TRƯỜNG ĐẠI HỌC NGOẠI NGỮ, ĐẠI HỌC HUẾ
UNIVERSITY OF FOREIGN LANGUAGES, HUE UNIVERSITY

NHIỀU TÁC GIẢ

KỶ YẾU HỘI THẢO QUỐC TẾ

NGHIÊN CỨU LIÊN NGÀNH VỀ NGÔN NGỮ VÀ GIẢNG DẠY NGÔN NGỮ LẦN THỨ VII

PROCEEDINGS OF THE 7TH INTERNATIONAL CONFERENCE

INTERDISCIPLINARY RESEARCH IN LINGUISTICS AND LANGUAGE EDUCATION

HUE UNIVERSITY PUBLISHING HOUSE

Hue, 2022

MỤC LỤC

Phiên toàn thể - PLENARY SESSION			1
1		counts as quality in foreign language teaching?	2
2	*Nguyễn Đức Chỉnh*	Language resources in Vietnamese families for second language learning and research from the perspective of family language policy	3
3	*Liêu Linh Chuyên*	Phát huy vai trò từ Hán Việt trong quá trình dạy dịch Hán - Việt, Việt - Hán	4
Công nghệ và dạy học - TECHNOLOGY AND LANGUAGE TEACHING (1)			5
4	*Nguyễn Thị Hồng Hạnh,* *Lê Thị Huyền,* *Phạm Thị Quỳnh Hoa*	English teachers' opinions on online professional learning communities in professional development at National Economics University	6
5	*Nguyen Thi Hang,* *Le Thi Ngoc Diep,* *Nguyen Phuong Hoai*	Online english learning for students at advanced education programs (aep) - national economics university (neu): benefits and challenges	17
6	*Nguyễn Hồng Mai*	CIPP model in evaluating blended learning programs at tertiary level in Vietnam	28
7	*Nawamin Prachanant*	Readiness for online learning of Thai EFL sity students during the Covid-19 pandemic	39
Công nghệ và dạy học -		***LANGUAGE TEACHING (2)***	51
8	*Trần Thị Hồng Anh*	Tìm hiểu ảnh hưởng của yếu tố cảm xúc tới việc tiếp nhận ngôn ngữ thứ hai và kiến nghị đối với công tác giảng dạy tiếng Trung Quốc	52
9	*Trần Minh Trang,* *Nguyễn Thị Minh Tâm*	Sử dụng Quizlet trong phần "looking back" - Sách Tiếng Anh 7 nhằm cải thiện khả năng ghi nhớ, duy trì từ vựng	65

Phương pháp dạy học và đánh giá - LANGUAGE TEACHING AND ASSESSMENT			83
10	*Nguyễn Hoàng Hạnh An, Nguyễn Vũ Quỳnh Như*	Effectiveness of using Corpus as a self-correction tool in EFL Writing	84
11	*Đặng Thị Mỹ Dung*	Critical factors influencing motivation and achievements of English learners in Vietnam	101
12	*Nguyễn Mai Linh*	Vietnamese high school students' perceptions of non-native and native English teachers in English classes	114
13	*Ngô Lê Hoàng Phương, Hồ Thị Thuỳ Trang*	Phản hồi của giáo viên Tiếng Anh tiểu học về hiệu quả học phần "Tổ chức các hoạt động xây dựng môi trường học và sử dụng ngoại ngữ ở trường tiểu học"	126
14	*Nguyễn Trịnh Thảo Trinh, Nguyễn Hồ Hoàng Thuỷ*	Teachers' personal needs and plans in professional development: A case study with EFL novice teachers at University of Foreign Languages, Hue University	139
15	*Nguyễn Thị Bạch Yến*	Impacts of the alternative assessment methods on education quality at HUFLIT	154
Tiếng Anh chuyên ngành - ENGLISH FOR SPECIFIC PURPOSES			**165**
16	*Trương Thị Dung, Nguyễn Ngọc Hà, Ngô Thu Hà*	Dạy – học theo dự án như một công cụ để dạy ngoại ngữ chuyên ngành tại các trường đại học không chuyên ngữ	166
17	*Lê Thị Thanh Hải, Nguyễn Hồ Hoàng Thuỷ*	Hoạt động hỗ trợ học tập (scaffolding): Sự cần thiết và hiệu quả đối với kỹ năng viết của sinh viên	174
18	*Nguyễn Thị Việt Nga*	Using translation activities to enhance ESP learners' reading comprehension skills	186
19	*Nguyễn Thị Thương*	Kênh hình trong sách giáo khoa Tiếng Anh: Để trang trí hay để dạy học?	200
20	*Nguyễn Ngọc Trân, Đặng Thị Mỹ Dung*	Nâng cao từ vựng tiếng Anh thương mại cho sinh viên các chương trình đào tạo Quốc tế tại trường Đại học Ngoại thương – cơ sở II tại Thành phố Hồ Chí Minh	215

Dạy và học các Ngôn ngữ đương đại - TEACHING AND LEARNING CONTEMPORARY LANGUAGES			**225**
21	*Nguyễn Thị Hương Huế*	Dạy kiến thức văn hóa qua thuyết trình giới thiệu các địa danh du lịch ở học phần thực hành nói cho sinh viên năm 3 ngành ngôn ngữ Pháp - Khoa Tiếng Pháp - Tiếng Nga - Trường Đại học Ngoại ngữ Huế	226
22	*Trương Kiều Ngân*	Áp dụng phương pháp dạy học theo dự án vào các môn chuyên ngành Du lịch cho sinh viên tiếng pháp Khóa 15 - Khoa Tiếng Pháp - Tiếng Nga - Trường Đại học Ngoại Ngữ - Đại học Huế	235
23	*Thái Thị Hồng Phúc*	Nâng cao chất lượng dạy/học học phần giảng tập của sinh viên ngành sư phạm tiếng Pháp trường Đại học Ngoại ngữ, Đại học Huế	244
24	*Nguyễn Thanh Sơn*	Nghiên cứu khó khăn của sinh viên khi dịch thành ngữ Nga sang tiếng Việt: Trường hợp sinh viên ngành ngôn ngữ Nga, khoa Tiếng Pháp – Tiếng Nga, trường Đại học Ngoại ngữ, Đại học Huế	255
25	*Nguyễn Thị Kim Liên*	Cụm danh từ tiếng Đức: khảo sát bản dịch của sinh viên tiếng Đức Trường Đại học Hà Nội	268
Dạy và học tiếng Trung Quốc - TEACHING AND LEARNING CHINESE			***281***
26	*Cầm Tú Tài*	Bàn về hiện tượng đồng hình dị nghĩa trong dạy học tiếng Hán cho sinh viên chuyên ngữ Việt Nam	282
Ngôn ngữ học và dịch thuật - LINGUISTICS AND TRANSLATION STUDIES			**297**
27	*Liu Shuchen*	Interpreting culture-loaded expressions from the perspective of interpretive theory of translation	298
28	*Lê Thùy Linh*	Linguistic problems in translating Business letters from English into Vietnamese in EFL classes, National Economics University	309
29	*Nguyễn Thị Nhật Linh*	An analysis of modulation System in Vietnamese from systemic functional perspective and some suggestions of legal translation	325

30	*Nguyễn Diệu Linh*	An analysis of lexical transfer from Vietnamese to English in Adjective + Preposition collocations	338
31	*Phạm Thị Tố Loan,* *Nguyễn Thị Phương Thùy*	Rhetorical structure of introduction section in English and Vietnamese research articles in Economics field: A contrastive analysis	349
Tiếng Việt và Ngôn ngữ học so sánh đối chiếu - VIETNAMESE AND CONTRASTIVE LINGUISTICS			***363***
32	*Liêu Linh Chuyên,* *Nguyễn Hoàng Khánh Trang,* *Nguyễn Thị Linh Tú,* *GONG Piying*	Tìm hiểu tư tưởng giáo dục xã hội của người Trung Quốc qua thành ngữ tiếng Hán	364
33	*Trần Thị Xuân*	Giải pháp nâng cao hiệu quả dạy và học các học phần liên quan đến văn hóa Việt Nam cho người nước ngoài tại khoa Việt Nam học, Trường Đại học Ngoại ngữ, Đại học Huế	373
Ngôn ngữ và Văn hóa Nhật –Hàn - JAPANESE – KOREAN LANGUAGE AND CULTURE			***386***
34	*Nguyễn Thị Hồng Hoa*	Khảo sát việc tìm kiếm và xử lý ngữ liệu song ngữ trong quá trình học học phần ngôn ngữ học đối chiếu Nhật - Việt của sinh viên năm 3 Khoa Tiếng Nhật, Trường Đại học Ngoại Ngữ, Đại Học Huế	387
35	*Hoàng Thị Lan Nhi*	Khó khăn khi biên dịch truyện tranh Nhật Bản của sinh viên khoa NN&VH Nhật Bản, trường Đại học Ngoại ngữ, Đại học Huế	405

TEACHERS' PERSONAL NEEDS AND PLANS IN PROFESSIONAL DEVELOPMENT: A CASE STUDY WITH EFL NOVICE TEACHERS AT UNIVERSITY OF FOREIGN LANGUAGES, HUE UNIVERSITY

Nguyen Trinh Thao Trinh[1], Nguyen Ho Hoang Thuy[2]

[1,2]University of Foreign Languages, Hue University

Abstract

This case study explores the personal needs and plans of EFL novice teachers at Hue University of Foreign Languages (HUFL) in their Professional Development (PD) journey. Ten EFL novice lecturers currently teaching at HUFL with under five years of teaching experience were asked to reflect on their experience, personal needs, and plans for PD. The issues under investigation included (1) EFL novice teachers' personal needs for PD and whether the PD activities held at HUFL met their needs, and (2) their PD plans. Data collected from individual semi-structured interviews and personal documents showed that most novice teachers had similar needs for their PD and they held distinct opinions towards PD activities organised at HUFL, including positive and negative ones. Besides, most of them did not have a specific plan for their long-term PD. Implications and recommendations were also proposed to improve the upcoming PD activities in educational contexts.

Keywords: EFL novice teachers, professional development, needs for PD, teachers' PD planning.

1. Introduction

Vietnamese education has seen substantial changes during the last two decades in various areas, most notably at the higher education level (Le, 2002). Educators have attempted to keep up with and adapt to the world's astounding development (Truong, 2017). Specifically, with the Vietnamese government's current opening policies and programs to the international market, it has been an imperative mission for the Vietnamese education system to equip students with relevant knowledge and skills to meet the labor market demand not only in Vietnam but also on an international level (Le, 2002; Truong, 2017). Additionally, it is evident that one of the most critical qualities that students must acquire is the ability to communicate in an international language, which, of course, should be English, given the language's overwhelming popularity (Hoang, 2020). As a result, instructors' responsibility is essential and rising in order to assist pupils in accomplishing this goal.

The Vietnamese government, particularly the Ministry of Education and Training (MOET), has been investing in training and improving teachers' teaching methods and strategies at all levels, including university, by organizing professional development (PD)

programs for educators to participate in or by providing opportunities for such activities to be organized. This is because professional development (PD) is widely believed to have a significant impact on teachers' teaching competency (Bell & Gilbert, 1996; Vo & Nguyen, 2009), hence increasing students' learning outcomes (Guskey, 2000; Harnett, 2012; Hoang, 2020). Additionally, PD significantly assists a company in implementing educational improvements and growing as a whole (Nguyen, 2018; Tran, 2009). Thus, it is undeniable that professional development is critical for one's job and personal life, even more so for those who lack experience in their field of competence, such as novice teachers. Without adequate training, these novice teachers may spend an inordinate amount of time experiencing shocking feelings or failures (Marshall, Fittinghoff, & Cheney, 1990), which may have a detrimental effect on not only teachers' effectiveness and learner outcomes, but also on the institution's development (David and Reynolds, 2000). As a result, it is critical for novice teachers to understand their particular circumstances, which will enable them to develop appropriate professional development plans for the remainder of their careers. Numerous research has demonstrated the critical importance of novice teachers participating in professional development programs.

Although professional development for EFL teachers in Vietnam is receiving increasing attention in recent years (Le, 2018), most studies focus on the types of professional development programs for English teachers (Nguyen, 1986), teachers' perceptions of professional development (Tran, 2015), and teachers' experiences with various professional development activities or models for English teachers in Vietnam (Le, 2018). There has been minimal research that examines the personal requirements of these teachers in order to assist them in their careers,, particularly at the tertiary level in Vietnam. Therefore, the current study was conducted to explore EFL novice lecturers' needs and personal plans in a tertiary context in Vietnam in order to assist novice teachers in their professional development.

The study, therefore, aims to address two following questions:

1. What are the EFL novice teachers' personal needs for PD? To what extent do the PD activities at HUFL meet their needs?

2. What are the EFL novice teachers' plans for their PD?

2. Literature Review

2.1. Overview of Professional Development

The concept "Professional Development" (PD) is defined diversely according to different scholars. However, this study solely focuses on the PD's definitions related to the development of teachers rather than other fields.

Joyce et al. (1977, as cited in Hoang, 2020, p.49) considered PD as both formal and informal programs that teachers attend to improve their professional knowledge as "educated people, professionals or scholars" to accomplish their career goals and missions.

Later, a more specific definition given by Yadov (2011) refers to PD as the activity that involves both formal and informal interactions such as attending seminars, engaging in professional meetings, and mentoring, as well as reading professional journals and watching television documentaries related to an academic discipline.

Glatthor n (1995) also argues that teacher PD is "the professional growth a teacher achieves due to gaining increased experience and examining his or her teaching systematically." Therefore, it is possible to conclude that teacher PD includes not only external activities like taking part in workshops, professional seminars, etc., but also internal practices such as teacher's experience or self-evaluation.

Furthermore, teacher professional development is sometimes called in-service education or staff development (Ono & Ferreira, 2010), provided via important short-term events. These are also called "traditional" forms of PD that aim to enable teachers to obtain new information related to their career or simply update and improve their knowledge (Hoang, 2020). Researchers also categorize PD activities as "reform" PD activities (Danzig & Wright, 2017) which are known as "a variety of PD activities that accompany continuous inquiry into one's instruction practice." Professional development can result in substantial improvements in teachers' personal and professional knowledge, including teaching methods, strategies, and values, possibly resulting in better student learning outcomes (McLeskey & Waldron, 2002)

It is imperative for teachers to know how many types of PD and what type could be suitable for them; thereby, they could search for appropriate ones for their needs and personal plans. Mann (2005, as cited in Al Hosni, 2020, pp.78-85) stated the differences between the terms "Professional Development" and "continuing professional development" by suggesting that Continuing Professional Development (CPD) has a more personal picture while PD is more "career-oriented." According to Kennedy (2005), there are nine types of CPD, including "(1) training; (2) award-bearing; (3) deficit; (4) cascade; (5) standards-based; (6) coaching/mentoring; (7) community of practice; (8) action research; (9) transformative".

Regarding the impacts of PD, PD usually leads to positive changes to teachers' behaviors, beliefs by different kinds of activities. Particularly, the teachers' changes could refer to "teacher development," "teacher growth," "implementation of innovation or reform," and "cognitive and affective change" (Richardson & Placier, 2001, pp.934-935).

2.2. Novice teachers and professional development

Kim and Roth (2011) stated a broad definition of novice teachers, the ones who meet obstacles when dealing with their tasks at work, like beginning teachers, neophytes, and pre-service teachers; therefore, they defined novice teachers are the people who have less than five years of working experience. However, Farrell (2012) claimed that there is no clear definition of novice teachers. Still, he defined these as those who teach for the first

time, without elaborating on how long a novice teacher should keep their title. Meanwhile, according to Karatas and Karaman (2013), novice teachers usually have experience of teaching that is less than two years. In addition, Day and Gu (2007) claimed that the first three years are a distinct time in the professional growth of teachers. Widiati et al. (2018) also gave a definition with a similar working time experience, by which a novice teacher is someone who has completed pre-service teacher education and has about three years of teaching experience

Therefore, novice teachers could be described as a group of teachers with limited professional experience, thus facing difficulties in their work. Therefore, there is obviously a need for novice teachers to participate in PD programs as supporting programs to enable them to develop and improve themselves so that they could overcome the mentioned difficulties. Particularly, Darling-Hammond (2003) concluded that by taking part in PD well-designed and well-funded programs, novice teachers tremendously benefit from these. More interestingly, it is suggested that by holding these kinds of activities, leaderboards of schools or organizations could build a better relationship among novice teachers, experienced ones, and administrators (Fantilli & McDougall, 2009).

2.3. Review of related studies

There has been an increase in the number of research projects on professional development, both globally and in Vietnam, being conducted to examine novice teachers' professional development. On a global scale, Kim and Roth (2011) conducted a case study of EFL novice teachers and the way they acquired job-related information to assist them in overcoming workplace obstacles and determining how they could independently develop their professional knowledge during their first years of teaching. Meanwhile, Fantilli and McDougall (2009) conducted a mixed-method study involving questionnaires and interviews with 86 novice teachers at Ontario University to ascertain the problems encountered by these teachers during their first years of employment. Within the Vietnamese context, Le (2018) conducted a qualitative study at several lower secondary schools in Hue, Vietnam, to explore the EFL teachers' attitudes regarding professional development. This author discovered that these teachers expressed positive attitudes toward professional development activities despite the obstacles they encountered while participating in these programs, including a lack of motivation, knowledge, and collaboration among colleagues; however, the most dominant issue they had was a lack of time due to their overload work. Using a similar approach, Hoang (2020) conducted a study on enablers and barriers to professional development for in-service EFL teachers in the context of Vietnamese higher education to ascertain the current state of professional development for Vietnamese EFL lecturers, as well as the challenges and benefits associated with participation in professional development activities. Truong and Murray (2020) conducted a qualitative study on online professional development programs in the information age, in which nineteen EFL teachers participated in semi-structured interviews