**VIETNAMESE-SPEAKING LEARNERS OF ENGLISH: SELECTED REFERENCES**

**(Last updated 22 August 2022)**

Ai, P. T. N., Nhu, N. V. Q., & Thuy, N. H. H. (2019). Vietnamese EFL teachers’ classroom assessment practice at the implementation of the pilot primary curriculum. *International Journal of Language and Linguistics*, *7*(4), 172-177.

Albright, J. (Ed.). (2018). *English tertiary education in Vietnam*. Routledge.

Anh, K. H. K. (2012). Use of Vietnamese in English language teaching in Vietnam: Attitudes of Vietnamese university teachers. *English Language Teaching*, *3*(2), 119-128.

Anh, N. P. (2011). Intonation training integrated with language learning strategies (LLS) to Vietnamese learners of English. *Poznan Studies in Contemporary Linguistics*, *47*(3), 427.

Ba, K. D., Ba, K. D., Lam, Q. D., Le, D. T. B. A., Nguyen, P. L., Nguyen, P. Q., & Pham, Q. L. (2017). Student plagiarism in higher education in Vietnam: An empirical study. *Higher Education Research & Development*, *36*(5), 934-946. Retrieved from <https://www.viet-studies.com/StudentPlagiarismVN_HighEd.pdf>

Bernat, E. (2004). Investigating Vietnamese ESL learners' beliefs about language learning. *English Australia Journal*, *21*(2), 40-54.

Bradley, D. (2010). Burma, Thailand, Cambodia, Laos, and Vietnam. In M. J. Ball (Ed.), *The Routledge handbook of sociolinguistics around the world* (pp. 118-127). Routledge.

Bui, T. (2016). Pronunciation of consonants/ð/and/θ/by Adult Vietnamese EFL learners. *Indonesian Journal of Applied Linguistics*, *6*(1), 125-134.

Bui, T. T. N., & Nguyen, H. T. M. (2016). Standardizing English for educational and socio-economic betterment: A critical analysis of English language policy reforms in Vietnam. In R. Kirkpatrick (Ed.), *English language education policy in Asia* (pp. 363-388). Springer.

Clarkson, P. C. (2007). Australian Vietnamese students learning mathematics: High ability bilinguals and their use of their languages. *Educational Studies in Mathematics*, *64*(2), 191-215.

Cunningham, U. (2009). Models and targets for the pronunciation of English in Vietnam and Sweden. *Research in Language*, *7*(2009), 113-128.

Cunningham, U. (2013). Teachability and learnability of English pronunciation features for Vietnamese-speaking learners. In E. Waniek-Klimczak & L. R. Shockey, L. R. (Eds.) *Teaching and researching English accents in native and non-native speakers* (pp. 3-14). Springer.

Dang, T. T. (2010). Learner autonomy in EFL studies in Vietnam: A discussion from a sociocultural perspective. *English Language Teaching*, *3*(2), 3-9.

Dang, T. K. A., Nguyen, H. T. M., & Le, T. T. T. (2013). The impacts of globalisation on EFL teacher education through English as a medium of instruction: An example from Vietnam. *Current Issues in Language Planning*, *14*(1), 52-72.

Denham, P. A. (1992). English in Vietnam. *World Englishes*, *11*(1), 61-69.

Dunlea, J., Spiby, R., Nguyen, T., Quynh, N., Nguyen, T., Huu, M., Nguyen, T., Yen, Q., & Thai, H. L. (2018). *Aptis-VSTEP comparability study: Investigating the usage of two EFL tests in the context of higher education in Vietnam* (British Council Validations Series VS/2018/001). British Council.

Duong T. H., & Nguyen, T. H. (2006). Memorization and EFL students' strategies at university level in Vietnam. *TESL-EJ*, *10*(2), 1-21.

Duong, V. A., & Chua, C. S. (2016). English as a symbol of internationalization in higher education: A case study of Vietnam. *Higher Education Research & Development*, *35*(4), 669-683.

Harman, G., Hayden, M., & Pham, T. N. (Eds.). (2009). *Reforming higher education in Vietnam: Challenges and priorities* (Vol. 29). Springer Science & Business Media.

Hayden, & T. Nghi Pham (Eds.), *Reforming higher education in Vietnam.* Springer.

Hien, T. T. T., & Loan, M. T. (2018). Current challenges in the teaching of tertiary English in Vietnam. In J. Albright (Ed.), *English tertiary education in Vietnam* (pp. 40-53). Routledge.

Hoa, N. (2016). Difficulties in teaching English for specific purposes: Empirical study at Vietnam universities. *Higher Education Studies*, *6*(2), 154-161.

Hoa, N. T. M., & Tuan, N. Q. (2007). Teaching English in primary schools in Vietnam: An overview. *Current Issues in Language Planning*, *8*(2), 162-173.

Hoang, V. V. (2010). The current situation and issues of the teaching of English in Vietnam. *立命館言語 文化研究, 22* (1).

Hong, N. X., & Phan, N. T. T. (2020). Students' self-efficacy beliefs and TOEIC achievements in the Vietnamese context. *International Journal of Instruction*, *13*(4), 67-86.

Huong, T. N. N., & Hiep, P. H. (2010). Vietnamese teachers’ and students’ perceptions of global English. *Language Education in Asia*, *1*(1), 48-61.

Ingram, J. (2005). Vietnamese acquisition of English word stress. *TESOL Quarterly*, *39*(2), 309-319.

Khamkhien, A. (2010). Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of foreign Language teaching*, *7*(1), 66-85.

LaBelle, J. (2007). Vietnamese American experiences of English language learning: Ethnic acceptance and prejudice. *Journal of Southeast Asian American Education and Advancement*, *2*(1), 1-21.

Lap, T. Q., & Yen, C. H. (2013). Vietnamese learners' ability to write English argumentative paragraphs: The role of peer feedback giving. *Journal on English Language Teaching*, *3*(4), 12-20.

Le, D. M. (2018). Agentic responses to communicative language teaching in language policy: An Example of Vietnamese English Primary Teachers. In J. C. Crandall & K. M. Bailey (Eds.), *Global perspectives on language education policies* (pp. 34-45). Routledge and TIRF.

Le, T. C. N., & Nation, P. (2011). A bilingual vocabulary size test of English for Vietnamese learners. *RELC Journal*, *42*(1), 86-99.

|  |
| --- |
| Le Nguyen, T. C. (2008). Learner autonomy and EFL proficiency: A Vietnamese perspective. *Asian Journal of English Language Teaching*, *18*, 67-87 |

.

Lem, N. C. (2019). Language learning strategies among Vietnamese EFL high school students. *Indonesian JELT: Indonesian Journal of English Language Teaching*, *14*(1), 55-70.

Nghi, T. T., Thang, N. T., & Phuc, T. H. (2021). An investigation into factors affecting the use of English prepositions by Vietnamese learners of English. *International Journal of Higher Education*, *10*(1), 24-48.

Ngo, N. T. H. (2015). Some insights into listening strategies of learners of English as a foreign language in Vietnam. *Language, Culture and Curriculum*, *28*(3), 311-326.

Nguyễn, A. T. T., & Đào, Đ. M. (2018). The acquisition of question intonation by Vietnamese learners of English. *Asian-Pacific Journal of Second and Foreign Language Education*, *3*(1), https://doi.org/10.1186/s40862-018-0044-4

Nguyen, C. T. (2011). Challenges of learning English in Australia towards students coming from selected Southeast Asian countries: Vietnam, Thailand and Indonesia. *International Education Studies*, *4*(1), 13-20.

Nguyen, H., & Gu, Y. (2020). Impact of TOEIC listening and reading as a university exit test in Vietnam. *Language Assessment Quarterly*, *17*(2), 147-167.

Nguyen, H. B., & Nguyen, T. K. N. (2017). Summarizing strategy: Potential tool to promote English as a foreign language (EFL) students’ reading comprehension at a vocational school, Vietnam. *European Journal of Education Studies, 3(8),* 51-72. Retrieved from <https://www.oapub.org/edu/index.php/ejes/article/viewFile/857/2450>

Nguyen, H. T. M. (2011). Primary English language education policy in Vietnam: Insights from implementation. *Current Issues in Language Planning*, *12*(2), 225-249.

Nguyen, L. T., & Newton, J. (2020). Pronunciation teaching in tertiary EFL classes: Vietnamese teachers' beliefs and practices. *TESL-EJ*, *24*(1), n1.

Nguyễn, T. A. T., Ingram, C. J., & Pensalfini, J. R. (2008). Prosodic transfer in Vietnamese acquisition of English contrastive stress patterns. *Journal of Phonetics*, *36*(1), 158-190.

Nguyen, T. V. L. (2011). Project-based learning in teaching English as a foreign language. *VNU Journal of Foreign Studies*, *27*(2), 140-146. Retrieved from <https://js.vnu.edu.vn/FS/article/download/1476/1440>

Nguyen, V. K. (2015). Towards improving ESP teaching/learning in Vietnam’s higher education institutions: Integrating project-based learning into ESP courses. *International Journal of Languages, Literature and Linguistics*, *1*(4), 227-232. Retrieved from <http://www.ijlll.org/vol1/44-CL00006.pdf>

Nguyen-Phuong-Mai, M., Terlouw, C., & Pilot, A. (2012). Cooperative learning in Vietnam and the West–East educational transfer. *Asia Pacific Journal of Education*, *32*(2), 137-152.

Nhut, N. M. (2020). An analysis of grrammatical errors by Vietnamese learners of English. *International Journal of Advanced Research in Education and Society*, *2*(2), 23-34.

Park, C. C. (2002). Cross-cultural differences in learning styles of secondary English learners. *Bilingual Research Journal*, *26*(2), 443-459.

Pearson, P., Pickering, L., & Da Silva, R. (2011). The impact of computer assisted pronunciation training on the improvement of Vietnamese learner production of English syllable margins. In. J. Levis, & K. LeVelle (Eds.), *Proceedings of the 2nd Pronunciation in Second Language Learning and Teaching Conference* (pp. 169–180). Iowa State University*.*

Pham, L. A. (2013). A case study into English classroom assessment practices in three primary schools in Hanoi: Implications for developing a contextualized formative assessment practice framework. *VNU Journal of Foreign Studies*, *29*(1), 1-16.

Pham, T. N. (2010). The higher education reform agenda: A vision for 2020. In G. Harman, M. Hayden, & T. Nghi Pham (Eds.), *Reforming higher education in Vietnam* (Vol. 29, pp. 51-64). Springer Netherlands.

Pham, T. N., & Bui, L. T. P. (2019). An exploration of students’ voices on the English graduation benchmark policy across Northern, Central and Southern Vietnam. *Language Testing in Asia*, *9*(1), 1-20. <https://doi.org/10.1186/s40468-019-0091-x>

Phan, T. T. H. (2009). Impacts of Vietnam’s social context on learners’ attitudes towards foreign languages and English language learning: Implications for teaching and learning. *Asian EFL Journal*, *11*(4), 169-188.

Phuong, T. T. H., & Phuong, D. (2019). Vietnamese learners’ perspectives of corrective feedbacks on English pronunciation. *The Asian ESP Journal*, *15*(2), 70-82.

Tam, H. C. (2005). Common pronunciation problems of Vietnamese learners of English. *VNU Journal of Foreign Studies*, *21*(1), 35-46.

Tang, G. (2007). Cross-linguistic analysis of Vietnamese and English with implications for Vietnamese language acquisition and maintenance in the United States. *Journal of Southeast Asian American Education and Advancement*, *2*(1), 1-31.

Thanh, P. T. H. (2008). The roles of teachers in implementing educational innovation: The case of implementing cooperative learning in Vietnam. *Asian Social Science*, *4*(1), 3-9.

Thu, H. N. (2005). *Vietnamese learners mastering English articles*. GION, Gronings Instituut voor onderzoek van onderwijs, opvoeding en ontwikkeling.

Tomlinson, B., & Dat, B. (2004). The contributions of Vietnamese learners of English to ELT methodology. *Language Teaching Research*, *8*(2), 199-222.

Tran, A. (2021). Vietnamese primary English teachers’ cognition and assessment practices: A sociocultural perspective. In K. M. Bailey & D. Christian (Eds.), *Research on teaching and learning English in under-resourced contexts* (pp. 114–127). Routledge & TIRF.

Tran, L. T. (2007). Learners' motivation and identity in the Vietnamese EFL writing classroom. *English Teaching: Practice and Critique*, *6*(1), 151-163.

Tran, T. H. T, Burke, R. & O’Toole, J. M. (2021). The evolution of English as a medium of instruction in Vietnamese tertiary EFL: Challenges, strategies, and possibilities. In K. M. Bailey & D. Christian (Eds.), *Research on teaching and learning English in under-resourced contexts* (pp. 45–59). Routledge & TIRF.

Tran, T. Q., & Dang, H. V. (2014). Culture teaching in English language teaching: Teachers’ beliefs and their classroom practices. *Korea TESOL Journal, 11*(1), 207-223.

Trang, T. T. T., & Baldauf Jr., R. B. (2007). Demotivation: Understanding resistance to English language learning-the case of Vietnamese students. *The Journal of Asia TEFL*, *4*(1), 79-105.

Trinh, Q. L., & Truc, N. T. (2014). Enhancing Vietnamese learners' ability in writing argumentative essays. *Journal of Asia TEFL*, *11*(2), 63-91.

Tuan, L. T. (2011). Vietnamese EFL learners’ difficulties with English consonants. *Studies in Literature and Language*, *3*(2), 56-67.

Vu, D. V., & Peters, E. (2021). Vocabulary in English language learning, teaching, and testing in Vietnam: A review. *Education Sciences*, *11*(9), 563. file:///C:/Users/kathi/Downloads/education-11-00563.pdf

Vu, H. Y., & Shah, M. (2016). Vietnamese students’ self-direction in learning English listening skills. *Asian Englishes*, *18*(1), 53-66.

Vu, D. V. (2017). An empirical study on negative transfer in Vietnamese tertiary EFL learners’ English writing. *Journal of Teaching English for Specific and Academic Purposes*, *5*(4), 661-668.

Walkinshaw, I., & Duong, O. T. H. (2012). Native-and non-native speaking English Teachers in Vietnam: Weighing the benefits. *TESL-EJ*, *16*(3), n3.

White, C., & Pham, C. (2017). Time in the experience of agency and emotion in English language learning in rural Vietnam. *Imotion and nnovation in Language Learning and Teaching*, *11*(3), 207-218.

Wright, S. (2002). Language education and foreign relations in Vietnam. In J. W. Tollefson (Ed.), *Language policies in education: Critical issues* (pp. 225-244). Lawrence Erlbaum Associates.

Zetterholm, E., & Tronnier, M. (2014). Swedish tonal word accents produced by Vietnamese L1 speakers. In J. Levis, R. Mohammed, M. Qian, & Z. Zhou (Eds.), *Proceedings of the Sixth Annual Pronunciation in Second Language Learning and Teaching Conference* (pp. 95-103). University of California, Santa Barbara.