
RESEARCH

PUBLICATIONS AND TRENDS OF RESEARCH IN FOREIGN LANGUAGE MAJORS AT VNU UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES: A PRELIMINARY SURVEY¹

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Abstract: In this paper, an attempt is made to conduct a survey on the publications and research trends in foreign language majors at University of Languages and International Studies – Vietnam National University, Hanoi (VNU ULIS). The survey data includes articles by VNU ULIS academics published in Vietnamese prestigious specialized journals, theses and dissertations by master and doctoral students. The survey reveals some noticeable findings: (1) there are very few articles by VNU ULIS academics published in prestigious Vietnamese journals; (2) of the two fields of study recognised as the mandate of VNU ULIS as represented in its English name: foreign language studies and international studies, the latter has not yet gained its status on the same par as the former; and (3) between the two subfields of foreign language studies: foreign language education and foreign language linguistics, the former dominates the research scene at master level, but at doctoral level the two fields of research seem to be equally attended to. The findings of the survey also show that different foreign language majors seem to focus on different fields of research, making it difficult to state which field is the main trend of research at present and which one will be the main trend of research in the years to come.

Keywords: learning and teaching foreign language, foreign language education, foreign language linguistics, international studies

1. Introduction

At present, research has become a compulsory component in most graduate programmes in the world and in all graduate programmes in Vietnam. The need to improve the quality of teaching (transmitting knowledge) and research (creating knowledge)

is a constant concern of not only tertiary policy makers but also tertiary research scholars. This can be seen in various regulatory documents and in themes of annual scientific conferences, workshops, and seminars. It is perhaps due to the importance of research in foreign language learning and teaching that I am given the privilege by the President of VNU ULIS and the Dean of the Faculty of Post-graduate Studies to present the first report at the first conference held by the University for master and doctoral

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students. This is the privilege of which I am fully appreciative. I am especially grateful to Dr. Huynh Anh Tuan for having conferred this privilege upon me through his impeccable art of communication. Pragmatically, if the report I am presenting today is considered to be the result of two speech acts: privilege-conferring act performed by Dr. Huynh Anh Tuan and responding to privilege-conferring act performed by myself, the process in which these two speech acts were performed can be described as follows:

One day not long before the Conference, Dr. Tuan came to my place on the 3rd Floor, Building A3 and said something to me, I recall, like this, “*Nhờ thầy viết một báo cáo trình bày trước phiên toàn thể tại Hội thảo khoa học GRS dành cho học viên cao học và nghiên cứu sinh lần thứ nhất*”. The words were something like these but the tone of his voice sounded as if I was a pre-programmed privilege recipient that I would have to prepare a plenary report to present at the first ULIS conference for master and doctoral students. My first reaction to Dr. Tuan’s privilege-conferring act (or you might also call it a goods-ordering act, if you wish), I must confess, was one of “panic”. The reason is that, perhaps all of you here may know, one could hardly produce a piece of research that could engage the wide and diverse range of interests of the experts (foreign language scholars, and foreign language master and doctoral students) who would be present on this occasion in such a short notice. What made matters worse was that the ordered goods was not quite specific. It may be that the ordering party was a bit too polite, assuming that the supplier had already had the desired goods that the consumers (master and doctoral students) today would need, but I must say honestly that it would be completely wrong if you also think as Dr. Tuan did. That was why, after Dr. Tuan had performed his act, I, also for reasons of politeness, had to have recourse to what is referred to in modern pragmatics as

the “Maxim of Relevance” in Grice (1975)’s model of Cooperative Principles: “Make your contributions relevant”, reluctantly accepted the privilege with a few ensuing moves in our dialogue (which I could not remember exactly) indicating the answer “Yes”, although in my mind I still wanted to say “No”. The biggest problem I had to solve after I accepted Dr. Tuan’s privilege-conferring act was to choose a topic for my report. As you all know, each researcher has only one or two, or at least three areas of in-depth study. Should I present one of my available studies in functional linguistics, in translation studies, or in applied linguistics (curriculum design & evaluation and English textbook development) – the three areas of research I have been most familiar with? It took me quite some time to think of this problem and finally, after several considerations, I decided to choose the topic under the rubric of my title: “Publications and Trends of Research in Foreign Language Majors at VNU University of Languages and International Studies: A Preliminary Survey”. My report consists of 5 parts. Part 1 provides some introductory notes leading to the choice of the topic. Part 2 covers the scope of the survey. Part 3 is concerned with my survey on the current situation of publications and trends of research in foreign language majors at VNU ULIS. Part 4 focuses on examining research trends and publications by master and doctoral students at VNU ULIS. And finally Part 5 summarizes the main contents of the report, provides some conclusions from the survey results, points out the limitations of the report and makes suggestion for further research.

2. Scope of the survey

It should be noted from the very beginning that the University we are learning and teaching has got a Vietnamese name and some other names corresponding to the foreign languages that are being learnt and taught at our VNU

ULIS (usually these foreign names are not quite equivalent to the Vietnamese name in the proper sense of translation studies). But here because English is my major, I will limit myself to discussing the meaning of its Vietnamese and English names. The Vietnamese name of our University is “Trường Đại học Ngoại ngữ” (its commonly accepted English translation would be “University of Foreign Languages”) and its English name is “University of Languages and International Studies” (back translated into Vietnamese as “Trường Đại học các Ngôn ngữ và Nghiên cứu Quốc tế [Quốc tế học]”). Regarding the Vietnamese name, if we move back to the past of about a quarter of a century we may notice that the meaning indicating the main function of the University (to train teachers of foreign languages, or the pedagogical function) is not found (although teacher training still seems to dominate the other functions). With regard to the English name, the meaning that indicates foreign languages learning and teaching does not appear, the meaning that indicates the function of teacher training is not available, and in addition to the vague meaning indicated by the pluralized word “Languages”, there appears the meaning of international studies expressed in the nominal group “International Studies”. It should be noted, however, that despite being given different names, the main function of our VNU University of Languages and International Studies is still **to learn and to teach foreign languages**. It is the notion of “learning and teaching foreign language” that I will take as the key concept to develop my report.

The five-component phrase: “learning and teaching foreign language” looks simple in form, but in meaning if one attempts to take a closer look at it in the literature on foreign languages learning and teaching, one may find that it is not a univalent concept, encapsulating in it many faces and dimensions concerning the learner, the teacher, the curriculum, the textbook, the testing and assessment mode, the ICT resources, and of

course the social context in which the learning and teaching of foreign language occurs. The implication here is that if one wants to capture more specifically the meaning of the concept “learning and teaching foreign languages”, one has to narrow its scope by ruling out those senses that are less relevant or unrelated to it. For the purpose of this report, I will limit the scope of the concept by setting aside the learning and teaching of first language and the learning and teaching of second language as commonly conceptualised in sociolinguistic and psycholinguistic studies (see Brown, 2000; Brown & Attador, 2000; Denham & Lobeck, 2010; Fernández & Cairn, 2014, and many others; see also https://en.wikipedia.org/wiki/First_language and https://en.wikipedia.org/wiki/Second_language), and, in particular, in the three concentric circle model (in relation to the learning and teaching of English) developed by the famous Indian-born American sociolinguist Braj Bihari Kachru (1982, 1985, 2006, 2008), focusing solely on the learning and teaching of languages in the outermost circle of his model – the circle which indicates the context in which the language that is learned and taught “is not a NATIVE LANGUAGE in a country” (Richards, Platt & Platt, 2008: 142) or to be more specific, a foreign language, and based on this defined notion what I intend to do is to observe what is actually happening in Vietnamese foreign language classrooms, taking it as the starting point for talking about different modes of foreign language learning and teaching in Vietnam.

If we observe foreign language classrooms in Vietnam, we can see that foreign languages are learned and taught in different ways, some may be more effective than others. We can also find that it is not easy to classify ways of learning and teaching a foreign language in this diverse world. But, within the total range of operations which merit the concept of “learning and teaching foreign language”, we can distinguish three modes of foreign language learning and teaching. The first mode may be called “learning

and teaching *through* foreign language”; the second one, “learning and teaching *about* foreign language”; and the third one, “learning and teaching foreign language” (cf. Halliday *et al*, 1964; Halliday, 1991 in relation to the learning and teaching of foreign languages in England and Australia; see also Lee, 1986). Learning and teaching *through* foreign language means learning and teaching content subjects such as mathematics, physics, chemistry, biology, IT, etc., using foreign language as a medium of learning and teaching (a mode of learning and teaching some people in some countries including Vietnam have been promoting with the hope that through this mode, the student’s effectiveness of learning a foreign language and his/her ability to acquire knowledge of the content subjects will be improved and enhanced). Learning and teaching *about* foreign language means learning and teaching foreign language as an object with the aim to understand its nature (What is it? How is it structured? How it works?) by learning and teaching its linguistic aspects such as phonetics, vocabulary, grammar, semantics, etc., and the rules of behaviour governing the use of language. Here foreign language is learnt and taught as an object. Whether this mode of learning and teaching helps improve the effectiveness of learning a foreign language is still a matter in need of further research. Learning and teaching foreign language means learning and teaching foreign language as part of the curriculum with the aim to use that foreign language to communicate with other people (mainly with foreigners), including learning and teaching foreign language skills such as listening, speaking, reading and writing. Here foreign language is both a means of and an end to learning and teaching. The three modes of “learning and teaching *through* foreign language”, “learning and teaching *about* foreign language” and “learning and teaching foreign language” have generated different ways of looking at the foreign language learning and teaching process. It explains why research in the

field of foreign language learning and teaching is so rich and diverse, encompassing a vast range of research concerns, some are directly related, some others are indirectly related, and still some others do not seem to be related to the process of foreign language learning and teaching at all. Based on these three modes of foreign language learning and teaching, in what follows I shall be concerned with my survey on the publications and trends of research in foreign language majors at VNU ULIS.

3. Publications and trends of research in foreign languages majors at VNU ULIS

Ideally, in order to be able to say something meaningful about the current situation and research trends of a tertiary institution, the researcher must obtain a sufficiently large amount of data. However, due to time and space constraints, I have only been able to collect data on trends of research in foreign languages majors at VNU ULIS from 2014 to 2016 from two main sources: (1) publications by VNU ULIS academics in four Vietnamese prestigious journals, and (2) publications by VNU ULIS academics in two VNU ULIS national conference proceedings of 2016 and 2017 entitled “Research & Foreign Language Teaching, Linguistics and International Studies”.

3.1. Publications by VNU ULIS academics in Vietnamese prestigious journals

There are several journals related to the field of foreign language learning and teaching whose quality is recognised by the State Council for Professor Title of Vietnam. The following four journals are representative and are taken as data for analysis: (1) *VNU Journal of Foreign Studies*, (2) *HU (Hanoi University) Journal of Foreign Language Studies*, (3) *VNU Journal of Educational Research*, and (4) *VASS (Vietnam Academy of Social Sciences) Journal of Language*. The data is available for a two-and-a-half-year period, extending from the beginning of 2014 to June 2016. The results are presented in Table 1.

Table 1. Publications by VNU ULIS academics in four Vietnamese prestigious journals

Journal	Number of issues	Number of publications	Number of publications by VNU ULIS academics
<i>VNU Journal of Foreign Studies</i>	10	85	60 (70.58%)
<i>HU Journal of Foreign Language Studies</i>	10	118	6 (6.0%)
<i>VNU Journal of Educational Research</i>	10	43	6 (14%)
<i>VASS Journal of Language</i>	16	128	13 (10%)

Table 1 shows that the number of publications by VNU ULIS academics in these journals is very modest. Except for the number of articles published in *VNU Journal of Foreign Studies* (owned by the University) which takes up a relatively high proportion: 60/85 (80%), in the three remaining journals the greatest number of publications by VNU ULIS academics does not exceed 14%: 6/118 (6%) in *HU Journal of Foreign Language Studies*, 6/43 (14%) in *VNU Journal of Educational Research*, and 13/128 (10%) in *VASS Journal of Language*.

sharing (Những vấn đề lí luận, trao đổi và chia sẻ). In this report, however, the publications are analysed in terms of three fields of research: (1) foreign language linguistics (FLL), (2) foreign language education (FLE), and (3) international studies (IS), and in terms of each particular foreign language (by foreign language), including Vietnamese⁽²⁾. The results are presented in Table 2 and Table 3.

Table 2. Publications by VNU ULIS academics in two national conference proceedings (by field of research)

Year \ Field	FLL (%)	FLE (%)	IS (%)	Total
2016	35 (47.9%)	36 (49.3%)	2 (2.7%)	73
2017	32 (49.2%)	32 (49.2%)	1 (1.6%)	65
Total	67 (48.5%)	68 (49.2%)	3 (2.1%)	138

Table 3. Publications by VNU ULIS academics in two national conference proceedings (by foreign language)

Year	English	Russian	Chinese	French	German	Korean	Vietnamese	Japanese	Arabic	Total
2016	43 (58.9%)	8 (10.9%)	7 (9.5%)	4 (5.4%)	0	4 (5.4%)	5 (6.8%)	1 (1.3%)	1 (1.3%)	73
2017	24 (36.9%)	6 (9.2%)	16 (24.6%)	6 (9.2%)	2 (3%)	3 (4.6%)	3 (4.6%)	2 (3%)	0	65³
Total	67 (48.5%)	14 (10.1%)	23 (16.6%)	10 (7.2%)	2 (1.4%)	7 (5%)	8 (5.7%)	3 (2.1%)	1 (0.7%)	138

3.2. Publications by VNU ULIS Academics in Two VNU ULIS National Conference Proceedings

In the two proceedings of VNU ULIS national conferences of 2016 and 2017, the publications are divided into two categories: (1) Reports on research and survey results (Báo cáo kết quả nghiên cứu, điều tra, khảo sát) and (2) Theoretical issues, exchanges, and

² Although Vietnamese is not a foreign language, the articles in and on Vietnamese published in the two conference proceedings are analysed for convenience of discussion.

³ Of the 65 articles published in the 2016 conference proceedings, 3 do not belong to any particular foreign language. However, they are included in the total number of publications in the proceedings for convenience of discussion.

Table 2 shows that the number of FLL articles published in two VNU ULIS national conference proceedings of 2016 and 2017 is approximately equal to the number of FLE articles: 35/73 (47.9%) in 2016 and 32/65 (49.2%) in 2017 vs. 36/73 (49.3%) in 2016 and 32/65 (49.2%) in 2017 respectively. Table 2 also shows that in the three research fields, the number of IS publications represents an extremely small percentage: 2/73 (2.7%) in 2016 and 1/65 (1.6 %) in 2017.

Statistics by foreign language in Table 3 reveal that of the total number of 138 articles published in the two VNU ULIS national conference proceedings, English accounts for the largest proportion: 67/138 (48.5%), followed by Chinese: 23/138 (16.6%), Russian: 14/138 (10.1%), French: 10/138 (7.2%), Vietnamese: 8/138 (8%), 7%), and Korean: 7/138 (5%). Japanese, German and Arabic represent the smallest proportions: 3/138 (2.1%), 2/138 (1.4%), and 1/138 (0.7%) respectively.

4. Research trends and publications by VNU ULIS master and doctoral students

Research trends and publications by VNU ULIS master and doctoral students are examined in terms of the topics of their master theses and doctoral dissertations they conducted in the academic years of 2014-2015 and 2015-2016 and in terms of the number of articles they published in *VNU Journal of Foreign Studies* from 2015 to August 2017. Details are provided in Section 4.1 and Section 4.2 below.

4.1. Research trends of VNU ULIS masters and doctoral students

Research trends of VNU ULIS masters and doctoral students examined through the topics of their master theses and doctoral dissertations are also analysed in terms of three fields of research: FLL, FLE, and IS, and in terms of each particular foreign language, including English, German, Russian, Japanese, French, and Chinese (at master level) and English, Russian, French, and Chinese (at doctoral level). The results are presented in Table 4 and Table 5.

Table 4. Research trends of VNU ULIS masters students (examined in terms of research topics)

Year	Foreign language	English	German	Russian	Japanese	French	Chinese	Total
	Field							
2015	FLL	85 (36.3%)	13 (100%)	9 (75%)	11 (100%)	10 (50%)	15 (79%)	143 (46%)
	FLE	149 (63.6%)	0	3 (25%)	0	10 (50%)	4 (21%)	166 (54%)
	IS	0	0	0	0	0	0	0
	Total	234	13	12	11	20	19	309
2016	FLL	19 (29.7%)	0	1 (100%)	1 (100%)	0	5 (33%)	26 (32%)
	FLE	45 (70.3%)	0	0	0	0	10 (67%)	55 (68%)
	IS	0	0	0	0	0	0	0
	Total	64	0	1	1	0	15	81

Table 5. Research trends of VNU ULIS doctoral students
(examined in terms of research topics)

Year	Foreign language	English	Russian	French	Chinese	Total
	Field					
2015	FLL	4 (50%)	2 (100%)	4 (67%)	4 (67%)	14 (63.6%)
	FLE	4 (50%)	0	2 (33%)	2 (33%)	8 (36.4%)
	IS	0	0	0	0	0
	Total	8	2	6	6	22
2016	FLL	11 (55%)	0	1 (12.5%)	7 (78%)	19 (50%)
	FLE	9 (45%)	1 (100%)	7 (87.5%)	2 (22%)	19 (50%)
	IS	0	0	0	0	0
	Total	20	1	8	9	38

The statistic results in Table 4 and Table 5 reveal many noticeable points. At master level, one can find at least two striking characteristics. First, there are no dissertations on International Studies. Secondly, researches in the fields of FLL and FLE receive different foci in different foreign languages. While in English, the number of theses on FLE dominates: 149/234 (63.6%) in 2015 and 45/64 (70.3%) in 2016; in the other foreign language majors the number of theses on FLL is either equal to the number of theses on FLE (e.g. French: 10/20 (50%) and 10/20 (50%)) in 2015, or takes up an overwhelming proportion as compared with the number of theses on FLE (e.g. Russian: 9/12 (75%) and Chinese: 15/19 (79%)) in 2015. In particular, in Japanese and German, the number of theses on FLL accounts for 100%: 11/11 and 13/13 respectively in 2015. However, due to the fact that the number of English master students represents an overwhelming proportion, the total number of master theses on FLE in all foreign languages at VNU ULIS still takes up a higher proportion as compared to the total number of master theses on FLL: 166/309 (54%) vs. 143/309 (46%) in 2015 and 55/81 (68%) vs. 26/81 (32%) in 2016.

Turning to doctoral level, the statistics in Table 5 provide a very diverse picture of the research trends at VNU ULIS. Starting

with English, if at master level the number of theses on FLE takes up an overwhelming proportion as compared with the number of theses on FLL in 2015, at doctoral level, the number of dissertations in these two fields is equal: 4/8 (50%) of FLE and 4/8 (50%) of FLL; but in 2016 the number of dissertations on FLL reveals a slightly higher proportion: 11/20 (55%) of FLL vs. 9/20 (45%) of FLE. As for Russian, the number of dissertations on FLL accounts for 100% (2/2) in 2015, but in 2016, the number of dissertation on FLE accounts for 100% (1/1). Concerning French, if the number of dissertations on FLL and FLE is equal: 10/20 (50%) and 10/20 (50%) in 2015, the number of dissertations on FLL is twice as many as the number of dissertations on FLE: 4/6 (67%) of FLL vs. 2/6 (33%) of FLE. However, the results of the 2016 survey give a completely opposite picture: the number of dissertations on FLE suddenly takes up an overwhelming proportion as compared to the number of dissertations on FLL: 7/8 (87.5%) of FLE vs. 1/8 (12.2%) of FLL. In contrast, Chinese gives a picture which is completely different from that of French: the number of dissertations on FLL overwhelms the number of dissertations on FLE in both 2015 and 2016: 4/6 (67%) of FLL vs. 2/6 (33%) of FLE in 2015 and 7/9 (78%) of FLL vs. 2/9 (22%) of FLE in 2016. One

more remarkable characteristic to note is that in 2015 the number of doctoral dissertations on FLL in all foreign language majors at VNU ULIS accounts for a much higher proportion than the number of doctoral dissertations on FLE: 14/22 (63.6%) of FLL vs. 8/22 (36.4%) of FLE, but in 2016, the number of doctoral dissertations in these two fields appear to be equal: 19/39 (50%) of FLL and 19/38 (50%) of FLE.

4.2. Publications by master and doctoral students in VNU Journal of Foreign Studies

This section examines the current research situation of VNU ULIS master and doctoral students through their publications in *VNU Journal of Foreign Studies* from the beginning of 2015 to the present (August 2017). Statistics are conducted in terms of: (1) the number of issues published each year and in the whole period, (2) the number of articles published each year and in the whole period, (3) the number of articles by master students each year and in the whole period, and (4) the number of articles by doctoral students each year and in the whole period. The results are presented in Table 6.

Table 6. Publications by master and doctoral students in *VNU Journal of Foreign Studies*

Year	Number of issues	Number of articles	Number of articles by master students (%)	Number of articles by doctoral students (%)
2015	4	26	3 (11.5%)	6 (23%)
2016	4	39	2 (5.1%)	8 (20.5%)
2017	3	40	2 (5%)	3 (7.5%)
Total	11	105	7 (6.6%)	17 (16%)

The statistic results in Table 6 show that the number of articles by master and doctoral students published in *VNU Journal of Foreign Studies* each year and in the period of nearly 3 years accounts for very small proportions. Of the total number of 26 articles published in the *Journal* in 2015, the number of articles by master students is only 3/26 (11.5%) and the number of articles

by doctoral students is only 6/26 (23%). Between 2016 and 2017, the situation does not look promising. This can be seen in the fact that although in four issues of 2016 and in the first three issues of 2017, the *Journal* has increased the number of articles to 39 and 40 respectively, the number of articles by both VNU ULIS master and doctoral students evidently declines: 2/39 (5.1%) of master students and 8/39 (20.5%) of doctoral students in 2016 and 2/40 (5%) of master students and 3/40 (7.5%) of doctoral students in 2017.

5. Conclusion

5.1. Summary and concluding remarks

In this report, I have conducted a survey on the publications and trends of research at VNU ULIS with special reference to the publications by and trends of research of master and doctoral students. I began my report by making some introductory notes explaining the reasons for choosing the topic of my report. Then after providing the scope of my report, I presented in detail the results of my survey on the publications by and trends of

research of VNU ULIS academics and master and doctoral students. The results of the survey have revealed a very diverse picture of the current situation and trends of research at VNU ULIS. At this point, it is possible to arrive at the following preliminary conclusions:

First, publications by VNU ULIS academics are diverse and unsteady, and with the exception of *VNU Journal of Foreign*

Studies, the number of their publications in the surveyed Vietnamese prestigious journals is modest.

Secondly, International Studies has not yet gained its research status at VNU ULIS.

Thirdly, publications by graduate (master and doctoral) students are very limited, and research trends of different foreign language majors in the graduate sector are very diverse: some foreign language majors seem to focus more on foreign language education research, some others seem to focus more on foreign language linguistics research, while still some others seem to favour foreign language education research at master level, but at doctoral level the trend of research seems to be the reverse.

Fourthly and lastly, due to the diversity in research, it is difficult to point out which field, foreign language linguistics or foreign language education, is the main research trend at the present, and it is even more difficult to predict which field will be the main research trend in the coming years.

5.2. Limitations and suggestion for further research

As already pointed out, the scope of this study is still limited; it is mainly confined to the survey of some research aspects at VNU ULIS within a limited period of time. The study has not yet been able to survey all publications by VNU ULIS academics and graduate students in other Vietnamese and international journals and conference and seminar proceedings. It has not yet been able to survey research projects which have been implemented by VNU ULIS academics and students. It has not yet been able to examine in detail the publications by academics and graduate students in the three fields: foreign language linguistics, foreign language education, and international studies. And in particular, it has not yet been able to explore the publications on the mode of “learning and teaching *through* foreign language”.

In order to be able to offer precise and reasonable conclusions and to make appropriate predictions about as well as suggestions on future trends of research at VNU ULIS, a more comprehensive research is needed. This will be our future research.

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CÔNG BỐ KHOA HỌC VÀ XU HƯỚNG NGHIÊN CỨU TRONG CÁC CHUYÊN NGÀNH NGOẠI NGỮ Ở TRƯỜNG ĐẠI HỌC NGOẠI NGỮ - ĐẠI HỌC QUỐC GIA HÀ NỘI: MỘT KHẢO SÁT SƠ BỘ

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*Trung tâm Nghiên cứu Giáo dục Ngoại ngữ, Ngôn ngữ và Quốc tế học,
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Tóm tắt: Trong bài viết này, chúng tôi tiến hành khảo sát tình hình công bố khoa học và xu hướng nghiên cứu trong các chuyên ngành ngoại ngữ ở Trường Đại học Ngoại ngữ - Đại học Quốc gia Hà Nội. Dữ liệu khảo sát bao gồm các bài báo khoa học công bố trong các tạp chí khoa học chuyên ngành có uy tín trong nước của cán bộ giảng dạy, các đề tài luận văn, luận án của học viên cao học và nghiên cứu sinh. Khảo sát cho ra một số kết quả rất đáng lưu ý: (1) có rất ít bài báo của cán bộ giảng dạy ở Trường Đại học Ngoại ngữ - Đại học Quốc gia Hà Nội đăng trong các tạp chí khoa học trong nước có uy tín; (2) trong hai lĩnh vực nghiên cứu được công nhận là chức năng của Trường Đại học Ngoại ngữ - Đại học Quốc gia Hà Nội như được thể hiện trong tên gọi tiếng Anh: nghiên cứu ngoại ngữ và nghiên cứu quốc tế (quốc tế học), nghiên cứu quốc tế chưa đạt được vị thế xứng đáng, ngang bằng với nghiên cứu ngoại ngữ; và (3) trong hai lĩnh vực của nghiên cứu ngoại ngữ: giáo dục ngoại ngữ và ngôn ngữ học ngoại ngữ, giáo dục ngoại ngữ chi phối khung cảnh nghiên cứu ở bậc thạc sĩ, nhưng đến bậc tiến sĩ, hai lĩnh vực nghiên cứu dường như được quan tâm ngang bằng nhau. Kết quả khảo sát cũng chỉ ra rằng các chuyên ngành ngoại ngữ khác nhau dường như tập trung vào các lĩnh vực nghiên cứu khác nhau, làm cho việc xác định lĩnh vực nào là xu hướng nghiên cứu chính trong hiện tại và lĩnh vực nào sẽ là xu hướng nghiên cứu chính trong những năm tới trở nên cực kì khó khăn.

Từ khóa: học và dạy ngoại ngữ, giáo dục ngoại ngữ, ngôn ngữ học ngoại ngữ, quốc tế học