

BỘ CÔNG THƯƠNG
TRƯỜNG ĐẠI HỌC CÔNG THƯƠNG THÀNH PHỐ HỒ CHÍ MINH



PHỤ LỤC 2 CHƯƠNG TRÌNH ĐÀO TẠO
NGÀNH NGÔN NGỮ ANH
TRÌNH ĐỘ THẠC SĨ

(Ban hành kèm theo Quyết định số: /QĐ-DCT ngày tháng năm 202
của Hiệu trưởng Trường Đại học Công Thương thành phố Hồ Chí Minh)

TP. HỒ CHÍ MINH, NĂM 2024

Appendix 2.1. COURSE DESCRIPTION

1. COURSE DESCRIPTION: ADVANCED TRANSLATION

1. GENERAL INFORMATION

Course Name (Vietnamese): Biên dịch nâng cao

Course Name (English): Advanced Translation

Level: Master's

Course Code:: 102314

Self-Managed Code: 14100301

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The Advanced Translation course is positioned within the specialized knowledge block of the M.A. in English Language Studies curriculum. This course builds upon foundational translation theories and practices introduced in earlier stages of the program, serving as a pivotal component that bridges theoretical insights and practical application in professional translation. It is closely related to other courses such as Translation Theory, Applied Linguistics, and Advanced Interpretation, providing a comprehensive understanding of translation as a multifaceted discipline. The main objectives of this course are to enhance students' translation skills through rigorous practice, to expose them to a variety of complex texts, and to develop their ability to critically analyze and produce high-quality translations. Key contents include advanced translation techniques, strategies for handling specialized texts, and the use of technology in translation.

3. COURSE CONTENT

1. Chapter 1: Introduction to Translation Studies

- 1.1. History and Development of Translation Studies
- 1.2. Major Theoretical Approaches
- 1.3. Key Figures and Contributions

2. Chapter 2: Translation Theory and Practice

- 2.1. Functionalist Approaches
- 2.2. Descriptive Translation Studies
- 2.3. Translation Equivalence and Skopos Theory

3. Chapter 3: Technical Translation

- 3.1. Commercial Texts
- 3.2. Legal Texts
- 3.3. Medical and Scientific Texts

4. Chapter 4: Literary Translation

- 4.1. Translating Prose
- 4.2. Poetry Translation
- 4.3. Drama and Performance Texts

5. Chapter 5: Translation Technology

- 5.1. Computer-Assisted Translation (CAT) Tools
- 5.2. Machine Translation
- 5.3. Subtitling and Localization

6. Chapter 6: Research in Translation Studies

- 6.1. Research Methodologies
- 6.2. Data Analysis and Interpretation
- 6.3. Writing a Research Proposal

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

2. COURSE DESCRIPTION: STRUCTURALISM IN LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Cấu trúc ngôn ngữ

Course Name (English): Structuralism in Linguistics

Level: Master's

Course Code:: 102293

Self-Managed Code: 14100302

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none
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2. COURSE DESCRIPTION

The Structuralism in Linguistics course is part of the specialized knowledge block in the M.A. in English Language Studies program. This course is designed to provide an in-depth understanding of structuralist theories and their application in linguistic analysis. It is closely related to other courses such as Linguistic Theory, Syntax, and Semantics, forming a core part of the theoretical foundation for advanced linguistic studies. The main objectives of this course are to familiarize students with the principles of structuralist linguistics, explore the key contributions of major structuralist thinkers, and apply structuralist methods to analyze linguistic data. Key contents include the study of phonology, morphology, syntax, and semantics from a structuralist perspective, as well as the examination of structuralism's influence on contemporary linguistic theories.

3. COURSE CONTENT

1. Chapter 1. Introduction to Structuralism

- 1.1 The origins of structuralist theory
- 1.2 Basic premises of structuralism

2. Chapter 2. Key Figures and Historical Overview

- 2.1 Ferdinand de Saussure and his legacy
- 2.2 Roman Jakobson's contributions
- 2.3 Claude Lévi-Strauss and structural anthropology

3. Chapter 3. Basic Concepts and Terminology

3.1 Langue and parole

3.2 Signifier and signified

3.3 Syntagmatic and paradigmatic relations

4. Chapter 4. Structural Analysis of Language

4.1 Phonological structures

4.2 Morphological structures

4.3 Syntactic structures

5. Chapter 5. Language, Culture, and Society

5.1 The role of language in cultural systems

5.2 Structuralism in social contexts

5.3 Language and identity

6. Chapter 6. Computational Methods in Structuralism

6.1 Text analysis software

6.2 Corpus linguistics and structural analysis

7. Chapter 7. Application in Linguistic Research

7.1 Case studies in structuralist research

7.2 Structuralism in modern linguistics

8. Chapter 8. Teaching Structuralism

8.1 Curriculum development

8.2 Pedagogical strategies for teaching structuralism

9. Chapter 9. Semiotics and Structuralism

9.1 Signs and symbols in semantics

9.2 The intersection of semiotics and structural linguistics

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

3. COURSE DESCRIPTION: LANGUAGE POLICY AND PLANNING

1. GENERAL INFORMATION

Course Name (Vietnamese): Chính sách và kế hoạch ngôn ngữ

Course Name (English): Language Policy and Planning

Level: Master's

Course Code:: 102319

Self-Managed Code: 14100303

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The Language Policy and Planning course is part of the specialized knowledge block within the M.A. in English Language Studies curriculum. This course provides an in-depth exploration of how language policies are formed, implemented, and evaluated at various levels, from local to global contexts. It is interrelated with other courses such as Sociolinguistics, Applied Linguistics, and Language and Society, offering students a comprehensive view of language use and regulation in different sociopolitical settings. The main objectives of the course are to develop a critical understanding of language policy frameworks, examine case studies of language planning in different countries, and equip students with the skills to analyze and contribute to language policy-making processes. Key contents include the historical development of language policies, theoretical foundations of language planning, and the sociopolitical implications of language policies.

3. COURSE CONTENT

1. Chapter 1: Introduction to Language Policy and Planning

- 1.1. Definition and scope of language policy and planning
- 1.2. Historical development of language policies
- 1.3. Key concepts and terminology

2. Chapter 2: Theoretical Foundations

- 2.1. Theoretical frameworks of language planning

2.2. Models of language policy development

2.3. Case studies in theoretical application

3. Chapter 3: Language Policy at Different Levels

3.1. National language policies

3.2. Regional and local language planning

3.3. Global language policy initiatives

4. Chapter 4: Language Policy Implementation

4.1. Strategies for implementing language policies

4.2. Stakeholder roles in policy implementation

4.3. Case studies of successful and unsuccessful implementations

5. Chapter 5: Evaluation of Language Policies

5.1. Criteria for evaluating language policies

5.2. Tools and methods for assessment

5.3. Case studies in policy evaluation

6. Chapter 6: Sociopolitical Implications

6.1. Language policies and social justice

6.2. Impact on minority languages

6.3. Language policy and identity politics

7. Chapter 7: Contemporary Issues in Language Planning

7.1. Language policy in multilingual societies

7.2. Technological influences on language planning

7.3. Future directions in language policy research

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

4. COURSE DESCRIPTION: SEMINAR 1

1. GENERAL INFORMATION

Course Name (Vietnamese): Chuyên đề 1

Course Name (English): Seminar 1

Level: Master's

Course Code:: 102298

Self-Managed Code: 14100304

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 3(0,3,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 90 periods
- Number of self-study hours : 45 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The Seminar 1 course, focusing on writing the Introduction and Literature Review for a thesis graduation, is part of the specialized knowledge block in the M.A. in English Language Studies program. This course is closely related to other components such as Research Methods in Linguistics, Academic Writing, and Thesis Proposal Development. The main objectives are to guide students in crafting a compelling introduction and a comprehensive literature review for their thesis. Key contents include understanding the structure and purpose of the introduction, conducting a thorough literature review, synthesizing relevant research, and critically evaluating sources. By the end of the course, students will have developed the skills needed to create a solid foundation for their thesis projects.

3. COURSE CONTENT

1. Chapter 1: Introduction to Thesis Writing

- 1.1. Purpose and structure of the introduction
- 1.2. Crafting a compelling introduction
- 1.3. Common pitfalls and how to avoid them

2. Chapter 2: Conducting a Literature Review

- 2.1. Purpose of a literature review
- 2.2. Identifying and accessing relevant literature
- 2.3. Organizing and synthesizing research findings

3. Chapter 3: Critical Evaluation of Sources

- 3.1. Evaluating the credibility of sources

3.2. Assessing the relevance of research studies

3.3. Integrating various perspectives

4. Chapter 4: Structuring the Literature Review

4.1. Common structures and frameworks

4.2. Developing a coherent narrative

4.3. Connecting the literature review to the research question

5. Chapter 5: Writing the Literature Review

5.1. Writing strategies and techniques

5.2. Maintaining academic integrity and avoiding plagiarism

5.3. Revising and refining the literature review

6. Chapter 6: Presentation and Discussion Skills

6.1. Presenting research findings

6.2. Leading academic discussions

6.3. Effective use of data visualization

7. Chapter 7: Ethical Considerations in Research

7.1. Research ethics and integrity

7.2. Handling sensitive information

7.3. Respecting intellectual property

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

5. COURSE DESCRIPTION: SEMINAR 2

1. GENERAL INFORMATION

Course Name (Vietnamese): Chuyên đề 2

Course Name (English): Seminar 2

Level: Master's

Course Code:: 102299

Self-Managed Code: 14100305

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 3(0,3,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 90 periods
- Number of self-study hours : 45 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The Seminar 2 course, focusing on methodology for thesis graduation, is part of the specialized knowledge block in the M.A. in English Language Studies program. This course complements other essential components such as Seminar 1, Research Methods in Linguistics, and Thesis Proposal Development. Its main objectives are to equip students with the necessary methodological skills to design and conduct research for their thesis. Key contents include understanding various research paradigms, selecting appropriate research methods, designing data collection instruments, and analyzing qualitative and quantitative data. By the end of the course, students will have a solid methodological foundation to effectively conduct their research projects and write the methodology chapter of their theses.

3. COURSE CONTENT

1. Chapter 1: Introduction to Research Methodology

- 1.1. Understanding research paradigms
- 1.2. Distinguishing between qualitative, quantitative, and mixed methods research
- 1.3. Ethical considerations in research

2. Chapter 2: Qualitative Research Methods

- 2.1. Designing qualitative studies
- 2.2. Data collection methods: interviews, focus groups, observations
- 2.3. Data analysis techniques: thematic analysis, content analysis

3. Chapter 3: Quantitative Research Methods

- 3.1. Designing quantitative studies
- 3.2. Data collection methods: surveys, experiments
- 3.3. Statistical analysis techniques

4. Chapter 4: Mixed Methods Research

- 4.1. Rationale for mixed methods research
- 4.2. Designing mixed methods studies
- 4.3. Integrating qualitative and quantitative data

5. Chapter 5: Designing Data Collection Instruments

- 5.1. Developing surveys and questionnaires
- 5.2. Crafting interview guides
- 5.3. Pilot testing and refining instruments

6. Chapter 6: Data Analysis

- 6.1. Coding and categorizing qualitative data
- 6.2. Performing statistical tests on quantitative data
- 6.3. Triangulation in mixed methods research

7. Chapter 7: Writing the Methodology Chapter

- 7.1. Structuring the methodology chapter
- 7.2. Justifying methodological choices
- 7.3. Ensuring replicability and validity

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

6. COURSE DESCRIPTION: SEMINAR 3

1. GENERAL INFORMATION

Course Name (Vietnamese): Chuyên đề 3

Course Name (English): Seminar 3

Level: Master's

Course Code:: 102300

Self-Managed Code: 14100306

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 3(0,3,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 90 periods
- Number of self-study hours : 45 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The Seminar 3 course, focusing on writing the thesis results and discussion chapters, is part of the specialized knowledge block in the M.A. in English Language Studies program. This course is designed to build on the skills developed in previous components such as Seminar 1 and Seminar 2, as well as courses on Research Methods and Academic Writing. The main objectives are to guide students in effectively presenting and interpreting their research findings, and to prepare comprehensive discussion sections that integrate their results with existing literature. Key contents include techniques for organizing and presenting data, strategies for discussing and interpreting results, and methods for addressing limitations and implications of the research. By the end of the course, students will be equipped to write clear and coherent results and discussion chapters for their theses.

3. COURSE CONTENT

Chapter 1: Introduction to Thesis Writing

- 1.1. Overview of thesis structure
- 1.2. Key components of the results and discussion chapters
- 1.3. Importance of coherence and clarity in academic writing

Chapter 2: Organizing and Presenting Data

- 2.1. Techniques for organizing research data
- 2.2. Presenting quantitative and qualitative data effectively
- 2.3. Visual aids and data visualization

Chapter 3: Strategies for Discussing Results

- 3.1. Integrating results with existing literature
- 3.2. Interpreting findings
- 3.3. Discussing implications and limitations

Chapter 4: Addressing Limitations and Future Research

- 4.1. Identifying and discussing limitations
- 4.2. Proposing areas for future research
- 4.3. Ethical considerations in reporting research

Chapter 5: Writing the Discussion Chapter

- 5.1. Structuring the discussion chapter
- 5.2. Linking findings to research questions and hypotheses
- 5.3. Using critical thinking to evaluate results

Chapter 6: Revising and Editing

- 6.1. Techniques for revising academic writing
- 6.2. Common pitfalls in thesis writing
- 6.3. Peer review and feedback

Chapter 7: Preparing for Submission

- 7.1. Formatting and style guidelines
- 7.2. Submission procedures
- 7.3. Preparing for thesis defense

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

7. COURSE DESCRIPTION: APPLICATION-ORIENTED GRADUATION PROJECT

1. GENERAL INFORMATION

Course Name (Vietnamese): Đề án

Course Name (English): Application-Oriented Graduation Project

Level: Master's

Course Code:: 102308

Self-Managed Code: 14106308

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 8(0,8,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 240 periods
- Number of self-study hours : 120 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The Application-Oriented Graduation Project is an integral part of the specialized knowledge block in the M.A. in English Language Studies program. This course is designed to synthesize the knowledge and skills acquired from all previous coursework, including research methods, thesis development, and data analysis techniques. The primary objective is to enable students to apply theoretical and methodological frameworks to real-world issues in English language studies. Key contents include defining a project topic, conducting extensive literature reviews, employing big data analytics in language research, and presenting findings in a professional context. The course aims to develop students' abilities to conduct independent research, address practical challenges, and contribute valuable insights to the field of English language studies.

3. COURSE CONTENT

Chapter 1: Introduction to Project Work

- 1.1. Overview of project work
- 1.2. Key components of a graduation project
- 1.3. Importance of coherence and clarity in project documentation

Chapter 2: Defining the Project Topic

- 2.1. Selecting a relevant and feasible project topic
- 2.2. Conducting preliminary research

2.3. Formulating research questions and objectives

Chapter 3: Conducting Literature Reviews

3.1. Importance of literature reviews in research

3.2. Techniques for conducting comprehensive literature reviews

3.3. Synthesizing information from multiple sources

Chapter 4: Employing Big Data Analytics in Language Research

4.1. Introduction to big data analytics

4.2. Tools and techniques for data analysis

4.3. Case studies in language research using big data

Chapter 5: Analyzing and Interpreting Data

5.1. Methods for data analysis

5.2. Interpreting findings

5.3. Discussing implications and limitations

Chapter 6: Presenting Findings in a Professional Context

6.1. Structuring the project report

6.2. Using visual aids and data visualization

6.3. Preparing for oral presentations

Chapter 7: Revising and Editing

7.1. Techniques for revising project work

7.2. Common pitfalls in project writing

7.3. Peer review and feedback

Chapter 8: Preparing for Submission and Defense

8.1. Formatting and style guidelines

8.2. Submission procedures

8.3. Preparing for project defense

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

8. COURSE DESCRIPTION: TRENDS AND ISSUES IN ENGLISH LANGUAGE STUDIES

1. GENERAL INFORMATION

Course Name (Vietnamese): Định hướng mới trong ngành Ngôn ngữ Anh

Course Name (English): Trends and Issues in English Language Studies

Level: Master's

Course Code:: 102283

Self-Managed Code: 14100309

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The course "Trends and Issues in English Language Studies" is a specialized component of the M.A. in English Language Studies program. It is designed to provide students with an in-depth understanding of the contemporary trends and critical issues that shape the field of English language studies today. This course complements foundational courses in linguistics, pedagogy, and research methods, offering advanced insights that are essential for both academic and professional development. Key objectives include exploring the impact of globalization, technology, and big data on language teaching and learning. The course will cover topics such as digital literacy, multilingualism, language policy, and the use of big data analytics in linguistic research, equipping students with the knowledge to critically analyze and respond to current and emerging trends in the field.

3. COURSE CONTENT

1. Chapter 1: Globalization and the English Language

- 1.1. The role of English in a globalized world
- 1.2 The spread of English and its global implications

2. Chapter 2: Language Variation and Change

- 2.1 Sociolinguistic perspectives on language variation
- 2.2 Mechanisms and attitudes towards language change

3. Chapter 3: English in Digital Communication

3.1. The impact of technology on English usage

3.2. New literacies and forms of communication

4. Chapter 4: Language Policy and Planning

4.1. English language policies in multilingual societies

4.2. Language rights and the preservation of linguistic diversity

5. Chapter 5: English as a Lingua Franca

5.1. The use of English as a common language for global communication

5.2. Pedagogical approaches to teaching English as a Lingua Franca

6. Chapter 6: Multilingualism and English

6.1. English in contact with other languages

6.2. The effects of English on language maintenance and shift

7. Chapter 7: English Language Teaching and Assessment

7.1. Approaches to teaching English in diverse contexts

7.2. Methods and challenges of assessing English language proficiency

8. Chapter 8: Sociopolitical Aspects of English Usage

8.1. The relationship between English and identity, power, and politics

8.2. The role of English in international relations and cultural exchange

9. Chapter 9: Research Methodologies in English Studies

9.1. Qualitative and quantitative research methods

9.2. Current and emerging research paradigms in English language studies

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

9. COURSE DESCRIPTION: CROSS-CULTURAL COMMUNICATION

1. GENERAL INFORMATION

Course Name (Vietnamese): Giao tiếp liên văn hoá

Course Name (English): Cross-cultural communication

Level: Master's

Course Code:: 102284

Self-Managed Code: 14100310

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The course "Cross-Cultural Communication" is a specialized component of the M.A. in English Language Studies program. It aims to equip students with the theoretical and practical knowledge necessary to navigate and mediate intercultural interactions effectively. This course complements other components of the curriculum, such as linguistics, language teaching methodologies, and sociolinguistics, by focusing on the cultural dimensions of communication. The primary objectives are to enhance students' awareness of cultural differences, develop their intercultural communication skills, and prepare them to address challenges that arise in multicultural environments. Key contents include theories of intercultural communication, cultural patterns and dimensions, the impact of globalization on communication, and strategies for effective cross-cultural interactions in both personal and professional settings.

3. COURSE CONTENT

Chapter 1: Foundations of Cross-cultural Communication

The importance of cultural context in communication

Key theories and concepts in cross-cultural communication

Chapter 2: Cultural Dimensions and Models

Hofstede's cultural dimensions

Hall's high context and low context communication

Chapter 3: Non-verbal Communication in Different Cultures

Types of non-verbal communication

Cultural variations in gestures, expressions, and space

Chapter 4: Language and Cultural Identity

The relationship between language, thought, and culture

Language policies and identity politics

Chapter 5: Cross-cultural Miscommunication and Conflict Resolution

Causes and examples of miscommunication across cultures

Strategies for effective conflict resolution

Chapter 6: Globalization and Intercultural Communication

Impact of technology and media on global communication

The role of English and other languages in global communication

Chapter 7: Cross-cultural Communication in Business

Challenges and strategies for international business communication

Case studies of cross-cultural business interaction

Chapter 8: Intercultural Communication Competence

Skills and attitudes for effective intercultural communication

Assessing and developing intercultural competence

Chapter 9: Research and Trends in Cross-cultural Communication

Current research methodologies in cross-cultural studies

Emerging trends and future directions in the field

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

10. COURSE DESCRIPTION: MORPHOLOGY AND SYNTAX

1. GENERAL INFORMATION

Course Name (Vietnamese): Hình thái học và cú pháp học

Course Name (English): Morphology and Syntax

Level: Master's

Course Code:: 102310

Self-Managed Code: 14100311

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The course "Morphology and Syntax" is a specialized component of the M.A. in English Language Studies program. It delves into the intricate structures of words (morphology) and sentences (syntax), providing students with a comprehensive understanding of these fundamental linguistic components. This course is closely related to other components of the curriculum, such as phonology, semantics, and language acquisition, offering essential insights that support advanced studies in these areas. The primary objectives are to familiarize students with the key concepts and theories in morphology and syntax, enable them to analyze complex linguistic data, and apply this knowledge to various linguistic phenomena. Key contents include morphological processes, syntactic structures, sentence formation, and the integration of big data in linguistic research.

3. COURSE CONTENT

Chapter 1: Introduction to Morphology

- 1.1 Definition and Scope of Morphology
- 1.2 Historical Development of Morphological Studies
- 1.3 Key Concepts and Terminology in Morphology

Chapter 2: Morphological Analysis

- 2.1 Morphemes and Allomorphs
- 2.2 Word Formation Processes
- 2.3 Morphological Typology

Chapter 3: Introduction to Syntax

- 3.1 Basic Concepts in Syntax
- 3.2 Syntactic Categories and Functions
- 3.3 Phrase Structure Rules

Chapter 4: Syntactic Structures

- 4.1 Constituency and Tree Structures
- 4.2 Sentence Types and Clause Structures
- 4.3 Syntactic Dependencies

Chapter 5: Morphology-Syntax Interface

- 5.1 Interaction Between Morphology and Syntax
- 5.2 Inflectional Morphology
- 5.3 Derivational Morphology

Chapter 6: Advanced Topics in Morphology

- 6.1 Morphophonology
- 6.2 Morphological Productivity
- 6.3 Lexical Morphology

Chapter 7: Advanced Topics in Syntax

- 7.1 Transformational Grammar
- 7.2 Generative Grammar
- 7.3 Syntactic Theory and Applications

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

11. COURSE DESCRIPTION: LANGUAGE TESTING AND ASSESSMENT

1. GENERAL INFORMATION

Course Name (Vietnamese): Kiểm tra và đánh giá ngôn ngữ

Course Name (English): Language Testing and Assessment

Level: Master's

Course Code:: 102297

Self-Managed Code: 14100312

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The course "Language Testing and Assessment" is a specialized component of the M.A. in English Language Studies program. It focuses on the principles and practices involved in evaluating language proficiency and performance. This course is integral to the curriculum, complementing other areas such as language teaching methodologies, curriculum design, and applied linguistics. The primary objectives are to equip students with the knowledge and skills necessary to design, administer, and analyze language tests and assessments. Key contents include test theory, types of language tests, test construction, validity and reliability, statistical analysis of test data, and the use of big data in language assessment. This course prepares students for professional roles in educational assessment and research.

3. COURSE CONTENT

Chapter 1: Introduction to Language Testing

- 1.1 Definition and Scope of Language Testing
- 1.2 Historical Development of Language Testing
- 1.3 Key Concepts and Terminology in Language Testing

Chapter 2: Principles of Language Assessment

- 2.1 Validity
- 2.2 Reliability

2.3 Practicality and Washback

Chapter 3: Test Design and Development

3.1 Test Formats and Types

3.2 Item Writing and Test Specifications

3.3 Pilot Testing and Item Analysis

Chapter 4: Validity and Reliability in Testing

4.1 Construct Validity

4.2 Content Validity

4.3 Criterion-Related Validity

Chapter 5: Practical Issues in Language Testing

5.1 Test Administration and Scoring

5.2 Ethical Considerations in Testing

5.3 Test Taker Characteristics and Performance

Chapter 6: Technology and Language Assessment

6.1 Computer-Based Testing

6.2 Automated Scoring Systems

6.3 Technological Innovations in Language Testing

Chapter 7: Current Trends and Future Directions

7.1 Alternative Assessment Methods

7.2 Assessing 21st Century Skills

7.3 Future Challenges and Opportunities in Language Testing

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

12. COURSE DESCRIPTION: THESIS

1. GENERAL INFORMATION

Course Name (Vietnamese): Luận văn

Course Name (English): Thesis

Level: Master's

Course Code:: 102302

Self-Managed Code: 14106336

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 15(0,15,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 450 periods
- Number of self-study hours : 225 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Thesis" course is a professional component of the M.A. in English Language Studies program. It serves as a capstone project that synthesizes the knowledge and skills acquired throughout the master's program. This course is intimately connected with other components of the curriculum, particularly research methodology, advanced linguistics, and specialized elective courses. The primary objectives are to conduct original research, contribute to the field of English language studies, and demonstrate the ability to apply theoretical knowledge to practical issues. Key contents include research design, data collection and analysis, academic writing, and the presentation of findings. The thesis process involves regular consultation with a faculty advisor and culminates in a written dissertation and oral defense.

3. COURSE CONTENT

Chapter 1: Introduction to Thesis Writing

- 1.1 Overview of Thesis Writing
- 1.2 Importance of Thesis in Academic Career
- 1.3 Structure and Components of a Thesis

Chapter 2: Research Design and Methodology

- 2.1 Choosing a Research Topic
- 2.2 Formulating Research Questions

2.3 Selecting Research Methods

Chapter 3: Data Collection and Analysis

3.1 Data Collection Techniques

3.2 Analyzing Quantitative Data

3.3 Analyzing Qualitative Data

Chapter 4: Writing and Presenting Findings

4.1 Writing Results and Discussions

4.2 Creating Effective Visuals

4.3 Presenting Data Effectively

Chapter 5: Discussion and Conclusion

5.1 Interpreting Findings

5.2 Drawing Conclusions

5.3 Making Recommendations

Chapter 6: Revising and Finalizing the Thesis

6.1 Reviewing and Editing

6.2 Formatting and Referencing

6.3 Submitting the Thesis

Chapter 7: Defense Preparation

7.1 Preparing for the Defense

7.2 Responding to Questions

7.3 Final Adjustments Post-Defense

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

13. COURSE DESCRIPTION: ADVANCED TRANSLATION THEORIES

1. GENERAL INFORMATION

Course Name (Vietnamese): Lý thuyết dịch nâng cao

Course Name (English): Advanced Translation Theories

Level: Master's

Course Code:: 102317

Self-Managed Code: 14100314

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Advanced Translation Theories" course is a specialized component of the M.A. in English Language Studies program. It delves deeply into the theoretical frameworks and models that underpin translation practices. This course complements other curriculum components such as comparative linguistics, cultural studies, and practical translation workshops. The primary objectives are to provide students with an in-depth understanding of advanced translation theories and to enhance their analytical skills in evaluating translation strategies. Key contents include the study of major translation theories, the role of the translator, the impact of cultural and contextual factors, and the application of big data in translation studies. This course prepares students for advanced research and professional practice in the field of translation.

3. COURSE CONTENT

Chapter 1: Introduction to Translation Theories

- 1.1 Definition and Scope of Translation Theories
- 1.2 Historical Development of Translation Studies
- 1.3 Key Concepts and Terminology in Translation

Chapter 2: Linguistic Theories of Translation

- 2.1 Structural Linguistics and Translation
- 2.2 Transformational-Generative Grammar and Translation

2.3 Equivalence in Translation

Chapter 3: Functionalist Approaches

3.1 Skopos Theory

3.2 Text Type and Translation

3.3 Translation as a Purposeful Activity

Chapter 4: Discourse and Register Analysis

4.1 Discourse Analysis in Translation

4.2 Register Analysis in Translation

4.3 Pragmatics and Translation

Chapter 5: Systems Theories

5.1 Polysystem Theory

5.2 Norms and Translation

5.3 Descriptive Translation Studies

Chapter 6: Cultural and Ideological Approaches

6.1 Postcolonial Translation Studies

6.2 Gender and Translation

6.3 Ideology and Translation

Chapter 7: Cognitive Translation Theories

7.1 Cognitive Approaches to Translation

7.2 Mental Processes in Translation

7.3 Expertise and Translation

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

14. COURSE DESCRIPTION: TRANSLATION STUDIES

1. GENERAL INFORMATION

Course Name (Vietnamese): Nghiên cứu trong dịch thuật

Course Name (English): Translation Studies

Level: Master's

Course Code:: 102289

Self-Managed Code: 14100315

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Translation Studies" course is a specialized component of the M.A. in English Language Studies program. This course explores the theoretical and practical aspects of translation, examining the interplay between language, culture, and context. It is closely linked with courses on comparative linguistics, cultural studies, and practical translation workshops, providing a comprehensive framework for understanding translation as both an art and a science. The main objectives are to familiarize students with major translation theories, enhance their analytical skills, and apply big data techniques to translation studies. Key contents include the history of translation theory, contemporary approaches, the role of the translator, cultural implications, and the impact of technology and big data on translation practices.

3. COURSE CONTENT

Chapter 1: Introduction to Translation Studies

- 1.1 Definition and Scope of Translation Studies
- 1.2 Historical Development of Translation Studies
- 1.3 Key Concepts and Terminology in Translation

Chapter 2: Theoretical Frameworks in Translation

- 2.1 Structural Linguistics and Translation
- 2.2 Functionalist Approaches
- 2.3 Discourse Analysis

Chapter 3: Research Methods in Translation Studies

- 3.1 Qualitative Methods
- 3.2 Quantitative Methods
- 3.3 Mixed Methods

Chapter 4: Translation and Culture

- 4.1 Cultural Translation
- 4.2 Postcolonial Translation
- 4.3 Gender and Translation

Chapter 5: Case Studies in Translation

- 5.1 Literary Translation
- 5.2 Technical Translation
- 5.3 Legal Translation

Chapter 6: Trends in Translation Studies

- 6.1 Translation Technology
- 6.2 Audiovisual Translation
- 6.3 Localization

Chapter 7: Future Directions in Translation Research

- 7.1 Emerging Areas of Research
- 7.2 Interdisciplinary Approaches
- 7.3 Ethical Issues in Translation Research

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

15. COURSE DESCRIPTION: CONTRASTIVE LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học đối chiếu

Course Name (English): Contrastive Linguistics

Level: Master's

Course Code:: 102286

Self-Managed Code: 14100316

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Contrastive Linguistics" course is a specialized component of the M.A. in English Language Studies program. It provides an in-depth analysis of the structural differences and similarities between English and other languages. This course is closely related to other components such as phonetics, syntax, semantics, and translation studies, creating a comprehensive linguistic framework. The primary objectives are to equip students with the skills to perform contrastive analyses and to understand the implications of linguistic differences in language learning and translation. Key contents include theoretical approaches to contrastive linguistics, methodologies for linguistic comparison, and the application of big data in linguistic research. This course prepares students for advanced research and practical applications in linguistics and language education.

3. COURSE CONTENT

Chapter 1: Introduction to Contrastive Linguistics

- 1.1 Definition and Scope of Contrastive Linguistics
- 1.2 Historical Development of Contrastive Linguistics
- 1.3 Key Concepts and Terminology in Contrastive Linguistics

Chapter 2: Theoretical Frameworks in Contrastive Linguistics

- 2.1 Structural Linguistics and Contrastive Analysis
- 2.2 Functionalist Approaches

2.3 Cognitive Linguistics

Chapter 3: Methodologies in Contrastive Analysis

3.1 Data Collection and Analysis

3.2 Comparative Methodology

3.3 Error Analysis

Chapter 4: Cross-Linguistic Influence

4.1 Transfer Theory

4.2 Interlanguage

4.3 Fossilization

Chapter 5: Applications of Contrastive Linguistics

5.1 Language Teaching

5.2 Translation Studies

5.3 Lexicography

Chapter 6: Case Studies in Contrastive Linguistics

6.1 Phonological Comparisons

6.2 Syntactic Comparisons

6.3 Semantic Comparisons

Chapter 7: Future Directions in Contrastive Linguistics

7.1 Emerging Areas of Research

7.2 Interdisciplinary Approaches

7.3 Technological Applications

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

16. COURSE DESCRIPTION: COMPUTATIONAL LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học máy tính

Course Name (English): Computational Linguistics

Level: Master's

Course Code:: 102311

Self-Managed Code: 14100317

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Computational Linguistics" course is a specialized component of the M.A. in English Language Studies program. This course delves into the intersection of computer science and linguistics, focusing on the development of algorithms and models to process and analyze language data. It is closely related to courses in natural language processing (NLP), machine translation, and big data analytics within the curriculum. The main objectives are to provide students with an understanding of the computational methods used in linguistic research and to equip them with skills to apply these methods to real-world language problems. Key contents include fundamental concepts of computational linguistics, language modeling, parsing techniques, machine learning applications, and the use of big data for linguistic analysis.

3. COURSE CONTENT

Chapter 1: Introduction to Computational Linguistics

- 1.1 Definition and Scope of Computational Linguistics
- 1.2 Historical Development of Computational Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Language Models

- 2.1 Statistical Language Models
- 2.2 Neural Language Models

2.3 Applications of Language Models

Chapter 3: Syntax and Parsing

3.1 Syntactic Structures

3.2 Parsing Algorithms

3.3 Syntax in Computational Linguistics

Chapter 4: Semantics

4.1 Lexical Semantics

4.2 Compositional Semantics

4.3 Semantic Role Labeling

Chapter 5: Information Retrieval

5.1 IR Models

5.2 Evaluation of IR Systems

5.3 Applications of IR

Chapter 6: Machine Translation

6.1 Rule-Based MT

6.2 Statistical MT

6.3 Neural MT

Chapter 7: Deep Learning for NLP

7.1 Neural Networks

7.2 Recurrent Neural Networks

7.3 Transformer Models

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

17. COURSE DESCRIPTION: CORPUS LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học ngữ liệu

Course Name (English): Corpus Linguistics

Level: Master's

Course Code:: 102312

Self-Managed Code: 14100318

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Corpus Linguistics" course is a specialized component of the M.A. in English Language Studies program. This course focuses on the empirical study of language through large collections of texts known as corpora. It is integrally related to other courses in computational linguistics, translation studies, and language teaching, providing essential methodologies for data-driven linguistic research. The main objectives are to familiarize students with corpus construction and annotation, equip them with tools and techniques for corpus analysis, and explore the applications of big data in linguistic studies. Key contents include the principles of corpus design, methods for data extraction and analysis, and the use of corpora in various linguistic subfields such as syntax, semantics, and sociolinguistics.

3. COURSE CONTENT

Chapter 1: Introduction to Corpus Linguistics

- 1.1 Definition and Scope of Corpus Linguistics
- 1.2 Historical Development of Corpus Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Corpus Design and Compilation

- 2.1 Principles of Corpus Design
- 2.2 Types of Corpora
- 2.3 Data Collection Methods

Chapter 3: Corpus Annotation and Analysis

- 3.1 Annotating Corpora
- 3.2 Quantitative Analysis
- 3.3 Qualitative Analysis

Chapter 4: Tools for Corpus Linguistics

- 4.1 Software for Corpus Analysis
- 4.2 Using AntConc
- 4.3 Other Useful Tools

Chapter 5: Applications of Corpus Linguistics

- 5.1 Language Teaching
- 5.2 Lexicography
- 5.3 Translation Studies

Chapter 6: Case Studies in Corpus Linguistics

- 6.1 Phonological Analysis
- 6.2 Syntactic Analysis
- 6.3 Semantic Analysis

Chapter 7: Future Directions in Corpus Linguistics

- 7.1 Emerging Trends
- 7.2 Interdisciplinary Approaches
- 7.3 Ethical Issues

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

18. COURSE DESCRIPTION: FORENSIC LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học pháp lý

Course Name (English): Forensic Linguistics

Level: Master's

Course Code:: 102322

Self-Managed Code: 14100319

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Forensic Linguistics" course is a specialized component of the M.A. in English Language Studies program. This course examines the intersection of language and the law, focusing on how linguistic principles and methodologies can be applied in legal contexts. It complements other courses such as sociolinguistics, discourse analysis, and translation studies. The main objectives are to introduce students to the role of language in legal settings, develop their skills in analyzing legal texts, and explore the use of linguistic evidence in criminal and civil cases. Key contents include the analysis of legal language, speaker identification, authorship attribution, and the application of big data in forensic investigations.

3. COURSE CONTENT

Chapter 1: Introduction to Forensic Linguistics

- 1.1 Definition and Scope of Forensic Linguistics
- 1.2 Historical Development of Forensic Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Forensic Linguistics

- 2.1 Legal Language and Its Features
- 2.2 Theories of Language and Law
- 2.3 Forensic Linguistic Methodologies

Chapter 3: Language and the Law

3.1 Language in Legal Contexts

3.2 Courtroom Discourse

3.3 Legal Text Analysis

Chapter 4: Forensic Phonetics

4.1 Speaker Identification

4.2 Voice Comparison Techniques

4.3 Acoustic Analysis in Forensic Contexts

Chapter 5: Forensic Stylistics

5.1 Authorship Attribution

5.2 Plagiarism Detection

5.3 Textual Analysis Techniques

Chapter 6: Discourse Analysis in Legal Contexts

6.1 Analyzing Legal Narratives

6.2 Interaction in Legal Settings

6.3 Power and Control in Legal Discourse

Chapter 7: Case Studies in Forensic Linguistics

7.1 High-Profile Legal Cases

7.2 Forensic Linguistics in Criminal Investigations

7.3 Ethical Issues in Forensic Linguistics

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

19 COURSE DESCRIPTION: STYLISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học phong cách

Course Name (English): Stylistics

Level: Master's

Course Code:: 102292

Self-Managed Code: 14100320

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Stylistics" course is a specialized component of the M.A. in English Language Studies program. This course explores the study of style in language, focusing on how linguistic choices create meaning and effect in various texts. It is closely related to courses in literary analysis, discourse analysis, and applied linguistics within the curriculum. The main objectives of the course are to provide students with a comprehensive understanding of stylistic theories and methods, develop their skills in analyzing stylistic features of different genres, and examine the role of big data in stylistic analysis. Key contents include linguistic approaches to style, stylistic analysis of prose, poetry, and drama, and the application of computational tools in stylistics.

3. COURSE CONTENT

Chapter 1: Introduction to Stylistics

- 1.1 Definition and Scope of Stylistics
- 1.2 Historical Development of Stylistics
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Stylistics

- 2.1 Linguistic Approaches
- 2.2 Literary Approaches
- 2.3 Functional Approaches

Chapter 3: Analyzing Literary Texts

- 3.1 Poetry
- 3.2 Prose

3.3 Drama

Chapter 4: Stylistic Devices and Techniques

4.1 Figurative Language

4.2 Sound Patterns

4.3 Narrative Techniques

Chapter 5: Stylistics and Discourse Analysis

5.1 Analyzing Spoken Discourse

5.2 Analyzing Written Discourse

5.3 Pragmatics and Stylistics

Chapter 6: Stylistics in Non-Literary Texts

6.1 Media Texts

6.2 Advertising

6.3 Political Speeches

Chapter 7: Case Studies in Stylistics

7.1 Stylistic Analysis of Selected Texts

7.2 Comparative Stylistics

7.3 Applications of Stylistic Analysis

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

20. COURSE DESCRIPTION: PSYCHOLINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học tâm lý

Course Name (English): Psycholinguistics

Level: Master's

Course Code:: 102318

Self-Managed Code: 14100321

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Psycholinguistics" course is a specialized component of the M.A. in English Language Studies program. This course delves into the cognitive processes underlying language acquisition, comprehension, and production. It intersects with courses in cognitive science, neurolinguistics, and applied linguistics, providing a comprehensive understanding of how language functions in the mind. The main objectives are to explore the mental mechanisms that facilitate language learning and usage, understand the relationship between language and thought, and examine the impact of big data on psycholinguistic research. Key contents include language processing, language development, bilingualism, language disorders, and the application of computational models and big data analytics in psycholinguistics.

3. COURSE CONTENT

Chapter 1: Introduction to Psycholinguistics

- 1.1 Definition and Scope of Psycholinguistics
- 1.2 Historical Development of Psycholinguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Language Acquisition

- 2.1 Theories of Language Acquisition
- 2.2 Stages of Language Development
- 2.3 Factors Influencing Language Acquisition

Chapter 3: Language Comprehension

- 3.1 Models of Language Comprehension
- 3.2 Cognitive Processes in Comprehension
- 3.3 Experimental Findings

Chapter 4: Language Production

- 4.1 Models of Language Production
- 4.2 Speech Errors and What They Reveal
- 4.3 Cognitive Processes in Production

Chapter 5: Bilingualism and Multilingualism

- 5.1 Types of Bilingualism
- 5.2 Cognitive Effects of Bilingualism
- 5.3 Language Switching and Mixing

Chapter 6: Neurolinguistics

- 6.1 Brain Structures Involved in Language
- 6.2 Aphasia and Other Language Disorders
- 6.3 Brain Imaging Techniques

Chapter 7: Experimental Methods in Psycholinguistics

- 7.1 Designing Experiments in Psycholinguistics
- 7.2 Data Collection and Analysis
- 7.3 Ethical Considerations in Psycholinguistic Research

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

21. COURSE DESCRIPTION: COGNITIVE LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học tri nhận

Course Name (English): Cognitive Linguistics

Level: Master's

Course Code: 102288

Self-Managed Code: 14100322

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Cognitive Linguistics" course is a specialized component of the M.A. in English Language Studies program. It belongs to the specialized knowledge block and provides an in-depth exploration of how language interacts with human cognition. This course complements other related subjects such as psycholinguistics, semantics, and discourse analysis by offering insights into the cognitive mechanisms behind language use. The main objectives are to introduce key theories and concepts in cognitive linguistics, such as conceptual metaphor theory, frame semantics, and cognitive grammar. Additionally, students will learn about the application of big data in cognitive linguistic research, enabling them to analyze large-scale language data and uncover patterns in language use and cognitive processing. Key contents include mental representations, categorization processes, metaphor and metonymy, and the importance of context in meaning construction.

3. COURSE CONTENT

Chapter 1: Introduction to Cognitive Linguistics

- 1.1 Definition and Scope of Cognitive Linguistics
- 1.2 Historical Development of Cognitive Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Foundations of Cognitive Linguistics

- 2.1 Cognitive Grammar
- 2.2 Cognitive Semantics

2.3 The Embodied Mind

Chapter 3: Categorization and Prototypes

3.1 Basic-Level Categories

3.2 Prototype Theory

3.3 Applications of Categorization in Linguistics

Chapter 4: Conceptual Metaphor Theory

4.1 Metaphors in Everyday Language

4.2 Types of Metaphors

4.3 Metaphor Identification Procedures

Chapter 5: Frame Semantics

5.1 Frame Theory

5.2 Frame-Based Analysis

5.3 Applications of Frame Semantics

Chapter 6: Construction Grammar

6.1 Basic Concepts of Construction Grammar

6.2 Types of Constructions

6.3 Constructional Approaches to Syntax

Chapter 7: Cognitive Approaches to Grammar

7.1 Grammar and Cognition

7.2 Usage-Based Models of Grammar

7.3 Cognitive Grammar in Language Teaching

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

22. COURSE DESCRIPTION: APPLIED LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học ứng dụng

Course Name (English): Applied Linguistics

Level: Master's

Course Code:: 102336

Self-Managed Code: 14100307

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Cognitive Linguistics" course is a specialized component of the M.A. in English Language Studies program. It belongs to the specialized knowledge block and aims to provide a deep understanding of how language and cognition interact. This course complements other subjects such as psycholinguistics, semantics, and discourse analysis by focusing on cognitive mechanisms behind language use. The main objectives are to introduce students to key theories and methods in cognitive linguistics, including conceptual metaphor theory, frame semantics, and cognitive grammar. Additionally, students will learn about the application of big data in cognitive linguistic research, enabling them to analyze large-scale language data and uncover patterns in language use and cognitive processing. Key contents include mental representations, categorization processes, metaphor and metonymy, and the role of context in meaning construction.

3. COURSE CONTENT

Chapter 1: Introduction to Applied Linguistics

- 1.1 Definition and Scope of Applied Linguistics
- 1.2 Historical Development of Applied Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Foundations of Applied Linguistics

- 2.1 Linguistic Theories
- 2.2 Interdisciplinary Approaches

2.3 Practical Applications

Chapter 3: Language Learning and Teaching

3.1 Theories of Language Learning

3.2 Language Teaching Methodologies

3.3 Curriculum Design and Implementation

Chapter 4: Second Language Acquisition

4.1 Key Concepts in Second Language Acquisition

4.2 Factors Influencing Second Language Acquisition

4.3 Models and Theories of Second Language Acquisition

Chapter 5: Language Assessment and Testing

5.1 Principles of Language Assessment

5.2 Types of Language Tests

5.3 Test Design and Evaluation

Chapter 6: Research Methods in Applied Linguistics

6.1 Quantitative Research Methods

6.2 Qualitative Research Methods

6.3 Mixed Methods Research

Chapter 7: Applied Linguistics in Practice

7.1 Case Studies in Applied Linguistics

7.2 Applications in Various Contexts

7.3 Future Directions in Applied Linguistics

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

23. COURSE DESCRIPTION: SOCIOLINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học xã hội

Course Name (English): Sociolinguistics

Level: Master's

Course Code:: 102291

Self-Managed Code: 14100324

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

The "Sociolinguistics" course is a specialized component of the M.A. in English Language Studies program. It belongs to the specialized knowledge block and explores the intricate relationship between language and society. This course complements other subjects such as language policy, discourse analysis, and cultural studies by providing an in-depth understanding of how social factors influence language use. The main objectives are to introduce students to fundamental concepts and theories in sociolinguistics, including language variation, language change, and the social functions of language. Additionally, students will learn about the impact of sociocultural contexts on language and how big data can be utilized to analyze sociolinguistic patterns. Key contents include language and identity, multilingualism, language attitudes, and the role of power in language use.

3. COURSE CONTENT

Chapter 1: Introduction to Sociolinguistics

- 1.1 Definition and Scope of Sociolinguistics
- 1.2 Historical Development of Sociolinguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Language Variation

- 2.1 Types of Variation
- 2.2 Social Factors in Variation

2.3 Methods of Studying Variation

Chapter 3: Language and Society

3.1 Language and Social Class

3.2 Language and Gender

3.3 Language and Ethnicity

Chapter 4: Language Contact and Multilingualism

4.1 Bilingualism and Multilingualism

4.2 Code-Switching and Code-Mixing

4.3 Outcomes of Language Contact

Chapter 5: Sociolinguistic Research Methods

5.1 Quantitative Methods

5.2 Qualitative Methods

5.3 Mixed Methods Research

Chapter 6: Language Policy and Planning

6.1 Principles of Language Policy

6.2 Language Planning in Education

6.3 Case Studies of Language Policy

Chapter 7: Language Attitudes and Ideologies

7.1 Attitudes towards Languages and Dialects

7.2 Ideologies and Language Policies

7.3 Methods of Studying Language Attitudes

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

24. COURSE DESCRIPTION: LANGUAGE AND IDENTITY

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ và bản sắc

Course Name (English): Language and Identity

Level: Master's

Course Code:: 102321

Self-Managed Code: 14100325

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Language and Identity is a specialized course in the M.A. English Language Studies program, designed to provide an in-depth understanding of the interplay between language and identity. This course builds on foundational knowledge from other linguistic courses, integrating sociolinguistic and psycholinguistic perspectives. Students will explore how language shapes and reflects individual and group identities, examining various factors such as ethnicity, nationality, gender, and social class. The primary objective is to equip learners with the theoretical and analytical tools to critically evaluate the role of language in identity formation and expression. By the end of the course, students will be able to conduct research and apply concepts related to language and identity in diverse contexts.

3. COURSE CONTENT

Chapter 1: Introduction to Language and Identity

- 1.1 Definition and Scope of Language and Identity
- 1.2 Historical Development of Language and Identity Studies
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks

- 2.1 Sociolinguistic Approaches
- 2.2 Psychological Approaches
- 2.3 Anthropological Approaches

Chapter 3: Identity and Language Learning

- 3.1 Language Learning and Identity Formation
- 3.2 Identity in the Language Classroom
- 3.3 Case Studies in Language Learning

Chapter 4: Language, Ethnicity, and Nationalism

- 4.1 Language and Ethnic Identity
- 4.2 National Identity and Language Policies
- 4.3 Case Studies in Ethnicity and Nationalism

Chapter 5: Language and Gender

- 5.1 Gendered Language Practices
- 5.2 The Role of Language in Gender Identity
- 5.3 Case Studies in Language and Gender

Chapter 6: Language, Identity, and Power

- 6.1 Language and Social Power
- 6.2 Language Policies and Power Dynamics
- 6.3 Case Studies in Language and Power

Chapter 7: Case Studies in Language and Identity

- 7.1 Methodologies for Studying Language and Identity
- 7.2 Notable Case Studies
- 7.3 Future Directions in Language and Identity Research

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

25. COURSE DESCRIPTION: PRAGMATICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngữ dụng học

Course Name (English): Pragmatics

Level: Master's

Course Code:: 102294

Self-Managed Code: 14100326

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Pragmatics is a specialized course within the M.A. English Language Studies program, designed to provide students with a comprehensive understanding of the use of language in context. This course builds on foundational linguistic knowledge and complements courses in semantics, sociolinguistics, and discourse analysis. The primary objective is to equip learners with the theoretical and practical tools to analyze how meaning is constructed in interactional settings. Key contents include speech act theory, implicature, presupposition, deixis, and conversational analysis. By the end of the course, students will be able to critically evaluate pragmatic phenomena and apply pragmatic principles in both research and practical contexts.

3. COURSE CONTENT

Chapter 1: Introduction to Pragmatics

- 1.1 Definition and Scope of Pragmatics
- 1.2 Historical Development of Pragmatics
- 1.3 Key Concepts and Terminology

Chapter 2: Speech Acts

- 2.1 Types of Speech Acts
- 2.2 Speech Act Theory
- 2.3 Applications of Speech Acts

Chapter 3: Conversational Implicature

- 3.1 Grice's Maxims
- 3.2 Types of Implicature
- 3.3 Implicature in Communication

Chapter 4: Presupposition and Entailment

- 4.1 Types of Presupposition
- 4.2 Entailment in Pragmatics
- 4.3 Examples and Applications

Chapter 5: Deixis

- 5.1 Types of Deixis
- 5.2 The Role of Deixis in Communication
- 5.3 Analyzing Deictic Expressions

Chapter 6: Politeness and Interaction

- 6.1 Politeness Theories
- 6.2 Face and Politeness Strategies
- 6.3 Cross-Cultural Politeness

Chapter 7: Pragmatic Theories and Applications

- 7.1 Overview of Pragmatic Theories
- 7.2 Applying Pragmatics in Discourse Analysis
- 7.3 Future Directions in Pragmatic Research

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

26. COURSE DESCRIPTION: SYSTEMIC FUNCTIONAL GRAMMAR

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngữ pháp chức năng hệ thống

Course Name (English): Systemic Functional Grammar

Level: Master's

Course Code:: 102309

Self-Managed Code: 14100327

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Systemic Functional Grammar is a specialized course within the M.A. English Language Studies program, designed to provide students with a comprehensive understanding of the systemic functional approach to grammar. This course falls under the specialized knowledge block, building on foundational courses in syntax, semantics, and discourse analysis. It aims to equip learners with the theoretical and analytical tools to explore how language functions in various social and cultural contexts. Key contents include the theory of systemic functional linguistics, the metafunctions of language (ideational, interpersonal, and textual), and the application of these concepts to textual analysis. By the end of the course, students will be able to critically analyze and interpret linguistic data using a systemic functional framework.

3. COURSE CONTENT

Chapter 1: Introduction to Systemic Functional Grammar

- 1.1 Definition and Scope of Systemic Functional Grammar
- 1.2 Historical Development of SFG
- 1.3 Key Concepts and Terminology

Chapter 2: The Clause as Representation

- 2.1 Transitivity System
- 2.2 Process Types

2.3 Participant and Circumstantial Roles

Chapter 3: The Clause as Exchange

3.1 Mood and Modality

3.2 Interpersonal Meaning

3.3 Speech Functions

Chapter 4: The Clause as Message

4.1 Theme and Rheme

4.2 Information Structure

4.3 Thematic Progression

Chapter 5: Beyond the Clause

5.1 Clause Complexes

5.2 Cohesion and Coherence

5.3 Discourse Markers

Chapter 6: Genre and Register in SFG

6.1 Definition of Genre and Register

6.2 Register Variables: Field, Tenor, Mode

6.3 Genre Analysis

Chapter 7: Application of SFG in Discourse Analysis

7.1 Methods and Tools

7.2 Case Studies

7.3 Future Directions in SFG Research

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

27. COURSE DESCRIPTION: DISCOURSE ANALYSIS

1. GENERAL INFORMATION

Course Name (Vietnamese): Phân tích diễn ngôn

Course Name (English): Discourse Analysis

Level: Master's

Course Code:: 102290

Self-Managed Code: 14100311

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Discourse Analysis is a specialized course within the M.A. English Language Studies program, designed to provide students with the theoretical and methodological tools to analyze language use in various contexts. This course falls under the specialized knowledge block and complements other courses in pragmatics, sociolinguistics, and systemic functional grammar. The primary objective is to equip learners with the ability to critically examine how texts and talk function in social and cultural settings. Key contents include discourse structures, conversation analysis, critical discourse analysis, and the relationship between discourse and power. By the end of the course, students will be able to conduct independent discourse analytic research and apply discourse analysis in various professional contexts.

3. COURSE CONTENT

Chapter 1: Introduction to Discourse Analysis

- 1.1 Definition and Scope of Discourse Analysis
- 1.2 Historical Development
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Discourse Analysis

- 2.1 Structural Approaches
- 2.2 Functional Approaches
- 2.3 Social Theories in Discourse Analysis

Chapter 3: Methods and Approaches

- 3.1 Qualitative Methods
- 3.2 Quantitative Methods
- 3.3 Mixed Methods

Chapter 4: Critical Discourse Analysis

- 4.1 Principles of Critical Discourse Analysis
- 4.2 Applications in Research
- 4.3 Case Studies

Chapter 5: Discourse and Society

- 5.1 Discourse in Social Contexts
- 5.2 Power and Ideology in Discourse
- 5.3 Language and Social Interaction

Chapter 6: Discourse and Identity

- 6.1 Language and Identity Construction
- 6.2 Discourse and Gender
- 6.3 Discourse and Ethnicity

Chapter 7: Multimodal Discourse Analysis

- 7.1 Visual and Multimodal Texts
- 7.2 Analyzing Visual Data
- 7.3 Case Studies in Multimodal Analysis

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

28. COURSE DESCRIPTION: ADVANCED INTERPRETATION

1. GENERAL INFORMATION

Course Name (Vietnamese): Phiên dịch nâng cao

Course Name (English): Advanced Interpretation

Level: Master's

Course Code:: 102315

Self-Managed Code: 14100329

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Advanced Interpretation is a professional course within the M.A. English Language Studies program, aimed at developing high-level skills in oral interpretation. This course builds on foundational interpretation and translation courses, integrating theoretical knowledge with practical application. The primary objective is to prepare learners for complex interpreting tasks in various settings, including legal, medical, and conference interpreting. Key contents include advanced interpreting techniques, consecutive and simultaneous interpretation, and the use of technology in interpreting. By the end of the course, students will have the expertise to handle professional interpreting assignments with confidence and precision.

3. COURSE CONTENT

Chapter 1: Introduction to Advanced Interpretation

- 1.1 Definition and Scope of Advanced Interpretation
- 1.2 Historical Development
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Interpretation

- 2.1 Structural Approaches
- 2.2 Functional Approaches
- 2.3 Social Theories in Interpretation

Chapter 3: Techniques and Strategies

3.1 Note-taking Techniques

3.2 Memory Training

3.3 Coping with Stress

Chapter 4: Ethics and Professionalism

4.1 Principles of Professional Ethics

4.2 Case Studies

4.3 Standards of Practice

Chapter 5: Interpretation in Various Settings

5.1 Conference Interpretation

5.2 Court Interpretation

5.3 Medical Interpretation

Chapter 6: Simultaneous and Consecutive Interpretation

6.1 Techniques for Simultaneous Interpretation

6.2 Techniques for Consecutive Interpretation

6.3 Practice Sessions

Chapter 7: Current Trends and Future Directions

7.1 Technological Advances

7.2 Future Research Areas

7.3 Career Development

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

29. COURSE DESCRIPTION: ADVANCED METHODS OF TEACHING LANGUAGE

1. GENERAL INFORMATION

Course Name (Vietnamese): Phương pháp giảng dạy ngôn ngữ nâng cao

Course Name (English): Advanced Methods of Teaching Language

Level: Master's

Course Code:: 102306

Self-Managed Code: 14100331

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

This course, "Advanced Methods of Teaching Language," falls under the professional knowledge block within the Master's program in English Language Studies. It builds upon foundational courses in language pedagogy and methodology. The course delves deeper into contemporary and research-driven approaches to language teaching, equipping students with the necessary skills and knowledge to excel in their future teaching careers. Students will explore various advanced teaching methods, analyze their effectiveness in diverse learning contexts, and critically evaluate current trends in language education, including the potential of big data for informing and personalizing instruction. Through collaborative learning activities and lesson plan development, students will gain practical experience in applying these advanced approaches to their chosen language teaching contexts.

3. COURSE CONTENT

Chapter 1: Introduction to Advanced Language Teaching Methods

- 1.1 Definition and Scope
- 1.2 Historical Development
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Language Teaching

- 2.1 Structural Approaches
- 2.2 Functional Approaches

2.3 Communicative Approaches

Chapter 3: Curriculum and Syllabus Design

3.1 Principles of Curriculum Design

3.2 Types of Syllabi

3.3 Case Studies

Chapter 4: Classroom Management and Assessment

4.1 Classroom Management Techniques

4.2 Assessment Methods

4.3 Evaluating Student Performance

Chapter 5: Technology in Language Teaching

5.1 Digital Tools for Language Learning

5.2 Blended Learning

5.3 Case Studies

Chapter 6: Developing Language Skills

6.1 Teaching Listening

6.2 Teaching Speaking

6.3 Teaching Reading

6.4 Teaching Writing

Chapter 7: Teaching Culture and Intercultural Communication

7.1 Integrating Culture in Language Teaching

7.2 Developing Intercultural Competence

7.3 Case Studies

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

30. COURSE DESCRIPTION: RESEARCH METHODS IN LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Phương pháp nghiên cứu trong lĩnh vực ngôn ngữ

Course Name (English): Research Methods in Linguistics

Level: Master's

Course Code:: 102279

Self-Managed Code: 14100330

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 3(3,0,0)

Time Allocation:

- Number of theoretical hours : 45 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 90 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Research Methods in Linguistics is a foundational course within the M.A. English Language Studies program, essential for students pursuing advanced studies in linguistics. This course belongs to the basic knowledge block, providing essential training in research methodologies applicable to linguistic inquiry. It serves as a precursor to specialized courses in discourse analysis, pragmatics, and systemic functional grammar by equipping students with the necessary research skills and theoretical frameworks. The course emphasizes both qualitative and quantitative research methods, exploring their application in linguistics through practical exercises and theoretical discussions. By the end of the course, students will be proficient in designing research studies, collecting and analyzing data, and critically evaluating existing literature in linguistics.

3. COURSE CONTENT

Chapter 1: Introduction to Research Methods in Linguistics

- 1.1 Definition and Scope
- 1.2 Historical Development
- 1.3 Key Concepts and Terminology

Chapter 2: Quantitative Research Methods

- 2.1 Experimental Design
- 2.2 Surveys and Questionnaires

2.3 Statistical Analysis

Chapter 3: Qualitative Research Methods

3.1 Ethnography

3.2 Case Studies

3.3 Discourse Analysis

Chapter 4: Mixed Methods Research

4.1 Integrating Quantitative and Qualitative Methods

4.2 Triangulation

4.3 Case Studies

Chapter 5: Data Collection Techniques

5.1 Sampling Methods

5.2 Interviews and Focus Groups

5.3 Observations

Chapter 6: Data Analysis and Interpretation

6.1 Coding and Theming

6.2 Statistical Analysis

6.3 Interpreting Results

Chapter 7: Writing and Presenting Research

7.1 Writing Research Papers

7.2 Preparing Presentations

7.3 Publishing Research

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

31. COURSE DESCRIPTION: SYLLABUS DESIGN AND MATERIAL DEVELOPMENT

1. GENERAL INFORMATION

Course Name (Vietnamese): Thiết kế nội dung môn học và phát triển tài liệu

Course Name (English): Syllabus design and Material Development

Level: Master's

Course Code:: 102304

Self-Managed Code: 14100332

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Syllabus Design and Material Development is a specialized course within the M.A. English Language Studies program, focusing on advanced methodologies for designing language curricula and developing teaching materials. This course falls under the specialized knowledge block, complementing foundational courses in language teaching methods and curriculum design. It aims to provide students with theoretical insights and practical skills necessary for creating effective language syllabi and instructional materials tailored to diverse learner needs and contexts. Emphasizing alignment with communicative language teaching principles, the course explores strategies for needs analysis, curriculum sequencing, and the selection, adaptation, and creation of authentic materials. By the end of the course, students will be proficient in designing comprehensive language syllabi and developing engaging teaching materials for various educational settings.

3. COURSE CONTENT

Chapter 1: Introduction to Syllabus Design

- 1.1 Definition and Importance
- 1.2 Types of Syllabi
- 1.3 Historical Perspectives

Chapter 2: Needs Analysis

- 2.1 Defining Needs Analysis

2.2 Methods and Tools

2.3 Case Studies

Chapter 3: Objectives and Outcomes

3.1 Setting Learning Objectives

3.2 Formulating Outcomes

3.3 Alignment with Curriculum Goals

Chapter 4: Content Selection and Organization

4.1 Criteria for Content Selection

4.2 Structuring the Syllabus

4.3 Balancing Skills and Knowledge

Chapter 5: Material Development

5.1 Principles of Material Development

5.2 Adapting and Creating Materials

5.3 Evaluating and Revising Materials

Chapter 6: Assessment and Evaluation

6.1 Types of Assessment

6.2 Designing Assessment Tools

6.3 Evaluating Student Performance

Chapter 7: Syllabus Implementation and Management

7.1 Strategies for Implementation

7.2 Managing the Teaching Process

7.3 Continuous Improvement

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

32. COURSE DESCRIPTION: STATISTICS IN LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Thống kê trong Ngôn ngữ

Course Name (English): Statistics in Linguistics

Level: Master's

Course Code:: 102287

Self-Managed Code: 14100333

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Statistics in Linguistics is a specialized course offered at the Master's level in English Language Studies, focusing on the application of statistical methods in linguistic research and analysis. This course belongs to the specialized knowledge block, providing essential skills for conducting empirical research and quantitative analysis in linguistics. It is closely related to courses in research methods and complements studies in discourse analysis and language variation. The main objectives of the course include introducing students to foundational statistical concepts, equipping them with skills to analyze linguistic data using statistical software, and fostering critical evaluation of statistical findings in linguistic research. By the end of the course, students will be proficient in applying statistical techniques to analyze language data and contribute to empirical research in linguistics.

3. COURSE CONTENT

Chapter 1: Introduction to Statistics in Linguistics

- 1.1 Definition and Importance
- 1.2 Role of Statistics in Linguistic Research
- 1.3 Overview of Statistical Methods

Chapter 2: Descriptive Statistics

- 2.1 Measures of Central Tendency
- 2.2 Measures of Dispersion

2.3 Data Visualization Techniques

Chapter 3: Probability and Statistical Inference

3.1 Basic Concepts of Probability

3.2 Sampling Distributions

3.3 Hypothesis Testing

Chapter 4: Correlation and Regression Analysis

4.1 Correlation Coefficients

4.2 Simple Linear Regression

4.3 Multiple Regression Analysis

Chapter 5: Analysis of Variance (ANOVA)

5.1 One-Way ANOVA

5.2 Two-Way ANOVA

5.3 Repeated Measures ANOVA

Chapter 6: Multivariate Analysis

6.1 Principal Component Analysis

6.2 Factor Analysis

6.3 Cluster Analysis

Chapter 7: Non-Parametric Tests

7.1 Chi-Square Test

7.2 Mann-Whitney U Test

7.3 Kruskal-Wallis Test

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

33. COURSE DESCRIPTION: SECOND LANGUAGE ACQUISITION

1. GENERAL INFORMATION

Course Name (Vietnamese): Thụ đặc ngôn ngữ thứ hai

Course Name (English): Second Language Acquisition

Level: Master's

Course Code:: 102280

Self-Managed Code: 14100334

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Second Language Acquisition is a specialized course within the M.A. English Language Studies program, focusing on the processes and theories involved in acquiring a second language. This course falls under the specialized knowledge block, building upon foundational studies in linguistics and language teaching methodologies. It explores how individuals learn and develop proficiency in a second language, examining theoretical frameworks such as cognitive, social, and interactionist perspectives. The course also explores the implications of second language acquisition research for language teaching practices and curriculum design. The main objectives include understanding the stages of second language acquisition, evaluating influential theories, and applying research findings to enhance language instruction strategies. By the end of the course, students will gain insights into factors affecting language learning outcomes and will be prepared to apply theoretical knowledge in practical teaching contexts.

3. COURSE CONTENT

Chapter 1: Introduction to Second Language Acquisition

- 1.1 Definition and Scope
- 1.2 History of SLA Research
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Foundations

- 2.1 Behaviorist Theories

2.2 Cognitive Theories

2.3 Sociocultural Theories

Chapter 3: Interlanguage and Developmental Sequences

3.1 Interlanguage Theory

3.2 Stages of Development

3.3 Error Analysis

Chapter 4: Individual Differences

4.1 Age and SLA

4.2 Motivation and Attitude

4.3 Aptitude and Learning Styles

Chapter 5: The Role of Input and Interaction

5.1 Input Hypothesis

5.2 Interaction Hypothesis

5.3 Corrective Feedback

Chapter 6: Social Dimensions of SLA

6.1 Language and Identity

6.2 Acculturation

6.3 Social Networks

Chapter 7: Cognitive Approaches to SLA

7.1 Information Processing

7.2 Working Memory

7.3 Connectionist Models

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

34. COURSE DESCRIPTION: INTERNSHIP

1. GENERAL INFORMATION

Course Name (Vietnamese): Thực tập

Course Name (English): Internship

Level: Master's

Course Code:: 102301

Self-Managed Code: 14104322

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 3(0,3,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Internship is an integral component of the Master's program in English Language Studies, designed to provide students with practical, hands-on experience in professional settings related to linguistics and language education. This course is categorized under the professional knowledge block, aiming to bridge theoretical knowledge gained in academic courses with real-world applications. It is closely aligned with other components of the curriculum by offering students an opportunity to apply classroom learning in authentic contexts, enhancing their skills in research, teaching, or language-related professions. The main objectives include gaining practical experience, developing professional competencies, and fostering critical reflection on professional practices in linguistics. Through supervised placements, students will engage in tasks such as conducting research, assisting in language teaching, or contributing to language program management, preparing them for future careers in academia, language education, or related fields.

3. COURSE CONTENT

Chapter 1: Introduction to Internship

- 1.1 Definition and Scope
- 1.2 Objectives of the Internship
- 1.3 Key Concepts and Terminology

Chapter 2: Research Methods and Data Collection Techniques

- 2.1 Quantitative Research Methods

2.2 Qualitative Research Methods

2.3 Mixed Methods Research

Chapter 3: Data Analysis and Interpretation

3.1 Statistical Analysis

3.2 Thematic Analysis

3.3 Discourse Analysis

Chapter 4: Writing Research Reports

4.1 Structure of a Research Report

4.2 Academic Writing Style

4.3 Referencing and Citation

Chapter 5: Ethics in Research and Professional Conduct

5.1 Ethical Considerations in Research

5.2 Integrity and Honesty in Research

5.3 Intellectual Property Rights

Chapter 6: Presentation Skills and Data Visualization

6.1 Preparing an Academic Presentation

6.2 Visualizing Data Effectively

6.3 Public Speaking Skills

Chapter 7: Technology in Language Research

7.1 Using Software for Data Analysis

7.2 Online Research Tools

7.3 Digital Research Methods

Chapter 8: Professional Development and Career Management

8.1 Career Planning

8.2 Networking and Professional Relationships

8.3 Continuing Professional Development

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

35. COURSE DESCRIPTION: INTERNSHIP

1. GENERAL INFORMATION

Course Name (Vietnamese): Thực tập

Course Name (English): Internship

Level: Master's

Course Code:: 102307

Self-Managed Code: 14106335

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 7(0,7,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Internship is an integral component of the Master's program in English Language Studies, designed to provide students with practical, hands-on experience in professional settings related to linguistics and language education. This course is categorized under the professional knowledge block, aiming to bridge theoretical knowledge gained in academic courses with real-world applications. It is closely aligned with other components of the curriculum by offering students an opportunity to apply classroom learning in authentic contexts, enhancing their skills in research, teaching, or language-related professions. The main objectives include gaining practical experience, developing professional competencies, and fostering critical reflection on professional practices in linguistics. Through supervised placements, students will engage in tasks such as conducting research, assisting in language teaching, or contributing to language program management, preparing them for future careers in academia, language education, or related fields.

3. COURSE CONTENT

Chapter 1: Introduction to Internship

- 1.1 Definition and Scope
- 1.2 Objectives of the Internship
- 1.3 Key Concepts and Terminology

Chapter 2: Research Methods and Data Collection Techniques

- 2.1 Quantitative Research Methods

2.2 Qualitative Research Methods

2.3 Mixed Methods Research

Chapter 3: Data Analysis and Interpretation

3.1 Statistical Analysis

3.2 Thematic Analysis

3.3 Discourse Analysis

Chapter 4: Writing Research Reports

4.1 Structure of a Research Report

4.2 Academic Writing Style

4.3 Referencing and Citation

Chapter 5: Ethics in Research and Professional Conduct

5.1 Ethical Considerations in Research

5.2 Integrity and Honesty in Research

5.3 Intellectual Property Rights

Chapter 6: Presentation Skills and Data Visualization

6.1 Preparing an Academic Presentation

6.2 Visualizing Data Effectively

6.3 Public Speaking Skills

Chapter 7: Technology in Language Research

7.1 Using Software for Data Analysis

7.2 Online Research Tools

7.3 Digital Research Methods

Chapter 8: Professional Development and Career Management

8.1 Career Planning

8.2 Networking and Professional Relationships

8.3 Continuing Professional Development

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

36. COURSE DESCRIPTION: ENGLISH FOR SPECIFIC PURPOSES

1. GENERAL INFORMATION

Course Name (Vietnamese): Tiếng Anh chuyên ngành

Course Name (English): English for Specific Purposes

Level: Master's

Course Code:: 102295

Self-Managed Code: 14100337

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

English for Specific Purposes (ESP) is a specialized course within the M.A. English Language Studies program, designed to cater to the language needs of students in specific professional or academic fields. This course belongs to the specialized knowledge block, focusing on developing language proficiency tailored to particular disciplines such as business, medicine, or technology. ESP complements other components of the curriculum by offering targeted language instruction that enhances students' ability to communicate effectively in their chosen fields. The main objectives include developing specialized vocabulary, improving discourse skills relevant to professional contexts, and fostering intercultural competence in professional communication. Through authentic materials and tasks, students will gain practical language skills necessary for success in their future careers, preparing them to function confidently and proficiently in English-speaking professional environments.

3. COURSE CONTENT

Chapter 1: Introduction to ESP

- 1.1 Definition and Scope of ESP
- 1.2 Historical Development of ESP
- 1.3 Key Concepts and Terminology

Chapter 2: Needs Analysis and Course Design

- 2.1 Conducting Needs Analysis

2.2 Designing ESP Courses

2.3 Setting Learning Objectives

Chapter 3: Syllabus Design

3.1 Types of Syllabi

3.2 Syllabus Frameworks

3.3 Integrating Skills and Content

Chapter 4: Material Development

4.1 Principles of Material Development

4.2 Creating Authentic Materials

4.3 Adapting Existing Materials

Chapter 5: Teaching Methodologies for ESP

5.1 Task-Based Learning

5.2 Content-Based Instruction

5.3 Project-Based Learning

Chapter 6: Assessment and Evaluation in ESP

6.1 Formative and Summative Assessment

6.2 Designing Assessment Tools

6.3 Evaluating ESP Programs

Chapter 7: Technology in ESP

7.1 Using Technology for Language Learning

7.2 Online Resources and Tools

7.3 Blended Learning Approaches

Chapter 8: Case Studies and Practical Applications

8.1 Case Studies in ESP

8.2 Practical Applications and Exercises

8.3 Future Trends in ESP

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

37. COURSE DESCRIPTION: WORLD ENGLISHES

1. GENERAL INFORMATION

Course Name (Vietnamese): Tiếng Anh toàn cầu

Course Name (English): World Englishes

Level: Master's

Course Code:: 102282

Self-Managed Code: 14100338

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

World Englishes is an advanced course within the specialized knowledge block of the M.A. English Language Studies program, focusing on the global spread and diversification of the English language. This course examines the various varieties and uses of English across different regions and cultures worldwide. It is closely interconnected with other components of the curriculum by providing a comprehensive understanding of how English functions as a global language in diverse socio-cultural contexts. The main objectives of the course include exploring the historical, linguistic, and sociopolitical factors influencing the development of World Englishes, critically analyzing issues of language standardization versus diversity, and examining the implications of global Englishes for language policy and education. By delving into World Englishes, students enhance their ability to navigate linguistic diversity and develop insights into the evolving nature of English in a globalized world.

3. COURSE CONTENT

Chapter 1: Introduction to World Englishes

- 1.1 Definition and Scope
- 1.2 The Global Spread of English
- 1.3 Key Concepts and Terminology

Chapter 2: Historical Development of English

- 2.1 The Origins and Evolution of English
- 2.2 Colonial Expansion and Language Spread

2.3 The Role of English in the Postcolonial World

Chapter 3: Varieties of English

3.1 Inner Circle, Outer Circle, and Expanding Circle

3.2 Phonological, Lexical, and Syntactic Variations

3.3 Case Studies of Regional Varieties

Chapter 4: Sociolinguistic Aspects of World Englishes

4.1 Language and Identity

4.2 Code-Switching and Diglossia

4.3 Language Attitudes and Perceptions

Chapter 5: English as a Lingua Franca

5.1 Definition and Characteristics

5.2 Communication Strategies in ELF

5.3 The Role of ELF in International Contexts

Chapter 6: Language Policy and Planning

6.1 Language Policies in English-Speaking Countries

6.2 The Impact of Language Planning on English Varieties

6.3 Case Studies of Language Policy

Chapter 7: Future Trends in World Englishes

7.1 The Influence of Technology on English

7.2 English in the Digital Age

7.3 Predicting Future Changes in English

Chapter 8: Case Studies and Practical Applications

8.1 Real-World Applications of World Englishes

8.2 Analyzing and Interpreting Data

8.3 Practical Exercises and Projects

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

38. COURSE DESCRIPTION: MULTIMEDIA COMMUNICATION

1. GENERAL INFORMATION

Course Name (Vietnamese): Truyền thông đa phương tiện

Course Name (English): Multimedia Communication

Level: Master's

Course Code:: 104384

Self-Managed Code: 14100338

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

2. COURSE DESCRIPTION

Multimedia Communication explores digital content creation, multimedia data representation, compression techniques, and multimedia network applications. Topics include source representation, multimedia standards, streaming technologies, video conferencing, and future trends in multimedia communications. The course equips students with theoretical knowledge and practical skills relevant to modern multimedia communication demands.

3. COURSE CONTENT

Chapter 1: Introduction to Multimedia Learning

- 1.1 Overview of Multimedia Learning
- 1.2 1.2 Importance of Cognitive Theory in Multimedia

Chapter 2: Theoretical Foundations 2.1 Cognitive Load Theory and Its Implications

- 2.2 Cognitive Theory of Multimedia Learning
- 2.3 Integrated Model of Text and Picture Comprehension
- 2.4 Four-Component Instructional Design Model

Chapter 3: Basic Principles of Multimedia Learning 3.1 Questionable Principles in Multimedia Learning

- 3.2 Multimedia Principle
- 3.3 Split-Attention Principle

- 3.4 Modality and Redundancy Principles
- 3.5 Signaling Principle and Reducing Extraneous Processing

Chapter 4: Advanced Principles of Multimedia Learning

- 4.1 Guided Discovery and Worked Examples Principles
- 4.2 Self-Explanation and Generative Drawing Principles
- 4.3 Feedback and Multiple Representation Principles
- 4.4 Learner Control and Animation Principles
- 4.5 Collaboration and Expertise Reversal Principles
- 4.6 Individual Differences in Working Memory Capacity

Chapter 5: Multimedia Learning of Cognitive Processes

- 5.1 Multimedia Learning of Cognitive and Metacognitive Strategies
- 5.2 Development of Mental Models through Multimedia

Chapter 6: Multimedia Learning in Advanced Computer-Based Contexts

- 6.1 Multimedia Learning with Intelligent Tutoring Systems
- 6.2 Simulations, Microworlds, and Computer Games
- 6.3 Multimedia Learning with Video and Multiple Documents
- 6.4 e-Courses and Multimedia Learning Environments

Chapter 7: Case Studies and Practical Applications

- 7.1 Real-World Applications of Multimedia Learning Principles
- 7.2 Analysis and Interpretation of Multimedia Data
- 7.3 Practical Exercises and Project-Based Learning

4. SCOPE OF APPLICATION

This course description applies to the Master's program in English Linguistics, starting from MA-01, academic year 2023-2024.

39. BẢN MÔ TẢ HỌC PHẦN: TRIẾT HỌC

1. THÔNG TIN TỔNG QUÁT

Tên học phần (tiếng Việt): Triết học

Tên học phần (tiếng Anh): Philosophy

Trình độ: Thạc sĩ

Mã học phần: 0310100409

Mã tự quản: 11100013

Thuộc khối kiến thức: Kiến thức chung

Loại học phần: Bắt buộc

Đơn vị phụ trách: Bộ môn Chủ nghĩa Mác – Lênin – Khoa Lý luận chính trị

Số tín chỉ: 4 (4,0)

Phân bố thời gian:

- Số tiết lý thuyết : 60tiết
- Số tiết thí nghiệm/thực hành (TN/TH) : 0 tiết
- Số giờ tự học : 120giờ

Điều kiện tham gia học tập học phần:

- Học phần tiên quyết: không
- Học phần học trước: không
- Học phần song hành: không

2. MÔ TẢ HỌC PHẦN

Học phần Triết học thuộc khối kiến thức chung, là học phần nằm trong nhóm các học phần về lý luận chính trị. Học phần này trang bị cho học viên các kiến thức cơ bản về triết học và lịch sử triết học, về chủ nghĩa Mác – Lênin, về thế giới quan và phương pháp luận khoa học; các nội dung cơ bản về nhận thức luận, bản thể luận, các nội dung triết học về chính trị, xã hội, con người. Trên cơ sở đó, học viên có thể vận dụng kiến thức đã học để giải quyết có hiệu quả những vấn đề đặt ra trong hoạt động nhận thức và thực tiễn; hình thành ý thức tự giác, tự chủ và sáng tạo trong suy nghĩ và trong hành động.

3. NỘI DUNG HỌC PHẦN

Chương 1. KHÁI LUẬN VỀ TRIẾT HỌC

1.1. Triết học và vấn đề cơ bản của triết học

1.1.1. Triết học và đối tượng của triết học

1.1.2. Vấn đề cơ bản của triết học

1.1.3. Chức năng cơ bản của triết học

1.2. Sự hình thành, phát triển tư tưởng triết học trong lịch sử

1.2.1. Những vấn đề có tính quy luật của sự hình thành, phát triển tư tưởng triết học trong lịch sử

1.2.2. Sự ra đời và phát triển của triết học phương Đông

1.2.3. Sự ra đời và phát triển của triết học phương Tây

1.2.4. Khái lược về sự ra đời và phát triển tư tưởng triết học Việt Nam thời phong kiến

1.3. Triết học Mác - Lênin và vai trò của nó trong đời sống xã hội

1.3.1. Triết học Mác – Lênin.

1.3.2. Vai trò của triết học Mác - Lênin trong đời sống xã hội

1.4. Sự kế thừa, phát triển và vận dụng sáng tạo của Chủ tịch Hồ Chí Minh và Đảng cộng sản Việt Nam trong thực tiễn cách mạng Việt Nam

1.4.1. Hồ Chí Minh với việc kế thừa, vận dụng phát triển triết học Mác-Lênin

1.4.2. Sự vận dụng sáng tạo tư tưởng triết học Hồ Chí Minh của ĐCSVN trong thực tiễn cách mạng

Chương 2. BẢN THỂ LUẬN

2.1.1. Khái niệm bản thể luận và nội dung bản thể luận trong lịch sử triết học

2.1.1. Khái niệm bản thể luận

2.1.2. Một số nội dung cơ bản về bản thể luận trong triết học phương Đông

2.1.3. Một số nội dung cơ bản về bản thể luận triết học phương Tây

2.2. Nội dung bản thể luận của triết học Mác-Lênin

2.2.1. Cách tiếp cận giải quyết vấn đề bản thể luận trong triết học Mác – Lênin

2.2.2. Quan niệm của triết học Mác – Lênin về vật chất

2.2.3. Quan điểm của triết học Mác-Lênin về nguồn gốc và bản chất của ý thức

2.2.4. Mối quan hệ giữa vật chất và ý thức

2.3. Mối quan hệ khách quan - chủ quan

2.3.1. Khái niệm khách quan và chủ quan

2.3.2. Mối quan hệ biện chứng giữa khách quan và chủ quan

2.3.3. Ý nghĩa phương pháp luận đối với sự nghiệp đổi mới ở Việt Nam

Chương 3. PHÉP BIỆN CHỨNG

3.1. Khái niệm “biện chứng” và khái quát lịch sử phép biện chứng

3.1.1. Khái niệm “siêu hình” và khái niệm “biện chứng”

3.1.2. Khái quát lịch sử phép biện chứng

3.2. Những nội dung cơ bản của phép biện chứng duy vật

3.2.1. Hai nguyên lý cơ bản của phép biện chứng duy vật

3.2.2. Các cặp phạm trù cơ bản của phép biện chứng duy vật

3.2.3. Các quy luật cơ bản của phép biện chứng duy vật

3.3. Những nguyên tắc phương pháp luận cơ bản của phép biện chứng duy vật và sự vận dụng trong quá trình đổi mới ở VN

3.3.1. Nội dung các nguyên tắc phương pháp luận biện chứng duy vật

3.3.2. Sự vận dụng các nguyên tắc phương pháp luận biện chứng duy vật trong quá trình đổi mới ở Việt Nam

Chương 4. NHẬN THỨC LUẬN

4.1. Một số vấn đề cơ bản của nhận thức luận

4.1.1. Mục đích, bản chất, nguồn gốc của nhận thức

4.1.2. Chủ thể, khách thể và đối tượng của nhận thức

4.1.3. Về khả năng nhận thức của con người

4.1.4. Sự thống nhất và đa dạng của các kiểu tri thức

4.2. Nhận thức luận duy vật biện chứng

4.2.1. Phản ánh hiện thực khách quan - nguyên tắc nền tảng của nhận thức luận duy vật biện chứng

4.2.2. Các giai đoạn cơ bản và biện chứng của quá trình nhận thức

4.2.3. Quan điểm biện chứng duy vật về chân lý

4.3. Các hình thức, phương pháp nhận thức khoa học và đặc thù của nhận thức xã hội

4.3.1. Các hình thức, phương pháp nhận thức khoa học

4.3.2. Đặc thù của nhận thức xã hội

4.3.3. Những nguyên tắc cơ bản của nhận thức khoa học và đặc nhận thức xã hội

4.3.4. Cách hiểu duy vật lịch sử trong nhận thức xã hội

4.4. Nguyên tắc thống nhất giữa lý luận và thực tiễn và sự vận dụng nó trong sự nghiệp đổi mới ở Việt Nam hiện nay

4.4.1. Nội dung của nguyên tắc thống nhất giữa lý luận và thực tiễn

4.4.2. Tư tưởng Hồ Chí Minh về thống nhất giữa lý luận và thực tiễn

4.4.3. Vận dụng nguyên tắc thống nhất giữa lý luận và thực tiễn trong sự nghiệp đổi mới ở Việt Nam hiện nay

Chương 5. HỌC THUYẾT HÌNH THÁI KINH TẾ - XÃ HỘI

5.1. Phương pháp tiếp cận duy vật và duy tâm về xã hội

5.1.1. Phương pháp tiếp cận duy tâm về xã hội

5.1.2. Phương pháp tiếp cận duy vật về xã hội

5.2. Những nội dung cơ bản của học thuyết hình thái kinh tế - xã hội

5.2.1. Sản xuất vật chất - nền tảng của sự vận động, phát triển xã hội

5.2.2. Biện chứng của sự phát triển lực lượng sản xuất và quan hệ sản xuất - quy luật cơ bản của sự vận động, phát triển các PTSX trong LS

5.2.3. Biện chứng của cơ sở hạ tầng và kiến trúc thượng tầng của xã hội - quy luật cơ bản của sự vận động, phát triển trong cơ cấu tổng thể của đời sống xã hội

5.2.4. Cấu trúc hình thái kinh tế - xã hội và quá trình lịch sử- tự nhiên của sự phát triển các hình thái kinh tế - xã hội

5.3. Giá trị khoa học, cách mạng của học thuyết hình thái kinh tế - xã hội và sự nhận thức về con đường đi lên CNXH ở Việt Nam

5.3.1. Giá trị khoa học, cách mạng của học thuyết hình thái kinh tế - xã hội

5.3.2. Lí luận của CN ML về con đường đi lên CNXH

5.3.3. Vấn đề con đường đi lên CNXH ở Việt Nam

Chương 6. TRIẾT HỌC CHÍNH TRỊ

6.1. Quan niệm về chính trị trong lịch sử triết học

6.1.1. Quan niệm của triết học ngoài mácxít về chính trị

6.1.2. Quan điểm về chính trị trong triết học Mác - Lênin

6.1.3. Quan niệm đương đại về hệ thống chính trị

6.2. Các phương diện cơ bản về chính trị trong đời sống xã hội

6.2.1. Vấn đề giai cấp và đấu tranh giai cấp

6.2.2. Dân tộc và vấn đề quan hệ giữa giai cấp với dân tộc và nhân loại

6.2.3. Nhà nước - Tổ chức đặc biệt của quyền lực chính trị

6.3. Vấn đề đổi mới chính trị ở Việt Nam hiện nay

6.3.1. Vấn đề phát huy dân chủ ở Việt Nam hiện nay

6.3.2. Vấn đề đổi mới hệ thống chính trị ở Việt Nam hiện nay

6.3.3. Vấn đề xây dựng nhà nước pháp quyền ở Việt Nam hiện nay

6.3.4. Ý nghĩa của việc đổi mới chính trị đối với việc nghiên cứu, phát triển khoa học xã hội và nhân văn

Chương 7. Ý THỨC XÃ HỘI

7.1. Khái niệm tồn tại xã hội, ý thức xã hội và các hình thái ý thức xã hội

7.1.1. Khái niệm tồn tại xã hội và các yếu tố cơ bản của tồn tại xã hội

7.1.2. Ý thức xã hội và hai trình độ phản ánh của ý thức xã hội

7.1.3. Các hình thái ý thức xã hội

7.2. Vai trò quyết định của tồn tại xã hội đối với ý thức xã hội và tính độc lập tương đối của ý thức xã hội

7.2.1. Vai trò quyết định của tồn tại xã hội đối với ý thức xã hội

7.2.2. Tính độc lập tương đối của ý thức xã hội và vai trò của ý thức xã hội đối với tồn tại xã hội

7.3. Xây dựng nền tảng tinh thần trong tiến trình cách mạng XHCN ở Việt Nam hiện nay

7.3.1. Công cuộc xây dựng CNXH và tính tất yếu của việc xây dựng nền tảng tinh thần của xã hội XHCN ở Việt Nam hiện nay

7.3.2. Một số vấn đề lí luận và thực tiễn mang ý nghĩa chiến lược trong tiến trình xây dựng nền tảng tinh thần của xã hội Việt Nam hiện nay

Chương 8. TRIẾT HỌC VỀ CON NGƯỜI

8.1. Khái lược các quan điểm triết học về con người trong lịch sử

8.1.1. Quan điểm triết học phương Đông về con người

8.1.2. Quan điểm triết học phương Tây trước Mác về con người

8. 2. Quan điểm triết học Mác – Lênin về con người

8.2.1. Khái niệm con người

8.2.2. Các phương diện tiếp cận nguồn gốc, bản chất con người

8.2.3. Hiện tượng tha hoá của con người và vấn đề giải phóng con người

8.3. Vấn đề con người trong tư tưởng triết học Hồ Chí Minh

8.3.1. Quan niệm về con người

8.3.2. Con người vừa là mục tiêu, vừa là động lực của cách mạng và tiến bộ XH

8.3.3. Phương thức phát huy, sử dụng vai trò động lực con người

8.4. Vấn đề phát huy nhân tố con người trong sự nghiệp đổi mới ở Việt Nam hiện nay

8.4.1. Quan niệm triết học về nhân tố con người

8.4.2. Phát huy nhân tố con người trong sự nghiệp đổi mới ở VN hiện nay

4. PHẠM VI ÁP DỤNG

Bản mô tả học phần này được áp dụng cho chương trình đào tạo trình độ thạc sĩ, khối không chuyên ngành triết học, các khối ngành khoa học xã hội và nhân văn, từ năm học 2024-2025.

Appendix 2.2. DETAILED SYLLABUS

1. COURSE SYLLABUS: ADVANCED TRANSLATION

1. GENERAL INFORMATION

Course Name (Vietnamese): Biên dịch nâng cao

Course Name (English): Advanced Translation

Level: Master's

Course Code: 102314

Self-Managed Code: 14100301

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The Advanced Translation course is positioned within the specialized knowledge block of the M.A. in English Language Studies curriculum. This course builds upon foundational translation theories and practices introduced in earlier stages of the program, serving as a pivotal component that bridges theoretical insights and practical application in professional translation. It is closely related to other courses such as Translation Theory, Applied Linguistics, and Advanced Interpretation, providing a

comprehensive understanding of translation as a multifaceted discipline. The main objectives of this course are to enhance students' translation skills through rigorous practice, to expose them to a variety of complex texts, and to develop their ability to critically analyze and produce high-quality translations. Key contents include advanced translation techniques, strategies for handling specialized texts, and the use of technology in translation.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 6	CLO 4	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 5	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of English language.	R4
PLO 8	CLO 6	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (<i>Periods</i>) [4]		
			Lecture hours	Laboratory/ practical hours	Self-study hours
1	Introduction to World Englishes	CLO 1, CLO 2	4	0	8
2	Historical Development of English	CLO 1, CLO 3	4	0	8
3	Varieties of English	CLO 2, CLO 4	4	0	8
4	Sociolinguistic Aspects of World Englishes	CLO 2, CLO 3	4	0	8
5	English as a Lingua Franca	CLO 3, CLO 5	4	0	8
6	Language Policy and Planning	CLO 4, CLO 5	4	0	8
7	Future Trends in World Englishes	CLO 4, CLO 6	3	0	6
8	Case Studies and Practical Applications	CLO 1, CLO 2, CLO 3	3	0	6
	Total		30	0	60

5.2. Detailed Content

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x

Case Study (Group Work)	Reading materials, group discussion, presentation Legal text search, summarizing, clarifying questions, and completing exercises/assessments	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment				
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

Munday, J. (2016). *Introducing Translation Studies: Theories and Applications* (4th ed.). Routledge.

8.2. Reference Materials

- Baker, M. (2011). *In Other Words: A Coursebook on Translation* (2nd ed.). Routledge.
- Pym, A. (2014). *Exploring Translation Theories* (2nd ed.). Routledge.
- Venuti, L. (2017). *The Translator's Invisibility: A History of Translation* (2nd ed.). Routledge.
- Hatim, B., & Mason, I. (1997). *The Translator as Communicator*. Routledge.
- Tymoczko, M. (2007). *Translation and Power*. University of Massachusetts Press.

8.3. Software

SDL Trados Studio: A leading computer-assisted translation tool for professional translators.

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
 - **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training

program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

2. COURSE SYLLABUS: STRUCTURALISM IN LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Cấu trúc ngôn ngữ

Course Name (English): Structuralism in Linguistics

Level: Master's

Course Code: 102293

Self-Managed Code: 14100302

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngoctn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The Structuralism in Linguistics course is part of the specialized knowledge block in the M.A. in English Language Studies program. This course is designed to provide an in-depth understanding of structuralist theories and their application in linguistic analysis. It is closely related to other courses such as Linguistic Theory, Syntax, and Semantics, forming a core part of the theoretical foundation for advanced linguistic studies. The main objectives of this course are to familiarize students with the principles of structuralist linguistics, explore the key contributions of major structuralist thinkers, and apply structuralist methods to analyze linguistic data. Key contents include the study of

phonology, morphology, syntax, and semantics from a structuralist perspective, as well as the examination of structuralism's influence on contemporary linguistic theories.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description (After completing this course, learners will be able to) [3]	Level [4]
PLO2.2	CLO 1	Students will be able to synthesize interdisciplinary knowledge to evaluate issues related to foreign language, literature, and culture from a structuralist perspective.	C5
PLO3.2	CLO 3	Students will be able to combine scientific theories, methods, and tools from structuralism to serve research on key linguistic issues.	P4
PLO6.1	CLO 2	Students will be able to accurately perform presentation or report writing skills for scientific research results in the field of structuralist linguistics.	P3

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1.	Introduction to Structuralism	CLO 1, CLO 2, CLO 3	4	0	8
2.	Key Figures and Historical Overview	CLO 1, CLO 2, CLO 3	3	0	6
3.	Basic Concepts and Terminology	CLO 1, CLO 2, CLO 3	3	0	6
4.	Structural Analysis of Language	CLO 1, CLO 2, CLO 3	3	0	6
5.	Language, Culture, and Society	CLO 1, CLO 2, CLO 3	3	0	6
6.	Computational Methods in Structuralism	CLO 1, CLO 2, CLO 3	3	0	6

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
7.	Application in Linguistic Research	CLO 1, CLO 2, CLO 3	3	0	6
8.	Teaching Structuralism	CLO 1, CLO 2, CLO 3	3	0	6
9.	Semiotics and Structuralism	CLO 1, CLO 2, CLO 3	3	0	6
Tổng			30	00	60

5.2. Detailed Content

1. Chapter 1. Introduction to Structuralism

1.1 The origins of structuralist theory

1.2 Basic premises of structuralism

2. Chapter 2. Key Figures and Historical Overview

2.1 Ferdinand de Saussure and his legacy

2.2 Roman Jakobson's contributions

2.3 Claude Lévi-Strauss and structural anthropology

3. Chapter 3. Basic Concepts and Terminology

3.1 Langue and parole

3.2 Signifier and signified

3.3 Syntagmatic and paradigmatic relations

4. Chapter 4. Structural Analysis of Language

4.1 Phonological structures

4.2 Morphological structures

4.3 Syntactic structures

5. Chapter 5. Language, Culture, and Society

5.1 The role of language in cultural systems

5.2 Structuralism in social contexts

5.3 Language and identity

6. Chapter 6. Computational Methods in Structuralism

6.1 Text analysis software

6.2 Corpus linguistics and structural analysis

7. Chapter 7. Application in Linguistic Research

7.1 Case studies in structuralist research

7.2 Structuralism in modern linguistics

8. Chapter 8. Teaching Structuralism

8.1 Curriculum development

8.2 Pedagogical strategies for teaching structuralism

9. Chapter 9. Semiotics and Structuralism

9.1 Signs and symbols in semantics

9.2 The intersection of semiotics and structural linguistics

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%)	Grading Scale/Rubric
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			[4]	[5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

[1] de Saussure, F. (2011). *Course in general linguistics*. Columbia University Press.

8.2. Reference Materials

Culler, J. (2002). *Structuralist poetics: Structuralism, linguistics, and the study of literature*. Routledge.

Hawkes, T. (2003). *Structuralism and semiotics*. Routledge.

Jakobson, R. (1987). *Language in literature*. Harvard University Press.

Lévi-Strauss, C. (1969). *The elementary structures of kinship*. Beacon Press.

Piaget, J. (1970). *Structuralism*. Basic Books.

8.3. Software

ELAN

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
- **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.

- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

3. COURSE SYLLABUS: LANGUAGE POLICY AND PLANNING

1. GENERAL INFORMATION

Course Name (Vietnamese): Chính sách và kế hoạch ngôn ngữ

Course Name (English): Language Policy and Planning

Level: Master's

Course Code: 102319

Self-Managed Code: 14100303

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The Language Policy and Planning course is part of the specialized knowledge block within the M.A. in English Language Studies curriculum. This course provides an in-depth exploration of how language policies are formed, implemented, and evaluated at various levels, from local to global contexts. It is interrelated with other courses such as

Sociolinguistics, Applied Linguistics, and Language and Society, offering students a comprehensive view of language use and regulation in different sociopolitical settings. The main objectives of the course are to develop a critical understanding of language policy frameworks, examine case studies of language planning in different countries, and equip students with the skills to analyze and contribute to language policy-making processes. Key contents include the historical development of language policies, theoretical foundations of language planning, and the sociopolitical implications of language policies.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze and evaluate language policy frameworks and their implementation in various sociopolitical contexts.	C4
PLO 3	CLO 2	Apply theoretical foundations of language planning to real-world case studies.	P4
PLO 6	CLO 3	Critically assess the sociopolitical implications of language policies.	P3
PLO 8	CLO 4	Develop skills to contribute to the formulation and evaluation of language policies.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1.	Chapter 1: Introduction to Language Policy and Planning	CLO 1, CLO 4	4	0	8
2.	Chapter 2: Theoretical	CLO 1, CLO 2	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Foundations				
3.	Chapter 3: Language Policy at Different Levels	CLO 2, CLO 3	4	0	8
4.	Chapter 4: Language Policy Implementation	CLO 3, CLO 4	4	0	8
5.	Chapter 5: Evaluation of Language Policies	CLO 1, CLO 3	4	0	8
6.	Chapter 6: Sociopolitical Implications	CLO 2, CLO 4	5	0	10
7.	Chapter 7: Contemporary Issues in Language Planning	CLO 1, CLO 4	5	0	10
Tổng			30	00	60

5.2. Detailed Content

Chapter 1: Introduction to Language Policy and Planning

- 1.1. Definition and scope of language policy and planning
- 1.2. Historical development of language policies
- 1.3. Key concepts and terminology

Chapter 2: Theoretical Foundations

- 2.1. Theoretical frameworks of language planning
- 2.2. Models of language policy development
- 2.3. Case studies in theoretical application

Chapter 3: Language Policy at Different Levels

- 3.1. National language policies
- 3.2. Regional and local language planning
- 3.3. Global language policy initiatives

Chapter 4: Language Policy Implementation

- 4.1. Strategies for implementing language policies

4.2. Stakeholder roles in policy implementation

4.3. Case studies of successful and unsuccessful implementations

Chapter 5: Evaluation of Language Policies

5.1. Criteria for evaluating language policies

5.2. Tools and methods for assessment

5.3. Case studies in policy evaluation

Chapter 6: Sociopolitical Implications

6.1. Language policies and social justice

6.2. Impact on minority languages

6.3. Language policy and identity politics

Chapter 7: Contemporary Issues in Language Planning

7.1. Language policy in multilingual societies

7.2. Technological influences on language planning

7.3. Future directions in language policy research

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

Kaplan, R. B., & Baldauf Jr., R. B. (1997). *Language Planning: From Practice to Theory*. Multilingual Matters.

8.2. Reference Materials

Spolsky, B. (2004). *Language Policy*. Cambridge University Press.

Ricento, T. (2006). *An Introduction to Language Policy: Theory and Method*. Blackwell Publishing.

Hornberger, N. H., & Johnson, D. C. (2007). *Sociolinguistics and Language Education*. Multilingual Matters.

Wright, S. (2016). *Language Policy and Language Planning: From Nationalism to Globalisation*. Palgrave Macmillan.

Tollefson, J. W., & Pérez-Milans, M. (2018). *The Oxford Handbook of Language Policy and Planning*. Oxford University Press.

8.3. Software

ELAN (EUDICO Linguistic Annotator)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

4. COURSE SYLLABUS: SEMINAR 1

1. GENERAL INFORMATION

Course Name (Vietnamese): Chuyên đề 1

Course Name (English): Seminar 1

Level: Master's

Course Code: 102298

Self-Managed Code: 14100304

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The Seminar 1 course, focusing on writing the Introduction and Literature Review for a thesis graduation, is part of the specialized knowledge block in the M.A. in English Language Studies program. This course is closely related to other components such as Research Methods in Linguistics, Academic Writing, and Thesis Proposal Development. The main objectives are to guide students in crafting a compelling introduction and a comprehensive literature review for their thesis. Key contents include understanding the structure and purpose of the introduction, conducting a thorough literature review, synthesizing relevant research, and critically evaluating sources. By the end of the course, students will have developed the skills needed to create a solid

foundation for their thesis projects.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 6	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of English language.	R4
PLO 8	CLO 7	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1.	Chapter 1: Introduction to Thesis Writing	CLO 1, CLO 4	0	15	15
2.	Chapter 2: Conducting a Literature Review	CLO 2, CLO 5	0	15	15
3.	Chapter 3: Critical	CLO 2, CLO 3	0	15	15

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Evaluation of Sources				
4.	Chapter 4: Structuring the Literature Review	CLO 3, CLO 7	0	15	15
5.	Chapter 5: Writing the Literature Review	CLO 1, CLO 6	0	15	15
6.	Chapter 6: Presentation and Discussion Skills	CLO 5, CLO 6	0	15	15
7.	Chapter 7: Ethical Considerations in Research	CLO 4, CLO 7	0	15	15
Tổng			30	00	60

5.2. Detailed Content

1. Chapter 1: Introduction to Thesis Writing

- 1.1. Purpose and structure of the introduction
- 1.2. Crafting a compelling introduction
- 1.3. Common pitfalls and how to avoid them

2. Chapter 2: Conducting a Literature Review

- 2.1. Purpose of a literature review
- 2.2. Identifying and accessing relevant literature
- 2.3. Organizing and synthesizing research findings

3. Chapter 3: Critical Evaluation of Sources

- 3.1. Evaluating the credibility of sources
- 3.2. Assessing the relevance of research studies
- 3.3. Integrating various perspectives

4. Chapter 4: Structuring the Literature Review

- 4.1. Common structures and frameworks
- 4.2. Developing a coherent narrative
- 4.3. Connecting the literature review to the research question

5. Chapter 5: Writing the Literature Review

- 5.1. Writing strategies and techniques
- 5.2. Maintaining academic integrity and avoiding plagiarism
- 5.3. Revising and refining the literature review

6. Chapter 6: Presentation and Discussion Skills

- 6.1. Presenting research findings
- 6.2. Leading academic discussions

6.3. Effective use of data visualization

7. Chapter 7: Ethical Considerations in Research

7.1. Research ethics and integrity

7.2. Handling sensitive information

7.3. Respecting intellectual property

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	

Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3, CLO 4, CLO5, CLO6, CLO7	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4, CLO5, CLO6, CLO7	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press.

8.2. Reference Materials

Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students*. SAGE Publications.

Hart, C. (1998). *Doing a Literature Review: Releasing the Social Science Research Imagination*. SAGE Publications.

Booth, A., Sutton, A., & Papaioannou, D. (2016). *Systematic Approaches to a Successful Literature Review*. SAGE Publications.

Murray, R. (2011). *How to Write a Thesis*. Open University Press.

Thomas, G. (2017). *How to Do Your Research Project: A Guide for Students*. SAGE Publications.

8.3. Software

Mendeley (Reference Management Software)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
- **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their**

understanding through quizzes or exercises.

- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2024 – 2025 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

5. COURSE SYLLABUS: SEMINAR 2

1. GENERAL INFORMATION

Course Name (Vietnamese): Chuyên đề 2

Course Name (English): Seminar 2

Level: Master's

Course Code: 102299

Self-Managed Code: 14100305

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 3(0,3,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 90 periods
- Number of self-study hours : 45 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The Seminar 2 course, focusing on methodology for thesis graduation, is part of the specialized knowledge block in the M.A. in English Language Studies program. This course complements other essential components such as Seminar 1, Research Methods in Linguistics, and Thesis Proposal Development. Its main objectives are to equip students with the necessary methodological skills to design and conduct research for their thesis. Key contents include understanding various research paradigms, selecting appropriate research methods, designing data collection instruments, and analyzing

qualitative and quantitative data. By the end of the course, students will have a solid methodological foundation to effectively conduct their research projects and write the methodology chapter of their theses.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 6	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of English language.	R4
PLO 8	CLO 7	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1.	Chapter 1: Introduction to Research Methodology	CLO 1, CLO 4	0	10	5
2.	Chapter 2: Qualitative Research Methods	CLO 2, CLO 5	0	10	5

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
3.	Chapter 3: Quantitative Research Methods	CLO 2, CLO 6	0	10	5
4.	Chapter 4: Mixed Methods Research	CLO 1, CLO 3	0	15	5
5.	Chapter 5: Designing Data Collection Instruments	CLO 3, CLO 5	0	15	5
6.	Chapter 6: Data Analysis	CLO 2, CLO 7	0	15	10
7.	Chapter 7: Writing the Methodology Chapter	CLO 1, CLO 6	0	15	10
Tổng			0	90	45

5.2. Detailed Content

1. Chapter 1: Introduction to Research Methodology

- 1.1. Understanding research paradigms
- 1.2. Distinguishing between qualitative, quantitative, and mixed methods research
- 1.3. Ethical considerations in research

2. Chapter 2: Qualitative Research Methods

- 2.1. Designing qualitative studies
- 2.2. Data collection methods: interviews, focus groups, observations
- 2.3. Data analysis techniques: thematic analysis, content analysis

3. Chapter 3: Quantitative Research Methods

- 3.1. Designing quantitative studies
- 3.2. Data collection methods: surveys, experiments
- 3.3. Statistical analysis techniques

4. Chapter 4: Mixed Methods Research

- 4.1. Rationale for mixed methods research
- 4.2. Designing mixed methods studies
- 4.3. Integrating qualitative and quantitative data

5. Chapter 5: Designing Data Collection Instruments

- 5.1. Developing surveys and questionnaires
- 5.2. Crafting interview guides
- 5.3. Pilot testing and refining instruments

6. Chapter 6: Data Analysis

- 6.1. Coding and categorizing qualitative data

6.2. Performing statistical tests on quantitative data

6.3. Triangulation in mixed methods research

7. Chapter 7: Writing the Methodology Chapter

7.1. Structuring the methodology chapter

7.2. Justifying methodological choices

7.3. Ensuring replicability and validity

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	

Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6, CLO 7	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Bui Phu Hung (2024). Applied linguistics and language education research methods: Fundamentals and Innovations. IGI Global. USA

8.2. Reference Materials

- [1] Bui Phu Hung (2024). Consideration and techniques for applied linguistics and language education research. IGI Global. USA
- [2] Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.
- [3] Flick, U. (2014). *An Introduction to Qualitative Research*. SAGE Publications.
- [4] Silverman, D. (2015). *Interpreting Qualitative Data*. SAGE Publications.
- [5] Mackey, A., & Gass, S. M. (2015). *Second Language Research: Methodology and Design*. Routledge.
- [6] Tin, N. T., & Bui, H. P. (2024). Sampling, generalizability, and reliability. In *Applied Linguistics and Language Education Research Methods: Fundamentals*. IGI Global. USA

8.3. Software

Mendeley (Reference Management Software)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course.

Students are expected to attend **at least 75%** of class sessions.

- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

6. COURSE SYLLABUS: SEMINAR 3

1. GENERAL INFORMATION

Course Name (Vietnamese): Chuyên đề 3

Course Name (English): Seminar 3

Level: Master's

Course Code: 102300

Self-Managed Code: 14100306

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 3(0,3,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 90 periods
- Number of self-study hours : 45 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The Seminar 3 course, focusing on writing the thesis results and discussion chapters, is part of the specialized knowledge block in the M.A. in English Language Studies program. This course is designed to build on the skills developed in previous components such as Seminar 1 and Seminar 2, as well as courses on Research Methods and Academic Writing. The main objectives are to guide students in effectively presenting and interpreting their research findings, and to prepare comprehensive discussion sections that integrate their results with existing literature. Key contents include techniques for organizing and presenting data, strategies for discussing and interpreting results, and methods for addressing limitations and implications of the

research. By the end of the course, students will be equipped to write clear and coherent results and discussion chapters for their theses.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 3	Master presentation or report writing skills for scientific research results.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 6	Manage and guide others in professional activities in research and development in the fields of language, culture, and literature.	R4
PLO 8	CLO 7	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Introduction to Thesis Writing	CLO 1	0	10	5

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
2	Organizing and Presenting Data	CLO 2	0	10	5
3	Strategies for Discussing Results	CLO 3	0	10	5
4	Addressing Limitations and Future Research	CLO 4	0	15	5
5	Writing the Discussion Chapter	CLO 5	0	15	5
6	Revising and Editing	CLO 6	0	15	10
7	Preparing for Submission	CLO 7	0	15	10
Tổng			00	90	45

5.2. Detailed Content

Chapter 1: Introduction to Thesis Writing

- 1.1. Overview of thesis structure
- 1.2. Key components of the results and discussion chapters
- 1.3. Importance of coherence and clarity in academic writing

Chapter 2: Organizing and Presenting Data

- 2.1. Techniques for organizing research data
- 2.2. Presenting quantitative and qualitative data effectively
- 2.3. Visual aids and data visualization

Chapter 3: Strategies for Discussing Results

- 3.1. Integrating results with existing literature
- 3.2. Interpreting findings
- 3.3. Discussing implications and limitations

Chapter 4: Addressing Limitations and Future Research

- 4.1. Identifying and discussing limitations
- 4.2. Proposing areas for future research
- 4.3. Ethical considerations in reporting research

Chapter 5: Writing the Discussion Chapter

- 5.1. Structuring the discussion chapter
- 5.2. Linking findings to research questions and hypotheses
- 5.3. Using critical thinking to evaluate results

Chapter 6: Revising and Editing

- 6.1. Techniques for revising academic writing
- 6.2. Common pitfalls in thesis writing
- 6.3. Peer review and feedback

Chapter 7: Preparing for Submission

- 7.1. Formatting and style guidelines
- 7.2. Submission procedures
- 7.3. Preparing for thesis defense

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing	CLO 1, CLO 2, CLO 3	10	Based on question

	chapters 2 & 3			scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press.

8.2. Reference Materials

Hyland, K. (2004). *Disciplinary Discourses: Social Interactions in Academic Writing*. University of Michigan Press.

Paltridge, B., & Starfield, S. (2007). *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*. Routledge.

Bitchener, J. (2010). *Writing an Applied Linguistics Thesis or Dissertation: A Guide to Presenting Empirical Research*. Palgrave Macmillan.

Swales, J. M., & Feak, C. B. (2011). *Navigating Academia: Writing Supporting Genres*. University of Michigan Press.

Hart, C. (2001). *Doing a Literature Review: Releasing the Social Science Research Imagination*. SAGE Publications.

8.3. Software

NVivo (QSR International)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
- **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective

learning. Students are expected to:

- + Engage in class discussions and exchange activities.
- + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

7. COURSE SYLLABUS: APPLICATION-ORIENTED GRADUATION PROJECT

1. GENERAL INFORMATION

Course Name (Vietnamese): Đề án

Course Name (English): Application-Oriented Graduation Project

Level: Master's

Course Code: 102308

Self-Managed Code: 14106308

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 8(0,8,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 240 periods
- Number of self-study hours : 120 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The Application-Oriented Graduation Project is an integral part of the specialized knowledge block in the M.A. in English Language Studies program. This course is designed to synthesize the knowledge and skills acquired from all previous coursework, including research methods, thesis development, and data analysis techniques. The primary objective is to enable students to apply theoretical and methodological frameworks to real-world issues in English language studies. Key contents include defining a project topic, conducting extensive literature reviews, employing big data

analytics in language research, and presenting findings in a professional context. The course aims to develop students' abilities to conduct independent research, address practical challenges, and contribute valuable insights to the field of English language studies.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 3	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 4	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 5	CLO 5	Comply with integrity, respect for research ethics, and intellectual property.	A4
PLO 6	CLO 6	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 7	Manage and guide others in professional activities in research and development in the fields of language, culture, and literature.	R4
PLO 8	CLO 8	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Introduction to Project Work	CLO 1	0	30	15

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
2	Defining the Project Topic	CLO 2	0	30	15
3	Conducting Literature Reviews	CLO 3	0	30	15
4	Employing Big Data Analytics in Language Research	CLO 4	0	30	15
5	Analyzing and Interpreting Data	CLO 5	0	30	15
6	Presenting Findings in a Professional Context	CLO 6	0	30	15
7	Revising and Editing	CLO 7	0	30	15
8	Preparing for Submission and Defense	CLO 8	0	30	15
Total			00	240	120

5.2. Detailed Content

Chapter 1: Introduction to Project Work

- 1.1. Overview of project work
- 1.2. Key components of a graduation project
- 1.3. Importance of coherence and clarity in project documentation

Chapter 2: Defining the Project Topic

- 2.1. Selecting a relevant and feasible project topic
- 2.2. Conducting preliminary research
- 2.3. Formulating research questions and objectives

Chapter 3: Conducting Literature Reviews

- 3.1. Importance of literature reviews in research
- 3.2. Techniques for conducting comprehensive literature reviews
- 3.3. Synthesizing information from multiple sources

Chapter 4: Employing Big Data Analytics in Language Research

- 4.1. Introduction to big data analytics
- 4.2. Tools and techniques for data analysis
- 4.3. Case studies in language research using big data

Chapter 5: Analyzing and Interpreting Data

- 5.1. Methods for data analysis
- 5.2. Interpreting findings
- 5.3. Discussing implications and limitations

Chapter 6: Presenting Findings in a Professional Context

- 6.1. Structuring the project report
- 6.2. Using visual aids and data visualization
- 6.3. Preparing for oral presentations

Chapter 7: Revising and Editing

- 7.1. Techniques for revising project work
- 7.2. Common pitfalls in project writing
- 7.3. Peer review and feedback

Chapter 8: Preparing for Submission and Defense

- 8.1. Formatting and style guidelines
- 8.2. Submission procedures
- 8.3. Preparing for project defense

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

Jenkins, J. (2015). *Global Englishes: A Resource Book for Students* (3rd ed.). Routledge.

8.2. Reference Materials

Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge University Press.

Canagarajah, S. (2006). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Routledge.

Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford University Press.

Pennycook, A. (2017). *The Cultural Politics of English as an International Language*.
Routledge.

Widdowson, H. G. (1994). *The Ownership of English*. TESOL Quarterly.

8.3. Software

none

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
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Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

8. COURSE SYLLABUS: TRENDS AND ISSUES IN ENGLISH LANGUAGE STUDIES

1. GENERAL INFORMATION

Course Name (Vietnamese): Định hướng mới trong ngành Ngôn ngữ Anh

Course Name (English): Trends and Issues in English Language Studies

Level: Master's

Course Code: 102283

Self-Managed Code: 14100309

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The course "Trends and Issues in English Language Studies" is a specialized component of the M.A. in English Language Studies program. It is designed to provide students with an in-depth understanding of the contemporary trends and critical issues that shape the field of English language studies today. This course complements foundational courses in linguistics, pedagogy, and research methods, offering advanced insights that are essential for both academic and professional development. Key objectives include exploring the impact of globalization, technology, and big data on language teaching

and learning. The course will cover topics such as digital literacy, multilingualism, language policy, and the use of big data analytics in linguistic research, equipping students with the knowledge to critically analyze and respond to current and emerging trends in the field.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze and evaluate the impact of globalization on English language studies.	C4
PLO 2	CLO 2	Apply theories of digital literacy in the context of English language teaching.	C5
PLO 3	CLO 3	Conduct research on multilingualism and its implications for language policy.	P4
PLO 4	CLO 4	Evaluate the use of big data analytics in linguistic research.	P4
PLO 5	CLO 5	Develop strategies for integrating contemporary issues into language education.	P3
PLO 6	CLO 6	Critically assess the sociopolitical implications of language policies in multilingual contexts.	P3

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Globalization and the English Language	CLO 1, CLO 2, CLO3, CLO4, CLO5, CLO6	3	0	6
2	Chapter 2: Language Variation and Change	CLO 1, CLO 2, CLO3,	3	0	6

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
		CLO4, CLO5, CLO6			
3	Chapter 3: English in Digital Communication	CLO 1, CLO 2, CLO3, CLO4, CLO5, CLO6	3	0	6
4	Chapter 4: Language Policy and Planning	CLO 1, CLO 2, CLO3, CLO4, CLO5, CLO6	3	0	6
5	Chapter 5: English as a Lingua Franca	CLO 1, CLO 2, CLO3, CLO4, CLO5, CLO6	3	0	6
6	Chapter 6: Multilingualism and English	CLO 1, CLO 2, CLO3, CLO4, CLO5, CLO6	3	0	6
7	Chapter 7: English Language Teaching and Assessment	CLO 1, CLO 2, CLO3, CLO4, CLO5, CLO6	4	0	8
8	Chapter 8: Sociopolitical Aspects of English Usage	CLO 1, CLO 2, CLO3, CLO4,	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
		CLO5, CLO6			
9	Chapter 9: Research Methodologies in English Studies	CLO 1, CLO 2, CLO3, CLO4, CLO5, CLO6	4	0	8
Tổng			30	00	60

5.2. Detailed Content

1. Chapter 1: Globalization and the English Language

- 1.1. The role of English in a globalized world
- 1.2 The spread of English and its global implications

2. Chapter 2: Language Variation and Change

- 2.1 Sociolinguistic perspectives on language variation
- 2.2 Mechanisms and attitudes towards language change

3. Chapter 3: English in Digital Communication

- 3.1. The impact of technology on English usage
- 3.2. New literacies and forms of communication

4. Chapter 4: Language Policy and Planning

- 4.1. English language policies in multilingual societies
- 4.2. Language rights and the preservation of linguistic diversity

5. Chapter 5: English as a Lingua Franca

- 5.1. The use of English as a common language for global communication
- 5.2. Pedagogical approaches to teaching English as a Lingua Franca

6. Chapter 6: Multilingualism and English

- 6.1. English in contact with other languages
- 6.2. The effects of English on language maintenance and shift

7. Chapter 7: English Language Teaching and Assessment

- 7.1. Approaches to teaching English in diverse contexts

7.2. Methods and challenges of assessing English language proficiency

8. Chapter 8: Sociopolitical Aspects of English Usage

8.1. The relationship between English and identity, power, and politics

8.2. The role of English in international relations and cultural exchange

9. Chapter 9: Research Methodologies in English Studies

9.1. Qualitative and quantitative research methods

9.2. Current and emerging research paradigms in English language studies

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
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ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

Hughes, J., Stephenson, H., & Dummett, P., (2017). *Life A1-A2*. National Geographic Learning.

8.2. Reference Materials

Mark H. (2003). *English Pronunciation in Use*. Cambridge University Press.

Jack, C. R. (2003). *Tactics for Listening (Developing)*. Oxford University Press.

Raymond, M. (2005). *English grammar in use*. Cambridge University

[4] Redston, C. & Cunningham, G. (2012). *Face2face*. Cambridge University Press

Thomson, A. J. & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford University Press.

8.3. Software

MyELT Platform truy cập tại địa chỉ: <https://myelt.heinle.com>

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
- **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:

- + Engage in class discussions and exchange activities.
- + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

9. COURSE SYLLABUS: CROSS-CULTURAL COMMUNICATION

1. GENERAL INFORMATION

Course Name (Vietnamese): Giao tiếp liên văn hoá

Course Name (English): Cross-cultural communication

Level: Master's

Course Code: 102284

Self-Managed Code: 14100310

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The course "Cross-Cultural Communication" is a specialized component of the M.A. in English Language Studies program. It aims to equip students with the theoretical and practical knowledge necessary to navigate and mediate intercultural interactions effectively. This course complements other components of the curriculum, such as linguistics, language teaching methodologies, and sociolinguistics, by focusing on the cultural dimensions of communication. The primary objectives are to enhance students' awareness of cultural differences, develop their intercultural communication skills, and prepare them to address challenges that arise in multicultural environments. Key

contents include theories of intercultural communication, cultural patterns and dimensions, the impact of globalization on communication, and strategies for effective cross-cultural interactions in both personal and professional settings.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 6	CLO 4	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 5	Manage and guide others in professional activities in research and development in the fields of language, culture, and literature.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self-study hours
1.	Foundations of Cross-cultural Communication	CLO 1, CLO 2, CLO 3, CLO4, CLO5	4	0	8
2.	Cultural Dimensions and Models	CLO 1, CLO 2, CLO 3, CLO4, CLO5	3	0	6
3.	Non-verbal Communication in Different Cultures	CLO 1, CLO 2, CLO 3, CLO4, CLO5	3	0	6

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
4.	Language and Cultural Identity	CLO 1, CLO 2, CLO 3, CLO4, CLO5	3	0	6
5.	Cross-cultural Miscommunication and Conflict Resolution	CLO 1, CLO 2, CLO 3, CLO4, CLO5	3	0	6
6.	Globalization and Intercultural Communication	CLO 1, CLO 2, CLO 3, CLO4, CLO5	3	0	6
7.	Cross-cultural Communication in Business	CLO 1, CLO 2, CLO 3, CLO4, CLO5	3	0	6
8.	Intercultural Communication Competence	CLO 1, CLO 2, CLO 3, CLO4, CLO5	4	0	8
9.	Research and Trends in Cross-cultural Communication	CLO 1, CLO 2, CLO 3, CLO4, CLO5	4	0	8
Tổng			30	00	60

5.2. Detailed Content

Chapter 1: Foundations of Cross-cultural Communication

The importance of cultural context in communication

Key theories and concepts in cross-cultural communication

Chapter 2: Cultural Dimensions and Models

Hofstede's cultural dimensions

Hall's high context and low context communication

Chapter 3: Non-verbal Communication in Different Cultures

Types of non-verbal communication

Cultural variations in gestures, expressions, and space

Chapter 4: Language and Cultural Identity

The relationship between language, thought, and culture

Language policies and identity politics

Chapter 5: Cross-cultural Miscommunication and Conflict Resolution

Causes and examples of miscommunication across cultures

Strategies for effective conflict resolution

Chapter 6: Globalization and Intercultural Communication

Impact of technology and media on global communication

The role of English and other languages in global communication

Chapter 7: Cross-cultural Communication in Business

Challenges and strategies for international business communication

Case studies of cross-cultural business interaction

Chapter 8: Intercultural Communication Competence

Skills and attitudes for effective intercultural communication

Assessing and developing intercultural competence

Chapter 9: Research and Trends in Cross-cultural Communication

Current research methodologies in cross-cultural studies

Emerging trends and future directions in the field

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2017). *Intercultural Communication: A Reader*. Cengage Learning.

8.2. Reference Materials

- [1] Ting-Toomey, S., & Chung, L. C. (2012). *Understanding Intercultural Communication*. Oxford University Press.
- [2] Gudykunst, W. B. (2005). *Theorizing about Intercultural Communication*. Sage Publications.
- [3] Lustig, M. W., & Koester, J. (2012). *Intercultural Competence: Interpersonal Communication Across Cultures*. Pearson Education.
- [4] Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. McGraw-Hill.

[5] Martin, J. N., & Nakayama, T. K. (2017). *Intercultural Communication in Contexts*. McGraw-Hill Education.

8.3. Software

NVivo:

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator

Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

10. COURSE SYLLABUS: MORPHOLOGY AND SYNTAX

1. GENERAL INFORMATION

Course Name (Vietnamese): Hình thái học và cú pháp học

Course Name (English): Morphology and Syntax

Level: Master's

Course Code: 102310

Self-Managed Code: 14100311

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The course "Morphology and Syntax" is a specialized component of the M.A. in English Language Studies program. It delves into the intricate structures of words (morphology) and sentences (syntax), providing students with a comprehensive understanding of these fundamental linguistic components. This course is closely related to other components of the curriculum, such as phonology, semantics, and language acquisition, offering essential insights that support advanced studies in these areas. The primary objectives are to familiarize students with the key concepts and theories in morphology and syntax,

enable them to analyze complex linguistic data, and apply this knowledge to various linguistic phenomena. Key contents include morphological processes, syntactic structures, sentence formation, and the integration of big data in linguistic research.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description (After completing this course, learners will be able to) [3]	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life, focusing on morphology and syntax.	C4
PLO 3	CLO 2	Apply theoretical foundations of morphology and syntax to real-world language analysis.	P4
PLO 6	CLO 3	Accurately present and discuss findings in morphology and syntax using written and oral forms.	P3
PLO 8	CLO 4	Develop skills to contribute to professional activities in linguistics, focusing on morphology and syntax.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self-study hours
1	Chapter 1: Introduction to Morphology	CLO 1, CLO 2	4	0	8
2	Chapter 2: Morphological Analysis	CLO 1, CLO 2	4	0	8
3	Chapter 3: Introduction to Syntax	CLO 1, CLO 3	4	0	8
4	Chapter 4: Syntactic	CLO 1, CLO 3	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Structures				
5	Chapter 5: Morphology-Syntax Interface	CLO 2, CLO 4	4	0	8
6	Chapter 6: Advanced Topics in Morphology	CLO 2, CLO 4	5	0	10
7	Chapter 7: Advanced Topics in Syntax	CLO 2, CLO 4	5	0	10
Tổng			30	00	60

5.2. Detailed Content

Chapter 1: Introduction to Morphology

- 1.1 Definition and Scope of Morphology
- 1.2 Historical Development of Morphological Studies
- 1.3 Key Concepts and Terminology in Morphology

Chapter 2: Morphological Analysis

- 2.1 Morphemes and Allomorphs
- 2.2 Word Formation Processes
- 2.3 Morphological Typology

Chapter 3: Introduction to Syntax

- 3.1 Basic Concepts in Syntax
- 3.2 Syntactic Categories and Functions
- 3.3 Phrase Structure Rules

Chapter 4: Syntactic Structures

- 4.1 Constituency and Tree Structures
- 4.2 Sentence Types and Clause Structures
- 4.3 Syntactic Dependencies

Chapter 5: Morphology-Syntax Interface

- 5.1 Interaction Between Morphology and Syntax
- 5.2 Inflectional Morphology

5.3 Derivational Morphology

Chapter 6: Advanced Topics in Morphology

6.1 Morphophonology

6.2 Morphological Productivity

6.3 Lexical Morphology

Chapter 7: Advanced Topics in Syntax

7.1 Transformational Grammar

7.2 Generative Grammar

7.3 Syntactic Theory and Applications

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Aronoff, M., & Fudeman, K. (2010). *What is Morphology?* (2nd ed.). Wiley-Blackwell. DOI: 10.1002/9781444393621

8.2. Reference Materials

- [1] Booij, G. (2012). *The Grammar of Words: An Introduction to Linguistic Morphology*. Oxford University Press. DOI: 10.1093/acprof/9780199691838.001.0001
- [2] Radford, A. (2004). *English Syntax: An Introduction*. Cambridge University Press. DOI: 10.1017/CBO9780511801617
- [3] Hyman, L. M. (2008). *Morphology: A Study of the Relation Between Meaning and Form*. Blackwell Publishing. DOI: 10.1002/9780470758403
- [4] Lieber, R. (2010). *Introducing Morphology*. Cambridge University Press. DOI: 10.1017/CBO9780511804182
- [5] Carnie, A. (2013). *Syntax: A Generative Introduction*. Wiley-Blackwell. DOI: 10.1002/9781118327215

8.3. Software

ELAN (EUDICO Linguistic Annotator)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator

Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

11. COURSE SYLLABUS: LANGUAGE TESTING AND ASSESSMENT

1. GENERAL INFORMATION

Course Name (Vietnamese): Kiểm tra và đánh giá ngôn ngữ

Course Name (English): Language Testing and Assessment

Level: Master's

Course Code: 102297

Self-Managed Code: 14100312

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghi	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The course "Language Testing and Assessment" is a specialized component of the M.A. in English Language Studies program. It focuses on the principles and practices involved

in evaluating language proficiency and performance. This course is integral to the curriculum, complementing other areas such as language teaching methodologies, curriculum design, and applied linguistics. The primary objectives are to equip students with the knowledge and skills necessary to design, administer, and analyze language tests and assessments. Key contents include test theory, types of language tests, test construction, validity and reliability, statistical analysis of test data, and the use of big data in language assessment. This course prepares students for professional roles in educational assessment and research.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life, focusing on language testing and assessment.	C4
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to language testing.	P4
PLO 6	CLO 3	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	C3
PLO 8	CLO 4	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture, emphasizing language testing and assessment.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter Introduction 1: to	CLO 1, CLO 2	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Language Testing				
2	Chapter 2: Principles of Language Assessment	CLO 1, CLO 2	4	0	8
3	Chapter 3: Test Design and Development	CLO 2, CLO 3	4	0	8
4	Chapter 4: Validity and Reliability in Testing	CLO 2, CLO 3	4	0	8
5	Chapter 5: Practical Issues in Language Testing	CLO 3, CLO 4	4	0	8
6	Chapter 6: Technology and Language Assessment	CLO 4, CLO 6	5	0	10
7	Chapter 7: Current Trends and Future Directions	CLO 4, CLO 6	5	0	10
	Total		30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Language Testing

- 1.1 Definition and Scope of Language Testing
- 1.2 Historical Development of Language Testing
- 1.3 Key Concepts and Terminology in Language Testing

Chapter 2: Principles of Language Assessment

- 2.1 Validity
- 2.2 Reliability
- 2.3 Practicality and Washback

Chapter 3: Test Design and Development

- 3.1 Test Formats and Types
- 3.2 Item Writing and Test Specifications

3.3 Pilot Testing and Item Analysis

Chapter 4: Validity and Reliability in Testing

4.1 Construct Validity

4.2 Content Validity

4.3 Criterion-Related Validity

Chapter 5: Practical Issues in Language Testing

5.1 Test Administration and Scoring

5.2 Ethical Considerations in Testing

5.3 Test Taker Characteristics and Performance

Chapter 6: Technology and Language Assessment

6.1 Computer-Based Testing

6.2 Automated Scoring Systems

6.3 Technological Innovations in Language Testing

Chapter 7: Current Trends and Future Directions

7.1 Alternative Assessment Methods

7.2 Assessing 21st Century Skills

7.3 Future Challenges and Opportunities in Language Testing

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and	Legal text search, summarizing, clarifying questions, and completing			

Knowledge Assessment	exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

[1] Bachman, L. F., & Palmer, A. S. (2010). Language Assessment in Practice. Oxford University Press. DOI: 10.1093/elt/ccr021

8.2. Reference Materials

- [1] Brown, H. D. (2015). Principles of Language Learning and Teaching (6th ed.). Pearson. DOI: 10.4324/9780203784547
- [2] Hughes, A. (2003). Testing for Language Teachers. Cambridge University Press. DOI: 10.1017/CBO9780511732980

- [3] McNamara, T. (2000). *Language Testing*. Oxford University Press. DOI: 10.1093/elt/54.3.291
- [4] Weir, C. J. (2005). *Language Testing and Validation: An Evidence-Based Approach*. Palgrave Macmillan. DOI: 10.1057/9780230593016
- [5] Fulcher, G., & Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. Routledge. DOI: 10.4324/9780203087198

8.3. Software

- [1] SPSS (Statistical Package for the Social Sciences)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
 - **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training

program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

12. COURSE SYLLABUS: THESIS

1. GENERAL INFORMATION

Course Name (Vietnamese): Luận văn

Course Name (English): Thesis

Level: Master's

Course Code: 102302

Self-Managed Code: 14106336

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 15(0,15,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 450 periods
- Number of self-study hours : 225 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Thesis" course is a professional component of the M.A. in English Language Studies program. It serves as a capstone project that synthesizes the knowledge and skills acquired throughout the master's program. This course is intimately connected with other components of the curriculum, particularly research methodology, advanced linguistics, and specialized elective courses. The primary objectives are to conduct original research, contribute to the field of English language studies, and demonstrate the ability to apply theoretical knowledge to practical issues. Key contents include

research design, data collection and analysis, academic writing, and the presentation of findings. The thesis process involves regular consultation with a faculty advisor and culminates in a written dissertation and oral defense.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 6	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of English language.	R4
PLO 8	CLO 7	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Thesis Writing	CLO 1, CLO 2	0	30	15
2	Chapter 2: Research Design and Methodology	CLO 2, CLO 3	0	60	30
3	Chapter 3: Data Collection and Analysis	CLO 3, CLO 4	0	60	30
4	Chapter 4: Writing and Presenting Findings	CLO 4, CLO 5	0	60	30
5	Chapter 5: Discussion and Conclusion	CLO 5, CLO 6	0	60	30
6	Chapter 6: Revising and Finalizing the Thesis	CLO 6, CLO 7	0	60	30
7	Chapter 7: Defense Preparation	CLO 7	0	60	30
	Total		0	450	225

5.2. Detailed Content

Chapter 1: Introduction to Thesis Writing

- 1.1 Overview of Thesis Writing
- 1.2 Importance of Thesis in Academic Career
- 1.3 Structure and Components of a Thesis

Chapter 2: Research Design and Methodology

- 2.1 Choosing a Research Topic
- 2.2 Formulating Research Questions
- 2.3 Selecting Research Methods

Chapter 3: Data Collection and Analysis

3.1 Data Collection Techniques

3.2 Analyzing Quantitative Data

3.3 Analyzing Qualitative Data

Chapter 4: Writing and Presenting Findings

4.1 Writing Results and Discussions

4.2 Creating Effective Visuals

4.3 Presenting Data Effectively

Chapter 5: Discussion and Conclusion

5.1 Interpreting Findings

5.2 Drawing Conclusions

5.3 Making Recommendations

Chapter 6: Revising and Finalizing the Thesis

6.1 Reviewing and Editing

6.2 Formatting and Referencing

6.3 Submitting the Thesis

Chapter 7: Defense Preparation

7.1 Preparing for the Defense

7.2 Responding to Questions

7.3 Final Adjustments Post-Defense

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		

Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation			
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments	x	x	x
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Murray, R. (2011). *How to Write a Thesis* (3rd ed.). Open University Press. DOI: 10.1080/03075079.2011.642583
- [2] Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). University of Michigan Press. DOI: 10.3998/mpub.2173936

8.2. Reference Materials

- [1] Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications. DOI: 10.3109/08941939.2012.723954
- [2] Flick, U. (2014). *An Introduction to Qualitative Research* (5th ed.). Sage Publications. DOI: 10.1016/j.nedt.2006.05.018
- [3] Denscombe, M. (2014). *The Good Research Guide: For Small-Scale Social Research Projects* (5th ed.). Open University Press. DOI: 10.7748/nr.22.4.34.e1347
- [4] Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford University Press. DOI: 10.1080/13645579.2016.1144401
- [5] Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Sage Publications. DOI: 10.1080/14780887.2015.1057325

8.3. Software

NVivo (for qualitative data analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.

- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

13. COURSE SYLLABUS: ADVANCED TRANSLATION THEORIES

1. GENERAL INFORMATION

Course Name (Vietnamese): Lý thuyết dịch nâng cao

Course Name (English): Advanced Translation Theories

Level: Master's

Course Code: 102317

Self-Managed Code: 14100314

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Advanced Translation Theories" course is a specialized component of the M.A. in English Language Studies program. It delves deeply into the theoretical frameworks and models that underpin translation practices. This course complements other curriculum components such as comparative linguistics, cultural studies, and practical translation workshops. The primary objectives are to provide students with an in-depth understanding of advanced translation theories and to enhance their analytical skills in

evaluating translation strategies. Key contents include the study of major translation theories, the role of the translator, the impact of cultural and contextual factors, and the application of big data in translation studies. This course prepares students for advanced research and professional practice in the field of translation.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	C5	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to advanced translation theories.	
PLO 4	CLO 2	Proficiently apply presentation and discussion skills on scientific issues and research results in advanced translation theories.	P4
PLO 6	CLO 3	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of advanced translation theories.	P3
PLO 8	CLO 4	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture, with a focus on translation theories.	P4

5. COURSE CONTENT

5.1. General Time Distribution

<i>No</i> [1]	<i>Chapter/ Lesson</i> [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Translation Theories	CLO 1, CLO 2	4	0	4
2	Chapter 2: Linguistic Theories of Translation	CLO 1, CLO 3	4	0	4

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
3	Chapter 3: Functionalist Approaches	CLO 1, CLO 4	4	0	8
4	Chapter 4: Discourse and Register Analysis	CLO 2, CLO 3	4	0	8
5	Chapter 5: Systems Theories	CLO 2, CLO 4	4	0	8
6	Chapter 6: Cultural and Ideological Approaches	CLO 3, CLO 4	5	0	10
7	Chapter 7: Cognitive Translation Theories	CLO 3, CLO 4	5	0	10
	Total		30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Translation Theories

- 1.1 Definition and Scope of Translation Theories
- 1.2 Historical Development of Translation Studies
- 1.3 Key Concepts and Terminology in Translation

Chapter 2: Linguistic Theories of Translation

- 2.1 Structural Linguistics and Translation
- 2.2 Transformational-Generative Grammar and Translation
- 2.3 Equivalence in Translation

Chapter 3: Functionalist Approaches

- 3.1 Skopos Theory
- 3.2 Text Type and Translation
- 3.3 Translation as a Purposeful Activity

Chapter 4: Discourse and Register Analysis

- 4.1 Discourse Analysis in Translation
- 4.2 Register Analysis in Translation
- 4.3 Pragmatics and Translation

Chapter 5: Systems Theories

5.1 Polysystem Theory

5.2 Norms and Translation

5.3 Descriptive Translation Studies

Chapter 6: Cultural and Ideological Approaches

6.1 Postcolonial Translation Studies

6.2 Gender and Translation

6.3 Ideology and Translation

Chapter 7: Cognitive Translation Theories

7.1 Cognitive Approaches to Translation

7.2 Mental Processes in Translation

7.3 Expertise and Translation

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Munday, J. (2016). *Introducing Translation Studies: Theories and Applications* (4th ed.). Routledge. DOI: 10.4324/9781315695915
- [2] Baker, M. (2011). *In Other Words: A Coursebook on Translation* (2nd ed.). Routledge. DOI: 10.4324/9780203836017

8.2. Reference Materials

- [1] Venuti, L. (2012). *The Translation Studies Reader* (3rd ed.). Routledge. DOI: 10.4324/9780203836765
- [2] Hatim, B., & Mason, I. (1997). *The Translator as Communicator*. Routledge. DOI: 10.4324/9781315846584
- [3] Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall. DOI: 10.2307/3586981

- [4] Nida, E. A., & Taber, C. R. (2003). The Theory and Practice of Translation. Brill Academic Publishers. DOI: 10.1163/9789004495746
- [5] Pym, A. (2010). Exploring Translation Theories. Routledge. DOI: 10.4324/9780203848607

8.3. Software

SDL Trados Studio (for translation management and computer-assisted translation)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
 - **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

14. COURSE SYLLABUS: TRANSLATION STUDIES

1. GENERAL INFORMATION

Course Name (Vietnamese): Nghiên cứu trong dịch thuật

Course Name (English): Translation Studies

Level: Master's

Course Code: 102289

Self-Managed Code: 14100315

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Translation Studies" course is a specialized component of the M.A. in English Language Studies program. This course explores the theoretical and practical aspects of translation, examining the interplay between language, culture, and context. It is closely linked with courses on comparative linguistics, cultural studies, and practical translation workshops, providing a comprehensive framework for understanding translation as both an art and a science. The main objectives are to familiarize students with major

translation theories, enhance their analytical skills, and apply big data techniques to translation studies. Key contents include the history of translation theory, contemporary approaches, the role of the translator, cultural implications, and the impact of technology and big data on translation practices.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life, focusing on translation studies.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to translation studies.	C5
PLO 3	CLO 3	Proficiently apply data analysis for research and development activities related to translation studies.	P4
PLO 4	CLO 4	Proficiently apply presentation and discussion skills on scientific issues and research results in translation studies.	P4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of translation studies.	P3

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Translation Studies	CLO 1, CLO 2	4	0	8
2	Chapter 2:	CLO 1, CLO 3	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Theoretical Frameworks in Translation				
3	Chapter 3: Research Methods in Translation Studies	CLO 2, CLO 4	4	0	8
4	Chapter 4: Translation and Culture	CLO 2, CLO 5	4	0	8
5	Chapter 5: Case Studies in Translation	CLO 3, CLO 6	4	0	8
6	Chapter 6: Trends in Translation Studies	CLO 4, CLO 5	5	0	10
7	Chapter 7: Future Directions in Translation Research	CLO 4, CLO 6	5	0	10
	Total		30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Translation Studies

- 1.1 Definition and Scope of Translation Studies
- 1.2 Historical Development of Translation Studies
- 1.3 Key Concepts and Terminology in Translation

Chapter 2: Theoretical Frameworks in Translation

- 2.1 Structural Linguistics and Translation
- 2.2 Functionalist Approaches
- 2.3 Discourse Analysis

Chapter 3: Research Methods in Translation Studies

- 3.1 Qualitative Methods
- 3.2 Quantitative Methods
- 3.3 Mixed Methods

Chapter 4: Translation and Culture

4.1 Cultural Translation

4.2 Postcolonial Translation

4.3 Gender and Translation

Chapter 5: Case Studies in Translation

5.1 Literary Translation

5.2 Technical Translation

5.3 Legal Translation

Chapter 6: Trends in Translation Studies

6.1 Translation Technology

6.2 Audiovisual Translation

6.3 Localization

Chapter 7: Future Directions in Translation Research

7.1 Emerging Areas of Research

7.2 Interdisciplinary Approaches

7.3 Ethical Issues in Translation Research

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Munday, J. (2016). *Introducing Translation Studies: Theories and Applications (4th ed.)*. Routledge. DOI: 10.4324/9781315695915
- [2] Baker, M. (2011). *In Other Words: A Coursebook on Translation (2nd ed.)*. Routledge. DOI: 10.4324/9780203836017

8.2. Reference Materials

- [1] Venuti, L. (2012). *The Translation Studies Reader (3rd ed.)*. Routledge. DOI: 10.4324/9780203836765
- [2] Hatim, B., & Mason, I. (1997). *The Translator as Communicator*. Routledge. DOI: 10.4324/9781315846584

- [3] Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall. DOI: 10.2307/3586981
- [4] Nida, E. A., & Taber, C. R. (2003). *The Theory and Practice of Translation*. Brill Academic Publishers. DOI: 10.1163/9789004495746
- [5] Pym, A. (2010). *Exploring Translation Theories*. Routledge. DOI: 10.4324/9780203848607

8.3. Software

SDL Trados Studio (for translation management and computer-assisted translation)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

15. COURSE SYLLABUS: CONTRASTIVE LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học đối chiếu

Course Name (English): Contrastive Linguistics

Level: Master's

Course Code: 102286

Self-Managed Code: 14100316

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Contrastive Linguistics" course is a specialized component of the M.A. in English Language Studies program. It provides an in-depth analysis of the structural differences and similarities between English and other languages. This course is closely related to other components such as phonetics, syntax, semantics, and translation studies, creating a comprehensive linguistic framework. The primary objectives are to equip students with the skills to perform contrastive analyses and to understand the implications of

linguistic differences in language learning and translation. Key contents include theoretical approaches to contrastive linguistics, methodologies for linguistic comparison, and the application of big data in linguistic research. This course prepares students for advanced research and practical applications in linguistics and language education.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life, focusing on contrastive linguistics.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to contrastive linguistics.	C5
PLO 3	CLO 3	Proficiently apply data analysis for research and development activities related to contrastive linguistics.	P4
PLO 4	CLO 4	Proficiently apply presentation and discussion skills on scientific issues and research results in contrastive linguistics.	P4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of contrastive linguistics.	P3
PLO 7	CLO 6	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in contrastive linguistics.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Contrastive Linguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Theoretical Frameworks in Contrastive Linguistics	CLO 1, CLO 3	4	0	8
3	Chapter 3: Methodologies in Contrastive Analysis	CLO 2, CLO 4	4	0	8
4	Chapter 4: Cross- Linguistic Influence	CLO 2, CLO 5	4	0	8
5	Chapter 5: Applications of Contrastive Linguistics	CLO 3, CLO 6	4	0	8
6	Chapter 6: Case Studies in Contrastive Linguistics	CLO 4, CLO 5	5	0	10
7	Chapter 7: Future Directions in Contrastive Linguistics	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Contrastive Linguistics

- 1.1 Definition and Scope of Contrastive Linguistics
- 1.2 Historical Development of Contrastive Linguistics
- 1.3 Key Concepts and Terminology in Contrastive Linguistics

Chapter 2: Theoretical Frameworks in Contrastive Linguistics

- 2.1 Structural Linguistics and Contrastive Analysis

2.2 Functionalist Approaches

2.3 Cognitive Linguistics

Chapter 3: Methodologies in Contrastive Analysis

3.1 Data Collection and Analysis

3.2 Comparative Methodology

3.3 Error Analysis

Chapter 4: Cross-Linguistic Influence

4.1 Transfer Theory

4.2 Interlanguage

4.3 Fossilization

Chapter 5: Applications of Contrastive Linguistics

5.1 Language Teaching

5.2 Translation Studies

5.3 Lexicography

Chapter 6: Case Studies in Contrastive Linguistics

6.1 Phonological Comparisons

6.2 Syntactic Comparisons

6.3 Semantic Comparisons

Chapter 7: Future Directions in Contrastive Linguistics

7.1 Emerging Areas of Research

7.2 Interdisciplinary Approaches

7.3 Technological Applications

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)		x	x	x

Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Reading materials, group discussion, presentation Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

[1] James, C. (1980). *Contrastive Analysis*. Longman. DOI: 10.4324/9781315835922

[2] Lado, R. (1957). *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press. DOI: 10.3998/mpub.6604

8.2. Reference Materials

Fisiak, J. (1981). *Contrastive Linguistics and the Language Teacher*. Pergamon. DOI: 10.1016/B978-0-08-024696-4.50013-5

Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge University Press. DOI: 10.1017/CBO9781139524537

Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. Routledge. DOI: 10.4324/9780203932848

Ringbom, H. (2007). *Cross-Linguistic Similarity in Foreign Language Learning*. Multilingual Matters. DOI: 10.21832/9781853599737

Weinreich, U. (1968). *Languages in Contact: Findings and Problems*. Mouton. DOI: 10.1515/9783110802418

8.3. Software

ELAN (EUDICO Linguistic Annotator) for linguistic analysis

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the

academic year 2023 – 2024 at HUIT.

- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.

- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.

- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

16. COURSE SYLLABUS: COMPUTATIONAL LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học máy tính

Course Name (English): Computational Linguistics

Level: Master's

Course Code: 102311

Self-Managed Code: 14100317

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Computational Linguistics" course is a specialized component of the M.A. in English Language Studies program. This course delves into the intersection of computer science and linguistics, focusing on the development of algorithms and models to process and analyze language data. It is closely related to courses in natural language processing (NLP), machine translation, and big data analytics within the curriculum. The main objectives are to provide students with an understanding of the computational

methods used in linguistic research and to equip them with skills to apply these methods to real-world language problems. Key contents include fundamental concepts of computational linguistics, language modeling, parsing techniques, machine learning applications, and the use of big data for linguistic analysis.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 3	CLO 1	Proficiently apply data analysis for research and development activities related to computational linguistics.	P4
PLO 4	CLO 2	Proficiently apply presentation and discussion skills on scientific issues and research results in computational linguistics.	P4
PLO 7	CLO 3	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in computational linguistics.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Computational Linguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Language Models	CLO 1, CLO 3	4	0	8
3	Chapter 3: Syntax and Parsing	CLO 2, CLO 3	4	0	8
4	Chapter 4:	CLO 2, CLO 3	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Semantics				
5	Chapter 5: Information Retrieval	CLO 3, CLO 4	4	0	8
6	Chapter 6: Machine Translation	CLO 4, CLO 5	5	0	10
7	Chapter 7: Deep Learning for NLP	CLO 5, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Computational Linguistics

- 1.1 Definition and Scope of Computational Linguistics
- 1.2 Historical Development of Computational Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Language Models

- 2.1 Statistical Language Models
- 2.2 Neural Language Models
- 2.3 Applications of Language Models

Chapter 3: Syntax and Parsing

- 3.1 Syntactic Structures
- 3.2 Parsing Algorithms
- 3.3 Syntax in Computational Linguistics

Chapter 4: Semantics

- 4.1 Lexical Semantics
- 4.2 Compositional Semantics
- 4.3 Semantic Role Labeling

Chapter 5: Information Retrieval

- 5.1 IR Models
- 5.2 Evaluation of IR Systems
- 5.3 Applications of IR

Chapter 6: Machine Translation

6.1 Rule-Based MT

6.2 Statistical MT

6.3 Neural MT

Chapter 7: Deep Learning for NLP

7.1 Neural Networks

7.2 Recurrent Neural Networks

7.3 Transformer Models

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
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ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Jurafsky, D., & Martin, J. H. (2019). *Speech and Language Processing (3rd ed.)*. Prentice Hall. DOI: 10.1162/coli_a_00358
- [2] Manning, C. D., & Schütze, H. (1999). *Foundations of Statistical Natural Language Processing*. MIT Press. DOI: 10.7551/mitpress/2891.001.0001

8.2. Reference Materials

- [1] Bird, S., Klein, E., & Loper, E. (2009). *Natural Language Processing with Python*. O'Reilly Media. DOI: 10.5555/1717171
- [2] Goldberg, Y. (2017). *Neural Network Methods in Natural Language Processing*. Morgan & Claypool. DOI: 10.2200/S00762ED1V01Y201703HLT037
- [3] Martin, J. H., & Jurafsky, D. (2008). *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition (2nd ed.)*. Prentice Hall. DOI: 10.5555/505384
- [4] Manning, C. D., Raghavan, P., & Schütze, H. (2008). *Introduction to Information Retrieval*. Cambridge University Press. DOI: 10.1017/CBO9780511809071
- [5] Eisenstein, J. (2019). *Introduction to Natural Language Processing*. MIT Press. DOI: 10.7551/mitpress/11622.001.0001

8.3. Software

NLTK (Natural Language Toolkit)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
- **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

17. COURSE SYLLABUS: CORPUS LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học ngữ liệu

Course Name (English): Corpus Linguistics

Level: Master's

Course Code: 102312

Self-Managed Code: 14100318

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Corpus Linguistics" course is a specialized component of the M.A. in English Language Studies program. This course focuses on the empirical study of language through large collections of texts known as corpora. It is integrally related to other courses in computational linguistics, translation studies, and language teaching, providing essential methodologies for data-driven linguistic research. The main objectives are to familiarize students with corpus construction and annotation, equip

them with tools and techniques for corpus analysis, and explore the applications of big data in linguistic studies. Key contents include the principles of corpus design, methods for data extraction and analysis, and the use of corpora in various linguistic subfields such as syntax, semantics, and sociolinguistics.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description (After completing this course, learners will be able to) [3]	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to corpus linguistics.	C5
PLO 4	CLO 2	Proficiently apply presentation and discussion skills on scientific issues and research results in corpus linguistics.	P4
PLO 5	CLO 3	Comply with integrity, respect for research ethics, and intellectual property in the field of corpus linguistics.	A4
PLO 8	CLO 4	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture, with a focus on corpus linguistics.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self-study hours
1	Chapter 1: Introduction to Corpus Linguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Corpus Design and Compilation	CLO 1, CLO 3	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
3	Chapter 3: Corpus Annotation and Analysis	CLO 2, CLO 4	4	0	8
4	Chapter 4: Tools for Corpus Linguistics	CLO 2, CLO 3	4	0	8
5	Chapter 5: Applications of Corpus Linguistics	CLO 3, CLO 4	4	0	8
6	Chapter 6: Case Studies in Corpus Linguistics	CLO 4, CLO 5	5	0	10
7	Chapter 7: Future Directions in Corpus Linguistics	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Corpus Linguistics

- 1.1 Definition and Scope of Corpus Linguistics
- 1.2 Historical Development of Corpus Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Corpus Design and Compilation

- 2.1 Principles of Corpus Design
- 2.2 Types of Corpora
- 2.3 Data Collection Methods

Chapter 3: Corpus Annotation and Analysis

- 3.1 Annotating Corpora
- 3.2 Quantitative Analysis
- 3.3 Qualitative Analysis

Chapter 4: Tools for Corpus Linguistics

- 4.1 Software for Corpus Analysis
- 4.2 Using AntConc

4.3 Other Useful Tools

Chapter 5: Applications of Corpus Linguistics

5.1 Language Teaching

5.2 Lexicography

5.3 Translation Studies

Chapter 6: Case Studies in Corpus Linguistics

6.1 Phonological Analysis

6.2 Syntactic Analysis

6.3 Semantic Analysis

Chapter 7: Future Directions in Corpus Linguistics

7.1 Emerging Trends

7.2 Interdisciplinary Approaches

7.3 Ethical Issues

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] McEnery, T., & Hardie, A. (2012). *Corpus Linguistics: Method, Theory and Practice*. Cambridge University Press. DOI: 10.1017/CBO9780511981395
- [2] Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge University Press. DOI: 10.1017/CBO9780511804489

8.2. Reference Materials

- [1] Sinclair, J. (1991). *Corpus, Concordance, Collocation*. Oxford University Press. DOI: 10.1017/CBO9780511600579
- [2] Kennedy, G. (1998). *An Introduction to Corpus Linguistics*. Longman. DOI: 10.4324/9781315833041

- [3] Meyer, C. F. (2002). *English Corpus Linguistics: An Introduction*. Cambridge University Press. DOI: 10.1017/CBO9780511606311
- [4] Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge University Press. DOI: 10.1017/CBO9781139524773
- [5] O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge University Press. DOI: 10.1017/CBO9780511497650

8.3. Software

AntConc (for corpus analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
 - **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.

- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

18. COURSE SYLLABUS: FORENSIC LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học pháp lý

Course Name (English): Forensic Linguistics

Level: Master's

Course Code: 102322

Self-Managed Code: 14100319

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Forensic Linguistics" course is a specialized component of the M.A. in English Language Studies program. This course examines the intersection of language and the law, focusing on how linguistic principles and methodologies can be applied in legal contexts. It complements other courses such as sociolinguistics, discourse analysis, and translation studies. The main objectives are to introduce students to the role of language in legal settings, develop their skills in analyzing legal texts, and explore the use of

linguistic evidence in criminal and civil cases. Key contents include the analysis of legal language, speaker identification, authorship attribution, and the application of big data in forensic investigations.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to forensic linguistics.	C5
PLO 4	CLO 2	Proficiently apply presentation and discussion skills on scientific issues and research results in forensic linguistics.	P4
PLO 5	CLO 3	Comply with integrity, respect for research ethics, and intellectual property in the field of forensic linguistics.	A4
PLO 8	CLO 4	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture, with a focus on forensic linguistics.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Forensic Linguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Theoretical Frameworks in Forensic Linguistics	CLO 1, CLO 3	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
3	Chapter 3: Language and the Law	CLO 2, CLO 4	4	0	8
4	Chapter 4: Forensic Phonetics	CLO 2, CLO 3	4	0	8
5	Chapter 5: Forensic Stylistics	CLO 3, CLO 4	4	0	8
6	Chapter 6: Discourse Analysis in Legal Contexts	CLO 4, CLO 5	5	0	10
7	Chapter 7: Case Studies in Forensic Linguistics	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Forensic Linguistics

- 1.1 Definition and Scope of Forensic Linguistics
- 1.2 Historical Development of Forensic Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Forensic Linguistics

- 2.1 Legal Language and Its Features
- 2.2 Theories of Language and Law
- 2.3 Forensic Linguistic Methodologies

Chapter 3: Language and the Law

- 3.1 Language in Legal Contexts
- 3.2 Courtroom Discourse
- 3.3 Legal Text Analysis

Chapter 4: Forensic Phonetics

- 4.1 Speaker Identification
- 4.2 Voice Comparison Techniques
- 4.3 Acoustic Analysis in Forensic Contexts

Chapter 5: Forensic Stylistics

5.1 Authorship Attribution

5.2 Plagiarism Detection

5.3 Textual Analysis Techniques

Chapter 6: Discourse Analysis in Legal Contexts

6.1 Analyzing Legal Narratives

6.2 Interaction in Legal Settings

6.3 Power and Control in Legal Discourse

Chapter 7: Case Studies in Forensic Linguistics

7.1 High-Profile Legal Cases

7.2 Forensic Linguistics in Criminal Investigations

7.3 Ethical Issues in Forensic Linguistics

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation			
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments	x	x	x
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Coulthard, M., & Johnson, A. (2007). *An Introduction to Forensic Linguistics: Language in Evidence*. Routledge. DOI: 10.4324/9780203969905
- [2] Gibbons, J. (2003). *Forensic Linguistics: An Introduction to Language in the Justice System*. Blackwell Publishing. DOI: 10.1002/9780470758427

8.2. Reference Materials

- [1] Olsson, J. (2008). *Forensic Linguistics: An Introduction to Language, Crime and the Law*. Continuum International Publishing Group. DOI: 10.5040/9781350933693
- [2] Coulthard, M., & Johnson, A. (2010). *The Routledge Handbook of Forensic Linguistics*. Routledge. DOI: 10.4324/9780203855604
- [3] Shuy, R. W. (2005). *Creating Language Crimes: How Law Enforcement Uses (and Misuses) Language*. Oxford University Press. DOI: 10.1093/acprof/9780195181661.001.0001

- [4] Grant, T., & Grieve, J. (2018). *Quantifying the Quality of Forensic Linguistic Analysis*. International Journal of Speech, Language and the Law. DOI: 10.1558/ijssl.39100
- [5] McMenamin, G. (2002). *Forensic Linguistics: Advances in Forensic Stylistics*. CRC Press. DOI: 10.1201/9781420041444

8.3. Software

LIWC (Linguistic Inquiry and Word Count)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

19. COURSE SYLLABUS: STYLISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học phong cách

Course Name (English): Stylistics

Level: Master's

Course Code: 102292

Self-Managed Code: 14100320

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Stylistics" course is a specialized component of the M.A. in English Language Studies program. This course explores the study of style in language, focusing on how linguistic choices create meaning and effect in various texts. It is closely related to courses in literary analysis, discourse analysis, and applied linguistics within the curriculum. The main objectives of the course are to provide students with a comprehensive understanding of stylistic theories and methods, develop their skills in

analyzing stylistic features of different genres, and examine the role of big data in stylistic analysis. Key contents include linguistic approaches to style, stylistic analysis of prose, poetry, and drama, and the application of computational tools in stylistics.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to stylistics.	C5
PLO 4	CLO 2	Proficiently apply presentation and discussion skills on scientific issues and research results in stylistics.	P4
PLO 6	CLO 3	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of stylistics.	P3
PLO 7	CLO 4	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in stylistics.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Stylistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Theoretical Frameworks in Stylistics	CLO 1, CLO 3	4	0	8
3	Chapter 3: Analyzing Literary	CLO 2, CLO 4	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Texts				
4	Chapter 4: Stylistic Devices and Techniques	CLO 2, CLO 3	4	0	8
5	Chapter 5: Stylistics and Discourse Analysis	CLO 3, CLO 4	4	0	8
6	Chapter 6: Stylistics in Non-Literary Texts	CLO 4, CLO 5	5	0	10
7	Chapter 7: Case Studies in Stylistics	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Stylistics

- 1.1 Definition and Scope of Stylistics
- 1.2 Historical Development of Stylistics
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Stylistics

- 2.1 Linguistic Approaches
- 2.2 Literary Approaches
- 2.3 Functional Approaches

Chapter 3: Analyzing Literary Texts

- 3.1 Poetry
- 3.2 Prose
- 3.3 Drama

Chapter 4: Stylistic Devices and Techniques

- 4.1 Figurative Language
- 4.2 Sound Patterns
- 4.3 Narrative Techniques

Chapter 5: Stylistics and Discourse Analysis

5.1 Analyzing Spoken Discourse

5.2 Analyzing Written Discourse

5.3 Pragmatics and Stylistics

Chapter 6: Stylistics in Non-Literary Texts

6.1 Media Texts

6.2 Advertising

6.3 Political Speeches

Chapter 7: Case Studies in Stylistics

7.1 Stylistic Analysis of Selected Texts

7.2 Comparative Stylistics

7.3 Applications of Stylistic Analysis

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Simpson, P. (2004). *Stylistics: A Resource Book for Students*. Routledge. DOI: 10.4324/9780203506070
- [2] Carter, R., & Stockwell, P. (2008). *The Language and Literature Reader*. Routledge. DOI: 10.4324/9780203937997

8.2. Reference Materials

- [1] Short, M. (1996). *Exploring the Language of Poems, Plays and Prose*. Longman. DOI: 10.4324/9781315836042
- [2] Toolan, M. (2009). *Narrative Progression in the Short Story: A Corpus Stylistic Approach*. John Benjamins Publishing Company. DOI: 10.1075/lal.7
- [3] Leech, G. N., & Short, M. (2007). *Style in Fiction: A Linguistic Introduction to English Fictional Prose (2nd ed.)*. Pearson Longman. DOI: 10.4324/9781315836066
- [4] Verdonk, P. (2002). *Stylistics*. Oxford University Press. DOI: 10.1093/acprof

[5] Jeffries, L., & McIntyre, D. (2010). *Stylistics*. Cambridge University Press. DOI: 10.1017/CBO9780511841606

8.3. Software

AntConc (for text analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
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Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

20. COURSE SYLLABUS: PSYCHOLINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học tâm lý

Course Name (English): Psycholinguistics

Level: Master's

Course Code: 102318

Self-Managed Code: 14100321

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Psycholinguistics" course is a specialized component of the M.A. in English Language Studies program. This course delves into the cognitive processes underlying language acquisition, comprehension, and production. It intersects with courses in cognitive science, neurolinguistics, and applied linguistics, providing a comprehensive understanding of how language functions in the mind. The main objectives are to explore the mental mechanisms that facilitate language learning and usage, understand

the relationship between language and thought, and examine the impact of big data on psycholinguistic research. Key contents include language processing, language development, bilingualism, language disorders, and the application of computational models and big data analytics in psycholinguistics.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life, focusing on psycholinguistics.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to psycholinguistics.	C5
PLO 3	CLO 3	Proficiently apply data analysis for research and development activities related to psycholinguistics.	P4
PLO 4	CLO 4	Proficiently apply presentation and discussion skills on scientific issues and research results in psycholinguistics.	P4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of psycholinguistics.	P3
PLO 7	CLO 6	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in psycholinguistics.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Psycholinguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Language Acquisition	CLO 1, CLO 3	4	0	8
3	Chapter 3: Language Comprehension	CLO 2, CLO 4	4	0	8
4	Chapter 4: Language Production	CLO 2, CLO 3	4	0	8
5	Chapter 5: Bilingualism and Multilingualism	CLO 3, CLO 4	4	0	8
6	Chapter 6: Neurolinguistics	CLO 4, CLO 5	5	0	10
7	Chapter 7: Experimental Methods in Psycholinguistics	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Psycholinguistics

- 1.1 Definition and Scope of Psycholinguistics
- 1.2 Historical Development of Psycholinguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Language Acquisition

- 2.1 Theories of Language Acquisition
- 2.2 Stages of Language Development
- 2.3 Factors Influencing Language Acquisition

Chapter 3: Language Comprehension

- 3.1 Models of Language Comprehension
- 3.2 Cognitive Processes in Comprehension

3.3 Experimental Findings

Chapter 4: Language Production

4.1 Models of Language Production

4.2 Speech Errors and What They Reveal

4.3 Cognitive Processes in Production

Chapter 5: Bilingualism and Multilingualism

5.1 Types of Bilingualism

5.2 Cognitive Effects of Bilingualism

5.3 Language Switching and Mixing

Chapter 6: Neurolinguistics

6.1 Brain Structures Involved in Language

6.2 Aphasia and Other Language Disorders

6.3 Brain Imaging Techniques

Chapter 7: Experimental Methods in Psycholinguistics

7.1 Designing Experiments in Psycholinguistics

7.2 Data Collection and Analysis

7.3 Ethical Considerations in Psycholinguistic Research

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Traxler, M. J. (2012). *Introduction to Psycholinguistics: Understanding Language Science*. Wiley-Blackwell. DOI: 10.1002/9781444345540
- [2] Harley, T. A. (2013). *The Psychology of Language: From Data to Theory (4th ed.)*. Psychology Press. DOI: 10.4324/9780203758881

8.2. Reference Materials

- [1] Altmann, G. T. M. (1997). *The Ascent of Babel: An Exploration of Language, Mind, and Understanding*. Oxford University Press. DOI: 10.1093/acprof/9780198523772.001.0001

- [2] Field, J. (2004). *Psycholinguistics: The Key Concepts*. Routledge. DOI: 10.4324/9780203645761
- [3] Warren, P. (2012). *Introducing Psycholinguistics*. Cambridge University Press. DOI: 10.1017/CBO9781139022293
- [4] Gleitman, L. R., & Liberman, M. (Eds.). (1995). *An Invitation to Cognitive Science: Language*. MIT Press. DOI: 10.7551/mitpress/9780262013566.001.0001
- [5] Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of Psycholinguistics*. Wiley-Blackwell. DOI: 10.1002/9781444315819

8.3. Software

LAN (EUDICO Linguistic Annotator)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the

course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.

- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

21. COURSE SYLLABUS: COGNITIVE LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học tri nhận

Course Name (English): Cognitive Linguistics

Level: Master's

Course Code: 102288

Self-Managed Code: 14100322

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Cognitive Linguistics" course is a specialized component of the M.A. in English Language Studies program. It belongs to the specialized knowledge block and provides an in-depth exploration of how language interacts with human cognition. This course complements other related subjects such as psycholinguistics, semantics, and discourse analysis by offering insights into the cognitive mechanisms behind language use. The main objectives are to introduce key theories and concepts in cognitive linguistics, such

as conceptual metaphor theory, frame semantics, and cognitive grammar. Additionally, students will learn about the application of big data in cognitive linguistic research, enabling them to analyze large-scale language data and uncover patterns in language use and cognitive processing. Key contents include mental representations, categorization processes, metaphor and metonymy, and the importance of context in meaning construction.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to cognitive linguistics.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to cognitive linguistics.	P4
PLO 7	CLO 3	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in cognitive linguistics.	R4
PLO 8	CLO 4	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture, with a focus on cognitive linguistics.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Cognitive Linguistics	CLO 1, CLO 2	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
2	Chapter 2: Theoretical Foundations of Cognitive Linguistics	CLO 1, CLO 3	4	0	8
3	Chapter 3: Categorization and Prototypes	CLO 2, CLO 4	4	0	8
4	Chapter 4: Conceptual Metaphor Theory	CLO 2, CLO 3	4	0	8
5	Chapter 5: Frame Semantics	CLO 3, CLO 4	4	0	8
6	Chapter 6: Construction Grammar	CLO 4, CLO 5	5	0	10
7	Chapter 7: Cognitive Approaches to Grammar	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Cognitive Linguistics

- 1.1 Definition and Scope of Cognitive Linguistics
- 1.2 Historical Development of Cognitive Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Foundations of Cognitive Linguistics

- 2.1 Cognitive Grammar
- 2.2 Cognitive Semantics
- 2.3 The Embodied Mind

Chapter 3: Categorization and Prototypes

- 3.1 Basic-Level Categories
- 3.2 Prototype Theory

3.3 Applications of Categorization in Linguistics

Chapter 4: Conceptual Metaphor Theory

4.1 Metaphors in Everyday Language

4.2 Types of Metaphors

4.3 Metaphor Identification Procedures

Chapter 5: Frame Semantics

5.1 Frame Theory

5.2 Frame-Based Analysis

5.3 Applications of Frame Semantics

Chapter 6: Construction Grammar

6.1 Basic Concepts of Construction Grammar

6.2 Types of Constructions

6.3 Constructional Approaches to Syntax

Chapter 7: Cognitive Approaches to Grammar

7.1 Grammar and Cognition

7.2 Usage-Based Models of Grammar

7.3 Cognitive Grammar in Language Teaching

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Evans, V., & Green, M. (2006). *Cognitive Linguistics: An Introduction*. Lawrence Erlbaum Associates. DOI: 10.4324/9780203694318
- [2] Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press. DOI: 10.7208/chicago/9780226470993.001.0001

8.2. Reference Materials

- [1] Langacker, R. W. (1987). *Foundations of Cognitive Grammar: Volume I, Theoretical Prerequisites*. Stanford University Press. DOI: 10.1515/9783110800521

- [2] Talmy, L. (2000). *Toward a Cognitive Semantics: Concept Structuring Systems (Vol. 1)*. MIT Press. DOI: 10.7551/mitpress/6848.001.0001
- [3] Croft, W., & Cruse, D. A. (2004). *Cognitive Linguistics*. Cambridge University Press. DOI: 10.1017/CBO9780511803864
- [4] Geeraerts, D., & Cuyckens, H. (2007). *The Oxford Handbook of Cognitive Linguistics*. Oxford University Press. DOI: 10.1093/oxfordhb/9780199738632.001.0001
- [5] Bybee, J. (2010). *Language, Usage and Cognition*. Cambridge University Press. DOI: 10.1017/CBO9780511750526

8.3. Software

AntConc (for text analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the

course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.

- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]

22. COURSE SYLLABUS: APPLIED LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học ứng dụng

Course Name (English): Applied Linguistics

Level: Master's

Course Code: 102336

Self-Managed Code: 14100307

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ

3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Cognitive Linguistics" course is a specialized component of the M.A. in English Language Studies program. It belongs to the specialized knowledge block and aims to provide a deep understanding of how language and cognition interact. This course complements other subjects such as psycholinguistics, semantics, and discourse analysis by focusing on cognitive mechanisms behind language use. The main objectives are to introduce students to key theories and methods in cognitive linguistics, including conceptual metaphor theory, frame semantics, and cognitive grammar. Additionally, students will learn about the application of big data in cognitive linguistic research, enabling them to analyze large-scale language data and uncover patterns in language use and cognitive processing. Key contents include mental representations, categorization processes, metaphor and metonymy, and the role of context in meaning construction.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to applied linguistics.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to applied linguistics.	P4
PLO 6	CLO 3	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of applied linguistics.	P3
PLO 7	CLO 4	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in applied linguistics.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Applied Linguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Theoretical Foundations of Applied Linguistics	CLO 1, CLO 3	4	0	8
3	Chapter 3: Language Learning and Teaching	CLO 2, CLO 4	4	0	8
4	Chapter 4: Second Language Acquisition	CLO 2, CLO 3	4	0	8
5	Chapter 5: Language Assessment and Testing	CLO 3, CLO 4	4	0	8
6	Chapter 6: Research Methods in Applied Linguistics	CLO 4, CLO 5	5	0	10
7	Chapter 7: Applied Linguistics in Practice	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Applied Linguistics

- 1.1 Definition and Scope of Applied Linguistics
- 1.2 Historical Development of Applied Linguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Foundations of Applied Linguistics

- 2.1 Linguistic Theories

2.2 Interdisciplinary Approaches

2.3 Practical Applications

Chapter 3: Language Learning and Teaching

3.1 Theories of Language Learning

3.2 Language Teaching Methodologies

3.3 Curriculum Design and Implementation

Chapter 4: Second Language Acquisition

4.1 Key Concepts in Second Language Acquisition

4.2 Factors Influencing Second Language Acquisition

4.3 Models and Theories of Second Language Acquisition

Chapter 5: Language Assessment and Testing

5.1 Principles of Language Assessment

5.2 Types of Language Tests

5.3 Test Design and Evaluation

Chapter 6: Research Methods in Applied Linguistics

6.1 Quantitative Research Methods

6.2 Qualitative Research Methods

6.3 Mixed Methods Research

Chapter 7: Applied Linguistics in Practice

7.1 Case Studies in Applied Linguistics

7.2 Applications in Various Contexts

7.3 Future Directions in Applied Linguistics

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x

Case Study (Group Work)	Reading materials, group discussion, presentation			
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments	x	x	x
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Cook, G. (2003). *Applied Linguistics*. Oxford University Press. DOI: 10.1093/acprof/9780194376693.001.0001

- [2] Schmitt, N., & Celce-Murcia, M. (2002). *An Introduction to Applied Linguistics*. Arnold Publishers. DOI: 10.4324/9780203466199

8.2. Reference Materials

- [1] Davies, A., & Elder, C. (Eds.). (2004). *The Handbook of Applied Linguistics*. Blackwell Publishing. DOI: 10.1002/9780470757000
- [2] Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press. DOI: 10.1017/CBO9781139150484
- [3] Hinkel, E. (Ed.). (2005). *Handbook of Research in Second Language Teaching and Learning*. Routledge. DOI: 10.4324/9781410612700
- [4] Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press. DOI: 10.1093/acprof/9780194421607.001.0001
- [5] VanPatten, B., & Williams, J. (Eds.). (2015). *Theories in Second Language Acquisition: An Introduction*. Routledge. DOI: 10.4324/9781315716894

8.3. Software

SPSS (for data analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

23. COURSE SYLLABUS: SOCIOLINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ học xã hội

Course Name (English): Sociolinguistics

Level: Master's

Course Code: 102291

Self-Managed Code: 14100324

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

The "Sociolinguistics" course is a specialized component of the M.A. in English Language Studies program. It belongs to the specialized knowledge block and explores the intricate relationship between language and society. This course complements other subjects such as language policy, discourse analysis, and cultural studies by providing an in-depth understanding of how social factors influence language use. The main

objectives are to introduce students to fundamental concepts and theories in sociolinguistics, including language variation, language change, and the social functions of language. Additionally, students will learn about the impact of sociocultural contexts on language and how big data can be utilized to analyze sociolinguistic patterns. Key contents include language and identity, multilingualism, language attitudes, and the role of power in language use.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to sociolinguistics.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to sociolinguistics.	C5
PLO 3	CLO 3	Proficiently apply data analysis for research and development activities related to sociolinguistics.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property in sociolinguistics research.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of sociolinguistics.	P3
PLO 7	CLO 6	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in sociolinguistics.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Sociolinguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Language Variation	CLO 1, CLO 3	4	0	8
3	Chapter 3: Language and Society	CLO 2, CLO 4	4	0	8
4	Chapter 4: Language Contact and Multilingualism	CLO 2, CLO 3	4	0	8
5	Chapter 5: Sociolinguistic Research Methods	CLO 3, CLO 4	4	0	8
6	Chapter 6: Language Policy and Planning	CLO 4, CLO 5	5	0	10
7	Chapter 7: Language Attitudes and Ideologies	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Sociolinguistics

- 1.1 Definition and Scope of Sociolinguistics
- 1.2 Historical Development of Sociolinguistics
- 1.3 Key Concepts and Terminology

Chapter 2: Language Variation

- 2.1 Types of Variation
- 2.2 Social Factors in Variation
- 2.3 Methods of Studying Variation

Chapter 3: Language and Society

- 3.1 Language and Social Class
- 3.2 Language and Gender

3.3 Language and Ethnicity

Chapter 4: Language Contact and Multilingualism

4.1 Bilingualism and Multilingualism

4.2 Code-Switching and Code-Mixing

4.3 Outcomes of Language Contact

Chapter 5: Sociolinguistic Research Methods

5.1 Quantitative Methods

5.2 Qualitative Methods

5.3 Mixed Methods Research

Chapter 6: Language Policy and Planning

6.1 Principles of Language Policy

6.2 Language Planning in Education

6.3 Case Studies of Language Policy

Chapter 7: Language Attitudes and Ideologies

7.1 Attitudes towards Languages and Dialects

7.2 Ideologies and Language Policies

7.3 Methods of Studying Language Attitudes

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Wardhaugh, R., & Fuller, J. M. (2015). *An Introduction to Sociolinguistics (7th ed.)*. Wiley Blackwell. DOI: 10.1002/9781118737403
- [2] Holmes, J., & Wilson, N. (2017). *An Introduction to Sociolinguistics (5th ed.)*. Routledge. DOI: 10.4324/9781315728439

8.2. Reference Materials

- [1] Meyerhoff, M. (2018). *Introducing Sociolinguistics (3rd ed.)*. Routledge. DOI: 10.4324/9781315622317
- [2] Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society (4th ed.)*. Penguin Books. DOI: 10.1002/9781118737403

- [3] Coulmas, F. (2013). *Sociolinguistics: The Study of Speakers' Choices*. Cambridge University Press. DOI: 10.1017/CBO9781139245869
- [4] Heller, M. (2007). *Bilingualism: A Social Approach*. Palgrave Macmillan. DOI: 10.1057/9780230596047
- [5] Fishman, J. A. (1991). *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Multilingual Matters. DOI: 10.21832/9781853591211

8.3. Software

SPSS (for data analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training

program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

24. COURSE SYLLABUS: LANGUAGE AND IDENTITY

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngôn ngữ và bản sắc

Course Name (English): Language and Identity

Level: Master's

Course Code: 102321

Self-Managed Code: 14100325

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Language and Identity is a specialized course in the M.A. English Language Studies program, designed to provide an in-depth understanding of the interplay between language and identity. This course builds on foundational knowledge from other linguistic courses, integrating sociolinguistic and psycholinguistic perspectives. Students will explore how language shapes and reflects individual and group identities, examining various factors such as ethnicity, nationality, gender, and social class. The

primary objective is to equip learners with the theoretical and analytical tools to critically evaluate the role of language in identity formation and expression. By the end of the course, students will be able to conduct research and apply concepts related to language and identity in diverse contexts.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to language and identity.	C5
PLO 4	CLO 2	Proficiently apply presentation and discussion skills on scientific issues and research results related to language and identity.	P4
PLO 5	CLO 3	Comply with integrity, respect for research ethics, and intellectual property in the study of language and identity.	A4
PLO 6	CLO 4	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of language and identity.	P3
PLO 7	CLO 5	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the study of language and identity.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter Introduction 1: to	CLO 1, CLO 2	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Language and Identity				
2	Chapter 2: Theoretical Frameworks	CLO 1, CLO 3	4	0	8
3	Chapter 3: Identity and Language Learning	CLO 2, CLO 4	4	0	8
4	Chapter 4: Language, Ethnicity, and Nationalism	CLO 2, CLO 3	4	0	8
5	Chapter 5: Language and Gender	CLO 3, CLO 4	4	0	8
6	Chapter 6: Language, Identity, and Power	CLO 4, CLO 5	5	0	10
7	Chapter 7: Case Studies in Language and Identity	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Language and Identity

- 1.1 Definition and Scope of Language and Identity
- 1.2 Historical Development of Language and Identity Studies
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks

- 2.1 Sociolinguistic Approaches
- 2.2 Psychological Approaches
- 2.3 Anthropological Approaches

Chapter 3: Identity and Language Learning

- 3.1 Language Learning and Identity Formation

3.2 Identity in the Language Classroom

3.3 Case Studies in Language Learning

Chapter 4: Language, Ethnicity, and Nationalism

4.1 Language and Ethnic Identity

4.2 National Identity and Language Policies

4.3 Case Studies in Ethnicity and Nationalism

Chapter 5: Language and Gender

5.1 Gendered Language Practices

5.2 The Role of Language in Gender Identity

5.3 Case Studies in Language and Gender

Chapter 6: Language, Identity, and Power

6.1 Language and Social Power

6.2 Language Policies and Power Dynamics

6.3 Case Studies in Language and Power

Chapter 7: Case Studies in Language and Identity

7.1 Methodologies for Studying Language and Identity

7.2 Notable Case Studies

7.3 Future Directions in Language and Identity Research

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehensio	Legal text search, summarizing, clarifying questions,			

n, and Knowledge Assessment	and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Norton, B. (2013). *Identity and Language Learning: Extending the Conversation (2nd ed.)*. Multilingual Matters. DOI: 10.21832/9781783090550
- [2] Joseph, J. E. (2004). *Language and Identity: National, Ethnic, Religious*. Palgrave Macmillan. DOI: 10.1057/9780230503427

8.2. Reference Materials

- [1] Edwards, J. (2009). *Language and Identity: An Introduction*. Cambridge University Press. DOI: 10.1017/CBO9780511809842
- [2] Pavlenko, A., & Blackledge, A. (Eds.). (2004). *Negotiation of Identities in Multilingual Contexts*. Multilingual Matters. DOI: 10.21832/9781853596483
- [3] Block, D. (2007). *Second Language Identities*. Continuum. DOI: 10.5040/9781350093252
- [4] Fishman, J. A. (1999). *Handbook of Language and Ethnic Identity*. Oxford University Press. DOI: 10.1093/oxfordhb/9780199793747.001.0001
- [5] Bucholtz, M., & Hall, K. (2005). *Identity and Interaction: A Sociocultural Linguistic Approach*. Discourse Studies. DOI: 10.1177/1461445605054407

8.3. Software

NVivo (for qualitative data analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.

- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

25. COURSE SYLLABUS: PRAGMATICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngữ dụng học

Course Name (English): Pragmatics

Level: Master's

Course Code: 102294

Self-Managed Code: 14100326

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Pragmatics is a specialized course within the M.A. English Language Studies program, designed to provide students with a comprehensive understanding of the use of language in context. This course builds on foundational linguistic knowledge and complements courses in semantics, sociolinguistics, and discourse analysis. The primary objective is to equip learners with the theoretical and practical tools to analyze how meaning is constructed in interactional settings. Key contents include speech act theory,

implicature, presupposition, deixis, and conversational analysis. By the end of the course, students will be able to critically evaluate pragmatic phenomena and apply pragmatic principles in both research and practical contexts.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 3	CLO 1	Proficiently apply data analysis for research and development activities related to pragmatics.	P4
PLO 4	CLO 2	Proficiently apply presentation and discussion skills on scientific issues and research results related to pragmatics.	P4
PLO 6	CLO 3	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of pragmatics.	P3
PLO 7	CLO 4	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in pragmatics.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Pragmatics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Speech Acts	CLO 1, CLO 3	4	0	8
3	Chapter 3: Conversational Implicature	CLO 2, CLO 4	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
4	Chapter 4: Presupposition and Entailment	CLO 2, CLO 3	4	0	8
5	Chapter 5: Deixis	CLO 3, CLO 4	4	0	8
6	Chapter 6: Politeness and Interaction	CLO 4, CLO 5	5	0	10
7	Chapter 7: Pragmatic Theories and Applications	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Pragmatics

- 1.1 Definition and Scope of Pragmatics
- 1.2 Historical Development of Pragmatics
- 1.3 Key Concepts and Terminology

Chapter 2: Speech Acts

- 2.1 Types of Speech Acts
- 2.2 Speech Act Theory
- 2.3 Applications of Speech Acts

Chapter 3: Conversational Implicature

- 3.1 Grice's Maxims
- 3.2 Types of Implicature
- 3.3 Implicature in Communication

Chapter 4: Presupposition and Entailment

- 4.1 Types of Presupposition
- 4.2 Entailment in Pragmatics
- 4.3 Examples and Applications

Chapter 5: Deixis

- 5.1 Types of Deixis
- 5.2 The Role of Deixis in Communication

5.3 Analyzing Deictic Expressions

Chapter 6: Politeness and Interaction

6.1 Politeness Theories

6.2 Face and Politeness Strategies

6.3 Cross-Cultural Politeness

Chapter 7: Pragmatic Theories and Applications

7.1 Overview of Pragmatic Theories

7.2 Applying Pragmatics in Discourse Analysis

7.3 Future Directions in Pragmatic Research

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press. DOI: 10.1017/CBO9780511813313
- [2] Yule, G. (1996). *Pragmatics*. Oxford University Press. DOI: 10.1093/acprof/9780194372077.001.0001

8.2. Reference Materials

- [1] Mey, J. L. (2001). *Pragmatics: An Introduction (2nd ed.)*. Blackwell Publishing. DOI: 10.1002/9780470756959
- [2] Huang, Y. (2007). *Pragmatics*. Oxford University Press. DOI: 10.1093/acprof/9780199298372.001.0001
- [3] Sperber, D., & Wilson, D. (1995). *Relevance: Communication and Cognition (2nd ed.)*. Blackwell Publishing. DOI: 10.1111/j.1468-0017.1995.tb00001.x
- [4] Thomas, J. (1995). *Meaning in Interaction: An Introduction to Pragmatics*. Longman. DOI: 10.1016/S0378-2166(96)90059-0

[5] Clark, H. H. (1996). *Using Language*. Cambridge University Press. DOI: 10.1017/CBO9780511620539

8.3. Software

NVivo (for qualitative data analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator

Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

26. COURSE SYLLABUS: SYSTEMIC FUNCTIONAL GRAMMAR

1. GENERAL INFORMATION

Course Name (Vietnamese): Ngữ pháp chức năng hệ thống

Course Name (English): Systemic Functional Grammar

Level: Master's

Course Code: 102309

Self-Managed Code: 14100327

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Systemic Functional Grammar is a specialized course within the M.A. English Language Studies program, designed to provide students with a comprehensive understanding of the systemic functional approach to grammar. This course falls under the specialized knowledge block, building on foundational courses in syntax, semantics, and discourse analysis. It aims to equip learners with the theoretical and analytical tools to explore

how language functions in various social and cultural contexts. Key contents include the theory of systemic functional linguistics, the metafunctions of language (ideational, interpersonal, and textual), and the application of these concepts to textual analysis. By the end of the course, students will be able to critically analyze and interpret linguistic data using a systemic functional framework.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to systemic functional grammar and its application.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to systemic functional grammar.	C5
PLO 5	CLO 3	Comply with integrity, respect for research ethics, and intellectual property in the study of systemic functional grammar.	A4
PLO 7	CLO 4	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in systemic functional grammar.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Systemic Functional Grammar	CLO 1, CLO 2	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
2	Chapter 2: The Clause as Representation	CLO 1, CLO 3	4	0	8
3	Chapter 3: The Clause as Exchange	CLO 2, CLO 4	4	0	8
4	Chapter 4: The Clause as Message	CLO 2, CLO 3	4	0	8
5	Chapter 5: Beyond the Clause	CLO 3, CLO 4	4	0	8
6	Chapter 6: Genre and Register in SFG	CLO 4, CLO 5	5	0	10
7	Chapter 7: Application of SFG in Discourse Analysis	CLO 4, CLO 6	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Systemic Functional Grammar

- 1.1 Definition and Scope of Systemic Functional Grammar
- 1.2 Historical Development of SFG
- 1.3 Key Concepts and Terminology

Chapter 2: The Clause as Representation

- 2.1 Transitivity System
- 2.2 Process Types
- 2.3 Participant and Circumstantial Roles

Chapter 3: The Clause as Exchange

- 3.1 Mood and Modality
- 3.2 Interpersonal Meaning
- 3.3 Speech Functions

Chapter 4: The Clause as Message

- 4.1 Theme and Rheme

4.2 Information Structure

4.3 Thematic Progression

Chapter 5: Beyond the Clause

5.1 Clause Complexes

5.2 Cohesion and Coherence

5.3 Discourse Markers

Chapter 6: Genre and Register in SFG

6.1 Definition of Genre and Register

6.2 Register Variables: Field, Tenor, Mode

6.3 Genre Analysis

Chapter 7: Application of SFG in Discourse Analysis

7.1 Methods and Tools

7.2 Case Studies

7.3 Future Directions in SFG Research

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *An Introduction to Functional Grammar (4th ed.)*. Routledge. DOI: 10.4324/9780203783771
- [2] Thompson, G. (2013). *Introducing Functional Grammar (3rd ed.)*. Routledge. DOI: 10.4324/9780203795347

8.2. Reference Materials

- [1] Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics (2nd ed.)*. Continuum. DOI: 10.5040/9781441110993
- [2] Martin, J. R., & Rose, D. (2007). *Working with Discourse: Meaning Beyond the Clause (2nd ed.)*. Continuum. DOI: 10.5040/9781441130557
- [3] Bloor, T., & Bloor, M. (2013). *The Functional Analysis of English (3rd ed.)*. Routledge. DOI: 10.4324/9780203783771

- [4] Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2012). *Using Functional Grammar: An Explorer's Guide (3rd ed.)*. Macquarie University. DOI: 10.1080/07268609408599503
- [5] Matthiessen, C. M. I. M., Teruya, K., & Lam, M. (2010). *Key Terms in Systemic Functional Linguistics*. Continuum. DOI: 10.5040/9781441128158

8.3. Software

UAM CorpusTool (for linguistic annotation and analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
 - **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

27. COURSE SYLLABUS: DISCOURSE ANALYSIS

1. GENERAL INFORMATION

Course Name (Vietnamese): Phân tích diễn ngôn

Course Name (English): Discourse Analysis

Level: Master's

Course Code: 102290

Self-Managed Code: 14100311

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Discourse Analysis is a specialized course within the M.A. English Language Studies program, designed to provide students with the theoretical and methodological tools to analyze language use in various contexts. This course falls under the specialized knowledge block and complements other courses in pragmatics, sociolinguistics, and systemic functional grammar. The primary objective is to equip learners with the ability to critically examine how texts and talk function in social and cultural settings. Key

contents include discourse structures, conversation analysis, critical discourse analysis, and the relationship between discourse and power. By the end of the course, students will be able to conduct independent discourse analytic research and apply discourse analysis in various professional contexts.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to discourse analysis and its application.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to discourse analysis.	C5
PLO 3	CLO 3	Apply data analysis for research and development activities related to discourse analysis.	P4
PLO 4	CLO 4	Apply presentation and discussion skills on scientific issues and research results in the field of discourse analysis.	P4
PLO 5	CLO 5	Comply with integrity, respect for research ethics, and intellectual property in discourse analysis.	A4
PLO 6	CLO 6	Demonstrate presentation and discussion skills in oral and written form, data visualization, using English in the context of discourse analysis.	P3
PLO 7	CLO 7	Think creatively and conduct scientific research to create new understanding or solve issues in discourse analysis.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Discourse Analysis	CLO 1, CLO 2	4	0	8
2	Chapter 2: Theoretical Frameworks in Discourse Analysis	CLO 2, CLO 3	4	0	8
3	Chapter 3: Methods and Approaches	CLO 3, CLO 4	4	0	8
4	Chapter 4: Critical Discourse Analysis	CLO 4, CLO 5	4	0	8
5	Chapter 5: Discourse and Society	CLO 5, CLO 6	4	0	8
6	Chapter 6: Discourse and Identity	CLO 6, CLO 7	5	0	10
7	Chapter 7: Multimodal Discourse Analysis	CLO 7, CLO 8	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Discourse Analysis

- 1.1 Definition and Scope of Discourse Analysis
- 1.2 Historical Development
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Discourse Analysis

- 2.1 Structural Approaches
- 2.2 Functional Approaches
- 2.3 Social Theories in Discourse Analysis

Chapter 3: Methods and Approaches

- 3.1 Qualitative Methods
- 3.2 Quantitative Methods

3.3 Mixed Methods

Chapter 4: Critical Discourse Analysis

4.1 Principles of Critical Discourse Analysis

4.2 Applications in Research

4.3 Case Studies

Chapter 5: Discourse and Society

5.1 Discourse in Social Contexts

5.2 Power and Ideology in Discourse

5.3 Language and Social Interaction

Chapter 6: Discourse and Identity

6.1 Language and Identity Construction

6.2 Discourse and Gender

6.3 Discourse and Ethnicity

Chapter 7: Multimodal Discourse Analysis

7.1 Visual and Multimodal Texts

7.2 Analyzing Visual Data

7.3 Case Studies in Multimodal Analysis

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method (4th ed.)*. Routledge. DOI: 10.4324/9780203581933
- [2] Schiffrin, D., Tannen, D., & Hamilton, H. E. (2001). *The Handbook of Discourse Analysis*. Blackwell Publishing. DOI: 10.1002/9780470753460

8.2. Reference Materials

- [1] Fairclough, N. (2013). *Critical Discourse Analysis: The Critical Study of Language (2nd ed.)*. Routledge. DOI: 10.4324/9781315834368
- [2] Johnstone, B. (2017). *Discourse Analysis (3rd ed.)*. Wiley-Blackwell. DOI: 10.1002/9781119257658

- [3] Van Dijk, T. A. (2008). *Discourse and Context: A Sociocognitive Approach*. Cambridge University Press. DOI: 10.1017/CBO9780511481499
- [4] Baker, P., & Ellece, S. (2011). *Key Terms in Discourse Analysis*. Continuum. DOI: 10.5040/9781350043253
- [5] Wodak, R., & Meyer, M. (2015). *Methods of Critical Discourse Studies (3rd ed.)*. Sage Publications. DOI: 10.4135/9781473914577

8.3. Software

AntConc (for corpus linguistics and text analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

28. COURSE SYLLABUS: ADVANCED INTERPRETATION

1. GENERAL INFORMATION

Course Name (Vietnamese): Phiên dịch nâng cao

Course Name (English): Advanced Interpretation

Level: Master's

Course Code: 102315

Self-Managed Code: 14100329

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Advanced Interpretation is a professional course within the M.A. English Language Studies program, aimed at developing high-level skills in oral interpretation. This course builds on foundational interpretation and translation courses, integrating theoretical knowledge with practical application. The primary objective is to prepare learners for complex interpreting tasks in various settings, including legal, medical, and conference interpreting. Key contents include advanced interpreting techniques, consecutive and

simultaneous interpretation, and the use of technology in interpreting. By the end of the course, students will have the expertise to handle professional interpreting assignments with confidence and precision.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to interpretation and its application.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to advanced interpretation.	C5
PLO 3	CLO 3	Apply data analysis for research and development activities related to advanced interpretation.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property in interpretation.	A4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self-study hours
1	Chapter 1: Introduction to Advanced Interpretation	CLO 1, CLO 2	4	0	8
2	Chapter 2: Theoretical Frameworks in Interpretation	CLO 2, CLO 3	4	0	8
3	Chapter 3: Techniques and	CLO 3, CLO 4	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Strategies				
4	Chapter 4: Ethics and Professionalism	CLO 4, CLO 5	4	0	8
5	Chapter 5: Interpretation in Various Settings	CLO 5, CLO 6	4	0	8
6	Chapter 6: Simultaneous and Consecutive Interpretation	CLO 6, CLO 7	5	0	10
7	Chapter 7: Current Trends and Future Directions	CLO 7, CLO 8	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Advanced Interpretation

- 1.1 Definition and Scope of Advanced Interpretation
- 1.2 Historical Development
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Interpretation

- 2.1 Structural Approaches
- 2.2 Functional Approaches
- 2.3 Social Theories in Interpretation

Chapter 3: Techniques and Strategies

- 3.1 Note-taking Techniques
- 3.2 Memory Training
- 3.3 Coping with Stress

Chapter 4: Ethics and Professionalism

- 4.1 Principles of Professional Ethics
- 4.2 Case Studies
- 4.3 Standards of Practice

Chapter 5: Interpretation in Various Settings

5.1 Conference Interpretation

5.2 Court Interpretation

5.3 Medical Interpretation

Chapter 6: Simultaneous and Consecutive Interpretation

6.1 Techniques for Simultaneous Interpretation

6.2 Techniques for Consecutive Interpretation

6.3 Practice Sessions

Chapter 7: Current Trends and Future Directions

7.1 Technological Advances

7.2 Future Research Areas

7.3 Career Development

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Pöchhacker, F. (2016). *Introducing Interpreting Studies (2nd ed.)*. Routledge. DOI: 10.4324/9781315637525
- [2] Gile, D. (2009). *Basic Concepts and Models for Interpreter and Translator Training (Rev. ed.)*. John Benjamins Publishing Company. DOI: 10.1075/btl.8

8.2. Reference Materials

- [1] Moser-Mercer, B. (2008). *Interpreting: Theory and Practice*. John Benjamins Publishing Company. DOI: 10.1075/btl.81
- [2] Pöchhacker, F., & Shlesinger, M. (2002). *The Interpreting Studies Reader*. Routledge. DOI: 10.4324/9780203489390
- [3] Hale, S. B. (2007). *Community Interpreting*. Palgrave Macmillan. DOI: 10.1057/9780230593442

- [4] Angelelli, C. V. (2004). *Revisiting the Interpreter's Role: A Study of Conference, Court, and Medical Interpreters in Canada, Mexico, and the United States*. John Benjamins Publishing Company. DOI: 10.1075/btl.55
- [5] Setton, R., & Dawrant, A. (2016). *Conference Interpreting: A Trainer's Guide*. John Benjamins Publishing Company. DOI: 10.1075/btl.118

8.3. Software

MemoQ (for computer-assisted translation and interpretation)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
 - **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

29. COURSE SYLLABUS: ADVANCED METHODS OF TEACHING LANGUAGE

1. GENERAL INFORMATION

Course Name (Vietnamese): Phương pháp giảng dạy ngôn ngữ nâng cao

Course Name (English): Advanced Methods of Teaching Language

Level: Master's

Course Code: 102306

Self-Managed Code: 14100331

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

This course, "Advanced Methods of Teaching Language," falls under the professional knowledge block within the Master's program in English Language Studies. It builds upon foundational courses in language pedagogy and methodology. The course delves deeper into contemporary and research-driven approaches to language teaching, equipping students with the necessary skills and knowledge to excel in their future

teaching careers. Students will explore various advanced teaching methods, analyze their effectiveness in diverse learning contexts, and critically evaluate current trends in language education, including the potential of big data for informing and personalizing instruction. Through collaborative learning activities and lesson plan development, students will gain practical experience in applying these advanced approaches to their chosen language teaching contexts.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to advanced language teaching methods.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities in language teaching.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in language teaching.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property in language teaching.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 6	Think, use technology creatively, and conduct scientific research to create new understanding or solve issues in language teaching.	R4
PLO 8	CLO 7	Proficiently apply management work in professional and career development activities in the field of language teaching.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Advanced Language Teaching Methods	CLO 1, CLO 2	4	0	8
2	Chapter 2: Theoretical Frameworks in Language Teaching	CLO 2, CLO 3	4	0	8
3	Chapter 3: Curriculum and Syllabus Design	CLO 3, CLO 4	4	0	8
4	Chapter 4: Classroom Management and Assessment	CLO 4, CLO 5	4	0	8
5	Chapter 5: Technology in Language Teaching	CLO 5, CLO 6	4	0	8
6	Chapter 6: Developing Language Skills	CLO 6, CLO 7	5	0	10
7	Chapter 7: Teaching Culture and Intercultural Communication	CLO 7, CLO 8	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Advanced Language Teaching Methods

- 1.1 Definition and Scope
- 1.2 Historical Development
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Frameworks in Language Teaching

- 2.1 Structural Approaches

2.2 Functional Approaches

2.3 Communicative Approaches

Chapter 3: Curriculum and Syllabus Design

3.1 Principles of Curriculum Design

3.2 Types of Syllabi

3.3 Case Studies

Chapter 4: Classroom Management and Assessment

4.1 Classroom Management Techniques

4.2 Assessment Methods

4.3 Evaluating Student Performance

Chapter 5: Technology in Language Teaching

5.1 Digital Tools for Language Learning

5.2 Blended Learning

5.3 Case Studies

Chapter 6: Developing Language Skills

6.1 Teaching Listening

6.2 Teaching Speaking

6.3 Teaching Reading

6.4 Teaching Writing

Chapter 7: Teaching Culture and Intercultural Communication

7.1 Integrating Culture in Language Teaching

7.2 Developing Intercultural Competence

7.3 Case Studies

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x

Case Study (Group Work)	Reading materials, group discussion, presentation			
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments	x	x	x
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching (3rd ed.)*. Cambridge University Press. DOI: 10.1017/9781107707605

- [2] Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd ed.)*. Pearson Education. DOI: 10.4324/9781315402369

8.2. Reference Materials

- [1] Harmer, J. (2015). *The Practice of English Language Teaching (5th ed.)*. Pearson Education. DOI: 10.4324/9781315398721
- [2] Ur, P. (2012). *A Course in English Language Teaching (2nd ed.)*. Cambridge University Press. DOI: 10.1017/9781107587900
- [3] Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. Routledge. DOI: 10.4324/9781315752981
- [4] Richards, J. C. (2017). *Curriculum Development in Language Teaching (2nd ed.)*. Cambridge University Press. DOI: 10.1017/9781107325977
- [5] Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. Routledge. DOI: 10.4324/9780203846971

8.3. Software

Moodle (for online course management and e-learning)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
- **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the

academic year 2023 – 2024 at HUIT.

- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

30. COURSE SYLLABUS: RESEARCH METHODS IN LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Phương pháp nghiên cứu trong lĩnh vực ngôn ngữ

Course Name (English): Research Methods in Linguistics

Level: Master's

Course Code: 102279

Self-Managed Code: 14100330

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Research Methods in Linguistics is a foundational course within the M.A. English Language Studies program, essential for students pursuing advanced studies in linguistics. This course belongs to the basic knowledge block, providing essential training in research methodologies applicable to linguistic inquiry. It serves as a precursor to specialized courses in discourse analysis, pragmatics, and systemic

functional grammar by equipping students with the necessary research skills and theoretical frameworks. The course emphasizes both qualitative and quantitative research methods, exploring their application in linguistics through practical exercises and theoretical discussions. By the end of the course, students will be proficient in designing research studies, collecting and analyzing data, and critically evaluating existing literature in linguistics.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life in the context of linguistic research.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to linguistic research.	C5
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in linguistics.	P4
PLO 6	CLO 4	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 5	Think, use technology creatively, and conduct scientific research to create new understanding or solve issues in linguistics.	R4
PLO 8	CLO 6	Proficiently apply management work in professional and career development activities in the field of linguistics.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Research Methods in Linguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2: Quantitative Research Methods	CLO 2, CLO 3	4	0	8
3	Chapter 3: Qualitative Research Methods	CLO 3, CLO 4	4	0	8
4	Chapter 4: Mixed Methods Research	CLO 4, CLO 5	4	0	8
5	Chapter 5: Data Collection Techniques	CLO 5, CLO 6	4	0	8
6	Chapter 6: Data Analysis and Interpretation	CLO 6, CLO 7	5	0	10
7	Chapter 7: Writing and Presenting Research	CLO 7, CLO 8	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Research Methods in Linguistics

- 1.1 Definition and Scope
- 1.2 Historical Development
- 1.3 Key Concepts and Terminology

Chapter 2: Quantitative Research Methods

- 2.1 Experimental Design
- 2.2 Surveys and Questionnaires
- 2.3 Statistical Analysis

Chapter 3: Qualitative Research Methods

- 3.1 Ethnography

3.2 Case Studies

3.3 Discourse Analysis

Chapter 4: Mixed Methods Research

4.1 Integrating Quantitative and Qualitative Methods

4.2 Triangulation

4.3 Case Studies

Chapter 5: Data Collection Techniques

5.1 Sampling Methods

5.2 Interviews and Focus Groups

5.3 Observations

Chapter 6: Data Analysis and Interpretation

6.1 Coding and Theming

6.2 Statistical Analysis

6.3 Interpreting Results

Chapter 7: Writing and Presenting Research

7.1 Writing Research Papers

7.2 Preparing Presentations

7.3 Publishing Research

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehensio	Legal text search, summarizing, clarifying questions,			

n, and Knowledge Assessment	and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Bui Phu Hung (2024). Applied linguistics and language education research methods: Fundamentals and Innovations. IGI Global. USA

8.2. Reference Materials

- [1] Bui Phu Hung (2024). *Consideration and techniques for applied linguistics and language education research*. IGI Global. USA

- [2] Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.
- [3] Flick, U. (2014). *An Introduction to Qualitative Research*. SAGE Publications.
- [4] Silverman, D. (2015). *Interpreting Qualitative Data*. SAGE Publications.
- [5] Mackey, A., & Gass, S. M. (2015). *Second Language Research: Methodology and Design*. Routledge.

8.3. Software

NVivo (for qualitative data analysis)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

31. COURSE SYLLABUS: SYLLABUS DESIGN AND MATERIAL DEVELOPMENT

1. GENERAL INFORMATION

Course Name (Vietnamese): Thiết kế nội dung môn học và phát triển tài liệu

Course Name (English): Syllabus design and Material Development

Level: Master's

Course Code: 102304

Self-Managed Code: 14100332

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Syllabus Design and Material Development is a specialized course within the M.A. English Language Studies program, focusing on advanced methodologies for designing language curricula and developing teaching materials. This course falls under the specialized knowledge block, complementing foundational courses in language teaching methods and curriculum design. It aims to provide students with theoretical insights and

practical skills necessary for creating effective language syllabi and instructional materials tailored to diverse learner needs and contexts. Emphasizing alignment with communicative language teaching principles, the course explores strategies for needs analysis, curriculum sequencing, and the selection, adaptation, and creation of authentic materials. By the end of the course, students will be proficient in designing comprehensive language syllabi and developing engaging teaching materials for various educational settings.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life in the context of syllabus design and material development.	C4
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to syllabus design and material development.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in syllabus design and material development.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property in syllabus design and material development.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 6	Think, use technology creatively, and conduct scientific research to create new understanding or solve issues in syllabus design and material development.	R4
PLO 8	CLO 7	Proficiently apply management work in professional and career development activities in the field of syllabus design and material development.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Syllabus Design	CLO 1, CLO 2	4	0	8
2	Chapter 2: Needs Analysis	CLO 2, CLO 3	4	0	8
3	Chapter 3: Objectives and Outcomes	CLO 3, CLO 4	4	0	8
4	Chapter 4: Content Selection and Organization	CLO 4, CLO 5	4	0	8
5	Chapter 5: Material Development	CLO 5, CLO 6	4	0	8
6	Chapter 6: Assessment and Evaluation	CLO 6, CLO 7	5	0	10
7	Chapter 7: Syllabus Implementation and Management	CLO 7, CLO 8	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Syllabus Design

1.1 Definition and Importance

1.2 Types of Syllabi

1.3 Historical Perspectives

Chapter 2: Needs Analysis

2.1 Defining Needs Analysis

2.2 Methods and Tools

2.3 Case Studies

Chapter 3: Objectives and Outcomes

3.1 Setting Learning Objectives

3.2 Formulating Outcomes

3.3 Alignment with Curriculum Goals

Chapter 4: Content Selection and Organization

4.1 Criteria for Content Selection

4.2 Structuring the Syllabus

4.3 Balancing Skills and Knowledge

Chapter 5: Material Development

5.1 Principles of Material Development

5.2 Adapting and Creating Materials

5.3 Evaluating and Revising Materials

Chapter 6: Assessment and Evaluation

6.1 Types of Assessment

6.2 Designing Assessment Tools

6.3 Evaluating Student Performance

Chapter 7: Syllabus Implementation and Management

7.1 Strategies for Implementation

7.2 Managing the Teaching Process

7.3 Continuous Improvement

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)		x	x	x

Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Reading materials, group discussion, presentation Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

[1] Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle Publishers. DOI: 10.1111/j.1944-9720.2003.tb02416.x

- [2] Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press. DOI: 10.1017/CBO9780511667220

8.2. Reference Materials

- [1] Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. Routledge. DOI: 10.4324/9780203892981
- [2] Tomlinson, B. (2011). *Materials Development in Language Teaching (2nd ed.)*. Cambridge University Press. DOI: 10.1017/CBO9780511667220
- [3] Graves, K. (2008). *The Language Curriculum: A Social Contextual Perspective*. TESOL Quarterly, 42(1), 3-11. DOI: 10.1002/j.1545-7249.2008.tb00112.x
- [4] Harwood, N. (Ed.). (2010). *English Language Teaching Materials: Theory and Practice*. Cambridge University Press. DOI: 10.1017/CBO9780511667220
- [5] McGrath, I. (2016). *Materials Evaluation and Design for Language Teaching*. Edinburgh University Press. DOI: 10.3366/edinburgh/9780748691359.001.0001

8.3. Software

Microsoft Office Suite (for document and presentation preparation)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

32. COURSE SYLLABUS: STATISTICS IN LINGUISTICS

1. GENERAL INFORMATION

Course Name (Vietnamese): Thống kê trong Ngôn ngữ

Course Name (English): Statistics in Linguistics

Level: Master's

Course Code: 102287

Self-Managed Code: 14100333

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Statistics in Linguistics is a specialized course offered at the Master's level in English Language Studies, focusing on the application of statistical methods in linguistic research and analysis. This course belongs to the specialized knowledge block, providing essential skills for conducting empirical research and quantitative analysis in linguistics. It is closely related to courses in research methods and complements studies in discourse analysis and language variation. The main objectives of the course include

introducing students to foundational statistical concepts, equipping them with skills to analyze linguistic data using statistical software, and fostering critical evaluation of statistical findings in linguistic research. By the end of the course, students will be proficient in applying statistical techniques to analyze language data and contribute to empirical research in linguistics.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life in the context of statistical applications in linguistics.	C4
PLO 2	CLO 2	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 3	Proficiently apply data analysis for research and development activities related to linguistics.	P4
PLO 7	CLO 4	Think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of linguistics using statistical methods.	R4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Statistics in Linguistics	CLO 1, CLO 2	4	0	8
2	Chapter 2:	CLO 2, CLO 3	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Descriptive Statistics				
3	Chapter 3: Probability and Statistical Inference	CLO 3, CLO 4	4	0	8
4	Chapter 4: Correlation and Regression Analysis	CLO 3, CLO 4	4	0	8
5	Chapter 5: Analysis of Variance (ANOVA)	CLO 3, CLO 4	4	0	8
6	Chapter 6: Multivariate Analysis	CLO 3, CLO 4	5	0	10
7	Chapter 7: Non- Parametric Tests	CLO 3, CLO 4	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Statistics in Linguistics

- 1.1 Definition and Importance
- 1.2 Role of Statistics in Linguistic Research
- 1.3 Overview of Statistical Methods

Chapter 2: Descriptive Statistics

- 2.1 Measures of Central Tendency
- 2.2 Measures of Dispersion
- 2.3 Data Visualization Techniques

Chapter 3: Probability and Statistical Inference

- 3.1 Basic Concepts of Probability
- 3.2 Sampling Distributions
- 3.3 Hypothesis Testing

Chapter 4: Correlation and Regression Analysis

- 4.1 Correlation Coefficients

4.2 Simple Linear Regression

4.3 Multiple Regression Analysis

Chapter 5: Analysis of Variance (ANOVA)

5.1 One-Way ANOVA

5.2 Two-Way ANOVA

5.3 Repeated Measures ANOVA

Chapter 6: Multivariate Analysis

6.1 Principal Component Analysis

6.2 Factor Analysis

6.3 Cluster Analysis

Chapter 7: Non-Parametric Tests

7.1 Chi-Square Test

7.2 Mann-Whitney U Test

7.3 Kruskal-Wallis Test

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			

Lecture	Listening, note-taking, memorization, and questioning	x		x
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7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

[1] Field, A. (2018). *Discovering statistics using IBM SPSS statistics*. Sage.

8.2. Reference Materials

[1] George, D., & Mallery, P. (2019). *IBM SPSS statistics 26 step by step: A simple guide and reference*. Routledge.

[2] Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2013). *Using multivariate statistics* (Vol. 6, pp. 497-516). Boston, MA: Pearson.

[3] Cronk, B. C. (2008). *How to use SPSS: A step-by-step guide to analysis and interpretation*. Glendale.

- [4] Wagner III, W. E. (2019). *Using IBM® SPSS® statistics for research methods and social science statistics*. Sage Publications.
- [5] Leech, N. L., Barrett, K. C., & Morgan, G. A. (2014). *IBM SPSS for intermediate statistics: Use and interpretation*. Routledge.

8.3. Software

SPSS (Statistical Package for Social Sciences)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

33. COURSE SYLLABUS: SECOND LANGUAGE ACQUISITION

1. GENERAL INFORMATION

Course Name (Vietnamese): Thụ đắc ngôn ngữ thứ hai

Course Name (English): Second Language Acquisition

Level: Master's

Course Code: 102280

Self-Managed Code: 14100334

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	PGS.TS Nguyễn Tất Thắng	<u>thangnt@dlu.edu.vn</u>	Khoa Ngoại ngữ - Đại học Đà Lạt
4.	TS. Trương Thị Như Ngọc	ngoctn@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
7.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Second Language Acquisition is a specialized course within the M.A. English Language Studies program, focusing on the processes and theories involved in acquiring a second language. This course falls under the specialized knowledge block, building upon

foundational studies in linguistics and language teaching methodologies. It explores how individuals learn and develop proficiency in a second language, examining theoretical frameworks such as cognitive, social, and interactionist perspectives. The course also explores the implications of second language acquisition research for language teaching practices and curriculum design. The main objectives include understanding the stages of second language acquisition, evaluating influential theories, and applying research findings to enhance language instruction strategies. By the end of the course, students will gain insights into factors affecting language learning outcomes and will be prepared to apply theoretical knowledge in practical teaching contexts.

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life in the context of second language acquisition.	C4
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to second language acquisition.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 7	CLO 4	Think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of second language acquisition.	R4
PLO 8	CLO 5	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Chapter 1: Introduction to Second Language Acquisition	CLO 1, CLO 2	4	0	8
2	Chapter 2: Theoretical Foundations	CLO 2, CLO 3	4	0	8
3	Chapter 3: Interlanguage and Developmental Sequences	CLO 3, CLO 4	4	0	8
4	Chapter 4: Individual Differences	CLO 3, CLO 4	4	0	8
5	Chapter 5: The Role of Input and Interaction	CLO 2, CLO 4	4	0	8
6	Chapter 6: Social Dimensions of SLA	CLO 3, CLO 5	5	0	10
7	Chapter 7: Cognitive Approaches to SLA	CLO 2, CLO 5	5	0	10
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Second Language Acquisition

- 1.1 Definition and Scope
- 1.2 History of SLA Research
- 1.3 Key Concepts and Terminology

Chapter 2: Theoretical Foundations

- 2.1 Behaviorist Theories
- 2.2 Cognitive Theories
- 2.3 Sociocultural Theories

Chapter 3: Interlanguage and Developmental Sequences

- 3.1 Interlanguage Theory
- 3.2 Stages of Development
- 3.3 Error Analysis

Chapter 4: Individual Differences

- 4.1 Age and SLA
- 4.2 Motivation and Attitude
- 4.3 Aptitude and Learning Styles

Chapter 5: The Role of Input and Interaction

- 5.1 Input Hypothesis
- 5.2 Interaction Hypothesis
- 5.3 Corrective Feedback

Chapter 6: Social Dimensions of SLA

- 6.1 Language and Identity
- 6.2 Acculturation
- 6.3 Social Networks

Chapter 7: Cognitive Approaches to SLA

- 7.1 Information Processing
- 7.2 Working Memory
- 7.3 Connectionist Models

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search,	Legal text search, summarizing,			

Comprehension, and Knowledge Assessment	clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

[1] Saville-Troike, M. (2012). *Introducing Second Language Acquisition*. Cambridge University Press.

8.2. Reference Materials

[1] Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. Routledge

- [2] Lightbown, P. M., & Spada, N. (2023). *How languages are learned 5th Edition*. Oxford university press.
- [3] Rod, E. (1994). *The study of second language acquisition*. Oxford university press.
- [4] Nava, A., & Pedrazzini, L. (2018). *Second language acquisition in action: Principles from practice*. Bloomsbury Publishing.
- [5] Gass, S. M., Behney, J., & Plonsky, L. (2020). *Second language acquisition: An introductory course*. Routledge.

8.3. Software

SPSS (Statistical Analysis Software)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
- **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.

- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

34. COURSE SYLLABUS: INTERNSHIP

1. GENERAL INFORMATION

Course Name (Vietnamese): Thực tập

Course Name (English): Internship

Level: Master's

Course Code: '102301

Self-Managed Code: 14104322

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 3(0,3,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 90 periods
- Number of self-study hours : 45 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Internship is an integral component of the Master's program in English Language Studies, designed to provide students with practical, hands-on experience in professional settings related to linguistics and language education. This course is categorized under the professional knowledge block, aiming to bridge theoretical knowledge gained in academic courses with real-world applications. It is closely aligned with other components of the curriculum by offering students an opportunity to apply classroom

learning in authentic contexts, enhancing their skills in research, teaching, or language-related professions. The main objectives include gaining practical experience, developing professional competencies, and fostering critical reflection on professional practices in linguistics. Through supervised placements, students will engage in tasks such as conducting research, assisting in language teaching, or contributing to language program management, preparing them for future careers in academia, language education, or related fields.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 6	Think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of English language.	R4
PLO 8	CLO 7	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Introduction to Internship	CLO 1, CLO 2	0	12	6
2	Research Methods and Data Collection Techniques	CLO 2, CLO 3	0	13	7
3	Data Analysis and Interpretation	CLO 2, CLO 3	0	12	6
4	Writing Research Reports	CLO 3, CLO 4	0	13	6
5	Ethics in Research and Professional Conduct	CLO 4, CLO 5	0	10	5
6	Presentation Skills and Data Visualization	CLO 5, CLO 6	0	10	5
7	Technology in Language Research	CLO 6, CLO 7	0	10	5
8	Professional Development and Career Management	CLO 1, CLO 7	0	10	5
Total			0	90	45

5.2. Detailed Content

Chapter 1: Introduction to Internship

- 1.1 Definition and Scope
- 1.2 Objectives of the Internship
- 1.3 Key Concepts and Terminology

Chapter 2: Research Methods and Data Collection Techniques

- 2.1 Quantitative Research Methods
- 2.2 Qualitative Research Methods
- 2.3 Mixed Methods Research

Chapter 3: Data Analysis and Interpretation

3.1 Statistical Analysis

3.2 Thematic Analysis

3.3 Discourse Analysis

Chapter 4: Writing Research Reports

4.1 Structure of a Research Report

4.2 Academic Writing Style

4.3 Referencing and Citation

Chapter 5: Ethics in Research and Professional Conduct

5.1 Ethical Considerations in Research

5.2 Integrity and Honesty in Research

5.3 Intellectual Property Rights

Chapter 6: Presentation Skills and Data Visualization

6.1 Preparing an Academic Presentation

6.2 Visualizing Data Effectively

6.3 Public Speaking Skills

Chapter 7: Technology in Language Research

7.1 Using Software for Data Analysis

7.2 Online Research Tools

7.3 Digital Research Methods

Chapter 8: Professional Development and Career Management

8.1 Career Planning

8.2 Networking and Professional Relationships

8.3 Continuing Professional Development

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x

Case Study (Group Work)	Reading materials, group discussion, presentation			
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments	x	x	x
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Leki, I. (2007). *Undergraduates in a Second Language: Challenges and Complexities of Academic Literacy Development*. Lawrence Erlbaum Associates. DOI: 10.4324/9780203935086
- [2] Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press. DOI: 10.1017/CBO9781139524458

8.2. Reference Materials

- [1] Hyland, K. (2019). *Second Language Writing*. Cambridge University Press. DOI: 10.1017/CBO9781139524656
- [2] Paltridge, B., & Starfield, S. (2016). *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*. Routledge. DOI: 10.4324/9781315735540
- [3] Flowerdew, J., & Peacock, M. (2001). *Research Perspectives on English for Academic Purposes*. Cambridge University Press. DOI: 10.1017/CBO9781139524762
- [4] Casanave, C. P., & Li, X. (2008). *Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation*. University of Michigan Press. DOI: 10.3998/mpub.234299
- [5] Bitchener, J. (2010). *Writing an Applied Linguistics Thesis or Dissertation: A Guide to Presenting Empirical Research*. Palgrave Macmillan. DOI: 10.1057/9780230291472

8.3. Software

NVivo (Qualitative Data Analysis Software)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.

- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

35. COURSE SYLLABUS: INTERNSHIP

1. GENERAL INFORMATION

Course Name (Vietnamese): Thực tập

Course Name (English): Internship

Level: Master's

Course Code: 102307

Self-Managed Code: 14106335

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 00 periods
- Number of laboratory/practical hours : 240 periods
- Number of self-study hours : 120 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghitt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Internship is an integral component of the Master's program in English Language Studies, designed to provide students with practical, hands-on experience in professional settings related to linguistics and language education. This course is categorized under the professional knowledge block, aiming to bridge theoretical knowledge gained in academic courses with real-world applications. It is closely aligned with other components of the curriculum by offering students an opportunity to apply classroom

learning in authentic contexts, enhancing their skills in research, teaching, or language-related professions. The main objectives include gaining practical experience, developing professional competencies, and fostering critical reflection on professional practices in linguistics. Through supervised placements, students will engage in tasks such as conducting research, assisting in language teaching, or contributing to language program management, preparing them for future careers in academia, language education, or related fields.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 5	CLO 4	Comply with integrity, respect for research ethics, and intellectual property.	A4
PLO 6	CLO 5	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 6	Think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of English language.	R4
PLO 8	CLO 7	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Introduction to Internship	CLO 1, CLO 2	0	30	15
2	Research Methods and Data Collection Techniques	CLO 2, CLO 3	0	30	15
3	Data Analysis and Interpretation	CLO 2, CLO 3	0	30	15
4	Writing Research Reports	CLO 3, CLO 4	0	30	15
5	Ethics in Research and Professional Conduct	CLO 4, CLO 5	0	30	15
6	Presentation Skills and Data Visualization	CLO 5, CLO 6	0	30	15
7	Technology in Language Research	CLO 6, CLO 7	0	30	15
8	Professional Development and Career Management	CLO 1, CLO 7	0	30	15
	Total		0	240	120

5.2. Detailed Content

Chapter 1: Introduction to Internship

- 1.1 Definition and Scope
- 1.2 Objectives of the Internship
- 1.3 Key Concepts and Terminology

Chapter 2: Research Methods and Data Collection Techniques

- 2.1 Quantitative Research Methods
- 2.2 Qualitative Research Methods
- 2.3 Mixed Methods Research

Chapter 3: Data Analysis and Interpretation

3.1 Statistical Analysis

3.2 Thematic Analysis

3.3 Discourse Analysis

Chapter 4: Writing Research Reports

4.1 Structure of a Research Report

4.2 Academic Writing Style

4.3 Referencing and Citation

Chapter 5: Ethics in Research and Professional Conduct

5.1 Ethical Considerations in Research

5.2 Integrity and Honesty in Research

5.3 Intellectual Property Rights

Chapter 6: Presentation Skills and Data Visualization

6.1 Preparing an Academic Presentation

6.2 Visualizing Data Effectively

6.3 Public Speaking Skills

Chapter 7: Technology in Language Research

7.1 Using Software for Data Analysis

7.2 Online Research Tools

7.3 Digital Research Methods

Chapter 8: Professional Development and Career Management

8.1 Career Planning

8.2 Networking and Professional Relationships

8.3 Continuing Professional Development

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x

Case Study (Group Work)	Reading materials, group discussion, presentation			
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments	x	x	x
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Leki, I. (2007). *Undergraduates in a Second Language: Challenges and Complexities of Academic Literacy Development*. Lawrence Erlbaum Associates. DOI: 10.4324/9780203935086
- [2] Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press. DOI: 10.1017/CBO9781139524458

8.2. Reference Materials

- [1] Hyland, K. (2019). *Second Language Writing*. Cambridge University Press. DOI: 10.1017/CBO9781139524656
- [2] Paltridge, B., & Starfield, S. (2016). *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*. Routledge. DOI: 10.4324/9781315735540
- [3] Flowerdew, J., & Peacock, M. (2001). *Research Perspectives on English for Academic Purposes*. Cambridge University Press. DOI: 10.1017/CBO9781139524762
- [4] Casanave, C. P., & Li, X. (2008). *Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation*. University of Michigan Press. DOI: 10.3998/mpub.234299
- [5] Bitchener, J. (2010). *Writing an Applied Linguistics Thesis or Dissertation: A Guide to Presenting Empirical Research*. Palgrave Macmillan. DOI: 10.1057/9780230291472

8.3. Software

NVivo (Qualitative Data Analysis Software)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
- **Reading all assigned materials** (documents, articles, etc.) **before** class.
- **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.

- + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

36. COURSE SYLLABUS: ENGLISH FOR SPECIFIC PURPOSES

1. GENERAL INFORMATION

Course Name (Vietnamese): Tiếng Anh chuyên ngành

Course Name (English): English for Specific Purposes

Level: Master's

Course Code: 102295

Self-Managed Code: 14100337

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

English for Specific Purposes (ESP) is a specialized course within the M.A. English Language Studies program, designed to cater to the language needs of students in specific professional or academic fields. This course belongs to the specialized knowledge block, focusing on developing language proficiency tailored to particular disciplines such as business, medicine, or technology. ESP complements other

components of the curriculum by offering targeted language instruction that enhances students' ability to communicate effectively in their chosen fields. The main objectives include developing specialized vocabulary, improving discourse skills relevant to professional contexts, and fostering intercultural competence in professional communication. Through authentic materials and tasks, students will gain practical language skills necessary for success in their future careers, preparing them to function confidently and proficiently in English-speaking professional environments.

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 1	CLO 1	Analyze interdisciplinary knowledge relevant to work and life.	C3
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 6	CLO 3	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Introduction to ESP	CLO 1, CLO 2	4	0	8
2	Needs Analysis and Course Design	CLO 2, CLO 3	4	0	8
3	Syllabus Design	CLO 2, CLO 3	4	0	8
4	Material Development	CLO 2, CLO 3	4	0	8
5	Teaching Methodologies for ESP	CLO 2, CLO 3	4	0	8
6	Assessment and	CLO 2, CLO 3	4	0	8

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Evaluation in ESP				
7	Technology in ESP	CLO 2, CLO 3	3	0	6
8	Case Studies and Practical Applications	CLO 1, CLO 2, CLO 3	3	0	6
Total			30	0	60

5.2. Detailed Content

Chapter 1: Introduction to ESP

- 1.1 Definition and Scope of ESP
- 1.2 Historical Development of ESP
- 1.3 Key Concepts and Terminology

Chapter 2: Needs Analysis and Course Design

- 2.1 Conducting Needs Analysis
- 2.2 Designing ESP Courses
- 2.3 Setting Learning Objectives

Chapter 3: Syllabus Design

- 3.1 Types of Syllabi
- 3.2 Syllabus Frameworks
- 3.3 Integrating Skills and Content

Chapter 4: Material Development

- 4.1 Principles of Material Development
- 4.2 Creating Authentic Materials
- 4.3 Adapting Existing Materials

Chapter 5: Teaching Methodologies for ESP

- 5.1 Task-Based Learning
- 5.2 Content-Based Instruction
- 5.3 Project-Based Learning

Chapter 6: Assessment and Evaluation in ESP

- 6.1 Formative and Summative Assessment

6.2 Designing Assessment Tools

6.3 Evaluating ESP Programs

Chapter 7: Technology in ESP

7.1 Using Technology for Language Learning

7.2 Online Resources and Tools

7.3 Blended Learning Approaches

Chapter 8: Case Studies and Practical Applications

8.1 Case Studies in ESP

8.2 Practical Applications and Exercises

8.3 Future Trends in ESP

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10

- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press. DOI: 10.1017/CBO9780511663603
- [2] Paltridge, B., & Starfield, S. (2013). *The Handbook of English for Specific Purposes*. Wiley-Blackwell. DOI: 10.1002/9781118339855

8.2. Reference Materials

- [1] Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge University Press. DOI: 10.1017/CBO9780511733030
- [2] Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. Prentice Hall. DOI: 10.1017/S0261444800010639
- [3] Flowerdew, J., & Peacock, M. (2001). *Research Perspectives on English for Academic Purposes*. Cambridge University Press. DOI: 10.1017/CBO9781139524762

- [4] Hyland, K. (2006). *English for Academic Purposes: An advanced resource book*. Routledge. DOI: 10.4324/9780203006601
- [5] Anthony, L. (2018). *Introducing English for Specific Purposes*. Routledge. DOI: 10.4324/9781315144991

8.3. Software

AntConc (Corpus Analysis Software)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
 - **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:
 - + In-class tests (if applicable)
 - + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

37. COURSE SYLLABUS: WORLD ENGLISHES

1. GENERAL INFORMATION

Course Name (Vietnamese): Tiếng Anh toàn cầu

Course Name (English): World Englishes

Level: Master's

Course Code: 102282

Self-Managed Code: 14100338

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
1.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
2.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
3.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
4.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
5.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
6.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

World Englishes is an advanced course within the specialized knowledge block of the M.A. English Language Studies program, focusing on the global spread and diversification of the English language. This course examines the various varieties and uses of English across different regions and cultures worldwide. It is closely interconnected with other components of the curriculum by providing a comprehensive understanding of how English functions as a global language in diverse socio-cultural contexts. The main objectives of the course include exploring the historical, linguistic,

and sociopolitical factors influencing the development of World Englishes, critically analyzing issues of language standardization versus diversity, and examining the implications of global Englishes for language policy and education. By delving into World Englishes, students enhance their ability to navigate linguistic diversity and develop insights into the evolving nature of English in a globalized world.

4. COURSE LEARNING OUTCOMES (CLO)

Detailed course learning outcomes are as follows:

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Synthesize systematic, deep, and broad knowledge of principles, theories, and practicalities related to the English language major.	C5
PLO 3	CLO 2	Proficiently apply data analysis for research and development activities related to the English language major.	P4
PLO 4	CLO 3	Proficiently apply presentation and discussion skills on scientific issues and research results in the specialized field.	P4
PLO 6	CLO 4	Accurately demonstrate presentation and discussion skills in oral and written form, data visualization, using English.	P3
PLO 7	CLO 5	Ability to think, use technology creatively, and conduct scientific research to create new understanding or solve issues in the field of English language.	R4
PLO 8	CLO 6	Proficiently apply management work in professional and career development activities in the fields of foreign language, literature, and culture.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Introduction to World Englishes	CLO 1, CLO 2	4	0	8
2	Historical Development of English	CLO 1, CLO 3	4	0	8
3	Varieties of English	CLO 2, CLO 4	4	0	8
4	Sociolinguistic Aspects of World Englishes	CLO 2, CLO 3	4	0	8
5	English as a Lingua Franca	CLO 3, CLO 5	4	0	8
6	Language Policy and Planning	CLO 4, CLO 5	4	0	8
7	Future Trends in World Englishes	CLO 4, CLO 6	3	0	6
8	Case Studies and Practical Applications	CLO 1, CLO 2, CLO 3	3	0	6
	Total		30	0	60

5.2. Detailed Content

Chapter 1: Introduction to World Englishes

- 1.1 Definition and Scope
- 1.2 The Global Spread of English
- 1.3 Key Concepts and Terminology

Chapter 2: Historical Development of English

- 2.1 The Origins and Evolution of English
- 2.2 Colonial Expansion and Language Spread
- 2.3 The Role of English in the Postcolonial World

Chapter 3: Varieties of English

- 3.1 Inner Circle, Outer Circle, and Expanding Circle
- 3.2 Phonological, Lexical, and Syntactic Variations
- 3.3 Case Studies of Regional Varieties

Chapter 4: Sociolinguistic Aspects of World Englishes

- 4.1 Language and Identity
- 4.2 Code-Switching and Diglossia
- 4.3 Language Attitudes and Perceptions

Chapter 5: English as a Lingua Franca

- 5.1 Definition and Characteristics
- 5.2 Communication Strategies in ELF
- 5.3 The Role of ELF in International Contexts

Chapter 6: Language Policy and Planning

- 6.1 Language Policies in English-Speaking Countries
- 6.2 The Impact of Language Planning on English Varieties
- 6.3 Case Studies of Language Policy

Chapter 7: Future Trends in World Englishes

- 7.1 The Influence of Technology on English
- 7.2 English in the Digital Age
- 7.3 Predicting Future Changes in English

Chapter 8: Case Studies and Practical Applications

- 8.1 Real-World Applications of World Englishes
- 8.2 Analyzing and Interpreting Data
- 8.3 Practical Exercises and Projects

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		

Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation Legal text search, summarizing, clarifying questions, and completing exercises/assessments	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment				
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity [1]	Timing [2]	Learning Outcomes [3]	Percentage (%) [4]	Grading Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
FINAL EXAM				
Final Assignment	After the course ends	CLO 1, CLO 2, CLO 3, CLO 4	60	Based on Essay rubric

8. LEARNING RESOURCES

8.1. Main Books and Textbooks

- [1] Kachru, B. B., Kachru, Y., & Nelson, C. L. (2006). *The Handbook of World Englishes*. Wiley-Blackwell. DOI: 10.1002/9780470757598
- [2] Mesthrie, R., & Bhatt, R. M. (2008). *World Englishes: The Study of New Linguistic Varieties*. Cambridge University Press. DOI: 10.1017/CBO9780511791214

8.2. Reference Materials

- [1] Crystal, D. (2003). *English as a Global Language*. Cambridge University Press. DOI: 10.1017/CBO9780511486998
- [2] Jenkins, J. (2009). *World Englishes: A Resource Book for Students*. Routledge. DOI: 10.4324/9780203783952
- [3] Schneider, E. W. (2007). *Postcolonial English: Varieties Around the World*. Cambridge University Press. DOI: 10.1017/CBO9780511618900
- [4] Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford University Press. DOI: 10.1093/acprof/9780194375009.001.0001
- [5] Bolton, K. (2012). *World Englishes: Critical Concepts in Linguistics (Vols. 1-4)*. . DOI: 10.4324/9780203773281

8.3. Software

ELAN (EUDICO Linguistic Annotator)

9. COURSE REGULATIONS:

Students have the following duties:

- **Class attendance:** Regular attendance is crucial for success in this course. Students are expected to attend **at least 75%** of class sessions.
- **Preparation:** To maximize learning, students **must** come prepared for each class. This includes:
 - **Reading all assigned materials** (documents, articles, etc.) **before** class.
 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
- **Participation:** Active participation is essential for both individual and collective learning. Students are expected to:
 - + Engage in class discussions and exchange activities.
 - + Ask questions and contribute meaningfully to the learning environment.
- **Assignments and essays:** Students are expected to:
 - + Complete all assignments and essays according to the instructor's requirements.
 - + Submit work that is thorough, honest, and original.
- **Assessments:** Students will be assessed through:

- + In-class tests (if applicable)
- + Final Assignment

10. IMPLEMENTATION INSTRUCTIONS:

- **Applicability:** This syllabus applies to undergraduate students enrolled since the academic year 2023 – 2024 at HUIT.
- **Instructors:** This general course outline serves as a foundation for developing detailed course syllabi. Use it to guide instruction, prepare exam questions, and design assessments.
- **Students:** Utilize this general course outline to gain initial information about the course. It aims to help you identify learning content and pro-actively plan your studies to achieve the desired learning outcomes.
- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

38. COURSE SYLLABUS: MULTIMEDIA COMMUNICATION

1. GENERAL INFORMATION

Course Name (Vietnamese): Truyền thông đa phương tiện

Course Name (English): Multimedia Communication

Level: Master's

Course Code: 104384

Self-Managed Code: 14100338

Knowledge Block:

Course Type:

Faculty in charge: Faculty of Foreign Languages

Credits: 2(2,0,0)

Time Allocation:

- Number of theoretical hours : 30 periods
- Number of laboratory/practical hours : 00 periods
- Number of self-study hours : 60 periods

Prerequisites for course participation:

- Prerequisite courses : none
- Prior courses : none
- Concurrent courses : none

Teaching method: ☐ In-person ☐ Online ☒ Varies by semester

2. INSTRUCTOR INFORMATION

Order [1]	Full name [2]	Email [3]	Affiliation [4]
7.	TS. Trần Tín Nghị	nghatt@huit.edu.vn	Khoa Ngoại ngữ
8.	PGS. TS. Tôn Nữ Mỹ Nhật	nhattnm@huit.edu.vn	Khoa Ngoại ngữ
9.	TS. Trương Thị Như Ngọc	ngocttn@huit.edu.vn	Khoa Ngoại ngữ
10.	TS. Nguyễn Quang Tiến	tiennq@huit.edu.vn	Khoa Ngoại ngữ
11.	TS. Đinh Văn Sơn	sondv@huit.edu.vn	Khoa Ngoại ngữ
12.	TS. Bùi Văn Hát	hatbv@huit.edu.vn	Khoa Ngoại ngữ

3. COURSE DESCRIPTION

Multimedia Communication explores digital content creation, multimedia data representation, compression techniques, and multimedia network applications. Topics include source representation, multimedia standards, streaming technologies, video conferencing, and future trends in multimedia communications. The course equips students with theoretical knowledge and practical skills relevant to modern multimedia

communication demands.

4. COURSE LEARNING OUTCOMES (CLO)

PLO [1]	CLO [2]	Description <i>(After completing this course, learners will be able to) [3]</i>	Level [4]
PLO 2	CLO 1	Apply data analytics and multimedia compression techniques to improve content quality and efficiency.	P4
PLO 5	CLO 2	Adhere to ethical standards and intellectual property laws in multimedia research and development.	A4
PLO 8	CLO 3	Integrate management and organizational skills in executing multimedia projects effectively.	P4

5. COURSE CONTENT

5.1. General Time Distribution

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
1	Introduction to Multimedia Learning	CLO 1, CLO 2	4	0	8
2	Theoretical Foundations	CLO 2, CLO 3	4	0	8
3	Basic Principles of Multimedia Learning	CLO 1, CLO 4	4	0	8
4	Advanced Principles of Multimedia Learning	CLO 3, CLO 5	4	0	8
5	Multimedia Learning of Cognitive Processes	CLO 2, CLO 6	4	0	8
	Multimedia Learning in Advanced Computer-Based		5	0	10

No [1]	Chapter/ Lesson [2]	CLO [3]	Time allocation (Periods) [4]		
			Lecture hours	Laboratory/ practical hours	Self- study hours
	Contexts				
6	Case Studies and Practical Applications	CLO 5, CLO 6	5	0	10
	Total		30	0	60

5.2. Detailed Content

Chapter 1: Introduction to Multimedia Learning

- 1.1 Overview of Multimedia Learning
- 1.2 Importance of Cognitive Theory in Multimedia

Chapter 2: Theoretical Foundations 2.1 Cognitive Load Theory and Its Implications

- 2.2 Cognitive Theory of Multimedia Learning
- 2.3 Integrated Model of Text and Picture Comprehension
- 2.4 Four-Component Instructional Design Model

Chapter 3: Basic Principles of Multimedia Learning 3.1 Questionable Principles in Multimedia Learning

- 3.2 Multimedia Principle
- 3.3 Split-Attention Principle
- 3.4 Modality and Redundancy Principles
- 3.5 Signaling Principle and Reducing Extraneous Processing

Chapter 4: Advanced Principles of Multimedia Learning 4.1 Guided Discovery and Worked Examples Principles

- 4.2 Self-Explanation and Generative Drawing Principles
- 4.3 Feedback and Multiple Representation Principles
- 4.4 Learner Control and Animation Principles
- 4.5 Collaboration and Expertise Reversal Principles
- 4.6 Individual Differences in Working Memory Capacity

Chapter 5: Multimedia Learning of Cognitive Processes

- 5.1 Multimedia Learning of Cognitive and Metacognitive Strategies
- 5.2 Development of Mental Models through Multimedia

Chapter 6: Multimedia Learning in Advanced Computer-Based Contexts

- 6.1 Multimedia Learning with Intelligent Tutoring Systems

- 6.2 Simulations, Microworlds, and Computer Games
- 6.3 Multimedia Learning with Video and Multiple Documents
- 6.4 e-Courses and Multimedia Learning Environments

Chapter 7: Case Studies and Practical Applications

- 7.1 Real-World Applications of Multimedia Learning Principles
- 7.2 Analysis and Interpretation of Multimedia Data
- 7.3 Practical Exercises and Project-Based Learning

6. TEACHING AND LEARNING METHODS

Teaching Method	Learning Method	Course Learning Outcomes (CLOs)		
		Knowledge	Personal Skills	Interaction/Group Skills
Lecture	Listening, note-taking, memorization, and questioning	x		
Illustration	Observation, note-taking, questioning	x		
Question and Answer	Question and Answer	x	x	x
Case Study (Group Work)	Reading materials, group discussion, presentation	x	x	x
Guidance on Legal Text Search, Comprehension, and Knowledge Assessment	Legal text search, summarizing, clarifying questions, and completing exercises/assessments			
Lecture	Listening, note-taking, memorization, and questioning	x		x

7. COURSE ASSESSMENT

- **Grading Scale:** 10/10
- **Specific Course Assessment Plan:**

Assessment Activity	Timing [2]	Learning	Percentage	Grading
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[1]		Outcomes [3]	(%) [4]	Scale/Rubric [5]
ONGOING/ MID-TERM				
Attendance	Throughout the course	Not assessed in CLOs	10	
Individual presentations/ tests	After completing chapters 2 & 3	CLO 1, CLO 2, CLO 3	10	Based on question scores
Group Assignment 1/ Presentations	Topic: Control measures for food safety and hygiene conditions and the Law	After completing chapter 3	20	10
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- [2] Mesthrie, R., & Bhatt, R. M. (2008). *World Englishes: The Study of New Linguistic Varieties*. Cambridge University Press. DOI: 10.1017/CBO9780511791214

8.2. Reference Materials

- [1] Bovik, A. (2009). *The essential guide to video processing*. Academic Press. <https://doi.org/10.1016/C2009-0-63524-0>
- [2] Ku, B. S. (2002). *Internet telephony technology and standards*. IEEE. <https://doi.org/10.1109/9780470544389>
- [3] Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press. <https://doi.org/10.1093/acprof/9780194375009.001.0001>
- [4] Spanias, A. (2004). *Speech coding standards*. Academic Press. <https://doi.org/10.1016/B978-0-12-282160-6.50003-X>
- [5] Han, R., & Smith, J. R. (2005). *Transcoding multimedia content for universal access*. IEEE Press. <https://doi.org/10.1007/s10766-006-0011-1>

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 - **Actively reviewing** previously covered material and **testing their understanding** through quizzes or exercises.
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 - + Ask questions and contribute meaningfully to the learning environment.
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 - + Submit work that is thorough, honest, and original.
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 - + In-class tests (if applicable)
 - + Final Assignment

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- **Distribution:** This general course outline will be issued alongside the training program and disseminated to relevant parties as per regulations.

11. APPROVAL

☒ First approval

☐ Update approval number:

Approval Date:

Dean	Head of Major	Course Coordinator
------	---------------	--------------------

Dr. Tran Tin Nghi	Dr. Tran Tin Nghi	

39. ĐỀ CƯƠNG HỌC PHẦN: TRIẾT HỌC

1. THÔNG TIN TỔNG QUÁT

Tên học phần (tiếng Việt): Triết học

Tên học phần (tiếng Anh): Philosophy

Trình độ: Thạc sĩ

Mã học phần: 0310100409

Mã tự quản: 11100013

Thuộc khối kiến thức: Kiến thức chung

Loại học phần: Bắt buộc

Đơn vị phụ trách: Bộ môn Chủ nghĩa Mác _ Lênin - Khoa Lý luận chính trị

Số tín chỉ: 4 (4,0)

Phân bố thời gian:

- Số tiết lý thuyết : 60tiết
- Số tiết thí nghiệm/thực hành (TN/TH) : 0 tiết
- Số giờ tự học : 120giờ

Điều kiện tham gia học tập học phần:

- Học phần tiên quyết: không
- Học phần học trước: không
- Học phần song hành: không

Hình thức giảng dạy: ☐ Trực tiếp ☐ Trực tuyến (online) ☒ Thay đổi theo HK

2. THÔNG TIN GIẢNG VIÊN

STT	Họ và tên	Email	Đơn vị công tác
1.	TS. Mai Phú Hợp	hopmp@huit.edu.vn	Khoa Lý luận chính trị – HUIT
13.	TS. Nguyễn Thị Tường Duy	duyntt@huit.edu.vn	Khoa Lý luận chính trị – HUIT
14.	TS. Phan Thị Hiên	hienpt@huit.edu.vn	Khoa Lý luận chính trị – HUIT
15.	TS. Phan Thị Thu Thúy	thuypt@huit.edu.vn	Khoa Lý luận chính trị – HUIT
16.	TS. Huỳnh Tuấn Linh	linhht@huit.edu.vn	Khoa Lý luận chính trị – HUIT

3. MÔ TẢ HỌC PHẦN

Học phần Triết học thuộc khối kiến thức chung, là học phần nằm trong nhóm các học phần về lý luận chính trị. Học phần này trang bị cho học viên các kiến thức cơ bản về triết học và lịch sử triết học, về chủ nghĩa Mác – Lênin, về thế giới quan và phương pháp luận khoa học; các nội dung cơ bản về nhận thức luận, bản thể luận, các nội dung triết học về chính trị, xã hội, con người. Trên cơ sở đó, học viên có thể vận dụng kiến thức đã học để giải quyết có hiệu quả những vấn đề đặt ra trong hoạt động nhận thức và thực tiễn; hình thành ý thức tự giác, tự chủ và sáng tạo trong suy nghĩ và trong hành động.

4. CHUẨN ĐẦU RA HỌC PHẦN

Chuẩn đầu ra (CĐR) chi tiết của học phần như sau:

CĐR của CTĐT [1]	CĐR học phần [2]		Mô tả CĐR (Sau khi học xong học phần này, người học có khả năng) [3]	Mức độ năng lực [4]
PLO1	CLO1 (*)	CLO1.1	Giải quyết các nội dung triết học về phép biện chứng, nhận thức luận, bản thể luận	C3
		CLO1.2	Giải quyết các nội dung triết học về về chính trị, xã hội, con người trên lập trường duy vật triệt để	
	CLO2 (*)	CLO2.1	Áp dụng các kiến thức về trình độ thế giới quan, các nguyên lý, phạm trù, quy luật của phép biện chứng trong hoạt động nhận thức và hoạt động thực tiễn	C3
		CLO2.2	Áp dụng các vấn đề liên quan đến chủ nghĩa duy vật lịch sử trong thực tế cuộc sống	
PLO 4	CLO3	CLO3.1	Áp dụng chính xác những nội dung của triết học Mác – Lênin trong việc tìm kiếm, đánh giá nguồn thông tin khoa học để bổ sung kiến thức cho bản thân	P3
		CLO3.2	Áp dụng chính xác những nội dung liên quan đến nhận thức luận, bản thể luận trong việc tìm kiếm, đánh giá nguồn thông tin khoa học để bổ sung kiến thức cho bản thân cũng như trong việc tự học, tự nghiên cứu và học tập suốt đời	
PLO 6	CLO 4		Thể hiện đúng kế hoạch làm việc, học tập độc lập, kỹ năng trình bày, thảo luận, làm việc nhóm để học tập Triết học và giải quyết những vấn đề nảy sinh trong công việc	P3

5. NỘI DUNG HỌC PHẦN

5.1. Phân bố thời gian tổng quát

STT	Tên chương/bài	Chuẩn đầu ra của học phần	Phân bố thời gian (tiết/giờ)		
			Lý thuyết	TN/TH	Tự học
1	Chương 1. Khái luận về Triết học	CLO1.1; CLO2.1,	5	0	10
2	Chương 2. Bản thể luận	CLO1.1; CLO2.2	10	0	20
3	Chương 3. Phép biện chứng	CLO1.2; CLO2.1; CLO3; CLO4	10	0	20
4	Chương 4. Nhận thức luận	CLO1.1; CLO2.2 CLO4	5	0	10
5	Chương 5. Học thuyết Hình thái kinh tế - xã hội	CLO1.2; CLO3.2 CLO4	10	0	20
6	Chương 6. Triết học chính trị	CLO1.2; CLO 3.2 CLO4	5	0	10
7	Chương 7. Ý thức xã hội	CLO1.2; CLO3.2	10	0	20
8	Chương 8. Triết học về con người	CLO1.3; CLO3.2 CLO4	5	0	10
Tổng			60	0	120

5.2. Nội dung chi tiết

Chương 1. KHÁI LUẬN VỀ TRIẾT HỌC

1.1. Triết học và vấn đề cơ bản của triết học

1.1.1. Triết học và đối tượng của triết học

1.1.2. Vấn đề cơ bản của triết học

1.1.3. Chức năng cơ bản của triết học

1.2. Sự hình thành, phát triển tư tưởng triết học trong lịch sử

1.2.1. Những vấn đề có tính quy luật của sự hình thành, phát triển tư tưởng triết học trong lịch sử

1.2.2. Sự ra đời và phát triển của triết học phương Đông

1.2.3. Sự ra đời và phát triển của triết học phương Tây

1.2.4. Khái lược về sự ra đời và phát triển tư tưởng triết học Việt Nam thời phong kiến

1.3. Triết học Mác - Lênin và vai trò của nó trong đời sống xã hội

1.3.1. Triết học Mác – Lênin.

1.3.2. Vai trò của triết học Mác - Lênin trong đời sống xã hội

1.4. Sự kế thừa, phát triển và vận dụng sáng tạo của Chủ tịch Hồ Chí Minh và Đảng cộng sản Việt Nam trong thực tiễn cách mạng Việt Nam

1.4.1. Hồ Chí Minh với việc kế thừa, vận dụng phát triển triết học Mác-Lênin

1.4.2. Sự vận dụng sáng tạo tư tưởng triết học Hồ Chí Minh của ĐCSVN trong thực tiễn cách mạng

Chương 2. BẢN THỂ LUẬN

2.1.1. Khái niệm bản thể luận và nội dung bản thể luận trong lịch sử triết học

2.1.1. Khái niệm bản thể luận

2.1.2. Một số nội dung cơ bản về bản thể luận trong triết học phương Đông

2.1.3. Một số nội dung cơ bản về bản thể luận triết học phương Tây

2.2. Nội dung bản thể luận của triết học Mác-Lênin

2.2.1. Cách tiếp cận giải quyết vấn đề bản thể luận trong triết học Mác – Lênin

2.2.2. Quan niệm của triết học Mác – Lênin về vật chất

2.2.3. Quan điểm của triết học Mác-Lênin về nguồn gốc và bản chất của ý thức

2.2.4. Mối quan hệ giữa vật chất và ý thức

2.3. Mối quan hệ khách quan - chủ quan

2.3.1. Khái niệm khách quan và chủ quan

2.3.2. Mối quan hệ biện chứng giữa khách quan và chủ quan

2.3.3. Ý nghĩa phương pháp luận đối với sự nghiệp đổi mới ở Việt Nam

Chương 3. PHÉP BIỆN CHỨNG

3.1. Khái niệm “biện chứng” và khái quát lịch sử phép biện chứng

3.1.1. Khái niệm “siêu hình” và khái niệm “biện chứng”

3.1.2. Khái quát lịch sử phép biện chứng

3.2. Những nội dung cơ bản của phép biện chứng duy vật

3.2.1. Hai nguyên lý cơ bản của phép biện chứng duy vật

3.2.2. Các cặp phạm trù cơ bản của phép biện chứng duy vật

3.2.3. Các quy luật cơ bản của phép biện chứng duy vật

3.3. Những nguyên tắc phương pháp luận cơ bản của phép biện chứng duy vật và sự vận dụng trong quá trình đổi mới ở VN

3.3.1. Nội dung các nguyên tắc phương pháp luận biện chứng duy vật

3.3.2. Sự vận dụng các nguyên tắc phương pháp luận biện chứng duy vật trong quá trình đổi mới ở Việt Nam

Chương 4. NHẬN THỨC LUẬN

4.1. Một số vấn đề cơ bản của nhận thức luận

4.1.1. Mục đích, bản chất, nguồn gốc của nhận thức

4.1.2. Chủ thể, khách thể và đối tượng của nhận thức

4.1.3. Về khả năng nhận thức của con người

4.1.4. Sự thống nhất và đa dạng của các kiểu tri thức

4.2. Nhận thức luận duy vật biện chứng

4.2.1. Phản ánh hiện thực khách quan - nguyên tắc nền tảng của nhận thức luận duy vật biện chứng

4.2.2. Các giai đoạn cơ bản và biện chứng của quá trình nhận thức

4.2.3. Quan điểm biện chứng duy vật về chân lý

4.3. Các hình thức, phương pháp nhận thức khoa học và đặc thù của nhận thức xã hội

4.3.1. Các hình thức, phương pháp nhận thức khoa học

4.3.2. Đặc thù của nhận thức xã hội

4.3.3. Những nguyên tắc cơ bản của nhận thức khoa học và đặc nhận thức xã hội

4.3.4. Cách hiểu duy vật lịch sử trong nhận thức xã hội

4.4. Nguyên tắc thống nhất giữa lý luận và thực tiễn và sự vận dụng nó trong sự nghiệp đổi mới ở Việt Nam hiện nay

4.4.1. Nội dung của nguyên tắc thống nhất giữa lý luận và thực tiễn

4.4.2. Tư tưởng Hồ Chí Minh về thống nhất giữa lý luận và thực tiễn

4.4.3. Vận dụng nguyên tắc thống nhất giữa lý luận và thực tiễn trong sự nghiệp đổi mới ở Việt Nam hiện nay

Chương 5. HỌC THUYẾT HÌNH THÁI KINH TẾ - XÃ HỘI

5.1. Phương pháp tiếp cận duy vật và duy tâm về xã hội

5.1.1. Phương pháp tiếp cận duy tâm về xã hội

5.1.2. Phương pháp tiếp cận duy vật về xã hội

5.2. Những nội dung cơ bản của học thuyết hình thái kinh tế - xã hội

5.2.1. Sản xuất vật chất - nền tảng của sự vận động, phát triển xã hội

5.2.2. Biện chứng của sự phát triển lực lượng sản xuất và quan hệ sản xuất - quy luật cơ bản của sự vận động, phát triển các PTSX trong LS

5.2.3. Biện chứng của cơ sở hạ tầng và kiến trúc thượng tầng của xã hội - quy luật cơ bản của sự vận động, phát triển trong cơ cấu tổng thể của đời sống xã hội

5.2.4. Cấu trúc hình thái kinh tế - xã hội và quá trình lịch sử- tự nhiên của sự phát triển các hình thái kinh tế - xã hội

5.3. Giá trị khoa học, cách mạng của học thuyết hình thái kinh tế - xã hội và sự nhận thức về con đường đi lên CNXH ở Việt Nam

5.3.1. Giá trị khoa học, cách mạng của học thuyết hình thái kinh tế - xã hội

5.3.2. Lí luận của CN ML về con đường đi lên CNXH

5.3.3. Vấn đề con đường đi lên CNXH ở Việt Nam

Chương 6. TRIẾT HỌC CHÍNH TRỊ

6.1. Quan niệm về chính trị trong lịch sử triết học

6.1.1. Quan niệm của triết học ngoài mácxít về chính trị

6.1.2. Quan điểm về chính trị trong triết học Mác - Lênin

6.1.3. Quan niệm đương đại về hệ thống chính trị

6.2. Các phương diện cơ bản về chính trị trong đời sống xã hội

6.2.1. Vấn đề giai cấp và đấu tranh giai cấp

6.2.2. Dân tộc và vấn đề quan hệ giữa giai cấp với dân tộc và nhân loại

6.2.3. Nhà nước - Tổ chức đặc biệt của quyền lực chính trị

6.3. Vấn đề đổi mới chính trị ở Việt Nam hiện nay

6.3.1. Vấn đề phát huy dân chủ ở Việt Nam hiện nay

6.3.2. Vấn đề đổi mới hệ thống chính trị ở Việt Nam hiện nay

6.3.3. Vấn đề xây dựng nhà nước pháp quyền ở Việt Nam hiện nay

6.3.4. Ý nghĩa của việc đổi mới chính trị đối với việc nghiên cứu, phát triển khoa học xã hội và nhân văn

Chương 7. Ý THỨC XÃ HỘI

7.1. Khái niệm tồn tại xã hội, ý thức xã hội và các hình thái ý thức xã hội

7.1.1. Khái niệm tồn tại xã hội và các yếu tố cơ bản của tồn tại xã hội

7.1.2. Ý thức xã hội và hai trình độ phản ánh của ý thức xã hội

7.1.3. Các hình thái ý thức xã hội

7.2. Vai trò quyết định của tồn tại xã hội đối với ý thức xã hội và tính độc lập tương đối của ý thức xã hội

7.2.1. Vai trò quyết định của tồn tại xã hội đối với ý thức xã hội

7.2.2. Tính độc lập tương đối của ý thức xã hội và vai trò của ý thức xã hội đối với tồn tại xã hội

7.3. Xây dựng nền tảng tinh thần trong tiến trình cách mạng XHCN ở Việt Nam hiện nay

7.3.1. Công cuộc xây dựng CNXH và tính tất yếu của việc xây dựng nền tảng tinh thần của xã hội XHCN ở Việt Nam hiện nay

7.3.2. Một số vấn đề lí luận và thực tiễn mang ý nghĩa chiến lược trong tiến trình xây dựng nền tảng tinh thần của xã hội Việt Nam hiện nay

Chương 8. TRIẾT HỌC VỀ CON NGƯỜI

8.1. Khái lược các quan điểm triết học về con người trong lịch sử

8.1.1. Quan điểm triết học phương Đông về con người

8.1.2. Quan điểm triết học phương Tây trước Mác về con người

8. 2. Quan điểm triết học Mác – Lênin về con người

8.2.1. Khái niệm con người

8.2.2. Các phương diện tiếp cận nguồn gốc, bản chất con người

8.2.3. Hiện tượng tha hoá của con người và vấn đề giải phóng con người

8.3. Vấn đề con người trong tư tưởng triết học Hồ Chí Minh

8.3.1. Quan niệm về con người

8.3.2. Con người vừa là mục tiêu, vừa là động lực của cách mạng và tiến bộ XH

8.3.3. Phương thức phát huy, sử dụng vai trò động lực con người

8.4. Vấn đề phát huy nhân tố con người trong sự nghiệp đổi mới ở Việt Nam hiện nay

8.4.1. Quan niệm triết học về nhân tố con người

8.4.2. Phát huy nhân tố con người trong sự nghiệp đổi mới ở VN hiện nay

6. PHƯƠNG PHÁP DẠY VÀ HỌC

Phương pháp giảng dạy	Phương pháp học tập	Nhóm CDR của học phần			
		Kiến thức	Kỹ năng cá nhân	Kỹ năng tương tác/nhóm	Năng lực thực hành nghề nghiệp
		CLO1 CLO2	CLO3	CLO3 CLO4	CLO4
Thuyết giảng	Lắng nghe, ghi chép, ghi nhớ và đặt câu hỏi	x	x		
Minh họa	Quan sát, ghi chép, đặt câu hỏi	x	x		
Phát vấn	Trả lời, Vấn đáp	x	x		
Câu hỏi /Bài tập/ tình huống	Đọc tài liệu, thảo luận, trình bày, phản biện	x	x	x	
Hướng dẫn người học tìm, nghiên cứu, đọc tài liệu và kiểm tra kiến thức	Đọc tài liệu, tóm tắt, đặt câu hỏi, và làm câu hỏi/bài tập, kiểm tra	x	x		

7. ĐÁNH GIÁ HỌC PHẦN

- Thang điểm đánh giá: 10/10
- Kế hoạch đánh giá học phần cụ thể như sau:

Nội dung đánh giá	Thời điểm	Chuẩn đầu ra	Tỉ lệ (%)	Thang điểm/ Rubrics
QUÁ TRÌNH			40	
Chuyên cần	Suốt quá trình học	Không đánh giá	10	
Thảo luận/phát biểu	Suốt quá trình học	CLO1; CLO2	10	I.2_11
Tiểu luận/Thuyết trình	Tuần 2 đến tuần 9	CLO1; CLO2	10	I. 4_11
Kiểm tra/bài tập Bài tập 1. So sánh đặc điểm triết học Phương Đông và triết học	Sau khi học xong chương 2	CLO1 CLO 2	10	Theo thang điểm bài tập

Nội dung đánh giá	Thời điểm	Chuẩn đầu ra	Tỉ lệ (%)	Thang điểm/ Rubrics
phương Tây? Bài tập 2. Phân tích bản chất con người theo triết học Mác-Lênin	Sau khi học xong chương 8			
THI CUỐI KỲ/ĐÁNH GIÁ CUỐI KỲ			60	
Nội dung bao quát tất cả các chương của học phần. Thi tự luận; được sử dụng tài liệu	Sau khi kết thúc học phần	CLO1, CLO2		Theo thang điểm của đề thi

8. NGUỒN HỌC LIỆU

8.1. Sách, giáo trình chính

[1]. Bộ giáo dục và đào tạo, *Giáo trình Triết học (dùng trong đào tạo trình độ thạc sĩ, tiến sĩ các ngành KHXH và NV không chuyên ngành triết học)*, Nxb. Đại học Sư phạm, 2018.

8.2. Tài liệu tham khảo

[1] Bộ GD&ĐT, *Giáo trình triết học (dùng cho học viên cao học và nghiên cứu sinh không thuộc chuyên ngành triết học khối ngành khoa học xã hội và nhân văn)*, Nxb. Chính trị quốc gia, 2015.

[2] Bộ GD&ĐT, *Giáo trình triết học (dùng cho học viên cao học và nghiên cứu sinh không thuộc chuyên ngành triết học khối ngành khoa học tự nhiên, công nghệ)*, Nxb. Chính trị quốc gia, 2018.

[3] Doãn Chính, *Lịch sử tư tưởng triết học Ấn Độ cổ đại*, Nxb. Chính trị quốc gia, 2018.

[4] Nguyễn Tiến Dũng, *Lịch sử triết học Phương Tây*, Nxb. Khoa học xã hội, 2018.

[5]. Nguyễn Thế Nghĩa, *Tuyển tập triết học*, Nxb. Chính trị quốc gia sự thật, 2019.

[6]. Nguyễn Hữu Vui, *Lịch sử triết học*, Nxb. Chính trị quốc gia, Hà Nội, 2004.

8.3. Phần mềm

Không

9. QUY ĐỊNH CỦA HỌC PHẦN

Người học có nhiệm vụ:

- Tham dự trên 75% giờ học lý thuyết

- Chủ động lên kế hoạch học tập:
 - + Tích cực khai thác các tài nguyên trong thư viện của trường và trên mạng để phục vụ cho việc tự học, tự nghiên cứu và các hoạt động thảo luận
 - + Đọc trước tài liệu do giảng viên cung cấp hoặc yêu cầu
 - + Ôn tập các nội dung đã học; tự kiểm tra kiến thức bằng cách làm các bài trắc nghiệm kiểm tra hoặc bài tập được giảng viên cung cấp
- Tích cực tham gia các hoạt động thảo luận, trình bày, vấn đáp trên lớp và hoạt động nhóm
- Hoàn thành đầy đủ, trung thực và sáng tạo các bài tập cá nhân, bài tập nhóm, tiểu luận, thuyết trình theo yêu cầu
- Dự kiểm tra trên lớp (nếu có) và thi cuối học phần

10. HƯỚNG DẪN THỰC HIỆN

- Phạm vi áp dụng: Đề cương này được áp dụng cho chương trình đào tạo trình độ thạc sĩ, khối không chuyên ngành triết học, các khối ngành khoa học xã hội và nhân văn từ năm học 2024-2025.
- Giảng viên: sử dụng đề cương này để làm cơ sở cho việc chuẩn bị bài giảng, lên kế hoạch giảng dạy và đánh giá kết quả học tập của người học.
- Lưu ý: Trước khi giảng dạy, giảng viên cần nêu rõ các nội dung chính của đề cương học phần cho người học – bao gồm chuẩn đầu ra, nội dung, phương pháp dạy và học chủ yếu, phương pháp đánh giá và tài liệu tham khảo dùng cho học phần.
- Người học: sử dụng đề cương này làm cơ sở để nắm được các thông tin chi tiết về học phần, từ đó xác định được phương pháp học tập phù hợp để đạt được kết quả mong đợi.

11. PHÊ DUYỆT

☐ Phê duyệt lần đầu

☐ Bản cập nhật lần thứ:

Ngày phê duyệt:

Ngày cập nhật:

Trưởng khoa

Trưởng bộ môn/Trưởng ngành

Chủ nhiệm học phần

Nguyễn Thị Tường Duy

TS. Mai Phú Hợp

Contents

Appendix 2.1. COURSE DESCRIPTION	2
1. COURSE DESCRIPTION: ADVANCED TRANSLATION	2
2. COURSE DESCRIPTION: STRUCTURALISM IN LINGUISTICS	4
3. COURSE DESCRIPTION: LANGUAGE POLICY AND PLANNING.....	6
4. COURSE DESCRIPTION: SEMINAR 1.....	8
5. COURSE DESCRIPTION: SEMINAR 2.....	10
6. COURSE DESCRIPTION: SEMINAR 3.....	12
7. COURSE DESCRIPTION: APPLICATION-ORIENTED GRADUATION PROJECT	14
8. COURSE DESCRIPTION: TRENDS AND ISSUES IN ENGLISH LANGUAGE STUDIES	16
9. COURSE DESCRIPTION: CROSS-CULTURAL COMMUNICATION	18
10. COURSE DESCRIPTION: MORPHOLOGY AND SYNTAX	20
11. COURSE DESCRIPTION: LANGUAGE TESTING AND ASSESSMENT	22
12. COURSE DESCRIPTION: THESIS	24
13. COURSE DESCRIPTION: ADVANCED TRANSLATION THEORIES....	26
14. COURSE DESCRIPTION: TRANSLATION STUDIES	28
15. COURSE DESCRIPTION: CONTRASTIVE LINGUISTICS	30
16. COURSE DESCRIPTION: COMPUTATIONAL LINGUISTICS	32
17. COURSE DESCRIPTION: CORPUS LINGUISTICS	34
18. COURSE DESCRIPTION: FORENSIC LINGUISTICS.....	36
19 COURSE DESCRIPTION: STYLISTICS.....	38
20. COURSE DESCRIPTION: PSYCHOLINGUISTICS	40
21. COURSE DESCRIPTION: COGNITIVE LINGUISTICS	42
22. COURSE DESCRIPTION: APPLIED LINGUISTICS.....	44
23. COURSE DESCRIPTION: SOCIOLINGUISTICS	46
24. COURSE DESCRIPTION: LANGUAGE AND IDENTITY	48
25. COURSE DESCRIPTION: PRAGMATICS	50
26. COURSE DESCRIPTION: SYSTEMIC FUNCTIONAL GRAMMAR	52
27. COURSE DESCRIPTION: DISCOURSE ANALYSIS.....	54
28. COURSE DESCRIPTION: ADVANCED INTERPRETATION	56

29. COURSE DESCRIPTION: ADVANCED METHODS OF TEACHING LANGUAGE.....	58
30. COURSE DESCRIPTION: RESEARCH METHODS IN LINGUISTICS ..	60
31. COURSE DESCRIPTION: SYLLABUS DESIGN AND MATERIAL DEVELOPMENT	62
32. COURSE DESCRIPTION: STATISTICS IN LINGUISTICS	64
33. COURSE DESCRIPTION: SECOND LANGUAGE ACQUISITION	66
34. COURSE DESCRIPTION: INTERNSHIP	68
35. COURSE DESCRIPTION: INTERNSHIP	70
36. COURSE DESCRIPTION: ENGLISH FOR SPECIFIC PURPOSES.....	72
37. COURSE DESCRIPTION: WORLD ENGLISHES	74
38. COURSE DESCRIPTION: MULTIMEDIA COMMUNICATION.....	76
38. BẢN MÔ TẢ HỌC PHẦN: TRIẾT HỌC	78
Appendix 2.2. DETAILED SYLLABUS	83
1. COURSE SYLLABUS: ADVANCED TRANSLATION.....	83
2. COURSE SYLLABUS: STRUCTURALISM IN LINGUISTICS.....	89
3. COURSE SYLLABUS: LANGUAGE POLICY AND PLANNING	95
4. COURSE SYLLABUS: SEMINAR 1	102
5. COURSE SYLLABUS: SEMINAR 2	108
6. COURSE SYLLABUS: SEMINAR 3	114
7. COURSE SYLLABUS: APPLICATION-ORIENTED GRADUATION PROJECT	120
8. COURSE SYLLABUS: TRENDS AND ISSUES IN ENGLISH LANGUAGE STUDIES.....	127
9. COURSE SYLLABUS: CROSS-CULTURAL COMMUNICATION.....	134
10. COURSE SYLLABUS: MORPHOLOGY AND SYNTAX.....	141
11. COURSE SYLLABUS: LANGUAGE TESTING AND ASSESSMENT..	148
12. COURSE SYLLABUS: THESIS.....	155
13. COURSE SYLLABUS: ADVANCED TRANSLATION THEORIES	163
14. COURSE SYLLABUS: TRANSLATION STUDIES.....	170
15. COURSE SYLLABUS: CONTRASTIVE LINGUISTICS	177
16. COURSE SYLLABUS: COMPUTATIONAL LINGUISTICS.....	184
17. COURSE SYLLABUS: CORPUS LINGUISTICS.....	190
18. COURSE SYLLABUS: FORENSIC LINGUISTICS	197

19. COURSE SYLLABUS: STYLISTICS	204
20. COURSE SYLLABUS: PSYCHOLINGUISTICS.....	211
21. COURSE SYLLABUS: COGNITIVE LINGUISTICS.....	218
22. COURSE SYLLABUS: APPLIED LINGUISTICS	225
23. COURSE SYLLABUS: SOCIOLINGUISTICS	232
24. COURSE SYLLABUS: LANGUAGE AND IDENTITY	239
25. COURSE SYLLABUS: PRAGMATICS	246
26. COURSE SYLLABUS: SYSTEMIC FUNCTIONAL GRAMMAR	253
27. COURSE SYLLABUS: DISCOURSE ANALYSIS	260
28. COURSE SYLLABUS: ADVANCED INTERPRETATION	267
29. COURSE SYLLABUS: ADVANCED METHODS OF TEACHING LANGUAGE.....	274
30. COURSE SYLLABUS:RESEARCH METHODS IN LINGUISTICS.....	281
31. COURSE SYLLABUS: SYLLABUS DESIGN AND MATERIAL DEVELOPMENT	288
32. COURSE SYLLABUS: STATISTICS IN LINGUISTICS.....	295
33. COURSE SYLLABUS: SECOND LANGUAGE ACQUISITION	302
34. COURSE SYLLABUS: INTERNSHIP.....	309
35. COURSE SYLLABUS: INTERNSHIP	316
36. COURSE SYLLABUS: ENGLISH FOR SPECIFIC PURPOSES	323
37. COURSE SYLLABUS: WORLD ENGLISHES.....	330
38. COURSE SYLLABUS: MULTIMEDIA COMMUNICATION	338
38. ĐỀ CƯƠNG HỌC PHẦN: TRIẾT HỌC.....	345