chuyên sâu về các phương pháp giảng dạy tiếng Anh. Các nội dung chính trong học phần cập nhật các xu hướng mới trong phương pháp giảng dạy tiếng Anh, đặc biệt là giảng dạy trực tuyến, giúp nghiên cứu sinh vận dụng sáng tạo khi thiết kế các bài giảng, đáp ứng nhu cầu người học trong việc phát huy năng lực sử dụng tiếng Anh.

## 7. Cấu trúc nội dung học phần:

### 7.1. Lý thuyết

	Nội dung	Số tiết	CĐR HP
<b>Chương 1</b>	<b>Major trends in twentieth-century language teaching</b>	<b>3</b>	CO1, CO4, CO5, CO6, CO7
1.1	A brief history of early developments in language teaching		
1.2	The Oral Approach and Situational Language Teaching		
1.3	The Audiolingual Method		
<b>Chương 2</b>	<b>Current approaches and methods</b>	<b>10</b>	CO2, CO4, CO5, CO6, CO7
2.1	Communicative Language Teaching		
2.2	Content-Based Instruction and Content and Language Integrated Learning (CLIL)		
2.3	Task-Based Language Teaching.		
2.4	Cooperative Language Learning		



<b>Chương 3</b>	<b>The teaching and learning environment</b>	<b>7</b>	CO3, CO4, CO5, CO6, CO7
3.1	Learners, approaches, and methods		
3.2	Teachers, approaches, and methods		
3.3	Approaches, methods, and the curriculum		
<b>Chương 4</b>	<b>Teaching language online</b>	<b>10</b>	CO2, CO4, CO5, CO6, CO7
4.1	What are the basics of online course design		
4.2	What are the nuts and bolts of online teaching		
4.3	What is special about teaching language online		
4.4	Online professional development: What resources are available and who can help?		
4.5	A review of relevant research on online language teaching: What works and why?		

### 8. Phương pháp giảng dạy:

- Thuyết giảng, thảo luận, và chuyên đề seminar

### 9. Nhiệm vụ của HV:

HV phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một chuyên đề thảo luận và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học và nghiên cứu tiểu luận

### 10. Đánh giá kết quả học tập của HV:

#### 10.1. Cách đánh giá

HV được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CĐR HP
1	Điểm bài tập chuyên đề thảo luận	-Báo cáo và thảo luận một chủ đề/vấn đề quan tâm trong nội dung học phần	50%	CO3, CO5, CO6, CO7
2	Điểm tiểu luận	-Viết tiểu luận (2500-3000 từ) trình bày và đánh giá một quan điểm lý thuyết	50%	CO1, CO2, CO4, CO6, CO7

#### 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.
- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định về công tác học vụ của Trường.

**11. Tài liệu học tập:**

	Thông tin về tài liệu	Số đăng ký cá biệt
1	Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge university press.	MON.065498
2	Russell, V., & Murphy-Judy, K. (2020). Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses. Routledge.	MON.065502
3	Carrió Pastor, M. L. (2016). Technology implementation in second language teaching and translation studies. New Frontiers in Translation Studies, June 2016.	MON.065506

**12. Hướng dẫn HV tự học:**

Tuần	Nội dung	Lý thuyết (tiết)	Thực hành (tiết)	Nhiệm vụ của HV
1	<b>Chương 1</b>	20		- Nghiên cứu trước: + Tài liệu [1,2]
2	<b>Chương 2</b>	10		- Nghiên cứu trước: + Tài liệu [1,2],
3	<b>Chương 3</b>	10		- Nghiên cứu trước: + Tài liệu [1,2]
4	<b>Chương 4</b>	20		- Nghiên cứu trước: + Tài liệu [2,3]

Cần Thơ, ngày 24 tháng 6 năm 2021

**TL. HIỆU TRƯỞNG****GV BIÊN SOẠN****TRƯỞNG KHOA NGOẠI NGỮ****Trịnh Quốc Lập**
**Phương Hoàng Yến**



**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN**

**1. Tên học phần:** Xu hướng nghiên cứu về ứng dụng công nghệ thông tin trong dạy học tiếng Anh

- Tên tiếng Anh: Technology Trends and Research on Teaching English with Technology

- Mã số học phần: SPA905

- Số tín chỉ học phần: 02 tín chỉ

- Số tiết học phần:

- Số tiết lý thuyết: 30 ; - Số tiết thực hành: .  
- Số tiết tiểu luận: 30 ; - Số tiết tự học: 60 .

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

GV phụ trách: TS. Nguyễn Văn Lợi

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Phát triển kiến thức và kỹ năng lý luận nâng cao về ứng dụng CNTT trong dạy học tiếng Anh	LO.1
4.2	Cập nhật các xu hướng nghiên cứu về ứng dụng CNTT trong dạy học ngoại ngữ	LO.2
4.3	Nâng cao kỹ năng nghiên cứu độc lập	LO.4
4.4	Phát triển thái độ chủ động, khách quan khoa học	LO.6

**5. Chuẩn đầu ra của học phần:**

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	<b>Kiến thức</b>		
CO1	Phân tích các lý thuyết về ứng dụng CNTT trong dạy học ngoại ngữ, các nội hàm chuyên sâu về lĩnh vực ứng dụng công nghệ thông tin vào bối cảnh giảng dạy và học tập tiếng Anh tại Việt Nam tiệm cận với sự phát triển của thế giới.	4.1	LO.1
CO2	Phân tích các xu hướng và vấn đề nghiên cứu về ứng dụng CNTT trong dạy học tiếng Anh	4.1	LO.1

	<b>Kỹ năng</b>		
CO3	Vận dụng sáng tạo và phát triển lý luận về ứng dụng CNTT trong lĩnh vực chuyên môn	4.2	LO.2
CO4	Đánh giá các xu hướng nghiên cứu nhằm phát hiện và phát triển định hướng nghiên cứu về ứng dụng CNTT trong dạy học tiếng Anh	4.2	LO.2
CO5	Phát hiện, phân tích, giải quyết được các vấn đề phức tạp trong thực tiễn nghiên cứu	4.3	LO.4
CO6	Trình bày thành thạo nội dung nghiên cứu một cách khoa học	4.3	LO.4
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO7	Chủ động tự định hướng trong nghiên cứu chuyên môn	4.4	LO.6
CO8	Tôn trọng các quan điểm khác biệt trong khoa học	4.4	LO.6

## 6. Mô tả tóm tắt nội dung học phần:

Học phần giúp nghiên cứu sinh nâng cao kiến thức về lý luận và ứng dụng CNTT trong dạy học tiếng Anh. Cụ thể HP cung cấp những vấn đề nghiên cứu liên quan đến các nội hàm kiến thức, xu hướng và thực tiễn của việc ứng dụng công nghệ thông tin vào giáo dục, giảng dạy, học tập và phát triển chuyên môn của ngành lý luận và phương pháp giảng dạy tiếng Anh; các nguyên tắc, thực tế ứng dụng và kỹ thuật dạy học phù hợp, các tác nhân và sự sẵn sàng của các bên liên quan cho việc ứng dụng công nghệ dành cho giáo dục từ các góc nhìn đa diện, bao gồm giáo viên, sinh viên, học sinh, phụ huynh, người quản lý giáo dục và các nhà nghiên cứu giáo dục có quan tâm.

Học phần sẽ giúp HV phát hiện, nghiên cứu, điều chỉnh, xây dựng khuôn mẫu, chính sách và lộ trình phù hợp cho từng triết lý giảng dạy riêng phù hợp với xu hướng xã hội, nhu cầu đào tạo, phát triển đất nước và con người trong bối cảnh thế giới số ngày càng phát triển mạnh và liên kết phức hợp.

## 7. Cấu trúc nội dung học phần:

### 7.1. Lý thuyết

	<b>Nội dung</b>	<b>Số tiết</b>	<b>CĐR HP</b>
<b>Chương 1</b>	<b>Approaches, Practices and Research on Technology in Language Education and L2 teaching</b>	<b>10</b>	<b>CO1, CO3, CO5, CO6, CO7, CO8</b>
1.1	Language, ideology, and critical digital literacy		
1.2	Sociolinguistic insights into digital communication		
1.3	Elementary language education in digital multimodal and multiliteracy contexts		



1.4	Popular culture and teaching English to speakers of other languages (TESOL)		
1.5	Social network sites, language and identity		
1.6	Data-driven learning and language pedagogy		
1.7	Technology-mediated task-based language teaching		
1.8	Critical approaches to online intercultural language education		
1.9	Sociocultural approaches to technology use in language education		
1.10	Co-construction pedagogies		
1.11	Complexity approaches to CALL		
<b>Chương 2</b>	<b>Issues in Using Technology in Language Education</b>	<b>10</b>	CO1, CO3, CO5, CO6, CO7, CO8
2.1	Towards establishing the best ways to teach and learn with technology		
2.2	Computer-supported learning of Information Systems: Matching pedagogy with technology		
2.3	Teaching or Technology: Who's driving the Bandwagon?		
2.4	Delivering course material via the Web		
2.5	Issues in planning learning activities		
2.6	Creating learning opportunities on the go		
2.7	SLA theory and technological affordances		
2.8	Learner motivation and engagement in online environment		
2.9	Methodological concerns in research on teaching with technology		
<b>Chương 3</b>	<b>Current Research Themes</b>	<b>10</b>	CO2, CO4, CO5, CO6, CO7, CO8
3.1	Psychological and learning aspects of the learners and teachers: the challenges and opportunities		
3.2	AI in language education		
3.3	Critical and theoretical perspectives in education with technology		
3.4	Digital technology in education vs CALL		
3.5	Blended learning and flipped instruction		
3.6	Online language gamification		

3.7	Distance education for second and foreign language learning		
3.8	TPACK and teachers' integration of technology in teaching		
3.9	Learner corpora in foreign language education		

### 8. Phương pháp giảng dạy:

- Thuyết giảng, thảo luận, chuyên đề, và học qua tự nghiên cứu (inquiry-based learning)

### 9. Nhiệm vụ của HV:

HV phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một báo cáo chuyên đề và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học và nghiên cứu tiểu luận nghiên cứu cải tiến phương pháp theo định hướng ứng dụng CNTT vào quản lý, giáo dục và đào tạo.

### 10. Đánh giá kết quả học tập của HV:

#### 10.1. Cách đánh giá

HV được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CĐR HP
1	Điểm bài tập chuyên đề thảo luận	-Báo cáo và thảo luận một chủ đề/vấn đề quan tâm trong nội dung học phần	50%	CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8,
2	Điểm tiểu luận	-Viết tiểu luận nghiên cứu cải tiến phương pháp theo hướng ứng dụng CNTT trong quản lý, dạy học tiếng Anh	50%	CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8,

#### 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.
- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định về công tác học vụ của Trường.



### 11. Tài liệu học tập:

	Thông tin về tài liệu	Số đăng ký cá biệt
1	May, S. & Thorne, S. (2017). <i>Language, Education and Technology</i> . Cham: Springer International Publishing.	MON.065489
2	Trede, F., Markauskaite, L., McEwen, C., & Macfarlane, S. (2019). <i>Education for Practice in a Hybrid Space: Enhancing Professional Learning with Mobile Technology</i> . Singapore: Springer Singapore.	MON.065493
3	Cohen, E. B. (2002). <i>Challenges of information technology education in the 21st century</i> . Hershey, PA: Idea Group.	MON.065497
4	W. A. Renandya & H. P. Widodo (Eds). <i>English language teaching today: Linking theory and practice</i> , pp 257-276. Springer: Singapore	MON.065494
5	Hockly, N. & Dudeney, G. (2018). Current and future digital trends in ELT. <i>RECL Journal</i> , 49(2), 164-178.	
6	Blakes, R. (2016). Technology and the four skills. <i>Language Learning and Technology</i> , 20(2), 129-142	
7	Rahimi, M. & Pourshahba, S. (2018). <i>EFL teachers' TPACK: emerging research and opportunities</i> . Hershey, PA: IGI Global	MON.065397

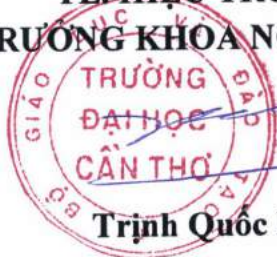
### 12. Hướng dẫn HV tự học:

Tuần	Nội dung	Lý thuyết (tiết)	Thực hành (tiết)	Nhiệm vụ của HV
1	Chương 1	20		- Nghiên cứu trước: + Tài liệu [1-2] các nội dung liên quan
2	Chương 2	20		- Nghiên cứu trước: + Tài liệu [2, 4] các nội dung liên quan

3	Chương 3	20		- Nghiên cứu trước: + Tài liệu [3-7] các nội dung liên quan
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*Cần Thơ, ngày 24 tháng 6 năm 2021*

**TL. HIỆU TRƯỞNG  
TRƯỜNG KHOA NGOẠI NGỮ**



**Trịnh Quốc Lập**

**GIẢNG VIÊN BIÊN SOẠN**

**Nguyễn Văn Lợi**

**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN**

**1. Tên học phần:** Xu hướng nghiên cứu về Kiểm tra và đánh giá trong giảng dạy tiếng Anh

- Tên tiếng Anh: Research trends in English language testing and assessment

- Mã số học phần: SPA906

- Số tín chỉ học phần: 02 tín chỉ

- Số tiết học phần:

- Số tiết lý thuyết: 30 ; - Số tiết thực hành: .

- Số tiết tiểu luận: 30 ; - Số tiết tự học: 60 .

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

GV phụ trách: PGS.TS. Phương Hoàng Yến

TS. Lê Xuân Mai

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Nắm vững các kiến thức chuyên sâu, toàn diện về kiểm tra và đánh giá trong giảng dạy tiếng Anh	LO.1
4.2	Phát hiện, phân tích, giải quyết được các vấn đề phức tạp về kiểm tra và đánh giá trong giảng dạy tiếng Anh	LO.3
4.3	Độc lập nghiên cứu về kiểm tra và đánh giá trong giảng dạy tiếng Anh;	LO.4
4.4	Trách nhiệm cao trong việc học tập để phát triển tri thức chuyên nghiệp, kinh nghiệm và sáng tạo ra ý tưởng mới và quá trình mới.	LO.8

**5. Chuẩn đầu ra của học phần:**

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	<b>Kiến thức</b>		
CO1	Phân tích việc đánh giá trong lĩnh vực ngôn ngữ	4.1	LO.1
CO2	Nắm vững và thảo luận các phương pháp đánh giá trong giảng dạy tiếng Anh	4.1	LO.1



CO3	Phân tích, đánh giá và vận dụng các hình thức đánh giá trong lĩnh vực giáo dục và xã hội liên quan đến giảng dạy tiếng Anh	4.1	LO.1
	<b>Kỹ năng</b>		
CO4	Vận dụng cơ sở lý thuyết khoa học, phù hợp và sáng tạo	4.2	LO.3
CO5	Vận dụng kiến thức về kiểm tra và đánh giá trong giảng dạy tiếng Anh giúp nâng cao hiệu quả giảng dạy.	4.2	LO.4
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO6	Tích cực và chủ động trong nghiên cứu chuyên môn	4.3	LO.8
CO7	Tôn trọng các quan điểm khác biệt trong khoa học	4.3	LO.8

## 6. Mô tả tóm tắt nội dung học phần:

Học phần cung cấp kiến thức chuyên sâu về kiểm tra và đánh giá trong giảng dạy tiếng Anh. Các nội dung chính trong học phần cập nhật các xu hướng mới trong kiểm tra và đánh giá trong giảng dạy tiếng Anh, giúp nghiên cứu sinh sáng tạo khi thiết kế các hình thức đánh giá, đáp ứng nhu cầu người học phát huy năng lực sử dụng tiếng Anh.

## 7. Cấu trúc nội dung học phần:

### 7.1. Lý thuyết

	Nội dung	Số tiết	CĐR HP
<b>Chương 1</b>	<b>Assessing language domain</b>	<b>8</b>	CO1, CO4, CO5, CO6, CO7
1.1	Assessing Students' Content Knowledge and Language Proficiency		
1.2	Culture and Language Assessment		
1.3	Assessing Meaning		
1.4	Testing Aptitude for Second Language Learning		
<b>Chương 2</b>	<b>Methods of Assessment</b>	<b>7</b>	CO2, CO4, CO5, CO6, CO7
2.1	Task and Performance-Based Assessment		
2.2	Using Portfolios for Assessment/Alternative Assessment		
2.3	Utilizing Technology in Language Assessment		
2.4	Criteria for Evaluating Language Quality		
<b>Chương 3</b>	<b>Assessment in Education</b>	<b>8</b>	CO3,

3.1	Language Assessment in Higher Education		CO4, CO5, CO6, CO7
3.2	Assessing the Language of Young Learners		
3.3	Assessing Second/Additional Language of Diverse Populations		
3.4	Washback, Impact, and Consequences Revisited		
<b>Chương 4</b>	<b>Assessment in Society</b>	<b>7</b>	CO2, CO4, CO5, CO6, CO7
4.1	History of Language Testing		
4.2	High-Stakes Tests as De Facto Language Education Policies		
4.3	Ethics, Professionalism, Rights, and Codes		
4.4	The Common European Framework of Reference (CEFR)		
4.5	Critical Language Testing		

## 8. Phương pháp giảng dạy:

- Thuyết giảng, thảo luận, và chuyên đề seminar

## 9. Nhiệm vụ của HV:

HV phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một chuyên đề thảo luận và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học và nghiên cứu tiểu luận

## 10. Đánh giá kết quả học tập của HV:

### 10.1. Cách đánh giá

HV được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CĐR HP
1	Điểm bài tập chuyên đề thảo luận	-Báo cáo và thảo luận một chủ đề/vấn đề quan tâm trong nội dung học phần	50%	CO3, CO5, CO6, CO7
2	Điểm tiểu luận	-Viết tiểu luận (2500-3000 từ) trình bày và đánh giá một quan điểm lý thuyết	50%	CO1, CO2, CO4, CO6, CO7

### 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.
- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một



chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định về công tác học vụ của Trường.

#### 11. Tài liệu học tập:

	Thông tin về tài liệu	Số đăng ký cá biệt
1	Shohamy, E., Or, I. G., & May, S. (Eds.). (2017). <i>Language testing and assessment</i> . Springer.	MON.065396
2	Cheng, L. E., Watanabe, Y. E., & Curtis, A. E. (2004). <i>Washback in language testing: Research contexts and methods</i> . Lawrence Erlbaum Associates Publishers.	MON.065395
3	Cheng, L., & Fox, J. (2017). <i>Assessment in the language classroom: Teachers supporting student learning</i> . Palgrave.	MON.065394

#### 12. Hướng dẫn HV tự học:

Tuần	Nội dung	Lý thuyết (tiết)	Thực hành (tiết)	Nhiệm vụ của HV
1	Chương 1	20		- Nghiên cứu trước: + Tài liệu [1,2,3]
2	Chương 2	10		- Nghiên cứu trước: + Tài liệu [2,3],
3	Chương 3	10		- Nghiên cứu trước: + Tài liệu [1,2,3]
4	Chương 4	20		- Nghiên cứu trước: + Tài liệu [2,3]

Cần Thơ, ngày 24 tháng 6 năm 2021

**GIẢNG VIÊN BIÊN SOẠN**

**TL. HIỆU TRƯỞNG  
TRƯỜNG KHOA NGOẠI NGỮ**



**Trịnh Quốc Lập**

**Phương Hoàng Yến**

**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN**

**1. Tên học phần:** Xu hướng nghiên cứu về Phát triển chuyên môn giảng dạy tiếng Anh

- Tên tiếng Anh: Research Trends in Professional Development in English Language Teaching

- Mã số học phần: SPA907

- Số tín chỉ học phần: 02 tín chỉ

- Số tiết học phần:

- Số tiết lý thuyết: 30 ; - Số tiết thực hành: .

- Số tiết tiểu luận: 30 ; - Số tiết tự học: 60 .

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

GV phụ trách: PGS.TS. Nguyễn Bửu Huân

TS. Lê Xuân Mai

TS. Nguyễn Anh Thi

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Mở rộng kiến thức cốt lõi về nghiên cứu phát triển chuyên môn đối với GV dạy tiếng Anh	LO.1
4.2	Vận dụng các nguyên lý, lý thuyết cơ bản về hiệu quả giảng dạy và bồi dưỡng nghiệp vụ chuyên môn	LO.4
4.3	Phát triển năng lực nghiên cứu độc lập, sáng tạo và đa dạng hóa thực hành giảng dạy	LO.3
4.4	Phân tích thực trạng và đánh giá nhu cầu đổi mới giảng dạy tiếng Anh tại các trường trung học phổ thông nhằm cải tiến chất lượng dạy và học trong khu vực	LO.5
4.5	Thích ứng, tự định hướng và dẫn dắt người khác	LO.7

**5. Chuẩn đầu ra của học phần:**

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	Kiến thức		



CO1	Phân tích các lý thuyết về nghiên cứu phát triển nghiệp vụ chuyên môn trong dạy-học tiếng Anh	4.1	LO.1
CO2	Nắm vững, thảo luận các khung lý thuyết, khái niệm cốt lõi về hiệu quả thực hành giảng dạy tiếng Anh	4.1	LO.1
CO3	Phân tích các yếu tố ảnh hưởng hiệu quả giảng dạy và nghiệp vụ phát triển chuyên môn của GV	4.1	LO.1
	<b>Kỹ năng</b>		
CO4	Vận dụng cơ sở lý thuyết khoa học, phù hợp và sáng tạo	4.2	LO.4
CO5	Vận dụng kiến thức về các xu hướng hoạt động chuyên môn và phát triển nghiệp vụ của GV giúp định hướng chất lượng giảng dạy tiếng Anh	4.2	LO.4
CO6	Phân loại, tổng hợp tài liệu phục vụ cho mục đích nghiên cứu của GV	4.3	LO.3
CO7	Trình bày nội dung nghiên cứu bài giảng có tính khoa học	4.4	LO.5
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO8	Tôn trọng các quan điểm khác biệt trong khoa học	4.5	LO.7
CO9	Định hướng bản thân trong phát triển chuyên môn giảng dạy tiếng Anh	4.5	LO.7

## 6. Mô tả tóm tắt nội dung học phần:

Học phần cung cấp kiến thức chuyên sâu về phát triển nghiệp vụ chuyên môn của GV dạy tiếng Anh. Các nội dung chính trong học phần là nền tảng và cập nhật giúp nghiên cứu sinh sáng tạo khi tự tìm ra phương pháp rèn luyện, bồi dưỡng, và thiết kế bài giảng phù hợp với môi trường dạy và học, đáp ứng nhu cầu người học phát huy năng lực sử dụng tiếng Anh.

## 7. Cấu trúc nội dung học phần:

### 7.1. Lý thuyết

	Nội dung	Số tiết	CĐR HP
<b>Chương 1</b>	<b>Research on Teacher Training and Professional Development</b>	<b>5</b>	CO1, CO4, CO8, CO9
1.1	The rationale for dynamic approach to teacher professional development		
1.2	Improvement of teaching through critical reflections		
1.3	Characteristics of effective teacher training and professional development programmes		



1.4	Active participation and engagement of teachers and teacher feedback		
<b>Chương 2</b>	<b>Main foundations of research on Teacher Effectiveness</b>	<b>5</b>	CO1, CO4, CO8, CO9
2.1	Major findings		
2.2	Mastery learning		
2.3	New ways of teaching: A constructivist approach		
2.4	Research on 'new' learning and teaching		
<b>Chương 3</b>	<b>Theoretical frameworks to teacher effectiveness</b>	<b>5</b>	CO1, CO4, CO8, CO9
3.1	Introduction		
3.2	The comprehensive model of educational effectiveness		
3.3	The dynamic model of educational effectiveness		
3.4	School factors of the dynamic model and reflections		
<b>Chương 4</b>	<b>Programmatic efforts and strategies</b>	<b>5</b>	CO1, CO4, CO8, CO9
4.1	Learning to theorize from practice		
4.2	Teacher education and teacher professional development		
4.3	Current issues and approaches		
4.4	Professional development pedagogies, resources, and strategies		
<b>Chương 5</b>	<b>Sustaining self and others in the teaching profession</b>	<b>5</b>	CO4, CO5, CO6, CO7
5.1	Teacher identity		
5.2	Teacher beliefs		
5.3	Teacher change		
5.4	Reflections on teaching about teaching in times of change in Vietnam		
<b>Chương 6</b>	<b>ELT innovations in Vietnam</b>	<b>5</b>	CO2, CO8, CO9
6.1	Living with curriculum change		
6.2	Imaginary realities: Curriculum change that ignores classroom contexts		
6.3	Teacher learning		
6.4	Defining effective learning tasks for all		

## 8. Phương pháp giảng dạy:

- Thuyết giảng, thảo luận, và chuyên đề seminar

## 9. Nhiệm vụ của HV:

HV phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một chuyên đề thảo luận và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học và nghiên cứu tiểu luận

## 10. Đánh giá kết quả học tập của HV:

### 10.1. Cách đánh giá

HV được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CĐR HP
1	Điểm bài tập chuyên đề thảo luận	-Báo cáo và thảo luận một chủ đề/vấn đề quan tâm trong nội dung học phần	50%	CO3, CO5, CO6, CO7, CO8, CO9
2	Điểm tiểu luận	-Viết tiểu luận (2500-3000 từ) trình bày và đánh giá một quan điểm lý thuyết	50%	CO1, CO2, CO4, CO7, CO8, CO9

### 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.
- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định về công tác học vụ của Trường.

## 11. Tài liệu học tập:

	Thông tin về tài liệu	Số đăng ký cá biệt
1	Creemers, B., Kyriakides, L., Antoniou, P. (2013). <i>Teacher professional development for improving quality of teaching</i> . Springer.	MON.065393
2	Martin, C., & Polly, D. (2017). <i>Handbook of research on teacher education and professional development</i> . IGI Global.	MON.065392
3	Mishan, F., & Timmis, I. (2015) <i>Materials development for TESOL</i> . Edinburgh University Press.	MON.065495



4	Murray, J., & Swennen, A. (2019). <i>International research, policy and practice in teacher education</i> . Springer.	MON.065390
5	Pinar, W.F. (2014). <i>International handbook of curriculum research</i> . New York: Routledge	375/I.61 MFN 188320
6	Richards, J.C. (2001). <i>Curriculum development in language teaching</i> . Cambridge, Cambridge University Press.	418.0071/R.516
7	Wedell, M., & Grassick, L.(2018). <i>International perspectives on teacher with curriculum change</i> . Palgrave Mcmillan	MON.065389

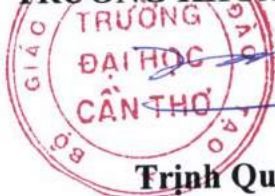
## 12. Hướng dẫn HV tự học:

Tuần	Nội dung	Lý thuyết (tiết)	Thực hành (tiết)	Nhiệm vụ của HV
1	Chương 1	20		- Nghiên cứu trước: + Tài liệu [1]
2	Chương 2	10		- Nghiên cứu trước: + Tài liệu [1, 2,3],
3	Chương 3	10		- Nghiên cứu trước: + Tài liệu [1,2,4,5]
4	Chương 4	20		- Nghiên cứu trước: + Tài liệu [1,2,5,6]

Cần Thơ, ngày 24 tháng 6 năm 2021

**GIẢNG VIÊN BIÊN SOẠN**

**TL. HIỆU TRƯỞNG  
TRƯỜNG KHOA NGOẠI NGỮ**



**Trịnh Quốc Lập**

**Nguyễn Anh Thi**

**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN**

**1. Tên học phần:** Xu hướng nghiên cứu trong lĩnh vực giao tiếp liên văn hoá  
**- Tên tiếng Anh:** Trends in Research on Intercultural Communication Competence

**- Mã số học phần:** SPA908

**- Số tín chỉ học phần:** 02 tín chỉ

**- Số tiết học phần:**

- Số tiết lý thuyết: 30 ; - Số tiết thực hành:

- Số tiết tiểu luận: 30 ; - Số tiết tự học: 60

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

GV phụ trách: TS. Lê Xuân Mai

TS. Nguyễn Hải Quân

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Nắm vững các kiến thức và khái niệm liên quan đến văn hoá, giao tiếp và giao tiếp liên văn hoá.	LO.1
4.2	Nắm vững các mô hình và phương thức mô tả và phân tích các khía cạnh khác nhau trong giao tiếp liên văn hoá.	LO.1
4.3	Vận dụng các kiến thức liên quan đến các mô hình và phương thức nghiên cứu các yếu tố liên quan đến giao tiếp liên văn hoá trong giảng dạy tiếng Anh.	LO.2
4.4	Cập nhật các vấn đề chủ đạo trong nghiên cứu và xu hướng nghiên cứu liên quan đến giao tiếp liên văn hoá.	LO.3
4.5	Cập nhật các nghiên cứu mới liên quan đến lĩnh vực giảng dạy các yếu tố văn hoá và giao tiếp liên văn hoá; phát thảo các ý tưởng nghiên cứu liên quan đến các lĩnh vực này một cách phù hợp.	LO.4
4.6	Hiểu và tôn trọng các giá trị văn hoá khác nhau từ nhiều nền văn hoá; có thái độ ứng xử phù hợp khi tham gia vào các tình huống giao tiếp có sự tương tác của nhiều nền văn hoá khác nhau.	LO.7



## 5. Chuẩn đầu ra của học phần:

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	<b>Kiến thức</b>		
CO1	Hiểu, nắm vững các khái niệm liên quan đến lĩnh vực giao tiếp liên văn hoá, có khả năng mô tả, phân tích và giải thích các khía cạnh có liên quan đến văn hoá, giao tiếp và giao tiếp liên văn hoá.	4.1 4.2	LO.1
CO2	Nắm vững các vấn đề nghiên cứu chủ đạo trong lĩnh vực giao tiếp liên văn hoá, có khả năng phân tích phản biện đối với các nghiên cứu trong lĩnh vực.	4.3 4.4	LO.2, LO.3
	<b>Kỹ năng</b>		
CO3	Phân tích, đánh giá phản biện các nghiên cứu, có khả năng tổng hợp các kết quả nghiên cứu liên quan đến lĩnh vực giảng dạy các yếu tố liên văn hoá trong bối cảnh của Việt nam và thế giới.	4.4 4.5	LO.3, LO.5
CO4	Xác định các xu hướng mới, chủ đạo trong lĩnh vực nghiên cứu liên văn hoá, có khả năng phát thảo các chủ đề, đề tài nghiên cứu về giao tiếp liên văn hoá.	4.5	LO.5
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO5	Có đủ kiến thức, kỹ năng trong giao tiếp và thái độ ứng xử phù hợp trong môi trường giao tiếp liên văn hoá.	4.6	LO.7
CO6	Có khả năng làm việc độc lập trong việc phát thảo các ý tưởng nghiên cứu, tuân thủ các quy tắc về đạo đức trong nghiên cứu,	4.4 4.5	LO.3, LO.5

## 6. Mô tả tóm tắt nội dung học phần:

Học phần Các xu hướng trong nghiên cứu giao tiếp liên văn hoá giúp nghiên cứu sinh nắm vững các khái niệm, mô hình và cơ sở lý thuyết chủ đạo nhằm xây dựng cho HV khả năng xác định, mô tả, và phân tích các mô hình văn hoá khác nhau cùng các khía cạnh quan trọng trong giao tiếp liên văn hoá. Chương trình cũng cung cấp cho HV các kiến thức liên quan đến những mô hình và cách thức nghiên cứu các yếu tố liên văn hoá, cập nhật cho HV các công trình và kết quả nghiên cứu mới trong lĩnh vực này, qua đó cung cấp cho HV bức tranh tổng thể về lĩnh vực nghiên cứu này, đặc biệt là các công trình nghiên cứu đã được thực hiện tại Việt nam. Thông qua đó, HV phát triển khả năng tư duy phân tích, phê phán và phản biện khi tham gia đọc và tìm hiểu về các công trình nghiên cứu đã được thực hiện cũng như phát thảo tiếp các đề tài và công trình nghiên cứu mới trên nền tảng của các cơ sở lý thuyết và thành quả nghiên cứu hiện tại trong lĩnh vực này.

## 7. Cấu trúc nội dung học phần:

### 7.1. Lý thuyết

	Nội dung	Số tiết	CĐR HP
<b>Chương 1</b>	Culture, Communication and Intercultural Communication Competence: An Overview	<b>05</b>	CO1-C06
<b>Chương 2</b>	Cultures and Intercultural Communication Competence in School Contexts	<b>10</b>	CO1-C06
<b>Chương 3</b>	Approaches in Researching Cultures and Intercultural Competence	<b>15</b>	CO1-C06
<b>Chương 4</b>	Research on Cultures and Intercultural Competence: Current literature and Future trends	<b>10</b>	CO1-C06
<b>Chương 5</b>	My research projects	<b>05</b>	CO1-C06

### 8. Phương pháp giảng dạy:

- Thuyết giảng, thảo luận, chuyên đề, học qua tự nghiên cứu (inquiry-based learning), dạy học qua nhiệm vụ (Task-based Language Teaching).

### 9. Nhiệm vụ của HV:

HV phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một báo cáo chuyên đề và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học và nghiên cứu cải tiến việc ứng dụng các phương pháp theo định hướng mới trong giáo dục.

### 10. Đánh giá kết quả học tập của HV:

#### 10.1. Cách đánh giá

HV được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CĐR HP
1	Điểm bài tập chuyên đề thảo luận	- Báo cáo và thảo luận một chủ đề/vấn đề quan tâm trong nội dung học phần	50%	CO1 – CO7
2	Điểm tiểu luận	-Viết tiểu luận nghiên cứu cải tiến trong việc ứng dụng phương pháp dạy tiếng Anh trong ngữ cảnh giáo dục hiện đại	50%	CO1 – CO7

#### 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.
- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một



chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định về công tác học vụ của Trường.

#### 11. Tài liệu học tập:

	Thông tin về tài liệu	Số đăng ký cá biệt
1	Spencer-Oatey, H., & Franklin, P. (2009). <i>Intercultural interaction: A multidisciplinary approach to intercultural communication</i> . Springer.	MON.065388
2	Moran, P. R., & Lu, Z. (2001). <i>Teaching culture: Perspectives in practice</i> . Boston: Heinle & Heinle.	Bổ sung
3	Hinkel, E. (2017), <i>Handbook of Research in Second Language Teaching and Learning, Volume III</i> . New York: Routledge.	MON.064501
4	Phạm Thị Hồng Nhung. (2011). <i>Communicating with Vietnamese in Intercultural Contexts: Insights into Vietnamese Values</i> . NXBGD, Việt Nam.	303.48 / NH513 MFN: 189221

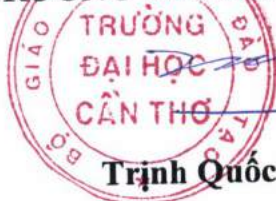
#### 12. Hướng dẫn HV tự học:

Tuần	Nội dung	Lý thuyết (tiết)	Thực hành (tiết)	Nhiệm vụ của HV
1	Chương 1	10		- Nghiên cứu trước: + Tài liệu [1-4] các nội dung liên quan
2	Chương 2	15		- Nghiên cứu trước: + Tài liệu [1, 4] các nội dung liên quan
3	Chương 3	15		- Nghiên cứu trước: + Tài liệu [1-4] các nội dung liên quan
4	Chương 4 và 5	20		

Cần Thơ, ngày 24 tháng 6 năm 2021

**GIẢNG VIÊN BIÊN SOẠN**

**TL. HIỆU TRƯỞNG  
TRƯỜNG KHOA NGOẠI NGỮ**



**Trịnh Quốc Lập**

**Lê Xuân Mai**



**ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN**

**1. Tên học phần:** Viết xuất bản nghiên cứu khoa học

- Tên tiếng Anh: Writing for publication

- Mã số học phần: SPA909

- Số tín chỉ học phần: 02 tín chỉ

- Số tiết học phần:

- Số tiết lý thuyết: 30 ; - Số tiết thực hành: .  
- Số tiết tiểu luận: 30 ; - Số tiết tự học: 60 .

**2. Đơn vị phụ trách học phần:**

Khoa Ngoại ngữ, Trường Đại học Cần Thơ

Giảng viên phụ trách: PGS. TS. Trịnh Quốc Lập;

TS. Nguyễn Văn Lợi; TS. Nguyễn Anh Thi

**3. Điều kiện tiên quyết:**

- Điều kiện tiên quyết: không

- Điều kiện song hành: không

**4. Mục tiêu của học phần:**

Mục tiêu	Nội dung mục tiêu	CĐR CTĐT
4.1	Phân tích các yêu cầu và đặc điểm của viết nghiên cứu khoa học và xuất bản trong lĩnh vực dạy học ngoại ngữ	LO.1
4.2	Vận dụng các kiến thức viết học thuật khoa học nhằm xuất bản bài báo trong lĩnh vực chuyên môn	LO.5
4.3	Nâng cao kỹ năng phân tích, tổng hợp và giải quyết vấn đề	LO.3
4.4	Hình thành thái độ liêm chính khoa học	LO.7

**5. Chuẩn đầu ra của học phần:**

CĐR HP	Nội dung chuẩn đầu ra	Mục tiêu	CĐR CTĐT
	<b>Kiến thức</b>		
CO1	Phân tích các yêu cầu và đặc điểm của viết học thuật trong bài báo cáo khoa học thuộc lĩnh vực LL&PPDH tiếng Anh	4.1	LO.1
CO2	Giải thích các yêu cầu về cấu trúc và nội dung của các loại bài báo khoa học	4.1	LO.1
	<b>Kỹ năng</b>		
CO3	Trình bày một tổng quan tài liệu cho luận án hoặc bài báo khoa học có tiềm năng xuất bản	4.2	LO.5

<b>CĐR HP</b>	<b>Nội dung chuẩn đầu ra</b>	<b>Mục tiêu</b>	<b>CĐR CTĐT</b>
CO4	Trình bày một bài báo khoa học với đầy đủ các thành phần	4.2	LO.5
CO5	Phát hiện, phân tích, và tổng hợp các vấn đề	4.3	LO.3
CO6	Tổ chức tài liệu, nội dung và lập luận có tính khoa học	4.3	LO.3
	<b>Thái độ/Mức độ tự chủ và trách nhiệm</b>		
CO7	Chủ động định hướng chủ đề, nội dung nghiên cứu	4.4	LO.7
CO8	Thực hiện các biện pháp đảm bảo các yêu cầu liên chính khoa học	4.4	LO.7

## 6. Mô tả tóm tắt nội dung học phần:

Học phần cung cấp kiến thức cơ bản và nâng cao về các vấn đề viết nghiên cứu và xuất bản nghiên cứu khoa học trong lĩnh vực dạy học ngoại ngữ. Các nội dung chính bao gồm các yêu cầu học thuật khoa học trong xuất bản; cấu trúc bài báo khoa học và các tiêu chí nhận dạng chất lượng bài viết. Các nội dung học phần nhằm trang bị cho nghiên cứu sinh kiến thức và kỹ năng để chia sẻ và phát triển chuyên môn trong ngành lý luận và phương pháp giảng dạy tiếng Anh.

## 7. Cấu trúc nội dung học phần:

### 7.1. Lý thuyết

	<b>Nội dung</b>	<b>Số tiết</b>	<b>CĐR HP</b>
<b>Chương 1</b>	<b>Professional roles and publishable writing</b>	<b>5</b>	<b>CO1, CO2</b>
1.1	Who is an author?		
1.2	The prerequisites of publishing		
1.3	The challenges of scholarly writing		
1.4	Counteracting obstacles to scholarly writing		
	Implement evidence-based strategies		
	Deal with uncertainty		
	Cope with time constraints		
	Get past procrastination and avoidance		
	Address aversion to writing		
	Be realistic about criticism		
	Seek help and use higher-order thinking		
<b>Chương 2</b>	<b>Publishable scholarly writing in educational research</b>	<b>5</b>	<b>CO1, CO2</b>



	Nội dung	Số tiết	CĐR HP
2.1	Writing nonfiction for professionals		
2.2	Argument in academic writing		
2.3	Voice in academic writing		
2.4	From thesis to publishable scholarly writing		
2.5	Why manuscripts are rejected		
2.6	Preventing plagiarism		
2.7	Responsible Conduct of research		
2.8	Format and references in scholarly writing		
<b>Chương 3</b>	<b>Writing a publishable review</b>	<b>8</b>	CO3, CO4, CO5, CO6
3.1	Purposes of literature reviews		
3.2	Types of literature reviews		
3.3	Dissertation literature review		
3.4	Error in reviewing		
3.5	Quality indicators in literature review		
3.6	Publishable literature reviews		
<b>Chương 4</b>	<b>Writing journal articles</b>	<b>12</b>	CO3, CO4, CO5, CO6
4.1	From thesis to an article		
4.2	Types of research articles: quantitative, qualitative and mixed-methods research		
4.3	Quality indicators of a journal article		
4.4	Describing methodology		
4.5	Reporting results in quantitative and qualitative research		
4.6	Writing the discussion		
4.7	Writing the introduction and conclusion		
4.8	Choosing suitable outlets		

- Thuyết giảng, thảo luận, và tự nghiên cứu viết tiểu luận

## 9. Nhiệm vụ của học viên:

Học viên phải thực hiện các nhiệm vụ như sau:

- Tham dự tối thiểu 80% số tiết học lý thuyết.
- Thực hiện một báo cáo chuyên đề và được đánh giá kết quả thực hiện.
- Chủ động tổ chức thực hiện giờ tự học và nghiên cứu tiểu luận nghiên cứu cải tiến phương pháp theo định hướng ứng dụng CNTT vào quản lý, giáo dục và đào tạo.

## 10. Đánh giá kết quả học tập của học viên:

### 10.1. Cách đánh giá

Học viên được đánh giá tích lũy học phần như sau:

TT	Điểm thành phần	Quy định	Trọng số	CĐR HP
1	Điểm bài tập	-Báo cáo so sánh đặc điểm bài báo khoa học trong lĩnh vực dạy học ngoại ngữ	40%	CO1, CO2, CO5, CO6, CO7, CO8,
2	Điểm tiểu luận	-Viết tiểu luận nghiên cứu tổng quan tài liệu về một chủ đề nghiên cứu	60%	CO3, CO5, CO6, CO7, CO8,

### 10.2. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc học phần được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.
- Điểm học phần là tổng điểm của tất cả các điểm đánh giá thành phần của học phần nhân với trọng số tương ứng. Điểm học phần theo thang điểm 10 làm tròn đến một chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định về công tác học vụ của Trường.

## 11. Tài liệu học tập:

	Thông tin về tài liệu	Số đăng ký cá biệt
1	Jalongo, M. R. & Saracho, O. N. (2016). Writing for publication: Transitions and tools that support scholars' success. Springer.	
2	Golding, C. (2017). Advice for writing a thesis (based on what examiners do). <i>Open Review of Educational Research</i> , 4(1), 46-60. <a href="https://doi.org/10.1080/23265507.2017.1300862">https://doi.org/10.1080/23265507.2017.1300862</a>	Link: <a href="https://www.tandfonline.com/doi/full/10.1080/23265507.2017.1300862">https://www.tandfonline.com/doi/full/10.1080/23265507.2017.1300862</a>



3	Shahsavari, Z., & Kourepaz, H. (2020). Postgraduate students' difficulties in writing their theses literature review. <i>Cogent Education</i> , 7(1), 1784620. <a href="https://doi.org/10.1080/2331186X.2020.1784620">https://doi.org/10.1080/2331186X.2020.1784620</a>	<a href="https://www.tandfonline.com/doi/full/10.1080/2331186X.2020.1784620">https://www.tandfonline.com/doi/full/10.1080/2331186X.2020.1784620</a>
4	Ana Bocanegra-Valle (2017). How credible are open access emerging journals?: A situational analysis in the humanities. In M. Cargill, & S. Burgess, <i>Publishing Research in English as an Additional Language: Practices, Pathways and Potentials</i> (Eds), pp. 121-150. <a href="https://www.jstor.org/publisher/uadelp">https://www.jstor.org/publisher/uadelp</a>	<a href="https://www.jstor.org/publisher/uadelp">https://www.jstor.org/publisher/uadelp</a>

## 12. Hướng dẫn học viên tự học:

Tuần	Nội dung	Lý thuyết (tiết)	Thực hành (tiết)	Nhiệm vụ của học viên
1	Chương 1	10		- Nghiên cứu trước: + Tài liệu [1-2] các nội dung liên quan
2	Chương 2	10		- Nghiên cứu trước: + Tài liệu [1] các nội dung liên quan
3	Chương 3	20		- Nghiên cứu trước: + Tài liệu [1, 2, 3] các nội dung liên quan
4	Chương 3	20		- Nghiên cứu trước: + Tài liệu [1, 2, 3, 4] các nội dung liên quan

Cần Thơ, ngày 24 tháng 6 năm 2021

GIẢNG VIÊN BIÊN SOẠN

TL. HIỆU TRƯỞNG  
TRƯỜNG KHOA NGOẠI NGỮ



Trịnh Quốc Lập

Nguyễn Anh Thi

# **PHỤ LỤC 6**

**MINH CHỨNG ĐÁP ỨNG YÊU CẦU THÔNG TƯ 09**



TRƯỜNG ĐẠI HỌC CẦN THƠ

**KHOA NGOẠI NGỮ**

Địa chỉ: 411, Đường 30 - 4, Phường Hưng Lợi, Quận Ninh Kiều, TP. Cần Thơ

Điện thoại: 02923.872.290 | Email: [knn@ctu.edu.vn](mailto:knn@ctu.edu.vn)

Số 152/BC-KNN

Cần Thơ, ngày 18 tháng 12 năm 2020

## **BÁO CÁO KẾT QUẢ KHẢO SÁT**

*(Xác định nhu cầu của các bên liên quan để xây dựng chương trình đào tạo tiến sĩ ngành Lý luận và phương pháp dạy học bộ môn Tiếng Anh)*

### **Phần I. Tình hình thực hiện**

- Thời gian khảo sát: Từ ngày 7 tháng 12 năm 2020 đến ngày 18 tháng 12 năm 2020.

- Đối tượng khảo sát :

+ Nhà tuyển dụng: 17

+ Người học tiềm năng: 65; Trong đó

- Học viên đang học thạc sĩ: 13
- Cựu học viên: 42
- Giảng viên đang giảng dạy ở các trường cao đẳng, đại học: 22
- Giáo viên trường Trung học phổ thông: 15
- Người đang công tác ở các sở ban ngành đoàn thể: 19

- Hình thức khảo sát: Khảo sát trực tuyến qua đường link đăng trên trang web của Khoa Ngoại ngữ, Trường Đại học Cần Thơ (<https://sfl.ctu.edu.vn/dao-tao/lay-y-kien-cac-ben-lien-quan.html>).

- Nội dung khảo sát: Xác định nhu cầu mở ngành và mong đợi về các chuẩn đầu ra (CĐR) của chương trình đào tạo tiến sĩ ngành Lý luận và Phương pháp dạy học bộ môn Tiếng Anh (CTĐT TS LLPPDHBMTA).

### **Phần 2: Mô tả phiếu khảo sát**

#### **2.1 Phiếu khảo sát nhà tuyển dụng**

Phiếu khảo sát gồm 9 câu hỏi (Phụ lục 1). Các câu hỏi từ 1 đến 4 hỏi thông tin về người tham gia khảo sát và đơn vị tuyển dụng. Câu 5 đến 7 tìm hiểu nhu cầu của nhà tuyển dụng (NTD) về nhân lực tiến sĩ ngành LLPPDHBMTA. Câu 8 hỏi về góp ý của NTD để hoàn thiện CTĐT. Câu 9 yêu cầu cung cấp thông tin liên lạc của NTD.

#### **2.2. Phiếu khảo sát người học tiềm năng**

Phiếu khảo sát gồm 10 câu hỏi (Phụ lục 2). Các câu hỏi từ 1 đến 5 hỏi thông tin cá nhân về người tham gia khảo sát. Câu 6 đến 9 tìm hiểu nhu cầu của người học về CTĐT TS LLPPDHBMTA. Câu 10 hỏi về góp ý của người học tiềm năng để hoàn thiện CTĐT.



### Phần 3: Kết quả khảo sát

#### 2.1. Kết quả khảo sát nhà tuyển dụng

- Khảo sát nhận được phiếu trả lời từ 17 nhà tuyển dụng (NTD) tham gia khảo sát. Trong số đó, có 11 NTD (64.7%) là lãnh đạo các khoa và trường đại học, 5 NTD (29.4%) là lãnh đạo khoa và trường cao đẳng, 01 là lãnh đạo Sở Giáo dục và Đào tạo. Thông tin chi tiết về NTD trong Phụ lục 1.

- Số người lao động hiện có tại các NTD gồm: 9 NTD (52.9%) có trên 40 người lao động, 5 NTD (29.4%) có từ 20 đến 40 người lao động, và 3 NTD (17.6%) có dưới 20 người lao động.

- Về nhu cầu cử người đi học tiến sĩ hoặc tuyển dụng người có bằng tiến sĩ ngành LLPPDHBMTA, có **16 NTD (94.1%) có nhu cầu**, 01 NTD (5.9%) không có nhu cầu. Nhà tuyển dụng không có nhu cầu nhân lực TS LLPPDHBMTA là Trường Cao đẳng y tế Kiên Giang.

- Các lý do mà NTD muốn tuyển dụng/cử người lao động của mình theo học tiến sĩ ngành LLPPDHBMTA gồm: (1) Nâng cao chất lượng động ngũ với 16 NTD chiếm 94.1%; (2) Phục vụ phát triển ngành đào tạo với 14 NTD chiếm 82.4%; (3) Đáp ứng yêu cầu của các vị trí công việc với 9 NTD chiếm 52.9%.

- Kỳ vọng của NTD về các chuẩn đầu ra (CĐR) của CTĐT được liệt kê ở Bảng 1.

**Bảng 1: Kỳ vọng của NTD về các CĐR của CTĐT TS LLPPDHBMTA**

STT	CĐR	Không cần thiết	Ít cần thiết	Cần thiết vừa phải	Cần thiết	Rất cần thiết
1	Nắm vững kiến thức đại cương về các khoa học ngôn ngữ và các khoa học sư phạm.	1 (5.88%)	0	2 (11.76%)	6 (35.29%)	8 (47.06%)
2	Mở rộng và cập nhật kiến thức chuyên sâu về lí luận và thực tiễn dạy học tiếng Anh để trên cơ sở đó học viên vận dụng vào nghiên cứu, phát hiện và giải quyết các vấn đề trong thực tiễn dạy học tiếng Anh	1 (5.88%)	1(5.88%)	0	4 (23.53%)	11 (64.71%)
3	Có khả năng làm công tác nghiên cứu phương pháp dạy học tiếng Anh	1 (5.88%)	1(5.88%)	1(5.88%)	3 (17.65%)	11 (64.71%)
4	Thiết kế và thực hiện các chương trình dạy học tiếng Anh ở các học viện, trường đại học, cao đẳng chuyên và không chuyên tiếng Anh	1 (5.88%)	0	1(5.88%)	6 (35.29%)	9 (52.94%)
5	Làm nòng cốt chuyên môn ở các trường phổ thông trung học	0	1 (5.88%)	6 (35.29%)	7 (41.18%)	3 (17.65%)
6	Phát triển các kĩ năng tiếng Anh, đặc biệt là các kĩ năng phục vụ	1(5.88%)	0	2	6	8

STT	CĐR	Không cần thiết	Ít cần thiết	Cần thiết vừa phải	Cần thiết	Rất cần thiết
	ng nghiệp vụ giảng dạy.			(11.76%)	(35.29%)	(47.06%)
7	Lựa chọn phương pháp nghiên cứu phù hợp để độc lập thực hiện nghiên cứu về các lĩnh vực chuyên môn thuộc chuyên ngành Lí luận và phương pháp dạy học (bộ môn tiếng Anh): Các vấn đề về tiếp thụ ngôn ngữ, lí thuyết dạy học, phương pháp dạy học tiếng Anh, kiểm tra đánh giá kĩ năng tiếng Anh, xây dựng chương trình - giáo trình dạy học tiếng Anh, dạy tiếng Anh chuyên ngành, ứng dụng công nghệ trong dạy học tiếng Anh và các vấn đề chuyên môn khác	0	1 (5.88%)	1 (5.88%)	7 (41.18%)	8 (47.06%)
8	Tự định hình hướng nghiên cứu và phương pháp nghiên cứu để tiếp tục học tập và nghiên cứu xa hơn trong lĩnh vực Lí luận và phương pháp dạy học (bộ môn tiếng Anh)	0	1 (5.88%)	2 (11.76%)	4 (11.76%)	10 (58.82%)

Bảng 1 cho thấy phần lớn các NTD đều cho rằng 8 CĐR của CTĐT TS LLPPDHTA dự kiến là cần thiết và rất cần thiết. Tuy nhiên, CĐR số 5 nhận được ít sự đồng tình của NTD trong mức cần thiết và rất cần thiết hơn các CĐR còn lại. Nguyên nhân có thể là do CĐR này liên quan đến việc người lao động làm nông cốt chuyên môn cho các trường THPT trong khi đa phần NTD được mời khảo sát lại đến từ các trường cao đẳng và đại học.

- Một số ý kiến đóng góp khác cho việc thiết kế CTĐT TS LLPPDHBMTA bao gồm:

- Đề xuất thêm CĐR “Năng lực quản lý, điều hành, phân công nhiệm vụ phù hợp với khả năng của từng nhân sự, năng lực dự đoán nhu cầu xã hội & xây dựng chiến lược phát triển tại cơ sở.”

- Nội dung chương trình học nên tập trung các môn học gắn liền với thực tế giảng dạy tại các cơ sở giáo dục.

- Mong Trường sớm mở ngành đào tạo tiến sĩ.

## 2.2. Kết quả khảo sát người học tiềm năng

- Khảo sát nhận được 65 phiếu trả lời từ người học tiềm năng. Trong số đó, 38 người tham gia là nữ, chiếm 58.5%; 26 nam, chiếm (40%), và 1 không muốn nêu giới tính (chiếm 1.5%).

- Về độ tuổi của người tham gia khảo sát, có 19 người (29.2%) dưới 30 tuổi; 32 người (49.2%) có độ tuổi từ 30 đến 40 tuổi; và 14 người (21.5%) trên 40 tuổi.



- Về nhu cầu tham gia học tập trong CTĐT TS LLPPDHBMTA, có 12 người (18.5%) có nhu cầu ngay; 36 người (55.4) có dự định học trong thời gian tới; 13 người (20%) vẫn đang cân nhắc; và 4 người (6.2%) không có nhu cầu theo học tiến sĩ. Như vậy, có tổng số **48/65 người (73.9%)** người tham gia khảo sát có nhu cầu theo học tiến sĩ ngành LLPPDHBMTA.

- Các lý do người tham gia muốn theo học TS ngành LLPPDHBMTA gồm: (1) Nâng cao trình độ chuyên môn với 61 người chiếm 96.8%; (2) Thăng tiến trong công việc với 24 người chiếm 38.1%; (3) Đáp ứng yêu cầu của các vị trí công việc với 27 người chiếm 42.9%; và dễ xin việc hơn với 8 người, chiếm 12.7%.

- Lý do người tham gia ngần ngại trong việc theo học TS ngành LLPPDHBMTA gồm: không có thời gian (23 người, 74.2%); không cần thiết cho công việc (3 người, 9.7%); sợ khó xin việc, đi học theo quy hoạch của nhà nước, sợ chi phí cao (mỗi lý do 1 người).

- Kỳ vọng của người học tiềm năng về các chuẩn đầu ra của CTĐT được liệt kê ở Bảng 2.

**Bảng 2: Kỳ vọng của người học về các CĐR của CTĐT TS LLPPDHBMTA**

STT	CĐR	Không cần thiết	Ít cần thiết	Cần thiết vừa phải	Cần thiết	Rất cần thiết
1	Nắm vững kiến thức đại cương về các khoa học ngôn ngữ và các khoa học sư phạm.	1 (1.54%)	1 (1.54%)	6 (9.23%)	26 (40%)	31 (47.69%)
2	Mở rộng và cập nhật kiến thức chuyên sâu về lí luận và thực tiễn dạy học tiếng Anh để trên cơ sở đó học viên vận dụng vào nghiên cứu, phát hiện và giải quyết các vấn đề trong thực tiễn dạy học tiếng Anh	1 (1.54%)	0	1 (1.54%)	22 (22.85%)	41 (63.08%)
3	Có khả năng làm công tác nghiên cứu phương pháp dạy học tiếng Anh	1 (1.54%)	1 (1.54%)	1 (1.54%)	26 (40%)	36 (55.38%)
4	Thiết kế và thực hiện các chương trình dạy học tiếng Anh ở các học viện, trường đại học, cao đẳng chuyên và không chuyên tiếng Anh	1 (1.54%)	0	3 (4.62%)	29 (44.62%)	32 (49.23%)
5	Làm nòng cốt chuyên môn ở các trường phổ thông trung học	3	2 (3.08%)	19 (29.23%)	28 (43.08%)	13 (20%)
6	Phát triển các kĩ năng tiếng Anh, đặt biệt là các kĩ năng phục vụ nghiệp vụ giảng dạy.	1 (1.54%)	2 (3.08%)	3 (4.62%)	22 (22.85%)	37 (56.92%)

STT	CĐR	Không cần thiết	Ít cần thiết	Cần thiết vừa phải	Cần thiết	Rất cần thiết
7	Lựa chọn phương pháp nghiên cứu phù hợp để độc lập thực hiện nghiên cứu về các lĩnh vực chuyên môn thuộc chuyên ngành Lí luận và phương pháp dạy học (bộ môn tiếng Anh): Các vấn đề về tiếp thụ ngôn ngữ, lí thuyết dạy học, phương pháp dạy học tiếng Anh, kiểm tra đánh giá kĩ năng tiếng Anh, xây dựng chương trình - giáo trình dạy học tiếng Anh, dạy tiếng Anh chuyên ngành, ứng dụng công nghệ trong dạy học tiếng Anh và các vấn đề chuyên môn khác	1 (1.54%)	0	3 (4.62%)	21 (32.31%)	40 (61.54%)
8	Tự định hình hướng nghiên cứu và phương pháp nghiên cứu để tiếp tục học tập và nghiên cứu xa hơn trong lĩnh vực Lí luận và phương pháp dạy học (bộ môn tiếng Anh)	1 (1.54%)	0	4 (6.15%)	30 (46.15%)	30 (46.15%)

Bảng 2 cho thấy phần lớn người học tiềm năng đều cho rằng 8 CĐR của CTĐT TS LLPPDHTA dự kiến là cần thiết và rất cần thiết. Tuy nhiên, CĐR số 5 nhận được ít sự đồng tình của NTD trong mức cần thiết và rất cần thiết hơn các CĐR còn lại. Do vậy, khi thiết kế CTĐT, Tổ viết chương trình cần cân nhắc lại CĐR này.

- Một số ý kiến đóng góp khác cho việc thiết kế CTĐT TS LLPPDHBMTA bao gồm:

- Đề xuất CTĐT đào tạo chuyên sâu về nghiên cứu và ứng dụng vào thực tế.
- Đề xuất liên kết để thành lập hội đồng giáo sư quốc tế để tăng cường việc học tập trao đổi.

- Hiện ở Việt Nam đặc biệt ở đồng bằng sông Cửu Long, có ít hoặc thậm chí chưa có trường nào đào tạo trình độ tiến sĩ ngành LLPPGHBMTA. Bên cạnh đó, bệnh dịch kéo dài, khó có thể đi du học lên ở nước ngoài. Trong khi rất nhiều giáo viên tiếng Anh tốt nghiệp thạc sĩ muốn ở Việt Nam học lên tiến sĩ để nâng cao chuyên môn lại có gia đình con cái công việc ổn định. Do vậy, trường mở ngành này là rất cần thiết và hợp lý hợp thời.

- Hỗ trợ học viên/ứng viên về tiêu chí "ngôn ngữ 2" (văn bằng Pháp văn) bằng hình thức tổ chức lớp học tại Trường.

- Việc nghiên cứu viên phải có ít nhất một bài báo được đăng trên tạp chí uy tín quốc tế nên được xem như là một trong các yêu cầu bắt buộc để hoàn thành chương trình đào tạo.

- Hướng tới mục tiêu đào tạo nguồn gv chất lượng cao và nghiên cứu tốt. Chú trọng nghiên cứu thực nghiệm, nhẹ lí thuyết. Tiếp cận CTĐT tiến sĩ ngành này trong khu vực và quốc tế.



- Cần có nhiều tư liệu, học liệu cung cấp cho người học.
- Vì đây là lần đầu tiên chương trình Tiến sĩ được mở nên nhiều học viên sẽ thắc mắc về nội dung cần học. Hi vọng sắp tới Khoa sẽ có bảng mô tả cụ thể và khuyến khích các bạn có nhu cầu học có động lực để nâng cao trình độ chuyên môn và áp dụng vào thực tiễn. Em chúc chương trình sẽ ngày càng phát triển và thành công!

#### **Phần 4: Kết luận**

Các kết quả khảo sát nhà tuyển dụng và người học tiềm năng cho thấy cả hai đối tượng đều có nhu cầu mở ngành học tiến sĩ LLPPDHBMTA (**16/17 NTD chiếm 94.1%; 48/65 người học tiềm năng, chiếm 73.9%**). Do vậy, Khoa Ngoại ngữ đề xuất Trường Đại học Cần Thơ cho phép tiến hành công tác viết đề án mở ngành đào tạo tiến sĩ Lý luận và phương pháp dạy học bộ môn tiếng Anh.

**TT. Quản lý Chất lượng**



**Phan Huy Hùng**

**Người lập báo cáo  
Phó Trưởng khoa Ngoại ngữ**



**Phương Hoàng Yến**

**Phụ lục 1: Thông tin về nhà tuyển dụng tham gia khảo sát**

STT	Họ tên người tham gia khảo sát	Tên đơn vị công tác của người tham gia khảo sát	Chức vụ
1	Nguyễn Trung Cang	Khoa Ngoại ngữ, Trường Đại học Kiên Giang	Trưởng khoa
2	Cao Thị Phương Dung	Khoa Anh, ĐH Khoa học xã hội và nhân văn, Trường ĐHQG TPHCT	Trưởng BM
3	Hồ Thị Phùng Duyên	Khoa Ngoại ngữ, Trường Cao đẳng Kinh tế Đối ngoại TP HCM	Trưởng khoa
4	Trần Quốc Vinh	Sở Giáo dục và Đào tạo Tỉnh Đồng Tháp	Chuyên viên Phòng Trung học phổ thông
5	Nguyễn Hồng Chí	Đại học FPT Cần Thơ	Trưởng khoa
6	Lê Văn Lành	Khoa Ngữ văn, Đại học Tây Đô	Trưởng BM
7	Phan Thị Thu Nga	Khoa Ngoại ngữ, Trường Đại học Mở TPHCM	Trưởng BM
8	Phan Ngọc Thạch	Khoa Ngoại ngữ, Trường Đại học Đồng Tháp	Trưởng khoa
9	Lê Trung Kiên	Trường Đại học Nam Cần Thơ	Trưởng BM
10	Huỳnh Trí Thức	Trường Cao đẳng y tế Kiên Giang	Trưởng khoa
11	Lâm Thái Quang	Khoa Khoa học cơ bản, Trường đại học Sư phạm kỹ thuật Vĩnh Long	Trưởng BM
12	Mã Phương Uyên	Khoa Ngoại ngữ, Trường Cao đẳng Cần Thơ	Trưởng khoa
13	Nguyễn Thị Tuyết Minh	Khoa Khoa học cơ bản, Trường Đại học Y dược Cần Thơ	Trưởng BM
14	Nguyễn Văn Tâm	Trường Cao đẳng cộng đồng Sóc Trăng	Trưởng Phòng Đào tạo
15	Lưu Thu Thủy	Trường Đại học Kỹ thuật Công nghệ Cần Thơ	Trưởng BM
16	Đỗ Thị Thanh Loan	Trường Cao đẳng kinh tế kỹ thuật Cần Thơ	Trưởng BM
17	Trần Thị Thanh Huế	Trường Đại học An Giang	Trưởng khoa

## Phụ lục 2: Phiếu khảo sát nhà tuyển dụng

<https://docs.google.com/forms/d/e/1FAIpQLSdbkoPy0KcJPn1jutX9Kkak4lDbnp9YNQU-y19WLX-4gluzeg/viewform>

### Phiếu khảo sát nhà tuyển dụng về CTĐT Tiến sĩ ngành Lý luận và phương pháp dạy học bộ môn Tiếng Anh

Trường Đại học Cần Thơ đang xây dựng Chương trình đào tạo Tiến sĩ ngành Lý luận và phương pháp dạy học bộ môn Tiếng Anh (LL&PPDHBMTA). Chương trình này có mục tiêu chung là đáp ứng nhu cầu ngày càng cao về nguồn nhân lực giảng dạy tiếng Anh tại Việt Nam trong quá trình phát triển và hội nhập.

Để đáp ứng yêu cầu trang bị kiến thức, kỹ năng, phù hợp với nhu cầu xã hội, chúng tôi mong muốn nhận được ý kiến đóng góp của Quý vị về Chương trình. Chúng tôi xin cam đoan những thông tin trả lời trong Phiếu khảo sát này sẽ được giữ bí mật và chỉ được sử dụng đúng mục đích hoàn thiện chương trình đào tạo.

\* Required

1. 1. Họ và tên \*

\_\_\_\_\_

2. 2. Đơn vị công tác \*

\_\_\_\_\_

3. 3. Loại hình công tác của đơn vị \*

*Mark only one oval.*

- ☐ Sở Giáo dục và đào tạo địa phương
- ☐ Trường Đại học
- ☐ Trường Cao đẳng
- ☐ Cơ sở, viện nghiên cứu giáo dục và đào tạo
- ☐ Other: \_\_\_\_\_



4. 4. Số lượng người lao động tại đơn vị/ do đơn vị quản lý? \*

*Mark only one oval.*

- ☐ Dưới 20  
☐ Từ 20 đến 40  
☐ Trên 40

5. 5. Anh chị có nhu cầu tuyển dụng hoặc gửi viên chức của mình đi học tiến sĩ ngành LLPPDHBMTA? \*

*Mark only one oval.*

- ☐ Có  
☐ Không

6. 6. Lý do anh chị muốn tuyển dụng hoặc gửi viên chức của mình đi học tiến sĩ ngành LLPPDHBMTA? \*

*Check all that apply.*

- ☐ Nâng cao chất lượng đội ngũ  
☐ Phục vụ phát triển ngành đào tạo  
☐ Đáp ứng yêu cầu của các vị trí công việc

Other: ☐ \_\_\_\_\_

7. Anh chị hãy đánh giá mức độ kỳ vọng về các chuẩn đầu ra của CTĐT LL&PPDHBMTA: 1. Không cần thiết; 2. Ít cần thiết; 3. Cần thiết vừa phải; 4. Khá cần thiết; 5. Rất cần thiết \*

Mark only one oval per row.

	1	2	3	4	5
Nắm vững kiến thức đại cương về các khoa học ngôn ngữ và các khoa học sư phạm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mở rộng và cập nhật kiến thức chuyên sâu về lí luận và thực tiễn dạy học tiếng Anh để trên cơ sở đó học viên vận dụng vào nghiên cứu, phát hiện và giải quyết các vấn đề trong thực tiễn dạy học tiếng Anh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Có khả năng làm công tác nghiên cứu phương pháp dạy học tiếng Anh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thiết kế và thực hiện các chương trình dạy học tiếng Anh ở các học viện, trường đại học, cao đẳng chuyên và không chuyên tiếng Anh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Làm nòng cốt chuyên môn ở các trường phổ thông trung học	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phát triển các kĩ năng tiếng Anh, đặt biệt là các kĩ năng phục vụ nghiệp vụ giảng dạy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lựa chọn phương pháp nghiên cứu phù hợp để độc lập thực hiện nghiên cứu về các lĩnh vực chuyên môn thuộc chuyên ngành Lí luận và phương pháp dạy học (bộ môn tiếng Anh): Các vấn đề về tiếp thụ ngôn ngữ, lí thuyết dạy học, phương pháp dạy học tiếng Anh, kiểm tra đánh giá kĩ năng tiếng Anh, xây dựng chương trình - giáo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

trình dạy học tiếng Anh, dạy tiếng Anh chuyên ngành, ứng dụng công nghệ trong dạy học tiếng Anh và các vấn đề chuyên môn khác

Tự định hình hướng nghiên cứu và phương pháp nghiên cứu để tiếp tục học tập và nghiên cứu xa hơn trong lĩnh vực Lí luận và phương pháp dạy học (bộ môn tiếng Anh)

☐ ☐ ☐ ☐ ☐

8. Ý kiến đóng góp khác của Anh/Chị

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9. Email hoặc số điện thoại liên lạc của Anh/Chị \*

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XIN CẢM ƠN SỰ HỖ TRỢ CỦA QUÝ VỊ!

*Thank you*

### Phụ lục 3: Phiếu khảo sát người học tiềm năng

[https://docs.google.com/forms/d/e/1FAIpQLSfazLr85eN3XD4qfNu3NX6I64C-qAq81-JlK2J\\_2pzqCl6fUA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfazLr85eN3XD4qfNu3NX6I64C-qAq81-JlK2J_2pzqCl6fUA/viewform)

## Phiếu khảo sát nhu cầu học Tiến sĩ ngành Lý luận và phương pháp dạy học bộ môn Tiếng Anh

Trường Đại học Cần Thơ đang xây dựng Chương trình đào tạo Tiến sĩ ngành Lý luận và phương pháp dạy học bộ môn Tiếng Anh (LL&PPDHBMTA). Chương trình này có mục tiêu chung là đáp ứng nhu cầu ngày càng cao về nguồn nhân lực giảng dạy tiếng Anh tại Việt Nam trong quá trình phát triển và hội nhập.

Để đáp ứng yêu cầu trang bị kiến thức, kỹ năng, phù hợp với nhu cầu xã hội, chúng tôi mong muốn nhận được ý kiến đóng góp của Quý vị về Chương trình. Chúng tôi xin cam đoan những thông tin trả lời trong Phiếu khảo sát này sẽ được giữ bí mật và chỉ được sử dụng đúng mục đích hoàn thiện chương trình đào tạo.

\* Required

### Thông tin về người tham gia khảo sát

1. 1. Họ và tên

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2. 2. Giới tính \*

*Mark only one oval.*

- ☐ Nam  
☐ Nữ  
☐ Không muốn nêu cụ thể

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## 3. 3. Tuổi \*

*Mark only one oval.*

- ☐ Dưới 30 tuổi
- ☐ Từ 30 đến 40 tuổi
- ☐ Trên 40 tuổi

## 4. 4. Email hoặc số điện thoại liên lạc

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## 5. 5. Anh/Chị hiện đang ... (có thể chọn nhiều lựa chọn) \*

*Check all that apply.*

- ☐ Học thạc sĩ
- ☐ Đã tốt nghiệp thạc sĩ
- ☐ Đang giảng dạy ở bậc đại học hoặc cao đẳng
- ☐ Đang giảng dạy ở bậc trung học phổ thông
- ☐ Đang công tác ở các sở ban ngành đoàn thể
- ☐ Đang công tác ở trung tâm ngoại ngữ tư nhân

Other: ☐


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Khảo sát nhu cầu học Tiến sĩ LL&amp;PPDHBMTA

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6. 1. Anh/chị có nhu cầu đăng ký học tiến sĩ ngành Lý luận và phương pháp dạy học bộ môn tiếng Anh?

*Mark only one oval.*

- ☐ Có nhu cầu ngay  
☐ Có dự định trong thời gian tới  
☐ Vẫn đang cân nhắc  
☐ Không

7. 2. Lý do anh/chị MUỐN học tiến sĩ ngành LL&PPDHBMTA (có thể chọn cùng lúc nhiều lý do)

*Check all that apply.*

- ☐ Nâng cao trình độ chuyên môn  
☐ Thăng tiến trong công việc  
☐ Đáp ứng tiêu chí của vị trí công việc  
☐ Dễ xin việc hơn

Other: ☐ \_\_\_\_\_

8. 3. Lý do anh/chị KHÔNG MUỐN học tiến sĩ ngành LL&PPDHBMTA (có thể chọn cùng lúc nhiều lý do)

*Check all that apply.*

- ☐ Không có thời gian  
☐ Không cần thiết cho công việc  
☐ Sợ khó xin việc

Other: ☐ \_\_\_\_\_

Khảo sát kỳ vọng chuẩn đầu ra của  
nghiên cứu sinh ngành  
LL&PPDHBMTA

Anh chị hãy đánh giá mức độ kỳ vọng về các  
chuẩn đầu ra của CTĐT LL&PPDHBMTA

1. Không cần thiết
2. Ít cần thiết
3. Cần thiết vừa phải
4. Khá cần thiết
5. Rất cần thiết



9. \*

Mark only one oval per row.

	1	2	3	4	5
Nắm vững kiến thức đại cương về các khoa học ngôn ngữ và các khoa học sư phạm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mở rộng và cập nhật kiến thức chuyên sâu về lí luận và thực tiễn dạy học tiếng Anh để trên cơ sở đó học viên vận dụng vào nghiên cứu, phát hiện và giải quyết các vấn đề trong thực tiễn dạy học tiếng Anh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Có khả năng làm công tác nghiên cứu phương pháp dạy học tiếng Anh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thiết kế và thực hiện các chương trình dạy học tiếng Anh ở các học viện, trường đại học, cao đẳng chuyên và không chuyên tiếng Anh	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Làm nòng cốt chuyên môn ở các trường phổ thông trung học	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phát triển các kĩ năng tiếng Anh, đặc biệt là các kĩ năng phục vụ nghiệp vụ giảng dạy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lựa chọn phương pháp nghiên cứu phù hợp để độc lập thực hiện nghiên cứu về các lĩnh vực chuyên môn thuộc chuyên ngành Lí luận và phương pháp dạy học (bộ môn tiếng Anh): Các vấn đề về tiếp thụ ngôn ngữ, lí thuyết dạy học, phương pháp dạy học tiếng Anh, kiểm tra đánh giá kĩ năng tiếng Anh, xây dựng chương trình - giáo trình dạy học tiếng Anh, dạy tiếng Anh chuyên ngành, ứng dụng công	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

nghệ trong dạy học tiếng Anh và các vấn đề chuyên môn khác

Tự định hình hướng nghiên cứu và phương pháp nghiên cứu để tiếp tục học tập và nghiên cứu xa hơn trong lĩnh vực Lí luận và phương pháp dạy học (bộ môn tiếng Anh)

☐ ☐ ☐ ☐ ☐

10. Ý kiến góp ý của anh chị về xây dựng chương trình đào tạo tiến sĩ ngành LL&PPDHBM TA

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Xin cảm ơn sự hợp tác của anh chị!



**NGHỊ QUYẾT**

**Về Kế hoạch mở ngành đào tạo trình độ đại học, thạc sĩ, tiến sĩ  
giai đoạn 2019-2022 và định hướng đến năm 2030**

**HỘI ĐỒNG TRƯỜNG**

**TRƯỜNG ĐẠI HỌC CẦN THƠ NHIỆM KỲ 2017-2022, KỲ HỌP THỨ 3**

Căn cứ Luật giáo dục đại học ngày 18 tháng 6 năm 2012;

Căn cứ Quyết định số 70/2014/QĐ-TTg ngày 10 tháng 12 năm 2014 của Thủ tướng Chính phủ về việc ban hành Điều lệ trường đại học;

Căn cứ Quyết định số 675/QĐ-BGDĐT ngày 06 tháng 3 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc thành lập Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2017-2022;

Căn cứ Quyết định 07/QĐ-HĐT ngày 18/6/2018 về Quy chế Tổ chức và hoạt động của Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2017-2022;

Xét tờ trình tờ trình số 105/ĐHCT ngày 14 tháng 01 năm 2019 của Hiệu trưởng Trường Đại học Cần Thơ về kế hoạch mở ngành đào tạo trình độ đại học, thạc sĩ, tiến sĩ giai đoạn 2019-2022 và định hướng đến năm 2030 và ý kiến của các thành viên Hội đồng Trường tại kỳ họp.

**QUYẾT NGHỊ:**

**Điều 1.** Hội đồng Trường thống nhất thông qua kế hoạch mở ngành đào tạo trình độ đại học, thạc sĩ, tiến sĩ giai đoạn 2019-2022 và định hướng đến năm 2030.

**Điều 2.** Hội đồng Trường giao cho Hiệu trưởng tổ chức thực hiện nghị quyết; giao cho Thường trực Hội đồng Trường, các Ban của Hội đồng Trường và thành viên Hội đồng Trường phối hợp giám sát việc thực hiện Nghị quyết này.

**Điều 3.** Nghị quyết này đã được Hội đồng Trường nhiệm kỳ 2017-2022 kỳ họp thứ 3 thông qua ngày ngày 22 tháng 01 năm 2019 và có hiệu lực kể từ ngày thông qua.

**Nơi nhận:**

- Bộ Giáo dục và Đào tạo (b/c);
- Như Điều 2;
- Các đơn vị thuộc trường;
- Lưu: VT, HĐT.

**TM. HỘI ĐỒNG TRƯỜNG  
CHỦ TỊCH**



**Nguyễn Thanh Phương**

**KẾ HOẠCH**  
**MỞ NGÀNH ĐÀO TẠO TRÌNH ĐỘ ĐẠI HỌC, THẠC SĨ VÀ TIẾN SĨ**  
**GIẢI ĐOẠN 2019-2022 VÀ ĐỊNH HƯỚNG ĐẾN 2030**  
(Kèm theo Nghị quyết số: 12/QN-HĐT ngày 22 tháng 01 năm 2019 của Hội đồng trường Trường Đại học Cần Thơ)

TT	Mã số ngành cấp IV	Ngành đào tạo	Năm mở ngành đào tạo				
			2019	2020	2021	2022	Đến 2030
I. Khoa Công nghệ							
Đại học							
1	7580101	Kiến trúc		2020			
Thạc sĩ							
1	8520103	Kỹ thuật cơ khí	2019				
2	8520114	Kỹ thuật cơ điện tử			2021		
3	8580205	Kỹ thuật xây dựng công trình giao thông				2022	
4	8510601	Quản lý công nghiệp				2022	
Tiến sĩ							
1	9520301	Kỹ thuật hóa học			2021		
2	9520201	Kỹ thuật điện			2021		
3	9520103	Kỹ thuật cơ khí					X
II. Khoa Công nghệ Thông tin và Truyền thông							
Đại học							
1	7320104	Truyền thông đa phương tiện	2019				
2	7480202	An toàn thông tin		2020			
3	7340122	Thương mại điện tử			2021		
Thạc sĩ							
1	8480103	Kỹ thuật phần mềm				2022	
Tiến sĩ							
1	9480101	Khoa học máy tính			2021		
III. Khoa Khoa học Chính trị							
Đại học							
1	7140205	Giáo dục chính trị					X
Thạc sĩ							
1	8229001	Triết học			2021		
2	8310201	Chính trị học					X
IV. Khoa Khoa học Tự nhiên							
Đại học							

1	7720201	Dược học			2021		
<b>Thạc sĩ</b>							
1	8520401	Vật lý kỹ thuật		2020			
2	8420101	Sinh học			2021		
3	8720203	Hóa dược				2022	
<b>Tiến sĩ</b>							
1	9460102	Toán giải tích	2019				
2	9420101	Sinh học					X
<b>V. Khoa Khoa học Xã hội và Nhân văn</b>							
<b>Đại học</b>							
1	7810101	Du lịch				2022	
2	7320101	Báo chí				2022	
<b>Thạc sĩ</b>							
1	8320202	Thông tin học			2021		
2	8310630	Việt Nam học				2022	
3	8310301	Xã hội học					X
<b>Tiến sĩ</b>							
1	9220121	Văn học Việt Nam		2020			
2	9310630	Việt Nam học					X
3	9320202	Thông tin học					X
4	9310301	Xã hội học					X
<b>VI. Khoa Kinh tế</b>							
<b>Đại học</b>							
1	7510605	Logistics và quản lý chuỗi cung ứng		2020			
2	7460201	Thống kê		2020			
<b>Tiến sĩ</b>							
1	9310110	Quản lý kinh tế			2021		
<b>VII. Khoa Luật</b>							
<b>Đại học</b>							
1	7380102	Luật hiến pháp và luật hành chính			2021		
2	7380103	Luật dân sự và tố tụng dân sự				2022	
<b>Thạc sĩ</b>							
1	8390103	Luật dân sự và tố tụng dân sự					X
2	8380102	Luật hiến pháp và luật hành chính					X
<b>Tiến sĩ</b>							
1	9380107	Luật kinh tế			2021		
<b>VIII. Khoa Môi trường và Tài nguyên thiên nhiên</b>							
<b>Đại học</b>							
1	7580105	Quy hoạch vùng và đô thị			2021		
<b>Thạc sĩ</b>							
1	8620205	Lâm sinh					X
<b>Tiến sĩ</b>							
1	9520320	Kỹ thuật môi trường				2022	

2	9850101	Quản lý tài nguyên và môi trường					<b>X</b>
<b>IX. Khoa Ngoại ngữ</b>							
<b>Đại học</b>							
1	7220209	Ngôn ngữ Nhật				<b>2022</b>	
2	7220210	Ngôn ngữ Hàn quốc				<b>2022</b>	
<b>Thạc sĩ</b>							
1	8220201	Ngôn ngữ Anh			<b>2021</b>		
<b>Tiến sĩ</b>							
1	9140111	Lý luận và Phương pháp dạy học bộ môn tiếng Anh			<b>2021</b>		
<b>XII. Khoa Sư phạm</b>							
<b>Đại học</b>							
1	7140201	Giáo dục mầm non					<b>X</b>
2	7140246	Sư phạm Công nghệ					<b>X</b>
3	7140247	Sư phạm Khoa học tự nhiên					<b>X</b>
<b>Thạc sĩ</b>							
1	8460112	Toán ứng dụng	<b>2019</b>				
2	8140110	Lý luận và Phương pháp dạy học		<b>2020</b>			
<b>Tiến sĩ</b>							
1	9140111	Lý luận và PPDH bộ môn Toán		<b>2020</b>			
2	9140111	Lý luận và PPDH bộ môn Lịch sử					<b>X</b>
4	9140111	Lý luận và PPDH bộ môn Địa lý					<b>X</b>
<b>XIII. Khoa Thủy sản</b>							
<b>Thạc sĩ</b>							
1	8540105	Công nghệ chế biến thủy sản		<b>2020</b>			
<b>Tiến sĩ</b>							
1	9620305	Quản lý thủy sản	<b>2019</b>				
2	9620302	Bệnh học thủy sản			<b>2021</b>		
<b>XV. Viện Nghiên cứu phát triển Đồng bằng Sông Cửu Long</b>							
<b>Thạc sĩ</b>							
1	8340402	Chính sách công	<b>2019</b>				



## MEMORANDUM OF UNDERSTANDING



between

**University of Tours (France)**

and

**Can Tho University (Viet Nam)**

Considering the French Law of Education,


Considering the Bill Nr 85-1124 of October 21<sup>st</sup> 1985 regarding international cooperation of public higher education establishments under the authority of the French Ministry of National Education,

Considering the Legislation in force in Viet Nam,

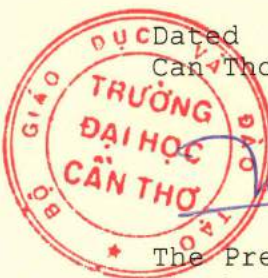
Desirous of developing a friendly relationship between France and Viet Nam, the University of Tours and Can Tho University, have decided to enter the following agreement so as to promote exchanges between the above-mentioned universities.

1. The partners will endeavour, whenever possible, to encourage contact and co-operation in the fields of tuition and/or research between their different departments. They will collaborate in fields that are within their scope of competence, such as:
  - Joint research and tuition activities
  - Exchange of university documentation and publications
  - Exchange of faculty members for research purposes
  - Student exchanges
2. The themes of the joint projects and the terms for the exchanges will be negotiated case by case, and will be finalised by separate agreements which will detail the implementation and financing of each individual project, taking into account the availability of funds of each university.
3. The present agreement will become valid after signature by both parties and approval by the relevant authorities. This agreement will be effective for a period of five (5) years. The relevant authorities must approve renewal. The parties will assess the activities that have been or are being implemented and a report will be drawn up and one copy of this report will be sent to the International Office.

Dated **05 MARS 2020**  
University of Tours



The President  
**Philippe VENDRIX**



Dated ...  
Can Tho University



The President  
**Thanh Toan HA**





**International Agreement for Academic Cooperation**  
**between**  
**Can Tho University, Viet Nam**  
**and**  
**Naruto University of Education, Japan**



This document is an agreement for international academic cooperation in education, research and areas of common interest as well as amity and mutual understanding between Can Tho University in Viet Nam and Naruto University of Education in Japan.

Traditions, cultures, customs, the laws of both parties and both countries will be respected by each other when any academic cooperation is brought into practice.

**I. The Cooperation Programs in Practice**

1. Both parties will offer various mutually significant programs in academic cooperation.
2. Both parties will provide every possible convenience when academic cooperation is brought into practice.
3. Both parties will try to find external funding for programs to avoid placing a financial burden on each other.
4. Both parties will bring low cost programs into practice until they establish external financial sources for further programs.

**II. Exchange of Information and Materials for Education and Research**

Both parties will exchange the following materials.

1. Information and materials related to education and research.
2. Periodicals published by the University, such as bulletins, journals, catalogues, guides, University news, and so on.
3. Statistical data about the University.
4. Information concerning books and journal publications available at the University library.

**III. The Exchange of Faculty and Staff**

Both parties will have the following exchanges.

1. Faculty and teachers for collaborative and/or individual research, classes, and professional dialogue.
2. Teachers of schools with cooperative relevance to the party.
3. Staff and librarians of the party and of schools with cooperative relevance to the party.

**IV. The Exchange of Students**

Both parties will exchange undergraduate and graduate students.

## **V. The Effect, Term of Validity, Revision, and Abolition of the Agreement**

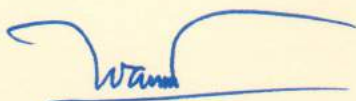
1. The agreement to carry out academic cooperation will be made in Japanese and in English. The agreements will be formal.
2. Two copies of the each agreement for academic cooperation will be made in the two different languages mentioned above. Both parties will hold a copy after the representatives of both have signed them.
3. The agreement for academic cooperation will be in effect from the signed date. When the dates are different between the two parties, the later date will be the effective date.
4. The agreement for academic cooperation will be valid for three years. Both parties will confirm the continuation of the agreement by written correspondence at least three months before the date of termination.
5. Both parties can propose the revision and abolition of the agreement for academic cooperation when it has reached termination. If both parties agree, the agreement could be provisionally effective for as long as six months past the date of termination while it is being revision for renewal. The possible extension would not be included in the term for the new agreement.
6. The agreement for academic cooperation can be abolished even within the term if either party clearly breached it. Each party would inform the other of a breach of the agreement with reasons stated in written correspondence. The agreement would be abolished one month after the date either party receives such correspondence.

## **VI. The Staff in Charge of Correspondence, Coordination, and Operation**

Both parties will designate either a faculty member or a staff member to be responsible for correspondence, coordination, and management of the agreement for academic cooperation. Each party would inform the other as soon as possible when this faculty member or administrator is changed.

Date 2019.11.25

**For Can Tho University**



Rector

Prof. Dr. Ha Thanh Toan

Date 2019.11.25.

**For Naruto University of Education**



President

YAMASHITA Kazuo





**Particulars for a Student Exchange Program**  
**between**  
**Can Tho University**  
**and**  
**Naruto University of Education**



Can Tho University and Naruto University of Education establish a student exchange program according to the following particulars.

**1. Term of Stay**

The period of the exchange does not exceed one academic year. Normal enrollment will begin in October at Can Tho University and in April or October at Naruto University of Education. Registration at other times will be considered upon request of the student.

**2. Number of Exchange Students**

Both institutions can send and accept up to two students each year. Both institutions should try to balance the number of exchange students for each term of exchange.

**3. Selection of Students**

Selected students should have command of the host language or English. The selected students should be accepted as exchange students of both institutions. An opportunity for further training in the host language will be made available.

**4. Status of Students**

Exchange students will be accepted as non-regular students.

**5. Study Plan and Evaluation**

Exchange students will make a study plan with their advisors at the host institutions. The course grades of exchange students will be determined according to the regulations of the host institution.

**6. Mutual Certification of Credit**

Credits earned at the host institutions will be submitted to the home institution and may be transferred in accordance with the regulations of the home institution.

## 7. Tuition

Exchange students will pay their tuition and other necessary fees at the home institution. Application fees and tuition for the host institution will be waived.

## 8. Housing

The host institution will assist exchange students in obtaining safe and inexpensive housing.

## 9. Other Expenses

Travel expenses, housing, medical expenses, and other living expenses will be the responsibility of the exchange students. But the host institution may offer opportunities for scholarship to the exchange students.

## 10. Insurance

Exchange students are expected to enroll for medical, accident, and liability insurances designated by the host institution during the stay in the host country.

## 11. Validity

These particulars for the student exchange program will become effective with the signatures of the representatives of both institutions and will be revised at the end of the validity term of the international agreement for academic cooperation. The outcome of the review does not affect any then-ongoing student-exchange programs.

## 12. Others

Anything not covered by these particulars will be negotiated by both parties.

Date 2019. 11. 25

For Can Tho University



Rector

Prof. Dr. Ha Thanh Toan

Date 20/9. 11. 25.

For Naruto University of Education



President

YAMASHITA Kazuo





RANGSIT UNIVERSITY



## MEMORANDUM OF UNDERSTANDING

Between

**Rangsit University, Thailand**

And

**Can Tho University, Vietnam**

Rangsit University (RSU) located at 52/347 Moo 7, Lak Hok Subdistrict, Muang District Pathumthani Province 12000, Thailand and Can Tho University (CTU) located at 3/2 Street, Ninh Kieu district, Can Tho city, Viet Nam, hereinafter referred to as the "parties", on the basis of the Memorandum of Understanding dated on 27 November 2012, agree to continue to cooperate in efforts to establish and conduct mutually agreed upon cooperative and collaborative projects, programs, and/or activities, which will enhance the programs of each other.

This Memorandum of Understanding confirms and extends an existing general partnership between the institutions to facilitate collaborations in one or more of the following academic activities, but is not limited to:

- I. Exchange of staff members
- II. Exchange of students
- III. Joint development of programs
- IV. Development of research programs
- V. Exchange of relevant information, documentation and material
- VI. Co-ordination through the respective offices in joint projects
- VII. Mutual cooperation in the support of establishment a liaison office at Can Tho University to introduce Thai culture and language to CTU students.
- VIII. Other activities mutually agreed upon by the two institutions

The specific agreements should state, where appropriate, the institutional commitments and the terms and conditions of the exchange or collaboration. Each specific agreement shall be approved by each institution in accordance with its regular approval process. Although this general agreement does not limit the disciplines or programs that can take advantage of its terms, the partners recognize their common interests and strengths in cultural exchanges, international development and professional development of personnel, which serve as the basis for this agreement. Other activities authorized by this agreement may involve any discipline to the extent that individuals at one institution are able to collaborate with persons with similar interests at the partner institution.

This Memorandum of Understanding will remain valid for a period of five (5) years. The parties have options to revise, renew or end this Memorandum of Understanding by mutual consent giving six (6) months written notice prior to the termination; provided however that the termination of the Memorandum of Understanding will not affect the conditions or access to activities for students or faculty who are participating in the activities at any time of the termination. This Memorandum of Understanding becomes effective upon complete on the date of the signatures by both Parties.


This Memorandum of Understanding is drawn up in English in two (2) original copies and both institutions shall retain one original each.



By signing below, both institutions agree to be bound by the terms of this Memorandum of understanding.


Signed on behalf of  
Rangsit University

Signed on behalf of  
Can Tho University

  
Dr. Arthit Ourairat  
President

  
RANGSIT UNIVERSITY

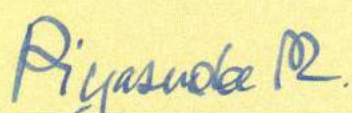


  
Professor Dr. Ha Thanh Toan  
Rector

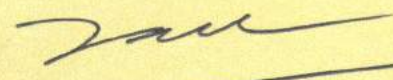
Date: 19 Sept. 2018  
(Day / Month / Year)

Date: \_\_\_\_\_  
(Day / Month / Year)

Witnesses:

  
Assistant Professor Dr. Piyasuda Mawai  
Dean of Faculty of Liberal Arts

Date: 20 / 09 / 2018  
(Day / Month / Year)

  
Associate Professor Dr. Trinh Quoc Lap  
Dean, School of Foreign Languages

Date: 20 / 09 / 2018  
(Day / Month / Year)





## **MEMORANDUM OF UNDERSTANDING**

**between**

**NAKHON PATHOM RAJABHAT UNIVERSITY**

**Nakhon Pathom, Thailand**

**and**

**CAN THO UNIVERSITY**

**Can Tho, Vietnam**

In line with the development of friendly international cooperation with our mutual interests in developing programs of academic exchange and for the purpose of establishing a long – term mutually beneficial association, Nakhon Pathom Rajabhat University, Thailand and Can Tho University join in the following Memorandum of Understanding:

1. Both Universities agree to develop the following collaborative activities in the academic areas of mutual interest, on a basis of equality and reciprocity.
  - Promoting academic cooperation and strengthen educational, cultural, and technological ties
  - Promoting collaboration in fields of mutual interests
  - Promoting other academic co-operation as mutually agreed
  - Exchange of lecturers and management experiences
  - Exchange of students
  - Conducting collaborative research projects
2. The development and implementation of specific activities based on this MOU will be separately negotiated and agreed between faculties, schools or institutes which carry out the specific projects. Both Universities agree to carry out these activities in accordance with the laws and regulations of the respective countries after full consultation and approval.



3. It is understood that the implementation of any of the types of co-operation stated in Clause 1 shall depend upon the availability of resources and financial support at the Universities concerned.
4. Should the collaborative research activities under the MOU result in any potential for intellectual property, both Universities shall seek an equitable and fair understanding as to ownership and other property interests that may arise.
5. This MOU may be amended or modified by the representatives of both Universities.
6. This MOU will become effective as of the date of signatures by the representatives of the parties. It shall be automatically renewed for an additional five years unless either party expresses the desire to terminate the agreement. Either institution may suspend or terminate the agreement on a one-year advance written notice.

Any matter not clarified in this Memorandum of Understanding will be resolved by mutual agreement of the participating institutions.

The agreement will be drawn up in two copies in English. One copy of this agreement will be retained at each university.

In witness whereof, the parties hereto have offered their signatures:

For Nakhon Pathom Rajabhat University:



Assistant Prof. Dr. Suvimol Mukviboonchai

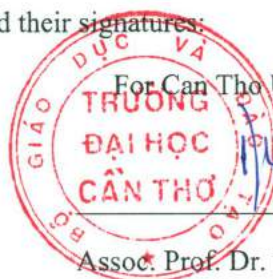
Vice President, Nakhon Pathom Rajabhat University

Date: 12/11/2018



Dr. Nipon Chuamuangphan  
Dean of faculty of Humanities and social Sciences  
Nakhon Pathom Rajabhat University

For Can Tho University:



Assoc. Prof. Dr. Le Viet Dung

Vice Rector

Date: 12/11/2018



Assoc. Prof. Dr. Trinh Quoc Lap  
Dean of School of Foreign Languages  
Can Tho University



## CONVENTION DE PARTENARIAT

entre

**L'UNIVERSITÉ DE CAN THO**

et

**L'AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE**

pour

**LE PROJET  
D'« ESPACE FRANCOPHONE D'INNOVATION ET DE PARTENARIAT »  
DANS LA PERSPECTIVE DE CRÉATION D'UN C-NEUF  
À L'UNIVERSITÉ DE CAN THO**

- ENTRE :** L'Agence universitaire de la Francophonie (ci-après dénommée « AUF »), opérateur de la Francophonie institutionnelle constitué en personne morale sans but lucratif en vertu de la Loi concernant l'Agence universitaire de la Francophonie (L.R.Q., chapitre A-7.2), sise au 3034 boulevard Édouard Montpetit, Montréal (Québec) H3T 1J7, Canada, représentée par son Recteur, Monsieur Jean-Paul de GAUDEMAR, et par délégation, par la Directrice régionale Asie-Pacifique, Madame Sophie GOEDEFROIT,
- ET :** L'Université de Can Tho (ci-après dénommée « UCT »), ayant son siège au Campus II, rue 3/2, Can Tho, Vietnam, représentée par son Recteur, Monsieur HA Thanh Toan

Considérant que :

- l'UCT est membre titulaire de l'AUF depuis la décision du Conseil associatif du 1<sup>er</sup> décembre 1990 ;
- l'UCT souhaite développer l'usage des technologies de l'information et de la communication pour les formations universitaires et la recherche ;
- l'AUF, association d'universités ayant le français en partage, est l'opérateur des Sommets des chefs d'État et de gouvernement pour l'enseignement supérieur et la recherche ;
- l'AUF favorise le développement d'espaces francophones d'innovation et de partenariat dans la perspective de création de C-NEUF en appui aux établissements d'enseignement supérieur et de recherche ;
- le Conseil scientifique de l'AUF a donné, en décembre 2016, un avis favorable au renouvellement de la convention de partenariat entre l'UCT et l'AUF pour la labellisation du Campus numérique francophone partenaire au sein de l'UCT pour une durée de quatre (4) ans non renouvelables.

IL EST CONVENU DE CE QUI SUIT :

#### Article 1. Objet

L'UCT et l'AUF conviennent d'un partenariat en vue de créer au sein de l'UCT, un espace francophone d'innovation et de partenariat dans la perspective de création d'un C-NEUF (ci-après dénommé « Espace ») se déclinant comme une infrastructure de concertation, d'innovation, de création et d'apprentissage.

#### Article 2. Objectifs spécifiques

L'UCT et l'AUF définissent les objectifs spécifiques de cet Espace s'inscrivant dans différents axes de la nouvelle stratégie 2017-2021 de l'AUI :

- Axe 1 : contribuer à assurer la qualité dans le domaine de la formation ;
- Axe 3 : contribuer à la mise en place de gouvernances adaptées aux nouveaux enjeux ;
- Axe 4 : nouer ou intensifier le dialogue entre le monde académique et les milieux économiques ;





- Axe 5 : mieux prendre en compte dans l'offre de formation initiale les besoins socio-économiques de l'environnement local ou national des institutions membres ;
- Axe 6 : développer la culture et la pratique de l'entrepreneuriat ;
- Axe 7 : renforcer la contribution des institutions membres au développement économique, social et environnemental.

Il s'agit notamment de :

- favoriser l'employabilité et l'insertion professionnelle à travers un renforcement des partenariats avec les acteurs socio-économiques par la mise en place d'un organe consultatif régulier avec leur environnement socio-économique ;
- accompagner le renforcement institutionnel à travers une diversification de l'offre des formations professionnalisantes et une définition de son plan de développement et de perspectives ;
- appuyer la mise en œuvre de projets innovants et/ou permettant l'intégration de la nouvelle technologie dans l'enseignement supérieur à travers le montage d'un projet CNEUF au sein de cet espace.

### Article 3. Activités de l'Espace

Pour atteindre les objectifs spécifiques énoncés à l'article 2, l'Espace met en place les activités prévues dans une programmation définie chaque année d'un commun accord entre l'AUF et l'UCT. Elles concernent :

- Structuration et développement d'une offre de formation définie en partenariat avec des acteurs socio-professionnels en relation avec les enjeux socio-économiques jugés prioritaires en région ;
- Valorisation de l'offre de formation supérieure couvrant la gamme complète des niveaux au sein des membres du réseau régional et auprès des partenaires clés ;
- Accompagnement de la structuration et du développement de sa politique de qualité dans le cadre d'une gouvernance universitaire innovante déclinée dans différents domaines, dont la formation initiale professionnalisante ;
- Développement d'une culture de l'entrepreneuriat, à travers son offre de formation et des projets de recherche en relation avec les défis socio-économiques que doivent relever les sociétés de la région ;
- Mise en place, en partenariat avec les acteurs socio-professionnels, des mécanismes permanents d'observation du marché de l'emploi au service de la création ou de l'évolution de son offre de formation professionnalisante, mais aussi des mécanismes d'information à destination des étudiants ;
- Renforcement de l'employabilité et de l'insertion professionnelle des diplômés en offrant des formations professionnelles adaptées aux besoins des acteurs socio-économique ;
- Renforcement de capacités des enseignants et enseignants/chercheurs de l'UCT et des enseignant(e)s francophones des établissements membres de la région, notamment par l'intégration des technologies numériques dans leurs pratiques professionnelles mise en œuvre d'un programme annuel de formations, valorisation des formations universitaires utilisant les TICE soutenues par l'AUF (formations à distance, formations hybrides, MOOC) et accueil des étudiant(e)s et/ou doctorant(e)s inscrit(e)s dans ces cursus.

Par ailleurs, l'Espace accompagne la mise en œuvre et le suivi des activités développées conjointement par la direction régionale Asie-Pacifique de l'AUF et l'UCT dans le cadre de leurs projets d'appui à la recherche, de formation à la recherche ou de tout autre projet qui viendrait s'ajouter à la programmation des deux parties pendant la durée de la présente convention.

#### Article 4. Utilisateurs de l'Espace

4.1 L'Espace est ouvert aux membres de la communauté universitaire francophone (individus ou associations, réseaux) et à l'ensemble des établissements membres de l'AUF à Can Tho et dans la région Asie-Pacifique. Ils ont accès à tous les espaces collectifs de l'Espace, salles de réunion/formation, espace libre de consultation, et à l'ensemble des services proposés.

4.2 L'AUF, ainsi que ses partenaires, peuvent avoir accès aux différents espaces avec l'autorisation de l'UCT pour la mise en œuvre de leurs activités, sous réserve de la disponibilité des salles et en conformité avec le règlement intérieur.

#### Article 5. Engagements de l'UCT

5.1 L'UCT s'engage, à son initiative et sous sa responsabilité, à prendre en charge et à procéder à l'aménagement d'un local situé au 6<sup>e</sup> étage dans le bâtiment administratif d'une superficie de 56,4m<sup>2</sup> (bureau et espace d'accueil modulables s'adaptant aux différentes activités francophones) pour ouvrir un espace francophone d'innovation et de partenariat dans la perspective de création d'un CNEUF pendant la durée de la convention.

5.2 L'UCT s'engage à effectuer les achats de matériel informatique et de mobilier pour l'équipement de l'Espace selon le budget prévisionnel accordé par l'AUF d'un montant de 17 006 € (dix-sept mille six euros) comme indiqué à l'article 7 et précisé dans l'annexe 2 de la présente convention. L'UCT s'engage à justifier les dépenses faites à hauteur du montant total du crédit accordé, en produisant au plus tard 3 (trois) mois après la fin de l'aménagement de l'Espace, un rapport d'exécution financier des équipements achetés, accompagné des copies des pièces comptables justificatives.

5.3 L'UCT s'engage à respecter la charte de qualité jointe en annexe 1 à la présente convention et veille à son application.

5.4 L'UCT assure la signalisation de l'Espace à l'intérieur du bâtiment.

5.5 L'UCT assume les frais de fonctionnement de l'Espace (électricité, eau, téléphone, connexion Internet, fourniture bureautique, nettoyage, etc.).

5.6 L'UCT désigne et prend en charge le personnel nécessaire au fonctionnement de l'Espace, a minima :

- un responsable en charge de la mise en œuvre de la programmation annuelle et de la gestion administrative et financière de l'Espace. Il est aussi le correspondant permanent du référent au sein de la direction régionale Asie-Pacifique ;



- une équipe de deux personnes (en alternance) pour assurer la gestion quotidienn de l'Espace (accueil des visiteurs, information, aide à l'utilisation des équipements) ainsi que la mise en œuvre des services et activités définis dans sa programmation.

Un informaticien de l'UCT en charge de l'administration système et réseau est également désigné pour assurer la maintenance des matériels informatiques.

Ce personnel est soumis au règlement intérieur de l'Espace, adopté par les deux parties.

5.7 L'UCT se doit d'être à jour de ses cotisations annuelles à l'AUF au jour de signature de la convention et pour chaque année de la présente convention. Le non-paiement de sa cotisation est un cas de rupture de la convention (conformément à l'article 5 du règlement financier de l'AUF), ses conditions relevant de l'article 12 de la présente convention.

#### Article 6. Engagements de l'AUF

6.1 L'AUF prend en charge l'équipement informatique et l'équipement mobilier de l'Espace conformément aux annexes 2 et 3 de la présente convention. Le versement du montant de 17 006 € (dix-sept mille six euros) sera crédité à la signature de la convention au compte de l'établissement:

Succursale : Bank for Foreign Trade of Vietnam - Cantho Branch  
Adresse : 07 Hoa Binh street, TanAn ward, NinhKieu district, CanTho city, VietNam  
Bénéficiaire du compte: CAN THO UNIVERSITY  
N° du compte (en euro): 011.114.001690.9  
Swift code : BFTVNVX.011  
CIF number : 00174654

L'AUF assure l'assistance à la maîtrise d'ouvrage pour l'installation de l'Espace.

6.2 L'AUF s'engage à mettre à disposition de l'Espace un budget annue d'activités en gestion directe par sa direction régionale sise à Hanoi, Vietnam, selon un plan d'action élaboré par les deux parties suivant les orientations stratégiques régionales.

6.3 L'AUF s'engage à former les personnels désignés par l'UCT à la gestion de l'Espace et aux outils et méthodes utilisés par l'AUF.

#### Article 7. Dispositions financières

7.1 Le budget prévisionnel de l'Espace pour les années 2017, 2018 et 2019 et les apports respectifs des deux parties signataires sur ces trois années, soit un apport total de l'AUF de 35 006 € (trente-cinq mille six euros) et un apport total de l'UCT de 37 690 € (trente-sept mille six cent quatre-vingt-dix euros), est présenté en annexes 2 et 3 de la présente convention. Ce budget peut faire l'objet de réajustements annuels par voie d'avenant qui tiennent compte des moyens budgétaires dont disposent l'AUF et l'UCT.

7.2 Les budgets prévisionnels présentés en annexes font partie intégrante de la présente convention.

7.3 Au terme de la convention, l'UCT restera propriétaire des équipements acquis dans le cadre du projet, tels que décrits dans les annexes 2 et 3 de la présente convention.

7.4 Les recettes propres de l'Espace viennent alimenter un fonds servant à son fonctionnement.

7.5 L'UCT dégage l'AUF de toute responsabilité à l'égard du partage des coûts afférents à des biens et des services de quelque nature que ce soit procurés à l'UCT ou fournis par ce dernier dans le cadre du projet et qui ne sont pas prévus par la présente convention.

#### **Article 8. Visibilité et communication**

8.1 La visibilité du soutien de l'AUF est assurée par la mention de ce soutien et la reproduction du logo de l'AUF et de l'UCT sur tous les supports de communication et sur tous les documents officiels diffusés dans le cadre des activités de l'Espace.

8.2 L'UCT s'engage à utiliser l'expression « Espace francophone d'innovation et de partenariat » en français dans tous ses supports de communication ou de présentation.

8.3 L'UCT assure l'hébergement et l'animation du site Internet de l'Espace.

8.4 L'UCT s'engage à ce que les informations liées aux activités scientifiques de l'AUF transmises au réseau des CNF/CNEUF soient diffusées au sein de son établissement.

8.5 L'AUF s'engage à diffuser les informations sur les activités de l'établissement et de l'Espace au sein de son réseau des CNF/CNEUF de la région.

#### **Article 9. Responsabilité**

L'UCT est maître d'œuvre de ses activités. Il en a la responsabilité légale, technique et financière. L'AUF ne peut en aucun cas être responsable des problèmes, accidents ou dommages causés lors de la réalisation des activités auxquelles elle apporte un soutien.

#### **Article 10. Durée de la présente convention**

La présente convention est conclue jusqu'au 31 décembre 2019. Sur la période, l'UCT soumettra un projet CNEUF à la direction régionale de l'AUF, en vue d'une soumission au comité d'évaluation de la direction centrale de l'AUF suivant les nouvelles orientations stratégiques de l'AUF.

#### **Article 11. Modifications**

Les clauses de la présente convention peuvent être modifiées d'un commun accord des parties sur simple échange de lettres, qui font l'objet d'un avenant, pour autant que les modifications n'affectent pas le montant ou l'économie générale de la présente convention sur laquelle les deux parties s'engagent.



## Article 12. Résiliation

12.1 La présente convention peut être résiliée à tout moment par l'une des parties, moyennant un préavis écrit envoyé au moins six mois avant la date effective de résiliation, sans porter préjudice aux actions déjà réalisées. Dans ce cas, chaque partenaire reste propriétaire des biens qu'il a acquis.

12.2 En cas de non-respect, par l'une ou l'autre des parties, des engagements contractés dans la présente convention, celle-ci peut être résiliée unilatéralement et de plein droit par la partie plaignante 30 (trente) jours après l'envoi d'une mise en demeure, par lettre recommandée avec accusé de réception ou tout autre moyen probant, resté sans effet. Dans ce cas, chaque partenaire reste propriétaire des biens qu'il a acquis.

## Article 13. Règlement des différends

13.1 Si des difficultés surviennent à l'occasion de l'interprétation ou de l'exécution de la présente convention, les parties s'engagent à tenter de résoudre le litige à l'amiable par voie de conciliation directe dans un délai de 30 (trente) jours.

13.2 En cas de désaccord persistant au terme de ce délai, tout différend relatif à la présente convention ou découlant de celle-ci ou d'une question légale liée aux présentes dispositions est porté, à l'exclusion des tribunaux, devant un comité arbitral composé de trois (3) membres le premier désigné par le recteur de l'AUF, le deuxième désigné par le recteur de l'UCT, et le troisième, qui préside le comité, désigné d'un commun accord par les arbitres. Ce dernier ne peut être ou avoir été un salarié de l'AUF ou de l'UCT.

L'arbitrage se déroule en français. La sentence est finale, exécutoire et sans appel et lie les parties.

## Article 14. Valeur des annexes

Les annexes (charte de qualité et budget prévisionnel) font partie intégrante de la présente convention dont elles ont la même valeur juridique.

En foi de quoi, la présente convention a été signée à Hanoi, le 26 décembre 2017 en trois exemplaires originaux, au nom de l'AUF et en celui de l'UCT par leurs signataires autorisés respectifs.

Pour l'Agence universitaire  
de la Francophonie,



Mme Sophie GOEDEFROIT  
Directrice régionale



Pour l'Université de Can Tho,

M. HA Thanh Toan  
Recteur



**BẢN DỊCH**



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**HỢP ĐỒNG HỢP TÁC**

giữa

**TRƯỜNG ĐẠI HỌC CẦN THƠ**

và

**CƠ QUAN ĐẠI HỌC PHÁP NGỮ**

v/v

**THÀNH LẬP KHÔNG GIAN PHÁP NGỮ HỖ TRỢ ĐỔI MỚI VÀ HỢP TÁC ĐẠI HỌC TIẾN TỚI  
THÀNH LẬP MỘT TRUNG TÂM PHÁP NGỮ HỖ TRỢ LIÊN KẾT  
ĐÀO TẠO – DOANH NGHIỆP**

**TẠI TRƯỜNG ĐẠI HỌC CẦN THƠ**

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**GIỮA :** **Cơ quan Đại học Pháp ngữ** (sau đây gọi tắt là **AUF**), là tổ chức có tư cách pháp nhân và hoạt động phi lợi nhuận đã được ghi trong *Luật về Cơ quan đại học Pháp ngữ* (Bộ luật Québec, chương A-7.2), trụ sở số 3034 đại lộ Édouard Montpetit, Montréal (Québec) H3T 1J7, Canada, do Ông Jean-Paul de GAUDEMAR, Giám đốc làm đại diện và Bà Sophie GOEDEFROIT, Giám đốc khu vực Châu Á Thái Bình Dương, làm đại diện ủy quyền,

**VÀ:** **Trường Đại học Cần Thơ** (sau đây được gọi tắt là **ĐHCT**), trụ sở tại Khu II, đường 3/2, TP. Cần Thơ, Việt Nam, do Ông Hà Thanh Toàn, Hiệu trưởng, làm đại diện

**Căn cứ hợp tác :**

- ĐHCT là thành viên chính thức của AUF theo quyết định của Hội đồng ngày 01/12/1990;

ĐHCT mong muốn phát triển việc sử dụng công nghệ thông tin và truyền thông trong công tác đào tạo và nghiên cứu;

- AUF, mạng lưới các trường đại học có sử dụng tiếng Pháp, là cơ quan tổ chức các cuộc họp cấp cao của các nguyên thủ quốc gia về giảng dạy đại học và nghiên cứu;
- AUF hỗ trợ các cơ sở giảng dạy đại học và nghiên cứu phát triển các không gian Pháp ngữ hỗ trợ đổi mới và hợp tác đại học tiến tới thành lập Trung tâm Pháp ngữ hỗ trợ liên kết đào tạo – doanh nghiệp;
- Vào tháng 12 năm 2016, Hội đồng khoa học AUF đã chấp thuận việc tái ký kết hợp tác với ĐHCT về xây dựng Trung tâm hỗ trợ công nghệ giáo dục đối tác CNFp tại ĐHCT trong thời hạn 4 năm, không gia hạn.



## HAI BÊN ĐÃ ĐỒNG Ý THỎA THUẬN CÁC ĐIỀU KHOẢN SAU:

**BẢN DỊCH**

### Điều 1. Nội dung hợp tác

ĐHCT và AUF đồng ý hợp tác xây dựng một không gian Pháp ngữ đổi mới và hợp tác đại học tiến tới thành lập Trung tâm hỗ trợ liên kết đào tạo – doanh nghiệp (sau đây gọi tắt là Không gian), là cơ sở hạ tầng phục vụ hội hợp, sáng tạo và học tập.

### Điều 2. Mục tiêu khu biệt của Không gian

ĐHCT và AUF xác định các mục tiêu khu biệt của Không gian dựa trên các trục chiến lược mới giai đoạn 2017-2021 của AUF như sau :

- Trục 1 : Góp phần đảm bảo chất lượng trong lĩnh vực đào tạo;
- Trục 3 : Góp phần vào việc thiết lập những mô hình quản trị đại học phù hợp với những thách thức mới
- Trục 4 : Kết nối và tăng cường đối thoại giữa giới học thuật và giới kinh tế;
- Trục 5 : Quan tâm hơn nữa nhu cầu kinh tế xã hội địa phương và quốc gia của các trường thành viên trong việc mở ngành đào tạo;
- Trục 6 : Phát triển văn hóa và thực hành khởi nghiệp;
- Trục 7 : Đẩy mạnh đóng góp của các trường thành viên vào sự phát triển kinh tế, xã hội và môi trường.

Đặc biệt là :

- Thúc đẩy việc làm của sinh viên bằng các mối quan hệ đối tác với các chủ thể kinh tế xã hội thông qua cơ quan tham vấn thường xuyên với môi trường kinh tế xã hội;
- Hỗ trợ tăng cường thể chế thông qua việc đa dạng các chương trình đào tạo chuyên nghiệp và xây dựng kế hoạch phát triển, dự báo;
- Hỗ trợ các dự án đổi mới có ứng dụng công nghệ mới trong đào tạo đại học thông qua việc lập dự án thành lập Trung tâm liên hỗ trợ kết đào tạo – doanh nghiệp (CNEUF) trong Không gian này.

### Điều 3. Hoạt động của Không gian

Để đạt được những mục tiêu khu biệt nêu ở điều 2, Không gian sẽ tiến hành các hoạt động được dự trù trong kế hoạch hàng năm được 2 bên ĐHCT và AUF thỏa thuận. Các hoạt động này bao gồm :

- Xây dựng và phát triển chương trình tập huấn đào tạo được xác định qua việc hợp tác với các đối tác xã hội-nghề nghiệp, liên quan đến các vấn đề kinh tế-xã hội được đánh giá là ưu tiên trong khu vực.
- Nâng cao giá trị của đào tạo đại học ở các trình độ, ở các trường thành viên, thông qua các đối tác chiến lược.
- Hỗ trợ xây dựng và phát triển chính sách chất lượng trong khuôn khổ hệ thống quản trị đại học đổi mới ở các lãnh vực khác nhau, trong đó có đào tạo chuyên môn hóa ban đầu.
- Phát triển văn hóa khởi nghiệp, qua các khóa tập tập huấn đào tạo và các dự án nghiên cứu liên quan đến các thách thức kinh tế- xã hội trong vùng.
- Cùng với các tác nhân xã hội-nghề nghiệp, thiết lập các cơ chế thường xuyên quan sát thị trường việc làm phục vụ cho việc tổ chức và nâng chất các khóa bồi dưỡng chuyên môn hóa cũng như các cơ chế thông tin hướng đến sinh viên.
- Nâng cao khả năng tìm việc của sinh viên tốt nghiệp qua việc đào tạo đáp ứng nhu cầu kinh tế- xã hội.
- Nâng cao năng lực của giảng viên và nhà nghiên cứu của ĐHCT và giảng viên sử dụng tiếng Pháp của các trường thành viên trong vùng, nhất là tích hợp công nghệ trong công tác chuyên môn : triển khai chương trình đào tạo hàng năm, nâng cao giá trị đào tạo đại học có sử dụng CNTT do AUF tài trợ (đào tạo từ xa, đào tạo kết hợp trên lớp và từ xa, MOOC), tiếp đón sinh viên và/ hoặc nghiên cứu sinh đăng ký theo các lộ trình này;
- Mặt khác, Không gian triển khai và theo dõi các hoạt động đồng tổ chức bởi Ban Giám đốc AUF khu vực Châu Á Thái Bình Dương và ĐHCT trong khuôn khổ các dự án hỗ trợ nghiên cứu, từ đào tạo đến nghiên cứu hoặc các dự án khác phát sinh trong kế hoạch của cả hai bên trong thời gian hiệu lực của hợp đồng này.

#### **Điều 4. Người sử dụng Không gian**

**4.1** Không gian mở cửa tiếp đón mọi thành viên của cộng đồng Đại học Pháp ngữ (cá nhân hay hiệp hội, mạng lưới) và toàn thể các trường thành viên AUF ở Cần Thơ và vùng Châu Á- Thái Bình Dương. Người sử dụng được phép tiếp cận tất cả không gian chung, phòng họp/ phòng học, không gian tra cứu tài liệu tự do và mọi dịch vụ được cung ứng.



**4.2** AUF cũng như các đối tác của mình có quyền tiếp cận Không gian với sự cho phép của ĐHCT, để triển khai các hoạt động với điều kiện còn phòng trống và phải tuân thủ nội quy của đơn vị.

**BẢN DỊCH**

## **Điều 5. Cam kết của ĐHCT**

**5.1** ĐHCT cam kết, với sáng kiến và trách nhiệm của mình, thiết kế một diện tích 56.4m<sup>2</sup> trên tầng 2 khu Nhà Điều hành (Phòng học, tra cứu tài liệu với không gian mở phù hợp cho các hoạt động Pháp ngữ khác nhau) để mở không gian Pháp ngữ đổi mới và hợp tác đại học tiến tới thành lập Trung tâm CNEUF trong thời gian hiệu lực của hợp đồng.

**5.2** ĐHCT cam kết mua sắm thiết bị tin học và vật dụng trang bị của Không gian với khoản hỗ trợ dự trù từ AUF là 17 006 euros như đã ghi ở điều 7 của hợp đồng này và trong phụ lục của hợp đồng. ĐHCT cam kết minh chứng rõ ràng khoản mua sắm này và gửi cho AUF trong thời hạn chậm nhất là 3 (ba) tháng báo cáo chi tiết kèm theo các chứng từ thanh toán.

Nếu báo cáo không được lập thì hợp đồng sẽ bị hủy bỏ và số tiền trên phải được hoàn trả cho AUF.

**5.3** ĐHCT cam kết mua bảo hiểm cho các thiết bị tin học và vật dụng trang bị cho Không gian trong thời hạn hiệu lực của hợp đồng.

**5.4** ĐHCT cam kết tôn trọng và áp dụng các qui định chất lượng được ghi ở phụ lục của hợp đồng.

**5.5** ĐHCT cam kết thực hiện gắn bảng tên của Không gian bên trong và bên ngoài tòa nhà.

**5.6** ĐHCT chi trả chi phí hoạt động của Không gian (điện, nước, điện thoại, Internet, văn phòng phẩm, vệ sinh...).

**5.7** ĐHCT cử và chi trả tiền lương cho nhân viên làm việc tại Không gian, ít nhất có :

- Một phụ trách chung, chịu trách nhiệm triển khai kế hoạch năm và quản lý hành chính, tài chính của Không gian. Người này cũng chịu trách nhiệm liên lạc thường xuyên với Ban giám đốc AUF văn phòng Châu Á- Thái Bình Dương;
- Một tổ gồm 2 người (làm việc luân phiên) để đảm bảo hoạt động thường nhật của Không gian (tiếp khách, thông tin, hỗ trợ sử dụng thiết bị) cũng như triển khai các dịch vụ và hoạt động theo kế hoạch.

Một nhân viên tin học của ĐHCT cũng sẽ được chỉ định làm quản trị mạng để đảm bảo duy trì và bảo dưỡng các thiết bị tin học.



Các nhân viên này sẽ làm việc theo qui định nội bộ của Không gian, được hai bên thông qua.

## **Điều 6. Cam kết của AUF**

**6.1** AUF chi trả một phần thiết bị tin học và một phần vật dụng trang bị của Không gian theo điều 6.2 của hợp đồng. Số tiền 17 006 € (mười bảy ngàn sáu euros) như được ghi trong phụ lục 2 của hợp đồng sẽ được chuyển vào tài khoản của trường vào thời điểm ký hợp đồng :

Ngân hàng: Ngân hàng Vietcombank, Chi nhánh Cần Thơ

Địa chỉ : 07 Hòa Bình, Phường Tân An, Q. Ninh Kiều, TP. Cần Thơ, Việt Nam

Chủ tài khoản thụ hưởng: CAN THO UNIVERSITY

Số tài khoản (đồng euro): 011.114.001690.0

Mã Swift: BFTVVNVX.011

Số CIF: 00174654

AUF giữ vai trò hỗ trợ chủ đầu tư trong công trình xây dựng Không gian.

Thiết bị tin học do AUF trang bị cho Không gian trong thời gian hiệu lực của hợp đồng sẽ trở thành tài sản của ĐHCT khi hết hạn hợp đồng.

**6.2** AUF cam kết hỗ trợ Không gian một khoản kinh phí hoạt động do Văn phòng khu vực tại Hà Nội, Việt Nam, trực tiếp quản lý : đặt hàng cơ sở dữ liệu, phí mua sắm tài liệu, tổ chức các khóa bồi dưỡng đào tạo về ứng dụng CNTT trong giảng dạy... như được ghi trong phụ lục 2 (xem điều 8. Tài chính hữu dụng) theo kế hoạch dự kiến do 2 bên lập trên cơ sở định hướng chiến lược vùng.

**6.3** AUF cam kết đào tạo nhân viên do ĐHCT chỉ định, theo công cụ và phương pháp của AUF.

## **Điều 7. Tài chính hữu dụng**

**7.1** Một khoản ngân sách dự trù cho các năm 2017, 2018 và 2019 của Không gian và phần đóng góp của cả hai bên đồng ký tên trên hợp đồng cho 3 năm (AUF là 35006 euros và ĐHCT là 37690 euros) được ghi vào phụ lục 2 và 3 của hợp đồng. Khoản kinh phí này sẽ được điều chỉnh hàng năm, trên cơ sở xem xét khả năng tài chính của AUF và ĐHCT.

**7.2** Các khoản ngân sách dự trù ghi trong phụ lục là thành phần không tách rời hợp đồng này.

**7.3** Khi hợp đồng kết thúc, ĐHCT sẽ là chủ sở hữu các thiết bị mua sắm trong khuôn khổ dự án như miêu tả trong phụ lục 2 và 3 của thỏa thuận

**BẢN DỊCH**

**7.4** Các khoản thu của Không gian sẽ được đưa vào quỹ phục vụ hoạt động của Không gian.

**7.5** ĐHCT miễn trừ trách nhiệm của AUF trong việc chia sẻ các chi phí liên quan đến tài sản và các dịch vụ do ĐHCT cung cấp trong khuôn khổ dự án mà không được ghi trong hợp đồng này.

## **Điều 8. Hình ảnh và truyền thông**

**8.1** Hình ảnh của AUF sẽ được thể hiện qua việc in logo của AUF và ĐHCT trên các thông báo truyền thông và tất cả các tài liệu chính thức được phổ biến trong khuôn khổ các hoạt động của Không gian.

**8.2** ĐHCT cam kết sử dụng tên « Không gian Pháp ngữ hỗ trợ đổi mới và hợp tác đại học » trong tất cả các thông báo truyền thông hay giới thiệu về Không gian, bằng tiếng Pháp hoặc tiếng Việt.

**8.3** ĐHCT cam kết vận hành trang điện tử của Không gian

**8.4** ĐHCT cam kết các thông tin liên quan đến hoạt động khoa học thông qua Không gian được phổ biến trong toàn trường.

**8.5** AUF cam kết phổ biến các thông tin liên quan đến hoạt động của trường và của Không gian trong toàn mạng lưới CNF và CNF mới trong khu vực.

## **Điều 9. Trách nhiệm**

ĐHCT là chủ đầu tư và chịu trách nhiệm về hoạt động của mình. ĐHCT có trách nhiệm pháp lý, kỹ thuật và tài chính. Trong mọi trường hợp, AUF từ chối trách nhiệm về mọi sự cố, tai nạn hoặc thiệt hại trong quá trình thực hiện các hoạt động do AUF hỗ trợ.

## **Điều 10. Thời hạn hợp đồng**

Hợp đồng này có thời hạn đến 31 tháng 12 năm 2019. Trong thời hạn này, ĐHCT có thể nộp dự án thành lập CNF mới cho Ban Giám đốc khu vực, chuyển đến Ủy ban thẩm định của AUF theo các định hướng chiến lược của AUF.

## **Điều 11. Sửa đổi bổ sung**

Các điều khoản trong hợp đồng này chỉ được sửa đổi với sự đồng ý của cả hai bên thông qua trao đổi thư tín và ký bổ sung với điều kiện các sự thay đổi này không ảnh hưởng đến tổng đầu tư ghi trong hợp đồng mà hai bên đã thỏa thuận.



## **Điều 12. Hủy hợp đồng**

**12.1** Hợp đồng này có thể hủy bỏ vào bất cứ thời điểm nào bởi một trong hai bên bằng văn bản báo trước 6 tháng, điều này không ảnh hưởng đến các hoạt động đã thực hiện. Trong trường hợp Không gian chấm dứt hoạt động trước thời hạn, mỗi bên sẽ là chủ sở hữu mà mình đã mua sắm.

**12.2** Trong trường hợp một trong hai bên không tôn trọng hợp đồng đã ký cũng như các cam kết ghi trong hợp đồng, hợp đồng này sẽ bị đơn phương chấm dứt sau 30 (ba mươi) ngày bằng thông báo bằng văn bản, gửi thư bảo đảm có xác nhận của người nhận hoặc bằng các hình thức hợp lệ khác. Trong trường hợp này, mỗi bên sẽ là chủ sở hữu mà mình đã mua sắm.

## **Điều 13. Giải quyết bất đồng**

**13.1** Nếu có khó khăn trong việc diễn giải và thực hiện hợp đồng này, các bên cam kết giải quyết tranh chấp bằng cách thỏa thuận trực tiếp trong thời hạn 30 (ba mươi) ngày.

**13.2** Trong trường hợp không giải quyết được đến hết thời hạn này, các bên thỏa thuận gọi các bất đồng liên quan đến hợp đồng hay là hệ quả của hợp đồng này, đến một hội đồng trọng tài gồm 3 thành viên, người thứ nhất do Giám đốc AUF chỉ định, người thứ 2 do ĐHCT chỉ định và người thứ 3 đóng vai trò là chủ tịch hội đồng do 2 trọng tài 2 bên chỉ định thống nhất. Người này không được là người đang hoặc đã hưởng lương của AUF hay của ĐHCT.

Việc phân xử diễn ra bằng tiếng Pháp. Việc đồng thuận là quyết định cuối cùng, có tính thực thi và không kháng cáo và ràng buộc cả 2 bên.

## **Điều 14. Giá trị pháp lý của phụ lục**

Phụ lục (qui định chất lượng, kinh phí hàng năm) là một phần của hợp đồng và vì thế, có giá trị pháp lý tương ứng.

Hợp đồng được ký tại Hà nội ngày 26 tháng 12 năm 2017 lập thành 03 bản chính, do người đại diện thay mặt AUF và ĐHCT ký kết.

**Đại diện AUF**  
(Đã ký và đóng dấu)

Sophie GOEDEFROIT

Giám đốc khu vực

**Đại diện Đại học Cần Thơ**  
(Đã ký và đóng dấu)

HÀ Thanh Toàn

Hiệu trưởng

Je soussigné, LY BAO QUYEN, titulaire de la carte d'identité N0362375523 délivrée le 06/06/2009 par la police de Can Tho, traducteur de l'office notarial 24h, 383B rue Nguyen Van Cu, quartier de An Hoa, arrondissement de Ninh Kieu, ville de Can Tho, m'assure d'avoir traduit exactement le présent document de langue français en vietnamien.

Le: 17/10/2018

**Traducteur**

Ly Bao Quyen

Tôi, LÝ BẢO QUYÊN, CMND số 362375523 cấp ngày 06 tháng 06 năm 2009 tại TP. Cần Thơ, là cộng tác viên phiên dịch của Văn phòng Công chứng 24h, 383B Nguyễn Văn Cừ, phường An Hòa, quận Ninh Kiều, thành phố Cần Thơ, tôi cam đoan đã dịch chính xác, phù hợp với nội dung văn bản đính kèm từ tiếng Pháp sang tiếng Việt./

Ngày 17 tháng 09 năm 2018

**Người dịch**



**LÝ BẢO QUYÊN**

**SANCTION DU NOTAIRE**

Aujourd'hui, Le 17/10/2018

À l'office notarial 24h, 383B rue Nguyen Van Cu, quartier de An Hoa, arrondissement de Ninh Kieu, ville de Can Tho.

Je soussigné, ..... , notaire de l'office notarial 24h.

**Đỗ Thị Hà**

**CERTIFIES THAT:**

- Cette traduction, traduit de langue français en vietnamien, est assurée par Mlle LY BAO QUYEN, traducteur de l'office notarial 24h;

- La signature dans la traduction est bien celle de Mlle LY BAO QUYEN;

- La teneur de la traduction est exacte, conforme aux lois et à la morale sociale ;

- La traduction comporte 12 feuille(s) 16... page (s), et une copie enregistrée dans l'office notarial 24h.

N°: 504

Livret N°: 01 / 2018 / TP/CC-SCC/BD.

**NOTAIRE**

(Signature, nom, prénoms et cachet)

**LỜI CHỨNG CỦA CÔNG CHỨNG VIÊN**

Hôm nay, Ngày 17 tháng 09 năm 2018

Tại Văn phòng Công chứng 24h, 383B Nguyễn Văn Cừ, phường An Hòa, quận Ninh Kiều, thành phố Cần Thơ.

Tôi, ..... **Đỗ Thị Hà** ..... , công chứng viên Văn phòng Công chứng 24h.

**CHỨNG NHẬN**

- Bản dịch này do bà LÝ BẢO QUYÊN, cộng tác viên phiên dịch của Văn Phòng Công chứng 24h dịch từ tiếng Pháp sang tiếng Việt;

- Chữ ký trong bản dịch đúng là chữ ký của bà LÝ BẢO QUYÊN;

- Nội dung bản dịch chính xác, không vi phạm pháp luật, không trái đạo đức xã hội;

- Bản dịch gồm 12 tờ 16 trang, lưu một bản tại Văn phòng Công chứng 24h.

Số công chứng: 504

Quyển số: 01 / 2018 / TP/CC-SCC/BD.

**CÔNG CHỨNG VIÊN**

(Ký và ghi rõ họ tên, đóng dấu)



**Đỗ Thị Hà**





# MEMORANDUM OF UNDERSTANDING

between

TEACHERS FOR VIETNAM (USA)

and

CAN THO UNIVERSITY (VIETNAM)

The Teachers for Vietnam (TfV) and Can Tho University (CTU), wishing to establish relations between Vietnamese and American scholars, agree to cooperate with each other as follows:

#### ARTICLE 1

Subject to mutual consent, the areas of cooperation will include any program as thought desirable and feasible on either side and that both sides think will contribute to the fostering and development of the cooperative relationship between the two parties. Cooperation shall be carried out through such activities as:

- a. Exchange of volunteers, faculty and researchers
- b. Participation in seminars and academic meetings

#### ARTICLE 2

Themes of joint activities and conditions for utilising the results achieved, as well as arrangements for visits, exchanges, and other forms of cooperation will be further discussed and developed mutually for each specific case. All financial arrangements will be negotiated on a case-by-case basis.

In order to carry out and fulfil the goals of this agreement both parties will appoint coordinators for the development and management of joint activities. Through these contact persons, either party may initiate proposals for activities under this agreement. Specific details will be set forth in a letter of agreement which will form part of this general arrangement following signature by the appropriate authorities of both parties. A letter of agreement will include such items as:

- 1. Elaboration of the responsibilities of each institution for the agreed upon activity.
- 2. Schedules for the specific activity.
- 3. Budgets and sources of financing for each activity.
- 4. Any other items deemed necessary for the efficient management of the activity.

The contact persons will be responsible for the evaluation of activities under this agreement according to the practices of the respective parties. Letters of agreement will be approved by both sides according to the normal procedures adopted by the signatory party.

This document is a statement of understanding and is not intended to create binding or legal obligations on either party.



### ARTICLE 3

Both parties are requested to respect the laws and regulations of each country where there staff members or students are to be sent for teachingg, studying, or conducting research.

This agreement shall be valid for five (5) years from the date of signing. It shall be reviewed by both parties six (6) months prior to expiry and may be renewed for a further term by mutual agreement.

This agreement may be terminated by either party at any time provided that the terminating party gives a minimum of six (6) months notice in writing.

As witness to their consent to this agreement, the appropriate authorities hereunto provide their signatures.

For Tfv

  
John V. H. Dippel

**Executive Director**  
**Teachers for Vietnam**  
15A East Main St.  
PO Box 362  
Salisbury CT 06068-0362  
[www.teachersforvietnam.org](http://www.teachersforvietnam.org)  
Email: [info@teachersforvietnam.org](mailto:info@teachersforvietnam.org)  
Date: 29 Jan 2016



For CTU

  
**HA THANH TOAN**

Rector  
Can Tho University  
Campus 2, 3/2 Street  
Can Tho City  
Vietnam  
<https://www.ctu.edu.vn/>  
Email: [httoan@ctu.edu](mailto:httoan@ctu.edu).

Witnessed by:

### ARTICLE 3

Both parties are requested to respect the laws and regulations of each country where their staff members or students are to be sent for teaching, studying, or conducting research.

This agreement shall be valid for five (5) years from the date of signing. It shall be reviewed by both parties six (6) months prior to expiry and may be renewed for a further term by mutual agreement.

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As witness to their consent to this agreement, the appropriate authorities hereunto provide their signatures.

**For Tfv**



**John V. H. Dippel**  
Executive Director  
Teachers for Vietnam  
15A East Main St.  
PO Box 362  
Salisbury CT 06068-0362  
[www.teachersforvietnam.org](http://www.teachersforvietnam.org)  
Email: [info@teachersforvietnam.org](mailto:info@teachersforvietnam.org)  
Date: 9 June 2014

**For CTU**



**Hà Thanh Toàn**  
Rector  
Can Tho University  
Campus 2, 3/2 Street  
Can Tho City  
Vietnam  
<https://www.ctu.edu.vn/>  
Email: [httoan@ctu.edu.vn](mailto:httoan@ctu.edu.vn)

Witnessed by:



**Memorandum of Understanding**  
**between**  
**Princeton in Asia (PiA)**  
**and**  
**Can Tho University (CTU)**

Princeton in Asia (PiA), a United-States based not-for-profit whose mission is to create cross-cultural understanding between Asia and the United States, and Can Tho University (CTU), a premier university in the Mekong Delta of Viet Nam, are forging a partnership based on common goals. We are collaborating to offer unique fellowship experiences for talented graduates with an interest in education and teaching. Our goal with this partnership is to provide support and services to CTU in Viet Nam, to give deserving young people the opportunity to learn about Viet Nam and to create a cadre of Americans with meaningful experience and a marked interest in Viet Nam.

**Shared Responsibilities:**

PiA fellowships are established with the expectation of long-term partnership and require that all stakeholders (host organizations, the PiA office, and the PiA fellow) contribute to the fellowship, commensurate with their abilities. These shared responsibilities are defined as:

- PiA*: PiA is responsible for recruiting appropriate candidates based on the needs of students at CTU as determined in collaboration with CTU, vetting candidate applications, conducting a rigorous interview and selection process, and finding the correct fit for CTU in Viet Nam. Just as importantly, PiA will prepare, orient, and provide teacher training for fellows as well as provide insurance coverage and support services while the fellows are on the ground in Asia.

- PiA Fellow*: Each PiA fellow is responsible for preparation, immunizations and all incidental travel costs from the site that are not directly related to his/her duties at the host school. **PiA Fellow is required to abide by working regulations at CTU and campus regulations, and report directly to the Department any changes in accommodation, work responsibilities and travel.**

- Host Organization*: CTU will be responsible for providing the necessary paperwork for a work visa / residence permit (as available), and for providing a modest living and housing stipend (or housing alternatives), based on local conditions.



**General CTU Responsibilities:**

CTU agrees to:

- Provide the PiA Fellow with meaningful and challenging learning experiences;
- Assign fellows to a Direct Supervisor who will provide regular feedback and guidance on work responsibilities, as required;
- Provide fellows with the school's academic calendar in English at the beginning of their fellowship;
- Allow for at least two weeks of vacation during semester breaks and/or Tet holidays
- Maintain regular communications with PiA;
- Allow fellows to volunteer in their community;
- A private room on campus (teacher housing) at CTU for the duration of the Employee's contract. This housing should be locked and secure and include electricity and water charges. In terms of furnishings, a private bathroom, bed and desk will be provided. (Air-conditioning, hot water, television and internet are not mandatory but could be provided as well);
- Transportation to and from the airport in Ho Chi Minh City at the beginning and end of the fellows' contract;
- A simple foot bicycle should the fellows require one.

**Timeline and Selection:**

PiA will recruit interested applicants, undertake a rigorous reference check and application process, conduct first and second-round interviews in January and select final candidates to CTU in March. PiA fellows will arrive to begin work responsibilities in August, in accordance with CTU's needs and the needs of the schools.

**Eligibility and Qualifications:**

The fellow must have obtained a Bachelor's degree and exhibit the following characteristics:

- Strong academic background
- Flexibility and ability to adapt to challenging environments
- Willingness to work in a team and in a cross-cultural setting
- Resourcefulness and strong problem-solving and analytical aptitude
- Strong interpersonal, written and oral communication skills
- Good organizational skills and ability to prioritize multiple tasks
- Outstanding civic education
- High motivation and outstanding work ethic
- Relevant teaching / volunteer / work experience





**Negotiations:**


Negotiations regarding salary and benefits will be handled at the institutional level between CTU & PiA. Individual PiA fellows will not be allowed to negotiate their contract details or benefits that have been institutionally agreed upon. If PiA fellows attempt to engage in such negotiations, they will be referred back to the PiA home office in Princeton, New Jersey.

**Termination:**

CTU has the freedom to terminate an individual fellow's employment prior to the end of the contract date with due cause. PiA expects that if CTU is not satisfied with the fellow's performance, they will discuss the problems with the fellow, develop a plan for improvement and notify PiA in advance so that PiA might assist in addressing the problems.

**Conclusion:**

PiA, its fellows, and CTU will regard the present memorandum as the basis for cooperation. The memorandum will continue year-to-year provided both parties mutually agree on items and conditions. Should any matters that are not provided for in this memorandum arise, PiA and CTU should consult on these matters and draft a valid supplemental agreement for signature.

  
Maggie Dillon  
Executive Director  
Princeton in Asia

Date: \_\_\_\_\_

Hà Thanh Toan, PhD. 

Rector

Can Tho University

Date: \_\_\_\_\_



AMBASSADE DE FRANCE AU VIETNAM

CONVENTION N° 01/2016/CANTHO

THỎA THUẬN SỐ 01/2016/CANTHO

Entre :

Giữa:

L'Ambassade de France au Vietnam,  
Service de coopération et d'action culturelle/  
Institut français du Vietnam, représenté par Mme  
Thanh-Huong (Eva) NGUYEN BINH Binh,  
COCAC/directrice  
ci-après dénommé « SCAC/IFV », d'une part,

L'université de Can Tho  
représentée par M. HA Thanh Toan, Recteur, ci-  
après dénommé « CTU », d'autre part,

Le service de l'éducation et de la formation  
représenté par Mme TRẦN Hồng Thắm,  
Directrice du Service de l'Éducation et de la  
Formation de Can Tho  
ci-après dénommé « SEF », d'autre part,

Il est convenu ce qui suit :

Article 1 : Objet

1- Dans le cadre de sa politique de diffusion de la langue et de la culture française, le SCAC/IFV coopère avec la CTU et le SEF en vue de l'établissement d'un bureau d'accueil, d'information et d'animation sur la France au sein de l'université, appelé « Espace France ».

2- Destiné prioritairement au public de la CTU, les actions de l'Espace France bénéficieront également, avec l'appui du SEF, aux classes bilingues ou de français LV1 ou LV2 de Can Tho et de sa région ainsi qu'au public francophone et francophile en général.

3- Ces actions seront : 1) appui aux professeurs de français des établissements scolaires de Can Tho et de la CTU par une animation / intervention dans les classes ;

Dại sứ quán Pháp tại Việt Nam,  
Bộ phận hợp tác và hoạt động văn hóa/ Viện  
Pháp tại Việt Nam, đại diện là Bà Thanh-  
Hương (Eva) NGUYEN BINH, Tham tán hợp  
tác và Hoạt động văn hóa/Giám đốc, làm đại  
diện,  
sau đây gọi tắt là « SCAC/IFV »

Trường Đại học Cần Thơ  
đại diện là Ông HÀ Thanh Toàn, Hiệu trưởng,  
sau đây gọi tắt là « CTU »

Sở Giáo dục và Đào tạo  
đại diện là Bà TRẦN Hồng Thắm, Giám đốc Sở  
Giáo dục và Đào tạo TP Cần Thơ,  
Sau đây gọi tắt là « SEF »

Các bên nhất trí thỏa thuận những điều khoản sau:

Điều 1: Nội dung thỏa thuận

1- Trong khuôn khổ chính sách phổ biến ngôn ngữ và văn hóa Pháp, SCAC/IFV hợp tác với CTU và SEF để thành lập một văn phòng tiếp đón, cung cấp thông tin và giới thiệu về nước Pháp với tên gọi « Espace France », sau đây được gọi là « Không gian Pháp » trong khuôn viên trường Đại học Cần Thơ.

2- Ngoài việc phục vụ chủ yếu cho sinh viên và giáo viên của CTU, các hoạt động của Không gian Pháp, với sự hỗ trợ của SEF, cũng sẽ phục vụ cho các lớp học song ngữ tiếng Pháp hoặc học tiếng Pháp là ngoại ngữ 1 và ngoại ngữ 2 tại Cần Thơ và vùng lân cận cũng như phục vụ cho công chúng nói tiếng Pháp và thân thiện với tiếng Pháp nói chung.

3- Các hoạt động bao gồm : 1) hỗ trợ các giáo viên tiếng Pháp của các trường trung học phổ thông tại Cần Thơ và CTU bằng các hoạt động ngoài trời/ đồng tham gia vào các lớp học;



2) information sur les études en France, aide au montage de dossiers d'études en France, contribution à l'animation du réseau des anciens étudiants vietnamiens en France (alumni) ; 3) animation culturelle et animation d'un ciné-club à l'université et gestion d'une bibliothèque mobile ;

4- Toutes les parties s'engagent à fournir de bonnes conditions d'accueil et à faciliter le déroulement des missions des animateurs.

## Article 2 : Engagements de la CTU

1- En collaboration avec le SCAC/IFV, recruter pour l'animation de l'Espace France deux jeunes Français effectuant un service civique durant la période de l'année scolaire à l'Espace France;

2- Mettre à disposition un local situé sur le Campus 1, au sein de la faculté des langues étrangères et en assurer la visibilité au sein de la faculté ;

3- Équiper ce local du mobilier nécessaire : deux (02) bureaux avec chaises pour les animateurs, table de réunion de huit (08) places avec chaises, une (01) armoire, une (01) bibliothèque, un (01) présentoir à brochures ;

4- Contribuer à présenter dans ce bureau une offre en livres et contenus francophones ;

5- Le rendre visible par une signalétique appropriée dans l'université, sur son site internet et dans les différents documents d'information ;

6- Fournir l'électricité et la connexion internet ;

7- Mettre à disposition en tant que de besoin, à horaires et intervalles réguliers, sous réserve de compatibilité avec le fonctionnement de l'université, une salle de projection et de conférence sonorisée et équipée pour la projection de films ;

2) cung cấp thông tin về du học Pháp, giúp chuyển các hồ sơ du học Pháp, góp phần điều hành mạng lưới cựu sinh viên Việt Nam du học Pháp (alumni); 3) điều hành các hoạt động văn hóa và câu lạc bộ chiếu phim tại trường và quản lý thư viện lưu động;

4- Các bên cam kết cung cấp những điều kiện tốt để đón tiếp và tạo điều kiện thuận lợi cho việc thực hiện các nhiệm vụ của các tình nguyện viên.

## Điều 2: Cam kết của CTU

1- Phối hợp cùng SCAC/IFV, tuyển dụng hai tình nguyện viên trẻ quốc tịch Pháp để điều hành Không gian Pháp, thực hiện nhiệm vụ tình nguyện của mình trong suốt năm học tại "Không gian Pháp";

2- Cung cấp một phòng làm việc tại Khu 1, nằm trong Khoa Ngoại ngữ và đảm bảo dễ dàng nhìn thấy trong khu vực Khoa;

3- Trang bị cho phòng làm việc các đồ dùng cần thiết: hai (02) bàn làm việc kèm theo ghế cho các tình nguyện viên, bàn họp tám (08) chỗ và ghế, một (01) tủ hồ sơ, một (01) tủ kính trưng bày sách, báo và một (01) giá để hồ sơ giới thiệu;

4- Đóng góp và trưng bày trong phòng làm việc các loại sách và tài liệu có nội dung Pháp ngữ;

5- Lập bảng chỉ dẫn trong Trường để Không gian Pháp dễ được tìm thấy, đăng thông tin trên trang web của Khoa Ngoại ngữ của trường và trong các tài liệu thông tin khác nhau;

6- Cung cấp điện và kết nối mạng;

7- Cung cấp một phòng có trang bị âm thanh và máy chiếu để dùng cho việc chiếu phim và hội nghị khi cần thiết, theo từng thời điểm và khoảng thời gian nhất định, tùy thuộc vào lịch làm việc và phù hợp với các hoạt động của nhà trường;

8- Favoriser la participation des étudiants du club francophone de l'université à l'animation de l'Espace France et à l'appui à l'action des personnels du bureau ;

9- Assurer le logement des volontaires sur le Campus I et leur mettre à disposition des vélos pour leurs déplacements sur le campus et en centre-ville. L'université de Can Tho leur assure également un accès au réfectoire de l'université pour les repas ;

10- Verser un complément à l'indemnité des volontaires de trois millions de dongs vietnamiens par mois et par volontaire ;

11- Veiller au confort des personnels, à leur bonne intégration à Can Tho et au bon fonctionnement au quotidien de l'Espace France.

12. Le total des contributions financières de l'UCT à la création et au fonctionnement de l'Espace France est de 586 200 000 VND (équivalent à 24 323 €), dont :

Ligne de dépenses	Montant/unité (VND)	TOTAL (VND)
01 salle de travail	200 000 000	200 000 000
02 bureaux et chaises pour volontaires	4 000 000	8 000 000
01 table de réunion et 08 chaises	7 500 000	7 500 000
01 armoire	3 200 000	3 200 000
01 bibliothèque	6 000 000	6 000 000
01 présentoir à brochures	500 000	500 000
01 panneau signalétique	3 000 000	3 000 000
02 vélos	1 000 000	2 000 000
02 chambres pour volontaires au campus I	2 000 000	144 000 000
Indemnités mensuelles	3 000 000	216 000 000
<b>TOTAL</b>		<b>586 200 000</b>

8- Tạo điều kiện cho các sinh viên của câu lạc bộ tiếng Pháp của trường Đại học tham gia vào điều hành Không gian Pháp và hỗ trợ cho hoạt động của các nhân viên của Không gian Pháp;

9- Đảm bảo chỗ ở cho các tình nguyện viên tại Khu I và trang bị xe đạp cho tình nguyện viên đi lại giữa trường và trung tâm thành phố. Trường Đại học Cần Thơ cũng đảm bảo cho tình nguyện viên được tiếp cận với căn-tin của Trường;

10- Trả tiền phụ cấp cho mỗi tình nguyện viên là 3 triệu VND mỗi tháng;

11- Tạo điều kiện thuận lợi cho các tình nguyện viên giúp họ hòa nhập tốt tại Cần Thơ và trong công việc hằng ngày tại Không gian Pháp.

12. Tổng kinh phí Đại học Cần Thơ đóng góp cho việc thành lập Không gian Pháp trong 03 năm là 586.200.000 đồng (tương đương 24.323 €), cụ thể như sau:

Khoản chi	Đơn giá (đồng)	Tổng (đồng)
01 phòng làm việc	200.000.000	200.000.000
02 bàn, ghế làm việc cho TNV	4.000.000	8.000.000
01 bàn họp, 08 ghế	7.500.000	7.500.000
01 tủ hồ sơ	3.200.000	3.200.000
01 tủ trưng bày sách	6.000.000	6.000.000
01 kệ trưng bày bảo, tạp chí	500.000	500.000
01 bảng hiệu Không gian Pháp	3.000.000	3.000.000
02 xe đạp cho TNV	1.000.000	2.000.000
02 phòng ở TNV ở khu I	2.000.000	144.000.000
Phụ cấp hàng tháng cho TNV	3.000.000	216.000.000
<b>TỔNG</b>		<b>586.200.000</b>

### Article 3 : Engagements du SCAC/IFV

1- Assister la CTU dans le recrutement des jeunes Français en assurant la continuité du fonctionnement de l'Espace France; veiller à leur visa, acheminement et leur assurance maladie et accident;

2- Assurer la formation initiale de ce personnel à Ho Chi Minh-Ville, effectuer un suivi à distance de leur action et leur rendre régulièrement visite sur place ;

3- Financer le matériel pédagogique et audiovisuel nécessaire pour leurs interventions en classe de français ; le matériel de promotion pour leur action de conseil sur les études en France ; les films pour l'animation du ciné-club, et tout autre appui pour des manifestations culturelles. Equiper le local du matériel informatique nécessaire : installation de deux ordinateurs (02), une imprimante (01), les logiciels pour les ordinateurs, un switch 8 ports (01), deux onduleurs électriques (02), deux téléphones portables (02) avec deux enceintes bluetooth (2).

4- Verser pour ce faire l'université de Can Tho, par le biais du SCAC, une subvention destinée à la mise en place et au financement du fonctionnement et des actions de l'Espace France (et qui fait l'objet d'une convention de subvention séparée) ;

La subvention allouée à l'Université comprendra :

- La mise à disposition du matériel informatique la première année pour l'installation de l'Espace France
- Un versement d'un montant de 5 900 euros destiné au financement du fonctionnement quotidien et des activités de l'Espace France incluant le versement de frais de gestion.

La répartition des crédits pour les trois années de validité de la présente convention se fera comme suit :

2016/2017 :

- 1500 euros seront alloués à l'organisation d'événements culturels ainsi qu'à l'achat de fournitures de bureau et des frais d'adhésion à la Guilde Européenne du raid
- 467 euros seront alloués pour frais de gestion

### Điều 3: Cam kết của SCAC/IFV

1- Phối hợp cùng CTU trong việc tuyển dụng hai tình nguyện viên trẻ quốc tịch Pháp đảm bảo sự liên tục trong hoạt động của "Không gian Pháp"; đảm bảo việc xin thị thực, đi lại và bảo hiểm y tế và tai nạn cho tình nguyện viên;

2- Đảm bảo đào tạo ban đầu cho các tình nguyện viên này tại thành phố Hồ Chí Minh, sau đó sẽ giám sát và theo dõi hoạt động của tình nguyện viên từ xa và thường xuyên đến thăm tình nguyện viên tại nơi làm việc;

3- Mua sắm các thiết bị giảng dạy và nghe nhìn cần thiết cho hoạt động của tình nguyện viên trong lớp học tiếng Pháp; công cụ quảng bá cho các hoạt động tư vấn về du học Pháp; các bộ phim để phục vụ điều hành câu lạc bộ phim, và mọi hỗ trợ khác cho các sự kiện văn hóa. Trang bị cho phòng làm việc các thiết bị tin học cần thiết: lắp đặt hai (02) máy tính, một (01) máy in, các phần mềm cho máy tính, một (01) ổ chia 8 cổng, hai (02) bộ tích điện, hai (02) điện thoại di động và hai (02) loa không dây kết nối bluetooth;

4- Chuyển cho trường Đại học Cần Thơ, thông qua SCAC, một khoản tiền tài trợ dành cho việc thực hiện và cấp phí cho hoạt động và tổ chức các hoạt động của Không gian Pháp (là nội dung của một thỏa thuận tài trợ riêng);

Việc tài trợ cho Đại học Cần Thơ bao gồm:

- Mua sắm lắp đặt các thiết bị tin học tại Không gian Pháp từ năm thứ nhất
- Chuyển một khoản tiền là 5 900 euros dành cho chi phí hoạt động thường xuyên và tổ chức các hoạt động của Không gian Pháp bao gồm cả phí quản lý.

Việc phân bổ ngân sách trong ba năm hiệu lực của thỏa thuận này được thực hiện như sau:

2016/2017:

- 1500 euros dành cho việc tổ chức các sự kiện văn hóa cũng như mua sắm văn phòng phẩm thiết bị văn phòng và các chi phí đăng kí gia nhập vào Guilde Européenne du raid
- 467 euros dành cho phí quản lý



2017/2018 :

- 1500 euros seront alloués à l'organisation d'événements culturels ainsi qu'à l'achat de fournitures de bureau et des frais d'adhésion à la Guilde Européenne du raid
- 467 euros seront alloués pour frais de gestion

2018/2019 :

- 1500 euros seront alloués à l'organisation d'événements culturels ainsi qu'à l'achat de fournitures de bureau et des frais d'adhésion à la Guilde Européenne du raid
- 466 euros seront alloués pour frais de gestion

5- Enrichir régulièrement la bibliothèque de l'Espace France de livres et magazines ;

6- Veiller à définir un emploi du temps d'intervention en classes élaboré en lien avec la CTU et le SEF, et des horaires de permanence et d'animation de l'Espace France en lien avec la CTU. Le volume horaire hebdomadaire des interventions ne devra pas dépasser 10 heures par intervenant. Le reste du temps sera consacré aux heures de permanence de l'Espace France et à son animation.

7- Soutenir les volontaires en cas de maladies et d'accidents.

#### **Article 4 : Engagements du SEF**

1- Assurer le transport des volontaires vers les établissements en dehors du centre-ville pour leurs interventions dans les classes de français ;

2- Faciliter leur accès aux établissements scolaires dans lesquels ils seront amenés à intervenir, en coordination avec les chefs d'établissements et définir les modalités d'intervention.

#### **Article 5 : Durée de la convention**

La présente convention est valable pour 3 années scolaires (2016-2017, 2017-2018, 2018-2019) et peut être renouvelée après cette période. Un bilan annuel de ce projet devra être discuté et formalisé par un rapport.

#### **Article 6 : Résiliation**

En cas de non-respect, par l'une ou l'autre des parties, des engagements réciproques inscrits à la

2017/2018:

- 1500 euros dành cho việc tổ chức các sự kiện văn hóa cũng như mua sắm văn phòng phẩm thiết bị văn phòng và các chi phí đăng kí gia nhập vào Guilde Européenne du raid
- 467 euros dành cho phí quản lí

2018/2019:

- 1500 euros dành cho việc tổ chức các sự kiện văn hóa cũng như mua sắm văn phòng phẩm thiết bị văn phòng và các chi phí đăng kí gia nhập vào Guilde Européenne du raid
- 466 euros dành cho phí quản lí

5- Thường xuyên làm giàu thư viện của Không gian Pháp bằng sách và tạp chí;

6- Đảm bảo xác định lịch "hỗ trợ lớp học" của tình nguyện viên bằng cách phối hợp với CTU và SEF, đảm bảo giờ làm việc và điều hành Không gian Pháp phối hợp cùng với CTU. Tổng thời lượng hỗ trợ lớp học hàng tuần không được vượt quá 10 giờ/tình nguyện viên. Thời gian còn lại sẽ dành cho việc thường trực và điều hành Không gian Pháp.

7- Hỗ trợ tình nguyện viên trong các trường hợp bệnh tật và tai nạn.

#### **Điều 4: Cam kết của SEF**

1- Đảm bảo phương tiện đi lại cho các tình nguyện viên khi đi ra ngoài trung tâm thành phố để tham gia vào các lớp học tiếng Pháp;

2- Tạo điều kiện thuận lợi cho các tình nguyện viên trong việc tiếp xúc giữa tình nguyện viên với các trường học mà tình nguyện viên sẽ hỗ trợ, bằng cách phối hợp với hiệu trưởng các trường, và xác định rõ phương thức thực hiện.

#### **Điều 5: Thời hạn thỏa thuận**

Thỏa thuận này có giá trị trong 03 năm học (2016-2017, 2017-2018 và 2018-2019) và có thể xem xét gia hạn sau thời gian trên. Đánh giá tổng kết hàng năm của dự án này sẽ được thảo luận và chính thức hóa bằng một báo cáo.

#### **Điều 6: Kết thúc thỏa thuận**

Trường hợp một trong các bên không tôn trọng các cam kết được nêu trong thỏa thuận này.

présente convention, celui-ci pourra être résilié de plein droit par l'une ou l'autre des parties à l'expiration d'un délai de trois mois suivant l'envoi d'une lettre recommandée avec accusé de réception valant mise en demeure.

En outre, la présente convention se trouverait suspendu ou annulé de plein droit et sans indemnité d'aucune sorte, dans tous les cas reconnus de force majeure.

Faite à Ho Chi Minh Ville, le 30/11/16 en trois exemplaires originaux, faisant également foi.

thỏa thuận này có thể tự động bị hủy bỏ hợp pháp bởi một trong các bên sau 03 tháng gửi thư thông báo chính thức và có xác nhận đã nhận được.

Ngoài ra, thỏa thuận này sẽ bị đình chỉ hoặc hủy bỏ hợp pháp và không có bồi thường dưới bất kì hình thức nào trong tất cả các trường hợp bất khả kháng xảy ra.

Thỏa thuận này được làm tại Cần Thơ ngày ...../...../20..... thành ba bản chính có giá trị như nhau.

Pour l'IFV  
p.o.  
Rém Lambert  
Mme Thanh-Huong (Eva)  
Nguyen Binh  
Directrice

Đại diện CTU  
Ông Hà Thanh Toàn  
Hiệu trưởng

Đại diện SEF  
Bà Trần Hồng Thắm  
Giám Đốc

Rémi LAMBERT  
Premier Conseiller



THE SOCIALIST REPUBLIC OF VIET NAM  
Independence – Freedom – Happiness

**CERTIFICATE  
OF INSTITUTIONAL ACCREDITATION**

CENTER FOR EDUCATION ACCREDITATION –  
VIET NAM NATIONAL UNIVERSITY HO CHI MINH CITY

**RECOGNIZES**

Institution: **CAN THO UNIVERSITY**

Address: Campus II, 3 tháng Hai street, Xuan Khanh ward, Ninh Kieu district, Can Tho city, Viet Nam.

In compliance with the education accreditation standards of the Minister of Education and Training.

Percentage of satisfactory criteria: **86.89%**

This certificate is valid until **May 19<sup>th</sup>, 2023**.

Given under the signature of Director of the Center



Serial Number: 022/CEAHCM-TR  
Registration Number: 2018.04/CEAHCM/ĐH  
Decision Number: 14/QĐ-TTKĐ, dated 19/5/2018

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập – Tự do – Hạnh phúc

**GIẤY CHỨNG NHẬN  
KIỂM ĐỊNH CHẤT LƯỢNG CƠ SỞ GIÁO DỤC**

TRUNG TÂM KIỂM ĐỊNH CHẤT LƯỢNG GIÁO DỤC –  
ĐẠI HỌC QUỐC GIA THÀNH PHỐ HỒ CHÍ MINH

**CÔNG NHẬN**

**TRƯỜNG ĐẠI HỌC CẦN THƠ**

Địa chỉ: Khu II, đường 3 tháng Hai, phường Xuân Khánh, quận Ninh Kiều, thành phố Cần Thơ, Việt Nam.

Đạt tiêu chuẩn chất lượng giáo dục do Bộ trưởng Bộ Giáo dục và Đào tạo ban hành.

Tỷ lệ số tiêu chí đạt yêu cầu: **86,89%**

Giấy chứng nhận này có giá trị đến **ngày 19 tháng 5 năm 2023**.

TPHCM, ngày 19 tháng 5 năm 2018



Số hiệu: 022/CEAHCM-TR  
Vào sổ đăng ký: 2018.04/CEAHCM/ĐH  
Quyết định số: 14/QĐ-TTKĐ, ngày 19/5/2018



Số: 1753/QĐ-ĐHCT

Cần Thơ, ngày 01 tháng 8 năm 2011

**QUYẾT ĐỊNH**  
**Về việc thành lập Khoa Sau đại học**  
**trực thuộc Trường Đại học Cần Thơ**

**HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Điều 36, Chương VIII, Điều lệ trường đại học ban hành kèm theo Quyết định số 58/2010/QĐ-TTg ngày 22 tháng 9 năm 2010 của Thủ tướng Chính phủ quy định về quyền hạn, trách nhiệm của Hiệu trưởng;

Căn cứ Nghị định số 43/2006/NĐ-CP ngày 25 tháng 4 năm 2006 của Chính phủ quy định quyền tự chủ, tự chịu trách nhiệm về thực hiện nhiệm vụ, tổ chức bộ máy, biên chế và tài chính đối với đơn vị sự nghiệp công lập;

Căn cứ nhu cầu công tác của Trường, và đề nghị của Ban soạn thảo đề án thành lập đơn vị Đào tạo sau đại học;

Căn cứ Nghị quyết số 10-NQ/ĐU ngày 18 tháng 7 năm 2011 của Ban chấp hành Đảng bộ Trường Đại học Cần Thơ về việc thành lập Khoa Sau đại học;

Xét đề nghị của ông Trưởng phòng Tổ chức-Cán bộ,

**QUYẾT ĐỊNH:**

**Điều 1.** Thành lập **Khoa Sau đại học** trực thuộc Trường Đại học Cần Thơ và đặt trụ sở tại khu II Trường Đại học Cần Thơ, đường 3/2, P.Hưng Lợi, Q.Ninh Kiều, TP.Cần Thơ.

**Điều 2.** Khoa Sau đại học có chức năng giúp Hiệu trưởng tổ chức, quản lý và phát triển công tác đào tạo sau đại học của Trường. Các hoạt động chính của Khoa dựa trên các nhiệm vụ cụ thể sau: Công tác hành chính, học vụ, tuyển sinh; quản lý chất lượng đào tạo và nghiên cứu khoa học; liên kết đào tạo trong và ngoài nước; phối hợp tổ chức các hoạt động khác phục vụ, hỗ trợ đào tạo.

**Điều 3.** Tổ chức, bộ máy của Khoa Sau đại học gồm có Văn phòng khoa, Trung tâm Bồi dưỡng chuyên môn sau đại học.

**Điều 4.** Quyết định này có hiệu lực thi hành kể từ ngày ký. Các ông (bà) Trưởng phòng: Kế hoạch-Tổng hợp, Tổ chức-Cán bộ, Tài vụ, Quản trị-Thiết bị, Đào tạo, Công tác Sinh viên, Quản lý Khoa học, và Thủ trưởng các đơn vị có liên quan chịu trách nhiệm thi hành quyết định này./.

**Nơi nhận:**

- Như Điều 4;
- Các đơn vị trong trường;
- Vụ TCCB Bộ GD&ĐT (để báo cáo);
- Lưu: VT, TCCB.



**Nguyễn Anh Tuấn**



Số: 4488/QĐ-ĐHCT

Cần Thơ, ngày 10 tháng 10 năm 2018

## **QUYẾT ĐỊNH**

### **Về việc ban hành Quy định tuyển sinh và đào tạo trình độ tiến sĩ**

#### **HIỆU TRƯỞNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

Căn cứ Khoản 2 Điều 11, Chương II của "Điều lệ trường đại học" ban hành kèm theo Quyết định số 70/2014/QĐ-TTg ngày 10 tháng 12 năm 2014 của Thủ tướng Chính phủ quy định về nhiệm vụ, quyền hạn của hiệu trưởng;

Căn cứ Quyết định số 1981/QĐ-TTg ngày 18 tháng 10 năm 2016 của Thủ tướng Chính phủ Phê duyệt Khung cơ cấu hệ thống giáo dục quốc dân;

Căn cứ Quyết định số 1982/QĐ-TTg ngày 18 tháng 10 năm 2016 của Thủ tướng Chính phủ Phê duyệt Khung trình độ quốc gia Việt Nam;

Căn cứ Thông tư số 07/2015/TT-BGDĐT ngày 16 tháng 4 năm 2015 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Quy định về khối lượng kiến thức tối thiểu, yêu cầu về năng lực mà người học đạt được sau khi tốt nghiệp đối với mỗi trình độ đào tạo của giáo dục đại học và quy trình xây dựng, thẩm định, ban hành chương trình đào tạo trình độ đại học, thạc sĩ, tiến sĩ;

Căn cứ Thông tư số 08/2017/TT-BGDĐT ngày 04 tháng 4 năm 2017 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Quy chế tuyển sinh và đào tạo trình độ tiến sĩ;

Căn cứ Thông tư số 15/2018/TT-BGDĐT ngày 27 tháng 7 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo về Quy định tổ chức hoạt động, sử dụng thư điện tử và trang thông tin điện tử của các cơ sở giáo dục đại học, các trường cao đẳng sư phạm;

Xét đề nghị của Trường Khoa Sau đại học,

## **QUYẾT ĐỊNH:**

**Điều 1.** Ban hành kèm theo Quyết định này "Quy định tuyển sinh và đào tạo trình độ tiến sĩ" của Trường Đại học Cần Thơ.

**Điều 2.** Quyết định này có hiệu lực thi hành kể từ ngày 10 tháng 10 năm 2018 và thay thế Quyết định số 2979/QĐ-ĐHCT ngày 01 tháng 8 năm 2013 của Hiệu trưởng Trường Đại học Cần Thơ về việc ban hành Quy định đào tạo trình độ tiến sĩ.

**Điều 3.** Các ông, bà Trường khoa Sau đại học, Trường phòng Kế hoạch Tổng hợp, Trường phòng Thanh tra - Pháp chế, thủ trưởng các đơn vị đào tạo sau đại học, thủ trưởng các đơn vị có liên quan, người hướng dẫn nghiên cứu sinh và nghiên cứu sinh có trách nhiệm thi hành quyết định này./.

#### **Nơi nhận:**

- Như Điều 3;
- Bộ GD và ĐT;
- Ban Giám hiệu;
- Phòng TTPC;
- Trung tâm TTQTM;
- Lưu: VT, PKHTH, KSĐH.



**HIỆU TRƯỞNG**

**Hà Thanh Toàn**



## QUY ĐỊNH

### Tuyển sinh và đào tạo trình độ tiến sĩ

(Ban hành kèm theo Quyết định số 4488 /QĐ-ĐHCT ngày 10 tháng 10 năm 2018 của  
Hiệu trưởng Trường Đại học Cần Thơ)

## Chương I

### NHỮNG QUY ĐỊNH CHUNG

#### Điều 1. Phạm vi điều chỉnh

Quy định này quy định về tuyển sinh và đào tạo trình độ tiến sĩ bao gồm: tuyển sinh; tổ chức và quản lý hoạt động đào tạo; tiêu chuẩn, nhiệm vụ và quyền của cá nhân và các đơn vị liên quan; luận án, đánh giá và bảo vệ luận án; thẩm định quá trình đào tạo, chất lượng luận án và cấp bằng tiến sĩ; khiếu nại, tố cáo, thanh tra, kiểm tra và xử lý vi phạm.

#### Điều 2. Đối tượng áp dụng

Quy định này áp dụng đối với các đơn vị đào tạo tiến sĩ, giảng viên, nghiên cứu sinh và các cá nhân tham gia quá trình đào tạo trình độ tiến sĩ tại Trường Đại học Cần Thơ.

#### Điều 3. Chương trình đào tạo và chuẩn đầu ra


1. Chương trình đào tạo trình độ tiến sĩ do Trường Đại học Cần Thơ xây dựng, thẩm định và ban hành theo quy định hiện hành, đáp ứng các điều kiện sau:

a) Khối lượng học tập tối thiểu 90 tín chỉ đối với nghiên cứu sinh có bằng tốt nghiệp thạc sĩ và tối thiểu 120 tín chỉ đối với nghiên cứu sinh có bằng tốt nghiệp đại học;

b) Chuẩn đầu ra bao gồm kiến thức thực tế và kiến thức lý thuyết; kỹ năng nhận thức, kỹ năng thực hành nghề nghiệp và kỹ năng giao tiếp, ứng xử; mức độ tự chủ và trách nhiệm cá nhân trong việc áp dụng kiến thức, kỹ năng để thực hiện các nhiệm vụ chuyên môn của người tốt nghiệp trình độ tiến sĩ phải đạt Bậc 8 của Khung trình độ quốc gia Việt Nam được phê duyệt tại Quyết định số 1982/QĐ-TTg ngày 18 tháng 10 năm 2016 của Thủ tướng Chính phủ (sau đây gọi là Khung trình độ quốc gia).

2. Kết cấu chương trình đào tạo bao gồm: các học phần bổ sung, các học phần ở trình độ tiến sĩ và luận án tiến sĩ.

3. Các học phần bổ sung nhằm hỗ trợ nghiên cứu sinh có đủ kiến thức và trình độ chuyên môn để thực hiện đề tài nghiên cứu.

a) Đối với nghiên cứu sinh đã có bằng thạc sĩ: căn cứ vào các học phần đã tích lũy ở trình độ thạc sĩ, kiến thức cần cập nhật, bổ sung và yêu cầu của lĩnh vực, đề tài nghiên cứu, Hiệu trưởng xác định số học phần và khối lượng tín chỉ nghiên cứu sinh cần phải học bổ sung; 



b) Đối với nghiên cứu sinh đã có bằng đại học: các học phần bổ sung bao gồm các học phần ở trình độ thạc sĩ thuộc ngành hoặc chuyên ngành (sau đây gọi chung là ngành) tương ứng, trừ các học phần ngoại ngữ và luận văn; có khối lượng kiến thức tối thiểu 30 tín chỉ để đảm bảo nghiên cứu sinh đạt chuẩn đầu ra Bậc 7 của Khung trình độ quốc gia và yêu cầu của lĩnh vực, đề tài nghiên cứu.

4. Các học phần ở trình độ tiến sĩ (bao gồm các học phần bắt buộc và tự chọn) nhằm nâng cao trình độ lý luận chuyên ngành, phương pháp nghiên cứu và khả năng ứng dụng các phương pháp nghiên cứu, trong đó:

a) Tiểu luận tổng quan yêu cầu nghiên cứu sinh thể hiện khả năng phân tích, đánh giá các công trình nghiên cứu trong nước và quốc tế liên quan trực tiếp đến đề tài nghiên cứu, từ đó rút ra mục đích và nhiệm vụ nghiên cứu của luận án tiến sĩ;

b) Các chuyên đề tiến sĩ yêu cầu nghiên cứu sinh nâng cao năng lực nghiên cứu và tự nghiên cứu, cập nhật kiến thức mới liên quan trực tiếp đến đề tài nghiên cứu của luận án tiến sĩ;

c) Mỗi nghiên cứu sinh phải hoàn thành từ 06 học phần đến 09 học phần ở trình độ tiến sĩ với khối lượng từ 14 tín chỉ đến 20 tín chỉ. Trong đó bao gồm 03 học phần đến 06 học phần ở trình độ tiến sĩ với khối lượng từ 06 tín chỉ đến 11 tín chỉ (bắt buộc và tự chọn); tiểu luận tổng quan (bắt buộc, 03 tín chỉ) và 02 chuyên đề tiến sĩ (bắt buộc, 03 tín chỉ/chuyên đề).

5. Luận án tiến sĩ là kết quả nghiên cứu khoa học của nghiên cứu sinh, trong đó chứa đựng những đóng góp mới về lý luận và thực tiễn ở lĩnh vực chuyên môn, có giá trị trong việc phát triển, gia tăng tri thức khoa học và giải quyết trọn vẹn vấn đề đặt ra của đề tài luận án.

6. Trong trường hợp cần thiết, Trường Đại học Cần Thơ sẽ sử dụng chương trình đào tạo trình độ tiến sĩ của cơ sở đào tạo nước ngoài đã được kiểm định và công nhận về chất lượng theo quy định.

## **Chương II**

### **TUYỂN SINH**

#### **Điều 4. Phương thức và thời gian tuyển sinh**

1. Phương thức tuyển sinh gồm: thi tuyển, xét tuyển hoặc kết hợp giữa thi tuyển và xét tuyển.

2. Số lần tuyển sinh trong năm: 01 lần hoặc nhiều lần.

3. Hiệu trưởng căn cứ vào Quy định này và các quy định liên quan xây dựng đề án tuyển sinh, đảm bảo cung cấp đầy đủ thông tin về phương thức tuyển sinh, thời gian tổ chức tuyển sinh, các điều kiện đảm bảo chất lượng và những thông tin cần thiết khác.

#### **Điều 5. Điều kiện dự tuyển**

Người dự tuyển đào tạo trình độ tiến sĩ phải đáp ứng các điều kiện sau:

1. Có bằng tốt nghiệp đại học loại giỏi trở lên đúng chuyên ngành dự tuyển hoặc có bằng thạc sĩ.

2. Là tác giả 01 bài báo hoặc báo cáo liên quan đến lĩnh vực dự định nghiên cứu đăng trên tạp chí khoa học hoặc kỷ yếu hội nghị, hội thảo khoa học chuyên ngành có phản biện trong thời hạn 36 tháng tính đến ngày đăng ký dự tuyển.



3. Người dự tuyển là công dân Việt Nam phải có một trong những văn bằng, chứng chỉ minh chứng về năng lực ngoại ngữ sau:

a) Bằng tốt nghiệp đại học hoặc bằng thạc sĩ do cơ sở đào tạo nước ngoài cấp cho người học toàn thời gian ở nước ngoài mà ngôn ngữ sử dụng trong quá trình học tập là tiếng Anh hoặc tiếng nước ngoài khác;

b) Bằng tốt nghiệp đại học các ngành ngôn ngữ nước ngoài do các cơ sở đào tạo của Việt Nam cấp;

c) Chứng chỉ tiếng Anh TOEFL iBT từ 45 trở lên hoặc Chứng chỉ IELTS (Academic Test) từ 5.0 trở lên do một tổ chức khảo thí được quốc tế và Việt Nam công nhận cấp trong thời hạn 24 tháng tính đến ngày đăng ký dự tuyển;

d) Người dự tuyển đáp ứng quy định tại Điểm a Khoản này khi ngôn ngữ sử dụng trong thời gian học tập không phải là tiếng Anh; hoặc đáp ứng quy định tại Điểm b Khoản này khi có bằng tốt nghiệp đại học ngành ngôn ngữ nước ngoài không phải là tiếng Anh; hoặc có các chứng chỉ tiếng nước ngoài khác tiếng Anh ở trình độ tương đương (quy định tại Phụ lục II) theo quy định tại Điểm c Khoản này do một tổ chức khảo thí được quốc tế và Việt Nam công nhận cấp trong thời hạn 24 tháng tính đến ngày đăng ký dự tuyển thì phải có khả năng giao tiếp được bằng tiếng Anh trong chuyên môn (có thể diễn đạt những vấn đề thuộc lĩnh vực chuyên môn cho người khác hiểu bằng tiếng Anh và hiểu được người khác trình bày những vấn đề chuyên môn bằng tiếng Anh); Trường sẽ thành lập Hội đồng đánh giá năng lực tiếng Anh;

đ) Người dự tuyển đào tạo trình độ tiến sĩ ngành ngôn ngữ Anh phải có chứng chỉ tiếng nước ngoài khác tiếng Anh ở trình độ tương đương (quy định tại Phụ lục II) theo quy định tại Điểm c Khoản này do một tổ chức khảo thí được quốc tế và Việt Nam công nhận cấp trong thời hạn 24 tháng tính đến ngày đăng ký dự tuyển; hoặc đáp ứng quy định tại Điểm a Khoản này khi ngôn ngữ sử dụng trong thời gian học tập không phải là tiếng Anh; hoặc đáp ứng quy định tại Điểm b Khoản này khi có bằng tốt nghiệp đại học ngành ngôn ngữ nước ngoài không phải là tiếng Anh.

4. Người dự tuyển là công dân nước ngoài phải có trình độ tiếng Việt tối thiểu từ Bậc 4 trở lên theo Khung năng lực tiếng Việt dùng cho người nước ngoài hoặc đáp ứng yêu cầu về ngoại ngữ theo quy định cụ thể trong thông báo tuyển sinh của Trường Đại học Cần Thơ.

5. Đạt đủ điều kiện về kinh nghiệm quản lý và thâm niên công tác theo yêu cầu cụ thể của từng ngành dự tuyển do Hiệu trưởng quy định trong thông báo tuyển sinh.

#### **Điều 6. Hồ sơ dự tuyển**

1. Hồ sơ dự tuyển bao gồm:

a) Đơn đăng ký dự tuyển (01 bản chính theo mẫu);

b) Bằng tốt nghiệp đại học (01 bản sao có chứng thực hoặc bản sao kèm theo bản chính để đối chiếu);

c) Bằng tốt nghiệp thạc sĩ (01 bản sao có chứng thực hoặc bản sao kèm theo bản chính để đối chiếu);

d) Bảng điểm đại học (01 bản sao có chứng thực hoặc bản sao kèm theo bản chính để đối chiếu);



đ) Bảng điểm thực tập (01 bản sao có chứng thực hoặc bản sao kèm theo bản chính để đối chiếu);

e) Lý lịch khoa học (01 bản chính theo mẫu);

g) Chứng minh nhân dân hoặc Căn cước công dân (01 bản sao có chứng thực hoặc bản sao kèm theo bản chính để đối chiếu);

h) Chứng chỉ ngoại ngữ (01 bản sao có chứng thực hoặc bản sao kèm theo bản chính để đối chiếu);

i) Giấy xác nhận văn bằng tương đương của Cục Khảo thí và Kiểm định Chất lượng giáo dục đối với trường hợp văn bằng tốt nghiệp đại học hoặc bằng thạc sĩ do cơ sở giáo dục nước ngoài cấp (01 bản sao có chứng thực hoặc bản sao kèm theo bản chính để đối chiếu);

k) 01 bài báo hoặc báo cáo liên quan đến lĩnh vực dự định nghiên cứu đăng trên tạp chí khoa học hoặc kỷ yếu hội nghị, hội thảo khoa học chuyên ngành có phản biện trong thời hạn 36 tháng tính đến ngày đăng ký dự tuyển;

l) Đề cương nghiên cứu tổng quát (07 quyển, theo mẫu);

m) Thư giới thiệu đánh giá phẩm chất nghề nghiệp, năng lực chuyên môn và khả năng thực hiện nghiên cứu của người dự tuyển của ít nhất 01 nhà khoa học có chức danh giáo sư, phó giáo sư hoặc có học vị tiến sĩ khoa học, tiến sĩ đã tham gia hoạt động chuyên môn với người dự tuyển và am hiểu lĩnh vực mà người dự tuyển dự định nghiên cứu (theo mẫu);

n) Công văn cử đi dự tuyển của cơ quan quản lý trực tiếp theo quy định hiện hành về việc đào tạo và bồi dưỡng công chức, viên chức (nếu người dự tuyển là công chức, viên chức);

o) Phiếu dán ảnh ghi rõ họ tên của ứng viên (dán kèm 03 ảnh 3x4 mới nhất, không quá 03 tháng).

2. Số lượng hồ sơ: 01 bộ.

## **Điều 7. Thông báo tuyển sinh**

1. Thông báo tuyển sinh được công bố công khai trên trang thông tin điện tử của Trường Đại học Cần Thơ và phương tiện thông tin đại chúng khác trước khi tổ chức xét tuyển, thi tuyển ít nhất 03 tháng, trong đó nêu rõ:

a) Điều kiện dự tuyển;

b) Danh mục ngành phù hợp được xét tuyển đối với từng ngành đào tạo trình độ tiến sĩ; danh sách người hướng dẫn đáp ứng quy định tại Điều 21 Quy định này;

c) Chỉ tiêu tuyển sinh theo từng ngành đào tạo;

d) Hồ sơ dự tuyển theo quy định tại Điều 6 Quy định này và thời gian nhận hồ sơ, lệ phí dự tuyển;

đ) Kế hoạch và phương thức tuyển sinh, thời gian công bố kết quả trúng tuyển và thời gian nhập học;

e) Học phí và các chính sách học phí của Trường đối với nghiên cứu sinh trong quá trình học tập.



2. Nội dung thông báo tuyển sinh đảm bảo tuân thủ các quy định hiện hành và phù hợp với đề án tuyển sinh của Trường Đại học Cần Thơ.

**Điều 8. Hội đồng tuyển sinh, Ban Thư ký, Hội đồng sơ tuyển, Hội đồng chấm đề cương.**

1. Hiệu trưởng ra quyết định thành lập Hội đồng tuyển sinh gồm Chủ tịch, Ủy viên thường trực và các Ủy viên để thực hiện các công tác tuyển sinh.

2. Chủ tịch Hội đồng tuyển sinh ra Quyết định thành lập Ban Thư ký Hội đồng tuyển sinh, Hội đồng sơ tuyển và Hội đồng chấm đề cương.

3. Trách nhiệm và quyền hạn của Ban Thư ký Hội đồng tuyển sinh:

a) Nhận và xử lý hồ sơ của thí sinh dự tuyển; thu lệ phí dự tuyển;

b) Lập danh sách trích ngang các thí sinh đủ điều kiện dự tuyển cùng hồ sơ hợp lệ của thí sinh gửi tới đơn vị đào tạo;

c) Tiếp nhận kết quả đánh giá xét tuyển của các Hội đồng chấm đề cương, tổng hợp trình Hội đồng tuyển sinh xem xét;

d) Gửi giấy báo kết quả xét tuyển cho tất cả các thí sinh dự tuyển;

đ) Trách nhiệm của Trưởng Ban Thư ký: Chịu trách nhiệm trước Chủ tịch Hội đồng tuyển sinh trong việc điều hành công tác của Ban Thư ký.

4. Hội đồng sơ tuyển: Xét duyệt hồ sơ đăng ký dự tuyển của thí sinh bao gồm các điều kiện dự tuyển theo quy định.

Hội đồng sơ tuyển bao gồm 06 thành viên: Phó Hiệu trưởng phụ trách đào tạo sau đại học, Trưởng Khoa Sau đại học, lãnh đạo đơn vị đào tạo, lãnh đạo bộ môn, trợ lý đào tạo sau đại học ở đơn vị đào tạo và chuyên viên phụ trách quản lý đào tạo tiến sĩ của Khoa Sau đại học.

5. Hội đồng chấm đề cương:

a) Căn cứ hồ sơ dự tuyển, chuyên ngành và đề cương nghiên cứu của các thí sinh, thủ trưởng đơn vị đào tạo đề xuất Hội đồng chấm đề cương trình Chủ tịch Hội đồng tuyển sinh quyết định;

b) Hội đồng chấm đề cương bao gồm 05 thành viên có học vị tiến sĩ ít nhất 01 năm trở lên, có chuyên môn phù hợp với chuyên ngành của thí sinh dự tuyển, am hiểu lĩnh vực và đề cương nghiên cứu của thí sinh, trong đó có người hướng dẫn chính dự kiến. Thành phần Hội đồng gồm có Chủ tịch, Thư ký và các Ủy viên Hội đồng;

c) Hội đồng chấm đề cương có trách nhiệm tổ chức xem xét đánh giá hồ sơ dự tuyển, đề cương nghiên cứu tổng quát, khả năng nghiên cứu của thí sinh; xác định tên đề tài, đề xuất người hướng dẫn chính thức. Xếp hạng các thí sinh dự tuyển theo điểm từ cao xuống thấp; gửi kết quả về Ban Thư ký tổng hợp báo cáo Chủ tịch Hội đồng tuyển sinh (theo mẫu);

d) Những người tham gia dự tuyển hoặc có bố, mẹ, vợ, chồng, con, anh, chị, em ruột dự tuyển sinh đào tạo trình độ tiến sĩ trong cùng đợt tuyển sinh không được tham gia công tác thanh tra, kiểm tra, giám sát và là thành viên của các Hội đồng.

**Điều 9. Xét tuyển nghiên cứu sinh đối với người nước ngoài**

Việc xét tuyển người nước ngoài hoặc người Việt Nam định cư ở nước ngoài



làm nghiên cứu sinh tại Trường Đại học Cần Thơ được thực hiện theo quy định của Bộ Giáo dục và Đào tạo.

#### **Điều 10. Quy trình xét tuyển nghiên cứu sinh**

1. Thí sinh trình bày đề cương nghiên cứu tổng quát và kế hoạch thực hiện trước Hội đồng chấm đề cương. Các thành viên Hội đồng đặt các câu hỏi phỏng vấn để đánh giá thí sinh về các mặt: năng lực kiến thức chuyên môn, sự rõ ràng của mục tiêu, nội dung và phương pháp nghiên cứu; tính mới, tính khả thi của đề tài và kế hoạch nghiên cứu.

2. Hội đồng chấm đề cương dự tuyển nghiên cứu sinh đánh giá phân loại thí sinh thông qua hồ sơ dự tuyển và thành tích nghiên cứu khoa học đã có, kinh nghiệm hoạt động chuyên môn và chất lượng đề cương nghiên cứu (*theo mẫu*).

3. Căn cứ các yêu cầu đánh giá, Hội đồng chấm đề cương tổng hợp kết quả đánh giá của các thành viên, lập danh sách thí sinh xếp thứ tự theo điểm đánh giá từ cao xuống thấp và chuyển kết quả về Ban Thư ký Hội đồng tuyển sinh. Người đạt yêu cầu được xét tuyển phải có điểm đánh giá hồ sơ và đề cương nghiên cứu tối thiểu đạt 5,5 trở lên.

4. Ban Thư ký Hội đồng tuyển sinh có trách nhiệm kiểm tra lại hồ sơ dự tuyển, chuyển kết quả xếp loại xét tuyển cho Chủ tịch Hội đồng tuyển sinh. Chủ tịch Hội đồng tuyển sinh quy định nguyên tắc xét tuyển và xác định danh sách thí sinh trúng tuyển căn cứ chỉ tiêu tuyển sinh đã được Hiệu trưởng quyết định cho từng chuyên ngành đào tạo. Hiệu trưởng phê duyệt danh sách thí sinh trúng tuyển.

#### **Điều 11. Công nhận nghiên cứu sinh**

1. Căn cứ danh sách thí sinh trúng tuyển đã được Hiệu trưởng phê duyệt, Trường gửi giấy báo nhập học đến các thí sinh được xét tuyển.

2. Sau khi thí sinh đăng ký nhập học chính thức, Hiệu trưởng ra quyết định công nhận nghiên cứu sinh, chuyên ngành, giao đề tài nghiên cứu, phân công người hướng dẫn và thời gian đào tạo của nghiên cứu sinh.

### **Chương III**


## **TỔ CHỨC VÀ QUẢN LÝ HOẠT ĐỘNG ĐÀO TẠO**

#### **Điều 12. Tổ chức và quản lý hoạt động đào tạo**

##### **1. Xét duyệt chương trình đào tạo**

Ở tuần đầu của học kỳ đầu tiên, đơn vị đào tạo đề xuất danh sách gồm 05 thành viên để thành lập Hội đồng xét duyệt chương trình đào tạo cho từng nghiên cứu sinh, trong đó có ít nhất 03 thành viên đã tham gia Hội đồng chấm đề cương; các thành viên Hội đồng có trình độ tiến sĩ ít nhất 01 năm trở lên kể từ khi được cấp bằng tiến sĩ và có chuyên môn phù hợp với chuyên ngành đào tạo, trong đó có người hướng dẫn chính.

Trong thời hạn 07 ngày làm việc sau khi nhận được quyết định thành lập, Hội đồng tổ chức xét duyệt chương trình đào tạo (gồm các học phần tự chọn, bắt buộc) và gửi kết quả (biên bản xét duyệt và chương trình đào tạo cá nhân của nghiên cứu sinh) về Trường (thông qua Khoa Sau đại học).

Nghiên cứu sinh phải hoàn thành việc lập kế hoạch học tập trên hệ thống quản lý đào tạo và nộp bản chính kế hoạch học tập này (có chữ ký của lãnh đạo đơn vị đào tạo 



tạo, người hướng dẫn chính, nghiên cứu sinh) cho đơn vị đào tạo; đơn vị đào tạo tập hợp các kế hoạch học tập của nghiên cứu sinh, nộp về Trường (thông qua Khoa Sau đại học) để lưu hồ sơ nghiên cứu sinh. Quá thời hạn 06 tháng kể từ ngày có quyết định công nhận nghiên cứu sinh, những nghiên cứu sinh chưa hoàn thành việc lập kế hoạch học tập sẽ bị xóa tên.

Biên bản xét duyệt chương trình đào tạo và chương trình đào tạo cá nhân được xem là hồ sơ đào tạo để Trường làm căn cứ xét tốt nghiệp.

2. Chương trình đào tạo trình độ tiến sĩ gồm ba phần:

- a) Phần 1: Các học phần bổ sung;
- b) Phần 2: Các học phần trình độ tiến sĩ, chuyên đề tiến sĩ và tiểu luận tổng quan;
- c) Phần 3: Nghiên cứu khoa học và luận án tiến sĩ.

Chương trình đào tạo trình độ tiến sĩ do các đơn vị đào tạo xây dựng trên cơ sở khối lượng kiến thức, yêu cầu và quy định của chương trình đào tạo đã được Hiệu trưởng phê duyệt. Hàng năm, đơn vị đào tạo trình độ tiến sĩ Hiệu trưởng phê duyệt các thay đổi về các học phần tự chọn (nếu có) trong chương trình đào tạo trước khi áp dụng; những học phần mới phải có đề cương chi tiết kèm theo và được công bố công khai.

Định kỳ 02 năm, các đơn vị đào tạo rà soát điều chỉnh chương trình đào tạo (nếu cần); các học phần mới phải có đề cương chi tiết kèm theo và được công bố công khai. Việc điều chỉnh chương trình đào tạo được Thường trực Hội đồng Khoa học và Đào tạo Trường xem xét thông qua và Hiệu trưởng phê duyệt theo quy định trước khi thực hiện.

3. Đánh giá đề cương chi tiết và giao chuyên đề tiến sĩ, tiểu luận tổng quan

Trong thời hạn 06 tháng kể từ ngày có Quyết định công nhận nghiên cứu sinh, đơn vị đào tạo gửi hồ sơ thành lập Hội đồng đánh giá đề cương chi tiết và giao chuyên đề tiến sĩ, tiểu luận tổng quan về Trường (thông qua Khoa Sau đại học) để ra quyết định thành lập Hội đồng. Hội đồng đánh giá đề cương chi tiết và giao chuyên đề tiến sĩ, tiểu luận tổng quan gồm 05 thành viên có chuyên môn phù hợp với chuyên ngành của nghiên cứu sinh, trong đó có người hướng dẫn chính. Thành viên Hội đồng có học vị tiến sĩ ít nhất từ 01 năm trở lên kể từ khi được cấp bằng tiến sĩ và có ít nhất 03 thành viên đã tham gia Hội đồng chấm đề cương. Hội đồng có trách nhiệm đánh giá đề cương chi tiết của đề tài đã được phân giao và xác định tên chuyên đề tiến sĩ, tiểu luận tổng quan cho phù hợp với nội dung đề tài luận án.

Nghiên cứu sinh có thời gian tối đa 60 ngày kể từ ngày bảo vệ đề cương chi tiết để hoàn thiện đề cương, giải trình các nội dung đã bổ sung hoàn thiện trong đề cương theo Biên bản của Hội đồng đánh giá đề cương chi tiết, có xác nhận của người hướng dẫn và nộp cho đơn vị đào tạo, Khoa Sau đại học để ra quyết định giao chuyên đề tiến sĩ, tiểu luận tổng quan và lưu hồ sơ.

Trường hợp không có sự thống nhất về kết luận của Hội đồng giữa Hội đồng và nghiên cứu sinh, người hướng dẫn hoặc giữa người hướng dẫn và nghiên cứu sinh về nội dung đề cương chi tiết thì nghiên cứu sinh có quyền bảo lưu và chịu trách nhiệm về ý kiến, quan điểm của mình. Nội dung bảo lưu được ghi rõ trong biên bản của Hội đồng.



### **Điều 13. Các học phần bổ sung**

Các học phần bổ sung là các học phần giúp nghiên cứu sinh có đủ kiến thức và trình độ chuyên môn để thực hiện nhiệm vụ của nghiên cứu sinh.

1. Đối với nghiên cứu sinh đã có bằng đại học: các học phần bổ sung bao gồm các học phần ở trình độ thạc sĩ thuộc chuyên ngành tương ứng, được học trong hai năm đầu của thời gian đào tạo trình độ tiến sĩ. Số lượng học phần, khối lượng tín chỉ tối thiểu là 30 tín chỉ.

2. Đối với nghiên cứu sinh đã có bằng thạc sĩ: căn cứ vào danh mục ngành phù hợp trong Đề án tuyển sinh hằng năm của Trường, các học phần đã tích lũy ở trình độ thạc sĩ, kiến thức cần cập nhật, bổ sung và yêu cầu của lĩnh vực, đề tài nghiên cứu, Hội đồng xét duyệt chương trình đào tạo đề xuất số học phần và khối lượng tín chỉ nghiên cứu sinh cần phải học bổ sung (không quá 09 tín chỉ).

3. Trường hợp cần thiết, căn cứ vào đề nghị của người hướng dẫn, Hội đồng xét duyệt chương trình đào tạo có thể yêu cầu nghiên cứu sinh học bổ sung một số học phần hỗ trợ luận án tiến sĩ (không quá 06 tín chỉ).

4. Hiệu trưởng quyết định các học phần nghiên cứu sinh cần học bổ sung; khối lượng tín chỉ cần bổ sung cho trường hợp quy định tại Khoản 2, Khoản 3 Điều này.

### **Điều 14. Các học phần ở trình độ tiến sĩ, các chuyên đề tiến sĩ và tiểu luận tổng quan**

1. Các học phần ở trình độ tiến sĩ giúp nghiên cứu sinh cập nhật các kiến thức mới trong lĩnh vực chuyên môn; nâng cao trình độ lý thuyết, phương pháp luận nghiên cứu và khả năng ứng dụng các phương pháp nghiên cứu khoa học quan trọng, thiết yếu của lĩnh vực nghiên cứu.

2. Các học phần ở trình độ tiến sĩ với tổng khối lượng từ 06 đến 11 tín chỉ, được thiết kế với khối lượng từ 02 đến 03 tín chỉ cho mỗi học phần, bao gồm các học phần bắt buộc và các học phần tự chọn. Các học phần bắt buộc là những học phần căn bản, liên quan trực tiếp đến những kiến thức cốt lõi ở mức độ cao của ngành và chuyên ngành. Các học phần tự chọn có nội dung chuyên sâu phù hợp với đề tài nghiên cứu sinh hoặc hỗ trợ rèn luyện các phương pháp nghiên cứu chuyên ngành và liên ngành, cách viết bài báo khoa học.

3. Các chuyên đề tiến sĩ yêu cầu nghiên cứu sinh tự cập nhật kiến thức mới liên quan trực tiếp đến đề tài của nghiên cứu sinh, nâng cao năng lực nghiên cứu khoa học qua đó giúp nghiên cứu sinh giải quyết một số nội dung của đề tài luận án. Mỗi nghiên cứu sinh phải hoàn thành 02 chuyên đề tiến sĩ, với khối lượng mỗi chuyên đề 03 tín chỉ. Người hướng dẫn được hướng dẫn tiểu luận tổng quan và tối đa 01 chuyên đề tiến sĩ. Mỗi chuyên đề tiến sĩ có tối đa 02 người hướng dẫn. Khuyến khích mời nhà khoa học cùng lĩnh vực nghiên cứu (không phải là người hướng dẫn chính hay phụ) tham gia hướng dẫn 01 chuyên đề tiến sĩ cho nghiên cứu sinh.

4. Giao và chấm chuyên đề: Việc phân giao chuyên đề tiến sĩ được thực hiện ngay sau khi bảo vệ đề cương chi tiết. Tiểu ban chấm chuyên đề tiến sĩ bao gồm 03 thành viên (đủ tiêu chuẩn giảng dạy trình độ tiến sĩ), người hướng dẫn chuyên đề là Ủy viên. Trưởng tiểu ban là thành viên có học hàm giáo sư, phó giáo sư hoặc học vị tiến sĩ từ 03 năm trở lên.



5. Tiểu luận tổng quan có khối lượng 03 tín chỉ. Tiểu luận tổng quan yêu cầu nghiên cứu sinh phân tích, đánh giá các công trình nghiên cứu trong nước và quốc tế liên quan trực tiếp đến đề tài nghiên cứu.

6. Giao và chấm tiểu luận tổng quan: Giao tiểu luận tổng quan thực hiện ngay sau khi bảo vệ đề cương chi tiết. Tiểu ban chấm tiểu luận tổng quan bao gồm 03 thành viên (đủ tiêu chuẩn giảng dạy trình độ tiến sĩ), người hướng dẫn tiểu luận tổng quan là Ủy viên. Trưởng tiểu ban là thành viên có học hàm giáo sư, phó giáo sư hoặc học vị tiến sĩ từ 03 năm trở lên.

7. Hiệu trưởng quyết định và công bố công khai trước khi khai giảng khóa đào tạo các nội dung: danh mục, mục tiêu, yêu cầu, nội dung các học phần ở trình độ tiến sĩ và các chuyên đề tiến sĩ của từng chuyên ngành đào tạo; cách đánh giá, yêu cầu điểm tối thiểu cho mỗi học phần mà nghiên cứu sinh cần đạt; cách báo cáo, đánh giá các chuyên đề tiến sĩ và tiểu luận tổng quan của nghiên cứu sinh.

#### **Điều 15. Nghiên cứu khoa học**

1. Nghiên cứu khoa học của luận án là giai đoạn đặc thù, mang tính bắt buộc trong quá trình đào tạo. Nghiên cứu khoa học là cơ sở quan trọng nhất để nghiên cứu sinh viết luận án tiến sĩ.

2. Hoạt động nghiên cứu khoa học phải phù hợp với mục tiêu của luận án tiến sĩ. Đơn vị đào tạo và người hướng dẫn có trách nhiệm tổ chức, bố trí cơ sở vật chất và trang thiết bị thí nghiệm để hỗ trợ nghiên cứu sinh thực hiện các hoạt động nghiên cứu. Người hướng dẫn khoa học và nghiên cứu sinh chịu trách nhiệm về tính trung thực, chính xác, tính mới kết quả nghiên cứu của luận án, chấp hành các quy định về sở hữu trí tuệ của quốc gia và quốc tế.

3. Thời gian nghiên cứu khoa học được bố trí trong thời gian đào tạo trình độ tiến sĩ.

#### **Điều 16. Tham gia sinh hoạt chuyên môn, công tác trợ giảng và hỗ trợ đào tạo**

1. Để đảm bảo chương trình đào tạo trình độ tiến sĩ, nghiên cứu sinh được lựa chọn tham gia các hoạt động chuyên môn do Trường quy định trong chương trình đào tạo. Thủ trưởng đơn vị đào tạo bố trí cho nghiên cứu sinh trong quá trình làm luận án tham gia các hoạt động chuyên môn, xác nhận kèm theo minh chứng các hoạt động chuyên môn của nghiên cứu sinh.

Tham gia sinh hoạt chuyên môn và công tác trợ giảng:

- Đơn vị đào tạo và người hướng dẫn lên lịch sinh hoạt chuyên môn và công tác trợ giảng cho từng nghiên cứu sinh.

- Nghiên cứu sinh báo cáo, trình bày kết quả hoạt động chuyên môn của mình tại các seminar, hội thảo khoa học hoặc hội nghị do đơn vị đào tạo tổ chức trong từng năm học.

2. Khuyến khích nghiên cứu sinh sử dụng kết quả nghiên cứu tham gia báo cáo tại các hội thảo khoa học trong và ngoài nước và được tính thành tín chỉ tích lũy theo quy định trong khung định mức chương trình đào tạo của từng chuyên ngành.

#### **Điều 17. Luận án tiến sĩ (sau đây gọi tắt là luận án)**

Luận án là công trình nghiên cứu khoa học của nghiên cứu sinh, trong đó chứa đựng những đóng góp mới về lý luận và thực tiễn ở lĩnh vực chuyên môn có giá trị



trong việc phát triển, gia tăng tri thức khoa học và giải quyết trọn vẹn các vấn đề thuộc nhiệm vụ nghiên cứu của luận án, các luận điểm và kết quả nghiên cứu cần bảo vệ.

#### **Điều 18. Giảng dạy, đánh giá các học phần và các chuyên đề tiến sĩ, tiểu luận tổng quan**

1. Khi tiếp nhận nghiên cứu sinh (có giấy báo trúng tuyển), căn cứ trình độ của từng nghiên cứu sinh, văn bằng nghiên cứu sinh đã có, các học phần nghiên cứu sinh đã học ở trình độ đại học và thạc sĩ, người hướng dẫn và Hội đồng xét duyệt chương trình đào tạo đề xuất chương trình đào tạo cá nhân cho nghiên cứu sinh bao gồm các học phần bổ sung ở trình độ đại học, thạc sĩ, các học phần ở trình độ tiến sĩ. Sau khi có kết quả xét duyệt chương trình đào tạo cá nhân, đơn vị đào tạo thông báo đến nghiên cứu sinh và nghiên cứu sinh làm việc với người hướng dẫn xây dựng kế hoạch học tập trình đơn vị đào tạo phê duyệt và căn cứ vào đó thực hiện.

2. Trong thời hạn 06 tháng kể từ khi có quyết định công nhận nghiên cứu sinh, Hiệu trưởng thành lập Hội đồng đánh giá đề cương chi tiết của luận án tiến sĩ, Hội đồng sẽ phân giao chuyên đề tiến sĩ và tiểu luận tổng quan cho nghiên cứu sinh.

3. Trong thời gian 24 tháng đối với nghiên cứu sinh có bằng thạc sĩ và 36 tháng đối với nghiên cứu sinh có bằng đại học kể từ khi trúng tuyển, đơn vị đào tạo đề nghị Hiệu trưởng thành lập Hội đồng đánh giá giữa kỳ nghiên cứu sinh để đánh giá tiến độ hoàn thành chương trình đào tạo của nghiên cứu sinh và tư vấn nội dung luận án. Hội đồng có 05 thành viên có trình độ tiến sĩ ít nhất 01 năm trở lên kể từ khi được cấp bằng tiến sĩ, trong đó có sự tham gia của người hướng dẫn (chính hoặc phụ), 03 thành viên đã tham gia Hội đồng đánh giá đề cương chi tiết và đại diện Khoa Sau đại học.

Sau khi hoàn thành việc đánh giá giữa kỳ, đơn vị đào tạo gửi báo cáo tình hình học tập của nghiên cứu sinh về Trường (thông qua Khoa Sau đại học) để lưu hồ sơ và cập nhật tiến độ học tập của nghiên cứu sinh.

4. Việc tổ chức giảng dạy, đánh giá các học phần, các chuyên đề tiến sĩ và tiểu luận tổng quan của nghiên cứu sinh phải đảm bảo các yêu cầu sau đây:

a) Khuyến khích và đòi hỏi sự chủ động tự học, độc lập, tự nghiên cứu của nghiên cứu sinh;

b) Đánh giá các học phần ở trình độ tiến sĩ và các chuyên đề tiến sĩ, tiểu luận tổng quan được thực hiện theo quy trình đánh giá khách quan, liên tục trong quá trình đào tạo.

5. Các học phần được đánh giá theo thang điểm 10. Học phần trình độ tiến sĩ đạt và được tích lũy khi có kết quả từ điểm 6,5 ( $C^+$ ) trở lên, học phần bổ sung trình độ đại học (nếu có) và thạc sĩ được tích lũy khi có kết quả từ điểm 5,5 (C) trở lên. Các học phần chưa đạt, nghiên cứu sinh phải làm thủ tục đăng ký học lại đối với các học phần này.

Điểm I được áp dụng dành cho các trường hợp chưa hoàn thành đầy đủ yêu cầu của học phần (nghiên cứu sinh đã dự học, dự các lần kiểm tra giữa học kỳ (nếu có), đã thực hiện các hoạt động liên quan đến học phần như thí nghiệm, thực hành nhưng vì lý do bất khả kháng như ốm đau, tai nạn... đã vắng mặt trong buổi thi kết thúc học phần và giảng viên phụ trách học phần chấp thuận cho bổ sung điểm sau khi hoàn thành thi kết thúc học phần lần sau). Để nhận được điểm I, nghiên cứu sinh làm giấy đề nghị kèm theo hồ sơ hợp lệ nộp cho giảng viên giảng dạy học phần xem xét và gửi Khoa



Sau đại học để xét duyệt. Thời hạn bổ sung điểm của học phần do giảng viên quy định nhưng không quá 01 năm kể từ ngày thi lần trước. Quá thời hạn trên, nếu nghiên cứu sinh không hoàn thành sẽ nhận điểm F.

6. Điểm chấm chuyên đề và tiểu luận tổng quan được đánh giá theo thang điểm 10, điểm đạt là điểm 6,5 ( $C^+$ ) trở lên. Trong thời hạn 30 ngày kể từ ngày có quyết định thành lập Tiểu ban chấm chuyên đề, tiểu luận tổng quan nhưng chưa thực hiện đánh giá, Tiểu ban tự giải tán và đơn vị đào tạo cần phải tiến hành thủ tục thành lập Tiểu ban chấm mới. Trong trường hợp nghiên cứu sinh không hoàn thành chuyên đề, tiểu luận tổng quan trình Tiểu ban đánh giá đúng thời hạn thì nghiên cứu sinh phải làm giải trình đề nghị đơn vị đào tạo tiến hành thủ tục thành lập Tiểu ban chấm mới và mọi chi phí liên quan đến tổ chức và đánh giá của Tiểu ban do nghiên cứu sinh tự chi trả.

Nghiên cứu sinh có kết quả chuyên đề và tiểu luận tổng quan không đạt thì phải thực hiện lại nếu còn đủ thời gian, chi phí tổ chức đánh giá do nghiên cứu sinh chi trả. Thời gian đề nghị thành lập lại Tiểu ban chấm sớm nhất là 01 tháng, chậm nhất là 03 tháng kể từ khi họp đánh giá lần đầu.

### **Điều 19. Thời gian đào tạo tiến sĩ**

#### **1. Thời gian đào tạo trình độ tiến sĩ:**


Thời gian đào tạo trình độ tiến sĩ (từ khi có quyết định công nhận nghiên cứu sinh đến khi được Hội đồng đánh giá luận án cấp trường thông qua) là 03 năm tập trung đối với người có bằng thạc sĩ và 04 năm tập trung đối với người có bằng đại học.

2. Việc tổ chức đào tạo trình độ tiến sĩ được thực hiện theo hình thức giáo dục chính quy, nghiên cứu sinh phải dành ít nhất 12 tháng theo học tập trung liên tục tại Trường Đại học Cần Thơ trong giai đoạn 24 tháng đầu, kể từ khi có quyết định công nhận nghiên cứu sinh.

3. Việc tổ chức dạy và học các học phần bổ sung, các học phần ở trình độ tiến sĩ được triển khai tại Trường Đại học Cần Thơ, nơi nghiên cứu sinh đang theo học. Trong trường hợp Trường Đại học Cần Thơ không đào tạo chương trình có học phần cần bổ sung cho nghiên cứu sinh thì gửi nghiên cứu sinh theo học ở các cơ sở đào tạo khác đã được phép đào tạo chương trình có học phần này theo thỏa thuận giữa Trường Đại học Cần Thơ với cơ sở đào tạo mở học phần.

4. Nghiên cứu khoa học là bắt buộc trong quá trình thực hiện luận án tiến sĩ, thời gian nghiên cứu khoa học được bố trí trong thời gian quy định tại Khoản 1 Điều này.

#### **5. Những thay đổi trong quá trình đào tạo:**

a) Việc thay đổi đề tài luận án được thực hiện khi nghiên cứu sinh, người hướng dẫn đảm bảo hoàn thành chương trình đào tạo quy định tại Khoản 1, Điều 3 Quy định này, trong thời gian quy định tại các Điểm a, b và c, Khoản 6 Điều này. Thời gian đề nghị thay đổi đề tài luận án sớm nhất là 03 tháng và trễ nhất là 24 tháng kể từ ngày phân giao đề tài và người hướng dẫn; nghiên cứu sinh trình bày đề cương nghiên cứu mới trước Hội đồng trong đó có ít nhất 03 thành viên đã tham gia Hội đồng chấm đề cương lần đầu. Chi phí của Hội đồng do nghiên cứu sinh tự chi trả theo định mức của Quy chế chi tiêu nội bộ của Trường. Trong trường hợp chỉ điều chỉnh một số từ trong tên luận án cho phù hợp nhưng không thay đổi nội dung đề tài luận án thì được Hội đồng đánh giá giữa kỳ xem xét quyết định; 



b) Việc bổ sung hoặc thay đổi người hướng dẫn được thực hiện chậm nhất trước 12 tháng tính đến ngày kết thúc khóa học theo quyết định công nhận nghiên cứu sinh (bao gồm cả thời gian gia hạn, nếu có), trừ trường hợp bất khả kháng;

c) Việc thay đổi các học phần trong chương trình đào tạo cá nhân của nghiên cứu sinh (trừ các học phần bắt buộc ở trình độ tiến sĩ) cho phù hợp với tình hình học tập và nghiên cứu của nghiên cứu sinh (nếu có) phải được thực hiện đầy đủ các bước như trong việc xác định chương trình đào tạo, chương trình đào tạo cá nhân của nghiên cứu sinh lần đầu;

d) Việc chuyển cơ sở đào tạo được xem xét trong trường hợp thời hạn học tập của nghiên cứu sinh còn tối thiểu 12 tháng theo quyết định công nhận nghiên cứu sinh và cơ sở nơi chuyển đến đang triển khai đào tạo ngành tương ứng ở trình độ tiến sĩ. Sau khi có sự đồng ý của Hiệu trưởng Trường Đại học Cần Thơ, thủ trưởng cơ sở đào tạo nơi chuyển đến tiếp nhận và ra quyết định công nhận nghiên cứu sinh với thời gian đào tạo là thời gian học tập còn lại theo quyết định công nhận nghiên cứu sinh của Trường Đại học Cần Thơ (bao gồm cả thời gian gia hạn, nếu có). Việc công nhận kết quả học tập đã tích lũy và các học phần mà nghiên cứu sinh cần bổ sung (nếu có) do thủ trưởng cơ sở đào tạo nơi chuyển đến quyết định.

6. Hoàn thành chương trình đào tạo đúng hạn, gia hạn và rút ngắn thời gian học tập:

a) Nghiên cứu sinh được xác định hoàn thành chương trình đào tạo đúng hạn nếu luận án đã được Hội đồng đánh giá cấp trường thông qua trong thời gian quy định tại Khoản 1 Điều này;

b) Trong trường hợp nghiên cứu sinh không có khả năng hoàn thành chương trình đào tạo đúng hạn, trước khi hết hạn, nghiên cứu sinh phải làm thủ tục xin gia hạn học tập. Thời gian gia hạn tối đa là 24 tháng. Trong thời gian này, nghiên cứu sinh phải theo học tập trung liên tục tại Trường Đại học Cần Thơ;

Trong thời gian gia hạn, nghiên cứu sinh đóng phí trễ hạn và tự chi trả các chi phí có liên quan theo quy định của Trường;

Hết thời gian gia hạn, nếu luận án của nghiên cứu sinh không được Hội đồng đánh giá luận án cấp trường thông qua (bao gồm cả trường hợp cho phép đánh giá lại theo quy định tại Điều 32 Quy định này) thì Hiệu trưởng quyết định cho nghiên cứu sinh thôi học. Kết quả học tập của chương trình đào tạo trình độ tiến sĩ không được bảo lưu;

c) Hiệu trưởng xem xét, quyết định cho phép nghiên cứu sinh được rút ngắn thời gian học tập nếu nghiên cứu sinh hoàn thành đầy đủ chương trình đào tạo theo quy định.

#### **Chương IV**

### **TIÊU CHUẨN, NHIỆM VỤ VÀ QUYỀN CỦA CÁC CÁ NHÂN VÀ ĐƠN VỊ LIÊN QUAN**

#### **Điều 20. Giảng viên giảng dạy chương trình đào tạo trình độ tiến sĩ**

1. Tiêu chuẩn giảng viên:





a) Là công dân Việt Nam hoặc công dân nước ngoài có nhân thân rõ ràng; có phẩm chất, đạo đức tốt; có sức khỏe theo yêu cầu nghề nghiệp; đạt trình độ về chuyên môn, nghiệp vụ;

b) Có chức danh giáo sư, phó giáo sư hoặc có bằng tiến sĩ khoa học, tiến sĩ có chuyên môn phù hợp với các học phần đảm nhiệm trong chương trình đào tạo;

c) Đã hoặc đang chủ trì các nhiệm vụ khoa học và công nghệ cấp cơ sở trở lên hoặc đã và đang tham gia các nhiệm vụ khoa học công nghệ cấp bộ trở lên;

d) Là tác giả chính tối thiểu 02 bài báo hoặc công trình khoa học đăng trên các tạp chí khoa học chuyên ngành.

## 2. Nhiệm vụ và quyền của giảng viên:

a) Giảng dạy theo mục tiêu, chương trình đào tạo và thực hiện đầy đủ, có chất lượng chương trình đào tạo;

b) Nghiên cứu, phát triển ứng dụng khoa học và chuyển giao công nghệ, đảm bảo chất lượng đào tạo;

c) Định kỳ học tập, bồi dưỡng nâng cao trình độ lý luận chính trị, chuyên môn nghiệp vụ và phương pháp giảng dạy;

d) Giữ gìn phẩm chất, uy tín, danh dự của giảng viên;

đ) Tôn trọng nhân cách của người học, đối xử công bằng với người học, bảo vệ các quyền, lợi ích chính đáng của người học;

e) Tham gia quản lý và giám sát cơ sở giáo dục đại học, tham gia công tác Đảng, đoàn thể và các công tác khác;

g) Được ký hợp đồng thỉnh giảng và nghiên cứu khoa học với các cơ sở giáo dục đại học, cơ sở nghiên cứu khoa học theo quy định của pháp luật;

h) Các nhiệm vụ và quyền khác theo quy định của pháp luật.

## **Điều 21. Người hướng dẫn nghiên cứu sinh**

### 1. Tiêu chuẩn người hướng dẫn độc lập:

a) Là công dân Việt Nam hoặc công dân nước ngoài đáp ứng quy định tại Điểm a, Khoản 1 Điều 20 Quy định này;

b) Có chức danh giáo sư, phó giáo sư hoặc có bằng tiến sĩ khoa học, tiến sĩ có chuyên môn phù hợp với đề tài luận án hoặc lĩnh vực nghiên cứu của nghiên cứu sinh; đối với người chưa có chức danh giáo sư, phó giáo sư thì phải có tối thiểu 36 tháng làm công tác nghiên cứu khoa học hoặc giảng dạy kể từ khi có quyết định cấp bằng tiến sĩ;

c) Đã hoặc đang chủ trì các nhiệm vụ khoa học và công nghệ cấp cơ sở trở lên;

d) Là tác giả chính tối thiểu 01 bài báo hoặc công trình khoa học đăng trên tạp chí thuộc danh mục các tạp chí của cơ sở dữ liệu ISI Thomson Reuters hoặc của cơ sở dữ liệu Scopus - Elsevier (sau đây gọi chung là danh mục các tạp chí ISI - Scopus) hoặc ít nhất một chương sách tham khảo có mã số chuẩn quốc tế ISBN do các nhà xuất bản nước ngoài phát hành hoặc là tác giả chính của tối thiểu 02 báo cáo đăng trên kỷ yếu hội thảo quốc tế có phản biện hoặc 02 bài báo hoặc công trình khoa học đăng trên



tạp chí khoa học nước ngoài có phản biện thuộc lĩnh vực khoa học liên quan đến đề tài luận án của nghiên cứu sinh;

đ) Trường hợp chưa có chức danh giáo sư hoặc phó giáo sư, ngoài việc phải đáp ứng quy định tại Điểm d Khoản này phải là tác giả chính của thêm 01 bài báo hoặc công trình khoa học đăng trên tạp chí khoa học thuộc danh mục các tạp chí ISI - Scopus;

e) Có năng lực ngoại ngữ phục vụ nghiên cứu và trao đổi khoa học quốc tế;

g) Người hướng dẫn độc lập phải là giảng viên, nghiên cứu viên cơ hữu của Trường Đại học Cần Thơ hoặc là nhà khoa học người nước ngoài, nhà khoa học Việt Nam đang làm việc ở nước ngoài có hợp đồng giảng dạy, nghiên cứu khoa học với Trường Đại học Cần Thơ.

2. Mỗi nghiên cứu sinh có tối đa 02 người hướng dẫn, trong đó:

a) Người hướng dẫn chính phải có đầy đủ các tiêu chuẩn quy định tại Khoản 1 Điều này;

b) Người hướng dẫn phụ phải có các tiêu chuẩn tối thiểu quy định tại các Điểm a, b, c Khoản 1 Điều này;

c) Ít nhất phải có một người là giảng viên, nghiên cứu viên cơ hữu của Trường Đại học Cần Thơ.

3. Nhiệm vụ và quyền của người hướng dẫn:

a) Thực hiện nhiệm vụ và quyền theo quy định tại Khoản 2 Điều 20 Quy định này;

b) Tại cùng một thời điểm, người có chức danh giáo sư được hướng dẫn độc lập, đồng hướng dẫn tối đa 05 nghiên cứu sinh; người có chức danh phó giáo sư hoặc có bằng tiến sĩ khoa học được hướng dẫn độc lập, đồng hướng dẫn tối đa 04 nghiên cứu sinh; người có bằng tiến sĩ được hướng dẫn độc lập, đồng hướng dẫn tối đa 03 nghiên cứu sinh;

c) Không được hướng dẫn hoặc đồng hướng dẫn nghiên cứu sinh mới nếu trong vòng 72 tháng tính đến thời điểm được giao nhiệm vụ có 02 nghiên cứu sinh có luận án không được Hội đồng đánh giá luận án cấp trường thông qua, bao gồm cả việc đánh giá lại luận án quy định tại Điều 32 Quy định này (nếu có);

d) Hướng dẫn, hỗ trợ, đánh giá, theo dõi và đôn đốc nghiên cứu sinh thực hiện nhiệm vụ học tập và nghiên cứu khoa học;


đ) Thông qua luận án của nghiên cứu sinh, đề nghị đề luận án được đánh giá ở đơn vị chuyên môn và tại Hội đồng cấp trường nếu luận án đã đáp ứng các yêu cầu quy định tại Điều 25 Quy định này;

e) Thực hiện các nhiệm vụ và quyền khác theo quy định.

## **Điều 22. Nhiệm vụ và quyền của nghiên cứu sinh**

Các nhiệm vụ và quyền của nghiên cứu sinh:

1. Học tập, nghiên cứu khoa học, rèn luyện theo quy định:

a) Xây dựng kế hoạch học tập và nghiên cứu khoa học toàn khoá và từng học kỳ, được người hướng dẫn và đơn vị đào tạo thông qua; 



b) Báo cáo tiến độ, kết quả đạt được theo các mốc thời gian ghi trong kế hoạch học tập của nghiên cứu sinh cho người hướng dẫn và đơn vị đào tạo. Thực hiện kế hoạch học tập và nghiên cứu khoa học đúng thời hạn quy định theo chương trình, kế hoạch của đơn vị đào tạo; báo cáo đầy đủ và đúng hạn về kết quả học tập, nghiên cứu và các thông tin khác theo yêu cầu của đơn vị đào tạo;

c) Trung thực trong khoa học, tôn trọng quyền tác giả, quyền sở hữu trí tuệ.

2. Tôn trọng giảng viên, cán bộ quản lý, viên chức và nhân viên của Trường; đoàn kết, giúp đỡ lẫn nhau trong học tập và rèn luyện.

3. Tham gia lao động và hoạt động xã hội, hoạt động bảo vệ môi trường, bảo vệ an ninh, trật tự, phòng, chống tiêu cực, gian lận trong học tập và thi cử, phòng chống tội phạm, tệ nạn xã hội.

4. Thực hiện các nghĩa vụ tài chính theo quy định.

5. Thực hiện đầy đủ Quy định Tuyển sinh đào tạo trình độ tiến sĩ của Trường Đại học Cần Thơ.

6. Được tôn trọng và đối xử bình đẳng, không phân biệt nam nữ, dân tộc, tôn giáo, nguồn gốc xuất thân.

7. Được cung cấp đầy đủ thông tin về học tập, rèn luyện.

8. Được tạo điều kiện trong học tập, tham gia hoạt động khoa học và công nghệ, các hoạt động văn hóa, thể dục, thể thao:

a) Được tiếp cận các nguồn tài liệu, sử dụng thư viện, các trang thiết bị thí nghiệm phục vụ cho học tập, nghiên cứu khoa học và thực hiện luận án;

b) Được tham gia hoạt động của các đoàn thể, tổ chức xã hội trong Trường Đại học Cần Thơ.

9. Nghiên cứu sinh là người nước ngoài phải tuân thủ pháp luật Việt Nam, tôn trọng phong tục, tập quán của Việt Nam.

10. Thực hiện các nhiệm vụ và quyền khác theo quy định của pháp luật.

### **Điều 23. Nhiệm vụ và quyền của đơn vị đào tạo**

1. Thông qua kế hoạch học tập và nghiên cứu khoa học của nghiên cứu sinh; tạo điều kiện, hỗ trợ, đôn đốc, giám sát và kiểm tra việc thực hiện kế hoạch.

Xem xét và thông qua Hội đồng Khoa/Viện của đơn vị đào tạo trước khi trình Hiệu trưởng quyết định các học phần cần thiết trong chương trình đào tạo trình độ tiến sĩ bao gồm: các học phần ở trình độ đại học (nếu có), thạc sĩ và tiến sĩ; các chuyên đề tiến sĩ và tiểu luận tổng quan; kế hoạch đào tạo đối với từng nghiên cứu sinh; giám sát và kiểm tra việc thực hiện chương trình và kế hoạch đào tạo của các nghiên cứu sinh.

Sắp xếp và tổ chức cho giảng viên giảng dạy các học phần của chương trình đào tạo; đảm bảo tài liệu học tập của các học phần.

2. Quản lý nghiên cứu sinh trong quá trình học tập và nghiên cứu khoa học tại đơn vị đào tạo.

Quản lý việc tổ chức, đánh giá học phần, các chuyên đề tiến sĩ, tiểu luận tổng quan của nghiên cứu sinh đúng tiến độ và kế hoạch đào tạo. Định kỳ 06 tháng một lần báo cáo Hiệu trưởng về tình hình học tập, nghiên cứu của nghiên cứu sinh (thông qua



Khoa Sau đại học). Tổ chức đào tạo theo chương trình đào tạo đã được duyệt. Tạo điều kiện để nghiên cứu sinh được đi thực tập, tham gia hội nghị khoa học trong và ngoài nước. Hỗ trợ thiết bị, vật tư, tư liệu và các điều kiện cần thiết khác đảm bảo cho việc học tập và nghiên cứu của nghiên cứu sinh.

3. Tổ chức sinh hoạt khoa học định kỳ cho nghiên cứu sinh.

Đơn vị đào tạo tổ chức các buổi sinh hoạt chuyên môn định kỳ cho nghiên cứu sinh để nghiên cứu sinh báo cáo kết quả nghiên cứu; có thể phân công nghiên cứu sinh giảng dạy, hướng dẫn sinh viên nghiên cứu khoa học, đưa sinh viên đi thực hành, thực tập. Quy định lịch làm việc của nghiên cứu sinh với người hướng dẫn, thời gian nghiên cứu sinh báo cáo kết quả học tập, nghiên cứu trong năm học và xem xét đánh giá kết quả học tập, nghiên cứu.

4. Tổ chức đánh giá luận án của nghiên cứu sinh ở đơn vị chuyên môn; xem xét thông qua hoặc không thông qua đề nghị đưa luận án ra đánh giá ở Hội đồng cấp trường trên cơ sở quy định tại Khoản 9 Điều 26 Quy định này.

**Điều 24. Nhiệm vụ và quyền của Trường Đại học Cần Thơ**

1. Xây dựng, ban hành và công bố công khai quy định chi tiết của Trường Đại học Cần Thơ về tuyển sinh và đào tạo trình độ tiến sĩ theo các quy định hiện hành.

2. Công bố công khai thông tin liên quan đến tuyển sinh, đào tạo trình độ tiến sĩ trên trang thông tin điện tử của Trường Đại học Cần Thơ.

3. Tổ chức thực hiện tuyển sinh, đào tạo trình độ tiến sĩ, đánh giá luận án của nghiên cứu sinh và quản lý quá trình đào tạo, cấp bằng tiến sĩ theo kế hoạch và các quy định hiện hành.

4. Đảm bảo đủ các điều kiện về nhân lực và cơ sở vật chất cần thiết cho giảng viên, người hướng dẫn, nghiên cứu sinh và hội đồng đánh giá luận án (bao gồm cả nhiệm vụ sử dụng công cụ công nghệ thông tin để kiểm tra và rà soát việc sao chép luận án, chuyển kết quả cho Hội đồng đánh giá luận án cấp trường để Hội đồng xem xét, đánh giá, kết luận).

5. Tổ chức các hội nghị, hội thảo khoa học ở quy mô quốc gia và quốc tế, xuất bản các tạp chí nghiên cứu khoa học có phản biện.

6. Xây dựng chính sách cụ thể để thúc đẩy bình đẳng giới trong tuyển sinh và đào tạo tiến sĩ nhằm góp phần thực hiện mục tiêu của chiến lược quốc gia về bình đẳng giới trong lĩnh vực giáo dục và đào tạo.

7. Tổ chức kiểm tra, thanh tra việc thực hiện quy định về tuyển sinh, đào tạo trình độ tiến sĩ.

8. Thực hiện đầy đủ chế độ báo cáo và lưu trữ bao gồm:

a) Sau mỗi đợt tuyển sinh, báo cáo Bộ Giáo dục và Đào tạo về công tác tổ chức tuyển sinh và kết quả tuyển sinh kèm theo các quyết định công nhận nghiên cứu sinh trúng tuyển (theo mẫu tại Phụ lục III);

b) Vào tháng 12 hằng năm, báo cáo Bộ Giáo dục và Đào tạo về công tác đào tạo tiến sĩ, cấp bằng tiến sĩ, chỉ tiêu và kế hoạch tuyển nghiên cứu sinh từng ngành của năm tiếp theo (theo mẫu tại Phụ lục IV);



c) Vào ngày cuối cùng của các tháng chẵn trong năm, báo cáo Bộ Giáo dục và Đào tạo danh sách trích ngang nghiên cứu sinh đã hoàn thiện hồ sơ quá trình đào tạo và luận án đã được thông qua tại Hội đồng đánh giá luận án cấp trường trong 02 tháng trước đó (theo mẫu tại Phụ lục V);

d) Lưu trữ và bảo quản hồ sơ theo quy định tại Thông tư số 27/2016/TT-BGDĐT ngày 30 tháng 12 năm 2016 của Bộ Giáo dục và Đào tạo về thời hạn bảo quản tài liệu chuyên môn nghiệp vụ của ngành giáo dục.

## **Chương V**

### **LUẬN ÁN, ĐÁNH GIÁ VÀ BẢO VỆ LUẬN ÁN**

#### **Điều 25. Yêu cầu đối với luận án tiến sĩ**

1. Đáp ứng quy định tại Khoản 5, Điều 3 Quy định này và quy định của Hiệu trưởng về khối lượng, hình thức, cách trình bày luận án, quy định trích dẫn và danh mục tài liệu tham khảo (theo mẫu tại Phụ lục VI).

2. Tuân thủ pháp luật về bảo vệ quyền sở hữu trí tuệ, cụ thể:

a) Trích dẫn đầy đủ và chỉ rõ nguồn tham khảo các kết quả nghiên cứu của các tác giả khác (nếu có);

b) Trong trường hợp luận án sử dụng nội dung công trình khoa học của tập thể mà nghiên cứu sinh là đồng tác giả thì phải có văn bản đồng ý của các đồng tác giả khác cho phép nghiên cứu sinh được sử dụng kết quả của nhóm nghiên cứu;

c) Tuân thủ các quy định khác của pháp luật sở hữu trí tuệ.

#### **Điều 26. Đánh giá luận án ở đơn vị chuyên môn**

1. Điều kiện để nghiên cứu sinh được đăng ký đánh giá luận án ở đơn vị chuyên môn:

a) Đã hoàn thành các học phần bổ sung, các học phần ở trình độ tiến sĩ quy định tại các Khoản 3, 4 Điều 3 Quy định này;

b) Đã công bố tối thiểu 02 bài báo về kết quả nghiên cứu của luận án trong đó có 01 bài đăng trên tạp chí khoa học thuộc danh mục các tạp chí ISI-Scopus hoặc đã công bố tối thiểu 02 báo cáo trong kỷ yếu hội thảo quốc tế có phản biện hoặc 02 bài báo đăng trên tạp chí khoa học nước ngoài có phản biện;

c) Được tập thể hoặc người hướng dẫn nghiên cứu sinh đồng ý cho đăng ký đánh giá luận án ở đơn vị chuyên môn.

2. Việc đánh giá luận án ở đơn vị chuyên môn là hình thức sinh hoạt khoa học được tổ chức 01 lần hoặc nhiều lần, cho đến khi luận án được đề nghị đưa ra đánh giá ở Hội đồng đánh giá luận án cấp trường; các thành viên của đơn vị chuyên môn, nghiên cứu sinh, học viên, sinh viên và những người quan tâm có quyền tham gia (trừ trường hợp luận án bảo vệ theo chế độ mật).

Các thành viên Hội đồng đánh giá luận án ở đơn vị chuyên môn phải có nhận xét về luận án trong đó chỉ ra những kết quả mới của luận án, những hạn chế, thiếu sót của luận án và yêu cầu nghiên cứu sinh sửa chữa, bổ sung.

3. Sau khi nghiên cứu sinh đáp ứng đầy đủ các điều kiện quy định tại Khoản 1 Điều 26, đơn vị đào tạo đề nghị danh sách ít nhất là 09 thành viên, trong đó có ít nhất



04 thành viên ngoài Trường Đại học Cần Thơ (không quá 02 thành viên cùng một cơ sở đào tạo hoặc cùng một cơ quan, tổ chức) đề Khoa Sau đại học trình Hiệu trưởng lựa chọn, ra quyết định thành lập Hội đồng đánh giá luận án ở đơn vị chuyên môn trong vòng 07 ngày làm việc kể từ ngày nhận đủ hồ sơ.

Hồ sơ đề nghị thành lập Hội đồng đánh giá luận án ở đơn vị chuyên môn gồm có:

- a) Công văn đề nghị của đơn vị đào tạo về danh sách các thành viên tham gia hội đồng đánh giá luận án ở đơn vị chuyên môn;
- b) Văn bản chấp thuận của đồng tác giả về các công trình công bố có liên quan;
- c) Phiếu đề nghị được bảo vệ luận án ở đơn vị chuyên môn của nghiên cứu sinh có chữ ký người hướng dẫn;
- d) Lý lịch khoa học mới trong thời hạn 06 tháng;
- đ) Danh mục liệt kê và đính kèm các bài báo đã công bố;
- e) Bảy (07) quyển luận án của nghiên cứu sinh;
- g) Minh chứng về quá trình sinh hoạt chuyên môn.

4. Thành phần Hội đồng đánh giá luận án tiến sĩ ở đơn vị chuyên môn:

Hội đồng đánh giá luận án tiến sĩ ở đơn vị chuyên môn gồm tối thiểu 05 thành viên, có chức danh giáo sư, phó giáo sư hoặc có bằng tiến sĩ khoa học, tiến sĩ trong thời gian từ 36 tháng trở lên tính từ ngày ra Quyết định, có chuyên môn phù hợp với đề tài nghiên cứu hoặc lĩnh vực nghiên cứu của nghiên cứu sinh, am hiểu lĩnh vực đề tài nghiên cứu, trong đó có ít nhất 02 nhà khoa học ở ngoài Trường và một thành viên là người hướng dẫn (người hướng dẫn chính hoặc phụ). Hội đồng gồm Chủ tịch, Thư ký, hai Phản biện và Ủy viên Hội đồng. Chủ tịch Hội đồng phải là người có năng lực và uy tín chuyên môn, có chức danh giáo sư, phó giáo sư hoặc có bằng tiến sĩ khoa học, tiến sĩ có công trình nghiên cứu liên quan đến luận án, có chuyên ngành phù hợp với nội dung luận án. Mỗi thành viên Hội đồng chỉ đảm nhiệm một trách nhiệm trong Hội đồng. Khuyến khích mời các nhà khoa học có uy tín là người nước ngoài hoặc người Việt Nam ở nước ngoài tham gia Hội đồng.

5. Luận án được gửi đến các thành viên của Hội đồng trước thời gian tổ chức họp Hội đồng đánh giá ít nhất là 20 ngày làm việc. Trước khi dự phiên họp của Hội đồng đánh giá luận án 07 ngày, các thành viên Hội đồng gửi bản nhận xét cho Thư ký Hội đồng.

6. Hội đồng không tổ chức họp đánh giá luận án nếu xảy ra một trong những trường hợp sau đây:

- a) Vắng mặt Chủ tịch Hội đồng;
- b) Vắng mặt Thư ký Hội đồng;
- c) Vắng mặt người phản biện có ý kiến không tán thành luận án;
- d) Vắng mặt từ hai thành viên Hội đồng trở lên;
- đ) Nghiên cứu sinh đang bị kỷ luật từ hình thức cảnh cáo trở lên.

7. Thành viên hội đồng phải là người không có quan hệ cha, mẹ, vợ, chồng, con, anh, chị hoặc em ruột với người hướng dẫn nghiên cứu sinh.



8. Số lượng nhà khoa học tham gia Hội đồng đánh giá lần sau (nếu có) phải đảm bảo trùng tối thiểu hai phần ba (2/3) với tổng số nhà khoa học được mời nhận xét luận án đã tham gia ở lần đánh giá trước để nhận xét quá trình hoàn thiện luận án của nghiên cứu sinh; trong đó, phải có mặt những người có ý kiến chưa đồng ý đưa luận án ra đánh giá ở Hội đồng đánh giá luận án cấp trường.

9. Luận án chỉ được đề nghị đưa ra đánh giá ở Hội đồng đánh giá luận án cấp trường khi có tối thiểu ba phần tư (3/4) số thành viên của Hội đồng đánh giá luận án ở đơn vị chuyên môn cuối cùng tán thành (ghi trong phiếu nhận xét và phiếu đánh giá luận án).

Người hướng dẫn và nghiên cứu sinh tiếp thu và chỉnh sửa luận án theo góp ý của biên bản đánh giá luận án tiến sĩ ở Hội đồng đánh giá luận án ở đơn vị chuyên môn, kèm theo bản giải trình các ý kiến tiếp thu và hoàn thiện luận án của biên bản.

10. Trình tự tiến hành buổi đánh giá luận án ở đơn vị chuyên môn:

- a) Công bố quyết định thành lập Hội đồng đánh giá luận án;
- b) Công bố danh sách thành viên có mặt và chương trình làm việc;
- c) Thông qua các điều kiện cần để nghiên cứu sinh được bảo vệ luận án;
- d) Trình bày luận án (nghiên cứu sinh);

đ) Nhận xét luận án và trao đổi hỏi và đáp với nghiên cứu sinh;

- Hai phản biện tuần tự nhận xét và trao đổi với nghiên cứu sinh;
- Các thành viên còn lại tuần tự nhận xét và trao đổi với nghiên cứu sinh;
- Chủ tịch Hội đồng nhận xét và trao đổi với nghiên cứu sinh;

e) Nhận xét của người hướng dẫn hay đại diện tập thể người hướng dẫn về quá trình học tập của nghiên cứu sinh và kết quả chung của luận án;

g) Hội đồng họp bầu ban kiểm phiếu, bỏ phiếu kín, thảo luận Quyết nghị, danh sách đề nghị Hội đồng đánh giá luận án cấp trường (ít nhất 15 thành viên);

h) Công bố kết quả đánh giá luận án;

i) Thông qua Quyết nghị của Hội đồng;

k) Phát biểu ý kiến của nghiên cứu sinh;

l) Tuyên bố kết thúc buổi bảo vệ.

11. Đơn vị đào tạo và nghiên cứu sinh hoàn thành hồ sơ đề nghị cho nghiên cứu sinh bảo vệ luận án cấp trường gửi Trường (thông qua Khoa Sau đại học) trong thời gian tối đa là 90 ngày kể từ ngày bảo vệ luận án ở Hội đồng đánh giá luận án cấp đơn vị chuyên môn để tiến hành thủ tục gửi phản biện độc lập. Quá thời gian trên, nghiên cứu sinh phải làm giải trình lý do chậm trễ, thuyết minh tính thời sự của luận án để Trường căn cứ quyết định cho đánh giá lại luận án ở đơn vị chuyên môn.

## **Điều 27. Phản biện độc lập luận án**

1. Điều kiện để luận án được gửi phản biện độc lập là luận án của nghiên cứu sinh đã được Hội đồng đánh giá luận án ở đơn vị chuyên môn thông qua.

2. Luận án của nghiên cứu sinh được gửi lấy ý kiến của 02 phản biện độc lập trước khi được đánh giá ở Hội đồng đánh giá luận án cấp trường.



### 3. Tiêu chuẩn đối với phản biện độc lập:

Hiệu trưởng mời hai phản biện độc lập nhận xét luận án. Phản biện độc lập phải đáp ứng các tiêu chuẩn như thành viên Hội đồng đánh giá luận án cấp trường đồng thời đáp ứng các yêu cầu sau:

a) Phản biện độc lập là những nhà khoa học, chuyên gia ở Việt Nam hoặc ở nước ngoài; có kinh nghiệm nghiên cứu khoa học và chuyên môn phù hợp với đề tài nghiên cứu của luận án; không có quan hệ cha, mẹ, vợ hoặc chồng, con, anh, chị hoặc em ruột với nghiên cứu sinh; không có liên hệ hợp tác, hỗ trợ nghiên cứu sinh và người hướng dẫn trong quá trình hoàn thiện luận án;

b) Phản biện độc lập không được là đồng tác giả với nghiên cứu sinh trong các công trình công bố có liên quan đến đề tài luận án, không là cấp dưới trực tiếp của nghiên cứu sinh, không sinh hoạt trong cùng đơn vị chuyên môn với nghiên cứu sinh. Phản biện độc lập phải có trách nhiệm cao trong đánh giá chất lượng khoa học của luận án;

c) Phản biện độc lập công tác ở các đơn vị chuyên môn khác nhau.

Ý kiến của phản biện độc lập có giá trị tư vấn để Trường xem xét, quyết định thành lập Hội đồng đánh giá luận án tiến sĩ cấp trường cho nghiên cứu sinh.

4. Danh sách phản biện độc lập là tài liệu mật của Trường Đại học Cần Thơ. Yêu cầu về trách nhiệm bảo mật đối với công chức, viên chức, người phản biện và đối với thông tin, tài liệu liên quan đến phản biện độc lập được thực hiện theo quy định hiện hành về tài liệu mật Nhà nước và của Trường Đại học Cần Thơ.

5. Hồ sơ, trình tự và quy trình phản biện độc lập: Căn cứ vào biên bản đánh giá luận án ở đơn vị chuyên môn, nghiên cứu sinh hoàn thiện luận án và đơn vị đào tạo chuyển biên bản, bản giải trình chỉnh sửa luận án của nghiên cứu sinh, luận án hoàn thiện và tóm tắt luận án (tiếng Việt và tiếng Anh) về Trường (thông qua Khoa Sau đại học) để tiến hành lấy ý kiến của các phản biện độc lập thẩm định chất lượng luận án và chuẩn bị các thủ tục để thành lập Hội đồng đánh giá luận án tiến sĩ cấp trường cho nghiên cứu sinh.

Hồ sơ phản biện độc lập gửi về Trường (thông qua Khoa Sau đại học) bao gồm:

- 03 quyển luận án hoàn chỉnh (01 quyển luận án đầy đủ thông tin nghiên cứu sinh và người hướng dẫn, 02 quyển không bao gồm thông tin nghiên cứu sinh và người hướng dẫn);

- 03 tóm tắt luận án tiếng Việt và tiếng Anh (01 tóm tắt luận án tiếng Việt và tiếng Anh đầy đủ thông tin nghiên cứu sinh và người hướng dẫn, 02 tóm tắt luận án tiếng Việt và tiếng Anh không bao gồm thông tin nghiên cứu sinh và người hướng dẫn);

- 03 quyển danh mục bài báo (01 quyển danh mục bài báo đầy đủ thông tin nghiên cứu sinh và người hướng dẫn, 02 quyển không bao gồm thông tin nghiên cứu sinh và người hướng dẫn);

- Bản gốc hồ sơ đánh giá luận án tiến sĩ ở đơn vị chuyên môn (Biên bản, Quyết nghị, Phiếu đánh giá, Biên bản kiểm phiếu và các Bản nhận xét của các thành viên Hội đồng);



- Bản giải trình trình bày các ý kiến tiếp thu và hoàn thiện luận án của nghiên cứu sinh có xác nhận của người hướng dẫn và các thành viên Hội đồng có ý kiến đề nghị xem lại được ghi trong biên bản Hội đồng.

Trình tự và quy trình phản biện độc lập (theo Quy trình thực hiện công tác phản biện độc lập luận án được Hiệu trưởng ký ban hành).

6. Trường Khoa Sau đại học thụ lý hồ sơ phản biện độc lập luận án có trách nhiệm bảo mật thông tin của phản biện độc lập.

7. Nghiên cứu sinh và người hướng dẫn nghiên cứu sinh không được tìm hiểu, tiếp xúc hoặc trao đổi với phản biện độc lập dưới bất kỳ hình thức nào.

8. Phản biện độc lập có nhiệm vụ đọc luận án, các công trình khoa học đã công bố của nghiên cứu sinh và có ý kiến đánh giá về giá trị khoa học, những đóng góp, đặc biệt đóng góp mới của luận án cho lĩnh vực khoa học chuyên ngành; những điểm đúng, những điểm sai hoặc cần sửa chữa của luận án; sự phù hợp của đề tài luận án với mã số chuyên ngành đào tạo; sự không trùng lặp của đề tài, số liệu, kết quả nghiên cứu, kết luận của luận án với các đề tài, luận án, luận văn, công trình khoa học khác đã công bố; tính trung thực, rõ ràng và đầy đủ trong trích dẫn; sự phản ánh kết quả luận án trong những công trình nghiên cứu sinh đã công bố và nhận định về nội dung, chất lượng những công trình đã công bố; những yêu cầu nghiên cứu sinh phải bổ sung, hoàn chỉnh luận án (nếu có).

Để kết luận, phản biện độc lập cần cho ý kiến ở một trong bốn mức: đồng ý (không đọc lại luận án), đồng ý nhưng có yêu cầu sửa chữa bổ sung (không đọc lại luận án), không đồng ý hoặc sẽ có kết luận sau khi nghiên cứu sinh hoàn chỉnh luận án theo góp ý (đọc lại luận án) để luận án được đưa ra Hội đồng đánh giá luận án cấp trường. Trong trường hợp ở mức đồng ý nhưng có yêu cầu sửa chữa bổ sung, nghiên cứu sinh cần tiếp thu và sửa chữa hoặc bảo lưu và phải giải trình bằng văn bản để lưu hồ sơ và trình bày công khai trước Hội đồng đánh giá luận án cấp trường, không cần gửi lại cho người phản biện độc lập để lấy ý kiến đồng ý hay không đồng ý. Hội đồng đánh giá luận án cấp trường sẽ xem xét nội dung đó để đánh giá.

Phản biện độc lập bảo mật thông tin về việc nhận xét luận án và không tiếp xúc với nghiên cứu sinh hay người hướng dẫn. Mọi yêu cầu của phản biện độc lập và giải trình của nghiên cứu sinh, người hướng dẫn đều phải thông qua Khoa Sau đại học thụ lý hồ sơ.

Phản biện độc lập gửi nhận xét luận án trong thời hạn theo thư mời của Trường Đại học Cần Thơ. Sau 02 tháng kể từ ngày hết hạn không nhận được bản nhận xét luận án, Trường Đại học Cần Thơ sẽ mời phản biện độc lập khác thay thế.

9. Xử lý kết quả phản biện độc lập luận án:

a) Trường hợp cả 02 phản biện độc lập tán thành, luận án được đưa ra bảo vệ ở Hội đồng đánh giá luận án cấp trường;

b) Nếu một trong hai phản biện độc lập không đồng ý cho luận án được đưa ra Hội đồng đánh giá luận án cấp trường, luận án phải được gửi đến phản biện độc lập thứ ba. Trường hợp phản biện độc lập thứ ba tán thành, luận án được đưa ra bảo vệ ở Hội đồng đánh giá luận án cấp trường;

c) Nếu cả 02 phản biện độc lập không tán thành luận án hoặc phản biện độc lập thứ ba (trong trường hợp luận án phải xin ý kiến của phản biện độc lập thứ ba) không



tán thành, nghiên cứu sinh phải chỉnh sửa luận án và đơn vị đào tạo phải tổ chức lại Hội đồng đánh giá luận án ở đơn vị chuyên môn như quy định. Nghiên cứu sinh chỉ được phép trình lại hồ sơ đề nghị tổ chức Hội đồng đánh giá luận án ở đơn vị chuyên môn sớm nhất sau 03 tháng kể từ ngày nghiên cứu sinh nhận được kết luận không đồng ý của phản biện độc lập;

d) Nhận xét của từng phản biện độc lập (không có thông tin người phản biện) sẽ được gửi cho nghiên cứu sinh, người hướng dẫn và đơn vị đào tạo để yêu cầu nghiên cứu sinh tiếp thu sửa chữa theo các ý kiến đóng góp của phản biện độc lập hoặc giải thích, bổ sung minh chứng nhằm bảo lưu quan điểm của mình.

Sau khi luận án được các phản biện độc lập tán thành, đã được sửa chữa, bổ sung và hoàn thiện (có xác nhận của người hướng dẫn và thủ trưởng đơn vị đào tạo), Khoa Sau đại học trình Hiệu trưởng thành lập Hội đồng đánh giá luận án cấp trường.

**Điều 28. Điều kiện và hồ sơ đề nghị đánh giá luận án ở Hội đồng đánh giá luận án cấp trường**

1. Điều kiện để nghiên cứu sinh được bảo vệ luận án ở Hội đồng đánh giá luận án cấp trường:

a) Luận án của nghiên cứu sinh được Hội đồng đánh giá luận án cấp đơn vị chuyên môn và đơn vị đào tạo đề nghị được đánh giá ở Hội đồng đánh giá luận án cấp trường;

b) Luận án của nghiên cứu sinh được các phản biện độc lập quy định tại Điều 27 Quy định này tán thành;

c) Nghiên cứu sinh không trong thời gian thi hành án hình sự, kỷ luật từ mức cảnh cáo trở lên.

2. Hồ sơ đề nghị đánh giá luận án ở Hội đồng đánh giá luận án cấp trường gồm:

a) Toàn văn luận án đã chỉnh sửa theo góp ý của các phản biện độc lập có chữ ký của nghiên cứu sinh và người hướng dẫn, 01 quyển;

b) Tóm tắt luận án (tiếng Việt và tiếng Anh), 01 bộ;


c) Trang thông tin về những điểm mới của luận án bằng tiếng Việt và tiếng Anh có chữ ký của nghiên cứu sinh và người hướng dẫn;

d) Văn bản đồng ý của các đồng tác giả quy định tại Điểm b, Khoản 2 Điều 25 Quy định này (nếu có);

đ) 01 đĩa CD có 05 tập tin (01 tập tin pdf toàn văn luận án đã hoàn chỉnh theo góp ý của phản biện độc lập có chữ ký của nghiên cứu sinh và người hướng dẫn, 01 tập tin pdf tóm tắt luận án tiếng Việt, 01 tập tin pdf tóm tắt luận án tiếng Anh, 01 tập tin word trang thông tin về những điểm mới của luận án bằng tiếng Việt, 01 tập tin word trang thông tin về những điểm mới của luận án bằng tiếng Anh);

e) Bản giải trình của nghiên cứu sinh về việc chỉnh sửa, bổ sung theo góp ý của các phản biện độc lập có chữ ký của nghiên cứu sinh và người hướng dẫn, 01 bản;

g) Bản sao bản nhận xét của 02 phản biện độc lập (Bản không có thông tin phản biện độc lập);

h) Văn bản của đơn vị đào tạo đề nghị cho phép nghiên cứu sinh được bảo vệ luận án ở Hội đồng đánh giá luận án cấp trường; 



i) Bản sao bảng điểm các học phần bổ sung (nếu có), các học phần của chương trình đào tạo trình độ tiến sĩ, các chuyên đề tiến sĩ và tiểu luận tổng quan;

k) Bản sao quyết định công nhận nghiên cứu sinh và minh chứng những thay đổi trong quá trình đào tạo (nếu có);

l) Giới thiệu danh sách gồm 15 thành viên có thể tham gia Hội đồng đánh giá luận án cấp trường (theo mẫu hướng dẫn);

m) Bản nhận xét của người hướng dẫn hoặc tập thể người hướng dẫn.

3. Nghiên cứu sinh có trách nhiệm chuẩn bị các tài liệu theo quy định tại Điểm a, b, c, d, đ, e, g Khoản 2 Điều này; các tài liệu còn lại do đơn vị đào tạo tập hợp.

4. Hiệu trưởng ra Quyết định thành lập Hội đồng xét điều kiện bảo vệ luận án cho nghiên cứu sinh bao gồm 05 thành viên: Phó Hiệu trưởng phụ trách đào tạo sau đại học, Trưởng Khoa Sau đại học, lãnh đạo đơn vị đào tạo, trợ lý đào tạo sau đại học ở đơn vị đào tạo và chuyên viên phụ trách quản lý đào tạo tiến sĩ của Khoa Sau đại học.

### **Điều 29. Hội đồng đánh giá luận án cấp trường**

Hiệu trưởng ra quyết định thành lập Hội đồng đánh giá luận án cấp trường khi đảm bảo đủ các yêu cầu được Hội đồng xét điều kiện bảo vệ luận án cho nghiên cứu sinh thông qua.

1. Hiệu trưởng ra quyết định thành lập Hội đồng đánh giá luận án cấp trường, quy định chi tiết về tiêu chuẩn và nhiệm vụ đối với từng thành viên trong Hội đồng theo quy định tại các Khoản 2, 3, 4, 5 Điều này.

2. Tiêu chuẩn thành viên Hội đồng:

a) Là công dân Việt Nam hoặc công dân nước ngoài;


b) Có chức danh giáo sư, phó giáo sư hoặc có bằng tiến sĩ khoa học, tiến sĩ, có chuyên môn phù hợp với đề tài nghiên cứu hoặc lĩnh vực nghiên cứu của nghiên cứu sinh;

c) Có công trình nghiên cứu, có uy tín và kinh nghiệm hoạt động nghề nghiệp liên quan đến lĩnh vực nghiên cứu của nghiên cứu sinh, trong đó người phản biện phải có tối thiểu 01 bài báo hoặc báo cáo khoa học đăng trên tạp chí khoa học nước ngoài có phản biện hoặc trong kỷ yếu hội thảo quốc tế có phản biện.

3. Số lượng thành viên Hội đồng:

a) Hội đồng gồm 07 thành viên, trong đó: số thành viên có chức danh giáo sư, phó giáo sư tối thiểu là 05 người; số thành viên đã tham gia đánh giá luận án ở đơn vị chuyên môn tối đa không quá 03 người; số thành viên thuộc Trường Đại học Cần Thơ tối đa không quá 03 người. Người hướng dẫn nghiên cứu sinh không tham gia Hội đồng đánh giá luận án cấp trường;

Thành viên Hội đồng là tiến sĩ phải sau khi nhận bằng tiến sĩ đủ 36 tháng tính đến ngày ra quyết định thành lập Hội đồng đánh giá luận án cấp trường.

4. Hội đồng gồm Chủ tịch, Thư ký, 03 Phản biện và các Ủy viên; mỗi thành viên Hội đồng chỉ đảm nhận một trách nhiệm trong Hội đồng: 



- Chủ tịch Hội đồng phải là giáo sư hoặc phó giáo sư ngành phù hợp với đề tài luận án của nghiên cứu sinh;

- Thư ký Hội đồng là người có chuyên ngành phù hợp với đề tài luận án và hiểu biết các thủ tục bảo vệ luận án, có nhiệm vụ kiểm tra và chịu trách nhiệm về các hồ sơ của nghiên cứu sinh liên quan đến việc bảo vệ luận án;

- Các phản biện phải là người ở các đơn vị khác nhau, không được là đồng tác giả với nghiên cứu sinh trong các công trình công bố có liên quan đến đề tài luận án, không là cấp dưới trực tiếp của nghiên cứu sinh, không sinh hoạt trong cùng đơn vị chuyên môn với nghiên cứu sinh. Phản biện phải có trách nhiệm cao trong đánh giá chất lượng khoa học của luận án. Ngoài việc đáp ứng các tiêu chuẩn như thành viên Hội đồng, các phản biện phải là người am hiểu sâu sắc luận án, có uy tín chuyên môn cao trong lĩnh vực khoa học đó. Khuyến khích mời các nhà khoa học giỏi, có chuyên môn sâu là người nước ngoài hoặc người Việt Nam ở nước ngoài làm phản biện trong Hội đồng.

5. Cha, mẹ, vợ hoặc chồng, con, anh chị em ruột của nghiên cứu sinh không tham gia Hội đồng đánh giá luận án cấp trường.

### **Điều 30. Đánh giá luận án ở cấp trường**

Luận án phải được đánh giá công khai trừ những luận án được phép đánh giá theo chế độ mật quy định tại Điều 31 Quy định này.

1. Điều kiện tổ chức họp Hội đồng đánh giá luận án cấp trường:

a) Toàn văn luận án, tóm tắt luận án; bản nhận xét của các phản biện độc lập (không bao gồm thông tin người phản biện độc lập) và bản tiếp thu, sửa chữa, giải trình của nghiên cứu sinh được gửi đến các thành viên Hội đồng tối thiểu 30 ngày làm việc trước ngày họp Hội đồng đánh giá luận án;

b) Từng thành viên Hội đồng phải có nhận xét về luận án và các ý kiến, nội dung tiếp thu, sửa chữa, giải trình của nghiên cứu sinh về nhận xét của phản biện độc lập bằng văn bản gửi đến đơn vị đào tạo chậm nhất là 15 ngày làm việc trước ngày họp Hội đồng đánh giá luận án của nghiên cứu sinh;

c) Thời gian, địa điểm tổ chức đánh giá luận án, tóm tắt và toàn văn luận án, trang thông tin về những điểm mới của luận án bằng tiếng Việt và tiếng Anh hoặc tiếng nước ngoài khác được công bố công khai trên trang thông tin điện tử của Trường Đại học Cần Thơ, Bộ Giáo dục và Đào tạo, trên báo trung ương hoặc địa phương chậm nhất 20 ngày làm việc trước ngày bảo vệ trừ những luận án được phép đánh giá theo chế độ mật quy định tại Điều 31 Quy định này;

d) Luận án, tóm tắt luận án đã được trưng bày ở phòng đọc của Trung tâm Học liệu Trường Đại học Cần Thơ trước ngày bảo vệ ít nhất 30 ngày;

đ) Không có khiếu nại, tố cáo theo quy định của pháp luật về nội dung khoa học trong luận án trước phiên họp của Hội đồng.

2. Không tổ chức họp Hội đồng đánh giá luận án cấp trường nếu xảy ra một trong các trường hợp sau:

a) Không đáp ứng một trong các điều kiện quy định tại Điểm a hoặc b hoặc c hoặc d hoặc đ của Khoản 1 Điều này;

b) Vắng mặt Chủ tịch Hội đồng;



- c) Vắng mặt Thư ký Hội đồng;
- d) Vắng mặt người phản biện có ý kiến không tán thành luận án;
- đ) Vắng mặt từ 02 thành viên Hội đồng trở lên;
- e) Nghiên cứu sinh đang trong thời gian thi hành án hình sự hoặc bị kỷ luật từ mức cảnh cáo trở lên.

### 3. Tổ chức đánh giá luận án

a) Đơn vị đào tạo trực tiếp thực hiện công tác chuẩn bị và tổ chức đánh giá luận án. Nghiên cứu sinh không tham gia vào quá trình chuẩn bị tổ chức bảo vệ luận án, không tiếp xúc với các thành viên Hội đồng trước khi bảo vệ luận án;

b) Luận án được tổ chức bảo vệ công khai. Những đề tài liên quan đến bí mật quốc gia được tổ chức bảo vệ theo quy định tại Điều 31 Quy định này. Mỗi thành viên Hội đồng có trách nhiệm tìm hiểu đầy đủ về luận án trước khi đánh giá; ý kiến của phản biện độc lập và giải trình của nghiên cứu sinh phải được trình bày công khai trước Hội đồng để Hội đồng xem xét, đánh giá;

c) Luận án được đánh giá bằng hình thức bỏ phiếu (tán thành hoặc không tán thành), luận án không được thông qua nếu có từ 02 thành viên Hội đồng có mặt tại buổi bảo vệ trở lên bỏ phiếu không tán thành;

d) Hội đồng phải có Quyết nghị về luận án, trong đó nêu rõ: kết quả đánh giá luận án của các thành viên Hội đồng; những đóng góp mới của luận án về lý luận và thực tiễn; những thiếu sót về nội dung và hình thức của luận án; tính trung thực của kết quả nghiên cứu; kết luận của Hội đồng về việc không thông qua luận án và lý do hoặc thông qua luận án (bao gồm cả yêu cầu chỉnh sửa, bổ sung, nếu có), kiến nghị công nhận trình độ, cấp bằng tiến sĩ cho nghiên cứu sinh (*theo mẫu*);

Quyết nghị của Hội đồng phải được các thành viên Hội đồng nhất trí thông qua bằng biểu quyết công khai;

đ) Biên bản buổi đánh giá luận án cấp trường được toàn thể thành viên Hội đồng có mặt thông qua và có chữ ký xác nhận của Chủ tịch và Thư ký Hội đồng (*theo mẫu*);

e) Hội đồng đánh giá luận án tự giải thể sau khi đã hoàn thành việc đánh giá luận án hoặc quá 03 tháng kể từ ngày ra quyết định thành lập Hội đồng mà không tổ chức đánh giá luận án. Sau 03 tháng kể từ ngày ra quyết định thành lập Hội đồng mà không tổ chức đánh giá luận án thì đơn vị đào tạo phải giải trình lý do và đề nghị Hiệu trưởng ra quyết định thành lập Hội đồng đánh giá luận án lần thứ hai;

g) Không ra quyết định thành lập Hội đồng đánh giá luận án lần thứ ba.

### 4. Trình tự tiến hành buổi đánh giá luận án cấp trường:

- a) Hội đồng hội ý trước bảo vệ (nếu cần);
- b) Tuyên bố lý do và công bố quyết định thành lập Hội đồng đánh giá luận án;
- c) Công bố danh sách thành viên hội đồng có mặt và chương trình làm việc;
- d) Thông qua lý lịch khoa học của nghiên cứu sinh và các điều kiện cần để nghiên cứu sinh được bảo vệ luận án;



đ) Các ý kiến thắc mắc về lý lịch khoa học và quá trình đào tạo của nghiên cứu sinh (nếu có);

e) Trình bày luận án (nghiên cứu sinh);

g) Nhận xét luận án và trao đổi hỏi và đáp với nghiên cứu sinh:

- Ba (03) phản biện tuân tự nhận xét và trao đổi với nghiên cứu sinh;

- Các thành viên còn lại tuân tự nhận xét và trao đổi với nghiên cứu sinh;

- Chủ tịch Hội đồng nhận xét và trao đổi với nghiên cứu sinh;

- Khách mời trao đổi với nghiên cứu sinh.

h) Phát biểu bằng văn bản của người hướng dẫn hay đại diện tập thể người hướng dẫn về quá trình học tập của nghiên cứu sinh;

i) Hội đồng hợp bầu ban kiểm phiếu, bỏ phiếu kín và thảo luận Quyết nghị;

k) Công bố kết quả đánh giá luận án;

l) Thông qua Quyết nghị của Hội đồng;

m) Phát biểu ý kiến của nghiên cứu sinh;

n) Trao Giấy chứng nhận bảo vệ thành công luận án, nếu luận án được Hội đồng thông qua (Trường Khoa Sau đại học hoặc Chủ tịch Hội đồng);

o) Tuyên bố kết thúc buổi bảo vệ.

5. Sau khi nghiên cứu sinh hoàn thành việc bổ sung, sửa chữa luận án (nếu có) theo Quyết nghị của Hội đồng và có văn bản báo cáo chi tiết về các điểm đã bổ sung, sửa chữa, Chủ tịch Hội đồng có trách nhiệm xem lại luận án và ký xác nhận văn bản báo cáo của nghiên cứu sinh để lưu tại Trường và nộp cho Thư viện Quốc gia Việt Nam. Nghiên cứu sinh phải hoàn thành việc bổ sung, sửa chữa luận án (nếu có) theo Quyết nghị của Hội đồng trong thời gian 45 ngày sau khi bảo vệ.

6. Trong trường hợp cần thiết (vì lý do khách quan hoặc do có thành viên đề nghị không tham gia Hội đồng), Hiệu trưởng quyết định về việc thay đổi, bổ sung thành viên Hội đồng đánh giá luận án cấp trường và thời hạn liên quan đến hoạt động của Hội đồng được tính từ ngày quyết định cuối cùng về việc thay đổi, bổ sung thành viên có hiệu lực.

### **Điều 31. Đánh giá luận án theo chế độ mật**

1. Trong trường hợp đề tài luận án liên quan đến bí mật quốc gia thuộc danh mục bí mật nhà nước do cơ quan có thẩm quyền quy định thì Hiệu trưởng xác định tính chất mật của đề tài ngay sau khi có quyết định công nhận nghiên cứu sinh, báo cáo Bộ Giáo dục và Đào tạo kèm theo căn cứ xác định tính chất mật của đề tài và phải được Bộ Giáo dục và Đào tạo đồng ý bằng văn bản.

2. Hiệu trưởng chịu trách nhiệm về các quy định bảo mật trong quá trình tổ chức đào tạo, nghiên cứu, thực hiện luận án, tổ chức đánh giá luận án, quản lý hồ sơ và tài liệu liên quan theo Quy định bảo mật của Nhà nước.

3. Nghiên cứu sinh thực hiện các luận án được xác định là mật quy định tại Khoản 1 Điều này không phải thực hiện quy định tại Điểm b, Khoản 1 Điều 26 và Điểm c, Điểm d, Khoản 1 Điều 30 Quy định này.



4. Ngoài quy định tại Khoản 3 Điều này, nghiên cứu sinh thực hiện luận án theo chế độ mật phải đảm bảo tất cả các quy định khác của Quy định này.

### **Điều 32. Đánh giá lại luận án ở cấp trường**

1. Trong trường hợp luận án của nghiên cứu sinh không được Hội đồng đánh giá luận án cấp trường thông qua ở lần đánh giá thứ nhất, nghiên cứu sinh được phép sửa chữa luận án và đề nghị được bảo vệ luận án lần thứ hai. Thời gian chậm nhất là trước 12 tháng kể từ ngày bảo vệ luận án lần thứ nhất. Lần bảo vệ luận án thứ hai không vượt quá tổng thời gian đào tạo (bao gồm cả thời gian được gia hạn học tập) theo quy định.

Hồ sơ đề nghị bảo vệ lại luận án, ngoài các nội dung như bảo vệ lần thứ nhất, phải có thêm bản giải trình về quá trình bổ sung, sửa chữa, hoàn thiện luận án của nghiên cứu sinh có xác nhận của người hướng dẫn; đề nghị bằng văn bản của người hướng dẫn và đơn vị đào tạo cho nghiên cứu sinh được bảo vệ lần thứ hai;

2. Thành phần Hội đồng đánh giá luận án cấp trường lần thứ hai phải có tối thiểu 05 thành viên đã tham gia Hội đồng lần thứ nhất nhưng không được vắng mặt thành viên Hội đồng có ý kiến không tán thành luận án.

3. Không tổ chức đánh giá lại luận án lần thứ ba.

## **Chương VI**

### **THẨM ĐỊNH QUÁ TRÌNH ĐÀO TẠO, CHẤT LƯỢNG LUẬN ÁN VÀ CẤP BẰNG TIẾN SĨ**

#### **Điều 33. Thẩm định quá trình đào tạo và chất lượng luận án**

Việc thẩm định quá trình đào tạo, chất lượng luận án được thực hiện trong các trường hợp sau:

1. Thẩm định ngẫu nhiên tối đa 20% hồ sơ quá trình đào tạo, chất lượng luận án đã được Hội đồng đánh giá luận án cấp trường thông qua trong báo cáo của Trường Đại học Cần Thơ quy định tại Điểm c, Khoản 8 Điều 24 Quy định này.

2. Thẩm định khi có đơn thư khiếu nại, tố cáo về hồ sơ quá trình đào tạo, nội dung và chất lượng luận án.

#### **Điều 34. Hồ sơ thẩm định quá trình đào tạo và chất lượng luận án**

1. Hồ sơ thẩm định quá trình đào tạo

a) Hồ sơ dự tuyển nghiên cứu sinh có đầy đủ minh chứng về điều kiện dự tuyển tại Điều 6 Quy định này;

b) Hồ sơ đề nghị đánh giá luận án ở Hội đồng đánh giá luận án cấp trường của nghiên cứu sinh quy định tại Khoản 2 Điều 28 Quy định này;

c) Hồ sơ xét cấp bằng tiến sĩ của nghiên cứu sinh quy định tại Khoản 2 Điều 38 Quy định này;

d) Số lượng hồ sơ: 01 bộ.

2. Hồ sơ thẩm định nội dung, chất lượng luận án

a) Luận án tiến sĩ đã xoá thông tin về nghiên cứu sinh, người hướng dẫn nghiên cứu sinh và Trường Đại học Cần Thơ;



b) Tóm tắt luận án đã xoá thông tin về nghiên cứu sinh, người hướng dẫn nghiên cứu sinh và Trường Đại học Cần Thơ;

c) Bản sao các bài báo công bố kết quả nghiên cứu của nghiên cứu sinh theo quy định;

d) Số lượng hồ sơ: 03 bộ.

### **Điều 35. Quy trình thẩm định quá trình đào tạo và chất lượng luận án**

1. Trong thời gian 10 ngày làm việc kể từ ngày nhận được báo cáo của Trường Đại học Cần Thơ quy định tại Điểm c, Khoản 8 Điều 24 Quy định này, Bộ Giáo dục và Đào tạo sẽ thông báo bằng văn bản danh sách những trường hợp cần thẩm định của Trường Đại học Cần Thơ và nội dung yêu cầu thẩm định cụ thể.

2. Trong thời gian tối đa 60 ngày làm việc kể từ khi nhận được đầy đủ hồ sơ của Trường Đại học Cần Thơ theo quy định tại Điều 34 Quy định này, Bộ Giáo dục và Đào tạo sẽ tiến hành thẩm định và có văn bản thông báo kết quả thẩm định.

3. Quá trình đào tạo đạt yêu cầu thẩm định khi hồ sơ thẩm định đảm bảo các quy định về tuyển sinh, tổ chức và quản lý đào tạo, quy trình tổ chức đánh giá luận án của Quy định này.

4. Nội dung, chất lượng luận án được thẩm định bằng hình thức lấy ý kiến đánh giá của 03 nhà khoa học có chức danh giáo sư hoặc phó giáo sư, có bằng tiến sĩ khoa học hoặc tiến sĩ, có kinh nghiệm chuyên môn, am hiểu đề tài và lĩnh vực nghiên cứu của nghiên cứu sinh.

a) Luận án đạt yêu cầu thẩm định nếu tối thiểu hai trong ba ý kiến thẩm định luận án tán thành;

b) Trong trường hợp luận án không đạt yêu cầu thẩm định quy định tại Điểm a Khoản này hoặc có đơn thư tố cáo về nội dung và chất lượng luận án thì Bộ Giáo dục và Đào tạo ra quyết định thành lập Hội đồng thẩm định luận án, ủy quyền Hiệu trưởng tổ chức họp Hội đồng thẩm định luận án có sự giám sát của đại diện Bộ Giáo dục và Đào tạo.

### **Điều 36. Hội đồng thẩm định luận án**

1. Hội đồng thẩm định luận án gồm 07 thành viên, trong đó có tối thiểu 04 thành viên chưa tham gia đánh giá luận án ở đơn vị chuyên môn, chưa là phản biện độc lập hoặc chưa là thành viên Hội đồng đánh giá luận án cấp trường; có các nhà khoa học tham gia thẩm định không tán thành luận án theo quy định tại Khoản 4 Điều 35 Quy định này.

2. Tiêu chuẩn của thành viên Hội đồng thẩm định luận án như tiêu chuẩn của thành viên Hội đồng đánh giá luận án cấp trường quy định tại Khoản 2 Điều 29 Quy định này.

3. Hội đồng thẩm định luận án có Chủ tịch, Thư ký và các Ủy viên.

4. Hội đồng chỉ họp khi có mặt tối thiểu 06 thành viên bao gồm Chủ tịch, Thư ký và các thành viên Hội đồng có ý kiến không tán thành luận án (nếu có).

5. Nhiệm vụ của Hội đồng thẩm định: xem xét, đánh giá và quyết nghị về nội dung, chất lượng luận án hoặc làm rõ những nội dung đơn thư khiếu nại, tố cáo.



6. Luận án không đạt yêu cầu thẩm định khi có từ 02 thành viên Hội đồng có mặt trở lên không tán thành.

7. Trong trường hợp luận án không được Hội đồng thẩm định thông qua, Hiệu trưởng tổ chức và chủ trì đối thoại giữa Hội đồng thẩm định luận án và Hội đồng đánh giá luận án cấp trường có sự tham dự của đại diện Bộ Giáo dục và Đào tạo. Số lượng thành viên của hai Hội đồng dự họp tối thiểu là 12 người, trong đó Chủ tịch, Phản biện, Thư ký và các thành viên có ý kiến không tán thành của hai Hội đồng phải có mặt. Luận án không được thông qua nếu có từ 03 thành viên có mặt tại buổi đối thoại trở lên không tán thành. Kết quả cuộc họp đối thoại là kết quả thẩm định cuối cùng về nội dung, chất lượng luận án.

### **Điều 37. Xử lý kết quả thẩm định**

1. Đối với luận án đạt yêu cầu thẩm định theo quy định tại Điểm a, Khoản 4 Điều 35 Quy định này hoặc được Hội đồng thẩm định thông qua nhưng yêu cầu phải sửa đổi, bổ sung, Hội đồng đánh giá luận án cấp trường cùng với người hướng dẫn và nghiên cứu sinh xem xét, quyết định các điểm cần sửa đổi, bổ sung theo yêu cầu của người thẩm định hoặc Hội đồng thẩm định.

2. Đối với luận án không được Hội đồng thẩm định thông qua:

a) Trong trường hợp nghiên cứu sinh chưa được cấp bằng tiến sĩ, nghiên cứu sinh được phép sửa đổi, bổ sung và đề nghị đánh giá lại luận án theo quy định tại Điều 32 Quy định này;

b) Trong trường hợp nghiên cứu sinh đã được cấp bằng tiến sĩ thì Trường Đại học Cần Thơ xử lý theo quy định tại Khoản 2 Điều 41 Quy định này.

3. Đối với hồ sơ quá trình đào tạo chưa đạt yêu cầu thẩm định, căn cứ thông báo của Bộ Giáo dục và Đào tạo, Hiệu trưởng bổ sung hoàn thiện hồ sơ và giải trình.

4. Trong thời gian tối đa 02 tháng (60 ngày) kể từ ngày nhận được thông báo của Bộ Giáo dục và Đào tạo về kết quả thẩm định, Hiệu trưởng có văn bản báo cáo Bộ Giáo dục và Đào tạo về việc xử lý kết quả thẩm định theo các nội dung nêu tại các Khoản 1, 2, 3 Điều này với các minh chứng kèm theo.

### **Điều 38. Cấp bằng tiến sĩ**

1. Điều kiện để nghiên cứu sinh được xét cấp bằng tiến sĩ:

a) Luận án của nghiên cứu sinh đã được Hội đồng đánh giá luận án cấp trường thông qua đủ 03 tháng (90 ngày);

b) Nghiên cứu sinh đã hoàn thành việc sửa đổi, bổ sung luận án theo Quyết nghị của Hội đồng đánh giá luận án tiến sĩ cấp trường và được người hướng dẫn, chủ tịch Hội đồng, đơn vị quản lý đào tạo xác nhận;

c) Nếu là trường hợp cần thẩm định theo thông báo của Bộ Giáo dục và Đào tạo quy định tại Khoản 1 Điều 35 thì kết quả thẩm định phải đạt yêu cầu theo quy định tại Khoản 3 và Điểm a, Khoản 4 Điều 35 và Khoản 1 Điều 37 Quy định này; hoặc chưa nhận được kết quả thẩm định của Bộ Giáo dục và Đào tạo khi đã hết thời hạn thẩm định quy định tại Khoản 2 Điều 35 Quy định này;

d) Đã đăng trên trang thông tin điện tử của Trường Đại học Cần Thơ và nộp Thư viện Quốc gia Việt Nam (cả bản in và tập tin pdf) toàn văn luận án và tóm tắt luận án hoàn chỉnh cuối cùng có chữ ký của nghiên cứu sinh, chữ ký của người hướng dẫn



và xác nhận của Hiệu trưởng sau khi đã bổ sung, sửa chữa theo yêu cầu của Hội đồng đánh giá luận án cấp trường và Hội đồng thẩm định (nếu có).

2. Hồ sơ xét cấp bằng tiến sĩ của nghiên cứu sinh gồm:

- a) Biên bản của buổi đánh giá luận án ở cấp trường;
- b) Quyết nghị của Hội đồng đánh giá luận án cấp trường; Bản giải trình chỉnh sửa luận án của nghiên cứu sinh về các nội dung đã bổ sung, sửa chữa trong luận án theo Quyết nghị của Hội đồng;
- c) Biên bản kiểm phiếu, phiếu đánh giá của tất cả các thành viên Hội đồng đánh giá luận án cấp trường có mặt tại buổi đánh giá;
- d) Các bản nhận xét luận án của tất cả thành viên Hội đồng và bản nhận xét, đánh giá của người hướng dẫn hoặc tập thể hướng dẫn nghiên cứu sinh;
- đ) Danh sách có chữ ký của các thành viên Hội đồng đánh giá luận án cấp trường có mặt tại buổi đánh giá luận án của nghiên cứu sinh;
- e) Giấy biên nhận đã nộp luận án và tóm tắt luận án của Thư viện Quốc gia Việt Nam; 02 Giấy biên nhận của Trung tâm Học liệu Trường Đại học Cần Thơ về việc nhận và công bố luận án trước và sau khi bảo vệ luận án cấp trường;
- g) Minh chứng công bố công khai ngày đánh giá luận án trừ những luận án được đánh giá theo chế độ mật quy định tại Điều 31 Quy định này: Minh chứng công bố công khai thời gian, địa điểm tổ chức đánh giá luận án, tóm tắt và toàn văn luận án, trang thông tin về những điểm mới của luận án bằng tiếng Việt và tiếng Anh được công bố công khai trên trang thông tin điện tử của Trường Đại học Cần Thơ, Bộ Giáo dục và Đào tạo, trên báo trung ương hoặc địa phương;
- h) Tóm tắt và toàn văn luận án đã hoàn chỉnh (cả bản in và tập tin pdf).

3. Trường tập hợp hồ sơ xét cấp bằng tiến sĩ và tiến hành thủ tục cấp bằng cho nghiên cứu sinh khi nghiên cứu sinh đáp ứng đầy các đủ điều kiện quy định tại Khoản 1 Điều này và lưu trữ hồ sơ cấp bằng theo quy định.

4. Hiệu trưởng có trách nhiệm tổ chức kiểm tra quá trình đào tạo, chất lượng luận án, việc tổ chức và hoạt động của Hội đồng đánh giá luận án cấp trường trước khi tổ chức cuộc họp thường kỳ Hội đồng Khoa học và Đào tạo của Trường Đại học Cần Thơ để thông qua danh sách nghiên cứu sinh được xét cấp bằng tiến sĩ và ra quyết định cấp bằng tiến sĩ cho nghiên cứu sinh.

## **Chương VII**

### **KHIẾU NẠI, TỔ CÁO, THANH TRA, KIỂM TRA VÀ XỬ LÝ VI PHẠM**

#### **Điều 39. Khiếu nại, tố cáo**

1. Các cơ quan, tổ chức, cá nhân và nghiên cứu sinh có quyền khiếu nại, tố cáo về những vi phạm trong tuyển sinh, tổ chức và quản lý hoạt động đào tạo, đánh giá luận án và cấp bằng tiến sĩ của Trường Đại học Cần Thơ.

2. Việc khiếu nại, tố cáo và giải quyết khiếu nại, tố cáo được thực hiện theo quy định của Luật khiếu nại, Luật tố cáo.



#### **Điều 40. Thanh tra, kiểm tra**

1. Phòng Thanh tra - Pháp chế của Trường tiến hành thanh tra, kiểm tra theo quy định pháp luật và quy định của Trường khi có yêu cầu của Hiệu trưởng nhằm giúp Hiệu trưởng phát hiện kịp thời những sai sót (nếu có) trong quá trình tuyển sinh và đào tạo trình độ tiến sĩ để kịp thời chấn chỉnh, khắc phục và hoàn thiện hoạt động này.

2. Nội dung thanh tra, kiểm tra bao gồm công tác tuyển sinh; công tác tổ chức và quản lý hoạt động đào tạo; quy trình tổ chức đánh giá và bảo vệ luận án; cấp bằng tiến sĩ và việc giải quyết khiếu nại, tố cáo của Trường Đại học Cần Thơ.

#### **Điều 41. Xử lý vi phạm**

1. Trong trường hợp phát hiện có vi phạm trong tuyển sinh, tổ chức và quản lý hoạt động đào tạo, đánh giá luận án và cấp bằng tiến sĩ được xử lý theo quy định hiện hành.

2. Việc thu hồi bằng tiến sĩ được thực hiện theo quy định hiện hành và trong những trường hợp sau:

a) Gian lận trong hồ sơ dự tuyển khiến người được cấp bằng không còn đảm bảo điều kiện dự tuyển và điều kiện công nhận nghiên cứu sinh;

b) Sao chép, trích dẫn không đúng quy định trong luận án mà nếu cắt bỏ những nội dung đó thì luận án không đáp ứng yêu cầu quy định tại Điều 25 Quy định này;

c) Luận án không được Hội đồng thẩm định thông qua theo quy định tại Khoản 7 Điều 36 Quy định này.

3. Trong trường hợp nghiên cứu sinh bị phát hiện có những vi phạm khác thì tùy theo mức độ vi phạm sẽ bị kỷ luật từ khiển trách, cảnh cáo, tạm ngừng học tập, đình chỉ học tập đến truy cứu trách nhiệm hình sự.

4. Việc xác định luận án vi phạm tại Điểm b, Khoản 2 Điều này thuộc thẩm quyền của Hội đồng thẩm định do Hiệu trưởng thành lập theo quy định tại Điều 36 Quy định này.

### **Chương VIII**

#### **TỔ CHỨC THỰC HIỆN**

#### **Điều 42. Quy định chuyển tiếp**

Quy định chuyển tiếp thực hiện theo Thông tư số 08/2017/TT-BGDĐT ngày 04 tháng 4 năm 2017 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Quy chế tuyển sinh và đào tạo trình độ tiến sĩ, có hiệu lực thi hành từ ngày 18 tháng 5 năm 2017.

1. Đối với các khoá tuyển sinh đã có quyết định công nhận nghiên cứu sinh trước ngày 18 tháng 5 năm 2017 (từ khóa tuyển sinh năm 2017 đợt 1 trở về trước), Trường Đại học Cần Thơ thực hiện theo quy định của Quy chế đào tạo trình độ tiến sĩ ban hành kèm theo Thông tư số 10/2009/TT-BGDĐT ngày 07 tháng 5 năm 2009 và được sửa đổi, bổ sung một số điều theo Thông tư số 05/2012/TT-BGDĐT ngày 15 tháng 02 năm 2012 của Bộ trưởng Bộ Giáo dục và Đào tạo và Quy định đào tạo trình độ tiến sĩ ban hành kèm theo Quyết định số 2979/QĐ-ĐHCT ngày 01 tháng 8 năm 2013 của Hiệu trưởng Trường Đại học Cần Thơ.



2. Đối với các khóa tuyển sinh kể từ ngày 18 tháng 5 năm 2017 đến hết ngày 31 tháng 12 năm 2018, quy định về tiêu chuẩn người hướng dẫn nghiên cứu sinh tại Điểm d, Khoản 1 Điều 21 và quy định về điều kiện nghiên cứu sinh được đăng ký đánh giá luận án ở đơn vị chuyên môn tại Điểm b, Khoản 1 Điều 26 Quy định này được thực hiện như sau:

a) Người hướng dẫn những đề tài thuộc Nhóm ngành I (quy định tại Phụ lục VII) là tác giả chính của tối thiểu 01 bài báo bằng tiếng nước ngoài đăng trên các tạp chí thuộc danh mục các tạp chí khoa học chuyên ngành của Hội đồng chức danh giáo sư nhà nước hoặc trên các tạp chí khoa học chuyên ngành có uy tín của nước ngoài thuộc lĩnh vực nghiên cứu khoa học liên quan đến đề tài luận án của nghiên cứu sinh;

b) Người hướng dẫn những đề tài thuộc Nhóm ngành II (quy định tại Phụ lục VII) là tác giả chính tối thiểu 01 báo cáo hoặc công trình khoa học đăng trong kỷ yếu hội thảo quốc tế có phản biện hoặc ít nhất một chương sách tham khảo có mã số chuẩn quốc tế ISBN do các nhà xuất bản nước ngoài phát hành hoặc 01 bài báo đăng trong tạp chí khoa học nước ngoài có phản biện thuộc lĩnh vực nghiên cứu khoa học liên quan đến đề tài luận án của nghiên cứu sinh;

c) Nghiên cứu sinh thực hiện những đề tài thuộc Nhóm ngành I (quy định tại phụ lục VII) phải công bố nội dung và kết quả nghiên cứu của luận án trong tối thiểu 02 bài báo hoặc báo cáo, trong đó có 01 bài báo bằng tiếng nước ngoài trên các tạp chí thuộc danh mục các tạp chí khoa học chuyên ngành của Hội đồng chức danh giáo sư nhà nước hoặc trên các tạp chí khoa học chuyên ngành có uy tín của nước ngoài;

d) Nghiên cứu sinh thực hiện những đề tài thuộc Nhóm ngành II (quy định tại Phụ lục VII) phải công bố nội dung và kết quả nghiên cứu của luận án trong tối thiểu 02 bài báo hoặc báo cáo, trong đó có 01 báo cáo đăng trong kỷ yếu hội thảo quốc tế có phản biện hoặc 01 bài báo đăng trên tạp chí khoa học nước ngoài có phản biện.

3. Đối với các khóa tuyển sinh kể từ ngày 01 tháng 01 năm 2019 trở đi, người hướng dẫn nghiên cứu sinh phải thực hiện quy định tại Điểm d, Khoản 1 Điều 21 và nghiên cứu sinh phải thực hiện quy định tại Điểm b, Khoản 1 Điều 26 Quy định này.

 **HIỆU TRƯỞNG**  
**Hà Thanh Toàn**



**Phụ lục I**

(Ban hành kèm theo Thông tư số 08 /2017/TT-BGDĐT ngày 04 tháng 4 năm 2017  
của Bộ trưởng Bộ Giáo dục và Đào tạo)

**TÊN CƠ SỞ ĐÀO TẠO      CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập – Tự do – Hạnh phúc**

....., ngày      tháng      năm.....

**ĐỀ ÁN****Tuyển sinh và đào tạo trình độ tiến sĩ****1. Thông tin chung về cơ sở đào tạo**

- 1.1. Tên trường, địa chỉ trang thông tin điện tử của cơ sở đào tạo...
- 1.2. Thông tin về tuyển sinh và tổ chức đào tạo trình độ tiến sĩ của cơ sở đào tạo cho đến thời điểm xây dựng đề án (số lượng ngành/chuyên ngành đào tạo, quy mô sinh viên, các kết quả nghiên cứu....)
- 1.3. Những thông tin cần thiết khác....

**2. Các nội dung cụ thể của đề án**

- 2.1. Đối tượng tuyển sinh
- 2.2. Phương thức tuyển sinh
- 2.3. Chỉ tiêu tuyển sinh theo ngành hoặc chuyên ngành
- 2.4. Điều kiện và năng lực nghiên cứu khoa học của cơ sở đào tạo: các hướng nghiên cứu, các đề tài nghiên cứu đang triển khai, các điều kiện hỗ trợ nghiên cứu...
- 2.5. Tổ chức tuyển sinh: thời gian và số lần tuyển sinh/năm
- 2.6. Chính sách ưu tiên: ưu tiên đối với các đối tượng theo quy định
- 2.7. Học phí và chính sách hỗ trợ tài chính
- 2.8. Các nội dung khác (không trái quy định hiện hành)....

**3. Thông tin về các điều kiện đảm bảo chất lượng**

- 3.1. Cơ sở vật chất phục vụ đào tạo và nghiên cứu
- 3.2. Danh sách giảng viên cơ hữu đủ điều kiện hướng dẫn nghiên cứu sinh theo các ngành hoặc chuyên ngành
- 3.3. Các dự án nghiên cứu hợp tác với các cơ sở đào tạo, nghiên cứu và doanh nghiệp trong và ngoài nước
- 3.4. Kiểm định chất lượng
- 3.5. Các điều kiện đảm bảo chất lượng khác ....

**4. Những thông tin cần thiết khác**

**Thủ trưởng cơ sở đào tạo**  
(Ký tên và đóng dấu)

## Phụ lục II

**BẢNG THAM CHIẾU CÁC CHỨNG CHỈ TIẾNG NƯỚC NGOÀI**  
*(Ban hành kèm theo Thông tư số 08 /2017/TT-BGDĐT ngày 04 tháng 4 năm 2017  
của Bộ trưởng Bộ Giáo dục và Đào tạo)*

Stt	Chứng chỉ	Trình độ
1	TOEFL iBT	45 - 93
2	IELTS	5 - 6.5
3	Cambridge examination	CAE 45-59 PET Pass with Distinction
4	CIEP/Alliance française diplomas	TCF B2 DELF B2 Diplôme de Langue
5	Goethe -Institut	Goethe- Zertifikat B2 Zertifikat Deutsch für den Beruf (ZDfB)
6	TestDaF	TDN3- TDN4
7	Chinese Hanyu Shuiping Kaoshi (HSK)	HSK level 6
8	Japanese Language Proficiency Test (JLPT)	N2
9	ТРКИ - Тест по русскому языку как иностранному (TORFL - Test of Russian as a Foreign Language)	ТРКИ-2

**Phụ lục III****MẪU BÁO CÁO KẾT QUẢ TUYỂN SINH**

*(Ban hành kèm theo Thông tư số 08 /2017/TT-BGDĐT ngày 04 tháng 4 năm 2017  
của Bộ trưởng Bộ Giáo dục và Đào tạo)*

**TÊN CƠ SỞ ĐÀO TẠO      CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập – Tự do – Hạnh phúc**

....., ngày      tháng      năm.....

Kính gửi: Bộ Giáo dục và Đào tạo

**BÁO CÁO TUYỂN SINH NGHIÊN CỨU SINH NĂM .....**

Nội dung:

1. Tổng hợp đăng kí dự tuyển
2. Công tác tổ chức tuyển sinh
3. Đánh giá chung về công tác tuyển sinh và những đề xuất, kiến nghị (nếu có)

Kèm theo:

Các quyết định công nhận nghiên cứu sinh.



## Phụ lục IV

### MẪU BÁO CÁO

### CÔNG TÁC ĐÀO TẠO NGHIÊN CỨU SINH HÀNG NĂM

(Ban hành kèm theo Thông tư số 08 /2017/TT-BGDĐT ngày 04 tháng 4 năm 2017  
của Bộ trưởng Bộ Giáo dục và Đào tạo)

**TÊN CƠ SỞ ĐÀO TẠO**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  
**Độc lập – Tự do – Hạnh phúc**

..., ngày      tháng      năm.....

Kính gửi: Bộ Giáo dục và Đào tạo

### BÁO CÁO CÔNG TÁC ĐÀO TẠO NGHIÊN CỨU SINH HÀNG NĂM ...

#### I. Số lượng nghiên cứu sinh hiện có

Khoá đào tạo (năm bắt đầu ĐT)	Số, ngày quyết định công nhận NCS	Số lượng nghiên cứu sinh hiện đang học tập tại cơ sở				Số sẽ tốt nghiệp năm sau			
		Tổng	Loại 3 năm	Loại 4 năm	Ghi chú	Tổng	Loại 3 năm	Loại 4 năm	Ghi chú

#### II. Kế hoạch chỉ tiêu tuyển mới năm 20....

(Báo cáo và lập biểu theo quy định hiện hành của Bộ Giáo dục và Đào tạo về việc xác định chỉ tiêu tuyển sinh)

#### III. Báo cáo về các hướng nghiên cứu và người hướng dẫn nghiên cứu sinh cho kế hoạch tuyển mới

STT	Ngành/chuyên ngành đào tạo	Các hướng nghiên cứu, lĩnh vực NC cần nhận NCS	Họ tên, học vị, chức danh KH người hướng dẫn	Số lượng NCS có thể nhận

**Thủ trưởng cơ sở đào tạo**  
(Ký tên và đóng dấu)

**Phụ lục V**

**MẪU BÁO CÁO**  
**DANH SÁCH NGHIÊN CỨU SINH BẢO VỆ THÀNH CÔNG LUẬN ÁN**  
**CÁC THÁNG TRONG NĂM**

*(Ban hành kèm theo Thông tư số 08 /2017/TT-BGDĐT ngày 04 tháng 4 năm 2017  
của Bộ trưởng Bộ Giáo dục và Đào tạo)*

**TÊN CƠ SỞ ĐÀO TẠO****CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM****Độc lập – Tự do – Hạnh phúc**

... .., ngày      tháng      năm... ..

Kính gửi: Bộ Giáo dục và Đào tạo

**DANH SÁCH NGHIÊN CỨU SINH ĐÃ BẢO VỆ THÀNH CÔNG LUẬN ÁN TIỀN SĨ**  
*(Tháng .... năm ....)*

Stt	Họ và tên NCS	Quyết định công nhận NCS	Tên đề tài	Ngành, mã số	Ngày bảo vệ cấp trường, viện	Kết quả bảo vệ	Ghi chú

**Thủ trưởng cơ sở đào tạo**  
*(Ký tên và đóng dấu)*



## Phụ lục VI

### HÌNH THỨC VÀ CẤU TRÚC LUẬN ÁN TIẾN SĨ

*(Ban hành kèm theo Thông tư số 08 /2017/TT-BGDĐT ngày 04 tháng 4 năm 2017 của Bộ trưởng Bộ Giáo dục và Đào tạo)*

1. Luận án được viết bằng tiếng Việt hoặc bằng tiếng nước ngoài sử dụng kiểu chữ Times New Roman, cỡ chữ 13-14, mã UNICODE.
2. Có cam đoan của nghiên cứu sinh về nội dung luận án.
3. Cấu trúc của luận án gồm:
  - a) Lý do lựa chọn đề tài, câu hỏi nghiên cứu, mục đích, đối tượng, phạm vi nghiên cứu, phương pháp nghiên cứu, ý nghĩa khoa học hoặc thực tiễn của đề tài;
  - b) Tổng quan về vấn đề nghiên cứu: phân tích, đánh giá các công trình nghiên cứu liên quan trực tiếp đến đề tài luận án đã được công bố ở trong và ngoài nước, xác định mục tiêu của đề tài, nội dung và phương pháp nghiên cứu;
  - c) Cơ sở lý thuyết, lý luận, cách tiếp cận vấn đề nghiên cứu, phương pháp nghiên cứu;
  - d) Kết quả nghiên cứu và phân tích đánh giá;
  - đ) Kết luận và kiến nghị: trình bày những phát hiện mới, những kết luận rút ra từ kết quả nghiên cứu; kiến nghị về những nghiên cứu tiếp theo;
  - e) Danh mục tài liệu tham khảo được trích dẫn và sử dụng trong luận án theo quy định của cơ sở đào tạo;
  - g) Danh mục các bài báo/công trình khoa học đã công bố liên quan đến đề tài luận án của nghiên cứu sinh kèm theo văn bản đồng ý của các đồng tác giả (nếu có);
  - h) Phụ lục (nếu có).

**Phụ lục VII**  
**BẢNG DANH MỤC CÁC NHÓM NGÀNH GIÁO DỤC ĐÀO TẠO**  
*(Ban hành kèm theo Thông tư số 08 /2017/TT-BGDĐT ngày 04 tháng 4 năm 2017  
của Bộ trưởng Bộ Giáo dục và Đào tạo)*

Nhóm ngành	Mã danh mục cấp II	Mã danh mục cấp III	TÊN GỌI
I	14		<i>Khoa học giáo dục và đào tạo giáo viên</i>
		1401	Khoa học giáo dục
		1402	Đào tạo giáo viên
		1490	Khác
	21		<i>Nghệ thuật</i>
		2101	Mỹ thuật
		2102	Nghệ thuật trình diễn
		2103	Nghệ thuật nghe nhìn
		2104	Mỹ thuật ứng dụng
		2190	Khác
	22		<i>Nhân văn</i>
		2201	Ngôn ngữ, văn học và văn hóa Việt Nam
		2202	Ngôn ngữ, văn học và văn hóa nước ngoài
		2290	Khác
	31		<i>Khoa học xã hội và hành vi</i>
		3101	Kinh tế học
		3102	Khoa học chính trị
		3103	Xã hội học và Nhân học
		3104	Tâm lý học
		3105	Địa lý học
		3106	Khu vực học
		3190	Khác
	32		<i>Báo chí và thông tin</i>

	3201	Báo chí và truyền thông
	3202	Thông tin - Thư viện
	3203	Văn thư - Lưu trữ - Bảo tàng
	3204	Xuất bản - Phát hành
	3290	Khác
<b>34</b>		<b><i>Kinh doanh và quản lý</i></b>
	3401	Kinh doanh
	3402	Tài chính - Ngân hàng - Bảo hiểm
	3403	Kế toán - Kiểm toán
	3404	Quản trị - Quản lý
	3490	Khác
<b>38</b>		<b><i>Pháp luật</i></b>
	3801	Luật
	3802	Dịch vụ pháp lý
	3890	Khác
	5109	Công nghệ kỹ thuật địa chất, địa vật lý và trắc địa
	5110	Công nghệ kỹ thuật mỏ
	5190	Khác
<b>76</b>		<b><i>Dịch vụ xã hội</i></b>
	7601	Công tác xã hội
	7602	Dịch vụ xã hội
	7690	Khác
<b>81</b>		<b><i>Du lịch, khách sạn, thể thao và dịch vụ cá nhân</i></b>
	8101	Du lịch
	8102	Khách sạn, nhà hàng
	8103	Thẻ dục, thể thao
	8104	Dịch vụ thẩm mỹ
	8105	Kinh tế gia đình
	8190	Khác
<b>84</b>		<b><i>Dịch vụ vận tải</i></b>
	8401	Khai thác vận tải



		8402	Dịch vụ bưu chính
		8490	Khác
			<i>Các chuyên ngành của khoa học xã hội và nhân văn thuộc lĩnh vực an ninh, quốc phòng</i>
<b>II</b>	<b>42</b>		<b><i>Khoa học sự sống</i></b>
		4201	Sinh học
		4202	Sinh học ứng dụng
		4290	Khác
	<b>44</b>		<b><i>Khoa học tự nhiên</i></b>
		4401	Khoa học vật chất
		4402	Khoa học trái đất
		4403	Khoa học môi trường
		4490	Khác
	<b>46</b>		<b><i>Toán và thống kê</i></b>
		4601	Toán học
		4602	Thống kê
		4690	Khác
	<b>48</b>		<b><i>Máy tính và công nghệ thông tin</i></b>
		4801	Máy tính
		4802	Công nghệ thông tin
		4890	Khác
	<b>51</b>		<b><i>Công nghệ kỹ thuật</i></b>
		5101	Công nghệ kỹ thuật kiến trúc và công trình xây dựng
		5102	Công nghệ kỹ thuật cơ khí
		5103	Công nghệ kỹ thuật điện, điện tử và viễn thông
		5104	Công nghệ hóa học, vật liệu, luyện kim và môi trường
		5105	Công nghệ sản xuất
		5106	Quản lý công nghiệp
		5107	Công nghệ dầu khí và khai thác
		5108	Công nghệ kỹ thuật in
		5109	Công nghệ kỹ thuật địa chất, địa vật lý và trắc địa

	5110	Công nghệ kỹ thuật mỏ
	5190	Khác
<b>52</b>		<b>Kỹ thuật</b>
	5201	Kỹ thuật cơ khí và cơ kỹ thuật
	5202	Kỹ thuật điện, điện tử và viễn thông
	5203	Kỹ thuật hóa học, vật liệu, luyện kim và môi trường
	5204	Vật lý kỹ thuật
	5205	Kỹ thuật địa chất, địa vật lý và trắc địa
	5206	Kỹ thuật mỏ
	5290	Khác
<b>54</b>		<b>Sản xuất và chế biến</b>
	5401	Chế biến lương thực, thực phẩm và đồ uống
	5402	Sản xuất, chế biến sợi, vải, giày, da
	5403	Khai thác mỏ
	5490	Khác
<b>58</b>		<b>Kiến trúc và xây dựng</b>
	5801	Kiến trúc và quy hoạch
	5802	Xây dựng
	5803	Quản lý xây dựng
	5890	Khác
<b>62</b>		<b>Nông, lâm nghiệp và thủy sản</b>
	6201	Nông nghiệp
	6202	Lâm nghiệp
	6203	Thủy sản
	6290	Khác
<b>64</b>		<b>Thú y</b>
	6401	Thú y
	6402	Dịch vụ thú y
	6490	Khác
<b>72</b>		<b>Sức khỏe</b>
	7201	Y học



	7202	Dược học
	7203	Điều dưỡng - Hộ sinh
	7204	Dinh dưỡng
	7205	Răng - Hàm - Mặt (Nha khoa)
	7206	Kỹ thuật y học
	7207	Y tế công cộng
	7208	Quản lý y tế
	7290	Khác
		<i>Các chuyên ngành của khoa học tự nhiên, công nghệ và kỹ thuật thuộc lĩnh vực an ninh, quốc phòng</i>





THE SOCIALIST REPUBLIC OF VIET NAM  
Independence - Freedom - Happiness

## **CERTIFICATE OF PROGRAMME ACCREDITATION**

CENTRE FOR EDUCATION ACCREDITATION -  
ASSOCIATION OF VIET NAM UNIVERSITIES AND COLLEGES

### **RECOGNISES**

**PROGRAMME:**  
**ENGLISH TEACHER EDUCATION**  
**CAN THO UNIVERSITY**

Address: Campus II, 3 Thang 2 Street, Xuan Khanh Ward,  
Ninh Kiều District, Can Tho City

**HAVING MET THE EDUCATION ACCREDITATION STANDARDS  
ISSUED BY THE MINISTER OF EDUCATION AND TRAINING**

**PERCENTAGE OF SATISFACTORY CRITERIA: 86%**

**This certificate is valid until June 14<sup>th</sup>, 2026**

Hà Nội, Date: June 14<sup>th</sup>, 2021  
**DIRECTOR**

**Signed**

**Assoc. Prof. Doctor Nguyen Phuong Nga**

Resolution Number: 07/NQ-HĐKĐCLGD dated April 27<sup>th</sup>, 2021  
Decision Number: **161** /QĐ-KĐCLGD dated June 14<sup>th</sup>, 2021  
Registration Number: CTĐT2021.15/CEA-AVU&C



CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập - Tự do - Hạnh phúc

## **GIẤY CHỨNG NHẬN KIỂM ĐỊNH CHẤT LƯỢNG CHƯƠNG TRÌNH ĐÀO TẠO**

TRUNG TÂM KIỂM ĐỊNH CHẤT LƯỢNG GIÁO DỤC -  
HIỆP HỘI CÁC TRƯỜNG ĐẠI HỌC, CAO ĐẲNG VIỆT NAM

### **CÔNG NHẬN**

**CHƯƠNG TRÌNH ĐÀO TẠO:**  
**NGÀNH SƯ PHẠM TIẾNG ANH, TRÌNH ĐỘ ĐẠI HỌC**  
**TRƯỜNG ĐẠI HỌC CẦN THƠ**

Địa chỉ: Khu II, Đường 3 Tháng 2, Phường Xuân Khánh,  
Quận Ninh Kiều, Thành phố Cần Thơ

**ĐẠT TIÊU CHUẨN CHẤT LƯỢNG GIÁO DỤC  
DO BỘ TRƯỞNG BỘ GIÁO DỤC VÀ ĐÀO TẠO BAN HÀNH**

**TỶ LỆ SỐ TIÊU CHÍ ĐẠT YÊU CẦU: 86%**

**Giấy chứng nhận này có giá trị đến ngày 14 tháng 6 năm 2026**

Hà Nội, ngày 14 tháng 6 năm 2021  
**GIÁM ĐỐC**



**PGS.TS. Nguyễn Phương Nga**

Nghị quyết số: 07/NQ-HĐKĐCLGD ngày 27.4.2021  
Quyết định số: **161** /QĐ-KĐCLGD ngày 14.6.2021  
Vào sổ GCN số: CTĐT2021.15/CEA-AVU&C





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## **CERTIFICATE OF PROGRAMME ACCREDITATION**

CENTRE FOR EDUCATION ACCREDITATION -  
ASSOCIATION OF VIET NAM UNIVERSITIES AND COLLEGES

### **RECOGNISES**

**PROGRAMME: MASTER OF PRINCIPLES AND METHODS  
IN ENGLISH LANGUAGE EDUCATION  
CAN THO UNIVERSITY**

Address: Campus II, 3 Thang 2 Street, Xuan Khanh Ward,  
Ninh Kieu District, Can Tho City

**HAVING MET THE EDUCATION ACCREDITATION STANDARDS  
ISSUED BY THE MINISTER OF EDUCATION AND TRAINING**

**PERCENTAGE OF SATISFACTORY CRITERIA: 86%**

**This certificate is valid until June 14<sup>th</sup>, 2026**

Hà Nội, Date: June 14<sup>th</sup>, 2021  
**DIRECTOR**

**Signed**

**Assoc. Prof. Doctor Nguyen Phuong Nga**

Resolution Number: 08/NQ-HĐKĐCLGD dated April 27<sup>th</sup>, 2021  
Decision Number: **162** /QĐ-KĐCLGD dated June 14<sup>th</sup>, 2021  
Registration Number: CTĐT2021.16/CEA-AVU&C



CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập - Tự do - Hạnh phúc

## **GIẤY CHỨNG NHẬN KIỂM ĐỊNH CHẤT LƯỢNG CHƯƠNG TRÌNH ĐÀO TẠO**

TRUNG TÂM KIỂM ĐỊNH CHẤT LƯỢNG GIÁO DỤC -  
HIỆP HỘI CÁC TRƯỜNG ĐẠI HỌC, CAO ĐẲNG VIỆT NAM

### **CÔNG NHẬN**

**CHƯƠNG TRÌNH ĐÀO TẠO: NGÀNH LÝ LUẬN VÀ PHƯƠNG PHÁP  
DẠY HỌC BỘ MÔN TIẾNG ANH, TRÌNH ĐỘ THẠC SỸ  
TRƯỜNG ĐẠI HỌC CẦN THƠ**

Địa chỉ: Khu II, Đường 3 Tháng 2, Phường Xuân Khánh,  
Quận Ninh Kiều, Thành phố Cần Thơ

**ĐẠT TIÊU CHUẨN CHẤT LƯỢNG GIÁO DỤC  
DO BỘ TRƯỞNG BỘ GIÁO DỤC VÀ ĐÀO TẠO BAN HÀNH**

**TỶ LỆ SỐ TIÊU CHÍ ĐẠT YÊU CẦU: 86%**

**Giấy chứng nhận này có giá trị đến ngày 14 tháng 6 năm 2026**

Hà Nội, ngày 14 tháng 6 năm 2021  
**GIÁM ĐỐC**



**PGS.TS. Nguyễn Phương Nga**

Nghị quyết số: 08/NQ-HĐKĐCLGD ngày 27.4.2021  
Quyết định số: **162** /QĐ-KĐCLGD ngày 14.6.2021  
Vào sổ GCN số: CTĐT2021.16/CEA-AVU&C



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## (POSTGRADUATE) HANDBOOK 2013

You are here: [Home](#) / [Education and Social Work \(Postgraduate\)](#) / [Research](#) / Doctor of Education

### DOCTOR OF EDUCATION (EDD)

The Doctor of Education (EdD) offers candidates the opportunity for advanced self-reflective research into the education profession and professional practice in education. The specific aim of the Doctor of Education is to develop researching professionals. Students undertaking this degree are assigned to a supervisor and an associate supervisor.

The program's duration is three years to four years full time or part time equivalent with a first semester and mid-year intake.

This program offers an innovative approach to the professional doctorate. It consists of a number of supervised research training components and a thesis of approximately 80,000 words.

Students will progress through a sequence of two phases.

Phase 1 includes coursework and research tasks; phase 2 includes preparing the thesis for final examination.

Students in the EdD program are required to complete  
two units (12 credit points) of core units of study listed below

### Course convenor

Dr Lesley Scanlon  
T 02 9351 6380  
Room 431, Education Building, A35  
E

### Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
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### Doctor of Education

#### Core units

<b>EDPZ5003</b> <b>Thesis Proposal Writing</b>	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
<b>EDPZ5001</b> <b>The Researching Professional</b>	6	<i>Note: Department permission required for enrolment</i>	Semester 1

### OUTLINE

[Units of study table](#)  
[Units of study descriptions](#)  
[Course rules](#)

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## Core units

### EDPZ5003 Thesis Proposal Writing

Credit points: 6 Teacher/Coordinator: Professor Gabrielle Meagher and student's supervisor  
 Session: Semester 1, Semester 2 Classes: fortnightly workshops across 2 semester with Prof Meagher and regular contact with supervisor, times to be negotiated with supervisor - flexible delivery  
 Assessment: 1x4000-10000wd research proposal (100%) as applicable to the award  
 Campus: Camperdown/Darlington Mode of delivery: Normal (lecture/lab/tutorial) Day  
 Note: Department permission required for enrolment  
 This unit is designed to support PhD, EdD, DSW and MPhil students as they prepare their thesis proposals for formal review and approval, through a program of workshops organised around issues in thinking, reading and writing about research design and practice. Workshops explore a range of approaches to writing about research practice and emphasise the common logic of the research process, and the importance of rigorous and systematic approaches to writing about design and analysis in all research traditions.

### EDPZ5001 The Researching Professional

Credit points: 6 Teacher/Coordinator: Dr Lesley Scanlon Session: Semester 1 Classes: seminars - first Thursday evening and then Saturdays (dates to be negotiated) Assessment: 2x3000wd assignments (2x50%) Campus: Camperdown/Darlington Mode of delivery: Block Mode  
 Note: Department permission required for enrolment  
 This core unit is designed for EdD candidates in the first stage of coursework to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. Students will engage in a critical analysis of their own professional practice and the professional practice of others. Students should develop a critical understanding of what constitutes the professions and professional practice both as a theoretical construct and as situated work. The unit provides students with the opportunity to engage with the research literature and to establish how different researchers approach the study of professional practice. On completion of the unit students should be able to demonstrate an in-depth understanding of the body of knowledge in their area/s of investigation and how this relates to the broader area of professionalism.

## Course rules

## Doctor of Education

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the 'HDR Rule'), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).*

## Course resolutions

## Part 1: Preliminary

## 1 Course codes

Code	Course and stream title
XB001	Doctor of Education
	675



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To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:

- (a) hold or have completed the requirements for:
  - (i) a bachelor's degree from the University of Sydney, with first class honours or second class honours, first division, in a related area of study; or
  - (ii) a research Master of Education or equivalent published research-based work acceptable to the Faculty; or
  - (iii) a coursework master's degree from the University of Sydney, in a related area of study with an average weighted mark of at least 75, and a dissertation of 12,000 to 15,000 words that was not based solely on a review of literature; or

- (b) have at least three years' professional experience in Education or a related field.

(2)  
The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

## 3 Application for admission to candidature

- (1)  
An applicant for admission to candidature must submit to the Faculty:
  - (a) satisfactory evidence of the applicant's eligibility for admission;
  - (b) a proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and
  - (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

## 4 Credit transfer

- (1)  
The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework:
  - (a) no more than 12 credit points may be credited; and
  - (b) the coursework should have been completed no more than four years prior to first enrolment in this degree.

## Part 3: Candidature

## 5 Appointment of supervisor

The Faculty Division of Doctoral Studies will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

## 6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

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## 8 Degree requirements

- (1)  
To satisfy the requirements of the degree candidates must:
- (a)  
complete any specified probationary requirements;
  - (b)  
complete 12 credit points of prescribed units of study, as set out in the table of units of study for the degree of Doctor of Education;
  - (c)  
conduct research on an approved topic; and
  - (d)  
write a thesis embodying the results of the research.

## 9 The thesis

- (1)  
A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
- (2)  
The thesis will be a maximum of 80,000 words in length.

## Part 5: Enrolment and progression

### 10 Probation

- (1)  
A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2)  
In the probationary period each candidate must:
- (a)  
complete the specific units of study from the table of units of study from the degree of Doctor of Education;
  - (b)  
develop and present a refined research proposal to the satisfaction of the Supervisor and the Faculty Research Proposal Committee; and
  - (c)  
demonstrate adequate English language competency for the completion of the degree.

### 11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

### 12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

### 13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

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A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

## 16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

## Part 6: Examination

## 17 Examination of the thesis

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy.

## 18 Award of the degree

The degree is awarded at the Pass level.

## Part 7: Other

## 19 Transitional provisions

(1)  
These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.

(2)  
Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

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**ABN:** 15 211 513 464. **CRICOS Number:** 00026A. **Phone:** +61 2 9351 2222.

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## PH.D.ELT DOCTOR OF PHILOSOPHY (ENGLISH LANGUAGE TEACHING)

### GRADUATES OF THIS PH.D. ELT PROGRAM WILL BE:

1. Competent in exercising a full range of research skills
2. Knowledgeable about contemporary developments in English Language Teaching in relation to the wider academic, business and socio-cultural communities in Asia
3. Committed to continued professional development in the context of the growth of English in society
4. Able to integrate his/her research and other contributions into the cultures of his/her institutions and societies.

### QUALIFICATION FOR ADMISSION

- Master's degree with a thesis in a field related to English language teaching
- Required GPA of at least 3.5
- Required TOEFL score of 575, TOEFL IBT 90 or above, or IELTS score of 6.5 or above or equivalent
- Work experience of at least 2 years in a field related to the use of English

### ENTRANCE REQUIREMENTS

1. A completed application form (including MA Thesis)
2. C.V. - Copies of any publications  
- Conference/workshop/seminar presentations
3. Official transcript of the previous university attended (2 copies)
4. Master's degree certificate (2 copies)
5. Citizen Identification card (2 copies)
6. Residence Registration or Passport (2 copies)
7. Six (1x1 inch size) photographs (formal attire, not in graduation gown)
8. Reference letters from former instructors or employers (2 letters)
9. Competent to carry out future research in a variety of fields after graduation to meet current and future needs of his/her employers and society.

### ADMISSIONS FEE

(English Proficiency Test and Interview)

1,000 THB

### VENUE

Hua Mak Campus, Ramkhamhaeng 24 Road

### APPLICATION PROCESS CHECKLIST FOR INFORMAL PROPOSAL

#### The draft proposal

- Approximately 3,000 words
- Typed
- Double space A4 12 point
- What area of research is
- Why this research may be significant in ELT or applied linguistics including a brief discussion of studies relevant to the proposed area.
- How the candidate proposes to conduct the research.
- The candidate may be required to amend the draft proposal prior to acceptance of the candidature.

#### ESSAY

- The candidate will be required to write an essay at Assumption University.

### GRADUATION REQUIREMENTS

1. Have passed the qualifying examination to proceed to the dissertation phase of the program
2. Have proposed the dissertation and passed the final oral dissertation defense evaluated by a committee appointed by University. The final oral defense is open to the public.
3. Have at least 2 publications related to the dissertation content published or have obtained an acceptance of its publications in a national or international journal in accordance with OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic work (B.E. 2556)
4. Have made revisions to the dissertation based on examiners' feedback
5. Have completed Progress Seminar
6. Have obtained library and financial clearance from the University
7. Have demonstrated good behavior and discipline

## ADMISSION SCHEDULE 2021

Schedule	Semester 1/2021 (June-September 2021)	Semester 2/2021 (November 2021 - February 2022)
Application Deadline	Thu, 6 May 2021	Thu, 7 October 2021
AU EPS Test	Sat, 8 May 2021	Sat, 9 October 2021
Interview	Wed, 12 May 2021	Tue, 12 October 2021
Entrance Results	Tue, 18 May 2021	Tue, 19 October 2021
Registration Period	31 May-4 June 2021	1-5 November 2021
Orientation	Mon, 7 June 2021	Mon, 8 November 2021
Instruction Begins	Mon, 7 June 2021	Mon, 8 November 2021

### RESEARCH INTERESTS

- Classroom Teaching
- Second Language Acquisition
- Learning Motivation
- Learner Autonomy
- English as a Lingua Franca
- English for Specific Purposes
- Course Design and Development
- Teaching Education

### STUDY PLAN

#### First Year

##### First Semester

Course Code	Course Title	Credits
EG 7301	Dissertation Stage I (Background Reading and Discussion)	9
<b>Total</b>		<b>9</b>
Second Semester		
EG 7302	Dissertation Stage II (Literature Review and Methodology)	9
<b>Total</b>		<b>9</b>

#### Second Year

##### First Semester

EG 7303	Dissertation Stage III (Formal Proposal Defense)	9
<b>Total</b>		<b>9</b>

##### Second Semester

EG 7304	Dissertation Stage IV (Data Collection)	9
<b>Total</b>		<b>9</b>

#### Third Year

##### First Semester

EG 7305	Dissertation Stage V (Analysis of Data)	9
<b>Total</b>		<b>9</b>

##### Second Semester

EG 7306	Dissertation Stage VI (Conclusion and Final Defence)	9
<b>Total</b>		<b>9</b>

• Although we expect candidates to complete the program within 6 semesters any additional semesters will be charged the same fee as the previous semesters.

### RESEARCH PROPOSAL

The guiding principle for a good research proposal is that you must have a serious question in mind that is worthy of careful, thorough research. That is, you must be able to state a proposition (or a series of related propositions) which is worthy of detailed research and analysis.

The proposal should be written in English and include:

- A clear statement of the aims of the research and why it is a worthy and/or interesting topic.
- An outline of the research background of the topic, giving an overview of some current findings in the area, with references. From this background material it should be clear to a reader what the research problem is, and what theory, questions (hypotheses), or phenomena you wish to investigate.
- The methods you intend to apply to the research questions. For example, how you will collect your data, who might be the appropriate respondents, whether you will use an established data base, case studies, experimental methods, questionnaires, etc. It should be clear to a reader the methodology to be used, its source, and its appropriateness for the purpose of investigation.
- A list of works cited in your proposal and references (APA Style). It is likely that, in the process of conducting your research, details of the outline will be adjusted. That is, the statement of your research topic may be refined.

### ESTIMATED FEES

Installment	THAI	NON - THAI	
	THB	THB	US\$
<b>Installment 1</b>	170,600	170,600	687
<b>Installment 2</b>	150,500	150,500	5,017
<b>Installment 3</b>	150,000	150,000	5,000
<b>Installment 4</b>	150,000	150,000	5,000
<b>Installment 5</b>	144,900	144,900	4,830
<b>Installment 6</b>	134,100	134,100	4,437
<b>Total</b>	<b>900,000</b>	<b>900,000</b>	<b>30,000</b>

Note:

1. Fee does not cover textbook tuition fee for non-credit course and graduation fee
2. The fees are subject to change at the university's discretion without prior notice
3. Currency exchange rate: THB 30 = US\$ 1

#### APPLY AT

##### Hua Mak Campus

Admissions Center "P" Building, 1<sup>st</sup> floor,  
Ramkhamhaeng 24 Road, Bangkok 10240 Thailand

##### Office hours:

Monday – Friday	08:30 A.M. – 05:00 P.M.
Saturday	08:00 A.M. – 04:30 P.M.
Sunday	08:00 A.M. – 02:00 P.M.

##### Suvarnabhumi Campus

Admissions Center SR101,  
88 Moo 8 Bang Na-Trad Km.26, Bangsangthong,  
Samuthprakarn, Thailand 10540

##### Office hours:

Monday - Friday	08:30 A.M. to 05:00 P.M.
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#### IMPORTANT

The provisional information statements set forth in this catalog should not be construed as the basis of any contract between a student and this institution. As such Assumption University reserves the right to change any provision listed in this catalog, including, but not limited to academic requirements for graduation. Every effort through the Office of Graduate Studies, will be made to keep students advised of any such changes.

*The University Registrar*

## UNIVERSITY ADMISSIONS CENTER (UNIAD)

Last updated: January 2021

#### HUA MAK CAMPUS

Tel. +66 (2) 300 4543-62 Ext.1244  
Tel. +66 (2) 719 1929  
Website : [www.grad.au.edu](http://www.grad.au.edu)  
E-mail : [gradadmission@au.edu](mailto:gradadmission@au.edu)

#### SUVARNABHUMI CAMPUS

SR101  
Tel. +66 (2) 723 2713

680



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[www.grad.au.edu](http://www.grad.au.edu)



[gradadmission@au.edu](mailto:gradadmission@au.edu)



Số: 1092 /QĐ-BGDĐT

Hà Nội, ngày 3

**QUYẾT ĐỊNH**

Về việc chuyển đổi tên và mã số các ngành đào tạo trình độ đại học, thạc sĩ, tiến sĩ của trường Đại học Cần Thơ theo Thông tư số 24/2017/TT-BGDĐT và Thông tư số 25/2017/TT-BGDĐT

**BỘ TRƯỞNG BỘ GIÁO DỤC VÀ ĐÀO TẠO**

Căn cứ Nghị định số 123/2016/NĐ-CP ngày 01/9/2016 của Chính phủ quy định chức năng, nhiệm vụ, quyền hạn và cơ cấu tổ chức của Bộ, cơ quan ngang Bộ;

Căn cứ Nghị định số 69/2017/NĐ-CP ngày 25/5/2017 của Chính phủ về việc quy định chức năng, nhiệm vụ, quyền hạn và cơ cấu tổ chức của Bộ Giáo dục và Đào tạo;

Căn cứ Thông tư số 24/2017/TT-BGDĐT ngày 10/10/2017 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Danh mục giáo dục, đào tạo cấp IV trình độ đại học;

Căn cứ Thông tư số 25/2017/TT-BGDĐT ngày 10/10/2017 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành Danh mục giáo dục, đào tạo cấp IV trình độ thạc sĩ, tiến sĩ;

Xét đề nghị của Vụ trưởng Vụ Giáo dục Đại học,

**QUYẾT ĐỊNH:**

**Điều 1.** Chuyển đổi tên các ngành đã được giao nhiệm vụ đào tạo ở trình độ đại học, thạc sĩ và tiến sĩ của Trường Đại học Cần Thơ sang Danh mục giáo dục, đào tạo cấp IV trình độ đại học ban hành kèm theo Thông tư số 24/2017/TT-BGDĐT ngày 10/10/2012 của Bộ trưởng Bộ Giáo dục và Đào tạo và Danh mục giáo dục, đào tạo cấp IV trình độ thạc sĩ, tiến sĩ ban hành kèm theo Thông tư số 25/2017/TT-BGDĐT ngày 10/10/2017 của Bộ trưởng Bộ Giáo dục và Đào tạo.

Danh sách các ngành đào tạo của Trường kèm theo Quyết định này.

**Điều 2.** Quyết định này có hiệu lực kể từ ngày ký.

**Điều 3.** Chánh Văn phòng, Vụ trưởng Vụ Giáo dục Đại học, Thủ trưởng các đơn vị có liên quan thuộc Bộ Giáo dục và Đào tạo và Hiệu trưởng Trường Đại học Cần Thơ chịu trách nhiệm thi hành Quyết định này. /.

Nơi nhận:

- Như Điều 3;
- Bộ trưởng (để báo cáo);
- Lưu: VT, Vụ GDĐH.

KT. BỘ TRƯỞNG  
THỨ TRƯỞNG



Nguyễn Văn Phúc



**BỘ GIÁO DỤC VÀ ĐÀO TẠO**

**CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**

**Độc lập - Tự do - Hạnh phúc**



**DANH MỤC GIÁO DỤC ĐÀO TẠO CẤP IV TRÌNH ĐỘ ĐẠI HỌC, THẠC SĨ, TIẾN SĨ  
của Trường Đại học Cần Thơ**

(Kèm theo Quyết định số *1092*/QĐ-BGDĐT ngày *23* tháng *3* năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo)

TT	Trình độ	Ngành đào tạo hiện đang đào tạo tại trường			Tên và mã số đào tạo của CSĐT theo TT 24 và 25/2017/TT-BGDĐT	
		Mã ngành	Tên ngành	Số, ngày QĐ mở ngành	Mã ngành	Tên ngành
1.	TS	62620301	Nuôi trồng thủy sản	2919/QĐ-BGDĐT, 06/8/2012	9620301	Nuôi trồng thủy sản
2.	TS	62620110	Khoa học cây trồng		9620110	Khoa học cây trồng
3.	TS	62620112	Bảo vệ thực vật		9620112	Bảo vệ thực vật
4.	TS	62620103	Khoa học đất		9620103	Khoa học đất
5.	TS	62620105	Chăn nuôi		9620105	Chăn nuôi
6.	TS	62420107	Vi sinh vật học		9420107	Vi sinh vật học
7.	TS	62440303	Môi trường đất và nước		9440303	Môi trường đất và nước
8.	TS	62620115	Kinh tế nông nghiệp		9620115	Kinh tế nông nghiệp
9.	TS	62420201	Công nghệ sinh học	3122/QĐ-BGDĐT, 17/8/2012	9420201	Công nghệ sinh học
10.	TS	62540101	Công nghệ thực phẩm	5560/QĐ-BGDĐT, 13/12/2012	9540101	Công nghệ thực phẩm
11.	TS	62640102	Bệnh lý học và chữa bệnh vật nuôi		9640102	Bệnh lý học và chữa bệnh vật nuôi
12.	TS		Phát triển nông thôn (thí điểm)	1369/QĐ-BGDĐT, 16/4/2013	9620116	Phát triển nông thôn
13.	TS	62340102	Quản trị kinh doanh	2119/QĐ-BGDĐT, 17/6/2013	9340101	Quản trị kinh doanh
14.	TS	62340201	Tài chính ngân hàng	527/QĐ-BGDĐT, 14/02/2015	9340201	Tài chính ngân hàng
15.	TS	62850103	Quản lý đất đai		9850103	Quản lý đất đai
16.	TS	62480104	Hệ thống thông tin	566/QĐ-BGDĐT, 23/02/2016	9480104	Hệ thống thông tin

TT	Trình độ	Ngành đào tạo hiện đang đào tạo tại trường			Tên và mã số đào tạo của CSĐT theo TT 24 và 25/2017/TT-BGDĐT	
		Mã ngành	Tên ngành	Số, ngày QĐ mở ngành	Mã ngành	Tên ngành
17.	ThS	60140111	Lý luận và phương pháp dạy học bộ môn tiếng Anh	2919/QĐ-BGDĐT, 06/8/2012	8140111	Lý luận và phương pháp dạy học bộ môn
18.	ThS	60140111	Lý luận và phương pháp dạy học bộ môn tiếng Pháp			
19.	ThS	60140111	Lý luận và phương pháp dạy học bộ môn Văn và tiếng Việt			
20.	ThS	60140111	Lý luận và phương pháp dạy học bộ môn Toán			
21.	ThS	60220121	Văn học Việt Nam		8220121	Văn học Việt Nam
22.	ThS	60340102	Quản trị kinh doanh		8340101	Quản trị kinh doanh
23.	ThS	60340201	Tài chính - Ngân hàng		8340201	Tài chính - Ngân hàng
24.	ThS	60380107	Luật kinh tế		8380107	Luật kinh tế
25.	ThS	60420120	Sinh thái học		8420120	Sinh thái học
26.	ThS	60420201	Công nghệ sinh học		8420201	Công nghệ sinh học
27.	ThS	60440301	Khoa học môi trường		8440301	Khoa học môi trường
28.	ThS	60440114	Hóa hữu cơ		8440114	Hóa hữu cơ
29.	ThS	60440119	Hóa lý thuyết và hóa lý		8440119	Hóa lý thuyết và hóa lý
30.	ThS	60460102	Toán giải tích		8460102	Toán giải tích
31.	ThS	60460106	Lý thuyết xác suất và thống kê toán học		8460106	Lý thuyết xác suất và thống kê toán học
32.	ThS	60460103	Vật lý lý thuyết và vật lý toán		8440103	Vật lý lý thuyết và vật lý toán
33.	ThS	60480104	Hệ thống thông tin		8480104	Hệ thống thông tin



TT	Trình độ	Ngành đào tạo hiện đang đào tạo tại trường			Tên và mã số đào tạo của CSĐT theo TT 24 và 25/2017/TT-BGDĐT	
		Mã ngành	Tên ngành	Số, ngày QĐ mở ngành	Mã ngành	Tên ngành
34.	ThS	60540101	Công nghệ thực phẩm	2919/QĐ-BGDĐT, 06/8/2012	8540101	Công nghệ thực phẩm
35.	ThS	60540104	Công nghệ sau thu hoạch		8540104	Công nghệ sau thu hoạch
36.	ThS	60620103	Khoa học Đất		8620103	Khoa học Đất
37.	ThS	60620105	Chăn nuôi		8620105	Chăn nuôi
38.	ThS	60620110	Khoa học cây trồng		8620110	Khoa học cây trồng
39.	ThS	60620112	Bảo vệ thực vật		8620112	Bảo vệ thực vật
40.	ThS	60620115	Kinh tế nông nghiệp		8620115	Kinh tế nông nghiệp
41.	ThS	60620116	Phát triển nông thôn		8620116	Phát triển nông thôn
42.	ThS	60620118	Hệ thống nông nghiệp		8620118	Hệ thống nông nghiệp
43.	ThS	60620301	Nuôi trồng thủy sản		8620301	Nuôi trồng thủy sản
44.	ThS	60640101	Thú y		8640101	Thú y
45.	ThS	60850101	Quản lý tài nguyên và môi trường		8850101	Quản lý tài nguyên và môi trường
46.	ThS	60850103	Quản lý nguồn lợi thủy sản		8620305	Quản lý thủy sản
47.	ThS	60850103	Quản lý đất đai		8850103	Quản lý đất đai
48.	ThS	60520216	Kỹ thuật điều khiển và tự động hóa	2119/QĐ-BGDĐT, 17/6/2013	8520216	Kỹ thuật điều khiển và tự động hóa
49.	ThS	60480101	Khoa học máy tính	4227/QĐ-BGDĐT, 03/10/2014	8480101	Khoa học máy tính
50.	ThS	60520301	Kỹ thuật hóa học		8520301	Kỹ thuật hóa học
51.	ThS	60310101	Kinh tế học	527/QĐ-BDGT, 14/02/2015	8310101	Kinh tế học
52.	ThS	60620111	Di truyền và chọn giống cây trồng	5215/QĐ-BDGT, 05/11/2015	8620111	Di truyền và chọn giống cây trồng
53.	ThS	60580202	Kỹ thuật xây dựng công trình thủy	566/QĐ-BDGT, 23/02/2016	8580202	Kỹ thuật xây dựng công trình thủy
54.	ThS	60520202	Kỹ thuật điện	5195/QĐ-BDGT, 04/11/2016	8520201	Kỹ thuật điện
55.	ThS	60340110	Quản lý kinh tế	667/QĐ-BDGT, 07/3/2017	8340410	Quản lý kinh tế



TT	Trình độ	Ngành đào tạo hiện đang đào tạo tại trường			Tên và mã số đào tạo của CSĐT theo TT 24 và 25/2017/TT-BGDĐT	
		Mã ngành	Tên ngành	Số, ngày QĐ mở ngành	Mã ngành	Tên ngành
56.	ThS	60520320	Kỹ thuật môi trường	2384/QĐ-BDGET, 13/7/2017	8520320	Kỹ thuật môi trường
57.	ThS	60420107	Vi sinh vật học		8420107	Vi sinh vật học
58.	ĐH	52140202	Giáo dục tiểu học		7140202	Giáo dục tiểu học
59.	ĐH	52140204	Giáo dục công dân	511/QĐ-BGDĐT, 28/01/2011	7140204	Giáo dục công dân
60.	ĐH	52140206	Giáo dục thể chất		7140206	Giáo dục thể chất
61.	ĐH	52140209	Sư phạm Toán học		7140209	Sư phạm Toán học
62.	ĐH	52140211	Sư phạm Vật lý		7140211	Sư phạm Vật lý
63.	ĐH	52140212	Sư phạm Hóa học		7140212	Sư phạm Hóa học
64.	ĐH	52140213	Sư phạm Sinh học		7140213	Sư phạm Sinh học
65.	ĐH	52140217	Sư phạm Ngữ văn		7140217	Sư phạm Ngữ văn
66.	ĐH	52140218	Sư phạm Lịch sử		7140218	Sư phạm Lịch sử
67.	ĐH	52140219	Sư phạm Địa lý		7140219	Sư phạm Địa lý
68.	ĐH	52140231	Sư phạm Tiếng Anh		7140231	Sư phạm Tiếng Anh
69.	ĐH	52140233	Sư phạm Tiếng Pháp		7140233	Sư phạm Tiếng Pháp
70.	ĐH	52220113	Việt Nam học		7310630	Việt Nam học
71.	ĐH	52220201	Ngôn ngữ Anh		7220201	Ngôn ngữ Anh
72.	ĐH	52220203	Ngôn ngữ Pháp		7220203	Ngôn ngữ Pháp
73.	ĐH	52220330	Văn học		7229030	Văn học
74.	ĐH	52320201	Thông tin học		7320201	Thông tin – Thư viện
75.	ĐH	52340101	Quản trị kinh doanh		7340101	Quản trị kinh doanh
76.	ĐH	52340201	Tài chính – Ngân hàng		7340201	Tài chính – Ngân hàng
77.	ĐH	52340301	Kế toán		7340301	Kế toán



TT	Trình độ	Ngành đào tạo hiện đang đào tạo tại trường			Tên và mã số đào tạo của CSĐT theo TT 24 và 25/2017/TT-BGDĐT	
		Mã ngành	Tên ngành	Số, ngày QĐ mở ngành	Mã ngành	Tên ngành
78.	ĐH	52380101	Luật	511/QĐ-BGDĐT, 28/01/2011	7380101	Luật
79.	ĐH	52420201	Công nghệ sinh học		7420201	Công nghệ sinh học
80.	ĐH	52440112	Hóa học		7440112	Hóa học
81.	ĐH	52440301	Khoa học môi trường		7440301	Khoa học môi trường
82.	ĐH	52440306	Khoa học đất		7620103	Khoa học đất
83.	ĐH	52460112	Toán ứng dụng		7460112	Toán ứng dụng
84.	ĐH	52480201	Công nghệ thông tin		7480201	Công nghệ thông tin
85.	ĐH	52510401	Công nghệ kỹ thuật hóa học		7510401	Công nghệ kỹ thuật hóa học
86.	ĐH	52510601	Quản lý công nghiệp		7510601	Quản lý công nghiệp
87.	ĐH	52520103	Kỹ thuật cơ khí		7520103	Kỹ thuật cơ khí
88.	ĐH	52520320	Kỹ thuật môi trường		7520320	Kỹ thuật môi trường
89.	ĐH	52520114	Kỹ thuật cơ điện tử		7520114	Kỹ thuật cơ điện tử
90.	ĐH	52520201	Kỹ thuật điện, điện tử		7520201	Kỹ thuật điện
91.	ĐH	52520207	Kỹ thuật điện tử, truyền thông		7520207	Kỹ thuật điện tử - viễn thông
92.	ĐH	52540101	Công nghệ thực phẩm		7540101	Công nghệ thực phẩm
93.	ĐH	52580201	Kỹ thuật công trình xây dựng		7580201	Kỹ thuật xây dựng
94.	ĐH	52620105	Chăn nuôi		7620105	Chăn nuôi
95.	ĐH	52620109	Nông học		7620109	Nông học
96.	ĐH	52620110	Khoa học cây trồng		7620110	Khoa học cây trồng
97.	ĐH	52620112	Bảo vệ thực vật		7620112	Bảo vệ thực vật
98.	ĐH	52620115	Kinh tế nông nghiệp		7620115	Kinh tế nông nghiệp
99.	ĐH	52620116	Phát triển nông thôn		7620116	Phát triển nông thôn
100.	ĐH	52620301	Nuôi trồng thủy sản		7620301	Nuôi trồng thủy sản



TT	Trình độ	Ngành đào tạo hiện đang đào tạo tại trường			Tên và mã số đào tạo của CSĐT theo TT 24 và 25/2017/TT-BGDĐT	
		Mã ngành	Tên ngành	Số, ngày QĐ mở ngành	Mã ngành	Tên ngành
101.	ĐH	52620305	Quản lý nguồn lợi thủy sản	511/QĐ-BGDĐT, 28/01/2011	7620305	Quản lý thủy sản
102.	ĐH	52640101	Thú y		7640101	Thú y
103.	ĐH	52850103	Quản lý đất đai		7850103	Quản lý đất đai
104.	ĐH	52310101	Kinh tế	968/QĐ-BGDĐT, 09/3/2012	7310101	Kinh tế
105.	ĐH	52340302	Kiểm toán		7340302	Kiểm toán
106.	ĐH	52340103	Quản trị dịch vụ du lịch và lữ hành		7810103	Quản trị dịch vụ du lịch và lữ hành
107.	ĐH	52340115	Marketing		7340115	Marketing
108.	ĐH	52340120	Kinh doanh quốc tế		7340120	Kinh doanh quốc tế
109.	ĐH	52340121	Kinh doanh thương mại		7340121	Kinh doanh thương mại
110.	ĐH	52420101	Sinh học		7420101	Sinh học
111.	ĐH	52480101	Khoa học máy tính		7480101	Khoa học máy tính
112.	ĐH	52480102	Truyền thông và mạng máy tính		7480102	Mạng máy tính và Truyền thông dữ liệu
113.	ĐH	52480103	Kỹ thuật phần mềm		7480103	Kỹ thuật phần mềm
114.	ĐH	52480104	Hệ thống thông tin		7480104	Hệ thống thông tin
115.	ĐH	52520214	Kỹ thuật máy tính		7480106	Kỹ thuật máy tính
116.	ĐH	52520216	Kỹ thuật điều khiển và tự động hóa		7520216	Kỹ thuật điều khiển và tự động hóa
117.	ĐH	52540105	Công nghệ chế biến thủy sản		7540105	Công nghệ chế biến thủy sản
118.	ĐH	52620302	Bệnh học thủy sản		7620302	Bệnh học thủy sản
119.	ĐH	52620113	Công nghệ rau hoa quả và cảnh quan		7620113	Công nghệ rau hoa quả và cảnh quan
120.	ĐH	52620205	Lâm sinh		7620205	Lâm sinh
121.	ĐH	52850101	Quản lý tài nguyên và môi trường		7850101	Quản lý tài nguyên và môi trường
122.	ĐH	52850102	Kinh tế tài nguyên thiên nhiên		7850102	Kinh tế tài nguyên thiên nhiên

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		Mã ngành	Tên ngành	Số, ngày QĐ mở ngành	Mã ngành	Tên ngành
123.	ĐH	52220301	Triết học	5002/QĐ-BGDĐT, 25/10/2013	7229001	Triết học
124.	ĐH	52520401	Vật lý kỹ thuật		7520401	Vật lý kỹ thuật
125.	ĐH	52580212	Kỹ thuật tài nguyên nước		7580212	Kỹ thuật tài nguyên nước
126.	ĐH	52310201	Chính trị học	742/QĐ-BGDĐT, 04/3/2014	7310201	Chính trị học
127.	ĐH	52420203	Sinh học ứng dụng		7420203	Sinh học ứng dụng
128.	ĐH	52540104	Công nghệ sau thu hoạch	2415/QĐ-BGDĐT, 09/7/2015	7540104	Công nghệ sau thu hoạch
129.	ĐH	52620102	Khuyến nông		7620102	Khuyến nông
130.	ĐH	52620114	Kinh doanh nông nghiệp		7620114	Kinh doanh nông nghiệp
131.	ĐH	52310301	Xã hội học		7310301	Xã hội học
132.	ĐH	52140210	Sư phạm tin học	3001/QĐ-BGDĐT, 18/8/2015	7140210	Sư phạm tin học
133.	ĐH	52580202	Kỹ thuật công trình thủy	2367/QĐ-BGDĐT, 08/7/2016	7580202	Kỹ thuật xây dựng công trình thủy
134.	ĐH	52580205	Kỹ thuật xây dựng công trình giao thông		7580205	Kỹ thuật xây dựng công trình giao thông
135.	ĐH	52520309	Kỹ thuật vật liệu	354/QĐ-BGDĐT, 07/02/2017	7520309	Kỹ thuật vật liệu
136.	ĐH	52720403	Hóa dược		7720203	Hóa dược

Danh sách gồm: 133 ngành, trong đó có 16 ngành trình độ tiến sĩ, 38 ngành trình độ thạc sĩ và 79 ngành trình độ đại học.



## **PHỤ LỤC 7.**

### **Minh chứng về giao quyền tự chủ và quy chế làm việc, quy chế tự chủ tài chính của Hội đồng trường**

1. Quyết định số 3765/QĐ-BGDĐT ngày 18 tháng 11 năm 2020 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc giao quyền tự chủ, tự chịu trách nhiệm về tài chính đối với đơn vị sự nghiệp.
2. Nghị quyết số 09/NQ-HĐT ngày 27 tháng 11 năm 2020 của Chủ tịch Hội đồng Trường Đại học Cần Thơ về việc Ban hành quy chế làm việc của Hội đồng Trường Đại học Cần Thơ nhiệm kỳ 2020-2025.
3. Nghị quyết số 15/NQ-HĐT ngày 19 tháng 3 năm 2021 của Chủ tịch Hội đồng Trường Đại học Cần Thơ về việc Ban hành quy chế Tài chính Trường Đại học Cần Thơ



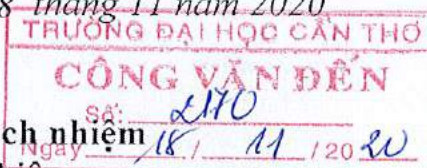
Số: 3765 /QĐ-BGDĐT

Hà Nội, ngày 18 tháng 11 năm 2020

- P.KHTH: scan gửi lãnh đạo toàn trường

- Copy HĐT

- P.TC: XD kế hoạch, báo BGDĐT về tài chính đối với đơn vị sự nghiệp và hợp BGDĐT, HĐT

**QUYẾT ĐỊNH****Về việc giao quyền tự chủ, tự chịu trách nhiệm về tài chính đối với đơn vị sự nghiệp****BỘ TRƯỞNG BỘ GIÁO DỤC VÀ ĐÀO TẠO**

*Căn cứ Nghị định số 69/2017/NĐ-CP ngày 25/5/2017 của Chính phủ quy định chức năng, nhiệm vụ, quyền hạn và cơ cấu tổ chức của Bộ Giáo dục và Đào tạo;*

*Căn cứ Nghị định số 16/2015/NĐ-CP ngày 14/02/2015 của Chính phủ quy định cơ chế tự chủ của đơn vị sự nghiệp công lập;*

*Căn cứ Nghị định số 43/2006/NĐ-CP ngày 25/4/2006 của Chính phủ quy định quyền tự chủ, tự chịu trách nhiệm về thực hiện nhiệm vụ, tổ chức bộ máy, biên chế và tài chính đối với đơn vị sự nghiệp công lập;*

*Căn cứ Công văn số 8506/BTC-HCSN ngày 14/7/2020 của Bộ Tài chính về việc phương án phân loại đơn vị sự nghiệp tự chủ tài chính giai đoạn 2020-2022;*

*Căn cứ Công văn số 13298/BTC-HCSN ngày 30/10/2020 của Bộ Tài chính về việc thu hồi nguồn kinh phí thường xuyên đã cấp năm 2020 của Trường Đại học Cần Thơ;*

*Xét đề nghị của Trường đại học Cần Thơ tại Tờ trình số 2464/TTr-DHCT ngày 13/10/2020 về việc phân loại đơn vị sự nghiệp tự đảm bảo chi thường xuyên giai đoạn 2020-2022;*

*Theo đề nghị của Vụ trưởng Vụ Kế hoạch - Tài chính.*

**QUYẾT ĐỊNH:**

**Điều 1.** Giao quyền tự chủ, tự chịu trách nhiệm về tài chính cho Trường Đại học Cần Thơ. Trường Đại học Cần Thơ được phân loại đơn vị sự nghiệp công lập tự đảm bảo chi phí hoạt động thường xuyên giai đoạn 2020-2022.

**Điều 2.** Căn cứ vào phân loại đơn vị sự nghiệp trên, Thủ trưởng đơn vị có trách nhiệm tổ chức thực hiện quyền tự chủ, tự chịu trách nhiệm về tài chính theo quy định.

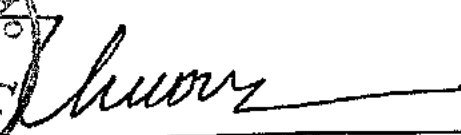
**Điều 3.** Thu hồi kinh phí 47.530 triệu đồng (Bốn mươi bảy tỷ, năm trăm ba mươi triệu đồng) ngân sách nhà nước hỗ trợ chi thường xuyên năm 2020 của Trường Đại học Cần Thơ đã giao tại Quyết định số 4986/QĐ-BGDĐT. Đơn vị sử dụng nguồn thu sự nghiệp hợp pháp nộp phục hồi dự toán chi thường xuyên năm 2020 đã giao tại Kho bạc Nhà nước Cần Thơ (nếu đã sử dụng) để Bộ GDĐT thực hiện điều chỉnh thu hồi số tiền 47.530 triệu đồng.




**Điều 4.** Vụ trưởng Vụ Kế hoạch - Tài chính, Chánh Văn phòng và Thủ trưởng các đơn vị và cá nhân liên quan chịu trách nhiệm thi hành Quyết định này.

**Nơi nhận:**

- Như Điều 3;
- Bộ trưởng (để b/c);
- Bộ Tài chính;
- KBNN Trung ương;
- KBNN nơi đơn vị giao dịch  
(*Giới qua đơn vị sử dụng ngân sách*);
- Lưu VT, Vụ KHTC.

**KT. BỘ TRƯỞNG**  
**THỦ TRƯỞNG** ✓  
  
\_\_\_\_\_  
**Phạm Ngọc Thường**



Số: 09/NQ-HĐT

Cần Thơ, ngày 27 tháng 11 năm 2020

**NGHỊ QUYẾT**

**Ban hành Quy chế làm việc của Hội đồng trường  
Trường Đại học Cần Thơ nhiệm kỳ 2020-2025**

**HỘI ĐỒNG TRƯỜNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

*Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;*

*Căn cứ Nghị định số 99/2019/NĐ-CP ngày 30 tháng 12 năm 2019 của Chính phủ Quy định chi tiết và hướng dẫn thi hành một số điều của Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học;*

*Căn cứ Nghị quyết số 29/NQ-HĐT ngày 19 tháng 5 năm 2020 về Quy chế Tổ chức và hoạt động của Trường Đại học Cần Thơ;*

*Căn cứ Quyết định số 3054/QĐ-BGDĐT ngày 16 tháng 10 năm 2020 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc công nhận Hội đồng trường Trường Đại học Cần Thơ;*

*Căn cứ Nghị quyết số 01/NQ-HĐT ngày 30 tháng 10 năm 2020 của phiên họp thứ hai Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2020-2025.*

**QUYẾT NGHỊ:**

**Điều 1.** Ban hành kèm theo Nghị quyết này là “**Quy chế làm việc của Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2020-2025**” bao gồm 05 chương và 19 điều.

**Điều 2.** Nghị quyết này có hiệu lực từ ngày ký.

Hội đồng trường Trường Đại học Cần Thơ, các đơn vị, cá nhân có liên quan thuộc Trường Đại học Cần Thơ chịu trách nhiệm thi hành Nghị quyết này./.

**Nơi nhận**

- Như Điều 2;
- Bộ Giáo dục và Đào tạo (để báo cáo);
- Lưu: VT, HĐT, HSCN.

**TM. HỘI ĐỒNG TRƯỜNG  
CHỦ TỊCH**



**Nguyễn Thanh Phương**

**QUY CHẾ LÀM VIỆC CỦA HỘI ĐỒNG TRƯỞNG  
TRƯỜNG ĐẠI HỌC CẦN THƠ NHIỆM KỲ 2020-2025**  
(Kèm theo Nghị quyết số: 09/NQ-HĐT ngày 27 tháng 11 năm 2020  
của Hội đồng trường Trường Đại học Cần Thơ)

**Chương I**  
**VỊ TRÍ, CHỨC NĂNG, NHIỆM VỤ, QUYỀN HẠN**  
**CỦA HỘI ĐỒNG TRƯỞNG**

**Điều 1. Vị trí, chức năng**

Hội đồng trường Trường Đại học Cần Thơ (HĐT) là tổ chức quản trị, thực hiện quyền đại diện của chủ sở hữu và các bên có lợi ích liên quan của Trường Đại học Cần Thơ (ĐHCT).

**Điều 2. Nhiệm vụ, quyền hạn**

1. Quyết định về chiến lược, kế hoạch phát triển, kế hoạch hằng năm của Trường; chủ trương phát triển Trường thành đại học hoặc việc sáp nhập với trường đại học khác;
2. Ban hành quy chế tổ chức và hoạt động, quy chế tài chính, quy chế dân chủ cơ sở của Trường phù hợp với quy định của pháp luật có liên quan;
3. Quyết định phương hướng tuyển sinh, mở ngành, đào tạo, liên kết đào tạo, hoạt động KHCN, hợp tác quốc tế; chính sách bảo đảm chất lượng giáo dục đại học, hợp tác giữa Trường với doanh nghiệp, đơn vị sử dụng lao động;
4. Quyết định về cơ cấu tổ chức, cơ cấu lao động, thành lập, sáp nhập, chia, tách, giải thể các đơn vị của Trường; ban hành danh mục vị trí việc làm, tiêu chuẩn và điều kiện làm việc của từng vị trí; quy định về tuyển dụng, sử dụng, quản lý cán bộ, viên chức và người lao động (VC-NLĐ) phù hợp với quy định của pháp luật;
5. Quyết định và trình Bộ Giáo dục và Đào tạo (Bộ GD&ĐT) ra quyết định công nhận, bãi nhiệm, miễn nhiệm Hiệu trưởng; bổ nhiệm, bãi nhiệm, miễn nhiệm Phó Hiệu trưởng trên cơ sở đề xuất của Hiệu trưởng; quyết định thành viên Hội đồng Khoa học và Đào tạo theo đề nghị của Hiệu trưởng; tổ chức đánh giá hiệu quả hoạt động hằng năm của Chủ tịch HĐT, Hiệu trưởng; lấy phiếu tín nhiệm đối với các chức danh do HĐT bổ nhiệm vào giữa nhiệm kỳ hoặc đột xuất;
6. Quyết định chính sách thu hút các nguồn vốn đầu tư phát triển Trường; chính sách học phí, hỗ trợ người học; phê duyệt kế hoạch tài chính; thông qua báo cáo tài chính hằng năm, báo cáo quyết toán kinh phí đối với các nguồn thu hợp pháp của Trường;
7. Quyết định chủ trương đầu tư và sử dụng tài sản có giá trị lớn thuộc thẩm quyền của trường đại học theo quy chế tổ chức và hoạt động của trường đại học; quyết định chính sách tiền lương, thưởng, quyền lợi khác của chức danh lãnh đạo,

quản lý trường đại học theo kết quả, hiệu quả công việc và vấn đề khác theo quy định tổ chức và hoạt động của trường đại học;

8. Giám sát việc thực hiện quyết định của HĐT, việc tuân thủ pháp luật, thực hiện quy chế dân chủ trong hoạt động của Trường và trách nhiệm giải trình của Hiệu trưởng; giám sát việc quản lý, sử dụng tài chính, tài sản của Trường; báo cáo hằng năm với VC-NLD của Trường về kết quả giám sát và kết quả hoạt động của HĐT;

9. Tuân thủ pháp luật; chịu trách nhiệm trước pháp luật, trước cơ quan quản lý có thẩm quyền và các bên liên quan về các quyết định của HĐT; thực hiện công khai, minh bạch thông tin, chế độ báo cáo; chịu sự thanh tra, kiểm tra của cơ quan có thẩm quyền; thực hiện trách nhiệm giải trình trong phạm vi trách nhiệm, quyền hạn của hội đồng trường; chịu sự giám sát của xã hội, cá nhân và tổ chức trong trường đại học;

10. Triệu tập hội nghị toàn thể hoặc đại biểu của Trường; chuẩn bị nội dung, tài liệu liên quan để báo cáo hội nghị;

11. Thành lập cơ quan kiểm soát.

## **Chương II**

### **TRÁCH NHIỆM, QUYỀN HẠN, CƠ CẤU TỔ CHỨC**

#### **Điều 3. Trách nhiệm, quyền hạn của thành viên**

1. Cùng với tập thể HĐT tổ chức quán triệt và cụ thể hóa các chủ trương, đường lối của Đảng, chính sách, pháp luật của Nhà nước có liên quan đến chức năng, nhiệm vụ, quyền hạn của Trường ĐHCT;

2. Có trách nhiệm thực hiện các nghị quyết, kết luận của HĐT; phụ trách và chịu trách nhiệm trước HĐT về các lĩnh vực công tác được phân công, ủy quyền;

3. Đề xuất ý kiến để thảo luận và quyết nghị trong HĐT; tổ chức và kiểm tra việc thực hiện các nghị quyết, kết luận của HĐT; báo cáo kết quả thực hiện nhiệm vụ liên quan đến lĩnh vực được phân công;

4. Tham gia đầy đủ các kỳ họp và đóng góp ý kiến xây dựng nội dung, chương trình, kế hoạch; chấp hành sự phân công và tuân thủ nguyên tắc, chế độ làm việc của HĐT;

5. Được cung cấp thông tin, thảo luận, biểu quyết trong các kỳ họp của HĐT;

6. Thực hiện các nhiệm vụ khác theo sự phân công và ủy quyền.

#### **Điều 4: Thường trực Hội đồng Trường**

1. Thường trực HĐT gồm Chủ tịch HĐT, Hiệu trưởng, Phó Chủ tịch HĐT (nếu có), Thư ký HĐT, Trưởng các ban chuyên môn của HĐT. Thường trực HĐT do Chủ tịch HĐT bổ nhiệm;

2. Thường trực HĐT cho ý kiến vào các báo cáo hay văn bản trình HĐT theo sự phân công của Chủ tịch HĐT. Thường trực HĐT sẽ giải quyết những vấn đề được HĐT giao thẩm quyền giữa hai kỳ họp và có trách nhiệm báo cáo với HĐT trong phiên họp gần nhất.

**Điều 5. Trách nhiệm, quyền hạn của Chủ tịch**

1. Chỉ đạo xây dựng quy chế làm việc của HĐT;
2. Chỉ đạo xây dựng các quy chế thuộc thẩm quyền ban hành của HĐT;
3. Chỉ đạo xây dựng chương trình, kế hoạch hoạt động hằng năm của HĐT;
4. Chỉ đạo tổ chức và chủ trì các cuộc họp của HĐT;
5. Chỉ đạo xây dựng kế hoạch, triển khai giám sát việc thực hiện nghị quyết và quyết định của HĐT;
6. Ký văn bản thuộc thẩm quyền ban hành của HĐT;
7. Ủy quyền bằng văn bản cho Phó chủ tịch hoặc một thành viên khác của HĐT đảm nhận thay trách nhiệm trong trường hợp vắng mặt tại Trường từ 03 đến 06 tháng;
8. Thay mặt HĐT triệu tập và chủ tọa hội nghị toàn thể hoặc hội nghị đại biểu của Trường;
9. Đảm bảo các thành viên HĐT nhận được thông tin đầy đủ, khách quan, chính xác và đủ thời gian thảo luận các vấn đề mà HĐT phải xem xét, quyết định;
10. Phân công nhiệm vụ cho các thành viên HĐT và giám sát các thành viên HĐT trong việc thực hiện công việc được phân công;
11. Chịu trách nhiệm về việc thực hiện nhiệm vụ và quyền hạn của mình;
12. Sử dụng bộ máy tổ chức, cơ sở vật chất và con dấu của Trường để hoạt động trong phạm vi chức năng, nhiệm vụ của HĐT.

**Điều 6. Trách nhiệm, quyền hạn của phó chủ tịch (nếu có)**

1. Thực hiện các nhiệm vụ của HĐT theo phân công của Chủ tịch HĐT;
2. Thay mặt Chủ tịch HĐT giải quyết các công việc của HĐT khi được Chủ tịch HĐT ủy quyền;
3. Chịu trách nhiệm trước Chủ tịch HĐT và trước pháp luật về lĩnh vực công việc được giao phụ trách;
4. Tham gia các hoạt động của HĐT với tư cách thành viên của HĐT;
5. Thay mặt HĐT ký các văn bản theo nhiệm vụ được phân công.



### **Điều 7. Trách nhiệm, quyền hạn của thư ký**

1. Tổng hợp thông tin về hoạt động của trường báo cáo Chủ tịch HĐT; chuẩn bị các cuộc họp, hội nghị và làm thư ký các cuộc họp, hội nghị của HĐT; xây dựng, hoàn chỉnh, lưu trữ các văn bản của HĐT;
2. Chuẩn bị các báo cáo, giải trình với cơ quan quản lý Nhà nước và các cơ quan liên quan theo nhiệm vụ, chức năng của HĐT;
3. Phụ trách Văn phòng HĐT, quản lý tài chính, tài sản của HĐT và Văn phòng HĐT;
4. Thay mặt HĐT ký các văn bản theo nhiệm vụ được phân công.

### **Điều 8. Ban Tổ chức, Nhân sự và Pháp chế**

Ban Tổ chức, Nhân sự và Pháp chế có nhiệm vụ tham mưu cho HĐT ra quyết định, thẩm tra các tờ trình của Hiệu trưởng và giám sát việc thực hiện các nghị quyết của HĐT trong các lĩnh vực sau:

1. Quy chế tổ chức và hoạt động, quy chế dân chủ cơ sở của Trường;
2. Mô hình phát triển Trường, cơ cấu tổ chức, cơ cấu lao động, thành lập, sáp nhập, chia, tách, giải thể các đơn vị của Trường; ban hành danh mục vị trí việc làm, tiêu chuẩn và điều kiện làm việc của từng vị trí; quy định về tuyển dụng, sử dụng, quản lý VC-NLĐ;
3. Việc công nhận, bãi nhiệm, miễn nhiệm Hiệu trưởng; bổ nhiệm, bãi nhiệm, miễn nhiệm Phó Hiệu trưởng, Kế toán trưởng trên cơ sở đề xuất của Hiệu trưởng; quyết định thành viên Hội đồng Khoa học và Đào tạo theo đề nghị của Hiệu trưởng; tổ chức đánh giá hiệu quả hoạt động hằng năm của Chủ tịch HĐT, Hiệu trưởng, các phó hiệu trưởng và Kế toán trưởng; lấy phiếu tín nhiệm đối với các chức danh do HĐT bổ nhiệm vào giữa nhiệm kỳ hoặc đột xuất;
4. Tính pháp lý của các văn bản hành chính do HĐT ban hành hoặc phê duyệt; tổ chức công tác xây dựng và ban hành các văn bản áp dụng quy phạm pháp luật về giáo dục và đào tạo;
5. Bảo vệ quyền và lợi ích hợp pháp của trường, của VC-NLĐ và người học của trường;
6. Giám sát việc thực hiện pháp luật, nội quy, quy chế và kiến nghị các biện pháp xử lý vi phạm thuộc thẩm quyền của trường theo quy định.

### **Điều 9. Ban Đào tạo và Đảm bảo chất lượng Trường**

Ban Đào tạo và Đảm bảo chất lượng Trường có nhiệm vụ tham mưu cho HĐT ra quyết định, thẩm định các tờ trình của Hiệu trưởng và giám sát việc thực hiện các nghị quyết của HĐT trong các lĩnh vực về phương hướng tuyển sinh, mở ngành đào tạo, liên kết đào tạo; hoạt động và chính sách bảo đảm chất lượng đào tạo và kiểm định chất lượng giáo dục; hoạt động đảm bảo chất lượng Trường.

### **Điều 10. Ban Khoa học, Hợp tác và Truyền thông**

Ban Khoa học, Hợp tác và Truyền thông có nhiệm vụ tham mưu cho HĐT ra quyết định, thẩm định các tờ trình của Hiệu trưởng và giám sát việc thực hiện các nghị quyết của HĐT trong các lĩnh vực về hoạt động KH-CN, hợp tác trong và ngoài nước; truyền thông, hoạt động hợp tác giữa Trường với doanh nghiệp, đơn vị sử dụng lao động và địa phương, các hoạt động phục vụ cộng đồng.

### **Điều 11. Ban Tài chính và Cơ sở vật chất**

Ban Tài chính và Cơ sở vật chất có nhiệm vụ tham mưu cho HĐT ra quyết định, thẩm định các tờ trình của Hiệu trưởng và giám sát việc thực hiện các nghị quyết của HĐT trong các lĩnh vực sau:

1. Ban hành quy chế tài chính; chính sách thu hút các nguồn vốn đầu tư phát triển Trường; chính sách học phí, hỗ trợ người học; phê duyệt kế hoạch tài chính; thông qua báo cáo tài chính hằng năm, báo cáo quyết toán kinh phí đối với các nguồn thu hợp pháp của Trường;
2. Quyết định chủ trương đầu tư và sử dụng tài sản thuộc thẩm quyền của Trường; quyết định chính sách tiền lương, thưởng, quyền lợi khác của chức danh lãnh đạo, quản lý Trường theo kết quả, hiệu quả công việc và vấn đề khác;
3. Giám sát việc quản lý, sử dụng tài chính, tài sản của Trường.

## **Chương III NGUYÊN TẮC, CHẾ ĐỘ LÀM VIỆC**

### **Điều 12. Nguyên tắc làm việc**

1. HĐT làm việc theo nguyên tắc tập thể lãnh đạo, quyết định theo đa số.
2. Thông báo, chương trình và tài liệu phiên họp định kỳ của HĐT phải gửi đến thành viên HĐT trước ngày họp ít nhất là 03 ngày làm việc. Thông báo mời họp, chương trình và tài liệu họp được gửi bằng bưu điện, thư điện tử hoặc phương tiện khác, đảm bảo từng thành viên HĐT phải nhận được thông báo.
3. Hồ sơ gửi đến HĐT bao gồm: văn bản, tờ trình của Hiệu trưởng; các minh chứng liên quan đến văn bản, tờ trình; báo cáo giải trình, tiếp thu ý kiến thẩm định đối với dự thảo văn bản (nếu có); bản tổng hợp, giải trình, tiếp thu ý kiến góp ý; bản chụp ý kiến góp ý và tài liệu khác (nếu có).

Các văn bản, tờ trình đề nghị giải quyết công việc thuộc phạm vi trách nhiệm và quyền hạn của HĐT cần có: hai (02) bộ bản cứng (bản giấy) gửi đến Văn phòng HĐT, một (01) bộ bản mềm (file mềm) đến hộp thư điện tử của HĐT ([hdt@ctu.edu.vn](mailto:hdt@ctu.edu.vn)).

Thời gian gửi hồ sơ về Văn phòng HĐT chậm nhất là 10 ngày làm việc trước ngày tổ chức họp.

4. Cuộc họp HĐT họp lệ khi có trên 50% tổng số thành viên dự họp, trong đó phải có thành viên ngoài Trường. Trong trường hợp cần thiết, Chủ tịch HĐT có thể mời VC-NLĐ của Trường hoặc các chuyên gia, nhân sự khác tham dự phiên họp.

### **Điều 13. Chế độ làm việc**

1. HĐT họp định kỳ ít nhất 03 tháng một lần và họp bất thường khi có đề nghị của Chủ tịch HĐT, của Hiệu trưởng hoặc của ít nhất một phần ba tổng số thành viên của HĐT.

2. Trường họp họp bất thường thì trong thời gian 15 ngày làm việc tính từ khi nhận được văn bản đề nghị, HĐT phải triệu tập và tiến hành phiên họp bất thường.

3. Thường trực HĐT họp định kỳ ít nhất 01 tháng một lần.

### **Điều 14. Nghị quyết của Hội đồng Trường**

1. Tại mỗi kỳ họp, HĐT phải quyết nghị về những vấn đề Hội đồng thảo luận trong phạm vi thực hiện chức năng, nhiệm vụ của mình. Nghị Quyết của HĐT chỉ được thông qua khi có trên 50% tổng số thành viên HĐT có mặt biểu quyết tán thành. Trường hợp số phiếu biểu quyết ngang nhau thì quyết định cuối cùng thuộc về ý kiến của Chủ tịch HĐT. Các quyết định về vay vốn, chuyển đổi mô hình tổ chức của Trường thì Quyết định của HĐT chỉ được thông qua khi có trên hai phần ba tổng số thành viên HĐT có mặt tại cuộc họp biểu quyết tán thành.

Khi thấy cần thiết thì Chủ tịch HĐT căn cứ vào quyết nghị chung để ban hành các nghị quyết chuyên đề.

2. Các hình thức thông qua quyết nghị của HĐT:

- Bỏ phiếu kín hoặc biểu quyết bằng cách giơ tay tại cuộc họp.
- Sử dụng phần mềm biểu quyết trực tuyến của Trường, văn bản qua bưu điện hoặc thư điện tử. Thời hạn thành viên HĐT ra quyết định do Thường trực HĐT quyết định, nhưng không ít hơn 02 ngày và không kéo dài quá 10 ngày làm việc tính từ ngày Thường trực HĐT lấy phiếu lấy ý kiến.

3. Quyết nghị của HĐT được gửi đến các thành viên HĐT, các đơn vị, cá nhân liên quan trong Trường và báo cáo Bộ GD&ĐT.

### **Điều 15. Quản lý văn bản, tài liệu của Hội đồng Trường**

1. Văn bản do cơ quan, đơn vị, cá nhân gửi đến HĐT thông qua Văn phòng HĐT. Thư ký HĐT tập họp, báo cáo, đề xuất Chủ tịch HĐT chỉ đạo giải quyết.

2. Chủ tịch thay mặt HĐT ký các văn bản nhân danh của HĐT gửi đến các đơn vị, cá nhân, các nghị quyết của HĐT, các ý kiến chỉ đạo của Chủ tịch HĐT.

3. Tất cả văn bản, tài liệu liên quan đến hoạt động của HĐT đều phải được đăng ký, quản lý, lưu trữ theo quy định của Nhà nước và của Trường.

### **Điều 16. Chế độ và kênh thông tin của Hội đồng Trường**

1. Văn bản chỉ đạo, điều hành, kết luận của các cơ quan quản lý nhà nước có thẩm quyền liên quan đến công việc của Trường; các văn bản của Trường trong chỉ đạo, lãnh đạo, báo cáo các lĩnh vực của Trường phải được chuyển đến HĐT đầy đủ, kịp thời và chính xác thông qua Văn phòng HĐT.
2. Thành viên Hội đồng Trường được cấp tài khoản để đăng nhập và truy cập thông tin trong hệ thống thông tin tích hợp của Trường theo nhiệm vụ Chủ tịch HĐT phân công.
3. Các thông tin phục vụ công tác và hoạt động của HĐT được công bố công khai trên website Trường và ứng dụng trên các thiết bị di động được thiết kế riêng cho hoạt động của HĐT.
4. Hiệu trưởng có trách nhiệm báo cáo đầy đủ, kịp thời các thông tin cần thiết cho Hội đồng Trường khi được yêu cầu.
5. Thư ký HĐT có trách nhiệm thường xuyên cung cấp thông tin của Trường đến thành viên HĐT.

## **Chương IV MỐI QUAN HỆ CÔNG TÁC**

### **Điều 17. Quan hệ giữa Hội đồng Trường với Đảng ủy**

1. HĐT căn cứ vào các nghị quyết của Đảng ủy Trường để xây dựng các quyết nghị theo chức năng và nhiệm vụ;
2. Các Đảng ủy viên, đảng viên các chi bộ tham gia HĐT phải quán triệt chủ trương và thực hiện theo đúng các Nghị quyết của Đảng ủy liên quan đến các công tác của Trường;
3. Trong trường hợp cần thiết, Chủ tịch HĐT và Hiệu trưởng xin ý kiến Đảng ủy các nội dung chuẩn bị trình HĐT.

### **Điều 18. Quan hệ giữa Hội đồng Trường với Hiệu trưởng**

1. Quan hệ giữa HĐT với Hiệu trưởng được thực hiện theo quy định của Luật Giáo dục đại học và các văn bản hướng dẫn thi hành, Quy chế tổ chức và hoạt động của Trường ĐHCT, Quy chế này và các quy định khác có liên quan;
2. Hiệu trưởng tổ chức thực hiện nghị quyết hoặc kết luận của HĐT và có trách nhiệm báo cáo bằng văn bản việc thực hiện nhiệm vụ, quyền hạn được giao tại các phiên họp của HĐT; chỉ đạo các đơn vị thông tin đầy đủ khi có yêu cầu; đảm bảo các điều kiện về cơ sở vật chất, kinh phí và bộ máy để HĐT hoạt động;
3. Khi có yêu cầu của Chủ tịch HĐT, Thường trực HĐT thì Hiệu trưởng thực hiện việc báo cáo trực tiếp hoặc cung cấp các thông tin theo yêu cầu;

4. Trường hợp phát hiện những sự việc, thông tin có thể ảnh hưởng đến uy tín hay hoạt động của Trường, Hiệu trưởng báo cáo cho Chủ tịch HĐT.

## **Chương V**

### **TỔ CHỨC THỰC HIỆN**

#### **Điều 19. Điều khoản thi hành**

Các thành viên HĐT, Văn phòng HĐT, các đơn vị thuộc và trực thuộc của Trường ĐHCT có trách nhiệm tổ chức thực hiện Quy chế này.

Trong quá trình triển khai thực hiện Quy chế, nếu cần sửa đổi, bổ sung thì HĐT sẽ tiến hành xem xét, quyết định.

**TM. HỘI ĐỒNG TRƯỜNG**  
**CHỦ TỊCH**



**Nguyễn Thanh Phương**



Số: 15 /NQ-HĐT

Cần Thơ, ngày 19 tháng 3 năm 2021

**NGHỊ QUYẾT**

**Về việc ban hành Quy chế Tài chính Trường Đại học Cần Thơ**

**HỘI ĐỒNG TRƯỜNG TRƯỜNG ĐẠI HỌC CẦN THƠ**

*Căn cứ Luật Giáo dục đại học ngày 18 tháng 6 năm 2012 và Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học ngày 19 tháng 11 năm 2018;*

*Căn cứ Nghị định số 99/2019/NĐ-CP ngày 30 tháng 12 năm 2019 của Chính phủ Quy định chi tiết và hướng dẫn thi hành một số điều của Luật sửa đổi, bổ sung một số điều của Luật Giáo dục đại học;*

*Căn cứ Quyết định số 3054/QĐ-BGDĐT ngày 16 tháng 10 năm 2020 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc công nhận Hội đồng trường Trường Đại học Cần Thơ;*

*Căn cứ Nghị quyết số 29/NQ-HĐT ngày 19 tháng 5 năm 2020 về Quy chế Tổ chức và hoạt động của Trường Đại học Cần Thơ;*

*Căn cứ Nghị quyết số 12/NQ-HĐT ngày 02 tháng 02 năm 2021 của Hội đồng Trường về Sửa đổi, bổ sung một số điều của Nghị quyết số 29/NQ-HĐT ngày 19 tháng 5 năm 2020 của Hội đồng trường về Quy chế Tổ chức và hoạt động của Trường Đại học Cần Thơ;*

*Căn cứ Nghị quyết số 14/NQ-HĐT ngày 19 tháng 3 năm 2021 của kỳ họp thứ ba Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2020-2025.*

**QUYẾT NGHỊ:**

**Điều 1.** Ban hành kèm theo Nghị quyết này Quy chế tài chính Trường Đại học Cần Thơ.

**Điều 2.** Nghị quyết này đã được Hội đồng trường Trường Đại học Cần Thơ nhiệm kỳ 2020-2025, kỳ họp thứ 3 thông qua ngày 19 tháng 3 năm 2021 và có hiệu lực kể từ ngày ký.

**Điều 3.** Hội đồng Trường, Hiệu trưởng, Trưởng các đơn vị và cá nhân có liên quan và chịu trách nhiệm thi hành Nghị quyết này./.

**Nơi nhận:**

- Bộ GD&ĐT (để báo cáo);
- Như Điều 3;
- Các đơn vị thuộc trường;
- Lưu: VT, HDT.

**TM. HỘI ĐỒNG TRƯỜNG  
CHỦ TỊCH**



**Nguyễn Thanh Phương**

## **QUY CHẾ TÀI CHÍNH TRƯỜNG ĐẠI HỌC CẦN THƠ**

*(Kèm theo Nghị quyết số: 15/NQ-HĐT ngày 19 tháng 3 năm 2021  
của Hội đồng trường Trường Đại học Cần Thơ)*

### **Chương I NHỮNG QUY ĐỊNH CHUNG**

#### **Điều 1. Phạm vi và đối tượng điều chỉnh**

1. Quy chế này quy định chi tiết việc lập, chấp hành, kế toán, quyết toán ngân sách hoạt động (NSHD) hàng năm và việc tạo lập, sử dụng, quản lý các nguồn lực tài chính phát sinh trong quá trình hoạt động của Trường Đại học Cần Thơ (sau đây gọi tắt là Trường).

2. Các đơn vị và cá nhân thuộc Trường có trách nhiệm thực hiện các quy định của Quy chế này và các quy định về chế độ, tiêu chuẩn, định mức chi tiêu theo Quy chế chi tiêu nội bộ của Trường.

3. Các đơn vị trực thuộc Trường, hạch toán độc lập và tự chủ về tài chính, có trách nhiệm thực hiện các quy định của Quy chế này và các quy định khung về hoạt động sản xuất-dịch vụ của Trường. Thường trực Hội đồng Trường (HĐT) phê duyệt các quy định khung này.

#### **Điều 2. Mục tiêu xây dựng quy chế**

1. Thực hiện thống nhất quản lý về tài chính, kế toán của Trường đảm bảo tuân thủ các quy định của pháp luật.

2. Khai thác và mở rộng, phát triển nguồn thu nhằm tăng cường nguồn lực đáp ứng yêu cầu hoạt động và đầu tư phát triển Trường.

3. Sử dụng và quản lý có hiệu quả, tiết kiệm các nguồn lực tài chính nhằm góp phần từng bước tăng thu nhập cho người lao động, gắn chất lượng và hiệu quả lao động với việc phân phối thu nhập.

4. Phát huy quyền làm chủ tập thể, dân chủ, công khai, minh bạch trong việc quản lý và sử dụng tài chính.

5. Tăng cường công tác tự kiểm tra, giám sát nội bộ.

#### **Điều 3. Nguyên tắc quản lý tài chính**

##### **1. Nguyên tắc chung**

a) Tất cả các khoản thu, chi phát sinh trong quá trình hoạt động của Trường phải tuân thủ theo chế độ tài chính, kế toán hiện hành, Quy chế này và Quy chế chi tiêu nội bộ của đơn vị<sup>1</sup>;

b) Tất cả các khoản thu, chi phải được quản lý thống nhất và phải được thể hiện trên hệ thống sổ sách kế toán theo quy định của pháp luật; phải tuân thủ quy trình, thủ tục và phải được quản lý chặt chẽ, đảm bảo thu đúng, chi đúng và tuân thủ đầy đủ các quy định của pháp luật về thuế; luật về giáo dục đại học; pháp luật về phòng chống tham nhũng,

<sup>1</sup> Đơn vị: cấp Trường là QCCTNB của Trường, đơn vị SX-DV là QCCTNB của đơn vị SX-DV

thực hành tiết kiệm, chống lãng phí;

c) Nghiêm cấm đơn vị, cá nhân tự đặt ra các khoản thu, chi hoặc cố tình để ngoài sổ sách kế toán và nằm ngoài sự quản lý của Trường;

d) Nguồn ngân sách nhà nước do Nhà nước cấp, giao để thực hiện nhiệm vụ được quản lý, sử dụng theo quy định của pháp luật về quản lý tài chính công, tài sản công.

## **2. Nguyên tắc thu**

a) Tất cả các khoản thu đều phải sử dụng mẫu hoá đơn, biên lai, phiếu thu tiền do Trường phát hành theo quy định của pháp luật. Riêng các đơn vị trực thuộc Trường, hạch toán độc lập và tự chủ về tài chính, được sử dụng mẫu hóa đơn, biên lai, phiếu thu riêng nhưng phải đúng quy định pháp luật;

b) Phòng Tài chính có trách nhiệm thông báo công khai nội dung và mức thu trên cơ sở các quyết định áp dụng nội dung và mức thu cụ thể của Hiệu trưởng Trường.

c) Khuyến khích cá nhân, đơn vị có giải pháp phát triển nguồn thu phù hợp với quy định để góp phần tăng nguồn lực tài chính Nhà trường.

## **3. Nguyên tắc chi**

a) Tất cả các khoản chi phải thực hiện theo Quy chế này và Quy chế chi tiêu nội bộ của đơn vị; các nội dung và chi khác không nằm trong Quy chế này và Quy chế chi tiêu nội bộ thì thực hiện theo quyết định của cấp có thẩm quyền hoặc quy định hiện hành của pháp luật;

b) Các khoản chi phải có trong dự toán và chủ trương được cấp có thẩm quyền phê duyệt; không cho phép chi đối với các trường hợp tự ý thực hiện khi chưa có chủ trương được cấp có thẩm quyền phê duyệt;

c) Kết thúc nhiệm vụ, các khoản chi đã đủ điều kiện phải làm thủ tục chi; kết thúc năm tài chính, các khoản chi phát sinh trong năm tài chính đó phải làm thủ tục thanh quyết toán.

d) Thực hiện khoản chi một số hoạt động chuyên môn, chi tiết nội dung và định mức chi được quy định trong Quy chế chi tiêu nội bộ.

# **Chương II**

## **TRÁCH NHIỆM TRONG QUẢN LÝ TÀI CHÍNH**

### **Điều 4. Hội nghị đại biểu viên chức, người lao động**

Hội nghị đại biểu viên chức, người lao động (VC-NLĐ) hàng năm có các quyền và nhiệm vụ sau:

1. Nghe Hiệu trưởng báo cáo về tình hình tài chính và các kế hoạch tài chính, đầu tư hàng năm của Trường.

2. Thông qua báo cáo thanh tra, kiểm tra nội bộ của Ban Thanh tra nhân dân.

3. Thông qua báo cáo kết quả điều chỉnh Quy chế chi tiêu nội bộ hàng năm của Trường.

### **Điều 5. Hội đồng trường**

Hội đồng trường (HĐT) có các nhiệm vụ và quyền hạn sau:

1. HĐT là tổ chức quản trị, thực hiện quyền đại diện của chủ sở hữu và các bên có lợi ích liên quan.
2. Ban hành Quy chế tài chính để quy định việc hình thành, sử dụng và quản lý các nguồn lực tài chính phát sinh trong quá trình hoạt động của Trường.
3. Quyết định chính sách thu hút các nguồn vốn đầu tư phát triển Trường; chính sách học phí, hỗ trợ người học; chính sách tiền lương, thưởng, quyền lợi khác của chức danh lãnh đạo, quản lý của Trường theo kết quả, hiệu quả công việc và vấn đề khác theo Quy chế Tổ chức và hoạt động của Trường.
4. Quyết định nội dung và mức chi dự kiến từ nguồn thu học phí và thu sự nghiệp, nguồn kinh phí đặt hàng, giao nhiệm vụ, bao gồm cả chi tiền lương, chi hoạt động chuyên môn, chi quản lý theo quy định của Quy chế Chi tiêu nội bộ của Trường.
5. Quyết định chủ trương đầu tư và sử dụng tài sản của Trường; phê duyệt kế hoạch tài chính, báo cáo quyết toán kinh phí đối với các nguồn thu hợp pháp của Trường.
6. Giám sát việc quản lý, sử dụng tài chính, tài sản của Trường; báo cáo hằng năm trước Hội nghị đại biểu VC-NLĐ của Trường về kết quả giám sát và kết quả hoạt động của HĐT.

### **Điều 6. Hiệu trưởng**

Hiệu trưởng có nhiệm vụ và quyền hạn sau:

1. Là chủ tài khoản của Trường, chịu trách nhiệm trước pháp luật về toàn bộ công tác quản lý tài chính và tài sản của Trường.
2. Quản lý và tổ chức thực hiện các quy định về tài chính, quản lý và sử dụng tài sản theo quy định của pháp luật về tài sản, tài chính, kế toán, kiểm toán.
3. Quyết định các mức thu cụ thể về học phí, các khoản thu khác theo thẩm quyền quy định trong Phụ lục 1 của Quy chế này.
4. Ban hành và điều chỉnh Quy chế chi tiêu nội bộ quy định các mức chi quản lý, chi nghiệp vụ cụ thể trong phạm vi nguồn tài chính được sử dụng trên cơ sở nghị quyết của Hội nghị Đại biểu VC-NLĐ hàng năm, phù hợp với quy định của pháp luật, Quy chế tài chính của Trường và kế hoạch tài chính hàng năm được HĐT phê duyệt.
5. Tổ chức thực hiện những dự án đầu tư và sử dụng tài sản do HĐT quyết định chủ trương đầu tư; Quyết định dự án đầu tư, mua sắm và sử dụng tài sản theo thẩm quyền quy định tại Phụ lục 1 của Quy chế này.
6. Xây dựng kế hoạch tài chính, dự toán tài chính và các nội dung liên quan trình HĐT phê duyệt hàng năm và tổ chức thực hiện sau khi được phê duyệt.
7. Thực hiện quyền tự chủ về tài chính theo quy định của pháp luật; công bố công khai và minh bạch về thu chi tài chính hàng năm trong báo cáo và trên website của nhà trường.
8. Ký các văn bản liên quan đến tài chính, kế toán của Trường và ủy quyền cho Phó Hiệu trưởng và Thủ trưởng đơn vị thuộc Trường ký một số văn bản có liên quan đến công tác tài chính, kế toán thuộc thẩm quyền của Hiệu trưởng theo quy định của Quy chế này.

9. Có trách nhiệm thực hiện các Nghị quyết của Đảng ủy, Nghị quyết của HĐT; cam kết thực hiện mục tiêu hàng năm, báo cáo định kỳ với HĐT. Báo cáo các vấn đề về tài chính thuộc thẩm quyền của mình khi có yêu cầu của HĐT.

10. Có các nhiệm vụ và quyền hạn khác theo ủy quyền của HĐT.

### **Điều 7. Các đơn vị thuộc/trực thuộc**

1. Các đơn vị thuộc/trực thuộc chịu trách nhiệm về công tác quản lý tài sản, tài chính, kế toán theo phân cấp, ủy quyền.

2. Các đơn vị trực thuộc có tư cách pháp nhân thực hiện hạch toán độc lập, tự chủ và tự chịu trách nhiệm về công tác quản lý tài sản, tài chính, kế toán trên cơ sở quy chế tổ chức và hoạt động, Quy chế chi tiêu nội bộ của đơn vị; thực hiện các báo cáo định kỳ theo quy định tài chính của Trường. Trừ các đơn vị: Trường THPT Thực hành Sư phạm, Viện NC&PT Công nghệ Sinh học, Viện NC&PT Đồng bằng SCL, Trung tâm Liên kết Đào tạo, Trung tâm Giáo dục Quốc phòng và An ninh.

3. Các đơn vị thuộc trường (không có tư cách pháp nhân) thực hiện hạch toán phụ thuộc (báo sổ) theo hướng dẫn công tác quản lý tài chính, kế toán, tài sản của Trường<sup>2</sup>.

4. Tùy điều kiện và mục tiêu phát triển, Trường thực hiện triển khai cơ chế tự chủ đối với các Đơn vị thuộc/trực thuộc trên nguyên tắc tuân thủ các quy định của pháp luật và đảm bảo hiệu quả công tác quản lý của Trường.

5. HĐT thông qua phương án đề xuất tự chủ của đơn vị và ủy quyền cho Hiệu trưởng quyết định ban hành Quy chế tự chủ cho từng đơn vị.

## **CHƯƠNG III**

### **TÀI CHÍNH, TÀI SẢN VÀ CÁC QUỸ CỦA TRƯỜNG**

#### **Điều 8. Tài chính**

1. Các khoản thu của Trường bao gồm:

a) Học phí và các khoản thu khác từ hoạt động đào tạo, khoa học và công nghệ, dịch vụ hỗ trợ hoạt động đào tạo;

b) Khoản thu từ nhận đặt hàng đào tạo, nghiên cứu của Nhà nước, tổ chức và cá nhân; thực hiện nhiệm vụ của Nhà nước giao;

c) Khoản thu từ đầu tư của tổ chức, cá nhân trong nước và nước ngoài; nguồn tài chính bổ sung từ kết quả hoạt động hằng năm của Trường;

d) Khoản thu từ hoạt động cho thuê, liên doanh, liên kết; hoạt động kinh doanh, dịch vụ phục vụ cộng đồng; đầu tư tài chính (nếu có) và nguồn thu hợp pháp khác;

đ) Nguồn vốn vay.

e) Các nguồn tài trợ, viện trợ, quà biếu, tặng, cho của cựu sinh viên, tổ chức, cá nhân trong nước và nước ngoài.

g) Ngân sách nhà nước cấp.

<sup>2</sup> Phòng Tài chính sẽ quyết toán thực chi với đơn vị - hình thức phân cấp.



## 2. Các khoản chi bao gồm:

- a) Chi phí hoạt động thường xuyên và không thường xuyên;
- b) Chi phí hoạt động có thu phí;
- c) Chi phí hoạt động tài chính;
- d) Chi phí hoạt động sản xuất kinh doanh, dịch vụ;
- d) Chi từ nguồn vốn vay; viện trợ, tài trợ;
- e) Chi từ nguồn các quỹ của Trường.
- g) Chi phí từ nguồn hoạt động khác;

## **Điều 9. Quản lý tài sản**

1. Tài sản của Trường gồm: Đất đai, nhà cửa, công trình xây dựng; các trang thiết bị và tài sản khác được Nhà nước giao cho Trường quản lý và sử dụng hoặc do Trường tự đầu tư mua sắm, xây dựng hoặc được biếu, tặng; thương hiệu, các kết quả hoạt động khoa học và công nghệ có sử dụng tài chính, tài sản của Trường, sở hữu trí tuệ.

2. Tài sản của Trường được quản lý, sử dụng theo nguyên tắc quản lý, sử dụng tài sản công.

3. Trường được sử dụng tài sản công vào việc kinh doanh, cho thuê, liên doanh, liên kết theo quy định của pháp luật nhằm mục đích phát triển giáo dục đại học, khoa học và công nghệ, theo nguyên tắc bảo toàn và phát triển, phù hợp với môi trường giáo dục. Thẩm quyền quyết định sử dụng tài sản công vào việc kinh doanh, cho thuê, liên doanh, liên kết được quy định trong Phụ lục 1 của Quy chế này.

## **Điều 10. Các Quỹ của Trường**

1. Lập Quỹ học bổng khuyến khích; nguồn kinh phí phát triển tiềm lực và khuyến khích hoạt động KH&CN của Trường.

a) Quỹ học bổng khuyến khích học tập: trích 8% học phí đại học chính quy và các nguồn học bổng đóng góp của các tổ chức, cá nhân trong và ngoài nước.

b) Nguồn kinh phí phát triển tiềm lực và khuyến khích hoạt động KH&CN: trích tối thiểu 3% nguồn học phí và 5% nguồn thu hợp pháp khác (ngoài NSNN, học phí và các nguồn có tính chất KHCN) và nguồn kinh phí đóng góp của các tổ chức, cá nhân trong và ngoài nước.

2. Phân chênh lệch thu chi, sau khi đã trừ các khoản chi phí cần thiết cho hoạt động trong năm của Trường và thực hiện đầy đủ nghĩa vụ tài chính đối với nhà nước theo quy định của pháp luật sẽ được sử dụng như sau:

- a) Trích tối thiểu 25% để lập Quỹ phát triển hoạt động sự nghiệp;
- b) Trích lập Quỹ khen thưởng và Quỹ phúc lợi tối đa không quá 3 tháng tiền lương, tiền công thực hiện trong năm của đơn vị;
- c) Trích lập Quỹ bổ sung thu nhập tùy vào khả năng tài chính năm;
- e) Phần chênh lệch thu lớn hơn chi còn lại (nếu có) sau khi đã trích lập các quỹ theo quy định được bổ sung vào Quỹ phát triển hoạt động sự nghiệp.

## 3. Sử dụng các Quỹ

a) Quỹ Phát triển hoạt động sự nghiệp: để đầu tư xây dựng, cải tạo sửa chữa lớn cơ sở vật chất, mua sắm trang thiết bị; đào tạo, bồi dưỡng chuyên môn; xây dựng chương trình đào tạo, kiểm định chất lượng; thực hiện trách nhiệm xã hội; chi áp dụng tiến bộ khoa học kỹ thuật công nghệ; sử dụng góp vốn liên doanh, liên kết, mua cổ phần, đầu tư tài chính với các tổ chức, cá nhân trong và ngoài nước để tổ chức hoạt động dịch vụ phù hợp với chức năng, nhiệm vụ được giao; cấp vốn, tạm ứng cho các đơn vị trực thuộc Trường.

b) Quỹ Khen thưởng: để thưởng định kỳ, đột xuất cho tập thể, cá nhân trong và ngoài Trường theo hiệu quả công việc và thành tích đóng góp vào hoạt động của Trường.

c) Quỹ Phúc lợi: để xây dựng sửa chữa các công trình phúc lợi; chi cho các hoạt động phúc lợi tập thể, các suất phúc lợi nhân ngày lễ, tết, các hoạt động đào tạo, bồi dưỡng người lao động, trợ cấp khó khăn đột xuất cho người lao động, chi thêm cho người lao động thực hiện tinh giản biên chế.

d) Quỹ Bổ sung thu nhập: để chi bổ sung thu nhập cho người lao động trong năm. Chi bổ sung thu nhập theo hiệu quả công việc của tập thể, cá nhân, mức chi tối đa 3% chênh lệch thu chi của đơn vị. *(gồm cả chi phí vận hành hệ thống của Trường, tính theo số lượng sv)*

đ) Quỹ học bổng khuyến khích học tập: để thực hiện chính sách học bổng, miễn giảm học phí và các hoạt động hỗ trợ khác cho sinh viên.

e) Nguồn kinh phí phát triển tiềm lực và khuyến khích hoạt động KH&CN: (i) thực hiện đề tài NCKH cấp cơ sở của giáo viên và sinh viên *(tối thiểu 70%)*; hội nghị, hội thảo khoa học *(tối thiểu 20%)*; chi chuyên môn khác liên quan đến hoạt động KH&CN *(tối đa 10%)*<sup>3</sup>. (ii) Chi hỗ trợ khuyến khích hoạt động KH&CN (theo quy định chế độ việc làm đối với giảng viên).

4. HĐT quyết định trích lập các quỹ khác ngoài các quỹ đã nêu tại Khoản 1, Khoản 2 của Điều này theo đề xuất của Hiệu trưởng.

5. Hiệu trưởng trình HĐT phê duyệt mức trích lập các quỹ trên cơ sở báo cáo tài chính năm và kế hoạch tài chính năm tiếp theo.

6. Việc quản lý, sử dụng các quỹ được thực hiện theo Quy chế tài chính và Quy chế chi tiêu nội bộ của đơn vị.

## CHƯƠNG IV

### QUẢN LÝ CÁC NỘI DUNG VÀ ĐỊNH MỨC THU, CHI

#### Điều 11. Nguyên tắc và quy trình quản lý các nội dung, định mức thu

##### 1. Nguyên tắc

a) Các loại học phí, thu khác theo quy định tại Khoản 1, Điều 8 của Quy chế này được thực hiện theo quy định về nội dung và mức thu do Hiệu trưởng đề xuất, phù hợp với quy định của pháp luật và được phê duyệt bởi cấp có thẩm quyền được quy định tại Phụ lục 1 của Quy chế này.

<sup>3</sup> Cơ cấu nguồn kinh phí giao P.QLKH tham mưu thực hiện hoạt động KH&CN cấp cơ sở.

b) Các nội dung và định mức thu thực hiện trong phạm vi pháp luật cho phép, đối với Trường thực hiện trên cơ sở đảm bảo bù đắp chi phí, thực hiện đầy đủ nghĩa vụ thuế, tạo điều kiện tăng thu nhập cho VC-NLĐ, góp phần đóng góp phúc lợi chung của Trường và có tích lũy.

c) Đối với các đơn vị trực thuộc hoạt động theo cơ chế tự chủ về tài chính: khoản thu đóng góp nghĩa vụ tài chính của đơn vị được thể hiện trong Quy chế tổ chức và hoạt động và Quy chế chi tiêu nội bộ áp dụng cho Đơn vị đó.

## **2. Quy trình quản lý các nội dung và xác định mức thu**

a) Bước 1: Các đơn vị có liên quan, căn cứ chức năng nhiệm vụ được Trường giao, lập phương án về nội dung, mức thu của các hoạt động (kèm theo thuyết minh phương án) và gửi Phòng Tài chính thẩm định. Phòng Tài chính có trách nhiệm thẩm định và báo cáo để Hiệu trưởng duyệt hoặc trình HĐT duyệt theo thẩm quyền quy định;

b) Bước 2: Phòng Tài chính chủ trì phối hợp với các đơn vị có liên quan thống nhất phương án về nội dung, mức thu trình Hiệu trưởng xem xét, ký ban hành nội dung, mức thu sau khi được phê duyệt;

c) Bước 3: Căn cứ nội dung, mức thu do Hiệu trưởng ban hành, đơn vị được giao nhiệm vụ thực hiện việc triển khai, phối hợp với Phòng Tài chính thông báo cho cá nhân, đơn vị có liên quan biết và thực hiện;

d) Bước 4: Phòng Tài chính tổ chức hoạt động thu tiền, thực hiện đối chiếu rà soát thường xuyên. Trường hợp giao nhiệm vụ cho đơn vị thực hiện thu thì hướng dẫn các đơn vị liên quan thực hiện công tác thu;

đ) Bước 5: Định kỳ và khi kết thúc đợt thu, Phòng Tài chính chủ trì, phối hợp với các đơn vị có liên quan kiểm tra, đối chiếu số tiền phải thu, đã thu và số còn nợ (nếu có); sau khi kiểm tra, đối chiếu xong phải lập biên bản để làm cơ sở theo dõi, quản lý và báo cáo Hiệu trưởng kết quả kiểm tra, đối chiếu và kiến nghị biện pháp xử lý đối với trường hợp còn nợ (nếu có).

## **Điều 12. Nguyên tắc và Quy trình quản lý các nội dung, định mức chi**

### **1. Nguyên tắc**

a) Các nội dung chi theo Khoản 2, Điều 8 của Quy chế này phải có trong dự toán đã được cấp có thẩm quyền phê duyệt quy định tại Phụ lục 1 của Quy chế này;

b) Các khoản chi phải tuân thủ nội dung, định mức, mức chi theo quy định hiện hành; đối với các đề tài, dự án chuyên môn phải nằm trong phạm vi dự toán được duyệt và các cam kết với nhà tài trợ;

c) Thực hiện thanh, quyết toán các nội dung chi theo quy định tài chính, kế toán.

### **2. Quy trình quản lý các nội dung và định mức chi**

#### **a) Bước 1: Lập dự toán chi**

a1. Đơn vị được giao nhiệm vụ tổ chức các hoạt động, căn cứ vào nhiệm vụ lập dự toán chi tiết trình Thủ trưởng đơn vị phê duyệt kinh phí trong phạm vi kinh phí phân giao để tổ chức thực hiện.

a2. Trường hợp đặc biệt có điều chỉnh kinh phí, do đơn vị được giao nhiệm vụ bổ sung thì căn cứ vào nhiệm vụ được giao, lập tờ trình đề xuất chủ trương và dự toán chi tiết,

lấy ý kiến thẩm định dự toán chi của Phòng Tài chính.

b) Bước 2: Trình Hiệu trưởng phê duyệt dự toán chi để Hiệu trưởng duyệt hoặc trình HĐT duyệt theo thẩm quyền quy định;

c) Bước 3: Tổ chức thực hiện

c1. Việc chi ngân sách chỉ thực hiện trong phạm vi nội dung và dự toán được duyệt;

c2. Tuân thủ các quy định, quy trình về tạm ứng, thanh quyết toán.

### **Điều 13. Trách nhiệm kiểm tra, kiểm soát các khoản chi**

1. Đơn vị được giao chủ trì thực hiện nhiệm vụ phải chịu trách nhiệm về tính chính xác của nội dung, mức chi và số tiền đã chi; chịu trách nhiệm về tính hợp pháp của hồ sơ, hoá đơn chứng từ thanh toán và chịu trách nhiệm theo quy định của pháp luật về các sai phạm có liên quan.

2. Phòng Tài chính chịu trách nhiệm kiểm tra, đối chiếu nội dung, mức chi đảm bảo tuân thủ chế độ tài chính hiện hành.

### **Điều 14. Trách nhiệm tổ chức thực hiện nhiệm vụ chi**

1. Phòng Quản trị - Thiết bị, Ban quản lý Dự án ODA chịu trách nhiệm quản lý về số lượng, chất lượng và hồ sơ pháp lý các khoản chi liên quan đến xây dựng cơ bản, sửa chữa cơ sở vật chất; mua sắm tài sản, trang thiết bị và các nội dung chi khác theo nhiệm vụ được giao.

2. Các đơn vị đào tạo chịu trách nhiệm về nội dung, khối lượng công việc và hồ sơ pháp lý liên quan đến xác định số tiền phải chi về các loại hình đào tạo và các nội dung chi khác theo nhiệm vụ được phân công.

3. Các đơn vị khác có liên quan đến nội dung công việc được giao chịu trách nhiệm về tính chính xác và hồ sơ pháp lý các khoản chi có liên quan do đơn vị mình phụ trách.

4. Phòng Tài chính chịu trách nhiệm thẩm tra về nội dung, định mức, mức chi, hóa đơn, chứng từ có liên quan và tổng số tiền từng khoản chi theo chức năng, nhiệm vụ được giao, đảm bảo phù hợp với thỏa thuận, hợp đồng, các phê duyệt có liên quan.

### **Điều 15. Về thực hiện thủ tục mua sắm, đầu tư xây dựng, cải tạo sửa chữa**

1. Tất cả các khoản chi về mua sắm, sửa chữa, đầu tư xây dựng, các dịch vụ công, thuộc diện phải đấu thầu thực hiện theo quy định của pháp luật về đấu thầu.

2. Phòng Quản trị - Thiết bị, Ban quản lý Dự án ODA tham mưu đề xuất với Hiệu trưởng để thực hiện. Thẩm quyền quyết định chủ trương, phê duyệt mua sắm, sửa chữa, đầu tư xây dựng được thực hiện theo phân cấp quy định tại Phụ lục 1 của Quy chế này.

3. Các khoản chi mua sắm công cụ, dụng cụ, sửa chữa nhỏ, các dịch vụ thường xuyên,... thuộc nguồn kinh phí phân giao đơn vị có mức chi từ 100 triệu đồng trở lên phải báo cho phòng Quản trị - Thiết bị thẩm định và theo dõi việc thực hiện.

### **Điều 16. Tổ chức và quản lý tài chính của các chương trình, đề án, dự án, đề tài (sau đây gọi tắt là dự án chuyên môn).**

1. Tài chính của các dự án chuyên môn tài trợ về đào tạo, nghiên cứu khoa học của

các Chính phủ; tổ chức phi Chính phủ, của các cá nhân trong và ngoài nước được quản lý theo nguyên tắc tuân thủ các cam kết với nhà tài trợ và pháp luật của Việt Nam.

2. Các dự án chuyên môn phải có Ban Điều hành và phân công trách nhiệm cụ thể cho mỗi thành viên. Việc tiếp nhận, thực hiện, quyết toán theo cam kết với nhà tài trợ và pháp luật Việt Nam, được quản lý tập trung, thống nhất trong hệ thống quản lý tài chính của Trường. Khi kết thúc dự án chuyên môn, Ban Điều hành có trách nhiệm thực hiện tổng quyết toán, bàn giao tài sản cố định cho Trường hoặc các bên có liên quan theo cam kết trong văn bản và pháp luật hiện hành.

3. Trên cơ sở dự toán tổng thể của các dự án chuyên môn, hàng năm các khoản chi hoạt động phải được lập dự toán chi tiết trình người có thẩm quyền phê duyệt làm căn cứ triển khai thực hiện.

4. Ban Điều hành dự án chuyên môn phải chịu trách nhiệm trước pháp luật về tính chính xác các khoản chi; thực hiện các thủ tục tiếp nhận, xác nhận viện trợ đối với nguồn viện trợ từ nước ngoài (nếu có); thực hiện quản lý và sử dụng kinh phí hoạt động của dự án chuyên môn.

#### 5. Trách nhiệm của Chủ nhiệm và Kế toán dự án chuyên môn

a) Chủ nhiệm (hoặc điều phối viên) và kế toán phải chịu trách nhiệm trước Hiệu trưởng và pháp luật về việc quản lý, sử dụng kinh phí thực hiện dự án chuyên môn; chịu trách nhiệm về tính hợp pháp của các chứng từ, tập hợp chứng từ, báo cáo kế toán và các báo cáo quyết toán theo quy định của pháp luật Việt Nam và cam kết với nhà tài trợ.

b) Phối hợp với phòng Quản lý khoa học, phòng Hợp tác quốc tế để được tham mưu hỗ trợ thủ tục có liên quan và cung cấp thông tin quản lý về chuyên môn.

c) Các dự án chuyên môn có trách nhiệm thực hiện đầy đủ nghĩa vụ thuế đối với Nhà nước; thực hiện nghĩa vụ đóng góp về cơ sở vật chất và phúc lợi theo quy định của Trường.

#### **Điều 17. Ủy quyền và phân cấp quản lý tài chính**

1. Hiệu trưởng là người quyết định và chịu trách nhiệm về việc quản lý và sử dụng tài chính trước pháp luật, HĐT và theo phân cấp thẩm quyền tài chính quy định tại phụ lục 1 của Quy chế này. Nhằm đáp ứng yêu cầu thực hiện nhiệm vụ, Hiệu trưởng có thể ủy quyền (ủy quyền bằng văn bản):

a) Phó Hiệu trưởng ký phê duyệt chủ trương, thủ tục cụ thể để thực hiện nhiệm vụ và chuẩn chi các chứng từ, thủ tục liên quan đến các nội dung chi nằm trong dự toán hoặc chủ trương đã được Hiệu trưởng thông qua.

b) Kế toán trưởng ký chuẩn thu theo nội dung và mức thu quy định; ký chuẩn chi các khoản chi nằm trong dự toán kinh phí phân giao các đơn vị.

c) Chủ tịch Công đoàn ký duyệt nhiệm vụ và chuẩn chi các khoản chi thuộc kinh phí công đoàn được để lại chi tại đơn vị Công đoàn Trường.

d) Phân cấp quản lý cho trường đơn vị thuộc Trường được duyệt thực hiện nhiệm vụ và chịu trách nhiệm kiểm tra, theo dõi về các khoản ký duyệt thanh toán thuộc phạm vi kinh phí phân giao đơn vị.

đ) Phân cấp quản lý cho trường đơn vị trực thuộc Trường (hạch toán độc lập và tự



chủ tài chính) được duyệt thực hiện nhiệm vụ và chịu trách nhiệm về nội dung, định mức chi theo Quy chế chi tiêu nội bộ của đơn vị.

Người được uỷ quyền phải chịu trách nhiệm trước Hiệu trưởng và trước pháp luật về quyết định của mình.

2. Trưởng phòng Tài chính chịu trách nhiệm tổ chức quản lý tài chính các đơn vị thuộc và trực thuộc Trường, thực hiện theo đúng quy định pháp luật và chịu trách nhiệm trước Hiệu trưởng và pháp luật về quyết định của mình.

### **Điều 18. Tổ chức quản lý các giao dịch liên quan**

1. Việc soạn thảo, đàm phán các giao dịch (gồm: hợp đồng mua bán, hợp đồng dịch vụ, đào tạo, liên kết, nghiên cứu khoa học,...) do đơn vị được giao nhiệm vụ thu, chi thực hiện và chịu trách nhiệm trước Hiệu trưởng, HĐT và pháp luật về nội dung hợp đồng. Trước khi trình Hiệu trưởng, dự thảo hợp đồng phải được thẩm định của Phòng Tài chính về nội dung, giá trị, nguồn kinh phí, phương thức thanh toán trừ trường hợp được Hiệu trưởng uỷ quyền.

2. Hợp đồng do đơn vị được giao nhiệm vụ thực hiện là đầu mối chịu trách nhiệm thực hiện nghĩa vụ của Trường. Nếu để xảy ra khiếu nại, khiếu kiện thì phải chịu trách nhiệm trước Hiệu trưởng và pháp luật.

3. Đơn vị được giao nhiệm vụ thực hiện hợp đồng thì thực hiện thanh lý hợp đồng và thanh toán các khoản thu, chi theo nghĩa vụ của hợp đồng, giao dịch khác theo quy định.

4. Hợp đồng, thanh lý hợp đồng và các văn bản liên quan đến việc thực hiện các hợp đồng, giao dịch khác phải được lưu 01 bản tại Phòng Tài chính để giúp Hiệu trưởng theo dõi, quản lý.

## **CHƯƠNG V**

### **LẬP DỰ TOÁN**

### **VÀ CHẤP HÀNH NGÂN SÁCH HOẠT ĐỘNG HÀNG NĂM**

#### **Điều 19. Yêu cầu đối với công tác lập dự toán ngân sách hàng năm**

1. Tất cả các đơn vị có sử dụng ngân sách của Trường trong năm phải lập dự toán ngân sách hàng năm. Đối với các đơn vị có liên quan đến nguồn thu của Trường phải cung cấp các số liệu, thông tin làm cơ sở cho Phòng Tài chính lập dự toán thu hàng năm.

2. Việc lập dự toán và cung cấp các số liệu liên quan phải dựa trên cơ sở đánh giá tình hình thực hiện nhiệm vụ và dự toán NSHD năm trước, gồm: nhiệm vụ chi thường xuyên, không thường xuyên; các nhiệm vụ chi thuộc các chương trình đề án đặc biệt; các dự án tài trợ quốc tế, thực hiện các chương trình đầu tư phát triển và kết quả thực hiện các mục tiêu khác của Trường.

3. Dự toán ngân sách của các đơn vị phải đảm bảo tính khả thi cao và sát thực tế; phù hợp với tiêu chuẩn, chế độ, định mức, đơn giá do cấp có thẩm quyền ban hành; thực hiện tốt chính sách thực hành tiết kiệm, chống lãng phí, phòng và chống tham nhũng.

4. Dự toán NSHĐ phải có thuyết minh rõ ràng về cơ sở, căn cứ tính toán, lập dự toán.

**Điều 20. Căn cứ và nội dung lập dự toán ngân sách hàng năm**

1. Căn cứ lập dự toán ngân sách hàng năm

- a) Kế hoạch phát triển tổng thể và nhiệm vụ cụ thể của năm kế hoạch.
- b) Các văn bản pháp luật hiện hành.
- c) Tình hình thực hiện chỉ tiêu kế hoạch nhiệm vụ, dự toán ngân sách năm trước và một số năm gần kề.
- d) Các quy định, quy trình, quy phạm, quy chuẩn kỹ thuật, định mức kinh tế - kỹ thuật, đơn giá hiện hành theo từng ngành, lĩnh vực được tổ chức, cơ quan có thẩm quyền ban hành thực hiện.

2) Nội dung lập dự toán ngân sách hàng năm

- a) Dự toán thu ngân sách Trường được xây dựng trên cơ sở tính đúng, tính đủ các khoản thu theo quy định của pháp luật về thuế, phí, lệ phí, các khoản thu từ hoạt động dịch vụ và các khoản thu khác theo chế độ hiện hành.
- b) Dự toán chi NSHĐ phải tổng hợp đầy đủ các khoản chi và theo các nội dung hướng dẫn lập dự toán chi hàng năm.
- c) Việc lập dự toán được thực hiện theo quy trình và hướng dẫn về lập dự toán hàng năm do Hiệu trưởng ban hành.

**Điều 21. Trách nhiệm của các đơn vị trong việc lập, tổng hợp dự toán NSHĐ hàng năm**

1. Trường các đơn vị trực thuộc Trường (hạch toán độc lập và tự chủ tài chính) có trách nhiệm chỉ đạo và tổ chức thực hiện việc lập dự toán NSHĐ hàng năm của đơn vị mình đảm bảo chất lượng và thời hạn quy định.

2. Trường các đơn vị thuộc Trường có trách nhiệm lập và cung cấp các nội dung dự toán liên quan làm cơ sở cho Phòng Tài chính lập dự toán NSHĐ hàng năm.

a) Phòng Quản trị - Thiết bị, Ban quản lý Dự án ODA chịu trách nhiệm lập, tổng hợp nhu cầu đầu tư, cải tạo, sửa chữa; mua sắm tài sản, trang thiết bị phục vụ hoạt động đào tạo, nghiên cứu khoa học và các hoạt động khác trên cơ sở đề xuất của các đơn vị thuộc Trường.

b) Phòng Quản lý Khoa học chịu trách nhiệm lập, tổng hợp kinh phí thực hiện nhiệm vụ khoa học công nghệ, đề tài nghiên cứu khoa học được cấp có thẩm quyền phê duyệt.

c) Phòng Hợp tác Quốc tế chịu trách nhiệm lập và dự toán ngân sách các dự án có nguồn tài trợ nước ngoài.

d) Phòng Tổ chức-Cán bộ chịu trách nhiệm lập và dự toán ngân sách nhiệm vụ đào tạo và bồi dưỡng viên chức.

đ) Các đơn vị khác thuộc Trường căn cứ chức năng, nhiệm vụ của mình chịu trách nhiệm lập, tổng hợp số thu (nếu có) và dự toán chi hoạt động trong năm gửi về Phòng Tài chính.

3. Phòng Tài chính chủ trì, phối hợp với các đơn vị có liên quan rà soát, thẩm định,

tổng hợp dự toán NSHD, cân đối tài chính, báo cáo gửi Hiệu trưởng ký và trình HĐT phê duyệt.

**Điều 22. Thẩm quyền phê duyệt dự toán**

1. HĐT phê duyệt kế hoạch tài chính và dự toán NSHD năm của Trường do Hiệu trưởng trình.

2. Hiệu trưởng phê duyệt dự toán NSHD của các đơn vị trên cơ sở kế hoạch tài chính và dự toán NSHD của Trường được HĐT thông qua.

**Điều 23. Biểu mẫu và thời gian lập dự toán NSHD hàng năm**

1. Về biểu mẫu: Các đơn vị lập dự toán thu, chi NSHD theo hệ thống mẫu biểu quy định. Phòng Tài chính và Phòng Quản trị-Thiết bị có trách nhiệm hướng dẫn cụ thể các đơn vị thực hiện.

2. Về thời gian:

a) Trước ngày 31 tháng 10 hàng năm, Phòng Tài chính và Phòng Quản trị-Thiết bị thông báo kế hoạch lập dự toán NSHD năm đến các đơn vị.

b) Trước ngày 15 tháng 11 hàng năm, các đơn vị được phân công nhiệm vụ phải gửi dự toán thu, chi NSHD năm kế hoạch thuộc lĩnh vực đơn vị mình phụ trách về Phòng Tài chính và Phòng Quản trị-Thiết bị để làm cơ sở lập dự toán chung của Trường.

c) Trước ngày 05 tháng 12 hàng năm, Phòng Tài chính phối hợp Phòng Quản trị-Thiết bị hoàn thành tổng hợp dự toán NSHD chung của Trường báo cáo Hiệu trưởng.

d) Trước ngày 15 tháng 12 hàng năm, Phòng Tài chính có trách nhiệm hoàn chỉnh dự toán NSHD chung của Trường trình Hiệu trưởng ký gửi HĐT theo quy định.

**Điều 24. Phân bổ và giao dự toán chi ngân sách**

Căn cứ vào dự toán thu, chi ngân sách Trường được HĐT phê duyệt hàng năm, dự toán hoạt động của các đơn vị. Phòng Tài chính chủ trì, phối hợp với các đơn vị có liên quan lập dự toán phân giao NSHD cho các đơn vị, trình Hiệu trưởng theo nguyên tắc sau:

1. Phù hợp với kế hoạch tài chính năm được HĐT phê duyệt.

2. Phù hợp với nhiệm vụ của Trường giao cho đơn vị thực hiện gắn với việc quản lý và sử dụng hiệu quả ngân sách được phân bổ.

3. Quy trình và thời gian giao dự toán NSHD hàng năm cho đơn vị.

a) Bước 1: Căn cứ vào dự toán của các đơn vị theo chức năng, nhiệm vụ và dự toán ngân sách Trường được HĐT phê duyệt, Phòng Tài chính dự toán phân bổ và giao NSHD cho từng đơn vị.

b) Bước 2: Phòng Tài chính trình Hiệu trưởng dự toán phân giao NSHD cho từng đơn vị và dự kiến thời gian tổ chức Hội nghị phân giao NSHD vào cuối tháng 1 hàng năm.

c) Bước 3: Sau Hội nghị phân giao NSHD, Phòng Tài chính hoàn thiện dự toán và trình Hiệu trưởng ký quyết định giao kinh phí đến các đơn vị vào đầu tháng 2 hàng năm.

**Điều 25. Tổ chức điều hành, quản lý ngân sách hoạt động**

1. Trên cơ sở dự toán chi cả năm được giao và yêu cầu của nhiệm vụ chi thực tế, các

đơn vị sử dụng ngân sách chủ động làm việc với Phòng Tài chính để đề nghị tạm ứng hoặc thanh toán theo dự toán thực hiện nhiệm vụ được giao.

2. Các khoản chi thường xuyên được giao khoán hoặc theo cơ chế tự chủ đảm bảo phục vụ hoạt động thường xuyên của đơn vị theo chức năng được giao và quản lý chi theo Quy chế này và Quy chế chi tiêu nội bộ của đơn vị.

3. Các khoản chi không thường xuyên phải đảm bảo chi tiêu theo tiến độ thực hiện và quản lý chi theo chế độ tài chính hiện hành.

4. Các khoản chi mua sắm, sửa chữa lớn, đầu tư cải tạo mở rộng, nâng cấp tài sản phải thực hiện theo trình tự, thủ tục quy định của Trường về đầu thầu, xây dựng và mua sắm tài sản.

a) Phòng Quản trị - Thiết bị, Ban quản lý Dự án ODA phối hợp thực hiện nhiệm vụ được cấp có thẩm quyền phê duyệt.

b) Sau khi kết thúc nhiệm vụ, Phòng Quản trị - Thiết bị, Ban quản lý Dự án ODA và đơn vị thụ hưởng có trách nhiệm phối hợp hoàn thành hồ sơ ghi tăng, ghi giảm trên sổ theo dõi quản lý tài sản của Trường và gửi Phòng Tài chính 01 bộ hồ sơ để làm cơ sở ghi tăng, ghi giảm tài sản về mặt kế toán.

c) Đơn vị thụ hưởng có trách nhiệm quản lý, sử dụng đúng mục đích và khai thác có hiệu quả tài sản theo Quy chế quản lý tài sản của Trường

5. Đối với các đề tài, dự án, nhiệm vụ chuyên môn phải thực hiện theo đúng Quy chế về lập, thẩm định, phê duyệt, quản lý và thực hiện các dự án, đề án chuyên môn do Hiệu trưởng phê duyệt và các cam kết với nhà tài trợ.

6. Các đơn vị được giao dự toán thường xuyên theo dõi tình hình thực hiện dự toán, kinh phí và xin ý kiến Hiệu trưởng (thông qua Phòng Tài chính) khi có vấn đề phát sinh ngoài dự toán.

## **CHƯƠNG VI**

### **KẾ TOÁN VÀ QUYẾT TOÁN NGÂN SÁCH HOẠT ĐỘNG**

#### **Điều 26. Công tác hạch toán kế toán**

1. Phòng Tài chính của Trường chịu trách nhiệm tổ chức thực hiện và hướng dẫn các đơn vị trực thuộc Trường thực hiện tuân thủ các chế độ kế toán hiện hành.

2. Phòng Quản trị - Thiết bị chịu trách nhiệm ghi sổ chi tiết theo dõi tài sản từ khi hình thành đến khi có quyết định thanh lý; tổ chức giao nhận tài sản cho các đơn vị sử dụng trong Trường đúng quy định.

3. Các đơn vị hạch toán độc lập, hạch toán phụ thuộc phải thực hiện đầy đủ các quy định về quản lý tài chính, hạch toán kế toán của Trường; có trách nhiệm tổng hợp báo cáo tài chính định kỳ 6 tháng đầu năm và báo cáo quyết toán về Phòng Tài chính theo chế độ kế toán hiện hành.

#### **Điều 27. Theo dõi thu, chi ngân sách hoạt động**

1. Các đơn vị có trách nhiệm hạch toán kịp thời, đầy đủ các khoản thu NSHD từ

nguồn vay nợ, viện trợ nước ngoài, phí, lệ phí, thu học phí và các hoạt động khác theo chế độ quy định của Trường.

2. Căn cứ dự toán thu, chi đã được phê duyệt, đơn vị được giao dự toán phối hợp với Phòng Tài chính thực hiện theo dõi thu, chi cho từng dự án, hoạt động, thực hiện hạch toán, quyết toán đầy đủ, kịp thời vào ngân sách đúng quy định. Các khoản thu, chi của ngân sách năm nào thì quyết toán vào thu, chi ngân sách năm đó.

#### **Điều 28. Khoá sổ kế toán và xử lý kinh phí cuối năm**

1. Cuối niên độ kế toán, đơn vị phải thực hiện khoá sổ kế toán theo chế độ. Trước khi khoá sổ kế toán, đơn vị phải thực hiện việc tự kiểm tra công tác tài chính, kế toán tại đơn vị; tổ chức kiểm kê tài sản cố định, vật tư hàng hoá tồn kho, các khoản phải thu, phải trả, tồn quỹ tiền mặt, số dư tài khoản tiền gửi,... có đến thời điểm cuối năm; đồng thời tiến hành đối chiếu số liệu trên sổ sách kế toán với chứng từ thu, chi ngân sách của đơn vị và số liệu của kho bạc/ngân hàng/thủ quỹ, bảo đảm cân đối và khớp đúng về tổng số và chi tiết.

2. Cuối năm tài chính, Phòng Tài chính chủ động báo cáo Hiệu trưởng xử lý số dư hoặc vượt dự toán, dư hoặc vượt kinh phí đảm bảo tuân thủ các quy định của HDT về ngân sách; làm thủ tục chuyển số dư sang năm sau theo chế độ quy định đối với nguồn kinh phí đặt hàng của Nhà nước.

#### **Điều 29. Kiểm tra, kiểm toán**

1. Tự kiểm tra kế toán: Các đơn vị trực thuộc, Phòng Tài chính của Trường, căn cứ chức năng, nhiệm vụ được giao có trách nhiệm tổ chức thực hiện chế độ tự kiểm tra kế toán thường xuyên, định kỳ đối với các đơn vị, cá nhân có nghĩa vụ thu, chi ngân sách thuộc phạm vi do đơn vị mình quản lý; trong quá trình tự kiểm tra kế toán, nếu phát hiện các khoản thu, khoản chi không đúng chế độ thì phải kiến nghị xử lý theo quy định của pháp luật.

2. Kiểm tra kế toán: Khi cần thiết, theo chức năng và thẩm quyền, Hiệu trưởng ban hành quyết định kiểm tra kế toán và công tác quản lý tài chính đối với đơn vị trực thuộc và Phòng Tài chính. Việc kiểm tra tuân thủ theo trình tự và thủ tục quy định. Riêng công tác kiểm tra quyết toán báo cáo tài chính các đơn vị thực hiện theo quy định tại Điều 30 của Quy chế này.

3. Kiểm toán nội bộ: Hàng năm, trên cơ sở đề nghị của Ban Thanh tra nhân dân, Hiệu trưởng ban hành quyết định kiểm toán nội bộ về công tác quản lý tài chính đối với đơn vị trực thuộc và Phòng Tài chính. Việc kiểm toán nội bộ tuân thủ theo trình tự và thủ tục quy định. Hiệu trưởng báo cáo kết quả kiểm toán nội bộ hàng năm cho HDT.

4. Thực hiện kiểm toán độc lập hàng năm và Kiểm toán Nhà nước (nếu có). Hiệu trưởng báo cáo kết luận của Kiểm toán Nhà nước và/hoặc Kiểm toán độc lập hàng năm cho HDT.

#### **Điều 30. Quyết toán báo cáo tài chính**

1. Yêu cầu kiểm tra, quyết toán báo cáo tài chính

a) Các khoản thu phải theo đúng quy định của pháp luật về thuế, phí, lệ phí và quy định khác có liên quan;

b) Các khoản chi phải bảo đảm các điều kiện chi theo quy định, đúng chế độ, tiêu chuẩn, định mức, quy chế đã được phê duyệt; phải bảo đảm việc mua sắm, quản lý, sử dụng tài sản theo quy định của Trường.



c) Sổ sách, các chứng từ thu, chi phải đầy đủ, hợp pháp; báo cáo quyết toán phải khớp với sổ sách, chứng từ của đơn vị lập, khớp với số liệu của ngân hàng/kho bạc và kế toán.

## 2. Quyết toán ngân sách của các đơn vị thuộc/trực thuộc

a) Đầu tháng 2 của năm sau, Phòng Tài chính có trách nhiệm thông báo lịch quyết toán báo cáo tài chính cho từng đơn vị trước thời điểm tổ chức thực hiện ít nhất là 10 ngày.

b) Phòng Tài chính báo cáo kết quả kiểm tra quyết toán tài chính của các đơn vị, trình Hiệu trưởng phê duyệt theo phân cấp.

3. Nguyên tắc quyết toán chi ngân sách đối với các đề án, dự án, nhiệm vụ chuyên môn, đề tài nghiên cứu khoa học và công nghệ có thời gian thực hiện trên 12 tháng.

a) Phương pháp xác định giá trị quyết toán đối với đề án, dự án, nhiệm vụ chuyên môn và đề tài nghiên cứu khoa học hàng năm thực hiện theo tiến độ đã được cấp thẩm quyền phê duyệt.

b) Số kinh phí đã quyết toán theo niên độ ngân sách hàng năm được theo dõi riêng và lũy kế hàng năm làm cơ sở quyết toán toàn bộ dự án khi hoàn thành.

4. Biểu mẫu báo cáo quyết toán ngân sách thực hiện theo quy định tại Thông tư 107/2017/TT-BTC ngày 10/10/2017 về hướng dẫn chế độ kế toán hành chính, sự nghiệp.

## 5. Thời hạn gửi báo cáo quyết toán

a) Các đơn vị có tư cách pháp nhân, nộp báo cáo quyết toán về Phòng Tài chính trước 45 ngày kể từ ngày kết thúc năm tài chính.

b) Phòng Tài chính tổng hợp báo cáo quyết toán tài chính năm, trình Hiệu trưởng trước 90 ngày kể từ ngày kết thúc năm tài chính, và gửi báo cáo Bộ GD&ĐT theo quy định.

c) Hiệu trưởng trình HĐQT phê duyệt quyết toán tài chính năm (trước 2 tuần) vào kỳ họp đầu tháng 7 hàng năm.

## **Điều 31. Công khai tài chính**

### 1. Đối tượng công khai tài chính

a) Các nguồn kinh phí do ngân sách Nhà nước cấp để thực hiện nhiệm vụ được giao hàng năm.

b) Các khoản thu từ học phí và các nguồn hoạt động khác của Trường.

c) Các quỹ được hình thành và sử dụng theo các mục tiêu của Trường.

### 2. Nội dung công khai

a) Kế hoạch tài chính hàng năm;

b) Quyết toán tài chính năm được người có thẩm quyền phê duyệt;

c) Quyết định phê duyệt danh mục và dự toán mua sắm, sửa chữa, đầu tư xây dựng cơ bản;

d) Quyết định phê duyệt kế hoạch đấu thầu, kết quả lựa chọn nhà thầu các dự án mua sắm, sửa chữa, đầu tư xây dựng cơ bản.

3. Thẩm quyền công khai tài chính: Hiệu trưởng chịu trách nhiệm tổ chức công tác

công khai tài chính theo quy định.

4. Hình thức công khai:

- a) Phát hành văn bản (in thành tài liệu) gửi đến đối tượng được công khai;
- b) Thông báo công khai bằng hình thức niêm yết trên website của đơn vị;
- c) Công khai trong Hội nghị viên chức của đơn vị.

5. Thời điểm công khai: thời gian công khai chậm nhất là 30 ngày, kể từ ngày được cấp có thẩm quyền phê duyệt.

## CHƯƠNG VII

### XỬ LÝ VI PHẠM VÀ TỔ CHỨC THỰC HIỆN

#### Điều 32. Xử lý vi phạm và tổ chức thực hiện

1. Các trường hợp vi phạm Quy chế được xử lý theo quy định của Trường và pháp luật có liên quan.

2. HĐT, Hiệu trưởng có trách nhiệm triển khai xây dựng, ban hành các văn bản, quy định có liên quan được nêu trong Quy chế này.

3. Phòng Tài chính và Kế toán trưởng của Trường có trách nhiệm hướng dẫn, kiểm tra các đơn vị thuộc/trực thuộc Trường thực hiện Quy chế này; xây dựng biểu mẫu, quy trình nghiệp vụ và phân công nhân sự phụ trách từng khâu nghiệp vụ trình Hiệu trưởng phê duyệt để thực hiện cho phù hợp.

4. Trưởng đơn vị thuộc/trực thuộc Trường chịu trách nhiệm thực hiện đầy đủ những quy định tại Quy chế này. Các trưởng đơn vị có trách nhiệm hướng dẫn chi tiết và tổ chức thực hiện tại đơn vị mình cho phù hợp, nhưng không được trái với quy định của pháp luật và quy định tại Quy chế này.

5. Trong quá trình thực hiện, nếu phát sinh vướng mắc, Trưởng đơn vị và cá nhân có liên quan phản ánh về Phòng Tài chính để tổng hợp, báo cáo Hiệu trưởng trình HĐT. Nếu xét thấy cần sửa đổi, bổ sung hoặc thay thế thì HĐT xem xét, quyết định trên cơ sở đề nghị của Hiệu trưởng.

6. Quy chế này gồm 7 (bảy) Chương, 32 (ba mươi hai) Điều và có hiệu lực thi hành kể từ ngày ký./.

**TM. HỘI ĐỒNG TRƯỜNG**  
**CHỦ TỊCH**



**Nguyễn Thanh Phương**

**Phụ lục 1****PHÂN CẤP THẨM QUYỀN TÀI CHÍNH****I. Quy định mức thu, mức chi cho các hoạt động**

<b>Nội dung</b>	<b>Thẩm quyền quyết định</b>	<b>Thẩm quyền ban hành</b>
<b>1. Mức thu</b>		
Lộ trình và mức thu học phí các loại hình đào tạo	HĐT	Hiệu trưởng
Mức thu từ các hoạt động có thu khác	Hiệu trưởng	Hiệu trưởng
<b>2. Chi hoạt động</b>		
Kế hoạch chi, tổng mức chi dự kiến, các mức chi thay đổi so với năm trước	HĐT	Hiệu trưởng
Nội dung, chế độ, mức chi cụ thể trong năm được quy định trong Quy chế chi tiêu nội bộ	Hội nghị VC-NLĐ hàng năm	Hiệu trưởng
Các khoản chi khác từ nguồn của Trường chưa có quy định và có tổng chi trong năm không quá 2% tổng chi phí dự toán từ nguồn của Trường ( <i>khoảng 10 tỷ</i> )	Hiệu trưởng	Hiệu trưởng

**II. Mua sắm hàng hóa, dịch vụ, sửa chữa tài sản, đầu tư xây dựng từ nguồn huy động hợp pháp của Trường**

<b>Nội dung</b>	<b>Quyết định chủ trương</b>	<b>Quyết định thực hiện</b>
Dưới 01 tỷ đồng	Hiệu trưởng	Hiệu trưởng
Từ 01 tỷ đồng đến dưới 05 tỷ đồng và chưa có danh mục đầu tư theo Nghị quyết của HĐT	HĐT ủy quyền cho Thường trực HĐT quyết định	Hiệu trưởng
Từ 05 tỷ đồng trở lên	HĐT thông qua danh mục đầu tư, chủ trương đầu tư	Hiệu trưởng

**III. Sử dụng tài sản cho thuê, liên danh, liên kết, góp vốn**

<b>Nội dung</b> (tính theo giá trị còn lại trên sổ sách hoặc chứng thư thẩm định giá hợp pháp)	<b>Quyết định chủ trương</b>	<b>Quyết định thực hiện</b>
Tài sản có giá trị cho thuê được thẩm định dưới 01 tỷ đồng	Hiệu trưởng	Hiệu trưởng
Tài sản có giá trị cho thuê được thẩm định từ 01 tỷ đồng đến dưới 05 tỷ đồng	HĐT ủy quyền cho Thường trực HĐT	Hiệu trưởng

<b>Nội dung</b> (tính theo giá trị còn lại trên sổ sách hoặc chứng thư thẩm định giá hợp pháp)	<b>Quyết định chủ trương</b>	<b>Quyết định thực hiện</b>
Tài sản có giá trị cho thuê được thẩm định từ 05 tỷ đồng trở lên	HĐT	Hiệu trưởng
Sử dụng tài sản liên doanh, liên kết, góp vốn, thành lập pháp nhân mới	HĐT	Hiệu trưởng

#### **IV. Hoạt động vay các tổ chức tín dụng**

<b>Nội dung</b>	<b>Quyết định chủ trương</b>	<b>Quyết định thực hiện</b>
Vay vốn ngắn hạn phục vụ nhu cầu chi thường xuyên	HĐT	Hiệu trưởng
Vay đầu tư xây dựng cơ bản, mua sắm, sửa chữa lớn tài sản	HĐT	Hiệu trưởng