**TẠP CHÍ NGHIÊN CỨU NƯỚC NGOÀI  
VNU JOURNAL OF FOREIGN STUDIES**ISSN 2525-2445  
*Xuất bản 01 kỳ/02 tháng*

Ấn phẩm của **Tạp chí Nghiên cứu nước ngoài,** Trường  
Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội. Bản  
quyền đã được bảo hộ. Nghiêm cấm mọi hình thức  
sao chép, lưu trữ, phổ biến thông tin nếu chưa được  
**Tạp chí Nghiên cứu nước ngoài** cho phép bằng  
văn bản. Tuy nhiên, việc sao chép độc bản các bài  
báo nhằm mục đích học tập hoặc nghiên cứu có thể  
không cần xin phép. Việc sao chép các hình ảnh minh  
họa và trích đoạn bài báo phải được sự đồng ý của  
tác giả và phải dẫn nguồn đầy đủ. Việc sao chép số  
lượng lớn bất kỳ nội dung nào của tạp chí đều phải được  
**Tạp chí Nghiên cứu nước ngoài** cho phép theo đúng qui  
định của pháp luật Việt Nam.  
Published by the **VNU Journal of Foreign Studies**,  
University of Languages and International Studies,  
Vietnam National University, Hanoi. All rights reserved.  
No part of this publication may be reproduced, stored  
in a retrieval system or transmitted in any form or by  
any means, electronic, mechanical, photocopying,  
recording or otherwise without the written permission  
of the **VNU Journal of Foreign Studies**. However,  
single photocopies of single articles may be made  
for private study or research. Illustrations and short  
extracts from the text of individual contributions may  
be copied provided that the source is acknowledged,  
the permission of the authors is obtained and the **VNU  
Journal of Foreign Studies** is notified. Multiple copying  
is permitted by the **VNU Journal of Foreign Studies** in  
accordance with the Vietnamese Laws.

***Giấy phép hoạt động báo chí in***

***Số 550/GP-BTTTT ngày 09/12/2016  
của Bộ Thông tin và Truyền thông***

**Tổng biên tập/Editor-in-Chief**Lâm Quang Đông  
**Phó tổng biên tập/Deputy Editor-in-Chief**Nguyễn Hoàng Anh  
**Hội đồng biên tập/Editorial Council**Lâm Quang Đông *(Chủ tịch/Chairman)*Nguyễn Hoàng Anh  
Lê Hoài Ân  
Mai Ngọc Chừ  
Diana Dudzik  
Lê Hoàng Dũng  
Nguyễn Văn Hiệp  
Nguyễn Hòa  
Phan Văn Hòa  
Đinh Thị Thu Huyền  
Nguyễn Văn Khang  
Bảo Khâm  
Phạm Quang Minh  
Đỗ Hoàng Ngân  
Park Ji Hoon  
Trần Hữu Phúc  
Trần Văn Phước  
Nguyễn Văn Quang  
Trịnh Sâm  
Shine Toshihiko  
Ngô Minh Thủy  
Nguyễn Lân Trung  
Hoàng Văn Vân  
Nguyễn Ngọc Vũ  
Zhou Xiaobing

**Ban Trị sự/Administration Board**Ngô Việt Tuấn *(Thư ký Tòa soạn/Secretary)*Trần Thị Hoàng Anh

**Tạp chí Nghiên cứu nước ngoài, Tầng 3, Nhà A1, Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội,  
Số 2, Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam  
\* ĐT: (84-4) 62532956 \* Email: tapchincnn@vnu.edu.vn /** [**tapchincnn@gmail.com**](mailto:tapchincnn@gmail.com)

**VNU JOURNAL OF FOREIGN STUDIES**Vol.33, No.5, 2017

**INTERCULTURAL COMMUNICATIVE COMPETENCE:  
A PROPOSED MODEL**Nguyen Quang  
*VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract**: Intercultural communicative competence (ICC) is, in this article, seen as the combination of cognitive and affective dimensions in dynamically interactive connection with behavioral dimension. Various ICC models are presented and critically discussed and the author’s own is introduced.  
*Keywords*: model, competence, intercultural communication

**SOME OBSTACLES OF THE INTERNATIONAL SYSTEM  
TO CHINA’S DREAM OF HEGEMONY**Nguyen Ngoc Anh  
*Center of Linguistics and International Studies,  
VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** The research firstly analyses some comments on China’s ambition of power, and then shows the obstacles of the international system to this ambition such as institutions, neighboring countries and the US. The research posits that it is not easy for China to overcome these because there is still a long way ahead for China to achieve dominating power.  
*Keywords:* China, hegemony, international system, power

**METAPHORICAL FEATURES OF “THE SUN”  
AND “THE MOON” IN CHINESE AND VIETNAMESE**Pham Ngoc Ham  
*Faculty of Chinese Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract**: Both China and Vietnam were agricultural countries. Ancient people in these two countries were aware that the movements of the sun, the moon, stars and other heavenly bodies exerted important influences on the development of agriculture as well as the society. Such awareness was also partly derived from the conceptualization of *yin* and *yang,* or the negative and the positive (in the broadest sense of these words). The sun and the moon in Chinese and Vietnamese can be named in different ways and have appeared frequently in literature. They  
display the similarities and differences in human imagination and cognition related to these two heavenly bodies. Hoping to provide readers with a helpful reference material, the article focuses on analysing and contrasting the metaphorical meanings of “the sun” and “the moon” in both languages.  
*Keywords*: the sun, the moon, Chinese, Vietnamese, metaphor

**TRANSLATION QUALITY ASSESSMENT MODELS  
AND IMPLICATIONS FOR ENGLISH-VIETNAMESE  
TRANSLATION QUALITY ASSESSMENT**Trieu Thu Hang  
*Faculty of English Language Teacher Education, VNU University of Languages and International  
Studies, Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** The paper firstly aims to review different schools of thought in translation quality assessment (TQA), namely mentalist views; response-based approach; and text and discourse based approach. As a representative model of text and discourse-based approach, House’s model (2015) is described, analyzed and discussed for the practice of translation assessment. Based on the theoretical discussion on House’s model (2015), the implications for English-Vietnamese translation assessment are finally drawn out.  
*Keywords:* translation quality assessment, response-based approach, text and discourse-based approach, House’s model (2015)

**THE RELATIONSHIP BETWEEN HEADLINES  
AND LEADS OF ENGLISH ONLINE NEWSPAPERS**Nguyen Thi Thanh Huong  
*Department of Foreign Languages, Academy of Journalism & Communication,  
36 Xuan Thuy, Cau Giay, Hanoi, Vietnam*

**Abstract:** Being two essential and most important parts of an article in English, headline and lead are closely related not only from journalistic but also linguistic view points. If it is the role of the headline to introduce the article’s topic, the lead’s function is to maintain and develop the topic raised by the headline through lexical and syntactical devices. This kind of topic maintaining and developing cohesion is established in order to enhance the leads’ ability to give supporting details to headlines to fulfill their duties: providing information and attracting readers. This study investigates 150 articles randomly selected from 3 typical English online newspapers: ‘BBC’, ‘The Guardian’ and ‘The Reuters’ in order to discover general and particular characteristics of these newspapers’ style. Despite the difference between the level of topic development of the certain newspaper and article, series of lexical and syntactical devices used for topic maintaining and developing cohesion may co-exist in a lead in order to create the close and inseparable connection between these two parts of an article.  
*Keywords:* headline, lead, maintaining topic, developing topic

**INFLUENTIAL FACTORS TO SIXTH GRADERS’ ENGLISH  
VOCABULARY MEMORIZATION SKILLS**Dao Thi Dieu Linh  
*Division of Educational Psychology, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** Vocabulary memorization is among the most essential skills in foreign language learning in general and English in particular. Our study of 216 sixth-graders and 11 English teachers in 2 Middle Schools in Hanoi using such methods as observation, survey questionnaires and interview shows that 6th graders’ vocabulary memorization is subject to several factors, including, *inter alia,* their awareness of the importance of vocabulary, their interest in learning English,  
teachers’ pedagogical methods, supporting facilities and teaching aids. Of these, such internal factors as students’ interest seem to exert the most apparent influence; their interest levels are proportionately relative to their lexical, syntactical and pragmatic knowledge of English words, i.e. how many words they can memorize, how well they can use them, to name just a few. Most influential external factors of importance include teaching aids and supporting facilities. Also, the more frequently students use English in everyday communication, the higher their competence and effectiveness in memorizing, recalling and using English words. Teachers should be aware of these factors to 6th graders so that their lessons can be more effective and stimulating, which can arouse students’ motivation and proactiveness in learning.  
*Keywords:* memorizing English vocabulary, interest in learning English, influential factors

**CONVERSATIONAL IMPLICATURES IN THE MOVIE  
“SPOTLIGHT”**Nguyen Quang Ngoan, Cao Van Huong  
*Department of Foreign Languages, Quy Nhon University,  
170 An Duong Vuong, Quy Nhon, Binh Dinh, Vietnam*

**Abstract:** Based on the theory of conversational implicature by Grice (1975), the article discusses the ways to express implicature, with the data being the conversations in the famous movie, Spotlights, which was awarded an Oscar in 2015. The samples for analysis are the conversations in which the main characters who are members of the Spotlight investigators participate. The total of 41 analyzed conversations show the *“intended violation”* of conversational maxims. By  
means of reference, the authors infer the conversational implicature of the characters. According to the result, most of the examples of implicature are created by violating the *“relation”* and *“quality”* maxim, while the *“manner”* maxim is the least violated.  
*Keywords:* conversational implicature, cooperative principle, conversational maxim, violation

**THE METHODS OF TRANSLATING VERB-NOMINALIZING AFFIXES FROM JAPANESE  
INTO VIETNAMESE**Tran Thi Minh Phuong  
*Faculty of Japanese Language and Culture, VNU University and Languages and International  
Studies, Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** This article discusses the methods of translating verb-nominalizing affixes from Japanese into Vietnamese. The result of our survey of data from 06 Vietnamese versions of Japanese short stories indicates that several translation methods have been consistently applied to all nouns, adjectives and verbs as predicators involving verb-nominalization. To be more specific, these include: (i) the nominalizing affix in Japanese is translated as an equivalent one in Vietnamese; (ii) the nominalizing affix in Japanese is translated as a generic noun; (iii) the  
combination “verb + nominalizing affix” in Japanese sentences is translated as a noun which is derived from a verb in that combination; and finally, (iv) the nominalizing affix is left out in the translating process. All these methods of translation can be arranged in the following order from the least to the most common: (i), (ii), (iii) and (iv). Besides, when the nominalizing affixes are  
rendered with their equivalents in Vietnamese, no other lexemes are chosen apart from “việc”, a common nominal indicator that accompanies verbs.  
*Keywords:* nominalizing affix, “No”, “Koto”, method of translation

**CHINESE CHARACTERS AND GENDER ROLES  
IN MARRIAGE**Cam Tu Tai1, Le Quang Sang2  
*1Faculty of Post Graduate Studies, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam  
2Faculty of Chinese, Foreign Trade University, Phao dai Lang, Dong Da, Hanoi, Vietnam*

**Abstract:** To a large extent, Chinese characters reflect the development of various Chinese social patterns in which polyandry or group marriage that prevailed in matriarchal societies gave way to patriarchy where brides could be “robbed” from their families, or where marriages were forced or purchased. From their previous power position, women became increasingly dependent on men who rose to predominance in both families and society, resulting in women’s lowly roles. Along with advances in human society, there appear in Chinese those expressions and characters that depict gender equality and equal roles in marriages. This paper focuses on analyzing gender roles in marriage as represented in Chinese characters so as to clarify how Chinese society was depicted in the language. This also adds references that can be useful for teaching, learning, and researching the Chinese language and culture in particular, and foreign languages and cultures in general in Vietnam.  
*Keywords:* Chinese characters, culture, marriage, gender roles

**EFFECTS OF DISCOVERY LEARNING ON TEACHING  
AND LEARNING PEDAGOGICAL SUBJECTS TO  
MEET OUTCOME STANDARDS AT UNIVERSITY OF  
LANGUAGES AND INTERNATIONAL STUDIES, VNU**Nguyen Thi Thang  
*Division of Educational Psychology, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** Based on the description of essential aspects of discovery learning, the study focuses on the effects of discovery learning in comparison with traditional approaches in teaching and learning pedagogy, one of the pedagogical subjects at the University of Languages and International Studies, Vietnam National University, Hanoi. With quantitative and qualitative methods, including two main research methods: pedagogical experiments and questionnaire, the study results show that discovery learning is much more effective than traditional approaches  
in teaching and learning pedagogy, as seen in the following aspects: learning motivation; independence and retention; self-confidence and autonomy in the learning process; academic knowledge, professional skills and action skills; a positive learning environment; less learning time but higher scores. As a result, it is recommended that discovery learning should be applied more often in teaching and learning pedagogical subjects as well as other subjects at tertiary level.  
*Keywords:* discovery learning, teaching and learning, methods, efficiency, pedagogical subjects

**AN OVERVIEW OF RESEARCH ON FOREIGN LANGUAGE  
LEARNING AUTONOMY IN VIETNAM**Dinh Thi Hong Thu  
*Faculty of Chinese Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** A survey of articles and conference papers concerning research on foreign language learning autonomy published in major domestic journals and workshops in the past twelve years (2006-2017) leads to the following findings: (1) there has been a steady increase in the number of research articles; (2) students are the main research subjects; (3) current research mainly focuses on introducing, analyzing achievements in this field in the world and then suggesting solutions to students’ learning autonomy in the context of Vietnam; (4) the prevailing research method is non-empirical; (5) research is gaining momentum. Directions for future research are also predicted.  
*Keywords:* foreign language learning, research on autonomous learning, self - study, status quo, development trend

**TEACHER PROFESSIONAL DEVELOPMENT  
AND THE NEED TO TAKE INTO ACCOUNT  
TRAINEES’ TEACHING EXPERIENCE AND CONTEXT**Tran Thi Tuyet1, Le Thi Huyen Trang2  
*1Institute for Employment Research, German Federal Employment Agency  
2 VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** Teacher professional development (PD) has been proved to be an important tool in implementing educational reforms or in imposing educational changes; however, the PD courses need to be carefully designed and implemented, taking into account the trainees’ work experience and learning needs in order to achieve expected results. This study discusses the effectiveness of the PD courses under the National Foreign Language 2020 Project. It is a mixed method study  
involving a questionnaire answered by 2034 primary school English teachers and following-up interviews with selected participants. The results indicate that although the majority teachers appreciated the opportunity to sit in the PD courses to upgrade their English knowledge and be introduced new language teaching methods, the majority of them could not make use of the knowledge they learnt when they returned to their teaching places. The lack of practice during PD  
courses, the ignorance of the real teaching contexts and circumstances of different teachers and also the ignorance of teachers’ experience are considered the major obstacles preventing these teachers from applying what they learnt into their everyday practices of teaching. It is suggested that future PD courses for English teachers in Vietnam should carefully take these factors into consideration. Only by doing so, the practicality of these courses will be improved.  
*Keywords:* teacher professional development, National Foreign Language 2020 Project, English, primary education

**FEATURES OF AESTHETIC SIGNALS  
IN VIETNAMESE COMPARATIVE IDIOMS**Hoang Thi Yen  
*Faculty of Korean Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** The article describes features of aesthetic signals of Vietnamese comparative idioms structured by *t như B (t like B)* from synchronic approach. The result of this research shows that units containing *t* as a verb that requires an object and *t* as an adjective that does not require an object account for a predominant proportion with large scopes of operation. Comparative idioms of the structure *t like B* with *t* being an adjective of quality or attribute contain correspondence as  
regards specific or symbolic, generic meanings between *t* and *B*. The identifiers with aesthetic features in comparative idioms of the structure *t like B* are mostly prototypical and diverse, which are familiar to the Vietnamese and imbued with profound Vietnamese cultural imprints.  
*Keywords*: aesthetic signals, comparative idioms, Vietnamese

**SOME FEATURES OF TEACHING VIETNAMESE  
AS A FOREIGN LANGUAGE TO FOREIGNERS  
AT DEPARTMENT OF INTERNATIONAL STUDIES,  
UNIVERSITY OF FOREIGN LANGUAGE STUDIES  
- THE UNIVERSITY OF DA NANG**Luu Quy Khuong  
*University of Foreign Language Studies, University of Danang, 131 Luong Nhu Hoc, Khue Trung,  
Cam Le, Danang, Vietnam*

**Abstract**: Together with Vietnam’s integration into the global economy, more and more foreign organizations, businesses and individuals (hereafter called foreigners) come to Da Nang for numerous purposes such as tourism, research, seeking for investment chances and many others. One among many obstacles to foreigners’ success in Vietnam is communication with the local people. Although English at present is an international language, not all Vietnamese people can use it. One solution to the problem for many foreigners is to learn Vietnamese. Being aware of this reality, in recent years, the Department of International Studies, University of Foreign Language Studies - The University of Da Nang (DIS) has designed various courses of Vietnamese as a foreign language for foreigners. This paper analyzes some main features of teaching Vietnamese as a foreign language to foreigners at DIS and provides some suggestions for enhancing the teaching quality at DIS in particular and in Vietnam in general.  
*Keywords:* foreigners, communication, Vietnamese as a foreign language, International Studies, courses of Vietnamese

**TEACHING INTER-CULTURAL COMMUNICATION  
THROUGH PROJECT-BASED LEARNING: THE CASE  
OF VIETNAMESE-CHINESE INTER-CULTURAL  
COMMUNICATION**Nguyen Dai Co Viet  
*Faculty of Chinese Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** The close relationship between Vietnamese and Chinese culture in history and the great similarities in the two cultures easily confuse learners of the Chinese language. Thus, the teaching of Inter-cultural Communication is fairly difficult. This paper discusses a new approach to the teaching of Inter-cultural Communication to the 3rd-year students in the Faculty of Chinese Language and Culture. Firstly, change begins from the objectives of the course in order to raise  
students’ awareness of cultural diversity and tolerance of cultural differences. Secondly, project based learning (PBL) method is adopted in the teaching process. Thanks to this method, students not only become more active in learning but also gain practical experiences and most importantly, overcome their shortcomings. Acquisition of knowledge in Inter-cultural Communication class is fabricated by both teachers and students.  
*Keywords*: inter-cultural communication, Chinese culture, Vietnamese culture, project-based learning (PBL)

Link full articles: https://js.vnu.edu.vn/FS/issue/view/526