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**STUDENTS’ EVALUATION OF TEACHERS: IS IT AGAINST  
THE VIETNAMESE CULTURAL NORM?**Tran Thi Tuyet  
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**Abstract:** Students’ evaluation of teachers has become a popular activity in professional development and teaching evaluation in the higher education systems worldwide. In Vietnam, this activity has been carried out in universities in the last 10 years, however, the implementation of this activity faces many difficulties as it is considered against the cultural norm in a Confucian Heritage Culture where students are not often allowed to comment on their teachers’ teaching. This article, based on the findings of a quantitative research study, reports the change in attitude of teachers in a university towards this against-the-cultural-norm-movement. The findings indicate that the negative attitude toward this activity has virtually disappeared when this activity was redesigned taking into account teachers’ comments and needs, local university characteristics and cultural thinking. It is clear from the findings that if the above factors are taken into account, student’s evaluation of teachers is not considered to be against the cultural norm of respecting teachers in Vietnam.

*Keywords*: students’ evaluation of teachers, Vietnam, cultural norms, quality assurance, professional development

**THE METAPHOR OF CEDRUS TREE, BAMBOO TREE,  
OCHNA TREE IN CHINESE AND VIETNAMESE**Pham Ngoc Ham, Le Thi Kim Dung  
*VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract**: Cedrus tree, bamboo tree, and ochna tree, which are typical in China and Vietnam, are used in metaphors to give the reader a better idea of people’s characteristics, and convey a thought more vividly, especially in composing literature. Cedrus tree, bamboo tree, and ochna tree are considered three friends staying together in winter. When other plants die out, these 3 trees are still green. Therefore, these trees are compared to several respectful human characteristics.  
Metaphors related to cedrus tree, bamboo tree, and ochna tree in Chinese and Vietnamese share similarities and differences associated with the cognition and imagination of the two nations. The article focuses on analyzing the metaphor of cedrus tree, bamboo tree, and ochna tree in Chinese and Vietnamese, highlights their features and roles in literature, and contributes as a reference to teaching and studying Chinese - Vietnamese languages and cultures.  
*Keywords*: cedrus tree, bamboo tree, ochna tree, Chinese, Vietnamese

**FROM AN EXPERIMENTAL PROJECT - DISCOVERY  
- FOR STUDENTS OF THE FAST-TRACK PROGRAM  
AT FACULTY OF ENGLISH LANGUAGE TEACHER  
EDUCATION: APPLYING FUTURISTIC APPROACH TO  
EDUCATION**Nguyen Thu Le Hang  
*Faculty of English Language Teacher Education, VNU University of Languages  
and International Studies, Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** This article reports on an experimental project for first year students of the Fast track program, Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University, Hanoi. This project is designed and implemented based on the conceptual framework of the 21st century learning model, with Futurism as underlying approach. The article shares the initial findings at the Pre-project stage, regarding learners’ interest and expected investment, required generic skills and competences, as well as expected learning outcomes.  
*Keywords:* Futurism/Futuristic approach, 21st century learning, global competences

**PROBLEMS IN ASSESSING END-OF-TERM ENGLISH  
COMPETENCE TOWARDS THE VIETNAMESE  
FRAMEWORK OF 6 COMPETENCE LEVELS  
AT A UNIVERSITY IN HANOI**Nguyen Thu Hong  
*Faculty of English for Specific Purposes, Foreign Trade University,  
No. 91 Chua Lang, Dong Da, Hanoi, Vietnam*

**Abstract:** This paper presents a research on different problems in final testing and assessing English competence of second year students at a university in Hanoi towards the Vietnamese outcome framework of 6 competence levels. Based on the theoretical framework about contents and methods of assessing English competence, as well as the framework of 6 competence levels adapted for Vietnam, the authors did a survey on the tests and grades of English 4 (final English subject for second year students) from 300 students of different majors from school year 2009- 2010 to school year 2015-2016. The authors also gave a questionnaire to 400 students and interviewed 10 lecturers teaching this subject. From the collected data, the research demonstrates different problems in this testing and assessing method and proposes several recommendations to solve the problems.  
*Keywords:* testing, assessment, English competence, framework of language competence

**TEACHING ENGLISH FOR TOURISM TO MEET  
LEARNERS’ NEEDS**Vu Thi Thanh Nha  
*Faculty of English, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** This paper analyses students’ needs for English for Tourism courses at three universities in Vietnam. It reveals that need assessments can be conducted in three different approaches: target needs analysis, present needs analysis and holistic needs analysis. In this study, the author conducted an online survey with 158 students to analyze the present needs of the students. The findings show that the students think they need to improve their communicative English and content knowledge in Tourism. They expect to involve more project work to increase  
practical language use opportunities. These findings can be used to adjust the current courses to better meet the students’ needs.  
*Keywords:* needs analysis, English for Tourism, contents, approaches, students

**APPROACHES TO ESTABLISHING PHONOLOGICAL  
STRUCTURES**Vo Dai Quang  
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Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract**: This article is a review paper on phonological structures with illustrations via examples in English. The article is an attempt to provide readers with an overview on the major approaches to establishing phonological structures in English. The research techniques employed are the qualitative techniques commonly used for descriptive research. These are observation, document analysis, inferencing, categorization, systematization, generalization, modeling, and schematization. The main issues presented are (i) The major approaches to establishing phonological structures; (ii) The strengths and weaknesses inherent in the above-mentioned approaches to phonological structure establishment; and (iii) Different phonological structures established in accordance with the approaches in question.  
*Keywords:* phonological structures, segmental, autosegmental, suprasegmental, phonetics

**GENERIC STRUCTURE POTENTIAL OF THE ENGLISH  
INTRODUCTORY PAGES OF INSTITUTION WEBSITES  
IN VIETNAM**Nguyen Thi Minh Tam  
*Faculty of Linguistics and Cultures of English-speaking Countries, VNU University of Languages  
and International Studies, Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** Nowadays, websites are an indispensible means for the purposes of information, administration and promotion. To address a variety of audience with different access purposes, of different age groups, and from different countries and backgrounds, websites are designed as a kind of multimodal text with the combination of language, signs, audio and visual components, and presentation effects. In such a globalization era, most websites are bilingual, trilingual, or even  
multi-lingual. In this paper, attempts are made to study the generic structure potential (GSP) of the English introductory information pages of institution websites in Vietnam. The GSP analysis is based on Hasan’s (1985) framework. The aim of the analysis is to explore the obligatory, the optional, and the iterative elements, which together construct the GSP of these websites. From the findings, suggestions related to improving the quality and the functioning of the websites could then be drawn out.  
*Keywords:* generic structure potential (GSP), website, English introductory pages

**LEARNER - CONTENT INTERACTION IN AN ONLINE  
ENGLISH LANGUAGE LEARNING COURSE – HELLO**Pham Ngoc Thach  
*Vice President, Hanoi University, Km 9, Nguyen Trai, Thanh Xuan, Hanoi, Vietnam*

**Abstract:** This article presents the results of analyzing data extracted from the learning management system of an online English language learning course delivered at a university in Hanoi. Using quantitative analytical method, the author investigated the level of interaction between the students of two English departments of the university with content of the online course. The study results show that the completion rates for the students were high and that there were not many differences in the scores for the start tests, end-of-lesson tests and average scores for the practices between students of the two departments. The study results also indicate that there is a relationship between the average scores of doing the practices and those of the start/ end-of-lesson tests. It can be suggested that instructors of the course should urge and encourage learners to complete all the practices in a more serious manner for better quality of online learning.  
*Keywords:* online English learning, learning management system, start test, course completion rate

**VALIDITY ANALYSIS OF 2A + 2B GRAMMAR -  
VOCABULARY TESTS AT THE FACULTY OF FRENCH  
LANGUAGE AND CULTURE, UNIVERSITY OF  
LANGUAGES AND INTERNATIONAL STUDIES -  
VIETNAM NATIONAL UNIVERSITY, HANOI**Do Thi Bich Thuy  
*Faculty of French Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** This paper investigated the validity of two grammar - vocabulary tests (2A + 2B proficiency units in the academic year 2016-2017) at the Faculty of French Language and Culture, University of Languages and International Studies - Vietnam National University, Hanoi. The study aimed to evaluate the relevance of the content in these tests in comparison with the test specifications, to measure the difficulty index of each item and some indicators of the tests. The study results showed a relatively high validity of the investigated tests, with a better validity for  
the second test. However, the language level and items with irrelevant difficulty index should be reviewed to better fit the test specifications.  
*Keywords:* language testing, grammar - vocabulary tests, validity, test specification, difficulty index

**METHODS FOR TRANSLATING IMPLICATURES  
IN QUESTIONS FROM GERMAN INTO VIETNAMESE**Le Thi Bich Thuy  
*Faculty of German Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** This article presents the methods used when implicatures in German questions are translated into Vietnamese based on the analysis of questions with implicatures in the drama “Der Besuch der alten Dame” (The Visit/The Visit of the Old Lady) (Friedrich Dürrenmatt) and their equivalences in the translations “Bà lớn về thăm” (Pham Thi Hoai) and “Bà tỷ phú về thăm quê” (Le Chu Cau). The finding shows that the translators combined different translation methods to preserve implicatures in the original drama. The form of most questions wasn´t changed in the translations (they have question marks at the end of the sentence). The main methods are grammar transformations (eg. changing sentence structures, changing positions of components in the sentence) and semantic transformations (eg. changing style, interpreting, explaining the meaning of the words contained in the sentence, adding the adjectives at the end of the sentence to express modal meaning, etc.). The study also shows that some questions in the original version  
were changed into declarative and imperative sentences. That means there were semantical transformations in the translations, namely transformation of speech acts.  
*Keywords:* translation methods, adaptation, grammar transformation, semantic transformation, implicature

**MODERN CHINESE LITERATURE WITH THE ABSENCE  
OF THE RUSSIAN SCHOOL OF FORMALISM**Dao Thu Hue  
*Faculty of Chinese Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** Modern Chinese literature was formed and developed in the early 20th century at the same time as the formation of the Russian School of Formalism. Using the methods of synthesis and analysis, the article points out the importance of literary theory in the Russian School for the development of literature. The research results show that when the Russian School of Formalism was not accepted in China, Chinese modern literature experienced a long period of development that focused on spreading content but ignored art and was easily manipulated by politics. Consequently, its content and art as well as authors and creative forces were negatively affected. By contrast, when the Russian Formalism School was accepted, modern Chinese literature had great achievements in terms of content and art forms. Thereby, the article proves that freedom to reception of artistic ideas in artistic and literary creation is extremely important.  
*Keywords:* Russian School of Formalism, modern Chinese literature, literary reception

**ORIGIN AND CULTURAL MEANING OF  
CLASSICAL CHINESE MUSIC AND DANCE**Nguyen Anh Thuc  
*Faculty of Chinese Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract**: Classical Chinese dance and music are an integral part of the course “An  
Introduction to Chinese Studies 2” for third-year students of the Faculty of Chinese Language and Culture, University of Languages and International Studies, Vietnam National University, Hanoi. Therefore, in order to provide an overview and better understanding of Chinese history, people and culture in general as well as Chinese arts in particular, this paper synthesizes and analyzes the relationship between classical Chinese music and dance through all Chinese dynasties. Accordingly, the great cultural values of classical Chinese dance and music will be highlighted.  
*Keywords:* music, dance, art, cultural value, classical

**A STUDY ON THE RURAL DEVELOPMENT MODEL  
IN KOREAN SAEMAEUL MOVEMENT BASED ON  
THE THEORY OF LOCAL NETWORK GOVERNANCE**Tran Huu Tri  
*Faculty of Korean Language and Culture, VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** The article focuses on the Korean Saemaeul movement based on the theory of Local Network Governance. Network Governance, which emphasizes the role, organic collaboration between actors in solving social problems or rural development, is a very important theory to evaluate and analyze the rural development movement. As a whole, the rural development process is shaped by three main actors: the central government, the local authorities and the local people and, depending on the level of cooperation and interactions of these actors, the degrees of achievement are also different. Through this paper, we hope to suggest a model of rural development in Vietnam based on the theory of Local Network Governance and the Korean Saemaeul movement.  
*Keywords:* Local Network, Governance, Korean Saemaeul movement, new rural development movement

**MODELS FOR ENHANCING THE FOREIGN LANGUAGE  
PROFICIENCY OF OFFICIALS AND OFFICERS IN THE  
CUSTOMS, FOREIGN RELATIONS, TOURISM AND  
BORDER GUARDS SECTORS IN VIETNAM’S NORTHERN  
BORDER REGIONS: FROM PRACTICE TO KEY  
PRINCIPLES**Nguyen Lan Trung, Nguyen Viet Hung  
*VNU University of Languages and International Studies,  
Pham Van Dong, Cau Giay, Hanoi, Vietnam*

**Abstract:** On the basis of intensive and thorough studies of the current situation of foreign language proficiency and use, the authors propose key principles in designing models for enhancing the foreign language proficiency of officials and officers of the Customs, Foreign Relations, Tourism and Border Guards sectors in Vietnam’s northern border regions, and point out main orientations to be strictly followed in the process of model design. These are guiding principles which are decisive to the success of the models, so they must be appropriate to reality, and their correctness has to be proved through practice. This also demonstrates the dialectical relation between theory and practice.  
*Keywords:* practice, principles, job performance, foreign languages for specific purposes