Mục lục

Phương pháp giảng dạy ngoại ngữ

Ngôn ngữ học ứng dụng

LỜI NÓI ĐẦU

Hội thảo khoa học Tổ Ngoại Ngữ là một trong những hoạt động nghiên cứu khoa học thường niên của các giảng viên Tổ Ngoại Ngữ. Thông qua hội thảo này, các thành viên trong Tổ Ngoại Ngữ sẽ trao đổi, thảo luận các vấn đề khoa học liên quan đến giáo trình, phương pháp giảng dạy, định hướng nghiên cứu khoa học v.v... nhằm nâng cao hiệu quả của việc dạy và học ngoại ngữ cho sinh viên các khoa không chuyên ngữ trong trường Đại học Sư Phạm TP. HCM.

Kỷ yếu Hội thảo khoa học năm 2012 của Tổ Ngoại Ngữ gồm có 15 báo cáo nghiên cứu về các vấn đề liên quan đến phương pháp giảng dạy, ngôn ngữ học ứng dụng và đánh giá giáo trình. Đặc biệt, năm học 2011 – 2012 là năm đầu tiên Tổ Ngoại Ngữ sử dụng giáo trình AMERICAN ENGLISH FILES Multipack 2A & 2B của Nhà Xuất Bản Oxford để giảng dạy bộ môn Tiếng Anh và là năm thứ hai đổi mới tài liệu giảng dạy môn Tiếng Hoa bằng giáo trình HÁN NGỮ SƠ CẤP của Nhà Xuất Bản Trường Đại Học Ngôn ngữ và Văn Hóa Bắc Kinh, Nhà Xuất Bản Đại Học Sư Phạm xuất bản tại VN. Do đó, Hội thảo khoa học năm 2012 sẽ dành một thời lượng thích đáng để đánh giá hai bộ giáo trình này.

Kỷ yếu Hội thảo khoa học năm 2012 có ba báo cáo là kết quả hợp tác nghiên cứu của nhóm giảng viên trong đơn vị nhằm nâng cao chất lượng hoặc mở rộng phạm vi nghiên cứu. Trong đó có hai báo cáo đánh giá giáo trình: *"An Evaluation of the EFLEnglish Coursebook "American English Files Multipack 2A & 2B"* của Th.S Nguyễn Thị Tú, Th.S Bạch Linh Trang, và Th.S Hồ Thị Phượng, và báo cáo của Tổ tiếng Hoa *"Đánh giá giáo trình Hán ngữ sơ cấp và tài liệu bài tập bổ sung"* của Th.S Đặng Thị Hồng Hạnh, Th.S Vũ Thu Hằng, Th.S Vương Xương Kiệt và Th.S Vũ Nguyễn Minh Thy. Cũng nhằm đánh giá giáo trình là bài viết với cái nhìn đa chiều của tác giả Hà Thanh Liêm *"A Critical View on the Coursebook "American English Files""*. NCSVũ Hoa Ngân trình bày quan điểm về giáo trình qua bài *"An evaluation of American English Files"*. Th.S Nguyễn Thị Tuyết

Phương góp thêm màu sắc và chiều sâu với bài *"Choosing the Textbook to teach English for Tourism: A Lesson to Learn"*. Tác giả Lê Đình Tùng- một giảng viên trẻ- đóng góp kết quả nghiên cứu về giảng dạy ngữ pháp trong giáo trình mới với bài viết *"Reviewing Tasks in Course Design for Coursebook: American English File 2"*.

Phương pháp giảng dạy tiếng Anh luôn là mối quan tâm của nhiều giáo viên. TS Lê Thị Kiều Vân và Th.S Nguyễn Kỳ Nam chứng minh tính hiệu quả của việc sử dụng công cụ trực quan - tranh ảnh - trong việc giảng dạy tiếng Anh với báo cáo *"Using Visual Images to teach ESP Students: A Case Study of Ho Chi Minh University of Education"*. Cùng chủ đề trên, Th.S Nguyễn Hiền Đoan Trang minh họa thêm hiệu quả của việc sử dụng hình ảnh trong giảng dạy: *"Using Visual Aids in Teaching Vocabulary"*. NCS Huỳnh Công Minh Hùng với báo cáo *"Facilitating Reading Comprehension by Using Alternative Versions: A Case of English for Geography at Ho Chi Minh University of Education"* thể hiện mối quan tâm nghiên cứu ứng dụng của tác giả trong việc dạy kỹ năng đọc hiểu. Giảng viên trẻ Nguyễn Thị Mai Phương cung cấp những thủ thuật làm sinh động bài giảng *"Using Board Games to Practice Grammar Structures on Teaching American English Files"*. Từ cái nhìn của một giáo viên nhiều kinh nghiệm, tác giả Lê Thị Hồng Hương đưa ra những thủ thuật dạy kỷ năng nghe với báo cáo *"How to Listen to English Well: A Thought from an Experienced Teacher"*. NCS Đinh Ngọc Thủy đưa ra cái nhìn tổng quan về việc giảng dạy tiếng Anh cho người Việt *"Linguascape and Implications for Vietnamese English Language Teaching"*. Cũng nhằm nghiên cứu Ngôn ngữ học ứng dụng, kỹ năng đọc hiểu được hai tác giả Nguyễn Thị Bích Liên và Nguyễn Thị Tú trình bày trong bài viết *"Discourse Analysis in Teaching Reading: A Case of Ho Chi Minh University of Education"*. Bên cạnh đó, Th.S Lý Nhựt Thiện thể hiện sự quan tâm đến phương pháp giảng dạy ngữ pháp với báo cáo *"Teaching Grammar: A View from Systemic Functional Grammar"* và Th.S Nguyễn Thúy Oanh làm phong phú thêm kỷ yếu với nghiên cứu của tác giả về

ngôn ngữ học so sánh *"So sánh đối chiếu trật từ danh ngữ của tiếng Anh và tiếng Việt"*

Những báo cáo trình bày trong kỷ yếu đã phản ánh sự nghiêm túc và nỗ lực học nâng cao trình độ, ý thức nghiên cứu khoa học đi đôi với giảng dạy của giảng viên Tổ Ngoại Ngữ.

Tổ Ngoại ngữ xin chân thành cảm ơn sự chỉ đạo, tạo điều kiện giúp đỡ của Đảng ủy, Ban giám hiệu, các phòng ban chức năng, các đơn vị bạn để đơn vị hoàn thành tốt kế hoạch nghiên cứu khoa học năm học 2011-2012.

Kỷ yếu hẳn còn nhiều sai sót. Chúng tôi hy vọng sẽ nhận được những ý kiến đóng góp thiết thực của quý thầy cô, quý bạn để Tổ Ngoại Ngữ nâng cao hơn nữa chất lượng đào tạo ngoại ngữ không chuyên trong trường Đại học Sư phạm thành phố Hồ Chí Minh .

Tháng 6 – 2012

Trưởng Ban tổ chức

Hồ Thị Phượng

BAN TỔ CHỨC HỘI THẢO

ThS. Hồ Thị Phượng

ThS. Nguyễn Kỳ Nam

ThS. Nguyễn Thị Tú

ThS. Đặng Thị Hồng Hạnh

BAN BIÊN TẬP KỶ YẾU

ThS. Nguyễn Thị Tuyết Phương

ThS. Vũ Nguyễn Minh Thy

ThS. Nguyễn Thị Tú

TS. Lê Thị Kiều Vân

PHẢN BIỆN KỶ YẾU

ThS. Huỳnh Công Minh Hùng

Ý KIẾN PHẢN BIỆN KỶ YẾU

ThS. Huỳnh Công Minh Hùng

Đọc Kỷ yếu Hội thảo Khoa học thường niên 2012 của Tổ Ngoại ngữ, điều đọng lại ở người đọc là tinh thần nghiên cứu khoa học hết sức nghiêm túc của tập thể giảng viên trong đơn vị; Đa số các bài báo cáo của Tổ Ngoại ngữ thể hiện được kiến thức chuyên sâu về lĩnh vực chuyên môn (TESOL, ngôn ngữ học ứng dụng, ngôn ngữ học đối chiếu, ngôn ngữ học tri nhận), điều đó chứng tỏ kĩ năng phát hiện vấn đề và đặt câu hỏi nghiên cứu thật sự có ý nghĩa cho nghiên cứu chuyên ngành, cũng như chứng tỏ các giảng viên Tổ Ngoại ngữ đạt được những kĩ năng về truyền đạt thông tin, cũng như trình bày kết quả nghiên cứu của mình, và đặc biệt là khả năng viết báo cáo khoa học bằng tiếng Anh của các giảng viên trong thời đại hội nhập quốc tế hiện nay. Điều đáng trân trọng ở đây là các giảng viên Tổ Ngoại ngữ chứng tỏ đã nắm vững kĩ năng thiết kế một công trình nghiên cứu và **độc lập** trong nghiên cứu thông qua các báo cáo khoa học với những dữ liệu, bình giải, và kết quả rất xác đáng và có giá trị ứng dụng.

Dĩ nhiên, đây chỉ mới là bước đầu trong hành trình nghiên cứu khoa học lắm gian nan và vất vả, cũng không thể tránh khỏi những sai sót còn tồn tại trong Kỷ yếu, nhưng với những gì thể hiện trong 15 báo cáo, sẽ là hành trang bước đầu trên con đường nghiên cứu khoa học - con đường vốn không ít cam go, thử thách mà cũng rất đáng tự hào."

A CRITICAL VIEW ON THE COURSEBOOK
"AMERICAN ENGLISH FILES"

Hà Thanh Liêm, BA

Biodata

Ha Thanh Liem is a lecturer at Ho Chi Minh University of Education. He is an experienced lecturer with more than twenty years of teaching. He is in charge of teaching General English, English for Mathematics, Computing and Physics students. His research interest includes TESOL.

Abstract

This is only the author's critical thoughts on the new coursebook American English File Multipack 2A&2B by Clive Oxenden, Christina Latham-Koenig, and Paul Seligson- Oxford University Press after two modules of 9 months' time in use in Ho Chi Minh University of Education for first year non-language students. The paper focuses on the coursebook content and layout with an overall picture and full analysis of the book.

Tóm tắt

Đây đơn thuần là những nhìn nhận mang tính xây dựng đối với giáo trình mới American English File Multipack 2A&2B của Clive Oxenden, Christina Latham-Koenig, and Paul Seligson do nhà xuất bản Oxford xuất bản, đưa vào giảng dạy cho sinh viên năm 1 không chuyên tại trường Đại học Sư Phạm thành phố Hồ Chí Minh. Bài viết tập trung vào phân tích nội dung và bố cục của quyển sách.

***Key words (từ khóa)**: coursebook content: nội dung sách; coursebook layout: bố cục quyển sách*

Introduction

Coursebooks play an important role in the process of language teaching and learning as appropriate materials can stimulate effective teaching and learning. Thus, in order to have a successful language- teaching program, it is necessary to get good coursebooks. This paper aims to make some comments on the coursebooks *American English Files 2A and 2B*, which are being currently used in language courses for non-majored English students at Ho Chi Minh University of Education.

Discussion

In coursebook evaluation, there have been a great number of criteria that should be taken into consideration such as: the audience, the content, the methodology, the cultural bias, the layout, the authenticity, and so on. In this paper, we will focus on the following criteria: the content and the layout of the material.

In my opinion, the coursebook *American English Files 2A and 2B* is a relatively new coursebook in the publishing market. It was published in 2008 and it is in its first edition, so in comparison with other coursebooks, it is full of newly updated information. All the topics are of great interest to the students because they are related to everyday life situations.

One of the new features of this multipack book is that it is divided into two parts: A and B, which are actually two different books. Each of them can be used in one semester which make a big difference to the students' motivation because it is normally rewarding and motivating when they finish a book, and they are usually eager to continue with the new one. Each unit is also split into four shorter sections (for example 1A, 1B, 1C and 1 D), which, I think, is very beneficial to students because finishing smaller sections may give them a feeling of making fast progress.

Another new feature is that student book and workbook are together in the same book. The workbook is at the back, which is very convenient for teachers and students because they can use it regularly as another source besides the coursebook. In the workbook there are lots of exercises that help students to revise what they have learnt. There are specific sections like the vocabulary bank, the grammar bank, the audio scripts of the listening activities and the materials needed for speaking activities in pairs and in groups.

There are listening, speaking, reading, and writing parts in each section. At the end of each file, there is a section called *Practical English* where everyday situations such as hotels, airports, restaurants or coffee shops are presented. And there is also a section named *Review and Check* in which grammar, vocabulary, pronunciation, and reading exercises are presented in the form of a review. The reading passages in these books are very interesting and appropriate for students in terms of vocabulary load and structures. They range over various topics, such as painting, sports, music, lifestyle, family and friends, and so on which provide students with useful knowledge of their daily life. The speaking section in each file is very enjoyable and it encourages students to communicate in English with each other. The topics for speaking are very interesting; therefore they facilitate pair work and group work in classroom. The listening activities are relatively suitable for the language level of the students in the first school year. The writing section is very effective in improving students' writing skills with various tasks and activities. The four skills are systemically developed in an integrated way which makes this book appropriate for non-majored first year students.

At the back of the book there is also a special section, I mean the vocabulary record which is very useful because students are guided how to record their vocabulary. From my point of view, teachers should instruct their students by giving an example to show their students how to learn vocabulary from the early days. In addition, the way this book work with vocabulary is another good feature, which

includes many visual aids. It usually has matching exercises with pictures to illustrate the words and phrases.

The way the books work with the grammar is also innovative, that is, new topics of grammar are first presented in an inductive way, that means students have to work out the rules and then they are guided to the grammar bank where further explanation is offered as well as more exercises for practice. The student books also include CDs which contain grammar, pronunciation and listening exercises and also have videos with everyday situations as a self-study source for students to practice at home.

The artwork of the books is very attractive with lots of colors and beautiful photos, pictures and drawings which are appealing to students. There are two photos or pictures on each page on average. They not only make it easier for students to understand the lessons but also enhance their learning and motivation.

Conclusion

In summary, this book is a good choice for both teachers and students because it best fits all their needs. And the most important thing is that it provides not only knowledge of English but also the good way of teaching and learning English. In addition, it enhances students' interest, curiosity and attention which are of great importance in teaching and learning English.

AN EVALUATION OF AMERICAN ENGLISH FILES

Vu Hoa Ngan, MA

Biodata

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Abstract

It is widely agreed that teaching and learning language involve far more than targeting language knowledge. The paper has presented an evaluation on speaking and listening activities in American English Files coursebook for pre-intermediate level which was chosen as a major textbook for General English program of the Ho Chi Minh University of Education. Apart from the merits indicated, the book has a limitation which is a gap from a perspective of pragmatics-based teaching. Therefore, pragmatic knowledge should be explicitly instructed to build up students' pragmatic awareness while they are learning how a language is used to communicate.

Tóm tắt

Quan điểm đã có sự tán thành rộng rãi rằng việc dạy và học ngoại ngữ bao gồm nhiều yếu tố hơn chỉ là kiến thức về mặt ngôn ngữ. Bài viết đánh giá các hoạt động Nghe và Nói trong giáo trình American English Files ở trình độ tiền trung cấp đã được chọn làm giáo trình chính cho chương trình tiếng Anh Tổng quát ở trường Đại học Sư phạm

TP. Hồ Chí Minh. Bên cạnh những điểm mạnh được chỉ ra, giáo trình có một hạn chế theo quan điểm dạy học Ngữ dụng học. Do đó, kiến thức ngữ dụng học cần được dạy rõ ràng để xây dựng nhận thức về ngữ dụng học trong khi học sử dụng ngôn ngữ để giao tiếp.

Introduction

It is widely agreed that teaching and learning language involve far more than targeting language knowledge. In language education, pragmatic teaching seems invisible as they are often allegedly complicated to convey to non-major English students. However, inadequate pragmatic knowledge, especially in listening and speaking, may well lead to misunderstanding and conversational breakdown, or pragmatic failure (Thomas, 1983). Furthermore, the use of language, behaviors, and other practices vary among cultures, and adapting their native language to the target language social appropriateness becomes a challenge for which there are not many opportunities to practice in classroom settings. Therefore, pragmatic knowledge should be explicitly instructed to build up students' pragmatic awareness while they are learning how a language is used to communicate.

The American English File for pre-intermediate level was chosen as a major textbook for General English program of the Ho Chi Minh University of Education because of its allegedly ability to boost communicativeness in language teaching and learning which is largely fundamental in the language context of English as a foreign language (EFL) in Vietnam.

Hence, the paper will first evaluate listening and speaking activities in the American English File. Next, the paper will indicate a limitation of the coursebook from a perspective of pragmatic teaching. Finally, a conclusion will be drawn from the pedagogical application which needs to be addressed.

Textbook evaluation

General introductory information

The American English File (AEF) is a textbook for Communication course in English as a second or foreign language (L2) designed for adult and young-adult learners with the target level of pre-intermediate learners. The major aim of language proficiency level is developing learners' communicating with ease, confidence and fluency.

Regarding pedagogical objectives, the text book aims at (1) reinforcing the foundations for accurate and fluent communication already established in the previous levels, (2) preparing students for higher level of language skills required for effective interpersonal communication by extending grammatical, lexical, and functional skills, and (3) preparing them to make the transition from the classroom setting to the real world according to particular contexts, purposes and participating roles. Regarding Speaking Section, the American English File addresses the needs of Pre-intermediate language learners as interesting topics, new language incorporation, and a sense of progress in their ability to speak. Whereas, Listening Section is deemed to provide learners with confidence building, achievable tasks, listening for gist and details, as well as a sense of connected speech.

When language use is taken into consideration, the textbook offers students broad exposure to uses of language in a variety of real-life situations: in community, academy, employment, home and social settings. Natural spoken English are intended for in-class use.

Textbook organization

American English File contains 8 units viably covering its themes, functions, language components (i.e., grammar, vocabulary, and pronunciation), and skills. Each unit is structured as follows:

A, B, C, and D lessons form the foundation material of the book. Each lesson provides inputs and language practice focusing on Grammar, Vocabulary and Pronunciation. There is a balance of reading and listening activities, and lots of opportunities for spoken practice. These lessons have clear references to the Grammar bank, Vocabulary bank, and Sound bank at the end of the book.

One-page "Practical English" presents functional language and vocabulary and also social English, linking with video. This part serves as a productive stage in spoken form to provide students with the opportunities to perform the focused function. In Practical English Section, authentic situations are provided to set the context that the language would be used. Social Expressions also provided as useful phrases, such as *You look great, It's great to see you again*! The Practical English is started with a listening activity of *The Story So Far* which provides a language context for following activities. Following the listening activities with the enhanced input of video, *Social English* part provides "useful phrases" which are suitable for the targete context. Writing in one page focuses on different text types (e.g., informal letters and formal emails), and writing skills like punctuation and spelling.

The final part is *Review and Check*. The *What do you remember?* page presents the review on Grammar, Vocabulary, and Pronunciation. The *What can you do?* page provides Reading, Listening, and Speaking challenges to show students what they are able to achieve.

The organization of each unit is well-structured by reportedly adopting Vocabulary, Grammar and Pronunciation as the tools students need to speak English with confidence. More importantly, all three elements are given equal importance. Each lesson clearly presents grammar, vocabulary, and pronunciation aims. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

 Evaluation on Speaking and Listening activities

Merits. The link between the three language components and communicative skills is enjoyably created by the communicative presentation of grammar points which effectively controls the accuracy in language practice while developing fluency in language performance as well. For instance, in lesson 1B, the practice at the post stage of the present simple tense is the communication activity for previous focus-on-form practice.

3 GRAMMAR present simple (AEF, p. 7)

a. Complete the questions about Richard.

Where _does he live_?

In Southampton.

1. What _____ do?

He's musician.

2. Where _____?

In England and abroad.

3. _____ smoke?

No, he doesn't.

4._____exercise?

No, he doesn't. He isn't very sporty.

5. What kind of women _____?

Intelligent and funny ones.

6. _____ to his mother about girls?

No, he doesn't.

c. Cover the text. In pairs, try to remember five things about Richard.

He lives in Southampton.

d. Look at the photos of Claire and Nina.

HIS FRIEND'S CHOICE — Claire

HIS MOTHER'S CHOICE — Nina

> **Communication** *Claire and Nina A p.108 B p.112.*
>
> Who do you think is more Richard's type? Why?

Figure. The practice effectively controls accuracy while developing fluency

The language practice in Practical English is well designed with the more vivid and enjoyable use of multimedia visual aids and roleplay dialogues, which put language into use in class. This kind of practice is very practical, focusing on useful functional language in real-life contexts. The integration of video with the coursebook maintains students' interest over the course without taking much time from limited contact hours if supplementary videos are chosen to add more excitement to language class. Although the language set is not authentic due to avoiding distraction of the students from language learning, roleplay activities provide language model when students act the same as the actors do in the videos.

Pragmatic teaching: A gap to fill. The reviewed textbook provides learners with exposure in different contexts (e.g., home, school, social life, work and leisure), and offers with a variety of registers, from the formal language used in a job interview, with a customer, or when speaking with an authority figure, to the informal with family members, co-workers, or friends. However, pragmatic knowledge conveyed through speech acts recognition integrated with language skills seems to be hidden in the activities or exercises. Other pragmatic aspects of language use should be presented explicitly, such as conversational structure, implicature, sociolinguistic knowledge. Hence, students may learn a range of functional markers which help express their thinking, but they probably still lack a capability for matching utterances with contexts in which they are appropriate, as Bardovi-Harlig (1996), Bouton (1996), Kasper (1997) define pragmatic ability of language users. Therefore, it would be fruitful to design pragmatics-based materials to fill this gap of the communicative textbook for English language learners.

Conclusion

The paper has presented an evaluation on speaking and listening activities in American English File coursebook. The ultimate aim of most students is to be able to

communicate in English. The listening and speaking activities activate grammar, and vocabulary, and pronunciation. In other words, the communicative tasks in the book revolve the three language components which help to provide successful communication. These tools are useful to avoid communicative breakdown; however, successful conversations are influenced by a number of sociolinguistic aspects which should be addressed by more explicit pragmatics-based teaching.

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CHOOSING THE TEXTBOOK TO TEACH ENGLISH FOR TOURISM: A LESSON TO LEARN

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Abstract

The paper discusses the advantages and disadvantages of the textbook chosen to teach English for tourism to students majoring in Vietnamese Studies from the instructor's and students' perspectives. The paper aims to examine the students' learning needs and opinions of the textbook of English for International Tourism Pre-Intermediate (Pearson, 2004) and compare to that of the course instructor. Students' responses to the questionnaires, triangulated by data from the focus group interview, are analyzed to answer the research question. The paper carries some implications in choosing the textbook for English for Tourism.

Key words: textbook evaluation, teaching English, leaning needs

Tóm tắt

Bài viết bàn luận về các thuận lợi và bất lợi của giáo trình dùng để giảng dạy môn Tiếng Anh Du lịch cho sinh viên chuyên ngành Việt Nam học dựa theo quan điểm của giảng viên và sinh viên. Bài viết nghiên cứu nhu cầu học tập và ý kiến của sinh viên về giáo trình English for International Tourism (Dubicka & O'Keeffe, 2004) và so sánh những ý kiến này với ý kiến của giảng viên. Các câu trả lời bảng khảo sát và phỏng vấn nhóm tập trung của sinh viên được phân tích và đối chiếu để trả lời câu hỏi nghiên cứu. Bài viết mang lại những ý nghĩa khi chọn giáo trình cho Tiếng Anh Du lịch.

Introduction

Textbooks represent the hidden curriculum of the language program; therefore, they play an important role in gathering information about the teaching and learning practices of a particular school, program, or institution (Richards, 1998). However, choosing the right textbooks can be a tough decision for language teachers. The main issue in selecting textbooks is to search for the appropriateness of the textbook in a particular teaching context.

It is generally contended that it is very essential to ask language teachers and learners to evaluate the textbook they are using in order to see if the textbook match the needs of learners. A detailed evaluation will help to determine to what extent the textbook is consistent with the curriculum, what aspects of language are emphasized and whether it meets the students' needs (Cunningsworth, 1995). One way of doing this, as suggested by Cunnuingsworth (1995) and Ellis (1997), is to analyze learners' need and ask for their opinions.

Although *English for International Tourism Pre-Intermediate* has been used for students majoring in Vietnamese Studies at Ho Chi Minh University of Education for two years, no research has been conducted to investigate if it is the right textbook for students. Therefore, the current study aims to examine the following research questions:

1. What knowledge and skills do students consider important in the course?

2. What do students think of the textbook for their English for Tourism course?

3. What does the instructor think of the textbook for the course?

Background

Textbooks have multiple roles in language teaching. First of all, it provides a resource for presentation material and activities, a reference source for students on sub-skills, a source of ideas, stimulation and suggestions for classroom language activities, a

syllabus, resource for self-directed learning and self-evaluation, and a support for less experienced teachers (Cunningsworth, 1995).

Although textbooks are prepared by professional people in their fields, it is difficult to find a perfect textbook. At the first glance, a textbook may seem appropriate for a particular student population, but after using it as a course material for months, teachers and students may discover deficiencies of the textbook. At this point, teachers' thoughts and beliefs about the efficacy of the textbooks are important, as they are the only group in classroom settings who can evaluate the features of a textbook in a professional as well as localized way. Similarly, Sheldon (1988) has suggested that a thorough evaluation would enable the managerial and teaching staff of a particular institution to discriminate between all of the textbooks available and help educators identifying the strengths and weaknesses in textbooks already in use. Consequently, it would assist teachers with making optimum use of strong points of the book and recognizing the drawbacks of certain exercises, tasks, and entire texts.

Cunningsworth (1995) and Ellis (1997) have suggested that there are three different types of material evaluation. According to these authors, there are generally three forms of textbook evaluation. The most common form of is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential performance of a textbook. The other types of textbook evaluation are the 'in-use' evaluation designed to examine material that is currently being used and the 'retrospective' or 'post-use' evaluation of a textbook that has been used in any institution. Mukundan (2007) however, has proposed two kinds of textbook evaluation including in-use evaluation, which is similar to Cunningsworth's (1995) and Ellis's (1997) definition, and in-use/post-use evaluation which refers to two latter kinds of evaluation classified by the other researchers.

Textbook reviews mostly reflect the evaluations considering the features of a textbook such as physical appearance, methodology, cultural issues, skills and supplementary materials. These reviews can be regarded as subjective in content as they are based on the analyses and perceptions of a single author regarding the

elements of a specific textbook. On the other hand, textbook evaluation studies include teachers' and students' perceptions for a specific context and on some occasions, these studies monitor the thoughts of other populations in the language teaching field such as program or curriculum developers, materials writers, linguists and language specialists.

In general, there are many criteria that are used for textbook evaluation. Williams (1983) suggests 7 categories in his textbook evaluation checklist for teachers, namely *General, Speech, Grammar, Vocabulary, Reading, Writing,* and *Technical.* This framework is insufficient because the author excludes many important criteria such as practical issues, teaching resources, etc.

Later, Cunningsworth (1995) proposes eight criteria on which a textbook should be evaluated. The first category is the key competencies which include learning competencies, problem-solving competencies, communication competencies, social and personal competencies, civil competencies and working competencies. The second category deals with the textbook organization, which analyses its layout in terms of clearness and how easy or difficult it is for students to orientate themselves in the units of textbooks. The third category is the topic, which deals with non-linguistic aspects of textbooks. Textbooks should use authentic material to make language learning more realistic and of course topics should vary. The fourth category describes social and cultural values. Due to the current focus on promoting global and international thinking, it is important for students to learn about various cultures and their traditions and values, developing a sense for justice, solidarity and tolerance, and guiding pupils towards understanding and respecting the increasing level of socio-cultural diversity. The fifth category deals with the self-directed learning. The sixth category is the availability and price of textbooks. The seventh category is the differentiation of the tasks and the information in the textbooks which means textbooks should consider this problem in terms of presenting a variety of tasks and the level of difficulty of the information in textbooks. The eighth category concerns skills which are divided into receptive (i.e. listening and reading) and productive (i.e. speaking and writing).

Cummingsworth (1995) emphasizes on categories such as "motivation and learner", devoting a separated section to it with related subcategories such as "interest of learners", "attractive appearance", etc. and gives emphasis on the four skills.

The study followed the criteria proposed by Litz (2001) who argues that student questionnaire should not be too detailed and extensive to avoid distraction and tiredness. Litz included six categories in her research, namely practical considerations (price, availability, accessories, methodology etc), layout and design, activity range and balance, skills appropriateness and integration, language type, and social and cultural considerations of the subjects and content. These criteria share numerous similarities with the framework proposed by Cunningsworth (1995). However, Litz's categories exclude many terms what are incomprehensible to students.

The Study

Participants

Participants in the study are 1 EFL teacher and 41 juniors (13 male), aged 21-25, majoring in Vietnamese Studies at Ho Chi Minh University of Education. These students were taking a course of English for Tourism. Based on teacher observation, English proficiency level of these students ranges from Beginner to Upper-Intermediate.

Instruments

Need analysis questionnaire, Student evaluation questionnaire, and Teacher evaluation questionnaire, developed by Litz (2001), were translated and recruited to gather data for the study. The Need Analysis Questionnaire included open-ended questions while the Student Evaluation and Teacher Evaluation Questionnaires asked respondents to rate on 25 Likert scale questions and 40 Likert scale questions respectively. Also, the Student Evaluation Questionnaire gives space for students to write their comments. These questionnaires were employed because they were previously used with high scale reliability. The questionnaires were presented in the Appendices.

Procedure

Students responded the questionnaires after the course finished. After that, they were encouraged to discuss freely with the researcher about their responses.

Analysis and Results

Student responses to the open-ended questionnaires were tabulated and categorize into themes. Responses to the Likert-scale questions were tabulated and analysed using SPSS (version 16.0). Cronbach's Alpha for scale reliability was reported at .682, which is quite high regarding the number of questionnaire items involved.

What knowledge and skills do students consider important in the course?

Students' rating on the importance of individual knowledge areas and skills was converted so that the higher the rating score for one category was, the more important that category was. These scores were then averaged and compared. Figure 1 illustrates the result of the analysis. It can be seen from the chart that listening, speaking, and vocabulary were considered most essential to students. Similarly, speaking and listening were perceived to be worth spending more time on, with the rating of 29.5% and 21.75 % of the total time respectively. Reading and writing, on the contrary, should receive about 11% of the class time (Figure 2).
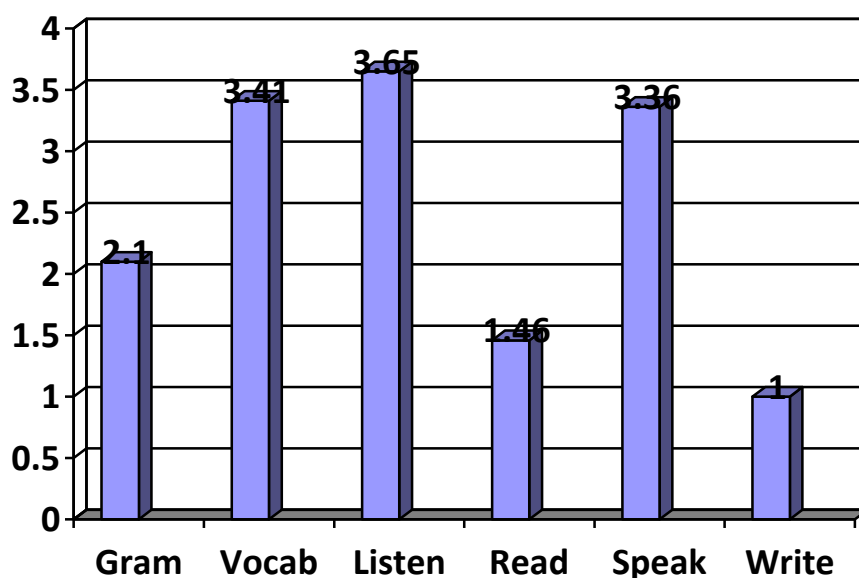

Figure 1. Importance of knowledge/individual skill
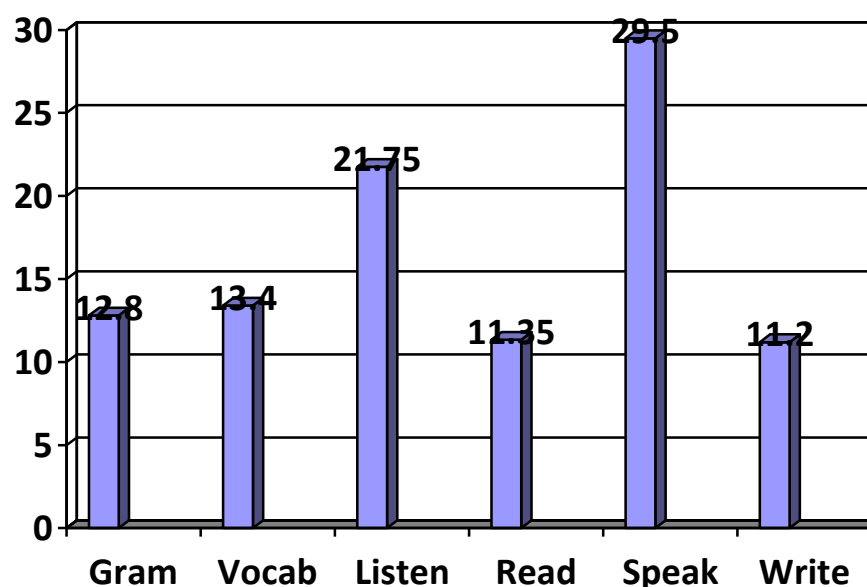
Figure 2. Percentage of time spent on knowledge/individual skill

What do students think of the textbook for their English for Tourism course? Five most agreed items identified were item 7 *"The activities incorporate individual, pair and group work"*, 21 *"The subject and content of the materials is interesting, challenging and motivating"*, 3 *"The layout and design is appropriate and clear"*, 18 *"The language represents a diverse range of registers and accents"*, and 19 *"The subject and content of the textbook is relevant to my needs as an English language learner"*. In contrast, item 1 *"The price of the textbook is reasonable"*, 14 *"The language used is at the right level for my current English ability"*, 2 *"The textbook is easily accessible"*, and 12 *"The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc."*, and 15 *"The progression of grammar points and vocabulary items is appropriate"* were least agreed on. A summary of the most and least agreed items were presented in figure 3.
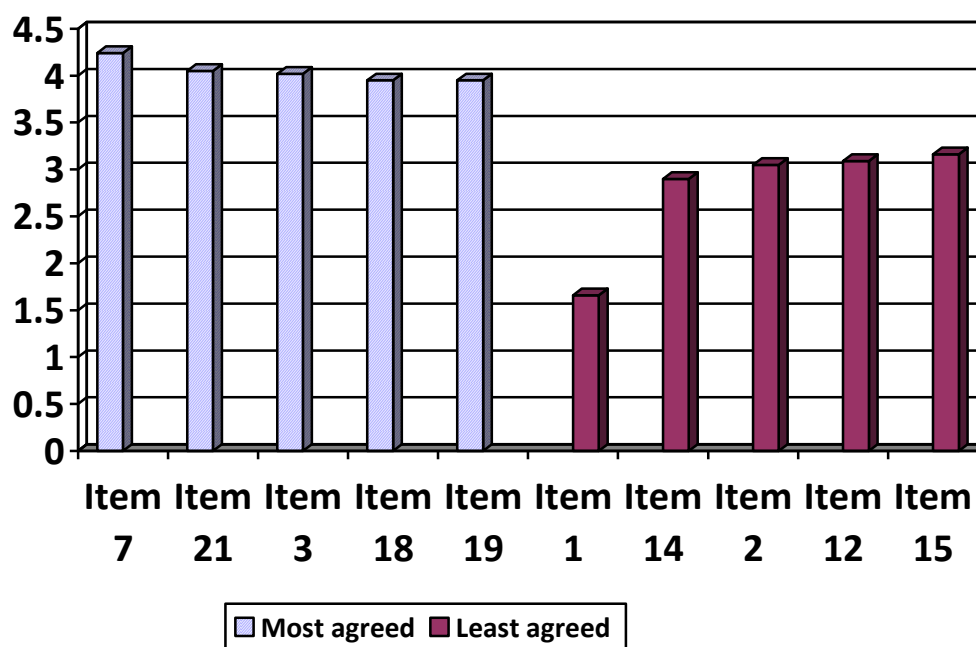
Figure 3. Percentage of time spent on knowledge/individual skill

Students' rating scores on individual items were averaged and compared. Because there were five levels in the rating scale indicating the five levels of agreement, any item rated lower than 3 was considered an item that students disagreed on. Therefore, three items that students did not agree on were item 1 and 14. Independent t-tests were computed to identify any differences in rating between the male and female groups. However, no significant difference was found (t (41) = 2, p < .05). Also, students' self-assessed English proficiency was numbered 1 – 5 in accordance with Beginner, Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate. One-way ANOVA between different proficiency level groups was analysed to explore any differences in students' overall scores in the questionnaire. Again, students' rating in five proficiency groups was not significantly different.

Students' additional comments in the questionnaire and the class discussion support the findings from the quantitative analysis. Most students stated that the book is "interesting and useful", with topics relevant to their major. Nine students appreciated the diverse accents in the listening recordings, as one student commented:

"I like the fact that there are a variety of accents. We listen to many different people from many countries. I think it's useful".

However, while 19 *"The subject and content of the textbook is relevant to my needs as an English language learner"*, 20 *"The subject and content of the textbook is generally realistic"*, and 23 *"The materials are not culturally biased and they do not portray any negative stereotypes"* received relatively high rating, qualitative data show that some students revealed that the topics and cultural differences made it hard for them to study, as mentioned by one student.

I think it's difficult sometimes because I've never seen snow in my life and winter sports are not popular in Vietnam. Who would know about that?

What does the instructor think of the textbook for the course? Teacher's responses to the questionnaire indicate that the instructor was generally content with the textbook with most ratings being higher than 4. Also, the instructor in the study showed his interest in teaching with the book, stating that the book was interesting and there were a lot of things to exploit for the lessons. However, he stated that the book was expensive for students, suggesting that a more reasonable price should be around VND 100,000 in the follow-up interview.

Discussion

In general, it can be concluded from the findings that *English for International Tourism Pre-Intermediate* (Dubicka & O'Keeffe, 2004) is a suitable textbook for students majoring in Vietnamese Studies. The findings show that students taking the course of English for Tourism understood the importance of listening and speaking for communicative purposes. Also, most of them expected to be able to communicate effectively after finishing the course and stated their preference in focusing in these two skills. However, the textbook could be costly for students. Therefore, the institution could get involved in negotiating with the publisher in order to reach a more acceptable price for students.

Another concern mentioned by the students during the class discussion is the cultural differences between the countries studied in the book and Vietnam. It can be seen from the study that the course instructor did not consider cultural differences and the variety of topics a problem from students. Although the use of cultural content is supposed to foster learner motivation, make learners feel the need to use the target language, and provide exposure living language that a foreign language student lacks (McKay, 2000), course instructors should be responsible for explaining cultural contrasts to avoid frustration. Also, teachers should be flexible and decide what topics should receive less emphasis.

Additionally, it is necessary that students be at the appropriate proficiency level to study in the course. The fact that item 14 *"The language used is at the right level for my current English ability"* yielded disagreement among students indicates that some students could have been less competent than the level of the textbook, which is at pre-intermediate level. Consequently, it could be argued that more support is needed to assist less able students or measures to classify students' proficiency level should be taken before the course commences.

This is a small-scale study to evaluate the textbook for English for Tourism courses after being used in a two year's period. Future study with larger sample could be conducted in order to arrive at a more generalisable conclusion.

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Appendices

Student Needs Analysis

1. Why are you studying English?

2. Where do you expect to use English in the future (ex. what context or situation)?

3. Order the following language skills from 1 (important) to 6 (unimportant):

_____ reading _____ listening _____ vocabulary

_____ writing _____ speaking _____ grammar

4. What percentage (%) of class time do you think should be spent on each skill?

5. What do you expect to learn from this class?

6. What are your language strengths and weaknesses (grammar, vocabulary, pronunciation, reading, listening, speaking, and writing)?

7. **Do you have a preferred learning style? If so, what is it?**

- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
- **Logical (mathematical):** You prefer using logic, reasoning and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.

8. Do you prefer to learn individually, in pairs or in a group?

9. Would you prefer to learn American or British English? Or both?

10. Do you like using a textbook? Why or why not?

Student Textbook Evaluation Form

Please tick (✓) the response that is true for you.

1 = strongly disagree; 2 = disagree; 3 = don't know; 4 = agree; 5 = strongly agree

		1	**2**	**3**	**4**	**5**
	A/ Practical Considerations					
1.	The price of the textbook is reasonable.					
2.	The textbook is easily accessible.					
	B/ Layout and Design:					
3.	The layout and design is appropriate and clear.					
4.	The textbook is organised effectively.					
	C/ Activities:					
5.	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).					
6.	The activities encourage sufficient communicative and meaningful practice.					
7.	The activities incorporate individual, pair and group work.					
8.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.					
9.	The activities promote creative, original and independent responses.					
	D/ Skills:					
10.	The materials include and focus on the skills that I need to practice.					
11.	The materials provide an appropriate balance of the four language skills.					
12.	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.					

	E/ Language Type:					
13.	The language used in the textbook is authentic - i.e. like real-life English.					
14.	The language used is at the right level for my current English ability.					
15.	The progression of grammar points and vocabulary items is appropriate.					
16.	The grammar points were presented with brief and easy examples and explanations.					
17.	The language functions exemplify English that I will be likely to use in the future.					
18.	The language represents a diverse range of registers and accents.					
	F/ Subject and Content					
19.	The subject and content of the textbook is relevant to my needs as an English language learner.					
20.	The subject and content of the textbook is generally realistic.					
21.	The subject and content of the materials is interesting, challenging and motivating.					
22.	There is sufficient variety in the subject and content of the textbook.					
23.	The materials are not culturally biased and they do not portray any negative stereotypes.					
	G/ Overall Consensus:					
24.	The textbook raises my interest in further English language study.					
25.	I would choose to study this textbook again.					

Teacher Textbook Evaluation Form

Please tick (✓) the response that is true for you.

1 = strongly disagree; 2 = disagree; 3 = don't know; 4 = agree; 5 = strongly agree

		1	2	3	4	5
	A/ Practical Considerations:					
1.	The price of the textbook is reasonable.					
2.	The textbook is easily accessible.					
3.	The textbook is a recent publication.					
4.	A teacher's guide, workbook, and audio-tapes accompany the textbook.					
5.	The author's views on language and methodology are comparable to mine.					
	B/ Layout and Design:					
6.	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.					
7.	The layout and design is appropriate and clear.					
8.	The textbook is organised effectively.					
9.	An adequate vocabulary list or glossary is included.					
10.	Adequate review sections and exercises are included.					
11.	An adequate set of evaluation quizzes or testing suggestions is included.					
12.	The teacher's book contains guidance about how the textbook can be used to the utmost advantage.					
13.	The materials objectives are apparent to both the teacher and student.					
	C/ Activities:					
14.	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).					
15.	The activities encourage sufficient communicative and					

	meaningful practice.					
16.	The activities incorporate individual, pair and group work.					
17.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.					
18.	The activities promote creative, original and independent responses.					
19.	The tasks are conducive to the internalisation of newly introduced language.					
20.	The textbook's activities can be modified or supplemented easily.					
	D/ Skills:					
21.	The materials include and focus on the skills that I/my students need to practice.					
22.	The materials provide an appropriate balance of the four language skills.					
23.	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.					
24.	The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).					
25.	The practice of individual skills is integrated into the practice of other skills.					
	E/ Language Type:					
26.	The language used in the textbook is authentic - i.e. like real-life English.					
27.	The language used is at the right level for my (students') current English ability.					
28.	The progression of grammar points and vocabulary items is appropriate.					
29.	The grammar points are presented with brief and easy examples and explanations.					

		1	2	3	4	5
30.	The language functions exemplify English that I/my students will be likely to use.					
31.	The language represents a diverse range of registers and accents.					
	F/ Subject and Content:					
32.	The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).					
33.	The subject and content of the textbook is generally realistic.					
34.	The subject and content of the textbook is interesting, challenging and motivating.					
35.	There is sufficient variety in the subject and content of the textbook.					
36.	The materials are not culturally biased and they do not portray any negative stereotypes.					
	G/ Conclusion:					
37.	The textbook is appropriate for the language-learning aims of my institution.					
38.	The textbook is suitable for small-medium, homogeneous, classes of university students.					
39.	The textbook raises my (students') interest in further English language study.					
40.	I would choose to study/teach this textbook again.					

AN EVALUATION OF THE EFL ENGLISH COURSEBOOK *"AMERICAN ENGLISH FILES MULTIPACK 2A & 2B"*

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Biodata

Nguyễn Thị Tú took an MA degree in TESOL from HCM University of Social Sciences and Humanities in 2005. TESOL, Linguistics and Education are the fields of research she is interested in.

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Abstract

Cunningsworth (1995) states that it is important to evaluate the coursebook to figure out its weaknesses to overcome them. Many researchers like Ur (1996), Ellis (1997), Jayakaran Mukudan, Reza Hajimohammandi, and Vahid Nimehchisalem (2011), ect. and teachers of English are also aware of the significance of coursebook evaluation. The study conducted here is to investigate the merits and demerits of the coursebook American English File Multipack 2A & 2B by Clive Oxenden, Christina Latham-Koenig, and Paul Seligson published by Oxford University Press in 2008 after nine

months in use in Ho Chi Minh University of Education for first year non-majored students. A checklist delivered to 14 teachers and 103 students, and interviews with 2 teachers are to get the data. Based on the data collected, the authors produce a full analysis and make recommendations for better and more effective English teaching and learning with the coursebook.

Key words (từ khóa): *coursebook / textbook evaluation: đánh giá giáo trình/ sách*

Tóm tắt

Cunningsworth (1995) cho rằng đánh giá quyển sách hay giáo trình để xác định những mặt còn tồn tại nhằm tìm ra phương pháp cải tiến rất quan trọng. Nhiều nhà nghiên cứu như Ur (1996), Ellis (1997) hay Jayakaran Mukudan, Reza Hajimohammandi, Vahid Nimehchisalem (2011)… và nhiều giáo viên dạy tiếng Anh đều thừa nhận và ý thức được ý nghĩa của việc đánh giá quyển sách, giáo trình đang được sử dụng. Bài nghiên cứu sau đây nhằm xem xét những mặt mạnh và yếu của giáo trình American English File Multipack 2A & 2B, của tác giả Clive Oxenden, Christina latham-Koenig, và Paul Seligson do nhà xuất bản Oxford xuất bản. Nhóm nghiên cứu đã đưa ra bảng câu hỏi cho 14 giáo viên và 103 sinh viên, đồng thời phỏng vấn 2 giáo viên để thu thập dữ liệu. Dựa trên nguồn dữ liệu này, các tác giả đã phân tích và đưa ra những đề xuất nhằm giúp giáo viên và sinh viên sử dụng giáo trình trên hiệu quả hơn.

Introduction

No one doubts the fact that course books play an important role in the success of teaching and learning process. As Richards and Rodgers (2001) state it, course books specify the content and define coverage for syllabus items. Therefore, evaluating the course book and pointing out its good and weak points to find ways to improve it are quite necessary. According to Sheldon (1988), the evaluation of the course book will assist the teachers with the selection of the appropriate course book and familiarize

them with its strengths and weaknesses. Cunningsworth (1995) suggests three evaluation types. They are "pre-use, in-use and post-use". From his viewpoint, pre-use seems to be the most challenging because there is no actual experience of using the course book. The second type is the one for suitability, involving and matching the course book against a specific requirement. Learners' objective and background and resources are the factors involved in in-use course book evaluation. The last type focuses on the suitability of the coursebook with a specific teaching and learning context after a period of coursebook in use. In the post-use type, teachers and students express their opinions on the coursebook to identify its merits and demerits and find out the ways to improve them. Based on these three types, this paper aims at in-use evaluation of the course book *American English File Multipack 2A & 2B* by Clive Oxenden, Christina Latham-Koenig, and Paul Seligson published by Oxford University Press. The paper focuses on the teachers' and students' views on the course book after 9 months' time of using the book. This study was empirical through two checklists designed for teachers and students. The study was conducted in Ho Chi Minh City University of Education. The checklists were delivered to 14 teachers and 103 first-year non-language students in the university.

Research Background

The Teachers and the Learners

The Foreign Languages Section belongs to HCMUP. There are three languages taught here: English, Chinese, and French. English classes can be said to outnumber the Chinese and French ones. There are 21 lecturers of English in total, 12 of whom have teaching experience of more than 10 years, 4 from 5 to 10 years, and 3 less than 5 years. One teacher is a PhD in Comparative Linguistics. Two lecturers are on track to complete Doctor on Education and take PhD degree in Australia and the US. 11 teachers are Masters of Arts and 8 teachers took Bachelor degree in English teaching. The Section is in charge of teaching English to first year and second year non-majored students from 15 departments in HCMUP. The students come from the departments of

Maths, Computing, Physics, Chemistry, Biology, Philology, Geography, History, Political Education, Primary Education, Pre-school Education, Physical Education, and Special Education. The students have to study English in two stages. The students learn General English for the first stage and ESP for the second.

The Coursebook

In the school year of 2011-2012, the main course book used is *American English File Multipack 2A & 2B* (Oxenden et al, 2008). After one year since the shift from *New Headway Pre-intermediate* (Soars & Soars, 2000), the students learn the main course book in three semesters, covering from file 1 to file 9. The first three files are for module 1. Then students have to complete files 4, 5, and 6 in module 2. For the last, the last three files of 7, 8, and 9 must be covered. Each file is divided into 7 parts of parts A, B, C, D, Practical English, Writing, and Review and Check. The students learn integrated skills and language content in parts A, B, C, and D. Practical English puts an emphasis on real life communication situations. The writing part familiarizes students with different kinds of writings, especially emails and letters. Review and Check supplies students with an overall picture of the textbook employed to consolidate what they have learnt in each file. Moreover, there are vocabulary, grammar and sound banks to provide students with knowledge of vocabulary, grammar, and pronunciation. A supplement workbook with exercises given for parts A, B, C, D and Practical English aims to deepen students' knowledge and skills. The students are also offered a self-study MultiROM CD with exercises and situations to improve their speaking and listening skills. Vocabulary and grammar exercises are also given in the CD.

Literature Review

According to Cunningsworth (1995), coursebook analysis and evaluation are quite necessary; first of all, to teachers since it assists teachers in gaining good insights into the nature of the coursebook. Coursebook evaluation is to *"identify particular strengths and weaknesses in coursebooks already in use, so that optimum use can be*

made of their strong points, while their weaker areas can be strengthened through adaptation or by substituting materials from other books" (Cunninsworth, 1995, p.15). Secondly, in educational settings and language teaching, the significance of material and coursebook evaluation has been greatly emphasized because there has been an increasing number of coursebooks designed in market. These coursebooks, especially authentic ones, reflect the aims and the methods of a particular teaching and learning context (Zhang, 2007). Consequently, analyzing and evaluating a particular coursebook are greatly significant since they assist in teachers' right decisions of choosing the coursebook.

Considering the weaknesses of a textbook or coursebook, Richards and Renandya (2002) has pointed out the factors of a weak textbook. A "failure" textbook may fail in presenting appropriate and sensible models; in proposing subordinate learner roles; in contextualizing language activities; in promoting inadequate cultural understanding; and addressing discourse competence. Mehri Jlali (2010) cites Ur's views on deciding a good coursebook. In his opinion, a coursebook owes its merits in a clear framework which the teacher and students know where they are going to and what is coming next; serving as a syllabus including a carefully planned and balanced selection of content; supplying ready-made texts and tasks with possible suitable level for most of the class; being the cheapest way of providing learning material for each student; using guides for inexperienced teachers; and proving autonomy that students can use them to learn the material, review and monitor progress so as to be less teacher-dependent.

Ellis (1997) suggests two types of macro-evaluation and micro-evaluation. The former type aims to develop aspects of administration and curriculum. The later supplies a focus on some narrow and specific features of the curriculum and syllabus. Ellis characterizes her ideas into the following figure:
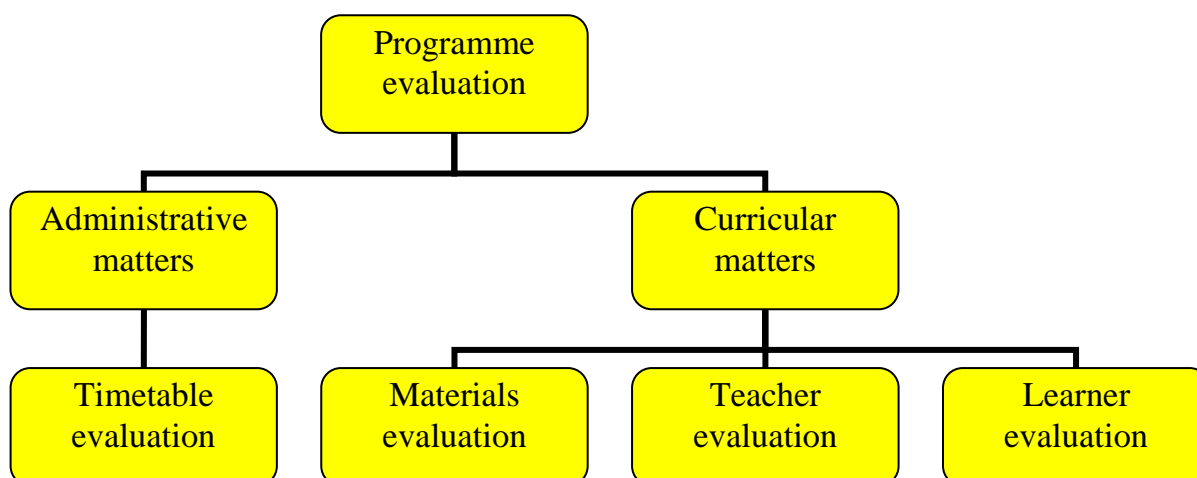
Figure 1. Macro- and micro-evaluation in language teaching (cited in Tomlinson, 1998: 219)

Once again, course book or material evaluation is a crucial branch to decide if the curriculum is a success or not. Hutchinson and Waters (1987) state that evaluation is basically a matching process concerning matching learners' needs to available solutions. Therefore, learners' needs analysis should be considered as a preceding activity before a coursebook is introduced. The analysis concerns the assessment of learners' age, levels, expectations and thoughts over the coursebook. Hedge (2002) claims that the coursebook is better supplemented with drama, extensive reading, role play, games and debates in triggering meaning and negotiation in classrooms to facilitate students' vocabulary and grammar. Richards (2007) includes the factor of "simple to complex and need" in coursebook evaluation criteria" (Richards, 2007, p.150). Moreover, teachers are a source of information to gain a thorough and critical view on the coursebook. Harmer (2002) believes that material development can help teachers to develop professionally. Coursebook development can give teachers great help in trying to know their students-their needs, goals and wants. It also provides opportunities for teachers to familiarize themselves with teaching theories and their teaching methods which can be best applied in their teaching process in carrying out tasks in the textbook. Coursebook evaluation must involve teacher work, since, according to Murphy (1985, p.12) assumes "it is not a task that can be left to

specialists alone if teaching is to develop". The point pointed out here is that feedback from teachers and students are to help to get a clear and overall picture of the coursebook.Robinson (1991) believes that three methods of evaluating a coursebook are characterized by questionnaires delivered to both teachers and students, tests to evaluate the coursebook units, and teacher and student interviews. Significantly, guidelines designed and a checklist made to evaluate the coursebook are mostly used to get a good insight into the coursebook. A checklist is considered to show a clear evaluation of a coursebook through a set of criteria. Sheldon (1988) argues that evaluative criteria of the checklists should take many factors into consideration. The learning-teaching situations and the specific learners' and teacher's needs are the first things to be put in the list. Also, Cunningsworth and Kussel (1991) point out similar dimensions like the physical attribute of the coursebook including aims, layout, methodology, and organization. The language skills- listening, speaking, reading, and writing, sub-skills- grammar and vocabulary-, and functions are also presented in the checklist mentioned by Zabawa (2001), Ur (1996), Cunningsworth (1995), and Harmer (2002). Many prominent researchers on material development and evaluation argue about authentic texts included in any textbook or coursebook used. The feature of authenticity plays an important role in language acquisition since it represents real use of language and pictures everyday life activities and situations. Tanner and Green (1998) suggest a MATERIALS TESTS- S with M standing for method, A for appearance, T for teacher friendly, E for extras, R for realistic, I for interesting, A for affordable, L for level, and S for skills. Jayakaran Mukudan, Reza Hajimohammandi, and Vahid Nimehchisalem (2011) divide the list of criteria into two general categories including "general attributes" and "learning-teaching content". The first category was further divided into five sub-categories of "relation and curriculum", "methodology", "suitability to learners", "physical and utilitarian attributes", and "supplement materials". On the other hand, the second category falls into general skills and sub-skills. "General" in the second category mentions task quality, cultural sensitivity as well as linguistic and situational realism. They illustrate their ideas with figure 2. In

addition to this classification of textbook evaluation criteria, Jayakaran Mukudan, Reza Hajimohammandi, and Vahid Nimehchisalem (2011) review the textbook evaluation checklists within four decades of over 30 authors presenting the checklists in their books and articles. They present the checklist with 11 questions for general attributes and 27 questions for language-content. The checklist points out the textbook evaluation criteria and satisfies the factors of validity and reliability. Bahumaid (2008) states that any checklist or questionnaire should not be considered to be fit in any language teaching setting. In other words, none of them should be referred to by teachers or educators without any adaptation. Teachers are required and expected to be flexible in applying the framework or checklist and making it suitable in their specific teaching and learning context. Therefore, in this study, the authors make some modifications and adaptation to the real teaching and learning situation in the university where the study is conducted. One checklist is designed and delivered to teachers. The other is the translation of the checklist for students with necessary minor changes to be appropriate for the student subject filled. The checklists will be presented in the Appendices.
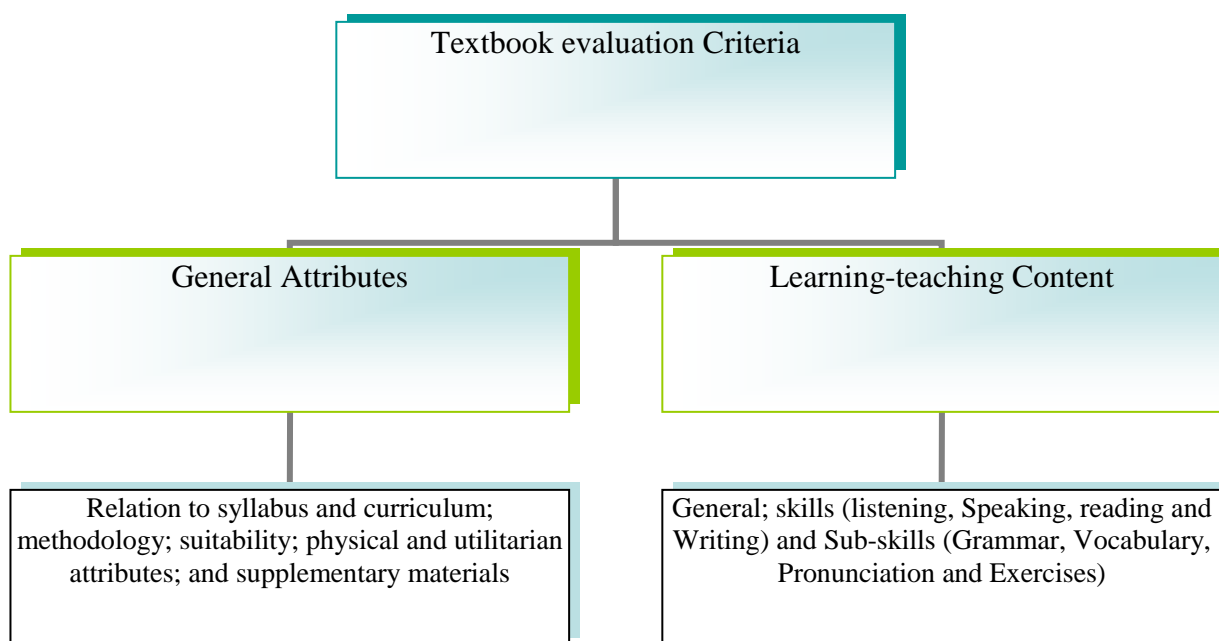

Figure 2. Classifications of textbook evaluation criteria (Mukudan et al, 2011, p.23)

As mentioned in the Introduction, Cuningsworth (1995) and Ellis (1997) suggest three types of course book evaluation, i.e. pre-use; in-use and post-use types. Grant (1987) also comes up with a three-stage long evaluation process of initial evaluation, detailed evaluation and in-use evaluation. For this study, therefore, in-use evaluation type is employed to identify the merits and demerits of the coursebook used.

The Subject

The target group for the study was first year non-majored students and their teachers at HCMUP. The students have to cover 195 periods for the course book. There are 75 periods, 45 minutes each, in the first module. For the second and the third module, students have to spend 60 periods each. There were 4 lecturers of English asked to fill in a checklist designed for teachers. 103 first year non-majored students were randomly delivered the checklist and were asked to complete in 15 minutes. The checklists are written in English for teachers and translated into Vietnamese for students. If the students have any difficulty, the teachers in charge of the class offer help in making the checklist easier to understand. After collecting the checklist, the researchers analyzed the data gained. Of 103 students, female dominate male with 68.9 %. In terms of English learning experience, half of them have been studying English for less than 9 years, 27.2 % for 9 years, 15.5% for 10-12 years and only 4.9 % for more than 12 years. Like learners, the teachers also differ in qualifications and teaching experience. In the total of 14 people, 7 have BA in TESOL, 5 get MA and 1 PhD. Their teaching experience varies from less than 5 years to over 20 years with 7/14 (50%) for the former and 3/14 (21.4 %) for the latter (Figure 3).
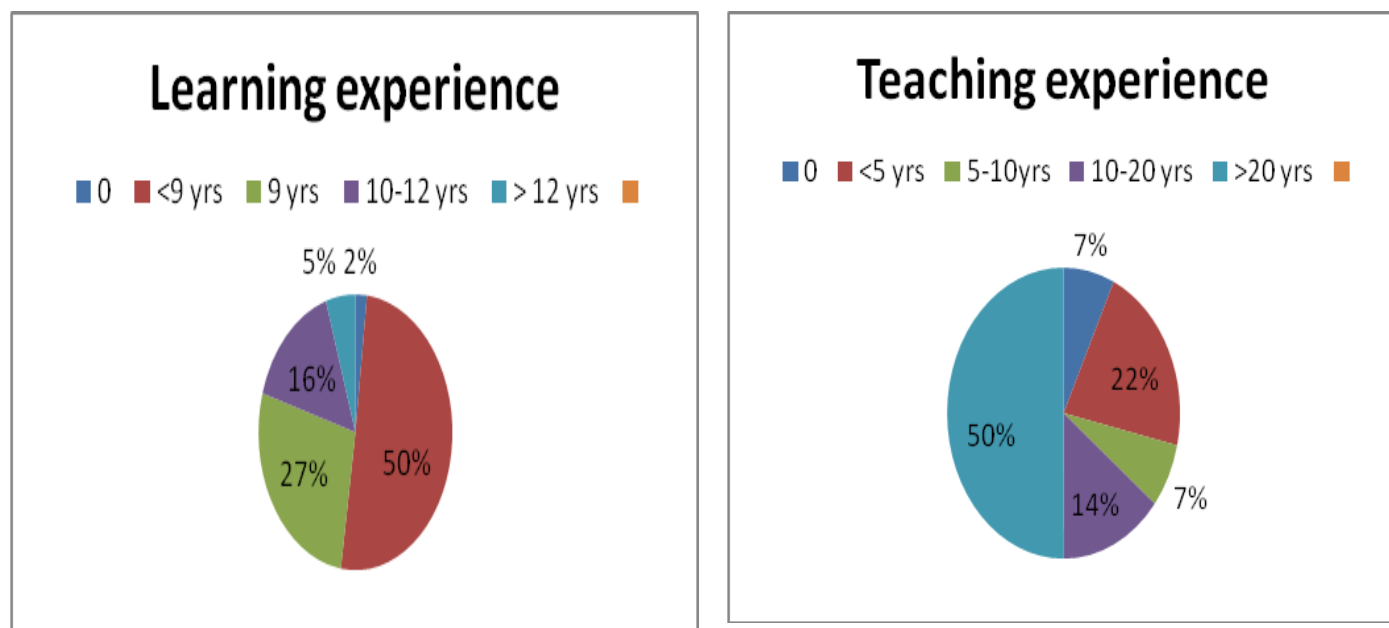
Figure 3. Participants' information

Instruments

Two separate checklists were given to teachers and students at the same time. There are five scales used to gain the information from the teachers' and students' answers: completely disagree (1), disagree (2), neutral (3), agree (4) and completely agree (5). Daoud and Celce-Muric (1997) and Skierso (1991) prefer the five-scale checklists, a dominant form employed, because it is advisable to avoid odd-numbered scales on developing an instrument (Sager, 1972). Then, the data were collected and analyzed using SPSS (17.0). At this point, two data sets were compared to draw out an objective conclusion about the course book based on both sides. Cronbach's Alpha was reported at .864 regarding 29 questions for scale reliability.

Findings and Discussion

Both teachers and students replied positively on General Attributes since the Linkert scale of all seven items got over 3 (appendix). They replied positively on General

Attributes since more than 50% chose the right side of the scale. This proves that most of them agreed and completely agreed with the points.To students, the highest rate (about 87.4%) was on the match of the course book to the specifications of the syllabus whereas 5/14 teachers seemed not to be sure about this as they ticked on 'neutral'. Still, the cost was the learners' only concern with 29.1% chose the left side of the scale while this was no problem at all to teachers. When being asked whether the activities can work well with methodologies in ELT, 13/14 teachers agreed and completely agreed. Similarly, 78/103 students (75.7 %) believed that the course book did give them a chance to develop various learning styles suitable to university setting (Table 1).

Table 1. *Participant's opinions on item I.2*
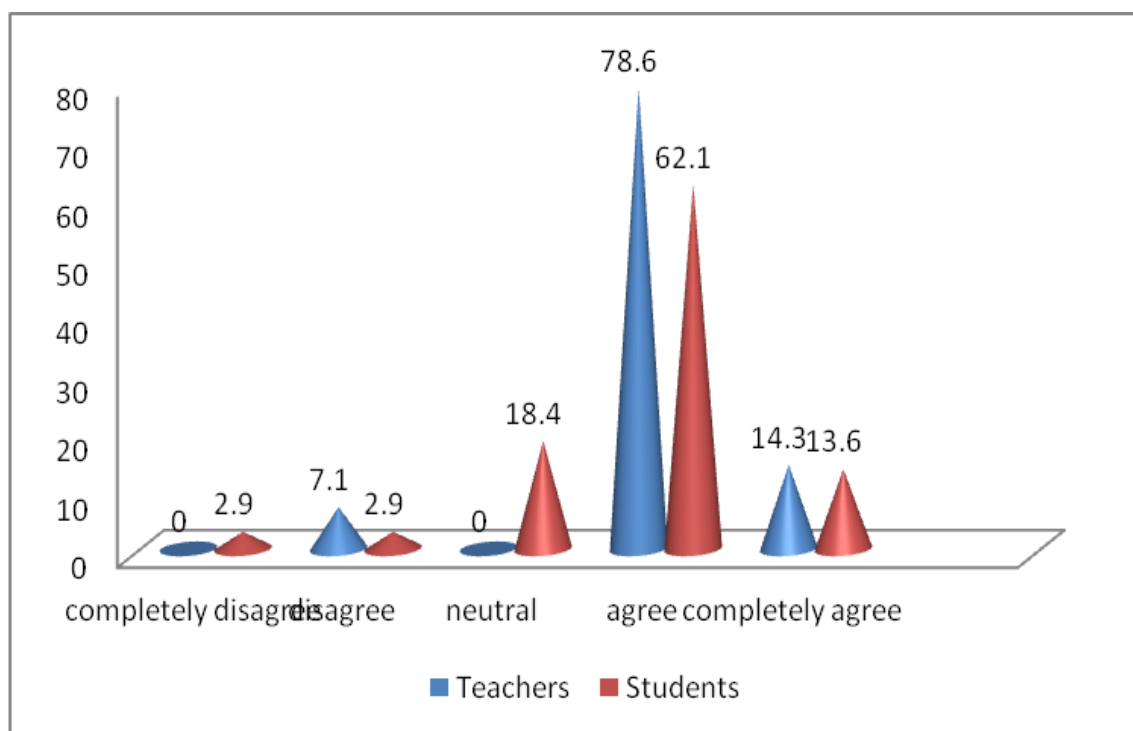
When it comes to the cost of the book, the cost was their only concern with 30 people (29.1 %) chose the left side of the scale.

In terms of Learning-Teaching Content, they also gave positive comments with over 50% for each item and the Linkert scale of all 22 items was from 3.2 to 4.1

(appendix), which means they tend to choose the right side . Among these categories, Vocabulary gained their best agreement for 85.5 % students and 85,7 % teachers believed that words are efficiently repeated and recycled across the book. Thanks to high-frequency and easy-to-use words, common and realistic themes as well as the Vocabulary Bank with phonetics support, teachers can present new words in a clear and well-organized way; meanwhile, the learners themselves find it easy for self study and review in need.

Also, Speaking, Reading and Pronunciation were highly-rated by most instructors and students. In fact, the book provides them with interesting speaking topics such as vacation, music, sports, animals, etc and real-life situations (at the airport, at the hotel, at the restaurants, at the store, at the pharmacy, on the phone, etc); reading texts adapted from different sources (newspapers, magazines, websites, books, etc); systematic introduction of pronunciation with notes on common rules and exceptions. In contrast, Writing could be seen as their least approval of all skills because of the highest number of negative comments on item II.13 and II.1428.6 % and 14.3% for teachers and 13.6 % for learners (Table 2). Surprisingly, these 2 items got the most neutral answers from students as well. Why so? One of the reasons for this can be the lack of time necessary for this activity since Writing usually comes at the end of the file and it takes time to produce and assess a piece of writing in the classrooms. Another reason is that the learners themselves do not get used to writing which was somewhat ignored at high school.

In addition, Listening seemed to cause some learners difficulties as 15/103 (14.5 %) did not approve that the book has appropriate tasks with well-defined goals while only 1 teacher (7.1%) shared the same idea but 5 of them picked up 'neutral', the highest of this kind, when being asked if the tasks are efficiently graded according to complexity and if they are authentic or close to real language situations. As a matter of fact, many students coming from remote areas lack necessary learning conditions such as labs, CD players, computers, etc, compared with those living in cities; therefore,

they were afraid of listening, especially when the script is long and the accents are varied. As a result, teachers, influenced by the learners' big gap, find it hard to deal with the problem.

Besides, Grammar needs to be considered too due to the fact that all three items got the most 'neutral' feedback from teachers. According to them, it is quite boring with the same way of introduction and types of task (matching, sentence building) focusing more on form than meaning. With data gathered from two teachers' interview, these two teachers mainly talk about the problem of grammar. In their opinions, grammar examples are not so interesting. The way to present the structures and the exercises are unable to bring students' attention, motivation, letting alone the structure production.

Table 2. *Participants' opinions on item II.13*
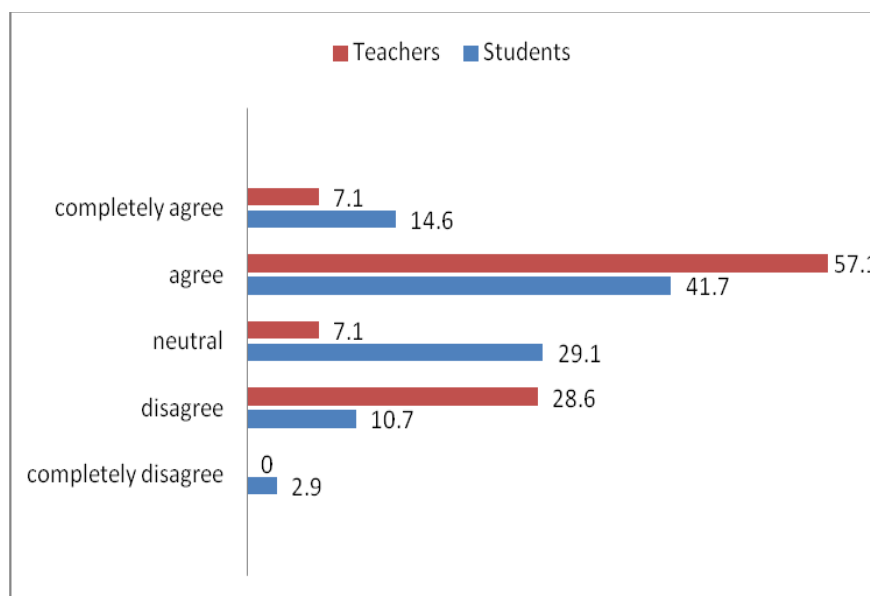
Recommendations and Conclusion

Based on the information obtained from the teachers' and students' points of views on the textbook, the textbook is shown not to be "…a closed circle…wherein textbooks merely grow from and imitate other textbooks and do not admit the winds of change from research, methodological experimentation or classroom feedback" (Sheldon, 1988, p.239). From the data gained, the teachers and the students showed their

appreciation towards the merits of the book. For 7 questions in part I and 22 questions in part II, more than 50% of the teachers and students express their agreement on the aspects of the books for general attributes and skills as well as skills involved. Some practical concerns relating to textbook evaluation are accessibility and availability. The book's cost is reasonable. Another factor is the quality of paper. The paper in this textbook is durable and of high-grade quality. It contains additional materials with a self-study Multirom CD and workbook and teacher's manual.

Showing neither strong objection nor great agreement to I.1 "It matches to the specifications of the syllabus", more than 40 percent of the teachers delivered the checklist choose "neutral". It is questionable here is that the teachers seem not to be aware of the specifications of the syllabus. White (1998, p.92) states, "A complete syllabus specifications will include all five aspects: structure, function, situation, topics, and skills. The difference between syllabuses will lie in the priority given to each of these aspects."

For the language content, vocabulary is the aspect most highly appreciated by teachers and students. A variety of topics and activities are introduced during the book. Moreover, many visual aids are employed to illustrate the words. The book emphasizes on the word collocations, which assists students in using the words effectively. To take an example, unit 6 takes confusing verbs into consideration. Take a look at the tasks and examples of "collocations", we can see the attractive layout and useful exercises included.

Figure 4. *An example of vocabulary teaching in the coursebook*

As White (1997) suggests, frequency, coverage, range, and potential learnability are the factors influencing the selection and grading of vocabulary. The coursebook satisfies the criteria of choosing the words and repeating them in subsequent lessons to reinforce the words' meaning and use. Not only the words are appropriate for the students' level but also they cover a variety of topics and real life situations. This is one of the good points of this coursebook.

For the sound bank, the book also gives a thorough and consistent explanation of pronunciation of the sounds in American English. When it comes to the sounds, most of the students get accustomed to the ways to represent the sounds in British English. That's the reason why teachers have to bring students' attention to the differences in the phonetic symbols to make them more familiar and use the dictionary more effectively on encountering new words. Take a look at the suggested table to see the differences between the phonetic symbols of American English and British English:

Table 3. *The differences between the phonetic symbols of American English and British English*

	American English	British English	Examples
Phonetic symbols	[i]	/[i:/]	Tr*ee*, t*ee*th, t*ea*ch, m*ea*n
	[ɛ]	[e]	b*e*t, fr*ie*ndly, sp*e*ll, v*e*ry
	[u]	[u:]	b*oo*t, s*ui*t, j*ui*ce, l*o*se
	[ər]	[ɜr:]	b*i*rd, b*o*ring, h*o*rse, abr*oa*d

For Grammar bank, the feature of presenting the form and use of the structures is clear and repeated with form first and use later. However, it seems not to possess the oral and written practice of the grammar concepts. Most of the exercises in the grammar bank fall into controlled practice with giving the correct forms and matching exercises, which does not stress the communicative competence and meaning practice in which the students have to think, understand what they are saying, and express their meaning (Doff, 2004). It is highly suggested that the classic examples of right and wrong should be less emphasized or should be equally emphasized to meaningful exercises with real situations in order not to make a gap between what the students speak and write and the grammar tasks in the book.

For skills, the book is a multi-skill and integrated coursebook. There are many sections specifically designed to develop and improve students' listening and speaking, speaking and reading, reading and writing. Authentic tasks in acquiring these skills motivate students.

Regarding speaking skills which both teachers and students appreciate, the topics are of appropriate levels and make students work. Teachers can resort to many kinds of activities- individual work, pairwork and groupwork. Topics of speaking gives students opportunities to express themselves, talk about themselves and certainly get to know their friends' learning abilities, hobbies, ambitions, fears, and so on. For the activities behind the book, a lot of role play and information exchanging exercises are employed to enhance classroom interaction.

Based on the data, listening skills still challenge students. Although they think good of listening activities in the book, their listening seems not to satisfy their expectations. A question arising here is whether the teachers give them sufficient help. The "help" here doesn't mean teachers have to do everything for students. Once again, as Doff (2004) states, pre-listening activities are not to be neglected. To take an example, section 4D, exercise c, 4.9, requires students to listen and answer the questions about London, where the journalist Tim Moore gave the photo test, the

shopping test and the accident test to see if this city is the friendliest. The task is as followed:

Suppose teachers let students listen and give no guessing preceding listening exercises, they will make the listening boring and ineffective. The answer for question 4 in the shopping test is "the red bus" and question 7 in the accident test is "the subway". Looking at the answers, teachers will easily recognize the problem of culture implied here. At this time, teachers' role is quite significant in supplying the idea and focusing on students' cultural background to familiarize them and orientate them in listening in order to facilitate their listening. This kind of technique or strategy leads to students' motivation and interest in the upcoming listening tasks.

As discussed in the Data Collection and Discussion, writing could be seen as their least approval of all skills. The authors give critical thoughts in the Discussion, claiming that the students may not get used to this skill in secondary and high schools. An important thing put forward here is that teachers are the leader in these situations. They should provide students with "how to write" or the procedure of writing and the ideas supported in brief, which helps students not have to do their utmost in finding the ways and ideas to write about one particular topic. Speaking, a productive skill like Writing, can be made easier in the similar way. Writing should be started with easy tasks like combining the sentences, sentence building, sentence transformation before

kinds of exercises like writing an informal or formal letters or emails or some descriptive essays are introduced. This coursebook begins with writing about oneself in File 1 and moves on with vacation description in File 2 and letters in File 3. Files 4, 5, and 6 focus on email writing. The recommendation is that it is necessary for students to learn writing with sentences based on the structures taught in each file and combine them to write a larger "scale" like essays or letters. To take an example, on teaching Conditional sentences Type 2, teachers should give some situations to help students write down their ideas to practice the form and the use, enhance their imagination as well as individualization. One thing should be born in mind is that writing seen as the ability to communicate one's feelings and ideas to a particular person or group of leaders through the orthographic form of a language should not be in some way neglected in teaching. One suggestion here is that writing will be paid more attention if the test includes parts of writing as the format of the test in action in the university. Another overarching point is the "team writing". Different people with different talents can give support, feedback, motivation to each other. Team writing is important, and co-correction is also recommended to save time and reinforce the class interaction and enhance learner-centeredness.

In conclusion, it should be acknowledged that evaluating a coursebook is challenging and demanding. To get an overall picture and provide a full and critical analysis of a coursebook is not an as-easy-as-ABC work. Teachers on evaluating the book are at the same time improving their proficiency in language and their skills. Teachers on commenting on the good and weak points of the book will know what will be done for their teaching to be the most effective in the coming time of teaching the book. Consequently, this is worth doing in pre-use, in-use and post-use evaluation. The study here focuses on in-use evaluation. After one more year of learning and teaching with this coursebook, more studies should be conducted on more participants and larger scale. Learner-centeredness might be the further research on dealing with this coursebook.

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APPENDICES

Teacher Textbook Evaluation Checklist

HCM University of Education

Foreign Language Section

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'AMERICAN ENGLISH FILE MULTIPACK 2A & 2B' COURSE BOOK EVALUATION

Dear colleagues, 'American English File' has been used as the main course book for almost a year. Now we would like to ask for your opinions in order to have a thorough evaluation about it. Please spare a few minutes to fill in the checklist below. Thanks for your co-operation.

Part 1: Background information

1. Name: _____

2. Qualifications:

B.A /B.S field: _____

M.A field: _____

PhD field: _____

Other: _____

3. Teaching experience: ❑ < 5 years ❑ 5-10 years ❑ 10-20 years   ❑ > 20 years

Part 2: Checklist

Read each item and indicate your opinion with the scale of 5: **1-completely disagree, 2-disagree, 3-neutral, 4-agree, 5-completely agree**. Tick the column which best reflects your opinion.

I. General attributes	1	2	3	4	5
1. It matches to the specifications of the syllabus.	☐	☐	☐	☐	☐

2. Activities can work well with methodologies in ELT.	☐	☐	☐	☐	☐
3. It is compatible to the age, needs and interests of the learners.	☐	☐	☐	☐	☐
4. Its layout is attractive.	☐	☐	☐	☐	☐
5. It indicates efficient use of text and visuals.	☐	☐	☐	☐	☐
6. It is cost-effective.	☐	☐	☐	☐	☐
7. The book is supported efficiently by essentials (like audio-materials).	☐	☐	☐	☐	☐
II. Learning-Teaching content **A. General**	1	2	3	4	5
1. Most of the tasks in the book are interesting.	☐	☐	☐	☐	☐
2. Tasks move from simple to complex.	☐	☐	☐	☐	☐
3. Task objectives are achievable.	☐	☐	☐	☐	☐
4. Cultural sensitivities have been considered.	☐	☐	☐	☐	☐
5. The language in the textbook is natural and real.	☐	☐	☐	☐	☐
B. Listening skills					
6. The book has appropriate listening tasks with well-defined goals.	☐	☐	☐	☐	☐
7. Tasks are efficiently graded according to complexity.	☐	☐	☐	☐	☐
8. Tasks are authentic or close to real language situations.	☐	☐	☐	☐	☐
C. Speaking skills					
9. Activities are developed to initiate meaningful communication.	☐	☐	☐	☐	☐
10. Activities are balanced between individual response, pair work and group work.	☐	☐	☐	☐	☐
D. Reading skills					
11. Texts are graded.	☐	☐	☐	☐	☐

12. Tasks are interesting.	☐	☐	☐	☐	☐
E. Writing skills					
13. Tasks have achievable goals and take into consideration learner capabilities.	☐	☐	☐	☐	☐
14. Tasks are interesting.	☐	☐	☐	☐	☐
F. Vocabulary					
15. The load (number of new words in each lesson) is appropriate to the level.	☐	☐	☐	☐	☐
16. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.	☐	☐	☐	☐	☐
17. Words are efficiently repeated and recycled across the book.	☐	☐	☐	☐	☐
G. Grammar					
18. The grammar is contextualized.	☐	☐	☐	☐	☐
19. Examples are interesting.	☐	☐	☐	☐	☐
20. Grammar is introduced explicitly and reworked incidentally throughout the book.	☐	☐	☐	☐	☐
H. Pronunciation					
21. It is contextualized.	☐	☐	☐	☐	☐
22. It is learner-friendly with no complex charts.	☐	☐	☐	☐	☐

Student Textbook Evaluation Checklist

Trường Đại Học Sư Phạm Tp.HCM

Tổ Ngoại Ngữ

ĐÁNH GIÁ GIÁO TRÌNH AMERICAN ENGLISH FILE MULTIPACK 2A &

2B

Các bạn sinh viên thân mến. Chúng tôi là nhóm giảng viên tiếng Anh của Tổ Ngoại ngữ trường ĐHSP tp. HCM. Hiện chúng tôi đang thực hiện việc đánh giá giáo trình

American English File Multipack 2A & 2B mà các bạn đang học. Để có những cái nhìn khách quan và có những điều chỉnh, bổ sung cần thiết nhằm phục vụ công tác giảng dạy và học tập, mong các bạn dành chút thời gian điền vào bảng câu hỏi sau đây. Cảm ơn các bạn.

Phần 1 - Thông tin cá nhân:

Tên: _____ ❑ Nam ❑ Nữ

Hiện đang là SV khoa: _____

Bạn đã học tiếng Anh được bao lâu?

    ❑ < 9 năm   ❑ 9 năm   ❑ 10-12 năm   ❑ > 12 năm

Phần 2 – Bảng câu hỏi:

Hãy đọc bảng câu hỏi sau và đánh vào ô mà bạn cho là hợp lý nhất:

1: hoàn toàn không đồng ý ;

2: không đồng ý ;

3: không có ý kiến ; 4: đồng ý ; 5: hoàn toàn đồng ý

I. Nhận xét chung	1	2	3	4	5
1. Phù hợp với chương trình học	❑	❑	❑	❑	❑
2. Tạo điều kiện cho người học phát huy các Phương pháp học tập tích cực	❑	❑	❑	❑	❑
3. Phù hợp với lứa tuổi, nhu cầu và sở thích của người học.	❑	❑	❑	❑	❑
4. Cách trình bày đẹp mắt	❑	❑	❑	❑	❑
5. Sử dụng có hiệu quả các bài khóa và hình ảnh minh họa	❑	❑	❑	❑	❑
6. Giá cả hợp lý.	❑	❑	❑	❑	❑
7. Có tài liệu hỗ trợ đi kèm, (CD-ROM, sách hướng dẫn, v.v)	❑	❑	❑	❑	❑
II. Những nhận xét cụ thể:	1	2	3	4	5

A. Tổng quát					
1. Bài tập thú vị,	☐	☐	☐	☐	☐
2. Bài tập được sắp xếp từ dễ đến khó	☐	☐	☐	☐	☐
3. Mục tiêu của bài tập được thỏa mãn	☐	☐	☐	☐	☐
4. Bài tập có cân nhắc đến vấn đề văn hóa	☐	☐	☐	☐	☐
5. Ngôn ngữ chân thực và tự nhiên	☐	☐	☐	☐	☐
B. Kỹ năng nghe					
6. Bài tập nghe hợp lý, đạt được mục tiêu mỗi phần nghe	☐	☐	☐	☐	☐
7. Bài tập được sắp xếp từ dễ đến khó	☐	☐	☐	☐	☐
8. Cung cấp nhiều tình huống sử dụng ngôn ngữ chân thực trong đời sống hang ngày	☐	☐	☐	☐	☐
C. Kỹ năng nói					
9. Các hoạt động nhằm thúc đẩy kỹ năng giao tiếp, gắn liền thực tế cuộc sống	☐	☐	☐	☐	☐
10. Các hoạt động được tổ chức theo cá nhân, cặp, nhóm một cách cân bằng	☐	☐	☐	☐	☐
D. Kỹ năng đọc					
11. Bài đọc được sắp xếp theo mức độ khó tăng dần	☐	☐	☐	☐	☐
12. Bài tập đọc thú vị, đa dạng, thiết kế hay	☐	☐	☐	☐	☐
E. Kỹ năng viết					
13. Bài tập hợp lý với mục tiêu cụ thể, phù hợp với khả năng người đọc	☐	☐	☐	☐	☐
14. Bài tập thú vị, đa dạng, thiết kế hay	☐	☐	☐	☐	☐
F. Từ vựng					
15. .Lượng từ vựng được phân bố hợp lý theo mức độ phức tạp tăng dần	☐	☐	☐	☐	☐
16. Có các bài tập hay, đa dạng giúp người đọc dễ học và sử	☐	☐	☐	☐	☐

dụng được từ đã học					
17. Từ vựng đề cập đến các chủ đề thực tế	☐	☐	☐	☐	☐
G. Văn phạm					
Các điểm văn phạm được trình bày rõ rang, dễ hiểu, dễ 18. nhớ	☐	☐	☐	☐	☐
Các bài tập văn phạm hay, phù hợp, giúp người học sử 19. dụng được điểm văn phạm khi học	☐	☐	☐	☐	☐
Các điểm văn phạm được trình bày rõ rang, dễ hiểu, dễ 20. nhớ	☐	☐	☐	☐	☐
H. Phát âm					
21. Các bài tập được trình bày theo ngữ cảnh	☐	☐	☐	☐	☐
Các bài tập không quá phức tạp, phù hợp trình độ người 22. học	☐	☐	☐	☐	☐

Learners' View

	N		Mean	Std. Deviation
	Valid	Missing		
I.1	103	0	3.9417	.84974
I.2	103	0	3.8058	.81720
I.3	103	0	3.6505	1.07292
I.4	103	0	4.0000	1.04787
I.5	103	0	3.9612	.90665
I.6	103	0	3.0194	1.07540
I.7	103	0	4.1165	.74493
II.1	103	0	3.5631	.87077
II.2	103	0	3.6214	.81789
II.3	103	0	3.5825	.85777
II.4	103	0	3.7379	.85131
II.5	103	0	3.9903	.93405
II.6	103	0	3.5825	.93436

II.7	103	0	3.6214	.96117
II.8	103	0	3.8835	.95282
II.9	103	0	3.9612	.72656
II.10	103	0	3.8641	.80499
II.11	103	0	3.7573	.78548
II.12	103	0	3.7767	.83937
II.13	103	0	3.5146	1.02770
II.14	103	0	3.4660	.97835
II.15	103	0	3.6214	.99130
II.16	103	0	3.7573	.85710
II.17	103	0	4.0194	.83994
II.18	103	0	3.9029	.81065
II.19	103	0	3.7864	.85921
II.20	103	0	3.7573	.97484
II.21	103	0	3.9612	.75306
II.22	103	0	4.0194	.86297

Teachers' View

	N			Std.
	Valid	Missing	Mean	Deviation
I.1	14	0	3.6429	1.33631
I.2	14	0	4.0000	.67937
I.3	14	0	3.6429	1.21574
I.4	14	0	3.7857	1.36880
I.5	14	0	4.2143	.57893
I.6	14	0	3.2857	1.63747
I.7	14	0	3.7857	1.12171
II.1	14	0	3.7143	.91387
II.2	14	0	3.7143	.91387
II.3	14	0	3.6429	.74495
II.4	14	0	3.5714	.75593
II.5	14	0	3.8571	.94926
II.6	14	0	3.8571	.77033

II.7	14	0	3.5000	.65044
II.8	14	0	3.7857	.69929
II.9	14	0	4.0714	.47463
II.10	14	0	3.5000	1.22474
II.11	14	0	3.6429	.74495
II.12	14	0	3.9286	.61573
II.13	14	0	3.4286	1.01635
II.14	14	0	3.2143	1.25137
II.15	14	0	4.1429	.53452
II.16	14	0	4.0000	.55470
II.17	14	0	3.8571	.36314
II.18	14	0	3.9286	.82874
II.19	14	0	3.4286	.85163
II.20	14	0	3.7143	.61125
II.21	14	0	4.0714	.61573
II.22	14	0	4.0000	.87706

REVIEWING TASKS IN COURSE DESIGN FOR COURSEBOOK:
AMERICAN ENGLISH FILE 2

Lê Đình Tùng, BA

Biodata

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Abstract

The aim of this paper is to analyze some merits and drawbacks in the coursebook AMERICAN ENGLISH FILES MULTIPACK 2A & 2B to get to know more about the task designs in this book. This would help to improve the teaching and learning method during the course, especially the teaching of grammar. The results would indicate some parts that teachers should adjust to suit students' levels when dealing with a wide variety of those who come from many parts of the country.

Tóm tắt

Mục đích của bài viết nhằm phân tích những điểm mạnh và hạn chế trong sách giáo trình AMERICAN ENGLISH FILES 2A và 2B để biết thêm về cách thiết kế các bài tập. Điều này sẽ giúp cải thiện phương pháp dạy và học trong suốt khóa học này, đặc biệt là phương pháp dạy ngữ pháp. Kết quả của bài báo sẽ chỉ ra những phần mà giảng viên cần phải thay đổi để phù hợp với trình độ khác nhau của sinh viên khi mà giảng viên phải giảng dạy với lượng sinh viên đa dạng đến từ nhiều vùng miền của đất nước.

Introduction

Over the past few years, English has become increasingly popular in Vietnam because it is in excellent trading with other countries in the world. After the admission into

WTO (2007), Vietnam is of great attraction to international investors and proves to be a promising investing and trading estate for their business. Consequently, there is big trend of investment into Vietnam, which leads to the establishment of foreign and international companies. As a result, English is certainly the main language that can be used as a means of communication. In addition, international companies want to employ those who have great command of English, besides having professional skills, so that they could effectively communicate in workplace. Therefore, the demand of English dramatically increases which leads to greater attention to English nowadays than ever before.

As a result, during the education, Ministry of Education and Training (MOET) has included English as a compulsory subject that all students must study to use English successfully and effectively. Not only the junior and senior schools, and university is also the place where English is seriously and significantly paid great attention to. Unlike schools where grammar and reading are of main importance, universities want to increase students' communicative competence in English so that they can use it effectively after graduating. "American English File 2 – Pre-intermediate" is chosen to be taught in 2011 in HCM University of Education as a replacement of previous coursebook New Headway. This coursebook focuses mainly on communication skills while other skills are also included but not with great significance. Students are interested in using this coursebook because it meets their needs of English and can be useful for them with a lot of practical topics that they may encounter when they go to work in the future.

It can be easily noticed that Communicative Language Teaching (CLT), which focuses on interaction and communication of language learning, is the main methodology used in this course book. All tasks, even grammar, reading and writing, are designed in form of group-work, pair-work, role-play and presentation. This methodology helps learners expand their English fluency on using this book. In fact, this coursebook also gives students useful knowledge that they would apply in their future occupation and social communication.

It should be noted that the author of this paper has critically evaluated the coursebook American English File 2 Pre-Intermediate. Following the evaluation of the coursebook, this paper mainly focuses on describing the problems relating to grammar. Therefore, this paper consists of 3 sections: section 1 discusses grammar problems in the coursebook. In section 2, some possible solutions are presented and compared after some relevant literature review. Section 3 will summarize the given points and recommend some appropriate ways to solve those problems.

Literature Review

Methodology in teaching grammar

Grammar gains its prominence in language teaching and learning, especially in English as a second language (ESL) and English as a foreign language (EFL). When learning English grammar, students are supposed to be taught with a good knowledge of grammar, such as rules of language commonly known as sentence patterns. Ur (1999) states that in the case of students, "grammatical rules enable them to know and apply how such sentence patterns should be put together". Teachers definitely focus on grammatical items and sentence patterns and insist that students have to use it correctly without any mistakes. In other words, meaning and use should be encompassed in order to get the perfect teaching and learning grammar.

Moreover, grammar − the crucial item in a language − is considered to contribute to other language skills, such as listening, speaking, writing and reading. In order to understand and express spoken language (in listening and speaking), it is necessary to learn grammar to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 1988 and Widodo, 2004). For written language (in reading and writing), grammar also plays an important part to help learners comprehend sentences and paragraphs, as well as put ideas together to make a successful written form. According to Doff (2000), "by learning grammar students can express meanings in the form of phrases, clauses and sentences". Long and Richards

(1987) also claim that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

In English Language Teaching and Learning, grammar has been traditionally taught with grammar-translation method where mother tongue plays an important part in eliciting the meaning and usage of target language. It has been proved that this method has some advantages when dealing with complicated grammar. According to Larsen-Freeman (2000), together with Richards and Rodgers (2002), with this kind of method, students have to learn grammar rules along with vocabulary of the target language.

Through the history of language teaching and learning, many different methods on presenting grammar sentence structures and patterns have been employed and evolved. There are two approaches that can take most of the scholars' interests: inductive and deductive approaches which have their own merits and drawbacks.

Deductive grammar is one that rules are directly presented to learners and followed by some examples to illustrate what has been discussed. Allahyar and Ramezanpour (2011) say that "deductive approach starts with moving from general to specific and gives a presentation of a rule which is followed by example drills". This technique is very useful when teachers want students to practice more than learn the theory. Students are likely to get more correct answers because they are allowed to know the whole rules in advance. This approach, however, can be boring and tiring when teachers and students have to deal with the same method in their study. In addition, teachers' talking time dominates that of students, which means teachers become center of the whole class while students play passive roles.

On the other hand, inductive approach is one that students are given some examples to work out the rules of grammar points. It represents a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context (Goner, Phillips, and Walters 135). With this approach, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice

(Rivers and Temperley 110). Therefore, students become the center of the study and teachers are instructors whose role is to help students to practice by themselves.

In both approaches**,** the students practice and apply the use of the grammar points, however, there are merits and drawback to each kind of approach in the EFL/ESL classroom (Rivers and Temperley 110). Students of a higher level are more suitable with deductive approach because they have already know the basic structures or they are used to "a very traditional style of learning and expect grammatical presentation (Goner, Philips, and Walters 134); whereas, inductive approach will promote students' participation in classroom and study to practice the target language effectively. For those who prefer traditional style of learning grammar, it would be a disadvantage for learners when they have to deal with new learning technique. For those reasons, understanding the disadvantages and advantages of both approaches may "help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students" (Goner, Philips, and Walters 129).

Meaningful and Free Practice

In Communicative Language Teaching (CLT), the processes of 3Ps are always mentioned to get better performance in language teaching and learning: they are Presentation – Practice – Production. Teachers are supposed to dominate the first stage (Presentation) because it is the beginning of the lesson. They have to be the center of the whole classroom so that students can follow the lesson when teachers provide them with information about new issue. Teachers have to talk most of the time in this stage to help students understand the first part of the lesson. Later, the practice stage is to elicit learners to deal with new knowledge that they have just learnt by plenty of controlled practice. This stage is rather important because students are supposed to use language correctly before they apply it into reality. The last stage is Production, which means students have to use language they have acquired to express their own ideas and wishes. In the last stage, teachers have to talk less while students are encouraged to do more in order to improve their language in communicative competence. In addition, the last stage (Production) is also the most important and useful because meaning

practices are given to help students to practice effectively. Doff (2004) states that in meaningful practice "in which they have to think, in which they understand what they are saying, and in which they express meaning".

It can be seen that although this coursebook is to help improve learners' communicative skills, grammar section has not been used successfully yet because there are very few meaningful and free practices. In order to make more those practices, Doff (2004, 75) also suggests some likely ways to take into considerations:

- By getting students to say real things about themselves
- By giving situations which imply the structure, but leave the students to decide exactly what to say
- By letting students add something of their own.

With those things, learners are going to have opportunities to freely apply sentences and patterns they have just acquired without worrying any mistakes they may make. Teachers also comprehend students' competence in language learning, so that they will have other methods to help them overcome problems to get better and better in their study.

Statement of the problems

The first problem is concerned with the presentation of new structures in grammar bank. It can be easily seen that in each grammar point, some sentences are used as examples to illustrate its structures. However, there is no further explanation for its usage and meanings when students come up with those grammar points. The grammar is presented in a very simple and basic way with three fundamental forms: positive (+), negative (-) and interrogative (?). For example, in Unit 7B, the examples are given as below:

How long has Tarantino been a director? He's been a director since the 1980s.

How many films has he made?   He's made six films.

How long was Hitchcock a director?   He was a director for 50 years.

How many films did he make?   He made 52 films.

With 4 pairs of example above, students can figure out they are dealing with the difference between Present Perfect and Past Simple. There is no doubt that this grammar point is one of the difficulties students may have when learning English. However, there is no specific explanation for the usage and differences in meanings. In addition, the examples given are too insufficient to help students deeply understand the two tenses. As a result, it would be rather hard for students' self-study since the role of teachers is more important in their study. Teachers are supposed to give them more examples with more explanation for better and deeper understanding. Moreover, teachers who make mistakes, if there is any reason, when teaching this grammar point will cause their misunderstanding, poor performances in tests and even practical usage in social communication. Furthermore, the presentation of grammar points is too basic and simple, which may lead to students' boredom when students study English. The examples are given with very easy sentences without any new words or fun. The monotonous sentences are not going to motivate students' learning because fun ones are much more helpful to assist students to remember for better usage.

The second problem lies in grammar bank (grammar exercises in other words) nearly at the end of the coursebook. The presentation of grammar points is followed by some exercises that students have to do to complete their studying. Unfortunately, most forms of exercises are complete/fill in the blank or matching words/sentences. Students are supposed to give correct answers for those exercises after they have learnt each grammar point. It can be seen that controlled practice is the only one that applies in this grammar section, which means correct answers are required to be given. There is no room for other answers or alternative ones because according to Dean (2011), he states that "the classic example of right and wrong: language as answers in the textbook, totally removed from what my students wrote and spoke". This means there is no chance for students to apply what they have learnt to express their opinions or ideas by using that structure. They have to completely follow the grammar exercises they are studying. As a result, all the things teachers and students have to do in classroom are doing and correcting exercises, which seems to be too passive for

students' learning English. On the other hand, it would be impossible to make sure that students who do the grammar exercises 100% correctly would perform well in daily conversation, which is one of the main objectives in this coursebook.

In general, despite the application of CLT in this coursebook, it seems inappropriate that there is lack of meaningful and free practice for students to actively and effectively learn English.

Recommendations

In considering teaching grammar effectively after discussing those problems, the writer himself would like to suggest some of the ways that can help grammar teaching and learning become more interesting and productive. Here are some recommendations to help present grammar:

- Examples are given with a variety of practical utterances that may be helpful for students to use in the future when they have to communicate in social situations. Easy and simple sentences in the coursebook will not be of much value to students' needs.

- Structures, usages, meanings and exceptions are also included in one unit, which makes the lessons easier for students to follow and review. Because this coursebook aims at communicative skills, so the meaning and exception parts must be valuable enough for learners to apply in their own communication.

- There should be a variety of grammar exercises, such as matching, filling in the blank, giving correct forms, completing the sentences, or rewriting sentences ….. If there are a lot of different kinds of exercises, students may be interested in learning, instead of boring and tedious ones.

- Changing the technique of teaching grammar is also important for both teachers and learners. The same methodology will discourage students' motivation when they have to deal with the same procedure in every lesson. A change will be better if teachers know where to apply it. With difficult grammar points, using mother tongue is acceptable to save time and help students to practice more;

however, with basic and popular ones, target language and a lot of examples would be ideal for learners to practice and improve themselves.

- Visual aids are also needed during teaching grammar period. Learners are motivated by things they have already known and then they have to apply their knowledge into new one. The more the interaction between teachers and learners are, the better and more effective the lesson is. This would be ideal for teaching in schools, however, in my university, due to the pressure of the curriculum and syllabus,

- In teaching grammar, the production must be a speaking, so that students have more time and opportunities to practice what they have learnt. Other methods, such as writing, are acceptable; however, when students have to speak, they also improve the two skills: speaking and listening, which is also the main objective of the whole coursebook.

Conclusion

As Communicative Language Teaching (CLT) has been proved to useful and effective in classroom, it is nowadays widely used, especially in universities, where communicative skills are more important than any other ones. CLT is also applied successfully in teaching grammar – which seems too boring with other methodologies. Despite the merits of this methodology, teachers in Vietnam have lots of problems when applying it into practice. Some find it boring and tedious when teaching grammar while others find it crucial so that they spend most of the time in classroom just to teach grammar. As a consequence, there is no time left for other activities, such as meaningful and free practices. From those factors above, it can be concluded that after identifying the needs of the students in micro and macro levels, we have to set the objectives of the curriculum to meet the needs at the end of each course.

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ĐÁNH GIÁ GIÁO TRÌNH HÁN NGỮ SƠ CẤP VÀ TÀI LIỆU BÀI TẬP BỔ SUNG

ThS. Đặng Thị Hồng Hạnh

ThS. Vũ Thu Hằng

ThS. Vương Xương Kiệt

ThS. Vũ Nguyễn Minh Thy

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ThS. Vũ Nguyễn Minh Thy chuyên ngành Ngôn ngữ Trung Quốc của Đại học Sư phạm Quảng Tây (Trung Quốc); là giảng viên trường Đại học Sư phạm TP.HCM; đã tham gia bồi dưỡng nâng cao trình độ tại Đài Loan năm 2006;. Lĩnh vực quan tâm nghiên cứu: Ngôn ngữ học ứng dụng.

Tóm tắt

Là ngôn ngữ giao tiếp quan trọng, tiếng Trung Quốc ngày càng được quan tâm, số người theo học ngày càng tăng. Tại Việt Nam số người theo học môn này ngày càng tăng cao do nhu cầu trong công việc cũng như học tập. Hiện nay trên thị trường có rất nhiều loại giáo trình tiếng Trung Quốc. Mỗi loại giáo trình đều có những ưu điểm cũng như những hạn chế nhất định. Vì thế lựa chọn giáo trình sử dụng trong giảng

dạy cần được cân nhắc. Đặc biệt tại trường đại học Sư phạm Tp.HCM việc học ngoại ngữ được đào tạo theo hệ thống tín chỉ, nên khi áp dụng một giáo trình giảng dạy cho sinh viên ngoài việc cần đảm bảo tính khoa học và tiện dụng, thì còn phải xét đến việc phù hợp với hệ thống đào tạo của nhà trường. Làm thế nào để thích ứng với yêu cầu của tình hình mới, giáo trình cho người học cần phải là loại giáo trình kiểu mới mang tính khoa học và tiện dụng. Lấy người học làm trung tâm là mộ trong những đề tài mà trong giới giảng dạy tiếng Trung Quốc quan tâm nghiên cứu và thảo luận. Để có sự đánh giá chính xác và khách quan hơn, nhóm giảng viên tiếng Trung Quốc đã tiến hành đánh giá bộ giáo trình Hán ngữ sơ cấp và tài liệu bài tập bổ sung được sử dụng trong hệ thống đào tạo của trường.

摘要

　　汉语为世界交际之重要语言，学习汉语者日益增加。在越南学习汉语成为热潮。目前市场上的汉语教程很多，各有优缺，所以选择某一种教程来学习与授课应思考。尤其在胡志明师范大学应用的学分制系统要求相当高的教程。此教程除了具有科学性与便利性以外，还符合学校的培训目标。因此使用某一种教程来授课应该满足上述的要求。本文进行评估"汉语初级教程"与"补充作业教材"是为了有客观与明确的讲评，是否符合要求。

Phần mở đầu

Cùng với sự phát triển nhanh chóng của nền kinh tế Trung Quốc và việc mở cửa giao lưu văn hoá xã hội có chiều sâu, mối quan hệ giao lưu giữa Trung Quốc và các nước trên thế giới ngày càng được mở rộng. Là ngôn ngữ giao tiếp quan trọng, tiếng Trung Quốc ngày càng được quan tâm, số người theo học ngày càng tăng. Tại Việt Nam số người theo học môn này ngày càng tăng cao do nhu cầu trong công việc cũng như học tập. Hiện nay trên thị trường có rất nhiều loại giáo trình tiếng Trung Quốc. Mỗi loại giáo trình đều có những ưu điểm cũng như những hạn chế nhất định. Đặc biệt tại trường đại học Sư phạm Tp.HCM việc học ngoại ngữ được đào tạo theo hệ thống tín chỉ, nên khi áp dụng một giáo trình giảng dạy cho sinh viên ngoài việc cần đảm bảo tính khoa học và tiện dụng, thì còn phải xét đến việc phù hợp với hệ thống đào tạo của

nhà trường. Làm thế nào để thích ứng với yêu cầu của tình hình mới, giáo trình cho người học cần phải là loại giáo trình kiểu mới mang tính khoa học và tiện dụng. Lấy người học làm trung tâm là một trong những đề tài mà trong giới giảng dạy tiếng Trung Quốc quan tâm nghiên cứu và thảo luận.

Theo hệ thống đào tạo tín chỉ cho các hệ đào tạo không chuyên ngữ của trường. Cùng với môn tiếng Anh, môn tiếng Trung Quốc là môn ngoại ngữ bắt buộc mà sinh viên phải học trong 3 học kỳ với 9 đơn vị học trình. Như vậy mỗi học kỳ sinh viên phải học một học phần tiếng Trung Quốc song song với các môn học khác. Do tình hình đào tạo của trường, bộ môn tiếng Trung Quốc của Tổ Ngoại ngữ quyết định đưa vào giảng dạy bộ Giáo Trình Hán Ngữ Sơ Cấp cho sinh viên các khoa không chuyên ngữ. Đến nay bộ giáo trình này đã được đưa vào giảng dạy trong bốn học kỳ và đạt được một số kết quả nhất định. Để có sự đánh giá chính xác và khách quan hơn, nhóm giảng viên tiếng Trung Quốc đã tiến hành đánh giá và khảo sát bộ giáo trình này.

Khái quát giáo trình

Bộ Giáo trình Hán Ngữ Sơ cấp gồm 2 tập được biên soạn dành cho những người mới bắt đầu học tiếng Trung Quốc. Bộ Giáo trình này được xây dựng theo hướng đa phương tiện, bao gồm một cuốn sách và một đĩa CD chương trình sử dụng trên máy tính, có tính thực tiễn rất cao, giúp cho người học dễ dàng và nhanh chống ứng dụng những kiến thức học được vào thực tế.

Mỗi bài học bao gồm các phần như: Mẫu câu, từ mới, ngữ pháp, góc kiến thức và phần bài tập. Các mẫu câu và các đoạn đối thoại thuộc những chủ đề thường gặp trong cuộc sống. Phần ngữ pháp giới thiệu ngắn gọn và dễ hiểu các điểm ngữ pháp trong bài học. Một điểm hấp dẫn và khác với các loại giáo trình khác là phần góc kiến thức. Trong phần này, người học được cung cấp những kiến thức cơ bản và những điều thú vị về đất nước văn hoá, lịch sử, đại lý của Trung Hoa. Ở phần bài tập thì người dùng phải sử dụng kèm theo đĩa CD, với những phần nghe và đàm thoại vô cùng bổ ích. Đĩa chương trình chứa toàn bộ các nội dung trong sách, cách sử dụng đơn giản cung cấp cho người học một môi trường học tập tương tác, thân thiện và rất hiệu quả.

Tài liệu bài tập bổ sung là phần tài liệu do nhóm giảng viên biên soạn nhằm phục vụ cho việc học cũng như giảng dạy và được sử dụng song song với giáo trình. Tài liệu này bao gồm các phần bài tập như: ghép câu, hoàn thành đối thoại, dịch từ tiếng Việt sang tiếng Trung Quốc, đọc đoạn văn và trả lời câu hỏi. Mỗi một phần trong tài liệu này ngoài việc ôn lại cho sinh viên những kiến thức đã học trong giáo trình ra, còn bổ sung thêm các kiến thức và kỹ năng như: từ vựng, ngữ pháp, kỹ năng dịch, kỹ năng đọc hiểu.

Kết quả đánh giá giáo trình

Để có sự đánh giá chính xác và khách quan hơn, nhóm giảng viên tiếng Trung Quốc đã tiến hành đánh giá và khảo sát bộ giáo trình này thông qua phương pháp tổng hợp và thống kê bằng cách phát phiếu thăm dò và đánh giá (xem phụ lục).

Đối tượng được chọn là sinh viên năm 1 và 2 của các khoa xã hội. Số phiếu phát ra là 81 phiếu trong đó bao gồm: khoa ngữ văn 35 phiếu, khoa lịch sử 30 phiếu, khoa địa lý 16 phiếu.

Sau khi thu lại phiếu đánh giá, nhóm nghiên cứu đã tổng hợp và thống kê bằng phần mềm SPSS 15.

Do thời gian có hạn nên trong nghiên cứu này chỉ sử dụng **chỉ số Cronbach's alpha** để đảm bảo độ tin cậy của các câu hỏi trong phiếu đánh giá. Song sử dụng **điểm Linkert scale** theo thứ tự như sau:

1. Hoàn toàn không đồng ý.

2. Không đồng ý.

3. Không có ý kiến.

4. Đồng ý.

5. Hoàn toàn đồng ý.

Bảng kết quả

Câu hỏi đánh giá	Chỉ số Cronbach's	Điểm bình quân Linkert

	alpha	scale
1. Phù hợp với chương trình học.	0.711	4.1
2. Phù hợp với lứa tuổi và sở thích người học.	0.712	4.1
3. Tạo điều kiện cho người học phát huy các phương pháp học tập tích cực.	0.720	3.7
4. Tài liệu bài tập sắp xếp từ dễ đến khó.	0.723	4.0
5. Tài liệu có tính bổ sung cho bài học.	0.713	3.7
6. Tài liệu có bài tập ôn lại và bổ sung thêm phần từ vựng.	0.716	3.6
7. Tài liệu có bài tập ôn lại và bổ sung thêm phần ngữ pháp.	0.715	3.7
8. Tài liệu có bài tập ôn lại và bổ sung thêm phần đọc hiểu.	0.714	2.1
9. Tài liệu có bài tập ôn lại và bổ sung thêm phần kỹ năng đàm thoại.	0.711	3.8
10. Tài liệu có bài tập ôn lại và bổ sung thêm phần kỹ năng Viết.	0.712	1.9
11. Tài liệu có bài tập hỗ trợ kỹ năng dịch	0.717	3.6

Quan sát bảng trên ta thấy chỉ số Cronbach's alpha của các biến (câu hỏi) đều lớn hơn 0.70 .Điều này cho thấy kết quả đánh giá của 81 mẫu này được chấp nhận. Độ tin cậy của kết quả đánh giá cũng như các biến (câu hỏi) đều đạt mức tiêu chuẩn của Cronbach alpha.

Từ bảng trên ta thấy: Chỉ số điểm **Linkert scale** của các biến (câu hỏi) đa số đều trên 3.0 điểm. Điều này cho thấy tỉ lệ chọn đồng ý và hoàn toàn đồng ý chiếm đại đa số và không có ý kiến khác cũng chiếm một số lượng lớn. Chứng tỏ rằng giáo trình và tài liệu này phần nào đã đáp ứng được những kỹ năng như dịch và đàm thoại cũng như bổ sung từ vựng và ngữ pháp khá đầy đủ cho sinh viên.

Đi vào chi tiết ta thấy biến "Phù hợp với chương trình học", "Phù hợp với lứa tuổi và sở thích người học" và "Tài liệu bài tập sắp xếp từ dễ đến khó" có điểm Linkert scale đạt 4.1 và 4.0. Có nghĩa là 2 biến này được đánh giá ở mức độ đồng ý và hoàn toàn đồng ý. Từ đây ta có thể thấy được, giáo trình này thực sự phù hợp với yêu cầu của người học cũng như hệ thống đào tạo. Đồng thời quan sát các biến "Tài liệu có bài tập ôn lại và bổ sung thêm phần từ vựng", "Tài liệu có bài tập ôn lại và bổ sung thêm phần ngữ pháp" và "Tài liệu có bài tập ôn lại và bổ sung thêm phần kỹ năng đàm thoại", "Tài liệu có bài tập hỗ trợ kỹ năng dịch" có điểm Linkert scale đạt trên 3.5 . Có nghĩa là các biến này được đánh giá ở gần mức độ đồng ý. Cho thấy rằng giáo trình cung cấp đầy đủ kiến thức về từ vựng và ngữ pháp cũng như kỹ năng đàm thoại và dịch.

Bên cạnh đó, có 2 biến (câu hỏi) có chỉ số điểm Linkert scale khá thấp là "Tài liệu có bài tập ôn lại và bổ sung thêm phần kỹ năng Viết" chỉ có 1.9 điểm và "Tài liệu có bài tập ôn lại và bổ sung thêm phần đọc hiểu" chỉ có 2.1 điểm. Điều này cho thấy tỉ lệ chọn không đồng ý và hoàn toàn không đồng ý chiếm đại đa số, chứng tỏ rằng giáo trình và tài liệu này chưa thực sự đáp ứng được kỹ năng đọc hiểu và viết cho sinh viên. Đây có thể coi là những hạn chế mà tất cả các giáo trình Hán ngữ có bán trên thị trường hiện nay đều có. Điều này cũng dễ hiểu bởi đây là bộ giáo trình Hán ngữ sơ cấp chỉ có thể cung cấp cho những người học những kiến thức căn bản và nền tảng nhất định. Cũng như các ngôn ngữ khác, kỹ năng viết và đọc hiểu đòi hỏi người học phải trang bị cho mình những kiến thức về từ vựng, ngữ pháp vững vàng.

Kết luận

Sau 3 học kỳ đưa vào sử dụng giáo trình này theo kế hoạch phân bổ của từng học kỳ cụ thể như sau: học kỳ I học 9 bài trong 60 tiết, học kỳ II và học kỳ III học 8 bài trên 60 tiết. Kế hoạch giảng dạy này vô cùng phù hợp với người học lẫn người dạy. Giáo trình có sự phân bổ từ bài dễ đến bài khó cũng như các kiến thức về từ vựng, ngữ pháp cũng giàn trải từ đơn giản đến phức tạp. Đáp ứng được nhiệm vụ giảng dạy theo hệ thống tin chỉ của nhà trường đồng thời cũng đáp ứng đủ kiến thức cho người học trong khoảng thời gian học tập trên.

Từ kết quả cho thấy nhóm nghiên cứu chúng tôi cho rằng giáo trình Hán ngữ sơ cấp và tài liệu bài tập bổ sung là giáo trình phù hợp với nhu cầu người học cũng như đáp ứng được những kiến thức cơ bản trong tiếng Trung Quốc. Nhưng cũng cần tìm thêm và bổ sung cho người học những tài liệu có thể giúp cho người học rèn thêm kỹ năng viết và đọc hiểu.

Phụ lục

Phiếu Đánh Giá Tài Liệu Bài Tập Bổ Sung

TRƯỜNG ĐẠI HỌC SƯ PHẠM TP.HCM

TỔ NGOẠI NGỮ

PHIẾU ĐÁNH GIÁ TÀI LIỆU BÀI TẬP BỔ SUNG

Các bạn sinh viên thân mến. Chúng tôi là nhóm giảng viên tiếng Trung Quốc của Tổ Ngoại ngữ trường ĐHSP tp.HCM. Hiện chúng tôi đang thực hiện đánh giá tài liệu bài tập bổ sung mà các bạn đang sử dụng. Để có những nhận xét khách quan và điều chỉnh, bổ sung cần thiết nhằm phục vụ công tác giảng dạy và học tập, mong các bạn dành chút thời gian điền vào bảng câu hỏi sau. Chân thành cảm ơn.

Phần 1: Thông tin

Hiện là sinh viên khoa: _____ Năm: _____ Giới tính: _____

Phần 2: Bảng câu hỏi:

Đánh dấu vào ô mà bạn cho là hợp lý nhất:

1-Hoàn toàn đồng ý; 2 - Đồng ý; 3-Không có ý kiến; 4-Không đồng ý; 5-Hoàn toàn không đồng ý

Nhận xét chung	1	2	3	4	5
1. Phù hợp với chương trình học.					
2. Phù hợp với lứa tuổi và sở thích người học.					
3. Tạo điều kiện cho người học phát huy các phương pháp học tập tích cực.					
Nhận xét cụ thể	1	2	3	4	5
1. Tài liệu bài tập sắp xếp từ dễ đến khó.					
2. Tài liệu có tính bổ sung cho bài học.					
3. Tài liệu có bài tập ôn lại và bổ sung thêm phần từ vựng.					
4. Tài liệu có bài tập ôn lại và bổ sung thêm phần ngữ pháp.					
5. Tài liệu có bài tập ôn lại và bổ sung thêm phần đọc hiểu.					
6. Tài liệu có bài tập ôn lại và bổ sung thêm phần kỹ năng đàm thoại.					
7. Tài liệu có bài tập ôn lại và bổ sung thêm phần kỹ năng đàm thoại.					
8. Tài liệu có bài tập hỗ trợ kỹ năng dịch					

FACILITATING READING COMPREHENSION BY USING ALTERNATIVE VERSIONS: A CASE OF ENGLISH FOR GEOGRAPHY AT HOCHIMINH CITY UNIVERSITY OF EDUCATION

HUỲNH CÔNG MINH HÙNG (MA; Med.)

Biodata

ThS. Huỳnh Công Minh Hùng; Thạc Sĩ chuyên ngành Giáo dục học, Ngôn ngữ học ứng dụng, tiếng Anh chuyên ngành (ESP) tại ĐH New South Wales (Australia) và Thạc Sĩ chuyên ngành Ngôn ngữ học tại Đại học Khoa học Xã Hội và Nhân văn TP.HCM; là giảng viên chính giảng dạy tiếng Anh chuyên ngành và đã biên soạn 3 giáo trình tiếng Anh dành cho Ngữ văn, Địa lý, và Giáo dục Tiểu học; hiện đang là nghiên cứu sinh Tiến Sĩ tại trường Đại học New South Wales (Australia); tham gia báo cáo tại nhiều hội thảo khoa học trong nước và quốc tế (Cambodia, Singapore, Thái Lan, Hong Kong, Úc, Đức, Hàn Quốc, Tây Ban Nha, Hoa Kỳ). Chủ nhiệm đề tài NCKH cấp Bộ năm 2001 và 2009. Lĩnh vực quan tâm nghiên cứu: TESOL, Ngôn ngữ học Ứng dụng. Ngôn ngữ học Tri nhận và Lý thuyết tải trọng nhận thức. Là tác giả các sách xuất bản tại Việt Nam (2000), Anh Quốc (2007) và CHLB Đức (2009).

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Abstract

The aim of this paper is to analyze alternative versions in ESP reading comprehension (English for Geography, HCM University of Education), it is also known as the expertise- reversal effect in reading comprehension of ESL/ EFL learners. The expertise reversal effect occurs when instructional procedures that facilitate learning for novices become relatively less effective as levels of expertise increase. Experiment was designed to investigate whether the expertise reversal

effect applied to reading comprehension using ESL/EFL learners. Novice and expert participants were used. Participants received one of the two instructional text formats: reduced, and expanded versions. Each version included a reading text with comprehension questions. Results indicated that the effectiveness of reading instructions depended on levels of participants' expertise. For novices, the expanded version was superior while for experts, the reduced version was superior. Appropriate reading instructions that facilitate learning with novice readers can have negative results with expert readers. The use of expanded and reduced versions may be very useful in improving reading comprehension for ESL/ EFL students.

Tóm tắt

Mục đích của bài báo cáo này là phân tích các phiên bản khác nhau trong đọc hiểu dành cho tiếng Anh chuyên ngành (ESP) (tiếng Anh dành cho Địa Lý tại ĐHSP.TPHCM), được biết qua hiệu ứng đảo ngược trình độ dành cho sinh viên học tiếng Anh như một ngoại ngữ/ ngôn ngữ thứ hai. Hiệu ứng đảo ngược trình độ diễn ra khi yêu cầu đọc hiểu làm tăng cường hiệu quả việc học cho sinh viên trình độ thấp hơn (novices) và lại kém hiệu quả hơn so với sinh viên trình độ cao hơn (experts). Thực nghiệm được thiết kế để nghiên cứu xem hiệu ứng đảo ngược trình độ có áp dụng được với việc đọc hiểu của sinh viên ESL/ ESP hay không?. Các sinh viên trình độ cao và thấp được mời tham gia thực nghiệm. Các sinh viên được nhận một trong hai phiên bản đọc. Mỗi phiên bản bao gồm một bài khóa với các câu hỏi. Kết quả cho thấy tính hiệu quả của phiên bản phụ thuộc vào trình độ của sinh viên tham gia thực nghiệm. Đối với sinh viên trình độ thấp, phiên bản mở rộng có hiệu quả hơn, trong khi đối với sinh viên trình độ cao, phiên bản rút gọn thì lại tốt hơn. Các phiên bản đọc thích hợp có thể cho ra kết quả "phủ định" với sinh viên trình độ cao, nhưng lại cải thiện việc đọc hiểu đối với sinh viên trình độ thấp.

Introduction

In learning a foreign language, reading is one of four skills, namely, reading, writing, speaking, and listening. Slater and Burch (2001) found that language instructions have encouragement of a functional approach to language learning that

develop learners' competence in four skills. Reading comprehension is considered as a process having information from context and connects different elements into a new whole (McNeil, 1987). The aim of this process is to obtain one's existing knowledge to interpret text for comprehension (McNeil, 1987). Clarke (1979) showed differences between mother tongue (first language - L1) reading and foreign language (second language - L2) reading. Their differences are difficult for L1 learners to comprehend L2 reading and English as a second language (ESL) reading theory will assist L1 learners facilitate L2 reading comprehension (Carrell, 1983; Clarke & Silberstein, 1977; Goodman, 1967). This theory focused top down and bottom up approach in L2 reading comprehension of text with common knowledge as top down approach and with linguistic structures as bottom up approach (Goodman, 1967). The interactive models that are based on the connection between top down and bottom up approach make ESL reading more intelligible, precise and logical (Eskey & Grabe, 1988). Although the interactive models include both top down and bottom up processing, bottom up processing plays a crucial role in ESL reading comprehension (Eskey & Grabe, 1988), because bottom up processing assists learners understand vocabulary and grammar in comprehending ESL reading texts (Carrell, 1987).

Cognitive load theory is concerned with the process of ESL reading comprehension that is appropriate for the schema theory (Barlett, 1932; Anderson, 1977; Adam & Collins, 1979; Rumelhart & Ortony, 1977; Rumelhart, 1980). In this theory, schemas are defined as memory constructs (Barlett, 1932) that are classified as data structures in relation with memory becoming substantial concepts for comprehension processes (Rumelhart & Ortony, 1977). Like the interactive models in the ESL reading theory, there are two modes of processes in the schema theory: top down and bottom up (Rumelhart, 1977, 1980). In the schema theory, reading comprehension is defined when a process of constraints of a limited working memory occurs (Bruning, Schraw, Norby, & Ronning, 2004), because working memory in reading comprehension is limited and when working memory goes over limitation, reading comprehension will be more difficult for learners (Goldman,

Varma, & Cote, 1996). More specifically, Carrell (1988) explained some causes interfering reading process or schema theory as schema availability, schema activation, and skill deficiency. Schema availability occurs when learners lack knowledge to comprehend reading with top down. Schema activation may cause difficult in reading because they are not activating. The last cause is skill deficiency that makes learners hard in reading process. It can be showed that working memory plays a very important role not only in reading comprehension but also in ESL reading comprehension (Koda, 1992).

Another cause of being difficult in reading comprehension is levels of learners, as Daneman and Carpenter (1983) and Perfetti (1985) stated that low level learners who do not have enough automation of schemas in reading comprehension may generate increased cognitive load. As a result, McCutchen (2000) considered that automation of schemas helps learners overcome the limitation of working memory. L2 reading comprehension is more cognitively demanding than L1 reading comprehension (Berquist, 1997), then there are some cognitive load effects occurring in L2 reading comprehension, especially, in ESL reading comprehension. Yeung, Jin, and Sweller (1998) examined some cognitive load effects in ESL reading comprehension as split attention and redundancy effects in passage comprehension. Yeung et al. (1998) showed that it is not necessary for high level readers to use the separate list of vocabulary definitions in passage comprehension. Obviously, an interaction between level of expertise and cognitive effects in reading comprehension has been examined by Yeung at al. (1998), Kalyuga and Renkl (2010), Oksa, Kalyuga, Chandler (2010).

Level of expertise plays a very important role in considering what information is appropriate to readers (Chi & Glaser, 1985). Differences between experts and novices are explained by using level of expertise (Chi, Feltovich, & Glaser, 1981; Remain & Chi, 1989). Furthermore, the level of expertise may affect instructions, and then the interaction between levels of learners' prior knowledge and effectiveness of instructions is investigated (Kalyuga & Renkl, 2010). A cognitive effect is so called as expertise reversal effect when instructions that are

useful for novice learners may be not beneficial to more expert learners (Kalyuga, Ayres, Chandler, & Sweller, 2003; Kalyuga, 2005, 2007; Kalyuga & Renkl, 2010; Oksa et al., 2010). This effect is examined not only in many areas, as in natural science, e.g. Maths, but also in well structured domain, e.g. literacy text (Kalyuga & Renkl, 2010). In literary text, McNamara, Kintsch, Songer, Kintsch's (1996) used biology texts in high school for the experiments. Their results showed that adding more information in original instructional text was effective for novice readers; however, expert readers were beneficial to original instructional text (McNamara et al., 1996). Using two kinds of text such as coherent text and explanatory text in two experiments, McNamara et al. (1996) investigated interactions among global and local text coherence; as a result, "*minimal coherent text*" was also useful for experts. While McNamara et al. (1996) used biology text, Oksa et al. (2010) used Shakespearean text in order to differentiate instructional effectiveness of Modern English explanatory interpretations of Shakespearean play extracts. Oksa et al. (2010) found that novices find it difficult to comprehend the text because the text was used by the sophisticated Elizabethan English language; moreover extraneous cognitive load was generated by glossaries and footnotes added to the text.

ESL reading text may be quite different from English scientific text used in McNamara et al. (1996) or literary text used in Oksa et al. (2010) because based on the second language acquisition, the process moves from the L1 reading to ESL (L2) reading. Comprehension of ESL text may be depended on two factors such as English levels and content of text.

Experiment

A preliminary experiment was designed to investigate whether the expertise reversal effect as a cognitive effect occurs in ESL/ EFL reading comprehension for both novices and experts. Experiment 1 tested the hypothesis that reduced and expanded versions of an original text would affect novices and experts. The reduced version would be effective for experts and ineffective for novices.

Experiment 1 was conducted in order to confirm the results from Experiments conducted by McNamara, Kintsch, Songer, Kintsch's (1996); however, target population in the Experiment consisted of Vietnamese students at University and a target text was an instructional geography text composed for the Vietnamese students at the department of Geography.

Also, Experiment 1 used the techniques suggested by Paas and Van Merrienboer (1993), which measured learners' perceived difficulty in comprehension and the relative efficiency of reading instructions and using both performance and effort scores (Yeung, Jin, Sweller, 1997). In this Experiment, participants were required to respond on a 9-point scale with points varying from 1 "*very very easy*" to "*very very difficult*". Paas and Van Merrienboer (1993) found that these techniques have been a reasonable means to estimate instructional efficiency.

Method

Participants

120 Vietnamese students included 60 students studying at the department of Geography and 60 students studying at the department of Mathematics, HCM University of Education . Their English of proficiency was quite different, because the students have studied English for specific purposes (ESP), as English for Geography in the department of Geography and English for Mathematics in the department of Mathematics. The participants were divided into two groups: expert group and novice group. The expert group consisted of 60 students at the department of Geography, because materials used in this Experiment was a geographical text that required them to have appropriate English proficiency in Geography. The novice group also included 60 students at the department of Mathematics. They were novices because they were not familiar to the materials used in Experiment 1. Both experts and novices were randomly divided assigned to four groups (reduced and expanded version groups for both).

Materials

The Geographical text entitled "What killed the dinosaurs?" extracted from the book "Earth Science" (Feather R.M., Snyder S.L., 1993) (see Appendix 1). An original text (124 words) was used as an instructional text. A reduced version included a text in which some sentences were removed from the original text. For example, the first and the second sentences were connected by replacing the phrase *"the collision threw"* with *"throwing"*. Last sentence in each paragraph in the original text was removed. Then, the reduced version included only 60 words.

An expanded version consisted of adding seven sentences in the reduced version to explain more the dinosaur extinction. The length of the expanded version was 237 words.

Procedure

Experts and novices were randomly allocated to one of the two versions (reduced and expanded versions). Prior to reading, participants were required to answer pretext questions, as multiple choice questions. The pretext questions were used to evaluate the prior background level of participants. The pretext multiple choice questions consisted of 6 questions. There were two phases: the learning and test phases. In the learning phase, participants were required to read two versions and answer the questions in 12 minutes (2 minutes/ per question). A clock was used to indicate the time remaining.

After the learning phase, participants were given the test questions. They were required to answer the test questions without the text being present. There were 5 questions, 2 of which were identical to 5 of the questions presented during the learning phase for two versions. The 2 identical questions were: *When did the last species of dinosaurs become extinct?*; *How long had species of dinosaurs dominated the land?*. These 2 questions were chosen because they were basic to an understanding of both versions.

After the learning phase, participant ranked the difficulty subjective score from 1 (very very easy) to 9 (very very difficult).

The duration of the test phase was 10 minutes (2 minutes per each question).

Scoring

For pretext questions, each choice was scored "1" (correct) or "0" (incorrect). For both phases, one mark was given for a correct answer and a score of "0" was given for an incorrect answer. An incorrect answer included wrong choice or lack key words for a correct answer. The maximum total score was 6 scores in the learning phase and 5 scores in the test phase. All scores were converted to proportion correct in this and the subsequent experiments.

Results

The questions scores were analyzed by a 2 (instructional text versions: reduced and expanded version) x 2 (expert and novice groups). An analysis of variance (ANOVA), including the between subjects factor of text (reduced, and expanded versions) and the within subjects factor of learning and test phases, was conducted on reading comprehension. The 0.05 significance level was used throughout this paper.

Pretext scores indicated the superiority of the experts than the novices, as expected, the experts (M= 4.00, SD= .883) had better prior knowledge than those of novices (M= 1.83, SD= 1.005), thus there was a significant difference between the experts and novices, $F(1, 118)$= 154.885, MSE= .895, p<.001.

Table 2 showed the mean percentages and standard deviations of correct answers in the learning and test phases. There was a significant difference between the two groups $F (1, 116)$= 225.5, MSE= 151.01; indicating that the expert group yielded superior scores. Similarly, there was also a significant effect for the two phases $F (1,116)$= 8.4, sig.= .004 and two versions $F (1,116)$= 31.7, $p<$ .001, indicating that the learning phase yielded significantly different results than the test

phase, and the reduced version differed significantly than the expanded version. A significant interaction occurred between groups and versions $F(1,116)= 74.9$, p< .001. Following the significant interaction, simple man effects tests indicated that in the learning phase, for the expert group, the reduced version led to higher mean scores than those of the expanded version and the reduced version differed significantly than the expanded version $F(1,116)= 34.061$, $p< .001$; Also for the novice group in the learning phase, the expanded version did not differ significantly than the reduced version $F(1,116)= 1.551$, $sig= .215$. In the test phase, the simple main effects tests showed that for the expert group the reduced version had significantly higher mean scores than those of the expanded version $F(1,116)= 93.9$, sig=.000, also for the novice group, the expanded version was more significant than the reduced version, $F(1,116)= 4.16$, $p= .044$.

Table 2 indicated the means and standard deviations of the students' effort scores. A similar 2 x 2 ANOVA was conducted using the effort scores. The main effect of groups was significant $F(1,116)= 22.5$, $p< .001$. The main effect of the groups $\times$ versions was significant $F(1, 116)= 18.7$.
According to Paas and Van Merrienboer (1993), an efficiency score was generated by using the difference between the z score of performance and the z score of effort. The means and standard deviations of the efficiency scores are also presented in Table 2. The main effect of groups was significant, $F(1,116) = 23.7$, $p= .000< .05$ due largely to the difference in efficiency for novices and experts, however the main effect of versions was non-significant, $F(1, 116)= 2.82$, $p= .09$ and the groups $\times$ versions interaction was significant $F(1,116)= 6.72$, $p=.011$.

Discussion for Experiment

As expected, the results showed that in both phases, the expert group was significantly better than the novice group. There was a significant interaction between the two groups and the two versions. The experts might have better English proficiency in Geography; they were provided enough English terms in Geography. Thus, the experts were able to find an answer to the question quickly.

In contrast, novices may have spent much more time reading and finding answers to the questions, because their English proficiency was not enough to answer all questions. As a result, novices were more difficult to answer questions in the learning phase.

Furthermore, in the learning phase, participants may have answered significantly better than those in the test phase, because in the test phase participants were not able to look at the text to find key words to answer the questions. Their working memory, as mentioned above, was limited, they could not remember totally the content of each version to answer the questions. Moreover, in the learning phase, the results revealed that the expanded version of the novices did not significantly outperformed the novices' reduced version because the novices with lower prior background knowledge were not able to get enough schemata to comprehend both versions, although in the expanded version more information was added, the novices still found difficult comprehending because of limited time (2 minutes/ per question). In the test phase, the expanded version was quite useful for the novices while this version was significantly different from the reduced version, because the novices who read the expanded version in the learning phase may remember and had enough schemata to answer the questions in the test phase without the text being present.

Results showed the expertise reversal effect between two versions. According to McNamara, Kintsch, Songer, and Kintsch's (1996), the different versions of text depended on the level of expertise. In Experiment, the expanded version that helped effectively novices comprehend its content exerted the opposite effect on experts. Some added sentences in the expanded version were redundant that generate extraneous cognitive load for the experts. In contrast, novices lacked suitable schemas that generated extraneous cognitive load while reading the reduced version.

Mental efforts scores showed a significant interaction (group x version) due largely to the superiority of level of expertise in each version associated with

differences in reading comprehension. Instructional efficiency scores indicated a significant interaction due largely to the superiority of the experts in the reduced version associated with differences in reading comprehension.

Table1.

Means and Standard deviations of 2 groups in 2 phases (in percentage) in Experiment

Phase	Group	Version	Mean	Std. Deviation	N
Learning	expert	Expanded	51.6	25.6	30
	group	Reduced	77.7	11	30
		Total	64.6	23.5	60
	novice	expanded	37.7	15.1	30
	group	Reduced	32.1	13.8	30
		Total	34.9	14.6	60
	Total	expanded	44.6	22	60
		Reduced	54.9	26	60
		Total	49.8	24.5	120
Testing	expert	expanded	44	19.2	30
	group	Reduced	82	12.1	30
		Total	63	24.9	60
	novice	expanded	29.3	13.6	30
	group	Reduced	21.3	14.7	30
		Total	25.3	14.6	60
	Total	expanded	36.6	18.1	60
		Reduced	51.6	33.4	60
		Total	44.1	27.7	120

Table 2. *Effort and relative instructional efficiency in Experiment*

Group	Version	Effort		Efficiency	
		Mean	SD	Mean	SD
Expert	Expanded	5.53	0.937	.0520	1.18703
	Reduced	4.83	0.648	.8025	.83503
	Total	5.18	0.837	.4273	1.08561
Novice	Expanded	5.60	1.102	-.3472	.82794
	Reduced	6.27	0.691	-.5074	.95412
	Total	5.93	0.972	-.4273	.88933
Total	Expanded	5.57	1.015	-. 1476	1.03442
	Reduced	5.55	.982	.1476	1.17745
	Total	5.56	.994	.0000	1.07729

Conclusion

The present study found that reading instructions used by different level learners could yield expertise reversal effect. The results of Experiment indicated a superiority of reduced version for experts and expanded version for novice. Thus the expanded version was useful for novices to comprehend, however, for the experts it was more difficult to ignore redundant information and it caused extraneous cognitive load that reduced comprehension process. Novices could not comprehend the reduced version because their background knowledge was not enough to answer all the questions. The significant interaction between the two groups and the two versions in Experiment indicated that the interaction between the versions and the students' expertise occurred by reverse directions. The results seem to indicate that the expanded version did not enhance reading comprehension for experts, but the reduced version may enhance comprehension for experts, because as mentioned above, experts were equipped with more sophisticated schemas for reading comprehension.

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APPENDIX

Reduced Version: What killed the dinosaurs?

One theory of dinosaur extinction is that a large meteorite collided with earth throwing dust and debris into Earth's upper atmosphere along with smoke from large forest fires.

The last species of dinosaurs became extinct about 65 million years ago. Before their extinction, species of dinosaurs had dominated the land for 130 million years. Mammals have ruled the land for only the last 65 million years, and humans and their direct ancestors have been around for less than 6 million.

Expanded version: What killed the dinosaurs?

In the search for answers to what killed the dinosaurs, scientists have looked beyond fossils. There is increasing evidence that the impacts of meteorites have had important effects on Earth, particularly in the field of biological evolution. *One theory of dinosaur extinction is that a large meteorite collided with earth throwing dust and debris into Earth's upper atmosphere along with smoke from large forest fires*. The explosion lifted a large amount of dust into the atmosphere which would have blocked the sunlight completely from reaching the surface, plunging Earth into a period of cold and darkness that lasted at least several months. The explosion is also calculated to have started widespread fires that must have consumed most

terrestrial forests and grassland. Presumably, those environment disasters could have been responsible for the mass extinction, including the death of the dinosaurs.

The last species of dinosaurs became extinct about 65 million years ago, possibly because of a meteorite collision with earth. Before their extinction, species of dinosaurs had dominated the land for 130 million years. They were so successful that other animal groups – mammals included – had little chance of playing anything more than secondary roles. When the dinosaurs ruled the world, the mammals grew no bigger than shrew-like insectivores than hunted at night. Mammals have ruled the land for only the last 65 million years, and humans and their direct ancestors have been around for less than 6 million.

Pre-text questions

1. What does the word "dinosaur" mean?

a. fearfully great lizard

b. great animal

c. great fish

d. all of them are correct

2. How many dinosaurs were there?

a. About 300 genera

b. Over 500 genera

c. Over 700 genera

d. Over 100 genera

3. Where did dinosaur live?

a. In Asia

b. Everywhere in the world

c. In America

d. In Australia

4. What colour were the dinosaurs?

a. Red

b. White

c. Blue

d. No one knows.

5. What is the oldest dinosaur ever found?.

a. About 230 million year old

b. About 65 million year old

c. About 20 million year old

d. No one knows.

6. When was the first dinosaur found by humans?

a. 250 years ago

b. 400 years ago

c. 2,000 years ago

d. 3,000 years ago

Posttext questions for the two versions in the learning phase

1. What is one theory of dinosaur extinction?

2. What may have caused large forest fires?

3. When did the last species of dinosaurs become extinct?

4. How long had species of dinosaurs dominated the land?

5. How long have mammals ruled the land?

6. How long have humans and their direct ancestors been on Earth?

Posttext questions for the two versions in the test phase

1. Why were there dust and debris in the Earth's upper atmosphere?

2. Why did the last species of dinosaur become extinct?

3. What kind of animal lived on Earth after dinosaur extinction?

4. When did the last species of dinosaurs become extinct?

5. How long had species of dinosaurs dominated the land?

After reading, please indicate the difficulty of the reading instruction that you studied by circling the point according to the degree of difficulty to you.

1. very very easy
2. very easy
3. easy
4. fairly easy
5. neither easy nor difficult
6. fairly difficult
7. difficult
8. very difficult
9. very very difficult

HOW TO LISTEN TO ENGLISH WELL: A THOUGHT FROM AN EXPERIENCED TEACHER

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Biodata

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Abstract

It's beyond doubt that English has gained its significance in a lot of fields of life. It's a crucial factor to decide the success of social communication, travelling, study, research and profession. How to study English well to acquire the English knowledge and improve English skills the best is put on the top of the list of a large number of people, particularly students at the university. Students nowadays consider speaking and listening among the four skills of listening, speaking, reading and writing the most challenging skills. Regarding listening skills, the students call it their 'fear" and are always obsessed by how to improve their listening. This writing aims to recommend some ways of listening to English specifically for non-majored English students. The writing is merely the personal thoughts on the problem.

Tóm tắt

Ai cũng thừa nhận sự thật tiếng Anh ngày càng chứng tỏ tầm quan trọng trong nhiều lĩnh vực đời sống. Tiếng Anh là yếu tố quan trọng quyết định sự thành công trong giao tế xã hội, nghiên cứu, du lịch và nghề nghiệp. Tìm ra cách học tiếng Anh

luôn được mọi người trân trọng, sinh viên cũng vậy. Sinh viên luôn xem kỹ năng nghe, nói là những kỹ năng khó nhất. Họ gọi kỹ năng nghe là nỗi "sợ" và làm sao để nghe tốt luôn ám ảnh bản thân. Bài viết này nhằm giới thiệu một số cách thức giúp sinh viên không chuyên ngành tiếng Anh cải thiện kỹ năng nghe. Bài viết chỉ là suy nghĩ cá nhân đối với vấn đề đặt ra ở trên.

Introduction

From my viewpoint, listening often cause students challenges and difficulties. On encountering a particular passage or text, they have problems understanding and getting wrong answers for the questions. The following writing aims to give the non-language students useful pieces of advice on the way to listen to English better.

Discussion

To acquire English fluency, the students must obtain a lot of understandable and repetitive listening. That is the most effective way. To be a fantastic English speaker, they must learn English with your ears, not with your eyes. In other words, you must listen. Their ears are the key to excellent speaking. What kind of listening is best? Well, it must be understandable and must be repetitive. "Understandable and Repetitive" are the most important words I would like to discuss.

Firstly, I'd like to talk about "Understandable". If they don't understand, they learn nothing. They cannot make considerable improvements. That is the reason why listening to English TV does not help them. They don't understand most of it. It is too difficult. It is too fast. Is it obviously right? If they do not understand, they will not improve. That is considerably right, they should begin your listening with easy English. Most students listen to English that is much too difficult than their actual level. They don't understand thoroughly on encountering the listening passages or texts, and therefore they learn slowly. Listening to easy and most appropriate tasks encourages and motivates them to listen more. To take an example, students of pre-intermediate level should start with elementary and moves on to tasks of pre-intermediate.

Understanding is only half the formula. Understanding is not enough. They must also have a lot of repetition. If they hear a new word only once, they will soon forget it. If they hear it 5 times, they will still probably forget it! Most people must hear a new word 30 times to remember it. To know a word and instantly understand it, they probably need to hear it 50-100 times! Listening time and time again will equip them with the techniques and strategies facilitating your listening. They should also consider your listening a habit. On listening day by day, they will know more new words and structures. A wide stock of vocabulary and good knowledge of grammar as well as pronunciation will make your listening easier.

Conclusion

In a word, two ways -listening with high frequency and with repetition.- suggested here somehow assist students in their way of acquiring the target language. For the teachers of language, it is highly recommended that choosing the appropriate tasks also helps students with their listening.

(ST)

USING VISUAL IMAGES TO TEACH ESP STUDENTS: A CASE STUDY OF HCM UNIVERSITY OF EDUCATION

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Abstract

Visual images, which are becoming more necessary as most information is presented with illustrations, can be understood, created, and used as a means of expression and communication. The fact that students not only have the ability to derive literal meaning from texts but also to develop an understanding of how the texts are produced is very important. Understanding the elements, meanings, and natures of visual images may lead visually literate persons to be able to use the images for teaching English purposes. Integrating the visual images in the steps of teaching learning process may create better learning atmosphere that can enhance the students' higher achievement.

The main goal of this paper is to show how visual images in the textbook entitled American English File MultiPACK *used for ESP students at the HCMC University of Education can be used in English classes in a few ways and to answer the questions how and why this works and in what way exactly they help the learner enhance speaking, listening, reading and writing when he or she studies. This study also attempts to discover teachers' attitudes toward, understanding of, and use of visual images in teaching English to ESP students through two terms of the academic year 2011-2012. Based on the information from this study, English language teachers have received advantages as well as disadvantages in using visual images in their own used textbook and that their informal training consists mainly of discussions with colleagues and independent study.*

Keywords*: visual images, English language teaching, advantages, disadvantages, steps of teaching learning process*

Introduction

The 21st century, with advances in knowledge and technology, has brought the ability to fuse the verbal and the visual into the homes of people throughout the world (McLuhan, 1964). However, English teachers must face difficulties in promoting their students to master English well. Visual images are ones of the vital factors that may help teachers cope with the problems in their teaching and may help them design teaching learning process more attractive with which students would be more engaged in learning. This paper explores through literature review how visual images may enhance teachers to design better English language teaching and learning processes in the class.

What are Visual Images?

Many experts have had different definitions of visual images (Avgerinou & Ericson, 1997; Messaris & Moriarty, 2005) which may take place in two sequences (Messaris & Moriarty, 2005). The first one is to understand a sign, an image, or a graphic representation through basic perceptual standards of what we see to acquire the meaning from the perceptual vision while the second one may refer to the

ability to view critically the images in terms of how the image creator manipulates them.

To understand the meaning of visual image, one should view it critically that it may involve understanding how visual images are created and distributed historically, culturally, and aesthetically and also understanding how the audience are supposed to catch the meaning of the image (Burch, 2005). On images, the visual symbols comprise the surface structure while the underlying idea under the images constitutes the deep structures. These structures mirror the representational system in which a language constructs meaning (Hall, 1997).

Visual images have the similar sources to those of verbal to create meaning, if we compare the visual to verbal grammar. The meanings of verbal language that commonly consists of ideational, interpersonal, and textual meaning (Halliday, 1994) exist in the visual images as well. Unsworth (2001) states that visual images possess ideational meaning and inform what happened, who the participants are, what the roles of the participant are, and in what kind of circumstances the event takes place in an image.

In terms of interactive meanings, visual images construct the interconnection features between speaker and listener, writer and reader, and viewer and what is viewed. The composition meaning also exists in visual images in terms of the distribution of information values among the elements of the images.

Integrating Visual Images in Teaching English

Innovative programs of teaching English at the Foreign Language Section, with the replacement of New Headway with an American English File Multipack (Oxenden et at, 2008a,b) during the school year 2011 – 2012, are necessary. Throughout the two terms of using the pack for teaching and learning, we need to have a comprehensive assessment of all aspects. In this article, the authors give some comments on the images presented in the textbook and to summarize a discussion with co-workers about whether they had efficiently exploited the images

Visual Images in Teaching Listening

Krashen (1982) proposed that in teaching listening skills, a teacher should provide materials that enable students to understand them properly to build thorough knowledge in their minds. Using such images in the book effectively can support students to understand the listening lessons sufficiently. A listening study with three experimental groups indicated that a group with a visual aid of a concept map possessed superior comprehension (Nunan, 1999). In short, to facilitate better learning outcome, teachers should design listening materials by integrating visual components in their teaching processes to serve better students' understanding.

Visual Images in Teaching Speaking

The purpose of speaking conversationally can be analysed in terms of routines, the common methods of expressing information (Bygate, 1987). In this case, routines can be classified into information routines and interactional routines. Information routines comprise of expository activities and evaluative activities. Meanwhile, the interactional routines can be subcategorized into service activities and social activities. Speakers need to have conversational management and negotiating meaning skills to run such routines (Bygate, 1987).

English teachers can develop students' skills through conducting the information and interaction routines as mentioned above to build speaking ability. Visual images are very much helpful to support the students to practice the language as indicated by many books including *American English File Multipack* that contain exercises for speaking practice accommodate the visual images.

Visual Images for Teaching Reading Skills

Therefore, teaching reading skills by incorporating visual component will be helpful for students because visual components might be used as tools for students to learn to understand ideas and to learn in new ways (Zoss, 2009). Walsh (2011) found the multimodal texts which incorporate many modes of delivering meanings including spoken or written language, still or moving images were useful for readers to understand the texts comprehensively.

Visual Images for Teaching Writing Skills

Both Baratta and Jones (2008) and Zoss (2009) have argued that using illustrations in writing lessons can be beneficial to students. After six week pilot programme to conduct a study to include visual images in teaching academic writing, Baratta & Jones (2008) found that students found useful to have visual teaching methods and at the end of the program, the study indicated that average students' performance increased. Such a condition is supported by Zoss (2009) who stated that incorporating visual art in teaching is a promising endeavour.

Visual Images in "American English File – Multipack 2A, 2B": Advantages and Disadvantages

Most of the books used for teaching and learning a foreign language show colorful images and lively use to illustrate the lesson content which appeal learners and stimulate their imagination, curiosity about the contents of the lesson. Visual images can make students interested during class with teacher instructions and self study. American English File Multipack is also equipped with many vivid pictures in accordance with the lesson content. The images are of different categories: photos, drawings, animation, cartoons etc., to offer teachers and students many advantages. Through the visual language, the authors of the book introduce to teachers and learners the culture, science, customs, natural beauty, and human social life not only in one place but in many places on earth as well. It may include images of a photograph 'At the Moulin Rouge' painted by Toulouse-Lautrec in1892 (Figure 1), simulating the life of the upper nobility in the 19th century. The painting shows vibrant colors, arouses curiosity, and illustrates a romantic story, bringing students into activities such as reading comprehension, listening, answering questions, and leading them to the grammar lessons.

Above all, images used as a means to help teach the lesson, to stimulate students' imagination, creativity when learning and absorbing the beauty of a language, and to help students overcome the barrier of differences between one language and another. Learners have the means to find the similarities and differences between the two languages that are sometimes difficult to explain verbally. Understanding the value of the artworks will encourage teachers to exploit them thoroughly in teaching.

At the Moulin Rouge (1892/5) Henri Marie Raymond de Toulouse-Lautrec

Figure 1. At the Moulin Rouge. (Oxenden et al, 2008a, p.9)

The advantages of the images in the syllabus give teachers and learners many things. However, the syllabus is not only prepared for Vietnamese students' study but also released worldwide. The images carry the characteristics of Western culture. Students in our school have many difficulties perceiving and understanding the way of life. To the vast majority of students from remote rural areas, teachers must choose the images close to them so that it is easy for them to imagine and speculate. Visual images that are not attractive enough will easily make students bored in class.

When writing a textbook authors use illustrations for a specific purpose. Understanding authors' goal will help teachers easily develop critical thinking of learners. To understand the content of the lesson, teachers should have minimum knowledge about art, music, culture, science, history, geography etc., in connection with efficient use of these images. Lack of this knowledge will make it difficult for teachers to use visual illustrations to answer students' questions involved. For instance, the photographs from the drawings 'Portrait of Dora Moor' painted by Pablo Picasso (Oxenden et al, 2008a, p.8), 'At the Moulin Rouge' by Toulouse-Lautrec (Figure 1). The photo on page 43 (Figure 2) illustrates its use for critical reading *'Problems with your teenage children?'*.

Figure 2. Illustration of the reading ʽProblems with your teenage children?ʼ
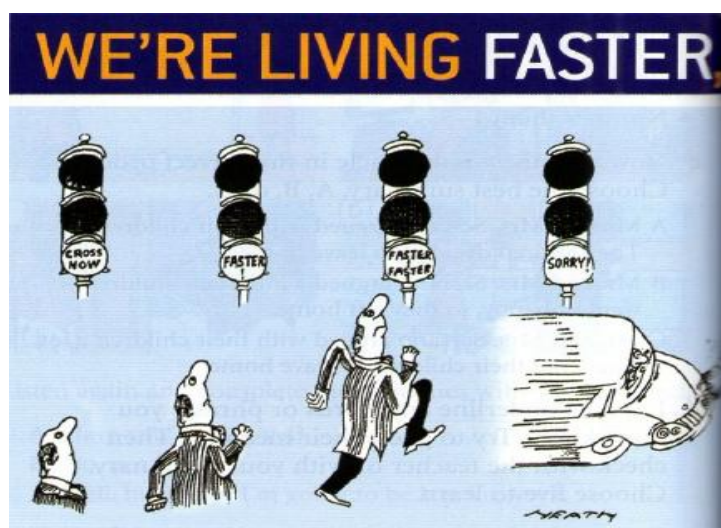
(Oxenden, 2008a, p.43)

Figure 3. Illustration for the text 'We're living faster' (Oxenden et al, 2008a, p.44)

The pictures on page 44 (Figure 3) illustrates the reading and vocabulary - *'We're living faster, but are we living better?'* It is not probably easy for teachers to understand the right message that the author posted in combination with teaching reading. Understanding images will be more difficult when students use a photocopied version of the book because of their financial problems. Are students interested in images only in black and white?

In fact, sometimes "pictures have their limitations too". For example in teaching vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. It is hard to illustrate the meaning of some words, especially the abstract ones such as 'opinion' or 'impact' (McCarthy, 1992; Thornbury, 2004).

Additional images outside the material are sometimes used in the lessons taught. A question arises here is that if the images illustrated in the textbook are enough for teaching and learning. The answer is no. The teachers and learners are required to supplement images. As stated above, the authors wrote the textbook for learners worldwide. Cultural diversity is reflected through visual illustrations. When instructing, teachers need to have additional images in their class. The pictures should be close to students' culture, to their ways of thinking.

Conclusion

Visual images may be integrated in English language teaching in the stages of pre-teaching, whilst teaching or post-teaching. However, understanding the meanings and the characteristic of visuals image is important for teachers to integrate visual components in some steps of teaching learning processes to teach English language skills. To ensure the success of integration of visual teaching, teachers have to consider some principles and some considerations on space of teaching, the role of the students, display learning facilities, assessment, and social communities.

From our experience, learners always become more interested in the lessons when illustrations are used. It can be quite time-consuming to find the right images for a specific type of activity for a beginning teacher who lacks his or her own collection. However, when the collection of pictures is once made, teachers can reuse them for a long time.

Another matter is the question of how to use visual images effectively. It is important to find a balance and not to use visuals only but to combine them with other techniques and different types of stimuli to avoid students' distraction. Moreover, images used for demonstration of the meaning should be connected with the spoken and written form of the word/chunk being taught.

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USING BOARD GAMES TO PRACTICE GRAMMAR STRUCTURES WHEN TEACHING AMERICAN ENGLISH FILES 2 TO NON-LANGUAGE MAJOR STUDENTS

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Abstract

American English Files 2 is the new course book used for teaching general English to Non- English Major Students. This is the remarkable change in the learning and teaching general English at Division of Foreign Languages, Ho Chi Minh City University of Education. The purpose of this paper is to raise the idea of using three different board games together with the course book in order to help students practice various grammar structures. The aim of this method is to get students involved in the task with initiative and self-motivated spirit in a large class. The paper also points out some of the pros and cons of using this teaching method as well as suggests some possible solutions.

Key words*: English teaching, boardgames, American English Files*

Tóm tắt

Giáo trình giảng dạy mới American English Files 2 cho tiếng Anh tổng quát đối với sinh viên không chuyên ngữ là một đổi mới đáng kể trong dạy và học tiếng Anh ở Tổ Ngoại ngữ -Trường Đại học Sư Phạm Thành phố Hồ Chí Minh. Mục đích của bài này nhằm giới thiệu ba dạng trò chơi nhỏ có thể dùng kèm với giáo trình trên để giúp sinh viên thực hành sử dụng các cấu trúc ngữ pháp một cách chủ động và tích cực hơn trong một lớp học đông sinh viên . Bài viết cũng đưa ra một số lợi ích và hạn chế và các biện pháp khắc phục trong giảng dạy khi sử dụng các trò chơi này.

Introduction

Background Information

According to the Oxford University Press, American English Files 2 (2008) is a pre- intermediate four-skill American English course book with a communicative methodology, engaging texts, and a strong pronunciation syllabus - designed to enhance students speaking. Therefore, the use of this course book in teaching and learning for non- English major students is highly remarked. In order to provide teachers more choices and ideas when helping students practicing the grammar structure out-side of the books, some board games are suggested.

Application

This method was applied to students in three classes I taught in the first semester. Two third of them are Science-major students in Mathematics and Biology, others students of Preschool Education. Their average levels of English are reasonably accepted for pre-intermediate level. The four skill lessons went on quite well. However, there were still some slow and passive students who seemed shy and unable to keep up with the activities in the book. When playing board games, nearly one hundred percent of students motivatedly joined in the games. Even the

passive and slow students could keep up with the pace and participate in the activities. There was much fun and enjoyment around the class.

After class students seemed to remember the grammar structures longer, both for writing and communicating shown in the writing homework and the speaking test result at before and after playing the games. Due to the limitation of time and the crowded classes this results seems quite effective enough.

Using board games to practice grammar structures are a marvelous method to help students learn while they are playing. An appropriate game with the right class management, clear instruction and good timing could bring back surprisingly developments in speaking and grammar using skills.

Main Content

Football Board Game Used to Practice the Present Tense

Before playing this game, practice about the uses and form of the simple present and the present continuous in the American English File 2 course book should have been done. The game suggested by Kisito (n.d) is appropriate with the students' level and the grammar point in the course book. In addition to that this game is also simple and fun so that it could easily encourage students to play and correcting themselves. This game can also be used flexibly as pair works or group works.

The design of the football board game is eye-catching which could motivate students to play. Clear instructions should be given and good classroom management skill of the teacher will be needed. All the game resources given in Appendix A, Appendix B and Appendix Cshould also be carefully prepared. Here are the suggested instructions for the game.

1. Use the cue words in the orange rectangles and combine with a verb in the white triangles to make full sentences. Students should change the verbs according to the tense and number. If the cue word has a question sign then they are expected to make questions instead.

2. For every correct sentence the students can advance one space ahead from each side of the goal.

3. The other team or player must listen carefully to spot the mistakes. If there is not any mistake in the sentence, the player can keep his/her space.

4. If there is a mistake the team or player gets a yellow card and move back one step. If there is no mistake, they keep their captured space. The other team takes its turn to combine cue words and keys words to make sentences. Every successful sentence means they retain the space and prepare to advance.

5. Both teams (players) keep advancing until they meet on one space. When they meet, they do *rocks, paper and scissors*. The team that loses the *rocks, paper and scissors* gets a red card and goes back to start. The winning side continues until they meet again. Every time they, meet they do *rocks, paper, and scissors* to see who gets a red card. The team that gets to the other teams goal, wins.

6. When the players get to the centre, there is a FREE space so they can create any sentence they like.

The game should last about five minutes. Feedbacks with the pronunciations and the grammar structure should be given mostly when students are doing the practicing in the course book. Teacher will play a role of an observer if students play in pairs and provide feedbacks after the game has finished. If students play in two large groups, teachers will play a role as a referee but will only give feedbacks to the comment of one group on another group's answers.

Guess 4 Board Game

Students should be familiar with the uses and form of infinitive of purpose in the course book before starting the game. This activity (Oxford University Press, n.d) can be rated as controlled practice. Therefore, the task is appropriate for the mixed ability students. Consequently, it can help slow and passive students to participate in a game. Through the simple rules of tic-tac-toe students can easily play the games and practice grammar structures in a fun way at the same time. The sentences that students make throughout the game just need to be dramatically correct but can sometimes be funnily illogical as the combinations of the across and

down clues could sometimes create such hilarious sentences. The demonstration of this board game can be seen in Appendix D. Students can play in pairs then change partners to replay.

Five to ten minutes would be ideal time for the game. Teacher would have to move around and observed carefully then give feedbacks after the game has finished.

Conditional Board Game

Uses and form of the first and second conditional should be introduced to students and practice in the course book should be done in advance. Many good reasons are pointed out to choose this conditional board game. Firstly, the game designed in Appendix E introduced by the famous teacher training English School in Bangkok (International House Bangkok Organisation, n.d) is not very complicated for pre-intermediate students. Besides, the cases given in texts are practical and interesting. The games obviously could motivate students to speak up their own experiences grammatically as well as giving the desire to spot out their friends' mistakes in a fun way. The board game which covers the entire first and second conditional clause' forms is clearly and carefully prepared. The following steps are suggested to conduct the game effectively:

1. Divide students into groups of 3 or 4.

2. Give each player a counter and each group a dice.

3. Students place their counters on START and throw the dice to decide who starts.

4. Student A throws the dice and moves forward that number of squares.

5. Student B asks student A the question on that square. If student A answers with the correct conditional form, and the rest of the group agree that the answer is correct, student A's counter remains where it is. If the answer is incorrect, the counter returns to its original square.

6. Students take it in turns, repeating step 5 and moving around the board until one student reaches FINISH. This student is the winner!

Ten minutes should be the appropriate timing for the games. Feedbacks should be given after the game has finished.

Discussion

Learning through playing or experiencing is always the best way to learn a language. Students can acquire knowledge faster and remember longer when they have fun or enjoy themselves. Through board games students will learn by checking and correcting others' mistake as well.

Choosing the right games is also an art. The chosen board games should meet the some criteria: appropriate with the grammar structures, quite clear instructions and able to raise students' interest. Board games are such a good idea to get students involved in the tasks. Students, especially some slow and passive ones, would feel more relaxed and encouraged to join in the games.

Difficulties

Many difficulties would be encountered such as:

- Timing is the biggest concern for teachers when trying this in class. Each of the games should take about 10 minutes in total to follow all of the steps. The games should not be too short or last too long.

- The number of students in class is also an enormous problem. The average number of students in non-linguistics majored class in University of Education is from 40 to 60. As a result there would be a challenge with the classroom management, giving instructions and feedbacks. The solution for this part should be carefully preparation, clear instructions and letting students correct and their friends and themselves.

Conclusion and Suggestion

Further research about the attitude of students and teachers about this field should be done. This paper is mean to come up with an idea about using board games to practice grammar structures in non-linguistics environment to get all students involved together with the American English File 2 course book.

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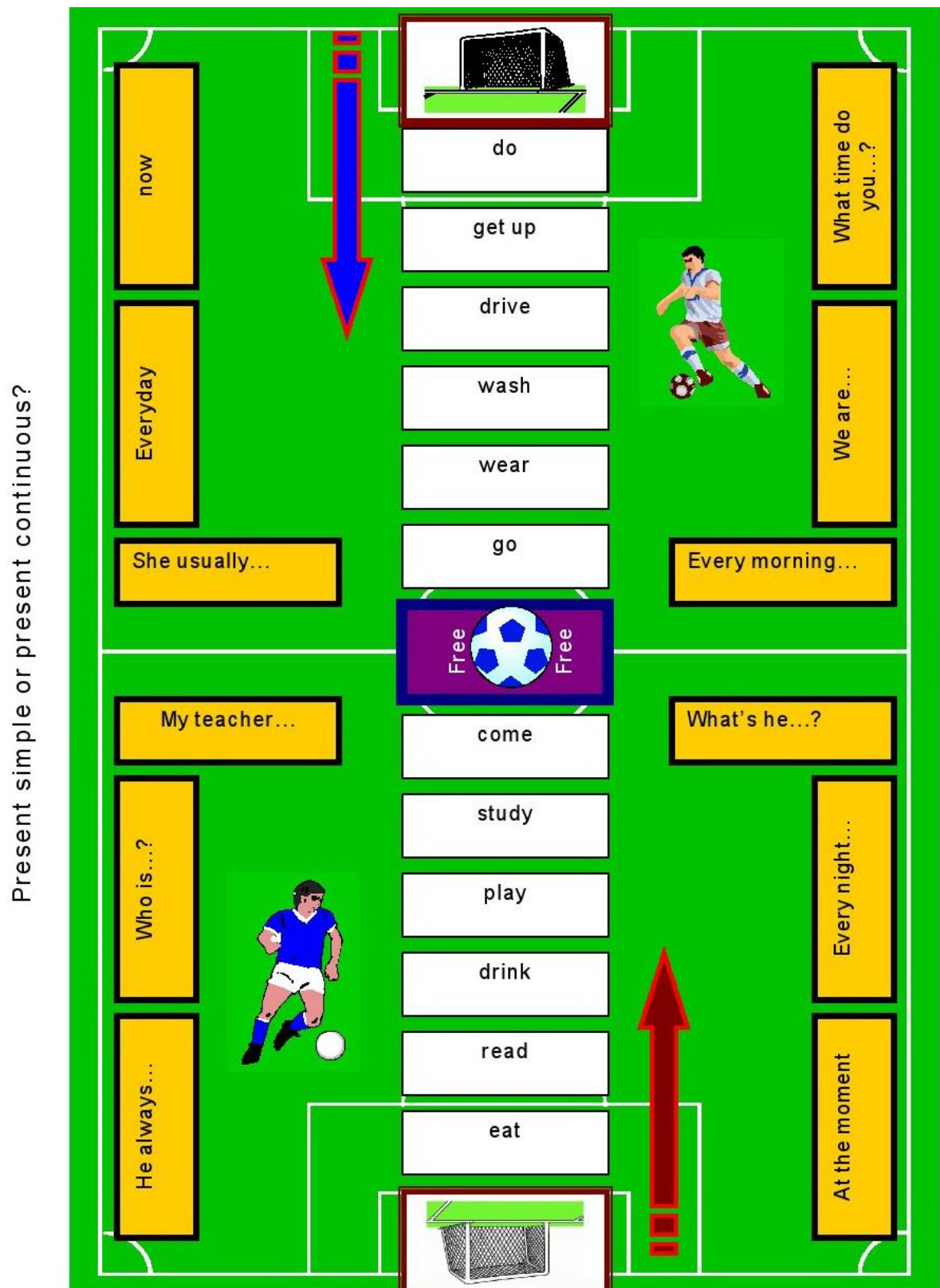
Appendix A

Appendix B

Football Game equipment

Appendix C

Cards
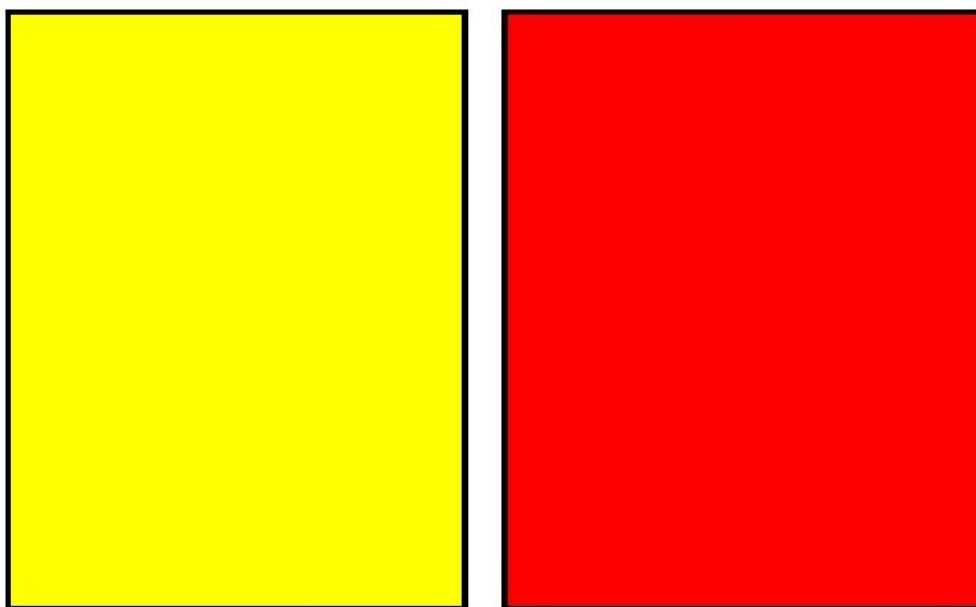
Appendix D

You: ✕   **Your Friend:** ∪

B: I want to go to *Tokyo* **to** *eat cake*

	…study English	…eat cake	…go to the toilet…	…meet friends	…play soccer…	…read a book.	…play games.	…sing a song.	…read my comic…	…speak English.
1. …the park…										
2. …the zoo…										
3. …the department store…										
4. …the supermarket…										
5.…the games center…										
6. …Tokyo…										
7. …home…										
8. …school…										
9. …a café…										
10. …Kochi…										

Appendix E

Start — What will you do / What would you do...	1 — ... IF YOU MET THE AMERICAN PRESIDENT?	2 — ... IF YOU GO OUT TONIGHT?	3 — ... IF IT RAINS TONIGHT?	4 — Miss a turn!
9 — ... if you saw Tom Cruise walk by the classroom?	8 — Go back 2 spaces	7 — ... IF YOU CAN'T SLEEP TONIGHT?	6 — ... IF YOU ARE SICK TOMORROW?	5 — ... if you could speak perfect English?
10 — ... IF YOU FOUND $100 ON THE STREET?	11 — ... if you broke your friend's favourite DVD?	12 — ... IF THIS BUILDING CAUGHT FIRE?	13 — ... IF YOU SAW YOUR TEACHER IN A POLICE CAR?	14 — Move forward 2 spaces
19 — ... IF YOU HIT A CAT WITH YOUR CAR?	18 — Miss a turn!	17 — ... if you needed a lot of money very quickly?	16 — ... IF YOU GET A LOT OF HOMEWORK?	15 — ... IF YOU HAVE A HEADACHE TONIGHT?
20 — ... IF YOU SPOKE PERFECT RUSSIAN?	21 — ... if your best friend forgot your birthday?	22 — ... IF YOU LOST THE KEYS TO YOUR HOUSE?	23 — ... IF YOUR TV BROKE?	24 — Move forward 3 spaces!
Finish	28 — Go back 2 spaces!	27 — ... IF YOUR FRIDGE WAS EMPTY TONIGHT?	26 — ... IF YOU WON THE LOTTERY?	25 — ... if you had an important exam in two days time?

USING VISUAL AIDS IN TEACHING VOCABULARY

Nguyen Hien Doan Trang, MA

Biodata

Nguyen Hien Doan Trang graduated from English Department, Ho Chi Minh University of Education in 2007 and taught at Division of Foreign Languages at the same university until 2010. In 2011, she undertook Master in Applied Linguistics at The University of Queensland, Australia on a Vietnamese government scholarship. She is again teaching at the University of Education and is interested in teaching methodology and nonverbal channels in teaching. In February, 2012, she presented in the 8th Annual CamTESOL Conference on English Language Teaching in Cambodia and received a CamTESOL Regional Innovation Award sponsored by Australian Education International (AEI).

Abstract

Through the decades, the trend of using visual medium or visual aids in teaching has gained enormous popularity in educational context. In the 21st century, with the emergence of the so-called visual literacy (Burmark, 2002), visual aids have once again proved their influential position in teaching environment. Among numerous teaching fields that can receive substantial benefits from this powerful medium is the area of teaching vocabulary.

With respect to the substantial impacts of visual aids, this paper will carefully examine some potential values of this medium in the field of teaching vocabulary together with the discussion on the suggested solutions for some problems that may arise during the employment of visual aids in teaching vocabulary.

Tóm tắt

Trong suốt những thập niên vừa qua, việc sử dụng phương tiện nhìn (visual aids) trong giảng dạy ngày càng trở nên phổ biến. Nhất là vào thế kỉ hai mươi mốt cùng

với sự xuất hiện của khái niệm visual literacy, tạm được gọi là kĩ năng nhìn, thì việc sử dụng các phương tiện này trong giảng dạy lại càng được chú trọng hơn. Các phương tiện nhìn có tác dụng đáng kể đối với hiệu quả giảng dạy ở rất nhiều lĩnh vực, và giảng dạy từ vựng là một trong những số đó.

Để khẳng định một lần nữa về sức ảnh hưởng to lớn của các phương tiện nhìn trong giảng dạy, bài viết này xin nêu lên một số tác dụng của phương tiện nhìn trong việc dạy từ vựng cũng như đề xuất một số giải pháp cho các vấn đề có thể nảy sinh trong việc ứng dụng các phương tiện này trong việc giảng dạy từ.

Introduction

"A picture is worth a thousand words". This saying has somewhat revealed the significant importance of using visual medium in delivering communicative messages. Since the crucial role of visualization was recognized and emphasized, it has drawn much special attention of many educators who want to take advantage of this powerful medium to effectively stimulate the teaching and learning process. Although there are still some arguments casting doubts on the considerable importance of visual medium or visual aids in teaching (Doumont, 2002), we cannot deny the fact that humans access information much faster with the use of visual coding and especially the learning process can speed up to 400% thanks to the use of visual aids in teaching (Gomez, 2002). Therefore, this powerful tool is being employed more and more extensively in teaching environment, and of course, the area of teaching vocabulary is not an exception.

With respect to the substantial impacts of visual aids, this paper will carefully examine some potential values of this medium in the field of teaching vocabulary together with the discussion on the suggested solutions for some problems that may arise during the employment of visual aids in teaching vocabulary.

Visual Aids

Since their widely popularity in the 1940s and 1950s (Dwyer, 1978), there have been many different ways of classifying visual aids. While Powell (1978) divides this kind of visual medium into two main types basing on their major functions,

other educators and writers classify visual aids into smaller types with a variety of specific forms such as real objects, flashcards or wall-charts, etc. (Lee & Coppen, 1964; Dale, 1969; Thornbury, 2002). Because of the main focus on the use of visual aids in teaching vocabulary and the fact that not all classrooms are well-equipped with modern equipment like projectors, screens or TVs; most teachers make use of these common forms of visual aids in their vocabulary teaching such as pictures, photographs, charts, wall-charts, diagrams, drawings and real objects.

Benefits of Using Visual Aids in Teaching Vocabulary

It is not for inexplicable reasons that Allen (1983) spends the whole two chapters of his book putting a stress on the great value of visual aids in teaching vocabulary. Lots of research and theories have also suggested the substantial role of visual medium in this field.

The first and the most recognizable benefit is the exciting and lively atmosphere that visual aids offer for the learning environment together with the attention it can draw from the students. As Tauber, Mester and Buckwald (1997) state in their article, the most important starting point of successful teaching is the teacher's ability of arousing the students' attention. Because once the students' attention is attracted, they will pay more attention to the lesson's content and the teacher's verbal messages. Imagine how interested your students will feel if you suddenly turn off the light, lighting the candle and then putting out the flame when you teach the phrasal verb "to blow out something". Or instead of giving such a wordy explanation for the chemical term "solution", a performance of a chemistry experiment of which product is a solution will generate more interest in the students. They not only feel curious about teacher's action but also pay careful attention to his saying, which is quite useful for the understanding and memorizing word's meaning.

From the practical teaching experience, once the students feel interested in the vocabulary presentation, they are more likely to co-operate with the teacher and more eager to participate in the learning process or as Powell (1978) says, visual aids can help encourage co-operation among students. Hence, this will make the

learning and teaching process much more communicative. Compared with traditional teaching method in which the teacher gives translation of the vocabulary items or their L1 equivalents, the method of using visual aids to illustrate the word meaning can avoid not only the boredom but also the learners' passive role that are caused by the conventional methodology. Thanks to elicitation technique used together with visual aids when presenting vocabulary items, teachers can maximize the students' opportunity of speaking English (Thornbury, 2002). Teachers can show the students a picture and ask them some descriptive questions to elicit the meaning of the word which is conveyed from the picture. By doing this, the students not only have to relate to their present knowledge to find out meaning of the new words but also have a good chance to demonstrate and use their English, which is a very important feature of communicative teaching. Besides, visual aids can also be considered a medium to introduce sociocultural aspect of this target language to the students. A photograph from a magazine, a bus ticket or a movie poster are good examples to introduce the students to the culture of some English speaking countries, which is very helpful for their sociocultural competence in particular and communicative competence in general.

The third and the most significant benefit of using visual aids in teaching word items is the advantage of making the process of vocabulary acquisition take place faster and easier. It is obvious that we learn as we see. And the more senses we use in our learning process, the more successful our learning will be (Allen, 1983). Especially in the area of vocabulary learning, it is much better and easier if we can see or touch the things which the words refer to because by this way, we can establish a link between these words and their references. Due to this important link, we can remember these vocabulary items longer. This point has won the approval of many researchers and writers in this field, all of whom strongly agree about the efficiency of learning by observing as well as its facilitation of vocabulary acquisition (Powell, 1978). Moreover, by employing visual aids to elicit the word meaning, teachers have asked the students to be more active and work harder to find out the meaning of these items; hence these words will be cognitively engaged and shaped in their minds.

Another benefit of visual aids in teaching vocabulary which is examined here is the value of reinforcement and clarification of verbal messages (Dwyer, 1978). Sometimes, a given explanation or a definition of a word still makes the students feel confused and ambiguous; but if the teacher knows how to combine these verbal messages with the use of visual aids, he/she can make the word's meaning much more comprehensive for the students. I remember once in our group discussion, one of our members raised the issue of teaching words with multiple meanings which she found quite difficult for her to make these meanings clear for her students. After discussing, our group all agreed with the idea of using visual aids together with the verbal explanation as a suggestion for this problem. This point is also presented in an article of Rule and Berrera (2003) who have proved the effectiveness of using pictures and real objects to help the students distinguish between different meanings of the words. Not only playing the role of a supplement to verbal explanation, but sometimes visual aids can even show its more considerable importance in demonstrating the word meaning compared with verbal coding as well. Because sometimes it is a greater convenience for teachers to use visual aids to present meaning of the word than using verbal coding or performing that action (Lee & Coppen, 1964). For example, when the teacher wants to teach some action verbs like "climbing", "shouting" or "screaming"; it is not a good idea for them to perform such actions in class or it may cause them much time giving explanation of these verbs for the students. In this situation, using pictures or drawings as an illustration is obviously a much better solution.

Last but not least, although choosing a suitable type of visual aids is quite time-consuming to most teachers, the effect of this is not modest at all. Besides the substantial impacts of visual aids on the students' learning, the employment of visualization in teaching vocabulary, especially teaching difficult words, has shown the teacher's conscious awareness of the difficulty that the students may encounter during their vocabulary learning (Powell, 1978). In addition to this sympathy for the students, the teacher's dedication to his creative and communicative teaching method can result in the students' positive attitude towards both the teacher and the learning process as well.

Suggested solutions for some problems

Being aware of all these substantial benefits of visual aids does not mean that teachers will know how to use them effectively in their vocabulary teaching. Because there can be lots of problems arising during the employment of this visual medium.

Firstly, the idea of using visual aids in teaching does not work on all kinds of learners. While the young learners show their great interest in this new teaching method, most adults think it is just a waste of time (Savignon, 1997). Thus, the teachers need to take this issue into consideration and should be flexible when using visual aids to teach classes in which learners belong to different age ranges. Besides, students' level is another factor which can affect the effectiveness of using visual aids in teaching vocabulary. It is quite effective and easy to use pictures or drawings to present the vocabulary items to beginning-level students; however, to intermediate or advanced learners, most of the words cannot be demonstrated through visual aids (Allen, 1983). In this situation, teachers should combine different ways of presenting vocabulary such as giving simplified definition, synonyms, antonym or providing situations with the use of visual aids. This can also make the vocabulary presentation more diversified than simply using visual aids all the time.

Secondly, the issue of choosing a suitable type of visual aids to present the words is also a matter of many teachers' concern. Although the sources of visual aids for the teachers to consult are quite rich, not all of them are suitable to convey the teachers' messages effectively or appropriate for their teaching intention. In addition, not all students receive the messages in the same way. Sometimes they have very different opinions about a particular drawing or photograph. Therefore, teachers are required to have good language teaching experience (Lee & Coppen, 1964) and the ability of making accurate judgments about the value of certain types of visual aids. Besides, the amount of information coded in the visual aids is also very important to the students' vocabulary acquisition. A fully detailed picture with too much information can make the students confused while a too simple one with just a small amount of information can also make them feel less interested. The

quality of the visual aids is also another issue. A clear and beautiful picture, of course, attracts the students' attention more than a small and blurred one. Thus, it is not easy for the teachers to make a good choice of an appropriate type of visual aids which is not only high-quality but also effective for their teaching.

Finally is the issue of displaying visual aids and careful timing. If the teacher shows a wall-chart or draws some matchstick figures on the board, it is quite easy for the whole class to look at these visual aids. But if a picture, a photograph or a diagram is used; we cannot completely sure that everyone can see it clearly. Hence, the teacher should pay attention to the way he displays these forms of visual aids before class (Dale, 1969) and make sure that every student can have a chance to look at them. Besides, timing is another factor which can have a certain influence on the effectiveness of the use of visual aids (Dale, 1969; Powell, 1978). The teacher needs to be sensitive to choose suitable time when the students are still holding their entire attention to the objects or teacher's performance to teach vocabulary items. This is more effective than making them wait too long for an explanation.

Conclusion

In brief, the use of visual aids in teaching, especially in the field of foreign language teaching, has become a growing trend which has won high favor of many teachers nowadays due to its considerable benefits of holding the students' attention, encouraging the co-operation and communicative learning process together with the advantage of making the vocabulary acquisition take place faster and clarifying verbal explanation. However, to achieve the great efficiency which visual aids offer vocabulary teaching, teachers need to take into consideration the characteristics of their students, the issue of choosing suitable type of visual aids and the aspect of timing and displaying when presenting the word items. It is not only the matter of what you use but how and when you use it also count as well.

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LINGUASCAPE AND IMPLICATIONS FOR VIETNAMESE ENGLISH LANGUAGE TEACHING

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Bio Data

Dinh Ngoc Thuy is currently a PhD candidate and a researcher at Monash University, Australia. She has worked as a lecturer of English at HCMC University of Education since 2008 and published a book on intercultural communication in Germany (2012), a book on linguistic identity in UK (in press), a joint book chapter on ICT and teacher education in Malaysia (2012) and several articles in Vietnamese and international journals.

Abstract

This paper is neither a study nor an academic report, rather it is a personal writing based on the author's reflection and Professor McKay's lecture in the USA aiming to sketch the circumstance in English textbooks across the world and its implications for Vietnamese ELT as well as Ho Chi Minh City University of Education in terms of task and test design. The paper begins with "linguascape", some illustrations from linguistic and pedagogical dimensions and ends with recommendations for teaching practice.

Tóm tắt

Bài viết này không phải một bài nghiên cứu cũng không phải một báo cáo học thuật, mà đúng ra là một bài viết dựa trên những suy nghĩ của tác giả và bài giảng của Giáo sư McKay của Hoa Kỳ với mục đích nhằm phác họa các tình huống trong sách giáo khoa tiếng Anh nói chung và những gợi ý về bài tập và thiết kế bài kiểm tra trong giảng dạy tiếng Anh ở Việt Nam cũng như tại Trường Đại học Sư phạm TP. Hồ Chí Minh nói riêng,. Bài viết bắt đầu với "linguascape", một số minh họa từ

góc độ ngôn ngữ và sư phạm và kết thúc với các kiến nghị trong thực hành giảng dạy.

The so-called "linguascape" refers to the picture of English language today in the world, which has become more vivid with the emergence of different varieties. Under the influence of globalization, people shuttle from one place to another and bilingualism or multilingualism is becoming more popular with English language remaining its "champion" position not in terms of L1 speakers but L2. When language and culture is interdependent and the movement of "global citizens" from one locality to another, English language itself can not resist the vulnerability of being influenced and modified diverging from its mother English which is British English/ American English. Today we have such varieties as Indian English, Chinese English, Singaporean English, African American English vernacular and so forth, which add to the innovation and expansion of English. As a result, the linguascape is not at all easy to sketch.

Related to English language teaching, the influence of this "linguascape" will be discussed from linguistic and pedagogical dimensions showcased by several examples from different textbooks worldwide. Linguistic dimension comprises semantic, pragmatic and discourse levels. From semantic level in English language teaching, we have quite popular lexical phrases like Big Three, Big Stick Diplomacy, Yellow Journalism, Pandora's Box or Uncle Tom and those who have a proper explanation to these terms are very much appreciated and highly evaluated. The questions are what these phrases mean, how often we will use them in our daily communication, whether or not we should know them and why we have to do that. These are local terms of American society and when we interact with even a native American, it is very likely that they will ask about our own society rather than if we know who the second President of their country is, for example. To demonstrate pragmatic level, this example is cited as follows.

If a person compliments on your watch, you will:

A. Say "Oh this cheap thing?"

B. Give it to him.

C. Say, "Thanks" and smile.

D. Say, "Would you like to have it?"

Most English teachers encourage their students to choose C as a correct answer since it is the norm of people in the inner circle, those who speak English as the first language while in our own culture and other cultures the other options can be perfectly suitable and very much depend on our interlocutors. At discourse level, structure of letter writing, for instance, is commonly taught in ELT class and a structure of an American letter is normally the case while the so-called genre which can vary across disciplines, locations and time should be of focal concern. What will happen if on a daily basis, students learn about American way of writing whereas in the future they will work in a Japanese or Nigerian company where the style and norms are much divergent. From pedagogical dimensions, two factors will be examined: materials and methods. Examples from Moroccan and Iranian textbooks will be given.

Example 1: In *English in Life* (1990) of Morocco as cited in Matsuda (2012), there is a reading about an American engineer, Steve Lynch and his family of three children:

After work Steve comes back home. He likes to be with his family in the evening. Usually he or Nancy (his daughter) cooks dinner for the family. Then they wash the plates. Barbara (his wife) just likes to eat. She doesn't like to work in the kitchen. She thinks it takes a lot of time and it isn't interesting. Steve never criticizes her. Do you think he's right? (p.41)

In this text, the wife still plays the traditional role of a housewife staying at home while the husband acts a breadwinner by working outside. Steve, however, takes domestic duties like washing dishes, which is advocated in Western society. The task asks students to discuss gender role as to whether or not Barbara should be criticized for her not fulfilling the traditional female role.

Example 2: In English textbook of Iran (1998), there is a text about garage sale and a task asks students to decide which of the items they like to buy as second hand.

A garage sale is a sale of item you no longer need. People have these sales in the yards, homes or garages. The task is to "look at the list below and decide with your partner which item you want to buy new and which item you wouldn't mid buying second hand: cassette recorder, shoes, pans, children's toys, rocking chair, sheet, underwear, microwave, mattress, picture frame, jewelry, rug, a clock radio".

Of these items there might be some puzzlement among students since there are some items in their culture that people will not buy as second hand like underwear or mattress and will not sell like a picture of human being in their family or jewelry. Related to Vietnam, we do not have garage sale and the sale of the items like jewelry signals the downgrade of economic status of a family rather than the need for clearance.

These two examples are from English textbooks which take the norms of American or British culture to open for discussion on whether or not the practices are appropriate while learners are from different cultural backgrounds. These examples also have implications for Vietnamese ELT context in general and HCMC University of Education in specific.

In Vietnam and at our university, American and British based textbooks are widely used and there are some texts and tasks which can be tricky to both teachers and students because of the differences in the writers' and the readers' linguistic and cultural backgrounds. Hence, some suggestions can be made as such:

First, American/ British English should not be overemphasized in class, but instead students' awareness of variations in the world today should be raised. The question of what English is being used in class among teachers with the answer being either American or British is no longer valid since our aim is intelligibility

and cross-cultural communication. Students, therefore, should be exposed to different cultures and discuss the differences not judgment.

Second, teachers can make some changes to the tasks in textbooks to suit the local context. Like in the example of garage sale, questions like in Vietnam or in Iran, "how do we get rid of things we no longer need?" can be asked to help students draw on their own cultures.

Third, in task and test design, especially in communication questions, carefulness and sensitivity should be highlighted so that the expected answer does not come from the inner-circle norms as fixed phrases but rather motivates students to reflect on their own culture and be conscious of other possibilities out there.

Referring to the job of an English teacher, metaphor of "daughter in law of hundreds of families" by Phan Le Ha (2008) is used since we have to please so many people, language policy makers, principals, parents, students etc and meet so many needs. As for me, I associate myself, an English teacher to a cloud in the sky, floating aimlessly, not knowing where I am heading to since English is "a linguistic orphan in search of its parents" (Jenkins, 2003). Nonetheless, in answer to the "glocal" call which is like being pushed by the strongest wind, we have to adjust ourselves and our teaching practice to fit ourselves in the context and bring the best to the students.

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DISCOURSE ANALYSIS IN TEACHING READING: A CASE OF HO CHI MINH UNIVERSITY OF EDUCATION

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Abstract

The aim of this paper is to analyze the concept and implementation of discourse in teaching reading comprehension. Reading comprehension is one of the most important skills to every learner of English, particularly the first non-majored students at Ho Chi Minh City University of Education. So far, many researchers and teachers have studied the most appropriate and effective ways and strategies to teach this skill. The analysis and application of discourse in teaching reading are also taken into considerable account. The study focuses on activities in pre-, while- and post-reading stages to enhance students' reading.

Tóm tắt

Mục đích của bài viết này là phân tích nội dung và ứng dụng của "diễn ngôn" trong giảng dạy đọc hiểu. Đọc hiểu là 1 trong những kỹ năng quan trọng đối với bất kỳ một người học tiếng Anh nào, cũng như sinh viên năm 1 trường Đại học Sư

Phạm thành phố Hồ Chí Minh. Nhiều nhà nghiên cứu và giáo viên từ lâu đã nghiên cứu nhiều cách thức và chiến lược tiếp cận kỹ năng đọc hiểu. Việc phân tích và ứng dụng "diễn ngôn" cũng được xem xét rất nhiều. Bài nghiên cứu này tập trung xem xét và đề nghị các hoạt động cụ thể trong 3 giai đoạn dạy đọc hiểu để nâng cao kỹ năng đọc cho sinh viên.

Key words (từ khóa): *discourse: diễn ngôn*

The Concept of Discourse

Recently there have been two different kinds of language as potential objects for study: one abstracted to teach a language or literacy, or to study how the rules of language work, or another which has been used to communicate something and is felt to be coherent (may or may not happen to correspond to a correct sentence or a series of correct sentences). Cook (1989: 6) pointed out that this later kind of language- language in use, for communication- is called discourse and the search for what gives discourse coherence is discourse analysis. Richards, J & Platt, J & Platt, H defined discourse as *"a general term for examples of language use, i.e. language which has been produced as the result of an act of communication"*.

Text Analysis and Discourse Analysis

There have been many concepts around the terms *text* and *discourse*. Discourse is the language in action, while a text is the written record of that interaction. For instance, Nunan (1993) defines text as a reference to a written or taped record of a piece of communication, whereas discourse refers to the piece of communication in the context. To some linguists, the terms, however, seem to be used almost interchangeably.

For example, Halliday and Hassan (1976; I) use "text" to actually refer to "discourse" for they say a text is unit of the language in use and it may be spoken or written, prose or verse, dialogue or monologue. Crystal (1971: 72) defines text as *"a piece of naturally occurring spoken, written or signed, discourse identified for purposes of analysis. It is often a language unit with a definable communicative, function, such as a conversation, or a poster"*.

What elements make the text well-written? Coherence and Cohesion are two crucial features of a well-written text.

Halliday, M. A. K., & Ruqaiya Hasan. (1976) state that coherence is the quality that makes a text conform to a consistent world view based on one's experience and culture or convention, and it should be viewed as a feature related to all three participants in the interactive process: the writer, the written text, and the reader. The notion of coherence thus incorporates ways and means by which ideas and propositions in a text are presented conceptually. For schema theorists, the coherence of a text is central, and cohesion is a linguistic consequence of coherence. This is compatible with top-down or concept-driven theorists of reading. In order to understand the text, readers need to match the schemata of context and form presented by the writer in the text with their own schemata and their own view of the world and of the subject area or content presented in the text. There are two types of coherence- local and global coherence. There needs to be interaction between global coherence and local coherence. Language teachers can help students look for and recognize some of the features related to these concepts by asking the questions: where did the text appear and what do we know about him/her? When was the article or text published and what were the issues of concern at that time? Strategies that combine top-down processing with scanning the text for key sentences can help the reader construct the overall coherence of the text. Coherence is a feature of the reader's evaluation of the text which "is subjective and thus judgments concerning it may vary from reader to reader" (Hoey, 1991:12). Cohesion is an overt feature of the text, providing surface evidence for the text's unity and connectedness. Cohesion is realized linguistically by device and ties that are elements or units of language used to form a larger text. It is "a property of the text" which is objective, capable in principle of automatic recognition. The main function of discourse features that relate to signaling the text's cohesion and coherence is to make the text processing possible.

According to this view, text analysis is the study of the formal linguistic devices that distinguish a text from random sentences. Nevertheless, discourse

analysis is the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews and so on.

Discourse analysis is concerned with the description of language above the sentence and an interest in the contexts and cultural influences which affect language in use as stated by Cook (1997: IX) *"Discourse analysis examines how stretches of language, considered in their full textual, social and psychological context, become meaningful and unified for their users. It is rapidly expanding field, providing insight into the problems and processes of language use and language learning".*

Reading and Discourse Analysis

Traditionally, language teaching has concentrated on pronunciation, grammar and vocabulary, and while these remain the basic of foreign language, discourse analysis can draw attention to the skills needed to put this knowledge into action and to achieve successful communication. In a literate society, skill in reading is imperative since so much of what one needs to know is communicated via written texts. In a second foreign language, reading carries even greater potential importance than in the first language since it is often the only readily available exposure to the target language. A learner of another language will be able to retain some of the knowledge gained in a course of study by continuing to read in that language for many years after graduating from the course. For anyone learning the language of a remote country, reading opens up a world of literature and culture representing that country in a manner that would not otherwise be possible. First of all, the interactive nature of the reading process is dealt with.

Discourse structure has been analyzed as a product and a process. In discourse, especially in the reading process, "schemata" is a quite important term to analyze. These are *"mental representations of typical situations"* and can be seen as *"the organized background knowledge which leads us to expect or predict aspects in our interpretation of discourse"* (Brown, G & Yule, G, 1989:247). The idea is that the mind, stimulated by key words or phrases in the text, or by the context, activates knowledge schemata, and uses it to make sense of the discourse.

There are a number of pieces of evidence that the mind does in fact employ knowledge schemata in the interpretation of discourse. People reading the text questioned about a text or asked to recall it frequently fill in details which they were not actually given, but which a schema has provided for them. Making sense of discourse is a process of using both our linguistic knowledge and our content knowledge, these schemata or "mental film scripts" are extremely important. The reader must use their linguistic and content knowledge to reconstruct the original meanings of the creator of the story. Schema theory suggested that our knowledge and expectations about the world will strongly affect our ability to understand new information by providing a framework within which that new information might fit. Carell and Eisterhold (1988:84) pointed out: "Bottom-up processing is evoked by the incoming data; the features of the data enter the system through the best fitting, bottom-up schemata. Schemata hierarchically organized, from most general at the top to most specific at the bottom.".

There is no doubt that the participants involved in reading and comprehending a text are the writer, the text, and the reader because a person reading a text has to perform a number of simultaneous tasks: decode the message by recognizing the written signs, interpret the message by assigning the meaning to the string of words, and finally understand what the author's intention was. Historically, two separate approaches to reading developed in the literature and research: bottom-up approaches and top-down approaches.

A top-down approach- a holistic approach- to language regards all levels of language as a whole, working together, while a bottom-up approach- an atomistic approach- divides communication into discrete levels, which can be dealt with separately. Thus, bottom-up approaches view reading as "a series of stages that proceed in a fixed order from sensory input to comprehension" (Hudson, 1998:46) and top-down approaches view the interpretation process as a continuum of changing hypotheses about the incoming information. More recently, approaches that take an interactive view of reading require an integration and combination of both top-down and bottom-up approaches to describe the reading process.

Top-down processing is often referred to as the *knowledge-driven* or *concept-driven* approach to a text and it consolidates all the elements, such as the readers' or the learners' knowledge and prior reading experience. Simultaneously with top-down processing, readers utilize a bottom-up approach, also known as data-driven processing, which is text bound and which relies heavily on linguistic information (both semantic and syntactic in nature) available in the text. It is the complementary utilization of the two types of processing that make text interpretation possible. Good and effective readers constantly integrate top-down and bottom-up processing techniques. According to Bernhardt, E.B. (1991, language knowledge, discourse knowledge, socio-cultural knowledge and general knowledge are the factors deciding a reading course. He also state that these two approaches are conscious ways of processing a particular text. The teacher's role is to decide what effective reading activities will be for their specific students' level and learning style.

It is important to encourage the reader to develop meta-cognitive awareness of the interpretation process and of individual processing strategies. Such meta-cognitive awareness connects top-down with bottom-up processing. The most significant finding of the study carried out by Schoomen, Hulstijn, and Bossers (1998) in terms of foreign language teaching is that strong meta-cognitive knowledge, reading goals, and text characteristics can not compensate for language-specific knowledge if the latter remains below a certain threshold level. It emphasizes, therefore, the need for the effective reader to have both languages for bottom-up processing and prior language for top-down processing with the meta-cognitive knowledge acting as mediator. In the reading process, top-down approach is used in Pre-reading while bottom-up approach can be most useful in While-reading. The interactive process- bottom-up and top-down approaches can prove at most effect for Post-reading activities.

Teachers should be aware of the difficulties students face in reading. Carell (1988) discusses two types of difficulties that learners may encounter when reading: too much reliance on text-based features via bottom-up processing

resulting in text bounded ness, or alternatively, too much reliance on knowledge-based processing, thereby allowing inappropriate schemata and irrelevant extra textual knowledge to interfere with proper text interpretation. Grammar features in the text also cause difficulties to students, especially nominalization and adjectival clauses with deleted subjects. Discourse features such as the use of tense and aspect markers, reference also create a twofold difficulty. Dublin and Olshtain (1992) further emphasize the need for teachers to consider the extent to which a given text provides useful contextual clues. Lexical accessibility plays a quite important role in the effectiveness of the reading process.

A discourse-based approach to reading with its emphasis on the reader's awareness and full participation in the reading process leads toward a number of major goals to be attained and implemented in a reading course. Learners should be given ample time and opportunity to engage in independent reading. Silent reading in guided situations, shared reading in groups, and individual reading inside and outside the classroom should all be planned carefully as integral part of the reading course. It is only when reading independently, according to self-defined needs and goals, that the learner can develop truly effective reading strategies. Another important goal of a discourse-oriented course is to expose the learners to a variety of texts, genres, content areas, and styles of writing. While engaging in the process of such different texts and in doing the accompanying activities, the learner can develop both the language component and the processing skills. Reading activities can focus on the purpose of reading; the development of reading strategies and gaining information and knowledge. Such activities, when aimed at young learners, need to be interesting and have an element of fun and enjoyment. The tasks designed should help students discern the coherent/ logical organization of the text as well as the grammatical/ cohesive connections. Such an activity can be done in small groups to facilitate interaction with a follow-up discussion session to resolve any questions or problems. There are a lot of possible activities to aid students in discourse comprehension (Guy, 1989: 80)

❖ identifying the meaning of pronouns

❖ predicting the contents

❖ answering factual questions

❖ practicing grammatical structures

❖ identifying the sender and intended receiver

❖ scanning for information

❖ discussing issues raised

❖ defining words

❖ giving a title

❖ taking notes on a given topic

Discourse in Action in the series *Reading and Thinking in English*, Moore et al (1980: X) use the following sequence of activities with reading comprehension:

✓ Prediction of contents based on the title, before reading the passage

✓ Extensive reading: skimming (to identify important ideas) and scanning (to pick out points of detail)

✓ Intensive reading: questions helping students understand sections more closely

✓ Information retrieval: students are guided to use information for summaries, diagrams, and tables.

✓ Evaluation: students express their opinions, compare the passage with others.

✓ Follow-up: a challenging activity to make use of and extend the information.

According to Aebersold (1997), both L2/ Fl reading comprehension research tells us that readers benefit in three main ways from having an introduction to the topic of an information text before they begin to read. First, an introduction helps students to recall any information that they may already know about the topic (content schemata), either from personal experience or other

reading. If the students keep this knowledge in mind as they read, they increase their opportunities to make sense of the information they find in the text. An introduction may also bring to mind cultural factors that help them understand the new material, enhancing comprehension. Second, getting students to start to think about the topic should increase their interest in the topic and thereby motivate them to read. Third, if the introduction activity is conducted to the L2/ FL, it will also review or introduce the relevant vocabulary of that topic. It is, thus, useful to take a look at a following critical reading procedure:

☑ Pre-reading activities:

- ♦ Students provide their own questions, statements, or hypotheses

- ♦ Cross-cultural pre-reading tasks

☑ While-reading activities:

- ♦ Offering students alternative reading of a text

- ♦ Identifying parallel discourses

- ♦ Analyzing linguistic choices

☑ Post-reading activities:

- ♦ Draw on different discourse and imply different model reader

How to teach a text according to the concept of the discourse

The following is a text and some activities based on the concept of discourse in teaching reading.

Text actually used: The extract from the novel "Fever Pitch" by Nick Hornby.

Reasons for choosing this text and students' level to teach:

The text is presented as a reference material in teaching reading comprehension to first year non-majored students at Ho Chi Minh City Univeristy of Education. At the time when this paper is being written, Euro 2012 is coming with certainly hot

matches. That is the reason why I choose this text to teach these students at the university. So the following extract is chosen.

Background and summary of the story:

It is the book of the film that launched a thousand careers and touched the heart of a nation - the book that gave intelligent football fans the chance to bury their oxymoron pasts. Fever Pitch (1992) is Nick Hornby's memoir of growing up an ardent football fan. As a child, he started watching football wih his father. Football, and Arsenal in particular so came to dominate his life that he measured his adult relationships and events against Arsenal's fortunes. Critics have said that the book is more about obsession than football and praised for its wry humour and shrew insight into human behaviour.

FEVER PITCH

"Funny, wise and true"

Roddy Doyle

NICK HORNBY

My arrival in Cambridge provoked the best seasons in United's short history. In my first year they won the Fourth Division by a mile; in my second, they found life a bit tougher in the Third, and had to wait until the final week of the season before clinching promotion. They had two games in a week at the Abbey*: one on the Tuesday night against Wrexham, the best team in the division, which they won 1-0, and one on the Saturday against Exeter, which they needed to win to be sure of going up.

With twenty minutes to go, Exeter went into the lead, and my girlfriend (who together with her girlfriend and her girlfriend's boyfriend had wanted to experience at first hand the dizzy glory of promotion) promptly did what I had always presumed women were apt to do at moments of crisis: she fainted. Her girlfriend took her off to see the St John's Ambulancemen; I, meanwhile, did nothing, followed minutes later by a winner. It was only after the players had

popped the last champagne cork at the jubilant crowd that I started to feel bad about my earlier indifference.

I had recently read *The Female Eunuch* *, a book which made a deep and lasting impression on me. And yet how was I supposed to get excited about the oppression of females if they couldn't be trusted to stay upright during the final minutes of a desperately close promotion campaign? And what was to be done about a male who was more concerned about being a goal down to Exeter City of the Third Division than he was about somebody he loved very much? It all looked hopeless.

Thirteen years later I am still ashamed of my *unwillingness*, my *inability*, to help, and the reason I feel ashamed is partly to do with the awareness that I haven't changed a bit. I don't want to look after anybody when I'm at a match. I'm not *capable* of looking after anybody at a match. I am writing some nine hours before Arsenal * play Benfica* in the European Cup, the most important match at Highbury * for years, and *my partner* will be with me: what happens is *she keels over*? Would I have the decency, the maturity, the common sense, to make sure that she was properly looked after?. Or would I shove her limp body to one side, carry on screaming at the linesman, and hope that she is still breathing at the end of ninety minutes, always presuming, of course, that extra time and penalties are not required?

I know that these worries are prompted by the little boy in me, who is allowed to run riot when it comes to football: this little boy feels that women are *always* going to faint at football matches, that they are weak, that their presence at games will inevitably result in distraction and disaster, even though my present partner has been to Highbury probably forty or fifty times and has shown no signs of fainting whatsoever. (In fact it is I who have come closest to fainting on occasions, when the tension of the last five minutes of a cup-tie constricts my chest and forces all the blood out of my head, if that is biologically possible; and sometimes, when Arsenal score, I see stars, literally- well, little sponges of light, literally- which can not be a sign of great physical robustness). But then, that is

what football has done to me. It has turned me into someone who would not help if my girlfriend went into labour at an impossible moment (I have often wondered about what would happen if I was due to become a father on an Arsenal Cup Final); and for the duration of the games I am an eleven-year-old. When I described football as a *retardant*, I meant it.

Notes:

*The Abbey: Cambridge United's football ground

*The Female Eunuch: well-known feminist book

*Arsenal: English football team

*Benfica: Portuguese football team

*Highbury: Arsenal's football ground.

Reading activities based on the concept of discourse

Pre-reading activities

1. Before you read the text, read this funny poem.

Are there any word about football you know?

☺☺☺☺☺☺ Bedroom Football

An old man and his wife have gone to bed.

After laying in bed for a few minutes, the old man cut a fart and says, "seven points."

His wife rolls over and asks, "What in the world was that?"

The old man says, "Touchdown. I'm ahead 7 to nothing."

A few minutes later, the wife lets one go and says, "Touchdown, tie score."

After about ten minutes, the old man farts again and says, "Touchdown, I'm ahead 14 to 7.

Now starting to get into this, the wife quickly farts again and says, "Touchdown, tie score."

The old man strains really hard, but to no avail -- he can't fart.

So not to be outdone by his wife, he gives it everything he has and strains real hard to get out just one more fart.

Straining, the old man tries so hard, he poops in the bed.

The wife asks, "Now what in the world was that?"

The old man replies, "Half-time, switch sides."

2. Check that you know the meanings of these sports expressions:
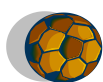
division	*season*
promotion	*extra time*
equalize	*cup-tie*
linesman	*lead*

How can you know them? Illustrate them if you can.

3. Look at the cover of the book and read the extract quickly to answer the questions:

   ✓ In what way is the picture on the cover relevant to the content of this chapter?

   ✓ Which of the five paragraphs deal with the past, and which with the present?

While-reading activities:

1. Read the text more carefully, and use the context to work out the meaning of these expressions:

1. *popped* – what is the direct object of this verb?

2. *unwillingness*- there is a phrase in the next sentence which has a similar meaning?

3. *inability*- which expression in the next sentence has a similar meaning?

4. *my partner* - his previous partner is mentioned in paragraph 4

5. *she keels over*- which other she is mentioned in the text, and what did she do?

6. *physical robustness*- this contrasts with an adjective at the start of this paragraph.

7. *went into labour*- what does he say about Cup Final day?

8. *retardant*- how old do you think the author is? What age does he say he "becomes" during football matches?

2. You are going to read an extract from a novel about the author's love of football.

Discover the author's love for football.

You might consider these following questions:

1. The writer did not care about the incident involving his girlfriend until (Cambridge has scored their first /celebrated their success./ Exeter had scored a goal)

2. What does the writer say about himself in the third paragraph?

(His love his girlfriend./ interest/ problem/ angriness)

3. Before the Benfica match, the writer is afraid that he might

   (miss something, feel upset...)

4. The idea that women should not attend football matches comes from...?.

5. What does the writer imply in the sentence beginning *In fact…* in the last paragraph?

6. Overall, how does the writer feel about his passion for football?

Post-reading activities

1. *Can you recall the story now?*

2. *Group Discussion*:

Are you a "sports nut"?

Do you feel passionate about any sports team, or individual player?

If not, do you understand why some people do?

Which sports do people feel very strongly about in your country?

Is it good or bad to be passionate about sport?

✎ **Fun Corner:**

A man receives a free ticket to the Super Bowl from his company. Unfortunately, when he arrives at the stadium he realizes the seat is in the last row in the corner of the stadium.......he is closer to the Goodyear Blimp than the field!

About halfway through the first quarter he notices an empty seat 10 rows off the field right on the 50 yard line. He decides to take a chance and makes his way through the stadium around the security guards to the empty seat. As he sits down, he asks the gentleman sitting next to him, "Excuse me, is anyone sitting here?"

The man replies "No". Now, very excited to be in such a great seat or the game, he again inquires of the man next to him, "This is incredible! Who in their right mind would have a seat like this at the Super Bowl and not use it?". The man replies, "Well, actually, the seat belongs to me, I was supposed to come with my wife, but she recently passed away. This is the first Super Bowl we haven't been together since we got married in 1967."

"Well, that's terribly sad. But still, couldn't you find someone to take the seat? A

relative or close friend?"

"No," the man replied, "they're all at the funeral."

In the real classroom, these activities can gain some desired results, providing that students are at intermediate or higher.

Conclusion

To summarize, the authors have just designed reading activities for Pre-, While-, and Post-Reading exercises. These are the suggested activities based on the concept of discourse. The further research may be the metacognitiveness in reading teaching to non-language learners at HCM University of Education.

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SO SÁNH ĐỐI CHIẾU TRẬT TỰ DANH NGỮ CỦA TIẾNG ANH VÀ TIẾNG VIỆT.

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Biodata

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Abstract

The aim of the paper is to compare the order in the noun phrases in Vietnamese and English. The order of Vietnamese noun phrases and the counterparts of English will be fully analysed with critical thoughts on the similarities and differences.

Tóm tắt

Mục đích của bài viết này nhằm khảo sát trật tự từ trong tiếng Anh và trong tiếng Việt. Trật tự từ trong danh ngữ tiếng Anh và tiếng Việt được phân tích kỹ lưỡng, có sự so sánh đối chiếu.

Phần mở đầu

Mục đích nghiên cứu

Từ lâu tiếng Anh đã được du nhập vào Việt Nam và được giới học giả đặc biệt quan tâm. Hiện nay, trong quá trình hội nhập WTO, việc giảng dạy và học tiếng Anh lại càng trở nên hết sức cần thiết để đưa đất nước Việt Nam hội nhập nền kinh tế thế giới. Hơn nữa, tiếng Việt và tiếng Anh không những là hai ngôn ngữ khác xa nhau, xét về nguồn gốc, mà còn là hai ngôn ngữ khác xa nhau về ngoại hình.

Do vậy, một sự nghiên cứu có tính chất so sánh như vừa nói, về hai ngôn ngữ này nếu tiến hành một cách nghiêm túc và khoa học còn có giá trị lý thuyết đáng kể, nó sẽ góp phần soi sáng những nét riêng cũng như những đặc điểm loại hình của mỗi ngôn ngữ, điều mà lâu

nay chưa được các nhà ngôn ngữ học quan tâm nhiều. Việc khảo sát trật tự từ trong tiếng Anh và trong tiếng Việt mà bài viết đặt ra chính là nhằm vào mục đích đó.

Phương pháp nghiên cứu

Yêu cầu đặt ra cho bài viết này là so sánh trật tự từ của danh ngữ trong tiếng Anh và tiếng Việt. Qua sự so sánh này, bài tiểu luận của chúng tôi cố gắng trong hai ngôn ngữ này. Ở đây phương pháp cơ bản được sử dụng trong bài luận là phương pháp miêu tả, từ đó so sánh loại hình, tức là đem trật tự từ trong cấu trúc của tiếng Anh đem so sánh trật tự từ trong cấu trúc của tiếng Việt để phát hiện ra những điểm tương đồng và khác biệt giữa hai ngôn ngữ về trật tự từ. Ngoài ra, để làm rõ hơn về vấn đề này, chúng tôi sử dụng phương pháp đối chiếu giữa hai loại hình ngôn ngữ**.**

Bố cục bài viết

Trong bài tiểu luận này, chúng tôi sẽ so sánh đối chiếu về trật tự trong danh ngữ của tiếng Anh và tiếng Việt theo bố cục sau:

-Miêu tả, phân tích trật tự từ trong tiếng Anh và tiếng Việt.

-So sánh, đối chiếu hai loại danh từ này và rút ra điểm giống nhau và khác nhau của chúng.

Kết luận nằm ở phần cuối của bài tiểu luận, tóm lược về những gì đã nêu trong phần nội dung, đưa ra nhận xét và những ứng dụng thực tiễn.

Nội dung

Giới thiệu chung

Chính Wilhem Von Humbolt đã nhận định rằng: "Ngôn ngữ là linh hồn của dân tộc, ngôn ngữ phản ánh cách tư duy của mỗi dân tộc dùng nó". Tùy theo loại hình văn hóa và loại hình văn hóa và loại hình ngôn ngữ mà ngôn ngữ của những dân tộc đó có những nét đặc thù riêng.

Sau đây, ta hãy cùng xem xét tiếng Việt và tiếng Anh được xếp vào loại ngôn ngữ nào, do chịu ảnh hưởng bởi loại hình văn hóa nào, cũng như những đặc thù trong mỗi loại

hình này đã chi phối đến trật tự từ nói chung và trật tự định ngữ trong danh từ nói riêng mà ta sẽ xét đến nội dung chính của viết này.

Miêu tả, phân tích

Khái niệm danh ngữ:

Sau khi xem xét kĩ, chúng tôi đồng ý với quan điểm của sách từ điển tiếng Việt như sau: Danh từ là một tổ hợp từ có kết cấu chính phụ trong đó danh từ làm thành tố trung tâm (thành tố chính).

VD:

Trong tiếng Việt: Mấy cái <u>nhà máy</u> sản xuất vũ khí hạt nhân.

Trong tiếng Anh: The White <u>House,</u> a black long <u>hair,</u> her small round pink <u>face.</u>

Cấu tạo chung của danh ngữ:

> Thành tố phụ trước + trung tâm ngữ +thành tố

-3	-2	-1	0	+1	+2							+3	+4	+5
A	b	c	d	e	f	g	h	h	i	j	l	m	n	o
Từ tổng lượng	Số từ	Từ chỉ xuất	Danh từ chính	Danh từ phụ	Trạng thái/ vật liệu	Quốc tịch	Kích thước	Hình dáng chiều u dài	Thời gian	Chất lượng	Màu sắc	Số thứ tự	Chỉ định	Sở hữu
1.	Một	cái	áo dài						mới	đẹp	màu xanh lá cây			
2.	Một	cái	hộp		thiếc				cũ	có lợi				

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

										ích			
3.			gương mặt				nhỏ	tròn			màu hồng			của cô ta
4.	Vài	cái	bắp cải				lớn				màu đỏ			
5.	Một số		trái táo						chua	màu xanh			
6.Tất cả	những	chiếc	giày		da rắn		nhỏ				màu nâu		đó	
7.	Một	con	tem					Hình tam giác		hấp dẫn	màu xanh			
8.	Một		bức tường		gạch		cao				màu đỏ			

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

9.	Một		dây thắt lưng		da			dài	màu nâu		
10.	Một	cái	đồng hồ		Vàng			rất cũ			
11.	Sáu	cái	áo dài			Việt Nam				đầu tiên	của cô ta
12.	Một		hệ thống	thiết bị	in	(của)pháp			hiện đại		
13.	Một	con	cá		chiên		to		ngon		
14.	Một		sinh viên						tử tế, cao và khỏe mạnh		
15.			Đôi mắt				to	tròn	màu xanh		của Marr

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

Bảng 1: Trật tự từ trong danh ngữ tiếng Việt

Thành tố phụ trước: bao gồm:

Từ chỉ tổng lượng. (vị trí-3): tất cả, hết thảy. toàn bộ những từ này có thể đứng liền trước những lớp từ con sau:

- Số từ (ở vị trí -2) như: một, hai, ba…..

- Danh từ tập thể (không cần có từ ở vị trí - 2), như: đàn, lũ, bộ, nắm ….

 - Danh từ tổng hợp (không cần có từ ở vị trí - 2), như: quần áo, binh lính, xe cộ, máy móc…

 VD: tất cả mọi việc, tất cả 5 người, tất cả binh lính.

Số từ. (vị trí -2), là những lớp từ con sau:

 - Số từ như: một, hai, ba…số từ không đứng liền trước danh từ tổng hợp.

 VD: không nói: bốn xe cộ, mười quần áo; mà phải nói: mười bộ quần áo, năm đàn trâu bò.

 - Từ chỉ số phỏng định như: vài, dặm, mươi, mấy…

 - Từ hàm ý phân phối như: mỗi, mọi, từng…

 - Quán từ như: những, các, cột.

 Các từ phỏng định, từ những có thể đứng liền trước danh từ tổng hợp khi có từ loại xen giữa.

 VD: dăm cái quần áo.

 Từ chỉ xuất. (vị trí - 1) hay còn gọi là loại từ, cụ thể là từ cái…, có tác dụng chỉ xuất sự vật nêu ở thành tố chính, tức là tách sự vật ra để nhấn mạnh. Từ các chỉ xuất có thể xuất hiện trước danh từ chỉ chất thể như: cái thép này, cái vải này…

Trung tâm ngữ:

Vấn đề trung tâm của ngữ danh từ còn đang được thảo luận. Có nhiều giải pháp khác nhau đối với trường hợp ngữ danh từ có hai danh từ đứng liền nhau: một danh từ chỉ đơn vị và một danh từ chỉ nội dung cụ thể của đơn vị.

VD: những **<u>quyển sách</u>** ấy, năm **<u>quả cam</u>** ngọt kia,…

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

Tuy nhiên trong bài tiểu luận này chúng tôi chỉ phân tích trung tâm của ngữ danh từ là danh từ đứng trước, không bàn đến những trường hợp thuộc kiểu khác như tổ hợp hai danh từ có quan hệ đẳng lập (VD: Chao ôi! Sắp thở hơi cuối cùng, Bác còn nghĩ đến miền Nam, đến ***hạnh phúc và niềm vui của đồng bào miền Bắc***, ai nghe mà không cảm thấy thương mến Bác đến quặn đau *từng đoạn ruột)*. Quan niệm này một mặt phù hợp với cách nhìn của người bản ngữ khi nhận thức hiện thực khách quan, mặt khác phù hợp với trật tự thông thường trong quan hệ chính phụ của tiếng Việt.

Trung tâm ngữ là một danh từ, phía trước và sau nó có thể là một thành tố phụ.

VD:

    Tất cả ***chính sách*** của Đảng và nhà Nước

    TTPT TTN   TTPS

Đôi khi danh ngữ cũng có thể chỉ là một danh từ trung tâm mà không có thành tố phụ.

VD: Tôi đọc ***sách***

Thành tố phụ sau của danh ngữ

    Vị trí + 1: (cột e) là những danh từ phụ (cụm từ cố định ý nghĩa của vật biểu thị bằng danh từ ở vị trí trung tâm). VD: phòng tạp chí, sách báo trong và ngoài nước, hệ thống thiết bị. Định ngữ ở vị trí +1 này thường tồn tại khi danh từ trung tâm biểu thị những sự vật có sức chứa đựng, những hệ thống hay quy mô lớn (cần bạn định lại), hay những đơn vị đo lường.

VD: trại cam, ao nước, môn vật lý …

    Vị trí +2: (gồm các cột từ f - 1) là những thực từ nêu đặc trưng của vật biểu thị bằng danh từ ở vị trí trung tâm. Số lương thực từ có mặt đồng thời để nêu những đặc trưng khác nhau tại vị trí này về mặt nguyên tắc là không hạn chế, nhưng thực tế chỉ thường từ 1 đến 3 thực từ. Chúng ta có chỉ có thể là 1 từ, tổ hợp từ, cụm chủ - vị, ngữ cố định…

VD: căn phòng rất đẹp, sách mới và hay, cuộc đời ba chìm bảy nổi …Nếu có nhiều thành tố xuất hiện đồng thời thì trật tự của chúng nói chung là:

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

-Thành tố phụ nêu đặc trưng thường xuyên hơn sẽ đứng trước, VD: áo len/ mới.

-Thành tố phụ là danh từ hay vị từ đứng trước, đến số từ, và cuối cùng là vị trí. VD: đường tránh/ số 4/ ở giữa.

-Thành tố có dung lượng nhỏ thường đứng trước thành tố có dung lượng lớn hay các thành tố có chứa kết từ. VD: vấn đề cấp bách/ số 1/về sản xuất hàng tiêu dùng. Tuy nhiên, trật tự từ này có thể bị thay đổi do các yếu tố về ngữ điệu, tâm lí…

   Vị trí +3: (cột m)chuyên dùng cho các cụm từ chỉ thứ tự: đầu tiên, sau cùng, thứ nhất, thứ 2, 3, 4…

   VD: sáu cái áo dài Việt Nam của cô ta

   Vị trí +4: (cột n) chuyên dùng cho các từ chỉ định: ấy, nọ, kia, này, đấy, đó…Được dùng như là biên giới cuối cùng của danh ngữ (trừ trường hợp có thành tố chứa kết từ thuộc vị trí 1).

VD: Xét: việc ấy/của anh và việc/của anh/ ấy. Bài thơ/ hay (danh ngữ) và bài thơ này/ hay (câu).

   Vị trí + 5: (cột o) giới ngữ, như của.

VD: tất cả những hai thúng gạo đầy ắp ấy của bà.

   Danh ngữ có thể là cụm chủ - vị:

-3	-2	-1	0	+1	+2	+3	+4	+5	+6
A	b	c	d	e	f-1	m	n	o	p
Từ tổng lượng	Số từ	Từ chỉ xuất	Danh từ chính	Danh từ phụ	Định ngữ chỉ tính chất	Số thứ tự	Chỉ định	Sở hữu	Cụm chủ - vị mô tả
1	Một	cái	áo dài		Mới đẹp màu xanh lá cây			của cô ta	ở trong tủ quần áo

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

2		Người	giáo sư		già				đang giảng bài
3		Cậu	con trai						Trong chiếc áo sơ mi trắng đang nói chuyện với thầy giáo

Bảng 2. **Danh ngữ là cụm chủ - vị.**

Như vậy trong các VD ở bảng 2 trên, ta thấy rằng các từ ở vị trí từ - 3 đến+ 5 đóng vai trò là chủ ngữ của danh ngữ, còn cụm chủ - vị mô tả ở vị trí +6 lại đóng vai trò là vị ngữ của danh ngữ.

Sơ đồ cấu tạo chi tiết của danh ngữ tiếng Anh.

Trong tiếng Anh vì một số lý do, danh ngữ có thể được xem như là một đơn vị ngữ pháp độc lập. Điều đó có thể được thấy trong cú pháp của các trường hợp sở hữu cách. VD như trong câu: "The king of Sparta's wife", với từ sở hữu cách là " 's ", không được đặt sau từ "The king", người thật sự có vợ trong tình huống này, mà thay vào đó là từ Sparta. Như vậy từ sở hữu cách bổ nghĩa cho cả một cụm từ The king of Sparta.

Cấu trúc của các danh ngữ

Các danh ngữ có thể dài vô hạn định, nên chúng được sắp xếp như sau:

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

CHỨC NĂNG		Từ hạn định	Các bổ ngữ trước	Từ chính(trung tâm ngữ)	Các bổ ngữ sau
	(a)			lions	
	(b)	the		young	
	(c)	the	information	age	
	(d)			each	of the children
	(e)	some	badly needed	time	with the family
	(f)	this		conclusion	to the story
	(g)	all my		children	
	(h)	several	new mystery	books	which we recently enjoyed
	(i)	*such a*	*marvelous*	data bank	filled with infomation
	(j)	*a*	*better*	*person*	*than I*
FORMS		*Pronoun*	*Participle*	*Noun*	*Prepositional Phase*
		Article	*Noun*	*Adjective*	*Relative Clause*
		Quantifier	*Adjective Phrase*	*Pronoun*	*Nonfinite Clause*
					Complementation

***Bảng 3.* Các ví dụ về danh ngữ trong tiếng Anh**

Chức năng của danh ngữ:

Trong tiếng Việt:

Làm chủ ngữ:

VD: Lần đầu tiên trong lịch sử**, _một vị Chủ tịch nước_** mang đôi dép của người cùng khổ .

Làm vị ngữ:

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

VD: Mị *mười sáu tuổi.*

Lần đầu tiên trong lịch sử, một vị Chủ tịch nước mang <u>đôi dép của người cùng khổ</u>.

Thành phần phụ của câu:

VD: <u>***Lần đầu tiên trong lịch sử***</u>, một vị Chủ tịch nước mang đôi dép của những người cùng khổ.

Trực tiếp tạo câu: Trong những bối cảnh giao tiếp cụ thể, ngữ danh từ có thể tạo thành câu (câu đặc biệt).

VD**:** Những cánh đồng thơm mát

Những ngả đường bát ngát

Những dòng sông đỏ nặng phù sa…

(Nguyễn Đình Thi)

Trong tiếng Anh:

Làm chủ ngữ: VD: The book on the shelf is mine.

Làm vị ngữ: VD: I give my girl friend a bunch of flower.

Làm bổ ngữ (sau động từ to be, become): VD: This is my old school.

Làm bổ ngữ của giới từ: VD: I am tired of working all day long.

Làm câu: VD: What a beautiful girl! ("What" ở đây đóng vai trò như một tính từ.

Phần so sánh

Giống nhau:

Về chức năng:

❖ Cụm danh từ trong tiếng Anh và tiếng Việt đều có chức năng như nhau: làm chủ ngữ, làm vị ngữ và làm câu.

Về cấu tạo:

❖ Trong tiếng Anh và tiếng Việt đều có ba phần giống nhau: thành phần phụ trước, thành phần phụ chính và thành phần phụ sau.

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

❖ Các thành tố phụ trước trong tiếng Việt và tiếng Anh thường có trật tự cố định những đôi lúc các vị trí có thể được thay đổi trong một số trường hợp nhất định do các nhân tố về trật tự từ như yếu tố tâm lý, yếu tố hài hòa về mặt ngữ âm,…VD: một bó hoa tươi to – một số bó hoa to tươi, tất cả năm người – năm người tất cả.

❖ Đều có từ chỉ số lượng nằm trước trung tâm ngữ. VD: cái áo dài mới của cô ta trong tủ quần áo; a book in the shelf

❖ Trường hợp đặc biệt, danh ngữ trong cả hai ngôn ngữ đều có thể là một từ. VD: <u>books</u> are good, tôi đọc <u>sách</u>…

❖ Đứng phía sau trung tâm ngữ là động từ. VD: người giáo sư già đang giảng bài là bố của tôi, the man teaching in this class in my father.

❖ Đại từ bất định đứng trước danh từ. VD: some books, một vài cuốn sách.

Khác nhau:

Đối chiếu tiếng Anh và tiếng Việt

TIẾNG ANH	TIẾNG VIỆT
-Chỉ định từ đứng trước thành tố trung tâm (this book, these people…)	-Chỉ định từ đứng sau thành tố trung tâm.(cái này, cái đó, cái kia…)
-Số thứ tự đặt trước danh từ trung tâm ngữ (the first time, the second time …)	-Số thứ tự đặt sau danh từ trung tâm ngữ (hàng thứ nhất, học sinh thứ hai…)
-Đại từ sở hữu đặt trước trung tâm ngữ (my pet, her student…).	-Đại từ sở hữu đặt sau trung tâm ngữ (con mèo của tôi, vợ của bạn…)
-Có hữu cách (Marry's bag, student's books…).	-Không có hữu cách
-Danh từ phụ đứng trước, danh từ	-Danh từ phụ đứng sau, danh từ chính đứng trước (báo cáo khoa học, sách giới tính…)

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

chính đứng sau (an air flow meter, science report,…)	-Tính từ đứng sau danh từ (con tem màu xanh, cái nhà cũ…)
-Tính từ đứng trước danh từ (blue shirt, old bag,…)	-Không có hình thức quá khứ phân từ
-Hình thức quá khứ phân từ nếu đặt trước danh từ thì được coi là tính từ (b interesting books, educated people …) nếu đặt sau được xem là một cụm động từ.	-Tính từ không thể làm trung tâm ngữ
-Tính từ có thể làm trung tâm ngữ (the old, the dead…)	-Có các từ chỉ xuất (con, cái…). VD: con chó, cái áo.
-Không có từ chỉ xuất (loại từ). VD: dog, cat…	-Mệnh lệnh liên hệ không thể thay thế bằng cụm giới từ. Ở đây danh từ đóng vai trò là một cụm chủ - vị. VD: người đàn ông đội cái nón.
-Mệnh lệnh liên hệ có thể thay thế bằng cụm giới từ. VD: "The man who is wearing the hat" được thay bằng "The man with the hat"	

Kết luận

Tóm lược

Trong phần phân tích nêu trên, chúng tôi đã đề cập đến một số vấn đề về danh ngữ trong tiếng Anh và Việt bao gồm: danh ngữ là một cụm chính phụ trong đó danh từ làm thành tố chính, có cấu tạo gồm ba phần.Tuy nhiên, đôi khi danh ngữ chỉ là một cụm danh từ. Trong quá trình so sánh, chúng tôi nhận thấy danh ngữ tiếng Anh và danh ngữ tiếng Việt có những điểm giống và khác nhau. Về điểm giống nhau: cả hai đều có cấu trúc cơ bản gồm có thành phần phụ trước, thành phần trung tâm và thành phần phụ sau. Trong hai thành phần phụ đó có một số vị trí tương đương nhau ở hai ngôn ngữ. Mặt khác, chúng cũng có

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

những điểm khác nhau nổi bật về vị trí của tính từ chẳng hạn như: A beautiful girl, một cô gái đẹp và về trung tâm ngữ trong tiếng Anh cũng có thể là tính từ như đã nêu trong phần nội dung của bài tiểu luận.

Nhận xét

Qua sự phân tích các trật tự từ trong danh ngữ tiếng Anh và tiếng Việt, ta rút ra được nhận xét sau:

-Cả hai ngôn ngữ tiếng Anh và tiếng Việt đều cùng loại hình S_V_O, cùng giống nhau về trật tự từ ở phần chỉ định từ (determiner), mạo từ (article) và giới ngữ (prepositional phase) sau danh từ. Như: tất cả N, N của N về…, N mà,…

-Điểm khác biệt lớn nhất về trật tự các định tố trong một danh ngữ tiếng Anh và tiếng Việt là: trong tiếng Anh các tính từ đứng trước danh từ, còn trong tiếng Việt thì ngược lại. Tiếng Việt cho phép người sử dụng (người nói / viết) một nguyên tắc chung là suy nghĩ đến cái gì trước; cái gì quan trọng, cái gì cần thiết thì nói / viết trước. Đây cũng là một trật tự nhiên theo tư duy của con người. Trong tiếng Anh thì trật tự định tố trong danh ngữ không được tự do, không được linh động. Trật tự các định tố trong tiếng Anh bị chi phối bởi khuôn mẫu tương đối chặt chẽ, chính vì vậy mà nhiều cái người ta suy nghĩ ra sau thì lại ra trước và ngược lại.

-Tuy nhiên, ngoài các vị trí có trật tự cố định trong mọi trường hợp, thì cả hai ngôn ngữ vẫn có các vị trí mà có thể bị thay đổi trong một số trường hợp nhất định do các nhân tố về trật tự từ như: yếu tố tâm lý, yếu tố ngữ nghĩa muốn nhấn mạnh (quan trọng nói trước, phụ nói sau), yếu tố hài hòa về mặt ngữ âm, yếu tố về khối lượng định ngữ, yếu tố về phân loại thực tại…

Ứng dụng thực tiễn

Bài tiểu luận này giúp chúng ta hiểu rõ hơn về trật tự từ trong danh ngữ tiếng Anh và tiếng Việt, rất có ích trong việc học ngoại ngữ và hơn hết là có thể tránh được nhiều lỗi sai trong quá trình sử dụng tiếng Anh và tiếng Việt do ảnh hưởng của tiếng mẹ đẻ, đồng thời cũng giúp co người nước ngoài cảm thấy dễ dàng hơn trong quá trình học tiếng Việt.

Giảng dạy ngoại ngữ không chuyên: Đổi mới và Phát triển

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TEACHING GRAMMAR: A VIEW FROM SYSTEMIC FUNCTIONAL GRAMMAR

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Biodata

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Abstract

In traditional grammar, people focus much more on accuracy than fluency. So students only speak out if they are sure that what they are going to say is correct. As a result, they can do their exercises well but they cannot communicate well especially in real life situations. In this paper I am going to discuss Systemtic Functional Grammar and its application in teaching.

Tóm tắt

Trong ngữ pháp truyền thống người ta chú trọng nhiều về độ chính xác hơn là sự thành thạo vì thế sinh viên chỉ nói ra khi họ chắc rằng điều họ nói là đúng. Do đó, họ có thể làm bài tập tốt nhưng họ không thể giao tiếp giỏi đặc biệt là trong những tình huống thực tế trong cuộc sống. Trong bài viết này tôi sẽ thảo luận về Ngữ Pháp Chức Năng và ứng dụng của nó trong giảng dạy

Introduction

As a teacher and learner of English, I find that Systemic Functional Grammar an important subject because it benefits me a great deal. It provides me with a new way of teaching besides the old one I have known, Traditional Grammar. Batstone (1994: 17) suggests that effective communication in a language would be seriously impaired without an ability to

put grammar to use in a variety of situations. In this paper, I am going to discuss the influence of this new method in changing my attitude to grammar and grammar teaching.

Systemic Functional Grammar in Teaching Grammar

When I was a student, it was common knowledge that grammar was taught separately in some classes a week. After graduating from university, I found a job at a language school. I thought it was right to continue teaching grammar in a fixed schedule.

After that I was introduced a new kind of grammar: Systemic Functional Grammar. What I have found about the difference between Traditional Grammar and Systemic Functional Grammar is that the former focuses on grammar in isolation, whereas the latter looks at grammar in context. Carter and Nunan (2001:36) state that Systemic Functional Grammar does not look at grammar as a set of rules, but considers grammar as a tool for communication. This is the most important point about grammar in the new concept discussed above.

In addition, Joyce & Burns (2001:11) hold the view that functional grammar focuses on how grammar enables us to construct whole texts. In other words, we will look at the whole text in a certain context to see how clauses are linked together to construct meaning in that context (Gerot and Wignell, 1994: 6). According to Halliday (cited in Joyce and Burns 2001: 30), each text has three kinds of meanings: experimental meanings, interpersonal meanings and textual meanings, which constitute the context of situation. In other words, language can be used to express our experience about the world, to show our attitudes and to develop and sustain social relationship to others, and to wrap the message we want to convey in a cohesive way.

Moreover, it should be noted that the context of situation is always influenced by the context of culture and that language varies from culture to culture. Therefore, when looking at the meaning of a text, we should consider how language is used in the culture. Different cultures have different forms of address and levels of politeness (Butt et al, 2001: 3).

Moreover, these authors state that culture influences our way of thinking, acting and simultaneously shapes the meaning of our discourse.

It is the notions pointed out above that changed my attitude towards grammar teaching.

In terms of teaching, due to my former attitude to grammar as discussed above, I used to present grammar as a set of rules and in isolation. That was I wrote the new grammatical structure on the board. Then I explained the way how to form the structure and how to use it. After that I asked my students to practice the structure through a series of set exercises. In case my students made mistakes, I would correct them all myself. I did not guide them to recognize their mistakes. Now I know that if they had done that themselves, they would have avoided making mistakes again. In traditional grammar, people focus much more on accuracy than fluency. I am not the exception. So students only speak out if they are sure that what they are going to say is correct. As a result, they can do their exercises well but they cannot communicate well especially in real life situations.

Thornbury (1999: 71) states that the real language use rarely comprises sentences in isolation, but groups of sentences of utterances that form coherent texts in concrete contexts; therefore, taking individual grammar structures out of context threatens their intelligibility. Under the light of what Thornbury presents, I recognize that it is really a good idea to teach grammar at the discourse level. Therefore, I will try to make use of authentic texts which consist of grammatical structures we are going to learn. More importantly, I will also apply the genre-based methodology to instruct them to learn the new structures (Butt et al, 2001: 246). I will ask them to find out the target structure in the text and then guide them to speak out how the structure is formed and used in the text. Moreover, topical theme, textual themes and interpersonal themes are explained to help students. This helps students know how clauses in the text in a certain genre are linked together to make it coherent. Therefore, students will understand the target grammatical structure and the structure of the text clearly (he target). Later, the students may be able to

create their own texts in that genre. So they will be able to use language to express their experience about the world and to show their feeling and attitude towards others in a coherent text (Burns&Joyce, 2001:30). Thus, in my opinion irrespective of the importance of grammar, we cannot teach grammar separately from other skills. An example of this is teaching grammar through reading (authentic text). In this activity, students recognize the genre and its grammatical features themselves such as conjunctions, reference, cohesive devices, etc… After that, with the teacher's support, students consider how grammatical features are used in that genre to convey the meanings of the text.

However, in the Vietnamese context, learners, especially older ones, are deeply influenced by Grammar Translation Method. That means they prefer to be taught grammar deductively. In these cases, I cannot shift to functional systemic right away. I will keep on using traditional terminology.

Another point is that Systemtic Functional Grammar changes my ways in giving feedback to students when they make mistakes. I used to follow Traditional Grammar so my main focus was accuracy. That is why I often stopped my students right away when they made mistakes.

Conclusion

Grasping Systemic Functional Grammar is very important for language teachers. Teachers should choose authentic texts or materials to teach students. This will arouse interest of learners. In other words, they will have a feeling of learning something which is useful and related to their everyday life. In addition, teachers should be flexible in selecting the right methods to meet the students' need in every context.

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